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Longwood College Catalog 1992-1993

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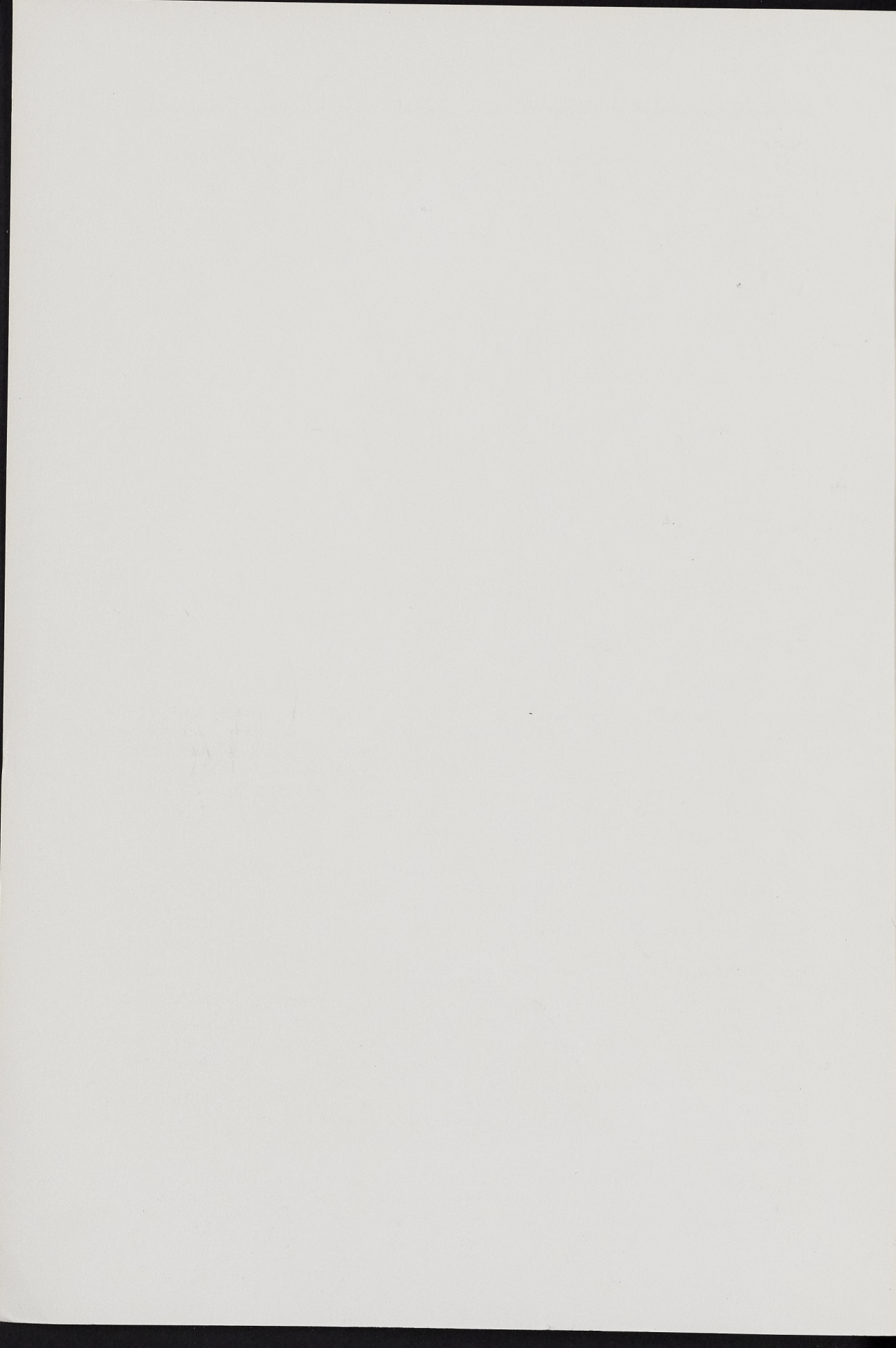
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1992-93

LONGWOOD

CATALOG



LONGWOOD

1992-93

College Catalog

Farmville, Virginia

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

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

Longwood College Undergraduate Bulletin, August, 1992. Announcements 1992-93. In effect until August 1, 1993. Longwood College is accredited by Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's and master's degrees, National Council for Accreditation of Teacher Education, Virginia State Board of Education, National Association of Schools of Music; undergraduate Social Work Program accredited by the Council on Social Work Education; undergraduate Therapeutic Recreation Program accredited by the National Recreation and Park Association in cooperation with the American Association for Leisure and Recreation.

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



LONGWOOD

Farmville, Virginia 23901

Dear Student:

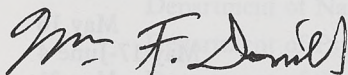
College catalogs seldom capture the special character of particular institutions. So, I want to quote a scholar who is researching colleges around the nation. She said this about Longwood: "I was surprised to find in a public institution the quality of life, the conviviality, and the genuine interest of people in each other. Longwood reminded me of a small, private, highly selective institution."

Indeed, Longwood is a special place with long-standing traditions of quality and individualized attention. Nearly all of our classes have fewer than 30 students. We take seriously our responsibility to help you prepare for a lifetime of learning. Our curriculum will enable you to broaden your knowledge on a wide array of topics. It will also allow you to focus your study on a specific area of interest so that you can develop a field of expertise. You will be in the hands of superb teachers. We emphasize good teaching, and we bring to Longwood faculty members who have three characteristics of good teachers: an exceptional grasp of their particular subject matter, a love of teaching, and the gift of imparting what they know and love to college students. Most of our faculty members spend the better part of their careers at Longwood.

You will be interested to know that the job-placement record of Longwood graduates is far above the national average in many fields. Furthermore, we will provide career assistance at no cost to you for ten years after you graduate. We want you to succeed at Longwood and in your professional career.

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

Sincerely,



William F. Dorrill
President

Academic Calendar

FALL SEMESTER 1992

New students arrive	August 20
Late registration	August 22
(Residence halls open at 10 a.m. for new students only)	
Upperclass students move into residence halls	August 22
(Residence halls open 10 a.m.)	
Opening date, professional semester begins	August 24
Classes begin at 8:30 a.m.	August 24
Last day to add a class	August 28
Convocation	September 10
Last day to drop a class without an automatic F	September 4
Oktoberfest and Family Day	October 3
Fall Break	October 19-20
Classes resume at 8:30 a.m.	October 21
Pre-registration begins	November 2
Pre-registration ends	November 20
Thanksgiving Holiday	November 26-27
Classes resume at 8:30 a.m.	November 30
Classes end	December 8
Reading Day	December 9
Examinations	December 10-16
Residence Halls close at 10 a.m.	December 17
College closes at 12 noon	December 23

SPRING SEMESTER 1993

New student orientation; residence halls open at 2 p.m.	January 10
Advising and late registration	January 11
Professional semester begins	January 12
Classes begin at 8:30 a.m.	January 12
Last day to add a class	January 18
Last day to drop a class without an automatic F	January 22
Spring Break begins	March 5
Classes resume at 8:30 a.m.	March 15
Pre-registration begins	April 6
Spring Weekend	April 17
Pre-registration ends	April 23
Founders Day	April 24
Classes end	April 27
Reading Day	April 28
Examinations	April 29-May 5
Commencement, end of academic year, residence halls close at 4 p.m.	May 8

SUMMER SESSION 1993

Residence halls open 2 p.m.	May 16
First summer session	May 17-June 4
Memorial Day holiday - College closed	May 31
Residence halls close at 5 p.m.	June 4
Residence halls open 2 p.m.	June 13
Second term begins	June 14
Independence Day holiday - College closes	July 4
Second term ends, residence halls close 5 p.m.	July 9
Residence halls open	July 10
Third term begins	July 12
Third term ends, residence halls close 5 p.m.	August 6

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Administration (1992-93)

BOARD OF VISITORS — 1992-93*

MRS. MARTHA W. HIGH, Rector

Civic Leader, McLean, VA

THE HONORABLE FRANKLIN M. SLAYTON, Vice Rector

Attorney, Vaughan & Slayton; South Boston, VA

MS. VIOLA O. BASKERVILLE, Secretary

Civic Leader, Richmond, VA

MR. D. PATRICK LACY, JR., Member at Large of Executive Committee

Attorney, Hazel, Thomas, Fisk, Beckhorn, Hanes; Richmond, VA

DR. RICHARD S. BLANTON

Attorney, Blanton and Dickerson; Farmville, VA

DR. WYNDHAM B. BLANTON, JR.

Retired Physician, Cumberland, VA

MS. MARTHA A. BURTON

Administrative Assistant, Crater Planning District Commission, Petersburg, VA

MS. JANE C. HUDSON

Civic Leader; Greenville, SC

DR. HELEN RANDOLPH STIFF

Division Chief for PreAdolescents, VA Dept. of Education; Richmond, VA

MS. LINDA E. SYDNOR

President, Virginia International Enterprises, Inc., Richmond, VA

MR. W. T. THOMPSON, III

Vice President of Investment, A. G. Edwards & Sons, Inc.; Richmond, VA

*As of June 30, 1992.

ADMINISTRATION

DR. WILLIAM F. DORRILL, President

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

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

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

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

DR. DARRYL G. POOLE, Vice President for Academic Affairs

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

Longwood College and Its Programs

LONGWOOD COLLEGE MISSION

Longwood College, founded in 1839, is a medium-size, state-assisted, coeducational, largely residential, comprehensive college offering programs leading to the bachelor's and master's degrees. Longwood offers courses both on the main campus and at educational sites in other locations. As a state-assisted institution of higher education, Longwood College is committed to the principles of equal opportunity and affirmative action.

The primary educational objective of Longwood College is to provide a baccalaureate and graduate degree curriculum distinguished by academic excellence. Essential to the goal of academic excellence is a faculty committed to the highest standards of teaching and research and/or creative arts.

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

Longwood is dedicated to the total education of its student and seeks to provide an atmosphere supportive of individual development. Through the offices of the Vice President for Academic Affairs, the Vice President for Student Affairs, the Deans, and the Learning Center, Longwood is committed to the intellectual, social, personal, and career development of each student.

Longwood's strong commitment to public service and economic development primarily for the citizens of Southside Virginia is reflected in a wide variety of Continuing Education programs, the services of the Small Business Development Center, an extensive calendar of public lectures, concerts, art exhibits and performances, provision of campus facilities for use by community groups, and the encouragement of community service by faculty, staff, and students.

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

Revised 1991. Approved by the Board of Visitors, February 3, 1992.

Location

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

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

History

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

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

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

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

Buildings

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

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

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, high-rise and low-rise residence halls, the Lankford Student Union, and various academic facilities.

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

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

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

College Library and Resources

The new \$6,800,000 College Library, with a two-story entrance hall flanked by columns, provides state-of-the-art technology for information retrieval from libraries throughout the world, as well as satellite reception of foreign programs. The Library is air-conditioned and houses a collection of 855,330 print and non-print materials. The Library has an online catalog and an online circulation system. Reference services are provided which include individual reference services, bibliographic instruction to meet general and specific class needs, and online bibliographic searching upon request. Reserve materials include those requested by faculty as well as non-print material, and some permanent materials that are in high demand. During the regular sessions the Library is open at scheduled periods totaling 81-91 hours a week.

The College Year

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

Summer Session

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

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

Commencement

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

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

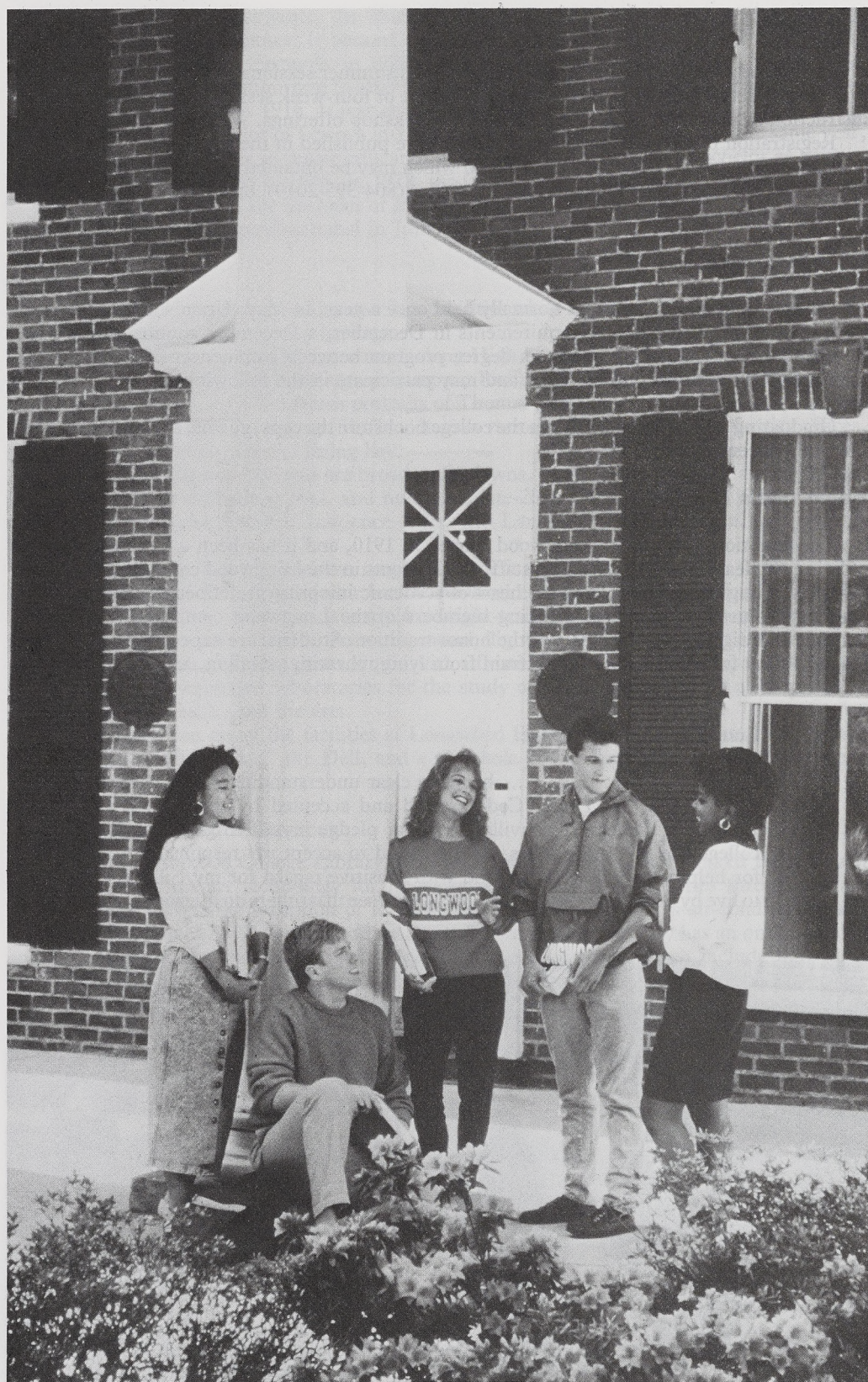
Longwood's Honor System

The tradition of honor at Longwood started in 1910, and it has been a key to the quality of living and learning among faculty, staff, and students in the Longwood community for many years. At Longwood, honor is at the heart of academic integrity; it defines the shape of each student's values and conduct. Treating members of the Longwood community with trust, respect, and dignity is at the heart of the honor tradition. Students are expected to assume full responsibility for their actions and refrain from lying, cheating, stealing, and plagiarism.

Longwood's honor pledge:

I, having a clear understanding of the basis and spirit of the Honor Code created and accepted by the body of Longwood College, Farmville, Virginia, pledge myself to govern my college life according to its standards and to accept my responsibility for helping others to do so, and with sensitive regard for my college, to live by the Honor Code at all times and to see that others do likewise.





Admissions

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

UNDERGRADUATE ADMISSIONS

Freshmen

1. Complete and return an application for admission. The application must be accompanied by a non-refundable application fee of **\$25.00**, or by an official Fee Waiver Form of the College Entrance Examination Board which has been issued and signed by the student's counselor. Longwood College application forms may be obtained in most high school or community college counseling offices or by writing to the Office of Admissions, Longwood College, Farmville, VA, 23909-1898.
2. Request that the student's high school submit to the Director of Admissions a transcript of high school records. Students who have attended other colleges or universities must also request that the registrars of those institutions send complete transcripts of their records.
3. Take the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board, or the American College Testing Service Examination (ACT), and request the test scores be sent to the Admissions Office, Longwood College (certain transfer students may be exempt from the testing requirement; see transfer student section). Students planning to major in a modern language should take the achievement test in the language or languages of their choice for placement purposes. Data from all tests recommended by the State Department of Education in cooperation with the local school divisions will be reported by the high school on the transcript form.
4. Submit any additional information the student believes to be pertinent to the Admissions Committee review and subsequent admission decision.

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

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

Selection criteria are established each year by the Board of Visitors within the mission and constraints of the College. Regularly admitted students for the Fall 1991 class had a cumulative grade-point average of 2.9 and an average SAT score of 950. Most of our accepted applicants were graduated from high school with the Advanced Studies Diploma.

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

Candidates for admissions 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 deposit of \$250.00 if they will be residential students and \$100.00 if they will be commuting students. The deposit is due by May 1 and is only refundable until that date. Students accepted after May 1 will need to pay deposits within two weeks of their acceptance.

Early Admission

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

Early Action Admission

Longwood College offers Early Action Admission to freshman applicants who possess exceptional high school records, class standing, and SAT or ACT scores. To be considered for Early Action, applications must be received by November 15 and successful candidates will be notified by January 1. Students not selected for Early Action will automatically be considered for regular undergraduate admissions.

Transfers

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

Nontraditional

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

ADMISSIONS CRITERIA

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

- Four units of English

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

- Three units of Science, two of which must include a laboratory

- 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.)

- Two units of one foreign language

- Two units of Health and Physical Education

- One unit of Fine or Practical Arts

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

Transfer Students: Applicants for advanced standing in undergraduate degree programs must present evidence of good standing at the last institution attended. A cumulative 2.2 GPA (on a 4.0 scale) for all hours attempted at all accredited colleges attended is expected to be considered for admission. Transfer applications are reviewed with primary emphasis on academic course work taken at the college level. Students are expected to have completed successfully academic coursework in four main academic areas: English, Mathematics, Science, and History. Transfer applicants who will have earned fewer than 30 transferable semester hours in college level subjects prior to enrollment at Longwood and who are under 22 years of age may also be evaluated on their high school academic performance and SAT scores.

Virginia community college students planning to transfer to Longwood should consult with their community college counselor and review the *Longwood College Transfer Guide*. Please refer to transfer policies on page 38. Specific questions about transfer policies and practices should be addressed to the Office of Admissions or by calling that office at 804/395-2060. Copies of the *Longwood College Transfer Guide* are available upon request.

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

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

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

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. Should students have particular medication needs, they should write to the Longwood Student Health office to determine whether the medications can be obtained here.

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

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

Students With Disabilities

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

Admission to Longwood College is based on the requirements outlined in the College Catalog. Admissions decisions are made without regard to disabilities. All applicants to the College are reviewed through the same admissions procedures. All students are expected to present academic credentials at or above the minimum standards for admission as established annually by the Admissions Committee. Students with identified disabilities eligible to take the SAT/ACT under accommodated conditions may submit those scores.

For applicants who choose to identify themselves in the admissions process, the Admissions Committee will review alternative measures for admissions criteria under the following conditions:

1. If a standard of admission interacts in a disproportionately adverse way with the applicant's

- documented disability, then a request for a substitution in that criterion may be submitted.
2. The alternative measure is a valid measure of the same skills, aptitudes, or areas of achievement as the admissions standards.

Applicants who wish to request accommodations in the interview of the admissions process; or who wish to request Admissions literature, the College Catalog, or an application in an alternate format should contact the Coordinator of Services for Individual with Disabilities at (804) 395-2391; TDD/TTY relay service: (800) 828-1120.

Accommodations Policy for Students with Disabilities

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

Longwood College recognizes both the wide variation in the needs of students with disabilities and the fact that as students progress through their programs unanticipated needs may arise. The Coordinator will, at the request of a student, review the process by which his or her current accommodations were determined and revise the accommodations as appropriate.

Readmission Candidates

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

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

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

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

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

Special Students

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

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

Special students are advised that credits earned as a special student are not necessarily applicable toward a Longwood degree program. After admission to the College, such credits as well as credits earned at other colleges or universities, will be evaluated as to applicability

to the specific degree program in which the student wishes to enroll.

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

Teacher Licensure

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

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

Advanced Placement and CLEP

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

Second Baccalaureate Degree

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

1. Submit an Undergraduate Application for Admission, a \$25 non-refundable application fee, and all official college transcripts directly to the Office of Admissions. The student must also submit a completed Application for Degree along with a \$25 Degree Application fee directly to the Registrar's Office before the student will be admitted to the college. In order to complete the Application for Degree, the student must meet with the appropriate Department Chair to plan a course of study.
2. Complete, at Longwood, at least 30 additional semester hours in a course of study beyond that work applied toward the first degree.
3. Complete all major and degree requirements in the second degree program.
4. Maintain a minimum cumulative grade point average of 2.0 with a 2.0 or higher in the second major.

Developmental Course Placement

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

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

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



President and Mrs. William F. Dorrill lead the Oktoberfest parade.



Expenses and Financial Aid

Fees and Expenses for Undergraduate Students Living in Residence Halls*

	Virginia Students	Non-Virginia Students
Tuition (all)	\$2,154	\$6,480
Room***	1,900	1,900
Comprehensive Fee**	1,410	1,410
Board****		
15-meal plan	1,686	1,686
19-meal plan	1,830	1,830
Activity Fee	100	100
TOTALS		
with 15-meal plan	\$7,250	\$11,576
with 19-meal plan	\$7,394	\$11,720

Fees and Expenses for Undergraduate Students Not Living in Residence Halls

	Virginia Students	Non-Virginia Students
Tuition (all)	\$2,154	\$6,480
Comprehensive Fee**	1,410	1,410
Activity Fee	100	100
TOTALS	\$3,664	\$7,990

The fees indicated are for the 1992-93 academic year and are subject to change by the Board of Visitors at any time.

*As a residential institution, Longwood College believes group living provides opportunities for personal growth, development, and education. The College, therefore, requires students to live in the residence halls. Part-time students will not be permitted to live in the residence hall unless written permission is obtained from the Vice President for Student Affairs. Unauthorized part-time students found living in the residence hall will be charged full-time tuition and fees.

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

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

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

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

The deposit balance will be refunded approximately three months after graduation from Longwood or withdrawal from the residence hall. The refunded amount will be net of any outstanding balance owed to the College for tuition and fees, course fees, or telecommunication charges. No refunds will be processed for \$5.00 or less.

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

Classification as a Virginia Student

Entitlement to classification as a Virginia student and the privilege of paying in-state tuition is determined at the time of admission from information submitted by the student on the state domiciliary form. This form is attached to the application for admission, readmission, or will be sent to the student for completion by the Office of Admissions. In-state classifications are determined pursuant to the Code of Virginia.

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

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

Method of Payment

Students are responsible for paying their accounts as follows:

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

Second Semester: the remaining half of the charges, less any credits, will be billed on or about November 1, and are payable by December 1. Failure to receive a bill does NOT waive requirement for payment when due.

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

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

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

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

Notice of Policies and Charges on Unpaid Telephone Accounts

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

Notice of Fees and Charges on Unpaid Tuition and Fee Balances

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

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

Application and Readmission Fees

An advanced application fee of \$25.00 is required of all undergraduate students making their first application to Longwood College. For returning students, a \$10.00 readmission fee will be invoiced by the Office of Cashiering and Student Accounts on or about February 15, and is payable on or about March 15. Both the application fee and the readmission fee are not refundable.

Deposit

A \$100.00 student fee deposit is required of all commuter students to reserve their admission to Longwood College. A \$250.00 student fee deposit is required of all residence hall students to reserve their admission to Longwood College.

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

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

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

Refunds and Charges for On Campus Full-Time Students

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

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

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

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

Refunds and Charges for Off-Campus Students

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

- (a) Students who withdraw before the first class meeting will be refunded all tuition less a \$25 withdrawal fee. (This does not apply to classes where registration is held at the first class meeting.) Students must contact the Director of Off-Campus Programs in Continuing Studies (or the Program Coordinator at the CEC), and submit a letter of withdrawal postmarked prior to the first class meeting.
- (b) Students who withdraw before the second class meeting will be refunded all tuition less one credit hour and the registration fee. Students must submit a letter of withdrawal to the Director of Off-Campus Programs 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.
- (c) After the second class, no refunds will be made except in extenuating circumstances. Refunds may be recommended to the Vice President for Business Affairs by the Dean of Continuing Studies. Correspondence should be addressed to:

Director of Off-Campus Programs
Continuing Studies
Longwood College
Farmville, VA 23901

Refunds and Charges for On-Campus Part-Time Students

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

- (a) Any student withdrawing from the College or dropping all their classes during the first week of classes will be refunded all but one credit hour of tuition.
- (b) A student withdrawing during the first 25% of the academic period will be refunded 50% of total charges with a minimum charge of one credit hour of tuition.
- (c) A student withdrawing during the period from 26% to 50% of the academic period will be refunded 25% of total charges with a minimum charge of one credit hour of tuition.
- (d) After 50% of the academic period, no refunds will be made.

An official notification of withdrawal must be processed before any reduction in charges or refunds will be made. This can be done by contacting the Student Development Office, first floor French Hall, 395-2414.

Withdrawal Policies and Procedures

Once a student has preregistered, registered, or otherwise been assigned classes for any semester, he/she must officially withdraw from the College before the 1st day of classes to prevent tuition and fee charges. Students withdrawing on the 1st day of classes or later, will be charged as previously stated under the section "refunds and charges."

Withdrawal is not considered official unless a formal withdrawal is processed in the Student Development Office first floor French Hall, 395-2414. Dropping of classes in the Registrar's office does not fulfill the requirements for withdrawal.

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. Payment must be made by cashier's check or money order.

Please note that academic withdrawal policies may differ from financial withdrawal policies. For academic policies, see pages 37-38 of the Catalog.

Late Payment Fees

A charge of \$50.00 will be assessed to preregistered students if tuition and fee bills are not paid by the due date on the invoice.

Students registering during late registration or the add period are expected to pay in full on the date of registration. Any account unpaid at the end of the add period will be assessed a \$50.00 late fee.

A late fee of \$10.00 will be assessed on course fees which are unpaid as of the due date.

Late Registration Fee

A charge of \$50.00 will be assessed to students registering during late registration who were academically eligible for preregistration.

Special Cost Waivers for Children of War Casualties

Children between the ages of 16 and 25, either of whose parents was killed in action, is missing in action or a prisoner of war in any armed conflict, or is or may hereafter become totally disabled due to service subsequent to December 6, 1941, while serving in the army, navy, marine corps, air force, or coast guard of the United States, is eligible for free tuition and institutional charges at any 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 ten years immediately prior to his or her death.

Eligibility for these benefits is established by the Director of War Veterans' Claims, Richmond, VA 23216. Students who consider themselves eligible should contact the Director

or may seek assistance from the Director of Admissions at Longwood. Verification of eligibility must be on file with Cashiering and Students Accounts before the first day of classes each semester.

Part-Time Students

Students taking 12 or more credit hours will be charged full rates. Undergraduate Virginia students taking less than 12 credit hours will be charged at the rate of \$90.00 per credit hour. Undergraduate non-Virginia students will be charged at the rate of \$270.00 per credit hour.

A comprehensive fee of \$59.00 per credit hour is charged for all part-time students enrolled for eight credit hours or more. A flat comprehensive fee of \$45.00 is charged for all part-time students enrolled for one to seven credit hours. Failure to receive a bill does NOT waive requirement for payment when due.

Minimum Refund Policy

Due to the high cost of processing refunds, no refund checks will be issued for \$10.00 or less.

Refunds

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

OTHER FEES

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

Diploma Fee. A fee of \$25.00 will be charged for a Bachelor's diploma and a \$25.00 fee for a Master's diploma. This fee is payable to the Registrar at the time application is made for graduation and is non-refundable.

Field Experiences. Since charges vary for students enrolled in student teaching, social work, business administration, government, or therapeutic recreation, semester rates may be obtained in the Cashiering and Student Accounts Office.

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

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

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

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

Add/Drop Fee. A fee of \$5.00 will be charged for each add/drop form a student requests.

FINANCIAL AID

General Information

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

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

A booklet containing specific information about financial aid may be obtained by visiting or writing the Financial Aid Office, Longwood College, 201 High Street, Farmville, VA 23909.

Satisfactory Academic Progress

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

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

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

Application for Assistance Procedures

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

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

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

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

Assistance Programs Available

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

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

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

Army ROTC

Any full-time student, whether currently taking Military Science courses or not, may compete for an Army ROTC Scholarship which includes all academic fees, tuition, books, supplies and equipment, plus a *grant of up to \$4,000*. Scholarship information is available by writing to the Financial Aid Office or the Military Science Department at Longwood.

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

Graduating Senior Recognition

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 achieved the highest academic record. The recipient will receive a certificate and a cash award of \$2,000. The prize is to be "an incentive to encourage students to greater effort in achieving academic excellence . . . to enrich their college experience and advance their own well-being and that of the College."

Longwood Scholarship Funds

Applications for most of the scholarships listed may be obtained from the Financial Aid Office between November and March 1.

1. General Scholarships and Awards.

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

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

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

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

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

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

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.

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 semester credit hours. 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.

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

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

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 1100, and a cumulative GPA of 3.0 or above.

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 discussions with visiting scholars, special "honors" courses, and invitations to Fireside Chats at the President's home. Participants also have preferred registration for courses. The program is open to students in any major. To participate, entering freshmen must have a combined SAT score of at least 1100. See the "Honors Programs" section of the *Catalog* for more information about the program.

Longwood Scholars Scholarships--This program provides approximately five scholarships annually to exceptionally capable students. It is open to matriculating freshmen who intend to fulfill the requirements for a bachelor's degree awarded by Longwood College. Applicants must rank in the top 10 percent of their graduating class, have a GPA of at least 3.0 and have SAT scores of 1000 or above. A brochure and application outlining this program may be obtained from the Admissions Office, Longwood College. Longwood Scholars awards are established in recognition of: *Franklin Federal Savings Bank, Dr. Elizabeth Burger Jackson, Dr. Joseph L. Jarman, Clara Duncan Smith, Sadie Upson Stiff, Florence H. Stubbs, Dr. Henry I. Willett, Jr., and Frances Roberdeau Wolfe.*

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

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

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

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

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

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

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

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

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

(3) Education: *Isabelle Ball Baker Memorial Scholarship, Sue Yeaman Britton Scholarship, Alice E. Carter Scholarship, Class of 1934 Scholarship, Marion S. Combs Scholarship, Worthy Johnson Crafts Scholarship, Lulie Evelyn Duke Scholarship, Nell H. Griffin 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, Louise B. Watson Memorial Scholarship.*

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

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

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

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

(8) Music Program: *Emily Clark Music Education Scholarship, Pauline Boehm Haga Scholarship, Andrew W. and Duvahl Ridgway-Hull Scholarship, Lane Music Award.*

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

(10) Science Department: *Andrew W. and Duvahl Ridgway-Hull Scholarship, Peggy Kennedy Memorial Scholarship, Edith Stevens Award, Lucile B. Walton Biology Scholarship.*

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

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

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

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

Lucy P. Ackerly Scholarship

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

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

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

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

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

Jessie Ball duPont Scholarship

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

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

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

Margaret Helm Gilmore Scholarship

Golden Corral Scholarship -- This scholarship funds the Miss Longwood scholarships. In years when there is no Miss Longwood Pageant, it is awarded to a student from Prince Edward or Cumberland counties or from the Town of Farmville. Selection is based on academic performances 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.

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.

Linwood E. Kent Memorial Scholarship -- Awarded to a freshman student applicant on basis of academic achievement and financial need.

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.

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

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

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

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

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

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

Virgie McCue Walker Scholarship

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

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

Outside Programs

Methodist Student Loan. A student who is a full member of The United Methodist Church, a citizen of the United States, is admitted to a degree program, and has a "C" average, may be eligible to borrow up to \$900 as an undergraduate student and \$1,200 as a graduate student each calendar year. Interest varies but is always considerably lower than interest rates on commercial loans and payments do not begin until six months after graduation or withdrawal

from school. For more information, contact the Director of the United Methodist Campus Ministry at Longwood College, 204 High St., Farmville, VA 23901, or phone 804-392-8089.

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

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

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

President Dorrell talks with international students.



Student Services

STUDENT DEVELOPMENT GOALS

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

Intellectual Goals

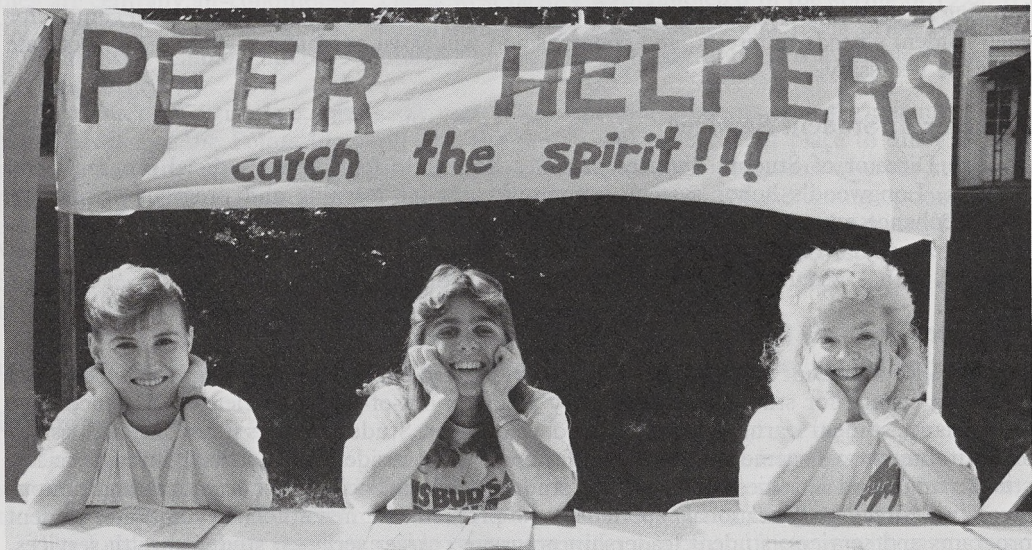
1. Mastery of a Broad Body of Knowledge in the liberal arts and sciences, so you can see things in perspective, appreciate and enjoy artistic expression, and critically, creatively, and logically respond to the complex world around you.
2. Mastery of a Specialized Body of Knowledge, so you'll have the expertise to be competitive and successful in your chosen career.

Personal Goals

1. 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.
2. A Balanced and Healthy Lifestyle, which means making responsible choices related to values, friends, family, work, recreation, and life-long education.

Social Goals

1. Interpersonal Effectiveness and an appreciation of diversity and differences, so you can establish genuine, trusting, and honorable relationships within the broad family of humanity.
2. 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 6 Longwood student goals, as well as each student's opportunity to assess his/her developmental needs, pursue goals and experiences to fulfill those needs, design and implement progress intended to foster growth, evaluate achievement, and record this attainment.

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

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

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

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

Dean of Students

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

Director of Student Services

The Director of Student Services provides leadership for student judicial programs and services, Longwood's honor system, community service learning and programs, programs which enhance awareness of substance abuse and sexual assault, and parking management. The Director serves as another point for student contact especially in matters related to student conduct, sexual assault, harassment, and honor violations.

Vice President for Student Affairs

The Vice President for Student Affairs provides leadership for promoting Longwood as an involving college for students with primary focus on out-of-class experiences that encourage and enhance student learning and personal development. Student Affairs functions: admissions and enrollment management, financial aid, housing and residence education, dining services, student union and activities, Greek affairs, student services, bookstore, intramurals and campus recreation, first year educational experiences and programs for new students, commuter student programs and services, student leadership programs, career services, student health services, counseling services, student affairs research, evaluation, and assessment, and the campus police.

Orientation

Orientation programs at Longwood are designed to help new students adjust to college academically and socially. Orientation is scheduled three times during the year. PREVIEW is the orientation program held in the summer for first year students and transfers (planning to enter Longwood in the fall) and their parents or guests. PREVIEW serves to acquaint new students with the campus; allows them to meet fellow students, faculty, and staff; and helps them to deal with the transition to college. During S.A.I.L. (Students Actively Involved in Longwood) Week in August, new students continue to be oriented to Longwood as they learn more about their academic major, the Honor System, personal responsibility, and campus resources and services. Starting a few days before classes begin, S.A.I.L. Week offers special programs for international, commuter, minority, and transfer students. In January, an orientation program is held for new students planning to enter in the spring. This program features essential academic and student life information.

Housing, Residence Hall Education, and Dining Services

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

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

Eleven residence halls offer a variety of social and educational options for men and women. Tabb and French Halls, the oldest halls, are located east of Ruffner Hall and overlook the College Colonnade and Sunken Gardens. The Cunninghams, constructed in 1928, 1932, and 1938, form a complex of halls in the center of campus. Wheeler, Cox, and Stubbs Halls were built during the period, 1960-66, and are located on the western edge of the campus. Curry and Frazer are modern high-rise facilities that were completed in 1969 and 1970, respectively; they are centrally air-conditioned. The newest facility was completed in the spring of 1992. It too is centrally air-conditioned. Special living areas with themes and focus bring together students with common interests. Information on special living options is available from the Housing Office.

The Dining Service is a significant part of student life. Students who participate in the board plans and the Points Plan will find the dining hall an excellent place to dine, obtain news about events around campus, and socialize. The Points Plan is a system whereby students may purchase tickets in increments of \$25 or more for use in any of the dining options. The cashier will punch the card for the cost of the meal when the student enters the dining facility. When the student has used up the value of the point card, s/he may purchase another card. Students are offered many dining options and can choose according to their tastes. Making nutritionally sound choices is part of a student's development.

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

Learning Center

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

The Learning Center provides a wide range of services in a central location with easy access for students. Among the services offered by the Learning Center are peer tutoring, study skills

workshops, standardized test preparation workshops, a library of self-paced instructional software, and writing assistance.

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

Commuter Students

All students not living on campus are automatically members of the Commuter Student Association (CSA). The CSA is governed by a Board of Directors, an elected group of student representatives. These students reflect the distinct interests and concerns of the large and diverse population of traditional and adult commuter students at Longwood College. The Board of Directors meets weekly to plan activities and address concerns on behalf of the commuter student population of Longwood College.

The Commuter Student Lounge, located in Lankford Student Union, is also of interest to all commuters. It provides a convenient place for commuters to study, socialize, or relax between classes. The facilities of the lounge include a kitchen (with microwave oven, stove, refrigerator/freezer, and cupboard space), locker space, a campus telephone, and campus mailboxes. The Commuter Student Lounge is also a location in which much information vital to commuters can be found. Informational bulletin boards, as well as brochures, newsletters, magazines, and newspapers can be found in the Lounge. Other areas maintained for relaying commuter information are the Commuter Information Boards in Hiner, Wynne, and Lankford. These boards are updated weekly and should provide all information a commuter needs to know.

Student Assessment

Student Affairs is involved in assessment, evaluation, and research to enhance the development of students at Longwood College. The assessment program is referred to as ASSET, Assessing Student Success and Evaluating Talent. ASSET provides approximately 150 freshmen each fall the opportunity to participate. Students gain information to assist them in making choices about their involvement with the intellectual, personal, social, and career dimensions of college. Longwood gains descriptive information about students to assist with policy formation and programming decisions.

Student Activities

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

Membership in these organizations is open to all students. They are encouraged to explore several groups of interest to them before deciding which ones are appropriate for full participation. These organizations include programming groups, fraternities/sororities, academic clubs and honoraries, residence hall councils, intramurals, and many others. The Student Development Educator for Commuters and Leadership publishes a list of student groups and contact persons each fall. Anyone interested in a specific group or just wondering what is available is invited to stop by room 207 or call 395-2685. Lancer Productions (formerly the Student Union Board) is the major programming group on campus. Funded by student fees, this group of students plans activities and programs for the enjoyment of the Longwood community. Lancer Productions sponsors films, concerts, coffeehouse entertainment, lectures, Spring Weekend, weekend activities, as well as programs related to special interests and issues.

Lankford Student Union

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

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

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

The College Information Center, located on the first floor of Lankford, dispenses general information, serves as the lost and found department, receives Federal Express and Overnight mail, and sells tickets to Series Performing Arts and other events. Visitors to Lankford can pick up maps of the campus. Potential students can get admissions packets if they are on the grounds after the Admission Office closes or on the weekends. Inquiries may be directed to 804-395-2000.

The Student Government Association

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

The Student Government Association is centralized in a Student Senate. The Student Senate is the coordinating body among the different branches of the SGA. The membership of the Student Senate consists of the: President, Vice-President, Treasurer, Recording Secretary, Corresponding Secretary, Chair of the Honor Board, Chair of the Judicial Board, Student Union President, Minority Affairs Chair, Residence Hall Association President, Chair of the Intramurals and Campus Recreation, Greek Council Representative, Senior Class President, Junior Class President, Sophomore Class President, Freshman Class President, Communications Chair, Off-Campus Student Representative, and eight Student Representatives At-large. The Student Senate meets once a week. All meetings are open to the public. You are encouraged to attend.

Student Publications

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

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

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

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

Clubs and Organizations

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

In order to enhance and enrich these opportunities, various leadership experiences are offered to teach students the skills of team building, resource management, goal setting, program planning and implementation, decision making, problem solving, and evaluation. Clubs and organizations are described in the *Student Handbook*. A list of current groups and officers is available in the Student Development office, 207 Lankford Student Union.

Sororities and Fraternities: The opportunity for membership in sororities and fraternities

is available to students who have completed at least 12 credit hours and have at least a 2.0 GPA. These groups are self-directed and creative in establishing goals and developing skills in leadership, service, and communicating with others. In sororities and fraternities, students become involved with community responsibility, the meaning of friendship, community service, and working together to accomplish common goals. The Black Greek Council, Interfraternity Council, and Panhellenic Council coordinate the promotion of fraternities and sororities, their educational efforts, and important responses to the needs of their members and the needs of the Longwood community. In addition, The Order of Omega Greek Honorary recognizes members who have excelled in both scholarship and leadership.

Honor and Professional Societies

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

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

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

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

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

Division of Intramurals and Campus Recreation

All undergraduate and graduate students taking 8 credits or more are eligible to participate in the activities sponsored by the Intramural and Campus Recreation Program. Some of these activities are: aerobic fitness classes taught in Iler Gym by qualified student instructors and a Walk Program for students, faculty, and staff who like to walk for exercise. Maps, charts, and awards are part of the program.

The Division conducts weekly tournaments in the following activities: flag football, bowling, wally ball 3-on-3 basketball, racquetball, volleyball, billiards, swimming relays, basketball, ping pong, badminton, spades (cards), innertube water polo, mixed tennis doubles, softball, arm wrestling, 2-on-2 volleyball on the sand courts, foul shooting, and dual superstars. In several sports, there is an A and B league so every student can participate at his/her skill level. The Division also offers structured activities on weekends and tournaments such as coed softball, coed bowling, backgammon, racquetball, coed flag football, basketball, horseshoes, and outdoor volleyball on the sand court.

The racquetball courts, weight room, outdoor basketball courts, outdoor volleyball courts, gyms, and fields are open for "free" play/recreation during specified times. Students may check out equipment for use with their college ID card.

Intercollegiate Athletic 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.

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

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

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

The objectives of the Athletic Department are:

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

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

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

Religious Organizations and Churches

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

Campus Police

The Campus Police have the responsibility of law enforcement, security, parking enforcement, and public relations on the Longwood campus. The south-center portion of the Graham Building houses the Campus Police Operations Center. A student escort service is available. The telephone number is 2091.

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

Counseling Service

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

Career Center

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

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

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

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

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

Student Health Services

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

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

Students must have a Health Record on file in Student Health before they may use the services. State law requires that all students must be immunized against measles, rubella, mumps, polio, diphtheria, and tetanus. PPD (mantoux) test for tuberculosis is also required.

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

Accident and Sickness Insurance

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

Liability Insurance

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

Academic Regulations

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

Assessment

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

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

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

Academic Organization

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

The departments in the School of Business and Economics are listed on page 65, in the School of Education and Human Services on page 81, and in the School of Liberal Arts and Sciences on page 119. Students who have not declared a major are in the School of Liberal Arts and Sciences.

Academic Advising

Longwood's advising program will provide 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, develop an educational program consistent with these values, and relate 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.
- assisting students in evaluating their progress toward their educational goals.

First year students are advised by selected advisors who participate in the Longwood Seminar program or special departmental advisors designated as transfer advocates. Before registration for the first semester of their second year, students are transferred to advisors in their major departments as assigned by the advising coordinator for that department. Students who have not declared a major by the end of their first year are advised by a special group of

advisors coordinated by the Director of the Learning Center.

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

English Proficiency

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

Course Numbers

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

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

Selected undergraduate courses carry the designation H to indicate an "Honors" course. A full description of the Arts and Sciences Honors Program and the eligibility requirements for these courses appears on page 59.

Student Load

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

Registration Procedures

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

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

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

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

Add/Drop Fee — A fee of \$5 per form is charged for schedule changes. The fee must be paid in the Office of Cashiering and Student Accounts before the form is brought to the Registrar's Office for processing. All exceptions must be approved by the Registrar.

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

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

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

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

Class Attendance

Students are expected to attend all classes. 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 at the beginning of each semester and to file a copy of the policy with the Department Chair and the appropriate School Dean.

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

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

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

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

Examinations

Written comprehensive examinations are given at the end of each course.

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

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

Withdrawal Policy

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

If the student is withdrawing from the College, he/she should go to the Student Development

Office to initiate the College withdrawal process. If the withdrawal occurs after the seventh full week of classes, the instructors will be requested to assign grades of "W" or "WF."

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

Voluntary Withdrawal

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

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

Enforced Withdrawal

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

Grades

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

NORMAL GRADING

A: Superior work

B: Above average work

C: Average work

D: Below average, but passing work

F: Failure

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

SPECIAL GRADING

- I:** This grade indicates that because of illness or for other good reason the work of the semester has not been completed. When this work has been completed acceptably, a final grade will be reported. *A grade of "Incomplete" will revert automatically to a grade of "F" if the necessary makeup work has not been completed by the middle of the subsequent regular semester.*
- 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 only on a pass/fail basis.
- R:** Re-enroll. This symbol indicates that a student has made satisfactory progress, but needs to repeat the course to reach the required exit proficiency level. The R grade will be used only in English 041, 051, and 061 and Mathematics 052.
- AU:** This symbol indicates participation on a non-credit (audit) basis by students who meet certain minimum standards set by the course instructor. Students wishing to audit must have permission from the chair of the department in which the course is offered and are subject to the same tuition and fees as students enrolled for credit.

- W:** This symbol indicates withdrawal without penalty. It is automatically assigned for withdrawal through the seventh week of the semester and may be assigned at the instructor's discretion when withdrawal occurs after the seventh week of classes. Documented medical withdrawals (see paragraph on *Withdrawal Policy*) will also result in grades of "W."
- WF:** This symbol indicates withdrawal while failing and may be assigned by the instructor when a student withdraws from a course or from the College after the seventh full week of classes. This grade is treated as a grade of "F" in computing the grade point average.

Pass/Fail

Students may take certain courses under the pass/fail system approved by the faculty in 1974. Pass/Fail courses are open to undergraduate students with 30 or more credit hours. A student may take a maximum of three courses; 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 Registrar of that fact by the end of the first six weeks of classes in the semester, or the equivalent portion of a summer session. Once this declaration is made, grading status cannot be changed.

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

Audit

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

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

Quality Points/Quality Hours

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

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

The term quality hours 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 (any courses with a 0xx number), those which are taken as pass/fail or under any other grading option which excludes calculation in the grade point average, those in which a grade of 'I' was awarded, those in which a grade of 'W' was awarded, and those which were taken for graduate credit.

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

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."

Repetition of 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. All enrollments and grades appear on the transcript. After the fifth repeat, both the original and repeated grade will be included in GPA calculations.

Academic Honors

The College recognizes superior scholarship through its Dean's List and the announcement of an honor list at each Commencement. The Dean's List is published at the end of each semester. Students whose names appear on it are those who have earned an academic average of 3.50 or above on a minimum of 12 semester hours work taken in the semester with no grade below "C-." Students eligible for the Dean's List must complete all courses in the semester for which they are registered. A grade of "I" on a student's record prevents consideration for this honor.

Academic Probation and Suspension Policy

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

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

Academic suspension means required withdrawal from the College for a period of one semester immediately following a session in which there was not a sufficient grade point average (as shown in the table below). No student who is placed on academic suspension at the end of either the fall semester or the spring semester shall be allowed to attend the next subsequent summer school.

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

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

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

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

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

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

Academic Probation and Suspension Table*

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

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

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

Grade Estimates

During the regular session, grade estimates are issued to all first-year students and any other students making a "D" or "F". Estimate grades are due to the Registrar by noon on Monday of the fifth full week of classes and are mailed to the student at the permanent address with copies provided to the academic advisor and to the Dean of the School.

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

Grade Appeals

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

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

In order to determine the merit of the appeal, the Department Chair may decide to consult the student and/or the faculty member within one week after receiving the appeal.

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

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

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

and relevant to the purposes of the institution. The personal data of students will be used only for the purpose for which it is collected. Procedures for the internal operation of the various offices at the College are established by each office staff so as to conform to the stated College policy.

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

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

- (a) Public information as listed in directories and listings of student data which may include the student's name, address, telephone number, date, and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or field address, dates of field experience, and other similar information. A student may inform the College in writing that any or all public information may not be released without prior consent. The College reserves the right to indicate to potential inquirers whether or not a student is currently enrolled and/or the date of attendance. In the case of telephone requests for information, the College will identify the names of current students or graduates and release the dates of attendance and the major field of study.
- (b) To the students themselves.
- (c) To parents or a financial institution as defined in Section 152 of the Internal Revenue Code of 1970.
- (d) To authorized College personnel (administrative officers, faculty, or their designees) who have legitimate educational research or performance of other duties promoting necessary functions and management of the College as approved by the records access control officer.
- (e) To a third party agency as expressly designated in writing by the student.
- (f) To other agencies as required by court subpoena.
- (g) In a situation of emergency in which the knowledge of confidential student information is necessary to protect the immediate health or safety of a student or other persons.

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

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

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

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

- (a) If the College concurs with the challenge, student records shall be amended or purged as appropriate; and all previous record recipients shall be so notified by the College.

Graduation Requirements

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

1. Completion of all study required in one of the six degree programs offered.
2. Completion of one hundred twenty-six (126) semester hours of credit for graduation in major programs that do not require field experiences, or one hundred twenty-eight (128) semester hours of credit for graduation in major programs that do require field experiences.
3. A minimum average of "C" (grade point average of 2.0) on *all work taken at the College* and a minimum average of "C" (grade point average of 2.0) in those courses constituting the major subject or field. By definition, the major subject or field consists of all courses listed as "major requirements" in the major program curriculum plus all additional courses taken in the same discipline as the major except those courses which may be specifically excluded by the major department. Students choosing to minor in a field of study must have a 2.00 GPA in courses in that field of study.
4. All students will take at least 2 writing-intensive courses beyond courses required for general education.
5. Removal of any communication condition.
6. A minimum of 30 credit hours at the upper level from Longwood.
7. Not more than fourteen hours of credit by correspondence.
8. Approval of the individual by the general faculty as a candidate for graduation.
9. A formal Application for Graduation. This application for graduation must be filed with the Registrar at least one full year prior to the date of graduation.

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

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

Re-examination Policy

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

- Written permission must be obtained from the instructor and delivered to the Registrar.
 - The Registrar must certify that the student is eligible to take the re-examination.
 - A re-examination fee of \$25.00 must be paid prior to taking the re-examination.
 - For graduating seniors, the re-examination must be completed and the final grade reported to the Registrar by the instructor before Commencement.
 - For non-graduating seniors, permission to take the re-examination must be cleared with the Registrar within ten college working days after the end of the examination period.
- The re-examination must be taken by the end of the second full week of classes of the subsequent session.

Graduation Honors

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

Cum Laude — 3.35-3.54

Magna Cum Laude — 3.55-3.74

Summa Cum Laude — 3.75-4.00

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

Longwood College Policy on Student Records

Longwood College student record policies are in full compliance with the Family Educational Rights and Privacy Act of 1974 (Public Law 93-380, Section 438) and the Virginia Privacy Protection Act of 1976 (Senate Bill 335). The accumulation, processing, and maintenance by the College of student data is limited to that information, including grades, which is necessary

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

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

Parental Access to Grades

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

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

Parents of students who have declared themselves to be financially independent may gain access to student records and grades only by demonstrating to the College that the student is considered a dependent under the IRS code.

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

Release of Transcripts

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

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

Statement of General Transfer Policy

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

Transfer Articulation Agreement With The Virginia Community College System

An accepted transfer student who has earned an Associate in Arts degree (AA), an Associate in Science degree (AS) or an Associate in Arts and Sciences degree (AA&S) in the Virginia Community College System (VCCS) and whose associate's degree represents a university parallel curriculum, is considered to have satisfied the College's General Education goals and is guaranteed junior class status. Even though all General Education goals have been satisfied, transfer students still must meet all major and degree requirements.

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, orientation courses, or grades less than "C".
3. Two courses with essentially the same content cannot both be counted toward the same degree.
4. Hours or fractions in excess of those carried by Longwood courses for which substitution is made are counted as free electives. Hours or fractions waived in accepting course substitutions must be made up by elective credits to meet the total semester hour requirements for a degree.

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

Additional Transfer Policy for Longwood Students

Taking Courses for Credit at Other Institutions

Any regularly enrolled undergraduate who wishes to take work at another institution to transfer to Longwood 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; 3) whether the course might be considered a duplicate of a course already taken at Longwood; and 4) whether taking the course at another institution might adversely affect the student's GPA or suspension/probation potential at Longwood.] Upon completion of work, official transcripts must be sent from the host institution to his/her Dean.

Correspondence Course

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

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

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

International Studies Program

John F. Reynolds, Director

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

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

See page 121 for more information.

Army ROTC

Army ROTC is available at Longwood for those students who are interested in exploring the possibility of earning a commission as an Army officer during their college years. The 100 and 200 level courses offered during the freshman and sophomore years serve two purposes: (1) they allow students to determine whether serving their country as Army officers will support their goals without making a military commitment, and (2) successful completion of these courses (if otherwise qualified) allows the student to enter the Advanced ROTC Program.

Upon enrollment in the Advanced ROTC Program, the student must make a commitment to serve in the Army, and will receive a *\$2,000 grant paid during his/her enrollment in the Advanced ROTC Program*. The student is commissioned as a 2nd Lieutenant in the U.S. Army, U.S. Reserves, or the National Guard upon completing the Advanced ROTC Program and the requirements for graduation. Credit hours earned in any ROTC course apply toward the general elective credits required for graduation.

Senior Honors Research Program

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

Senior Honors Research Program Procedures

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

Graduate Program

Vera G. Williams, *Interim Dean of Graduate and Continuing Studies*
Susan Finch, *Secretary*

(See Graduate Catalog for further details)

Graduate Program

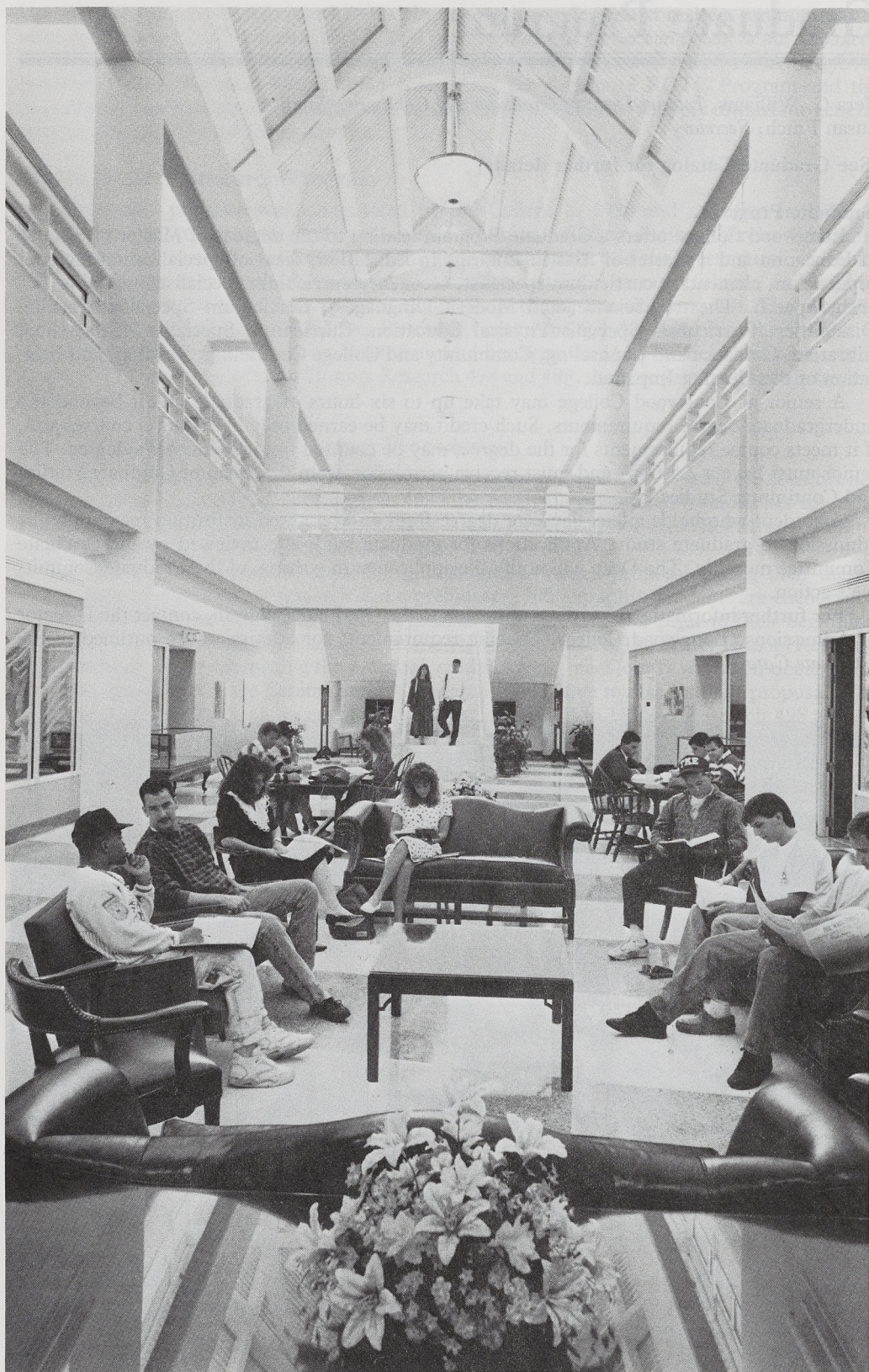
Longwood College offers a Graduate Program leading to the degrees of Master of Science in Education and a Master of Arts in English. In Education, areas of specialization include: supervision, elementary curriculum specialist, secondary curriculum specialist (including English, Speech, Theatre, Science,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

A senior at Longwood College may take up to six hours of graduate credit beyond the undergraduate degree requirements. Such credit may be earned only in 500-level courses and, if it meets course requirements for the degree, may be counted toward a master's degree. The senior must have a 2.5 GPA and must receive permission from the Dean of Graduate Studies and Continuing Studies.

A student who holds a baccalaureate degree from an accredited institution may apply for admission to graduate study. Applications for graduate study are reviewed by the Graduate Committee monthly. The Dean will notify the applicants, in writing, of the Graduate Committee's action.

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





Academic Programs of Study

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

Majors

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

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

Students may choose to minor in one of the following fields. Students choosing to minor in a field of study must have a 2.00 GPA in courses in that field of study.

Minors

Anthropology	Earth Science	Music
Art History	Economics	Philosophy
Art, General	English	Physics
Biology	Geography	Political Science
Business Administration	History	Psychology
Chemistry	International Studies	Sociology
Coaching	Journalism	Speech
Communications	Library Science	Theatre
Computer Science	Mathematics	Women's Studies (1993)
Dance	Modern Language	

Cooperative Program in Pre-Engineering

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

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

Pre-Professional Preparation for The Medical Sciences

This curriculum prepares students for admission to accredited schools of medicine, dentistry, veterinary medicine, nursing, 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.

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

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

Hampden-Sydney Courses

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



Academic Requirements

Graduation Requirements

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

1. Completion of all study required in one of the six degree programs offered. (Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science, Bachelor of Science in Business Administration, Bachelor of Music, or Bachelor of General Studies).
2. Completion of one hundred twenty-six (126) semester hours of credit for graduation in major programs that do not require field experiences, or one hundred and twenty-eight (128) semester hours of credit for graduation in major programs that do require field experiences.
3. A minimum average of "C" (grade point average of 2.0) on all work taken at the College and a minimum average of "C" (grade point average of 2.0) in those courses constituting the major subjects or field. By definition, the major subject or field consists of all courses listed as "major requirements" in the major program curriculum plus all additional courses taken in the same discipline as the major except those courses which may be specifically excluded by the major department. Students choosing to Minor in a field of study must have a 2.00 GPA in courses in that field of study.

A Freshman Year Requirement

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

General Education Requirements

The purpose of the General Education Program of Longwood College is the development of disciplined, informed, and creative minds. The program is defined by ten goals (see the General Education section of the Catalog on pages 53-55 for a complete description of this program). **Students may choose among the core courses listed for each goal. Each of the courses listed under each goal has been specifically designed to address that goal. Courses used by the student to satisfy general education requirements may not be used to satisfy major program requirements. The Dean may authorize an exemption for any goal when a student, due to major requirements, must take at least two courses listed for that goal.** A total of 33 hours of core courses is required for the General Education Program.

Additional Requirements for Specific Degrees

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

1. Bachelor of Arts Degree and Bachelor of Fine Arts Degree
Foreign Languages (3 credits) -- at the 202 level or above
Humanities (6 credits) -- in at least two disciplines and not in the discipline of the major
Students who are not native speakers of English may be exempted from the B.A./B.F.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 Science Degree and
Bachelor of Science in Business Administration Degree
Mathematics (3 credits)
Social Science (3 credits)
Natural Science (4 credits)

3. Bachelor of Music Degree

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

4. Bachelor of General Studies

See the General Studies section of this *Catalog* (page 120) for a complete description of this program.

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

Humanities

Art

Music

Theatre

Dance

Foreign Language

Literature

Philosophy

Religion

Speech

Social Sciences

Anthropology

Economics

Geography

History

Political Science

Psychology

Sociology

Major Program Requirements

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

Other Graduation Requirements

1. All students will take at least 2 writing-intensive courses beyond courses required for general education.
2. Removal of any communication condition.
3. A minimum of 30 credit hours at the upper level at Longwood.
4. Not more than fourteen hours of credit by correspondence.
5. Approval of the individual by the general faculty as a candidate for graduation.
6. A formal Application for Graduation. This application for graduation must be filed with the Registrar at least one full year prior to the date of graduation.

Responsibility

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

Graduation

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

General Education

General Education Requirements: Goals and Core Courses

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

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

English 100
English 101

Rhetoric and Research (see page 135 for course description)
Composition and Literary Analysis (see page 135)

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

Art 120
Art 130
Art 160
Dance 267
Music 123
Music 233
Music 236
Music 237
Theatre 101

Foundations of Contemporary Design (see page 126)
Drawing (see page 126)
Introduction to the Visual Arts (see page 126)
Historical Perspectives of Dance (see page 105)
The Appreciation of Music (see page 169)
Introduction to Music (see page 169)
Music and the Arts (see page 169)
Jazz, Folk, Rock, and the Music of Broadway (see page 169)
Introduction to the Theatre (see page 216)

NOTE: The Art, Dance, and Theatre courses listed above are 4 credit courses. All Music courses are 3 credit courses except Music 233. Students taking one of the Music courses must also take an additional 1 credit in one of the following: Music Ensembles (Music 201-212), Group Piano (Music 169), Voice (for non-majors: Music 181), any one credit Applied Music course, or Musical Activities (Music 124). Music 124 must be taken after Music 123, Music 236, or Music 237.

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

English 201
English 202
English 203
Theatre 204

Western Literature (see page 135)
British Literature (see page 135)
American Literature (see page 135)
Introduction to Western Dramatic Literature:
The Greeks to the 20th Century (see page 216)

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

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

Computer Science 205	Introduction to Programming (see page 163)
Mathematics 121	Functions and Graphs (see page 160)
Mathematics 171	Statistical Decision Making (see page 160)

NOTE: Students who complete Calculus (Mathematics 261 or 267) are exempted from this goal.

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

Biology 101	Biological Concepts General Botany (see page 176)
Chemistry 101	General Chemistry (see page 181)
Earth Science 102	Earth Science (see page 183)
Physics 101	General Physics (see page 188)

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

History 100	Foundations of Western Civilization (see page 150)
History 110	Modern Western Civilization (see page 150)

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

Anthropology 101	Introduction to Anthropology (see page 211)
Geography 201	Basic Elements of Geography (see page 185)
Health 210	World Health Issues (see page 106)
History 200	History of China (see page 150)
Philosophy 242	World Religions (see page 138)

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

Anthropology 106	Introduction to Women's Studies (see page 211)
Economics 111	Economics of Social Choice (see page 73)
History 120	The American Experience (see page 150)
Political Science 150	American Government and Politics (see page 155)
Psychology 101	Psychology and Life (see page 200)
Sociology 101	Principles of Sociology (see page 207)
Sociology 102	Contemporary Social Problems (see page 207)

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

Physical Education 101	Total Fitness through Exercise (see page 107)
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NOTE: Students may choose one of the following eight sections of this 2 credit course: Total Fitness through (1) Aerobic Exercise, (2) Aerobic Dance, (3) Cycling, (4) Multiple Activities, (5) Swimming, (6) Water Aerobics, (7) Weight Training, or (8) Total Fitness for the Overweight. Additionally, students must take a 1 credit sports activity course. If a student passes the College beginner's swimming proficiency test, he or she may choose from among the courses listed in the Physical Education section of this *Catalog* (see pages 107-110). However, if a student cannot pass the beginner's swimming proficiency test, he or she must pass PHED 110, Non-swimming, or PHED 111, Beginning Swimming, for this sports activity course.

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

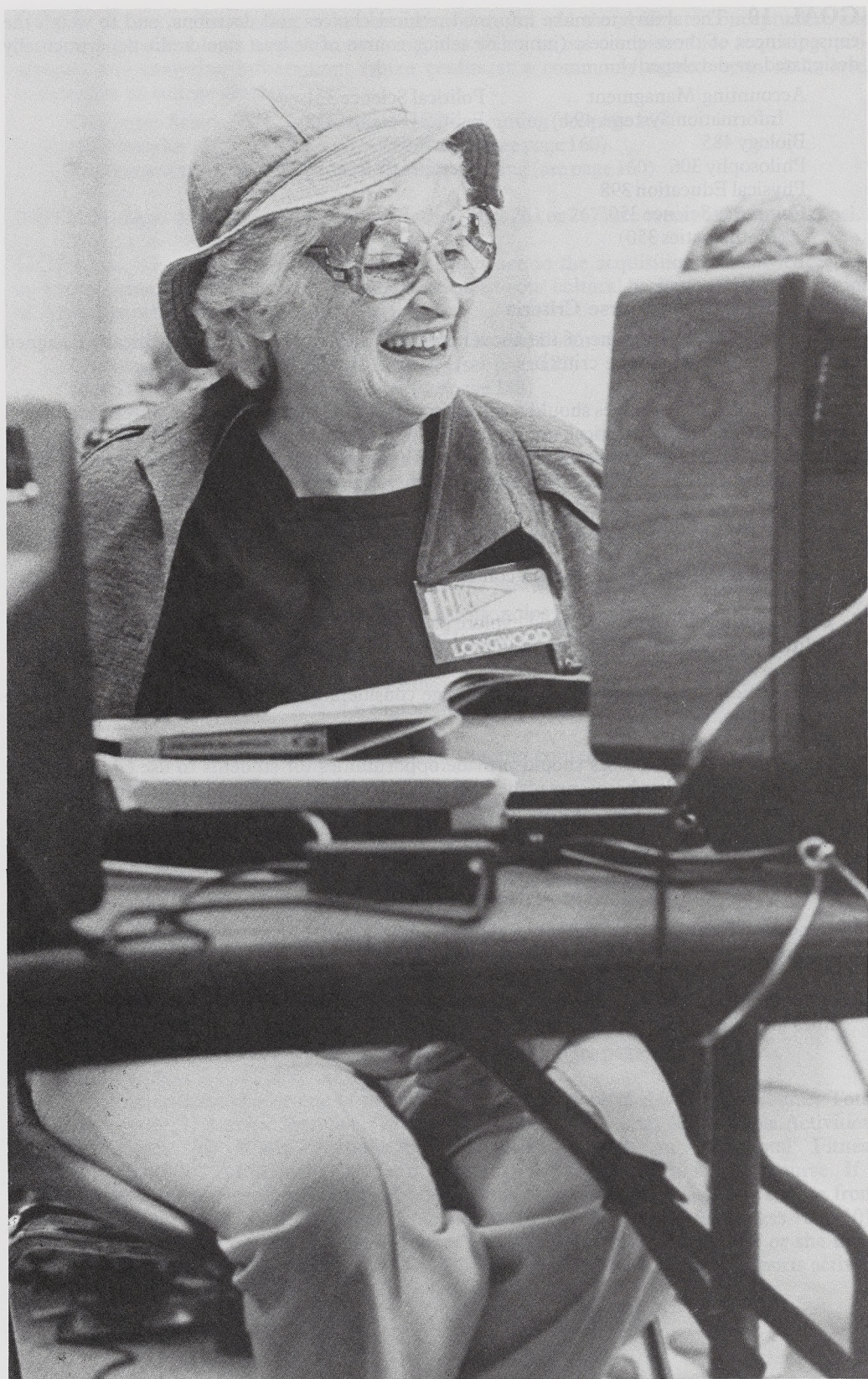
Accounting/Managment
Information Systems 494
Biology 485
Philosophy 306
Physical Education 398
Computer Science 350
(Mathematics 350)

Political Science 331
Political Science 332
Theatre 475
Therapeutic Recreation 425

General Education: Course Criteria

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

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



Continuing Studies

Dr. Vera G. Williams, *Interim Dean of Graduate and Continuing Studies*
Jayne Fanshaw, *Secretary*

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

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

STAFF

Sandra Y. Feagan, Ed.D., Executive Director, CEC
Sherri H. Garrett, B.S., Director of Community Programs
Sarah E. Keatley, M.A., Director of Special Programs
Dennis K. Moore, B.S., Program Coordinator, CEC
Steve C. Nelson, M.A., Director of Summer Intensive Courses
Deborah C. Roller, B.S., Program Coordinator, CEC

OTHER PROGRAMS

Off-Campus Programs

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

Intensive Courses

Summer intensive courses include three-credit graduate classes which are appropriate for teacher recertification. Students are given assignments to be completed prior to and/or after the classes which meet for one or two weeks on campus.

Conferences

Prestigious organizations, such as the Girls State, Virginia Department of Education, PTA, and the Virginia State Police DARE Program, hold their summer training sessions and conferences at Longwood.

Community Programs

Longwood and its off-campus center offer a variety of avocational and leisurely study opportunities to the community. These programs include classes in fine arts, health and fitness, computers, special interest areas and classes for children.

Longwood Adult Basic Learning Center

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

HALIFAX/SOUTH BOSTON CONTINUING EDUCATION CENTER OF LONGWOOD

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

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

OFF-CAMPUS WITHDRAWAL POLICY

Students who withdraw before the first class meeting will be refunded all tuition less a \$25 withdrawal fee. (This does not apply to classes where registration is held at the first class meeting.) Students must contact the Director of Off-campus Programs in Continuing Studies (or the Program Coordinator at the CEC) and submit a letter of withdrawal postmarked prior to the first class meeting.

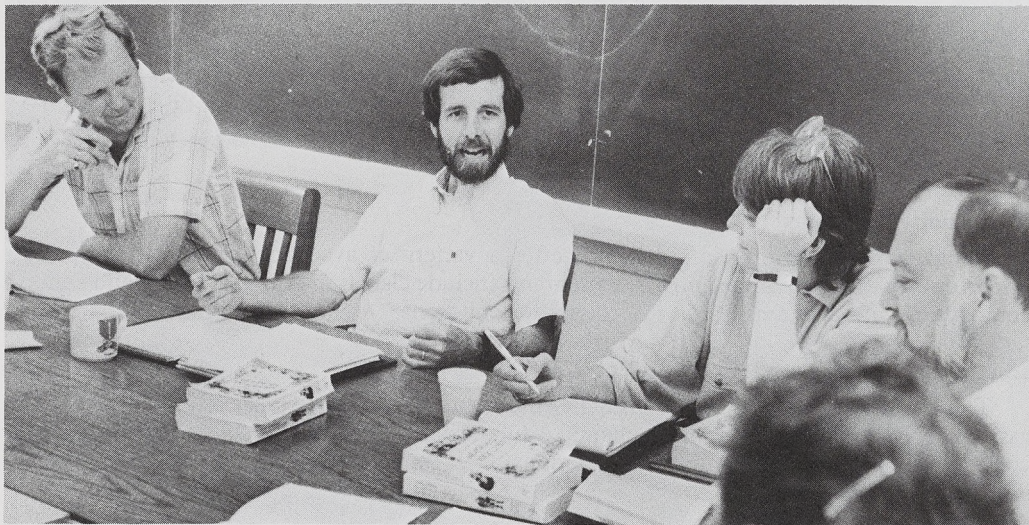
Students who withdraw before the second class meeting will be refunded all tuition less one credit hour and the registration fee. Students must submit a letter of withdrawal to the Director of Off-campus Programs prior to the second class meeting (students may not attend the second class meeting). The letter must be postmarked on or before the day of the second class meeting.

After the second class, no refunds will be made except in extenuating circumstances. Refunds may be recommended to the Vice President for Business Affairs by the Dean of Graduate and Continuing Studies.

In order to withdraw and receive a grade of "W", students must submit a letter of withdrawal to the Director of Off-campus Programs postmarked before the mid-point of the class. Students who withdraw before the first class meeting will have no record of enrollment in this class on their academic records.

Send correspondence to:

Director of Off-campus Programs
Continuing Studies
Longwood College
Farmville, VA 23909



Honors

Sandra J. Breil, Ph.D., Associate Professor of Biology, Director

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

Honors work is offered in the following disciplines: Accounting, Anthropology, Art, Biology, Chemistry, Computer Science, Dramatic Arts, Economics, Education, English, French, Geography, German, Health, History, Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Sociology, and Spanish.

Some honors courses are sections of courses required for general education; others are especially created for honors students and may be team-taught and interdisciplinary in nature. In addition to taking honors courses, students enrolled in the Longwood Honors Program will be invited to participate in extracurricular activities such as small group discussions with visiting lecturers, museum expeditions, dinners with faculty, and other special events.

Admission to the program will be open to any entering freshman with a combined SAT score of 1050, and 3.0 high school GPA or to any current Longwood or incoming transfer student with a grade point average of 3.25. To remain in the Longwood Honors Program a student must maintain an average of 3.25 in all honors courses and an overall GPA of 3.25, both to be computed at the end of each year. Successful completion of one modern language course at the 202-level and of eight honors courses, three of which must be at the 300-level or above, will entitle a student to be graduated from the Longwood Honors Program. Any Longwood student who meets the qualifications for admission to the Honors Program but who does not wish to take a full range of honors work may register for one or more classes.

LONGWOOD HONORS COURSES

Accounting 344H. TAX ACCOUNTING. 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. Prerequisites: Accounting 242 with a C- or better, Business 170 and 291, Math 181. 3 credits.

Anthropology 105H. HUMAN LIFE IN THE PREHISTORIC WORLD. An examination of the behavior and values likely to have been central to human groups in prehistoric times. The seminar approach will be employed with continual student dialog based on readings. Collections of stone tools and pottery sherds will be analyzed in class. 3 credits.

Art 261H. HISTORY OF PREHISTORIC, ANCIENT AND MEDIEVAL ART IN THE WESTERN WORLD. 4 lecture periods; 4 credits.

Art 262H. HISTORY OF ART A.D. 1300-1750. Periods include Quattrocento, High Renaissance and Baroque. 4 lecture periods; 4 credits.

Art 263H. HISTORY OF ART A.D. 1750-PRESENT. Periods include Classicism, Romanticism, Impressionism, Cubism and Contemporary. 4 lecture periods; 4 credits.

Biology 103H. GENERAL ZOOLOGY. A study of the animal kingdom that integrates structural and functional aspects of organisms with their ability to survive in their particular environment. 3 lecture and one 2-hour lab periods; 4 credits.

Economics 111H. ECONOMICS OF SOCIAL CHOICE. Analysis of the methods that societies have developed to make decisions concerning resource allocation and income distribution. While focusing on contemporary modes of economic analysis, the course also presents contemporary economic issues, compares alternative economic systems, discusses their political implications, and traces their philosophical heritage — primarily from 18th and 19th century European philosophies. 3 credits.

Economics 310H. COMPARATIVE ECONOMIC SYSTEMS. A critical study of capitalism, fiscism and socialism. Prerequisite Economics 217 and 218 or Economics 111. 3 credits.

**English 100H. RHETORIC AND RESEARCH.* Reading and writing expository prose including the research paper. Prerequisite to English 101. 3 credits.

**English 101H. COMPOSITION AND LITERARY ANALYSIS.* Expository writing including research, and an introduction to literary analysis. Close reading of and frequent writing on literature, primarily fiction and poetry, with extended study of one major work read serially. English 100 and 101 are prerequisite to all other English courses. 3 credits.

**English 201H. WESTERN LITERATURE.* A study of significant movements and traditions in fiction and poetry by major western writers such as the authors of the Old Testament, Homer, Sophocles, Dante, Cervantes, Goethe, Chekhov, Camus, Garcia Marquez, and Anna Akhmatova. 3 credits. Prerequisite: English 101.

**English 202H. BRITISH LITERATURE.* A study of significant movements and traditions in fiction and poetry by major British authors such as the author of BEOWULF, Chaucer, Shakespeare, Milton, Wordsworth, Keats, George Eliot, Tennyson, and Yeats. 3 credits. Prerequisite: English 101.

**English 203H. AMERICAN LITERATURE.* A study of significant movements and traditions in fiction and poetry by major American authors such as Bradstreet, Emerson, Melville, Dickinson, Hemingway,

Faulkner, Hughes, and Eliot. 3 credits. Prerequisite: English 101.

English 312H, 313H. BRITISH LITERATURE II and III. The late Renaissance through the Age of Johnson, with emphasis on such writers as Donne, Milton, Dryden, Swift, Pope and Johnson. 3 credits each.

English 314H. BRITISH LITERATURE IV. The twentieth century. Emphasis on such major writers as Hardy, Yeats, Joyce, Lawrence, Woolf, and Lessing. 3 credits.

English 332H. AMERICAN LITERATURE 1865-1920. A survey of American literature from the close of the Civil War to WWI, with emphasis on Emily Dickinson, Mark Twain, Henry James, William Dean Howells, Stephen Crane and Theodore Dreiser. 3 credits.

English 333H. AMERICAN LITERATURE SINCE 1920. The modern age with emphasis on such major writers as Hemingway, Faulkner, Frost, Fitzgerald, Welty, and Eliot. 3 credits.

Health 210H. WORLD HEALTH ISSUES. Study of the current health problems and issues in the world community. Examines the cultural, geographic, environmental, social, economic, and political influences on health status and health care systems of representative nations especially those of the non-western world. 3 credits.

**History 100H. FOUNDATIONS OF WESTERN CIVILIZATION.* An introduction to the foundations of Western Civilization from the Dawn of Man through the Reformation, with an emphasis on the political, economic, social, intellectual, and cultural attributes which made that civilization unique. 3 credits.

**History 110H. MODERN WESTERN CIVILIZATION.* A survey of the development of Modern Western Civilization from the Age of Absolutism to the present, with emphasis upon the political, economic, social, cultural, and intellectual attributes which have marked its rise to world-wide influence in the Twentieth Century. 3 credits.

**History 120H. THE AMERICAN EXPERIENCE.* A survey of American life from the Colonial Era to Modern Times, with emphasis upon the major forces which have shaped its development. Credit in this course cannot be applied toward the major in history. 3 credits.

Honors 295. SPECIAL TOPICS. 1-3 credits.

Honors 495. SPECIAL TOPICS. 1-3 credits.

Mathematics 261H, 262H. THE DIFFERENTIAL AND INTEGRAL CALCULUS. A study of the theory and applications of the differential and integral calculus, with analytic geometry and relevant topics from discrete mathematics. The computer will be used to help illustrate theoretical concepts and to enable students to solve more realistic problems. 5 periods; 5 credits per semester.

Philosophy 205H. TECHNOLOGY AND THE HUMAN CONDITION. An examination of the nature of technology and the effect it has had and is likely to have on the human condition. We will study the dispute between technological optimists and the pessimists, focus on several specific areas of technological development such as agribusiness, and draw upon literature, economics, and political theory to investigate whether technology is leading to the elimination of scarcity and its associated problems, or to Brave New World. 3 credits.

Philosophy 302H. QUESTIONS OF GOOD AND EVIL. An interdisciplinary course in which questions on contemporary culture are discussed from both the scientific and philosophical bases. (Example: abortion, euthanasia, genetic engineering, nuclear weapons, nuclear energy, etc.) Team-taught by a scientist and a philosopher. 3 credits.

Political Science 331H. POLITICAL PHILOSOPHY. A survey of major political philosophies from ancient Greece through

the Middle Ages, including the theories of Plato, Aristotle, Cicero, St. Augustine and St. Thomas Aquinas. Seminar format with additional readings from Thucydides. 3 credits.

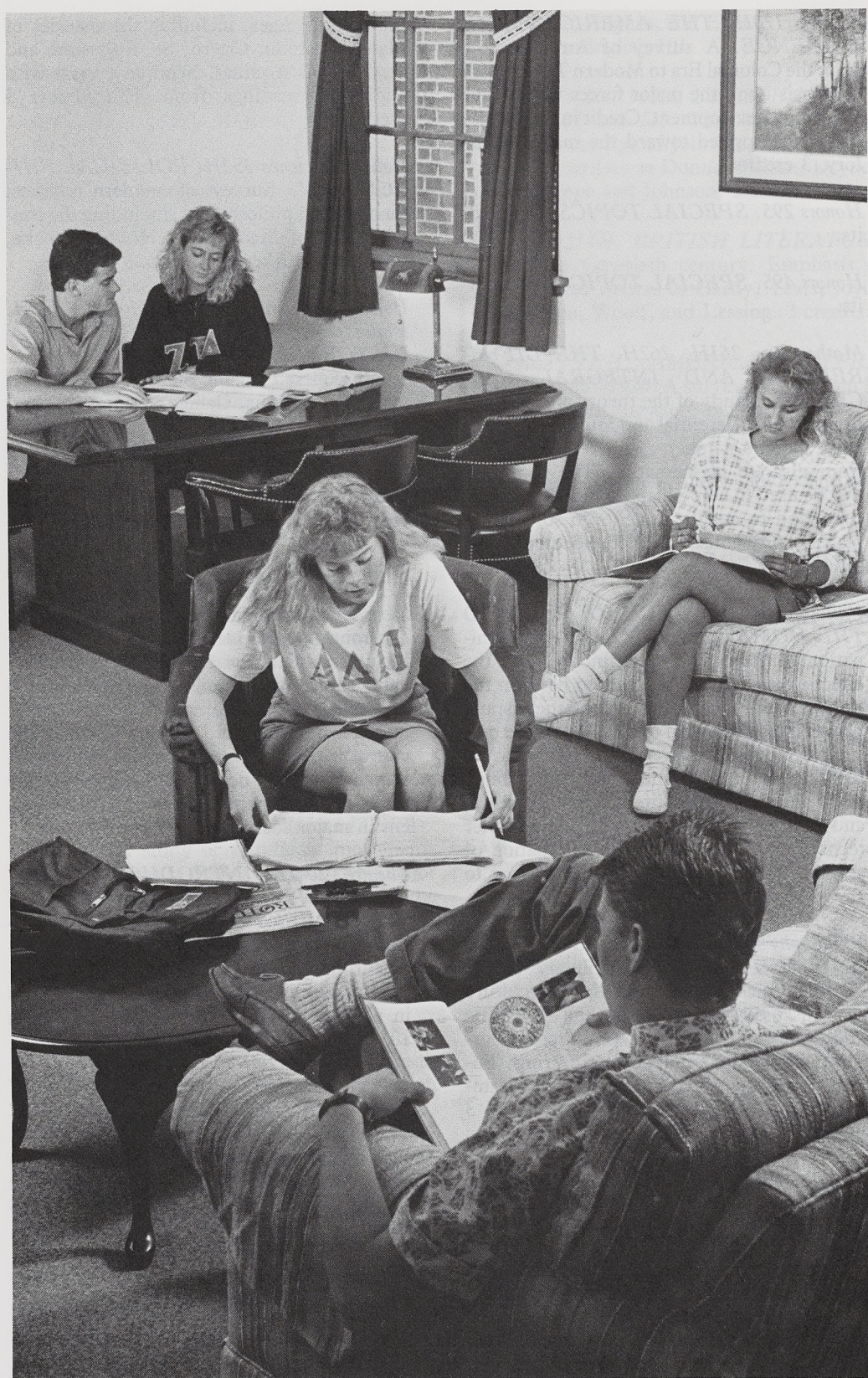
Political Science 332H. POLITICAL PHILOSOPHY. Survey of modern political theories and philosophies, including the contributions of Machiavelli, Hobbes, Locke, Rousseau, Burke, and Marx. 3 credits.

Political Science 330H, History 330H, Philosophy 330H. GREAT TRIALS IN HISTORY. An interdisciplinary team-taught course focusing on such trials as that of Socrates, Jesus, Galileo in ancient times, and on the Scopes Trial, the Trials at Nuremberg, and the Trials of the Witches of Salem in the modern era. Taught by a political scientist and a philosopher and theologian. 3 credits.

Sociology 200H. ANALYSIS OF CONTEMPORARY AMERICAN SOCIAL ISSUES. An examination of major social issues confronting Americans today. Topics may include political apathy, gender inequality, value choices in technology, aging, the value of a college education, and the ethics of our nation's domestic and foreign policy. The course is designed to provide students with the analytic skill necessary to conceptualize the basic dimensions and value choices inherent in major social issues. 3 credits.

**Theatre 204H. INTRODUCTION TO WESTERN DRAMATIC LITERATURE/ THE GREEKS TO THE 20TH CENTURY.* A survey course in dramatic literature from the Greeks to the present day, emphasizing universal tragic and comic themes in a changing world. Prerequisite English 101. 3 credits.

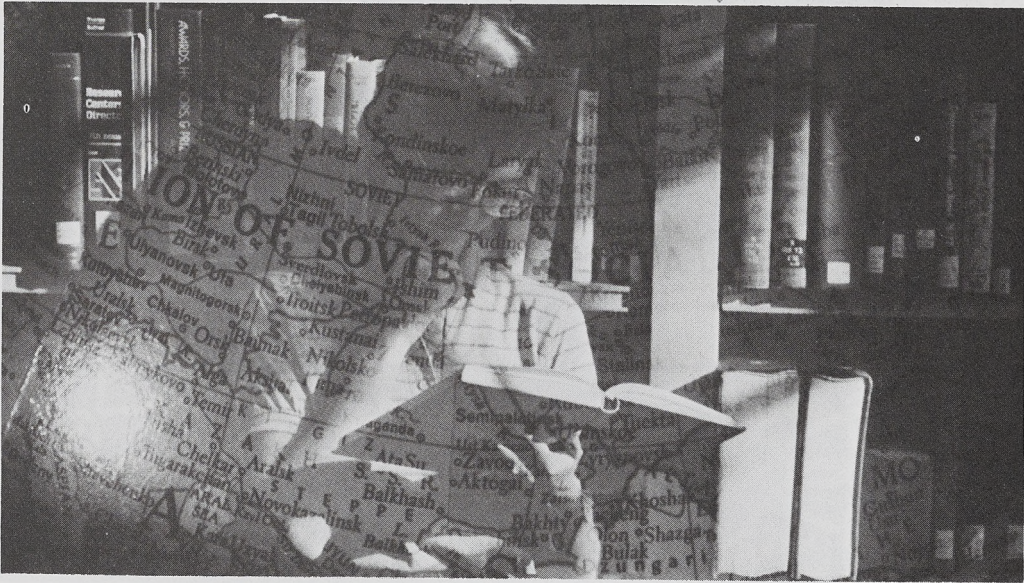
Theatre (English) 367H. SURVEY OF WESTERN DRAMATIC LITERATURE TO THE SEVENTEENTH CENTURY. Play analysis, dramatic style, and stage settings from the Greek classical period to the advent of the French neoclassic drama. 3 credits.

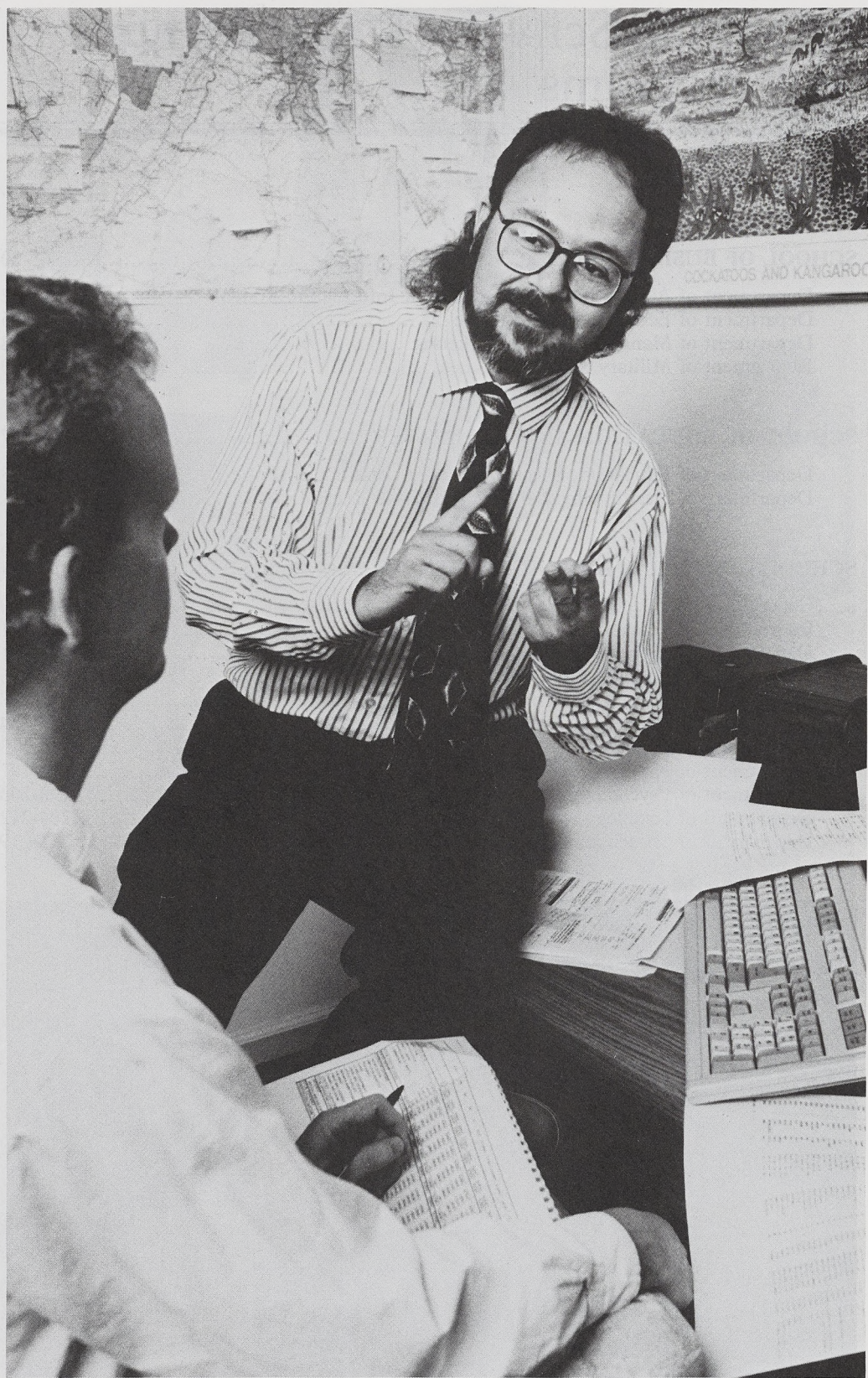


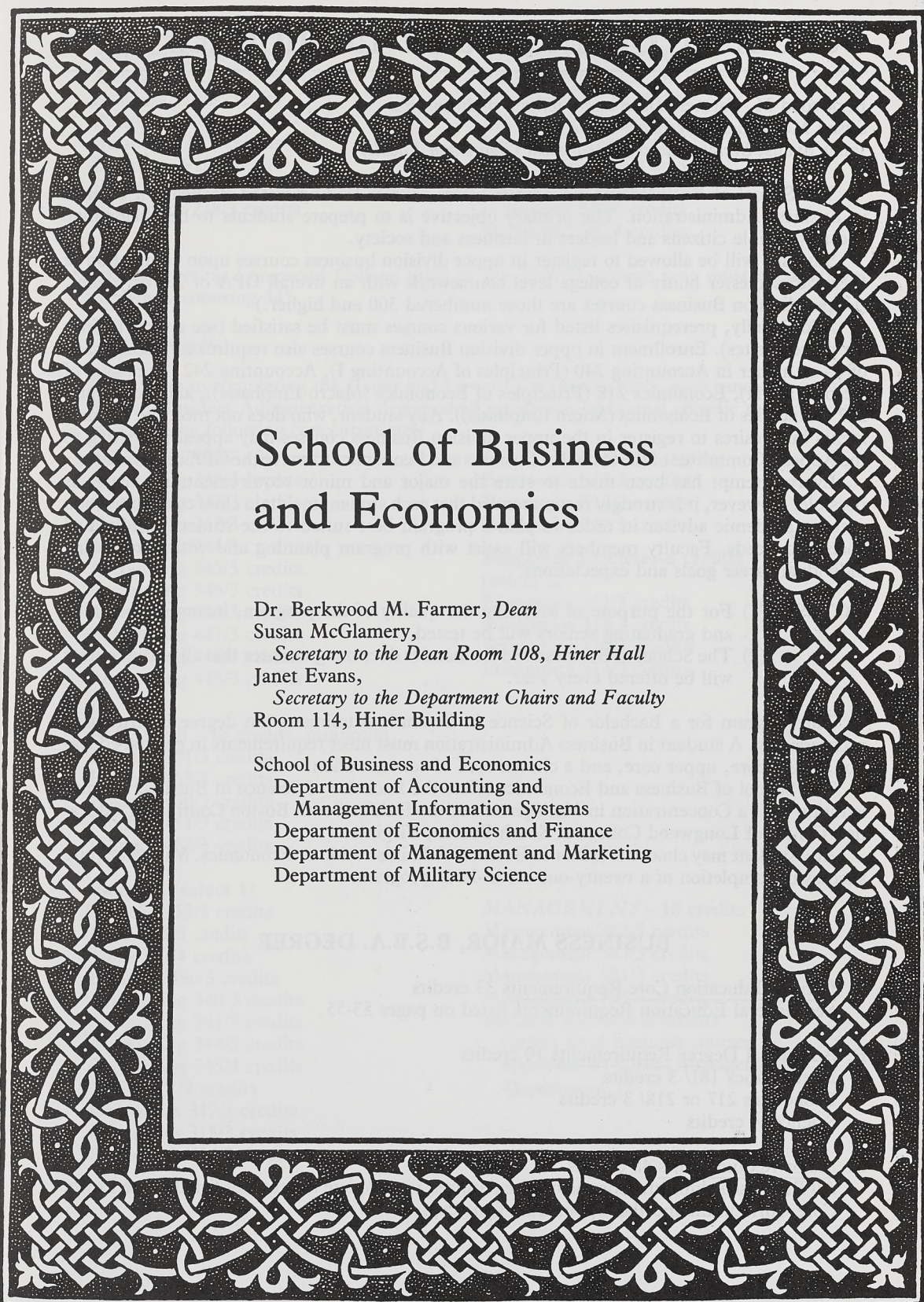
Academic Schools, Departments, and Programs

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School of Business and Economics

Dr. Berkwood M. Farmer, *Dean*

Susan McGlamery,

Secretary to the Dean Room 108, Hiner Hall

Janet Evans,

*Secretary to the Department Chairs and Faculty
Room 114, Hiner Building*

School of Business and Economics

Department of Accounting and

Management Information Systems

Department of Economics and Finance

Department of Management and Marketing

Department of Military Science

School of Business and Economics

Berkwood M. Farmer, *Dean and Professor of Economics*

Susan McGlamery, *Secretary to the Dean*

Janet Evans, *Secretary to the Department Chairs and Faculty*

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

Students will be allowed to register in upper division business courses upon completion of fifty (50) semester hours of college level coursework with an overall GPA of 2.0 or higher. (Upper division Business courses are those numbered 300 and higher.)

Additionally, prerequisites listed for various courses must be satisfied (see course listings for prerequisites). Enrollment in upper division Business courses also requires earning a grade of C- or higher in Accounting 240 (Principles of Accounting I), Accounting 242 (Principles of Accounting II), Economics 218 (Principles of Economics (Macro Emphasis)), and Economics 217 (Principles of Economics (Micro Emphasis)). Any student, who does not meet the requirements but desires to register in the upper division Business courses may appeal in writing to the Appeals Committee of the School of Business and Economics to waive the GPA requirement.

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

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

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

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

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

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

- A. General Education Core Requirements 33 credits
See General Education Requirements listed on pages 53-55.
- B. Additional Degree Requirements 10 credits
Mathematics 181/ 3 credits
Economics 217 or 218/ 3 credits
Science/ 4 credits
- C. Major Requirements 48 credits
All Business Administration majors are required to complete the courses listed in the Lower Core Curriculum and the Upper Core Curriculum.

Lower Core Curriculum

Accounting 240/3 credits
 Accounting 242/3 credits
 Business 170/3 credits
 Business 275/3 credits
 Business 290/3 credits
 Business 291/3 credits
 Economics 217/3 credits
 Economics 218/3 credits

Upper Core Curriculum

Business 390/ 3 credits
 Business 499/ 3 credits
 Economics 312/3 credits
 Finance 350/ 3 credits
 Management 360/3 credits
 Management 361/3 credits
 Management Information
 Systems 370/3 credits
 Marketing 380/3 credits

* Students entering Longwood College prior to the 1990-91 college year must successfully complete Accounting 343.

D. Concentrations

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

ACCOUNTING - 30 credits

Accounting 340/3 credits
 Accounting 341/3 credits
 Accounting 342/3 credits
 Accounting 344/3 credits
 Accounting 345/3 credits
 Accounting 346/3 credits
 Accounting 440/3 credits
 Accounting 441/3 credits
 Accounting 442/3 credits
 Accounting 443/3 credits

ECONOMICS - 15 credits

Economics 310/3 credits
 Economics 317/3 credits
 Economics 318/3 credits

**Suggested Electives-6 credits
(select 2)**

Economics 311/3 credits
 Economics 313/3 credits
 Economics 410/3 credits
 Economics 414/3 credits

FINANCE - 18 credits, minimum

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

Elective: (select 1)

Finance 453/3 credits
 Math 261/5 credits
 Math 267/4 credits
 Business 490/3 credits
 Accounting 340/3 credits
 Accounting 341/3 credits
 Accounting 344/3 credits
 Accounting 345/3 credits
 MISY 371/3 credits
 Economics 317/3 credits
 Economics 318/3 credits
 Economics 414/3 credits

MANAGEMENT - 18 credits

Management 362/3 credits
 Management 363/3 credits
 Management 461/3 credits
 Management 465/3 credits
 Business Electives/6 credits
 (upper level business courses
 approved by Chair, Management
 Department.)

MANAGEMENT INFORMATION**SYSTEMS - 18 credits**

MIS 270/3 credits

MIS 371/3 credits

MIS 372/3 credits

MIS 373/3 credits

Select 2 of the following - 6 credits

MIS 472/3 credits

MIS 477/3 credits

Computer Science 315/3 credits

MARKETING - 18 credits

Management 363/3 credits

Marketing 381/3 credits

Marketing 382/3 credits

Marketing 384/3 credits

Marketing 480/3 credits

Marketing 482/3 credits

MINORS

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

Business Administration

Accounting 240/3 credits

Accounting 242/3 credits

Economics 217/3 credits

Economics 218/3 credits

Finance 350/3 credits

Management 360/3 credits

Marketing 380/3 credits

Economics

Economics 217/3 credits

Economics 218/3 credits

Economics 317/3 credits

Economics 318/3 credits

Electives in Economics/9 credits



BUSINESS COURSES

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

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

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

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

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

Business 291. BUSINESS COMMUNICATIONS. Principles, practices, techniques, and mechanics of writing effective letters, memoranda, and short and long reports are emphasized. English skills and oral presentation skills are reinforced. 3 credits.

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

Business 390. BUSINESS AND SOCIETY. Study of the interrelationships of government and society and their impact on business. Ethical application, social responsibility and government regulation of the business environment. Prerequisites: Business 290 and 291. 3 credits.

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

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

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

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

Business 499. BUSINESS POLICY. Integrates the various functional areas of business in terms of policy level decision making. The comprehensive case study method is used. Prerequisites: Finance 350, Management 360 and 361, Marketing 380 and senior standing. 3 credits.

Department of Accounting and Management Information Systems

William P. Brown, *Chair*

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

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

Faculty

Accounting

William P. Brown, Ph.D., CPA, Associate Professor of Accounting
 Mary A. Flanigan, M.B.A., CPA, Assistant Professor of Accounting
 Sally W. Gilfillan, MSAcct., CPA, Assistant Professor of Accounting
 C. Kristine Palmer, M.B.A., CPA, Assistant Professor of Accounting
 Reginald R. Yancey, J.D., CPA, Associate Professor of Business

Management Information Systems

James S. Cross, Ph.D., Professor of Business
 Owen F. Fields, Ed.D., Associate Professor of Management Information Systems
 William T. Harding, Ph.D., Assistant Professor of Management Information Systems

ACCOUNTING COURSES

*General Education Course

*ACCT/MISY 494. Ethics in Accounting and Information Management Development of the ability to make informed, ethical choices in situations faced in business settings with an emphasis on dilemmas typically faced by managers of accounting and other information. 1 credit.

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. Prerequisite: Completion of General Education Goal No. 4 (Mathematics). 3 credits.

Accounting 242. PRINCIPLES OF ACCOUNTING II. Continuation of ACCT 240. Preparation of statement of cash flows. Accounting for owners' equity in partner-

ships and corporations, standard costs and budgeting, cost-volume-profit analysis, and analysis of financial data. Prerequisite: Accounting 240 with a C- or better. 3 credits.

Accounting 295. SPECIAL TOPICS IN ACCOUNTING. Select 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 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. Prerequisites: Accounting 242 with a C- or better, Business 170 and 291, Math 181. 3 credits.

Accounting 341. INTERMEDIATE ACCOUNTING II. Continuation of Account-

ing 340. Accounting for assets, liabilities, stockholders' equity, and cash flows; financial statement disclosure and analysis; additional topics related to current developments in accounting. Prerequisites: Accounting 340 with a C- or better. 3 credits.

Accounting 342. COST ACCOUNTING. The study of basic cost accounting systems and concepts. Consideration of inventory costing, cost variance analysis, budgeting, and managerial decision making based on economic considerations. Prerequisite: Accounting 242 with a C- or better, Business 170 and 275, Math 181. 3 credits.

Accounting 343. MANAGERIAL ACCOUNTING. Accounting concepts and techniques for managerial planning and control. Attention is given to budgeting, capital outlay decisions, evaluation of performance, and current and long-range planning. Prerequisites: Accounting 242 with a C- or better, Business 170 and 275, Math 181. 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. Prerequisites: Accounting 242 with a C- or better, Business 170 and 291, Math 181. 3 credits.

Accounting 345. TAX ACCOUNTING II. A comprehensive study of income tax problems relating to partnerships, corporations, specially taxed corporations, estates and trusts. Prerequisite: Accounting 344 with a C- or better. 3 credits.

Accounting 346. INTERMEDIATE ACCOUNTING III. Continuation of Accounting 341. Accounting for leases, pensions, and income taxes; effect of accounting changes; revenue measurement and income presentation; accounting for partnerships; additional topics related to current developments in financial accounting and reporting. Prerequisite: Accounting 341 with a C- or better. 3 credits.

Accounting 440. ADVANCED ACCOUNTING. Consolidated financial reporting for

corporations; estate and trust accounting; international accounting topics; reporting requirements of the SEC; additional topics related to current developments in financial accounting and reporting. Prerequisites: Accounting 346 with a C- or better. 3 credits.

Accounting 441. ACCOUNTING THEORY. A study of current issues in accounting, including generally accepted accounting principles, APB opinions, and FASB statements. Prerequisites: Accounting 346 with a C- or better, Finance 350, and Economics 217 and 218. 3 credits.

Accounting 442. AUDITING. Examines auditing standards, procedures, internal control, programs and reports to clients, ethics and legal liabilities. Prerequisites: Accounting 341 with a C- or better and Business 275. 3 credits.

Accounting 443. NON-PROFIT ACCOUNTING. Fund and budget accounting for governmental and nonprofit entities such as federal, state, and local governments and nonprofit, charitable, and educational institutions. Prerequisites: Accounting 242 with a C- or better, Business 170 and 290, and Math 181. 3 credits.

Accounting 449. ACCOUNTING SEMINAR. A study of selected problems in accounting including governmental, legal, cost, financial, tax, auditing, and current methods. Prerequisites: Accounting 342, 344, 346, and 442, all with a C- or better, and Business 290. 3 credits.

Accounting 490. INTERNSHIP IN ACCOUNTING. An on-the-job learning experience designed to apply accounting principles. See Department Chair for details. Prerequisites: 68 credits, cumulative GPA of 2.5 or greater, and permission of the Department Chair. 1-8 credits.

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

MANAGEMENT INFORMATION SYSTEMS COURSES

Management Information Systems 270. COBOL PROGRAMMING. An introduction to programming in a business oriented language (COBOL) with emphasis on commercial applications and elementary concepts of file processing. Prerequisites: Business 170 and completion of General Education Goal 4 (Mathematics). 3 credits.

Management Information Systems 370. MANAGEMENT INFORMATION SYSTEMS. A general overview of information systems. Planning, designing and implementing a MIS system. Emphasis is on application of the systems. Prerequisites: Business 170 and 291, and Math 181. 3 credits.

Management Information Systems 371. INTRODUCTION TO SYSTEMS ANALYSIS AND DESIGN. Development of an information system from the analysis of present information flow, system specifications and equipment selection to implementation. Emphasis on analysis of existing systems and design of new systems. Prerequisite: Management Information Systems 370 with a C- or better. 3 credits.

Management Information Systems 372. DATA COMMUNICATIONS NETWORKS. Basic components and architecture of a data communications network in a business environment. Basic understanding of communications concepts, network components, network strategies/types, network architecture, planning/design/security considerations, evaluation/performance criteria, and management/control requirements. Prerequisites: Management Information Systems 370 with a C- or better. 3 credits.

Management Information Systems 373. DATA BASE MANAGEMENT. Introduction to

theory of data structure, implementation of data base models, and applications using a conventional data base system. Prerequisites: Management Information Systems 270 and 370 with a C- or better. 3 credits.

Management Information Systems 472. DECISION SUPPORT SYSTEMS EXPERT SYSTEMS. A survey of decision support systems and expert systems. Includes the use of a decision support system package and an expert system shell. Prerequisite MISY 270 and 370 with a C- or better. 3 credits.

Management Information Systems 477. CURRENT TOPICS IN COMPUTER INFORMATION SYSTEMS. A study of current topics of interest to administrators of information systems in organizations. Topics may vary from year to year. Course may be repeated for credit when topics change. Prerequisites: Management Information Systems 270 and 370 with a C- or better and permission of the instructor. 3 credits.

Management Information Systems 490. INTERNSHIP IN MANAGEMENT INFORMATION SYSTEMS. An on-the-job learning experience designed to apply management information systems concepts and principles. See Department Chair for details. Prerequisites: 68 credits, cumulative GPA of 2.5 or greater, and permission of the Department Chair. 1-8 credits.

Management Information Systems 495. SPECIAL TOPICS IN MANAGEMENT INFORMATION 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. Prerequisites: Permission of the instructor. 1-3 credits.

Department of Economics and Finance

Raymond T. Brastow, *Chair*

Economics incorporates the study of the production, distribution, and consumption of goods and services in society. The economics concentration features a background in economic theory and advanced coursework in business and social applications of theory. The concentration is designed to prepare students for positions as economic analysts in business and government, and for advanced study in economics. In addition to the economics concentration within the business major, an economics minor is offered (see page 68) which is open to all students, including business majors.

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

Faculty

Economics

Edward O. Adusei, Ph.D., Assistant Professor of Economics
Robert E. Berry, M.B.A., Assistant Professor of Economics
Raymond T. Brastow, Ph.D., Associate Professor of Economics
Berkwood M. Farmer, Ph.D., Professor of Economics
Sue O. Shaw, Ph.D., Professor of Economics

Finance

Frank W. Bacon, Ph.D., Associate Professor of Finance
Joe Lavelly, Ph.D., Professor of Finance
Wayne E. McWee, Ed. D., Associate Professor of Business

ECONOMICS COURSES

*General Education Course

**Economics 111. ECONOMICS OF SOCIAL CHOICE.* Analysis of the methods that societies have developed to make decisions concerning resource allocation and income distribution. While focusing on contemporary modes of economic analysis, the course also presents contemporary economic issues, compares alternative economic systems, discusses their political implications, and traces their philosophical heritage — primarily from 18th and 19th century European philosophies. 3 credits.

Economics 217. PRINCIPLES OF ECONOMICS (MICRO EMPHASIS). The fundamentals of economic analysis and theories, applied demand and supply mechanics, consumer and production theories, cost, price and output analysis, market models, resource allocations, theory

of the firm, and current microeconomic problems. 3 credits.

Economics 218. PRINCIPLES OF ECONOMICS (MACRO EMPHASIS). The fundamentals of economic analysis and theories, demand and supply considerations, national income accounting, fiscal and monetary policies and economic inflation, and full employment. 3 credits.

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

Economics 310. COMPARATIVE ECONOMIC SYSTEMS. A critical study of capitalism, fascism, and socialism. Prerequisites: Economics 217 and 218, or Economics 111. 3 credits.

Economics 311. MONEY AND BANKING. The function of money; legal tender, and the relation of money and credit to prices; bank deposits; general economic activity; the American banking system from colonial times to present. Emphasis on monetary policy and the Federal Reserve System, international trade policy and problems of exchange. Prerequisites: Economics 217 and 218. 3 credits.

Economics 312. MANAGERIAL ECONOMICS. Application of economic theory and methodology to business and management decision making. Applies the tools and techniques of economic analysis to analyze and solve managerial problems. Pragmatic and goal oriented including problems and short cases. Prerequisites: Economics 217 and 218 and BUAD 275. 3 credits.

Economics 313. PUBLIC ECONOMICS. A study of the economic rationale for government intervention into a market economy and the economic effects of such government activities. How government expenditures and taxes affect the allocation and distribution of resources and products and their affect on unemployment and inflation. Prerequisites: Economics 217 and 218. 3 credits.

Economics 315, 316. ECONOMIC HISTORY OF THE UNITED STATES. The economy of the United States from the Jamestown Colony to the present. The first semester covers the period from the Jamestown Colony through the Civil War Era. The second semester covers the period from Reconstruction to the present. Prerequisites: Economics 217 and 218 or Economics 111. 3 credits.

Economics 317. INTERMEDIATE MICROECONOMICS. This course includes advanced analysis of microeconomics. Topics include price theory, indifference curve analysis, and the theory of the firm with many economic applications. Prerequisites: Economics 217 and 218. 3 credits.

Economics 318. INTERMEDIATE MACROECONOMICS. This course includes 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: Economics 217 and 218. 3 credits.

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

Economics 410, 411, 412, 413. ECONOMIC SEMINAR. Prerequisites: Economics 217, 218 and six other credits in Economics. Current problems are researched and reported by the students. Offered on demand. 3 credits.

Economics 414. QUANTITATIVE METHODS. Quantitative methods in the area of economics, business, and management analysis and decision making. Quantitative techniques and analytical tools of mathematics and statistics. Prerequisites: Economics 217 and 218 and BUAD 275. 3 credits.

FINANCE COURSES

Finance 350. PRINCIPLES OF FINANCE. Principles and practices of financial management within a business firm. Examines acquisition of funds, cash flow, financial analysis, capital budgeting, working capital requirements, and capital structure. Prerequisites: BUAD 170, Accounting 240 and 242, Economics 217 and 218 and BUAD 275. 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. Prerequisites: Finance 350. 3 credits.

Finance 353. MANAGERIAL FINANCE. This course focuses on corporate financial decision-making. Topics include risk assessment, capital budgeting, cost of capital, asset pricing models, financing strategy, and international analysis. Prerequisite: Finance 350. 3 credits.

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

Finance 451. INVESTMENT ANALYSIS AND PORTFOLIO MANAGEMENT.

Characteristics and analysis of individual securities as well as the theory and practice of optimally combining securities into portfolios. The presentation of material is intended to be rigorous and practical, without being overly quantitative. Prerequisites: Finance 350, or permission of the instructor. 3 credits.

Finance 452. FINANCIAL INSTITUTIONS. Operations and management of commercial banks, savings and loan associations, consumer finance companies, and cre-

dit unions together with analysis of the instruments and procedures of consumer, business, and government borrowing. Prerequisite: Finance 350. 3 credits.

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



Department of Management and Marketing

Thomas A. Dukes, *Chair*

The management concentration is designed to provide students with the communication, knowledge, and critical thinking skills necessary for entry level management careers in any organization. The management skills of planning, directing, staffing, motivating, and controlling are essential for achieving organizational goals. Management courses explore how behavioral and quantitative management techniques can be applied to human resources, production processes and organizational development.

Careers in advertising, buying/selling, logistics, product management, international marketing, and marketing research are only a few of the fields available to marketing graduates. The marketing program is designed to provide students for entry level managerial positions in these fields. The curriculum includes not-for-profit, governmental, and international applications of marketing knowledge.

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

Halifax/South Boston Continuing Education Center of Longwood

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

Faculty

Management

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

*Frances N. Hamlett, M.S., Associate Professor of Business

David D. Hott, Ph.D., Associate Professor of Management

W. J. Jacques, Jr., J.D., L.L.M., Associate Professor of Business

Neil J. Humphreys, Ph.D., Professor of Management

Louis E. Lajaunie, Jr., M.B.A., Instructor of Management

*Administrative Assignment 1992-93

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

Thomas A. Dukes, D.B.A., Associate Professor of Marketing and Director

Marketing

Thomas A. Dukes, D.B.A., Associate Professor of Marketing

Samuel K. Gyapong, Ph.D., Associate Professor of Marketing

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

MANAGEMENT COURSES

Management 360. PRINCIPLES OF MANAGEMENT. Management fundamentals with emphasis on theories of management, the

evolution of management thought, and the functions of management in organizational activity. 3 credits.

Management 361. OPERATIONS MANAGEMENT. Principles and practices re-

lated to production and service operations management, including product and service decision, process planning, plant location, facilities layout, scheduling, and associated analytical techniques. Prerequisite: Management 360 and BUAD 275. 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: Management 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, inventory models, queuing models and simulation. Prerequisites: Management 360, BUAD 275, and Math 267. 3 credits.

Management 461. ORGANIZATIONAL THEORY. An elaboration of the organizational culture/pluralist perspective on organizations, to explore issues of organizational design and the management of change in an increasingly global, turbulent environment. Topics include organizational typologies, goals, effectiveness and efficiency, organizational design, and the central role of leadership. Prerequisite: Management 362 or permission of the instructor. 3 credits.

Management 463. MANAGEMENT ETHICS. An exploration of available bases for managerial decision making, including microeconomic theory and rule of law, and a normative managerial ethical philosophy. Comparison of egoistic, deontological, and utilitarian ethical theories and an application of ethical principles and concepts to the analysis and solution of cases or moral problems in business. 3 credits.

Management 464. MANAGERIAL DECISION MAKING. Theory of decision making, rationality, individuals as decision makers, quantitative and qualitative techniques and case studies. Prerequisites: Management 361 or permission of the instructor. 3 credits.

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

Management 466. INDUSTRIAL RELATIONS. The historical, legal, and institutional aspects of the American labor force and its organizations; wage and employment theory; and the economic, social and public dimensions of collective bargaining. Prerequisites: Management 360 or permission of the instructor. 3 credits.

MARKETING COURSES

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

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

Marketing 382. PERSONAL SELLING/SALES MANAGEMENT. Fundamental principles of selling; the economic problems connected with personal selling; analysis of the product and market; the interview; and building good will. An analysis of the management function of administering an operating sales force. Prerequisites: Marketing 380 or permission of the instructor. 3 credits.

Marketing 384. INTERNATIONAL MARKETING. Aspects involved in marketing

products and services in the international market. Environment of multinational marketing; identifying global opportunities; multinational marketing planning; and formulating the multinational marketing program. Prerequisite: Marketing 380 or permission of instructor. 3 credits.

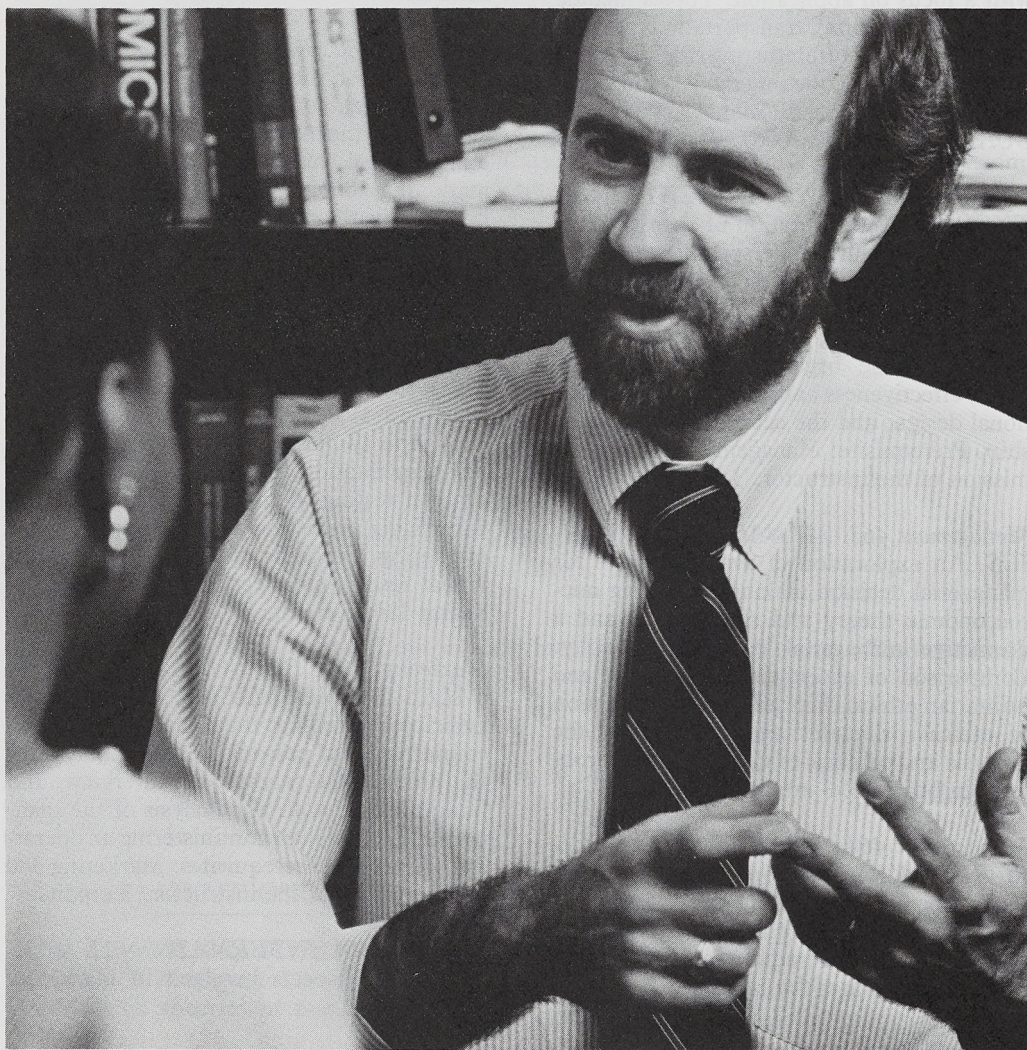
Marketing 387. PRINCIPLES OF RETAILING. Study of the marketing role of retailing in the economy. Special emphasis will be placed on careers in retailing, retail market segmentation, location theory, buying, pricing, and promotion in the retail industry. Prerequisite: Marketing 380. 3 credits.

Marketing 480. ADVERTISING. Principles underlying advertising, economic and social

aspects of advertising, policies and objectives, selection and use of various media, advertising organizations, campaigns, displays and copy. Prerequisite: Marketing 380 or permission of the instructor. 3 credits.

Marketing 481. ADVANCED MARKETING RESEARCH. An individually-designed course that allows the student to pursue advanced topics in marketing. Prerequisite: Marketing 381. Permission of instructor required. 3 credits.

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



Department of Military Science

Captain Gary W. Wittekind, Chair
SSG Wanda Clark, Administrative NCO
Dana Owen, *Secretary*

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

Students enrolled in the Advanced Course receive a grant of \$2,000.00. Uniforms, books, and equipment for all courses are provided by the Army. Students may compete for ROTC scholarships that include all academic fees, tuition, books, supplies and equipment, plus a grant of up to \$4,000.00.

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

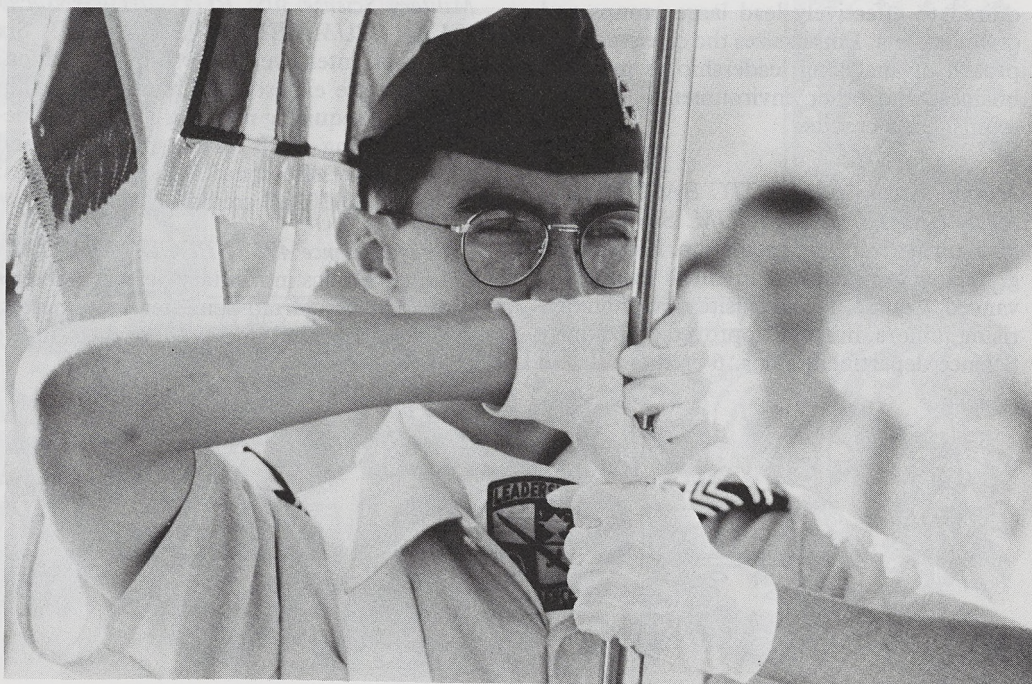
MILITARY SCIENCE PROGRAM

Faculty

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

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

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



MILITARY SCIENCE

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

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

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

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

Military Science 205. ROTC BASIC SUMMER CAMP PRACTICUM. Six weeks of training at a military installation. Basic Camp graduates are qualified to enroll in the Advanced Course. Prerequisites: sophomore/ rising juniors, must be approved by Military Science department chair. 6 credits.

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

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

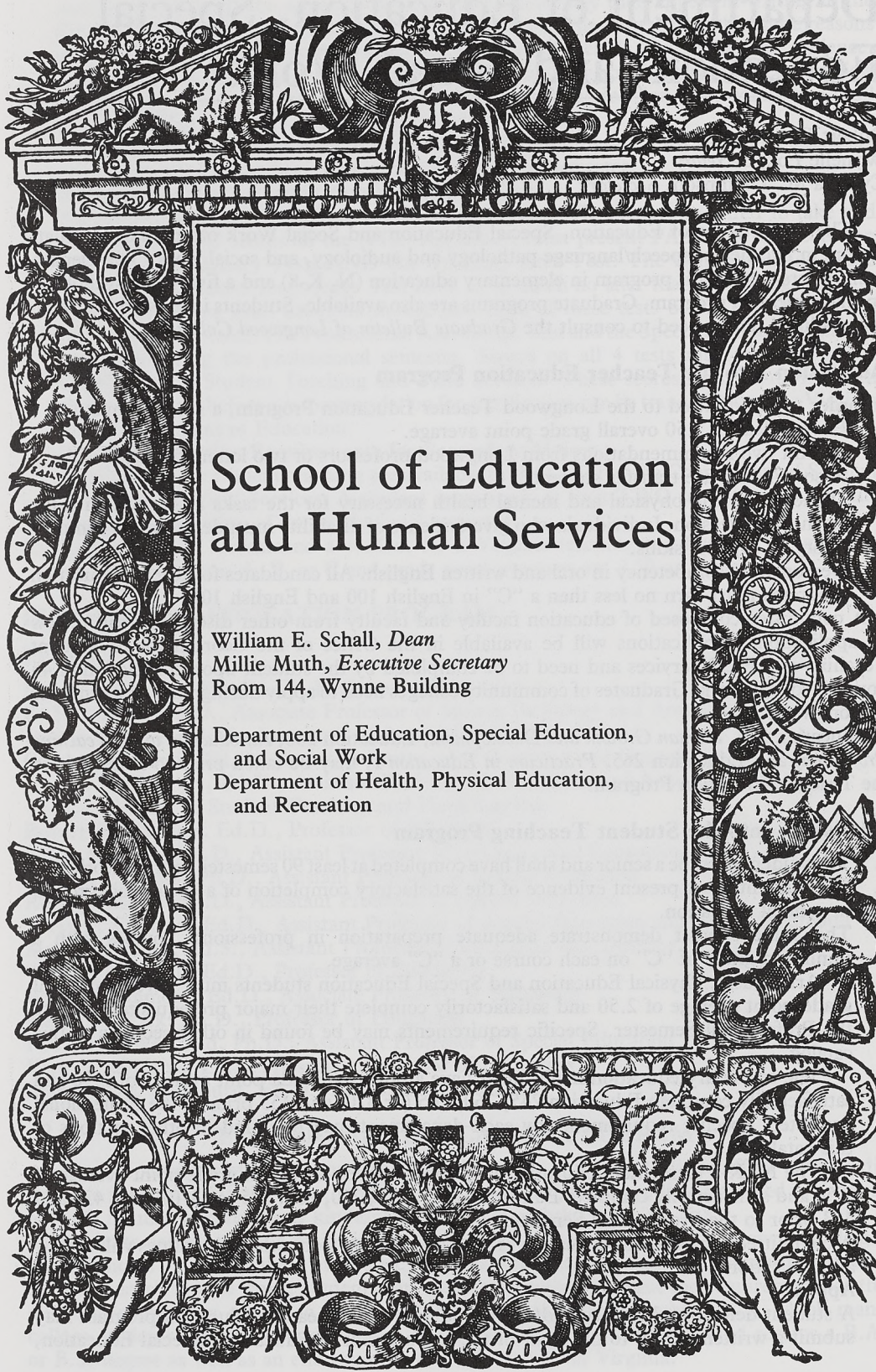
Military Science 302. ADVANCED MILITARY SCIENCE II. Group interactions and the role of the leader. Emphasis is on the twelve leadership dimensions. Prerequisites: successful completion of the Basic Course, MS 301 and approval of department chair. 3 credits.

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

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

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

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



School of Education and Human Services

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

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

Department of Education, Special Education, and Social Work

Robert D. Gibbons, *Chair*

Wynelle Fox, *Secretary*

Cynthia M. Thompson, *Secretary*

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

Admission Into the Teacher Education Program

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

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

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

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

Admission Into the Student Teaching Program

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

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

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

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

4. A committee composed of education faculty and faculty from other disciplines will review all applications.
5. **Appeal**

A student denied preliminary and/or final admission to a teacher education program may submit a written appeal to the chair of the Department of Education, Special Education,

and Social Work. If the appeal is denied, the student may then appeal in writing to the Dean of the School of Education and Human Services. The appeal should include reasons as to why the student should be admitted and should include any supporting evidence. The decision of the Dean is final. However, the Dean may appoint a committee to review all matters pertinent to the appeal prior to making a final decision. The committee shall consist of three members of the full-time faculty.

A student denied admission to the student teaching program must appeal no later than two weeks prior to the beginning of the Professional Semester.

6. National Teacher's Examination and Certification

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

7. Teacher Education Requirements for Secondary Majors.

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

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

ELEMENTARY EDUCATION PROGRAM

Faculty

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

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

Joanne Y. Carver, M.S., Instructor of Special Education.

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

Jesse D. Dillon, Jr., Ed.D., Assistant Professor of Education and Area

Coordinator of Student Teaching and Field Services

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

Frank J. Howe, Ph.D., Assistant Professor of Guidance and Counseling

Cynthia L. Jones, Ph.D., Assistant Professor of Special Education

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

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

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

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

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

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

Patricia R. Whitfield, Ph.D., Assistant Professor of Special Education

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

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

ELEMENTARY EDUCATION PROGRAM

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

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

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

The 40-credit program consists of the following courses:

Courses	Title	Credits		
EDUC 260:	Introduction to the Teaching Profession	1	EDUC 453: Principles of Elementary Education	3
EDUC 245:	Human Growth and Development	3	Practica:	
EDUC 225:	Language Arts in the Elementary School	3	EDUC 265: Practicum I (primary level) .	3
EDUC 325:	The Developmental Teaching of Reading	3	Take in Summer School Intersession	
	EDUC 225/325 must be taken the same semester with the same professor		OR	
EDUC 429:	The Diagnostic Teaching of Reading	3	EDUC 305: Practicum in Early Childhood (may be taken instead of EDUC 265)	
			EDUC 370: Practicum II (middle school level)	3
			Take in Summer School Intersession	

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

Professional Semester:

EDUC 400:	Directed Teaching in the Elementary School	10
	Five weeks primary level and five weeks middle school level	
EDUC 480:	Measurement and Evaluation	1
EDUC 484:	Media and Computer Technology	2
EDUC 488:	Education Seminar	1
EDUC 490:	Classroom Management	2
EDUC 491:	Survey of Exceptional Children	2
Total Credits	40

SPECIAL EDUCATION, N, K-12

Students desiring to teach special education on the N, K-12 level will need to complete the five-year psychology/special education degree programs. A BA or BS degree in psychology 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.

ADD-ON ENDORSEMENTS

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

Add-On Endorsements for Grades 8-12:

SPEECH: for secondary education majors

THEATRE ARTS: for secondary education majors

DRIVER EDUCATION: for physical education majors only

COMPUTER SCIENCE: for math majors only

GENERAL MATHEMATICS: for secondary majors
 BIOLOGY: for science majors only
 CHEMISTRY: for science majors only
 EARTH AND SPACE SCIENCE: for science majors only
 PHYSICS: for science majors only
 ECONOMICS: for secondary majors
 GEOGRAPHY: for secondary majors
 HISTORY: for secondary majors
 POLITICAL SCIENCE: for secondary majors

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

HEALTH EDUCATION: for physical education majors only

SECONDARY EDUCATION PROGRAMS 8-12

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

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

Courses	Title	Credits
EDUC 260:	Introduction to the Teaching Profession	1
EDUC 245:	Human Growth and Development	3
EDUC 455:	Principles of Secondary Education	3
Methods course in the student's major		3
(Please see undergraduate catalog for course number and title)		
Practicum:		
EDUC 265:	Practicum I (secondary level)	3
Take in Summer School Intersession		

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

Professional Semester:		
EDUC 402:	Directed Teaching in the Secondary School	10
EDUC 480:	Measurement and Evaluation	1
EDUC 484:	Media and Computer Technology	2
EDUC 488:	Education Seminar	1
EDUC 490:	Classroom Management	2
EDUC 491:	Survey of Exceptional Children	2
Total Credits		31

TEACHER EDUCATION PROGRAM N, K-12

Art	Instrumental Music
Physical Education	Vocal/Choral Music

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

EDUCATION

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Professional Semester

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

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

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

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

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

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

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

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

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

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

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

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

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

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

For Graduates and Advanced Undergraduates

Education 525. READING IN THE ELEMENTARY AND SECONDARY SCHOOL. A study of the teaching principles and techniques in the field of reading. Prerequisites: Education 225, 325, and 429. 3 credits.

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

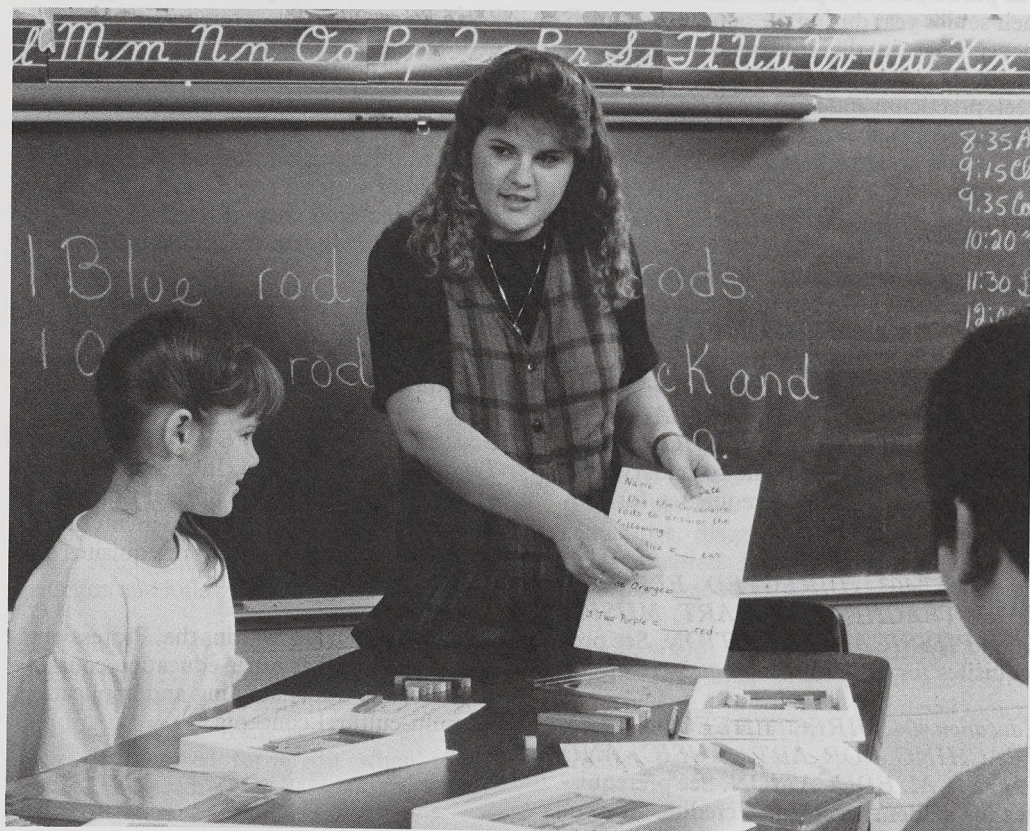
**Education 527. PRACTICUM IN DIAGNOSTIC AND REMEDIAL TECHNIQUES IN READING.* Directed experience in reading diagnosis, analyses and remediation in a clinical setting with emphasis on supervisory experience and applied research. Prerequisite: Education 525. 6 credits.

Education 530. TEACHING READING IN THE CONTENT AREA. A detailed analysis of principles and practices in the development of specific reading skills in content areas with emphasis on advanced theory and practice. Prerequisite: Educ 225, 325, and 429. 3 credits.

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

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

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



PSYCHOLOGY-SPECIAL EDUCATION PROGRAM

Faculty

Joanne Y. Carver, Ed.S., Instructor of Special Education
Ruth L. Meese, Ph.D., Assistant Professor of Special Education
Terry L. Overton, Ed.D., Assistant Professor of Special Education and Area Coordinator
Patricia R. Whitfield, Ph.D., Assistant Professor of Special Education
Vera G. Williams, Ed.D., Associate Professor of Education

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

Course Sequence - Special Education

YEAR 1

SPED 202 - Intro to Special Education
SPED 204 - Intro to Curriculum and Methodology Adaptations in Special Education

YEAR 2

SPED 301 - Academic and Cognitive Characteristics and Needs of Students with Mild to Moderate Disabilities, Part I
SPED 302 - Academic and Cognitive Characteristics and Needs of Students with Mild to Moderate Disabilities, Part II
SPED 310 - Intro to Behavior Management
SPED 320 - Practicum 1

YEAR 3

SPED 303 - Social-Emotional Characteristics and Needs of Students with Mild to Moderate Disabilities
SPED 327 - Practicum 2
SPED 375 - Language and Language Disorders

YEAR 4

SPED 402 - Medical and Neurological Problems of Exceptional Students
SPED 435 - Psycho-Educational Assessment for Exceptional Learners
Professional Semester

YEAR 5

SPED 575 - Career and Life Planning for Individuals with Disabilities
SPED 682 - Consulting in the School, Home, and Community
SPED 689 - Seminar of Current Issues in Special Education
SPED 690 - Internship
SPED 691 - Thesis

Special Education Minor

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

15 Credits from the following:

SPED 202 - Intro to Special Education, 3 credits

SPED 204 - Intro to Curriculum and Methodology Adaptations in Special Education, 2 credits

SPED 310 - Intro to Behavior Management, 2 credits

SPED 303 - Social-Emotional Characteristics and Needs of Students With Mild to Moderate Disabilities, 2 credits

SPED 402 - Medical and Neurological Problems of Exceptional Students, 3 credits

SPED 435 - Psychoeducational Assessment, 3 credits, or

PSYC 420 - Psychological Tests, 3 credits

3 Credits from the following:

PSYC 131 - Intro to Psychology as a Social Science

PSYC 132 - Intro to Psychology as a Natural Science

PSYC 222 - Human Behavior Theory

PSYC 253 - Psychology of Adjustment

PSYC 356 - Abnormal Psychology

PSYC 357 - Psychopathology of Childhood

SPECIAL EDUCATION

*A special fee is charged for all practicum and student teaching 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 the handicapped. Observation in special education. 3 credits.

Special Education 204. INTRODUCTION TO CURRICULUM AND METHODOLOGY ADAPTATIONS IN SPECIAL EDUCATION. An overview of curriculum in the regular classroom, K-12; guidelines for selection and adaptations of commercial materials and educational software, emphasis on the IEP, task analysis, and the mainstream. 2 credits.

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

SPED 301. ACADEMIC AND COGNITIVE CHARACTERISTICS AND NEEDS OF STUDENTS WITH MILD TO MODERATE DISABILITIES, PART I. Emphasis on teacher directed instruction and cognitive strategy instruction for students

with mild to moderate deficits in reading and language arts. Prerequisites: SPED 202 and 204. 2 credits.

Special Education 302. ACADEMIC AND COGNITIVE NEEDS OF STUDENTS WITH MILD TO MODERATE DISABILITIES, Part II. Emphasis on teacher directed instruction and cognitive strategy instruction for students with mild to moderate deficits in mathematics; adaptations for students in science and social studies. Prerequisites SPED 301. 2 credits.

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

Special Education 310. INTRODUCTION TO BEHAVIOR MANAGEMENT. A survey of techniques used in the management of behavior of students. 2 credits.

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

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

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

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

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

Special Education 575. CAREER AND LIFE PLANNING FOR INDIVIDUALS WITH DISABILITIES. An in-depth study of preparatory skills for vocational opportunities for individuals with disabilities. An overview of social, leisure and recreational opportunities for individuals with disabilities. Prerequisites: None. 2 credits.

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

Special Education 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; includes a required research proposal. Prerequisite: EDUC 502. 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. 6 credits.

SPED 691: THESIS (May be repeated for 3 credits). 3 credits.

SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY PROGRAM

Faculty

R. Nels Beck, Ph.D., Associate Professor of Speech Pathology and Area Coordinator
Joanne Y. Carver, Ed.S., Instructor of Special Education
Cynthia L. Jones, Ph.D., Assistant Professor of Special Education
Vera G. Williams, Ed.D., Associate Professor of Education

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

Admission to or Continuation in the Speech-Language Pathology and Audiology Program

1. In order to be admitted to the Speech-Language Pathology and Audiology Program, or to the continue in the program, these minimal academic requirements must be met:

To enter Sophomore level:	2.4 overall GPA
To enter Junior level:	2.6 overall GPA
To enter Senior level:	2.8 overall GPA
To graduate from the program:	3.0 overall GPA

2. It is recommended that a student in this program earn a grade of C or better in all courses in the major.

3. Only those majors who graduate with an overall GPA of 3.0 will be recommended for Master's programs.

4. Appeal

A student denied entry to or continuation of the Speech-Language Pathology and Audiology program may submit an appeal to an appeal board consisting of the Dean of the School of Education and Human Services, the Chair of the Department of Education, and the Coordinator of the Speech-Language Pathology and Audiology program.

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

A. General Education Requirement. 33 credits.

See General Education Requirements listed on pages 53-55.

B. Additional Degree Requirements. 9 or 10 credits.

See Degree Requirements listed on pages 51-52.

C. Major Requirements. 44 credits.

SLPA 201/3 credits

SLPA 295/1 credit

SLPA 307/3 credits

SLPA 311/3 credits

SLPA 312/3 credits

SLPA 333/3 credits

SLPA 361/3 credits

SLPA 385/3 credits

SLPA 391/1 credit

SLPA 392/2 credits

SLPA 412/3 credits

SLPA 450/3 credits

SLPA 462/3 credits

SLPA 495/2 credits

SLPA 499/2 credits

SPED 375/3 credits

RECR 206/3 credits

TOTAL/44 credits

SPEECH-LANGUAGE PATHOLOGY

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

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

SLPA 295/495: SPECIAL TOPICS. Selected topics in Speech Pathology. The topics will vary from semester to semester. Descriptions will be available from academic advisors. May be repeated for credit when topics change. Prerequisite for 295: SLPA 201. Prerequisite for 495: SLPA 312 and

SLPA 333 or consent of Instructor. SPLA 295/1 credit, SPLA 495/2 credits.

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

SLPA 311. ANATOMY AND PHYSIOLOGY OF SPEECH AND HEARING MECHANISMS. Anatomical structures and neurology of the human communication system and the physiology of inter-related movements. 3 credits. Prerequisite: Biology 101 or consent of instructor.

SLPA 312. ARTICULATION AND VOICE DISORDERS. Articulation differences versus disorders; etiologies of functional and organic disorders; indications for

referral. Emphasis on therapy for school-age children. Prerequisites: SLPA 201 and 301. 3 credits.

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

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

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

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

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

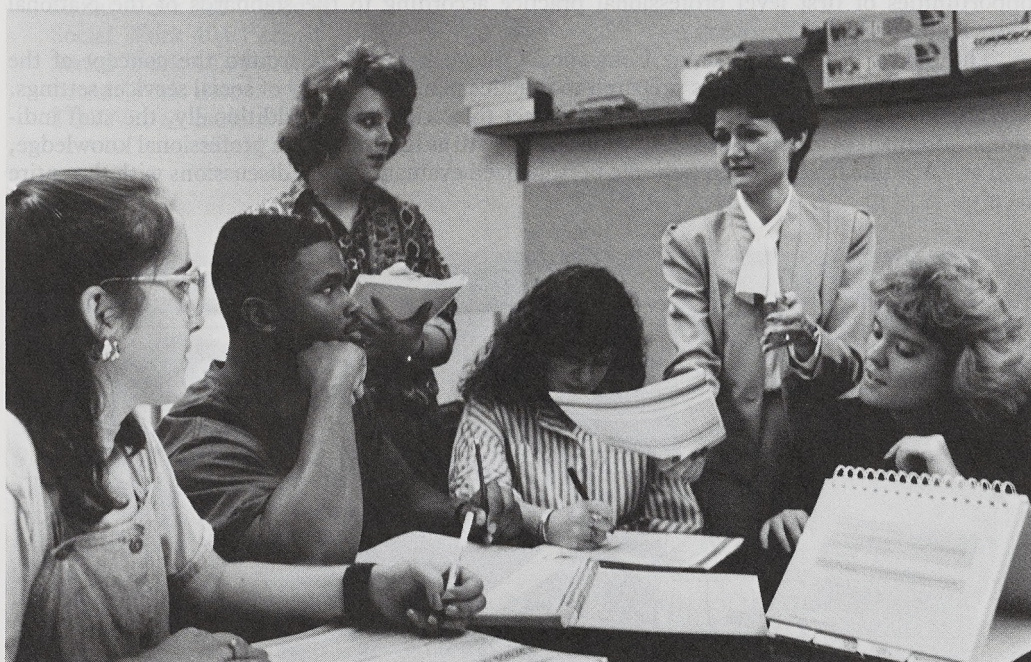
SLPA 392. CLINICAL PROCEDURES. Administration and scoring of speech and language tests; development of individual and group therapy plans; practice as an assistant speech/language therapist. 2 credits. Prerequisites: SLPA 385 and SLPA 391.

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

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

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

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



Social Work Program

George C. Stonikinis, Jr., *Area Coordinator*
Cynthia Thompson, *Secretary*

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

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

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

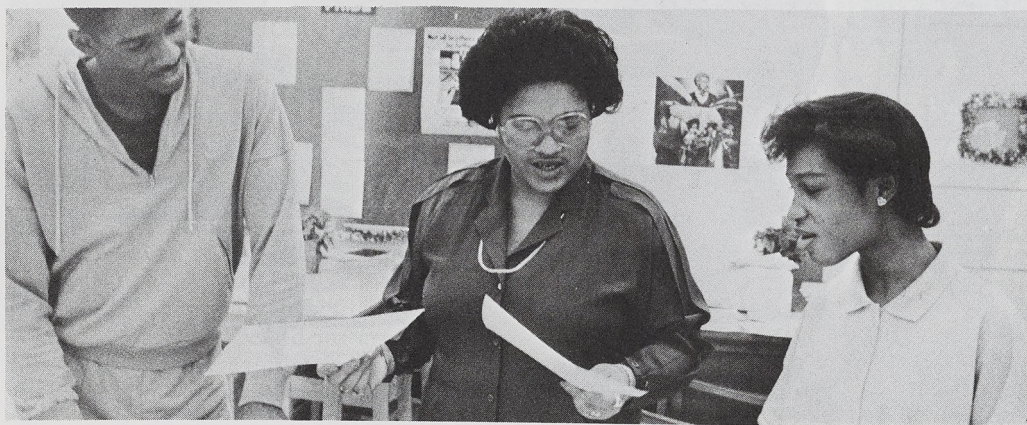
SOCIAL WORK PROGRAM

Faculty

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

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

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



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

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

- A. General Education Core Requirement. 33 credits.
See General Education Requirements listed on pages 53-55.
- B. Additional Degree Requirements. 9 or 10 credits.
See Degree Requirements listed on pages 51-52.
- C. Major Requirements. 69 credits.
 - Social Work 101/3 credits
 - Social Work 102/3 credit
 - Social Work 240/3 credits
 - Social Work 280, 281/6 credits
 - Social Work 310/3 credits
 - Social Work 320/3 credits
 - Social Work 335/1 credits
 - Social Work 336/3 credits
 - Social Work 339/5 credits
 - Social Work 340/1 credit
 - Social Work 405/3 credits
 - Social Work 408/2 credits
 - Social Work 415/3 credits
 - Social Work 427/3 credits
 - Social Work 400/12 credits
 - Social Work 401/2 credits
 - Social Work 404/1 credit
 - Social Work 407/1 credit
 - Social Work Electives/11 credits
 - TOTAL: 69 credits**

SOCIAL WORK

*A special fee is charge 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: SW 101. 3 credits.

Social Work 108. CAREER PLANNING.

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

Social Work 240. SOCIAL POLICY AND ISSUES IN SOCIAL WELFARE.

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

Social Work 280. HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I.

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

Social Work 281. HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT II.

A continuing exploration of theoretical contributions to the design and application of intervention strategies. The role of interpersonal influence is studied within the context of effective communication for planned

change and effective skills are practiced. Prerequisite: SW 280. 3 credits.

Social Work 295-495: SPECIAL TOPICS.

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

Social Work 309. HUMAN SEXUAL ADJUSTMENT.

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

Social Work 310. MINORITY EXPERIENCES: HUMAN DEVELOPMENT IN HOSTILE ENVIRONMENTS.

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

Social Work 320. SOCIAL WORK RESEARCH AND EVALUATION DESIGN.

The role of scientific inquiry in the continuing development of knowledge and practice skill, measures of accountability, needs assessment, and evaluation design is presented. Students conduct agency research and assessments and study the impact of applied scientific techniques on the design and delivery of professional practice. Prerequisite: Mathematics 171. 3 credits.

Social Work 335. JUNIOR INTERVENTIVE MEANS LAB.

Laboratory experiences enabling the development and application of practice skills for direct practice. Emphasis is on levels of problems, systematic assessment and problem solving, and uniqueness of various interventive means. Co-requisite: SW 336. 1 credit.

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

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

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

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

**Social Work 400. FIELD INSTRUCTION.* Educationally directed student learning in selected settings. Students learn by participating in the delivery of social services to individuals, small groups, families, organizations, and/or communities. At least 40 hours per week in an agency for 15 weeks. Prerequisite: SW 427 and 2.00 GPA average overall and in major courses. Co-requisites: SW 401, 404 and 407. 12 credits.

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

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

Social Work 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. 1 credit.

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

Social Work 415. INTER-PROFESSIONAL COMMUNICATION: TECHNIQUES FOR THE SURVIVAL OF INTERVENTIVE STRATEGIES. Study of effective professional role performance through the systematic integration and application of knowledge and theory in the design of inter-professional transactions and helping patterns; special attention to use of a scientific practice base for determining effective professional action. Prerequisite: SW 336. 3 credits.

Social Work 427. ADVANCED INTERVENTIVE MEANS. Continued development of generic skills and values at the advanced level for professional practice. Emphasis is placed on integration of knowledge into techniques and strategies for human

service delivery. Prerequisite: SW 339. 3 credits.

Social Work 461. 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 490. 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.



Department of Health, Physical Education, and Recreation

Judy R. Johnson, *Chair*
Jean Ann Flowers, *Secretary*

The Department offers (1) B.S. degree programs in physical education and therapeutic recreation, (2) health and driver education teaching endorsements, (3) minor programs in dance and coaching, (4) an opportunity for participation in aquatic art and dance performing groups, (5) a variety of activity classes for students to develop fitness and skills in life-time sports and activities, (6) health classes structured to provide students with knowledge about current health problems and attitudes toward maintaining a state of good health and fitness throughout life.

HEALTH AND PHYSICAL EDUCATION PROGRAM

Faculty

Nancy A. Andrews, Ed.D., Professor of Health and Physical Education
Sarah M. Bingham, M.A., Instructor of Physical Education
Joseph C. Blauvelt, Ph.D., Assistant Professor of Health and Physical Education
Joyce E. Edelen, Ed.D., Assistant Professor of Health and Physical Education
Gerald P. Graham, Ph.D., Professor of Health and Physical Education
Bette L. Harris, Ed.D., Associate Professor of Health and Physical Education
John J. Herring, M.Ed., Instructor of Physical Education
Judith R. Johnson, Ph.D., Associate Professor of Health and Physical Education
Chrystyna Kosarchyn, Ph.D., Assistant Professor of Health and Physical Education
*Nelson D. Neal, Ed.D., Associate Professor of Health and Physical Education and
Area Coordinator
Rodney Lee Williams, B.A., Instructor of Dance

*on leave 1992-93

Athletic and Recreation Staff Holding Appointment to the Department

Charles B. Bolding, M.S., Baseball Coach and Instructor of Health and Physical Education
Sandra V. Bridgeman, B.S., Field Hockey/Lacrosse Coach and Instructor
Carolyn R. Callaway, M.S., Assistant Professor and Director of Intramurals and
Campus Recreation
William G. Carlton, Jr., B.S., Athletic Trainer and Instructor of Health and Physical Education
Ronald S. Carr, M.Ed., Men's Basketball Coach and Instructor
Stanley E. Cieplinski, M.A., Soccer/Tennis Coach and Instructor
Loretta E. Coughlin, M.S., Head Women's Softball Coach, Assistant
Women's Basketball Coach and Instructor of Health and Physical Education
Shirley G. Duncan, M.S., Women's Basketball Coach and Instructor of Health and
Physical Education
Emily H. Harsh, B.S., Assistant Athletic Director and Instructor of Physical Education
Steve C. Nelson, M.A., Men's Golf/Wrestling Coach and Instructor of Health and
Physical Education

All physical education majors must make a minimum grade of "C" on each course taken as a part of the activity core and the physical education activities required under the general education requirement. Prior to student teaching and internship experiences, a 2.5 and 2.0 are required respectively. Additional policies and standards for physical education majors are in the Physical Education Major Student Handbook.

The Physical Education curriculum has four instructional programs leading to a Bachelor of Science degree with a major in physical education. One program culminates in certification for the teaching profession and three in professionally related fields. All physical education majors must take a core of physical education theory and skill classes; then, depending upon interest and career goals, the student will take course work in one of the following program options:

TEACHING NK-12 OPTION

Students electing this program will be certified to teach physical education at the elementary and secondary levels. The program provides the scientific background courses for teaching health and physical education and activity skills as well as a scientific, analytical approach to movement.

Students electing the teacher education option may elect concentrations in the following areas: adapted physical education, athletic training, and coaching, or to become endorsed to teach health, NK-12 and driver education.

NON-TEACHING OPTIONS

Sports Medicine:

The program in sports medicine is designed to prepare students for a career in the field of athletic training, or may serve as the pre-professional course of study for physical therapy and sports medicine. Students are required to accumulate a minimum of 1500 hours of on-the-job training either by working in the athletic training room or directly with the athletic teams.

Exercise and Health Science:

The program in exercise-fitness is designed to prepare students for a career in the field of physical fitness. Students are required to complete two "hands on" experiences with adult fitness programs, one of which is an eight week internship in a fitness setting.

Sports Communication:

The program in sports communication prepares the student for a career in the field of radio-TV sports broadcasting and sports information. Practical experiences in radio-TV, sports broadcasting and sports information are included as part of the program in the junior and senior years.

Coaching Minor:

A coaching minor is open to all students matriculating at Longwood College. Students interested in the coaching minor must enroll in 18 hours of specialized professional courses in physical education.

Dance Minor:

Students interested in a dance minor must audition to enter the program and are expected to be active members of the Longwood College Company of Dancers for a minimum of two years. Students must also successfully complete eighteen hours of required courses in dance.

PHYSICAL EDUCATION MAJOR, B.S. DEGREE

Elementary and Secondary Certification Option N-12

A. General Education Core Requirement. 33 credits.

See General Education Requirements listed on pages 53-55.

B. Additional Degree Requirements. 10 credits.

Biology 206/4 credits

Math elective/3 credits

Social Science elective/3 credits

C. Major Requirements.

Professional Core

PHED 275/3 credits

PHED 285/3 credits

PHED 386/3 credits

PHED 387/3 credits

PHED 462/3 credits

TOTAL/15 credits

Activity Requirements

Core

PHED 103/1 credit

PHED 104/1 credit

PHED 108/1 credit

PHED 116 or PHED 141/1 credit

PHED 131/1 credit

PHED 134/1 credit

PHED 211/1 credit

Teaching Option Requirements

BIO 207/4 credits

PHED 203/1 credit

HLTH 205/3 credits

HLTH 260/3 credits

PHED 280/3 credits

PHED 364/3 credits

PHED 380/3 credits

PHED 381/3 credits

PHED 382/3 credits

PHED 463/3 credits

PHED 483/2 credits

EDUC 245/3 credits

EDUC 410/10 credits

EDUC 484/2 credits

TOTAL/46 credits

Electives/8-10 credits

Teaching Option

PHED 105/1 credit

PHED 109/1 credit

PHED 115/1 credit

PHED 122/1 credit

PHED 128/1 credit

PHED 135/1 credit

TOTAL/13 credits

Choose One:

PHED 117/1 credit

PHED 124/1 credit

PHED 137/1 credit

PHED 140/1 credit

PHED 217/1 credit

PHED 224/2 credits

REC 237/3 credits

REC 350/2 credits

REC 375/3 credits

TOTAL 1-3 credits

D. Areas of Concentration

A physical education major in the elementary-secondary option may elect any of the following concentrations, and/or the health endorsement or driver education endorsement.

*Adapted Physical Education**

PHED 270/3 credits

PHED 381/3 credits

RECR 308/3 credits

RECR 301 or 303/3 credits

TOTAL/12 credits

*Must take Sociology 222

*Athletic Training**

PHED 270/3 credits

PHED 371/1 credit

PHED 370/3 credits

HLTH 235/3 credits

TOTAL/10 credits

*Must take a psychology elective.

Driver Education

HLTH 260/3 credits

HLTH 301/3 credits

HLTH 302/3 credits

TOTAL/9 credits

Coaching

HLTH 260/3 credits
 PHED 270/3 credits
 PHED 285/3 credits
 PHED 385/3 credits
 PHED 462/3 credits
 PHED 490/1-6 credits
 ACEP Certification
 TOTAL/16-21 credits

Health Endorsement NK-12

HLTH 205/3 credits
 HLTH 212/3 credits
 HLTH 410/3 credits
 HLTH 465/3 credits
 Select one of the following:
 HLTH 211/3 credits or
 HLTH 235/3 credits
 TOTAL/15 credits

PHYSICAL EDUCATION MAJOR, B.S. DEGREE**Sports Communication Option**

A. General Education Core Requirements. 33 credits.
 See General Education Requirements listed on pages 53-55.

B. Additional Degree Requirements. 10 credits.
 Biology 206/4 credits
 Math elective/3 credits
 Social Science elective/3 credits

C. Major Requirements.

Professional Core

PHED 285/3 credits
 PHED 275/3 credits
 PHED 386/3 credits
 PHED 387/3 credits
 PHED 462/3 credits
 TOTAL/15 credits

*Activity Requirements
Core*

PHED 103/1 credit
 PHED 104/1 credit
 PHED 108/1 credit
 PHED 116 or PHED 141/1 credit
 PHED 131/1 credit
 PHED 134/1 credit
 PHED 211/1 credit

Sports Communication

PHED 105/1 credit
 PHED 109/1 credit
 PHED 115/1 credit
 PHED 122/1 credit
 PHED 135/1 credit
 TOTAL/12 credits

Electives/7-13 credits

Sports Communication Option Requirements

BIO 207/4 credits
 HLTH 205/3 credits
 SPCH 310, 311/6 credits
 PHED 490, 491/3-6 credits each
 PHED or RECR electives/6 credits
 Choose from: PHED 270, 364, 385, 496, or
 RECR 301, 303

English electives/6 credits

Choose from: English 210, 213, 214, 222

Communications electives/12 credits

Speech 100, 101, 200, 310;

English 382, 210, 213, 222;

Art 221

TOTAL/43-49 credits

PHYSICAL EDUCATION MAJOR, B.S. DEGREE

Exercise and Health Science Option

A. General Education Core Requirement. 33 credits.
See General Education Requirements listed on pages 53-55.

B. Additional Degree Requirements. 10 credits.

Biology 206/4 credits
Math elective/3 credits
Social Science elective/3 credits

C. Major Requirements.

Professional Core

PHED 275/3 credits
PHED 285/3 credits
PHED 386/3 credits
PHED 387/3 credits
PHED 462/3 credits
TOTAL/15 credits

Activity Requirements

Core

PHED 103/1 credit
PHED 104/1 credit
PHED 108/1 credit
PHED 116 or PHED 141/1 credit
PHED 131/1 credit
PHED 134/1 credit
PHED 211/1 credit

Exercise and Health Science

PHED 112/1 credit
PHED 126/1 credit
PHED 127/1 credit
PHED 128/1 credit
TOTAL/11 credits

Fitness Option Requirements

BIO 207/4 credits
PHED 270/3 credits
PHED 364/3 credits
PHED 388/8 credits
PHED 463/3 credits or
MATH 171 or MATH 271
PHED 488/3 credits
PHED 490/3 credits
PHED 499/3 credits

HLTH 205/3 credits
HLTH 235/3 credits
HLTH 260/3 credits
HLTH 410/3 credits
MGMT 360 or MKTG 380/3 credits
SPCH 101/3 credits
TOTAL/48 credits

General Electives/11 credits

PHYSICAL EDUCATION MAJOR, B.S. DEGREE

Sports Medicine Option

A. General Education Core Requirements. 33 credits
See General Education Requirements listed on pages 53-55.

B. Additional Degree Requirements. 10 credits

Biology 206/4 credits
PHED 463 or Math 271 or Computer Science 205/3 credits
Psychology 131 or 132/3 credits

C. Major Requirements.

Professional Core

PHED 275/3 credits
PHED 285/3 credits
PHED 386/3 credits

PHED 387/3 credits
PHED 462/3 credits
TOTAL/15 credits

Sports Medicine Option Requirements

BIO 101/4 credits
BIO 207/4 credits
CHEM 101, 102/8 credits
PHYS 101, 102/8 credits

NOTE: One of the above courses will count as a general education course under Goal 5 and will be considered as 4 credits of the 33 total required credits.

HLTH 205/3 credits	PHED 372/1 credit
HLTH 235/3 credits	PHED 385/3 credits
HLTH 260/3 credits	PHED 471/1 credit
PHED 270/3 credits	PHED 472/1 credit
PHED 364/3 credits	PHED 463 or MATH 271 or CMSC
PHED 370/3 credits	205/3 credits
PHED 371/1 credit	*TOTAL/48

*See note above

*Activity Requirements
Core*

PHED 103/1 credit
PHED 104/1 credit
PHED 108/1 credit
PHED 116 or 141/1 credit
PHED 131/1 credit
PHED 134/1 credit
PHED 211/1 credit

Sports Medicine

PHED 105/1 credit
PHED 109/1 credit
PHED 115/1 credit
PHED 122/1 credit
PHED 126/1 credit
PHED 135/1 credit
TOTAL/13 credits

General Electives/7

COACHING MINOR

The coaching minor is open to all students.

HLTH 260/3 credits	PHED 385/3 credits	ACEP certification
PHED 270/3 credits	PHED 462/3 credits	TOTAL 16/21 credits
PHED 285/3 credits	PHED 490/1-6 credits	

DANCE MINOR

NOTE: The dance minor is open to all students attending Longwood College. Students must audition to enter the program and are expected to be active members of the Longwood Company of Dancers for a minimum of two years.

DANCE 132, 232, 332, 432/8 credits	DANCE 366/3 credits
DANCE 267/4 credits	DANCE 466/2 credits
DANCE 365/3 credits	TOTAL/20 credits

DRIVER EDUCATION ENDORSEMENT

Any student may elect to take the following sequence of courses and become endorsed to teach driver education in secondary schools.

HLTH 260/3 credits	HLTH 302/3 credits
HLTH 301/3 credits	TOTAL/9 credits

DANCE PROGRAM

Faculty

*Nelson D. Neal, Ed.D., Associate Professor and Area Coordinator of Dance Program

Rodney Lee Williams, B.A., Instructor of Dance

*on leave 1992-1993

DANCE

*General Education Course

**Dance 267. HISTORICAL PERSPECTIVES OF DANCE.* The growth and development of dance from its primitive beginnings to dance as a performing art (eg. ballet, modern dance). Study of the influence of society on modern dance, ballet, Broadway musicals, dance in the cinema, and dance for television. 4 credits (3 lecture hours, 1 lab hour).

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

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

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

Dance 229. (PHED 229). INTERMEDIATE BALLET. Emphasis on improving ballet skills and on allowing further opportunities for creating and learning dances. 1 credit.

Dance 230. (PHED 230). INTERMEDIATE JAZZ. Emphasis on improving jazz dance skills and on allowing further opportunities for creating and learning dances. 1 credit.

Dance 231. (PHED 231). INTERMEDIATE MODERN DANCE. Emphasis on improving modern dance skills and on allowing further opportunities for creating and learning dances. 1 credit.

Dance 132. ADVANCED MODERN DANCE. High level of skill required in any one of three dance forms: ballet, jazz, or modern dance. Prerequisite: audition. 2 credits.

Dance 232. ADVANCED MODERN DANCE. High level of skill required in any one of three dance forms: ballet, jazz, or modern dance. Prerequisite: audition. 2 credits.

Dance 332. ADVANCED MODERN DANCE. 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 366. CHOREOGRAPHIC PROBLEMS. Theory and practice in solving specific choreographic problems through solo or group dances, designed for students interested in advanced training. Prerequisite: 365 or permission of instructor. 3 credits.

Dance 432. ADVANCED MODERN DANCE. High level of skill required in any one of the three dance forms: ballet, jazz or modern dance. Prerequisite: Audition: 2 credits.

Dance 465. SURVEY OF CONTEMPORARY DANCE. Comparative study and analysis of dance through film and literature. 2 credits.

Dance 466. DANCE IN EDUCATION. Theory and practice in methods of teaching dance activities. 2 credits.

HEALTH PROGRAM

Joyce E. Edelen, Ed.D., Assistant Professor of Health
 Chrystyna Kosarchyn, Ph.D., Assistant Professor of Health

HEALTH

*General Education Course

***Health Education 210. WORLD HEALTH ISSUES.** Study of current health problems and issues in the world community. Examines the cultural, geographic, environmental, social, economic and political influences on health status and health care systems of representative nations, especially those of the non-western world. 3 credits.

Health Education 205. PERSONAL HEALTH. The application of scientific facts and principles to current health issues that affect one's personal health. Designed to foster intelligent decision making in the areas of health needs and health behavior, both present and future. 3 credits.

Health Education 211. DRUGS AND HUMAN BEHAVIOR. Drug use and abuse in today's society. Emphasis is placed upon enabling the individual to make intelligent choices concerning these substances based upon scientific research and evidence. 3 credits.

Health Education 212. HUMAN SEXUALITY. The biological, psychological, cultural and behavioral aspects of sexuality. Emphasis is placed upon providing the individual with practical and meaningful information pertaining to human sexuality and family life while encouraging the development of responsible sexual behaviors and attitudes. 3 credits.

Health Education 235. NUTRITION. Principles of normal human nutrition applied to various stages in life and activities, especially as they relate to fitness and weight control. Examines factors that influence human nutrition needs and eating patterns. 3 credits.

Health Education 260. EMERGENCY CARE AND FIRST AID. Emergency care procedures necessary to sustain life and maintain life support until the victims of an accident or sudden illness are cared for by more qualified medical personnel. Knowledge and skill gained will lead to certification

in first aid and cardiopulmonary resuscitation. 3 credits.

Health Education 301. DRIVER EDUCATION. Classroom instruction and supervised experience in teaching practice driving. Prerequisite: valid Virginia driver's license and driving experience. 3 credits.

Health Education 302. SAFETY EDUCATION. Concepts and theories of accident prevention, particularly as they relate to the use of the highways. 3 credits.

Health Education 310. ENVIRONMENT HEALTH. The study of one's 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 degradation of the environment. 3 credits.

Health Education 345. SELECTED HEALTH TOPICS. An indepth examination of timely health issues such as stress management, aging, and death and dying, which have physical, psychological and sociological implications for one's overall health status. 3 credits.

Health Education 366. COMMUNITY HEALTH. Identification and analysis of significant issues and problems which challenge the community's health and the American health care system. 3 credits.

Health Education 405. PRACTICUM. Supervised experience in one or more of the following areas of the professional curriculum: teaching, coaching, communications and fitness specialist. 1-3 credits.

Health Education 410. HEALTH BEHAVIOR. Analysis of the many factors that influence personal health behavior and of the various models developed to explain it. Involves techniques of influencing and/or changing health behavior appropriate to various settings. Prerequisites: Health 205, 211, 212 or 235 or consent of instructor. 3 credits.

Health Education 430. WOMEN'S HEALTH AND HEALTH CARE ISSUES. This course examines the history and

politics of women's health and health care and investigates contemporary health problems, prevention, self-care; and medical alternatives so that consumers will make informed health care choices. 3 credits.

Health Education 465. SCHOOL HEALTH EDUCATION. The philosophical basis for school health education, selection of health content, curriculum design, classroom teaching methods, selection and use of resource materials and evaluation techniques. This course is structured primarily for the physical education or therapeutic recreation major interested in an endorsement in health education. Prerequisites: HLTH 205, HLTH 212, HLTH 211 or 235, or consent of instructor. 3 credits.

Health Education 495/595. SPECIAL TOPICS IN HEALTH. Selected topics in health which will vary from semester to semester. May be repeated for credit when topics change. 1-3 credits.

Health Education 510. COMPUTER APPLICATIONS IN HEALTH AND PHYSICAL EDUCATION. A workshop designed to give educators background on how computers are used in education and guidelines for choosing hardware and health education software. Health education software will be available for student evaluation and overview of available health education software will be given. Students will be given the opportunity for hands-on experiences with Apple IIe computers. 3 credits.

PHYSICAL EDUCATION

*General Education Courses

**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 for the Overweight Student
Total Fitness through Swimming
Total Fitness through Water Aerobics
Total Fitness through Weight Training

Physical Education Activity Classes Meeting General Education Requirements, Goal 9.

To enroll in the beginning level the student should have little or no prior experience in the sport. Enrollment in the intermediate and advanced levels requires successful completion of a beginning class or meeting the prerequisites listed. The instructor reserves the right to evaluate the level of skill and make assignments as to the appropriate level.

**PHED 398. ETHICS IN SPORT AND PHYSICAL EDUCATION.* An examination of the basic philosophic issues concern-

ing 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. 3 credits.

Physical Education 102. BEGINNING FENCING. Instruction in guard position, footwork, basic defense and offensive skills. Emphasis on fencing with "foil" and an overview of epee. 1 credit.

Physical Education 103. BEGINNING GYMNASTICS. An introduction to beginning tumbling and apparatus skill. Emphasis is placed on correct technique and form. 1 credit.

Physical Education 104. BEGINNING TENNIS. Beginning instruction in the fundamental skills of forehand, backhand, serve and volley. Competitive play in women's and men's singles and doubles. 1 credit.

Physical Education 105. BEGINNING LACROSSE/FIELD HOCKEY. Instruction in the basic lacrosse skills of throwing, cradling, stick handling, loose ball pick-up, checking and goal play, and the field hockey skills of passing, dribbling, scoring, tackling and strategies of offensive and defensive play and interpretation of rules. 1 credit.

Physical Education 106. DOWNHILL SKIING. Instruction in the basic skills of

traversing hill, snowplow, stopping and parallel turns. Fee charged. 1 credit.

Physical Education 107. BEGINNING BOWLING. Beginning instruction in the fundamentals of approach, release, arm swing, picking up spares, methods in scoring, rules, and etiquette on the lanes. Inter-class competition with handicaps. 1 credit.

Physical Education 108. BEGINNING GOLF. Beginning instruction in techniques in putting, short approach shots, and the full swing with irons and woods. Course includes rules and etiquette of golf. Students play at the Longwood Golf Course. 1 credit.

Physical Education 109. BEGINNING VOLLEYBALL. Instruction in the basic skills of serving, bump, dig, set and spike. Team defensive and offensive strategies and rules are included. 1 credit.

Physical Education 110. NON-SWIMMING. Emphasis on physical and mental adjustment to the water through basic swimming and rescue skills. Prerequisites: uncomfortable in water and unable to swim one width of the pool. 1 credit.

Physical Education 111. BEGINNING SWIMMING. Development of the five (5) basic strokes and basic rescue skills. Prerequisites: able to swim a width of the pool on the front and back, but uncomfortable in deep water. 1 credit.

Physical Education 113. BEGINNING SYNCHRONIZED SWIMMING. Instruction in rhythmic swimming, figures and sculling techniques. Performance of basic routine to music. 1 credit.

Physical Education 114. BEGINNING SCUBA DIVING. Instruction to scuba diving skills in preparation for open water dives and certification. 1 credit.

Physical Education 117. BEGINNING CANOEING. Basic river paddling skills in canoeing culminating in river trip(s) in class I and class II white water. 1 credit.

Physical Education 120. BEGINNING RACQUETBALL. Basic skills and rules of the sport applied to the games of singles, doubles, and 3 player racquetball. 1 credit.

Physical Education 121. BEGINNING ARCHERY. Instruction in the basic skills of bracing and embracing the bow, stance, grip, bow arm, nocking, drawing and anchoring, and aiming. Emphasis on fundamental skills and shooting form. 1 credit.

Physical Education 122. BASKETBALL. Instruction in the fundamentals of individual and team offensive and defensive skills and their applications to the game of basketball. The rules and basic officiating techniques are incorporated. 1 credit.

Physical Education 123. BEGINNING EQUITATION. Beginning instruction in balance seat (hands, seat, feet and leg position). Proper method of groom, saddle, bridle, mount and dismount. Fee charged: \$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. BEGINNING SOCIAL AND RECREATION DANCE. Beginning instruction in the fundamental skills of square dance, folk dance, novelty and contemporary rhythms and in the social dance steps, rumba, tango, samba, Lindy and fox trot. 1 credit.

Physical Education 129. (Dance 129). BEGINNING BALLET. Dance techniques that evolved over the past five centuries, combined with freer contemporary techniques. It includes barre work: plie,

tendu, rond de jambe; center combinations: glissade, assemble; and combinations across the floor: saute and soutenu. 1 credit.

Physical Education 130. (Dance 130). BE-GINNING 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). BE-GINNING MODERN DANCE. Instruction in creative or interpretive dance utilizing specific stretching exercises and movement such as leaps, walks, bends, and turns. Emphasis on performing short dances and creating dances which can be performed with or without music. 1 credit.

Physical Education 136. INTERNATIONAL FOLK DANCE. Performance of dances from selected countries and early American culture, and an examination of the influence of the culture upon a country's folk dance and costume. 1 credit.

Physical Education 137. ORIENTEERING. Fundamental skills for traveling outdoors by map, compass, and observation, and an 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. Review of the use of irons, woods and putting. Emphasis on special golf shots, including: sand shots, shots from the rough, uneven lies, and playing from hazards. Prerequisites: score 90 or lower for 18 holes. 1 credit.

Physical Education 209. INTERMEDIATE VOLLEYBALL. Review of the basic skills, offenses and defenses, strategies and rules. Instruction in intermediate to advance play and skills. 1 credit.

Physical Education 211. INTERMEDIATE SWIMMING. Instruction designed to improve skill in mastery of five basic strokes, water safety skills and diving. Prerequisites: able to swim the length of the pool using three (3) different strokes. 1 credit.

Physical Education 213. INTERMEDIATE SYNCHRONIZED SWIMMING. Junior level synchronized swimming. Figures and choreography of a routine. Prerequisite: pass screening test. 1 credit.

Physical Education 214. ADVANCED OPEN SCUBA AND CORAL REEF ECOLOGY. Held on Atlantic coral reefs leading to certification in Advanced Open Water (PADI) and Reef Ecology (YMCA). Prerequisite: ten (10) logged dives. 2 credits.

Physical Education 217. INTERMEDIATE CANOEING. Development of river paddling skills such as peel out, surfing, ferring, and eddy turns on class II and class III white water. 1 credit.

Physical Education 223. INTERMEDIATE EQUITATION. Instruction in the fundamentals of position and control with emphasis on security with the walk, trot, and canter. Basic hunter exercises of circles, turns, transition and cross-country riding. Fee charged: \$140. 1 credit.

Physical Education 224. OUTDOOR SKILLS. Develop the technical skills and knowledge necessary for participation in back country trips, backpacking, rappelling, rock climbing, orienteering, equipment,

clothing and first aid. Prerequisite: Beginning Camping or permission of instructor. 2 credits.

Physical Education 228. INTERMEDIATE SOCIAL AND RECREATION DANCE. Advanced instruction in square dance, folk dance, novelty and contemporary rhythms and in the social dance steps. Prerequisite: permission of the instructor. 1 credit.

Physical Education 229. (Dance 229). INTERMEDIATE BALLET. Emphasis on improving ballet skills and on allowing further opportunities for creating and learning dances. 1 credit.

Physical Education 230. (Dance 230). INTERMEDIATE JAZZ. Emphasis on improving jazz dance skills and on allowing further opportunities for creating and learning dances. 1 credit.

Physical Education 231. (Dance 231). INTERMEDIATE MODERN DANCE. Emphasis on improving modern dance skills and on allowing further opportunities for creating and learning dances. 1 credit.

The following activity courses do not satisfy general education, but may be taken as electives.

Physical Education 112. WATER AEROBICS. Exercising in the water to music for the purpose of improving muscular strength, flexibility, slimness and especially aerobic fitness as well as overall swimming ability. This course does not fulfill the Longwood swimming requirement. 1 credit. A student who has completed Total Fitness through Water Aerobics may not take PHED 112.

Physical Education 116. BEGINNING WEIGHT TRAINING. An introductory course with emphasis on current issues dealing with weight training. The student will learn and workout with various weight training programs and apply the principles to his/her individual workouts. The course employs basic techniques in proper lifting with safety procedures involved. 1 credit. A student who has completed Total Fitness through Weight Training may not take PHED 116.

Physical Education 118. CYCLING. An introductory activity course with emphasis upon the history and development of the modern bicycle, selection and properly fit-

ting the bicycle to the rider, development of good riding skills, maintenance of the bicycle and knowledge and adherence to correct safety procedures. The class emphasizes the fitness and leisure application of cycling. 1 credit. A student who has completed Total Fitness through Cycling may not take PHED 118.

Physical Education 127. AEROBIC DANCING. An aerobic activity which combines different styles of music with vigorous jazz and modern dance movements to increase cardiorespiratory fitness. In addition to performing choreographed routines, students receive instruction in monitoring heart rate, injury prevention and a variety of other topics relevant to body/mind wellness. 1 credit. A student who has completed Total Fitness through Aerobic Dancing may not take PHED 127.

Physical Education 141. AEROBIC FITNESS AND WEIGHT CONTROL. Instruction and participation in aerobic exercises and their relationship to personal health, physical fitness and weight control. 1 credit. A student who has completed Total Fitness through Aerobic Exercise may not take PHED 141.

Physical Education 212. LIFEGUARDING AND EMERGENCY WATER SAFETY. Instruction in lifesaving, first aid, CPR and lifeguard techniques leading to certification by the American Red Cross. Prerequisite: pass screening test. 2 credits.

Physical Education 216. ADVANCED WEIGHT TRAINING. Knowledge of the basic fundamentals and further training in athletic preparation, power lifting, body building and fitness/figure control. 1 credit.

Physical Education 241. ADVANCED AEROBICS. Instruction and participation in aerobic activities for students with good cardiovascular endurance. The emphasis is on long distance training and its effect on the body systems. 1 credit.

Physical Education 311. FITNESS SWIMMING. Emphasis on competitive strokes with workouts designed for endurance and speed. 1 credit.

Physical Education 312. WATER SAFETY INSTRUCTOR. Methods of teaching and

indepth analysis of swimming and personal safety skills leading to American Red Cross certification as a swimming instructor. Prerequisite: pass screening test. 2 credits.

Physical Education 313. CATALINAS. A performing group with emphasis on junior level synchronized swimming figures. Prerequisite: audition. 1 credit.

Physical Education 413. CATALINAS. An advanced performing group. Prerequisite: audition. Pass/fail only.

End of General Education section.

Physical Education 270. BASIC ATHLETIC TRAINING. Prevention, treatment and rehabilitation of athletic injuries; stresses examination and evaluation techniques of athletic injuries. 3 credits.

****Physical Education 275. FOUNDATIONS OF PHYSICAL EDUCATION AND SPORT.** Survey of the historical philosophical bases of health and physical education. 3 credits.

Physical Education 280. MOTOR DEVELOPMENT. Movement changes throughout the lifespan and their implications for the curriculum in physical education. 3 credits.

Physical Education 295. SPECIAL TOPICS IN PHYSICAL EDUCATION. Selected topics in physical education which will vary from semester to semester. May be repeated for credit when topics change. 1-3 credits.

****Physical Education 285. MOTOR LEARNING AND CONTROL.** Processes and conditions influencing the acquisition and performance of motor skills. 3 credits.

Physical Education 361 (Recreation 361). DEVELOPMENTAL AND ADAPTIVE ACTIVITIES. A study of activities and their adaptation for children in special populations. 3 credits.

Physical Education 362. ORGANIZATION AND ADMINISTRATION OF INTRAMURALS. Practice and theory in organizing and administering intramurals. 3 credits.

Physical Education 364. ADAPTED PHYSICAL EDUCATION. Symptoms, causes and implications of various types of disabilities in relation to programming.

Techniques in individual educational planning, activity adaptation and classroom organization. 3 credits.

Physical Education 370. ADVANCED ATHLETIC TRAINING. Designed for the advanced student and prospective professional. Concentrates on advanced treatment and evaluation techniques and rehabilitation following athletic trauma or surgery. Prerequisites: HLTH 360, PHED 270, Biology 206, 207, permission of instructor. 3 credits.

Physical Education 371, 372, 471, 472. PRACTICUM IN ATHLETIC TRAINING. Concentrated clinical experience in athletic training and sportsmedicine with periodic classroom review. Stresses development of diagnostic and treatment skills. Prerequisites: HLTH 260, PHED 270, permission of instructor. 1 credit.

Physical Education 380. SPORT PEDAGOGY I: THE ORIENTATION TO TEACHING. The aim of this course is to orient the student to the teaching process, to increase the student's understanding of the dimensions of effective teaching and to improve the student's teaching skills and teaching strategies through practice under appropriate and controlled conditions. Prerequisite: PHED 280 or consent of instructor. 3 credits.

Physical Education 381. SPORT PEDAGOGY II: AN ANALYSIS AND DESIGN OF MOTOR SKILLS. The aim of this course is to assist the student in understanding the teaching-learning process and how to analyze and evaluate the instructional process which includes organizing the learning environment, presenting progressive learning tasks to students and providing learner feedback. Prerequisite: PHED 380. 3 credits.

Physical Education 382. SPORT PEDAGOGY III: CURRICULUM DEVELOPMENT AND APPLICATION IN PHYSICAL EDUCATION. This course is designed to orient the student in the process of curriculum construction in physical education for both the elementary and secondary school programs; to provide the student with experiences in teaching and in systematic observation and analysis of teaching. Prerequisites: PHED 380, 381. 3 credits.

Physical Education 385. SPORT PSYCHOLOGY. An examination of the psychological dimensions which influence an athlete's skill acquisition and performance in the competitive environment. 3 credits.

****Physical Education 386. KINESIOLOGY.** Study of human motion, including structural and mechanical kinesiology with emphasis on anatomic and biomechanical principles, application of these principles in the analysis of human motion--basic neuromuscular skills, sports, dance and all physical education activities. Practical application of biomechanics for teaching, coaching and physical medicine. Prerequisite: Biology 207. 3 credits.

Physical Education 387. PHYSIOLOGY OF EXERCISE. Lecture and laboratory experiences in the physiological responses of the body to the physical activity in everyday life and in sports. Prerequisites: Biology 206 or Biology 207, or permission of instructor. 3 credits.

Physical Education 388. FITNESS INTERNSHIP. An 8-10 week supervised field experience (minimum of 320 clock hours). The internship will take place during the summer between the junior and senior years. To be eligible for participation the student must be of junior standing, enrolled in the fitness specialist option and have an overall GPA of 2.0. Prerequisite: PHED 387, 480. 8 credits.

Physical Education 390. ELEMENTARY SCHOOL HEALTH AND PHYSICAL EDUCATION. Health and physical education principles and activities for the elementary school. For elementary majors. 3 credits.

Physical Education 392. MECHANICAL AND PHYSIOLOGICAL PRINCIPLES OF SPORT AND EXERCISE. The physiological responses of the body to exercise and the mechanical principles of human movement. Designed for students other than physical education majors; physical education majors may not take this course. 3 credits.

Physical Education 393, 394, 395, 396. PRINCIPLES AND TECHNIQUES OF OFFICIATING. The study of current roles and practices in the techniques of officiating.

(393-Field Hockey; 394-Gymnastics; 395-Volleyball; 396-Basketball) 1 credit.

****Physical Education 462. ORGANIZATION AND ADMINISTRATION OF HEALTH AND PHYSICAL EDUCATION PROGRAMS.** Administrative theory applicable to a variety of settings including education, industry, health clubs, Y's. 3 credits.

Physical Education 463. EVALUATION IN HEALTH AND PHYSICAL EDUCATION. Practice and theory in evaluation of performance in health and physical education activities including physical fitness; skills and motor performance tests, grading procedures; body measurements; written tests; and classification of students. 3 credits.

Physical Education 470. RESEARCH IN HEALTH, PHYSICAL EDUCATION AND RECREATION. Methods, techniques, and application of the research process related to a variety of functions typically found in health, physical education, and recreation professions. Designed to acquaint students with practical and applicable tools emphasizing research methodology and elementary data treatment through practical experiences, including computer use. 3 credits.

Physical Education 483. SEMINAR IN TEACHING. A seminar to prepare students for student teaching and to evaluate the student teaching experience. Emphasis will be placed on strengthening the teaching skills of the student as well as on relating teaching to societal and cultural factors. 2 credits.

Physical Education 488. ADVANCED FITNESS CONCEPTS. An indepth, advanced study of selected topics in exercise and physical fitness. Emphasis is placed on a review of current literature and the development of various techniques for the evaluation of physical fitness. Prerequisites: PHED 386, 387 or permission of instructor. 3 credits.

Physical Education 490, 491. PRACTICUM. Supervised experience in one or more of the following areas of the professional curriculum: teaching, coaching, communication and fitness specialist. Credit & hours to be arranged. 6 credits maximum.

Physical Education 495/595. SPECIAL TOPICS IN PHYSICAL EDUCATION. Selected topics in physical education which

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

Physical Education 496. COACHING INTERSCHOLASTIC AND INTERCOLLEGIATE ATHLETICS. A seminar course to include the following topics: the role of athletics in the education setting, the organization and administration of athletics on the interscholastic and intercollegiate levels, the role of the teacher/coach, and special issues in athletics. 3 credits.

Physical Education 497, 498, 499. SPECIAL PROJECTS IN PHYSICAL EDUCATION. Independent study and research projects for qualified students. 1, 2, or 3 credits.

Activity Classes for Physical Education Majors Only

Physical Education 103-M. BEGINNING GYMNASTICS. An introduction to beginning tumbling and apparatus skill. Emphasis is placed on correct technique and form. 1 credit.

Physical Education 104-M. TENNIS. Instruction in the fundamental skills of forehand, backhand, serve and volley. Competitive play in women's and men's singles and doubles. 1 credit.

Physical Education 105-M. LACROSSE/FIELD HOCKEY. Instruction in the basic lacrosse skills of throwing, cradling, stick handling, loose ball pick-up, checking and goal play, and the field hockey skills of passing, dribbling, scoring, tackling and strategies of offensive and defensive play and interpretation of rules. 1 credit.

Physical Education 108-M. GOLF. Instruction in the techniques of putting, short approach shots and the full swing with irons and woods. Course includes rules and etiquette of golf. Students play at the Longwood Golf course. 1 credit.

Physical Education 109-M. VOLLEYBALL. Instruction in the basic skills of serving, overhand and forearm passes, digs, and spikes and blocks. Team defensive and offensive strategies and testing are included. 1 credit.

Physical Education 115-M. FIELD SPORTS. An introductory course designed to under-

stand the basics of soccer, speedball, and flag football. The basic individual technical skills, along with gaining an understanding of the rules are stressed. Individual and small group tactics are introduced. 1 credit.

Physical Education 116-M. WEIGHT TRAINING. An introductory course with emphasis on current issues dealing with weight training. The student will learn and workout with various weight training programs and apply the principles to his/her individual workouts. The course employs basic techniques in proper lifting with correct safety procedures involved. 1 credit.

Physical Education 122-M. BASKETBALL. Instruction in the fundamentals of individual and team offensive and defensive skills and their applications to the game of basketball. The rules and basic officiating techniques are incorporated. 1 credit.

Physical Education 128-M. SOCIAL AND RECREATIONAL DANCE. Instruction in the fundamental skills of square dance, folk dance, novelty and contemporary rhythms and in the social/ballroom steps, rumba, tango, samba, Lindy, fox trot, waltz, two step and polka. 1 credit.

Physical Education 131-M. MODERN DANCE. Instruction in creative dance utilizing locomotor and axial movements will be performed in combination with opportunities for creating short dances. Emphasis on stretching and strengthening exercises will be related to and useful for a variety of sport activities. 1 credit.

Physical Education 134-M. TRACK AND FIELD. Instruction in basic track and field events, rules, workouts and testing. 1 credit.

Physical Education 135-M. SOFTBALL/BADMINTON. The basic skills and rules of slow pitch and fast pitch softball: throwing, catching, hitting and base running. Competitive play in coed slow pitch softball. Instruction in basic skills and techniques of badminton for singles, doubles and mixed doubles. 1 credit.

Physical Education 203-M. GYMNASTICS. A course designed to help teachers learn effective teaching and spotting techniques. Emphasis is placed on proper teaching prog-

recessions, error analysis and safety procedures. 1 credit.

Physical Education 211-M. SWIMMING. Swimming skills with emphasis on application of biomechanical, physiological and motor learning principles. 1 credit.

VARSITY SPORTS PARTICIPATION. Open to all students who demonstrate a competence in a sport. Tryouts are required. A student may earn a total of 8 credits in a varsity sport participation, but may not earn more than 4 credits in the same sport. Evaluation: grade and/or Pass/Fail. 4 periods; 1 credit.
152, 252. 352. 452. BASEBALL.

142, 242, 342, 442. WOMEN'S BASKETBALL.

143, 243, 343, 443. MEN'S BASKETBALL.

144, 244, 344, 444. WOMEN'S GOLF.

145, 245, 345, 445. MEN'S GOLF.

146, 246, 346, 446. WOMEN'S TENNIS.

147, 247, 347, 447. MEN'S TENNIS.

148, 248, 348, 448. GYMNASTICS.

149, 249, 349, 449. FIELD HOCKEY.

150, 250, 350, 450. LACROSSE.

151, 251, 351, 451. SOFTBALL.

153, 253, 353, 453. VOLLEYBALL.

154, 254, 354, 454. SOCCER.

155, 255, 355, 455. WRESTLING.

156, 256, 356, 456. RIDING.



Longwood's Mike Tucker was named the NCAA Division II Player of the Year, selected to the Olympic Baseball Team, and drafted by the Kansas City Royals. He led the Lancers to a 32-7 regular-season record and their second consecutive NCAA tournament appearance.

RECREATION PROGRAM

Faculty

Candace Ashton-Shaeffer, M.S., Instructor of Therapeutic Recreation

Don DeGraaf, M.S., Assistant Professor of Therapeutic Recreation

Patricia A. Shank, Ph.D., Associate Professor of Therapeutic Recreation and Area Coordinator

*Rena A. Koesler, M.Ag., Instructor of Therapeutic Recreation

*On leave

The recreation curriculum offers a four-year undergraduate program leading to a Bachelor of Science degree in Therapeutic Recreation. The program prepares students for entry level professional positions in a variety of clinical/hospital and community settings. Upon graduation students will have met eligibility requirements for certification testing through the National Council for Therapeutic Recreation Certification.

Since the emphasis of the degree program is on only one specialty area, therapeutic recreation, it allows for a broad range of courses and an in-depth concentration in therapeutic recreation. The academic coursework is complemented by 120 hours preliminary fieldwork and two internship experiences. Students complete an eight-week internship following their junior year and a sixteen-week internship during the spring semester of their senior year. These experiences can take place in a variety of facilities all over the United States that provide leisure services to individuals with disabling conditions.

In one of the two internship experiences, the student's agency supervisor must be a Certified Therapeutic Recreation Specialist (CTRS) in order to meet certification requirements of the National Council for Therapeutic Recreation Certification (NCTRC).

THERAPEUTIC RECREATION DEGREE, B.S. MAJOR

A. General Education Core Requirement. 33 credits.

See General Education Requirements listed on pages 53-55.

B. Additional Degree Requirements. 10 credits.

BIOLOGY 206/4 credits

CMSC 156/3 credits

PSYCHOLOGY 221/3 credits

C. Major Requirements.

RECR 110/3 credits

RECR 111/3 credits

RECR 205/2 credits

RECR 237/3 credits

RECR 300/1 credit

RECR 301/3 credits

RECR 302 or 404/3 credits

RECR 303/3 credits

RECR 305/3 credits

RECR 308/3 credits

RECR 361/3 credits

RECR 370/3 credits

RECR 380**/8 credits

RECR 410/3 credits

RECR 437/3 credits

RECR 470/3 credits

RECR 490**/16 credits

HLTH 260/3 credits

PHED 110 or 212 or 211/1 or 2 credits

BIOLOGY 207/4 credits

TOTAL/74 or 75 credits

ELECTIVES/10-11 credits

**Must have a 2.0 overall and 2.25 in major courses.

RECREATION

*General Education Course

**Writing Intensive Courses

*Recreation 425. *ETHICAL CONCEPTS AND ISSUES IN HEALTH AND HUMAN SERVICES*. An introduction to ethical theories, principles, concepts and issues that impact and/or guide human service professions. Particular emphasis is placed on acquaintance with biomedical ethics and relevant ramifications; analyses of ethical issues and resolution of dilemmas, and interpretation and implications of various professional codes of ethics. 1 credit.

Recreation 110. *INTRODUCTION TO THERAPEUTIC RECREATION*. History, philosophy, rationale for service, professional development, analysis of symptomatology and causes of various disabling conditions, an overview of therapeutic settings, and employment opportunities. 3 credits.

Recreation 111. *INTRODUCTION TO LEISURE SERVICE DELIVERY*. The history and development of the recreation profession, concepts of leisure, definitions of recreation, theories of play, and the role of recreation and leisure in society. Providers of leisure services and general operational aspects of various organizations and agencies are investigated. 3 credits.

Recreation 205. *SOCIAL RECREATION*. The development of creative leadership skills, methods, and techniques that can be applied in various recreational settings through the use of social and informal recreational activities. 2 credits.

Recreation 206. *MANUAL COMMUNICATION*. A practical study of the history, origin and techniques of American Sign Language (ASL) and its application in a variety of settings providing services to members of the deaf community. 3 credits.

Recreation 237. *EXPERIENTIAL AND OUTDOOR EDUCATION PROGRAMMING*. Planning, organizing, and implementing outdoor recreation and camping programs. The responsibilities and characteristics of a leader in various camp/outdoor settings are investigated. 3 credits.

Recreation 295. *SPECIAL TOPICS IN RECREATION*. Selected topics in recreation which will vary from semester to semester. May be repeated for credit when topics change. 1-3 credits.

Recreation 300. *PRE-INTERNSHIP SEMINAR*. Lectures, discussion, and lab experiences to prepare majors for their internships. To be included will be agency and college relationship, resumé writing, professional code of ethics, interviewing techniques, and placement opportunities. 1 period, 1 credit.

Recreation 301. *MENTAL HEALTH, MENTAL ILLNESS AND THERAPEUTIC RECREATION*. Socio-cultural and psychodynamic dimensions of mental health and mental illness and an exploration of the preventative and restorative functions of recreation and leisure experiences. Psychiatric diagnostic criteria, recommended treatments and interventions, and setting-related terminology are emphasized. 3 credits.

Recreation 302. *THERAPEUTIC RECREATION AND DEVELOPMENTAL DISABILITIES*. An overview of the nature and etiology of selected developmental disabilities with specific focus on mental retardation. The role of recreation and leisure experiences is explored particularly as these relate to the development and acquisition of play and social behaviors. The application of assessment, task analysis, and behavior modification principles and techniques are expected course outcomes. Course is open to non-majors. 3 credits.

Recreation 303. *THERAPEUTIC RECREATION AND PERSONS WITH PHYSICAL DISABILITIES*. In-depth study of all aspects of physical disability as related to therapeutic recreation; includes services, implications of disability, self-help skills, wheelchair activities, rule modifications in competitive sports, safety concerns, legislation and adaptive techniques. 3 credits.

**Recreation 305. *CONCEPTS OF LEISURE*. An analysis of various concepts and philosophies of leisure and their role in defining the framework, content and processes of leisure education for varied consumer groups. Leisure behavior and relevant theories (e.g., attribution and efficacy) will

be explored and assessment strategies will be studied and employed. Course is open to non-majors. 3 credits.

Recreation 308. THERAPEUTIC RECREATION IN CLINICAL SETTINGS. A survey of clinical facilities, services, and populations treated. Analysis of current trends in treatment and their relationship to therapeutic recreation. Strong emphasis placed on medical terminology. Prerequisite: RECR 370 or consent of instructor. 3 credits.

Recreation 350. TOPICAL SEMINAR IN THERAPEUTIC RECREATION. Advanced seminars for therapeutic recreation majors and non-majors interested in therapeutic recreation. Designed for small groups of qualified students to pursue selected specialized topics in therapeutic recreation. The topic for study will be announced prior to pre-registration each time the course is offered. May be repeated. 1-3 credits.

Recreation 361. DEVELOPMENTAL AND ADAPTIVE ACTIVITIES. A study of activities and their adaptation for children and adults with disabling conditions. 3 credits.

Recreation 370. PROGRAM PLANNING AND DEVELOPMENT IN THERAPEUTIC RECREATION. Assessment procedures, treatment planning and implementing, and evaluation of therapeutic programs. Rationale for a systems approach in treatment, documentation and charting practices and activity analysis. 3 credits.

Recreation 375. LEADERSHIP DEVELOPMENT THROUGH WILDERNESS PURSUITS. Leadership development through a variety of outdoor experiences and situations. Demonstrations and practical applications of technical skills, problem solving, decision making, and group dynamics. Planning, implementation, and development of outdoor skills and knowledge for back-country travel. 3 credits.

Recreation 380. JUNIOR INTERNSHIP. An 8-10 week supervised recreation field work experience will be required during the student's junior year. 8 credits.

Recreation 404. LEISURE AND AGING. The process of aging, including biological and sociological aspects. Theories of aging,

concepts of leisure and aging, and principles and practices related to delivery, planning, implementation, and evaluation of leisure services of older adults are investigated. 3 credits.

Recreation 410. SUPERVISION AND ADMINISTRATION OF RECREATION. Application of management theory and techniques of leisure service delivery, including such areas as organization, supervision techniques, financing and budget, personnel, public relations, legal foundations and liability. 3 credits.

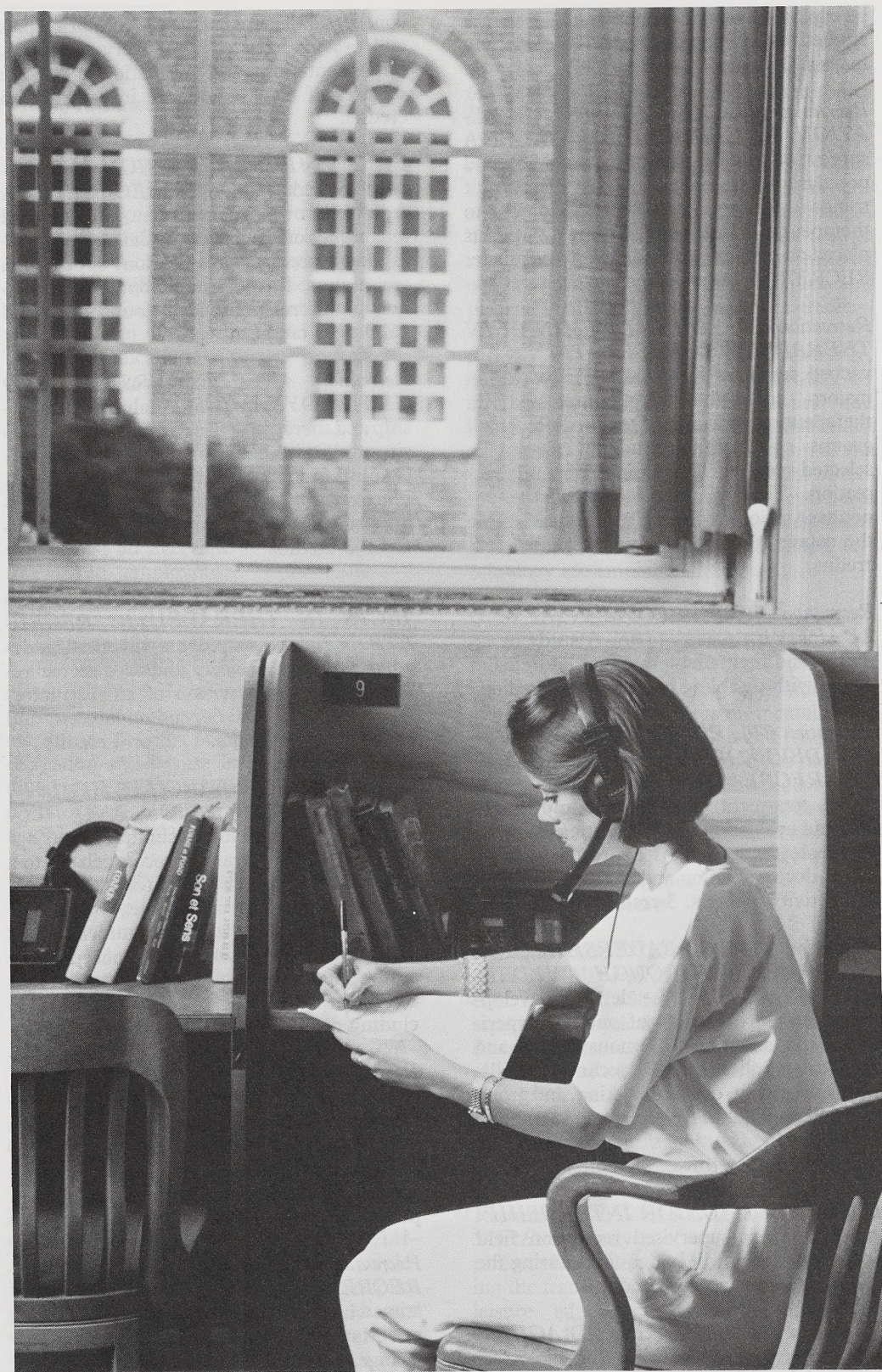
Recreation 437. LEADERSHIP AND GROUP DYNAMICS. Analysis of leadership and therapist styles with a strong emphasis on group behavior and development. Communication theory and techniques, practical applications, group problem-solving strategies, and leisure counseling foundations. 3 credits.

Recreation 461, 462. SPECIAL PROJECTS IN THERAPEUTIC RECREATION. Qualified students will pursue independent study projects and/or directed research under supervision of an instructor. Nature of study will depend on interests and needs of the students. 1, 2, or 3 credits.

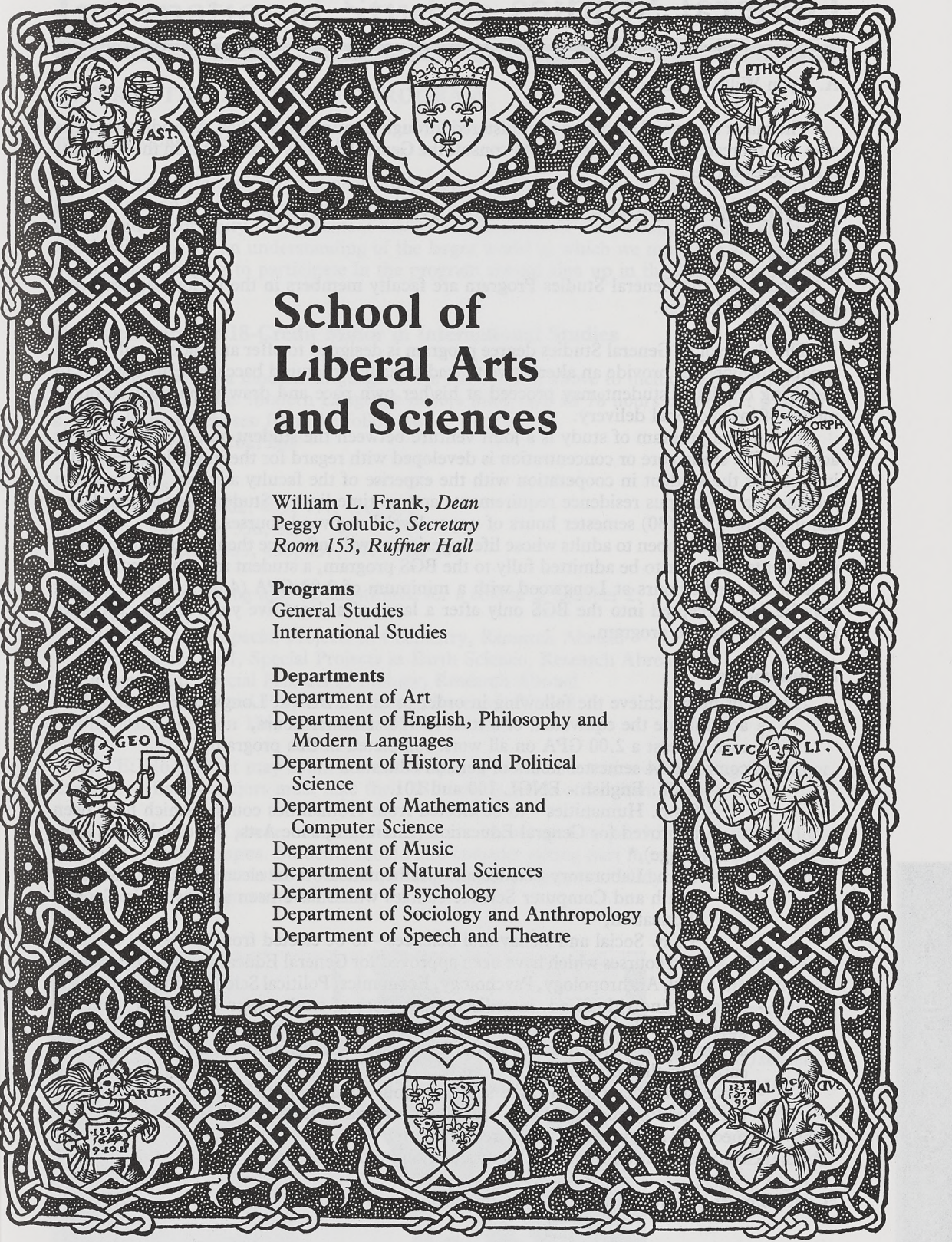
****Recreation 470. RESEARCH IN HEALTH, PHYSICAL EDUCATION AND RECREATION.** Methods, techniques, and application of the research process related to a variety of functions typically found in health, physical education, and recreation professions. Designed to acquaint students with practical and applicable tools emphasizing research methodology and elementary data treatment through practical experiences, including computer use. 3 credits.

Recreation 490. SENIOR INTERNSHIP. A 16-week educational work experience during the senior year designed to provide maximum opportunities for the student majoring in therapeutic recreation to participate in selected professional laboratory experiences. Spring only; 16 credits.

Recreation 495/595. SPECIAL TOPICS IN RECREATION. Selected topics in recreation which will vary from semester to semester. May be repeated for credit when topics change. 1-3 credits.



Modern Languages major Cullen Johnson won the title, "Miss Longwood," in a Miss America preliminary.



School of Liberal Arts and Sciences

William L. Frank, *Dean*
Peggy Golubic, *Secretary*
Room 153, Ruffner Hall

Programs

General Studies
International Studies

Departments

Department of Art
Department of English, Philosophy and
Modern Languages
Department of History and Political
Science
Department of Mathematics and
Computer Science
Department of Music
Department of Natural Sciences
Department of Psychology
Department of Sociology and Anthropology
Department of Speech and Theatre

General Studies

A. Lyon Williams, Coordinator

The major in general studies is administered through Continuing Studies. Any adult students who are interested in this degree should consult the General Studies coordinator in the Continuing Studies office.

BACHELOR OF GENERAL STUDIES DEGREE PROGRAM

Faculty

Faculty for the General Studies Program are faculty members in the various departments of Longwood College.

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

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

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

Requirements

A student must achieve the following in order to earn a BGS at Longwood:

- accumulate the equivalent of a total of 126 semester hours,
- earn at least a 2.00 GPA on all work completed in this program,
- complete 34 semester hours of general education
 - 6 s.h. English - ENGL 100 and 101
 - 9 s.h. Humanities - to be elected from Humanities courses which have been approved for General Education (Literature, Fine Arts, Philosophy and Language),*
 - 10 s.h. Laboratory Science and Mathematics - to be elected from the Science, Math and Computer Science courses which have been approved for General Education,*
 - 9 s.h. Social and Behavioral Sciences - to be elected from the Social Sciences and courses which have been approved for General Education (History, Sociology, Anthropology, Psychology, Economics, Political Science and Geography).
- finish an individualized, interdisciplinary core of study (approved by an academic advisor and the BGS Coordinator) equivalent to at least 30 semester hours of credit, at least 24 of which must be upper level classes. A minimum of 2.00 GPA must be earned in the core courses.
- successfully complete a three semester hour final project. This must be related to the individualized study core and is undertaken in the last semester of study.
- meet the English proficiency requirement.
- complete a minimum of 30 hours of Longwood courses.

*Courses must be selected from at least two different areas.

International Studies

INTERNATIONAL STUDIES PROGRAM

John F. Reynolds, Ph.D., Director

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

Students wishing to participate in the program should sign up in the Modern Languages Office (G209).

Requirements for 18-Credit Minor in International Studies

1. 9 credit hours in a modern language at the 201 level or above to include 330 (Culture and Civilization). Note: Modern Language majors must take all 18 hours in number 2 below.
2. 9 credit hours chosen from the following:
 - Art History 261, 262, 263
 - Marketing 384
 - Economics 310
 - Geography 401, 402, 403, 444, 450, 453
 - History 307, 355, 356, 360
 - Political Science 335, 436, 437, 441, 442, 469

One of the following may be substituted for a course in number 2:

Anthropology 104

Chemistry 468I, Special Projects in Chemistry, Research Abroad

Earth Science 462I, Special Projects in Earth Science, Research Abroad

Biology 496I, Special Projects in Biology, Research Abroad

Physics 462I, Special Projects in Physics, Research Abroad

Physical Education 136, International Folk Dance

NOTE: No student may count a course required for his/her major as fulfilling the minor. Example—History majors must take their 18 hours in fields other than History, etc.

In addition to the above courses, students are encouraged to participate in international studies events on campus. Students should also consider taking part in trips abroad organized by the College; of great value would be participation in programs of study worked out between Longwood and foreign universities.



Among participants in the International Studies Program are (from left): Reinhard Isensee, from Germany; Charlaine Coetzee, South Africa; Anna Radford, England; and Okitsu Moto-suke, Japan.

Department of Art

Mark S. Baldridge, *Chair*
Hal Sherman, *Secretary*

The Department of Art at Longwood College occupies the Bedford Art Building, one building in the Fine Arts Complex. The building contains eight multi-purpose studios; an outdoor work area, two exhibition galleries, and an auditorium seating 176.

The Department of Art also provides aesthetic and cultural enrichment opportunities for the academic community through lectures, workshops, and demonstrations by well-known artists and art educators, presents exhibits of student and professional work in two galleries, and offers opportunities for members of the community to take courses in studio art, art education, and art history. The faculty also supports and encourages aesthetic and cultural opportunities, as well as programs sponsored by the area chapter of the Virginia Museum.

ART PROGRAM

Faculty

Mark S. Baldridge, M.F.A., Professor of Art
John S. J. Burke, Ed.D., Assistant Professor of Interior Architecture
Randall W. Edmonson, M.F.A., Associate Professor of Art
Elisabeth L. Flynn, Ph.D., Professor of Art
Amie Oliver, M.F.A., Assistant Professor of Art
Homer L. Springer, Jr., M.Ed., Professor of Art

The primary educational objective of the Department of Art is to provide quality baccalaureate degree programs in art education, graphic design (commercial art) interior design, and the fine arts, with concentrations in art history or studio; to offer a variety of courses that fulfill general education requirements; and to provide specialized courses for elementary and therapeutic recreation majors, as well as students pursuing study in the field of communications. The curriculum includes all of the major visual arts and art history.

While a foundation in art techniques, theory, and art history is essential, creative expression and development of concepts, values, and critical judgement are encouraged. Students may choose a field of specialization or concentration, form their own concepts, and develop individual methods and directions. The Department of Art emphasizes the humanities and aesthetic judgment, the development of personal expression, and the relationship of the content of art in the nature of learning and human development essential for a liberal arts education as well as independent judgment.

The Department wants students to be creative with ideas, techniques, and materials in every aspect of their daily lives. We desire 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 strive to mold our students to be productive, self-motivated and to develop discipline and responsibility concerning professional obligations and expectations in the business world. We encourage our students to be artistic with the use of design, to be technically proficient, to utilize ideas and influences with the highest level of quality craftsmanship. Finally, we want our students to be enlightened people, to be appreciative of life, to contribute to the well-being of others and society in general, and to respect other individuals, their viewpoints and their values.

The Department also offers tailored programs of study for students who wish to minor in studio art or art history. Students interested in a minor in general art or art history should contact the chair for advising.

Every attempt has been made to state the major and minor requirements as clearly as possible. However, it is strongly recommended that every student majoring or minoring maintain close communication with the academic advisor assigned in order to plan his program in a fashion best suited to the student's individual goals and needs. The faculty stands ready to assist any student in this regard.

Graduation requirements from the Art Department include two faculty/student assessment interviews (normally in the freshmen and sophomore years), participation in the annual junior exhibit and a senior exhibition in the Showcase Gallery or a senior art history lecture. Any exception to these graduation requirements must be referred to the Department Chair.

In addition, freshman majors are required to take a test registering their knowledge of art which will also be repeated in their senior year. This test assists the department in identifying any deficiencies to which it should address itself. These requirements help to assess the effectiveness of the program and insure a quality and relevant education for our majors.

Field trips in some lecture and studio classes involve a nominal cost for the students. Students are required to furnish all necessary supplies and some tools, however, most items are purchased with a studio fee which is collected in each class allowing students to benefit from bulk purchases and also have the convenience of the materials being readily available. This fee will vary from \$5.00 to \$35.00, depending on the class and the materials supplied. A list of these fees is available from the Dean's Office and the Department of Art Office. Any student enrolled in an art class after the end of the "drop 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 except that the Art Department Requirements will vary slightly.

BACHELOR OF FINE ARTS DEGREE

Art Education Concentration (Leading to Teacher Certification)

- A. General Education Core Requirement. 33 credits.
See General Education Requirements listed on pages 53-55.
- B. Additional Degree Requirements. 9 credits.
See Degree Requirements listed on pages 51-52.
- C. Major Requirements. 54 credits.
(NOTE: Art Majors cannot use ART 120 or ART 130 for General Education)

Major Requirements:

ART 120/4 credits
ART 130/4 credits
ART 131/3 credits
ART 223/3 credits
ART 261/3 credits
ART 262/3 credits
ART 263/3 credits
ART 494/1 credit
TOTAL 24 credits

Art Education Concentration:

ART 155/3 credits
ART 213/3 credits
ART 216 or 217/3 credits
ART 250/3 credits
ART 270/3 credits
ART 313/3 credits
ART 381/3 credits
TOTAL 21 Credits

Mini-concentration/9 credits: Choose 9 credit hours from any one category. All 9 credits must be from the same category.

ART	CRAFTS	PAINTING	DRAWING & PRINTMAKING
HISTORY	ART 110	ART 271	ART 230
ART 265	ART 214	ART 371	ART 251
ART 361	ART 218	ART 471	ART 330
ART 362	ART 219	GRAPHIC DESIGN	ART 351
ART 363	ART 224		ART 430
ART 364	ART 311		ART 450
ART 366	ART 324		INTERIOR ARCHITECTURE
ART 367	ART 325		ART 101
ART 369	ART 406	ART 222	ART 201
ART 450	ART 411	ART 225	ART 202
	ART 412	ART 226	ART 219
	ART 413	ART 230	ART 265
	ART 414	ART 326	ART 303
	ART 416	ART 330	ART 304
	ART 419	ART 355	ART 404
	ART 422	ART 455	ART 405

D. Teacher Certification Requirements. 18 credits.

- EDUC 260 Intro to Teaching Profession. 1 credit
- EDUC 245 Human Growth and Development. 3 credits
- EDUC 480 Measurement and Evaluation Module. 1 credit
- EDUC 484 Media and Computer Technology Module. 2 credits
- EDUC 488 Educational Seminar. 1 credit
- EDUC 490 Classroom Management. 2 credits
- EDUC 491 Survey of Exceptional Children. 2 credits
- ART 441 Teaching Art in Secondary School. 3 credits
- ART 442 Teaching Art in Elementary School. 3 credits

E. Practicum Requirements. 12 credits.

- ART 441 Teaching Art in Secondary School. 1 credit
- ART 442 Teaching Art in Elementary School. 1 credit
- EDUC 402 Student Teaching. 10 credits

BACHELOR OF FINE ARTS DEGREE

Art History Concentration

A. General Education Core Requirements. 33 credits

See General Education Requirements listed on page 53-55.

B. Additional Degree Requirements. 9 credits.

See Degree Requirements listed on pages 51-52.

C. Major Requirements. 42 credits.

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

Major Requirements:

- | | |
|-------------------------------------|------------------------------|
| ART 120/4 credits | ART 461/3 credits |
| ART 130/4 credits | ART 494/1 credit |
| ART 223/3 credits | TOTAL 42 credits |
| ART 270/3 credits | Electives in art studio or |
| ART 261, 262, 263/9 credits | art history/6 credits |
| ART 361, 362, 363, 364, 366, 367 or | General electives/36 credits |
| 369/15 credits | |

BACHELOR OF FINE ARTS DEGREE

Studio Concentration

- A. General Education Core Requirements. 33 credits.
See General Education Requirements listed on pages 53-55.
- B. Additional Degree Requirements. 9 credits.
See Degree Requirements listed on pages 51-52.
- C. Major Requirements. 66 credits.
Core Requirements/27 credits
(NOTE: Art Majors cannot use ART 120 or ART 130 for General Education.)
ART 120/4 credits
ART 130, 131/7 credits
ART 223/3 credits
ART 261, 262, 263/9 credits
ART 265, 361, 362, 363, 364, 366, 367 or 369/3 credits
(NOTE: Interior Architecture students should take Art 265 or Art 367)
ART 494/1 credit
TOTAL 27 credits
- Field of Concentration/24 credits
except Graphic Design/36 credits
and Interior Architecture/33 credits

Crafts

Choose 3 credits from the following:

ART 155/3 credits	ART 214/3 credits	ART 412/3 credits
ART 213/3 credits	ART 311/3 credits	ART 413/3 credits
ART 216 or 217/3 credits	ART 325/3 credits	ART 414/3 credits
ART 218/3 credits	ART 351/3 credits	ART 416/3 credits
ART 224/3 credits	ART 381/3 credits	ART 418 or 419/3 credits
ART 313/3 credits	ART 411/3 credits	TOTAL/24 credits
ART 324/3 credits		

Drawing & Printmaking

ART 221/3 credits	ART 251/3 credits	ART 351/3 credits
ART 230/3 credits	ART 270/3 credits	ART 355/3 credits
ART 250/3 credits	ART 330/3 credits	TOTAL/24 credits

Graphic Design

ART 155/3 credits	ART 230/3 credits	ART 351/3 credits
ART 221/3 credits	ART 250/3 credits	ART 355/3 credits
ART 222/3 credits	ART 270/3 credits	TOTAL/36 credits
ART 225/3 credits	ART 326/3 credits	
ART 226/3 credits	ART 330/3 credits	

Interior Architecture

ART 101/3 credits	ART 219/3 credits	ART 367/3 credits
ART 155/3 credits	ART 265/3 credits	ART 404/3 credits
ART 201/3 credits	ART 303/3 credits	ART 405/3 credits
ART 202/3 credits	ART 304/3 credits	TOTAL/33 credits

Painting

ART 155/3 credits	ART 271/3 credits	ART 351/3 credits
ART 250/3 credits	ART 311/3 credits	ART 371/3 credits
ART 270/3 credits	ART 330/3 credits	TOTAL/24 credits

Field of Concentration

Electives in ART STUDIO or ART HISTORY/15 credits (except Graphic Design/3 credits and Interior Architecture/6 credits)

General electives/18 credits

MINORS

Minor in Art History

Art 160/4 credits OR

Art 461/3 credits

Art 261, 262, or 263/9 credits

Art History courses at 300
level/6 credits

TOTAL: 18/19 credits

Minor in General Art

Art 120/4 credits

Art 130/4 credits

Art 223/3 credits OR

Art 224/3 credits

Art 250, 251, 270 OR 271/3 credits

Art 155 OR 355/3 credits

Art 110, 213, 216, 217, 218, 311, 313, OR
324/3 credits

Art 160 (4 credits),

Art 261, 262, 263, OR any

300-level Art History course/3 credits

TOTAL: 23/24 credits

ART*A special fee is charged for
all studio courses.***General Education Courses*NOTE: We do not guarantee that all courses
listed will be offered every year.**Art 120. FOUNDATIONS OF CONTEMPORARY DESIGN.* Understanding the basic principles, vocabulary and visual elements of two-dimensional design through inquiry into the historical sources and terms of creative expression of art in the 20th Century. 4 credits.**Art 130. DRAWING I.* An introduction to the history, appreciation and fundamentals of drawing as an expressive vehicle. 4 credits.**Art 160. INTRODUCTION TO THE VISUAL ARTS (ART APPRECIATION).* An introduction to the basic elements of painting, sculpture, architecture and crafts and their respective roles and contributions to our civilization. 4 credits.*Art 101. INTRODUCTION TO INTERIOR DESIGN.* Emphasis is placed on the evaluation and design of residential dwellings. Students acquire the graphic skills needed to illustrate residential designs using basic architectural drawing techniques. 3 credits.*Art 110. CRAFTS.* An understanding of the basic principles and techniques of functional and decorative hand crafts in various cultures and their humanistic relationship to society. Exploration of a variety of techniques, materials, and tools utilized in the production of craft objects. 3 credits.*Art 131. LIFE DRAWING.* Development of concepts, skills, and drawing techniques utilizing the human figure. Spring only. 3 credits.*Art 155. BASIC PROCESSES AND PRINCIPLES OF PHOTOGRAPHY.* An introduction to the basic processes, principles and history of black and white still photography. Students must furnish their own adjustable 35mm cameras. Every semester. 3 credits.*Art 201. ARCHITECTURE AND INTERIOR GRAPHIC COMMUNICATION.* The development of graphic skills needed for conceptualizing, externalizing, and communicating spatial concepts. Included are perspective drawing systems, material delineation, mechanical perspective, and composition and presentation techniques. 3 credits.*Art 202. ARCHITECTURE AND INTERIOR DETAILING AND FINISHES.* A comprehensive and systematic overview of construction systems, technologies and materials. Focus on integration of all building systems as well as outside influences such as building codes and governmental regulations. 3 credits.*Art 213. CERAMICS.* Forming, decorating, glazing and firing pottery. 3 credits.*Art 214. CERAMICS II.* Opportunities for deeper involvement with, and exploration of, wheel throwing techniques, hand building processes, as well as glazing and firing of creative ceramic work. Prerequisite: Art 213. 3 credits.

Art 216. FIBERS: WEAVING. Study and use of natural, man-made and synthetic fibers in the design and use of on-and off-the-loom weaving processes. Exploration of a variety of basic techniques including carding and spinning of wool, dyeing of fibers, construction and dressing of looms, and the knotting, braiding and twisting of fibers. 3 credits.

Art 217. FABRICS: SURFACE DESIGN. Exploration and investigation of traditional and contemporary fabric surface design techniques, including tie-dye, batik, block printing, stencil and stitchery. 3 credits.

Art 218. DESIGN IN STAINED GLASS. Construction of functional and non-functional objects with emphasis on original-design and basic forming techniques utilizing stained glass. 3 credits.

Art 219. FURNITURE DESIGN AND CONSTRUCTION. Design, materials, construction and production of interior furniture components. 3 credits.

Art 221. GRAPHIC DESIGN I. Introduction to the elements of graphic design explored through the advertising media of newspapers, magazines, outdoor display systems, and direct mail literature. Emphasis is on format and the dynamics of composition and layout of visual images and typography in page and display advertising. Prerequisite: Art 120. 3 credits.

Art 222. GRAPHIC DESIGN II. Introduction to typography and the mechanics of reproduction art required for printed materials. Emphasis is on the development of ideas, concepts, graphic impact and creativity. Prerequisite: Art 221. 3 credits.

Art 223. THREE-DIMENSIONAL DESIGN. Investigation and construction of three-dimensional forms in such media as paper, wire, wood, metal, plastics, rope, and twine. Understanding and designing of forms as they relate to architecture, sculpture and industrial design. Spring only. 3 credits.

Art 224. DESIGN IN WOOD. Construction of functional and non-functional wood objects with emphasis on original design and basic working techniques, including use of power tools. 3 credits.

Art 225. GRAPHIC ART PRODUCTION I. Introduction to the technical production of printing visual matter. Emphasis is placed on development of dexterity in mechanical layout and reproduction processes through theoretical problem solving. The tools and materials of the graphic design trade are used and explored. Prerequisite: Art 221. 3 credits.

Art 226. GRAPHIC ART PRODUCTION II. A hands-on problem solving approach to the production of printed matter, from idea to finished product, designed to provide the serious student with practical experience in graphic art design and production. Prerequisites: Art 222 and 225. 3 credits.

Art 230. EXPERIMENTAL MEDIA IN DRAWING. Exploration of novel and exciting color media suitable for contemporary drawings. Prerequisite: Art 130 and 131 or permission of instructor. 3 credits.

Art 250. PRINTMAKING I. Exploration of traditional and contemporary printmaking techniques, processes and materials, such as stencil, planographic, relief, and intaglio methods. 3 credits.

Art 251. PRINTMAKING II. Exploration of printmaking as a medium of original expression with emphasis on relief and intaglio processes. 3 credits.

Art 261. HISTORY OF PREHISTORIC ANCIENT AND MEDIEVAL ART IN THE WESTERN WORLD. Survey of the arts of ancient and medieval civilizations with emphasis on art as expressive of philosophy and culture. 3 credits.

Art 262. HISTORY OF WESTERN ART FROM THE RENAISSANCE TO THE 19TH CENTURY. Survey of the arts of the Renaissance to the 19th century with emphasis on art as expressive of philosophy and cultures. 3 credits.

Art 263. HISTORY OF WESTERN ART — THE MODERN WORLD. A study of the major trends, developments, artists and philosophy of the modern world — 1850 to 1990's. 3 credits.

Art 265. HISTORY OF FURNITURE AND INTERIORS. The social, economic,

religious, political and aesthetic developments that influenced historical and contemporary furniture and interiors. 3 credits.

Art 270. (Theatre 270). PAINTING: ACRYLIC AND WATER-BASED MEDIA. Fundamentals of painting involved in subject matter, composition, and materials through the use of acrylics and water-based media. Investigation into backgrounds of contemporary painting. Emphasis on individual growth. Open to beginners. 3 credits.

Art 271. PAINTING: OIL MEDIA. Fundamentals of painting involved in subject matter, composition, and materials through the use of oil based media. Investigation into backgrounds of contemporary painting. Open to beginners. 3 credits.

Art 295. SELECTED TOPICS IN VISUAL ARTS. The topics and descriptions will vary from semester to semester. Descriptions will be available from academic advisors. May be repeated for credit when topics change. 1-3 credits.

Art 301-302. SURVEY OF WESTERN ART IN EUROPE. A 5-week study tour of London, Amsterdam, Paris, Venice, Florence, and Rome designed to provide an in-depth awareness of the great works of art which stand as visual expressions of the intellectual and spiritual aspirations and achievements of man. 9 hours daily; offered every 3 years during summer session. 6 credits.

Art 303. RESIDENTIAL PLANNING AND DESIGN. Development of a working knowledge of principles of design as applied to housing. Exploration of concepts in domestic planning and use of materials. 3 credits.

Art 304. COMMERCIAL INTERIOR DESIGN. An exploration of specification requirements and procedures for commercial design in retail stores, banks and restaurants through a variety of small to medium scale projects. Prerequisite: Art 303. 3 credits.

Art 311. ENAMELS. The design and production of vitreous enamels using copper as the metal base. 3 credits.

Art 313. JEWELRY AND METAL WORK. Construction of jewelry and objects of silver

and other metals with emphasis on original design and basic techniques. 3 credits.

Art 324. PAPERMAKING. Molding, dyeing, cutting, tearing, embossing, sewing, creasing and folding of hand-made paper with emphasis on texture, depth and color in two and three-dimensional paper forms. 3 credits.

Art 325. ADVANCED DESIGN IN WOOD. Advanced construction of functional objects with emphasis on original design and advanced woodworking techniques. Prerequisite: Art 224. 3 credits.

Art 326. TYPOGRAPHY. Communication problem solving through the visual media of language. The fundamentals of typography and type design are explored in experimental and practical projects. Prerequisite: Art 222. 3 credits.

Art 330. ILLUSTRATION. The history and techniques of illustration as an art form. Prerequisite: Art 130 and 131 or permission of instructor. 3 credits.

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

Art 351. PRINTMAKING: SERIGRAPHY. The silk screen process of printing as an aesthetic expression. Prerequisite: Art 120, 250, 251, 270 or 271. 3 credits.

Art 355. PHOTOGRAPHY AS AN ART FORM. Study of the fundamental techniques of the camera and its relation to the field of design and communications. Prerequisite: Art 120 and 155, or permission of instructor. 3 credits.

Art 361. HISTORY OF LATE 18th AND 19th CENTURY PAINTING AND SCULPTURE. Study of neo-classicism, revolution, romanticism, realism, the salon and impressionism in painting and sculpture. 3 credits.

Art 362. HISTORY OF 20th CENTURY PAINTING AND SCULPTURE. A study of post-impressionism, expressionism, fauvism, cubism, abstract, dada, surrealism, abstract expressionism, op pop, and current trends in painting and sculpture. 3 credits.

Art 363. HISTORY OF GREEK AND ROMAN ART AND ARCHITECTURE. 3 credits.

Art 364. HISTORY OF RENAISSANCE AND BAROQUE ART AND ARCHITECTURE. 3 credits.

Art 366. PRIMITIVE ART. A study of African, Oceanic, and Pre-Columbian art with emphasis on the historical and religious background and the artistic contribution of these cultures and civilizations. 3 credits.

Art 367. HISTORY OF MODERN ARCHITECTURE. A survey of 19th and 20th century architecture. 3 credits.

Art 369. AMERICAN ART. Survey from Colonial to 20th Century, including painting, sculpture, architecture, and crafts. 3 credits.

Art 371. ADVANCED PAINTING. Advanced painting with emphasis on the exploration of individual style using oils, acrylics, watercolor, and mixed media. Prerequisite: Art 270 and 271 or permission of instructor. 3 credits.

Art 381. SCULPTURE I. Study of fundamental sculpture principles. Work with a variety of materials. 3 credits.

Art 382. SCULPTURE II. Continuation of various sculpture techniques in a variety of materials. 3 credits.

Art 401. SPECIALIZED TOPICS IN THE VISUAL ARTS. Offered on demand. 1 credit.

Art 402. SPECIALIZED TOPICS IN THE VISUAL ARTS. Offered on demand. 2 credits.

Art 403. SPECIALIZED TOPICS IN THE VISUAL ARTS. Offered on demand. 3 credits.

Art 404. PUBLIC INTERIOR SPACE. Advanced interior design problems; experi-

mental and innovative concepts; responses to public interior spaces in museums, schools, hospitals, health care centers, and offices. Prerequisites: Art 303, 304. 3 credits.

Art 405. SENIOR INTERIOR DESIGN SYNTHESIS. Emphasis on development of self expression and philosophy of interior design. Student initiated interior design problems which involve conceptualization as well as programming problems. Application through final design and selective detailing of each project. Prerequisites: Art 303, 304, 404. 3-6 credits.

Art 406. CERAMICS STUDIO II. Continued independent problems in ceramics. Prerequisite: Art 412 and permission of instructor. 3 credits.

Art 411. ENAMELS II. Continued exploration of the design and production of vitreous enamels using copper or other metals as a base. May be continued as Art 426, 427, 428, etc., with permission of instructor. Prerequisite: Art 311 and permission of instructor. 3 credits.

Art 412. CERAMICS STUDIO. Independent problems in ceramics. May be continued as Art 406, 407 and 408 with permission of instructor. Prerequisite: Art 214 and permission of instructor. 3 credits.

Art 413. JEWELRY II. Continued exploration of various metals and techniques with strong emphasis on design. May be continued as Art 419, 420 and 421 with permission of instructor. Prerequisite: Art 313 and permission of instructor. Every semester. 3 credits.

Art 414. METALSMITHING. Independent exploration of functional and decorative objects using various metals and forming techniques with strong emphasis on design. Prerequisite: Art 313 and permission of instructor. 3 credits.

Art 415. WEAVING AND TEXTILE STUDIO. Independent concentration in choice of techniques available in weaving and textiles. Prerequisite: Art 216 and permission of instructor. 3 credits.

Art 416. ADVANCED CASTING. Continued exploration of the casting process with strong emphasis on design and experimenta-

tion. May be continued as Art 422, 423 and 424. Prerequisite: Art 313. Every semester. 3 credits.

Art 417. GEM STONE CUTTING AND SETTING. Continued exploration of cutting, polishing, and setting stones with strong emphasis on design. Prerequisite: Art 313. 3 credits.

Art 418. METAL ELECTROFORMING. Exploration of functional and decorative application of electroforming in lieu of, or in combination with, additional metal forming techniques. Strong emphasis will be given to design. Prerequisite: Art 313 or permission of instructor. 3 credits.

Art 419. ADVANCED JEWELRY III. Continued exploration of various metals and techniques with strong emphasis on design. Prerequisite: Art 413 and permission of instructor. 3 credits.

Art 422. ADVANCED CASTING II. Continued exploration of the casting process with strong emphasis on design and experimentation. Prerequisite: Art 416 and permission of instructor. 3 credits. Offered on demand.

Art 430. DRAWING STUDIO. Open to students who have completed Art 130, 131, 230 and 330. The student will select an area of concentration and problems of specialization in media and technique. Permission of instructor required for enrollment. May be continued as 431, 432, 433, with permission of instructor. 3 credits.

Art 441. THE TEACHING OF ART IN THE SECONDARY SCHOOLS. A concentrated study of contemporary practices, theory, and materials necessary for the formulation of a meaningful art program in the secondary school. Supervised experience working with secondary school age students in a creative setting. 4 credits.

Art 442. THE TEACHING OF ART IN THE ELEMENTARY SCHOOLS. A concentrated study of theory, methods, and materials necessary for the formulation of a meaningful, creative art program in the elementary schools. Supervised experience working with elementary age children in a creative setting. 4 credits.

Art 443. PROBLEMS IN ART EDUCATION. The student will select an area of art

education for concentrated study through readings, research, experimentation and/or internship. Permission of instructor required for enrollment. Hours to be arranged. 3 credits.

Art 450. PRINTMAKING STUDIO. Open 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. PHOTOGRAPHY STUDIO. Continued study of concepts and techniques in black and white photography. May be continued as Art 456, 457, and 458. Prerequisite: Art 355 and permission of instructor. 3 credits.

Art 461. STUDIES IN ART HISTORY. Independent study. May be continued as Art 462, 463, and 464. Prerequisite: 9 credits of History of Western Art and permission of instructor. 3 credits.

Art 471. PAINTING STUDIO. Open to students who have completed 270 or equivalent. May be continued as 472, 473, etc. Permission of instructor required for enrollment. 3 credits.

Art 480. SCULPTURE STUDIO. Open to students who have completed Art 381 and 382. The student will select media and techniques, and set up individual problems. Permission of instructor required for enrollment. May be repeated as 481, 482, etc. 3 credits.

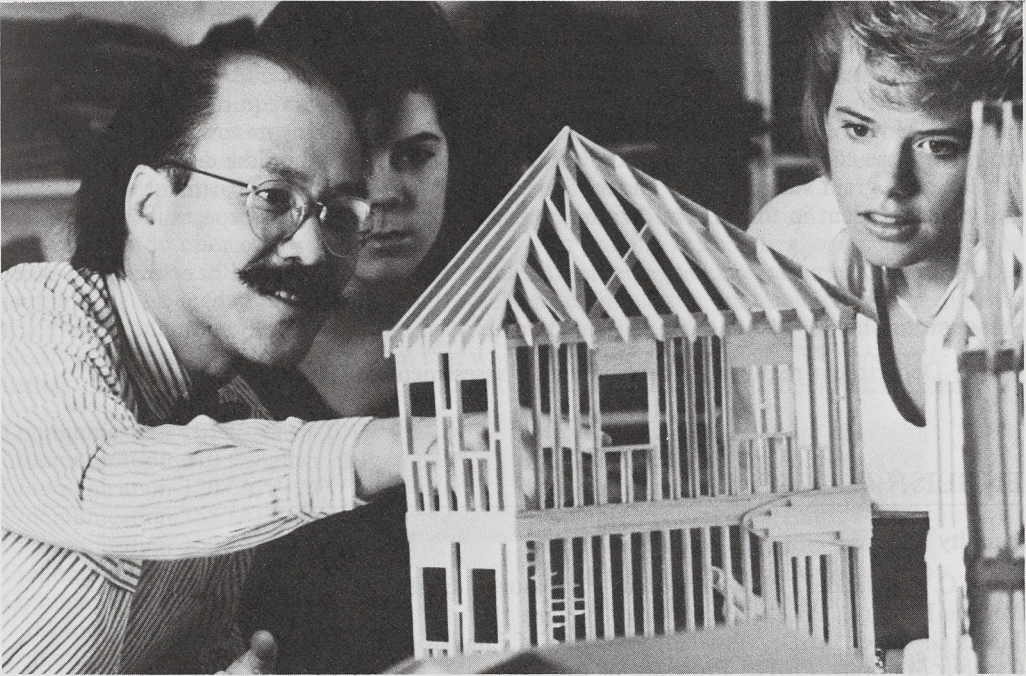
Art. 494. SENIOR SEMINAR. Designed specifically for and required of all art major seniors, this course is intended to review, assess and bring into focus the past art experiences and instruction. 1 credit.

Art 495/595. SPECIAL TOPICS. Selected topics in Art. The topics may vary from semester to semester. Descriptions are available for academic advisors. May be repeated for credit when topics change. 1-3 credits.

Art 496. ART/CRAFT APPRENTICESHIP PROGRAM. An individually tailored program similar to student teaching that allows a student to gain valuable on-the-

job experience in any non-teaching art environment. Student must have an art faculty sponsor, approval of department head and apply one semester in advance. Prerequisite: 75 credit hours and a 2.5 GPA. 3, 6, or 9 credits.

Art 499/599. SELECTED TOPICS AND WORKSHOPS. A selected workshop or program on a specialized topic, offered on demand. 3 credits.



Department of English, Philosophy, and Modern Languages

Ellery Sedgwick, *Chair*
Kay Springfield, *Secretary*

The English program of the Department of English, Philosophy, and Modern Languages offers courses leading to the B.A. and M.A. degrees.

Every attempt has been made to state the major and minor requirements as clearly as possible. However, we recommend that every student majoring or minoring in the program maintain close communication with the academic advisor assigned by the department in order to plan a program suited to the student's needs. The faculty of the department are happy to assist each student in this and in defining individual career goals and expectations.

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

Assessment

The Department requires student outcomes assessment testing prior to graduation.

ENGLISH PROGRAM

Faculty

- Craig C. Challender, Ph.D., Associate Professor of English
Martha E. Cook, Ph.D., Professor of English
James G. Cope, Ed.D., Assistant Professor of English
Carolyn M. Craft, Ph.D., Professor of English
Otis W. Douglas, III, M.F.A., Assistant Professor of English
Kathleen T. Flanagan, Ph.D., Assistant Professor of English
William L. Frank, Ph.D., Professor of English
Candis A. LaPrade, M.A., Instructor of English
Michael C. Lund, Ph.D., Professor of English
Robert L. Lynch, Jr., Ph.D., Assistant Professor of English
*Susan H. May, Ph.D., Professor of English
Ellery Sedgwick, Ph.D., Associate Professor of English
Massie C. Stinson, Ph.D., Associate Professor of English
**Donald C. Stuart, III, Ph.D., Associate Professor of English
Camilla C. Tinnell, M.S., Instructor of English
Arthur Gordon Van Ness, III, Ph.D., Assistant Professor of English
William C. Woods, M.A., Assistant Professor of Journalism

**on leave 1992 Fall Semester

*on leave 1992-1993 Academic Year

Communications

Faculty

- Craig C. Challender, Ph.D., Associate Professor of English
Billy C. Clark, A.B., Writer-in-Residence and Lecturer
Otis W. Douglas, III, M.F.A., Assistant Professor of English
Kathleen T. Flanagan, Ph.D., Assistant Professor of English
William C. Woods, M.A., Assistant Professor of Journalism

Journalism

Faculty

Otis W. Douglas, III, M.F.A., Assistant Professor of English
Kathleen T. Flanagan, Ph.D., Assistant Professor of English
William C. Woods, M.A., Assistant Professor of Journalism

The major in English requires a minimum of 33 hours. Graduates from the program enter a variety of careers requiring communication skills. Majors interested in entering the teaching profession shall schedule a meeting with the department English Pre-Teaching Committee in the first semester of the sophomore year. The student will be assisted by the Committee in evaluating his or her potential for teaching. Before student teaching, each major in the Secondary Education program shall have completed English 381, 382, 480, and 483. The program also offers options for certification to teach Speech and Theatre.

Although Longwood College does not offer a major in Communications, several academic departments do offer on a regular basis courses that parallel communications courses offered at other colleges and universities. Students who are interested in preparing for careers in journalism, the media, advertising, and public relations, and students who expect either to teach or to undertake graduate study in these and related areas, should include among their electives some of the following courses that would meet their career goals. The complete course listings, including prerequisites, if any, can be found under the individual department listing.

Communication 101 (Speech 101)
Communication 210 (English 210)
Communication 120 (Art 120)
Communication 155 (Art 155)
Communication 160 (Art 160)
Communication 200 (Speech 200)
Communication 205
(Computer Science 205)
Communication 211 (English 211)
Communication 212 (English 212)
Communication 213 (English 213)
Communication 214 (English 214)

Communication 220 (Art 221)
Communication 221 (English 221)
Communication 222 (English 222)
Communication 256 (English 256)
Communication 257 (English 257)
Communication 291 (Business 291)
Communication 310 (Speech 310)
Communication 311 (Speech 311)
Communication 362 (Management 362)
Communication 480 (Marketing 480)
Communication 547 (Education 547)

The minor in Journalism requires the completion of 18 credit hours of work in courses in Journalism, English and Communications, and encourages additional work in supervised practicum environments.



Edwin Newman, distinguished NBC commentator, lectured at Longwood on the state of the English language and moderated a student-faculty panel on "Education in the 21st Century."

ENGLISH MAJOR, B.A. DEGREE

- A. General Education Core Requirements. 33 credits.
See General Education Requirements listed on pages 53-55.
(The Department requires Philosophy 306 for the satisfaction of Goal 10.)
- B. Additional Degree Requirements. 9 credits.
See Degree Requirements listed on pages 51-52.
- C. Major Requirements. 33 credits.
English 311, 312, 313, 314, 331, 332, 333/ 21 credits.
Four 400-level literature courses including English 462/ 12 credits.
- D. Elementary Teaching Certification (for teaching all subjects), Grades N, K-8. 40 credits.
The following courses are recommended for those planning to teach elementary school:
English 380: Children's Literature
English 382: Grammar
English 483: Writing: Theory and Practice
See also professional education requirements listed on pages 83-85.
- E. Secondary Teaching Certification, grades 8-12. 40 credits.
See professional education requirements listed on pages 83-85.
Additional certification requirement:
ENGL 480. The Teaching of English
Additional requirements for secondary English:
ENGL 381. Literature for Young Adults
ENGL 382. Traditional and Modern Grammar
ENGL 483. Writing: Theory and Practice
- For additional certification to teach Speech
Minor in Speech/ 18 hours. See page 219.
- For additional certification to teach Theatre
Minor in Theatre/ 18 hours. See page 216.

MINORS

Minor in English

English 311, 312, 331/3 credits
English 313, 314, 332, 333/3 credits
One 400-level course/3 credits
English electives, 200-level*
and above/9 credits
TOTAL/18 credits

Minor in Communications

Speech 310 or 311/3 credits
Two courses from English 210, 213,
222/6 credits
Communications electives/12 credits
TOTAL/21 credits

Minor in Journalism

English 210, 213, 222/9 credits
Journalism electives/9 credits
TOTAL/18 credits

Journalism electives must be selected from the following:

Art 155
Art 221
Speech 200, 310, 311
Philosophy 320
History 310
Political Science 201, 441
Sociology 101
Psychology 131

*Note: English 201, 202, and 203 are designed to fulfill General Education Goal 3. These courses may not be used as English electives for the English minor.

ENGLISH

Note: English 100 and 101, which satisfy Goal One of the General Education requirements, are prerequisite to all other English courses.

*General Education Courses

*English 100. RHETORIC AND RESEARCH.

Reading and writing expository prose including the research paper. Prerequisite to English 101. 3 credits.

*English 101. COMPOSITION AND LITERARY ANALYSIS.

Expository writing including research, and an introduction to literary analysis. Close reading of and frequent writing on literature, primarily fiction and poetry, with extended study of one major work read serially. English 100 and 101 are prerequisite to all other English courses. 3 credits.

*English 201. WESTERN LITERATURE.

A study of significant movements and traditions in fiction and poetry by major western writers such as the authors of the Old Testament, Homer, Sophocles, Dante, Cervantes, Goethe, Chekhov, Camus, Garcia Marquez, and Anna Akhmatova. May not be used to satisfy the Humanities requirement for the B.A., B.M., or B.F.A. Degree. 3 credits. Prerequisite: English 101.

*English 202. BRITISH LITERATURE.

A study of significant movements and traditions in fiction and poetry by major British authors such as the author of *BEOWULF*, Chaucer, Shakespeare, Milton, Wordsworth, Keats, George Eliot, Tennyson, and Yeats. May not be used to satisfy the Humanities requirement for the B.A., B.M., or B.F.A. Degree. 3 credits. Prerequisite: English 101.

*English 203. AMERICAN LITERATURE.

A study of significant movements and traditions in fiction and poetry by major American authors such as Bradstreet, Emerson, Melville, Dickinson, Hemingway, Faulkner, Hughes, and Eliot. May not be used to satisfy the Humanities requirement for the B.A., B.M., or B.F.A. Degree. 3 credits. Prerequisite: English 101.

Developmental courses

Note: These courses do not count toward graduation

English 041. ENGLISH AS A SECOND LANGUAGE. Intensive instruction in standard English, mainly written but also oral, for students whose native language is not English. Emphasis on usage, sentence structure, and short expository papers. Initial placement in course by TOEFL and TSWE scores. Prerequisite to all other English courses for students so placed. Credit does not count toward graduation. 3 credits.

English 051. BASIC WRITING SKILLS.

Sentence, paragraph, and essay structure, with attention to standard English usage, punctuation, critical reading and summarizing, and writing short expository papers. Students will be assigned to this course on the basis of diagnostic tests or may enroll themselves. This course does not fulfill general education requirements and credit does not count toward graduation. Successful completion is required before students can enroll in other English courses. 3 credits.

English 061. ENGLISH PROFICIENCY.

Instruction in written composition and standard English usage for students placed on communication condition. Students placed on communication condition must enroll in this course before retaking the English proficiency test. Credit does not count toward graduation. 3 credits.

Other 200-level courses

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 223 (Theatre 223). SHAKESPEARE. A study of twelve of Shakespeare's plays selected to illustrate his development as a dramatist and the importance of Elizabethan drama. Primarily for Theatre majors. 3 credits.

English 256. THE ART OF FILM I. Introduction to theory and techniques of the motion picture through screenings of classic and contemporary feature films. 3 credits.

English 257. THE ART OF FILM II. A study of major directors of film genres. 3 credits.

English 260. MYTHOLOGY. A study of classical and Germanic mythologies, with emphasis upon their influences in various literary traditions. Some consideration may be given to other myths. 3 credits.

English 263. THE BIBLE AS LITERATURE. The Old and New Testaments as works of literature. 3 credits.

English 295. SPECIAL TOPICS. Selected topics in English. The topics will vary from semester to semester. Descriptions will be available from academic advisors. May be repeated for credit when topics change. Prerequisite English 101. 1-3 credits.

Courses in the Major Literary Periods

Note: These courses are designed primarily for English majors and minors.

English 311. BRITISH LITERATURE I. From the beginnings through the sixteenth century. Emphasis on such major works and writers as *Beowulf*, Chaucer, Spenser, Marlowe and Shakespeare. 3 credits.

English 312. BRITISH LITERATURE II. The late Renaissance through the age of Johnson, with emphasis on such major writers as Donne, Milton, Dryden, Swift, Pope, and Johnson. 3 credits.

English 313. BRITISH LITERATURE III. The Romantic and Victorian ages, with emphasis on such poets as Wordsworth, Coleridge, Keats, Tennyson, and Browning and such prose writers as Carlyle, Dickens, and Eliot. 3 credits.

English 314. BRITISH LITERATURE IV. The twentieth century. Emphasis on such major writers as Hardy, Yeats, Joyce, Lawrence, Woolf, and Lessing. 3 credits.

English 331. AMERICAN LITERATURE TO 1865. The beginnings through the period of the Civil War, with emphasis on such 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 367 (Theatre 367). SURVEY OF WESTERN DRAMA TO THE 17th CENTURY. Play analysis, dramatic style, and stage settings from the Greek classical period to the advent of the French neo-classical drama. 3 credits.

English 368 (Theatre 368). SURVEY OF WESTERN DRAMA FROM THE 17th TO THE 20th CENTURY. Play analysis, dramatic style, and stage settings from the French neoclassical period through Ibsen and the advent of realism. 3 credits.

English 369 (Theatre 369). SURVEY OF WESTERN DRAMA IN THE 20th CENTURY. Explores traditional and avant-garde plays of the modern period with an emphasis on analysis and fluctuating styles of presentation. Offered alternate semesters. 3 credits.

English 380. CHILDREN'S LITERATURE. A survey of poetry, prose, and other media appropriate for elementary students. Primarily for those preparing for careers in elementary education and library science. 3 credits.

English 381. LITERATURE FOR YOUNG ADULTS. The selection and evaluation of books, including adult books and classics, and other forms of media. Methods of and practice in oral presentation and related listening skills. 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.

Genre Courses

Prerequisite: completion of Goal Three of the General Education requirements, and either one 300-level course in a major or literary period, or permission of the instructor.

English 411. EPIC. Study in the tradition and qualities of the epic as a unique genre with emphasis on one or more forms or a period in which the genre flourishes. 3 credits.

English 412. POETRY. Study in the tradition and qualities of poetry as a unique genre with emphasis on one or more specific forms or a period in which the genre flourishes. May be repeated for credit when topic changes. 3 credits.

English 413. THE NOVEL. Study in the tradition and qualities of the novel as a unique genre with emphasis on one or more forms or a period in which the genre flourishes. May be repeated for credit when topic changes. 3 credits.

English 414. SHORT STORY. Study in the tradition and qualities of the short story as a unique genre with emphasis on one or more forms or a period in which the genre flourishes. May be repeated for credit when topic changes. 3 credits.

English 415 (Theatre 415). DRAMA. Study in the tradition and qualities of drama as a unique genre with emphasis on one or more forms or a period in which the genre flourishes. May be repeated for credit when topic changes. 3 credits.

English 421, 422. MAJOR FIGURES IN FICTION. Extended study in the work of

from one to three major English or American writers. May be repeated for credit when topic changes. 3 credits.

English 423, 424. MAJOR FIGURES IN POETRY. Extended study in the work of from one to three major English or American writers. May be repeated for credit when topic changes. 3 credits.

English 425 (Theatre 425). SHAKESPEARE. Extended study in the works of William Shakespeare. 3 credits.

Other 400-level courses

Prerequisites: Completion of Goal Three of the General Education requirements, and either one 300-level course in a literary period, or permission of the instructor.

English 431. ARTHURIAN LITERATURE. Comparative study of Arthurian material of various countries from the medieval through the modern periods. 3 credits.

English 432. WOMEN AND LITERATURE. Study of the tradition of literature by and about women. 3 credits.

English 441. ETHNIC LITERATURE. Study of the literary tradition of an ethnic group such as Afro-American, Jewish, Chicano, or Native American peoples. 3 credits.

English 442. REGIONAL LITERATURE. Study of the literary tradition of a region, such as the American South, or Ireland. 3 credits.

English 451. CONTINENTAL LITERATURE I. Study of ancient, medieval, and Renaissance European classics in translation. 3 credits.

English 452. CONTINENTAL LITERATURE II. Study of European literature of the neo-classical, romantic, and modern periods in translation. 3 credits.

English 462. LITERARY CRITICISM. Study of the history and aims of literary criticism from Plato and Aristotle to the present, including oral and written criticism of literary works. Capstone course for English majors. 3 credits.

English 480. THE TEACHING OF ENGLISH. A study of current practices with emphasis on specific techniques and materials. Prerequisite: appearing before the English Pre-Teaching Committee. 3 credits.

English 483. WRITING: THEORY AND PRACTICE. A study of strategies for improving writing. Includes discussion of analyzing subject matter, determining purpose and audience, drafting, revising, editing (including using correct mechanics), and evaluating the elements of effective writing. 3 credits.

English 484. EVALUATING AND TUTORING WRITING. Instruction in diagnosing and evaluating writing, and practice

in giving individualized instruction in writing through the Writing Center. May be repeated twice for credit. 1 credit.

English 490, 491. INDEPENDENT STUDY. A directed reading and/or research program administered by qualified specialists in the department. The student must secure the director's approval prior to registering for the course. 1-3 credits per semester.

English 495/595. SPECIAL TOPICS. Selected topics in English. The topics will vary from semester to semester. Descriptions will be available from academic advisors. May be repeated for credit when topics change. 1-3 credits.

PHILOSOPHY PROGRAM

Faculty

John S. Peale, Ph.D., Professor of Philosophy

The minor in Philosophy requires 18 credit hours of work in Philosophy. Its objectives are as follows: to develop the skill to examine critically the philosophical problems which are basic and perennial for any serious-minded and reflective person; to begin to develop a personal philosophy or system of beliefs concerning those issues; to provide a background in the history of western thought; and to analyze problems and theories in other fields in both the humanities and sciences.

Philosophy 200/3 credits
Philosophy 210, 211, 212, 213
(any two courses)/6 credits
Philosophy 305, 310, 315
(any course)/3 credits

Philosophy electives
(two additional philosophy courses
OR Political Science 331 and 332)/6 credits

TOTAL/18 credits

PHILOSOPHY

*General Education Courses

*Philosophy 242. WORLD RELIGIONS.

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

*Philosophy 306. ETHICS.

An introduction to ethics designed to help the student to make informed, ethical choices and decisions on moral problems and to weigh the consequences of those choices. Emphasis on the detection of moral problems, the process of

ethical reasoning, ethical theories and the process of resolution of moral dilemmas posed by contemporary moral issues. 1 credit.

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

Philosophy 201. INTRODUCTION TO CONTEMPORARY MORAL ISSUES. An introduction to the philosophical analysis of today's moral problems. Emphasis on the detection of moral problems, moral reasoning, and resolution of moral dilemmas posed

by contemporary issues such as capital punishment, suicide, war, famine relief, euthanasia, abortion, affirmative action, and environmental and sexual ethics. Discussion of case studies emphasized. 3 credits.

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

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

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

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

Philosophy 250. THEMES IN BIBLICAL LITERATURE. An introductory study of selected recurring themes in the history of salvation in both the Old and New Testaments. An historicist philosophy on these themes is developed. Readings from the Bible and from works written from the historicist point of view. 3 credits.

Philosophy 295. SPECIAL TOPICS. Selected topics in Philosophy. The topics will vary from semester to semester. Descriptions will be available from academic advisors. May be repeated for credit when topics change. Prerequisite none. 1-3 credits.

Philosophy 300. LOGIC. The fundamentals of deduction and induction which aid the student in developing habits of valid thinking and in understanding the scientific method. Emphasis on deductive logic and on tools for analysis of issues in different fields of inquiry. 3 credits.

Philosophy 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 meta-ethical issues such as freedom and determinism, relativism, and absolutism and the meaning and justification of ethical judgments. Modern and contemporary readings. 3 credits.

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

Philosophy 315. BIOMEDICAL ETHICS. Ethical inquiry into the concepts of person, autonomy, rights, responsibility, and justice relevant to biomedicine and their application to issues of euthanasia, abortion, genetic control, the definition of death, allocation of scarce medical resources, experimentation with human beings, and intentional deception in bio-medicine. 3 credits.

Philosophy 320. AMERICAN THOUGHT. A survey of the development of American philosophy from its colonial beginnings to the present. Emphasis on the development of native American pragmatism in Pierce, James and Dewey. 3 credits.

Philosophy 350. AESTHETICS. A study of theories of art and beauty, including the relation between beauty and the arts, the function and value of the arts in culture, and standards for criticism and judgments of beauty. 3 credits.

Philosophy 355. PHILOSOPHY OF MIND. A study of such leading theories as dualistic

interactionism, behaviorism and materialism, which concern the nature of the person, self-knowledge, the relation to the mental and the physical and human action. Emphasis on theories of the self or person and on criteria for the evaluation thereof. Classical, modern, and contemporary sources. 3 credits.

Philosophy 360. PHILOSOPHY OF RELIGION. A critical examination of certain problems in religion, including the nature of religion, grounds for belief and disbelief in God, the varieties of religious experience and 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 370. ETHICS THEORY. A critical examination of normative ethical theories and of how they may be employed to resolve

representative current moral problems. Attention given to certain related meta-ethical issues such as freedom and determinism, relativism, and absolutism and the meaning and justification of ethical judgments. Modern and contemporary readings. 3 credits.

Philosophy 480. SEMINAR IN PHILOSOPHY. An intensive study of one of the major philosophers emphasized in the introductory four-course sequence in the history of western philosophy. Lectures on the systematic position in general and student papers on particular topics on or about that position. Readings from major works of the philosopher chosen and from important critical secondary sources. Prerequisites: completion of the other specified required courses for either the major or minor programs in philosophy or permission of instructor. 3 credits.

Philosophy 490. INDEPENDENT STUDY. A directed reading and/or research program on a topic or thinker selected by the student and approved by the director. 3 credits.

Philosophy 495/595. SPECIAL TOPICS. Selected topics in Philosophy. The topics will vary from semester to semester. Descriptions will be available from academic advisers. May be repeated for credit when topics change. 1-3 periods; 1-3 credits.

MODERN LANGUAGES PROGRAM

The Modern Languages program offers courses in French, German, and Spanish. The major in Modern Languages requires a concentration in one of these three languages (24 hours beyond 202) and a second modern language (6 hours at the 200-level or above). The 24 hours in the concentration must include courses numbered 330, 341, 342, 401, 402, 420, one 400-level literature course, and three additional hours. Courses numbered 341, 342 are prerequisite to other literature courses in the language.

Students preparing to teach must take 36 semester hours of modern foreign language, including courses in advanced grammar and composition, conversation, culture and civilization, literature, applied linguistics, and methods. Second language certification requires 24 semester hours (at least 12 of which must be beyond intermediate level). Advanced placement reduces proportionately the number of hours required by the Commonwealth of Virginia for certification.

Modern Language majors are required to complete at least one regular semester in a college-approved study abroad program. Longwood sponsors regular semester study abroad programs with the University of Salzburg in Austria, with Heidelberg College at the University of Heidelberg in Germany, and with the University of Valencia in Spain. The college also offers regular semester abroad programs sponsored by the Council on International Educational Exchange at various universities in France. Summer programs are available in affiliation with the FORSPRO program at the University of Madrid in Spain, with the University of the Antilles in Martinique, and with the University of Toulouse in France.

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., Assistant Professor of French

Francis X. Moore, III, Ph.D., Assistant Professor of French

John F. Reynolds, Ph.D., Associate Professor of Modern Languages

The French concentration of the Modern Language major requires the completion of a minimum of 24 credit hours in French beyond French 202 and the completion of a minimum of six credit hours of work in a second language at the 200-level or higher. Students are required to complete the equivalent of one semester study abroad in a college-approved program, such as affiliate programs in France sponsored by the Council on International Educational Exchange.

GERMAN

Faculty

*Geoffrey C. Orth, Ph.D., Associate Professor of German

John F. Reynolds, Ph.D., Associate Professor of Modern Languages

*on leave Fall Semester 1992

The German concentration of the Modern Language major requires the completion of a minimum of 24 credit hours in German beyond German 202 and the completion of a minimum of six credit hours of work in a second language at the 200-level or higher. Students are required to complete the equivalent of one semester study abroad in a college-approved program, such as the Longwood affiliate programs at the University of Salzburg and with Heidelberg College at the University of Heidelberg.

SPANISH

Faculty

Lily A. Goetz, M.A., Instructor of Spanish

The Spanish concentration of the Modern Language major requires the completion of a minimum of 24 credit hours of work beyond Spanish 202 and the completion of six credit hours of work in a second language beyond at the 200-level or higher. Students are required to complete the equivalent of one semester study abroad in a college-approved program, such as the affiliate program in Spain at the University of Valencia.

MODERN LANGUAGES MAJOR, B.A. DEGREE

- A. General Education Core Requirements. 33 credits.
See General Education Requirements listed on pages 53-55.
(The Department requires Philosophy 306 for satisfaction of Goal 10.)
- B. Additional Degree Requirements. 9 credits.
See Degree Requirements listed on pages 51-52.
- C. Major Requirements. 30 credits.
FRENCH CONCENTRATION
French 330/ 3 credits
French 341, 342/ 6 credits
French 401/ 3 credits
French 402/ 3 credits
One 400-level literature course/ 3 credits
French 420/3 credits
French electives beyond 202/ 6 credits
Three (3) hours at 202-level or above in German, Spanish, Japanese, Russian, Latin, or Greek.
- GERMAN CONCENTRATION***
German 330/ 3 credits
German 341, 342/ 6 credits
German 401/ 3 credits
German 402/ 3 credits
One 400-level literature course/ 3 credits
German 420/3 credits
German electives beyond 202/ 6 credits
Three (3) hours at 202-level or above in French, Spanish, Japanese, Russian, Latin, or Greek.
- SPANISH CONCENTRATION***
Spanish 330/ 3 credits
Spanish 341, 342/ 6 credits
Spanish 401/ 3 credits
Spanish 402/ 3 credits
One 400-level literature course/ 3 credits
Spanish 420/3 credits
Spanish electives beyond 202/ 6 credits
Three (3) hours at 202-level or above in French, German, Japanese, Russian, Latin, or Greek.
- D. Elementary Teaching Certification (for teaching all subjects), Grades N, K-8. 40 credits.
See professional education requirements listed on pages 83-85.
- E. Secondary Teaching Certification, grades 8-12. 31 credits.
See professional education requirements listed on page 85.
Additional certification requirement:
FREN 400. Approaches to Teaching French
or
GERM 400 Approaches to Teaching German
or
SPAN 400 Approaches to Teaching Spanish

MINOR IN FRENCH, GERMAN or SPANISH

The minor in French, German, or Spanish requires 18 hours of concentration, 15 of which must be at the 200-level or above, to include:

French 330, German 330, or Spanish 330	3 credits
French 341 or 342, German 341 or 342, Spanish 341 or 342	3 credits
French, German, or Spanish electives	12 credits

FRENCH

NOTE: A student who has successfully completed a course numbered 200 or higher may not take a 100-level course for credit. Students who have successfully completed more than two years of high school French may not take French 101 for credit.

French 101. ELEMENTARY I. Development of basic oral expression, listening and reading comprehension, and writing. Prerequisite: No previous formal instruction in French, or a limited amount of previous formal instruction in French. Followed by French 102. 3 classes, 1 drill session, and language lab work; 4 credits.

French 102. ELEMENTARY II. The skills of speaking, listening and reading comprehension, and writing are further developed. Prerequisite: French 101 or an appropriate CEEB score. Followed by French 201. 3 classes, 1 drill session and language lab work; 4 credits.

French 201. INTERMEDIATE I. Designed for further development and integration of skills of listening, speaking, reading and writing. Prerequisite: French 102 or an appropriate CEEB score. Followed by French 202. 3 credits.

French 202. INTERMEDIATE II. Designed to continue the development and integration of the skills of listening, reading, speaking and writing at a higher level. Prerequisite: French 201 or appropriate CEEB score. Successful completion of this course satisfies the foreign language requirement for the B.A. degree and is prerequisite for upper-level courses. 3 credits.

French 295. SPECIAL TOPICS. Selected topics in French. The topics will vary from semester to semester. Descriptions will be available from academic advisors. May be repeated for credit when topics change. Prerequisite French 202. 1-3 credits.

French 311, 312. FRENCH STUDIES ABROAD. Primarily intended for transfer of credit earned abroad in courses on French language, civilization, or culture. 1-16 credits per semester.

French 330. CIVILIZATION AND CULTURE. A study of French civilization and

culture with emphasis on social institutions of the current century. Prerequisite: French 202. 3 credits.

French 341. A SURVEY OF FRENCH LITERATURE I. THE MIDDLE AGES THROUGH THE ENLIGHTENMENT. A study of representative works and literary movements in French literature from the Middle Ages through the Enlightenment. Students will learn to use the methods and language of literary analysis. Prerequisite: French 202 or equivalent. 3 credits.

French 342. SURVEY OF FRENCH LITERATURE II: ROMANTICISM THROUGH THE NEW NOVEL. A study of representative works and literary movements in French literature of the nineteenth and twentieth centuries. Students will learn to use the methods and language of literary analysis. Prerequisite: French 202 or equivalent. 3 credits.

French 400. APPROACHES TO TEACHING FRENCH. Theory and practice. Recommended to be taken in the semester prior to student teaching. 3 credits.

French 401. ADVANCED GRAMMAR AND COMPOSITION. Syntax and grammar through written work. 3 credits.

French 402. ADVANCED CONVERSATION AND PHONETICS. Theory and practice in the spoken language. Current techniques and their uses in attaining mastery of oral French. 3 credits.

French 411, 412. STUDIES IN LITERARY GENRE. Study of a particular genre in French literature, such as the *Nouveau Roman*, short story, romantic theater, symbolist poetry. Prerequisite: French 341 and 342. 3 credits.

French 413, 414. FRENCH LITERARY MOVEMENTS. Study of a particular movement or period in French literature, such as Realism, Neo-classicism, Naturalism, Surrealism, Existentialism. Prerequisite: French 341 and 342. 3 credits.

French 415, 416. MAJOR FRENCH AUTHORS. Study of a particular author of French literature, such as Montaigne, Sartre, Hugo, Voltaire, Valéry. Prerequisite: French 341 and 342. 3 credits.

French 420. SENIOR SEMINAR: LITERATURE IN CULTURAL/HISTORICAL CONTEXT. A seminar for senior modern language majors concentrating in French, designed to integrate knowledge of French and Francophone history and culture as a background for literary analysis. Prerequisite: French 341 and 342. 3 credits.

French 495-595. SPECIAL TOPICS. Selected topics in French. The topics will vary from semester to semester. Descriptions will be available from academic advisors. May be repeated for credit when topics change. 1-3 credits.

GERMAN

NOTE: A student who has successfully completed a course numbered 200 or higher may not take a 100-level course for credit. Students who have successfully completed more than two years of high school German may not take German 101 for credit.

German 101. ELEMENTARY I. Development of basic oral expression, listening and reading comprehension, and writing. Prerequisite: No previous formal instruction in German, or a limited amount of previous formal instruction in German. Followed by German 102. 3 classes, 1 drill session, and language lab work; 4 credits.

German 102. ELEMENTARY II. The skills of speaking, listening and reading comprehension, and writing are further developed. Prerequisite: German 101 or one or two years of previous formal instruction in German and an appropriate CEEB score. Followed by German 201. 3 classes, 1 drill session, and language lab work; 4 credits.

German 201. INTERMEDIATE I. Designed for further development and integration of the skills of listening, speaking, reading and writing. Prerequisite: German 102 or one to four years of formal instruction in German and an appropriate CEEB score. Followed by German 202. 3 credits.

German 202. INTERMEDIATE II. Designed to continue the development and integration of the skills of listening, reading, speaking and writing at a higher level. Prerequisite: German 201 or an appropriate CEEB score. Successful completion of this course satisfies the foreign language requirement for the B.A. degree and is prerequisite for upper-level courses. 3 credits.

German 295. SPECIAL TOPICS. Selected topics in German. The topics will vary from semester to semester. Descriptions will be available from academic advisors. May be repeated for credit when topics change. Prerequisite: German 202. 1-3 credits.

German 311, 312. GERMAN STUDIES ABROAD. Primarily intended for transfer of credit earned abroad in courses on German language, civilization, or culture. 3-16 credits per semester.

German 330. CIVILIZATION AND CULTURE. A study of German civilization and culture with emphasis on social institutions of the current century. Prerequisite: German 202. 3 credits.

German 341. SURVEY OF GERMAN LITERATURE I: THE AGE OF GOETHE. A study of representative works and literary movements in German literature from the Enlightenment through Romanticism. Students will learn to use the methods and language of literary analysis. Prerequisite: German 202 or equivalent. 3 credits.

German 342. SURVEY OF GERMAN LITERATURE II: REALISM TO THE PRESENT. A survey of 19th and 20th century German literature from Realism to the present with emphasis on dramatic and prose forms. Students will learn to use the methods and language of literary analysis. Prerequisite: German 202 or equivalent. 3 credits.

German 400. APPROACHES TO TEACHING GERMAN. Theory and practice. Recommended to be taken in the semester prior to student teaching. 3 credits.

German 401. ADVANCED GRAMMAR AND COMPOSITION. Syntax and grammar through written work. 3 credits.

German 402. ADVANCED CONVERSATION AND PHONETICS. Theory and practice in the spoken language. Current techniques and their uses in attaining mastery of oral German. 3 credits.

German 411, 412. STUDIES IN LITERARY GENRE. Study of a particular genre in German literature, such as the *Novelle*, lyric poetry, the German novel, modern drama, short story. Prerequisite: German 341 and 342. 3 credits.

German 413, 414. GERMAN LITERARY MOVEMENTS. Study of a particular movement or period in German literature, such as Romanticism, the Age of Goethe, *Sturm und Drang*, Realism, Naturalism. Prerequisite: German 341 and 342. 3 credits.

German 415, 416. MAJOR GERMAN AUTHORS. Study of a particular German author such as Goethe, Schiller, Kleist, Kafka, Thomas Mann. Prerequisite: German 341 and 342. 3 credits.

German 420. SENIOR SEMINAR: LITERATURE IN CULTURAL/HISTORICAL CONTEXT. A seminar for senior modern language majors concentrating in German designed to integrate knowledge of German history and culture as a background for literary analysis. Prerequisites: German 341 and 342. 3 credits.

German 490, 491. DIRECTED STUDY. Individualized study; recommended only when material cannot be covered in scheduled courses. By permission of department head. 6 credits maximum.

German 495/595. SPECIAL TOPICS. Selected topics in German. The topics will vary from semester to semester. Descriptions will be available from academic advisors. May be repeated for credit when topics change. 1-3 credits.

JAPANESE

Japanese 101. INTRODUCTION TO JAPANESE. Development of basic oral expression and listening comprehension of the Japanese language. Introduction to basic socio-cultural aspects of modern Japan. No previous study of Japanese required or expected. Three lecture hours and one drill period per week, and required language lab work. 4 credits.

Japanese 102. ELEMENTARY JAPANESE II. The skills of basic oral expression and listening comprehension are further developed. Prerequisite: Japanese 101. 3 lecture and 1 drill periods, and language lab work. 4 credits.

RUSSIAN

(Available at Hampden-Sydney College)

Russian 101-102. (3-3) INTRODUCTORY RUSSIAN. Basic writing and reading skills are taught. Grammatical concepts are ex-

plained and drilled through dictations, translations, and elementary conversation. A reasonable amount of narrative prose is read. Prerequisite for 101: none. Prerequisite for 102: 101 or equivalent. Offered: on sufficient demand.

Russian 201-202. (3-3) INTERMEDIATE RUSSIAN. Advanced grammar to be taught while translating more difficult reading material coupled with advanced conversation. Vocabulary building and active participation are encouraged. Basic composition skills are taught. Songs and poetry used to introduce students to Russian culture and art. Prerequisite for 201: 101-102 or equivalent.

SPANISH

NOTE: A student who has successfully completed a course numbered 200 or higher may not take a 100-level course for credit. Students who have successfully completed more than two years of high school Spanish may not take Spanish 101 for credit.

Spanish 101. ELEMENTARY I. Development of basic oral expression, listening and reading comprehension, and writing. Prerequisite: No previous formal instruction or a limited amount of previous formal instruction in Spanish. Followed by Spanish 102. 3 classes, 1 drill session, and language lab work; 4 credits.

Spanish 102. ELEMENTARY II. The skills of speaking, of listening and reading comprehension, and writing are further developed. Prerequisite: Spanish 101 or an appropriate CEEB score. Followed by Spanish 201. 3 classes, 1 drill session, and language lab work; 4 credits.

Spanish 201. INTERMEDIATE I. Designed for further development and integration of the skills of listening, reading, speaking and writing. Prerequisite: Spanish 102 or an appropriate CEEB score. Followed by 202. 3 credits.

Spanish 202. INTERMEDIATE II. Designed to continue the development and integration of the skills of listening, reading, speaking and writing at a higher level. Prerequisite: Spanish 201 or appropriate CEEB score. Successful completion of this course satisfies the foreign language requirement for the B.A. degree and is prerequisite for upper-level courses. 3 credits.

Spanish 295. SPECIAL TOPICS. Selected topics in Spanish. The topics will vary from semester to semester. Descriptions will be

available from academic advisors. May be repeated for credit when topics change. Prerequisite Spanish 202. 1-3 credits.

Spanish 311, 312. SPANISH STUDIES ABROAD. Primarily intended for transfer of credit earned abroad in Spanish language, civilization, or culture. 1-16 hours per semester.

Spanish 330. CIVILIZATION AND CULTURE. A study of Spanish civilization with emphasis on social institutions of the current century. 3 credits.

Spanish 341. SURVEY OF SPANISH (PENINSULAR) LITERATURE I: MEDIEVAL, RENAISSANCE AND BAROQUE. A study of representative works and literary movements in Spanish (Peninsular) literature from the Middle Ages through the Baroque era. Students will learn to use the methods and language of literary analysis. Prerequisite: Spanish 202 or equivalent. 3 credits.

Spanish 342. SURVEY OF SPANISH (PENINSULAR) LITERATURE II: NEO-CLASSICISM TO THE PRESENT. A study of representative works and literary movements in Spanish (Peninsular) literature from Neoclassicism to the present. Students will learn to use the methods and language of literary analysis. Prerequisite: Spanish 202 or equivalent. 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. Spanish 341 and 342. 3 credits.

Spanish 352. SURVEY OF SPANISH AMERICAN LITERATURE II: THE ERA OF INDEPENDENCE TO THE PRESENT. A study of selected writings of major Spanish American authors from the nineteenth century to the present. Prerequisite: Spanish 341 and 342. 3 credits.

Spanish 400. APPROACHES TO TEACHING SPANISH. Theory and practice. Recommended to be taken in semester prior to student teaching. 3 credits.

Spanish 401. ADVANCED GRAMMAR AND COMPOSITION. Syntax and grammar through written work. 3 credits.

Spanish 402. ADVANCED CONVERSATION AND PHONETICS. Theory and practice in the spoken language. Current techniques and their uses in attaining mastery of oral Spanish. 3 credits.

Spanish 411, 412. STUDIES IN LITERARY GENRE. Study of a particular genre in Spanish literature, such as Golden Age Drama, contemporary Spanish novel. Prerequisite: Spanish 341 and 342. 3 credits.

Spanish 413, 414. SPANISH LITERARY MOVEMENTS. Study of a particular movement or period in Spanish literature such as Romanticism, Realism, Naturalism, Modernism, and the Generation of '98. Prerequisite: Spanish 341 and 342. 3 credits.

Spanish 415, 416. SPANISH AUTHORS. Study of a particular Spanish author such as Cervantes or Nobel Prize authors like Echegaray, Jimenez, Benavente, Mistral, Asturias, Neruda, and Garcia Marquez. Prerequisite: Spanish 341 and 342. 3 credits.

Spanish 420. SENIOR SEMINAR: LITERATURE IN CULTURAL/HISTORICAL CONTEXT. A seminar for senior modern language majors concentrating in Spanish, designed to integrate knowledge of Spanish and Spanish American history and culture as a background for literary analysis. Prerequisite: Spanish 341 and 342. 3 credits.

Spanish 442. SPANISH AMERICAN AUTHORS. A survey of the main innovative trends in the Spanish American novel especially after 1945. Authors to be included are Maria Luisa Bombal, Ernesto Sabato, Juan Carlos Onetti, Miguel A. Asturias, Juan Rulfo, Carlos Fuentes, Alejo Carpentier, and Gabriel Garcia Marquez. Prerequisite: Spanish 341, 342. 3 credits.

Spanish 490, 491. DIRECTED STUDY. Individualized study; recommended only when material cannot be covered in scheduled courses. By permission of department head. 6 credits maximum.

Spanish 495/595. SPECIAL TOPICS. Selected topics in Spanish. The topics will vary from semester. Descriptions will be available from academic advisors. May be repeated for credit when topics change. 1-3 periods; 1-3 credits.

Department of History and Political Science

Richard T. Couture, *Chair*
Pearl W. Agee, *Secretary*

The Department of History and Political Science offers in both fields major programs culminating in the Bachelor of Arts for History majors and either the Bachelor of Arts or the Bachelor of Science for Political Science majors. History majors may elect the optional concentration in historic preservation, and majors in both fields who are interested in careers in the law may elect the optional pre-law concentrations. Qualified political science majors may also avail themselves of the Political Science Semester Internship with the Virginia General Assembly in Richmond, or the Washington Center Internship in Washington, DC. Minor programs in both history and political science are open to all students.

The major programs in history and political science meet the Collegiate Professional certification requirements for teaching in Virginia. History and political science majors may be required to complete a comprehensive departmental examination preceding the student teaching experience to demonstrate academic proficiency in major subjects. Additional requirements for admission to the Teacher Education Program are cited elsewhere in this catalog.

The Department is committed to full participation in the college program for the assessment of student outcomes. Accordingly, majors in both history and political science are required to complete all standardized and/or department tests used in the program and to maintain on file with the department a cumulative portfolio of representative academic work.

HISTORY PROGRAM

Faculty

Richard T. Couture, M.A., Associate Professor of History
James W. Crowl, Ph.D., Associate Professor of History
William F. Dorrill, Ph.D., Professor of History and Political Science
L. Marshall Hall, Jr., M.A.T., Associate Professor of History
Gilbert J. Millar, Ph.D., Professor of History
James R. Munson, M.A., Instructor of History and Political Science
Robert F. Pace, M.A., Instructor of American History
Maurice P. Sneller, Ph.D., Professor of History

The major in history requires completion of History 100 or 110 (whichever is not selected for General Education) and History 121 and 122, of Political Science 331 or 332, and of 25 credits in upper-level history courses selected in consultation with a department advisor. Students electing an American history concentration must complete 18 hours of upper-level work in American history and 6 in Non-American history; those electing a Non-American concentration must complete 18 hours of upper-level work in Non-American history and 6 in American history.

Majors in history seeking certification for elementary or secondary teaching in Virginia should be thoroughly familiar with the professional education requirements listed elsewhere in this catalog. Those interested in secondary certification must include History 300 in their professional program. To qualify for either the elementary or secondary student-teaching practicum, majors must complete History 100 or 110 and History 121 and 122 with no less than a grade of 'C' in each course.

The optional historic preservation concentration requires completion of History 100 or 110 (whichever is not selected for General Education), History 121 and 122, and 48 credits

in upper-level courses, including 24 credits in history, 12 in anthropology, 9 in art, and 3 in political science. An optional internship program is available to all historic preservation majors.

The optional pre-law concentration requires completion of History 100 or 110 (whichever is not selected for General Education) and History 121 and 122, and 42 credits in upper-level courses, including 18 credits in history, 18 in political science, 3 in psychology, and 3 in accounting. It is also strongly recommended that students add electives in computer science and forensic psychology and take six additional hours in social science courses selected in consultation with the advisor.

Major programs in history require completion of a modern foreign language at the 202 level or higher.

Specific course listing for history programs are given below.

Senior course 480/1 credit required of all students.

No grade below "C" is accepted for graduation, in major course work.

MINOR IN HISTORY

Students seeking a minor in history are required to complete 18 credits of work, including History 100 or 110 (whichever is not selected for General Education), History 121 and 122, and 9 elective credits in upper-level courses chosen in consultation with a department advisor.

HISTORY MAJOR, B.A. DEGREE

A. General Education Core Requirement. 33 credits.

See General Education Requirements listed on pages 53-55.

B. Additional Degree Requirements. 9 credits.

See Degree Requirements listed on pages 51-52.

C. Major Requirements. 37 credits.

1. American History Concentration.

*History 100 OR 110/3 credits.

History 121, 122/6 credits.

American History Electives/18 credits.

Non-American History Electives/6 credits.

History 480/1 credit.

Political Science 331 OR 332/3 credits.

2. Non-American History Concentration.

*History 100 OR 110/3 credits.

History 121, 122/6 credits.

Non-American History Electives/18 credits.

American History Electives/6 credits.

History 480/1 credit.

Political Science 331 OR 332/3 credits.

D. Elementary Education Certification. Grades N, K-8.

See professional education requirements listed on pages 83-85.

E. Secondary Education Certification. Grades 8-12.

See also Professional Education requirements listed on page 85.

HISTORY MAJOR, B.A. DEGREE

Historic Preservation Concentration

- A. General Education Core Requirements. 33 credits.
See General Education Requirements listed on pages 53-55.
- B. Additional Degree Requirements. 9 credits.
See Degree Requirements listed on pages 51-52.
- C. Major Requirements. 57 credits. (Does not include optional internship in Historic Preservation.)
 - History 100 OR 110/3 credits.
 - History 121, 122/6 credits.
 - History 301/3 credits.
 - History 309/310/6 credits.
 - History 317/3 credits.
 - History 402/3 credits.
 - History 404, 405/6 credits.
 - History 480/1 credit.
 - History Elective/3 credits.
 - Anthropology 410/3 credits.
 - Anthropology 320/3 credits.
 - Anthropology 495/6 credits.
 - Art 155/3 credits.
 - Art 367/3 credits.
 - Art 369/3 credits.
 - Political Science 331 OR 332/3 credits.

HISTORY MAJOR, B.A. DEGREE

Pre-Law Concentration

- A. General Education Core Requirements. 33 credits.
See General Education Requirements listed on pages 53-55.
- B. Additional Degree Requirements. 9 credits.
See Degree Requirements listed on pages 51-52.
- C. Major Requirements. 51 credits.
 - History 100 OR 110/3 credits.
 - History 121, 122/6 credits.
 - History 310/3 credits.
 - History 357/3 credits.
 - History 455/3 credits.
 - History 480/1 credit.
 - History Electives/9 credits.
 - Political Science 150, 216/6 credits.
 - Political Science 230/3 credits.
 - Political Science 331, 332/6 credits.
 - Political Science 355 OR 356/3 credits.
 - Psychology 131/3 credits.
 - Accounting 240/3 credits.

HISTORY

**General Education Courses*

**History 100. FOUNDATIONS OF WESTERN CIVILIZATION.* An introduction to the foundations of Western Civilization from the Dawn of Man through the Reformation, with an emphasis on the political, economic, social, intellectual, and cultural attributes which made that civilization unique. 3 credits.

**History 110. MODERN WESTERN CIVILIZATION.* A survey of the development of Modern Western Civilization from the Age of Absolutism to the present, with emphasis upon the political, economic, social, cultural, and intellectual attributes which have marked its rise to world-wide influence in the Twentieth Century. 3 credits.

**History 120. THE AMERICAN EXPERIENCE.* A survey of American life from the Colonial Era to Modern Times, with emphasis upon the major forces which have shaped its development. Credit in this course cannot be applied toward the major in history. 3 credits.

**History 200. HISTORY OF CHINA.* Chinese political, social, and cultural history from earliest times to the present, with an emphasis on the modern period. 3 credits.

Other Introductory Courses

History 121, 122. UNITED STATES HISTORY. An introductory course in United States history. (History 121: Colonial Foundations to the Civil War Era; History 122: Civil War Era to Modern Times.) 3 credits.

Advanced Courses

History 295. SPECIAL TOPICS. Offered on demand. 3 credits.

History 300 (Political Science 300). TEACHING HISTORY AND THE SOCIAL SCIENCES IN THE SECONDARY SCHOOL. A study of the nature of disciplines from which content in the social sciences is drawn for instruction at the secondary level and of the relationship between the nature of these disciplines and the planning of instruction. Observation and participation in the work of selected secondary school classrooms is required. 3 credits.

History 301. AMERICAN COLONIAL HISTORY. The English North American colonies from 1607 to 1783, with emphasis upon fundamental aspects of colonial development, the causes of the American Revolution, and interpretation of the period. Prerequisite: History 121 or permission of instructor. 3 credits.

History 302. THE EARLY NATIONAL PERIOD OF THE UNITED STATES. The United States from the adoption of the Constitution of 1787 through the Mexican War. Political institutions and practice, economic growth, reform movements, and westward expansion are emphasized. Prerequisite: History 121 or permission of instructor. 3 credits.

History 303. CIVIL WAR AND RECONSTRUCTION. The United States from the close of the Mexican War to the Compromise of 1877. The constitutional, political, economic, and social (as opposed to military) aspects of the period are emphasized. Prerequisite: History 121 or permission of instructor. 3 credits.

History 304. THE EMERGENCE OF MODERN AMERICA. The United States from the Compromise of 1877 to the First World War. The Industrial Revolution and its consequences, the rise of the nation to world power, and the birth of modern reformism are emphasized. Prerequisite: History 122 or permission of instructor. 3 credits.

History 305. MODERN AMERICA. The United States from the First World War to the present. Prerequisite: History 122 or permission of instructor. 3 credits.

History 307. UNITED STATES DIPLOMATIC HISTORY TO 1898. American foreign relations from the Revolutionary era to the Spanish-American War. Prerequisite: History 121 or permission of instructor. 3 credits.

History 308. UNITED STATES DIPLOMATIC HISTORY FROM 1898. American foreign relations and diplomatic activities from the Spanish-American War to the present. Prerequisite: History 122 or permission of instructor. 3 credits.

History 309. AMERICAN SOCIAL AND INTELLECTUAL HISTORY. The major developments in American thought and cul-

ture from the Colonial era through the Civil War. Puritanism, the Enlightenment, and the Romantic Movement are emphasized. Prerequisite: History 121 or permission of instructor. 3 credits.

History 310. AMERICAN SOCIAL AND INTELLECTUAL HISTORY. The major developments in American thought and culture since the Civil War. Social Darwinism, liberal reform and conservative reaction, the affluent society, and the counter-culture are emphasized. Prerequisite: History 121 or permission of instructor. 3 credits.

History 311. THE HISTORY OF WOMEN IN AMERICA. The changing role of women in American life from the Colonial era to the present, contrasting the ideology of women's place in society with the reality of their lives. The Victorians, the fight for women's suffrage, and the 20th century liberation movement are emphasized. Prerequisite: History 122 or permission of instructor. 3 credits.

History 312. THE AMERICAN WEST. The trans-Mississippi west with emphasis on 19th century exploration and settlement, including the Indian barrier, and the mining, cattle, and farming frontiers. Prerequisite: History 122 or permission of instructor. 3 credits.

History 315. ECONOMIC HISTORY OF THE UNITED STATES. The economic development of the English North American colonies and the United States from 1607 to the late 19th century. Prerequisite: History 121 or permission of instructor. 3 credits.

History 316. ECONOMIC HISTORY OF THE UNITED STATES. The economic development of the United States from the late 19th century to the present. Prerequisite: History 122 or permission of instructor. 3 credits.

History 317. INTRODUCTION TO HISTORIC PRESERVATION. The evolution of architectural styles in the United States from the Colonial Era to the early 20th century, with emphasis upon the principal periods of architectural development, the major styles and furnishings, and the basic techniques and terminology of historic preservation. Prerequisite: History 121 and 122. 3 credits.

History 320. AFRO-AMERICAN HISTORY. A survey of the black experience in America from the Colonial Era to the present. 3 credits.

History 336. HISTORY OF JAPAN. Japanese political and cultural history with emphasis upon the modern period. The opening of Japan, the Meiji Restoration, modernization, the rise of militarism, the American occupation, and current issues are stressed. 3 credits.

History 351. MEDIEVAL EUROPE. A study of the political, economic, and social institutions, and the religious and intellectual developments in Medieval Europe. 3 credits.

History 352. RENAISSANCE AND REFORMATION. The social, cultural, religious, economic, and political forces which shaped Western Civilization from the High Middle Ages through the era of the religious wars (ca. 1300-1648). 3 credits.

History 354. THE FRENCH REVOLUTION AND NAPOLEON. A study of the origins and course of the French revolutionary era, with emphasis upon its profound political, economic, social, institutional, and intellectual significance. 3 credits.

History 355. EUROPE IN THE NINETEENTH CENTURY, 1815-1900. The political, economic, social, and intellectual development of Europe from the Congress of Vienna to the turn of the century. 3 credits.

History 356. EUROPE IN THE TWENTIETH CENTURY, 1900 TO THE PRESENT. The political, economic, social, and intellectual development of Europe in its world setting since the turn of the century. 3 credits.

History 357. ENGLAND BEFORE THE TUDORS, 55 B.C. TO 1485. A study of the political, economic, and social factors which shaped England prior to the Reformation. 3 credits.

History 359. RUSSIAN HISTORY TO 1894. Russia from the Kievan period to Alexander III, with emphasis upon the modernization efforts of Peter the Great and Catherine the Great, the reforms of Alexan-

der II, and the 19th century revolutionary movement. 3 credits.

History 360. RUSSIAN HISTORY SINCE 1894. Russia from the reign of Nicholas II to the present, with emphasis upon the factors leading to the collapse of the monarchy and the revolutions of 1905 and 1917, and upon the subsequent construction and evolution of the Soviet system. Little emphasis upon diplomacy or foreign policy. 3 credits.

History 401. DIRECTED READING IN HISTORY. Must be approved by the head of the department, 2 credits.

History 402. AMERICAN HISTORIOGRAPHY. The writing and interpretation of American history. Recommended for history majors. Prerequisite: History 121 and 122. 3 credits.

History 404. VIRGINIA HISTORY. Survey of the political development of Virginia from 1607 to the Revolution. Prerequisite: History 121 and 122 or permission of instructor. 3 credits.

History 405. VIRGINIA HISTORY. Virginia political and institutional history from the Revolution to the present. Research topics. Prerequisite: History 121 and 122 or permission of instructor. 3 credits.

History 406. THE OLD SOUTH. The basic political, economic, social, and intellectual institutions, forces, and problems which collectively shaped the antebellum South. Prerequisite: History 121 or permission of instructor. 3 credits.

History 455 (Political Science 455). CONSTITUTIONAL HISTORY OF THE UNITED STATES. Summary of intellectual events leading to the Articles and the Constitution. Intensive casestudy examination of the continuing development of the Constitution. Emphasis on judiciary, presidency, federalism, commerce, and due process problems. 3 credits.

History 460, 461. HISTORY SEMINAR. Offered on demand; open to junior and senior history majors. 1 credit.

History 463. EUROPEAN HISTORIOGRAPHY. The writing and interpretation of history in Europe since the Renaissance. Prerequisite: History 112 or permission of instructor. 3 credits.

History 465. TUDOR-STUART ENGLAND, 1485-1714. the social, political, economic, and religious forces of one of England's most dynamic periods examined in the context of the 16th century Renaissance and the 17th century Intellectual Revolution. Research paper or critical book analyses required. Background in Western Civilization recommended. 3 credits.

History 466. GEORGIAN ENGLAND, 1714-1815. England in the 18th century, with emphasis upon political, social, and cultural trends. Topical reports by students. 3 credits.

History 469. (Political Science 469). SOVIET DIPLOMACY. An analysis of the diplomacy and foreign policy of Soviet Russia, 1917 to present, with emphasis upon the political machinery and motivating forces which determine foreign policy. 3 credits.

History 475, 476, 477, 478, 479. INTERNSHIPS IN HISTORIC PRESERVATION. Open to qualified seniors in Historic Preservation Concentration. 475/3 credits; 476/6 credits; 477/9 credits; 478/12 credits; 479/15 credits.

History 480. SENIOR SEMINAR. Capstone course in history. Research, writing, and assessment of student outcomes. Required of majors in history. 1 credit.

History 490, 491. HISTORY SEMINAR. Offered on demand; open to junior and senior history majors. 3 credits.

History 495. SPECIAL TOPICS IN HISTORY. Offered on demand. 3 credits.

POLITICAL SCIENCE PROGRAM

Faculty

David S. Calihan, Ph.D., Associate Professor of Political Science
William F. Dorrill, Ph.D., Professor of History and Political Science
William R. Harbour, Ph.D., Associate Professor of Political Science
James R. Munson, M.A., Instructor of History and Political Science

The major in political science requires completion of History 100 or 110 (whichever is not selected for General Education), History 122, and Political Science 150 and 216, and of 30 credits in upper-level work in political science. Qualified majors may apply for admission to the political science internship programs with the Virginia General Assembly in Richmond, or the Washington Center in Washington, D.C.

Majors in political science seeking certification for elementary or secondary teaching in Virginia should be thoroughly familiar with the professional education requirements listed elsewhere in this catalog. Those interested in secondary certification must include Political Science 300 in their professional program. To qualify for either the elementary or secondary student-teaching practicum, majors must complete Political Science 150 and 216 with no less than a grade of 'C' in each course.

The optional pre-law concentration requires completion of History 100 or 110 (whichever is not taken for General Education credit), History 122, and Political Science 150 and 216, and 33 credits in upper-level courses, including 24 credits in political science, 3 in history, 3 in psychology, and 3 in accounting. It is also strongly recommended that students add electives in computer science and forensic psychology and take six additional hours of work in social science courses selected in consultation with the advisor.

Political Science majors seeking the Bachelor of Arts degree must complete a modern foreign language at the 202 level or higher.

Specific course listings for political science programs are given below.

MINOR IN POLITICAL SCIENCE

The minor in Political Science requires completion of Political Science 150 and 216 and of 12 credits of upper-level courses in political science chosen in consultation with a department advisor.

POLITICAL SCIENCE MAJOR, B.A. DEGREE

- A. General Education Core Requirement. 33 credits.
See General Education Requirements listed on pages 53-55.
- B. Additional Degree Requirements, B.A. degree. 9 credits.
See Degree Requirements listed on pages 51-52.
- C. Additional Degree Requirements, B.S. degree. 10 credits.
See Degree Requirements listed on pages 51-52.
- D. Major Requirements. 42 credits.
 - History 100 OR 110/3 credits.
 - History 122/3 credits.
 - Political Science 150, 216/6 credits.
 - Political Science 230, 355, OR 356/3 credits.
 - Political Science 331, 332/6 credits.
 - Political Science 343, 441, OR 442/3 credits.
 - Political Science 335, 436, 437/3 credits.

Political Science 370/3 credits.
 Political Science 455/3 credits.
 Political Science 480/1 credit.
 Political Science Electives/9 credits.

E. Elementary Education Endorsement. Grades N, K-8.
 See Professional Education requirements listed on pages 83-85.

F. Secondary Education Endorsement. Grades 8-12.
 Political Science 300/3 credits.
 See also Professional Education requirements listed on page 85.

POLITICAL SCIENCE MAJOR, B.A. DEGREE **Pre-Law Concentration**

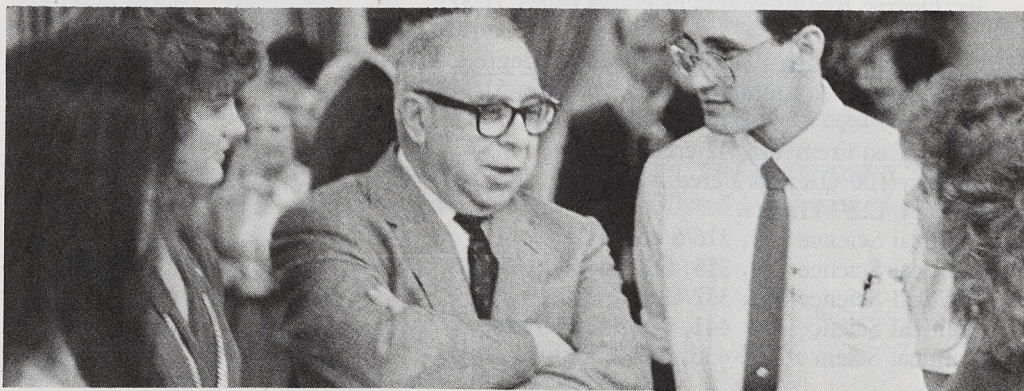
A. General Education Core Requirements. 33 credits.
 See General Education Requirements listed on pages 53-55.

B. Additional Degree Requirements, B.A. Degree. 9 credits.
 See Degree Requirements listed on pages 51-52.

C. Additional Degree Requirements, B.S. Degree. 10 credits.
 See Degree Requirements listed on pages 51-52.

D. Major Requirements. 45 credits.
 Political Science 150, 216/6 credits.
 Political Science 230/3 credits.
 Political Science 331, 332/6 credits.
 Political Science 355 OR 356/3 credits.
 Political Science 455/3 credits.
 Political Science 480/1 credit.
 Political Science Electives/9 credits.
 History 100 OR 110/3 credits.
 History 122/3 credits.
 History 310 OR 357/3 credits.
 Psychology 131/3 credits.
 Accounting 240/3 credits.

***In addition, Psychology 430 is strongly recommended.



Political humorist Art Buchwald spoke at Longwood recently.

POLITICAL SCIENCE

**General Education Courses*

**Political Science 150. AMERICAN GOVERNMENT AND POLITICS.* An introduction to the American political system, with an emphasis upon the national political institutions, processes, groups, public behavior, and issues which shape contemporary society. 3 credits.

**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.

Introductory Courses

Political Science 201. INTRODUCTION TO POLITICAL SCIENCE. An introduction to fundamental political concepts, principles, and institutions. 3 credits.

Political Science 202. INTRODUCTORY SURVEY OF DEMOCRATIC THEORY AND POLITICS. A study of the nature of democratic government, the variety of forms democracy may take, and the problems common to democratic societies. 3 credits.

Political Science 216. AMERICAN STATE GOVERNMENT. A study of American state political institutions and processes, and of related current issues and problems. 3 credits.

Advanced Courses

Political Science 230. ADMINISTRATION OF CRIMINAL JUSTICE. Survey of the operations of institutions which compose our system for administering criminal justice, including police administration, premises and politics of court procedures and management, and corrections. 3 credits.

Political Science 295. SPECIAL TOPICS. Offered on demand. 3 credits.

Political Science 300 (History 300). TEACHING HISTORY AND THE SOCIAL SCIENCES IN THE SECONDARY SCHOOL. A study of the nature of disciplines from which content in the social sciences is drawn for instruction at the secondary level and of the relationship between the nature of these disciplines and the planning of instruction. Observation and participation in the work of selected secondary school classrooms is required. 3 credits.

Political Science 335. COMPARATIVE POLITICS: WESTERN EUROPE AND THE SOVIET UNION. A study of the institutions and processes of the political systems of England, France, West Germany, and the Soviet Union. 3 credits.

Political Science 341, 342. AMERICAN POLITICAL THOUGHT. (Political Science 341 -- to the Civil War; Political Science 342 -- 1860 to the Present). An introduction to the principal thinkers and the central themes in American political thought. 3 credits.

Political Science 343. AMERICAN FOREIGN POLICY. A study of U.S. foreign policy with special attention to the policy-making process, current problems in foreign affairs, and the development of long-range foreign policy. 3 credits.

Political Science 350. THE AMERICAN PRESIDENCY. The modern presidency and its role in contemporary politics, emphasizing the constitutional background of the office, the evolution of presidential powers, relationships between the presidency and the Congress and bureaucracy, the presidential election process, and the role of the presidency in policy making. 3 credits.

Political Science 355. CONSTITUTIONAL RIGHTS AND LIBERTIES (I). Study of prominent Constitutional principles, issues, and practices pertaining to persons accused or convicted of crime. Particular focus on the ideas of the Fourth, Fifth, Sixth, and Eighth Amendments. Extensive use of Supreme Court decisions. 3 credits.

Political Science 356. CONSTITUTIONAL RIGHTS AND LIBERTIES (II). Study of prominent Constitutional principles, issues, and practices concerning government-private individual relations, with particular em-

phasis upon freedoms of speech, press, religion; privacy; and social and economic discrimination. Extensive use of Supreme Court decisions. 3 credits.

Political Science 360. POLITICAL PARTIES. Comparison of two-party systems with one-party and multi-party systems around the world; study of the nature, advantages, and disadvantages of political party systems, with an emphasis upon the development of the two-party system in the U.S. 3 credits.

Political Science 370. PUBLIC ADMINISTRATION. Survey of the premises and issues of public bureaucracies, and of principal activities of policy administrators, including personnel management, budgeting, decision-making, intergovernmental relations, and relations with courts, elected officials, and private organizations. 3 credits.

Political Science 390. POLITICAL LEADERSHIP. The course investigates the diverse nature of leadership and the place of leadership in modern society. While the main emphasis is on political leadership, a strong interdisciplinary approach will be employed. Students will be required to think about various needs, origins, moral dilemmas, requirements, and techniques of leadership in a wide variety of differing circumstances. 3 credits.

Political Science 400. WASHINGTON INTERNSHIP PROGRAM. Department-sponsored internship in association with the Washington Center Internship Program. The internship combines intensive on-the-job training with academic seminars, lectures, and research. Prerequisites: Political Science 215, and 6 additional hours in Political Science; second-semester sophomore to senior standing; 2.5 GPA; permission of department head. 16 credits.

Political Science 436. SOVIET UNION AND EASTERN EUROPEAN GOVERNMENT AND POLITICS. A study of the institutions and processes of the political systems of the Soviet Union and eastern European countries. 3 credits.

Political Science 437. ASIAN GOVERNMENTS AND POLITICS. A study of the political systems and foreign policies of the

major Asian powers, with emphasis on China and Japan. 3 credits.

Political Science 441. INTERNATIONAL RELATIONS. Study of the factors conditioning international politics, with emphasis upon the foreign policies of major powers. 3 credits.

Political Science 442. INTERNATIONAL LAW AND ORGANIZATIONS. A study of international law and organizations, with emphasis upon the principles of international law. Additional consideration of the policies of the United Nations. 3 credits.

Political Science 443. UNITED STATES FOREIGN POLICY AND NATIONAL SECURITY: 1990-2000. This course represents an endeavor to identify and analyze major US foreign policy and national security issues and threats likely facing the United States both externally and internally in the closing decade of the Twentieth Century. Major attention is devoted to the continuing dynamics in Soviet-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. Summary of intellectual events leading to the Articles and the Constitution. Intensive casestudy examination of the continuing development of the Constitution. Emphasis on judiciary, presidency, federalism, commerce, and due process problems. 3 credits.

Political Science 460, 461, 462. POLITICAL SCIENCE SEMINAR. Open to juniors and seniors. Offered on demand; 1 credit.

Political Science 463, 464. WASHINGTON SYMPOSIA. Symposium programs sponsored by the Washington Center. 40 to 60 hours of lectures, panel discussions, workshops, site visits, and bi-weekly discussion groups over a 2 to 3 week period in Washington, DC. Prerequisites: Political Science 215, 2.5 GPA, approval of department head. 2 or 3 credits.

Political Science 465. THE ROLE OF US NATIONAL INTELLIGENCE IN FOREIGN POLICY. This course provides a basic overview of the history, current organization and missions of the US Foreign intelligence establishment ("the Intelligence Community") and its various programs and activities in support of US foreign policy and national security objectives in the closing years of the 20th century. 3 credits.

Political Science 469 (History 469). SOVIET DIPLOMACY, An analysis of the diplomacy and foreign policy of Soviet Russia, 1917 to the present, with emphasis upon the political machinery and motivating forces which determine foreign policy. 3 credits.

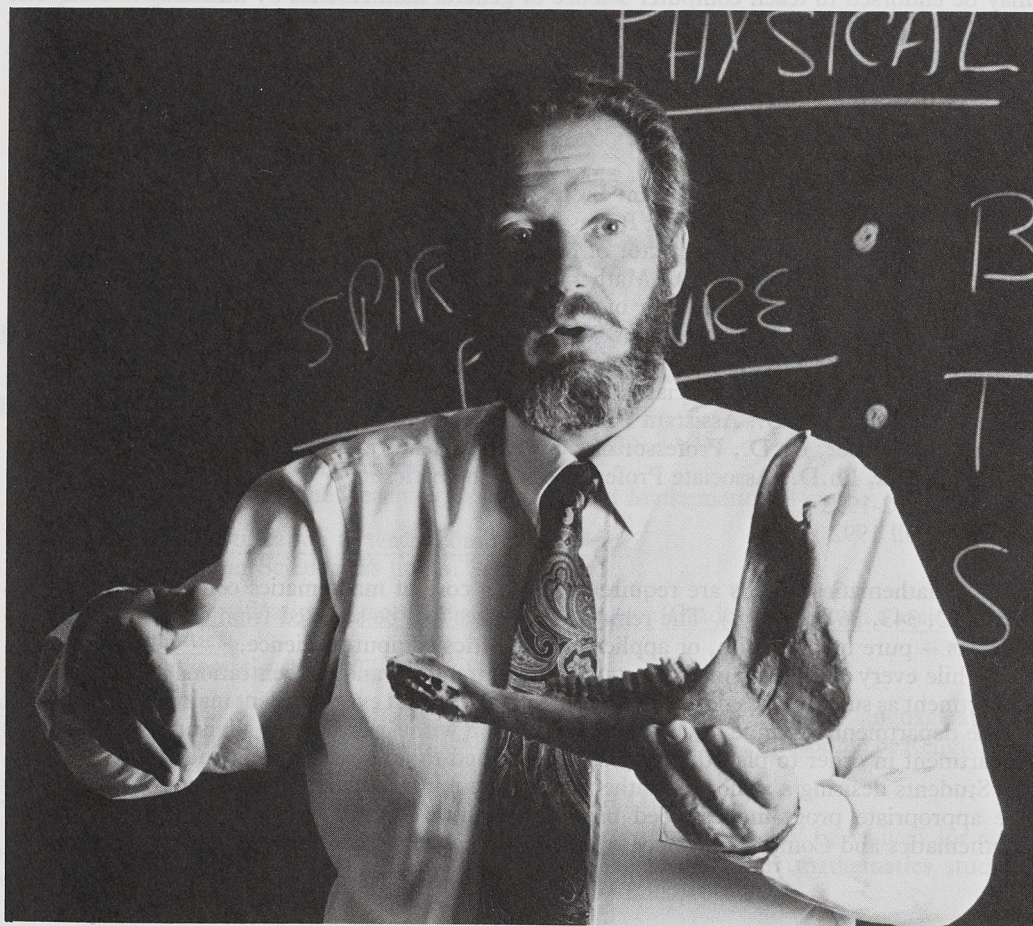
Political Science 480. SENIOR SEMINAR. Capstone course in Political Science. Research, writing, and assessment of student

outcomes. Required of majors in Political Science. 1 credit.

Political Science 490, 491. POLITICAL SCIENCE SEMINAR. Open to juniors and seniors; offered on demand. 3 credits.

Political Science 495. SPECIAL TOPICS. 1-3 credits.

Political Science 498. THE POLITICAL SCIENCE SEMESTER INTERNSHIP. Work in residence with the Virginia General Assembly for a complete session, the balance of the semester to be spent in directed study on a topic or topics approved by the department. Open to qualified juniors and seniors. Prerequisites: Political Science 215, 216; 341 or 342; and permission of instructor. 16 credits.



Dr. James W. Jordan, professor of sociology and anthropology, was named one of Virginia's most outstanding faculty members in 1992.

Department of Mathematics and Computer Science

James C. Gussett, *Chair*
Carol Clark, *Secretary*

The Department of Mathematics and Computer Science offers courses leading to a major in mathematics, and minors in mathematics and computer science and it anticipates offering a major in computer science beginning in Fall 1992. It also offers courses which fulfill general education and Bachelor of Science degree requirements. On the basis of a screening procedure some students will be required to take Mathematics 051 and/or 052 prior to general education mathematics courses.

ASSESSMENT: The Department of Mathematics and Computer Science requires all majors to participate in any required assessment activities, including, as seniors, taking a comprehensive mathematics test and the senior seminar course. The purpose of the test is to assess the progress of the majors and the effectiveness of the program.

Certification

Students who are preparing to teach and who are majoring in fields other than mathematics may be endorsed to teach computer science or general mathematics by minoring in computer science or mathematics, respectively. An endorsement in general mathematics enables one to teach general mathematics (including general, consumer, basic, career and shop mathematics) wherever it is offered in grades 8-12.

MATHEMATICS PROGRAM

William P. Abrams, Ph.D., Assistant Professor of Mathematics

John E. Arehart, Ed.D., Associate Professor of Computer Science and Mathematics

Sharon S. Emerson, M.S., Instructor of Mathematics

Maud J. Eno, B.A., Instructor of Mathematics

James C. Gussett, Ed.D., Professor of Mathematics

David M. Mathews, Ph.D., Assistant Professor of Mathematics

*Robert D. May, Ph.D., Assistant Professor of Computer Science and Mathematics

E. T. Noone, Jr., Ed.D., Associate Professor of Mathematics

Jeffery H. Peden, Ph.D., Assistant Professor of Computer Science

Robert P. Webber, Ph.D., Professor of Computer Science and Mathematics

**Robert S. Wu, Ph.D., Associate Professor of Mathematics

*on leave 1992-1993

**on leave Fall 1992

All mathematics majors are required to take a core of mathematics courses (Mathematics 261, 262, 343, 361 and 371). The remaining courses will be selected from one of two concentrations -- pure mathematics, or applied mathematics/computer science.

While every attempt is made to state the requirements and concentrations available in the department as succinctly as possible, it is recommended that every student majoring or minoring in the department continue in close communication with the academic advisor assigned by the department in order to plan the program best suited to individual needs and goals.

Students desiring a minor in mathematics or computer science must successfully complete the appropriate program described below, and must see the Chair of the Department of Mathematics and Computer Science to officially declare a minor in either field.

MATHEMATICS MAJOR, B.S. DEGREE

- A. General Education Core Requirements. 33 credits.
See General Education Requirements listed on pages 53-55.
- B. 1. B.S. Degree Additional Degree Requirements. 10 credits.
See Degree Requirements listed on pages 51-52.
2. B.A. Degree Additional Degree Requirements. 9 credits.
See Degree Requirements listed on pages 51-52.
- C. Major Requirements. 43 credits.
All Majors
Mathematics 261, 262, 361/13 credits
Mathematics 343/3 credits
Mathematics 371/3 credits
Mathematics 488/3 credits
Concentration I (Pure Mathematics)
Mathematics 342/3 credits
Mathematics 335, 336/6 credits
Mathematics 461/3 credits
Computer Science 205/3 credits
*Elective 300-400 level mathematics/ 3 credits
300-400 level mathematics or computer science/3 credits
Total 21 credits
Concentration II (Applied Mathematics and/or Computer Science)
Mathematics 472/ 3 credits
Computer Science 201, 202, 205 or 206/ 3 credits
Computer Science 301 and 302 or
Mathematics 405 and 460/ 6 credits
*Electives: Computer Science 202 or 206 or 300-400 level computer science or
mathematics/3 credits
300-400 level computer science or mathematics/6 credits
Total 21 credits
*Electives may not include Mathematics 313, 321, 323, 324 or 451.
- D. Elementary Teaching Certification (for teaching all subjects), Grades N, K-8. 40 credits.
See professional education requirements listed on pages 83-85.
- E. Secondary Teaching Certification, grades 8-12. 28 credits.
See professional education requirements listed on pages 83-85.
Additional certification requirement:
Mathematics 451. The Teaching of High School Mathematics. 3 credits.
For additional certification to teach Computer Science
Minor in Computer Science/ 18 hours. See page 163.
For additional certification to teach General Mathematics (Grades 8-12), with a major other than mathematics
Minor in Mathematics/19 or 22 hours. See below.

Students seeking the B.A. degree must take 3 semester hours of one modern language at the 202 level or higher and choose the humanities elective from Literature, Philosophy, or Religion.

MINOR IN MATHEMATICS

- Mathematics 121*/3 credits
Mathematics 261, 262/10 credits
**Electives: 300-400 level mathematics/
3 credits
200-400 level computer science or
mathematics/6 credits
TOTAL/22 credits
- *This requirement may be waived for students beginning their mathematics studies with Mathematics 261.
**Electives may not include Mathematics 271, 313, 321, 323, 324 and 451.

MATHEMATICS

*General Education Courses

**Mathematics 121. FUNCTIONS AND GRAPHS.* A study of polynomial, rational, exponential, logarithmic and trigonometric functions with emphasis on graphing techniques, algebraic and numerical properties and applications. Prerequisite: Two years of high school algebra or by placement. 3 credits.

**Mathematics 171. STATISTICAL DECISION MAKING.* An elementary statistics course designed to show the student how statistics is used in problem solving and decision making. Topics include measures of central tendency and variability; elementary probability concepts; the binomial, normal and Chi-square distributions, correlation and regression; and hypothesis testing. Special emphasis is placed upon the proper use of statistics in real life situations. 3 credits.

**Mathematics 267. APPLICATIONS OF CALCULUS.* A course designed for students in Business, Economics, and the Social and Life Sciences. The techniques of calculus are presented in an informal approach. Emphasis is on applications of the mathematical concepts of calculus, e.g., break-even analysis, optimization, spread of epidemics, population growth models. Credit will not be given in this course toward the mathematics major. Prerequisite: Mathematics 181 or equivalent. 4 credits.

Mathematics 051. BASIC MATHEMATICS. An individualized course in basic mathematics. The content will include computational skills in whole numbers, fractions and decimals; percent, ratio, proportion; and topics in basic algebra. Students will be assigned to the course on the basis of score on a diagnostic test. This course does not satisfy general education requirements. Successful completion of the course required before the student will be permitted to take general education mathematics courses required for graduation. Credit for this course cannot be used toward graduation. 3 credits (Pass/Fail).

Mathematics 052. ALGEBRA. An individualized course in algebra. The content will include the real number system; polynomials; algebraic fractions; exponents and

radicals; graphing linear and quadratic equations and linear inequalities. Students will be assigned to the course on the basis of score on a diagnostic test. This course does not satisfy general education requirements. Successful completion of the course is required before the student will be permitted to take general education mathematics required for graduation. Credit for this course cannot be used toward graduation. 3 credits (Pass/Fail).

Mathematics 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 181. FINITE MATHEMATICS. A study of discrete mathematical structures with applications primarily to business and economics. Topics will be selected from a review of sets; linear and quadratic functions; solving systems of linear equations using Gauss-Jordan elimination; matrix algebra; solutions of inequalities; linear programming, including the graphical methods and introduction to the simplex method; introductory probability; introduction to calculus; and mathematics of finance. 3 credits.

Mathematics 261, 262. THE DIFFERENTIAL AND INTEGRAL CALCULUS. A unified course dealing with the basic ideas of calculus and analytic geometry. Prerequisite for Mathematics 262: successful completion of 261. Students who do not make a "C" or better in 261 should have the consent of the chair before enrolling in 262. 5 credits.

Mathematics 271. APPLIED STATISTICS. Topics include measures of central tendency, probability distributions, measures of dispersion, correlation and linear regression, analysis of variance and covariance. The emphasis will be on linear modeling techniques to conduct hypothesis tests. Computer applications will be an integral part of the course. Knowledge of calculus will not be required. Credit will not be given toward the mathematics major. 3 credits.

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

Mathematics 313. TEACHING PROBABILITY AND STATISTICS. Designed especially for the pre-service teacher and will use an experiential, informal, activity-based approach. There will be hands-on activities and experiments relating empirical and theoretical probabilities. Quick descriptive statistics and new graphical methods will be presented. These techniques are useful in describing, comparing, exploring and interpreting sets of data. There will also be intuitive ideas from inferential statistics. 3 credits.

Mathematics 321. MATHEMATICAL THINKING AND PROBLEM SOLVING. A study of thinking skills and strategies used in solving problems and an examination of ways that these can be taught to others. Numerical and geometrical concepts normally taught in the middle and junior high schools will be used in developing problem solving skills. 3 credits.

Mathematics 323. MATHEMATICS METHODS FOR EARLY EDUCATION. A study of content, materials and methods of teaching mathematics relevant to early education with particular emphasis on student use of materials and learning resources and demonstrations of teaching methods. Required for the B.S. in elementary education (N, K-4 endorsement). 3 credits.

Mathematics 324. MATHEMATICS METHODS FOR MIDDLE EDUCATION. A study of content, materials and methods of teaching mathematics relevant to middle education with particular emphasis on student use of materials and learning resources and demonstrations of teaching methods. Required for the B.S. in elementary education (4-8 endorsement). 3 credits.

Mathematics 335. ADVANCED EUCLIDEAN GEOMETRY. A study of Euclidean geometry from a more advanced viewpoint. The methods and techniques of synthetic axiomatic geometry will be stressed through a study of logic and formal proof, constructions, higher Euclidean geometry, finite geometries,

and non-Euclidean geometries. Prerequisite/corequisite: Mathematics 261. 3 credits.

Mathematics 336. SURVEY OF MODERN GEOMETRIES. A study designed to widen and enlarge the horizons of the students through an examination of some of the geometric developments since the time of Euclid. The characteristics and interrelatedness of various geometries--topological, projective, affine, similarity, Euclidean, non-Euclidean and inversion--will be briefly examined through transformations. Prerequisite: Mathematics 335 or consent of department chair. 3 credits.

Mathematics 342. INTRODUCTION TO MODERN ALGEBRA. Sets and mappings, integers, general algebraic systems, groups, rings, and fields. Prerequisite: Mathematics 262. 3 credits.

Mathematics 343. LINEAR ALGEBRA. A basic study of vector spaces, linear transformations, and their relationships to matrix algebra. Also included are determinants, isomorphism theorems, linear functionals, and dual spaces. Prerequisite: Mathematics 262 or consent of department chair. 3 credits.

Mathematics 345. NUMBER THEORY. An introductory course in additive and multiplicative number theory. Included are topics such as: divisibility, prime numbers, congruences, residue systems, linear and quadratic congruences, Diophantine equations, quadratic residues, and number theoretic functions. Prerequisite/corequisite: Mathematics 342 or consent of instructor. 3 credits.

Mathematics 350 (Computer Science 350). ETHICAL ISSUES IN MATHEMATICS AND COMPUTER SCIENCE. Consideration of ethical implications of mathematics and computer science in society. Overview of ethical theory; case studies of situations illustrating ethical dilemmas. A knowledge of calculus and algorithms will be assumed. 1 credit.

Mathematics 351. INTRODUCTION TO TOPOLOGY. Topological spaces, continuous mappings, homeomorphisms, compactness, connectedness, metric spaces, and other selected topics in point set topology. Prerequisite: Mathematics 361. 3 credits.

Mathematics 361. CALCULUS III. Advanced topics in calculus not considered in Mathema-

tics 261, 262. Prerequisite: Mathematics 262. Students who do not make "C" or better in 262 should have consent of the chair before enrolling. 3 credits.

Mathematics 371. INTRODUCTION TO PROBABILITY AND STATISTICS. Theory of probability; expected values of random variables; tests of hypotheses; sampling; the central limit theorem; regression analysis. Prerequisite: Mathematics 262. 3 credits.

Mathematics 405. NUMERICAL ANALYSIS. An investigation of numerical techniques of approximation, matrix computations, integration, and differentiation with emphasis on the solution of non-linear equations, linear systems and differential equations. The course will require use of the computer. Attention will be given to the problems of rounding error, conditioning, and stability. Prerequisite: Mathematics 343, 361 and Computer Science 205 or equivalent. 3 credits.

Mathematics 451. THE TEACHING OF HIGH SCHOOL MATHEMATICS. A study of current practices in high school mathematics teaching with emphasis on principles, techniques, and materials. Required for those planning to teach high school mathematics. 3 credits.

Mathematics 460. DIFFERENTIAL EQUATIONS. Primarily a study of ordinary differential equations of the first and second order with application to elementary work in mechanics and physics. Prerequisite: Mathematics 361. 3 credits.

Mathematics 461. ADVANCED CALCULUS. A theoretical approach to the study of limits, continuity, differentials, derivatives, and integrals. Development of the real number system, elementary point set theory, functions of several variables, infinite series, and power series. Prerequisite: Mathematics 361. 3 credits.

Mathematics 472. INTRODUCTION TO MATHEMATICAL STATISTICS. Distribution of functions of random variables; moments and moment generating functions; T, F and Chi-square distributions; limiting distributions; interval estimation. Prerequisite: Mathematics 361 and 371. 3 credits.

Mathematics 481. COMPLEX ANALYSIS. An introduction to the fundamental concepts of complex analysis, including the complex plane, holomorphic functions, the exponential function, Cauchy integral formula, Taylor series, Laurent series, conformal maps, the notion of residues and some applications in physics. Prerequisite: Mathematics 361. 3 credits.

Mathematics 488. SENIOR SEMINAR. A capstone course for the mathematics major. Students will learn problem solving skills which will be useful in the academic/industrial community. Computer packages such as Mathematica, Maple, Tex and Internet will be introduced. Prerequisite: Mathematics Major and Senior Status. 3 credits.

Mathematics 490. DIRECTED STUDY IN MATHEMATICS. Individualized study; recommended only when material cannot be studied through existing course offerings. Must have permission of department chair. 1-3 credits. May be repeated as 491, etc.; no more than 6 credits.

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

For Graduates and Advanced Undergraduates

Mathematics 513. THE TEACHING OF PROBABILITY AND STATISTICS. This course is designed especially for teachers and will use an experiential, informal, activity-based approach. There will be hands-on activities and experiments relating empirical and theoretical probabilities. Quick descriptive statistics and new graphical methods will be presented. These techniques are useful in describing, comparing, exploring and interpreting sets of data. There will also be intuitive ideas from inferential statistics. 3 credits.

Mathematics 595. WORKSHOPS IN MATHEMATICS. 1-3 credits.

COMPUTER SCIENCE PROGRAM

John E. Arehart, Ed.D., Associate Professor of Computer Science and Mathematics
*Robert D. May, Ph.D., Assistant Professor of Computer Science and Mathematics
Jeffery H. Peden, Ph.D., Assistant Professor of Computer Science
Robert P. Webber, Ph.D., Professor of Mathematics and Computer Science

*on leave 1992-1993

COMPUTER SCIENCE MAJOR, B.S. DEGREE

In May 1992, Longwood College received approval for a major in computer science to be offered beginning in Fall 1992. Complete details will be given in the next catalog. In the meantime, questions may be directed to Professor Robert P. Webber.

MINOR IN COMPUTER SCIENCE

A minor in computer science shall consist of 18 credit hours of computer science courses, at least 12 hours of which must be at the 300 or 400 level.

Students desiring both a major in mathematics and a minor in computer science are subject to the following restriction. With the exception of 3 credit hours at the 200 level, computer science courses used to fulfill requirements for the mathematics major must be at the 300 or 400 level and may not also be used to fulfill requirements for the computer science minor.

COMPUTER SCIENCE

*General Education

**Computer Science 205. INTRODUCTION TO PROGRAMMING.* An introductory course in computer science with emphasis on techniques of structured programming, algorithms, problem solving and applications. A writing intensive course. 3 credits. Every semester.

Computer Science 156. INTRODUCTION TO COMPUTER BASED SYSTEMS. Introduction to the computer as a production tool. Topics include the relation of hardware and software, the operating system, the use of application software, specifically word-processors, spreadsheets, databases, and an introduction to programming. 3 credits.

Computer Science 201 (MISY 270). BEGINNING COBOL. An introduction to programming in a business oriented language (COBOL) with emphasis on commercial applications and elementary concepts of file processing. Prerequisite: Computer Science 156 or credit for another Computer Science course. 3 credits.

Computer Science 206. ADVANCED PROGRAMMING. Advanced topics in program-

ming. Disk files, algorithmic techniques, basic aspects of string processing, recursion, internal search/sort methods, and principle data structures. Prerequisite: Computer Science 205. 3 credits.

Computer Science 215. INTRODUCTION TO FORTRAN. An overview of the FORTRAN programming language, with emphasis on applications to mathematics and science. Prerequisites: knowledge of another computer language and ability to use the Longwood computer system. 1 credit.

Computer Science 272. FORTRAN FOR BUSINESS. An introduction to the FORTRAN programming language, with emphasis on applications in business. Prerequisites: Computer Science 201 or 205. 3 credits.

Computer Science 290. SELF STUDY IN PROGRAMMING. Independent study of a specific programming language, its syntax and applications, based on prior study of programming languages in general. May not duplicate other language courses. Must be arranged with an instructor and approved by department chair before registering. May be repeated for credit with different languages.

Prerequisite: Computer Science 206. 1 credit.

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

Computer Science 301. COMPUTER ORGANIZATION AND ASSEMBLER LANGUAGE PROGRAMMING. Assembler language programming; addressing techniques; internal storage structure; machine-level representation of instructions and data; sub-routines. Prerequisites: Computer Science 206 or consent of instructor. Fall only; 3 credits.

Computer Science 302. DATA STRUCTURES. Internal representation of arrays, queues, trees, stacks, and lists; concepts related to the interaction between data structures and storage structures for the generating, developing and processing of data. Prerequisite: Computer Science 205 or 206. 3 credits.

Computer Science 308. ORGANIZATION OF PROGRAMMING LANGUAGES. Topics include language and definition structure, data types and structures, control structures and data flow, run-time characteristics and lexical analysis and parsing. Programming assignments will involve the use of several different languages. Prerequisite: Computer Science 205 or 206. 3 credits.

Computer Science 311. INTRODUCTION TO OPERATING SYSTEMS AND COMPUTER ARCHITECTURE. Emphasis will be placed on concepts rather than case studies and on the interdependence of operating systems and architecture. Topics include instruction sets, I/O and interrupt structure, addressing schemes, microprogramming, memory management and recovery procedures. Prerequisite: Computer Science 301. 3 credits.

Computer Science 315. THE C PROGRAMMING LANGUAGE. An advanced programming course utilizing the C programming language, with emphasis on control structures, the manipulation of data structures, and modular programming techniques. A programming intensive course. Prerequisite:

sites: Computer Science 205 or Computer Science 206. 3 credits.

Computer Science 350. (Mathematics 350). ETHICAL ISSUES IN MATHEMATICS AND COMPUTER SCIENCE. Consideration of ethical implications of mathematics and computer science in society. Overview of ethical theory; case studies of situation illustrating ethical dilemmas. A knowledge of calculus and algorithms will be assumed. 1 credit.

Computer Science 405. DISCRETE MATHEMATICS FOR COMPUTER SCIENCE. Topics in discrete mathematics used in computer science, including methods of proof, graphs, computability, and formal grammars. Prerequisites: Computer Science 205 or 206. 3 credits.

Computer Science 408. ADA AND SOFTWARE ENGINEERING. Syntax and semantics of the Ada programming language. Principles of Software Engineering. Prerequisites: Computer Science 205 or 206. 3 credits.

Computer Science 490. DIRECTED STUDY IN COMPUTER SCIENCE. Individualized study; recommended only when material cannot be studied through existing course offerings. Must have permission of department chair. 1-3 credits. May be repeated as Computer Science 491, etc.; no more than 6 credits.

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

For Graduates and Advanced Undergraduates

Computer Science 505. COMPUTERS IN MATHEMATICS EDUCATION. Introduction to programming in the interactive language BASIC. Techniques and existing programs in computer-assisted instruction, computer-managed instruction, simulation and modeling. Emphasis will be placed on secondary school applications. Offered on demand; 3 credits.

Computer Science 595. WORKSHOPS IN COMPUTER SCIENCE. 1-3 credits.

Department of Music

Dr. Donald L. Trott, *Chair*
Brenda Norton, *Secretary*

The purpose of the department is to educate students and the college community in music of all eras, styles, and types. Specifically, the department offers a curriculum designed for the training of music majors and for informing them of career opportunities in music; the curriculum offers the opportunities for majors to increase their musical literacy and sensitivity. The department makes available a general education in music for the non-music major and gives opportunities for members of the community to increase their music skills and appreciation.

The Department of Music offers two degrees: the Bachelor of Arts degree with concentration in music, and the Bachelor of Music degree with concentration in Education or in Performance (voice, piano, organ, harpsichord, brass, woodwinds, strings, and percussion). Common to each degree is a basic music core outlined in the specific degree plans below. The following additional requirements should be noted:

1. Each incoming Freshman music major or transfer student is admitted to music major degree programs of study through performance audition and interview with the Music Faculty. Early in the first semester, a non-keyboard major must take a keyboard placement examination in order to determine the student's level of piano proficiency.
2. Every music major is required to enroll in an ensemble for credit each semester. For vocal majors that ensemble will be Concert Choir and for instrumental majors that ensemble will be Concert Band. Keyboard majors choose either ensemble depending upon abilities.
3. Students pursuing the B.M. degree in performance are required to present a half Junior recital and a full Senior recital. Students pursuing the B.A. in Music or the B.M. in the education concentration are required to present a minimum of a half Senior recital.

The amount of credit in applied music that may be transferred from other institutions will be determined through evaluation of the student's ability by the Music faculty.

The Department of Music also offers a Minor in Music, a program which requires the successful completion of 24 credits in music. Those credits are earned in theoretical studies, history and literature, applied study, and in music ensembles.

The department is an accredited institutional member of the National Association of Schools of Music.

Assessment

Students are admitted to the music major on the basis of an in-person audition and interview with the Music Faculty. Students majoring in music are carefully assessed in performance each semester during their college careers by a jury examination in performance administered by the Music Faculty who make written commentary which is then discussed with the student by the applied instructor in a follow-up conference. Prior to the presentation of half and full recitals, a Recital Hearing is performed for the Music Faculty who make written commentary which is discussed in a follow-up conference. Continuing students who apply for scholarship assistance are auditioned and interviewed by the Music Faculty.

MUSIC DEGREE PROGRAMS

Faculty

All music faculty teach in each of the music degree programs listed below.

Robert E. Blasch, Ed.D., Professor of Music
Charles E. Kinzer, M.M., Instructor of Music
Patricia D. Lust, D.M., Associate Professor of Music
W. Bruce Montgomery, Ph.D., Associate Professor of Music
Frieda E. Myers, M.Mus., Associate Professor of Music
Gordon L. Ring, D.Mus.A., Assistant Professor of Music
Donald Trott, D.Mus.A., Assistant Professor of Music
Thomas A. Williams, M.M., Associate Professor of Music

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

BACHELOR OF ARTS Concentration in Music (Applied Areas: Voice, Piano, Organ, Harpsichord, Brass, Woodwinds, Strings, Percussion)

- A. General Education Core Requirements. 33 credits.
See General Education Requirements listed on pages 53-55.
- B. Additional Degree Requirements. 9 credits.
Modern Language (French or German)/3 credits (at 202 level or above)
Humanities/6 credits in at least two disciplines and not in the discipline of music
- C. Major Requirements. 53 credits.
- | | |
|--------------------------|----------------------------------|
| Music 115, 116/4 credits | Music 327/3 credits |
| Music 117, 118/2 credits | Music Electives/6 credits |
| Music 127/3 credits | Music Ensembles/8 credits |
| Music 143/1 credit | Applied Concentration/12 credits |
| Music 215, 216/4 credits | TOTAL/53 credits |
| Music 217, 218/2 credits | |
| Music 231, 232/6 credits | Electives/31 credits |
| Music 315/2 credits | |

The degree Bachelor of Music with a concentration in Education K-12 is earned at the completion of a program of music study which is designed to prepare the student to be certified and to teach music in the schools. In addition to developing each student as a practicing musician in voice or in instrumental studies, the skills necessary to communicate musical concepts and skills are emphasized. Opportunities to observe and to teach in the classroom situation prepare the student for an intensive professional semester at the end of the program of study.

BACHELOR OF MUSIC
Concentration in Education
(Applied Areas: Voice, Piano, Organ,
Harpsichord, Brass, Woodwinds, Strings, Percussion)

A. General Education Core Requirement. 33 credits.

See General Education Requirements listed on pages 53-55.

B. Additional Degree Requirements. 9 credits.

Humanities/9 credits in at least two disciplines and not in the discipline of music

C. Major Requirements. 55 credits. (choose choral or instrumental track)

Choral Track

Music 115, 116/4 credits

Music 117, 118/2 credits

Music 127/3 credits

Music 140/2 credits

Music 141/2 credits

(voice concentration)

Music 215, 216/4 credits

Music 217, 218/2 credits

Music 231, 232/6 credits

Music 300/3 credits

Music 315, 316/4 credits

Music 327/3 credits

Music 438/2 credits

Music 445/2 credits

(piano concentration)

Applied Concentration/14 credits

Secondary Applied/4 credits

Piano: 163, 164, 263, 264

Voice: 183, 184, 283, 284

Ensemble each semester/0 credits

TOTAL/55 credits

Instrumental Track

Music 115, 116/4 credits

Music 117, 118/2 credits

Music 127/3 credits

*Music 163, 164, 263, 264/4 credits

Music 167, 171, 181, 189, 191/5 credits

Music 215, 216/4 credits

Music 217, 218/2 credits

Music 231, 232/6 credits

Music 315, 317/4 credits

Music 327/3 credits

Music 438/2 credits

Applied Concentration/14 credits

Music 167 or 168/1 credit

Music 191 or 192/1 credit

Ensemble each semester/0 credits

*Note: Keyboard majors substitute:

Secondary Applied

(non-keyboard)/4 credits

Music 445/2 credits - (piano majors)

Music 434/2 credits - (organ majors)

TOTAL/55 credits

D. Education Requirements

Choral Track

Music 120/1 credit

Music 343/2 credits

Music 344/2 credits

Music 345/1 credit

Music 346/1 credit

Music 347/1 credit

Music 420/1 credit

Music 440/2 credits

Education 245/3 credits

Education 403, 404/10 credits

Education 484/2 credits

Education 488/1 credit

Education 490/2 credits

Education 491/2 credits

TOTAL/ 31 credits

Instrumental Track

Music 120/1 credit

Music 343/2 credits

Music 345/1 credit

Music 346/1 credit

Music 347/1 credit

Music 348/2 credits

Music 349/1 credit

Music 420/1 credit

Education 245/3 credits

Education 403, 404/10 credits

Education 484/2 credits

Education 488/1 credit

Education 490/2 credits

Education 491/2 credits

TOTAL/30 credits

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

BACHELOR OF MUSIC
Concentration in Performance
(Applied Areas: Voice, Piano, Organ
Harpsichord, Brass, Woodwinds, Strings, Percussion)

- A. General Education Core Requirements. 33 credits.
 See General Education Requirements listed on pages 53-55.
- B. Additional Degree Requirements. 9 credits.
 Modern Languages (French or German/3 credits (at 202-level or above)
 Humanities/6 credits in at least two disciplines and not in the discipline of music
- C. Major Requirements. 80 credits.

Major Requirements-Organ Concentration

Music 115, 116/4 credits
 Music 117, 118/2 credits
 Music 127/3 credits
 Music 213/1 credit
 Music 215, 216/4 credits
 Music 217, 218/2 credits
 Music 231, 232/6 credits
 Music 315, 316/4 credits
 Music 327/3 credits
 Music 413/2 credits
 Music 434/2 credits
 Applied Concentration/22 credits
 Secondary Applied (voice)/4 credits
 Secondary Applied (harpsichord
 or piano)/4 credits
 Ensembles/10 credits
Music Electives/7 credits
 TOTAL/80 credits

Music Requirements-Voice Concentration

Music 115, 116/4 credits
 Music 117, 118/2 credits
 Music 127/3 credits
 Music 140, 141/4 credits
 Music 143/1 credit
 Music 213/1 credit
 Music 215, 216/4 credits
 Music 217, 218/2 credits
 Music 231, 232/6 credits
 Music 315, 316/4 credits
 Music 327/3 credits
 Music 413/2 credits
 Music 436/2 credits
 Applied Concentration/22 credits
 Secondary Applied (piano)/3 credits
 Music 204/404/2 credits
 Ensembles/8 credits
Music Electives/7 credits
 TOTAL/80 credits



Major Requirements-Piano Concentration

Music 115, 116/4 credits
Music 117, 118/2 credits
Music 127/3 credits
Music 213/1 credit
Music 215, 216/4 credits
Music 217, 218/2 credits
Music 231, 232/6 credits
Music 315/2 credits
Music 327/3 credits
Music 335/2 credits
Music 413/2 credits
Music 435/2 credits
Music 445/2 credits
Applied Concentration/22 credits
Secondary Applied (voice)/4 credits
Piano Improvisation/2 credits
Ensembles/10 credits
Music Electives/7 credits
TOTAL/80 credits

Major Requirements-Instrumental Concentration

Music 115, 116/4 credits
Music 117, 118/2 credits
Music 127/3 credits
Music 143/1 credits
Music 215, 216/4 credits
Music 217, 218/2 credits
Music 231, 232/6 credits
Music 297/1 credit
Music 315/2 credits
Music 317/2 credits
Music 327/3 credits
Music 413/2 credits
Music 433/2 credits
Music 438/2 credits
Applied Concentration/22 credits
Secondary Applied (piano)/3 credits
Secondary Applied (voice)/2 credits
Ensembles/10 credits
Music Electives/7 credits
TOTAL/80 credits

D. Electives (all concentrations)/4 credits

MINOR IN MUSIC

The Minor in music is a program which requires the successful completion of 24 credits in music. Those credits are earned in theoretical studies, history and literature, applied study, and in music ensembles.

Music 115, 116/4 credits	Applied Concentration/8 credits
Music 117, 118/2 credits	Secondary Applied/2 credits
Music 123 or 127/3 credits	
Music electives/3 credits	TOTAL/24 credits
Music Ensembles/2 credits	

MUSIC

A special fee is charged for all individual applied music courses.

**General Education Courses*

**Music 123. THE APPRECIATION OF MUSIC*

**Music 233. INTRODUCTION TO MUSIC*

**Music 236. MUSIC AND THE ARTS*

**Music 237. JAZZ, FOLK, ROCK, AND THE MUSIC OF BROADWAY*

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

**Music 123. THE APPRECIATION OF MUSIC.* Study for the understanding of the forms, styles, and periods of the music usually heard in performance. 3 credits.

**Music 124. MUSICAL ACTIVITIES.* Emphasis is placed on attendance and critique of performances, rehearsals, and recitals as related to material learned Music 123, 236, or 237. 1 credit.

**Music 233. 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 236. MUSIC AND THE ARTS.* A study of the elements of music and their relationship to literature and the visual arts. 3 credits.

**Music 237. JAZZ, FOLK, ROCK, AND BROADWAY MUSICALS.* Survey and comparison of the styles, characteristics, composers, and performers of folk, jazz, rock, and Broadway music. 3 credits.

Music 111. BASIC MUSICIANSHIP. An introductory course in music reading through singing and the use of harmonic and rhythmic instruments. Class activities focus on programs of music for playgrounds, parks, hospitals, camps, and nursing homes. For Therapeutic Recreation majors only. Does not fulfill general education requirement. 3 credits.

Music 115. THEORY OF MUSIC. Theory, harmony, written and keyboard. 2 periods; 2 credits each semester.

Music 116. THEORY OF MUSIC. Continuation of 115 which is prerequisite. 2 periods; 2 credits.

Music 117. SIGHTSINGING AND DICTATION. Ear training through sight-singing and dictation. 2 periods; 1 credit each semester.

Music 118. SIGHTSINGING AND DICTATION. Continuation of 117 which is prerequisite. 2 periods; 1 credit.

Music 120. INTRODUCTION TO MUSIC EDUCATION. Survey of role, quality, and value of music in school curricula. Ideas and techniques reflective of learning. 1 period; 1 credit.

Music 127. MUSIC LITERATURE. Survey of the major periods of music with examples of the works of principal composers in each period; the relation of music to other aspects of history and culture. 3 credits.

Music 140. DICTION FOR SINGERS I. Study of phonetics and the International Phonetic Alphabet. Accurate pronunciation in English, Latin and Italian. 2 periods; 2 credits.

Music 141. DICTION FOR SINGERS II. Study of phonetics and the International Phonetic Alphabet. Accurate pronunciation in German and French. Prerequisite: Music 140. 2 periods; 2 credits.

Music 143. KEYBOARD FUNDAMENTALS. Required of music majors who do not major in piano or organ. Study and practice in basic keyboard techniques, sightreading and major and minor scales. Open to others on space-available basis. 2 periods (class or private); 1 credit.

Music 213. PIANO ACCOMPANYING. Study and practical application of accompanying for other students. Recommended for keyboard majors. 2 periods; 1 credit.

Music 215, 216. THEORY OF MUSIC. Continuation of 115, 116 which is prerequisite. Required of all music majors. 2 periods; 2 credits each semester.

MUSIC 217, 218. SIGHTSINGING AND DICTATION. Continuation of 117, 118 which is prerequisite. 2 periods; 1 credit each semester.

Music 231, 232. HISTORY OF MUSIC. History of music of western civilization with examples. Open to non-music majors only with permission of instructor. 3 credits each semester.

Music 233. MUSIC OF THE TWENTIETH CENTURY. Study of the forms, styles, and trends of the music of the twentieth century; biography. 3 credits.

Music 234. MUSIC OF THE THEATRE. Study of opera, operetta, incidental music. 3 credits.

Music 235. MUSIC OF THE CHURCH. Study of the development of music in the church from Gregorian chant to the present. 3 credits.

Music 238. MUSIC OF THE EIGHTEENTH CENTURY. Study of the forms, styles, and trends of the music of the eighteenth century; biography. 3 credits.

Music 239. MUSIC OF THE NINETEENTH CENTURY. Study of the forms, styles, and trends of the music of the nineteenth century; biography. 3 credits.

Music 295, 495. SPECIAL TOPICS.

Music 297, 497. COMPOSITION. Instruction in techniques of composing music. Prerequisite: Music 115, 117 and consent of instructor. May be repeated for credit. 1 class and 1 private lesson; 1 credit.

Music 300. INSTRUMENTAL SURVEY. Survey of string, percussion, brass, and woodwind families. Study of history, members of each family, range, timbre, and transposition. Required of music education voice and keyboard majors. 2 periods; 3 credits.

Music 315. CONDUCTING. Technique of the baton; score reading; rehearsal procedures; vocal and instrumental conducting. 2 periods; 2 credits.

Music 316. ADVANCED CHORAL CONDUCTING. Continuation of Music 315 which is prerequisite. 2 periods; 2 credits.

Music 317. ADVANCED INSTRUMENTAL CONDUCTING. Continuation of Music 315 which is prerequisite. 2 credits.

Music 327. FORM AND ANALYSIS. Harmonic and formal analysis of compositions of each period. Prerequisite: Music 215, 216. 3 credits.

Music 335. PIANO DUET AND DUO-PIANO LITERATURE. Study and performance of piano ensemble music. Includes both piano duet literature and duo-piano literature. Required of B.M. piano concentrators; open to others with permission of instructor. 2 periods; 2 credits.

Music 340. MUSIC IN THE CLASSROOM. Study of music fundamentals and literature, and the development of music skills through singing, conducting, and use of auto-harp, electronic keyboards, rhythm instruments and appropriate series and record sets. 3 credits.

Music 341. MUSIC AND MATERIALS. Designed to explore in depth goals and philosophy of elementary music education with emphasis upon technique and materials as well as a continuation of developing music skills. Required for certification in the elementary education inter-disciplinary track. Prerequisite: Music 340. 3 credits.

Music 343. MUSIC AND SUPERVISION IN THE ELEMENTARY SCHOOL. Study of music appropriate for early childhood through primary and lower elementary school levels. Emphasis given to the behaviors of singing, playing, moving, listening, reading, and creating. Open only to music majors, education majors. 2 periods, 2 credits.

Music 344. MUSIC IN THE MIDDLE AND JUNIOR HIGH SCHOOL. Philosophy, procedures, materials, emphasis on music in the middle school; adaptation of the

program to the open school and individualized or group instruction. Open only to music education majors and others with consent of instructor. 2 periods; 2 credits.

Music 345. PRACTICUM IN ELEMENTARY SCHOOL. Students, through observation and participation, are introduced to the daily routine and music curriculum in the elementary school. 1 credit.

Music 346. PRACTICUM IN JUNIOR HIGH OR MIDDLE SCHOOL. Students, through observation and participation, are introduced to the daily routine and music curriculum (instrumental or choral) in the junior high or middle school. 1 credit.

Music 347. PRACTICUM IN HIGH SCHOOL. Students, through observation and participation, are introduced to the daily routine and music curriculum (instrumental or choral) in the high school. 1 credit.

Music 348. INSTRUMENTAL MUSIC IN THE SCHOOLS. Study of all the band and orchestral instruments. Embouchure and technical development; rehearsal techniques; fundamentals of marching, materials. 3 periods; 2 credits.

Music 349. MARCHING BAND FUNDAMENTALS. Marching band fundamentals class for instrumental majors who plan to teach on secondary music level. Involves classwork, observation at neighboring high schools during pre-game and half-time shows, and writing marching shows to be appropriately coordinated with music. Taken concurrently with Music 348. 1 period; 1 credit.

Music 413. COUNTERPOINT. Strict and free counterpoint; motivic development; invertible counterpoint. Prerequisite: Music 127, 215, 216. Offered on demand. 2 periods; 2 credits.

Music 420. MUSIC SEMINAR. Seminar on orientation to the teaching profession with discussion of philosophy, trends, research, and organization of Music Education. 1 period; 1 credit.

Music 433. INSTRUMENT LITERATURE. Study of composers and major compositions of wind instruments. Baroque to the present. May be combined with band

and instrumental literature. 2 periods; 2 credits.

Music 434. ORGAN LITERATURE. Study of the literature of the organ through performance and listening. Required of organ concentrators. 2 periods; 2 credits.

Music 435. PIANO LITERATURE. Study of the literature of the piano through performance and listening. Required of piano. 2 periods; 2 credits.

Music 436. VOCAL LITERATURE. Study of the literature of the voice through performance and listening. Required of voice concentrators. 2 periods; 2 credits.

Music 437. VOCAL PEDAGOGY. Study of the principles of voice production and voice teaching. Laboratory with beginning voice students. 2 periods; 2 credits.

Music 438. ARRANGING. Study and practice of arranging in different voice and instrument combinations with attention to style, range, form, and difficulty. Prerequisite: Music 216. 2 periods; 2 credits.

Music 439. ADVANCED ANALYSIS. Continuation of Music 327, which is prerequisite. 2 periods; 2 credits.

Music 440. CHORAL METHODS AND MATERIALS. Study of methods and materials appropriate for secondary school choral music with emphasis on organization, festivals, curriculum, and vocal/choral techniques. Prerequisites: 315, 316. 2 periods; 2 credits.

Music 445. TEACHING PIANO. Techniques and materials of teaching piano individually and in groups. Observation and teaching of demonstration groups. 2 periods; 2 credits.

APPLIED MUSIC

Opportunity is offered all students of the college, on a space-available basis, the study of applied music in most areas: *Voice, Piano, Organ, Harpsichord, Brass, Woodwinds, Strings, and Percussion.* Study is permitted in either private or group study as determined by faculty load. Students may enter at any stage of development. Students majoring in Music must attain minimum standards

of performance proficiencies as determined by the faculty at the end of the sophomore year.

The following is a listing of areas of applied study. Music majors take "concentration" for their main instrument, "secondary" for their minor instrument. Non-majors are normally assigned "secondary" sections; other options are certain classes in several instruments.

A special fee is charged for all individual applied music courses.

APPLIED MUSIC, SECONDARY INSTRUMENT. *One-half-hour individual lesson or equivalent each week; 1 credit.*

Music 153, 154; 253, 254; 353, 354; 453, 454. Organ.

Music 157, 158; 257, 258; 357, 358; 457, 458. Harpsichord.

Music 161, 162; 261, 262; 361, 362; 461, 462. Percussion.

Music 163, 164; 263, 264; 363, 364; 463, 464. Piano.

Music 173, 174; 273, 274; 373, 374; 473, 474. Strings.

Music 177, 178; 277, 278; 377, 378; 477, 478. Brass.

Music 183, 184; 283, 284; 383, 384; 483, 484. Voice.

Music 193, 194; 293, 294; 393, 394; 493, 494. Woodwinds.

APPLIED MUSIC, CONCENTRATION. *One hour individual lesson or equivalent plus related studio classes and recitals. 2 credits.*

Music 155, 156; 255, 256; 355, 356; 455, 456. Organ.

Music 159, 160; 259, 260; 359, 360; 459, 460. Harpsichord.

Music 165, 166; 265, 266; 365, 366; 465, 466. Piano.

Music 175, 176; 275, 276; 375, 376; 475, 476. Strings.

Music 179, 180; 279, 280; 379, 380; 479, 480. Percussion.

Music 185, 186; 285, 286; 385, 386; 485, 486. Voice.

Music 187, 188; 287, 288; 387, 388; 487, 488. Brass.

Music 195, 196; 295, 296; 395, 396; 495, 496. Woodwinds.

APPLIED MUSIC, ELECTIVE, CLASS. 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 will be required.

Music 167, 168. Brass.

Music 191, 192. Woodwinds.

APPLIED MUSIC, ELECTIVE, CLASS.

One small class instruction each week; 1 credit.

Music 171, 172, 271, 272. Strings. Section 01 violin, cello. Section 02 guitar.

Music 189, 190. Percussion.

MUSIC 169, 170; 269, 270. GROUP PIANO. Piano for non-majors. Study of piano composition techniques, sightreading, and theory. Class taught in electronic piano lab. 2 periods; 2 credits.

MUSIC 369, 370, 469, 470. GROUP PIANO-KEYBOARD TECHNOLOGY. Study of piano composition techniques, sightreading, theory, and computer technology. 2 periods. 2 credits.

MUSIC 181, 182; 281, 282; 381, 382; 481, 482. VOICE CLASS. Voice class for non-majors. Study of vocal techniques, literature, sightreading, and diction. One small class instruction each week. 1 credit.

ENSEMBLES

Ensembles are open to all students who sing or play an orchestra or band instrument. In some cases, auditions are required. Formal programs are presented on- and off-campus. Most ensembles require instructor's approval. May be repeated for credit. 1 credit.

CHAMBER ENSEMBLES

Music 201, 401. String Ensemble.

Music 202, 203; 402, 403. Woodwind Ensemble, Brass Ensemble, Flute Choir.

The Chamber Ensembles are open to all Longwood students. The Woodwind Ensemble, Brass Ensemble, Flute Choir, and String Ensemble meet regularly and perform throughout the year.

Music 202, 203; 402, 403. Jazz Ensemble. The Jazz Ensemble presents a series of concerts throughout the year. This Ensemble is open to all students by audition. The Jazz Ensemble rehearses and performs all styles of jazz.

MUSIC 204, 404. MUSIC THEATRE WORKSHOP. Preparation and perfor-

mance of scenes from operas, operettas, and Broadway musicals or complete works. Emphasis is on musical preparation, movement and diction. May not be taken concurrently with Theatre Play Production. Prerequisite: Audition or consent of instructor. May be repeated for credit. 3 periods; 1 credit.

Music 205, 206; 405, 406. CONCERT CHOIR. The Concert Choir is open to all students who want to sing. A student can simply register for this course as no audition is necessary, but regular attendance is required. Music performed ranges from the serious to Broadway. SATB. 2 periods; 1 credit.

MUSIC 207, 208; 407, 408. CAMERATA SINGERS, SATB. The Camerata Singers is a select mixed ensemble of 40-50 singers. Literature performed includes both sacred and secular and ranges from music of the Renaissance to Broadway. A singer is selected through audition and non-majors are encouraged to participate. 3 periods; 1 credit.

MUSIC 207, 208; 407, 408. LANCER EDITION, SATB. The Lancer Edition is a show choir of singers selected through audition and chosen on the basis of their vocal and choreographed movement abilities. Literature performed spans the wide range of historic and current popular music. 3 periods; 1 credit.

MUSIC 209, 210; 409, 410. CONCERT BAND. Open to all Longwood students and also to members of the community. The band rehearses and performs a wide range and variety of concert band literature. Meets one night per week; 1 credit.

Music 211, 212; 411, 412. HANDBELL ENSEMBLE. Instruction and participation in the art of ringing English handbells resulting in a performing handbell ensemble. Musical reading skills necessary. 2 periods; 1 credit.

For Graduates and Advanced Undergraduates

Music 542. MUSIC IN THE ELEMENTARY SCHOOL.

Music 595. SPECIAL TOPICS.

Department of Natural Sciences

Carolyn Wells, *Chair*
Betty J. Woodie, *Secretary*

The Department offers majors in biology, chemistry, and physics. A student may major or minor in more than one area with the appropriate selection of courses. The Department also offers degrees in cooperation with other institutions in the fields of pre-engineering and medical technology. Pre-professional medical programs prepare students to transfer to professional schools in a number of health oriented professions. The Department of Natural Sciences offers courses which satisfy the science requirements for general education in all degree programs of the College.

The aim of study in this department is to develop an interest in the natural world and to acquire the scientific habits of problem-solving through experimentation, accurate observation, exact statements, and independent thought.

ASSESSMENT: The Department of Natural Sciences requires senior majors to take a comprehensive achievement test. The purpose of the test is to assess the progress of the majors and the effectiveness of the program.

BIOLOGY PROGRAM

Faculty

Billy S. Batts, Ph.D., Associate Professor of Biology and Area Coordinator for Biology
David A. Breil, Ph.D., Professor of Biology
Sandra J. Breil, Ph.D., Associate Professor of Biology
Bonnie Diehl, Ph.D., Assistant Professor of Biology
Lynn M. Ferguson, Ph.D., Associate Professor of Earth Science and
Area Coordinator for Earth Science
Donald A. Merkle, Ph.D., Associate Professor of Biology and
Area Coordinator for Pre-Professional Programs
Marvin W. Scott, Ph.D., Professor of Biology
Wayne H. Tinnell, Ph.D., Professor of Biology
Carolyn Wells, Ph.D., Professor of Biology and Chair of Department of Natural Sciences

The biology major at Longwood provides fundamental training in many areas of the biological sciences so that graduates may pursue graduate study or careers in research, industry, teaching, medicine, dentistry, or allied health fields. To provide a broad background in the biological program, each student must take general botany, general zoology, evolution, genetics, unifying biological principles, biological seminar; and a course from each of the areas of morphology, physiology, and ecology. A minimum of 38 credit hours in biology (including 7 elective hours) is required for all majors. A student may choose more than one major with the appropriate selection of courses. Also, a student who is in another major may obtain a biology minor. The minor program requires 8 semester hours at the introductory level and 12 semester hours at the advanced level (200 level courses or higher) for a total of 20 semester hours. Students are encouraged to enroll in a program of honors study or in a research project in biology.

A student seeking secondary teaching endorsement in biology shall have 128 credit hours of courses. This program consists of all courses required of a biology major and Education 245, 260, 265 or 370, 455, Biology 352, and the professional semester consisting of 24 hours including student teaching in the senior year. If an additional endorsement in chemistry, earth and space science, or physics is desired, the student must take a minimum of 18 credit hours in that discipline and meet all state mandated core requirements for that certification.

BIOLOGY MAJOR, B.S. DEGREE

- A. General Education Core Requirement. 33 credits.
See General Education Requirements listed on pages 53-55.
- B. 1. B. S. Degree Additional Degree Requirements. 10 credits.
See Degree Requirements listed on pages 51-52.
2. B. A. Degree Additional Degree Requirements. 9 credits.
See Degree Requirements listed on pages 51-52.
- C. Major Requirements. 65 credits.
Biology 102/4 credits
Biology 103/4 credits
Biology 399/3 credits
Biology 400/3 credits
Biology 424/4 credits
Biology 490/1 credits
Biology electives/7 credits
Biology electives**/12 credits
Chemistry 101, 102/8 credits
Chemistry 305, 306/8 credits
Physics 101, 102/8 credits
Mathematics 171 or
Computer Science 156/3 credits
**Must include a course in
Biology 201, 202, or 321,
Biology 341, 342, 343, or 361,
Biology 304, 305, or 306
- D. Elementary Teaching Certification (for teaching all subjects), Grades N, K - 8. 40 credits.
See professional education requirements listed on pages 83-85.
- E. Secondary Teaching Certification, grades 8-12. 31 credits.
A student must have a 2.5 GPA in the Major requirement.
See professional education requirements listed on page 85.

For additional certification to teach Chemistry
Minor in Chemistry/24 hours. See page 181.

For additional certification to teach Earth Science
Minor in Earth Science/24 hours. See page 183.

For additional certification to teach Physics
Minor in Physics/24 hours. See page 193.

BIOLOGY DEGREE, B.S.

Medical Technology Concentration

(Memorial Hospital of Danville, Roanoke Memorial Hospital,
Fairfax Hospital, University of Virginia Medical Center)

- A. General Education Core Requirement. 33 credits.
See General Education Requirements listed on pages 53-55.
- B. 1. B. S. Degree Additional Degree Requirements. 10 credits.
See Degree Requirements listed on pages 51-52.
2. B. A. Degree Additional Degree Requirements. 9 credits.
See Degree Requirements listed on pages 51-52.

C. Major Requirements. 57 credits.

Biology 102/4 credits

Biology 103/4 credits

Biology 206/4 credits

Biology 207/4 credits

Biology 304/4 credits

Chemistry 101, 102/8 credits

Chemistry 305, 306/8 credits

Physics 101, 102/8 credits

Electives/13 credits

Information concerning curriculum at the hospitals, expenses, financial aid, etc., is available from the medical technology advisor.

Major Requirements (affiliated schools)

University of Virginia/38 credits

Roanoke Memorial Hospital/42.5 credits

Danville Memorial Hospital/45 credits

Fairfax Hospital/36 credits

BIOLOGY MINOR

Students who are interested in pursuing a biology minor should contact Dr. Batts. The minor must include: 8 semester hours at the 100 level
12 semester hours at the 200 level or above
TOTAL/20 credits

BIOLOGY

A special fee is charged for all courses with laboratories.

*General Education Requirement

*Biology 101. BIOLOGICAL CONCEPTS.

An inquiry into the common features of life at the molecular, cellular and organismic levels including: osmosis, mitosis, meiosis, photosynthesis, respiration, cytology, classical and molecular genetics, development, evolution, and ecology. 3 lecture hours and one 2-hour lab periods; 4 credits.

Biology 102. GENERAL BOTANY. The structure and function of plants with emphasis on the angiosperms. A broad survey of the plant kingdom including the biology, life cycles, economics and ecology of representatives of the plant divisions. 3 lecture and one 2-hour lab periods; 4 credits.

Biology 103. GENERAL ZOOLOGY. A broad survey of the animal kingdom with emphasis on the biology, comparative anatomy, life cycles, economics and ecology of representatives from the various phyla. 3 lecture and one 2-hour lab periods; 4 credits.

Biology 110. BIOLOGICAL CONCEPTS II. An examination of evolutionary, ecological, and behavioral considerations leading to an understanding of the diversity of life forms living on earth, the interrelationships of those life forms with the environment, and the strategies employed by living organisms to acquire resources and to reproduce. Special emphasis is given to environmental issues facing man today. This course does not meet

the requirements of a biology major. 3 lecture periods and one 2-hour lab period; 4 credits. Prerequisites: Biology 101 or equivalent.

Biology 201. PLANT MORPHOLOGY. A comparative study of embryonic development, anatomy, structure and evolution in representative vascular plant divisions. Prerequisite: Biology 102. 3 lecture and one 3-hour lab periods; 4 credits.

Biology 202. ANIMAL MORPHOLOGY. A comparative study of embryonic development, anatomy and evolution in representative vertebrate groups. Prerequisite: Biology 103. 2 lecture and two 2-hour lab periods; 4 credits.

Biology 206-207. HUMAN ANATOMY AND PHYSIOLOGY. Basic physiological principles and integrated anatomy and physiology of the integumentary, digestive, respiratory, cardiovascular and lymphatic systems (Biology 206) and the skeletal, muscular, nervous, endocrine, excretory and reproductive systems (Biology 207). Biology 206 is recommended as a prerequisite for 207. 3 lecture and one 2-hour lab periods. Both semesters required for credit; 4 credits each semester.

Biology 295. SPECIAL TOPICS IN BIOLOGY. 1-4 credits.

Biology 304. MICROBIOLOGY. A study of the structure, physiology and activities of micro-organisms as related to their role in nature, disease, immunological interactions,

industrial processes and human affairs. Basic concepts of, and fundamental techniques for, isolation, growth, identification and immunological reactions are stressed. 3 lecture and two 2-hour lab periods; 4 credits.

Biology 305. PLANT PHYSIOLOGY. The principal physiological processes in vascular plants at the molecular, cellular and tissue level including respiration, photosynthesis, water relations and factors associated with plant morphogenesis. Prerequisite: Biology 102. 3 lecture and one 2-hour lab periods; 4 credits.

Biology 306. VERTEBRATE PHYSIOLOGY. The principal functional processes in vertebrate organs and organ systems including respiration, circulation, hormonal coordination, water balance, thermoregulation, nervous coordination, and responses to special environments. Prerequisites: 1 year of chemistry and Biology 103. 3 lecture and one 3-hour lab periods; 4 credits.

Biology 321. PLANT TAXONOMY. The morphology, classification and systematics of the vascular plants with emphasis on family characteristics. The laboratory stresses the identification and herbarium preparation of local plants collected during weekly field trips. Prerequisite: Biology 102. 2 lecture and two 2-hour lab periods; 4 credits.

Biology 341/541. GENERAL ECOLOGY. The principles underlying the interrelations of groups of organisms with their environments, including the population, community and ecosystem levels of organization. The lab normally includes local field trips with an extended field trip to the coast. 3 lecture and one 2-hour lab periods; 4 credits.

Biology 342. PLANT ECOLOGY. The relationships of plants to their physical and biological environment with a consideration of plants in populations, communities, ecosystems and plant associations within Virginia. The lab emphasizes local field investigations and includes extended field trips to the coast and the mountains. Prerequisite: Biology 102. 3 lecture and one 3-hour lab periods; 4 credits.

Biology 343/543. FIELD BOTANY. A three-week summer field course for biology majors, teachers and naturalists. Lectures emphasize the taxonomy and ecology of local

plants. Field trips are made daily to local biological communities to examine their ecology and identify common mosses, ferns, wildflowers and trees. One or more extended field trips are made to the coast or mountains to observe complementary biological communities. Fifteen 7-hour periods/5 credits.

Biology 352 (Science 352) METHODS IN BIOLOGY FOR SECONDARY TEACHERS. A study of the appropriate methods and materials for teaching high school biology courses. 3 lecture periods; 3 credits.

Biology 361. AQUATIC ECOLOGY. A study of lakes, ponds and streams including their origin, development, morphometry, geochemistry, energy balance, productivity, and the dynamics of plant and animal communities. Laboratory includes a field trip within Virginia. Prerequisites: Biology 102 or 103 and a year of Chemistry is recommended. 2 lecture and two 3-hour lab periods; 4 credits.

Biology 362 (Earth Science 362). BIOLOGICAL OCEANOGRAPHY. An introduction to the taxonomy, habitats, adaptations and unique biological processes of marine flora and fauna. Laboratory normally includes an extended field trip to the coast. Prerequisite: Biology 102 or 103. 3 lecture and one 2-hour lab periods; 4 credits.

Biology 363. FIELD BIOLOGY. Collection, identification and life histories of local fauna. One lecture and one 2-hour lab periods; 2 credits.

Biology 364 (Earth Science 364). MAN AND THE ENVIRONMENT. A consideration of local, national and international environmental problems. Students will make oral presentations on topics such as the energy crisis, pollution, population problems, birth control and resource recycling. Three discussion periods; 3 credits.

Biology 399. EVOLUTION. A study of the basic processes of organic evolution including the historical development of evolutionary theory, sources of variation, adaptation, natural selection, speciation, the fossil record, biogeography and major steps in evolution. 3 lecture periods; 3 credits.

Biology 400. UNIFYING BIOLOGICAL PRINCIPLES. An integrative study of

phenomena common to all living creatures: metabolism, homeostasis, reproduction, development, inheritance, life's interactions and the environment through time and space. Themes are studied from the perspective of both cellular and organismic levels of complexity. Open only to junior and senior biology majors and minors. Prerequisite: 16 hours of 200, 300, and/or 400 level biology. 3 lecture periods; 3 credits.

Biology 412 (Chemistry 412) BIO-CHEMISTRY. A study of the chemistry of proteins, carbohydrates, lipids and nucleic acids in biological systems. Prerequisite: Chemistry 305 or permission of instructor. 3 lecture periods; 3 credits. (Or 4 credits with one 2-hour lab period.)

Biology 423. GENETICS AND MAN. A study of the mechanisms for the expression, replication, continuation, variation and regulation of genetic information in man, the rational social being. Not open to biology majors. 3 lecture and one 2-hour lab periods; 4 credits.

Biology 424. GENETICS. A study of the mechanisms for the expression, replication, continuation, variation and regulation of genetic information in eurykaryotic organisms. Prerequisite or corequisite: Biology 400 recommended. 3 lecture and one 2-hour lab periods; 4 credits.

Biology 425. MODERN GENETICS. A study of the structure and function of hereditary material at the molecular level. Topics include DNA-RNA structure and replication, protein synthesis, and homeostasis. Prerequisite: Biology 424. 3 lecture and one 2-hour lab periods; 4 credits.

Biology 426. CELL BIOLOGY. A study of 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; special laboratory emphasis on the human karyotype in normal and aberrant individuals. Prerequisites: Biology 102 and 103. 3 lecture and one 2-hour lab periods; 4 credits.

Biology 470. ACAROLOGY. The classification, biology, medical and economic signifi-

cance of mites and ticks. Prerequisite: Biology 103. Two 2-hour lab periods; 2 credits.

Biology 471. ORNITHOLOGY. Identification, classification and morphology of birds common to Virginia. Saturday field trips. Prerequisites: Biology 103 and permission of instructor. 3 lecture/lab periods; 2 credits.

Biology 472. BIOLOGY OF FISHES. The morphology, taxonomy, physiology and ecology of fishes. Prerequisite: Biology 103 and permission of instructor. Two lecture and one 2-hour lab periods; 3 credits.

Biology 473. BRYOLOGY. The taxonomy and biology of local mosses and liverworts. Prerequisite: Biology 102 and permission of instructor. Four lecture/lab periods; 1/2 semester course. 2 credits.

Biology 474. ENTOMOLOGY. A study of insects: morphology, ecology, evolution, physiology, or taxonomy of the class or of a particular order. Prerequisites: Biology 103 and permission of instructor. 3 lecture and one 2-hour lab periods; 4 credits.

Biology 475. HERPETOLOGY. The study of reptiles and amphibians with emphasis on the systematics, distribution, ecology and evolution of each group. Prerequisites: Biology 103 and permission of instructor. 2 lecture and two 2-hour lab periods; 4 credits.

Biology 476. HORTICULTURE. A survey of basic principles and practices for the propagation and care of plants. Open to all students. No prerequisites. 3 credits.

Biology 477. PTERIDOLOGY. The morphology, taxonomy and ecology of ferns, lycopods and horsetail rushes. Prerequisite: Biology 102. 2 lecture and one 3-hour lab periods; 3 credits.

Biology 478/578 (Earth Science 478/578). BIOLOGICAL SPELEOLOGY. Study of the cave environment and the life forms found there, with emphasis on the diversity, dispersal, ecology and evolution of cave fauna. The course involves field trips to cavernous regions of Virginia and West Virginia. Permission of instructor required. Prerequisite: course in General Zoology recommended. 4 credits.

Biology 485. THE ETHICS OF BIOLOGY. A study of basic ethical principles coupled with student led discussions of how these principles apply to contemporary personal and professional biological concerns. 1 credit.

Biology 490. BIOLOGICAL SEMINAR. Short oral presentations by students on selected, researched biological topics. May be repeated as 491 or 492. Open to junior and senior biology majors and minors. 1 lecture period; 1 credit.

Biology 495. SPECIAL TOPICS IN BIOLOGY. 1-4 credits.

Biology 496. RESEARCH PROJECTS IN BIOLOGY. With the approval of a faculty member and the department head, a student may carry out an individual research project. The nature of the project must be determined between the student and faculty member and approved by the head before the student may register for the course. May be repeated as 497. 2, 3, or 4 credits.

Biology 496I. RESEARCH PROJECTS IN BIOLOGY. With the approval of a faculty member and the department head, a student may carry out an individual research project in a foreign country. The nature of the project must be determined between the student and the faculty member and approved by the head of the department before the student may register for the course. May be repeated as 497I. 2, 3, or 4 credits.

Biology 500. FIELD ORNITHOLOGY. A four-week summer field course for advanced undergraduates, graduates, teachers, and naturalists. Students are expected to learn the techniques of censusing breeding bird populations in Prince Edward County and other selected sites. Identification of bird species by sight and by sound is emphasized. The course includes a study of the behavior of breeding birds, the habitat favored by each species, and ecological factors that affect the efforts of birds to perpetuate their species. Twenty 7½-hour sessions in the field and classroom. 6 credits.

Biology 501. ADVANCED FIELD ORNITHOLOGY. A four-week summer field course for advanced undergraduates, graduates, teachers, and naturalists who have successfully completed *Biology 500*. Identification of 100 birds by sight and sound is required by the end of the course. Students must formulate and execute an original research project involving birds in the field in Prince Edward or its surrounding counties; projects may be chosen from bird population studies in areas not previously censused, investigations of the decline of certain bird species, interpretations of bird song and its meanings, studies of the breeding behavior of selected bird species, or similar field research problems. Twenty 7½-hour sessions in the field and classroom. Prerequisite *Biology 500*. 6 credits.

CHEMISTRY PROGRAM

Faculty

Patrick G. Barber, Ph.D., Professor of Chemistry
Maurice H. Maxwell, Jr., Ph.D., Professor of Chemistry
Eike Reich, 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. Any graduate who has a "B" average or better and has completed two semesters of physical chemistry, calculus, and differential equations will be accepted into the University of Virginia Graduate Department of Chemical Engineering. Chemistry majors graduating from Longwood have been accepted at graduate schools in Virginia and other states. They also have been able to step into jobs in state and federal laboratories and industrial facilities. The requirements for the chemistry major include courses in general chemistry, organic chemistry, analytical chemistry, physical chemistry, instrumental analysis, and special interest electives. Students are encouraged to enroll in Special Projects Courses in Chemistry in order to increase their competence in working in a laboratory. Superior students are encouraged to complete a chemistry Honors Project or a Research Project. The program in chemistry is rigorous, but it is flexible enough for students to take a second major.

Students majoring in other areas may elect to minor in chemistry. The chemistry minor requires 24 semester hours: general chemistry (8 hours), organic chemistry (8 hours), analytical chemistry (4 hours), and physical chemistry (4 hours).

Those students interested in obtaining an endorsement to teach chemistry in high school in Virginia must meet the requirements of the chemistry major. Those planning to teach in elementary and middle schools in Virginia are encouraged to complete a B.S. degree in chemistry with an appropriate selection of education courses. See the teacher preparation section of this catalog for more details.

CHEMISTRY MAJOR, B.S. DEGREE

- A. General Education Core Requirement. 33 credits.
See General Education Requirements listed on pages 53-55.
- B. 1. B. S. Degree Additional Degree Requirements. 7 credits.
Mathematics 121/3 or 261/5 or 267/4 credits
Physics 101/4 credits
2. B. A. Degree Additional Degree Requirements. 9 credits.
See Degree Requirements listed on pages 51-52.
- C. Major Requirements. 43 credits.
Chemistry 101, 102/8 credits
Chemistry 201/4 credits
Physics 102/4 credits
Chemistry 305, 306/8 credits
Chemistry 301, 400, or 401/4 credits
Chemistry 351 or 352/4 credits
Chemistry electives/8 credits
Mathematics electives/3 credits
- D. Elementary Teaching Certification (for teaching all subjects), Grades N, K - 8. 40 credits.
See professional education requirements listed on pages 83-85.
- E. Secondary Teaching Certification, grades 8-12. 31 credits. A student must have a 2.5 GPA in the major course requirements.
See professional education requirements listed on page 85.

CHEMISTRY MAJOR, B.S. DEGREE Professional Degree

- A. General Education Core Requirement. 33 credits.
See General Education Requirements listed on pages 53-55.
- B. B. S. Degree Additional Degree Requirements. 9 credits.
Mathematics 261/5 credits
Physics 101/4 credits
- C. Major Requirements. 55 credits.
Chemistry 101, 102/8 credits
Chemistry 201/4 credits
Physics 102/4 credits
Chemistry 305, 306/8 credits
Chemistry 351, 352/8 credits
Chemistry 371-375/3 credits
Chemistry 400, 401/8 credits
Chemistry 420/1 credit
Chemistry 461-468/3 credits
Chemistry electives/3 credits
Mathematics 262/5 credits

Courses from the following list are approved electives for chemistry if taken at or above the 300 level: Mathematics, Physics, Biology, Computer Science, Foreign Languages, Philosophy, and English. Other courses at the 300 level may be approved by the academic advisor or major's department chair.

D. Elementary Teaching Certification (for teaching all subjects), Grades N, K - 8. 40 credits.
See professional education requirements listed on pages 83-85.

E. Secondary Teaching Certification, grades 8-12. 31 credits. A student must have a 2.5 GPA in the major course requirements.
See professional education requirements listed on page 85.

For additional certification to teach Biology
Minor in Biology/24 hours
See page 176.

For additional certification to teach Earth Science
Minor in Earth Science/24 hours. See page 183.

For additional certification to teach Physics
Minor in Physics/24 hours. See page 193.

CHEMISTRY MINOR

Students interested in pursuing a chemistry minor should contact the director of the chemistry program. The minor must include:

8 semester hours general chemistry
8 semester hours organic chemistry
4 semester hours analytical chemistry
4 semester hours physical chemistry
TOTAL/24 hours

CHEMISTRY

**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. 3 lecture and one 2-hour lab periods; 4 credits.

***Chemistry 102. GENERAL CHEMISTRY.*
Continuation of Chemistry 101. A study of the laws and principles of chemistry, descriptive chemistry, and qualitative analysis. Applications to current problems in society such as pollution and industrial processes. Designed for students with previous chemistry training. 3 lecture and one 2-hour lab periods; 4 credits.

Chemistry 201. ANALYTICAL CHEMISTRY. The theory and practice of quantitative

analysis by gravimetric and volumetric methods. Prerequisite: Chemistry 102. 3 lecture and one 5-hour lab periods. 4 credits.

***Chemistry 301. INTRODUCTORY PHYSICAL CHEMISTRY.* Fundamental principles and problems associated with structure and interaction of matter. Introduction to thermodynamics, kinetics, equilibrium, electrochemistry, solid state structure, and quantum mechanics. Prerequisites: Chemistry 102 and Mathematics 121 or equivalent. Mathematics 261 or 267 recommended. 3 lecture and one 3-hour lab periods; 4 credits.

Chemistry 305. ORGANIC CHEMISTRY I. Fundamental principles and reactions of organic chemistry. 3 lecture and one 3-hour lab period; 4 credits.

Chemistry 306. ORGANIC CHEMISTRY II. A continuation of Chemistry 305. 3 lecture and one 3-hour lab periods; 4 credits.

Chemistry 351. INSTRUMENTAL ANALYSIS I. The theory and practice of instrumental techniques in analytical chemistry. Includes optical and electrochemical methods of analysis and the principles of chromatography. Develops familiarity and practice in the use of laboratory instrumentation. Prerequisite: Chemistry 201. 3 lecture and one 3-hour lab periods; 4 credits.

Chemistry 352. INSTRUMENTAL ANALYSIS II. The theory and practice of instrumental techniques in analytical chemistry. Includes chromatographic methods of separation and analysis. Develops familiarity and practice in the use of laboratory instruments. Prerequisite: Chemistry 201. 3 lecture and one 3-hour lab periods. 4 credits.

Chemistry 371-375. SPECIAL COURSES IN CHEMISTRY. Specialized courses for small groups of students. The course titles and descriptions listed below represent some of the special areas covered. 1, 2, 3, or 4 credits.

Advanced Organic Chemistry 371. An advanced study of organic reactions and mechanisms. Prerequisite: Chemistry 305 and 306. 3 lecture periods; 3 credits.

Environmental Chemistry 372. A study of the fundamental problems of chemistry pollution of the soil, water, and atmosphere. Prerequisite: Chemistry 305 or permission of instructor. 3 lecture periods; 3 credits.

Inorganic Chemistry 373. The structures, properties, reactions and uses of inorganic compounds. Prerequisite: Chemistry 102 and permission of instructor. 3 lecture periods; 3 credits.

Laboratory Safety 374. A study of laboratory safety equipment, hazards from chemical reaction, toxins, carcinogens, corrosives, and radiation. 2 lecture periods; 2 credits.

Polymer Chemistry 375. A study of chemical reactions used to synthesize modifications on polymer properties, techniques to characterize polymers, and natural polymers. 3 lecture periods; 3 credits.

****Chemistry 400. PHYSICAL CHEMISTRY.** A study of thermodynamics, equilibria, kinetics, solution properties, and electrochemistry. Prerequisite: Chemistry 102 and Mathematics 261 or 267, or permission

of instructor. 3 lecture and one 2-hour lab periods. 4 credits.

Chemistry 401. PHYSICAL CHEMISTRY. A study of elementary quantum mechanics, atomic and molecular structure, spectroscopy, and statistical mechanics. Prerequisites: Chemistry 201; Mathematics 261, 262; Physics 101 and 102, or 201 and 202; or permission of instructor. 3 lecture and one 2-hour lab periods. 4 credits.

****Chemistry 412 (Biology 412). BIOCHEMISTRY.** A study of the chemistry of proteins, carbohydrates, lipids, and nucleic acids in biological systems. Prerequisite: Chemistry 305 or permission of instructor. 3 lecture periods; 3 credits. (Or 4 credits with one 2-hour lab period.)

Chemistry 420. CHEMISTRY SEMINAR. Reports and discussions of topics of current interest in the field of chemistry. Open to qualified students. May be repeated for credit, in which event the number will be 421, 422, etc.; 1 credit.

Chemistry 461. RESEARCH IN CHEMISTRY. Students will carry out research projects under individual supervision of an instructor. The nature of the project will depend on the interest and needs of the student. Consent of the instructor and approval of the department head are prerequisites for enrollment. May be repeated as Chemistry 462, 463, etc. 3 lab periods per credit. 1, 2, 3, or 4 credits.

Research in chemistry during the academic year at Longwood College.

Chemistry 465 and 466. Research in chemistry during the summer.

Chemistry 467. SCIENTIFIC INSTRUMENT DESIGN AND FABRICATION.

Chemistry 468. RESEARCH ABROAD. (outside the United States)

Chemistry 498. HONORS RESEARCH IN CHEMISTRY. Students conduct research in chemistry under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 3 credits.

EARTH SCIENCES PROGRAM

Faculty

John M. Austin, M.Ed., Associate Professor of Physical Science
Billy S. Batts, Ph.D., Associate Professor of Biology and Area Coordinator for Biology
James W. Curley, M.A.T., Assistant Professor of Physical Science
Lynn M. Ferguson, Ph.D., Associate Professor of Earth Science and
Area Coordinator for Earth Science
Robert S. Hayden, Ph.D., Associate Professor of Geography

Courses in the Earth Science Program are designed to meet the general education of all students, to enhance their cultural development in a liberal arts program, to broaden their knowledge of the physical environment, to offer courses to meet the earth science, general science and geography certification requirements, and to provide a solid foundation for those planning to enter fields in which environmental knowledge is of value.

Those students interested in obtaining an endorsement to teach earth and space science in Virginia must meet the requirements of the minor (24 credit hours in earth science) plus one course in each of the following: biology, chemistry or physics, mathematics, Education 245, 260, 265 or 370, and 455, Science 352, and the professional semester including student teaching. If the student is certified in another science, an additional endorsement in earth and space science can be obtained by taking a minimum of 24 credit hours in earth science and meeting all state mandated core requirements for the certification.

EARTH SCIENCE MINOR

Students interested in pursuing an earth science minor should contact Dr. Ferguson. The minor must include:

Earth Science 200 or 201/4 credits
Earth Science 210, 311/8 credits
Earth Science 261/4 credits

Earth Science 362 or 363/4 credits
Earth Science elective/4 credits
TOTAL/24 credits

EARTH SCIENCE

*General Education Course

**Earth Science 102. EARTH SCIENCE.* A survey of the earth sciences. Not open to students having completed a course in Physical Geology, Astronomy, or Oceanography. 3 lecture and one 2-hour lab periods; 4 credits.

Earth Science 101. PHYSICAL SCIENCE. A survey of basic physics needed for the study of earth science. Not open to students taking or having completed Physics 101. 3 lecture and one 2-hour lab periods; 4 credits.

Earth Science 200. ASTRONOMY OF THE SOLAR SYSTEM. Descriptive study of the solar system and celestial dynamics. 3 lecture and one 2-hour lab periods; 4 credits.

Earth Science 201. STELLAR ASTRONOMY. Descriptive study of star types, stellar distances, binary systems, variable stars, stellar evolution, clusters, galaxies, and cosmology. 3 lecture and one 2-hour lab periods; 4 credits.

Earth Science 210. PHYSICAL GEOLOGY. An introduction to the physical materials and processes which shape the earth's crust. Specific topics include minerals, rocks, earthquakes, volcanoes, and plate tectonics. Also the effects of streams, waves, ground water, ice, wind, and gravity on the surface of the earth. 3 lecture and one 2-hour lab periods; 4 credits.

Earth Science 252 (Geography 252). PHYSICAL GEOGRAPHY. A study of the earth's physical landscape, the dynamics of the natural systems which form it and the interrelationships between the systems. Included are investigations of human impacts on the earth's systems. 3 credits.

Earth Science 261 (Geography 261). METEOROLOGY. A study of the basic weather phenomena and processes including the elements for modern weather forecasting. 3 lecture and one 2-hour lab periods; 4 credits.

Earth Science 311. HISTORICAL GEOLOGY. An introduction to the methods, assumptions, and current interpretations of the evidence concerning the origin and evolution of the earth and its life forms. Emphasis on the geologic history of the United States. Prerequisite or corequisite: Physical Geology. 3 lecture and one 2-hour lab periods; 4 credits.

Earth Science 341 (Biology 341). GENERAL ECOLOGY. The principles underlying the interrelations of groups of organisms with their environments, including the population, community, and ecosystem levels of organization. The lab normally includes local field trips with an extended field trip to the coast. 3 lecture and one 2-hour lab periods; 4 credits.

Earth Science 353 (Geography 353). GEOGRAPHY OF VIRGINIA. Geographical appraisal of Virginia, including the geology, landforms, soils, climate, economic minerals, original vegetation, and human geography of Virginia, emphasizing settlement of population, agriculture, industries and transportation. Prerequisite: Geography 201 and permission of instructor. 3 credits.

Earth Science 355 (Geography 355). CLIMATOLOGY. A study of the dynamics of the atmosphere as an energy system, its interactions with other parts of the Earth's physical system, and the effects of these interactions on human life and activity. Climate variations on global, regional, and local scales are investigated including methods of climate classification and techniques used to model future climatic conditions. Prerequisite: Geography 201 or Earth Science - Geography 261 or permission of instructor. 3 credits.

Earth Science 358 (Geography 358). CARTOGRAPHY. Emphasis is focused on construction of maps, figures and charts at the preprofessional level. Modern techniques and processes are discussed along with conventional pen and ink methods. Examination and interpretation of maps and aerial photo-

graphs are included. Prerequisite: permission of instructor. 3 credits.

Earth Science 362 (Biology 362). BIOLOGICAL OCEANOGRAPHY. An introduction to the taxonomy, habitats, adaptations, and unique biological processes of marine flora and fauna. Laboratory normally includes an extended field trip to the coast. Prerequisite: Biology 102 or 103. 3 lecture and one 2-hour lab periods; 4 credits.

Earth Science 363. PHYSICAL OCEANOGRAPHY. An introduction to the historical, geological, chemical and physical aspects of the oceans. Prerequisite: one semester of Earth Science. 3 lecture and one 2-hour lab periods; 4 credits.

Earth Science 364 (Biology 364). MAN AND THE ENVIRONMENT. A consideration of local, national, and international environmental problems. Topics such as the energy crisis, pollution, population problems, birth control and resource recycling will be covered. 3 credits.

Earth Science 410 (Geography 410). REGIONAL PHYSIOGRAPHY OF THE UNITED STATES. Treatment of the processes that have shaped the varied surface features within the United States. Theories and concepts relating to geomorphic evolution in the major and minor physiographic divisions will be emphasized. Prerequisite: Geography 201 or Earth Science 252 or Earth Science 210. 3 credits.

Earth Science 462. SPECIAL PROJECTS IN EARTH SCIENCE. Students will carry out study or research projects under individual supervision of instructor. The nature of the projects will depend on the interest and needs of the students. Consent of the instructor and approval of the department head is prerequisite for enrollment in this course. May be repeated as Earth Science 463 and 464. 1-4 credits.

Earth Science 477/577. PHYSICAL SPELEOLOGY. The physical study of caves, karst hydrology, and related features. The course involves field trips to cavernous regions of Virginia and West Virginia. Permission of instructor required. Prerequisite: Course in Physical Geology recommended. 4 credits.

Earth Science 478/578 (Biology 478/578). **BIOLOGICAL SPELEOLOGY.** Study of the cave environment and the life forms found there, with emphasis on the diversity, dispersal, ecology, and evolution of cave fauna. The course involves field trips to cavernous regions of Virginia and West Virginia. Permission of instructor required. Prerequisite: Course in General Zoology recommended. 4 credits.

SCIENCE

Science 352. SCIENCE FOR SECONDARY TEACHERS. A study of materials

and methods for teaching the physical and/or biological sciences at the junior and senior high school level. Course content will be designed to meet the individual needs of each student. Recommended prior to student teaching. 3 credits.

Science 362. SCIENCE FOR ELEMENTARY TEACHERS. A study of materials and methods of teaching science in the primary and upper elementary grades with emphasis on student use of laboratory materials and techniques. Required for the B.S. degree in elementary education. Prerequisites: Biology 102 and 103 and Earth Science 102. 1 single and 2 double periods; 3 credits.

GEOGRAPHY PROGRAM

Faculty

Robert S. Hayden, Ph.D., Associate Professor of Geography
David R. Hardin, M.A., Instructor of Geography

Students interested in pursuing a geography minor should contact Dr. Hayden. The minor must include:

Geography 201/3 credits
Geography 358/3 credits
Geography 241, 242, 252, 444 or 450/3 credits
Geography 353, 401, 402, 404, 405, or 453/3 credits
Geography elective/6 credits
TOTAL/18 credits

GEOGRAPHY

*General Education Course

**Geography 201. BASIC ELEMENTS OF GEOGRAPHY.* The scope and nature of geographic philosophies are treated. Special emphasis is placed on the significance of man, culture, and the cultural processes in the organization of space on the earth's surface. 3 credits.

Geography 241. CULTURAL GEOGRAPHY. A study of the interaction between man and the land. Spatial and time elements are interwoven with selected topics such as man's religions, settlement patterns, racial stocks, economics, and population characteristics. 3 credits.

Geography 242. ECONOMIC GEOGRAPHY. Relation of geographic factors to economic conditions in determining the nature and location of the several productive occupations and the distribution of the out-

put of these occupations, including their transportation and marketing. Prerequisite: Geography 201 and permission of instructor. 3 credits.

Geography 252 (Earth Science 252.) PHYSICAL GEOGRAPHY. A study of the earth's physical landscape, the dynamics of the natural systems which form it and the interrelationships between the systems. Included are investigations of human impacts on the earth's systems. 3 credits.

Geography 261 (Earth Science 261). METEOROLOGY. A study of the basic weather phenomena and processes including the elements for modern weather forecasting. 3 lecture and one 2-hour lab periods; 4 credits.

Geography 353 (Earth Science 353). GEOGRAPHY OF VIRGINIA. Geographical

appraisal of Virginia, including the geology, landforms, soils, climate, economic minerals, original vegetation, and the human geography of Virginia, emphasizing settlement and population, agriculture, industries and transportation. Prerequisite: Geography 201 or permission of instructor. 3 credits.

Geography 355 (Earth Science 355). CLIMATOLOGY. A study of the dynamics of the atmosphere as an energy system, its interactions with other parts of the Earth's physical system, and the effects of these interactions on human life and activity. Climate variations on global, regional, and local scales are investigated including methods of climate classification and techniques used to model future climatic conditions. Prerequisite: Geography 201 or Earth Science - Geography 261 or permission of instructor. 3 credits.

Geography 358 (Earth Science 358). CARTOGRAPHY. Emphasis is focused on the construction of maps, figures, and charts at the preprofessional level. Modern techniques and processes are discussed along with conventional pen and ink methods. Examination and interpretation of maps and aerial photographs are included. Prerequisite: permission of instructor. 3 credits.

Geography 401. GEOGRAPHY OF SOUTHEAST ASIA. Regional analysis of the physical geography and problems in the economic political geography of Southeast Asia. Emphasis on China, Japan, and India. Prerequisite: Geography 201 and permission of instructor. 3 credits.

Geography 402. GEOGRAPHY OF LATIN AMERICA. Regional and systematic analysis of the geography of Latin America, including treatment of physical, cultural and economic characteristics of the several regions within the Latin American nations. 3 credits.

Geography 403. GEOGRAPHY OF EUROPE AND THE MEDITERRANEAN. Regional analysis of peninsula, western and central Europe and the Mediterranean Basin. Prerequisite: Geography 201 or permission of instructor. 3 credits.

Geography 404. GEOGRAPHY OF ANGLO-AMERICA. Regional analysis of human geography of the United States, Canada, and

Alaska, emphasizing the physical and economic factors affecting the utilization of the several regions. Prerequisite: Geography 201 or permission of instructor. 3 credits.

Geography 405. REGIONAL GEOGRAPHY OF MODERN AFRICA. A regional analysis of the geographical factors influencing the culture and economics of the African continent. Special emphasis will be placed on the present state of economic development. Prerequisite: Geography 201 or permission of instructor. 3 credits.

Geography 410 (Earth Science 410). REGIONAL PHYSIOGRAPHY OF THE UNITED STATES. Treatment of the processes that have shaped the varied surface features within the United States. Theories and concepts relating to geomorphic evolution in the major and minor physiographic divisions will be emphasized. Prerequisite: Geography 201 or Earth Science 252 or Earth Science 210. 3 credits.

Geography 444. POLITICAL GEOGRAPHY. Geographic factors in major nations of the world and how they affect international relations, with analysis of current strategic positions of the U.S. and the former U.S.S.R. Prerequisite: Geography 201 or permission of instructor. 3 credits.

Geography 450. GEOGRAPHY OF CONTEMPORARY PROBLEM AREAS. A physical, economic, historical, and cultural analysis of selected regions and nations in the news. A background for understanding present day conditions, and the social significance of the events occurring in these areas. Prerequisite: Geography 201 or permission of instructor. 3 credits.

Geography 453. GEOGRAPHICAL APPRAISAL OF THE SOVIET UNION. An evaluation of people, land, climate, resources and space as they bear on the economic developments and political prospects of the former Soviet Union. Prerequisite: Geography 201 or permission of instructor. 3 credits.

Geography 462. SPECIAL PROJECTS IN GEOGRAPHY. Students will carry out study or research projects under supervision of an instructor. May be repeated as Geography 463 and 464. Six credits total may be earned. 1, 2, 3 credits.

PHYSICS PROGRAM

Faculty

Wayne K. Meshejian, M.S., Assistant Professor of Physics

Charles D. Ross, Ph.D., Assistant Professor of Physics and Area Coordinator of Physics and Pre-Engineering Program

The physics major at Longwood provides fundamental training in several areas of physics so that graduates may pursue graduate study or careers in research, industry, teaching, or engineering. Those who wish to major in physics may choose from the following options:

1. *traditional physics major* for students interested in preparation for graduate work or careers in research or industry.
2. *pre-medical/biophysics concentration* for students interested in preparation for medical school or graduate work in biophysics.
3. *pre-engineering* for students interested in cooperative engineering programs.

A minimum of 32 semester hours credit in physics is required for all physics majors. Many physics majors elect to double major in both physics and some other discipline. Also, a student majoring in another field may choose to minor in physics. The minor program requires 24 semester hours in physics.

PHYSICS MAJOR, B.S. DEGREE

- A. General Education Core Requirement. 33 credits.
See General Education Requirements listed on pages 53-55.
- B. B. S. Degree Additional Degree Requirements. 12 credits.
Mathematics 261/5 credits
History 110 or 100/3 credits
Chemistry 102/4 credits
- C. Major Requirements. 47 credits.
Chemistry 101/4 credits
Mathematics 262/5 credits
Mathematics 361/3 credits
Mathematics 460/3 credits
Physics 101 and 102/8 credits
OR
Physics 201 and 202/8 credits
Physics 321/4 credits
Physics 331/4 credits
Physics 332/4 credits
Physics 341/4 credits
Physics 352/4 credits
Physics elective/4 credits
- D. Elementary Teaching Certification (for teaching all subjects), Grades N, K - 8. 40 credits.
See professional education requirements listed on pages 83-85.
- E. Secondary Teaching Certification, grades 8-12. 31 credits. A student must have a 2.5 GPA in the major course requirements.
See professional education requirements listed on page 85.

For additional certification to teach Biology

Minor in Biology/20 hours. See page 176.

For additional certification to teach Chemistry

Minor in Chemistry/24 hours. See page 181.

For additional certification to teach Earth Science

Minor in Earth Science/24 hours. See page 183.

PHYSICS MAJOR, B.S. or B.A. DEGREE Pre-Medicine and Biophysics Concentration

- A. **General Education Core Requirement.** 33 credits.
See General Education Requirements listed on pages 53-55.
- B. **B. S. Degree Additional Degree Requirements.** 12 credits.
Mathematics 261/5 credits
History 110 or 100/3 credits
Biology 102/4 credits
- C. **Major Requirements.** 75credits.
Biology 103/4 credits
Biology 306/4 credits
Biology 304 or 412/4 credits
Biology 424/4 credits
Chemistry 101, 102/8 credits
Chemistry 305/4 credits
Chemistry 306/4 credits
Mathematics 262/5 credits
Mathematics 361/3 credits
Mathematics 460/3 credits
Physics 101 and 102/8 credits
OR
Physics 201 and 202/8 credits
Physics 321, 322/8 credits
Physics 331/4 credits
Physics 332/4 credits
Physics 341/4 credits
Physics 352/4 credits

PHYSICS

*General Education Course

***Physics 101. GENERAL PHYSICS.** An introduction to the basic concepts of mechanics and heat. 3 lecture and one 2-hour lab periods; 4 credits.

Physics 102. GENERAL PHYSICS. A study of sound, light, electricity and magnetism. Prerequisite: Physics 101. 3 lecture and one 2-hour lab periods; 4 credits.

Physics 201. UNIVERSITY PHYSICS. Similar to Physics 101, but with the calculus used throughout. Prerequisite or corequisite: Mathematics 261. Offered on demand. 3 lecture and one 2-hour lab periods; 4 credits.

Physics 202. UNIVERSITY PHYSICS. Similar to Physics 102, but with the calculus used throughout. Prerequisite: Physics 201. Offered on demand. 3 lecture and one 2-hour lab periods; 4 credits.

Physics 321. ATOMIC AND NUCLEAR PHYSICS I. A survey of modern developments in electron, atomic, and nuclear physics. Prerequisite: Physics 101, 102 or 201, 202. Prerequisite or corequisite: Mathematics 261. 3 lecture and one 3-hour lab periods; 4 credits.

Physics 322. ATOMIC AND NUCLEAR PHYSICS II. A continuation of Physics 321. Prerequisite: Physics 101, 102 or 201, 202. Prerequisite or corequisite: Mathematics 262. 3 lecture and one 3-hour lab periods; 4 credits.

Physics 324. THERMODYNAMICS. A study of thermal properties of matter; phenomena involved in flow of heat and performance of work. Kinetic theory and statistical mechanics are included. Prerequisite: Physics 101, 102 or 201, 202. Prerequisite or corequisite: Mathematics 261. Offered on demand. 3 credits.

Physics 326. LIGHT. A study of the nature and behavior of light and other electromagnetic radiation. Prerequisite: Physics 101, 102 or 201, 202, Mathematics 261. 3 lecture and one 3-hour lab periods; 4 credits.

Physics 331. A.C. AND D.C. CIRCUITS. A.C. and D.C. circuits, loop, mesh and nodal analysis, network theorems, dependent sources, RLC circuits, transients, resonance, and electrical measurements. Prerequisite: Physics 101, 102 or 201, 202. Prerequisite or corequisite: Mathematics 261. 3 lecture and one 3-hour lab periods; 4 credits.

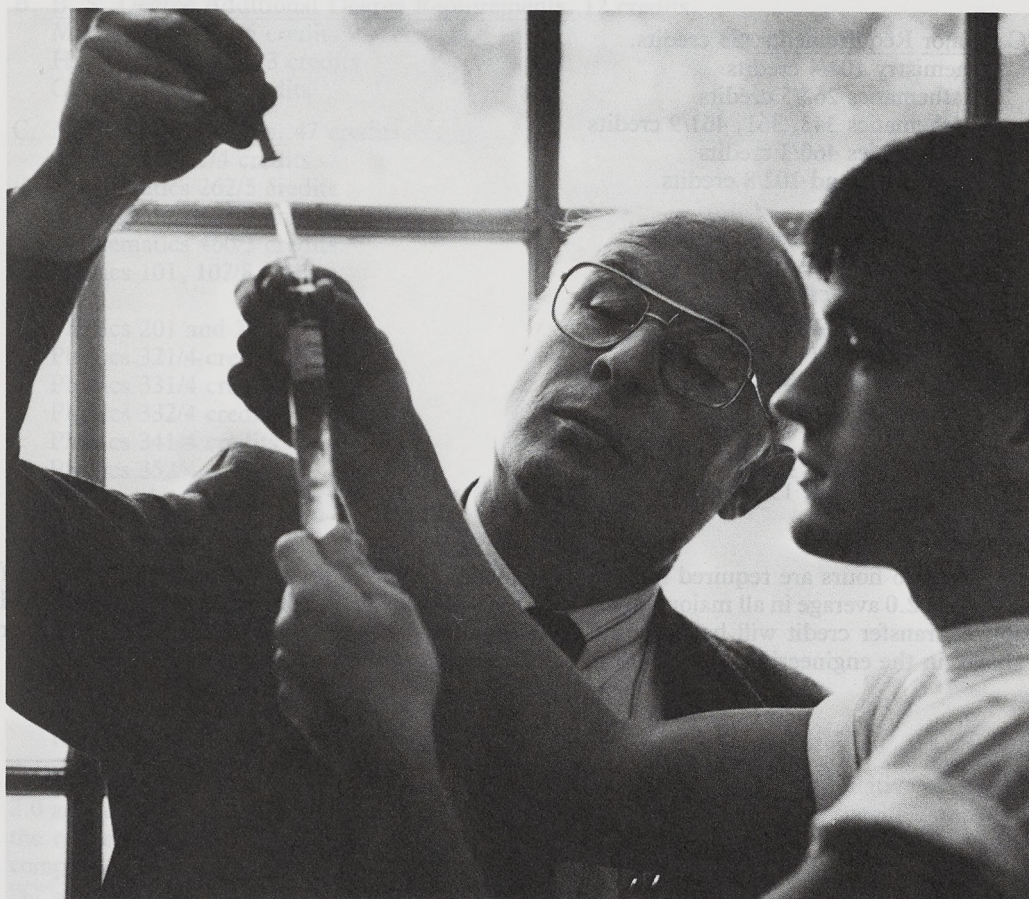
Physics 332. CLASSICAL ELECTRICITY AND MAGNETISM. Electric and magnetic fields, potentials, resistance, inductance, and capacitance, polarization, magnetic materials, Maxwell's equations. Prerequisite: Mathematics 262. 4 periods; 4 credits.

Physics 341. ELECTRONICS. An introduction to electronics including A.C. and D.C.

analysis and synthesis of transistor amplifier circuits, operational amplifiers and elementary logic circuits. Prerequisite: Physics 331. 3 lecture and one 3-hour lab periods; 4 credits.

Physics 352. MECHANICS. A mathematical study of motion using Newtonian and Lagrangian techniques. Prerequisite: Physics 101, 102 or 201, 202; Mathematics 262. Prerequisite or corequisite: Mathematics 460. 4 periods; 4 credits.

Physics 462. SPECIAL PROJECTS IN PHYSICS. Students will carry out research projects under individual supervision of an instructor. The nature of the project will depend on the interest and needs of the student. Consent of instructor and approval of department head is prerequisite for enrollment. May be repeated as Physics 463, 464. 2, 3, or 4 credits.



PRE-ENGINEERING 3 & 2

(Georgia Institute of Technology)

B.S. or B.A. Degree in Physics Granted by Longwood

B.S. Degree in Engineering Granted by Georgia Institute of Technology

Students in the 3 & 2 Dual Degree Program attend Longwood College for the first three years to complete the major part of the Longwood degree requirements as well as the requirements for the first two years of the engineering degree at G.I.T. At the beginning of the fourth year, provided a "B-plus" academic average has been achieved, the student transfers to G.I.T. for the final two years. Upon completing the Longwood requirements at G.I.T., the student receives a bachelor's degree in physics from Longwood, normally at the end of his/her first year at G.I.T. He receives a bachelor's degree in any of the several degree areas offered by the G.I.T. College of Engineering at the end of the fifth year or when all prescribed courses are completed. Normally, in the five-year period, the student earns two bachelor's degrees, one from each institution.

PRE-ENGINEERING 3 and 2 **(Georgia Institute of Technology)**

- A. General Education Core Requirement. 33 credits.
See General Education Requirements listed on pages 53-55.
- B. B. S. Degree Additional Degree Requirements. 12 credits.
Mathematics 261/5 credits
History 110 or 100/3 credits
Chemistry 102/4 credits
- C. Major Requirements. 53 credits.
Chemistry 101/4 credits
Mathematics 262/5 credits
Mathematics 343, 361, 461/9 credits
Mathematics 460/3 credits
Physics 101 and 102/8 credits
OR
Physics 201 and 202/8 credits
Physics 321/4 credits
Physics 331/4 credits
Physics 332/4 credits
Physics 341/4 credits
Physics 352/4 credits
Physics elective/4 credits
- D. Course required by GIT. 3 credits.
Political Science 150 or 455

NOTE: 126 hours are required for graduation from Longwood with a cumulative average of 2.0 and a 2.0 average in all major courses. For the additional hours of course work not specified above, transfer credit will be given by Longwood for courses passed (with grades of "C" or above) in the engineering curriculum upon completion of the first year at G.I.T.

PHYSICIST TO MASTER'S IN ELECTRICAL ENGINEERING 3 & 2
(Department of Electrical Engineering, University of Virginia)
B.S. or B.A. Degree in Physics Granted by Longwood
M.E. or M.S. Degree in Electrical Engineering Granted by University of Virginia

Students in this 3 & 2 Dual Degree Program attend Longwood for three years (including one summer) to complete at least 114 semester hours of Longwood degree requirements. At the beginning of the summer prior to the fourth year, the student enrolls in the Physicist to Electrical Engineer summer program at the University of Virginia. Upon completion of this summer program with a grade of "B" or better, the student will be ready to begin the electrical engineering graduate program. (However, it will be necessary to take two or three undergraduate E.E. courses while in the Graduate Program.) In addition, satisfactory completion of this summer program completes the semester hours requirement for the Longwood Bachelor's Degree in Physics. The University of Virginia Master's Degree in Electrical Engineering Program is designed to require between 15 to 24 months to complete depending upon the type of master's sought. A Longwood physics major who (a) applies for admission, (b) has taken the GRE general examination, and (c) completes with a "B" overall average and a B-plus in the major the course requirements listed below, may expect to be admitted into the Electrical Engineering Master's Program for Physicists. Thus, in the five-year period, the student has the opportunity to earn both the Bachelor's Degree in Physics from Longwood and the Master's Degree in Electrical Engineering from the University of Virginia.

PHYSICIST TO MASTER'S IN ELECTRICAL ENGINEERING

- A. General Education Core Requirement. 33 credits.
 See General Education Requirements listed on pages 53-55.
- B. B. S. Degree Additional Degree Requirements. 12 credits.
 Mathematics 261/5 credits
 History 110 or 100/3 credits
 Chemistry 102/4 credits
- C. Major Requirements. 47 credits.
 Chemistry 101/4 credits
 Mathematics 262/5 credits
 Mathematics 361/3 credits
 Mathematics 460/3 credits
 Physics 101, 102/8 credits
 OR
 Physics 201 and 202/8 credits
 Physics 321/4 credits
 Physics 331/4 credits
 Physics 332/4 credits
 Physics 341/4 credits
 Physics 352/4 credits
 Physics elective/4 credits
- D. Electives 29 credits.
 Recommended courses:
 Computer Science 205/3 credits
 Computer Science 206/3 credits
 Mathematics 343/3 credits
 Mathematics 371/3 credits (required by U. Va.)
 Mathematics 461/3 credits
 Mathematics 481/3 credits

NOTE: 126 hours are required for graduation from Longwood with a cumulative average of 2.0 and a 2.0 average in all major courses. For the additional 12 hours not specified above, at the request of the student, 12 hours of transfer credit will be awarded by Longwood upon completion of the Physicist to Electrical Engineering summer course (provided the grade is "C" or above).

PHYSICIST TO MASTER'S IN NUCLEAR ENGINEERING OR ENGINEERING PHYSICS

**3½ Plus 1½ (Department of Nuclear Engineering and Engineering Physics,
University of Virginia)**

**Bachelor's Degree in Physics granted by Longwood
Master's Degree in Engineering granted by University of Virginia**

This dual-degree program makes it possible for the student to earn both a Bachelor's Degree in Physics from Longwood and a Master's Degree in Nuclear Engineering or Engineering Physics from the University of Virginia in approximately five years. Students in this 3½ Plus 1½ Dual-Degree Program attend Longwood for three-and-one-half years to complete at least 111 semester hours of the Longwood degree requirements as listed below. Upon obtaining the approval of the Area Coordinator of Physics and Pre-Engineering Programs, and with the condition that the Longwood academic average is "B" or better, the student applies for admission to the University of Virginia's School of Engineering and Applied Science as a *conditional* graduate student in order to complete 15 semester hours (one semester) of appropriate undergraduate courses in that school. After completing these 15 hours with a "B" average or higher, the student should then be admitted *unconditionally* into the graduate program of either Nuclear Engineering or Engineering Physics. In addition, satisfactory completion of these 15 undergraduate hours completes the semester hour requirement for the Longwood Bachelor's Degree in Physics.

The University of Virginia Master of Engineering Program is designed to require approximately 12 months to complete. The student may elect to pursue the Master of Science in Nuclear Engineering or Engineering Physics rather than the Master of Engineering. A Master of Science in either discipline would require a longer time (typically 18 months) because of the research associated with this degree.

PHYSICIST TO MASTER'S IN NUCLEAR ENGINEERING OR ENGINEERING PHYSICS

A. General Education Core Requirement. 33 credits.

See General Education Requirements listed on pages 53-55.

B. B. S. Degree Additional Degree Requirements. 12 credits.

Mathematics 261/5 credits

History 110 or 100/3 credits

Chemistry 102/4 credits

C. Major Requirements. 47credits.

Chemistry 101/4 credits

Mathematics 262/5 credits

Mathematics 361/3 credits

Mathematics 460/3 credits

Physics 101 and 102/8 credits

OR

Physics 201 and 202/8 credits

Physics 321/4 credits

Physics 322/4 credits

Physics 331/4 credits

Physics 332/4 credits

Physics 341/4 credits

Physics 352/4 credits

D. Electives. 26 credits.

Recommended courses:

Computer Science 205/3 credits

Mathematics 343/3 credits

Mathematics 371/3 credits

Mathematics 461/3 credits

Mathematics 481/3 credits

NOTE: 126 hours are required for graduation from Longwood College with a cumulative average of 2.0 and a 2.0 average in all major courses. For the additional 15 hours of course work not listed above, at the request of the student, 15 hours of transfer credit will be awarded by Longwood upon completion of 15 hours of undergraduate course work at the University of Virginia (provided grades are "C" or above).

PRE-ENGINEERING 3 & 2
(Old Dominion University)
B.S. or B.A. in Physics Granted by Longwood
B.S. Degree in Engineering Granted by Old Dominion University

Students in the 3 & 2 Dual-Degree program attend Longwood College for the first three years to complete the major part of the Longwood degree requirements as well as the requirements equivalent to the first two years of the engineering degree at ODU. At the beginning of the summer prior to the fourth year, the student transfers to ODU for the final two years (two and one-half years for computer or electrical engineering). Upon completing the Longwood requirements at ODU, the student receives a bachelor's degree in physics from Longwood, normally at the end of his/her first year at ODU. He receives the bachelor's degree in Civil, Computer, Electrical, or Mechanical Engineering from ODU at the end of the fifth year or when all prescribed courses are completed. Normally, in the five-year period (five and one-half years for computer or electrical engineering) the student earns two bachelor's degrees, one from each institution.

PRE-ENGINEERING 3 and 2
(Old Dominion University)

- A. General Education Core Requirement. 33 credits.
 See General Education Requirements listed on pages 53-55.
- B. B. S. Degree Additional Degree Requirements. 12 credits.
 Mathematics 261/5 credits
 History 110 or 100/3 credits
 Chemistry 102/4 credits
- C. Major Requirements. 54 credits.
 Chemistry 101/4 credits
 Computer Science 205 and 215/4 credits
 Mathematics 262/5 credits
 Mathematics 361, 460/6 credits
 Mathematics 343/3 credits
 Physics 101 and 102/8 credits
 OR
 Physics 201 and 202/8 credits
 Physics 321/4 credits
 Physics 326/4 credits
 Physics 331/4 credits
 Physics 332/4 credits
 Physics 341/4 credits
 Physics 352/4 credits

NOTE: 126 hours are required for graduation from Longwood College with a cumulative average of 2.0 and a 2.0 average in all major courses. For the additional hours not listed above, transfer credit will be given by Longwood for courses passed (with grades of "C" or better) in the engineering curriculum upon completion of the first year at ODU.

PHYSICS MINOR

Students interested in pursuing a physics minor should contact the Area Coordinator of the physics program. The minor must include:

8 semester hours general physics
 16 semester hours advanced physics courses
 TOTAL/24 hours

NOTE: Mathematics 261, 262 required in most of these courses.

PRE-PROFESSIONAL PROGRAMS IN NATURAL SCIENCES

FACULTY

Donald A. Merkle, Area Coordinator for Pre-Professionals

Representatives of our Affiliated Institutions

- C. Barrie Cook, M.D., Medical Director, School of Medical Technology, The Fairfax Hospital, Falls Church
Cheryl Kemp, MT(ASCP), Program Director, School of Medical Technology, The Fairfax Hospital, Falls Church
Cheryl V. Leitch, MT(ASCP) SH, Program Director, School of Medical Technology, University of Virginia Medical Center, Charlottesville
Susan E. Schelor, B.S.M.T. (ASCP), Program Director, School of Medical Technology, Roanoke Memorial Hospital, Roanoke
Linda D. Sokos, B.S.M.T. (ASCP), Program Director, School of Medical Technology, The Memorial Hospital, Danville
Jack C. Turner, M.D., Medical Director, School of Medical Technology, The Memorial Hospital, Danville
Samuel F. Vance, M.D., Medical Director, School of Medical Technology, Roanoke Memorial Hospital, Roanoke
Michael R. Willis, M.D., Ph.D., Director of Clinical Labs, University of Virginia Medical Center, Charlottesville

The Department of Natural Sciences is successful in preparing students for careers in medical technology, dental hygiene, occupational therapy, physical therapy, nursing, pharmacy, medicine, dentistry, and other health related professions. Students spend two-three years at Longwood taking the required coursework for transfer into the professional program at another institution. By working closely with an academic advisor, students can prepare for transfer into programs at any professional institution. Completion of Longwood's pre-professional program, however, does not guarantee admission to the professional program. Admission to these programs is competitive and is based on the student's academic performance during the pre-professional period as well as personal recommendations and related experiences.

PRE-DENTAL HYGIENE (VCU-MCV, ODU)

Requirements

- *Biology 101/4 credits
- *Biology 206/207/8 credits
- *Chemistry 101, 102/8 credits
- *English 100, 101/6 credits
- Mathematics 171/3 credits
- *Psychology 131 or 132/3 credits
- *Sociology 101/3 credits
- *Speech 101/3 credits
- Electives/22 credits
- TOTAL/60 credits

Recommended elective areas: microbiology (Biology 304) and Organic Chemistry (Chemistry 305, 306).

*Required by ODU. In addition, 6 credit hours of selected humanities electives are required.

PRE-PHARMACY (VCU-MCV)

Requirements

Biology 102, 103/8 credits
Chemistry 101, 102/8 credits
Chemistry 305, 306/8 credits
Economics 211, 217 or 218/3 credits
English 100, 101/6 credits

Mathematics 267/4 credits
Mathematics electives/3 credits
Physics 101, 102/8 credits
Electives/17 credits
TOTAL/65 credits

Elective credits must be in the liberal arts and behavioral sciences. Credits in science, mathematics, business, physical education, performing and studio arts, are not acceptable.

Major Requirements (affiliated schools)

University of Virginia/38 credits
Roanoke Memorial Hospital/42.5 credits

Danville Memorial Hospital/45 credits
Fairfax Hospital/36 credits

Information concerning curriculum at the hospitals, expenses, financial aid, etc. is available from the medical technology advisor.

PRE-MEDICAL TECHNOLOGY (VCU-MCV)

Requirements

Biology 101/4 credits
Biology 102 or 103/4 credits
Biology 206-207/8 credits
Chemistry 101, 102/8 credits
Chemistry 305/4 credits

Chemistry 301 or 306/4 credits
English 100, 101/6 credits
Mathematics 121/3 credits
*Electives/19 credits
TOTAL/60 credits

*Select from humanities and social sciences. Mathematics 171 and Physics 101 and 102 are strongly recommended.

PRE-NURSING CURRICULUM (VCU-MCV, U.Va.)

Requirements

Biology 101/4 credits
Biology 206, 207/8 credits
Biology 304/4 credits
*Science elective/4 credits
Mathematics 171/3 credits
English 100, 101/6 credits
Philosophy elective/3 credits
Humanities elective/6 credits
Speech 101/3 credits
Health Ed 235/3 credits
Psychology 131 or 132/3 credits

Psychology 221/3 credits
Sociology 101/3 credits
Social Science elective/3 credits
TOTAL/60 credits

Exceptional students may apply for transfer to U.Va. after one year at Longwood with appropriate course selection.

*One semester of Chemistry is required unless high school chemistry with a final grade of C or better was taken within the last 10 years.

PRE-PHYSICAL THERAPY (VCU-MCV)

Requirements

Biology 101 or 103/4 credits
 Biology 206, 207/8 credits
 Chemistry 101, 102/8 credits
 English 100, 101/6 credits
 Humanities elective/3 credits
 Literature/6 credits
 Mathematics 171/3 credits
 Mathematics electives/6 credits
 *Social Science elective/6 credits
 Physics 101, 102/8 credits
 Psychology 131, 132/6 credits
 **Electives/26 credits
 TOTAL/90 credits

*Select from Anthropology, Economics, History, Psychology or Sociology.

**Recommended electives: Physical Education 386 (required by ODU); Mathematics 171, or any Computer Science course; Calculus; Modern Languages.

The Physical Therapy program at Old Dominion University requires a B.S. degree for admission. ODU requires the same prerequisite courses for MCV with the addition of PHED 386 and a Computer Science course. The Physical Therapy program at Shenandoah University requires Chemistry 305.

PRE-OCCUPATIONAL THERAPY (VCU-MCV)

Requirements

Biology 101/4 credits
 Biology 206, 207/8 credits
 English 100, 101/6 credits
 Psychology 131 or 132/3 credits
 Psychology 221/3 credits
 Psychology 356/3 credits
 Psychology elective/3 credits
 Sociology 101/3 credits
 Sociology elective/3 credits
 Mathematics 171/3 credits
 *Electives/23 credits
 TOTAL/62 credits

*Students are encouraged to pursue further study in Biology, Psychology, and Sociology.

Applicants to MCV should have many hours of work related experience.

BIOLOGY DEGREE, B.S.

Medical Technology Concentration

(Memorial Hospital of Danville, Roanoke Memorial Hospital,
 Fairfax Hospital, University of Virginia Medical Center)

- A. General Education Core Requirement. 33 credits.
 See General Education Requirements listed on pages 53-55.
- B. 1. B. S. Degree Additional Degree Requirements. 10 credits.
 See Degree Requirements listed on pages 51-52.
 2. B. A. Degree Additional Degree Requirements. 9 credits.
 See Degree Requirements listed on pages 51-52.
- C. Major Requirements. 57 credits.
 Biology 102/4 credits
 Biology 103/4 credits
 Biology 206/4 credits
 Biology 207/4 credits
 Biology 304/4 credits
 Chemistry 101, 102/8 credits
 Chemistry 305, 306/8 credits
 Physics 101, 102/8 credits
 Electives/13 credits

PRE-NURSING CURRICULUM (Lynchburg College)

Requirements:

- English 100, 101/6 credits
- *French 201 OR German 201 OR Spanish 201/3 credits
- Mathematics 121 and 171/6 credits
- Physical Education Activity Courses/2 credits
- History 100, 110/6 credits
- Literature elective/3 credits
- Philosophy 200/3 credits
- Philosophy 242, 250, OR 360/3 credits
- Art, Music, or Theatre Electives/6 credits in two fields
- **Chemistry 101/4 credits
- **Chemistry (Pharmacology with Lynchburg)/4 credits
- **Biology 206, 207/8 credits
- **Biology 304/4 credits
- Sociology 101/3 credits
- Social Science elective (200 plus level)/3 credits
- **Psychology 221/3 credits
- **Health Education 235/3 credits
- Electives/to total 124 credits
- TOTAL/74 credits at Longwood
- **Nursing courses from Lynchburg College/48 credits
- Senior Symposium at Lynchburg College/2 credits

*Some students may be required to take up to 8 credit hours of additional foreign language courses before attempting the 201 level courses. Students must be able to pass a CEEB test before being allowed to take 201 level foreign language courses.

**Students who have already earned a baccalaureate degree need only to take these, prerequisites courses.

PRE-MEDICAL CURRICULUM (VCU-MCV, U.Va., Eastern Virginia Medical School)

Pre-medical students usually major in Biology, Chemistry, or Physics. Since requirements of medical schools may vary considerably, students should communicate with the pre-medical curriculum advisor, Dr. Wayne Tinnell 395-2586.

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

Edward D. Smith, Ph.D., *Chair*

The Department of Psychology offers both an undergraduate major and a minor, as well as basic introductory and service courses to numerous other college majors. Psychology courses required for other majors and minors are clearly identified under those disciplines.

PSYCHOLOGY PROGRAM

Faculty

Jennifer M. Apperson, Ph.D., Assistant Professor of Psychology
Stephen E. Blankenship, M.S., Instructor of Psychology
David M. Carkenord, Ph.D., Assistant Professor of Psychology
Dale D. Grubb, Ph.D., Assistant Professor of Psychology
Edward D. Smith, Ph.D., Professor of Psychology
David B. Stein, Ph.D., Assistant Professor of Psychology
Linda R. Tennison, M.S., Instructor of Psychology

Students should be aware that a 2.50 GPA is required for student teaching and for certification in Elementary Education and Special Education (for those students interested in careers in these fields). Also, registration for internship and independent research opportunities in psychology requires a 2.50 GPA.

To satisfy major requirements for graduation, students majoring in psychology must earn a grade of no less than C- in all psychology courses (44 credits).

The Department of Psychology offers eight concentrations. All psychology majors are required to take the 26 hours of major, or core, requirements in addition to the 18 hours of psychology electives. We recommend, but we do not require, that majors choose a concentration. The concentrations are as follows:

PSYCHOLOGY MAJOR, B.S. DEGREE

- A. General Education Core Requirement. 33 credits.
See General Education Requirements listed on pages 53-55.
- B. Additional Degree Requirements. 10 credits.
See Degree Requirements listed on pages 51-52.
- C. Major Requirements. 44 credits.

CORE REQUIREMENTS

Psychology 131, 132, 234/9 credits
Psychology 233/4 credits
Select one: Psychology 300, 321, 322, or 324/4 credits
Psychology 457/3 credits
Psychology 460/3 credits
Psychology 461/3 credits
Psychology electives or concentration/18 credits

DEVELOPMENTAL CONCENTRATION

(This concentration is most appropriate for those planning to teach elementary school.)

PSY 221. Life-Span Developmental Psychology
PSY 357. Psychopathology of Childhood
PSY 370. Cognitive Development
PSY 375. Psychology of Aging
PSY 420. Psychological Tests and Measurements
PSY 423/523. Theories of Personality and Adjustment

EXCEPTIONAL LEARNERS CONCENTRATION

(This concentration is most appropriate for those in the Psychology/Special Education five year program.)

- PSY 221. Life-Span Developmental Psychology
- PSY 321. Physiological Psychology
- PSY 322. Human Learning and Memory
- PSY 356. Abnormal Psychology
- PSY 370. Cognitive Development
- PSY 423. Theories of Personality

GENERAL/EXPERIMENTAL CONCENTRATION

- PSY 300. Sensation and Perception
- PSY 321. Physiological Psychology
- PSY 322. Human Learning and Memory
- PSY 324. Animal Learning and Motivation
- PSY 370. Cognitive Development
- PSY 450/550. Psychopharmacology

INDUSTRIAL/ORGANIZATIONAL CONCENTRATION

- PSY 259. Industrial Psychology
- PSY 260. Consumer Psychology
- PSY 365. Psychology of Organizational Behavior
- PSY 400. Psychology of Human Factors Engineering
- PSY 410. Fundamentals of Psychological Interviewing
- PSY 425. Personnel Psychology

PRE-LAW CONCENTRATION

- PSY 231. Social Psychology
- PSY 322. Human Learning and Memory
- PSY 356. Abnormal Psychology
- PSY 357. Psychopathology of Childhood
- PSY 410. Fundamentals of Psychological Interviewing
- PSY 430. Psychology and the Law

PRE-MEDICINE CONCENTRATION

- PSY 221. Life-Span Developmental Psychology
- PSY 321. Physiological Psychology
- PSY 356. Abnormal Psychology
- PSY 357. Psychopathology of Childhood
- PSY 375. Psychology of Aging
- PSY 450/550. Psychopharmacology

PRE-CLINICAL/COUNSELING CONCENTRATION

- PSY 356. Abnormal Psychology
- PSY 357. Psychopathology of Childhood
- PSY 410. Fundamentals of Psychological Interviewing
- PSY 420. Psychological Tests and Measurements
- PSY 423/523. Theories of Personality and Adjustment
- PSY 440/540. Applied Behavior Analysis

SOCIAL PSYCHOLOGY CONCENTRATION

- PSY 231. Social Psychology
- PSY 260. Consumer Psychology
- PSY 356. Abnormal Psychology
- PSY 375. Psychology of Aging
- PSY 410. Fundamentals of Psychological Interviewing
- PSY 430. Psychology and the Law

D. Elementary Teaching Certification (for teaching all subjects), Grades N, K-8. 40 credits.
See professional education requirements listed on pages 83-85.

E. Special Education Certification for Five Year Program
See page 90.

MINOR

A minor in psychology is offered. A minimum of 18 semester hours is required for this program. These include:

Psychology 131, 132/6 credits

Six hours selected from 200 & 300 courses

Three hours selected from 400 & 500 courses

Three-hour elective selected from any of the
courses above.

TOTAL/18 credits

PSYCHOLOGY-SPECIAL EDUCATION PROGRAM

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

ASSESSMENT

The Department of Psychology requires senior majors to take and pass two comprehensive psychology tests. The purpose of these tests is to assess the progress of our majors, and the effectiveness of our program. Additionally, senior psychology majors are required to submit a portfolio of their academic work for purposes of assessment. Details of this portfolio should be obtained from the Department of Psychology.

PSYCHOLOGY

**General Education Course*

**Psychology 101. PSYCHOLOGY AND LIFE.* A discussion of the relevant contemporary issues in psychology, and how they affect our lives and our society. Basic psychological processes are discussed to explain practical consequences. Interconnections with other disciplines are emphasized. 3 credits. This course counts as general education credit for Goal 8. This course does not count as a major requirement and psychology majors should select a different course to fulfill Goal 8. Offered each semester.

Psychology 131. INTRODUCTION TO PSYCHOLOGY AS A SOCIAL SCIENCE. Personal and interpersonal aspects of behavior. Individual differences, developmental psychology, personality, abnormal psychology and social psychology. 3 credits.

Psychology 132. INTRODUCTION TO PSYCHOLOGY AS A NATURAL SCIENCE. The organic basis of behavior, heredity, maturation, sensory and perceptual processes, motivation, learning and thinking. 3 credits.

Psychology 221. LIFE-SPAN DEVELOPMENTAL PSYCHOLOGY. Principles and research covering the life-span development of human abilities and behavior. Topics include developmental research methodologies, variables influencing development, basic processes in development; and physical, motor, perceptual, cognitive, linguistic, motivational, emotional, social, and personality development. Prerequisite: Psychology 131. 3 credits.

Psychology 222. HUMAN BEHAVIOR THEORY. Theoretical study of behavioral, psychoanalytical, and humanistic approaches to human behavior. Prerequisite: Psychology

131 or 132. Not open to Psychology majors. 3 credits.

Psychology 231. SOCIAL PSYCHOLOGY. A study of psychological factors involved in social behavior. 3 credits.

Psychology 233. RESEARCH METHODS IN PSYCHOLOGY. Examination of the major problems of psychology and experimental procedures available for their investigation. Prerequisite: Psychology 131, 132 lecture and one double-lab periods; 4 credits each semester.

Psychology 234. QUANTITATIVE METHODS IN PSYCHOLOGY. Introduction to the principles and techniques of experimental design and statistical analysis. Prerequisite: Psychology 233. 3 credits.

Psychology 253. PSYCHOLOGY OF ADJUSTMENT. An exploration of the factors that influence human adjustment. Topics include an accurate perception of reality, ability to profit from experience and plan ahead, the capacity for emotional experience, the ability to find satisfaction in work and social relationships, and an accurate self-concept. Prerequisite: Psychology 131. Not open to psychology majors. 3 credits.

Psychology 259. INDUSTRIAL PSYCHOLOGY. Theories and techniques of psychology in relation to problems of employee selection and training, performance and appraisal, worker motivation and morale, industrial leadership and safety, human engineering, and space psychology. 3 credits.

Psychology 260. CONSUMER PSYCHOLOGY. Study of the psychological relationship between individuals who receive services and purchase goods and those organizations who provide such services and goods. Prerequisite: Psychology 259. 3 credits.

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

Psychology 300. SENSATION AND PERCEPTION. A study of transduction, organization, and interpretation of information. Topics include sensory physiology, theories

of perception, theories of attention, subjective influences on perception, and consciousness. Prerequisite: Psychology 233 and 234. 3 lecture and one double-lab periods. 4 credits.

Psychology 321. PHYSIOLOGICAL PSYCHOLOGY. Study of the physiological correlates of behavior including the sensory receptors, central brain mechanisms, and coordination of the motor system. Prerequisite: Psychology 233 and 234. 3 lectures and one-double lab periods. 4 credits.

Psychology 322. HUMAN LEARNING AND MEMORY. Examination of theories and research dealing with verbal learning, concept learning, short-term and long-term memory stores, cognitive encoding and search strategies, and transfer. Prerequisite: Psychology 233 and 234. 3 lecture and one double-lab periods. 4 credits.

Psychology 324. ANIMAL LEARNING AND MOTIVATION. Examination of the classic and contemporary literature in animal learning and motivation. Prerequisite: Psychology 233 and 234. 3 lecture and one double-lab periods. 4 credits.

Psychology 356. ABNORMAL PSYCHOLOGY. Description and explanation of the psychological aspects of behavior disorders. Prerequisite: Psychology 131. 3 credits.

Psychology 357. PSYCHOPATHOLOGY OF CHILDHOOD. Diagnostic classifications and models of deviant childhood behavior. Comparisons of child and adult patterns of psychopathology. Attention will be given to physical, learned and social bases of deviant behavior. Prerequisites: Psychology 131. 3 credits.

Psychology 365. THE PSYCHOLOGY OF ORGANIZATIONAL BEHAVIOR. Introduction to the nature and consequences of human behavior in organization. Prerequisite: Psychology 259. 3 credits.

Psychology 370. COGNITIVE DEVELOPMENT. Cognitive development in children and adolescents will be reviewed. Piaget's, Bruner's, and behavioral theories of cognitive development will be presented, along with current research on memory processes

and meta-cognition. Prerequisites: Psychology 131. 3 credits.

Psychology 375. PSYCHOLOGY OF AGING. A review of major changes taking place in late adulthood. Changes in sensory processes, cognitive functions, and social relations and roles will be explored. The effects of these changes on the psychological health of the individual as well as ways of coping with these stressors will be covered. Prerequisites: Psychology 131. 3 credits.

Psychology 400. PSYCHOLOGY OF HUMAN-FACTORS ENGINEERING. Emphasis on understanding the psychology of people-machine systems and environments. Topics to be explored are signal detection, information theory, feedback and control models and decision models. Prerequisite: Psychology 259. 3 credits.

Psychology 410. FUNDAMENTALS OF PSYCHOLOGICAL INTERVIEWING. This course will provide an overview of the general applicability of the interview process in different settings. Basic professional listening, communicating, and interviewing skills will be taught and practiced. Strategies for obtaining accurate information and for avoiding bias in the interview will also be reviewed. Prerequisite: Psychology 131. 3 credits.

Psychology 420. PSYCHOLOGICAL TESTS AND MEASUREMENTS. A survey of methods, techniques, and instruments for measuring individual differences in behavior with special emphasis on the Binet and Wechsler Scales. Prerequisite: Psychology 234. 3 credits.

Psychology 423/523. THEORIES OF PERSONALITY AND ADJUSTMENT. An examination of the major theories of personality and adjustment including an introduction to psychopathology. 3 credits.

Psychology 425. PERSONNEL PSYCHOLOGY. An investigation of the principles and concepts of psychology as applied to personnel problems in organizational settings. Emphasis on psychological issues, theoretical development and methodology in the areas of criterion development, validation, classification, job analysis and training. Prerequisite: Psychology 259. 3 credits.

Psychology 430. 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. Prerequisites: Psychology 131 or 101. 3 credits.

Psychology 440/540. APPLIED BEHAVIOR ANALYSIS. Research on the use of behavioral techniques for modifying human behavior in the clinical setting will be explored. Methods for working with child and adult cases will be covered. Self-management techniques and methods for working with group behavior will also be reviewed. The student will learn how to monitor case progress through the use of single case designs. Prerequisites: Psychology 233. 3 credits.

Psychology 450/550. PSYCHOPHARMACOLOGY. This course is designed to familiarize majors in the helping professions with psychoactive drugs and their effects on the central nervous system and behavior. Both the neuropharmacological and psychopharmacological actions of these substances will be reviewed, as well as the use of drugs for treatment of various categories of mental illness. Addictive behavior, past and present, and treatment methods for these will be reviewed. Prerequisites: Psychology 131 and 132. 3 credits.

Psychology 457. HISTORY AND SYSTEMS OF PSYCHOLOGY. The development of psychology from ancient to modern times. Prerequisite: 6 hours of psychology. 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. Prerequisite: Open only to senior psychology majors. 3 credits.

Psychology 490. INDEPENDENT RESEARCH IN PSYCHOLOGY. A directed practicum and/or research project administered by qualified specialists in the department. By permission of instructor. 3-6 credits.

Psychology 491. SYMPOSIUM IN PSYCHOLOGY. The department grants academic credit for successful participation in symposium programs sponsored by the Washington Center. A symposium involves 40 to 60 hours of lectures, panel discussions, workshops, site visits, and 9 contact hours in bi-weekly small discussion groups over a 2 to 3 week period in Washington, DC. Interested students, who must have at least a 2.5 GPA, should contact the head of the Department of Psychology and gain his approval for participation. The work done in the symposium will be evaluated by a faculty member designated by the department head in cooperation with the Washington Center. By permission of instructor. 2-3 credits.

Psychology 492. INTERNSHIP IN PSYCHOLOGY. Directed practicum in applied setting that permits supervised experiential learning. Students learn through perfor-

mance in meaningful tasks in a variety of environments. By permission of instructor. 1-15 credits.

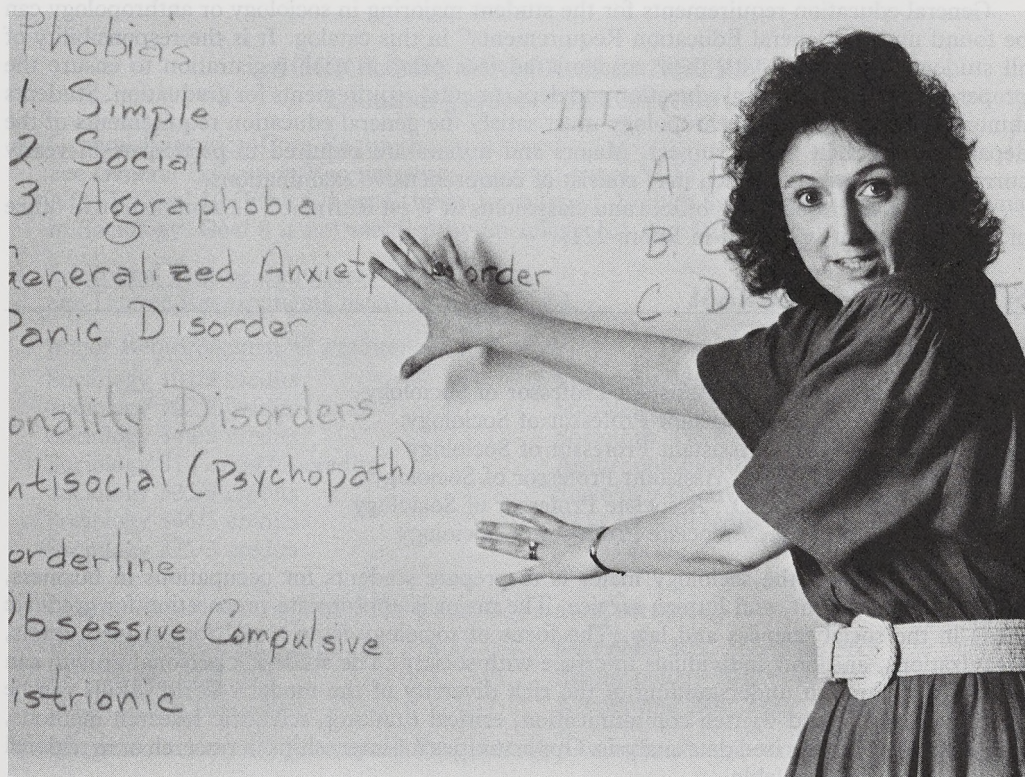
Psychology 495/595. SPECIAL TOPICS. Selected topics in Psychology. The topics may vary from semester to semester. May be repeated for credit when topics change. 1-6 credits.

For Graduates and Advanced Undergraduates

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

Psychology 523. THEORIES OF PERSONALITY AND ADJUSTMENT. An examination of the major theories of personality and adjustment including an introduction to psychopathology. 3 credits.

Psychology 555. MENTAL TESTS. The construction and interpretation of standardized tests. Intelligence, aptitude and achievement tests are discussed in terms of their validity, reliability, norms and scaling. 3 credits.



Department of Sociology and Anthropology

Kenneth B. Perkins, *Chair*
Beverly Barton, *Secretary*

The Department of Sociology and Anthropology offers an undergraduate major in sociology and anthropology, and minors in both disciplines. Students majoring in sociology or in anthropology may earn either the B.A. or B.S. degree.

The departmental curriculum is designed to provide opportunity for knowledge, skills and abilities to students who plan to (1) seek employment in business, industry, human service, or related fields, (2) pursue advanced studies in law, public policy, urban planning, or related fields, (3) engage in graduate work in sociology or anthropology, or (4) pursue undergraduate studies of the organization and functioning of human societies.

The sociology major can specialize in concentrations in Criminal Justice, Pre-Law, or Pre-Medicine. Additionally, internships are often available. In the past, students have interned in probation and parole offices, community colleges, local government branches, planning and research agencies, physical and mental health care facilities, etc.

A popular offering in the department is the Archeological Field School. Students learn about prehistoric civilizations through supervised excavations of actual settlements. The Field School is offered in both Summer Sessions. For more information, see Dr. James W. Jordan.

Through a variety of activities, the department attempts to provide students with a program of breadth and depth characteristic of the Longwood educational experience. The department sponsors an active Sociology and Anthropology Club and a chapter of Alpha Kappa Delta, the international sociology honor society. In addition, each academic year the departmental faculty chooses outstanding students to receive the Kathleen Goodwin Cover Sociology Scholarship and the Diane M. Sheffield Memorial Scholarship.

General education requirements for the student majoring in sociology or anthropology can be found under "General Education Requirements" in this catalog. It is the responsibility of all students to consult with their academic advisor prior to each registration to ensure the proper fulfillment of general education and departmental requirements for graduation. Students minoring in sociology or anthropology must satisfy the general education requirements of the department of their major subject. Majors and minors are required to participate in yearly curriculum assessment, which may consist of comprehensive examinations.

The department occupies offices and classrooms in West Ruffner. The administrative office of the department is located in Room 221.

SOCIOLOGY PROGRAM

Faculty

Lee D. M. Bidwell, Ph.D., Assistant Professor of Sociology
William Burger, Ph.D., Assistant Professor of Sociology
Rodena Ellerbe, Ph.D., Assistant Professor of Sociology
Lawrence G. Hlad, Ph.D., Assistant Professor of Sociology
Kenneth B. Perkins, Ph.D., Associate Professor of Sociology
Darryl G. Poole, Ph.D., Associate Professor of Sociology

The objective of the sociology major is to prepare students for occupations in business, industry, government, and human service. The major is appropriate preparation for graduate study in the social sciences and law. The focus of sociology is on social forces, institutions, organizations, and how individuals interface with society. The student's personal growth can be achieved through understanding of the rich diversity of the modern world. Skills can be developed in oral and written communication, critical thinking, scientific research methods, statistics and computerized data analysis. Opportunities for internships in research or in regional agencies are often available.

Minor in Sociology

The objective of the minor in sociology is to acquaint the student with the discipline and to allow for personal growth and skill building. Additionally, the minor is intended to enhance career possibilities. Research methods, statistics, computerized data analysis, oral and written communication, and critical thinking are emphasized.

SOCIOLOGY MAJOR, B.S. DEGREE

- A. General Education Core Requirement. 33 credits.
See General Education Requirements listed on pages 53-55.
NOTE: Goal 10 (Ethics, 1 credit) may be satisfied through Sociology 456, Senior Seminar in Sociology. Goal 8 is not satisfied by Sociology 101 and Sociology 102.
- B. Additional Degree Requirements. 10 credits.
See Degree Requirements listed on pages 51-52.
- C. Major Requirements. 43 credits.
Sociology 101/3 credits
Sociology 102/3 credits
Sociology 345/3 credits
Sociology 346/3 credits
Sociology 390/3 credits
Sociology 456/3 credits
Anthropology 101/3 credits
Sociology electives/21 credits
TOTAL/42 credits

NOTE: A student minoring in anthropology may not use Anthropology 101 or a required elective to satisfy the general education requirement in social science.
- D. No grade below "C" is accepted for graduation in major course work.
- E. Elementary Teaching Certification (for teaching all subjects), Grades N, K - 8. 40 credits.
See professional education requirements listed on pages 83-85.

**SOCIOLOGY MAJOR, B.S. DEGREE
Criminal Justice Concentration**

- A. General Education Core Requirement. 33 credits.
See General Education Requirements listed on pages 53-55.
NOTE: Goal 10 (Ethics, 1 credit) may be satisfied through Sociology 456, Senior Seminar in Sociology. Goal 8 is not satisfied by Sociology 101 and 102.
- B. Additional Degree Requirements. 10 credits.
See Degree Requirements listed on pages 51-52.
- C. Major Requirements. 43 credits.
Sociology 101/3 credits
Sociology 102/3 credits
Sociology 345/3 credits
Sociology 310 or 342/3 credits
Sociology 335/3 credits
Sociology 346/3 credits
Sociology 375/3 credits

Sociology 376/3 credits
Sociology 390/3 credits
Sociology 456/3 credits
Anthropology 101/3 credits
Sociology electives/9 credits
TOTAL/42 credits

Courses Highly Recommended For Criminal Justice Concentration

- | | |
|--------------------------------------|------------------------------|
| Political Science 230, 355, 356, 370 | Sociology 205, 232, 350, 360 |
| Psychology 222, 365 | Anthropology 104 |
| Social Work 101, 280 | Accounting 240, 242 |

- D. No grade below "C" is accepted for graduation in major course work.

SOCIOLOGY MAJOR, B.A. DEGREE Pre-Law Concentration

A. General Education Core Requirement. 33 credits.

See General Education Requirements listed on pages 53-55.

NOTE: Goal 10 (Ethics, 1 credit) may be satisfied through Sociology 456, Senior Seminar in Sociology. Goal 8 is not satisfied by Sociology 101 and 102.

B. Additional Degree Requirements. 9 credits.

See Degree Requirements listed on pages 51-52.

C. Major Requirements. 43 credits.

Sociology 101/3 credits

Sociology 102/3 credits

Sociology 345/3 credits

Sociology 346/3 credits

Sociology 375/3 credits

Sociology 376/3 credits

Sociology 390/3 credits

Sociology 456/3 credits

Anthropology 101/3 credits

Sociology electives*/15 credits

TOTAL/42 credits

*Recommended; Sociology 205, 232, 335, 241, 342, 350, 355, 360.

Courses Highly Recommended for the Pre-Law Concentration

Political Science 230, 355, 356/9 credits

Philosophy 200, 300/6 credits

Accounting 240, 242/8 credits

Speech 200/3 credits

Economics 218/3 credits

D. No grade below "C" is accepted for graduation in major course work.

NOTES: Requirements for the Sociology major, B.A. degree, are the same as for B.S. degree, except that modern language (202-level or higher) is required. (Three hours of the Archeology Field School may count as Anthropology 102.)

SOCIOLOGY MAJOR, B.S. DEGREE Pre-Medicine Concentration

A. General Education Core Requirement. 33 credits.

See General Education Requirements listed on pages 53-55.

NOTE: Goal 10 (Ethics, 1 credit) may be satisfied through Sociology 456, Senior Seminar in Sociology. Goal 8 is not satisfied by Sociology 101 and 102.

B. Additional Degree Requirements. 10 credits.

See Degree Requirements listed on pages 51-52.

C. Major Requirements. 43 credits.

Sociology 101/3 credits

Sociology 102/3 credits

Sociology 345/3 credits

Sociology 331/3 credits

Sociology 346/3 credits

Sociology 370/3 credits

Sociology 383/1 credit

Sociology 390/3 credits

Sociology 456/3 credits

Anthropology 101/3 credits

Sociology electives/15 credits

TOTAL/42 credits

Suggested Courses for the Pre-Medical Concentration

Biology 206, 207/8 credits

Chemistry 101, 102/8 credits

Chemistry 305/4 credits

D. No grade below "C" is accepted for graduation in major course work.

MINOR IN SOCIOLOGY

General Education Requirements

See appropriate listing of requirements for the department in which the major is taken.

Sociology 101/3 credits

Sociology 102/3 credits

Sociology 345/3 credits

Sociology 390/3 credits

Sociology electives/6 credits

SOCIOLOGY

*General Education Courses

**Sociology 101. PRINCIPLES OF SOCIOLOGY.* "Principles of Sociology seeks to impart an analytical framework with which the student can better understand the relationship between individual and social structure. Theories of functionalism, conflict, symbolic interactionism, and socialization will be discussed. The concepts of normative culture, technology, demography, ethnocentrism, values, norms, institutions, status, role, bureaucracy, and stratification will be developed and applied to social institutions. These institutions will include: the formal organization, courtship, marriage and family, religion, health care service delivery, media, politics, military, and criminal justice." 3 credits.

**Sociology 102. CONTEMPORARY SOCIAL PROBLEMS.* "Contemporary Social Problems examines problems confronted by humans as both creators and objects of society. Problems of family instability, health and disease, war, distribution of resources, substance abuse, gender role definition, institutional response to deviance will be addressed. Particular emphasis is given to the how groups define, experience and attempt to solve these social problems. Attention will also be given to a global perspective, and how the concepts of fact, truth, right and wrong are socially constructed." 3 credits.

Sociology 185. SOCIOLOGY OF THE SOUTH. Providing a regional sociological focus by emphasizing the experiences and perspectives of women and minorities in American historical development. Racism, sexism, and discrimination would be targets industrialization, urbanization, and modernization in the transformation of the American South. 3 credits.

Sociology 205. DEVIANCE. An indepth examination of deviant behavior, its social forms and functions. Societal response to deviance is examined to highlight norms, values and control mechanisms. Emphasis is on sociological theories which explain deviant behavior. Prerequisites: Sociology 101 and 102. 3 credits.

Sociology 220. SELF IN SOCIETY. The interplay of societal forces and self. Attention

is given to such topics as: self in society and society in self; collective behavior; mass movements, public opinion, propaganda and the mass media; group processes; and social psychological aspects of social structure. 3 credits.

Sociology 222. SOCIALIZATION: SOCIOLOGY OF CHILD DEVELOPMENT. An examination of the fundamental theories of socialization. Emphasis will be on studies of early childhood and adolescent socialization into roles. Acquisition of an identity as it relates to social psychological variables will be studied. 3 credits.

Sociology 232. MINORITY GROUPS: RACE, RELIGION, SEX, AND MAJORITY AND MINORITY RELATIONSHIPS. A study of the sociological principles related to the understanding of majority-minority relationships and to the problems of those who are assigned minority status due to their race, religion, sex, sexual preference, or cultural heritage. Prerequisite: Sociology 101. 3 credits.

Sociology 241. MARRIAGE AND THE FAMILY. A study of the structure and function of the family; factors in the choice of a marriage partner; and the necessary adjustments in marriage and family life. 3 credits.

Sociology 295/495. SPECIAL TOPICS. Recommended when the student desires to pursue a specialized topic in depth. Must have permission of department chair and instructor directing the course. No more than 6 credits may be earned. Students' cumulative GPA must be 2.50 or higher to be eligible.

Sociology 310. COMPLEX ORGANIZATIONS. Study of complex organizations such as private enterprises, voluntary associations, and governmental bureaucracies in terms of political-economic environment, formal and informal structure, technology, management ideologies, control and commitment of personnel, and impact on lives of individuals. Classical and recent theory and research will be examined. Prerequisite: Sociology 101 or permission of instructor. 3 credits.

Sociology 320. SOCIOLOGY OF EDUCATION. The school system and classroom are analyzed with the emphasis on basic sociolog-

ical concepts. Social class differences, the status of teachers, education as socializing agent and education as a vehicle of mobility are among the topics taken into consideration. Prerequisite: Sociology 101. 3 credits.

Sociology 321 (Anthropology 321). SUPER-NATURAL BELIEF SYSTEMS. An investigation of the social aspects of religion, its forms of organization, and its relationships to other institutions. 3 credits.

Sociology 325 (Anthropology 325). WOMEN AND SOCIETY. An introduction to the study of women's roles, contributions, and perception of society through readings in anthropology and sociology. The focus will be on the effects of gender, race and ethnicity in the lives of women. 3 credits.

Sociology 331. SOCIAL GERONTOLOGY. A comprehensive examination of social gerontology, with particular emphasis on the historical changes in the role of the elderly in society, future social and demographic trends, the contribution of sociological theories to understanding this group, and public policy implications. Also addressed will be specific social problems associated with aging (poverty, loneliness, suicide). Prerequisite: Sociology 101. 3 credits.

Sociology 335. JUVENILE DELINQUENCY. The exploration of the diversity of delinquent behavior, the process of becoming delinquent, the importance of legislation, the law enforcement apparatus, the courts and juvenile correctional facilities in the development of delinquent identities. 3 credits.

Sociology 342. PENOLOGY. The theory and practice of prison management and criminal rehabilitation. The overarching concepts of this course are: the functions of punishment and rehabilitation; historical and cross-cultural approaches to punishment, deterrence, and rehabilitation; current theories and practices; and future possibilities. The course is intended for those interested in the general study of sociology and criminal justice, prison administration, and complex organizations. 3 credits.

Sociology 345. SOCIAL RESEARCH. The logical basis for conceptualization and research in sociology. Research design, concept formation, data collection, data reduction, data analysis, and data inter-

pretation will be studied. Emphasis will be placed on the application of methods to various aspects of research projects undertaken by members of the class. Prerequisite: 6 hours of sociology or permission of instructor. Offered spring semester. Required for sociology majors. 3 credits.

Sociology 346. BASIC STATISTICS. Computer application of quantitative and statistical techniques to sociological data. Emphasis on questionnaire construction, coding, sampling, building and maintaining data sets, probability, statistical distributions, hypothesis testing, and theoretical modeling. Students are required to become proficient in the use of a statistical software package. Offered fall semester. Prerequisite: Sociology 345. 3 credits.

Sociology 350. POWER AND PRIVILEGE: SOCIAL STRATIFICATION. The study of how power, wealth, and prestige is built in the structure of society. The consequences of social ranking, class identification, and opportunities for social mobility. Prerequisite: Sociology 101. 3 credits.

Sociology 351. SOCIOLOGY OF DOMESTIC VIOLENCE. This course is designed to familiarize students with the sociological literature on family violence. Topics which will be explored include the social causes and consequences of spouse abuse, marital rape, child abuse (physical and sexual) and parent abuse, as well as the response of the criminal justice system to and the societal perceptions of such violence. Emphasis will be on synthesizing and critiquing domestic violence theories and research. Prerequisites: SOCL 101 or 102 and SOCL 241. 3 credits.

Sociology 355 (Anthropology 355). THE COMMUNITY. Review of theories of community and analysis of representative community studies. Limited to juniors and seniors except by permission of instructor. Prerequisite: 6 hours of sociology or anthropology. 3 credits.

Sociology 360. URBAN SOCIOLOGY. An examination of city life, its problems and prospects. The nature of organization, bureaucratization, and massification including social, economic, and political features of metropolitan areas. Includes the study of urban lifestyles and dilemmas. Prerequisite: Sociology 101. 3 credits.

Sociology 370. MEDICAL SOCIOLOGY. Study of sociocultural factors that influence health, health care and illness in addition to an analysis of health care services, hospital organization, roles and role relationships in the health care setting and the processes of socialization of health care personnel and patients. Prerequisite: Sociology 101 or permission of instructor. 3 credits.

Sociology 375. CRIMINOLOGY. Analysis of the nature, extent and distribution of crime, emphasizing theories of and research on causation, prevention, treatment, and other public policy efforts. 3 credits.

Sociology 376. SOCIOLOGY OF LAW. Relationship between law and social structure; study of processes of law creation, interpretation, enforcement and modification, including police, judicial and jury behavior as well as an analysis of the legal profession itself. 3 credits.

Sociology 381, 382. TOPICAL SEMINARS. Advanced seminars for sociology majors and non-majors interested in sociology. These seminars are designed to permit small groups of qualified students to pursue specialized topics in sociology, such as social gerontology, sociology of dying, collective behavior and social movements, sociology of sport and leisure, small groups, sociology of mass communication, and symbolic interactionism. Prerequisite: 6 hours of sociology, including Sociology 101, or permission of instructor. Offered as interest and need arises. 1, 2, or 3 credits.

Collective Behavior and Social Movements.

Study of social behavior that is guided by nontraditional norms and is less structured than more traditional behaviors: crowds, cults, riots, rebellions, social change movements, and revolutions.

Small Groups. Sociological appreciation of units composed of two or more members engaged in meaningful contact such as families, work groups, therapeutic associations, athletic teams, and peer groupings.

Sociology of Dying and Death. A cross-cultural analysis of attitudes toward death and dying.

Sociology of Mass Communication. Exploration of the structure of media industries (press, radio, television, and advertising), their impact on audiences, mass culture,

and specific public issues such as violence and politics.

Sociology of Sport and Leisure. Analysis of sport and leisure as changing social institutions emphasizing sex and ethnic status, collegiate sport, professionalization, law and shifting social values.

Sociology 383 (Anthropology 383). OCCUPATIONAL AND CAREER SOCIOLOGY.

An overview of job and career opportunities in sociology. Course topics include applying for jobs, planning for graduate study, development of a resume. Offered fall semester for graduating seniors; 1 credit.

Sociology 390. SOCIOLOGICAL THEORY.

An examination of the major theoretical positions in classical and current sociology. Prerequisite: 6 hours of sociology or permission of instructor. Required for sociology majors. Offered in spring semester. 3 credits.

Sociology 455 (Anthropology 455). SOCIAL CHANGE.

The study of significant alterations in the organization of society and in patterns of values, norms, and behavior over time. Explores the social and economic development associated with modernization and industrialization and various sources of change found in technology, social structure, population, the environment, and cultural innovation. 3 credits.

Sociology 456. SENIOR SEMINAR IN SOCIOLOGY.

A seminar for the senior sociology major, designed to integrate knowledge of specific subfields into a comprehensive view of sociology and its role in relation to other sciences. Open only to senior sociology majors. 3 credits.

Sociology 492. INTERNSHIP IN SOCIOLOGY.

Direct student learning in applied settings that permits a practiced supervised experience. Students learn through performance in meaningful tasks in a variety of social environments. Prerequisite: 18 hours of sociology. Students cumulative GPA must be 2.50 or above to be eligible for internship. Must be arranged at least one semester in advance with chair of department. May be repeated in subsequent semesters. Variable credit; no more than 15 total credits may be earned. 3-15 credits.

ANTHROPOLOGY PROGRAM

Faculty

Douglas M. Dalton, Ph.D., Assistant Professor of Anthropology
James W. Jordan, Ph.D., Professor of Sociology and Anthropology

Anthropology focuses on the social and biological diversity of human groups both in the present and in the prehistoric past. This great diversity is examined through the study of patterns of social behavior, language structure, archeological artifacts and the process of genetic evolution.

The objective of the 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, archeology, linguistics, and social anthropology. Research methods, critical thinking, oral and written communication are emphasized. The minor is intended to enhance career possibilities.

ANTHROPOLOGY MAJOR, B.S. DEGREE

A. General Education Core Requirement. 33 credits.

See General Education Requirements listed on pages 53-55.

NOTE: Goal 10 (Ethics, 1 credit) may be satisfied through Anthropology 461, Senior Seminar in Anthropology.

B. B. S. Degree Additional Degree Requirements. 10 credits.

See Degree Requirements listed on pages 51-52.

C. Major Requirements. 43 credits.

Anthropology 101/3 credits

Anthropology 102/3 credits

Anthropology 103/3 credits

Anthropology 104/3 credits

Anthropology 410/3 credits

Anthropology 460/3 credits

Anthropology 461/3 credits

Anthropology 210 or 211 or 212 or
213/6 credits

Anthropology 320 or 321 or 355 or
325/6 credits

Anthropology electives/9 credits

TOTAL/42 credits

D. No grade below "C" is accepted for graduation in major course work.

E. Elementary Teaching Certification (for teaching all subjects), Grades N, K - 8. 40 credits.

See professional education requirements listed on pages 83-85.

NOTES: Requirements for the anthropology major, B.A. degree, are the same as for the B.S. degree, except that 3 credits in modern language at the 202-level or above are required. Three hours of Archeology Field School may count as Anthropology 102.

MINOR IN ANTHROPOLOGY

Minor Requirements

Anthropology 101/3 credits

Anthropology 102 or 103/3 credits

Anthropology 210 or 211 or 212

or 213/3 credits

Anthropology 320 or 321 or 355
or 325/3 credits

Anthropology electives/6 credits

ANTHROPOLOGY

*General Education Course

**Anthropology 101. INTRODUCTION TO ANTHROPOLOGY.* The origins, evolution, and present biological and cultural diversity of the human species using data from the fossil record, archeological artifacts, the structure of languages, and behavior and world-view of people living in other cultures. 3 credits.

**Anthropology 106. INTRODUCTION TO WOMEN'S STUDIES.* The course will introduce students to literature in the social sciences by and about women. We will explore key roles which women play in society, how they have questioned these roles, and contributions which women make in different societies. We will read about women in our own and other societies as a way to explore these questions. 3 credits.

Anthropology 102. ARCHEOLOGY. A survey course of the techniques used to locate, survey, sample and excavate prehistoric and historic archeological sites. The analysis of artifacts and features, typing of collection of stone tools and pottery, and case studies of well known archeological sites from various culture areas of the world. 3 credits.

Anthropology 103. PHYSICAL ANTHROPOLOGY. An analysis of prehistoric and contemporary humans as physical organisms. The study of human origins and evolution from 5 million years ago to the present. The study of variation in human populations in characteristics such as skin color, blood type, susceptibility to diseases, and adaptations to extremes of cold, heat, and altitude. 3 credits.

Anthropology 104. LANGUAGE AND CULTURE. The analysis of language with stress on the dependence of language upon its sociological context. A survey of linguistic variability, social dialectology, language change, and ethnolinguistic analysis. 3 credits.

Anthropology 210. PEOPLES OF AFRICA. An analysis of the human cultures of prehistoric and contemporary Africa. Archeological and linguistic data will be used to trace the biological and cultural relation-

ships among contemporary African societies. 3 credits

Anthropology 211. INDIANS OF NORTH AMERICA. Descriptions, comparisons, and analysis of past and present Indian cultures. Possible origins of the various North American Indian tribes will also be discussed and will be supported by the use of archeological and linguistic data. 3 credits.

Anthropology 212. SOUTH AMERICAN INDIANS. A survey course of archeological and ethnographic focusing on hunter-gatherer and horticulturalist Indian groups. The effects of social-cultural change in contemporary Indian life will be a major component of the course. 3 credits.

Anthropology 213. PEOPLES OF THE PACIFIC. Historical and contemporary descriptions of the varieties of peoples and cultures in Polynesia, Micronesia, and Melanesia. 3 credits.

Anthropology 295/495. SPECIAL TOPICS. Recommended when the student desires to pursue a specialized topic in depth. Must have permission of department chair and instructor directing the course. No more than 6 credits may be earned. Cumulative GPA must be 2.50 or higher to be eligible.

Anthropology 296. FIELD METHODS IN ARCHEOLOGY. The skills necessary to excavate a prehistoric Indian site and to recognize and recover archeological artifacts. The field school is held at a prehistoric Indian site. The site work consists of learning the techniques of excavation, mapping, soil analysis, the recovery, washing and analysis of prehistoric stone tools, and the interpretation of stratigraphy. Offered during summer session. 6 credits.

Anthropology 320. FOLKLORE. The oral techniques used in literate and non-literate cultures to pass traditions from generation to generation. The forms and functions of folktales, proverbs, curses, folk-songs, riddles, ceremonies, folk art, and games in Western and non-Western culture. 3 credits.

Anthropology 321 (Sociology 321). SUPER-NATURAL BELIEF SYSTEMS. An investigation of the social aspects of religion, its forms of organization, and its relationships to other institutions. 3 credits.

Anthropology 325 (Sociology 325). WOMEN AND SOCIETY. An introduction to the study of women's roles, contributions, and perception of society through readings in anthropology and sociology. The focus will be on the effects of gender, race and ethnicity in the lives of women. 3 credits.

Anthropology 355 (Sociology 355). THE COMMUNITY. Review of theories of community and analysis of representative community studies. 3 credits.

Anthropology 383. OCCUPATIONAL AND CAREER ANTHROPOLOGY. An overview of job and career opportunities in anthropology. Course topics include applying for jobs, planning for graduate study, development of a resumé. Offered fall semester of each year for graduating seniors. 1 credit.

Anthropology 410. RESEARCH METHODS IN CULTURAL ANTHROPOLOGY. The methods employed by anthropologists in their gathering and analysis of material of the behavior of people living in other cultures. Methods surveyed include participant observation, analysis of speech patterns, collection of genealogies, mapping, collection of oral histories, semantic analysis and the eliciting of symbol systems. 3 credits.

Anthropology 455 (Sociology 455). SOCIAL CHANGE. The study of significant alterations in the organization of society and in patterns of values, norms, and behavior over time. Explores the social and economic development associated with modernization and industrialization and various sources of change found in technology, social structure, population, the environment, and cultural innovation. 3 credits.

Anthropology 460. ANTHROPOLOGICAL THEORY. The history of theory and models in anthropology. An overview of the intellectual "schools" which have affected research

in the past and a survey of present models in anthropological thinking. 3 credits.

Anthropology 461. SENIOR SEMINAR IN ANTHROPOLOGY. A seminar for senior anthropology majors, designed to integrate knowledge of specific subfields into a comprehensive view of anthropology and its role in relation to other sciences. Open only to senior anthropology majors. 3 credits.

Anthropology 492. INTERNSHIP IN ANTHROPOLOGY. Directed student learning in applied settings, that permits a practiced, supervised experience. Students learn through performance in meaningful tasks in a variety of social environments. May be repeated. Prerequisite: 18 hours of anthropology. Student's cumulative GPA must be 2.50 or above to be eligible for internship. Must be arranged in advance with program director or department chair. No more than 15 total credits may be earned. Variable credit: 3-15 hours per semester.

Anthropology 496/596. THE ORGANIZATION AND EXECUTION OF ARCHEOLOGICAL FIELDWORK. Advanced students with experience in basic field methods in archeology learn the skills necessary to organize and supervise the execution of archeological excavations. Students will serve as assistants to the Director of an ongoing excavation and will aid in the design of the field strategy, intra-site sampling techniques, site mapping, and artifact and feature plotting and recording. Offered during summer session. 6 credits.

Anthropology 497. FIELDWORK IN SOUTH AMERICAN ARCHEOLOGY. This course is designed to expose students to the skills and methods needed to excavate prehistoric sites and to recover and analyze artifacts and features. Students will have the opportunity to work in laboratory as well as field settings. Prerequisites: Permission of Instructor. 6 credits.

Department of Speech and Theatre

Nancy Anderson Haga, *Chair*
Cecelia Culler, *Secretary*

The Department of Speech and Theatre offers a B.F.A. in Visual and Performing Arts with a concentration in Theatre.

ASSESSMENT

Theatre majors are assessed annually by professional performers and technicians. Each student prepares a portfolio of theatrical activities and projects for the year. Performance majors prepare contrasting monologues for assessment. Technical majors prepare projects in scene design, lighting or costume. All majors have individual conferences and written evaluations by assessors. All assessment activities are videotaped. Strengths and weaknesses are evaluated and curriculum changes made accordingly.

We cannot guarantee that all of the courses listed below will be offered every year.

THEATRE PROGRAM

Faculty

Pamela Arkin, M.F.A., Assistant Professor of Speech and Theatre
A. Moffatt Evans, Jr., M.F.A., Associate Professor of Speech and Theatre
and Technical Director
Douglas M. Young, Ph.D., Professor of Speech and Theatre

The Theatre program offers the student an opportunity to explore all facets of theatrical work as well as to pursue one of several areas of concentration: performance, technical theatre, musical theatre, dramatic literature, theory and criticism, and theatre arts management. The objective of the program is to produce trained and competent performers, managers, and theatrical technicians and to develop an appreciation for the literary, performance and historical traditions that are unique to the theatre.

Students are trained in regular course and studio work and by participating in a full schedule of major play productions each year. In addition, selected students receive a full semester's training under professionals as interns, for which they receive academic credit.

For non-majors, courses in theatre offer the student insights into the human character as reflected in dramatic literature and productions, and create an awareness of the relationship of theatre to the individual's life, society, and the human condition. Non-majors may participate and receive academic credit for work in the major theatrical productions of the Longwood Players and the Department.



"42nd Street" came direct from New York City to Longwood for two performances. It is the second-longest-running musical in Broadway history.

BACHELOR OF FINE ARTS IN VISUAL AND PERFORMING ARTS Concentration in Theatre

- A. General Education Core Requirement. 32 credits. (See Notes 1 and 2 below)
See General Education Requirements listed on pages 53-55.
- Note 1.** The course which meets General Education Goal No. 10, Theatre 475 (2 credits), is listed under the Major Core Requirements below.
- Note 2.** Students specializing in Theatre Arts Management or Technical Theatre are exempt from Goal No. 2.
- B. Additional Degree Requirements. 9 credits.
See Degree Requirements listed on pages 51-52.
- C. Core Requirements. 23 credits.
- Theatre 103/3 credits
 - Theatre 200/3 credits
 - Theatre 220/4 credits
 - Theatre 300/3 credits
 - Theatre 367, 368, or 369/3 credits
 - Play Production, Theatre 111, 112, 211, 212, 311, 312, 411, 412/5 credits (choose 5 courses)
 - Theatre 475/2 credits (General Education Goal No. 10)

Performance Specialization

- | | |
|--------------------------------------|--------------------------------------|
| Theatre/Speech 100/3 credits | Theatre 405/3 credits |
| Theatre 101/4 credits | Theatre 406/3 credits |
| Theatre 201/3 credits | Two of the following: |
| Theatre 205/3 credits | Theatre 224, 225, 320, 321, 322, 323 |
| Theatre/Speech 210/3 credits | /6 credits |
| Theatre 220 or 221/4 credits | 3 additional Play Production credits |
| Theatre/English 223 or 425/3 credits | Theatre 295/1-3 credits |
| Theatre 301/3 credits | Theatre 495/1-3 credits |
| Theatre 304/3 credits | TOTAL SPECIALIZATION |
| Theatre 367, 368, or 369/3 credits | REQUIREMENT/48-50 credits |
| | Electives/12-14 credits as needed |

Technical Theatre Specialization

- | | |
|--|--------------------------------------|
| Theatre 101/4 credits | Theatre 367, 368, or 369/3 credits |
| Art 130/4 credits | Theatre 405/3 credits |
| Theatre 220 or 221/4 credits | Theatre 406/3 credits |
| Theatre 222/3 credits | 3 additional Play Production credits |
| Theatre/English 223 or 425/3 credits | Theatre 420/15-18 credits* |
| Two of the following: | TOTAL SPECIALIZATION |
| Theatre 224, 225, 320, 321, 322, 323/6 credits | REQUIREMENT/48-51 credits |
| Theatre 330, 331 or 430, 431/3-6 credits | Electives/15-18 credits as needed |

Theatre Arts Management Specialization

- | | |
|--|---|
| Required courses in Theatre/28 credits | One of the following: |
| Theatre 101/4 credits | Theatre 224, 320, 321, 322, or 323 |
| Theatre 220 or 221/4 credits | /3 credits |
| Theatre/English 223 or 425/3 credits | Theatre 367, 368, or 369/3 credits |
| Theatre 225/3 credits | Theatre 405/3 credits |
| | Theatre 406/3 credits |
| | 2 additional credits in Play Production |

Required courses in Art, Music, or Dance/9-10 credits

Art 160/4 credits

Two of the following:

Art 263, Music 123, Music 237 (each 3 credits) or Dance 465 (2 credits)/5-6 credits

Required courses in Business/21 credits

Business 190/3 credits

Survey of Managerial

Accounting**/3 credits

Finance 350/3 credits

Management 360/3 credits

Marketing 380/3 credits

Marketing 480/3 credits

One of the following:

Management 465,

Management Information Systems 370,

or Management 362/3 credits

TOTAL SPECIALIZATION

REQUIREMENTS/58-59

Electives/7-8 credits as needed

*Professional Theatre Internship, open to select students, not included in total hours above.

**Course to be developed; substitute Accounting 340.

Musical Theatre Specialization

Required Courses in Theatre/21 credits

Theatre 100/3 credits

Theatre 201/3 credits

Theatre 205/3 credits

Theatre 210/3 credits

Theatre 304/3 credits

Theatre 367, 368 or 369/3 credits

3 Additional Play Production Hours

Required courses in Music 21 credits

Music 115, 116/4 credits

Music 117, 118/2 credits

Applied concentration - Voice/8 credits

Applied Secondary - Piano/2 credits

Music 237/3 credits

Music Ensembles/2 credits

Required courses in Dance/7 credits

PHED 129/1 credit

PHED 230/1 credit

Dance 132/2 credits

Dance 365/3 credits

TOTAL SPECIALIZATION

REQUIREMENTS/49 credits

Electives/13 credits

Dramatic Literature, Theory, and Criticism Specialization

Theatre 101/4 credits

Theatre/Speech 210/3 credits

Theatre 220 or 221/4 credits

Theatre/English 223 or 425/3 credits

Theatre 301/3 credits

Theatre 367, 368, or 369/6 credits

Theatre 375/3 credits

Theatre 405/3 credits

Theatre 406/3 credits

Theatre/English 415/3 credits

Two of the following:

Theatre 224, 225, 320, 321, 322, 323/6 credits

3 additional Play Production credits***

TOTAL SPECIALIZATION REQUIREMENTS/44 credits.

Electives/18 credits

***Application of training as Dramaturg for 2 of the 3 credits.

D. Elementary Teaching Certification (for teaching all subjects) Grades N, K-9. 40 credits.
See professional education requirements listed on pages 83-85.

E. Secondary Teaching Certification (grades 8-12) 28 credits.
See professional education requirements listed on page 85.

Certification in Speech and Theatre may also be obtained with a major in another liberal arts subject and a minor in either Theatre (18 hours) or Speech (15 hours).

MINOR IN THEATRE

18 hours in Theatre, including:

Theatre 103

Theatre 220

Theatre 300

Theatre 367, 368, 369, 405 or 406

Electives/5 credits

At least 2 credits in Play Production

THEATRE**General Education Course Requirements*

**Theatre 101. INTRODUCTION TO THE THEATRE.* A general introduction to the theatrical medium as an art form with a studio lab for films, video tapes, and live performances. 4 credits.

**Theatre 204. INTRODUCTION TO WESTERN DRAMATIC LITERATURE/ THE GREEKS TO THE 20TH CENTURY.* A survey course in dramatic literature from the Greeks to the present day, emphasizing universal tragic and comic themes in a changing world. Prerequisite English 101. 3 credits.

**Theatre 475. SENIOR THEATRE SEMINAR.* Required for all seniors in the Theatre concentration. Students will review, assess, and focus their classroom and performance experiences through special assignments in their respective specializations and discuss personal and ethical responsibilities in the profession. Prerequisite: at least 50 hours in the concentration. 2 credits.

Theatre 100 (Speech 100). TRAINING THE SPEAKING VOICE. Study of the vocal mechanism and voice production. Improvement of personal speaking skills through reading exercises. Provides additional speaking skills for students with a strong interest in broadcasting and theatre. 3 credits.

Theatre 103. INTRODUCTION TO ACTING. An introduction to the art of performance in the theatre. 3 credits.

Theatre 111, 112; 211, 212; 311, 312; 411, 412. PLAY PRODUCTION. Open to all students who perform, or who provide technical support for departmental stage productions. Audition required with director and/or permission of the technical director. Minimum of 30 hours work required. Evaluation pass/fail. NOTE: Students concentrating in the performing arts are expected to

earn at least 8 credits for Play Production. 1 credit.

Theatre 130 (Art 130). DRAWING I. Fundamentals of drawing, composition, and illustration in various media and techniques. 4 periods; 3 credits.

Theatre 200. BEGINNING SCENE STUDY. Development of fundamental acting techniques with special emphasis on the creation of characters in modern realistic dramas using the Method approach. Classroom exercises and prepared scenes. Prerequisite: Theatre 103 or permission of instructor. 3 credits.

Theatre 201. ADVANCED SCENE STUDY I. Emphasis on the Method approach, including its application to problems associated with different styles, both historical and theatrical. Classroom exercises and prepared scenes. Prerequisite: Theatre 200. 3 credits.

Theatre 205. MOVEMENT FOR THE STAGE. A comprehensive exploration of the physical skills required for effective stage performance. Emphasis on developing self-awareness and competency through the study of anatomy, stage movement terminology, physical analysis of character, period styles, and stage combat techniques. 3 credits.

Theatre 210 (Speech 210). ORAL INTERPRETATION. Development of the skill of oral reading; techniques of presentation as adapted to varying forms of literature for practice and performance. 3 credits.

Theatre 220, 221. STAGECRAFT I and II. Lecture-studio dealing with basic physical and technical skills necessary to mount a play production. First semester: scenery construction, running and rigging. Second semester: scenery construction, fundamentals of stage lighting. Work on departmental productions required. 2 periods and lab; 4 credits.

Theatre 222. DRAFTING FOR THEATRICAL DESIGN. Lecture-studio dealing with the fundamentals of theatrical drafting and mechanical drawing for theatre students who will be taking scene design, scene painting, and/or lighting design (THEA-320, 321, and/or 323). 3 credits.

Theatre 223 (English 223). SHAKESPEARE. A study of twelve of Shakespeare's plays, selected to illustrate his development as a dramatist and the importance of the drama in Elizabethan England. 3 credits.

Theatre 224. THEATRE PROPERTIES. A course designed for actors and technicians to introduce them to the skills necessary for the gathering, construction, repair, maintenance and proper use of stage properties. 3 credits.

Theatre 225. STAGE MANAGEMENT. The role and responsibilities of the stage manager in academic, community, regional, and professional theatre. Prerequisites: THEA-220 and THEA-111 or 112, or consent of instructor. 3 credits.

Theatre 261. CONTEMPORARY DRAMA. European and American plays of recent years which have made the greatest theatrical, literary and/or social impact. 3 credits.

Theatre/Art 270 (Art 270). PAINTING: ACRYLIC AND WATER BASED MEDIA. Fundamentals of painting involved in subject matter, composition, and materials through the use of acrylic and water-based media. Investigation into background of contemporary painting. 4 periods; 3 credits.

Theatre 295. SPECIAL TOPICS. Special Topics in Theatre. Freshmen and Sophomores. 1-3 credits.

Theatre 300. FUNDAMENTALS OF DIRECTING. Introduces the student to the tools and techniques used by the interpretative artist in the production of a play. Training involves workshop exercises and scene studies. 2 double periods; 3 credits.

Theatre 301. SPECIAL PROBLEMS IN DIRECTING (PRACTICUM). A continuation of THEA-300 with emphasis on play analysis, methods of presentation, and coaching performers. Scene studies and one-act play project. Prerequisites: THEA-220, 221, 300. 2 double periods; 3 credits.

Theatre 304. ADVANCED SCENE STUDY II. Continuation of Beginning Scene Study. A practicum course in acting involving the analysis and preparation of scenes from both modern and historical

periods; an introduction to the materials and techniques for auditions for the performer. Prerequisite: THEA-200, THEA-201. 3 credits.

Theatre 320. SCENE DESIGN. Lecture-studio analyzing scripts for scenic needs and creating scenic designs. Prerequisites: THEA-220, 221, 222, Art 130, or consent of instructor. 2 double periods; 3 credits.

Theatre 321. THEORY AND PRACTICE OF SCENE PAINTING. Lecture-studio dealing with fundamentals of stage painting and its practical application. Work on departmental productions required. Prerequisites: THEA-220, 221, Art 270, or consent of instructor. 2 double periods; 3 credits.

Theatre 322. COSTUME DESIGN AND CONSTRUCTION. Lecture-studio analyzing scripts for costume design and construction in conjunction with basic make-up for the stage. Work on departmental productions required. Prerequisites: THEA-220, 221, or consent of instructor. 2 double periods; 3 credits.

Theatre 323. LIGHTING DESIGN. Lecture-studio dealing with fundamentals of lighting design: methods, script interpretation, and practical design for the stage. Work on departmental productions required. Prerequisites: THEA-220, 221, 222, or consent of instructor. 2 double periods; 3 credits.

Theatre 330, 331; 430, 431. ADVANCED PRACTICUM IN TECHNICAL THEATRE. Practical application of skills accrued from classes and production work; the student will assume responsibility as a member of the production staff on one or more productions. Prerequisites: THEA-220, 221 and at least two of the following: THEA-320, 321, 322, 323. 3 credits for 330, 331; 3-6 credits for 430, 431.

Theatre 365 (Physical Education 365). DANCE COMPOSITION. Theory and practice in composition of solo and small group dances. Designed for advanced dance training. Prerequisites: Performing Arts majors, DANCE 232 or consent of instructor. 3 credits.

Theatre 366 (Physical Education 366). THEORY AND PRACTICE IN COMPO-

SITION AND CHOREOGRAPHIC PROBLEMS. Designed for students interested in advanced training in dance. Prerequisite: Performing Arts majors, DANCE 232 or consent of instructor. 3 credits.

Theatre 367 (English 367). SURVEY OF WESTERN DRAMATIC LITERATURE TO THE SEVENTEENTH CENTURY. Play analysis, dramatic style, and stage settings from the Greek Classical Period to the advent of French Neoclassic Drama. 3 credits.

Theatre 368 (English 368). SURVEY OF WESTERN DRAMATIC LITERATURE FROM THE SEVENTEENTH CENTURY TO THE TWENTIETH CENTURY. Play analysis, dramatic style, and stage settings from the French Neoclassic Period through Ibsen and the advent of Realism. 3 credits.

Theatre 369 (English 369). WESTERN DRAMATIC LITERATURE IN THE TWENTIETH CENTURY. Explores traditional and avant-garde plays of the modern period with an emphasis on analysis and fluctuating styles of presentation. 3 credits.

Theatre 375. A STUDY OF INDIVIDUAL PLAYWRIGHTS. Concentrates on one or a group of playwrights who have made a significant contribution to theatrical literature. 3 credits.

Theatre 400. PLAYWRITING. A workshop for students interested in writing for the theatre. The main emphasis is toward the development of creative work with the possible goal of studio production. Note: This course is not offered every year, but may be

taken as an independent study with permission of instructor. 3 credits.

Theatre 405, 406. HISTORY OF THE THEATRE I & II. Surveys western theatre from its beginnings to the present. First half: origin of theatre to the 17th century; Second half: the 17th century to the present day. 3 credits.

Theatre 415 (English 415). DRAMA. Study in the tradition and qualities of drama as a genre with emphasis on one or more forms or a period in which the genre flourished. 3 credits.

Theatre 420. PROFESSIONAL THEATRE INTERNSHIP. Supervised practicum for selected students in a professional theatre company. 1 full semester; 15-18 credits.

Theatre 425 (English 425). SHAKESPEARE. Extended study in the works of William Shakespeare. 3 credits.

Theatre 490, 491. DIRECTED STUDY IN THEATRE. A directed reading and/or research program administered by qualified specialists in the department. Approval of program director and department head required before registering. 1-3 credits per semester.

Theatre 495. SPECIAL TOPICS IN THEATRE. The topics will vary from semester to semester, according to the expertise of the guest artist. Examples of types are stage combat fighting, children's theatre, audition techniques, etc. Descriptions are available from academic advisors. May be repeated for credit when topics change. Juniors/seniors 1-3 periods; 1-3 credits.

SPEECH PROGRAM

Faculty

Pamela Arkin, M.F.A., Assistant Professor of Speech and Theatre
A. Moffatt Evans, Jr., M.F.A., Associate Professor of Speech and Theatre and Technical Director
Nancy Anderson Haga, Ed.D., Associate Professor of Speech
Douglas M. Young, Ph.D., Professor of Speech and Theatre

The Department offers a minor in Speech and Theatre. Courses in speech are designed for those planning to enter occupations which require basic communication skills. Teaching, business administration, personnel work, social work, and government work are a few of the occupations in which these skills are most vital. Videotape facilities are available for evaluating speech performance and other basic communication skills.

MINOR IN SPEECH

18 hours in Speech, including: Speech 100
Speech 101

Speech 200
Electives/9 hours

CERTIFICATION IN SPEECH AND THEATRE

Certification in Speech and Theatre may also be obtained with a major in another Liberal Arts subject and a minor in either Theatre or Speech (18 hours).

SPEECH

Speech 100 (Theatre 100). TRAINING THE SPEAKING VOICE. Study of the vocal mechanism and voice production. Improvement of personal speaking skills through reading exercises. Provides additional speaking skills for students with a strong interest in broadcasting and theatre. 3 credits.

Speech 101. FUNDAMENTALS OF PUBLIC SPEECH. An introductory study of effective and responsible speaking. Provisions will be made for practical application. 3 credits.

Speech 113, 114, 213, 214, 313, 314, 413, 414. COMPETITIVE FORENSICS. Principles and procedures for developing skills for forensic events (prose interpretation, poetry interpretation, dramatic interpretation, oral interpretation, duo interpretation, speech to persuade, speech to inform, after dinner speaking, communication analysis, and rhetoric analysis). Includes individual practice, individual performance, and competition. 1-3 credits. A student may be involved in extensive forensic activities for which a maximum of nine credit hours can be earned.

Speech 200. INTERPERSONAL COMMUNICATIONS. A course designed to introduce the student to the field of communications, its history, scope, theory, and types, including verbal and non-verbal communication. 3 credits.

Speech 201. PARLIAMENTARY PROCEDURE AND DISCUSSION (formerly Discussion and Debate). Parliamentary law and conduct of the democratic meeting. Study and analysis of public discussion, their types and methods; argumentation. 3 credits.

Speech 210. (Theatre 210). ORAL INTERPRETATION. Development of the skill of oral reading; techniques of presentation as adapted to varying forms of literature for practice and performance. 3 credits.

Speech 295. WORKSHOPS AND SPECIAL TOPICS. Freshmen and Sophomores, 1-3 credits.

Speech 310. FUNDAMENTALS OF RADIO BROADCASTING. Radio skills with studio practice; function of radio in American culture. 3 credits.

Speech 311. FUNDAMENTALS OF TELEVISION PRODUCTION. Introduction to visualization theory and to the equipment and processes employed in structuring and presenting television programs. 3 credits.

Speech 312. DIRECTING THE FORENSIC PROGRAM. A study of managing a forensic program, including criteria for events, judging, rules, running a meet, evaluation of presentations, addressing special problems of handicapped students, budgeting, liability issues, and public relations. 3 credits.

Speech 406/506. INTERCULTURAL COMMUNICATION. The need to communicate with people of difference cultures course is one of the challenges facing education and business leaders today. This course will take up the topic of intercultural communication in the classroom and business worlds, define and identify the different cultures at work in our society, explore the problems resulting from poor intercultural communication, and find ways to improve communication between differing cultures. This course is recommended for students in psychology, business administration, education, and speech communications.

Speech 490, 491. DIRECTED STUDY IN SPEECH. A directed reading and/or research program administered by qualified specialists in the program. The student must secure approval of the chair person prior to registering for this course. 1-3 credits per semester.

Speech 495. WORKSHOPS AND SPECIAL TOPICS. Juniors and Seniors, 1-3 credits.

Longwood Teaching Faculty (1992-93)

(Year of Initial Appointment in Parentheses)

- WILLIAM P. ABRAMS**, Assistant Professor of Mathematics (1990)
B.A., M.S., Ph.D., University of Virginia
- EDWARD O. ADUSEI**, Assistant Professor of Economics (1992)
B.A., University of Ghana; M.S., Ph.D., Virginia Polytechnic Institute and State University
- EDNA V. ALLEN-BLEDSON**, Associate Professor of Social Work (1980)
B.S., Springfield College; M.S.W., Columbia University;
L.C.S.W., Commonwealth of Virginia
- B. MCRAE AMOSS, JR.**, Assistant Professor of French (1991)
A.B., Georgia State University; M.A., Ph.D., University of Virginia
- NANCY A. ANDREWS**, Professor of Health & Physical Education (1966)
B.S., Longwood College; M.S., University of Tennessee; Ed.D., Virginia Polytechnic Institute and State University
- JENNIFER M. APPERSON**, Assistant Professor of Psychology (1985)
B.A., Stephens College; M.A., Ph.D., University of Akron
- JOHN E. AREHART**, Associate Professor of Computer Science and Mathematics (1973)
B.A., Southwestern at Memphis; M.Ed., Ed.D., University of Virginia
- PAMELA ARKIN**, Assistant Professor of Theatre (1990)
B.A., University of Montevallo; M.F.A. University of Alabama
- CANDACE ASHTON-SHAEFFER**, Instructor of Therapeutic Recreation (1990)
B.S., University of Florida; M.S., Florida State University
- JOHN M. AUSTIN**, Associate Professor of Physical Science (1963)
B.S., Longwood College; M.Ed., University of Virginia
- FRANK W. BACON**, Associate Professor of Finance (1990)
B.S., University of Richmond; M.S., Ph.D., Virginia Commonwealth University
- MARK S. BALDRIDGE**, Professor and Chair of the Department of Art (1972)
B.S., State University at Buffalo; M.F.A., Cranbrook Academy of Art
- ROBERT L. BANTON, III**, Professor of Education (1967)
B.A., Randolph-Macon College; M.Ed., Ed.D., University of Virginia
- PATRICK G. BARBER**, Professor of Chemistry (1978)
B.S., Stanford University; Ph.D., Cornell University
- BILLY S. BATTS**, Associate Professor of Biology and Area Coordinator of Biology (1963)
B.S., North Carolina State University; M.S., University of Washington, Ph.D., North Carolina State University
- R. NELS BECK**, Associate Professor of Speech Pathology and Area Coordinator (1988)
B.A., M.A., University of Florida; Ph.D., University of Kansas
- ROBERT E. BERRY**, Assistant Professor of Economics (1988)
B.A., M.B.A., University of Texas
- LEE D. M. BIDWELL**, Assistant Professor of Sociology (1990)
B. S., Maryville College; M. A., Ph.D., University of Tennessee
- SARAH M. BINGHAM**, Instructor in Physical Education (1985)
B.Ed., Keene State College; M.A., Texas Woman's University
- STEVEN E. BLANKENSHIP**, Instructor of Psychology (1990)
B.A., Marshall University; M.S., Texas A.&M. University
- ROBERT E. BLASCH**, Professor of Music (1965)
B.A., Hofstra University; B.M., M.M., University of Michigan; M.A., University of Illinois;
Ed.D., Columbia University
- JOSEPH C. BLAUVELT**, Assistant Professor of Health and Physical Education and Area Coordinator (1988)
B.A., Michigan State University; M.Ed., Springfield College; Ph.D., Michigan State University
- CHARLES B. BOLDING**, Baseball Coach and Instructor of Health and Physical Education (1978)
B.S., Milligan College; M.S., University of Tennessee

- SANDRA A. BOLLINGER**, Registrar and Assistant Professor of Mathematics (1968)
B.A., Longwood College; M.A., University of South Carolina
- RAYMOND T. BRASTOW**, Associate Professor of Economics and
Chair, Department of Economics and Finance (1987)
B.A., M.A., Ph.D., University of Washington
- DAVID A. BREIL**, Professor of Biology (1968)
B.S., M.A., University of Massachusetts; Ph.D., Florida State University
- SANDRA J. BREIL**, Associate Professor of Biology and Director of Honors Program (1969)
A.B., University of Vermont; Ph.D., University of Massachusetts
- SANDRA V. BRIDGEMAN**, Field Hockey/Lacrosse Coach and Instructor (1990)
B.S., University of New Hampshire
- WILLIAM P. BROWN**, Associate Professor of Accounting and
Chair, Department of Accounting and Management Information Systems (1987)
B.A., North Carolina State University; M.B.A., Old Dominion University;
Ph.D., University of North Carolina at Chapel Hill
- WILLIAM BURGER**, Assistant Professor of Sociology (1988)
B.A., John Jay College of Criminal Justice; M.A., Ph.D., New School for Social Research
- JOHN S. J. BURKE**, Assistant Professor of Interior Architecture (1988)
B.A., University of California, Berkeley; M.Arch., Massachusetts Institute of Technology;
M. Arch.U.D., Harvard University; Ed.D., United States International University
- DAVID S. CALIHAN**, Associate Professor of Political Science (1981)
B.A., Earlham College; J.D., Ohio State University College of Law; M.A., Ohio State
University; Ph.D., Miami (Ohio) University
- CAROLYN R. CALLAWAY**, Director of Intramurals and Campus Recreation,
Assistant Professor of Health & Physical Education (1968)
B.S., University of Maryland; M.S., University of North Carolina at Greensboro
- DAVID M. CARKENORD**, Assistant Professor of Psychology (1992)
B.A., Clemson University; M.A., Ph.D., Bowling Green State University
- WILLIAM G. CARLTON, JR.**, Athletic Trainer and
Instructor of Health and Physical Education (1984)
B.A., University of Richmond
- RONALD S. CARR**, Men's Basketball Coach and Instructor (1990)
B.A., Wofford College; M.Ed., Virginia Polytechnic Institute and State University
- JOANNE Y. CARVER**, Instructor of Education (1991)
B.A., Norfolk State University; M.S., Adelphi University;
Ed.S., College of William and Mary
- CRAIG C. CHALLENGER**, Associate Professor of English (1983)
B.A., Bethel College; M.A., Wichita State University; Ph.D., The University of Oklahoma
- STANLEY E. CIEPLINSKI**, Instructor and Soccer/Tennis Coach (1990)
B.S., Slippery Rock State College; M.Ed., M.A., West Chester University
- BILLY C. CLARK**, Writer-in-Residence and Lecturer (1985)
A.B., University of Kentucky
- THERESA A. CLARK**, Instructor of Social Work (1989)
B.A., Virginia State College; M.S., Longwood College
- PHILIP CLAYTON**, Assistant Professor of Military Science (1990)
B.B.A., Georgia College
- 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
- JAMES R. COPE**, Assistant Professor of English (1992)
B.S.Ed., M.Ed., Ed.D., University of Georgia
- LORETTA E. COUGHLIN**, Head Women's Softball Coach, Assistant Women's
Basketball Coach and Instructor of Health and Physical Education (1985)
B.S., Eastern Kentucky University; M.S., University of Tennessee
- RICHARD T. COUTURE**, Associate Professor and Chair,
Department of History and Political Science (1966)
B.A., College of William and Mary; M.A., University of Virginia

- CAROLYN M. CRAFT**, Professor of English (1968)
B.A., Agnes Scott College; M.A., Ph.D., University of Pennsylvania
- JAMES S. CROSS**, Professor of Business and Vice President for Research and Information Systems (1986)
B.A., Talladega College; M.S., The American University;
Ph.D., The University of Pittsburgh
- JAMES W. CROWL**, Associate Professor of History (1967)
B.A., Davis and Elkins College; M.S., Ph.D., University of Virginia
- JAMES W. CURLEY**, Assistant Professor of Physical Science (1966)
B.S., Lacrosse State University; M.A.T., University of North Carolina at Chapel Hill
- DOUGLAS M. DALTON**, Assistant Professor of Anthropology (1990)
A.B., University of Washington; M.A., Ph.D., University of Virginia
- DON DEGRAAF**, Assistant Professor of Recreation (1991)
B.S., Calvin College; M.S., Indiana University; Ph.D., University of Oregon
- BONNIE DIEHL**, Assistant Professor of Biology (1992)
B.S., Carroll College; M.S., University of Massachusetts; Ph.D., University of Michigan
- JESSE D. DILLON, JR.**, Assistant Professor of Education and Director of Student Teaching and Field Services (1989)
B.A., Anderson College; M.Ed., University of Maryland-College Park;
Ed.D., University of Maryland-College Park
- WILLIAM F. DORRILL**, President and Professor of Political Science (1988)
B.A., Baylor University; M.A., University of Virginia; Ph.D., Harvard University
- OTIS W. DOUGLAS, III**, Assistant Professor of English (1972)
B.A., University of Richmond; M.A., Auburn University; M.F.A., University of Iowa
- THOMAS A. DUKES**, Associate Professor of Marketing and Chair of the Department of Management and Marketing (1990)
B.S., M.B.A., Northeast Louisiana University; D.B.A. from Louisiana Tech University
- SHIRLEY G. DUNCAN**, Women's Basketball Coach and Instructor of Health and Physical Education (1983)
B.A., University of Kentucky; M.S., Indiana University
- JOYCE E. EDELEN**, Assistant Professor of Health Education (1990)
B.A., M.A. Ed., Eastern Kentucky University; Ed.D., University of Tennessee
- RANDALL W. EDMONSON**, Associate Professor of Art (1979)
B.A., Drury College; M.A., University of Missouri; M.F.A., Southern Illinois University
- RODENA ELLERBE**, Assistant Professor of Sociology (1989)
A.A., St. Leo College; B.S., Francis Marion College;
M.A., Ph.D., University of North Carolina
- SHARON S. EMERSON**, Instructor of Mathematics (1992)
B.S., M.S., Southwest Texas State University
- MAUD J. ENO**, Instructor of Mathematics (1992)
B.A., Gettysburg College
- A. MOFFATT EVANS, Jr.**, Associate Professor of Speech and Theatre and Technical Director (1982)
B.A., Wisconsin State University; M.A., University of Wisconsin; M.F.A., Virginia Polytechnic Institute and State University
- BERKWOOD M. FARMER**, Dean of the School of Business and Economics and Professor of Economics (1991)
B.S., M.S., Ph.D., North Carolina State University
- LYNN M. FERGUSON**, Associate Professor of Earth Science and Area Coordinator of Earth Science (1976)
B.S., East Tennessee State University;
M.S., Ph.D., Virginia Polytechnic Institute and State University
- OWEN F. FIELDS**, Associate Professor of Management Information Systems (1978)
B.S., Waynesburg College; M.Ed., Ed.D., University of Pittsburgh
- KATHLEEN T. FLANAGAN**, Assistant Professor of English (1987)
B.A., M.A., Ph.D., University of North Carolina at Chapel Hill

- MARY A. FLANIGAN**, Assistant Professor of Accounting (1990)
B.A. College of Notre Dame of Maryland; B.S. Towson State University;
M.B.A., Loyola College in Maryland; C.P.A.
- ELISABETH L. FLYNN**, Professor of Art (1970)
B.A., Manhattanville College; M.A., Loyola University/Chicago;
Ph.D., Northwestern University
- HEZTEINE R. FOSTER**, Instructor of Education (1991)
B.S., Bluefield State College; M.Ed., Virginia State University
- MELINDA I. FOWLKES**, Assistant Professor of Business (1976)
B.S., M.Ed., University of Georgia; M.B.A., Virginia Commonwealth University
- WILLIAM L. FRANK**, Dean of the School of Liberal Arts and Sciences and
Professor of English (1968)
B.A., M.Ed., University of Southern Mississippi; M.A., Ph.D., Northwestern University
- ROBERT D. GIBBONS**, Professor and Chair of the Department of Education,
Special Education and Social Work (1969)
B.A., M.Ed., College of William and Mary; Ed.D., University of Virginia
- SALLY W. GILFILLAN**, Assistant Professor of Accounting (1986)
B.S.B.A., Longwood College; M.S., University of Virginia; C.P.A.
- LILLY A. GOETZ**, Instructor of Spanish (1992)
B.A., University of West Florida; M.A., Universidad De Salamanca
- GERALD P. GRAHAM**, Professor of Health and Physical Education (1972)
B.A., Muskingum College; M.A., Ohio State University; Ph.D., Kent State University
- DALE D. GRUBB**, Assistant Professor of Psychology (1990)
B.A., The College of Wooster; M.A., Ohio State University
- JAMES C. GUSSETT**, Professor and Chair of the Department of Mathematics (1966)
B.S., U.S. Naval Academy; M.Ed., Ed.D., University of Cincinnati
- SAMUEL K. GYAPONG**, Associate Professor of Marketing (1992)
B.S., M.B.A., Embry Riddle Aeronautical University;
Ph.D., Pennsylvania State University
- NANCY ANDERSON HAGA**, Associate Professor and Chair of the
Department of Speech and Theatre (1969)
B.S., Westhampton College; M.A., Longwood College; Ed.D., University of Virginia
- L. MARSHALL HALL, JR.**, Associate Professor of History and Political Science (1963)
A.B., M.A.T., Duke University
- FRANCES N. HAMLETT**, Assistant Vice President for Academic Affairs and
Associate Professor of Business (1965)
B.S., Longwood College; M.S., Virginia Polytechnic Institute & State University
- WILLIAM R. HARBOUR**, Associate Professor of Political Science (1976)
B.A., University of Arizona; M.A., Ph.D., Indiana University
- DAVID S. HARDIN**, Instructor of Geography (1991)
B.A., Mary Washington College; M.S., University of Tennessee
- WILLIAM T. HARDING**, Assistant Professor of Management Information Systems (1988)
B.A., Elon College; M.S., Ph.D., Virginia Commonwealth University
- BETTE L. HARRIS**, Associate Professor of Health and Physical Education (1979)
B.S., Madison College; M.A., Sam Houston State University;
Ed.D., University of North Carolina at Greensboro
- EMILY HARSH**, Assistant Athletic Director and Instructor of Physical Education (1992)
B.S., Belmont College
- ROBERT S. HAYDEN**, Associate Professor of Geography (1987)
B.A., University of Bishop's College; M.Div., The General Theological Seminary;
Ph.D., University of Georgia
- FRANCES R. HELMUTH**, Assistant Professor of Library Science and Librarian (1990)
B.A., Madison College; M.Ed., James Madison University;
M.S. in L.S., Catholic University of America
- JOHN J. HERRING**, Instructor of Physical Education (1992)
B.S., M.Ed., Frostburg State 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
- DAVID D. HOTT**, Associate Professor of Management (1991)
B.S., Salem College; M.S., University of Pittsburgh;
M.S., New York University; Ph.D., Lehigh University
- FRANK J. HOWE**, Assistant Professor of Guidance and Counseling (1990)
B.S., St. Joseph's College; M.S. Syracuse University; Ph.D., The Union Institute
- PATRICIA A. HOWE**, Assistant Professor of Library Science and Librarian (1982)
B.S., Cabrini College; M.L.S., Syracuse University
- GERALD L. HUGHES, JR.**, Instructor of Business and Executive Director of the Small Business Development Center (1988)
B.S., West Virginia University; M.B.A., West Virginia College of Graduate Studies
- NEIL JONES HUMPHREYS**, Professor of Management (1993)
M.B.A., Drexel University; Ph.D., University of Pennsylvania
- WILFRED J. JACQUES, JR.**, Associate Professor of Business (1983)
B.A., University of Western Ontario; L.L.B./J.D., University of Georgia;
L.L.M., New York University
- JUDITH R. JOHNSON**, Associate Professor and Chair of the Department of Physical Education, Health, and Recreation (1972)
B.S., Winthrop College; M.A., University of Iowa; Ph.D., University of Illinois
- CYNTHIA L. JONES**, Assistant Professor of Special Education (1989)
B.S., M.Ed., Ph.D., Georgia State University
- 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
- CHARLES E. KINZER**, Instructor of Music (1992)
B.M., Auburn University; M.M., University of Alabama
- ***RENA A. KOESLER**, Instructor in Therapeutic Recreation (1986)
B.S., Western Illinois; M.Ag., Texas A & M
- CHRYSTYNA KOSARCHYN**, Assistant Professor of Health and Physical Education (1987)
B.A., University of Illinois; M.S., Kent State University; Ph.D., University of Toledo
- REBECCA R. LAINE**, Assistant Professor of Library Science and Librarian (1970)
A.B., College of William and Mary; M.S. in L.S., U.N.C. at Chapel Hill
- CANDIS LAPRADE**, Instructor of English (1992)
B.A., M.A., East Carolina University
- JOE LAVELY**, Professor of Finance (1989)
B.S., Northern Illinois University; M.S., Illinois State University; Ph.D., University of Iowa
- LOUIS E. LAJAUNIE, JR.**, Instructor of Management (1990)
B.A., Louisiana State University; M.B.A., University of Kentucky
- MICHAEL C. LUND**, Professor of English (1974)
A.B., Washington University; M.A., Ph.D., Emory University
- PATRICIA D. LUST**, Associate Professor of Music (1979)
B.M., Heidelberg College; M.M., N.E. Conservatory of Music; D.M., Indiana University
- ROBERT LEE LYNCH**, Assistant Professor of English (1991)
B.A., Michigan State University, M.A., Western Michigan University;
Ph.D., Indiana State University
- DAVID M. MATHEWS**, Assistant Professor of Mathematics (1992)
B.S., Michigan State University; Ph.D., North Carolina State University
- MAURICE H. MAXWELL, JR.**, Professor of Chemistry (1974)
B.S., Emory and Henry College; Ph.D., West Virginia University
- ***ROBERT D. MAY**, Assistant Professor of Computer Science and Mathematics (1977)
B.A., Swarthmore College; Ph.D., Harvard University
- ***SUSAN H. MAY**, Professor of English and Area Coordinator (1968)
B.A., Wellesley College; M.A., University of Delaware; Ph.D., University of Pennsylvania
- WAYNE E. McWEE**, Associate Professor of Business (1984)
B.S., M.A., Central Michigan University; Ed.D., University of Northern Colorado

- RUTH L. MEESE**, Assistant Professor of Special Education (1987)
B.S., University of Maryland; M.Ed., Ohio University; Ph.D., University of Virginia
- DONALD A. MERKLE**, Associate Professor of Biology and Area Coordinator for Pre-Professionals (1975)
B.S., M.S., University of Dayton; Ph.D., Miami University
- WAYNE K. MESHEJIAN**, Assistant Professor of Physics (1968)
B.S., Samford University; M.S., Virginia Polytechnic Institute & State University
- GILBERT J. MILLAR**, Professor of History (1970)
B.A., Southeastern Louisiana College; M.A., Ph.D., Louisiana State University
- W. BRUCE MONTGOMERY**, Associate Professor of Music (1970)
B.A., Milligan College; M.Ed., College of William and Mary; Ph.D., Florida State University
- FRANCIS X. MOORE, III**, Assistant Professor of French (1989)
B.A., University of Vermont; M.A., Hofstra University;
Ph.D., Pennsylvania State University
- JAMES R. MUNSON**, Instructor of History and Political Science (1992)
B.A., New College; M.A., M. Phil., Columbia University
- FRIEDA E. MYERS**, Associate Professor of Music (1967)
B.S., Indiana Central College; M.Mus., Indiana University
- *NELSON D. NEAL**, Associate Professor of Health and Physical Education and Area Coordinator of Dance Program (1978)
B.S., State University of New York, Cortland; M.S., University of Wisconsin;
Ed.D., University of Virginia
- STEVE C. NELSON**, Men's Golf Coach, Wrestling Coach and Instructor of Health and Physical Education (1980)
B.S., M.A., Western Carolina University
- E. T. NOONE, Jr.**, Associate Professor of Mathematics (1967)
B.A., M.S., Northwestern State University at Louisiana;
Ed.D., University of Southern Mississippi
- AMIE OLIVER**, Assistant Professor of Art (1986)
B.A., Mississippi State University; M.F.A., Bowling Green State University
- GEOFFREY C. ORTH**, Associate Professor of German (1977)
B.A., Washington & Lee University; M.A., Ph.D., University of Virginia
- MARILYN W. OSBORN**, Nursery School Director and Assistant Professor of Education (1970)
B.S., M.Ed., University of North Carolina at Greensboro; Ed.S., University of Virginia
- TERRY L. OVERTON**, Assistant Professor of Special Education and Area Coordinator (1985)
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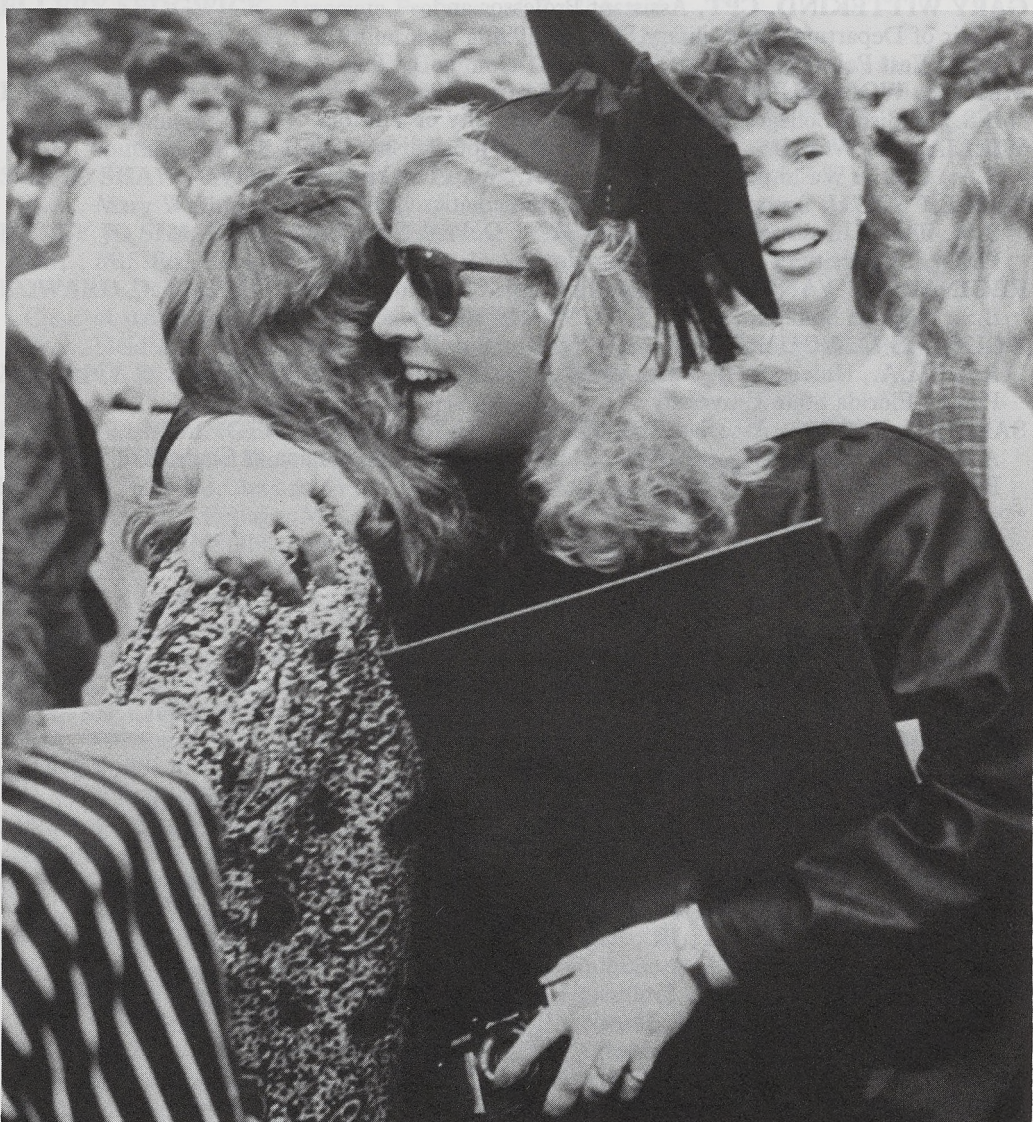
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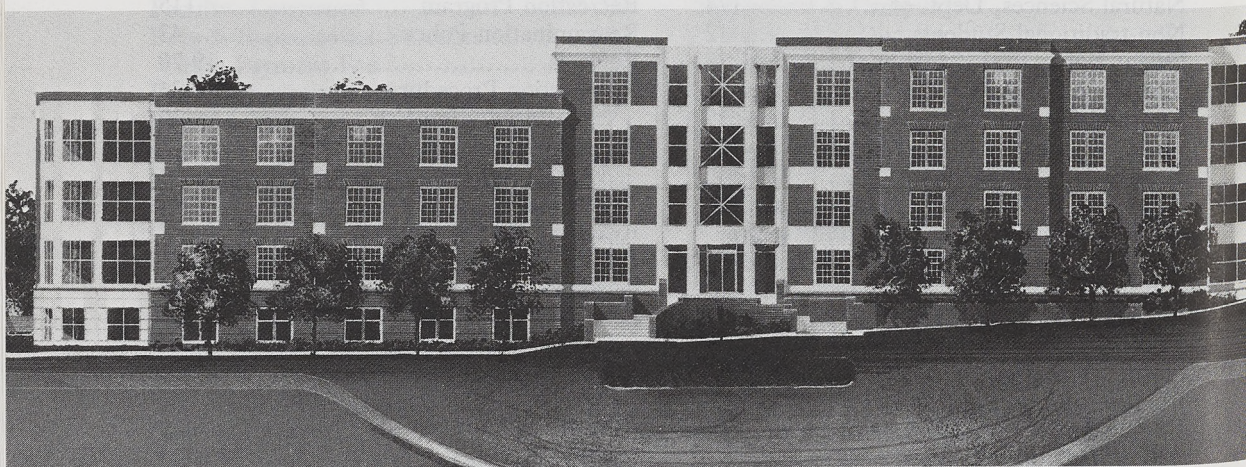
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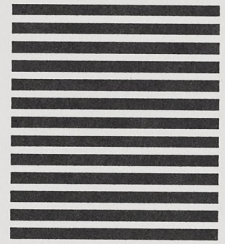
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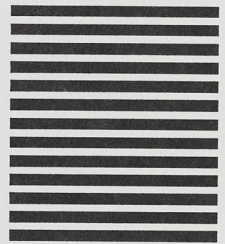
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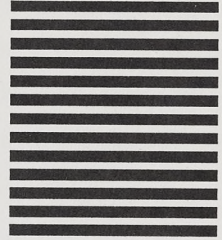
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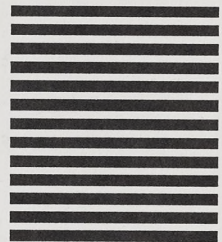
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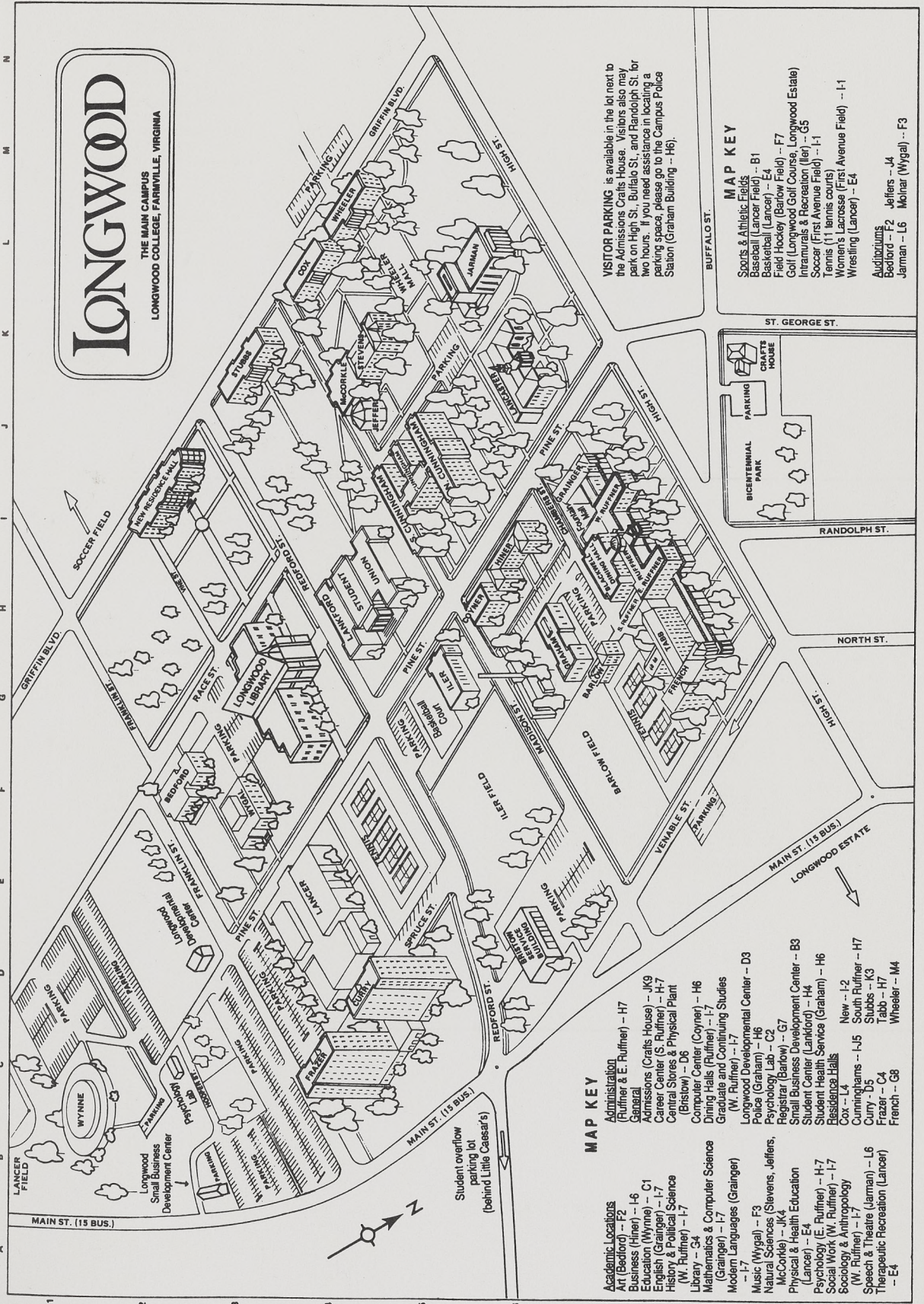
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MAP KEY

- Sports & Athletic Fields - B1
- Baseball (Lancer Field) - B1
- Basketball (Lancer) - E4
- Field Hockey (Barlow Field) - F7
- Golf (Longwood Golf Course, Longwood Estate)
- Intramurals & Recreation (Her) - G5
- Soccer (First Avenue Field) - I-1
- Tennis (11 tennis courts)
- Women's Lacrosse (First Avenue Field) - I-1
- Wrestling (Lancer) - E4
- Auditoriums
- Bedford - F2
- Jeffers - J4
- Jarman - L6
- Molnar (Wygall) - F3

MAP KEY

- Academic Locations
- Art (Bedford) - F2
- Business (Hiner) - L6
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- Physical & Health Education (Lancer) - E4
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- Therapeutic Recreation (Lancer) - E4
- Administration (Ruffner & E. Ruffner) - H7
- General
- Admissions (Crafts House) - JG9
- Career Center (S. Ruffner) - H-7
- Central Stores & Physical Plant (Bislow) - D6
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- New - I-2
- South Ruffner - H7
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Permit No. 17

Longwood Profile and Costs

Founded: 1839

Character: State college; primarily residential; Bachelor's and Master's degrees; numerous career fields; liberal arts base.

Location: Farmville, Virginia, in the heart of the state, about an hour's drive from Richmond and Charlottesville; within a three-hour drive of Virginia Beach and a two-hour drive of the Blue Ridge Mountains.

Individual Courses Offered: 850

Majors, Minors, and Concentrations: 98

Program Areas: Liberal Arts and Sciences; Business; Education; Physical Education, Health, and Therapeutic Recreation; Pre-Engineering; Pre-Medical areas; Social Work.

Full-Time Students: Approximately 3,000.

Student/Faculty Ratio: 14 to 1

Average Class Size: 25

Student Organizations: 110

Social Fraternities: 9; **Sororities:** 12

Men's Intercollegiate Sports: Baseball, basketball, golf, soccer, tennis, wrestling.

Women's Intercollegiate Sports: Basketball, field hockey, golf, gymnastics, lacrosse, softball, tennis.

Club Sports: Riding, rugby, synchronized swimming, women's soccer.

Alumni of Record: 19,000

Library Holdings: 855,330, including 288,175 books and bound periodicals, 1,615 periodical subscriptions, 527,737 microforms, 33,352 audiovisual materials (includes phono-records, filmstrips, slides, overhead transparencies, video-discs, compact discs, mixed media kits), and 6,066 other library materials (flat pictures, maps, study print sets, charts, computer software, and so on).

Residence Hall Spaces: 2,395, primarily double occupancy (suite style, with bathroom for four); also three-person rooms with private bath, some doubles with baths at each end of hallway, and a few singles.

Size of Campus: 54 acres for main campus; 100 acres for Longwood Estate.

Number of Buildings: 49

Auditoriums: Jarman, 1,104 seats; Jeffers, 235 seats; Bedford, 176 seats; and Molnar Recital Hall, 191 seats.

Student Aid: \$5,100,000

Percent of Students Receiving Financial Aid: 60% (75% federal aid; 25% other).

Costs: For the 1992-93 academic year, the cost for Virginia students living in residence halls is \$7,394 (includes tuition, comprehensive fees, room, and 19-meals-a-week plan). The 15-meal plan is \$7,250. The comparable cost for out-of-state students living in residence halls is \$11,720 (19 meals) and \$11,576 (15 meals). The cost for Farmville-area students not living in residence halls is \$3,664. Books and supplies are additional.