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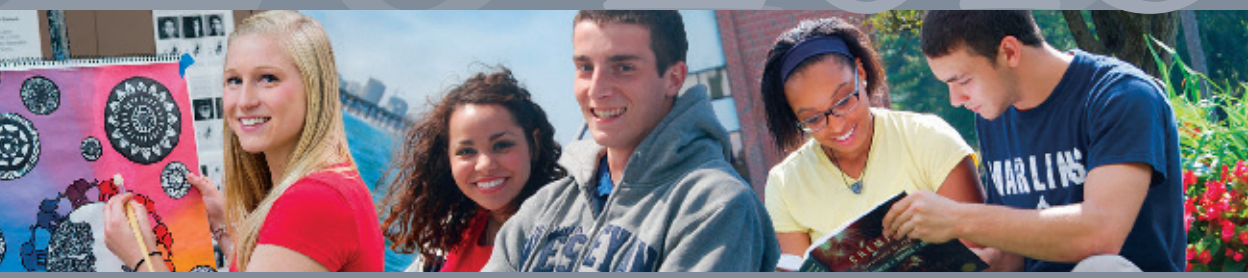

VIRGINIA WESLEYAN COLLEGE

BRING A SPARK • LIGHT A FIRE

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Non-discrimination Policy

Virginia Wesleyan College admits students of any race, religion, color, creed, gender, national and ethnic origin age, marital status, covered veteran status, handicap, sexual orientation, or any other legally protected status to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. It does not discriminate on the basis of race, religion, color, creed, gender, national or ethnic origin, age, marital status, covered veteran status, handicap, sexual orientation, or any other legally protected status in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other College-administered programs.

Catalog
2015-2016

You will find this book to be an excellent guide to Virginia Wesleyan's academic programs. So please read it carefully and refer to it often. But don't stop there. Especially if you are a new student, please take advantage of this campus's open doors to ask questions, to make friends, and to create opportunities. You will find that there are lots of people ready to assist you.

Whether you are a new or returning student, I urge you to become an active campus citizen: get involved in a club, perform with a dramatic or musical group, play a sport, and attend cultural events. My one word of advice to all students is this: Associate!

To each student, I ask that you please introduce yourself to me. I am eager to get to know you, to hear how you are faring, and to help you make your time here academically and personally enriching. Make the most of your experience here. Virginia Wesleyan not only will prepare you for a career; it will prepare you for life. Work hard and expect much of yourself. Dream big dreams and let Virginia Wesleyan put you on the path to their realization.

If you ask Virginia Wesleyan students why they came here, most would say that they were attracted to the warm and intimate campus community that features small classes, a dynamic faculty, a rigorous liberal arts curriculum, and a focus on character as a central element in academic preparation. Others would point out that, because the College is located in one of the nation's most vibrant and historic metropolitan areas, it offers a wide array of possibilities for students to practice volunteerism and civic engagement.

One student told me that what he loves most about Virginia Wesleyan is that it's always changing in ways that make it better. He specifically mentioned the "4x4" curriculum, so named because students typically take four 4-credit courses each semester. Before launching the "4x4" in fall 2011, the faculty spent four years reviewing and revising every major and every course in order to make the educational experience—inside and outside the classroom—more engaging, more exciting, more intensive, and, ultimately, more relevant to the career aspirations of our students. For very good reasons, then, the College also refers to the "4x4" system as the "enhanced curriculum."

Building on the 4x4 curriculum, in fall 2015, the College will roll out a sweeping initiative to expand students' opportunities to do undergraduate research, internships, and study away (a term that includes both study abroad and domestic experiences with a different culture). The initiative will affect students at every level. Over the course of their four years here, they will "see change" in their lives; the transformation will amount to a "sea change." If you haven't already heard about *Sea Change/See Change*, by all means ask someone. Better yet, stop by Clarke Hall and learn more about it. To begin the change, all you need is a spark.

Dr. Timothy G. O'Rourke
Vice President for Academic Affairs and
Kenneth R. Perry Dean of the College

Virginia Wesleyan College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award bachelor's degrees. Normal inquiries about the institution, such as admission requirements, financial aid, educational programs, etc., should be addressed directly to Virginia Wesleyan College. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Virginia Wesleyan College.

This catalog is published by Virginia Wesleyan College and contains information concerning campus life, academic policies, program and course offerings, and career preparation. Students are expected to familiarize themselves with the academic policies contained in the catalog. Failure to do so does not excuse students from the requirements and regulations described herein.

Disclaimer: The catalog is offered as a guide, not as a contract. It is not intended to and does not contain all policies and regulations that relate to students. The college reserves the right to make alterations in programs, course offerings, policies, and fees without prior notice.

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College Profile

COLLEGE PROFILE

Virginia Wesleyan College has repeatedly been chosen as one of the nation's best by *The Princeton Review*, most recently selected for inclusion in its guides **The Best 379 Colleges: 2015 Edition and Guide to 353 Green Colleges 2015**. Also featured on *CollegesofDistinction.com*, the College is noted for its demonstrated excellence in four specific distinctions: engaged students, great teaching, vibrant community and successful outcomes.

Vision

Virginia Wesleyan College will be a beacon for the liberal arts in the 21st century, where experiential learning opportunities empower students to grow as principled scholars and community leaders.

Mission Statement *Preparing each student for a meaningful life and career*

The mission of Virginia Wesleyan College is to engage students of diverse ages, religions, ethnic origins, and backgrounds in a rigorous liberal arts education that will prepare them to meet the challenges of life and career in a complex and rapidly changing world. In this endeavor, the College employs a wide range of approaches to teaching and learning and provides opportunities to connect the study of the liberal arts with practical learning experiences on campus, in the Hampton Roads region, and throughout the world. In accord with our United Methodist heritage, Virginia Wesleyan aspires to be a supportive community that is committed to social responsibility, ethical conduct, higher learning, and religious freedom.

Proud of Our Past, Focused on Our Future

Chartered in 1961, Virginia Wesleyan College first opened its doors to students in 1966. The concept for the College actually began two years earlier as an idea of Methodist minister Joseph S. Johnston. Within two years of planning, the school had a name, a charter, and an expanding body of supporters from the United Methodist Church and the regional business community. The College received full accreditation in its first year of eligibility, enjoyed steady enrollment gains, and attained membership in the Virginia Foundation for Independent Colleges.

Rooted in the liberal arts tradition as well as its Methodist heritage, Virginia Wesleyan has been focused on providing a broad academic foundation while cultivating productive and engaged citizens. A meaningful liberal arts education includes the search for humane, social and scientific principles which, after thorough examination, provide the basis for understanding oneself, society, and the world. A cross-disciplinary approach allows students to build knowledge and explore their interests in the classroom and beyond.

Virginia Wesleyan celebrated a historic milestone in July 2015 when Dr. Scott Miller took over as the College's fourth president following the retirement of Dr. Billy Greer. In its 53-year history, VWC has had just three presidents: Joseph S. Johnston (1965), Lambuth M. Clarke (1966-1992), and William T. "Billy" Greer (1992-2015). Dr. Greer's 23-year tenure included major facility additions and improvements such as the Jane P. Batten Student Center, significant enrollment increases, a new four-credit curriculum focused on experiential learning, and the establishment of the Birdsong Community Service Program. Dr. Miller has been president of three private liberal arts colleges during the past 24 years. He looks forward to strengthening resources for Virginia Wesleyan and enhancing the national reputation of the College.

The enhanced curricular model at VWC, implemented in 2011, is dedicated to preparing students by providing them with expanded opportunities to learn by doing, to connect theory to practice, and to link the classroom to the world. Living and learning communities on campus are also an important part of helping students connect with each other and with faculty in substantive ways during the transition to college life. Through individualized attention and active mentoring, students develop invaluable relationships and support networks and are encouraged to grow into independent thinkers and leaders who are optimally prepared for graduate study and the challenges of rapidly changing workplaces.

Virginia Wesleyan has often been defined by its desirable and unique location in southeastern Virginia. The College is just minutes from the Atlantic Ocean and the Chesapeake Bay, on a beautiful 300-acre wooded campus, set in the heart of the state's most populous metropolitan region. Hampton Roads is home to a host of business, governmental, and cultural institutions, as well as rich historical and natural resources that offer tremendous opportunities for students.

The Honor Code

Virginia Wesleyan College is committed to values of citizenship and social responsibility fundamental to a community of scholars. People who join this academic community agree to maintain academic

honesty. The purpose of the Virginia Wesleyan Honor Code is to foster an environment of learning based upon trustworthiness and willingness to assume personal responsibility for honorable behavior. Responsibility for safeguarding honor and trust belongs to the entire academic community; therefore, students need to assume responsibility for honorable behavior in themselves and others. Acts of academic dishonesty, which include cheating, plagiarism, lying, theft, and falsifying data, are violations of the Honor Code. Once students become members of the College community and are presumed to understand the nature of such violations, they are responsible for avoiding them and for the consequences if they do not.

The Honor Code offers guidelines for academic conduct and disciplinary procedures for infractions of the code. For a complete statement of the Honor Code, see the *Student Handbook* distributed through the Dean of Students Office.

The Virginia Wesleyan Creed

We accept and support the Virginia Wesleyan Honor Code.

- a commitment to trustworthiness and a willingness to assume personal responsibility for honorable behavior.

We seek experiences that enhance personal academic excellence and an integrated liberal arts perspective.

- a commitment to sustained achievement in the classroom.

We abide by and uphold the Virginia Wesleyan Community Standards.

- a commitment to good campus citizenship in all undertakings.

We value and respect diversity in all facets of our multicultural society.

- a commitment to recognize and to celebrate the importance of cultural differences within our campus community and to oppose all forms of discrimination.

We aspire to be a supportive community that respects the value of faith and religious freedom.

- a commitment to cultivate spiritual sensitivity and to foster personal commitment that leads to ethical conduct.

We respect the personal belongings of others and the property of the College.

- a commitment to oppose all forms of vandalism or theft of personal and College property.

We accept our role in protecting the environment.

- a commitment to stewardship through sustainable practices.

We embrace the importance of personal well being.

- a commitment to a healthy lifestyle in all its facets.

We engage in the civic life and activities of our community.

- a commitment to improve the quality of life of others.

The Setting

The setting of the College complements its dual commitment to the development of the intellect and to involvement in society. Nestled on a 300-acre campus in the heart of Virginia's largest metropolitan area, the College is physically insulated from the bustle of the city traffic, and yet the vast resources of this metropolitan area are easily accessible. Regardless of their major, students are only a few minutes away from a living laboratory. The Norfolk/Virginia Beach area is one of the fastest growing urban centers on the Atlantic Coast. The College offers many opportunities for students to bring the theoretical and the practical together in this rich environment.

Physical Facilities

Virginia Wesleyan's buildings, all constructed since 1966, are situated in the midst of expansive lawns, numerous athletic fields, and pleasant woodlands. The long-range plan calls for four villages surrounding a central academic core. The following complexes and buildings, with completion dates noted, now house the college's academic, administrative, and residential functions.

Jerry G. Bray, Jr. Village I

Residence Halls:
Louise W. Eggleston Hall
Abel E. and Clara Eaton Kellam Hall
Margarette Hanes Old Hall
Paul Howard Rose Hall

Academic Buildings:
Birdsong Hall
Peter D. Pruden Hall

Aubrey L. Eggleston Commons

Academic Village II

Residence Halls:
East Dormitory (1990):
J. Franklin Little Hall (1990)
Alison J. and Ella W. Parsons Hall (1990)
Walter Clarke Gum Hall (1970)
Joseph S. Johnston Hall (1990):
Landmark Hall
William Travis Smithdeal Hall (1970)

Academic Buildings (1990):
Charles and Bertha Mast Graybeal Hall
Guy C. and Ora Goodwin Roop Hall

Floyd E. Kellam, Jr. Social Science Center (2002)

■ **Joan and Macon Brock Village—Village III (1993)**
Residence Halls:
North Hall
South Hall
Harry I. and Elizabeth W. Teagle Hall
Apartments and Townhouses (2005)

■ **Village IV**
Residence Townhouses

■ **Fine Arts Building (1966)** with the **Edward D. Hofheimer Theatre (1981)** is home for the College's fine arts offerings in art, music, and theatre. In this complex are the art studios, music studios and practice rooms, acting studios, and a multi-media room. The Edward D. Hofheimer Theatre is a versatile facility that serves as a setting for theatrical instruction as well as performance.

■ **Henry Clay Hofheimer II Library (1969)** is an attractive building that sits at the center of the campus. The building houses a variety of academic and information resources and services to support the College's liberal arts mission. It also houses the College Archives, as well as a student art exhibit gallery. The well-equipped computer lab and a variety of study, instruction, and work spaces combine to make it a versatile setting where students are free to engage in scholarly learning and research, collaboration, conversation, reading or just relaxing.

■ **S. Frank and Wilma Williamson Blocker Hall** houses the Science (1970) and Humanities Centers (1988), which have science laboratories, classrooms, the Blocker Auditorium, and faculty offices. The auditorium in this building is the setting for numerous campus events.

■ **Women of Wesleyan Greenhouse (1974)** provides a laboratory for courses in botany and contains numerous unusual plants.

■ **Frank E. Brown Campanile (1975)** is a campus landmark that symbolizes the institution's Christian heritage and its dedication to the continuous search for truth.

■ **Monumental Chapel (1975)** is the site of a variety of lectures, campus and community meetings, and worship services. The Monumental Chapel and Frank E. Brown Bell Tower are included in the Council of Independent Colleges' Historic Campus Architecture Project.

■ **Robert F. and Sara M. Boyd Campus Dining Center (1991)** and related facilities house the College dining hall and the private dining areas known as the Shafer Room and the Princess Anne Room. The College's collection of memorabilia and paintings related to the life and ministry of 18th-century Anglican cleric John Wesley is on display in this facility. Adjacent to the dining center are the business office and campus post office.

■ **Maintenance Building (1993)** houses the physical plant operations and storage facilities for the College.

■ **Lambuth M. Clarke Hall (1998)** reflects the College's commitment to providing state-of-the-art teaching technologies. Teaching spaces, including a tiered classroom, are equipped with computers, document cameras, and interfacing capabilities. The building also contains the Adult Studies Office, the Learning and Writing Center, the Registrar's Office, the Center for the Study of Religious Freedom, a 24-hour computer laboratory, and faculty offices.

■ **Trinder Soccer-Lacrosse Center (1998)** with **Foster Field (1998)** is the home of the College's soccer and lacrosse programs. The center includes locker rooms, restrooms, an athletic training room, a concession stand, and a press box. Foster Field has bleacher seating for 1,000 spectators. Lights were added to the facility in 2003.

■ **Katherine B. and Mills E. Godwin, Jr. Hall (1999)** accommodates many of the College's administrative offices, including the offices of the President, Enrollment Services, Admissions, Alumni Relations, College Communications, Development, and Financial Aid.

■ **Jane P. Batten Student Center (2002)** features Cunningham Gymnasium, a multi-activity athletic center; the Scribner Bookstore, a 39-foot climbing wall, an NCAA regulation pool, an indoor jogging track, and a Convocation Center that serves as the home court for the men's and women's basketball teams. Many student services and athletic offices are housed in the Batten Center, as well as Communications laboratory space, Recreation and Leisure Studies faculty offices and Dean of Students.

■ **Everett Tennis Center (2011)**, built on the foundation of the Penzold Tennis Center, contains eight courts including two championship courts and two lighted grandstand courts. The Center features spectator-friendly fencing, an upgraded lighting system on the grandstand courts, a welcome gazebo, a viewing stand, a brick façade entrance and ample seating for fans.

■ **Birdsong Field (2015)** is a state-of-the-art synthetic turf field and athletic venue that is home to the men's and women's lacrosse teams and the field hockey team. The facility features a prominent entrance building with ticketing, concessions and restrooms; an electronic scoreboard; field lighting; aluminum fencing and landscaping. The facility also hosts the College's numerous intramural programs.

Sustainability

The ongoing sustainability efforts of the College's faculty, staff and students reflect a larger commitment to ethical conduct and social responsibility through environmental stewardship and education. Virginia Wesleyan is committed to waste-reduction, recycling, energy efficiency, green building practices, composting and other earth-friendly landscaping practices, promotion of public transportation and more. The College is a member of the U.S. Green Building Council and the Association for the Advancement of Sustainability in Higher Education.

Academic Profile

ACADEMIC PROFILE

The Liberal Arts at Virginia Wesleyan College

As a liberal arts college, Virginia Wesleyan embraces the values inherent in a liberal education—an education dedicated to developing the open-minded, disciplined reflection necessary not only to professional success, but also to a life of personal accomplishment and social commitment.

The college's academic program brings the ancient tradition of liberal education into the here and now. The general education requirement emphasizes breadth, showing students how to investigate complex subjects from multiple perspectives and how to make connections among various disciplinary approaches to a subject. The academic concentration requirement emphasizes depth, showing students how to focus on a single discipline or field of study.

In general, the curriculum emphasizes critical thinking, problem solving, and independent learning. As students move through the educational program, they develop the capacity to analyze, synthesize, draw conclusions, and communicate results.

Classes are small and students are expected to engage their fellow students and the faculty in an active learning environment. They develop intellectual confidence and independent thinking skills, as well as respect for others, intellectual humility in the face of complexity, and openness to a better argument.

A Virginia Wesleyan education is a pathway to a fuller, more active, more compassionate, and more satisfying life. It is also excellent preparation for a career chosen from a wide range of fields, including the arts, the sciences, business, law, education, health care, entertainment, and public service.

The 4x4 Curriculum

In the fall of 2011, Virginia Wesleyan implemented a new initiative designed to make every course more engaging and every program more focused on helping students become successful, independent learners.

The standard course was expanded from three semester hours to four, challenging students in each course to explore its content more deeply and offering them more engaging learning activities. Instead of taking five 3-hour courses in a semester, students typically average four 4-hour courses.

Some courses meet four hours per week and cover additional material, thereby yielding a fourth semester hour. Many other courses, however, meet only three hours a week in the classroom but are enhanced with out-of-class experiences and projects that justify a fourth credit. Course credits are calculated using the Carnegie credit hour as its standard of measure. The Carnegie standard defines 1 credit hour as roughly 1 hour in class and 2 hours outside class, for a total of 3 hours per week instructional time over a semester of approximately 15 weeks.

The out-of-class experiences may include field trips, volunteer work, independent and collaborative research projects, and/or opportunities to work with advanced technological tools. In other words, students have expanded opportunities to learn by doing, to connect theory to practice, and to link their classrooms to the world.

Faculty Values and Practices

Virginia Wesleyan has, by design, recruited faculty members whose primary interest and commitment is to classroom teaching. In addition, faculty members are engaged in a wide range of scholarly and artistic activities and community service. They hold earned degrees from over 140 colleges and universities, both in the U.S. and abroad. The richness of this educational experience is felt in their influence at Virginia Wesleyan.

The faculty at Virginia Wesleyan are committed to the following academic values and practices that underlie the academic program:

1. ***Offering an academic experience that is student-driven.*** The curriculum emphasizes inquiry-based learning in which students learn to develop intellectual interests and independent questioning skills that lead them to new knowledge as they pursue their goals. Faculty teach essential course content, but they also see the necessity of entrusting the academic lives of their students to the students themselves.
2. ***Providing individualized attention.*** The small student-to-faculty ratio allows professors to assist students individually by working closely with them on class projects and papers, by holding them accountable for regular work and other course responsibilities, and by helping them respond to intellectual challenges.
3. ***Supporting the creation of substantial pieces of student work.*** In most courses, faculty guide students through the production of major papers and other projects. They also mentor students who choose to pursue a variety of independent research opportunities, including those sponsored by the Undergraduate

Research Program, which culminates in an annual symposium. These programs are open to all students, not only those accepted into the honors program or those going on to graduate school.

4. ***Providing opportunities for experiential learning.*** In addition to the many opportunities offered through course enhancements, faculty members are committed to developing and supporting the wider academic program, which offers an array of experiential learning opportunities, including the PORTfolio program, travel abroad in Winter Session, semesters abroad, community service opportunities such as the annual Homeless Shelter week, internships and externships related to specific academic disciplines, and intercollegiate academic activities such as the Model U.N. and Ethics Bowl programs.
5. ***Offering a multi-faceted educational experience.*** Although faculty members have their own academic specialties, their interests tend to be broad and their experiences varied, so that the educational program as a whole manifests a commitment to considering multiple approaches to intellectual questions. This flexibility is evident in the faculty's support of First-Year Experience and the General Studies Program, as well as the various experiential learning opportunities listed above.
6. ***Providing quality faculty advising.*** Faculty assist students personally as they choose majors, minors, and elective courses; they also mentor students as they address issues related to their academic performance, plan their careers, and apply to graduate and professional schools.
7. ***Encouraging civic engagement.*** Faculty designed the curriculum to encourage reflection on the ethical dimensions of human experience by asking students to think about their values and their civic and human roles and responsibilities. While no specific cause or ideology is promoted, they intend that students should come to recognize and value their involvement in various local, regional, national, and global communities.

In short, under the direction of a strong, dedicated faculty, Virginia Wesleyan's academic program challenges students to take responsibility for their learning, to embrace a wide variety of academic experiences, and to commit themselves to substantial intellectual work and personal development.

The Student Experience

Recognizing that the skills and previous educational experiences of students vary widely, faculty at Virginia Wesleyan are committed to guiding students and helping them advance their skills, from the time they enter the college until they graduate. To get the most from their college experience, students will need to possess the following general academic skills and personal qualities:

1. ***Organizational and time management skills.*** The 4x4 curriculum demands that students prioritize their academic work over jobs, sports, and other activities. The time commitment required for success is a major change for many students who are new to the college. The papers, independent projects, and other enhancements in many courses require students to devote significant time outside of class to course-related activities, working independently or in small groups. First-semester students need to recognize and adapt quickly to this increase in their academic responsibilities.
2. ***The ability to persist.*** The 4x4 curriculum requires that students enter the college with well-established study habits and the willingness to spend countless hours strengthening their academic skills to accomplish the intense intellectual work typical of the 4-semester hour courses. Writing an original research paper or completing a significant hands-on project requires students to tackle a series of complex problems over an extended period of time. They must be willing and able to work through multiple stages and multiple revisions, assisted by professors who provide mentoring and encouragement.
3. ***Effective communication with faculty, staff, and other students.*** Many of the course enhancements in the 4x4 curriculum require students to be proactive and articulate as they seek information and assistance from other students, faculty, librarians, and professionals at institutions and organizations outside the college. This is a change for many students, compared to their high school experience. They must be willing to seek out support and encouragement from faculty members and advisors as they learn to articulate their needs clearly and diplomatically.
4. ***The ability to read and respond to complex texts.*** The 4x4 curriculum requires entering students to possess strong general reading skills. During their years at the college, they will be expected to draw on a broad educational background to interpret texts according to their cultural and rhetorical contexts, and to

recognize structural elements, analyze arguments, and detect implicit assumptions and agendas.

5. ***The ability to develop questions, synthesize and respond to ideas, and apply theory to practice.*** The 4x4 curriculum requires students to respond thoughtfully and critically to the ideas they encounter in their courses. It is designed to counteract the common assumption that learning means simply collecting information. It encourages students to grapple independently with ideas, questioning what they read and hear, and to develop their own interpretations, arguments, and applications, resulting in greater cognitive development and deeper insight than they would gain from a curriculum that requires only memorization and basic comprehension.
6. ***The ability to present their ideas effectively***. The 4x4 curriculum demands strong writing and oral communication skills. Major papers and projects usually require students to articulate and support complex ideas, sustained over the course of many pages or in presentations with multiple components. Thus entering students should possess strong general language skills and be prepared to master the discipline-specific rhetorical and stylistic conventions appropriate for presenting their work to an academic community.

To summarize, students who benefit from the Virginia Wesleyan experience are well organized and self-motivated. They possess solid academic skills and are determined to take advantage of opportunities to interact with faculty, to pose and engage with intellectual questions and problems, and to participate in a wide range of learning experiences.

Faculty Advisory System

The mission of the advising system at Virginia Wesleyan College is to foster the growth of strong relationships between students and faculty, enabling student success through intentional connections with people, academic programs, and processes of the college. This endeavor should lead to successful academic planning, retention, and professional growth, as students pursue life and career goals following a timely graduation.

Prior to arrival on campus, each freshman is assigned a faculty advisor. Entering students meet with their advisors to work out a schedule of classes prior to registration. Returning students also meet with their advisors prior to registration.

Prior to graduation, a full-time faculty member in the student's major department will certify that the student has completed requirements for the major. Therefore, upon declaring a major, students must secure as an academic advisor a full-time faculty member in their major field.

Advisors will make every attempt to give effective guidance to students in academic matters and to refer students to those qualified to help them in other matters, but the final responsibility for meeting all academic requirements for a selected program rests with the student.

The Library

Hofheimer Library is at the heart of the Virginia Wesleyan campus. Located centrally—only a minute's walk from classrooms, dorms, fitness and dining facilities—it provides the highest quality resources and services to meet the research and information needs of students, faculty, and staff. Librarians are available to help students navigate the complexities of research and friendly staff assist students with using the library and its services.

VWC students and faculty can access online scholarly journals and electronic books through the library's website from both on and off campus. Research librarians are available to answer questions and to provide assistance with reference and research work in-person, by phone, text or email. In partnership with faculty, librarians help students develop lifelong learning skills supporting the academic mission of the college.

The library provides a place for studying, reading, relaxing, attending workshops, and meeting classmates for group work. Food and beverages are permitted and vending machines are available in the building. With wireless access throughout, a variety of seating, 5 group study rooms, 3 classrooms, and over 50 computers, the library is the place to be at VWC!

Program Enhancement

The Honors and Scholars Program

In 1985, Virginia Wesleyan initiated an exciting new honors program called Wesleyan Scholars, which was expanded in 1995 to include a broader range of academic achievers. High school seniors who have established academically superior records are invited to join the program upon their enrollment at Virginia Wesleyan. Current students with a GPA of 3.4 or higher may apply for membership into the program. Honors and Scholars students attempting either Wesleyan Honors or Presidential Honors participate in academically challenging honors courses, enriching co-curricular experiences, and community service.

The college offers special honors courses and honors sections of existing courses, which are available to students in the Honors and Scholars Program. Students may also opt to challenge a course

for Honors credit by submitting a proposal to the Honors and Scholars Committee for review. The proposal must specify how the petitioning student will surpass both qualitatively and quantitatively the requirements normally expected in the course.

Wesleyan Scholars are required to complete six honors courses, and Presidential scholars three, from at least two different academic divisions. The intention of Honors courses is for the scholar to go beyond what is expected of the students in the regular course in both the level of engagement and performance. In order for an Honors course to count toward the total number of Honors courses required to graduate with Presidential or Wesleyan Honors, a student must earn a B or higher in the Honors course. Honors courses are notated on the student transcript with HNRS.

Honors courses are traditionally graded, and students may not elect to take an Honors course on a pass/fail basis. Extraordinary work can be rewarded with the grade of "H." If awarded, the grade of H will appear on the student's academic transcript, though it will count toward the GPA as if it were an A.

Inquiries about the Honors and Scholars Program may be addressed to the Director of Honors and Scholars, Dr. Joyce Easter.

The PORTfolio Program

Virginia Wesleyan believes that a liberal arts education is the best preparation for life, especially for citizenship, careers, and professions. However, it seems that too many students view their college experience as bifurcated into "sets of classes"—courses in their major, courses in general studies, and elective courses—and "everything else"—learning outside the classroom through co-curricular activities, career development fieldwork, or volunteer experiences. The PORTfolio program is a unique four-year experience that seeks to fully integrate liberal and experiential learning by consciously relating the two.

PORTfolio brings the liberal arts to life for selected students by allowing them to pursue their college education while using the Chesapeake Bay, the cities of Hampton Roads, and the world as their classroom. Complementing a student's major, PORTfolio offers an integrated program of team-taught seminars, co-curricular activities, and experiential learning opportunities that connect the best of a liberal arts education with real-world experiences. Students in the program develop an electronic portfolio that helps them connect the lessons of the classroom to the world beyond the campus and link field experiences to their formal education. Freshmen are admitted to the program based on their academic, service, and leadership experience, and on their potential. Students may apply for PORTfolio at the same time they apply to the college.

Inquiries about the PORTfolio Program may be addressed to the Admissions Office.

Internships and Externships

Virginia Wesleyan offers both externship and internship experiences to provide students opportunities to obtain practical knowledge in the world beyond the campus. These experiences may help students translate classroom theory into practice, refine their knowledge and skills, contribute to an organization on a professional level, test career possibilities, and enhance their marketability for future employment and/or graduate studies.

Externships are structured work experiences that allow students to observe and gain exposure to a work area of interest. Designed primarily for freshmen and sophomores, these experiences may confirm an academic major, allow self-assessment of skills and suitability for a profession, and provide training that leads to internships or job opportunities. Externships may have prerequisites set by the sponsoring organization. Although they are recorded on the student's transcript, they do not yield semester hours towards meeting graduation requirements. To have an externship recorded on the transcript, a student must arrange the externship through Career Services before beginning it and complete at least 40 hours of approved work at a participating institution.

Internships are learning experiences that integrate students' academic preparation and skills with professional work experience. There are two types of internships.

Academic internships are taken for course credit. They are designed for students to undertake significant responsibilities and to reflect on their mission and daily activities by completing journals, papers, or other assignments, which are submitted to a faculty member. These internships are often accompanied by a seminar or other academic component. They are designed primarily for juniors and seniors moving toward completion of a major. To complete an academic internship, students must meet the prerequisites specified by the academic department that offers the internship, register for the internship course as listed in the catalog, and fulfill the academic and work requirements specified by the course.

Non-academic internships allow qualified students to undertake meaningful responsibilities with sponsoring organizations. They are not recorded on the transcript and do not provide semester hours towards graduation requirements, but they may provide valuable experience for later life.

Career Services maintains information on both academic and non-academic internships.

Study Abroad

Students who have demonstrated maturity and established a strong academic record are encouraged to consider the advantages of international study for a semester. This opportunity is not limited to students in internationally oriented degree programs. College-level credit earned abroad may be applied toward Virginia Wesleyan's degree requirements as long as the student has obtained prior approval from the Office of International and Intercultural Programs and the Registrar.

Plan of Study: Students may choose to study in one of several countries for a semester as an exchange or visiting student. Students enroll directly from Virginia Wesleyan and may enjoy special privileges during their stay. The college has exchange programs with the University of Madero (UMAD) in Puebla, Mexico; Humboldt Universität in Berlin, Germany; Kansai Gaidai University in Osaka, Japan; and a partnership with John Cabot University in Rome, Italy. Interested students may seek assistance from the Office of International and Intercultural Programs in choosing the right program, financial planning, transfer of credit, and having support while abroad.

Students applying to study abroad must have a cumulative grade point average of 3.0, or the minimum as required by the host university, and recommendation of their advisor, the Registrar, and the Office of International and Intercultural Programs. Application deadline is March 1 for the fall semester and October 15 for the spring semester.

College-level credit earned abroad is applicable toward Virginia Wesleyan degree requirements as long as the student has obtained prior approval from the Registrar. Students may transfer a maximum of 18 semester hours per semester from a study abroad program. Grades earned abroad are not included in the student's grade point average.

Students should also consider faculty-led international travel programs during the winter and summer sessions. These programs range from 1-3 weeks and support a broad range of interests and majors.

Winter Session

Winter Session is a seventeen-day, credit-bearing term of intensive, engaged learning that complements and strengthens Virginia Wesleyan's academic program. Scheduled in January, it provides opportunities for students and faculty to focus on a single academic subject without the usual distractions from other courses and commitments. A Winter Session course provides in seventeen days the contact hours and academic workload that in a regular semester would be distributed across fifteen weeks; it does so, however, in ways not available or not as effectively pursued in conventional semesters. Hence, these courses, many of which involve field trips, travel components, and pedagogical innovations, reflect an experimental, experiential quality while maintaining the same rigorous academic standards as other courses. The courses offered vary from year to year. Many courses, including those with special travel or experiential components, are taught only in Winter Session.

In addition to 4-semester hour courses, Winter Session also provides opportunities for supplemental 1-semester hour and non-credit workshops and experiences. Hence, while students are not required to take any Winter Session courses, those who do may register for up to five semester hours in a given year toward graduation.

Full-time status for day students continues to be a minimum of 12 semester hours per semester, without regard to Winter Session credits.

Beyond a fee of $225, day students enrolled full-time during both fall and spring semesters are not charged additional tuition for Winter Session courses, as long as they enroll in no more than 38 hours across the academic year and no more than 20 in one semester. (Please note that exceeding 18 hours in any semester requires the approval of the faculty advisor and Dean of the College.) If students are charged for exceeding 20 hours during the fall semester, the additional hours for which they are charged in the fall semester will not count toward the 38-hour total. Where they apply, lab and material fees, as well as any travel expenses, are additional.

Resident students wishing to live on campus during Winter Session must be enrolled in a credit-bearing course. They are not assessed an additional room charge for Winter Session. They are, however, required to purchase a three-week meal plan.

Winter Session policy and course information is available on the college's website. Students register for Winter Session in the fall.

ROTC

Virginia Wesleyan offers students the opportunity to enroll in an Army ROTC program through an extension agreement with the established ROTC unit at Old Dominion University. Courses in this program develop a student's ability to organize, motivate, and lead others. Further information on this program may be obtained by contacting Virginia Wesleyan's Admissions Office.

Academic Resources

Learning and Writing Center: Through the Learning and Writing Center, Virginia Wesleyan offers a variety of services to support students in their academic work. Support includes tutoring for specific

courses for writing, workshops focused on academic success and organization, and alternative testing facilities. Services are available free of charge to all students. The Center also helps coordinate accommodations for students with disabilities or special needs. Contacts are Dr. Julia Flannagan, Director of the Learning Center; Ms. Kim Fahle, Coordinator of Writing Services and Mr. Crit Muniz, Disability Support Specialist.

Accommodations for Students With Special Needs: Virginia Wesleyan recognizes and is sensitive to the needs of students with disabilities. In keeping with the Americans with Disability Act (and its revised version) and Section 504 of the Rehabilitation Act of 1973, the college provides academic accommodations and services for students with disabilities through the Learning Center's Disability Support Office. Support staff verifies documentation, determines eligibility for accommodations, evaluates student's needs, arranges accommodations, and encourages communication between students and instructors. Students are required to disclose their disability to the Disability Support staff and provide documentation of their disability. Students may call Mr. Crit Muniz, Disability Support Specialist or email to arrange an appointment (recommended, but walk-ins are welcome) to begin the process of receiving Disability Support. The Disability Support Office is located in the Learning Center, Clarke Hall, Room 230.

Guided Study, Independent Research, Tutorial

Virginia Wesleyan offers qualified students the opportunity to pursue guided study, independent research, and tutorials. Students who meet the specific requirements of each program may enroll for 4 semester hours of guided study or independent research in a given semester. Guided study, independent research, and tutorials cannot be pursued during the four-week summer session or in the seventeen-day Winter Session. Students may count a maximum of 20 semester hours of guided study and independent research toward the total required for graduation. Exceptions to this policy may be made only by the Dean of the College.

Students planning to pursue guided study or independent research should obtain a copy of the guidelines available online or from the Registrar's Office. In preparing their proposals, they should state their objectives and the means of accomplishing these objectives clearly and specifically.

Guided study credit is available in any discipline in which a student wishes to pursue a program of guided reading or research. It does not need to be done in a student's major field if the student meets the minimum requirements of the program. To enroll in guided study, a student must have junior status, be in good academic standing, and obtain the approval of his or her advisor and the faculty member who would direct the study. Then the student must present to the appropriate division a brief written description of the proposed program. All proposals for guided study must be received and acted upon by the division two weeks prior to the end of the semester preceding the one in which the guided study will be undertaken. The program presumes close supervision of the student's reading or research by the faculty member, including sessions together at least twice each month. Students may propose a guided study project to be done either on a graded or pass/fail basis.

Independent research provides an opportunity for upperclassmen who have demonstrated competence in their major field to engage in a program of study with minimal faculty supervision. To enroll in independent research, a student must have junior status, a 2.5 cumulative GPA with a 3.0 average in the major, and obtain the approval of his or her advisor and the faculty member who would direct the research. Then the student must obtain divisional approval of a written project proposal, following the same procedure as that outlined for guided study. At the conclusion of a semester of study, the student presents the results of the research orally before the faculty member who directed the research and two other faculty members agreed upon by the student and the director. The director then determines the grade received for the program of research.

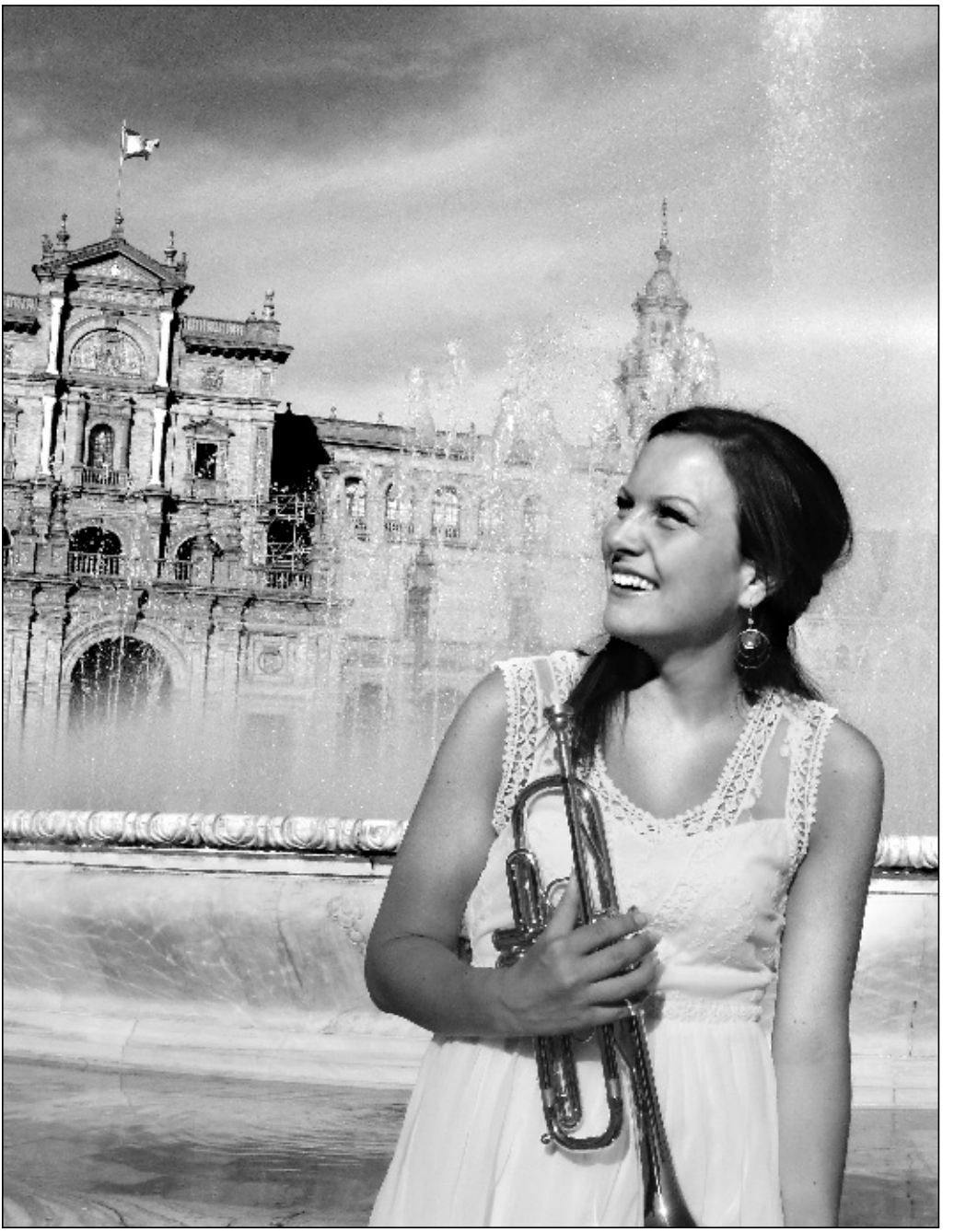
Tutorial coursework enables a student to take a regular catalog course on an individual basis rather than in a classroom format, usually to fill a gap in the student's plan of study in a semester when the course is not being taught to a group of students. Semester hour credit for a tutorial is the same as for the catalog course.

Experimental Courses

Occasionally a faculty member or a group of students may want to study a topic not adequately covered in the existing curriculum. Anytime a department wishes to offer a course that is not in the catalog, it may do so with the approval of the Educational Programs Commission, upon the recommendation of the division involved. If, after the course is taught, the department decides that it wants the course placed in the catalog on a permanent basis, it then submits such a request to the division. When several students decide that they would like to study a particular topic and can get a faculty member to participate, they may seek approval through following the process described above.

Online Courses

At Virginia Wesleyan a hybrid course is 30% or more of instructional seat time online, and an online course is 75% or more of instructional seat time online. All courses at Virginia Wesleyan College exist in accordance with the College's core principles of small classes that engage students in an active learning environment. Therefore, the College's online, hybrid and distance learning options reaffirm its belief in fostering learning that is both intellectually challenging and student driven. The College is committed to only offering those courses that conform as well as traditional classroom courses to these established principles.



Careers

CAREERS

"What kind of job can I get with a major in French?" "If I want to be a lawyer, what major is appropriate?" "What kinds of careers are available working with children?" "What is the correct admission test for entering a graduate business school?" These are just a sampling of the kinds of questions students have while in college. The Career Services Center at Virginia Wesleyan College is devoted to helping students decide on a college major and career, gain career experience while still a student, search for employment, and/or apply to graduate school. Following are some of the programs and services that are offered.

INDIVIDUAL APPOINTMENTS: Career counseling is available on an individual basis to discuss the student's major, career, job search, and graduate school concerns. Interest inventories are also available to help students identify major and career options.

CAREER RESOURCES: A comprehensive website provides specific self-assessment, occupational, graduate school, internship, and job search information.

WORKSHOPS: Workshops are offered numerous times throughout the year. Topics include choosing a major and exploring career, job search strategies, resume and cover letter writing, business and social etiquette, researching applying to graduate school, using social media, interview skills and more.

EXPERIENTIAL LEARNING: Students may prepare for employment after graduation by participating in internships and shadowing externships while in school. Through these learning experiences, students gain exposure to fields of interest, relevant work skills, and professional contacts. Career Services advises students on finding and arranging an experience to meet their individual needs. Many major areas of study at Virginia Wesleyan offer students opportunities to participate in an internship for credit during the junior or senior year. Students should ask their major advisors for the criteria for completing a credit-bearing internship.

JOB SEARCH ASSISTANCE: Information about part-time, summer, and full-time job leads and internships is provided to students through networking events, listings of current openings on the Marlin Careers website, and employment activities on campus. While Virginia Wesleyan offers a significant number of career preparation possibilities, the majority of the college's majors are not intended to provide technical training for specific jobs. Rather, they help students acquire and develop the broad skills of written and oral communication, research, critical thinking, and decision making that will prepare them to succeed in a world of constant change.

Pre-Professional Information

Allied Health Professions: Students wishing to enter allied health professions (dental hygiene, pharmacy, nursing, health care management, medical technology, occupational therapy, physical therapy, or radiological technology) need to complete at least two years—and may want to complete four years—of preparatory studies at Virginia Wesleyan before applying to a professional school. Students interested in any of these preparatory programs should contact Dr. Deirdre Gonsalves-Jackson for a list of required courses.

Art Therapy and Counseling: Art therapists use the creative process to help people of all ages improve their health and emotional well-being. They are qualified to work as counselors in hospitals, school and community clinics, vocational schools, rehabilitation centers, universities, military installations, and other health care and educational settings. Art therapists may serve as mental health, substance abuse, or behavioral disorder counselors. Students wishing to apply to accredited graduate programs in art therapy and counseling must meet the minimum standards of the American Art Therapy Association. These include the completion of a B.A. degree with specific coursework in studio art and psychology. The Studio Art major at Virginia Wesleyan, coupled with a minimum of 12 semester hours in psychology, meets these criteria. Students must complete coursework in drawing, painting, ceramics and sculpture, as well as abnormal and developmental psychology and theories of personality. A minor in psychology is strongly recommended. Interested students should work with faculty advisors in both art and psychology to plan an appropriate course of study.

Church-Related Vocations: Ministry in today's world takes many forms: pastoral ministry, religious education, hospital and military chaplaincies, teaching in church-related colleges, and counseling. A broad program of studies in the liberal arts is required for admission to the seminaries and graduate schools that prepare individuals for these ministries. Students interested in these vocations may choose to major in religious studies or some other area of the humanities or the social sciences. The college chaplain is available as a vocational advisor for students contemplating a future in the ministry.

Dental School: Students applying to dental school are expected to achieve a satisfactory score on the dental school admissions test (DAT) and to complete the following courses: General Biology, two semesters (BIO 131, BIO 132); Introductory and Inorganic Chemistry, two semesters (CHEM 120, CHEM 200); Organic Chemistry, two semesters (CHEM 221, CHEM 222); and Physics, two semesters (PHYS 221 and PHYS 222). Some dental schools may also require additional courses in biochemistry, psychology, and English.

Environmental Studies: Students interested in the environment can major (or minor) in either an environmental science or environmental studies. Those interested primarily in science should major in Earth and Environmental Sciences or another natural science to prepare for graduate work and careers in areas including environmental science, ecology, or toxicology. Students interested in this approach should contact Dr. Elizabeth Malcolm. A dual degree program is also available in which students complete a bachelor's degree in Earth and Environmental Sciences from Virginia Wesleyan College and a master's degree in Environmental Engineering from Old Dominion University. Contact Dr. Margaret Reese for information on this five year program.

Students may also choose the interdisciplinary Environmental Studies major, whose flexibility and breadth of curricular options can meet a diversity of student interests and needs in environmental education. Students interested in this approach should contact Dr. Josh Weinstein.

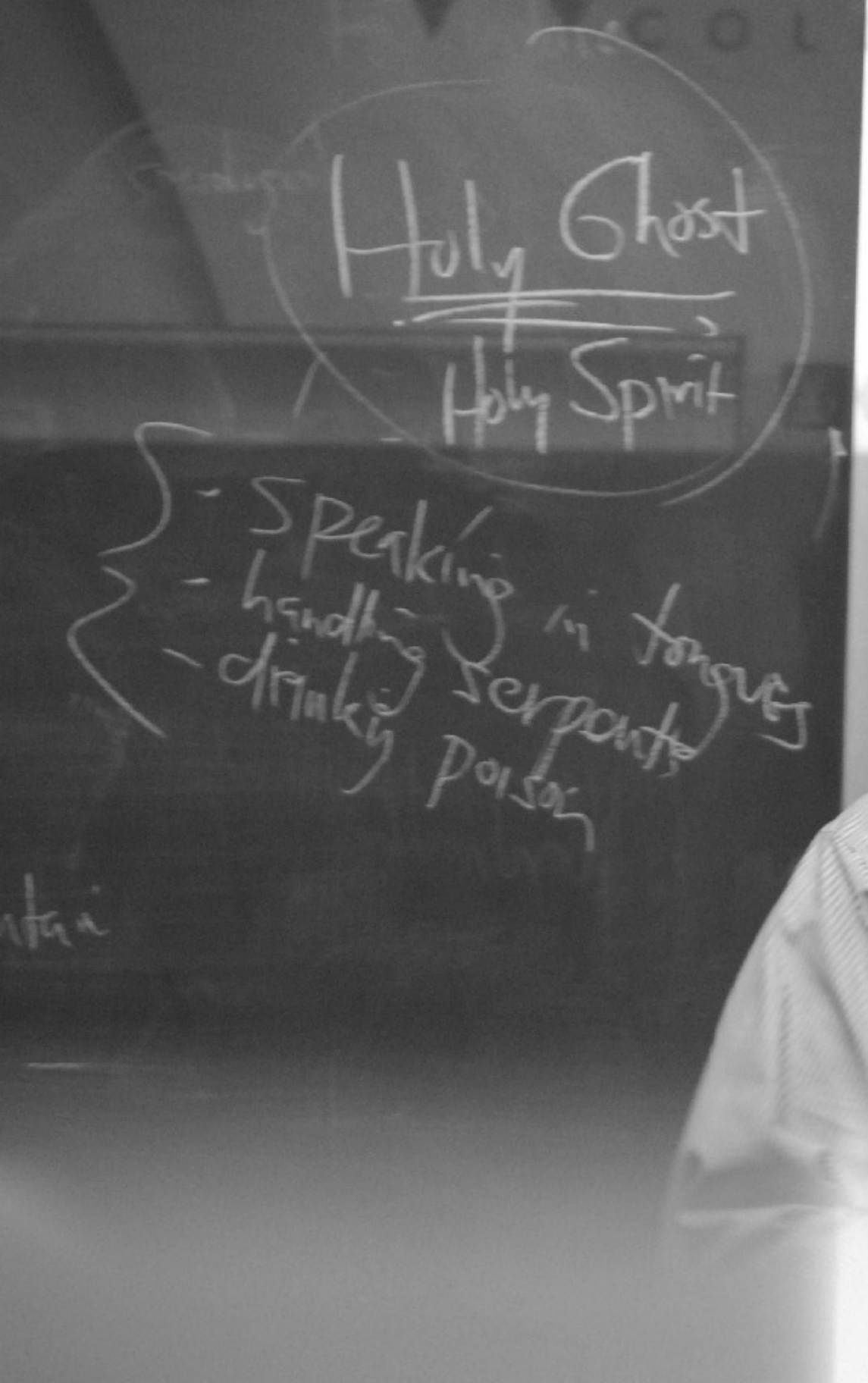
Law School: Many Virginia Wesleyan students have been accepted into law school. No single major is recommended for students interested in pursuing a legal career. It is important to note, however, that law schools emphasize the importance of a broad liberal arts education in which the student has excelled. Students who are interested in the pre-law course of study should contact Dr. William Gibson.

Medicine, Dentistry, and Veterinary Medicine: Students who wish to pursue careers in these fields must meet the admissions requirements for the professional school of their choice. Those standards include interest in grades, relevant co-curricular activities and appropriate internships, externships, and research. Virginia Wesleyan's Pre-Professional Committee guides students through the application and interview process. In addition, the student-run Pre-Professional Club sponsors a variety of activities, including seminars by professionals from various fields, campus visits and meetings with admissions officials from pre-professional programs, and student volunteer activities. The club meets at least twice each semester. Students who have an interest in pursuing a career in dentistry, medicine, or veterinary medicine are encouraged to consult with Dr. Deirdre Gonsalves-Jackson.

Medical School: Students applying to medical school are expected to have gained broad exposure to the medical profession prior to submitting the application. They are expected to achieve a satisfactory score on the medical school admissions test (MCAT) and complete the following courses: General Biology, two semesters (BIO 131, BIO 132); Introductory and Inorganic Chemistry, two semesters (CHEM 120, CHEM 200); Organic Chemistry, two semesters (CHEM 221, CHEM 222); and Physics, two semesters (PHYS 221 and PHYS 222). It is also strongly recommended that students complete the following courses: Anatomy and Physiology (BIO 221 and BIO 222); Comparative Anatomy (BIO 372); Histology (BIO 371); Biochemistry (CHEM 330); and Ethics and Health Care (PHIL 221/321).

Schools of Veterinary Medicine: Students applying to veterinary programs are expected to have gained significant experience working with animals and to have attained a satisfactory score on the Graduate Record Examination (GRE). Specific course requirements vary among schools, and students are expected to contact the schools about their specific requirements prior to submitting an application. In general, students should complete the following courses: General Biology, two semesters (BIO 131, BIO 132); Introductory and Inorganic Chemistry, two semesters (CHEM 120, CHEM 200); Organic Chemistry, two semesters (CHEM 221, CHEM 222); Biochemistry, one semester, (CHEM 330); Physics, two semesters (PHYS 221 and PHYS 222); English, two semesters; Mathematics, two semesters (college algebra or higher); and Social Sciences, two semesters. It is also strongly recommended that students complete Comparative Anatomy (BIO 372) and Histology (BIO 371).

Social Work: The Social Work Program embraces the values of the social work profession in its mission to "enhance human well-being" and "help meet human needs," appreciate and build on individual and collective strengths, and advocate for the vulnerable and disempowered. As the College strives to prepare students to participate in civil society and to respond creatively to a "rapidly changing world," social work education promotes critical thinking about issues from the micro to the macro level, grounded in a broadly based liberal arts foundation. Social Work's emphasis on social justice parallels the College's commitment to social responsibility. Social Work education blends didactic and experiential learning with its strong emphasis on field education, a corollary to Virginia Wesleyan College's emphasis on community service and community-based learning. Students who are interested in this program should contact Dr. Benjamin Dobrin for more information.


Holy Ghost
Holy Spirit
- Speaking in tongues
- handling serpents
- drinking poison

Center for Sacred Music • Center for the Study of Religious Freedom

CENTER FOR SACRED MUSIC

The Center for Sacred Music at Virginia Wesleyan College offers opportunities for all students to broaden their awareness of the music and ritual that have been part of humankind's various faith expressions for thousands of years. In addition, it offers theoretical and applied instruction as preparation for careers in church music ministry as continuing education for those already active in the profession.

Monumental Moments: The Center collaborates with the Chaplain's Office and the Department of Religious Studies to offer two special worship services in Monumental Chapel during the academic year. Students lead the service, and the Wesleyan Singers and/or the Wesleyan Chorale present special music, with a faculty member as guest speaker. In addition, during the *Worship & Arts Summer Conference*, the Center presents a service of worship in Monumental Chapel on the opening evening. This service is open to all.

Church Music Certificate Program: The Church Music Certificate Program offers practical and theoretical career preparation for church music ministry. The course of study includes academic courses, attendance at symposia, critical observations of area church music programs, and participation in the college's annual *Worship & Arts Summer Conference*. The program has been recognized by the College Board for its excellence in training church musicians in a liberal arts setting.

Three semester-length courses are offered: Sacred Music History, Directing Church Choirs, and Psalms, Hymns, and Spiritual Songs (offered as MUS 310, Topics in Sacred Music). These courses are required for the certificate program, but may also be taken to supplement other curricula.

Sound and Symbol Lecture Series: The Center offers an annual lecture series to foster understanding and to encourage appreciation for diversity in the sacred music and ritual of various faith communities. Offered during the campus co-curricular hour on occasional Tuesdays and Thursdays throughout the academic year, programs are designed to appeal to students in all disciplines.

Past topics have included "Sacred Sounds: Cultural Unity and Diversity," a four-part series; "Then Sings My Soul," on the four streams of American Protestant hymnody; "Let All the World in Every Corner Sing," an examination of "service music" used in various world religions; "Here Comes the Bride," wedding ritual and music in various world traditions; and "Sing Me To Heaven," an exploration of the music and ceremony used in various cultures for funerals and services of remembrance.

Performance Opportunities: The Wesleyan Festival Chorus and the Wesleyan Worship Choir are massed choirs of students and community singers which link choral musicians with the finest conductors in the world for worship leadership and concert performance. Each July, the choruses participate in events as part of the *Worship & Arts Summer Conference*, and in the fall as part of the CSM's annual hymn festival.

Sacred Music Summer Conference: The *Worship & Arts Summer Conference* is a non-denominational showcase for outstanding instruction in the sacred arts. Steeped in the Wesley tradition of "training minds and warming hearts," the conference offers workshops for students preparing for careers in church music ministry, for those already active in the profession, and for music teachers.

An average of 200 people participate each year, attending workshop sessions in choral conducting, congregational singing, organ, handbells, worship planning, children's choirs, theatre, art, and all areas of church ministry. The event is led by 18 guest faculty and members of the college's Music and Religious Studies departments. The evening worship services and closing choral concert provide an unparalleled experience for those who enjoy festive worship in a non-denominational setting, and for choristers who enjoy singing under the direction of world-renowned conductors.

The Virginia Wesleyan College Anthem Series: In 2008, the Center for Sacred Music developed a choral anthem series with MorningStar Music Publishers of St. Louis, Missouri, entitled *Music from American Colleges and Universities*. Virginia Wesleyan holds the honor of the premiere work in that series: an anthem commissioned from Texan composer Hal Hopson in celebration of the 300th anniversary of the birth of Charles Wesley in 2007. This contribution to American music continues the college's legacy and joins the *VWC Choral Anthem Series*, which the Center developed in 1998 with Hinshaw Music Publishers of Chapel Hill, North Carolina. Now in its fifteenth year, that series includes 11 choral anthems. An additional six anthems that have been dedicated to the work of the Center are published by Choristers Guild Publishing,

Kjos Music, Augsburg Press, and Hal Leonard Music Publishers. Through its various festivals and conferences, the Center commissions new music that is premiered at Virginia Wesleyan, then made available to the world. Anthems from this catalog of publications are used by church and school choruses throughout the country and several have been selected for district chorus and all-state repertoire. Virginia Wesleyan joins Duke University and St. Olaf College as only the third American institution of higher education with a named music series.

Fall Hymn Festival: Hymns have played a vital role in worship since the earliest Christians gathered to worship the risen Christ. Congregational singing exploded anew with the Protestant Reformation, and the Center's annual Hymn Festival continues to encourage the great tradition of the people's song. Various churches in the Hampton Roads area host the October festival. All are invited to be a part of the congregation or the massed choir that leads the service of singing.

CENTER FOR THE STUDY OF RELIGIOUS FREEDOM

The Center for the Study of Religious Freedom (CSRF) is the only program of its kind operating within an undergraduate liberal arts college in the United States. Since its inception in 1996, the Center has brought individuals and communities into deep and meaningful dialogue about the most important values in society.

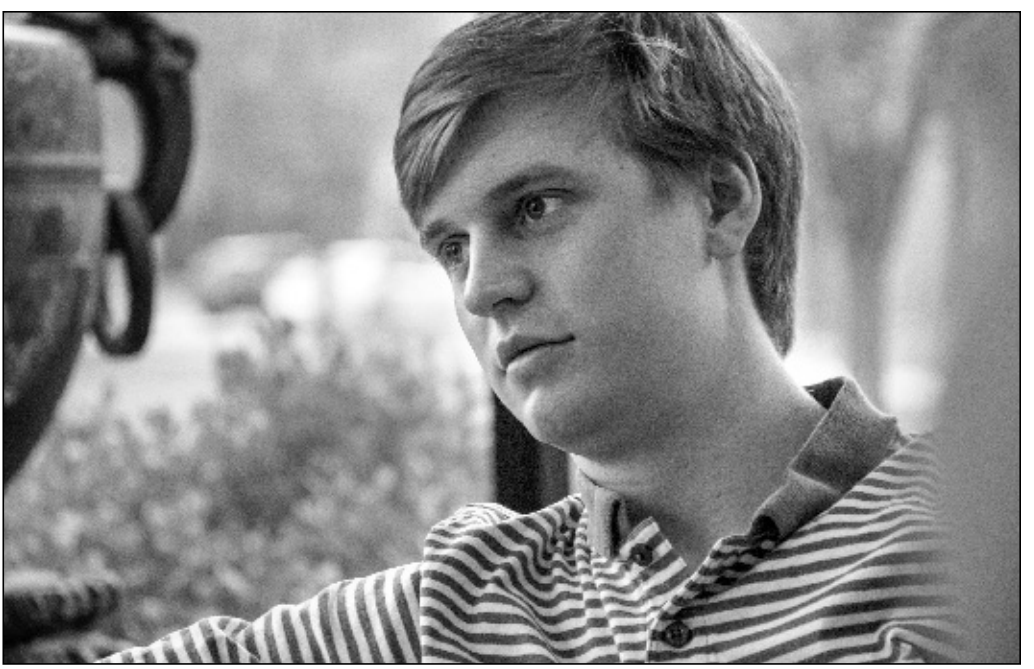
The Center is grounded in Virginia Wesleyan College's commitment to a rigorous liberal arts education and its United Methodist heritage, which has long recognized religious freedom as a basic human right. The Center aims to create a civil society through education, respectful dialogue, and mutual understanding and is dedicated to equipping students to be leaders and citizens who understand how the reconciliation of religious differences creates the most meaningful opportunities for civil solutions to difficult and urgent problems.

Mission: The Center's mission is to:

- **Inform:** to provide students with an informed understanding of religious freedom as a basic human right;
- **Transform:** to engage in sustained high-impact learning experiences that shape perspectives on religious freedom;
- **Equip:** to teach the skills needed to recognize fundamental differences between people, to combat religious intolerance, and to find ways for society to mediate and work through substantive challenges to meaningful solutions.

Center Initiatives: Through high-impact learning experiences, the Center for the Study of Religious Freedom informs, transforms, and equips individuals to be engaged leaders and citizens, as they increasingly understand why religious freedom is a basic human right of daily significance. Each year, the Center engages students and the broader community in a variety of initiatives that not only educate minds, but also touch hearts, strengthening individuals to be agents of change and transforming communities. Center activities include mediation training, intergenerational dialogue, study away opportunities, world-renowned speakers, and late-night programs and discussions for students.

The Center does not advocate any particular political or religious perspective, but does stand for principles of dialogue, liberty, and engaged citizenship.



Campus Life

CAMPUS LIFE

A necessary complement to education in college classroom is growth through campus life. On any given day at Virginia Wesleyan students can be found participating in athletics, singing with the choir, practicing for a play, planning for an art show, gathering news for the student newspaper, leading prayer and Bible study, partaking in an aerobics or rock climbing session, and engaging in social activities in the Jane P. Batten Student Center.

At Virginia Wesleyan students have always been special, and our student life program strives to uphold that motto. Although the college is primarily residential, campus activities are intended to involve and meet the needs of commuters and adult students, as well as resident students.

Guided by the staff of the Student Affairs and Enrollment Services Division, the student life programs and services encourage all students to grow outside the classroom.

Residential Living: Residence halls at Virginia Wesleyan are designed to foster a sense of community. It is in the residence halls that students encounter a variety of interesting people and find many opportunities for cultural, educational, social, and recreational enrichment. The campus is made up of academic villages patterned closely after Thomas Jefferson's adaptation of the Oxford-Cambridge plan. An academic village includes classrooms, faculty offices, and student residences.

Bray Village and Village II each include two academic buildings and four residence halls. Brock Village has three traditional residence halls and three residence halls that offer students apartment-style living. The rooms in Bray Village, Village II and the traditional residence halls in Brock Village are designed for single and double occupancy—and for personalized living. Rooms are furnished with beds, dressers, full-length wardrobes or closets, desks, and chairs. Laundry facilities are available on each residence hall floor. Each unit of the apartments and townhouses in Brock Village consists of four bedrooms, two bathrooms, a living area, and kitchen. Each townhouse has a washer and dryer, and the apartments have laundry facilities on each floor. Village IV has 24 townhouses, which accommodate 115 students in five person homes (three single rooms and one double room) with two bathrooms and private laundry facilities. Students are encouraged to personalize their rooms, apartments, or townhouses according to their tastes and those of their roommate(s). By providing their own rugs, lamps, curtains, and other items, they can transform their living space into a comfortable home. The campus dining center includes a 500-seat central dining facility, private dining areas, and additional seating in the newly renovated Boyd Dining Center. Nearby are the college's post office and business office.

The college requires all students to live on campus in the residential housing facilities. Exceptions are granted to those students who (1) elect to live at home with one or both of their parents in the Hampton Roads area; (2) are married; (3) are carrying less than a full course load (fewer than 12 semester hours); (4) petition the college and are granted permission to live off campus. Students who have been residents of the Hampton Roads area of Virginia for the year prior to their initial application for admission to the college are considered commuter students. They have the option of commuting from their local residence or residing in the college's residence hall facilities. Students who are under the age of 18 or 24 years of age or older must request permission to live in the college's residential facilities.

The Office of Residence Life is responsible for selecting and training the residence hall staff, coordinating hall policies and developing cultural, educational, social and recreational activities. The social and recreational activities, including the annual "Seafood Party in the Dell," are complemented by a number of interesting educational and cultural events.

Student Activities: The Student Activities Office seeks to enhance the overall educational experience by fostering social and leadership development and encouraging collaboration. This office supports the Wesleyan Activities Council (Student Programming Board), Student Government Association, fraternities and sororities, clubs and organizations, programs for commuters, and leadership initiatives for students.

Commuting: Commuter students are a vital part of the college community. The student life program is intended to integrate the resident and commuter populations to enhance campus activities for everyone. Theme parties, student publications, intramural sports, sorority and fraternity functions, worship services, athletic contests, the Lake Taylor Music Festival, and Spring Fling are just some of the activities and opportunities afforded both commuter and resident students.

Through the Student Activities Office, commuter students are kept informed, provided special assistance, and encouraged to take full advantage of campus resources and the co-curricular activities of the college. Resources such as a kitchenette and locker space are provided through this office.

Jane P. Batten Student Center: For both the resident and commuter student the Jane P. Batten Student Center is full of exciting activities. The $18.6 million center is home to a spacious fitness center featuring dozens of weight machines, bikes, Stairmasters and other equipment; an eight-lane swimming pool complemented by a ten-person Jacuzzi and saunas; three racquetball courses; an indoor elevated jogging track; a convocation center/gymnasium; a practice gymnasium; a rock climbing wall; the Marlin Grille; and the Scribner Bookstore.

The Community Council: The College's commitment to building a vital community finds expression in Virginia Wesleyan's structure of campus governance. The Student Government Association, the Faculty Assembly, and the Administrative Council meet regularly to make policy regarding the respective spheres of concern. Faculty, staff, and student representatives come together for meetings of the Community Council, a body which provides a forum for sharing information and discussing common concerns. Students are also represented on other vital committees of the college, giving them a distinctive voice in the making of college policies.

Student Government Association: Virginia Wesleyan students are organized as the Student Government Association (SGA). This association consists of the Executive Council, president and vice-president, and 16 student senators. The SGA makes every effort to respond to student concerns and promote the general welfare of students and campus organizations. Moreover, through work on many college committees, involvement in numerous social activities, sponsorship of open forums, participation in Community Council, and special programs that foster informal student faculty dialogue, the SGA contributes in many ways to the quality of campus life.

Wesleyan Activities Council (WAC): Wesleyan Activities Council (WAC) is a student programming board that provides social, educational, and community-building activities on campus. Examples include concerts, comedians, hypnotists, spoken work poets, diversity programs, and novelty giveaways. WAC is the primary programming arm of the Student Activities Office, thus it helps support the mission of that office. WAC membership is open to full-time, undergraduate students of Virginia Wesleyan College who are in good judicial and academic standing. Appointments are by calendar year. The application and interview process takes place each November.

The VWC Concert Series: Through the Virginia Wesleyan Concert Series, the college offers outstanding live musical performances in which artists connect with audiences in a special way. The intimate and informal setting of the Hofheimer Theatre brings a drawing-room atmosphere to every concert, and even back-row patrons enjoy a close connection with the performers. With 10-12 free concerts offered each year, students have ample opportunities to enjoy vocal and instrumental music in the styles of jazz, classical, folk, and bluegrass without ever leaving the campus.

Other Cultural Opportunities: Cultural opportunities abound on the Virginia Wesleyan campus and beyond. Speakers and performers of regional, national, and international acclaim are invited to campus throughout the year to share their talents and expertise with the college community. In addition, the college's own drama department presents major productions in the fall and spring semesters, and several student groups, including the Wesleyan Singers, perform on campus.

Virginia Wesleyan's location in the midst of a thriving metropolitan area provides rich cultural opportunities. The birthplace of Colonial America is less than an hour's drive from campus; Williamsburg, Jamestown, Yorktown—and even the Busch Gardens Williamsburg theme park—offer students and their families many exciting off-campus experiences. The campus is also just minutes from many outstanding local attractions, such as the world-famous beaches along the Atlantic Ocean and the Chesapeake Bay; the Virginia Aquarium and Marine Science Center, which offers seasonal boat trips for dolphin and whale watching, a six-story IMAX theater, aquariums, and intriguing new animal exhibits; and Nauticus National Maritime Center, an educational and exciting interactive science center with more than 150 exhibits and the battleship Wisconsin. The Sandler Center for the Performing Arts, Norfolk's Scope Arena, Chrysler Hall, the Virginia Beach Amphitheater, and the Chrysler Museum of Art are all just a few miles from campus. Hampton Roads is also home to several outstanding performing arts organizations, including the Virginia Symphony, Virginia Opera, and Virginia Stage Company, as well as the Virginia Arts Festival, which presents dozens of world-class performing artists on area stages each spring. Virginia Wesleyan's location gives new meaning to learning beyond the classroom.

Campus Communications: The college offers hands-on experience in communications through the Marlin Chronicle student newspaper and the Outlet literary magazine. The award-winning Marlin Chronicle seeks to disseminate significant news and commentary of interest to the campus community.

The Outlet offers students a place to publish their literary and artistic work and to gain experience in managing and publishing a literary magazine.

Counseling Services: The college provides a Student Counseling Center staffed by two licensed clinical social workers. Students may be referred by members of the faculty or staff, or they may refer themselves for counseling. This free, confidential service is available to all students and includes short-term counseling on campus as well as referral to professionals off campus. The college chaplain is also available to students seeking individual counseling.

One member of the staff, a specialist in the area of substance abuse, offers education and confidential counseling for students who have concerns about their own drug or alcohol use or that of another individual.

Health Services: All Virginia Wesleyan students are entitled to the benefits of the Health Services Office. First aid and health care are provided by a registered nurse and/or licensed practical nurse from 8:30 a.m. until 4:00 p.m., Monday through Friday. Summer hours of operation are generally administrative hours that vary; however, hours of operation will be posted. Transportation to nearby Urgent Care and Emergency Room may be provided by Health Services when needed. Health Services does not provide rides to regular doctor office visits. When medically necessary, students may also be referred to an off-campus physician's office.

All full-time and resident students must submit a completed Health Evaluation Form while enrolled at Virginia Wesleyan. This form is located on the VWC website under Student Life. This form contains important information in case of an emergency and if the need for referral services should arise. All immunizations must be up to date, and all students must have current insurance coverage. All students are automatically enrolled in the VWC school insurance plan. If you do not wish to use the schools insurance plan, you may sign a waiver and use your personal insurance plan. Please insure that your personal insurance provider covers you in the state of Virginia for all medical care; minor and major (ER and routine visits).

Health Services sponsors programs and information on campus relating to current health issues of our student population.

Campus Ministries: Engage, impact, transform —these three words shape our vision for campus ministry at Virginia Wesleyan. At its best, spiritual growth is a multi-faceted experience of learning, worship, service and community; all drawing us near to God. These experiences can happen in a variety of campus venues. From weekly worship and meetings of faith groups to simple conversation and prayer, there are numerous opportunities for students to meet their spiritual needs. Students are encouraged to explore other faiths in a religion course, participate in an offering of the Center for Sacred Music, engage in the rich dialogue of a living and learning community, or volunteer in the community with other students. Students can also connect with a local place of worship or seek their own path. There is an ecumenical worship gathering called SOAR. Monumental Chapel is open and accessible for groups and individuals. Special arrangements for use of the chapel can be made through the Chaplain's Office.

Intercollegiate Athletics: Athletics are an integral part of campus life at Virginia Wesleyan. Men participate in intercollegiate soccer, basketball, golf, tennis, lacrosse, baseball, indoor/outdoor track, and cross-country. The women's intercollegiate program includes basketball, softball, tennis, soccer, field hockey, lacrosse, indoor/outdoor track, cross-country, and volleyball. Additionally, Virginia Wesleyan offers a competitive cheerleading program.

Virginia Wesleyan is a member of the National Collegiate Athletic Association—Division III, as well as the Old Dominion Athletic Conference.

Students who participate in intercollegiate athletics are required to be enrolled full-time and must be making satisfactory progress toward graduation.

The Marlin is the mascot for Virginia Wesleyan's athletic teams. School colors are navy blue and silver, with red as the accent color.

Campus Recreation Program: The Campus Recreation Program (RecX) at Virginia Wesleyan College strives to provide quality recreational opportunities to the campus community regardless of skill or experience. Its primary mission is to promote personal growth, social fellowship, and healthy lifestyle choices through participation in challenging and fun activities. All of the programs emphasize student involvement and leadership to determine the direction of yearly goals. Students may get involved through working as an Intramural Official, developing a club sport, or volunteering for the Recreational Advisory Board. For more detailed information about any of the programs, policies, or for general rules, go to the website RecX.vwc.edu.

Clubs and Organizations: Virginia Wesleyan is home to over 70 student clubs and organizations that strive to meet the needs of the student population. Types of clubs and organizations include fraternities and sororities, spiritual, multicultural, leadership, and special interest groups. In Spring 2015, the active student organizations on campus included the following:

APICS (supply chain and operations management)
African Student Association
Alpha Kappa Alpha Sorority, Inc.
Alpha Sigma Alpha
Army ROTC
Beta Beta Beta (Biology)
Black Student Union
Campus Crusade for Christ
Classics Club
Commuter Club
Delta Phi Alpha (German Honors)
Epsilon Sigma Alpha (Service)
Eta Sigma Phi (Classics Honors)
European Culture Club
Games and Strategies Club
Gamma Sigma Epsilon (Chemistry Honors)
Gospel Choir
Global Marlins (Tutoring)
Habitat for Humanity
Interfraternity Council
International Students Organization
Jesus Is Calling
Marlin Business Association
Marlin Football Club (Soccer)
Marlins Go Green
Marlins Read (Tutoring)
Marlins Count (Tutoring)
Math Club
Mid-Week Release Club
Naturalista (Hair Care)
Neighborhood Tutoring
Panhellenic Council
Phenomenal Woman
Phi Alpha (Social Work Honors)
Phi Alpha Theta (History Honors)
Phi Kappa Tau
Phi Sigma Sigma
Pi Sigma Alpha (Political Science Honors)
Political Science Association
Recreation and Leisure Majors Club
Red Flag Campaign
Sail Club
Science Club
Sigma Delta Pi (Spanish Honors)
Sigma Nu
Soar Worship Band
Social Work Club
Society for Collegiate Journalists
Student Government Association
Swim Club
The Course (Bible Study)
The Marlin Chronicle
The Outlet (Literature)
Ultimate Frisbee Club
VWC Craft Club
VWC Student Veterans Organization
VWC Dance Team
Vocaholics A Cappella
Young Life
Wesleyan Activities Council
Wesleyan Weight Lifting
Zeta Phi Beta Sorority, Inc.

Admission

ADMISSION

Virginia Wesleyan College seeks to enroll qualified students from diverse social, religious, racial, economic, and geographic backgrounds. Admission is based solely on the applicant's academic and personal qualifications. The college does not discriminate on the basis of race, religion, handicap, sex, nationality, or ethnic origin.

Admissions Calendar

High school students are encouraged to apply in the fall of their senior year for admission the following fall. Transfer students may apply during either the fall or spring semesters for admission the following semester. Although the college employs a rolling admissions process, December 11 is the Early Decision deadline and March 1 is the preferred application deadline for fall admission. The college continues to accept applications after those deadlines if space is available.

The Admissions Committee begins to review completed applications from high school students in September. All applicants can expect to receive admissions notification within three weeks after all their required materials have been received. All high school applicants accepted for admission are expected to complete their senior year of high school work satisfactorily. All new students are required to submit a completed medical form to the Health Services Office before registering for classes.

Application materials are available from the Admissions Office. Prospective students may visit the college's home page at www.vwc.edu, e-mail the office at admissions@vwc.edu, call the office at 1-800-737-8684 or 757-455-3208, or write to the Admissions Office, Virginia Wesleyan College, 1584 Wesleyan Drive, Norfolk/Virginia Beach, VA 23502-5599. The office is open from 8:30 a.m. until 4:30 p.m. on weekdays during the academic year and until 4 p.m. in the summer.

Campus Visits

Although a personal interview is not required, interested students are encouraged to visit the campus for a tour and presentation and to talk with an admissions counselor. Interested students should contact the Admissions Office to schedule a time that is convenient to meet with an admissions counselor. Tours are regularly scheduled Monday through Friday at 10 a.m. and 2 p.m., and on Saturdays at 11 a.m. Prospective students may sign up for a campus visit online or simply by calling the Admissions Office at one of the numbers above. Individual tours may be scheduled throughout the year as well. The college website provides current information on Saturday open houses and other special events for prospective students.

Admission Requirements for Freshmen

Public and Private High School Students

The Admissions Committee believes that high school students who have taken a strong academic program of at least 16 solid academic units are most likely to succeed in meeting the requirements of Virginia Wesleyan's curriculum. The program should include at least four academic courses each year. Because course offerings vary among high schools, the committee does not attempt to specify all courses, but recommends that the following 12 units be included as a minimum:

English	4
Foreign Language	2 (in one language)
Algebra	2
Geometry	1
History	1
Science	2

Additional units should be chosen from areas of study similar to those above. The committee looks with favor on Virginia's advanced studies diploma and on comparable programs offered in other states. Applicants whose high school program is somewhat irregular may be considered for admission; however, their records should demonstrate high achievement and aptitude. Such students may be admitted provisionally at the discretion of the Admissions Committee.

Homeschooled Students

Virginia Wesleyan welcomes qualified home schooled students who have completed a four-year secondary school program with strong preparation in English, foreign language, algebra, geometry, history, and science. Additional coursework should be chosen from areas of study similar to these. In some cases, the Admissions Committee may request a syllabus as part of a student transcript to aid in its decisions.

Application Materials Required for All Freshman Applicants

1. A completed application.
2. An official high school transcript or comparable home school documentation.
3. A recommendation from a guidance counselor or other school official.
4. An official record of scores on the Scholastic Assessment Test (SAT) or the American College

Testing Program (ACT). Applicants are responsible for arranging to take these tests and for requesting that results be sent to Virginia Wesleyan. The CEEB code for Virginia Wesleyan is 5867. The ACT code is 4429.

5. Students with a high school grade point average of 3.25 or above and an especially strong college preparatory curriculum may apply without submitting standardized test scores. These students must indicate on the application form that they wish to be considered "test optional."
6. Students whose first language is not English should submit scores for the Test of English as a Foreign Language (TOEFL) (see section on international students below).

Admission Requirements for Transfer Students

For admission by transfer from another regionally accredited institution, students must submit the following materials:

1. A completed application.
2. Applicants who have not yet completed 12 semester hours of college work must submit an official high school transcript or official GED results and an official college transcript, including SAT or ACT scores. Generally, students transferring to Virginia Wesleyan present a cumulative GPA of 2.5 or higher.
3. Applicants who have successfully completed 12 or more semester hours of college work must submit an official high school transcript with confirmation of graduation or official certification of high school equivalency (necessary for receipt of federal financial assistance) and all official college transcripts.
4. Students whose first language is not English should submit scores for the Test of English as a Foreign Language (TOEFL) (see section on international students below).

Two-year degrees earned from the Virginia Community College System are accepted in fulfillment of a significant portion of Virginia Wesleyan's general studies requirements. Community college courses that fit Virginia Wesleyan's general studies and other graduation requirements are carefully evaluated to provide maximum transfer credit.

A student's transcript of coursework taken at another college should demonstrate a high quality of work. Credit awarded must be equivalent to courses offered at Virginia Wesleyan or logical extensions of such courses. No credit is transferable for work below a grade of C (2.0), for developmental or non-credit courses, or for failing grades earned under a system of evaluation equivalent to the pass/fail concept. Students may not transfer more than 64 semester hours from two-year institutions. A 2.5 cumulative grade point average is required for admission to the Professional Education Program for teacher preparation and certification.

International Students

Virginia Wesleyan encourages freshman and transfer applications from qualified international students. Applicants who are not residents of the United States are considered on the basis of their performance in their country's educational system in high school and at any colleges or universities they have attended. International students should submit their applications by June 1 for fall semester and by November 1 for spring semester. Applications should include all of the materials listed above for other freshmen or transfer students. International students whose first language is not English must also submit the following:

1. A TOEFL score of at least 550 on the written test or 80 on the Internet-based exam. (Past scores of 213 for the computer-based test are still accepted.)
2. A transcript of grades from high school reported in English.
3. A recommendation from a high school official, written in English.

Immigration laws require that all international students be prepared to assume financial responsibility for their educational and living expenses. Students must submit a financial affidavit before an I-20 can be issued.

International students who have outstanding academic records and have taken the SAT exam may apply to the Admissions Office for an academic scholarship. Scholarships are awarded based on the TOEFL score, the SAT scores, and the high school transcript.

Veterans

Virginia Wesleyan is fully approved by the Commonwealth of Virginia to offer college work to applicants who qualify for veterans' benefits. Veterans who have received specialized training through military service should present their credentials for review when they apply for admission to determine whether the training qualifies for college credit.

Special Students

Residents of the community who take classes at Virginia Wesleyan but are not candidates for a degree are classified as special students. Tuition and fees for special students who are taking the classes for academic credit are the same as fees for regular students. Special students seeking to transfer credit to another institution may be required to submit academic credentials or certification of good standing at the current institution. A special student who is auditing a class will receive a reduced tuition rate.

Admission is offered to outstanding high school students who demonstrate readiness to enroll in college-level classes. Interested students should contact the Admissions Office for an interview. Due to federal financial aid regulations, special students who do not have a high school diploma or equivalent cannot be considered for federal financial assistance.

Special students may apply in advance but must wait to register until other students have registered. A special student who decides to become a degree-seeking student must reapply for admission as a regular student.

Credit for Prior Learning Experiences

Advanced Placement

Virginia Wesleyan grants course credit for Advanced Placement Exams of the College Entrance Examination Board. Credit is not awarded for both an AP exam and an IB exam in the same subject. (See chart on the following page for minimum scores.)

College-Level Examination Program (CLEP)

Entering students may apply for credit in disciplines in which they have taken CLEP examinations and achieved a score at or above the 50th percentile. Current students must receive prior approval before taking CLEP examinations for credit. They may receive credit for scores on the general examinations and on the subject examinations in areas applicable to Virginia Wesleyan's curriculum. Specific information can be obtained from the Registrar's home page (www.vwc.edu/academics/registrar).

International Baccalaureate

Virginia Wesleyan grants advanced placement and/or credit for a score of 5 or higher on the Higher Level examinations in the International Baccalaureate (IB) program. The table below lists courses that have been reviewed and approved for credit by the college's various academic departments. Additional IB courses not listed here may be reviewed as necessary. No credit is awarded for Subsidiary Level examinations. Credit is not awarded for both an IB exam and an AP exam in the same subject.

IB EXAM	MIN. SCORE	VWC EQUIVALENT COURSE(S)	SEM. HRS.
Biology	5 6	BIO 131 BIO 131, 132	4 8
Chemistry	5 6	CHEM 120 CHEM 120, Elective	4 8
Computer Science	5 6	CS 112 CS 112, 212	4 8
English A1	5 6	ENG Elective ENG Elective	4 8
History: Americas	5	HIST Elective	4
History: Europe	5	HIST Elective	4
Mathematics	5 6	MATH 171 MATH 171, 172	4 8
Physics C	4* 5*	PHYS 221 PHYS 221, 222 * With 5 in mathematics (HL)	4 8
Theory of Knowledge	C or higher	PHIL 101	4
Visual Arts	5	ART 105	4

Military Credit

Virginia Wesleyan follows the guidelines set forth by the American Council on Education (ACE) when granting credit for educational experiences in the armed services. Veterans should submit an appropriate transcript (such as Joint Services Transcript, etc.). Credit awarded must be equivalent to courses offered at Virginia Wesleyan or logical extensions thereof and are subject to review by faculty in the academic field. A student may receive a maximum of 32 semester hours for military credit.

Professional Certifications

Virginia Wesleyan follows the guidelines set forth by the American Council on Education (ACE) when granting credit for professional certifications. In some cases, professional training and/or certification may earn American Council of Education (ACE) credits. Official paperwork should be submitted by the student to the Registrar's Office for evaluation.

Advanced Placement Credits • College Entrance Examination Board (CEEB)

AP EXAM	MIN. SCORE	VWC EQUIVALENT COURSE(S)	SEM. HRS.
Art History	4	ARTH 231 Ancient & Medieval Art History **&**	4
		ARTH 232 Renaissance to 20th-Century Art	4
Biology	4	BIO 131 Principles of Biology I	4
	5	BIO 131, 132 Principles of Biology I, II	8
Calculus AB	4	MATH 171 Calculus I	4
Calculus BC	4	MATH 171, 172 Calculus I, II	8
Chemistry	4	CHEM 120 Introductory Chemistry	4
	5	CHEM 120 Introductory Chemistry, CHEM Elective	8
Economics: Macro	3	MBE 201 Intro to Macroeconomics	4
Economics: Micro	3	MBE 202 Intro to Microeconomics	4
English Language and Composition	4	ENG 105 College Writing	4
	5	ENG 105, ENG Elective	8
English Literature and Composition	4	ENG 105 College Writing	4
	5	ENG 105, ENG Elective	8
Environmental Science	4	ENVS 106 Humans & the Environment	3
European History	4	HIST Elective	4
French Language	4	FR Elective	4
	5	FR Elective	8
German Language	4	GER Elective	4
	5	GER Elective	8
Government and Politics: Comparative	3	POLS Elective	4
Government and Politics: United States	3	POLS 112 Introduction to American Government	4
Human Geography	3	GEOG 112 Cultural Geography	4
Latin	4	LATN Elective	4
	5	LATN Elective	8
Music Theory	3	MUS 225 Intermediate Musicianship I	4
Physics 1 or 2	4	PHYS Elective	4
	5	PHYS Elective	8
Physics C - Mechanics	4	PHYS 221 University Physics I	4
Physics C - Electricity & Magnetism	4	PHYS 222 University Physics II	4
Psychology	4	PSY 101	4
	5	PSY 101, 102	8
Spanish Language	4	SPAN Elective	4
	5	SPAN Elective	8
Spanish Literature	4	SPAN Elective	4
	5	SPAN Elective	8
Statistics	4	MATH 210 Elementary Statistics	4
Studio Art: 2-D Design	4	ART 105 Intro to Studio Art	4
Studio Art: 3-D Design	4	ART 206 Painting I	4
Studio Art: Drawing	3	ART 205 Drawing I	4
U.S. History	4	HIST 116	4
World History	4	HIST 111	4

Financial Information

FINANCIAL INFORMATION

Business Office Policies

Hours of Operation

The Business Office hours of operation are 8:30 a.m. to 4:00 p.m. Summer hours are 8:30 a.m. to 3:30 p.m.

General Policy on Student Accounts

Students may not be allowed to enroll or attend classes either in the fall or spring semester until all fees due at the time have been paid. Additionally, students will not receive a transcript of credits, their diploma from the College, or be allowed to participate in the commencement ceremony unless their College accounts are paid in full.

Consent to Communication/ Disclosure of Tuition and Fees

Students are required to complete the current Consent to Communication/Disclosure of Tuition and Fees form. Failure to complete the form may result in the deletion of registered courses.

Tuition and Fees

Virginia Wesleyan College holds tuition and other expenses to the minimum necessary for providing quality education and maintaining a fiscally responsible operation. Tuition and fees paid by students do not cover the actual cost of their education. Grants and gifts received by the College through the generosity of the United Methodist Church, foundations, friends, and others help to reduce the difference between income and costs. Basic tuition and fees for students attending the College for the academic year 2015-2016 are as follows:

Tuition	$ 33,778.00
Double Room and Meals*	$ 8,650.00
Damage Deposit	$ 150.00
Student Activity Fee	$ 200.00
Technology Fee	$ 450.00

* *Cost of rooms in East, Johnson, Village III, apartments, townhouses and singles is higher. (New freshmen and transfer students may estimate the cost of attendance by accessing the Marlin Cost Calculator online at http://ww2.vwc.edu/admissions.)*

Tuition for Part-time Enrollment and Course Overloads

Tuition for students enrolled for fewer than 12 semester hours in a semester is $1,408.00 per semester hour. A student may take more than 18 hours only with the permission of the faculty advisor and the Dean of the College; a student with such permission may take up to 20 hours in either the fall or spring semester of a given academic year without incurring additional tuition beyond the full-time charge. A student who is enrolled for **more than 20 hours** at the conclusion of the add/drop period of a given semester will incur a $1,408.00 charge for each hour in excess of 20. A student who exceeds **38 hours** during a given academic year (fall and spring semesters, winter session) will incur a $1,408.00 charge for each hour beyond the limit.

Occasional Fees

Students who enroll in certain courses are charged a materials fee as listed for each course. Those who enroll in applied music courses incur additional charges for private lessons.

In cases where damage to College property occurs, the student(s) involved are charged a fee to cover repairs or replacement.

Resident Student Enrollment Policy

All resident students must be registered for full time (at least 12 credit hours). Any resident student who is part time (1 to 11 credit hours) will be billed for full time (12 credit hours). A resident student who is part time may be ineligible for all or part of their financial aid package.

A resident student may request permission to change to a commuter status if they meet certain eligibility criteria. To start the process of changing, a student needs to go to the Residence Life Office. If a resident student receives permission to move off campus before the first day of class they will receive a 100% refund of their room and board charges. If a resident student moves off campus after the first week of classes the College retains 100% of room and board.

Resident Student Dorm and Common Area Damage Billing

Dorm room and common area damages will be assessed to the student's account as charges. Damage charges are furnished by the Residence Life Office. The student is responsible for making payment of any amount greater than the $150.00 damage deposit. Questions regarding damage charges should be directed to the Residence Life Office.

Returned Checks

There will be a $40.00 service charge applied to a student's account for all returned checks. Upon receiving any returned check, the Business Office will suspend the student's check cashing privileges. A student will have seven days to make the check good or face other penalties. Students who have three or more returned checks will no longer be allowed to cash checks. This policy includes all checks the student personally writes or those written on the student's behalf (i.e. tuition payments).

Emergency Loan Fund

The College has received money to be used as an emergency loan fund for students. Students must make an application for a loan, in person, from the Student Affairs and Enrollment Services Office. The amount of the loan shall not exceed $50.00. The borrower shall have thirty days in which to repay the loan. In extenuating circumstances a student may request, in person, an extension of two weeks to repay the loan. Loan extension requests are presented to the Business Office. Failure to repay a loan shall result in the Business Office assessing a $10.00 late charge and placing a hold on the student's records until the financial obligation is paid and, if necessary, the College shall reserve the right to deduct the unpaid amount from the student's damage deposit. NOTE: Loans will be available between October 1, 2015 and December 4, 2015 for fall semester and between February 1, 2016 and May 6, 2016 for the spring semester. All loans must be paid by Reading Day of either semester in which the loan was made. Students must repay the previous Emergency Loan prior to requesting an additional loan and have all outstanding balances satisfied.

I.D. Cards

The charge for replacement I.D. cards is $25.00 per card. Replacement cards are obtained in the Campus Security Office.

Meal Cards

All resident students will be required to show their I.D. cards at each meal. The student I.D. card will be encoded at the beginning of the semester with the proper meal plan. Information regarding meal plans is available in the Business Office.

Personal Property

Although the College will attempt to safeguard the personal property of employees, students and guests, the College cannot assume responsibility for such property. The College urges everyone who may bring personal property to the campus to review his/her home insurance policy to ensure adequate protection.

Campus Mail

The Business Office coordinates the campus mail system. Each student is assigned a mailbox in the mailroom, which is located in the Boyd Campus Center, adjacent to the dining facilities. Students are expected to check mailboxes regularly for College notices as well as for personal mail. Students who receive notices of packages or over-sized mail may pick up these items in the mailroom between the hours of 9:00 a.m. to 4:00 p.m., Monday through Friday and Saturday from 10:30 a.m. to 1:30 p.m.

Payment of Tuition and Fees

The College bills students each semester for tuition, room, and meals. Charges for the fall semester are due and payable no later than July 27, 2015. Charges for the spring semester are due and payable no later than December 7, 2015. Miscellaneous charges are due in full when billed.

The schedule for payment for students attending fall 2015 and spring 2016 is as follows:

Resident Student (double room)

July 27, 2015	$22,029.00
December 7, 2015	$21,229.00

Commuter Student

July 27, 2015	$17,539.00
December 7, 2015	$16,889.00

New students who have not completed their financial arrangements will be delayed in being processed for registration. Continuing students who have not taken care of their financial arrangements as noted above will have their advance registration schedules deleted.

Withdrawal and Refund Policies

Since the College must make financial commitments, the **tuition and room deposits are non-refundable**. The withdrawal policy applies to students who attend at least one class and then "officially" withdraw from the College. To "officially" withdraw means the student needs to go through the proper channels as set forth by the College. To stop attending classes does not constitute an "official" withdrawal. In order to start the process, the student needs to go to the Office of the Registrar. Students who withdraw from the College completely may receive a partial refund as follows: 90% during the first week of classes, 50% the second week and 25% the third week. After the third week of classes, there is no refund. Calculations will be based on the date the withdrawal form is completed and submitted to the Office of the Registrar. The College will charge an administrative cost allowance for any student withdrawing. The cost will be five percent (5%) of tuition, room, and meals originally charged, but will not exceed $100.00.

Administrative Withdrawal for Non-Attendance (No Show)

Students who register for a semester of coursework but do not attend class sessions of any of their courses during the first two full weeks of the semester are withdrawn from the College administratively, and notified of that action by a letter sent to both home and campus addresses. Those students are responsible for 10% of tuition and room charges plus the administrative cost allowance. However, the student will be ineligible for any federal, state, or institutional financial aid. This includes all grants, scholarships, and loans.

This policy does not apply to students who attend some, but not all, of their courses. They remain enrolled in the College and receive grades in courses that they did not attend but did not formally drop. Students are responsible for all tuition and fees charged for those courses.

Students Who Withdraw From or Stop Attending Classes

The Financial Aid Office is required by federal statute to recalculate federal Title IV financial aid eligibility for students who withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60% of a payment period or term.

If a student leaves the institution prior to completing 60% of a payment period or term, the Financial Aid Office recalculates eligibility for Title IV funds. Recalculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula:

Percentage of payment period or term completed = the number of days completed up to the withdrawal date divided by the total days in the payment period or term. (Any break of five days or more is not counted as part of the days in the term.) This percentage is also the percentage of earned aid.

Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula:

Aid to be returned = (100% of the aid that could be disbursed minus the percentage of earned aid) multiplied by the total amount of aid that could have been disbursed during the payment period or term.

If a student earned less aid than was disbursed, the institution would be required to return a portion of the funds, and the student would be required to return a portion of the funds. When Title IV funds are returned, the student borrower may owe a balance to the institution, which must be paid within 30 days of withdrawing from the College.

If a student earned more aid than was disbursed to him/her, the institution would owe the student a post-withdrawal disbursement, which must be paid within 120 days of the student's withdrawal.

The institution must return the amount of Title IV funds for which it is responsible no later than 45 days after the date of the determination of the date of the student's withdrawal.

Refunds are allocated in the following order:

- Unsubsidized Direct Stafford Loans (other than PLUS loans)
- Subsidized Direct Stafford Loans
- Federal Perkins Loans
- Direct PLUS Loans
- Federal Pell Grants for which a return of funds is required
- Federal Supplemental Opportunity Grants for which a return of funds is required
- Other Title IV assistance for which a return of funds is required (e.g., TEACH).

Delinquent Account Policies

Payment Arrangements

If a student cannot pay their account when due, they may request a payment arrangement through the Business Office. Payment amounts and terms are variable and at the College's discretion. The College does require formal documentation and a promissory note for all arrangements. Students will not be allowed to register for additional terms, receive a transcript of credits, receive their diploma, or be allowed to participate in the commencement ceremony until their balance is paid in full.

Collections

If a student does not pay their account when due, does not have a payment arrangement, or defaults on their payment arrangement, their account may be placed with a collection agency. If an account is placed with any collection agency, the student agrees to reimburse Virginia Wesleyan College for the fees of the collection agency, which will be based on a percentage at a maximum of 33.33% of the debt, and all costs and expenses, including reasonable attorney's fees, the College incurs in collection efforts.

There is a 10 day waiting period for release of a transcript of credits or a diploma after an account is paid in full through a collection agency.

Financial Aid

Virginia Wesleyan believes that no student should be denied the opportunity to attend because of limited financial resources. The Financial Aid staff is available to counsel with students and their families regarding financial assistance.

Students who demonstrate financial need may qualify for grants, low-interest loans, and the work-study program. To be considered for financial aid, students must submit the Free Application for Federal Student Aid (FAFSA), which is available from the Financial Aid Office, from the high school guidance counselor, or online at www.fafsa.ed.gov. Financial aid is granted on an annual basis, and each student's need is re-evaluated each year. First preference is given to applicants who meet the March 1 priority mailing deadline.

Virginia Wesleyan also offers academic scholarships, without regard to need, to entering freshmen and transfer students with outstanding academic records.

Aid Programs:

Federal Pell Grant
- Amount — $588-$5,775 grant (Amount subject to change based on federal funding.)
- Eligibility — Demonstrated need

Federal Supplemental Educational Opportunity Grant (FSEOG)
- Amount — $1,000-$2,000 grant (Amount subject to change based on federal funding.)
- Eligibility — Demonstrated need

Federal Work-Study (FWS)
- Amount — $1,500 award
- Eligibility — Demonstrated need

Federal Direct Stafford Student Loan Programs
- Amount — $200-$7,500 ($2,000 must be unsubsidized)
- Eligibility — Demonstrated need

Virginia Tuition Assistance Grant (VTAG)
- Application — VTAG application—Due July 31 from Virginia Wesleyan
- Amount — $3,100 (2014-2015) (Amount subject to change)
- Eligibility — No need requirement; Must be a Virginia resident

VWC Merit Scholarships:

Wesleyan Scholars
- Application — Wesleyan Scholar Competition
- Filing deadline — January 1
- Amount — Up to full tuition for four years
- Eligibility — No need requirement; based on academic credentials, essays, and interviews

Presidential Scholarship
- Application — VWC Admission Application
- Filing deadline — March 15
- Eligibility — No need requirement; based on academic achievement, SAT scores, GPA

Academic Dean Scholarship
- Application — VWC Admission Application
- Filing deadline — March 15
- Eligibility — No need requirement; based on academic achievement, SAT scores, GPA

VWC Award
- Application — VWC Admission Application
- Filing deadline — March 15
- Eligibility — No need requirement; based on academic achievement, SAT scores, GPA

Transfer Scholarships
- Application — VWC Admission Application
- Amount — Varies
- Eligibility — No need requirement; based on academic achievement

Phi Theta Kappa Scholarship
- Application — VWC Admission Application
- Amount — Varies
- Eligibility — Member of Phi Theta Kappa, 3.5 GPA, and at least 24 transferable semester hours. Number of scholarships awarded varies each year. Amount of scholarship award varies with GPA and semester hours completed.

Christian Service Grant
- Application — Due by May 1
- Amount — Up to half tuition for eight semesters.
- Eligibility — No need requirement; Virginia Conference of the United Methodist Church; intend to prepare for full-time Christian service; full-time enrollment in day program.

Sons/Daughters and Spouses of Clergy
- Application — VWC Admission Application
- Amount — Up to half-tuition grant for eight semesters (including any scholarships offered)
- Eligibility — No need requirement; dependent sons and daughters as well as spouses of Virginia United Methodist clergy; full-time enrollment in day program.

Satisfactory Academic Progress Standard for Financial Aid Eligibility

All continuing students must be making satisfactory academic progress to be considered for financial aid, which includes Pell Grants, Supplemental Grants, Federal Work Study, Perkins Loans, Stafford Loans, and PLUS Loans; as well as institutional funds such as faculty and staff tuition remissions, ministers' dependent grants, Christian Service, need-based grants, etc.

Full-Time Students

- Full-time students receiving financial aid are allowed six academic years (an academic year is two semesters plus one summer) to complete the bachelor's degree.
- Full-time students must successfully complete a minimum of 22 semester hours in any single academic year (fall, Winter Session, spring, and summer).
- Full-time students must also maintain an acceptable grade point average as follows: a student classified as a freshman must have a minimum cumulative GPA of 1.6; a sophomore, 1.8; a junior, 2.0; and a senior, 2.0.

A student whose cumulative grade point average is below the minimum is considered to be making satisfactory progress if he or she has earned the required number of semester hours and maintained a grade point average of 2.5 for the immediate past semester.

Part-Time Students

Part-time students receiving financial aid are expected to progress at proportionately the same rate as full-time students. They are limited to 12 academic years of aid eligibility.

Transfer Students

The satisfactory progress of transfer students receiving financial aid is based on a student's class status at the time of enrollment at Virginia Wesleyan. Total enrollment at all institutions is limited to six years of equivalent full-time enrollment. Previous enrollment is assessed only on the hours transferred for credit to Virginia Wesleyan.

Probation and Warning Period

At the end of each semester, all students receiving financial aid are evaluated for satisfactory academic progress. Any student who is not maintaining satisfactory progress is automatically placed on probation and mailed a letter of SAP Status. If the student fails to meet SAP requirements the next semester, a warning letter is mailed and the student is placed on warning for the following semester.

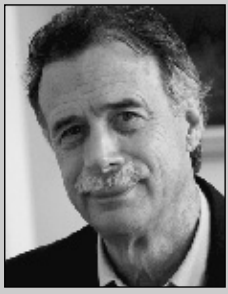
Suspension of Aid

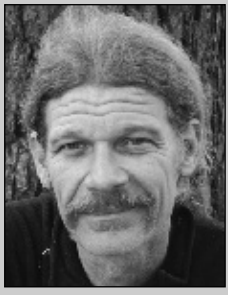
A student who is not making satisfactory academic progress at the end of a warning period receives a letter indicating termination of financial aid for the following semester. The student may use the summer session or the next semester without aid to regain eligibility for financial aid for the following semester.

Appeals

Students who believe extenuating circumstances led to their unsatisfactory progress may appeal their warning period by writing a letter of appeal to the Financial Aid Committee, c/o the Financial Aid Office. The letter must explain why the student was unable to meet the minimum standards (i.e. illness, death in the immediate family, serious injury) and outline a plan for achieving those standards in the future. The Financial Aid Committee will review the case and notify the student of its decision in a timely manner.

I am Virginia Wesleyan





Plan of Study

PLAN OF STUDY

The Educational Program

Virginia Wesleyan College endeavors to provide students with a sound liberal arts education that prepares them for effective living. Such an education must have qualities of breadth, depth, and flexibility.

Today's society requires educated specialists in many areas; however, the times also demand broadly educated individuals who understand their disciplines in the context of the society and in relation to the future. As a society we need liberally educated adults who possess the breadth of understanding and insight to meet the needs of a rapidly changing world and to respond creatively to lifelong opportunities for personal enrichment. The college's general studies program speaks particularly to this need for breadth.

A liberally educated person has also experienced the discipline of mastering a particular field of knowledge. Virginia Wesleyan's curriculum unites breadth with depth by combining general studies with intensified studies in a major field chosen by the end of the sophomore year.

Finally, a strong liberal arts program has flexibility. It allows students to choose courses that add to the breadth provided by the general studies program and the depth provided by the major. Approximately one-third of the courses students take at Virginia Wesleyan are electives. Students also find that they have many choices in selecting courses to fulfill the general studies requirements. They work closely with their faculty advisors to develop personal educational goals and to select courses that will enable them to attain those goals.

Four-Year Graduation Guarantee

Virginia Wesleyan College guarantees that all students wishing to graduate in four years will be provided necessary courses as required by the college in their chosen field of study. Any required courses needed beyond four years will be provided to the student tuition-free.

Entering freshmen wishing to participate in the graduation guarantee program must complete the guarantee application form upon entry to the college and officially declare a major before beginning their fall semester classes at the start of the junior year. All participating students must be qualified to begin college-level courses, have their class schedule approved by their official advisor, and register for classes during early registration each semester. They must also meet any program GPA and course, test, and grade requirements as stipulated in the catalog or departmental policy.

Students must successfully complete an average course load of 16 hours each semester (32 hours per year) and remain in good standing at the college. Any course failed or repeated will void the guarantee, and any late change in major options may void the guarantee. Students who are interested in details about the program should contact the Admissions Office.

Divisional Structure

Virginia Wesleyan's academic program is administered through the Division of Humanities, the Division of Natural Sciences and Mathematics, and the Division of Social Sciences. The divisional structure affords opportunities for interdisciplinary communication and action not normally afforded by a departmental structure. The following disciplines are included in each of the divisions:

The Division of Humanities

Art/Art History
Classics
Communication
English
French
German
History
Journalism
Latin
Music
Philosophy
Religious Studies
Spanish
Theatre

The Division of Natural Sciences and Mathematics

Biology
Chemistry
Computer Science
Earth and Environmental Sciences
Environmental Studies
Mathematics
Physical Science
Physics

The Division of Social Sciences

American Studies
Business
Education/Special Education
Geography
History
Political Science
Psychology
Recreation and Leisure Studies
Social Work
Sociology and Criminal Justice

While the primary responsibility for getting fully involved in the academic program rests with the student, the interchange that takes place between students and faculty is a very important part of the learning process. Because the campus is small, and because of their interest in students, faculty members are generally accessible and ready to assist.

The Baccalaureate Degree

The liberal arts program at Virginia Wesleyan College offers a bachelor of arts degree, a bachelor of science degree, and a bachelor of social work degree with numerous options for majors in the humanities, natural sciences, and social sciences. Students carrying the normal course load of 16 semester hours can expect to graduate after eight semesters. The specific requirements for graduation are described in this section of the catalog. The following majors and degrees are offered, and intended for transfer:

Majors and Degrees	BA	BS	BSW
American Studies	X		
Art	X		
Biology	X	X	
Business	X		
Chemistry		X	
Classical Studies	X		
Communication	X		
Comprehensive Liberal Studies	X		
Computer Science	X	X	
Criminal Justice	X		
Earth and Environmental Sciences	X	X	
English	X		
Environmental Studies	X		
French Studies	X		
German Studies	X		
Hispanic Studies	X		
History	X		
History and Social Sciences	X		
Individualized	X		
International Studies	X		
Latin	X		
Mathematics	X	X	
Music	X		
Philosophy	X		
Political Science	X		
Psychology	X		
Recreation and Leisure Studies	X		
Religious Studies	X		
Social Sciences Divisional	X		
Social Work			X
Sociology	X		
Theatre	X		
Women's and Gender Studies	X		

Additional Baccalaureate Degree

Students may earn a maximum of one B.A., one B.S., and one B.S.W. at Virginia Wesleyan by fulfilling the requirements for each degree, either separately or concurrently. Students who have completed one degree and wish to complete a second degree must earn a minimum of 32 additional semester hours beyond the first degree. These 32 hours must be in traditionally graded courses. At least 24 of the 32 hours must be at the 300/400 level, and at least 20 must be in the major field. The grade point average for the second degree is separate from the grade point average for the initial degree unless completed concurrently.

A student pursuing two degrees concurrently at Virginia Wesleyan must earn a minimum of 160 semester hours.

A degree may not be earned by combining partial requirements for a B.A. with partial requirements for a B.S. or a B.S.W., nor may a second degree be awarded with a major in the same academic field as the first degree. Graduation requirements and limitations, in addition to specific requirements for the major and minor, are the same for B.A., B.S., and B.S.W. degrees and may serve to fulfill the requirements of both degrees.

Once a baccalaureate degree has been awarded, the GPA for the degree is frozen. Subsequent coursework and grades are not calculated into the initial GPA for the degree. Coursework completed as part of the initial degree may be repeated, but the subsequent grade does not replace the initial grade. All courses and grades from Virginia Wesleyan are included in the academic record, and grades earned in courses for both degrees are calculated into the overall Virginia Wesleyan GPA. Coursework that repeats credit applied toward an initial degree does not count toward the 32 additional hours in residence that are required for a subsequent degree.

All requirements in effect at the time of graduation must be satisfied. All holders of a bachelor's degree are subject to the academic requirements and regulations for seniors. Such students are eligible for scholastic awards and recognition including Dean's List, Honorable Mention List, and honor societies. Candidates for Latin honors must earn a minimum of 60 semester hours at Virginia Wesleyan.

If in the judgment of the faculty in the major area, the earlier work of a student does not adequately cover more recent advances or needs in the field, the student may be required to repeat certain courses or otherwise make up the deficiency. These requirements should be established at an early date. They must have the approval of the division chair in the major and be kept on file in the Registrar's Office.

Graduation Requirements

First-Year Experience

All freshmen—and transfer students with fewer than 12 semester hours—must complete the one-credit course, FYE 101 First-Year Experience. (A transfer student is a student who has graduated from high school and attended college. Students who have completed dual enrollment courses in high school are considered first-time freshmen, not transfer students, and must complete FYE 101). Most FYE 101's are paired with a 4-credit content freshmen level course chosen by the student from the college's offerings for freshmen, and is designed to help students engage and succeed both academically and socially in Virginia Wesleyan's academic community. Led by a faculty mentor, a small, close-knit group of new students engage in an array of activities and exercises that invite them to explore the liberal arts, connect to the campus community, and develop the personal resourcefulness that leads to success in college. Students who do not pass the FYE 101 requirement have the option to repeat FYE 101 the following spring semester.

The Divisional Requirement

Among the courses used to satisfy the General Studies program described below, a minimum of four semester hours must be successfully completed in each of the college's three academic divisions: Humanities, National Sciences and Mathematics, and Social Sciences.

The Program of General Studies

The General Studies curriculum at Virginia Wesleyan is designed to teach students how to think integratively. Specifically, students seek to generate complex claims about sophisticated problems that require nuanced, integrated approaches. The Program rests upon seven epistemological approaches ("frames"). These approaches each expose students to broad patterns of thought that explore how people seek to understand their world, their society, and themselves. Following a course-long grounding in each frame, students complete their coursework by enrolling in a senior capstone interdisciplinary course in which they will produce an integrated project.

Competencies (4-16 semester hours)

1. **English Composition (4 semester hours)**
   Students fulfill this requirement by completing English 105, College Writing, during their first year at the college. They learn how to write papers for a variety of rhetorical purposes. They develop strong editing and proofreading skills and practice citing sources accurately using the MLA system. Some students may be required to take English 001, Writing Review, before taking English 105. To satisfy the requirement, students must pass the course with a grade of C or higher.
2. **Foreign Language Proficiency (up to 12 semester hours, depending on placement)**
   Foreign Language: All students must demonstrate competency in a language other than English, equivalent to the minimal passing grade on the exit examination in a 213 course. For modern languages this level is defined in the American Council on the Teaching of Foreign Language (ACTFL) proficiency guidelines as the Intermediate-Mid level for speaking, listening, reading, and writing. For Latin, this level is defined by the advanced progress indicators of the American Philological Association's Standards for Classical Learning.

   Entering first-year students may demonstrate competency by: 1. completing one language in high school through the third level with a final grade of C or higher; 2. scoring at least 600 on the CEEB Foreign Language Achievement test; 3. scoring either a 4 or 5 on a foreign language or literature Advanced Placement exam (in addition, elective credit will also be rewarded, see the Advanced Placement Credits section of the Catalog); 4. transferring credit for college-level coursework through the intermediate level

(in accordance with the terms created by College-sponsored articulation agreements); 5. CLEP (Registrar's approval required); 6. the student may petition the Foreign Language and Literatures Department for independent examination of compentency; or 7. completing language studies through VWC's 111/112/213 course sequence. Entering students with more than sixty (60) semester hours of collegiate work may demonstrate competency, if not satisfied in a way outlined above, by completing language studies through VWC's 111/112 course sequence. Entering Adult Studies Program (ASP) students may demonstrate language competency, if not satisfied in a way outlined above, by: 1. completing one language in high school through the second level with a final grade of C or higher; or 2. completing language studies through VWC's 105 course.

All students receive a foreign language placement based upon their transcripts and application file. Students may challenge their placement by contacting the Foreign Languages and Literatures department coordinator.

The Foreign Languages and Literatures faculty urge students needing to take a language to enroll immediately in the designated course. If students choose not to enroll immediately, they must begin their language study within three semesters of entrance.

3. **Writing Intensive (W)**
   (8 semester hours)

   All students must successfully complete two courses designated as Writing Intensive (W). They may choose these courses from among the college's 300/400-level offerings. These courses are intended to help upperclassmen continue to develop their writing skills and learn about the conventions of academic and professional writing in their fields of interest.

Frames of Reference and the Senior Integrative Experience (32 semester hours)

Students must complete courses fulfilling their A, H, L, Q, S, T and V frames from different departmental rubrics.

1. **Aesthetic Understanding (A)**
   (4 semester hours)

   Courses bearing the Aesthetic Understanding (A) designation explore visual art, music, theatre, film, and/or creative writing. These courses offer students the opportunity to understand our cultural heritage as expressed in works of artistic expression created by others and/or to create these kinds of works themselves. Students study the creative process itself to understand and evaluate works intended to provoke an aesthetic response.

   Goals:

   - To become acquainted with major achievements in the arts.
   - To explore the cultural and historical context of artistic achievements.
   - To learn techniques for critical analysis and appreciation of works of art.
   - To acquire an appropriate vocabulary with which to articulate this knowledge.
   - In classes focusing on creative expression, to learn the techniques, discipline, and value of creating works intended to evoke an aesthetic response.

   Transferrable Skill:

   Students can understand and evaluate criticism of work intended to evoke an aesthetic response, produce their own criticisms of such works, or reflectively produce such works, drawing upon knowledge of the vocabulary, cultural contexts, and methods of critical evaluation and production appropriate to aesthetics.

2. **Historical Perspectives (H)**
   (4 semester hours)

   Courses bearing the Historical Perspectives (H) designation focus on how societies change over time, including how politics, values, beliefs, ideas, cultures, and individuals, interact with and reflect specific historical contexts. This emphasis on historical context excludes courses that are focused on a specific discipline (i.e., the history of history).

   Goals:

   - To demonstrate understanding of how societies change over time.
   - To learn how to interpret and evaluate primary materials in their historical contexts and from later historical perspectives.
   - To cultivate independent arguments about historical developments based on the study of primary material.

   Transferrable Skill:

   Students can understand, evaluate, and produce claims concerning human activity of the past and change in human activity over time, by framing this activity, as recorded in the historical record, within its specific historical context(s).

3. **Natural Science Laboratory (L)**
   (4 semester hours)

   Courses bearing the Natural Science Laboratory (L) designation explore the natural world from a scientific perspective by employing empirical methods including rigorous observation, experimentation, data

analysis, and interpretation of hypotheses. Students use scientific techniques in the laboratory and/or field to develop an understanding of the scientific method and gain an in-depth understanding of an aspect of the natural world.

Goals:

- To develop students' understanding of the natural world through first-hand experience with scientific methodologies.
- To conduct hands-on scientific research involving the collection, analysis and interpretation of systematic observations and/or data.
- To demonstrate knowledge of the scientific way of knowing—the use of systematic observation and experimentation to develop theories and test hypotheses.

Transferrable Skill:

Students can understand, evaluate, and produce claims about the natural world generated by use of the scientific method as a means for testing hypotheses.

4. **Quantitative Perspectives (Q) (4 semester hours)**

Courses bearing the Quantitative Perspectives (Q) designation focus on the analysis of data or models. These courses emphasize critical reflection on the performance, accuracy, applicability, and soundness of conclusions based on data or mathematical models.

Students who receive a placement level of B, A or H may enroll in courses that bear their placement level as a prerequisite. Placement levels are listed in the prerequisite section for each Q course. Students who receive a placement level of H should consult with a member of the Mathematics department.

Students who receive a placement level of D must take Math 005, which does not satisfy the Q requirement. Students who successfully complete 005 are expected to enroll in a course that does satisfy the requirement; Math 104 is suggested. Students who receive a placement level of C must take Math 104, which does satisfy the Q requirement.

Students who receive a placement level of B, A, or H may enroll in courses that bear their placement level as a minimum prerequisite. For instance, students with A placement may take B placement courses. Placement levels are listed in the prerequisite section for each Q course. Students who receive a placement level of H should consult with a member of the Mathematics department regarding upper-level work.

Goals:

- To study varied approaches to quantitative methods and the critical analysis of data and/or mathematical models.
- To understand the applicability of quantitative reasoning to real world situations by using authentic numerical data whenever possible.
- To recognize the limits of quantitative methods in particular contexts.
- To read, construct, interpret, and evaluate tables, graphs, charts, data, and/or mathematical models.

Transferrable Skill:

Students can understand, evaluate, and produce claims inferred from data or mathematical models, especially concerning trends and relationships.

5. **Institutional and Cultural Systems (S) (4 semester hours)**

Courses bearing the Institutional and Cultural Systems (S) designation focus on human society and its attempts to attain goals valued collectively. Special emphasis is placed on developing a better and more critical understanding of the institutions and cultural systems that play an increasingly significant role in contemporary life.

Goals:

- To explore different ways of defining society, including learning to recognize various types of social phenomena and distinguishing types of social organization.
- To examine different types of social goals, their sources, and the institutions and processes that implement them.
- To understand, apply, and integrate analytical perspectives from diverse fields of inquiry in the analysis of society and social institutions.

Transferrable Skill:

Students can understand, evaluate, and produce claims about institutional systems, both formal and informal, generated by analysis of those systems, using statistical work on qualitative or quantitative data or comparative analysis.

6. **Literary Textual Analysis (T) (4 semester hours)**

200-level courses bearing the Literary Textual Analysis (T) designation are designed primarily to help students to refine their writing and literary analytical skills. These courses emphasize the thoughtful production of written work; the interpretation of rhetorical, symbolic and figurative language; and the meaning of implicit argumentation.

Goals:

- To present interpretive arguments in clear, well-organized essays.
- To develop writing skills using more advanced compositional techniques than were used in English 105.
- To understand the literary mode of textual analysis, which includes the use of symbolic and figurative use of language, intertextual reference, and metaphor, and how such a mode builds upon more fundamental textual analytical skills.
- To understand how to read literary texts that use implicit arguments, the role that figurative language plays in the creation of such implicit arguments, and how such texts serve as models for students' own compositional skills.

Transferrable Skill:

Students can understand, evaluate, and produce interpretations of verbal works, generated by close textual analysis, which includes interpreting implicit arguments, rhetorical strategies, and literary language.

7. **Ethical Values and Faith Perspectives (V) (4 semester hours)**

Courses bearing the Ethical Values and Faith Perspectives (V) designation explore one of two possible areas of knowledge or a combination of both.

Ethical Values: Such courses are designed to prepare students to analyze moral and ethical problems, propose solutions, and make responsible decisions.

Goals:

- To identify moral and ethical issues.
- To develop analytical skills for dealing with these issues.
- To understand both the logical and the personal and social consequences of moral stands.

Faith Perspectives: Such courses are designed to prepare students to recognize how faith perspectives and religious heritages shape worldviews; to enable students to analyze, compare, and interpret historical religious traditions; and to help students recognize the implications of those traditions for individuals and societies.

Goals:

- To identify the worldview and value systems of various faith perspectives.
- To recognize how faith perspectives shape worldviews, actions, and interactions with society.
- To develop conceptual tools and analytical skills for understanding and criticizing faith and value experiences in a rational way.

Transferrable Skill:

Students can understand, evaluate, and produce claims about which beliefs and behaviors to adopt, generated by using categories such as good/bad, right/wrong, beneficial/harmful, fair/unfair, respectful/disrespectful, liberating/constraining, sacred/profane, healthful/disgusting, educative/vitiating, etc., in particular such as are employed by established ethical theories and religious communities.

8. **Senior Integrative Experience (I) (4 semester hours)**

The Senior Integrative Experience is the capstone experience for the General Studies Frames of Reference Program. Investigating complex problems demands a mature, holistic, and integrative approach. SIE courses thus require students to draw upon multiple frames simultaneously typically by presenting and synthesizing claims from different frames of reference in order to respond to a single question, problem or issue.

Goals:

- To review the differing methods that characterize each of the frames of reference.
- To reflect on the need for integrative thinking in response to complex issues, problems and questions.
- To produce a major project which draws upon multiple frames of reference.

COURSES SATISFYING GENERAL STUDIES REQUIREMENTS

Courses are subject to change.

Writing Intensive (W)

Complete two from the following list:

ARTH 333	ENG 310	ENG 489	INST 482	POLS 373
ARTH 352	ENG 314	ENVS 306	JOUR 435	PSY 354
BIO 308	ENG 318	ENVS 326	MBE 301	PSY 480
BIO 316	ENG 319	ENVS 410	MBE 324	REC 308
CHEM 330	ENG 327	FR 335	MBE 330	REC 311
CLAS 330	ENG 333	FR 443	MBE 332	REC 340
CLAS 350	ENG 336	GER 305	MBE 333	REC 342
CLAS 450	ENG 346	GER 307	MBE 355	REC 408
COMM 335	ENG 347	GER 340	MBE 373	RELST 335
COMM 411	ENG 350	HIST 303	MBE 400	SOC 308
CJ 393	ENG 357	HIST 314	MBE 406	SOC 311
CJ 418	ENG 360	HIST 319	MBE 407	SOC 418
CJ 420	ENG 365	HIST 323	MATH 333	SOC 480
CJ 480	ENG 370	HIST 325	MATH 410	SPAN 307
EES 316	ENG 371	HIST 328	MATH 471	SPAN 317
EES 340	ENG 373	HIST 347	MUS 313	SW 307
EDUC 321	ENG 374	HIST 352	MUS 314	SW 401
ENG 301	ENG 375	HIST 353	PHIL 332	TH 301
ENG 302	ENG 378	HIST 360	PHIL 337	TH 302
ENG 303	ENG 385	HIST 415	POLS 323	TH 346
ENG 304	ENG 398	HIST 426	POLS 326	TH 347
ENG 305	ENG 410	HIST 460	POLS 348	WGS 319
ENG 306	ENG 472	INST 470	POLS 350	

FRAMES OF REFERENCE

Aesthetic Understanding (A)

Complete one from the following list:

ART 105	ARTH 201	MUS 100	MUS 253	SPAN 329
ART 204	CLAS 370	MUS 101	MUS 313	SPAN 370
ART 205	COMM 221	MUS 102	MUS 314	TH 100
ART 206	ENG 232	MUS 110	MUS 350	TH 101
ART 207	ENG 298	MUS 201	MUS 351	TH 210
ART 208	FR 334	MUS 213	MUS 352	TH 220
ART 209	GER 240	MUS 214	MUS 353	TH 301
ART 213	GER 244	MUS 250	PSY 394	TH 302
ART 307	GER 340	MUS 251	SPAN 270	TH 375
ART 350	HUM 231	MUS 252		

or complete a total of four semester hours from the following list:

APMU 111	APMU 152	APMU 241	APMU 332	APMU 431
APMU 113	APMU 161	APMU 242	APMU 341	APMU 432
APMU 121	APMU 162	APMU 251	APMU 342	APMU 441
APMU 122	APMU 211	APMU 252	APMU 351	APMU 442
APMU 131	APMU 221	APMU 261	APMU 352	APMU 451
APMU 132	APMU 222	APMU 262	APMU 361	APMU 452
APMU 141	APMU 230	APMU 321	APMU 362	APMU 461
APMU 142	APMU 231	APMU 322	APMU 421	APMU 462
APMU 151	APMU 232	APMU 331	APMU 422	

Historical Perspectives (H)
Complete one from the following list:

ARTH 231	FR 328	HIST 262	HIST 348	HIST 417
ARTH 232	FR 329	HIST 306	HIST 349	HIST 418
ARTH 341	GER 317	HIST 313	HIST 350	MBE 330
ARTH 351	GER 344	HIST 314	HIST 351	PHIL 336
CLAS 120	HIST 219	HIST 316	HIST 352	RELST 303
CLAS 209	HIST 220	HIST 317	HIST 353	RELST 304
CLAS 210	HIST 250	HIST 325	HIST 380	RELST 326
CLAS 356	HIST 251	HIST 328	HIST 385	
CLAS 360	HIST 252	HIST 347	HIST 415	

Natural Science Laboratory (L)
Complete one from the following list:

BIO 100	BIO 221	EES 131	EES 210	PHYS 142
BIO 131	BIO 222	EES 133	PHSC 100	PHYS 221
BIO 132	CHEM 120	EES 200	PHYS 141	PHYS 222
BIO 150				

Quantitative Perspectives (Q)
Complete one from the following list:

CS 110	MATH 135	MATH 171	MATH 205	PSY 210
CS 205	MATH 136	MATH 172	MATH 210	SW 450
MATH 104	MATH 150	MATH 189	POLS 265	

Institutional and Cultural Systems (S)
Complete one from the following list:

CJ 348	MBE 333	POLS 302	POLS 355	SOC 270
COMM 101	MBE 373	POLS 323	POLS 373	SOC 311
ENVS 106	POLS 103	POLS 326	POLS 422	SOC 351
ENVS 326	POLS 111	POLS 335	REC 101	SPAN 355
GEOG 112	POLS 112	POLS 343	RELST 308	SPAN 265
GEOG 113	POLS 201	POLS 344	SOC 100	SPAN 365
HIST 346	POLS 202	POLS 345	SOC 110	SW 201
INST 202	POLS 206	POLS 348	SOC 237	WGS 219
MBE 106	POLS 210	POLS 350	SOC 251	
MBE 332	POLS 250	POLS 353		

Literary Textual Analysis (T)
Complete one from the following list:

CLAS 263	ENG 258	ENG 265	ENG 285	PHIL 203
CLAS 264	ENG 259	ENG 266	ENG 286	PHIL 204
ENG 216	ENG 261	ENG 280	ENG 287	POLS 203
ENG 250	ENG 263	ENG 281	ENG 289	TH 250
ENG 251	ENG 264	ENG 284		

Ethical Values and Faith Perspectives (V)
Complete one from the following list:

CLAS 105	PHIL 110	PHIL 350	RELST 217	RELST 338
COMM 335	PHIL 212	PHIL 353	RELST 218	RELST 341
CSRF 232	PHIL 221	PHIL 372	RELST 232	RELST 351
CSRF 233	PHIL 253	POLS 204	RELST 233	RELST 352
ENVS 304	PHIL 272	POLS 239	RELST 238	RELST 353
GER 205	PHIL 304	RELST 113	RELST 250	RELST 361
GER 305	PHIL 315	RELST 116	RELST 251	RELST 452
HIST 248	PHIL 316	RELST 140	RELST 253	SOC 336
HUM 150	PHIL 321	RELST 157	RELST 320	SPED 371
PHIL 101	PHIL 328	RELST 180	RELST 335	SW 307
PHIL 102	PHIL 337	RELST 181	RELST 336	SW 361
PHIL 105				

Senior Integrative Experience (I)
Complete one from the following list:

ART 450	ENG 410	HIST 433	MBE 406	RELST 463
BIO 460	ENG 472	HIST 451	MBE 407	SOC 489
BIO 475	ENVS 410	HIST 489	MBE 417	TH 410
CLAS 450	FR 443	HUM 431	PSY 477	WGS 430
COMM 411	GER 444	INST 470	REC 408	SW 410
CJ 489	HIST 425	INST 482	RELST 461	SW 475
EES 425	HIST 426			

Majors

Each student must successfully complete at least one major offered by the college. The student must declare a major and designate a major advisor no later than the semester in which the student completes 64 hours. Subsequent change to a different major is subject to the requirements of that particular major, such as restrictions on GPA and time of declaration. Forms for completing this process are available on the Registrar's home page or in the Registrar's Office. Students may change majors at any time by filing a new declaration.

The student's major advisor or committee must certify that the student has successfully completed all the requirements for the major prior to graduation. A student may not present more than 64 semester hours in any one discipline or more than 88 semester hours in any two disciplines to fulfill graduation requirements (see "Course Limitations").

Other Graduation Requirements

Total Semester Hours: Students must complete at least 128 semester hours of academic coursework, all of which must be college-level, two-thirds of which must be traditionally graded.

Grade Point Average: Students must have at least a 2.0 (C) grade point average in the major and at least a 2.0 cumulative average. The comprehensive liberal studies and the history and social science majors require a 2.5 average. The individualized major requires a 2.7 average.

Residence Requirement: Effective Fall 2013, all students are required to complete 128 semester hours to graduate, and they must complete their last 32 hours and at least 16 semester hours in their major area in residence at Virginia Wesleyan.

First-Year Experience: All freshmen—and transfer students with fewer than 12 semester hours—must complete the one-credit course, FYE 101 First-Year Experience. (A transfer student is a student who has graduated from high school and attended college. Students who have completed dual enrollment courses in high school are considered first-time freshmen, not transfer students, and must complete FYE 101). Most FYE 101's are paired with a 4-credit content freshmen level course chosen by the student from the college's offerings for freshmen, and is designed to help students engage and succeed both academically and socially in Virginia Wesleyan's academic community. Led by a faculty mentor, a small, close-knit group of new students engage in an array of activities and exercises that invite them to explore the liberal arts, connect to the campus community, and develop the personal resourcefulness that leads to success in college. Students who do not pass the FYE 101 requirement have the option to repeat FYE 101 the following spring semester.

Oral Communication Proficiency: Students graduating from Virginia Wesleyan must meet discipline-specific standards of oral communication established for their major programs.
Computer Literacy: Students graduating from Virginia Wesleyan must meet discipline-specific standards of computer literacy established for their major programs.

Application for Graduation

Degrees are conferred in May, August, and December. Each candidate for a degree is required to file an Application for Graduation according to the following schedule:

Degree Received	December	May	August**
Apply for Graduation on WebAdvisor by:	9/15 of the same year	9/15 of the previous year	9/15 of the previous year
Completion of all Graduation Requirements	End of fall semester	End of spring semester	8/20
Date of Degree Conferral:	December	May	August
Date of Commencement Exercises:	May of the following year	May	Previous or following May**

**See Two-Course Rule for August Candidates.

The Application for Graduation can be found after logging in to WebAdvisor.

Commencement Exercises: Students are eligible and expected to participate in the first May commencement exercises held after they have completed all graduation requirements. Potential December graduates are also encouraged to attend the December reception held for them.
Two-Course Rule for August Candidates: At the end of the spring semester, if a potential graduate has at most two courses to complete, the student may obtain permission from the Registrar's Office to participate in May commencement exercises. To secure such permission, a student must:

- have submitted an Application for Graduation by the mandated deadline the previous September;
- have at most two courses remaining to complete all graduation requirements;
- have at least a 2.0 overall grade point average;
- have at least a 2.0 grade point average in a traditional major, or at least a 2.5 in a comprehensive liberal studies, or history and social science major, or at least a 2.7 in an individualized major; and
- enroll in Virginia Wesleyan's summer sessions to complete the remaining graduation requirements.

For purposes of determining two courses, the following applies: an internship is considered one course, regardless of the number of semester hours it carries; a science course together with a co-requisite lab is considered one course.

If the student receives permission to participate in the commencement, special notice will be made of the student's status as an August candidate, and the degree will be conferred in August upon successful completion of the remaining courses. Honors status will not be determined until all summer coursework is completed.

A student who has participated in the May commencement exercises as an August candidate may not participate in a later commencement. If a student has not completed all degree requirements by August 20, the degree will be conferred at the next conferral date—December, May, or August—following successful completion of all degree requirements.

Transcripts

Transcripts are provided by the Registrar's Office and are issued only upon the written request of the student. All financial obligations to the college must be met prior to the release of a transcript.

A transcript of work completed at any high school or at any college other than Virginia Wesleyan College must be obtained directly from that institution.

Major Programs

Each student is required to choose a major field of concentration from one of the College's thirty-three majors and to complete the requirements of that program. Details for majors are found in the alphabetical listing of majors and courses in the "Programs and Courses" section of this catalog (an alphabetical list is provided here).

Majors

American Studies
Art
Biology
Business
Chemistry
Classical Studies
Communication
Comprehensive Liberal Studies
Computer Science
Criminal Justice
Earth and Environmental Sciences
English
Environmental Studies
French Studies
German Studies
Hispanic Studies

History
History and Social Sciences
Individualized Studies
International Studies
Latin
Mathematics
Music
Philosophy
Political Science
Psychology
Recreation and Leisure Studies
Religious Studies
Social Sciences Divisional
Social Work
Sociology
Theatre
Women's and Gender Studies

Academic Regulations and Information

Classification of Students:

Academic classification of students is determined by semester hours earned toward a degree:

Semester Hours Earned	Class
0-23	Freshman
24-53	Sophomore
54-84 and Declaration of Major filed	Junior
85+	Senior

Minors: In addition to a major program, students have the option of completing one or more minors. This choice must be approved by a full-time faculty member of the department in which the minor will be completed, who will certify that the student has completed the requirements for the minor prior to graduation. No more than 8 semester hours taken to fulfill requirements for a student's major (or majors) may also be used to fulfill requirements for a minor. A course used to fulfill requirements for a minor may be used to fulfill a General Studies requirement. Students with Advanced Placement credit should consult the specific department to determine whether those semester hours can be included as part of the minor. Application for Minor forms are due in the Registrar's Office by March 1 for May or August graduation and by October 1 for December graduation.

The requirements for a minor shall consist of a minimum of 20 semester hours and a maximum of 28 semester hours (traditionally graded). Twelve hours must be at the 200 level or above, and at least 8 of those hours must be at the 300 level or above. A minimum of 12 hours must be taken in residence at VWC. A 2.0 GPA (C) average is required for all courses taken in the minor field. Students may not complete a minor in the same area(s) as their major(s). The requirements for each minor are listed in the appropriate section of this catalog that deals with that discipline.

Summary of course and credit requirements for minors:

- A minimum of five courses (20 hours)
- A maximum of seven courses (28 hours)
- Two courses may overlap with other major(s) or minor(s).
- Three courses at the 200 level or above, at least two of which are at the 300 level or above.

Virginia Wesleyan offers the following minors:

Minors

American Studies
Art (see Studio Art)
Art History
Biology
Business
Chemistry
Classical Studies
Communication
Computer Science
Criminal Justice
Earth and Environmental Sciences
English
Environmental Studies
French Studies
German Studies
Hispanic Studies
History
Jewish Studies
Latin
Marine Science
Mathematics
Music
Philosophy
Political Science
Psychology
Religious Studies
Sociology
Studio Art
Theatre
Women's and Gender Studies

Other Academic Policies

Registration: By the beginning of each semester, students are required to formally register for classes. Currently enrolled students should register during advance registration for maximum opportunities to obtain a satisfactory class schedule. Late registration extends through the first five days of the fall or spring

semester. Students should refer to the Registrar's home page for registration information and for details concerning course offerings, procedures, and requirements.

Course Loads: A full-time student is one who carries at least 12 semester hours per semester. A student who carries fewer than 12 semester hours is classified as a part-time student. The following restrictions are placed on the maximum course load a student may carry in a given semester; exceptions to these policies may be made only with the written endorsement of the student's faculty advisor and the approval of the Dean of the College:

- Freshmen and first-semester transfer students are counseled by their advisors according to their past record as to whether they should limit their registration to four or five courses during their first semester at Virginia Wesleyan.
- The maximum academic credit load for a student on academic probation is 16 semester hours.
- Any student with a cumulative grade point average of less than 2.0 is limited to 16 semester hours.
- Any student with a cumulative grade point average of 2.0 or above is limited to 18 semester hours.
- All semester hours of "Incomplete" from the previous term (counting summer and Winter Session as a term) are considered part of the student's academic load.

Adding and Dropping Courses: Students may add or drop a course, or change a section of a course through WebAdvisor or by completing a Course Selection form at the Registrar's Office. Students wishing to add a course after the first week of classes must have the approval of the professor. The added course will increase the total hours in a student's course load even though the student may have dropped another course (see "Withdrawal from Course").

Dropping a course after the first week of classes does not reduce the total number of semester hours charged for the semester. Drops after the first week of classes and prior to the automatic "WF" period (see Academic Calendar) result in a grade of W. From the beginning of the automatic "WF" period until the last day of classes for the semester, a drop will result in an automatic WF or WU. Exceptions to this policy may be made for students who withdraw from the college for reasons of documented illness. Students cannot evade the imposition of a course grade of F as the result of an Honor Code violation by withdrawing from the course.

Auditing Courses: Students may audit a course by choosing this option at the time of registration and with the written permission of the instructor, the student's advisor, and the Dean of the College. The fee for auditing courses is the same as for other courses.

Informal arrangements for auditing are sometimes possible with the permission of the faculty member, but in such instances, the course does not appear as part of the student's permanent record.

Class Attendance Policy: The college expects students to attend all class meetings of courses in which they are enrolled. Each professor sets an attendance policy and includes it in the course syllabus. Professors best understand the responsibilities of individual students in their courses; thus they have sole authority over course attendance policies as they evaluate all excuses for absence and decide whether to permit students to make up work missed. Professors may request written confirmation of illness from the Health Services director or from a physician. They may request written confirmation of other significant reasons for absence from the Dean of Students.

Academic Alert System: The college has established the Academic Alert System to identify students experiencing academic difficulty and to provide appropriate counseling, tutorial, and advising services to enable such students to succeed in their coursework. The purpose of the system is to help every student achieve success, and the reporting and record keeping are strictly non-punitive.

When a student fails to attend class, struggles to complete assignments, performs poorly on examinations or papers, or otherwise encounters problems in coping with academic life, a faculty or staff member who has direct knowledge of the student's situation may file an online report to the manager of Academic Alert, who then links the student to appropriate campus personnel who can address the student's needs.

The Academic Alert System notifies affected course instructors, counselors, faculty advisors, coaches, and support staff of the record of institutional intervention on a need-to-know basis. Sharing of Academic Alert information beyond those faculty and staff with a direct interest in an individual student's case is subject to the federal Family Educational Rights and Privacy Act (FERPA).

Grading System: Virginia Wesleyan College uses a 4.0 grading system. The table below lists the letter grades that professors use, the meaning of each letter grade, and the number of quality points that each grade represents. Quality points are used to determine a student's grade point average (GPA). The procedure for calculating a GPA is described below, under "Grade Point Averages."

Grading System

Letter Grade	Meaning	Quality Points per Sem. Hr.	Used to Calculate GPA?
H	Exceptional quality work in an honors course	4.00	Yes
A	Excellent work	4.00	Yes
A-		3.67	Yes
B+		3.33	Yes
B	Good work, definitely above average	3.00	Yes
B-		2.67	Yes
C+		2.33	Yes
C	Average work	2.00	Yes
C-		1.67	Yes
D+		1.33	Yes
D	Below average work	1.00	Yes
D-	Work meets minimum requirements for credit	0.67	Yes
F	Failure	0.00	Yes
WF	Withdrew while failing	0.00	Yes
W	Withdrew	0.00	No
S	Satisfactory work in pass/fail course	0.00	No
U	Unsatisfactory work in pass/fail course	0.00	No
WU	Withdrew with unsatisfactory work in pass/fail course	0.00	No
Z	Satisfactory work in audited course	0.00	No
UZ	Unsatisfactory work in audited course	0.00	No
I	Work that the instructor considers justifiably incomplete (See "Incomplete" in this section).	0.00	No

Pass/Fail Grades: Some courses are offered only on a pass/fail basis and are so noted in the class schedule for a given semester. Students also have the option in a given semester of electing to take one traditionally graded course on a pass/fail basis, provided that the course is not needed to fulfill general college requirements, or any part of the student's major or minor program, or a repeat of a course originally taken as a traditionally graded course. Also, the course may not be used to fulfill the requirements for graduation with honors. To place a course on pass/fail, a student must obtain the advisor's signature on a Pass/Fail form and return the form to the Registrar's Office before the end of the third week of the fall or spring semester or before the end of the first week of a summer session.

The following limitations apply: In any given semester, students may not enroll for more than one-third of their academic load in pass/fail courses except on the written recommendation of their advisor and the approval of the Dean of the College. No more than one-third of a student's total hours offered for graduation may consist of courses graded on a pass/fail basis.

Pass/fail grading may not be chosen for any honors seminar or for any course challenged for the H grade.

Incomplete: An Incomplete is given at the discretion of the professor when circumstances beyond the control of the student prevent the completion of course requirements.

Incomplete work must be made up during the ensuing term, with summer counting as a term, so that a letter grade can be turned in to the Registrar no later than the last day of classes. Otherwise, a grade of Incomplete is recorded as a grade of F. Any exception to this policy requires the approval of the Dean of the College prior to the stated deadline.

Grade Changes: A request for a grade change must be submitted by the faculty member to the Dean of the College for approval. Any change of grade from a reassessment must be made within 12 months of the issuance of a grade.

Course Grade Appeal Process: A student who believes that he or she has received an unjust course grade may appeal the grade. The burden of proof of injustice rests with the student. A student pursuing an appeal must follow these steps:

- First, the student must review the course syllabus for the grading policy and calculate a legitimate grade, based on all tests, papers, and other work graded by the faculty member during the semester.
- If the student still believes the grade is in error, then no later than the end of the second week of the subsequent semester, summer not counting as a semester, the student must confer directly with the faculty member who assigned the grade, bringing to the meeting all graded work that was required for the course.
- If after this meeting the student is still not satisfied with the faculty member's decision, then no later than the end of the fifth week of the same semester, the student must prepare and send to the Dean of the College a written appeal with all supporting evidence. At the same time, the student must send copies of all materials to the faculty member. After consultation with both the student and the faculty member, the Dean of the College, if she or he believes the case so warrants, calls together the members of the department in which the course was taken. This process is

intended to ensure fairness and to ensure that all supporting materials are seen by neutral parties. After this consultation with the Dean of the College and the other members of the department, the faculty member makes the final determination.

Repeating a Course: Students will ordinarily be permitted only once to repeat a course for which they have been charged quality points, and then only if the original grade was below a C (2.0). However, students with a cumulative grade point average of 2.0 or above may take for a third time a course not previously passed if they obtain the written recommendation of their advisor and the approval of the Dean of the College, who will consult with any professor who has previously taught the course, or with the coordinator of the department in which the course was taught. When a student repeats a course, all previous grades for that course remain on the transcript, but only the most recent grade is used in computing the grade point average.

Grade Point Averages: A student's major and cumulative grade point averages are computed on work taken at Virginia Wesleyan, exclusive of pass/fail courses. Coursework taken on a cross-registration basis is also included in the Virginia Wesleyan grade point average, again exclusive of pass/fail courses.

A student's grade point average is calculated by dividing the total number of quality points earned at Virginia Wesleyan by the total number of semester hours attempted at Virginia Wesleyan, including failures and withdrawal failures. Courses in which the mark was WP or W and courses taken on a pass/fail basis, are not included when computing the grade point average. In the case of repeated courses, only the semester hours and the grade points from the most recent attempt are used in the computation. (WP grade no longer used effective Fall 2013).

The following examples demonstrate the procedure for computing a grade point average:

1. A student who completes 16 semester hours with 12 semester hours of C and 4 semester hours of S has earned 24 quality points for the C's and no quality points for the S. To find the student's average, divide 24 quality points earned by the 12 semester hours of traditionally graded work attempted to find the grade point average of 2.0.
2. A student who completes 16 semester hours with 4 semester hours of B, 4 of C+, 4 of C-, 4 of D, and 4 of F has earned 12 quality points for the B, 9.32 for the C+, 6.68 for the C-, 4 for the D, and 0 for the F, for a total of 32 quality points. Divide the 32 quality points by the 16 semester hours to find the grade point average of 2.00.

A semester's grade point average is computed under these rules by considering only courses undertaken in a given semester. The cumulative grade point average of all work taken at Virginia Wesleyan is simply computed by considering all traditionally graded courses undertaken. A cumulative grade point average cannot be computed by averaging semester grade point averages.

Final Examinations: Final examinations are given in most courses during the final examination period at the end of each term. Any student who has three examinations scheduled for three successive exam periods should discuss a possible schedule adjustment with the faculty members involved.

Midterm and Final Grade Reports: The college provides mid-semester progress reports for students with comments for students with midterm grades of C- or below. These may be viewed on WebAdvisor on the college's home page beginning in the eighth week of each semester. Students with grades in need of improvement should consult their professors and advisors for suggestions. Final grades may be viewed and/or printed directly from WebAdvisor.

Dean's List: Students who achieve a grade point average of 3.5 or above during a given semester are named to the Dean's List for that semester. Students with an average of 3.25-3.49 are named to the Honorable Mention List. To qualify for these honors, students must have full-time status, have taken at least 9 semester hours of traditionally graded courses, and have no grades of F or Incomplete for the semester.

Course Limitations: Students may have more than one major listed on their transcripts, but may present no more than 64 semester hours in any one discipline, and no more than 88 semester hours in any two disciplines in fulfillment of graduation requirements. A student who wishes to take more than 64 semester hours in one discipline or 88 semester hours in any two disciplines must take additional hours beyond the 128 semester hours required for graduation.

Graduating with Honors: To be considered for any category of graduation with Latin honors, students must fulfill all institutional and degree requirements described in the catalog under which they are to graduate or as subsequently amended in accordance with institutional policies. Students guilty of violating academic honesty policies, such as through cheating or plagiarism, are not eligible for Latin honors. Eligible students must also satisfy the following more specific criteria:

Each of the following requirements must be satisfied to graduate with Latin honors:	
Semester hours completed VWC (minimum)	60
Minimum cumulative GPA	3.50
cum laude	• Cumulative GPA of at least 3.50
magna cum laude	• Cumulative GPA of at least 3.70
summa cum laude	• Cumulative GPA of at least 3.90 • Four semester hours of independent research at the 400 level, completed with distinction as certified by the supervising independent research committee.* • Faculty vote

* *The independent research requirement can be completed through an independent study or through an existing capstone or other 400-level course designed to support independent research. If undertaken through an existing course, the student must still meet the special requirements pertaining to independent research, as described in the catalog with the exception that research projects undertaken for an established course do not require divisional approval.*

Courses such as BIO 489, CHEM 489, CLAS 450, CJ 480, CS 489, EES 489, ENG 489, HIST 426, 460, INST 482, MATH 489, MUS 480, PSY 480, SOC 480, and certain others may be used to satisfy the independent research requirement.

Honors status of August candidates for graduation is determined after all summer coursework is completed.

Name Changes: Accuracy in record keeping is of the utmost importance in the Registrar's Office as the staff strives to protect the privacy of students' academic records. Students with name changes should notify the office at once by bringing an original birth certificate, marriage certificate, or court order. Name changes affect only the last name; whereas the first and middle names given at birth remain the same, except in cases of a court-ordered change.

Non-Resident Credit: While a student is enrolled at Virginia Wesleyan, no credit is awarded for courses taken at another college unless the student obtains permission from the Registrar's Office prior to registering for such courses.

Cross-Registration: Virginia Wesleyan's membership in the Virginia Tidewater Consortium provides students with opportunities for enriching their educational programs through a process of cross-registration at other institutions of higher education located in Hampton Roads. Subject to available space at another school, Virginia Wesleyan students may cross-register at other member institutions for a course that is not currently available. Students requesting to cross-register for a course at another school must have the written approval of their advisor and the Registrar and be in good academic standing (2.00 GPA). Grades earned through cross-registration become part of the student's grade point average. Complete information covering the conditions of cross-registration is available in the Registrar's Office.

Transient Registration: Virginia Wesleyan students may take courses at other institutions of higher education and transfer the credit in. To do so, they must be in good academic standing, complete an application, and receive the written approval of their advisor and the Registrar prior to registering for any courses at other institutions. Approved credit is accepted for transfer only when the student has earned a grade of C (2.0) or above. Transfer credit does not affect the student's grade point average at Virginia Wesleyan. Complete information covering the conditions of transient registration is available in the Registrar's Office.

Catalog of Entry: Students who have left the college for a time, have not earned additional credit, and have been readmitted to Virginia Wesleyan may choose to satisfy either the requirements listed in the catalog that was current at the time they first enrolled in the college or the requirements that are in effect at the time of their application for graduation. Students who have left the college and earned additional credit prior to readmission to Virginia Wesleyan must satisfy the requirements listed in the catalog at the time of their application for graduation.

Withdrawal and Readmission to the College: A student who wishes voluntarily to withdraw from the college during a given term is not considered officially withdrawn until he or she notifies the Registrar in writing of this intention and completes an official withdrawal form. Assigned grades of W or WF are determined by the date of withdrawal and the discretion of the professor. Any course registrations for the semester following the withdrawal are deleted. If a student fails to register for consecutive semesters by the last date for late registration, he or she is assumed to have withdrawn from the college.

A student who needs to withdraw for medical reasons during a given semester will be required to provide medical documentation and a letter which addresses the following: the specific nature of the illness, the approximate date of the onset of the illness, the date at which the doctor first diagnosed the illness, and how the illness and treatment precluded your ability to engage in studies.

A student who withdraws and desires to return to the college must reapply to the Admissions Office for consideration by the Committee on Academic Standing.

A student who has been academically dismissed may apply for readmission once, and only after meeting the criteria as outlined in the Selective Retention Policy.

Effective Fall 2013, any student readmitted to the college will be required to complete 128 semester hours for graduation, with their last 32 hours and at least 16 semester hours in their major area in residence at Virginia Wesleyan.

Academic Standing

Selective Retention Policy: Except under extraordinary circumstances as determined by the Committee on Academic Standing, the following policy governs the academic status of students with regard to academic probation, suspension and dismissal.

Because a 2.0 cumulative grade point average (GPA) is necessary for graduation, a GPA of 2.0 (C) is required for good academic standing. A GPA below 2.0, whether or not a student is placed on probation, is a warning that one's academic performance falls below acceptable standards.

When a student's GPA falls below 2.0, the student's academic status (no probation, suspension, dismissal) will vary according to the number of semesters of coursework taken. "Probation" is a severe warning that failure to raise the cumulative GPA to a 2.0 in the next semester after probation may result in suspension or dismissal. Probationary status always requires students to schedule special conferences with their advisor, with an academic counselor, and, in some cases, with the Dean of the College. "Suspension" occurs when the Committee on Academic Standing determines that a student's academic performance merits separation from the institution for two semesters (with the summer counting as one semester). In rare cases of academic non-performance, the Committee may "dismiss" a student for a period of five years.

A freshman who does not achieve at least a 1.6 after undertaking the equivalent of one semester of full-time academic work is automatically placed on academic probation. A first-term freshman who does not achieve at least a 1.4 is eligible for suspension or dismissal, but may at the discretion of the Committee on Academic Standing, be placed on probation. Any student whose cumulative average is below 1.8 after undertaking the equivalent of two semesters of full-time academic work is automatically placed on probation. Students with two semesters of work and an average below 1.6 are eligible for suspension or dismissal, but may, at the discretion of the Committee on Academic Standing, be placed on probation.

Students with a cumulative average below 2.0 after three semesters are automatically placed on probation; those with an average below 1.8 are eligible for suspension or dismissal, but may, at the discretion of the Committee on Academic Standing, be placed on probation.

All students must have at least a 2.0 cumulative average after undertaking the equivalent of four semesters of full-time academic work. Those who do not achieve this standard are eligible for suspension or dismissal, but may, at the discretion of the Committee on Academic Standing, be placed on probation.

Any student who fails more than half of the semester hours in his or her academic load in any semester after completion of one or more semesters is subject to suspension for two terms or dismissal.

As a general rule, a suspended student may not receive transfer credit for any course work taken at another institution during the two terms immediately following the suspension. With the prior approval of the Dean of the College, a suspended student may take one or more courses at another institution for transfer credit at Virginia Wesleyan; a student granted approval must submit an official transcript of all such course work at the other institution as one condition of readmission to the college.

After being out of college for two terms, summer counting as a term, a suspended student may apply to the Committee on Academic Standing, through the Dean of Admissions, for readmission. If the student is readmitted, the conditions are established by the Committee on Academic Standing at the time of readmission and communicated to the student in writing by the Dean of Admissions. Once suspended, students who do not meet the conditions of their final probation will be dismissed from the college.

Students who have been dismissed by the Committee on Academic Standing for five years or more may apply for readmission. Conditions for readmission include submitting a statement, along with relevant supporting documentation, of academic and/or work-related accomplishments since last being enrolled at the college. The material is intended to offer evidence that the student has grown in maturity, ability to handle responsibility, and commitment to achievement such that he or she should be able to experience academic success if permitted to begin their studies again at Virginia Wesleyan. If

readmitted, the student is given the option of Academic Clemency.

Under the college's selective retention policy, "the equivalent of one semester of full-time academic work" is defined as a minimum of 12 semester hours; two semesters, 24 semester hours; three semesters, 36 semester hours; four semesters, 48 semester hours.

The maximum course load for a student on academic probation is 16 semester hours. Any student with a cumulative grade point average of less than 2.0 is also limited to 16 semester hours. The limit can be exceeded only with the written endorsement of the student's faculty advisor and the approval of the Dean of the College.

Each student is responsible for being aware of his or her own academic standing relative to the college policy and is entitled to appeal the decision of the Academic Standing Committee. Letters of appeal should be directed to the committee chairperson located in the Registrar's Office.

Probation and Suspension Thresholds for Full-Time Students

Number of semesters	Automatic Probation	Eligible for suspension or dismissal
After one semester	Below 1.6	Below 1.4
After two semesters	Below 1.8	Below 1.6
After three semesters	Below 2.0	Below 1.8
After four semesters	See Note*	Below 2.0
Special case, applicable to any semester		Failure of half or more of semester hours after completion of **one** or more semesters

**After four semesters, students with a GPA below 2.0 can be placed on probation by the Committee on Academic Standing, or suspended or dismissed by the Committee.*

Selective Retention Policy for Part-Time Students

The general standards applicable to full-time students cover part-time students in both the day and Adult Studies programs. For part-time students, however, the thresholds for probation and suspension are set out in terms of credit hours rather than semesters, according to the following table.

Probation and Suspension Thresholds for Part-Time Students

Number of semesters	Automatic Probation	Eligible for suspension or dismissal
After 8 credit hours	Below 1.6	Below 1.4
After 16 credit hours	Below 1.8	Below 1.6
After 24 credit hours	Below 2.0	Below 1.8
After 32 credit hours	See Note*	Below 2.0
Special case, applicable to any semester		Failure of half or more of semester hours after completion of **one** or more semesters

**After 64 credit hours, students with a GPA below 2.0 can be placed on probation by the Committee on Academic Standing, or suspended or dismissed by the Committee.*

Academic Clemency

Virginia Wesleyan College recognizes that some students may, for a variety of reasons, develop academic records that do not reflect their true abilities. Students who leave the college with poor records may wish to request academic clemency upon their return. To encourage students to try again after an unsuccessful experience, the college is prepared to extend academic clemency based on the following policies:

- A student who returns to the college after an absence of at least ten consecutive fall and spring semesters may submit a request to the Dean of the College for academic clemency.
- A student must request academic clemency at the time of first readmission following his or her return to the college. If clemency is granted, previous coursework with a grade below 2.0 (C) is not used to satisfy any graduation requirement, nor is it calculated in the cumulative GPA or hours earned.
- Academic clemency is granted only once, and once granted may not be rescinded. It is available only to degree-seeking students and applies only to previous coursework with grades below 2.0 (C). Students must identify the semester(s) for which clemency will be applied.
- Students readmitted under this provision must satisfy the requirements listed in the catalog that is current at the time of readmission.
- All coursework and forgiven grades remain on the academic transcript, but a statement of academic clemency is entered after each semester for which grades are forgiven.
- A student who has been granted academic clemency is not precluded from graduating with honors.

Student Rights and Responsibilities: Family Educational Rights and Privacy Act of 1974

All educational records of students enrolled at the college are maintained in accordance with the provisions of the Family Educational Rights and Privacy Act of 1974 as Amended. The Act was designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings.

Student consent is required for the release of records covered by the Act to outside parties (i.e., prospective employers), except for those agencies entitled to access under the provisions of the Act (i.e., college personnel with a legitimate educational interest, federal education and auditing officials, federal and state law enforcement and judicial officials, and requests related to the application for or receipt of financial assistance).

Any other access must have written authorization from the student, with the exception of certain "directory information," which includes the name, address, and telephone number of the student, e-mail address, major field of study, dates of attendance, degrees, awards and honors received (including dates), photographic view or electronic images, and the most recent previous educational agency or institution attended.

Adult Studies Program

Virginia Wesleyan College is committed to encouraging learning as a lifelong process. The Adult Studies Program (ASP) offers evening and weekend courses to help meet the educational needs of adults age 23 or older whose work, family and community commitments require scheduling courses outside of daytime hours. ASP courses take into consideration the special needs of adult learners while maintaining the academic quality found in all Virginia Wesleyan programs. Courses are offered for those who plan to complete a degree, as well as for those who wish to take individual courses for personal enrichment or career advancement.

Adult Studies students may pursue their studies either full-time (at least 12 semester hours per semester) or part-time (fewer than 12 semester hours) and either as classified students (i.e., pursuing a degree or other designated program) or unclassified students (taking individual courses for credit, but not towards a degree or designated program).

Admission

To start the application process, applicants must be at least 23 years of age and have graduated from high school with a 2.0 GPA, or have a high school equivalency certification. Transfer students must have at least a cumulative 2.0 GPA in previous college work and be in good financial standing with previous academic institutions.

To assist prospective students in structuring their program at Virginia Wesleyan, the Adult Studies staff provides unofficial transcript evaluations through appointments with our academic advisors. Once students have formally applied and been accepted to the program and official copies of all college transcripts have been received, they receive an official transcript evaluation from the Registrar's Office.

Transfer Students: The Transfer Advising Office (TAO) is located in and facilitated by the Adult Studies Office. The TAO services all students transferring to Viriginia Wesleyan.

Enrollment Status: Changes in a student's circumstances or goals may necessitate a change in enrollment status. A student who initially enrolls in the Adult Studies Program, may find work or life changes necessitate a change in enrollment status to the day program. Alternately, day students, age 23 or older, may find it necessary to change enrollment status to the Adult Studies Program. The college does not permit repeated switching between the two programs. However, a process exists to accommodate such change when circumstances warrant. Students interested in an enrollment status change should contact the Director of the Adult Studies Program or Dean of Admission for information. Approval for an enrollment status change must be granted by both the Dean of Admission and the Director of the Adult Studies Program (forms available in the Day Admission and Adult Studies Offices). Students who are interested in enrollment status change are bound by the foreign language requirement of the initial program of enrollment. The only exception to this policy is in the case of a student who has been out of the college for three full semesters (defined as fall and spring semesters only) or more. (In such cases of readmission, the student will follow the foreign language requirement of the readmission program [Day or Adult Studies]).

Financial Aid: Basic financial aid information is available in the Adult Studies Office. The amount of traditional financial aid available to part-time students is limited. To qualify, students must demonstrate financial need and carry at least 6 semester hours per semester.

Because traditional financial assistance is limited, Virginia Wesleyan has developed a unique Adult Incentive Grant through which the Adult Studies

tuition rate is substantially reduced from the day program rate.

Another form of financial assistance is the Employer Tuition Deferral (ETD) program, which enables qualifying participants to defer their payment of tuition until their employer reimburses them at the end of the semester.

Military tuition assistance and veterans' benefits may be applied toward tuition for Adult Studies courses. A fixed Active Duty Military Rate provides for tuition compensation for those students who have not yet retired from military service.

The Adult Studies Corporate Rate Program offers a 10% reduction in tuition costs for employees of corporations and organizations that partner with the Adult Studies Program.

Public teachers and teachers with a provisional license can take required VDOE recertification/certification coursework through the Adult Studies "Take Five" Program for a 50% reduction in the current Adult Studies tuition rate.

Finally, a limited number of scholarships are awarded annually to selected Adult Studies students, based on financial need and academic achievement. Details about these various forms of financial assistance may be obtained at the Adult Studies Office. Students should contact Virginia Wesleyan's Financial Aid Office for information about federal financial aid eligibility.

Major Programs

Several majors are available through the Adult Studies Program. For detailed information on each of these programs, see listings in the "Major Programs" and "Programs and Courses" sections of this catalog.

1. **Business**
2. **Comprehensive Liberal Studies**
3. **Criminal Justice**
4. **History and Social Sciences**
5. **Individualized Studies**
6. **Social Sciences Divisional** (with a concentration in Business, Criminal Justice, History, Political Science, Psychology, or Sociology)

A Post Baccalaureate Program is offered for those with baccalaureate degrees who wish to teach elementary education, special education, or secondary education (in the content areas of Art, Biology, Chemistry, Earth Science, English, Foreign Language, History, Math, and Special Education—General Curriculum). IMPORTANT NOTE: The alternative certification program is not an evening program offering. Students can (1) register for this program through Adult Studies, (2) pay Adult Studies tuition rates, but (3) must complete the alternative certification program by taking classes in the traditional day teacher certification program.

General Information

Degree Requirements: Requirements for completing a degree in the Adult Studies program are the same as those for day students, with one exception. Regardless of how many semester hours they transfer in, ASP students are required to complete only two semesters of one foreign language. Students may fulfill this requirement by having completed two years of a foreign language in high school with a C (2.0) or higher average.

Audit: Adults from the local community may audit Adult Studies courses without record for a fee of $50 per semester hour. Certain courses may be audited only on a space-available basis. Audit registrations may not be changed to credit status at a later date. Students who audit with record are required to pay the current Adult Studies tuition rate and are graded on a satisfactory/unsatisfactory basis. Senior citizens age 62 or over may audit Virginia Wesleyan courses on a space-available basis for $50 per course.

Advising: The Adult Studies Office offers academic counseling and extended office hours to assist evening students with the transition to college life, with a mid-life career change, or with advancement and career development.

The Adult Studies Program offers "pre-advising" for students currently attending another school who will eventually attend the Adult Studies Program to complete their degree. Initial advising and pre-advising are by appointment only.

Class Schedules: The Adult Studies class schedule accommodates the traditional work day, with classes that meet in the evening or on alternate weekends and some that incorporate hybrid and online classes. The program is flexible to accommodate busy schedules. The typical part-time student takes one or two courses each semester, but students may work towards a degree as slowly or as rapidly as they wish. Part-time students are especially encouraged to enroll in the summer sessions.

Summer Sessions: For both day and evening students, the summer schedule offers a variety of courses in sessions of varying lengths. There are three summer sessions: Session I (four weeks), Session II (12 weeks), and Session III (7 weeks). All sessions have the same beginning date but different ending dates and class meeting configurations.

Additional Sources of Credit

College Level Examination Program (CLEP): Virginia Wesleyan participates in the College Level Examination Program, a national program of credit-by-examination that offers a student the opportunity to obtain recognition for college-level achievement. Any currently enrolled student may earn college

credit through CLEP in the subject areas as well as in five general areas (English composition, mathematics, natural sciences, humanities, and social sciences/history). CLEP credit must be earned prior to a student's last 32 semester hours at Virginia Wesleyan. A student may receive a maximum of 32 semester hours for CLEP (or a combination of CLEP/DANTES) credit. Currently enrolled students must obtain the Registrar's approval by applying through WebAdvisor before scheduling a testing session.

Additional information is available on the Registrar's Office home page.

Military Credit: Virginia Wesleyan follows the guidelines set forth by the American Council on Education (ACE) when granting credit for educational experiences in the armed services. Veterans should submit an appropriate transcript (Joint Services, etc.). Credit awarded must be equivalent to courses offered at Virginia Wesleyan or logical extensions thereof and are subject to review by faculty in the academic field. A student may receive a maximum of 32 semester hours for military credit.

Professional Certifications: Virginia Wesleyan follows the guidelines set forth by the American Council on Education (ACE) when granting credit for professional certifications. In some cases, professional training and/or certification may earn American Council of Education (ACE) credits. Official paperwork should be submitted by the student to the Registrar's Office for evaluation.

Programs and Courses

PROGRAMS AND COURSES

SPECIAL DESIGNATIONS

College courses are numbered at the 100, 200, 300, and 400 levels. Traditionally, these levels correspond roughly to the freshman, sophomore, junior, and senior sequence of class standings. As a rule, courses numbered at 100 and 200 levels are introductory and have a broad educational utility. Courses numbered at the 300 and 400 levels generally build on previous introductory offerings and have a more specific educational utility.

100 ..... freshman level
200 ..... sophomore level
300 ..... junior level
400 ..... senior level

Courses which count toward a given General Studies requirement can be easily identified by a capital letter following the course title.

A — Aesthetic Understanding
H — Historical Perspective
I — Senior Integrative Experience
L — Laboratory Course
Q — Quantitative Perspective
S — Institutional and Cultural Systems
T — Literary Textual Analysis
V — Ethical Values and Faith Perspectives
W — Writing Course

COURSE OFFERINGS

While the courses listed in the following pages are generally offered in the scheduling patterns indicated, factors such as staffing or demand result in some courses being offered at irregular intervals.

ACADEMIC SKILLS DEVELOPMENT

Virginia Wesleyan offers students many opportunities to strengthen their academic skills. Academic departments and individual professors often assist students needing help with specific courses. Tutoring and other academic support services are also available through the Learning and Writing Center (see p. 16), where experienced, qualified students may serve as peer tutors for academic credit.

ACADEMIC SKILLS DEVELOPMENT COURSES (ASD)

301 Tutoring (1)

Upperclassmen with grades no lower than B in certain courses may participate in tutoring for credit.

To earn one semester hour, students fulfill a 30-hour tutoring contract. Tutoring sessions are supervised by the Director of Tutoring and approved by the instructor of the course tutored. Offered based on need for tutors.

AMERICAN STUDIES

DR. ERIC M. MAZUR, Program Coordinator

The American Studies major invites students to explore the rich history and culture of the United States and the concept of "America" for diverse communities within and outside of the United States. This interdisciplinary major prepares students for careers in law, social service, teaching, journalism, business, library science, and the making of public policy, as well as for graduate and professional degrees. The flexible academic program allows students to design an individualized course of study drawing on a wide variety of disciplines, including history, political science, criminal justice, and government; art, film, theatre, journalism, and literature; education, economics, sociology, religious studies, and others. Virginia Wesleyan is located near many of the important places where history was made and continues to be made: Jamestown, Williamsburg, Washington, D.C., and the homes of George Washington, Thomas Jefferson, and Robert E. Lee. Thus the program offers students an exciting educational experience both in and out of the classroom.

Major Requirements: American Studies

COURSE NUMBER AND TITLE	SEM. HRS.
AMST 200 Introduction to American Studies	4
Additional required courses (See Program Director for approved lists)	16

See continuation of choices next page

Chart continued from previous page

One of the following: COMM 321 Theories of Mass Communication ENG 311 Theory & Criticism HIST 360 Junior Research Seminar SOC 345 Foundations of Sociology WGS 319 Feminist and Gender Theory	4
One additional course from either Category 1 or Category 2*	4
AMST 400 level American Studies Thesis	4
TOTAL	**32**

*For a complete listing of courses, please see the program coordinator.

Minor Requirements: American Studies

COURSE NUMBER AND TITLE	SEM. HRS.
AMST 200 Introduction to American Studies	4
One 300/400-level course from the Social Sciences*	4
One 300/400-level course from the Humanities*	4
Electives*	8
TOTAL	**20**

*For a complete listing of courses available in the American Studies minor, please see the program coordinator.

AMERICAN STUDIES COURSES (AMST)

200 Introduction to American Studies (4)

Introduces students to the interdisciplinary field of American studies and exposes them to a variety of approaches to understanding American national experiences, values, and ideals. Investigates the myths and cultural narratives that have shaped our definition of what it means to be American, and general perceptions about American culture. Offered each fall.

ANTHROPOLOGY

(See Sociology)

ART

Ms. Sharon Swift, Program Coordinator
Mr. Philip Guilfoyle
Dr. Joyce Howell
Mr. John Rudel

The Art Department offers courses in studio art and art history, balancing art production with an awareness of related cultural values. The art major consists of core courses in studio art and art history, upper-level electives in a choice of media, and a capstone course that involves creating a body of work and exhibiting it. Class work is supported by ongoing art exhibitions in two campus gallery spaces and by field trips to local and regional museums and galleries, further enriching the curriculum. Art majors may also earn certification for teaching by supplementing the major with specific education courses and in-service teaching. Minors are offered in both studio art and art history. Students should select courses for the minor according to their interests or to strengthen skills needed for art-related careers in communications, design, business, recreation, therapy, arts management, and other creative fields.

Major Requirements: Art

COURSE NUMBER AND TITLE		SEM. HRS.
ART 204 Digital Art I ART 206 Painting I	**OR**	4
ART 205 Drawing I ART 207 Representations of Space	**OR**	4
ART 208 Photography I		4
ART 209 Sculpture I ART 213 Ceramics I	**OR**	4
ARTH 231 Ancient & Medieval Art History		4
ARTH 232 Renaissance to 20th Century Art		4

See continuation of choices next page

Chart continued from previous page

Four ART or ARTH electives at the 300/400 level*	16
ART 450 Studio Art Seminar	4
TOTAL	**44**

Minor Requirements: Art History

COURSE NUMBER AND TITLE	SEM. HRS.
ARTH 231 Ancient and Medieval Art History	4
ARTH 232 Renaissance to 20th Century Art	4
Art history electives at the 300/400 level*	12
TOTAL	**20**

Minor Requirements: Studio Art

COURSE NUMBER AND TITLE		SEM. HRS.
ART 205 Drawing I ART 206 Painting I	**OR**	4
ART 209 Sculpture I ART 213 Ceramics	**OR**	4
ART 204 Digital Art I ART 208 Photography I	**OR**	4
Studio art electives at the 300/400 level		8
TOTAL		**20**

*Students majoring in studio art and wishing also to complete a minor in art history must fulfill all upper-level course requirements for the major with studio (ART) courses only. Art history (ARTH) courses that fulfill the requirements for the art history minor may not also be used to fulfill the upper-level requirements for the studio art major.

ART COURSES (ART)

105 Introduction to Studio Art (4) A

Introduces basic studio materials and techniques for making art in a variety of media that may include painting, drawing, ceramics, sculpture, printmaking, crafts, fibers, and/or electronic technology. Includes lectures, demonstrations, studio participation, museum or artist studio visits, and related historical information. Lab fee. Offered in selected Winter Sessions.

204 Digital Art I (4) A

Explores the computer as an art-making tool. Includes practice exercises to learn software. Topics include photo manipulations, the use of color, typestyles, page design, and composition. Students apply these concepts and skills to original, digital artworks. Lab fee. Offered each semester.

205 Drawing I (4) A

Acquaints students with the basic concept of drawing with various media, including pencil, charcoal, chalk, and pen and ink. Experiences in skill-building exercises are emphasized, as well as their practical application. Offered each semester.

206 Painting I (4) A

An examination of basic painting techniques. Students study and experiment with a variety of painting media, including watercolor, acrylics, and oil types on various working-surface materials. Students use these experiences to create their own pictorial interpretations. Studio course. Offered each semester.

207 Representations of Space (4) A

Uses studio exercises and group critiques of class projects to explore visual perception and two-dimensional representation of the world. Students explore traditional drawing techniques and photographic imagery to develop a repertoire of intellectual, visual, and graphic techniques. Offered in selected Winter Sessions.

208 Photography I (4) A

Explores photography as an art form. Topics include the control of digital camera functions, composition, artistic techniques, and laws impacting the use of photos. Students must supply a digital camera and are responsible for the commercial development of all prints. Offered each semester.

209 Sculpture I (4) A

Explores the possibilities of sculptural form and three-dimensional problem solving through materials such as cardboard, paper, clay, plaster, wood, wax, etc. Emphasis is placed on understanding three-dimensional concepts of relief and sculpture-in-the-round through carving, modeling, and constructing. Lab fee. Offered intermittently.

213 Ceramics I (4) A

Provides an introduction to ceramic art production, balanced with ceramic art history, criticism, and aesthetics. Includes techniques for hand-building and throwing on the potter's wheel, clay and glaze preparation, glazing, and kiln firing. Provides students of all skill levels with a solid foundation in ceramics. Lab fee. Offered each semester.

303 Graphic Design (4)

Introduction to the tools, methods, principles and practice of graphic design. Covers visual communication, the use of type, the importance of visual research, communicating with vendors, clients and audiences, and the efficient use of graphics software. Students create an entry-level, interview-quality portfolio. Prerequisite: ART 204 or consent. Lab fee. Offered each semester.

304 Digital Art II (4)

Explores digital tools for personal expression and art production. Concentrates on the effective use of composition and color. Covers intermediate software features, web-based portfolios, and animation. Prerequisite: ART 204 or consent. Lab fee.

305 Drawing II (4)

An in-depth exploration of drawing techniques to include representational and expressive approaches in various media. This course builds on the tools of representational drawing from ART 205. Prerequisite: ART 205 or consent.

306 Painting II (4)

An in-depth exploration of painting focused on realism but also exploring abstraction and mixed media approaches. This course builds on concepts from ART 206. Prerequisite: ART 206 or consent.

307 Travel Photography (4) A

Travel to specific regions or foreign countries for on-location photography. Students experience local arts and cultures, and create interpretations of travel experiences. Students must supply a digital camera. Travel may be physically demanding. Prerequisite: consent. Offered in selected Winter and Summer Sessions.

308 Photography II (4)

Intermediate exploration of digital photography. Emphasizes the development of personally meaningful portfolios. Topics include digital retouch and creative Photoshop techniques. Students must supply a digital camera and are responsible for the commercial development of all prints. Prerequisite: ART 208 or consent. Offered intermittently.

309 Sculpture II (4)

A continuation of Sculpture I, with special emphasis on exploring material for sculpture as used in mobiles, constructions, installations, and environmental works. Prerequisite: ART 209 or consent. Lab fee.

313 Ceramics II (4)

A continuation of ART 213, with special emphasis on wheel techniques and thrown forms. Students experiment with clays and glazes and have the opportunity to fire their own works. Prerequisite: ART 213 or consent. Lab fee.

319 Studio Art Teaching Assistant (1)

Allows qualified students to assist art instructors in teaching their classes. Pass/fail grading. Prerequisite: consent. Offered each semester.

350 Topics in Studio Art (4) A

Focused, in-depth study of one studio art medium, including related aesthetic and historical considerations. Topics may include: mixed media, jewelry, prints, fibers, public art, raku, glass, etc. May be repeated for credit as topics change. Lab fee. Offered each semester.

404 Photo and Digital Art Lab (4)

Advanced studio art course designed for the student's continued growth and exploration of digital tools and techniques. May be repeated for additional credit. Prerequisites: ART 303, 304, 308 or consent. Offered intermittently.

406 Advanced Drawing and Painting Lab (4)

Advanced art and design course exploring two-dimensional image making in traditional and non-traditional drawing and painting media. Designed for continued growth and exploration of materials and concepts. May be repeated for additional credit. Prerequisite: ART 305, 306 or consent. Offered intermittently.

409 Sculpture and Ceramics Lab (4)

Advanced studio art course designed for the student's continued growth and exploration of three-dimensional methods and materials. May be repeated for additional credit. Prerequisites: ART 309, 313 or consent. Lab fee. Offered intermittently.

420 Advanced Topics (4)

Advanced, in-depth study of one studio art medium, developing content and technical skills in the context of aesthetic and historical considerations. Topics may include mixed media, jewelry, prints, fibers, public art, raku, glass, etc. May be repeated for credit as topics change. Prerequisite: consent. Offered intermittently.

450 Senior Art Seminar (4) I

Requires the development of a studio research project. Students create artwork for exhibition, an explanatory paper, and an oral presentation while acquiring professional skills appropriate to arts-related careers. Prerequisite: fall presentation of research topic and consent. Offered each spring.

ART HISTORY COURSES (ARTH)

201 Music and Art in the Western World (4) A

Explores the traditions of music, painting, sculpture, and architecture of the Western world. Beginning with the Greeks and continuing through the present, many individual works from important art periods are introduced. Discussion topics include how the arts reflect the sociocultural conditions of their time and place, how media are used, and how the elements in each art form contribute to the aesthetic response. Identical to MUS 201.

231 Ancient and Medieval Art History (4) H

A survey of the visual arts and how they functioned in culture, from prehistoric cave paintings to the art and architecture of late Medieval Europe. The course concentrates on the Western tradition of painting, sculpture, and architecture. Offered each fall.

232 Renaissance to 20th-Century Art (4) H

A survey of the visual arts and their relationship to social, cultural, and political history from the Renaissance to the Modern era. Concentrates on the European tradition of painting, sculpture, and architecture, especially the changing social role of artists and the development of modern definitions of "fine art." This course is a chronological continuation of ARTH 231, but the latter is not a prerequisite. Offered each spring.

333 Art of Africa, Asia, and the Americas (4) W

Surveys the long-lived art traditions of diverse global cultures, including Africa, India, China, Japan, the Pacific, and Pre-Columbian and Native America. Prerequisite: successful completion of ENG 105 with a grade of C or higher.

341 American Art (4) H

A history of the visual arts in America from pre-colonial to modern times. Particular attention is paid to the relationship of the visual arts to social and political history, and the issue of American identity in the arts.

351 19th-Century Art History (4) H

A history of European and American art from the era of the French Revolution to the end of the 19th century. The works of major artists, such as David, Goya, Turner, Manet, Monet, Van Gogh, Munch, etc., are investigated within their historical contexts.

352 20th-Century Art History (4) W

A history of artists, works, and movements of 20th century European and American art investigated within their historical contexts. Prerequisite: successful completion of ENG 105 with a grade of C or higher.

360 Topics in Art History (4)

An in-depth study of one period of art history or some disciplinary aspect or problem. May be repeated for credit as topic varies.

BIOLOGY

DR. SORAYA M. BARTOL
DR. DEIRDRE GONSALVES-JACKSON, Program Coordinator
DR. ERIC JOHNSON
DR. PHILIP ROCK
DR. MAYNARD H. SCHAUS
DR. VICTOR R. TOWNSEND, JR.

The Biology Department offers a diversified program that examines the life sciences by integrating multiple disciplines, including the molecular nature of cellular structure and physiology, the evolutionary mechanisms of biodiversity, and the study of plant and animal communities in relationship to the environment. The curriculum is designed to promote discovery and problem solving through scientific methodology, with most courses featuring an integrated laboratory component. In addition to mastering concepts, students learn to see the biological sciences as a process of discovery through the completion of a mandatory experiential learning opportunity such as undertaking undergraduate research, completing an internship, studying abroad in the natural sciences, or enrolling in a field course at a biological or marine field station. In addition to core biology courses, students are required to complete additional coursework in other natural sciences. Both B.A. and B.S. degrees are offered in biology. The curriculum for each degree is designed to

prepare students for advanced study in the health sciences and biological research, thereby enabling motivated individuals to pursue successful careers as physicians, veterinarians, biologists, environmental researchers, policymakers, public health professionals, scientific journalists, and educators.

Major Requirements: Biology (B.A.)*

COURSE NUMBER AND TITLE	SEM. HRS.
BIO 131 Principles of Biology I: Evolution & Ecology	4
BIO 132 Principles of Biology II: Cell Biology & Genetics	4
Ecological and Environmental Biology Concentration Two of the following: BIO 316, 320, 355, 385, 412	8
Evolutionary and Integrative Biology Concentration Two of the following: BIO 300, 354, 372, 373, 377, 380, or 410	8
Molecular, Cellular, and Developmental Biology Concentration BIO 311 Genetics One of the following: BIO 308, 371, 384, 420, 482	8
Experiential Learning BIO 375, 470, 489, internship, or other options	0-4
BIO electives at the 300/400 level (excluding BIO 460 and 475)	4-8
Total within department	**40**
ADDITIONAL REQUIRED COURSES	
CHEM 120 Introductory Chemistry	4
CHEM 200 Inorganic Chemistry	4
TOTAL	**48**

*The MFAT exam is required during the senior year.

Major Requirements: Biology (B.S.)*

COURSE NUMBER AND TITLE	SEM. HRS.
BIO 131 Principles of Biology I: Evolution & Ecology	4
BIO 132 Principles of Biology II: Cell Biology & Genetics	4
Ecological and Environmental Biology Concentration Two of the following: BIO 316, 320, 355, 385, 412	8
Evolutionary and Integrative Biology Concentration Two of the following: BIO 300, 354, 372, 373, 377, 380, 410	8
Molecular, Cellular, and Developmental Biology Concentration BIO 311 Genetics And one of the following: BIO 308, 371, 384, 420, 482	8
Experiential Learning BIO 375, 470, 489, internship, or other options	0-4
BIO electives at the 300/400 level (excluding BIO 460 and 475)	4-8
Total within department	**40**
ADDITIONAL REQUIRED COURSES	
CHEM 120 Introductory Chemistry	4
CHEM 200 Inorganic Chemistry	4
CHEM 221 Organic Chemistry I	4
CHEM 222 Organic Chemistry II	4
Two of the following: CHEM 210, 330; EES 270, 300, 450; MATH 171, 172; PHYS 221, 222	8
TOTAL	**64**

*The MFAT exam is required during the senior year.

Minor Requirements: Biology

COURSE NUMBER AND TITLE	SEM. HRS.
BIO 131 Principles of Biology I: Evolution and Ecology	4
BIO 132 Principles of Biology II: Cell Biology and Genetics	4
BIO Electives (300 level or higher) BIO 300, 308, 311, 316, 320, 354, 355, 372, 373, 375, 380, 384, 385, 410, 412, 420, 482	12
TOTAL	**20**

Minor Requirements: Marine Science

COURSE NUMBER AND TITLE	SEM. HRS.
EES 200: Oceanography	4
BIO 355: Marine Biology	4
Select three courses from the following: BIO 354 Marine Invertebrate Evolution BIO 373 Invertebrate Zoology BIO 475 Natural and Social History of the Chesapeake Bay BIO or EES 489 Research in the Natural Sciences* EES 300 Introduction to Geographic Information Systems EES 340 Climatology EES 450 Biogeochemistry	12
TOTAL	**20**

*Course requires approval from the department coordinator of either Biology or Earth and Environmental Sciences to ensure marine science related content.

BIOLOGY COURSES (BIO)

100 The World of Biology (4) L

An introduction to biology. Provides an overview of the study of life, including how biology affects our daily lives, including such topics as biodiversity, genetic engineering, and problems associated with the expanding human population. Designed for non-science majors. $50 lab fee. Offered each semester.

131 Principles of Biology I: Evolution and Ecology (4) L

An introduction to the biological sciences. Lecture topics include Darwinian evolution, the origin and diversity of life, functional morphology, and ecology. Designed for students intending to pursue a major in biology or EES. $50 lab fee. Offered each fall.

132 Principles of Biology II: Cell Biology and Genetics (4) L

Completes the introduction to the biological sciences for biology and EES majors. Lecture topics include biochemistry, cell structure and processes, cell respiration, fermentation, photosynthesis, cell division, Mendelian genetics, gene expression, cancer biology, and animal physiology. $50 lab fee. Offered each spring.

150 Introduction to Marine Biology (4) L

An introduction to the organisms and communities of marine and estuarine areas. Students examine the basic physical and ecological processes that are pertinent to marine habitats and the diversity of marine organisms and ecosystems. Includes field and laboratory identification of local organisms and investigations of local field habitats. Designed for non-science majors. $50 lab fee. Offered each fall.

221 Human Anatomy and Physiology I (4) L

An integrated lecture/laboratory experience that examines the anatomy and physiology of humans. Includes a survey of the nervous, muscular, skeletal, integumentary, and respiratory systems. Lecture three hours, laboratory three hours each week. $50 lab fee. Offered each fall.

222 Human Anatomy and Physiology II (4) L

An integrated lecture/laboratory experience that examines the anatomy and physiology of humans. Includes a survey of the cardiovascular, endocrine, digestive, urinary and reproductive systems. Lecture three hours, laboratory three hours each week. $50 lab fee. Offered spring on demand.

300 Plant and Fungal Evolution (4)

An investigation into the evolution of fungi and plants, including related algae, from cellular to organismal perspectives. The laboratory involves morphological observation of vegetative and reproductive structures critical to the understanding of how these organisms complete their life histories and interact with the environment. Prerequisite: BIO 131 with a grade of C or higher. Offered spring of odd-numbered years.

308 Molecular Plant Physiology (4) W

A study of the molecular nature of how plants survive and respond to their environment. Topics include hormone regulations, carbon metabolism, plant cell identity, fluid transport and response to stress. Common techniques used in molecular biology will be introduced. Groups will design a short research project utilizing these techniques. Prerequisite: BIO 131, BIO 132 and ENG 105 with a grade of C or higher. Corequisite: BIO311. Offered on demand.

311 Genetics (4)

Principles of heredity as applied to both plants and animals. Prerequisites: CHEM 120 and BIO 131 and 132. Lecture three hours, laboratory three hours each week. Offered each semester.

316 General Ecology (4) W

A study of the interrelationships between organisms and their environment. Topics will range from the individual level to the global scale, including both basic and applied ecological topics. Prerequisites: BIO 131, successful completion of ENG 105 with a grade of C or higher, and sophomore status or higher. Identical to EES 316.

320 Ornithology (4)

A study of birds emphasizing diversity, behavioral ecology, and life history. Regular field observations are required and may occur under a variety of weather conditions. Prerequisite: BIO 131. Lecture three hours, laboratory three hours each week. Offered on demand.

354 Marine Invertebrate Evolution (4)

An introduction to the study of evolutionary processes, with particular attention paid to marine invertebrates, especially marine bivalves, because of their rich evolutionary history and well-documented fossil record. Evolution is examined at a variety of scales from molecular to ecological. Lecture three hours, laboratory three hours each week. Prerequisite: BIO 131 or 132. $50 lab fee. Offered fall of even-numbered years on demand.

355 Marine Biology (4)

A study of organismal adaptation and community organization in marine and estuarine habitats. A variety of marine habitats are examined, with the laboratory focusing primarily on local species and habitat types. Prerequisite: two semesters of general biology or BIO 131 and sophomore status or higher. Offered each fall.

371 Histology (4)

A detailed study of the cells, tissues, and organs that comprise the mammalian body. Intended for students seeking careers in biology, medicine, or veterinary sciences. Prerequisite: a grade of C or higher in BIO 131 and 132 or consent. Lecture three hours, laboratory three hours each week. Offered on demand.

372 Comparative Anatomy (4)

A study of the evolution, morphology, and physiology of vertebrates. An intensive laboratory-directed examination of the major organ systems of vertebrates as exemplified by the lamprey, dogfish, salamander, and cat. Intended for students seeking careers in biology, medicine, or veterinary sciences. Prerequisites: BIO 131 and 132 with a grade of C or higher or consent. Lecture three hours, laboratory three hours each week. Offered on demand.

373 Invertebrate Zoology (4)

A survey of the invertebrate phyla, emphasizing the classification, evolution, ecology, morphology, and life histories of these organisms. Includes laboratory examinations of representative groups and field sampling of local invertebrate fauna. Prerequisite: BIO 131. Lecture three hours, laboratory three hours each week. Offered on demand.

375 Topics In Tropical Biology (4)

An intensive field experience in neotropical ecosystems (rainforests, coral reefs, mangroves, caves, etc.). Descriptive studies of local flora and fauna will be combined with an in-depth investigation of a topic of interest. Field activities will include moderately strenuous exercise under a variety of weather conditions. Destinations may include Belize, Costa Rica, Trinidad, or other tropical sites. Course fee required. Identical to EES 375. Prerequisite: BIO 131 and consent. Offered in select winter sessions.

377 Entomology and Arachnology (4)

A comprehensive survey of the insects and arachnids of medical, economic, and ecological significance. Includes laboratory examinations of living and preserved specimens and field collections of select taxa. Prerequisite: BIO 131. Offered on demand.

380 Comparative Animal Physiology (4)

A study of the basic mechanisms by which animals function. Emphasizes how both invertebrate and vertebrate organisms change these basic mechanisms to adapt to environmental conditions. Prerequisites: a grade of C or higher in BIO 131 or consent. Lecture three hours, laboratory three hours each week. Offered on demand.

384 Developmental Biology (4)

Explores the processes by which organisms grow and develop. Emphasizes principles and concepts that govern development in model organisms such as sea urchins, flatworms, fruit flies, zebra fish, and chickens. Regeneration of appendages, stem cells, cancer, and plants are discussed. Prerequisite: BIO 311 or consent. Offered on demand.

385 Animal Behavior (4)

A study of the mechanisms and evolution of animal behavior. Topics include genetics and development of behavior, neural and physiological mechanisms of behavior, communication, social behavior, habitat selection, reproductive behavior, and parental investment. Laboratory exercises provide hands-on experiences for many of these concepts. Prerequisites: BIO 131 and 132 or consent. Lecture three hours, laboratory three hours each week. Offered on demand.

400 Scanning Electron Microscopy (SEM) (2 or 4)

Introduces the broad research applications of SEM. Topics include sample preparation, critical point drying, sputter coating, imaging, and x-ray microanalysis. Includes weekly hands-on training with the SEM and completion of an independent research project. Identical to EES 400. Prerequisites: junior/senior status and consent. Offered in select terms.

410 Evolution (4)

A study of the theory of biological evolution through natural selection. Topics include micro evolution, speciation, macroevolution, ecology and modern methods of determining phylogenetic relationships. Prerequisites: BIO 131 and junior/senior status. Offered on demand.

412 Chemical Ecology (4)

A study of how organisms use chemicals to mediate interactions within and between species. Students will gain experience interpreting primary research articles as varying topics are discussed, such as plant-herbivore interactions, coral chemical defenses, and insect semiochemicals. Prerequisites: BIO 131, BIO 132, any 200-level CHEM course and junior/senior status. Lecture three hours each week. Offered every fall.

420 Cell and Molecular Biology (4)

A study of the structure and function of prokaryotes and eukaryotes at the cellular and molecular level. Emphasizes the molecular nature of cellular structure, metabolism, and physiology. Prerequisite: BIO 311 (grade of C or higher). Offered spring of even-numbered years.

460 Zymurgy: The Science of Fermentation (4) I

Introduces the science and art of fermentation and considers the use of alcohol by human societies. Prerequisite: senior status or consent. Offered in selected Winter Sessions and spring semesters.

470 Internship in the Natural Sciences (2 or 4)

An intensive study of a specific field of science through an on-site field experience with hands-on learning opportunities that are relevant to the chosen site. Students may enroll for 2 or 4 hours in a given semester. A minimum of 80 hours devoted to the internship is expected for 2 semester hours, and a minimum of 160 hours is expected for 4 semester hours, but some placements may require more time. Students must coordinate their internship placement with the supervising faculty member at least two months prior to placement. Pass/fail grading. Prerequisites: junior/senior status and consent. Offered each semester.

475 Natural and Social History of the Chesapeake Bay (4) I

Provides a comprehensive view of one of the largest and most diverse estuaries in the world. Students examine the relationships between the natural history and the human history, including social and political aspects, use of the bay by various societies and their impact on and preservation of the bay. Saturday field trips required. Prerequisite: junior/senior status. Offered on demand.

482 Microbiology (4)

Teaches basic microbiological concepts and the role of microorganisms in various applied areas. Topics include microbial physiology, cell structure, microbial genetics, pathogenic microorganisms and disease, and environmental and applied microbiology. Students practice aseptic technique, isolation and identification of bacteria, staining, and determination of microbial numbers. Prerequisite: BIO 311 (grade of C or higher). Offered each fall.

489 Research in the Natural Sciences (2 or 4)

Offers students the opportunity to conduct original scientific research in an area of interest. Students work closely with one or more members of the natural science faculty to develop and conduct a research project, then present their findings orally during the semester's undergraduate research symposium and as a formal research paper. Students are encouraged to present their findings at a

conference. Prerequisite: junior/senior status and a major in the natural sciences, prior approval by the project advisor, and consent of the instructor. Students may enroll for 2 or 4 hours in a given semester. May be repeated for a maximum total of 8 semester hours. Identical to CHEM 489, CS 489, and EES 489. Offered each semester and most Winter Sessions (2 semester hours only).

BUSINESS

Dr. Kevin M. Adams (adjunct)
Dr. Robert B. Albertson, Division Chairperson
Ms. Elaine E. Dessouki
Dr. Paul L. Ewell, Program Coordinator
Dr. Linda A. Ferguson
Mr. David G. Garraty
Dr. George Jackson
Dr. Cheul W. Kang
Ms. Denise K. Makowski (adjunct)
Dr. Ehsan S. Salek
Mr. Edward L. Shelton (adjunct)

Through a firm commitment to the liberal arts, global perspectives, and ethical decision-making, the Management, Business, and Economics Department develops leaders committed to creating sustainable social, environmental, and economic value through effective and responsible business practices. The business major combines a practical business education with a commitment to the Principles of Responsible Management Education (PRME) as developed by the United Nations in support of its Global Compact, a framework of universally accepted principles in the areas of human rights, labor, the environment, and anti-corruption. The MBE Department is firmly committed to the interdisciplinary nature of successful management education; thus the business major integrates its core curriculum with allied coursework in a variety of disciplines while providing opportunities for career-based specialization through coursework and internships. It prepares graduates with the skills, knowledge, and attitudes necessary to manage society's rapidly changing institutions both efficiently and humanely. Moreover, the interdisciplinary nature of the program provides solid preparation for a wide variety of graduate degree programs.

Major Requirements: Business

COURSE NUMBER AND TITLE	SEM. HRS.
MBE 201 Introductory Macroeconomics	4
MBE 202 Introductory Microeconomics	4
MBE 203 Accounting I	4
MBE 204 Accounting II	4
ISP 101 Fundamentals of Information Systems	4
MBE 301 Principles of Management	4
MBE 316 Marketing Principles	4
MBE 322 Financial Management	4
MBE 400 Seminar in Managerial Ethics	4
Total hours required for core courses	**36**
ADDITIONAL REQUIRED COURSES (See advisor):	
Statistics: One of the following: MATH 210 Introductory Statistics MATH 310 Statistical Models	4
Environment [1]: One of the following: BIO **150**, 435; EES 132, **133**, **200**, **210**, 250, 320, 435; ENG 306, 410; ENVS 106, 304, 306, 326, 410; MBE 106; PHIL 304; POLS 326	4

[1]: Allied Environmental lab courses in **bold** also satisfy General Studies lab requirement.

ADDITIONAL RECOMMENDED COURSES (See advisor):	
Introductory Sociology	
Introductory Psychology	
Oral Communication	
Organizations	
Total hours required for allied courses	8

See continuation of choices next page

Chart continued from previous page

Senior Synthesis A: Course Concentration	
MBE 300/400 elective	4
300/400 level elective	4
MBE 406 or 407 Senior Seminar	4
Senior Synthesis A: total hours required	12
OR	
Senior Synthesis B: Internship	
MBE 414 Internship Exploration & Design	4
MBE 416 Management Internship	12
MBE 417 Internship Seminar	4
Senior Synthesis B: total hours required	20
TOTAL	**56-64**

Minor Requirements: Business

COURSE NUMBER AND TITLE		**SEM. HRS.**
MBE 101 Introduction to Business		4
MBE 201 Introductory Macroeconomics		4
MBE 203 Accounting I		4
MBE 301 Principles of Management MBE 316 Marketing Principles	**OR**	4
One additional MBE 300/400 level course INST 315 Managing Diversity in Organizations	**OR**	4
TOTAL		**20**

BUSINESS COURSES (MBE)

100 Introduction to Economics (4)

Provides students with a solid foundation in economic literacy and reasoning. Topics include scarcity, incentives, and choice; resource allocation; exchange, competition, and markets; economic efficiency; investment, production, and income; money, interest rates, and GDP; business cycles and governmental policies. Emphasizes active learning and current economic issues and problems. Offered each semester.

101 Introduction to Business (4)

A general survey course designed for students who desire information about commercial activities to build a foundation for more advanced courses, to decide on a major, or to complement a major. Offered each semester.

106 Economics and the Environment (4) S

Introduces students to the workings of a market economy in order to examine the economic forces that lead to environmental problems. Examines the harnessing of economic forces to both prevent and solve environmental problems in the context of current regulatory approaches to dealing with environmental issues. Includes field trips to demonstrate real-world application of course concepts. Offered in selected Winter Sessions.

112 Problem Solving and Decision Making (2)

Designed to provide the basic skills of management and to improve thinking skills regardless of a student's major. Examines various methods of problem solving and decision making, progressing from simple decisions under certainty to complex decisions under uncertainty. Both quantitative and creative methods are used. No prerequisites, but students should have elementary algebra skills and English skills beyond the 105 level. Offered each semester.

201 Introductory Macroeconomics (4)

A study of contemporary economic systems and the analysis necessary to achieve the "economic way of thinking." Prerequisites: elementary algebra skills (MATH 104 or placement level H, A, B) and sophomore status or above. Offered each fall.

202 Introductory Microeconomics (4)

The second semester of this two-part course enables students to understand and apply the tools of micro-economic analysis to contemporary profit or non-profit organizations. Prerequisite: MBE 201. Offered each spring.

203 Accounting I (4)

A study of the basic principles and systems of accounts that underlie general purpose financial reporting. Includes the analysis of accounting transactions and how they affect the balance sheet, the income statement, and the statement of cash flows. Introduces students to financial statement ratios commonly used in evaluating for-profit organizations. Offered each fall.

204 Accounting II (4)

The second semester of this two-part course covers the collection and interpretation of accounting data for use by management in planning and controlling business entities. Introduces students to cost-volume-profit analysis, budgeting, standard costing, and analysis of variances between budgeted amounts and actual results. Prerequisite: MBE 203. Offered each spring.

216 Taxation (4)

A study of the tax environment and the codes, regulations, and court decisions as they relate to income tax problems of individuals, including tax preparation and tax research. Prerequisite: sophomore status or above. Offered each fall.

246 Personal Financial Planning (4)

Introduces the principles of individual financial planning. Topics include goal setting and decision making, career planning, saving and investing, credit, and insurance. Prerequisites: MATH 104/105 or equivalent and sophomore/junior/senior status. Offered in selected Winter Sessions.

301 Principles of Management (4) W

A study of the art and science of management in relation to the functions of planning, organizing, directing, and controlling. Students learn through both in-class and out-of-class group experiences, with substantial writing about such experiences. Prerequisites: ENG 105 with a grade of C or higher, MBE 201 and 203, and junior status. Offered each semester.

303 Financial Accounting Theory I (4)

A study of the theory and application of generally accepted accounting principles. Emphasizes financial statement presentation, current assets and liabilities, intangible assets, and operational assets. Prerequisites: MBE 203 and 204. Offered fall of odd-numbered years.

304 Financial Accounting Theory II (4)

A continuation of MBE 303. Emphasizes corporate equity accounts, long-term investments and liabilities, cash flows, pension costs, current value accounting, and foreign currency transactions. Prerequisites: MBE 203, 204, and 303. Offered spring of even-numbered years.

305 International Accounting Theory (4)

A study of accounting for firms engaged in international commerce: translation of foreign currency financial statements, and for branches, subsidiaries, mergers, acquisitions, and divestitures of multinational corporations. Prerequisites: MBE 203 and 204. Offered spring of odd-numbered years.

306 Business Law (4)

A study of contract law and the Uniform Commercial Code. Prerequisites: MBE 101 or 201 and junior/senior status. Offered spring of even-numbered years.

308 Comparative Economic Systems (4)

An in-depth, integrated study of the development and functioning of the American economic system compared with those of other countries. Prerequisite: MBE 100 or 201. Offered spring of even-numbered years.

310 Money, Banking, and Financial Institutions (4)

The basics of monetary policy in terms of public policy. Includes the study of the Federal Reserve System, commercial bank lending, investments, money, and capital markets. Prerequisites: MBE 201 and 202. Offered each fall.

315 Managing Diversity in Organizations (4)

Promotes an awareness of cultural differences and positive attitudes toward these differences. Includes topics related to effective management of people who vary in race, gender, age, disability status, nationality, or sexual orientation. Prerequisite: ENG 105 with a grade of C or higher. Offered fall of odd-numbered years.

316 Marketing Principles (4)

Builds upon the analytical and communication skills gained in lower-level courses. Students gain an understanding of products and services, channels of distribution, pricing strategies, and elements of promotion. Prerequisites: MBE 201 and 203 and junior status. Offered each semester.

317 Advanced Taxation (4)

A comprehensive study of income tax problems relating to business entities. Topics include flow-through taxation (partnerships and limited liability companies), double-taxation (corporations), either/or taxation (estates and trusts), and other derivations from the three fundamental approaches. Additional topics include tax administration and the Federal estate tax. Prerequisite: MBE 216. Offered each spring.

322 Financial Management (4)

Students learn how to determine in what assets a firm should invest and what sources of funding are appropriate. Topics include mathematical analysis of operating and financial leverage, the cost of capital,

management of working capital, and sources of money and capital. Prerequisites: MBE 201, 202, 203, and 204, and MATH 210 (formerly MATH 106). Offered each semester.

324 Human Resource Management (4) W

A study of the human resource process including such issues as recruiting, selection, training, performance appraisal, and compensation. Learning activities include experiential and group exercises, discussions, readings on HRM framework and application to cases, analytical issue papers, and oral reports. Prerequisites: ENG 105 with a grade of C or higher and MBE 301, or consent. Offered fall of odd-numbered years.

330 History of Economic Thought (4) H,W

An introductory course in the development of economic thought from Adam Smith to the present. Emphasizes on the correlation between successive stages of growth in economic theory. Writers covered Smith, Ricardo, Malthus, Marx, Marshall, Keynes, Galbraith, and Friedman. Prerequisites: ENG 105 with grade of C or higher, MBE 201 and 202. Offered intermittently.

331 Managerial Economics (4)

Emphasizes business applications of micro-economic tools and concepts. Includes analysis of demand, cost, production functions, and alternative pricing theories. Prerequisites: MBE 201, 202, and MATH 210 or 226. Offered intermittently.

332 Economic Development (4) S,W

Introduces the student to the major problems and issues in economic development and the economies of less developed countries with respect to achieving social and economic goals. Prerequisites: ENG 105 with grade of C or higher, MBE 100 or 201. Offered spring of odd-numbered years.

333 International Business (4) S,W

Focuses on the increasing degree of international trade and multinational corporations. Analyzes international exchange, marketing, and personnel policies. Prerequisite: ENG 105 with a grade of C or higher. Offered each fall.

334 Economic Modeling and Forecasting (4)

Develops and refines the ability to produce, interpret, and evaluate empirical research encountered in graduate study and professional pursuits. After a review of basic statistics, the course focuses on the bivariate regression model. Multiple regression, forecasting, and various topics in the verification of statistical models are also investigated. Prerequisites: MBE 100 or 201 and MATH 210 or 310.

335 Accounting Information Systems (4)

Students develop a conceptual framework for the development, implementation, and evaluation of an accounting information system. Primary topics include system understanding and documentation, risk analysis, and typical accounting transaction cycles. The lab experience provides application of system concepts to popular software applications. Prerequisite: MBE 203. Offered fall of even-numbered years.

340 Forensic Accounting (4)

The application of accounting methods to assist in solving economic-based crimes. The course includes discussion of criminal statutes relating to financial crimes, fraud investigation and prevention, techniques used in solving financial crimes, and current issues in financial investigation. Prerequisite: MBE 203. Identical to CJ 340. Offered spring of even-numbered years.

343 Government and Not-For-Profit Accounting (4)

A study of appropriate accounting for such entities as governments, colleges, churches, hospitals, charities, and clubs. Prerequisite: MBE 203. Offered spring of odd-numbered years.

345 Managerial Cost Accounting (4)

A study of cost accounting, budget analysis, and other advanced concepts used by manufacturers and other large businesses or non-profit organizations. Prerequisites: MBE 203 and 204. Offered spring of odd-numbered years.

348 Marketing Management: Integrated Marketing Communications (4)

An advanced marketing course in which students apply principles learned in earlier marketing and communication courses through the development of a marketing plan. Prerequisite: MBE 316 or consent. Offered spring of odd-numbered years.

350 Supply Chain Management and Logistics (4)

Provides an understanding of supply chain management and logistics processes as they apply to both service and manufacturing organizations. Special consideration is given to identifying ways in which the strategic use of supply chain management can create competitive advantages for firms. Prerequisite: MBE 301 or 316. Offered in selected Winter Sessions.

355 Auditing (4) W

Primarily focuses on financial audits, but also addresses reviews, compilations, and other account attestation engagements. Additional topics include fraud detection, statistical sampling, account liability, and preparation of accountants' reports. Prerequisites: ENG 105 with a grade of C or higher, MBE 203 and 204. Offered fall of even-numbered years.

373 Conflict Management (4) S,W

Examines conflict processes within and between organizations and alternative approaches to conflict management, drawing on the contributions of several disciplines and experience in organization, community, and labor dispute management. Prerequisite: ENG 105 with a grade of C or higher. Identical to POLS 373. Offered each fall.

389 Field Experience in Management (4)

Students participate in a non-paid or paid internship for at least 100 hours of field work undertaken after they complete a formal work and learning contract. All internships are reviewed by the department. Pass/fail grading. Prerequisites: junior status; a 2.5 GPA; MBE 301, 316, or 322 preferably taken concurrently. Offered each spring.

400 Seminar in Managerial Ethics (4) W

A course in which students construct for themselves a conceptual framework for examining and making decisions about ethical practices in managing organizations. Learning activities include self-evaluation exercises, class discussions, readings on ethical frameworks and applying them to cases, analytical issue papers, and oral reports. Prerequisites: ENG 105 with a grade of C or higher, MBE 301, 316, 322, and senior status, or consent. Offered each semester.

406 Senior Seminar: Management Strategy (4) I,W

A case-oriented course that explains how and why a well-conceived, well-executed strategy nearly always enhances a company's long-term performance. Prerequisites: ENG 105 with a grade of C or higher, senior status, MBE 301, 316, 322, 400, and all other general studies requirements completed at least concurrently. Offered each semester.

407 Senior Seminar: Small Business Planning (4) I,W

By preparing a comprehensive business plan, students sharpen their understanding of management, integrate strategic thinking with operational constraints, and explore the role of small business in the American economy. They synthesize knowledge and skills gained in previous courses. Prerequisites: senior status, ENG 105 with a grade of C or higher, MBE 301, 316, 322, 400 and all other general studies requirements completed at least concurrently. Offered intermittently.

414 Internship Exploration and Design (4)

Students find, design, and maximize the independent learning experience to be undertaken in the spring internship courses, MBE 416 and 417. A major outcome is the negotiation of a learning plan agreement with a sponsoring organization. Prerequisites: a major in business with a 3.0 or higher GPA, all required major and general studies requirements completed at least concurrently, and admission to the internship program. Offered each fall.

416 Management Internship (12)

Students implement the work-and-learning agreements devised in MBE 414 for full-time placement (14 weeks or a minimum of 560 total hours) as a professional in a sponsoring organization. They gain practical experience in applying previously acquired knowledge and managerial skills. Students self-evaluate and are evaluated by their organizational supervisor. Pass/fail grading. Prerequisite: MBE 414; must co-register for MBE 417. Offered each spring.

417 Internship Seminar (4) I

Integrates management theory, especially ethical analysis and action, with general studies knowledge while enhancing business skills during a full-time internship. Weekly written and oral reports, two major reflection papers, and a strategic management simulation enhance learning. Prerequisite: MBE 414; must co-register for MBE 416. Offered each spring.

490 Independent Study in Management (1-3)

Students undertake an experience-based project and/or do specific reading, research, and report writing on a topic in management not covered through the regular curriculum. Requires the approval of a supervising professor within the department. Applications must be made no later than the end of the preceding semester. Credit: 1-4 semester hours per semester; may be repeated for a maximum of 8 semester hours. Offered on demand, but preferably during the summer.

INFORMATION SYSTEMS COURSES (ISP)

101 Fundamentals of Information Systems (4)

Introduces students to the fundamental principles and practices of utilizing information systems to help organizations achieve their goals and carry out their

missions. While the course serves as the introductory course in the Information Systems Program curriculum, it is a suitable elective for any student interested in the subject. Students should have a working knowledge of Internet use and computer applications such as word processing, spreadsheets, presentation graphics, and e-mail. Offered each semester.

105 Information Systems and Computer Applications (4)

Students explore current topics in the field of computer science/information systems beyond the introductory level covered in CS 100, including computer networks, Internet use, and ethical and legal issues related to the use of information technology. Students learn to use the more advanced features of software applications such as word processing, spreadsheet, database, and presentation programs. Offered intermittently.

CENTER FOR THE STUDY OF RELIGIOUS FREEDOM

(Also see page 26)

The study of religious freedom is inherently interdisciplinary. It is concerned with the critical First Amendment issues of free exercise of religion and church-state separation, as well as the larger political, social and religious contexts within which these issues arise. This means that it draws on a wide range of disciplines, including history, law, philosophy, political science, sociology, and religious studies. The study of religious freedom at Virginia Wesleyan College may be engaged through the many educational programs offered by the Center for the Study of Religious Freedom as well as through CSRF courses.

CSRF COURSES (CSRF)

232 Religion and American Politics (4) V

Investigates the relationship between religion and politics in the United States, especially the role of traditional religious identities and issues, while acknowledging non-traditional religious movements, ideas, and issues. Emphasizes upcoming elections. Students are expected to be informed on the current debates in the various national elections which form basis of class discussions and student presentations. Identical to RELST 232. Offered fall of even-numbered years.

233 Religious Battles in Court (4) V

Introduces students to the relationship between religion and American law. Students explore the origins, history, and current legal foundations guiding disputes over religious freedom, providing the backdrop for discussions of current issues such as abortion, gay marriage, and euthanasia. Identical to RELST 233. Offered spring of odd-numbered years.

312 Servant Leadership Internship (2)

An integrative experience that includes both academic and experiential elements, along with the development of specific skills related to mediation and community building. The field experience may be with government agencies, non-profits, religious organizations, or specific ministries. May be repeated for credit. Prerequisites: Sophomore status, 2.4 cumulative GPA, placement, and consent. Offered each semester.

CHEMISTRY

Dr. Joyce B. Easter, Program Coordinator
Dr. Maury E. Howard
Dr. Kevin Kittredge
Dr. Deborah E. Otis

Chemistry, a vital component of the liberal arts curriculum, is an integral part of modern life from the substances we use like food, fuels, plastics, and pharmaceuticals to the processes used in important industries such as power plants, medical diagnostics, and manufacturing. Chemists use the scientific method in their pursuit to understand the physical and chemical properties of matter. The Chemistry Department provides a learning environment for students to engage in the study of empirical principles; to develop analytical and problem-solving skills; to acquire the laboratory skills necessary to design, perform, and evaluate experiments; and to become skilled at organization, evaluation, and presentation of the concepts of chemistry. Students are encouraged to approach the chemical sciences from quantitative, descriptive and historical perspectives, to experience them within the context of the physical and life sciences, and to make connections to the world around them.

Chemistry majors gain knowledge of chemical analysis, synthesis, and theory while acquiring competence in laboratory techniques, the use of chemical instrumentation, computer skills, written and oral communication, and effective use of the professional literature.

Major Requirements: Chemistry (B.S.)

COURSE NUMBER AND TITLE	SEM. HRS.
CHEM 120 Introductory Chemistry	4
CHEM 200 Inorganic Chemistry	4
CHEM 210 Analytical Chemistry	4
CHEM 221 Organic Chemistry I	4
CHEM 222 Organic Chemistry II	4
CHEM 330 Biochemistry	4
CHEM 346 Physical Chemistry I	4
CHEM 347 Physical Chemistry II	4
CHEM 480 Instrumental Methods	4
Additional coursework in Chemistry	12
ADDITIONAL REQUIRED COURSES:	
BIO 132 Principles of Biology II: Cell Biology & Genetics	4
MATH 172 Calculus II	4
PHYS 221 University Physics I	4
PHYS 222 University Physics II	4
TOTAL	**64**

Minor Requirements: Chemistry

COURSE NUMBER AND TITLE	SEM. HRS.
CHEM 120 Introductory Chemistry	4
Chemistry electives at 200 level or above	8
Chemistry electives at 300/400 level	8
TOTAL	**20**

CHEMISTRY COURSES (CHEM)

120 Introductory Chemistry (4) L

An introduction to chemical principles, including atomic and molecular structure, states of matter, chemical reactions, stoichiometry, thermodynamics, and chemical equilibria. Most of the work is quantitative in nature. Emphasizes development of problem solving skills. Lecture four hours, laboratory three hours each week. Prerequisites: CHEM PL or PHSC 100 and math placement H, A or B, or MATH 104 with a grade of C- or higher. Offered each semester.

200 Inorganic Chemistry (4)

An integrated lecture and laboratory experience introducing the concepts of inorganic chemistry in light of modern theory. Topics include chemical periodicity, bonding, kinetics, descriptive chemistry, coordination chemistry, oxidation-reduction, electrochemistry, and solid-state structure, as well as techniques for synthesis and characterization of inorganic compounds. Lecture three hours, laboratory three hours each week. Prerequisite: CHEM 120. Offered each spring.

210 Analytical Chemistry (4)

Applies analytical techniques to inorganic, organic, and biochemical systems. The experimental methods include volumetric and gravimetric analysis, chromatographic, and spectroscopic techniques. Prerequisite: CHEM 120. Lecture three hours, laboratory three hours each week. Offered fall of even-numbered years.

221 Organic Chemistry I (4)

A comprehensive survey of the chemistry of carbon compounds, including their structure, properties, reactions, reaction mechanisms, spectroscopy, and stereochemistry, with a focus on hydrocarbons, haloalkanes, and alcohols. Introduces modern organic laboratory techniques, including purification methods, organic synthesis, and product analysis. Lecture three hours, laboratory three hours each week. Prerequisite: CHEM 120. Offered each fall.

222 Organic Chemistry II (4)

A comprehensive survey of the chemistry of carbon compounds, including their structure, properties, reactions, reaction mechanisms, spectroscopy, and stereochemistry, with a focus on aromatic, amine, and carbonyl compounds. Development of organic laboratory skills, including microscale techniques, organic synthesis, product

analysis, and spectroscopy. Lecture three hours, laboratory three hours each week. Prerequisite: CHEM 221. Offered each spring.

270 Environmental Chemistry (4)

An exploration of the earth system and human perturbations to that system from a chemical perspective. Topics covered include ozone depletion, persistent organic pollutants, wastewater treatment, and toxicity of environmental contaminants. Laboratory exercises give students experience in environmental sampling and analysis. Prerequisites: CHEM 120. Lecture three hours, laboratory three hours each week. Identical to EES 270. Offered fall of odd-numbered years.

305 Teaching Experience (1)

Qualified students assist chemistry faculty in teaching chemistry courses and laboratories. May be repeated for credit, but students may apply no more than 4 semester hours toward graduation. Prerequisite: consent. Offered each semester.

330 Biochemistry (4) W

A survey of the chemistry within biological systems, including the structure and function of biomolecules, molecular components of cells, enzymes, and cellular metabolism. Lecture three hours, laboratory three hours each week. Prerequisites: successful completion of ENG 105 with a grade of C or higher and CHEM 222. Offered each fall.

345 Forensic Science Methods (4)

A comprehensive evaluation of current developments in research, instrumentation, and laboratory technology used to detect, identify, analyze, and compare evidence generated by criminal activity. Prerequisite: any 200 level Chemistry course. Lecture three hours, laboratory three hours each week. Offered spring of even-numbered years.

346 Physical Chemistry I (4)

A mathematical treatment of physical-chemical properties and chemical reactions, with emphasis on quantum mechanics, spectroscopy, and kinetics. Laboratory includes advanced experiments concerning the fundamental physical nature of chemical phenomena. Experiments include infrared spectroscopy, kinetics, and molecular modeling. Prerequisites: CHEM 210, MATH 172, and PHYS 222. Lecture three hours, laboratory three hours each week. Offered fall of odd-numbered years.

347 Physical Chemistry II (4)

A comprehensive survey of the physical-chemical behavior of matter, including thermodynamics, equilibrium, and electrochemistry. Introduces electrochemistry, modern laboratory techniques, including instrumental-based studies of equilibrium, electrochemical properties, and mixture analyses. Prerequisite: CHEM 346. Lecture three hours, laboratory three hours each week. Offered spring of even-numbered years.

438 Advanced Biochemistry (4)

A comprehensive study of complex biochemical processes, with an emphasis on cellular metabolism and its regulation, cellular signaling, and cellular information transfer. Prerequisite: CHEM 330. Offered spring of odd-numbered years.

450 Biogeochemistry (4)

Explores the connections among the atmosphere, hydrosphere, lithosphere, and biosphere through exploration of global cycling of nutrients and pollutants. Students investigate these biogeochemical cycles through analysis of primary research articles, field measurements, chemical analysis, and a self-designed research project. Prerequisites: senior status and any 200 level Chemistry course. Lecture three hours, laboratory three hours each week. Identical to EES 450. Offered each spring.

455 Advanced Chemistry Topics (4)

A focused, in-depth study of a selected topic in chemistry. Taught as a seminar, with an emphasis on interpreting data and critical analysis of primary literature, and may involve laboratory work. May be repeated for credit as topics change. Prerequisite: consent. Offered fall of even-numbered years.

470 Internship in the Natural Sciences (2 or 4)

An intensive study of a specific field of science through an on-site field experience with hands-on learning opportunities that are relevant to the chosen site. Students may enroll for 2 or 4 hours in a given semester. A minimum of 80 hours devoted to the internship is expected for 2 semester hours, and a minimum of 160 hours is expected for 4 semester hours, but some placements may require more time. Students must coordinate their internship placement with the supervising faculty member at least two months prior to placement. Pass/fail grading. Prerequisites: junior/senior status and consent. Offered each semester and most Winter Sessions (2 semester hours only).

480 Instrumental Methods of Analysis (4)

A study of the instrumental methods used in characterizing chemical systems. Topics include optical methods, electroanalytical methods, atomic and molecular spectroscopy, and chromatography

methods. Examines analytical techniques from an instrumental and chemical point of view. Prerequisites: CHEM 210 and 8 additional semester hours in chemistry. Three lecture hours, three laboratory hours each week. Offered each spring.

489 Research in the Natural Sciences (2 or 4)

Offers students the opportunity to conduct original scientific research in an area of interest. Students work closely with one or more members of the natural science faculty to develop and conduct a research project, then present their findings orally during the semester's undergraduate research symposium and as a formal research paper. Students are encouraged to present their findings at a conference. Prerequisite: junior/senior status and a major in the natural sciences, prior approval by the project advisor, and consent of the instructor. Students may enroll for 2 or 4 hours in a given semester. May be repeated for a maximum total of 8 semester hours. Identical to BIO 489, CS 489, EES 489, and MATH 489. Offered each semester and most Winter Sessions (2 semester hours only).

CLASSICS

DR. BENJAMIN S. HALLER, Program Coordinator

The Classics Department offers students the opportunity to explore the Greek and Roman roots of European and American cultural heritage. By taking courses in classical civilization, students understand the richness and diversity of Greek and Roman cultures, while using the ancient world to gain wider perspectives on many elements of modern life that extend all the way back into our common past. Through courses in Latin and Greek languages, students attain a more direct experience of the lives of the ancients in their own living words, while gaining valuable understanding of the roots and usage of English and other modern languages.

Two major programs are available to students interested in classics. The interdisciplinary major in classical studies offers a general liberal arts experience with only a small amount of required coursework in ancient language. Students seeking a more focused program based in language study may elect the major in Latin. Students may not major both in classical studies and in Latin, but they may combine the major in Latin with the minor in classical studies. Students planning to attend graduate school in classics or archaeology, or to teach high school Latin, should major in Latin; it is also a useful second major for medical or law school. The classical studies major, in conjunction with an appropriate second major, is appropriate for students interested in graduate study or teaching in fields such as history, art history, or art, or in careers in museum studies, business, or government.

Major Requirements: Classical Studies

COURSE NUMBER AND TITLE	SEM. HRS.
Language LATN 213 Intermediate Latin **OR** GREK 213 Intermediate Ancient Greek	4
Civilization, Culture, Tradition Three of the following: CLAS 105 Classical Mythology CLAS 120 Introduction to Classical Archaeology CLAS 209 Greek History CLAS 210 Roman History CLAS 263 World Literature I ARTH 231 Ancient & Medieval Art History RELST 217 The Old Testament World RELST 218 The New Testament World	12
Synthesis and Specialization‡ Four of the following: CLAS 330 Classical Epic & the Epic Tradition CLAS 350 Women in the Ancient World CLAS 370 The Ancient World in Cinema CLAS 356 VWC in Greece CLAS 360 Classical Virginia LATN 305* Topics in Latin Prose LATN 306* Topics in Latin Poetry RELST 303 Saints & Heretics: Christian History I PHIL 332 Ancient Greek Philosophy	16
CLAS 450 Senior Seminar in Classics	4
TOTAL	**36**

*If taken only once, LATN 305 or 306 may count either toward the language component or the civilization component, but not both. When a student's previous language experience and career goals make it appropriate, the language requirement for the major in classical studies may be waived by the program coordinator, or the LATN 111-112 or GREK 121-122 sequence counted as sufficient. In these circumstances the additional 4 hours needed to reach the minimum of 36 hours required for the major must be taken from other courses under the CLAS, LATN, or GREK rubrics, or from appropriate courses in related disciplines approved by the Classics Program Coordinator. When offered, intermediate-level biblical Hebrew may also be used to fulfill the language requirement.

‡ Other appropriate 300/400-level courses in related disciplines such as art history may also be counted toward these 16 hours, subject to the approval of the Classics Program Coordinator.

Major Requirements: Latin

COURSE NUMBER AND TITLE	SEM. HRS.
Civilization, Culture, Tradition CLAS 209 Greek History **OR** CLAS 210 Roman History	4
Two of the following: CLAS 105 Introduction to Classical Mythology CLAS 120 Classical Archaeology CLAS 263 World Literature I LATN 213 Intermediate Latin GREK 213 Intermediate Greek	8
Language, Translation, Rhetoric, Textual Analysis, and Etymology (both repeated with a different topic) LATN 305 Topics in Latin Prose LATN 306 Topics in Latin Poetry	12
Synthesis and Specialization‡ One of the following: CLAS 330, 350, 356, 360, 370, RELST 303, PHIL 332, LATN 471	4
CLAS 450 Senior Seminar in Classics	4
TOTAL	**32**

‡ Other appropriate 300/400-level courses in related areas such as art history may also be counted toward these four credits, subject to the approval of the Classics Program Coordinator.

Students interested in graduate school are strongly encouraged to undertake more iterations of these courses. Those considering graduate school in classics, archaeology, or a related discipline should take GREK 121, 122, and some Greek at the 300 level.

Minor Requirements: Classical Studies (Latin or Greek)

COURSE NUMBER AND TITLE	SEM. HRS.
Three courses designated CLAS, LATN, or GREK	12
Two other courses designated CLAS, LATN, or GREK or other courses about the ancient world, as approved by the program coordinator.	8
TOTAL	**20***

*At least 12 of the 20 semester hours must be at the 300-400 level.

Minor Requirements: Latin

COURSE NUMBER AND TITLE	SEM. HRS.
Three courses in Latin (at least two at 300/400 level)	12
Two courses from either Latin or Greek or courses in art history, religious studies, philosophy as approved by the department coordinator. (One course must be at the 300/400 level.)	8
TOTAL	**20**

CLASSICS COURSES (CLAS)

105 Classical Mythology (4) V

Explores methods of interpreting myths in their original contexts and affirms the continued relevance of mythology in modern society. Readings include Homer, Hesiod, Sappho, Aeschylus, Sophocles, Euripides, Plato, Aristotle, Virgil, and Ovid. Offered each fall.

120 Introduction to Classical Archaeology (4) H

Introduces students to the methods common to both Old and New World archaeology, followed by

an introduction to and interpretation of the material remains of the ancient Greek, Roman, and Mediterranean worlds. Offered on demand.

209 Greek History (4) H

Uses readings in primary sources to portray life in ancient Greece for its own intrinsic interest and for its relevance to today's world. Special attention is given to the first writers of history and to the development of Athenian democracy.

210 Roman History (4) H

Uses wide-ranging sources from history, literature, and archaeology to explore Roman civilization from its earliest beginnings, through the period of Republican expansion and transition into a vast empire, concluding with the Empire's ultimate decline and dissolution. Special attention is given to Roman historiography and to the political changes from Republic to Empire.

263 World Literature I (4) T

A chronological survey of major literary works from Ancient Near Eastern Epic to the European Middle Ages. Emphasizes the close reading of ancient literature within its immediate cultural context and the analysis of this literature in well-argued papers. Prerequisite: ENG 105 with a grade of C or higher. Identical to ENG 263. Offered when circumstances permit.

264 World Literature II (4) T

A survey of major works in world literature from the Renaissance to the present day emphasizing texts outside the British and American traditions. Particular attention is given to texts that put themselves in dialogue with Ancient Near Eastern and Classical Greek and Roman literary traditions. Prerequisite: ENG 105 with a grade of C or higher. Identical to ENG 264. Offered when circumstances permit.

330 Classical Epic and the Epic Tradition (4) W

A study of epic works from the ancient Mediterranean and other cultures. Potential topics include Roman epic, Ancient epic, J.R.R. Tolkien and the epic tradition, and the oral-traditional epic. May be repeated for credit if topics vary. Prerequisite: ENG 105 with grade of C or higher.

350 Women in the Ancient World (4) W

Examines gender roles and sexual identities in ancient Greece and Rome through readings in primary sources supplemented by current scholarship. Explores contrasts between representations of women in Classical literature and the limitations they historically faced and the changes that occurred in women's status according to place and time. Prerequisite: ENG 105 with grade of C or higher.

356 Classical Studies Abroad H

Travel to a relevant area within the cultural orbit of ancient Greece and Rome for on-site study of ancient Greco-Roman history and literary and material culture.

360 Classical Virginia (4) H

An exploration of how classical narratives of exploration, political thought, literature, and art and architecture helped to shape the culture of the state of Virginia. Offered Winter Session when circumstances permit.

370 The Ancient World in the Cinema (4) A

Studies how ancient Greece and Rome continue to interest and influence us through the modern medium of cinema. Includes readings of selected classical texts and comparisons with modern screen treatments. Attention is given both to modern cinematic adaptations of ancient literary works and to epic "historical" spectacles. Examines directorial creativity, audience expectation, historical accuracy, and modern myth-making.

450 Senior Seminar in Classics (4) I,W

Offers students the opportunity to do sustained research on a chosen topic and to present the results in a substantial (20-30 page) piece of work. Upon completion of the project, students present their work in a public oral defense. Prerequisites: successful completion of ENG 105 with a grade of C or higher and senior status, with a major in Classical Studies or Latin. Offered annually as needed.

GREEK COURSES (GREK)

121 Beginning Ancient Greek I (4)

An introduction to the grammar, syntax, and vocabulary of ancient Greek. Completion of the year-long sequence prepares students to read connected passages in ancient texts such as the dialogues of Plato or the New Testament; emphasis on Attic Greek or Koine dialects varies according to the instructor and interest of the class. Does not count toward the foreign language requirement. Offered on demand.

122 Beginning Ancient Greek II (4)

An introduction to the grammar, syntax, and vocabulary of ancient Greek. Completion of the year-long sequence prepares students to read connected passages in ancient texts such as the dialogues of Plato or the New Testament; emphasis on Attic Greek or Koine dialects varies according to the instructor and

interest of the class. Does not count toward the foreign language requirement. Offered on demand.

213 Intermediate Ancient Greek (4)

Begins with a thorough review of basic Greek grammar as covered in GREK 121-122. Students then undertake extended readings in an ancient Greek text such as the New Testament or the Dialogues of Plato. Emphasizes translation and reading skills rather than speaking/listening skills. Prerequisite: GREK 122 with a grade of C or higher or placement. Offered on demand.

LATIN COURSES (LATN)

111 Beginning Latin I (4)

Introduces the elements of the language of the Ancient Romans: vocabulary, syntax, and grammar. Students learn how to translate sentences and short stories. Focuses on translation and reading skills. Offered each year.

112 Beginning Latin II (4)

Introduces the elements of the language of the Ancient Romans: vocabulary, syntax, and grammar. Students learn how to translate sentences and short stories. Focuses on translation and reading skills. Prerequisite: LATN 111. May be used toward fulfillment of the language requirement. Offered each year.

213 Intermediate Latin (4)

Introduces students to advanced grammar as they read a real Latin text such as the poems of Catullus or the speeches of Cicero. The primary goal is to gain facility in reading Latin, but the course also introduces students to ancient Roman literary aesthetics and culture. Focuses on translation and reading skills rather than speaking/listening skills. May be used toward fulfillment of the language requirement. Prerequisite: LATN 112 or equivalent. Offered each year.

305 Topics in Latin Prose (4)

Reading and translation from one or more Latin prose authors arranged by author (e.g., Apuleius) or by topic or genre (e.g., the Roman novel, Arthurian legends, etc.). May be repeated for credit as the topic varies. Prerequisite: LATN 213 or placement. Offered on demand.

306 Topics in Latin Poetry (4)

Reading and translation from one or more Latin poets, arranged by author (e.g., Virgil) or by topic or genre (e.g., lyric, epic). May be repeated for credit as the topic varies. Prerequisite: LATN 213 or placement. LATN 305 is not a prerequisite. Offered on demand.

471 Practicum in the Teaching of Latin (4)

A workshop that introduces advanced students of Latin to current teaching methods in the language. Students serve as assistants in Elementary Latin while meeting regularly with the instructor to gain hands-on experience in the practical aspects of teaching Latin. Ordinarily taken in the semester prior to EDUC 445/446. Prerequisites: LATN 305 or 306 and consent. Offered on demand.

COMMUNICATION

DR. KATHY MERLOCK JACKSON,
Program Coordinator
DR. TERRENCE LINDVALL
DR. STUART C. MINNIS
DR. LISA LYON PAYNE

The Communication Department offers courses and opportunities for individual work in the areas of film, journalism, and digital media. The department stresses the artistic and humanistic bases of its disciplines, as well as professional and career interests. The communications industry is one of the fastest growing industries in today's world. Students who major in communication might expect to find career opportunities in radio, television, film, newspapers, magazines, digital media, advertising, public relations, teaching, and related fields. Courses in journalism are designed to introduce students to the field and offer opportunities to gain experience in reporting, writing, design, and editing. There is a strong emphasis on the ethical aspects of gathering and reporting news. A wide variety of internship opportunities are available to communication majors.

Major Requirements: Communication

COURSE NUMBER AND TITLE	SEM. HRS.
COMM 101 Introduction to Media Studies	4
JOUR 201 Introduction to Journalism	4
COMM 221 Understanding Film	4
COMM 321 Theories of Mass Communication	4
COMM 331 Mass Communication Research Methods	4
COMM 411 Senior Seminar in Communication Studies	4

See continuation of choices next page

Chart continued from previous page

COMM 481 Internship in Communication	4
Five of the following: COMM 222, 250, 300, 312, 320, 325, 326, 327, 333, 335, 336, 350; JOUR 210, 328, 333, 397, 435	20
TOTAL	**48**

Minor Requirements: Communication

COURSE NUMBER AND TITLE	SEM. HRS.
COMM 101 Introduction to Media Studies	4
JOUR 201 Introduction to Journalism	4
One course in communication or journalism at any level	4
Three courses in communication or journalism at the 300/400 level	12
TOTAL	**24**

COMMUNICATION COURSES (COMM)

101 Introduction to Media Studies (4) S

Introduces students to the role played by mass media in culture. Media institutions and technologies are examined in terms of their histories, economic and legal characteristics, and contemporary social influence. Offered each semester.

210 Audio Production Workshop (1)

Introduces students to fundamental aspects of a variety of audio applications, including field recording, studio recording, and multitrack production. Offered each spring.

221 Understanding Film (4) A

A survey of film as an artistic and cultural medium. The course explores film historically and aesthetically, considering aspects of film technology, style, narrative, genre, and ideology. Emphasis is placed on historically important films, filmmakers, and film movements, but contemporary trends are also addressed. Offered each semester.

222 Public Speaking (4)

An individualized introduction to the theory and practice of informative and persuasive speech communication. Extemporaneous speaking is explored in depth while impromptu and group communication are also examined. The communication model is stressed, including sender, receiver, message (verbal and non-verbal) channel, noise, and feedback. Offered each semester.

250 Digital Filmmaking I (4)

Introduces students to the techniques and traditions of fictional narrative filmmaking. Emphasis is placed on principles of visual storytelling and conventions of continuity and composition, videography, lighting, editing, and production management. Students also learn the fundamentals of screenwriting. Offered each semester.

300 Media Law and Ethics (4)

Examines the legal principles and regulatory structures, primarily in the areas of First Amendment law and copyright, governing print and electronic media. Additional discussion concerns ethical standards and potential ethical dilemmas faced by working media professionals. Prerequisites: COMM 101 and junior/senior status. Offered spring of even-numbered years.

312 The Art of Animation (4)

An in-depth look at the history of animation as a developing art form. The course also looks at animation as a reflection of culture and as a business. Prerequisite: COMM 101 or consent. Offered intermittently.

320 Experimental Film and Video (4)

Explores the history and theory of experimental film and video through lecture, discussion, reading, and screenings and through creative action. Students produce their own avant-garde videos as they learn the form's aesthetic heritage and contemporary developments. Offered in selected Winter Sessions.

321 Theories of Mass Communication (4)

An overview of the major theories that characterize the study of mass communication. Addresses both humanities and social sciences approaches and explores theory as a lens for conducting research. Students majoring in communication will typically take COMM 321 (Theories) in the fall and COMM 331 (Mass Communication Research Methods) in the spring of their junior or senior year. Prerequisites: COMM 101 and junior/senior status. Offered each fall.

325 Organizational Communication (4)

Examines all forms of communication in any profit or non-profit organization. Combines theory and practice to understand intended and unintended

messages. Topics include culture, networking, impact of technology, medium and channel, and rhetorical purpose. Offered each spring.

326 Persuasion and the Media (4)

An examination of the methods and techniques that advertisers use to persuade audiences. Prerequisites: COMM 101and junior/senior status or consent. Offered each fall.

327 Children and the Media (4)

A study of children as a media audience with a particular focus on contemporary televisual media. Attention is given to both prosocial and antisocial effects of the media. Prerequisite: COMM 101 or consent. Offered each spring.

328 Public Relations (4)

An introduction to the public relations and advertising profession with an emphasis on writing. Students examine the role of public relations and advertising in a free society and the demands and constraints, including ethical ones, placed upon them. They write background or briefing papers, press releases, informational and persuasive copy, and find promotable elements in products and services. Identical to JOUR 328. Offered each fall.

331 Mass Communication Research Methods (4)

Introduces mass communication research methods and includes field, survey, and experimental methods as well as content analysis. Prerequisite: junior/senior status. Offered each spring.

333 Special Topics in Media Studies (4)

An investigation of selected themes, genres, directors, periods, or topics in mass media and cultural studies. Sample topics include "American Silent Film," "The Movies of 1939," "The Films of the Coen Brothers," "Women and Film," "The Documentary Tradition," and "The Western." Prerequisite: COMM 101 or consent. May be repeated if the topic is different.

335 Christian Theology and Film (4) V,W

Explores how the fields of theology and film studies cross-fertilize each other, with special attention given to the ways in which film functions as religious discourse. Students investigate the historical evolution of film as a means of communicating theological doctrines or themes through its narrative patterns and analyze how religious and secular films can be constructed as cultural texts that advise not only how one should live, but what one should believe. Emphasizes the sermonic nature of film, various hermeneutics of film, and how audiences receive and appropriate both manifest and latent religious meanings. Prerequisite: ENG 105 with a grade of C or higher, 3 semester hours in communication, English, history, philosophy, or religious studies. Identical to RELST 335. Offered fall of odd-numbered years.

350 Digital Filmmaking II (4)

Expands on the concepts introduced in Digital Filmmaking I with students developing more artistically and technically sophisticated work. Covers fundamental disciplines such as videography, lighting, editing, audio, and production management in significant depth using professional-grade equipment. Students demonstrate their mastery through various exercises and a primary short film production project. Prerequisite: COMM 250. Offered spring of odd-numbered years.

411 Senior Seminar in Communication Studies (4) I,W

In-depth investigation into the art, history, culture, and ethics of various media through the lens of a particular topic. For example, students may explore the construct of celebrity or friendship as formulated, manufactured, and disseminated through mediated channels. Prerequisites: successful completion of ENG 105 with a grade of C or higher, COMM 101, and COMM 321. Offered each fall.

450 Documentary Film Production (4)

A guided individual study with primary focus on the production of a documentary short film. The production work will be supplemented by guided study in the history and theory of documentary film. Course enrollment is limited to one student per semester. Prerequisite: COMM 250 or consent. Offered selected semesters.

481 Internship in Communication (4)

A significant, practical learning experience for the student of communication and, as such, a required component of the program of studies. Students may complete one or two internships as part of the major. All internships must be approved by the program coordinator. Offered each semester.

JOURNALISM COURSES (JOUR)

201 Introduction to Journalism (4)

An introduction to the study of newsgathering, reporting, and writing across multiple media platforms, including ethical, legal, and stylistic concerns. Prerequisite: ENG 105 with a grade of C or higher. Offered each semester.

210 Journalism Workshop (2)

A practical workshop in which students contribute to The Marlin Chronicle, Virginia Wesleyan's student newspaper, as writers, designers, and photographers. Students are encouraged to discover and develop a specialty. Prerequisite: ENG 105 with a grade of C or higher or consent. Offered each semester.

328 Public Relations

An introduction to the public relations and advertising profession with an emphasis on writing. Students examine the role of public relations and advertising in a free society and the demands and constraints, including ethical ones, placed upon them. They write background or briefing papers, press releases, informational and persuasive copy, and find promotable elements in products and services. Identical to COMM 328. Offered each semester.

333 Special Topics in Journalism (4)

An investigation of selected topics in journalism. Sample topics include "Design and Editing," "Creative Nonfiction," and "Critical Writing." Prerequisite: JOUR 201. Offered when circumstances permit.

385 Editors in the Workshop (2)

An opportunity for editors of The Marlin Chronicle to superintend the professional performance of their sections. Editors run weekly budget meetings; make assignments; encourage, assist, and evaluate staff; and produce a responsible, quality publication. May be repeated for credit. Prerequisite: consent. Offered each semester.

397 Feature Writing (4)

Students pursue the principles of researching, interviewing, and writing several different kinds of feature stories, including editorials, columns, and lifestyle pieces. Special topics include sports, travel, food and humor. Prerequisite: JOUR 201 or consent.

435 Advanced Newswriting (4) W

An advanced course in the collection and reporting of news in which students are expected to demonstrate independence and initiative in their work. Each student learns to develop a beat and make use of sources. Emphasis is placed on skepticism. Prerequisite: ENG 105 with a grade of C or higher and JOUR 201.

COMPREHENSIVE LIBERAL STUDIES

DR. CLAY DREES, Program Coordinator

The Comprehensive Liberal Studies major (CLS) offers students the opportunity to design an individual program of study that reflects the interdisciplinary nature of the liberal arts. Unlike the departmental majors, this major allows students to create a unique major that integrates studies in all three academic divisions of the college in a coherent program with a clear intellectual focus.

The major consists of 44 semester hours chosen from courses in the three academic divisions. Each student's program must adhere to the following guidelines:

- Sixteen semester hours must be taken in each of two academic divisions, while 12 semester hours must be taken in a third academic division.
- At least 24 of the 44 total semester hours in the major must be taken at the 300/400 level. These 24 upper-level semester hours must be distributed across at least two academic divisions.
- Four of the 24 required 300/400 level semester hours must be taken in a course designated "Senior Integrative Experience" in VWC's General Studies program, with a copy of the major SIE project submitted to the CLS director upon completion of that course.
- No more than half of the semester hours from courses in any one division may be taken in the same department or discipline.
- One interdisciplinary course designated INST may be included in the major and counted either as a humanities or social sciences course. An INST course may not be counted in the major as a natural sciences and mathematics course.
- At least one laboratory science course must be included as part of the major.
- English and foreign language courses taken to satisfy core requirements in the Program of General Studies may not be included in the major, but courses satisfying other General Studies requirements may be included.
- A 2.5 grade point average in all courses included in the CLS is required for graduation.

A student wishing to declare the CLS major must file a Declaration of Major form with the Office of the Registrar at least two semesters before graduation, summer not counting as a semester. In addition, a contract outlining the plan of study must be worked out in close consultation with an academic advisor, who may be a full-time faculty member from any one of the three academic divisions. This contract must

include (1) a list of the courses the student plans to take and include in the proposed CLS major; and (2) an essay explaining the student's goals and reasons for choosing the CLS major and articulating a unifying theme that will define and give clear direction to the major; and (3) a statement identifying courses that will be used to fulfill the college's requirements for oral communication competence computer proficiency and showing how those courses will fulfill these requirements.

The contract must be approved by the student's faculty advisor and by the Director of the CLS major, who sign the completed contract, which is kept on file by the advisor. The contract may be renegotiated if the courses listed become unavailable, but any changes must be approved by the student, the advisor and the CLS director.

Finally, students completing the CLS course of study are required to write a reflective essay, to be composed and approved by the CLS director during the final semester of attendance at VWC. The essay will review the goals and unifying intellectual theme of the major as stated in the declaration essay and will explore in some detail how the goals and themes of the major have been realized.

COMPREHENSIVE LIBERAL STUDIES—CURRICULAR EMPHASIS

Dr. Karen Bosch, Program Coordinator

Students seeking teacher licensure with endorsement in Elementary Education (preK-6), Special Education: General Curriculum (K-12), and Middle Education (6-8) complete a major that reflects the interdisciplinary and interdependent nature of the liberal arts. The Comprehensive Liberal Studies major allows licensure candidates in the above areas to pursue studies in the college's three academic divisions while meeting the competencies of teachers recommended in the Virginia Board of Education's *Regulations Governing the Review and Approval of Education Programs in Virginia*. A 2.5 GPA in the major is required for graduation and recommendation for licensure. Students seeking licensure with an endorsement in elementary, special education, or middle education must also complete the professional education coursework outlined in the Education section of the VWC Catalog.

Major Requirements: Comprehensive Liberal Studies—Curricular Emphasis

COURSE NUMBER AND TITLE	SEM. HRS.
HUMANITIES DIVISION	
ENG 222 Teaching Grammar & Writing	4
ENG 317 Children's Literature	4
COMM 325* Organizational Communications	4
One of the following: ARTH 341 American Art ARTH 351 19th Century Art History CLAS 360 Classical Virginia 300/400-level History course	4
SOCIAL SCIENCES DIVISION	
GEOG 111 Physical Geography	4
HIST 111 World History to A.D. 1600	4
HIST 116 History of the United States	4
POLS 335 American Government	4
MBE 100 Introduction to Economics	4
NATURAL SCIENCES & MATHEMATICS DIVISION	
PHSC 100 Introduction to Physical Science	4
BIO 100 World of Biology	4
One of the following: EES 130, 131, 132, 133	4
MATH 210 Introductory Statistics	4
MATH 325 Theory of Elementary Mathematics	4
TOTAL	**56**

*COMM 222 may be used to satisfy the Virginia Board of Education communication competencies. Students choosing to do so must substitute a 300/400-level humanities or approved Interdisciplinary Studies course to fulfill graduation requirements.

COMPREHENSIVE LIBERAL STUDIES—CURRICULAR EMPHASIS: MIDDLE EDUCATION (6-8)

Students seeking teacher licensure with endorsement in Middle Education (6-8) complete a major that reflects the interdisciplinary and interdependent nature of the liberal arts. The Comprehensive Liberal Studies–Curricular Emphasis (CLSCE) major allows licensure candidates in Middle Education (6-8) to pursue studies in the college's three academic divisions while meeting the competencies of teachers recommended in the Virginia Board of Education's *Regulations Governing the Review and Approval of Education Programs in Virginia*. Students seeking endorsement in Middle Education must also complete one 21-hour content area from English, mathematics, history and social sciences, or science. A 2.5 GPA in the major is required for graduation and recommendation for licensure. Students seeking licensure with an endorsement in Middle Education (6-8) must complete the professional education coursework outlined in the Education section of the VWC Catalog.

COURSE NUMBER AND TITLE	SEM. HRS.
HUMANITIES DIVISION	
COMM 222 Public Speaking	4
ENG 222 Teaching Grammar & Writing	4
ENG 315 The Experience of Poetry	4
ENG 318 Adolescent Literature	4
One of the following: ARTH 341 American Art ARTH 351 19th Century Art History CLAS 360 Classical Virginia 300/400-level History course (H designation)	4
SOCIAL SCIENCES DIVISION	
GEOG 111 Physical Geography	4
HIST 111 World History to A.D. 1600	4
HIST 112 World History: The Modern Era	4
HIST 116 History of the United States	4
POLS 335 American Government	4
MBE 100 Introduction to Economics	4
NATURAL SCIENCES & MATHEMATICS DIVISION	
PHSC 100 Introduction to Physical Science	4
BIO 100 World of Biology	4
One of the following: EES 130, 131, 132, 133	4
MATH 210 Introductory Statistics	4
MATH 325 Theory of Elementary Mathematics	4
TOTAL	**64**

COMPUTER SCIENCE

(See Mathematics and Computer Science)

CRIMINAL JUSTICE

(See Sociology/Criminal Justice)

EARTH AND ENVIRONMENTAL SCIENCES

Dr. J. Christopher Haley
Dr. Elizabeth G. Malcolm, Program Coordinator
Dr. Garry E. Noe
Dr. Maynard H. Schaus, Division Chairperson

Earth and environmental sciences is a multidisciplinary field that addresses the interactions between humans and the environment. Study in this field includes an understanding of the basic principles that govern geological, biological, and chemical

interactions, as well as the applied context of developing solutions to current environmental problems. The earth and environmental sciences curriculum is designed to provide a solid foundation in both earth science and environmental science and to support coursework in chemistry and biology. The B.A. program is designed to provide a broad background in the fundamentals of earth science for students who plan careers in secondary education, business, law, and other areas, or wish to pursue a double major. The B.S. program is intended for students who plan graduate work in earth or environmental sciences and thus require additional upper-level EES courses and additional preparation in mathematics. Those seeking secondary certification in Earth Science must take PHYS 142 and either EES 210 or 340.

Major Requirements:
Earth and Environmental Sciences (B.A.)

COURSE NUMBER AND TITLE	SEM. HRS.
EES 131 Physical Geology with Laboratory	4
EES 133 Environmental Geology with Laboratory	4
BIO 131 Principles of Biology I: Evolution & Ecology	4
CHEM 120 Introductory Chemistry	4
One of the following: CHEM 210 Analytical Chemistry EES/CHEM 270 Environmental Chemistry CHEM 200 Inorganic Chemistry CHEM 221 Organic Chemistry I	4
EES 200 Oceanography **OR** EES 210 Meteorology	4
EES/CHEM 450 Biogeochemistry	4
At least 16 hours of the following: EES 250, 300, 320, 330, 340, 400, 410, 470, 489	16
One of the following: BIO 316, 320, 355, 435, 482	4
TOTAL	**48**

Major Requirements:
Earth and Environmental Sciences (B.S.)

COURSE NUMBER AND TITLE	SEM. HRS.
EES 131 Physical Geology with Laboratory	4
EES 133 Environmental Geology with Laboratory	4
BIO 131 Principles of Biology I	4
CHEM 120 Introductory Chemistry	4
One of the following: CHEM 210 Analytical Chemistry EES/CHEM 270 Environmental Chemistry CHEM 200 Inorganic Chemistry CHEM 221 Organic Chemistry I	4
EES 200 Oceanography **OR** EES 210 Meteorology	4
EES 300 Introduction to Geographic Information Systems	4
EES 320 Energy and the Environment	4
EES 330 Geology of Mountain Belts	4
EES 340 Climatology **OR** EES 410 Watershed Hydrology	4
BIO/EES 316 General Ecology	4
EES/CHEM 450 Biogeochemistry	4
At least 8 hours of the following: EES 330, 340, 400, 410, 489; BIO 320, 355, 482; CHEM 210, 270, 200, 221	8

See continuation of choices next page

Chart continued from previous page

Two of the following: PHYS 221 University Physics I MATH 210 Introductory Statistics MATH 172 Calculus II MATH 274 Ordinary Differential Equations MATH 310 Introduction to Statistical Modeling	8
TOTAL	**64**

Minor Requirements:
Earth and Environmental Sciences

COURSE NUMBER AND TITLE	SEM. HRS.
One of the following: EES 130 Physical Geology without Laboratory EES 131 Physical Geology with Laboratory EES 132 Environmental Geology without Laboratory EES 133 Environmental Geology with Laboratory	4
EES 200 Oceanography **OR** EES 210 Meteorology	4
EES 270 Environmental Chemistry **AND/OR** Any 300/400-level courses	12
TOTAL	**20**

Minor Requirements: Marine Science

COURSE NUMBER AND TITLE	SEM. HRS.
EES 200 Oceanography	4
BIO 355 Marine Biology	4
Select three courses from the following: BIO 354 Marine Invertebrate Evolution BIO 373 Invertebrate Zoology BIO 475 Natural and Social History of the Chesapeake Bay BIO or EES 489 Research in the Natural Sciences* EES 300 Introduction to Geographic Information Systems EES 340 Climatology EES 450 Biogeochemistry	12
TOTAL	**20**

*Course requires approval from the department coordinator of either Biology or Earth and Environmental Sciences to ensure marine science related content.

EARTH AND ENVIRONMENTAL SCIENCES COURSES (EES)

130 Physical Geology without Laboratory (4)

Identical to EES 131 but with web-based assignments in lieu of a formal laboratory. Intended for those interested in learning about geology but who do not wish to take a lab, especially those pursuing teaching certification. Students intending to major in EES should take EES 131. Offered each fall.

131 Physical Geology with Laboratory (4) L

Investigates the materials and processes that characterize the interior of our dynamic and ever-changing planet. Topics include rocks and minerals, volcanism, earthquakes, the origin of mountains, the vastness of geologic time, and the unifying theory of plate tectonics. Intended for those seeking laboratory general studies credit and/or those interested in pursuing a major in EES. Offered each fall semester and occasional spring semesters.

132 Environmental Geology without Laboratory (4)

Identical to EES 133 but with web-based assignments in lieu of a formal laboratory. Intended for those interested in learning about environmental geology but who do not wish to take a lab, especially those pursuing teaching certification. Students intending to major in EES should take EES 133. Offered each spring.

133 Environmental Geology with Laboratory (4) L

Investigates the interaction between people and the earth. Acquaints students with issues surrounding the origin, distribution, and exploitation of water, mineral, and energy resources. Natural hazards and their mitigation and issues surrounding Earth's climate are investigated. Intended for those seeking laboratory general studies credit and/or those interested in pursuing a major in EES. Offered each spring.

200 Oceanography (4) L

Explores the geology of the ocean basins and the physical and chemical nature of seawater. Topics studied include ocean waves, tides, and currents. Links between the oceans and the atmosphere are explored with special emphasis on the effect of oceans on climate, El Nino, and climate change. Lecture three hours, laboratory three hours each week. Designed for science and non-science majors. Prerequisite or corequisite: math placement level H, A, or B, or MATH 104 or 105. Offered each fall.

210 Meteorology (4) L

An introduction to the atmosphere and the science behind weather phenomena such as clouds, hurricanes, and tornadoes. Students practice weather forecasting, use meteorological instrumentation, and analyze global meteorological datasets. Designed for science and non-science majors. Prerequisite or corequisite: math placement level H, A, or B, or MATH 104 or 105. Lecture three hours, laboratory three hours each week. Offered each spring.

250 Field Experiences in Earth and Environmental Sciences (2 or 4)

Provides students with an intensive field experience in selected habitats as they conduct studies to examine various geological sites and sample particular habitats. May be repeated for credit as topics change. Does not fulfill the Natural Science requirement for Latin honors. Lab fee. Prerequisite: consent. Offered in selected Winter Sessions or summers on demand.

270 Environmental Chemistry (4)

An exploration of the earth system and human perturbations to that system from a chemical perspective. Topics covered include ozone depletion, persistent organic pollutants, wastewater treatment, and toxicity of environmental contaminants. Laboratory exercises give students experience in environmental sampling and analysis. Prerequisites: CHEM 120. Lecture three hours, laboratory three hours each week. Identical to CHEM 270. Offered fall of odd-numbered years.

300 Introduction to Geographic Information Systems (4)

Introduces the computer-literate student to the underlying theory and practical applications of Graphic Information System (GIS) technology. Lectures are interwoven with hands-on computer exercises that illustrate the principles, develop technical competence, and demonstrate the versatility of GIS. Individualized projects reinforce concepts and help students acquire the knowledge and confidence required to use GIS outside the classroom. Does not fulfill any requirements for Latin honors. Prerequisites: math placement level H, A, or B, and junior/senior status, or MATH 104 or 105, or consent. Offered fall of even-numbered years.

316 General Ecology (4) W

A study of the interrelationships between organisms and their environment. Topics will range from the individual level to the global scale, including both basic and applied ecological topics. Prerequisites: BIO 131, successful completion of ENG 105 with a grade of C or higher, and sophomore status or higher. Identical to BIO 316.

320 Energy and the Environment (4)

An introduction to the fundamental physical concepts underlying energy, its conversion, and its impact on the environment. Topics include fossil fuels, nuclear-fueled power plants, renewable forms of energy, pollution, and energy conversion. Prerequisite: math placement level H or A, or MATH 135. Offered fall of odd-numbered years.

330 Geology of Mountain Belts (4)

An introduction to the disciplines of stratigraphy and structural geology, focusing on mountain belts as case studies. Topics include the observation, description and interpretation of the sedimentary record; the measurement and analysis of folds, faults and other features associated with tectonic uplift; and the tectonic history of the Appalachians. Prerequisites: EES 124/125 or EES 130/131 or consent. Lecture three hours, laboratory three hours each week. Includes at least two required field trips to key locations in the central Appalachians. Offered spring of even-numbered years.

340 Climatology (4) W

An examination of the earth's climate system and the science of climate change. Topics include the dynamics and feedbacks of the climate system, ocean and biosphere influences on climate, reconstruction of past climate, predications of future climate, and human influences on global and regional weather patterns. Prerequisites: ENG 105 with a grade of C or higher, and EES 200 or EES 210. Offered fall of even-numbered years.

375 Topics In Tropical Biology (4)

An intensive field experience in neotropical ecosystems (rainforests, coral reefs, mangroves, caves, etc.). Descriptive studies of local flora and fauna will be combined with an in-depth investigation of a topic of interest. Field activities will include moderately strenuous exercise under a variety of weather conditions. Destinations my include Belize, Costa Rica, Trinidad, or other tropical sites. Course fee required. Identical to BIO 375. Prerequisite: BIO 131 and consent. Offered in select winter sessions.

400 Scanning Electron Microscopy (SEM) (2 or 4)

Introduces the broad research applications of SEM. Topics include sample preparation, critical point drying, sputter coating, imaging, and x-ray microanalysis. Includes weekly hands-on training with the SEM and completion of an independent research project. Identical to BIO 400. Prerequisites: junior/senior status and consent. Offered in select terms.

410 Watershed Hydrology (4)

An introduction to the underlying theory and practical applications of water science at the watershed scale. Lectures include brief in-class exercises and problems that illustrate hydrologic principles. Prerequisites: EES 132 or ESS 133 and math placement H or A, or MATH 135. Offered spring of even-numbered years.

425 The Age of Oil (4) I

Explores all aspects of oil: its chemistry and origin; how we find it and turn it into myriad products; the influence that cheap, abundant oil has had on our society; and its role in politics and war. Environmental effects and the questions about the future supply will also be considered. Prerequisites: senior status or consent. Offered when circumstances permit.

450 Biogeochemistry (4)

Explores the connections among the atmosphere, hydrosphere, lithosphere, and biosphere through exploration of global cycling of nutrients and pollutants. Students investigate these biogeochemical cycles through analysis of primary research articles, field measurements, chemical analysis, and a self-designed research project. Prerequisites: senior status and any 200 level Chemistry course. Lecture three hours, laboratory three hours each week. Identical to CHEM 450. Offered each spring.

470 Internship in the Natural Sciences (2 or 4)

An intensive study of a specific field of science through an on-site field experience. Internships involve hands-on opportunities in the sciences that are relevant to the chosen site. Students may enroll for 2 or 4 semester hours in a given semester. A minimum of 80 hours devoted to the internship is expected for 2 semester hours, and a minimum of 160 hours is expected for 4 semester hours, but some placements may require more time. Students must coordinate their internship placement with the supervising faculty member at least two months prior to placement. Pass/fail grading. Prerequisites: junior/senior status and consent. Offered each semester and most Winter Sessions (2 semester hours only).

489 Research in the Natural Sciences (2 or 4)

Offers students the opportunity to conduct original scientific research in an area of interest. Students work closely with one or more members of the natural science faculty to develop and conduct a research project, then present their findings orally during the semester's undergraduate research symposium and as a formal research paper. Students are encouraged to present their findings at a conference. Prerequisite: junior/senior status and a major in the natural sciences, prior approval by the project advisor, and consent of the instructor. Students may enroll for 2 or 4 hours in a given semester. May be repeated for a maximum total of 8 semester hours. Identical to BIO 489, CHEM 489, CS 489, and MATH 489. Offered each semester and most Winter Sessions (2 semester hours only).

ECONOMICS

(See Business)

EDUCATION/ SPECIAL EDUCATION

DR. B. MALCOLM LIVELY, Director of Teacher Education, Program Coordinator
MRS. MARY JO KARLIS, Coordinator of Accreditation
DR. HILVE A. FIREK
DR. WILLIAM MCCONNELL
DR. JAYNE E. SULLIVAN
MS. DEBRA FITZGERALD, Coordinator of Clinical Experiences

Virginia Wesleyan College is known for excellence in preparing classroom teachers. The Professional Education Program provides the highest quality of

teaching methodology and disciplinary preparation in the content areas. Unique features of the program include a comprehensive liberal arts education, early field experiences, strong mentoring by faculty and staff, and the development of area school partnerships through advisory committees and school division contacts. The program is reviewed periodically by the Virginia Department of Education and approved by the Virginia Board of Education. All programs fulfill the curricular requirements detailed in the *Regulations Governing the Review and Approval of Education Programs in Virginia*. Career assistance is provided to all candidates who successfully complete one of the approved programs.

Admission to the Professional Education Program

Students interested in becoming teachers must formally apply for admission to the Professional Education Program. Packets for admission are distributed in INST 202, EDUC 225 and EDUC 230 classes and are also available in Pruden 102. The packets are to be completed and submitted to the Education Department Administrative Assistant in Pruden 102 before the end of your sophomore year, and definitely one semester before enrolling in 300 level classes.

Students interested in teacher certification will not be allowed to register for upper level (300+) professional education courses until they are admitted into the Professional Education Program. Transfer students must complete and submit the packet for admission by the ***end of their first semester*** of coursework at VWC.

Specifically, students will not be able to continue with Education Coursework beyond INST 202, INST 203, EDUC 230 and EDUC 225 or PSY 205 until admitted to the Professional Education Program. Transfer students will not be able to continue with education courses beyond the first semester of attendance until admitted to the Professional Education Program. The 300/400-level education courses will be "Consent Only."

When the completed packet for admission is received, a committee will determine acceptance into the Professional Education Program. A letter will be sent to confirm acceptance. The teacher education candidates must fulfill the following requirements listed below:

A. Achieve passing scores on Praxis Core I test or SAT/ACT equivalent, or passing scores on VCLA and Praxis Core I Math.
B. Complete EDUC 230—Observation In School Settings.
C. Maintain a cumulative GPA of at least 2.5 at the time of application.
D. Achieve a grade of C or better in ALL Professional Education courses.
E. For the CLSCE major and Secondary History and Social Science major, candidates must complete the Civics Education Module found at following link: http://www.civiceducationva.org and submit certification of completion.
F. All candidates must complete the Child Abuse and Neglect module found at the following link: http://www.dss.virginia.gov/family/cps/mandated_reporters/cws5691/index.html and submit certification of completion.

Following admission to the Professional Education Program, a teacher candidate is required to complete the following requirements prior to the student teaching semester to remain in good standing with the department:

- Maintain the required GPA in your major. GPA requirement for the Comprehensive Liberal Studies major is 2.5.
- Grades of C or better in **ALL** Professional Education courses.
- Pass Praxis II prior to the start of student teaching.
- All candidates must complete a CPR-AED-First Aid Training course and submit certification of completion.
- *Elementary/Special Education ONLY:*
  Pass the Reading for Virginia Educators (RVE) assessment upon completion of EDUC 320 and EDUC 321.
  NOTE: Passing scores on VCLA, Praxis II, and RVE (where applicable) are required for licensure by the Virginia Department of Education.

Elementary Education Program

The student seeking elementary teacher certification completes the Comprehensive Liberal Studies major, along with the required general studies courses and the sequence of professional education courses. Careful coordination of these three sets of requirements is essential if the course of study is to be completed in four years. This program prepares the successful candidate for licensure with an endorsement in elementary education preK-6.

Elementary Education Program (preK-6)

COURSE NUMBER AND TITLE	SEM. HRS.
INST 202 The School & Society	4
EDUC 230 Observation in School Settings	1
INST 203 Applied Technology for Innovative Instruction	4

See continuation of choices next page

Chart continued from previous page

EDUC 225 Characteristics of the Learner	4
SPED 371 Foundations/Legal/Ethical Issues in Special Education	4
EDUC 320 Teaching Reading & Language Arts	4
EDUC 321 Literacy Development & Assessment	4
EDUC 366 Classroom Management & Teaching Strategies	4
EDUC 329 Curriculum & Instruction PreK-6	4
EDUC 330 Elementary Practicum	1
INST 482 Issues in Education	4
EDUC 434 Elementary Preservice Teaching I	8
EDUC 435 Elementary Preservice Teaching II	8
TOTAL	**54**

Special Education: General Curriculum (K-12)

The student seeking teacher certification in special education completes the Comprehensive Liberal Studies major, along with the required general studies courses and the sequence of professional education courses. Careful coordination of these three sets of requirements is essential if the course of study is to be completed in four years. This program prepares the successful candidate for licensure with an endorsement in Special Education: General Curriculum K-12.

Special Education: General Curriculum (K-12)

COURSE NUMBER AND TITLE	SEM. HRS.
INST 202 The School & Society	4
EDUC 230 Observation in School Settings	1
INST 203 Applied Technology for Innovative Instruction	4
PSY 205 Lifespan Developmental Psychology	4
EDUC 320 Teaching Reading & Language Arts	4
EDUC 321 Literary Development & Assessment	4
EDUC 364 Classroom Management & Teaching Strategies	2
SPED 371 Foundations/Legal/Ethical Issues in Special Education	4
INST 482 Issues in Education	4
SPED 376 Assessment & Management of Instruction in Special Education	4
SPED 382 Transition in Special Education	2
SPED 384 Curriculum & Instruction K-12	4
SPED 385 Curriculum & Instruction K-12 Practicum	1
SPED 438 Special Education Preservice Teaching I	8
SPED 439 Special Education Preservice Teaching II	8
TOTAL	**58**

Middle Education Program (6-8)

The student seeking certification in Middle Education (6-8) completes the Comprehensive Liberal Studies major, along with the required general studies courses and the sequence of professional education courses. Additionally, the student must complete one 21-hour content area from English, mathematics, history and social science, or science. The middle education program prepares the successful candidate for licensure with an endorsement in Middle Education 6-8.

COURSE NUMBER AND TITLE	SEM. HRS.
INST 202 The School & Society	4
EDUC 230 Observation in School Settings	1
INST 203 Applied Technology for Innovative Instruction	4
PSY 205 Lifespan Developmental Psychology	4

See continuation of choices next page

Chart continued from previous page

SPED 370 Foundations in Special Education	2
EDUC 320 Teaching Reading & Language Arts	4
EDUC 319 Content Area Reading and Writing	4
EDUC 366 Classroom Management & Teaching Strategies	4
EDUC 375 Middle and Secondary Teaching Methods	4
EDUC 340 Middle and Secondary Practicum	1
EDUC 436 Middle Education Preservice Teaching I	8
EDUC 437 Middle Education Preservice Teaching II	8
TOTAL	**48**

Secondary Education Program (6-12) and Visual Arts, Foreign Language, Vocal/Choral, Theatre Arts (PreK-12)

The student seeking certification in a specific subject at the secondary level or in visual arts, a foreign language, vocal/choral, theatre arts at any level completes the state-approved version of the academic major (biology, chemistry, earth and environmental sciences, English, history and social science, or mathematics; art, French, German, or Spanish) along with the required general studies courses, VDOE requirements ENG 222 and COMM 222, and the sequence of professional education courses. The secondary program prepares the successful candidate for licensure with an endorsement in one of the above areas.

Secondary Education Program (6-12) and Visual Arts, Foreign Language, Vocal/Choral, Theatre Arts (preK-12)

COURSE NUMBER AND TITLE	SEM. HRS.
INST 202 The School & Society	4
EDUC 230 Observation in School Settings	1
INST 203 Applied Technology for Innovative Instruction	4
EDUC 225 Characteristics of the Learner	4
SPED 370 Foundations in Special Education	2
EDUC 319 Content Area Reading & Writing	4
EDUC 366 Classroom Management and Teaching Strategies	4
EDUC 375 Middle & Secondary Teaching Methods	4
EDUC 340 Middle and Secondary Practicum:	1
EDUC 445 Secondary Preservice Teaching I	8
EDUC 446 Secondary Preservice Teaching II	8
TOTAL	**44**

EDUCATION COURSES (EDUC)

225 Characteristics of the Learner (4)

A course in human growth and development from birth through adolescence. Students learn about the physical, social, emotional, and intellectual development of children and how to use this knowledge to guide learning experiences and relate meaningfully to students. Includes discussion of social and individual differences that affect interaction including developmental disabilities, attention deficit disorders, gifted education, substance abuse, child abuse, and family disruptions. Offered each semester.

230 Observation in School Settings (1)

An observational field experience designed to acquaint potential education candidates with the role of teachers and the workings of schools. Placements are in diverse school settings. Required for admission to the Education Program. Pass/fail grading. Offered each semester.

319 Content Area Reading and Writing (4)

Provides prospective middle and secondary teachers with skills and strategies to lead students to become independent learners in all content areas. Emphasizes effective teaching of content using a repertoire of strategies for literal, inferential, critical, and evaluative comprehension; fostering appreciation of a variety of literature and the importance of independent reading; and using writing to evaluate and accelerate learning. Prerequisite: consent only. Offered each fall.

320 Teaching Reading and the Language Arts (4)

Provides prospective elementary and middle education teachers with content skills that include oral language, reading, writing, and literature. Provides observation and instruction in an elementary school. All lesson plans made by students focus on Virginia Standards of Learning and assessment strategies. Prerequisites: EDUC 225, INST 202 and consent. Offered each semester.

321 Literacy Development and Assessment (4) W

Provides prospective elementary teachers with strategies for ongoing classroom assessment, diagnosis, and remediation of reading skills using both informal and standardized assessment tools. Focuses on developing proficiency in a wide variety of comprehension strategies, including fluency and vocabulary development, appreciation for a variety of literature, and independent reading, as well as the ability to promote progress with Virginia Standards of Learning end-of-course assessments. Includes instructional techniques to assist students with disabilities to achieve reading and comprehension skills. Prerequisites: successful completion of ENG 105 with a grade of C or higher, EDUC 320 and consent. Offered each spring.

329 Curriculum and Instruction PreK-6 (4)

Provides elementary teacher candidates with an understanding of the principles of learning; the application of skills in discipline-specific meth odology; communication processes; selection and use of materials, including media and computers; and evaluation of pupil performance including interpreting and analyzing valid assessments to make teaching decisions. Includes teaching methods for English language learners, gifted and talented students, and students with disabling conditions (PreK-6), and promotes student progress and preparation for the Virginia Standards of Learning assessments. Students learn methods of improving communication and involvement between schools and families, including the Foundation Blocks for Early Learning. Prerequisite: INST 202, EDUC 225, and consent. Offered each fall.

330 Elementary Practicum (1)

A teaching practicum that provides an opportunity to apply teaching methods, practice skills in teaching specific subjects, and learn how to implement classroom management strategies. The placements are in diverse school settings. A supervised field experience in a primary classroom is provided. The student must request a placement from the Coordinator of Clinical Experiences early in the registration process. Prerequisites: INST 202, EDUC 225, EDUC 320 and consent. Prerequisite/ corequisite: EDUC 329. Offered each fall.

340 Middle and Secondary Practicum (1)

A teaching practicum that provides an opportunity to apply teaching methods, practice skills in teaching specific subjects, and learn how to implement classroom management strategies in middle grades (6-8) and secondary classrooms. Students majoring in art, foreign languages, vocal/choral, and theatre arts (preK-12) teacher certification also enroll in this practicum. The placements are in diverse school settings. The student must request a placement from the Coordinator of Clinical Experiences early in the registration process. Prerequisite/Corequisite: EDUC 375 and consent only. Offered each fall.

348 Perspectives on Mathematics & Science Initiatives (4)

Critically examines mathematics and science initiatives, starting with educational standards from their origins in these disciplines to their incorporation into the social and political realm and the resulting effects on mathematics and science curricula and pedagogy. Includes demonstration and application of current pedagogical activities. Prerequisites: Q course from mathematics, and L course from natural sciences; admission to education program. Offered on demand.

364 Classroom Management and Teaching Strategies (2)

Provides Special Education General Curriculum K-12 teacher candidates with classroom management content and skills that create positive classroom behavioral supports through strategies, effective teacher behaviors, and student assessments and interventions. Candidates develop a classroom management plan. Prerequisite: PSY 205, special education candidates only, and consent. Offered on demand.

366 Classroom Management and Teaching Strategies (4)

Provides teacher candidates with classroom management content and skills that create positive classroom behavioral supports through strategies, effective teacher behaviors, and student assessments and interventions. Candidates develop a classroom management plan. A required 10-hour field experience assignment supports the application of the management skills. Prerequisite/Corequisite: EDUC 225 and consent only. Offered each semester.

375 Middle and Secondary Teaching Methods (4)

A course in middle and secondary curriculum and instructional strategies. Emphasizes principles of learning; construction and interpretation of valid assessment instruments; analysis of data to improve student performance; the relationship among assessment, instruction, and student achievement; integration of technology; communication between schools, families, and communities. Students majoring in art, foreign languages, vocal/choral, and theatre arts (preK-12) teacher certification also enroll in this course. Prerequisite: consent only. Corequisite: EDUC 340. Offered each fall.

434 Elementary Preservice Teaching I (8)

A preservice teaching experience in grades 1-3. Student teaching I and II provide over 300 clock hours and 150 hours of direct instruction. The placements are in diverse school settings. The student must request a placement from the Coordinator of Clinical Experiences the semester before student teaching. Includes an on-campus seminar. Prerequisite: consent and admission to the Education Program. Offered each semester.

435 Elementary Preservice Teaching II (8)

A preservice teaching experience in grades 4-5. The student teaching I and II provide over 300 clock hours and 150 hours of direct instruction. The placements are in diverse school settings. The student must request a placement from the Coordinator of Clinical Experiences the semester before student teaching. Includes an on-campus seminar. Prerequisite: consent and admission to the Education Program. Offered each semester.

436 Middle Education Preservice Teaching I (8)

A preservice teaching experience in grade 6. Student teaching I and II provide over 300 clock hours and 150 hours of direct instruction. The placements are in diverse school settings. The student must request a placement from the Coordinator of Clinical Experiences the semester before student teaching. Includes an on-campus seminar. Prerequisite: consent and admission to the Education Program. Offered each semester.

437 Middle Education Preservice Teaching II (8)

A preservice teaching experience in grades 7-8. Student teaching I and II provide over 300 clock hours and 150 hours of direct instruction. The placements are in diverse school settings. The student must request a placement from the Coordinator of Clinical Experiences the semester before student teaching. Includes an on-campus seminar. Prerequisite: consent and admission to the Education Program. Offered each semester.

445 Secondary Preservice Teaching I (8)

A preservice teaching experience in grades 6-8. Student teaching I and II provide over 300 clock hours and 150 hours of direct instruction. The placements are in diverse school settings. The student must request a placement from the Coordinator of Clinical Experiences the semester before student teaching. Includes an on-campus seminar. Prerequisite: consent and admission to the Education Program. Students majoring in art, foreign language, vocal/choral, and theatre arts for preK-12 teacher certification also enroll in EDUC 445/446. Offered each semester.

446 Secondary Preservice Teaching II (8)

A preservice teaching experience in grades 9-12. Student teaching I and II provide over 300 clock hours and 150 hours of direct instruction. The placements are in diverse school settings. The student must request a placement from the Coordinator of Clinical Experiences the semester before student teaching. Includes an on-campus seminar. Prerequisite: consent and admission to the Education Program. Students majoring in art, foreign language, vocal/choral, and theatre arts for preK-12 teacher certification also enroll in EDUC 445/446. Offered each semester.

461 Elementary Preservice Teaching I (4)

A preservice teaching experience for degreed students in grades 1-3. The student teaching I and II provide over 300 clock hours and 150 hours of direct instruction. The placements are in diverse school settings. Students must request a placement from the Coordinator of Clinical Experiences the semester before student teaching. Includes an on-campus seminar. Prerequisite: consent and admission to the Education Program. Offered each semester.

462 Elementary Preservice Teaching II (4)

A preservice teaching experience for degreed students in grades 4-6. The student teaching I and II provide over 300 clock hours and 150 hours of direct instruction. The placements are in diverse school settings. The student must request a placement from the Coordinator of Clinical Experiences the semester before student teaching. Includes an on-campus seminar. Prerequisite: consent and admission to the Education Program. Offered each semester.

463 Secondary Preservice Teaching I (4)

A preservice teaching experience for degreed students in grades 6-8. The student teaching I and II provide over 300 clock hours and 150 hours of direct instruction. The placements are in diverse school settings. The student must request a placement from the Coordinator of Clinical Experiences the semester before student teaching. Includes an on-campus seminar. Prerequisite: consent and admission to the Education Program. Students majoring in art and foreign language for K-12 certification enroll in EDUC 463 and 464. Offered each semester.

464 Secondary Preservice Teaching II (4)

A preservice teaching experience for degreed students in grades 9-12. The student teaching I and II provide over 300 clock hours and 150 hours of direct instruction. The placements are in diverse school settings. The student must request a placement from the Coordinator of Clinical Experiences the semester before student teaching. Includes an on-campus seminar. Prerequisite: consent and admission to the Education Program. Offered each semester.

480 Field Experience in Education (1)

Involves working with students in special programs. The experience helps prospective teachers learn about students outside the usual formal school environment. An AVID program placement is possible. Pass/fail grading. Prerequisite: consent. Offered on demand.

SPECIAL EDUCATION COURSES (SPED)

370 Foundations in Special Education (2)

Provides a foundation for educating secondary students with disabilities. Covers historical perspectives, normal development patterns, medical aspects of disabilities, family influence, and ethical issues; along with definitions, characteristics, and learning and behavioral support needs of disabilities students. Provides knowledge of legal and regulatory requirements and the expectations associated with identification, education, and evaluation of students with disabilities. Prerequisite: consent only. Offered each spring.

371 Foundations/Legal/Ethical Issues in Education (4) V

Provides an introduction and overview of the field of special education including the definition, identification, and characteristics of those that are disabled. Students with ADHD and gifted abilities are emphasized. Also includes historical perspectives, models, theories, and trends that provide the basis for general and special education practice including the dynamic influence of the family system, cultural/environmental millieu pertinent to students, the understanding of ethical issues, and the practice of acceptable standards of professional behavior. Students taking this course will also gain an understanding of the legal aspects, regulatory requirements, and expectations associated with identification, education, and evaluation of all students. The rights and responsibilities of parents, students, and schools will also be a focus of this course. Prerequisite: consent only. Offered each fall.

376 Assessment and Management of Instruction in Special Education (4)

Designed to support the understanding of assessment as an ongoing part of instruction that is continuously analyzed and adjusted. Students demonstrate the use of assessment to design and adjust instruction that relies on research-based practices and uses multiple approaches to meet the needs of all children. Focuses on collaboration styles, roles, and specially designed instruction. The concepts of assistive technology, transition-related IEP goals, universally-designed lesson plans, and specially-designed instruction is applied throughout the course. Prerequisite: SPED 371 and consent. Offered each fall.

382 Transition in Special Education (2)

This course prepares students to work with families and community service providers to support students with disabilities throughout the K-12 educational experience. Covers postsecondary training, employment, and independent living; including long-term planning, career development, life skills, community experiences and resources, self-advocacy and self-determination, guardianship, and legal considerations. Students learn to collaborate with families, other educators, related service providers, and personnel from community agencies. Prerequisite: consent only. Offered each spring.

384 Curriculum and Instruction K-12 (4)

Provides teachers with strategies to teach special education students in inclusive settings. Teachers increase their knowledge of proven practices, instructional decision-making, and confidence in their ability to meet the needs of all students in the K-12 classrooms. Students gain skills in identifying the characteristics of special needs students, understanding the IEP process, collaborating with other professionals and parents, then relating this information to assessment and instruction in the general education classroom K-12. Skills in this course contribute to an understanding of the principles of learning, the application of skills in discipline-specific methodology, communication processes, selection and use of materials including media and computers, and evaluation of pupil

performance including interpreting and analyzing valid assessments to make teaching decisions. Prerequisite: SPED 371 and consent. Corequisite: SPED 385. Offered each spring.

385 Curriculum and Instruction K-12 Practicum (1)

Provides an opportunity for candidates to observe and teach in an inclusion classroom at the middle or high school levels. Placements are in diverse school settings. The student must request a placement from the Coordinator of Clinical Experiences early in the registration process. Prerequisite: consent only. Offered each spring.

438 Special Education Preservice Teaching I (8)

A preservice teaching experience in grades K-6. Student teaching I and II provide over 300 clock hours and 150 hours of direct instruction. The placements are in diverse school settings. Students must request a placement from the Coordinator of Clinical Experiences the semester prior to student teaching. Includes an on-campus seminar. Attendance is mandatory. Prerequisite: consent and admission to the Education Program. Offered each semester.

439 Special Education Preservice Teaching II (8)

A preservice teaching experience in grades 6-12. Student teaching I and II provide over 300 clock hours and 150 hours of direct instruction. The placements are in diverse school settings. Students must request a placement from the Coordinator of Clinical Experiences the semester prior to student teaching. Includes an on-campus seminar. Attendance is mandatory. Prerequisite: consent and admission to the Education Program. Offered each semester.

465 Special Education Preservice Teaching I (4)

A preservice teaching experience for degreed students in special education grades K-6. Student teaching I and II provide over 300 clock hours and 150 hours of direct instruction. The placements are in diverse school settings. Students must request a placement from the Coordinator of Clinical Experiences the semester before student teaching. Seminars are included. Attendance is mandatory. Prerequisite: consent and admission to the Education Program. Corequisite: SPED 466. Offered each semester.

466 Special Education Preservice Teaching II (4)

A preservice teaching experience for degreed students in special education grades 6-12. Student teaching I and II provide over 300 clock hours and 150 hours of direct instruction. The placements are in diverse school settings. Students must request a placement from the Coordinator of Clinical Experiences the semester before student teaching. Seminars are included. Attendance is mandatory. Prerequisite: consent and admission to the Education Program. Corequisite: SPED 465. Offered each semester.

ENGLISH

Dr. Michael Hall
Dr. Stephen G. B. Hock
Dr. Kellie D. Holzer
Dr. Rebecca E. Hooker
Dr. Carol V. Johnson
Dr. Susan E. Larkin, Program Coordinator
Mr. Gavin M. Pate
Mr. Adam Ruh
Dr. Jennifer A. Slivka
Ms. Vivian Teter
Dr. Josh A. Weinstein

In today's information-based society, the ability to use and analyze the spoken and written word has become critically important. In recognition of this fact, the English Department offers students a range of courses in English language, writing, and literature, focusing on the development of skills in independent inquiry and analysis, training in literary and rhetorical traditions that deepen students' appreciation of language and literature, and preparation to become astute analysts of culture and sophisticated writers.

English courses teach the skills of critical thinking, writing, and research, as well as the historical and theoretical frameworks through which literature can be read. They are designed to help students read for pleasure and understanding, write with skill and grace, appreciate diverse cultures and values, understand the relationship between art and life, discover the liberating qualities of the imagination, and prepare themselves for careers that require skill with the English language. As such, courses in English are valuable not only to those students majoring in English, but also to any student, regardless of major, who plans to enter a professional field in the 21st century. English majors develop the skills and flexibility that are increasingly necessary in today's workplace. They prepare for a variety of careers in business, industry, and government, for teaching, writing, publishing, journalism, law, and ministry, and for graduate study in English and related fields.

Major Programs in English

Students interested in majoring in English should consult with a member of the English Department early on in their time at Virginia Wesleyan. They have several options to choose from, including focusing on literary study, concentrations in secondary education, creative writing, or professional writing, and the major in theatre and English, as outlined below.

English majors are expected to take ENG 289, Approaches to Literary Study, either in the spring of the freshman year or in the fall of the sophomore year, and before upper-level courses in the major. Majors are likewise expected to take ENG 311, Theory and Research, in the fall of the junior year. ENG 489, the senior capstone experience, includes an extensive independent research or creative writing project and a formal oral presentation before the department and invited Virginia Wesleyan community. It must be taken in the fall of the senior year, with required preliminary work in the spring of the junior year.

Internships for English Majors

Writing internships may be taken by English majors who have completed three English courses at Virginia Wesleyan. The internship must be approved by the student's advisor and the program coordinator and must be with an organization approved by the department. In the past few years, internships have been approved for such organizations as the Space and Naval Warfare Command, the Norfolk Chamber of Commerce, and the Virginia Aquarium and Marine Science Center.

Major Requirements: English with Concentration in Literature

COURSE NUMBER AND TITLE	SEM. HRS.
ENG 289 Approaches to Literary Study	4
ENG 311 Theory & Criticism	4
ENG 489 Senior Thesis Workshop	4
One English course in literature before 1675 at the 300/400 level: ENG 336, 346, 347, 350, or an appropriate topics course approved by the student's advisor	4
One of the following: ENG 305, ENG 375, ENG 385, WGS 319	4
Four courses in English, or literature courses in Classics, or literature courses in Foreign Languages and Literatures at the 300/400 level and approved by the student's advisor	16
Two courses in English, or literature courses in Classics, or literature courses in Foreign Languages and Literatures at the 200 level or above and approved by the student's advisor	8
TOTAL	**44**

Major Requirements: English with Secondary Certification

COURSE NUMBER AND TITLE	SEM. HRS.
ENG 289 Approaches to Literary Study	4
ENG 311 Theory & Criticism	4
ENG 489 Senior Thesis Workshop	4
ENG 346 Shakespeare I **OR** ENG 347 Shakespeare II	4
One of the following: ENG 305, ENG 375, ENG 385, WGS 319	4
ENG 222 Teaching Grammar and Writing	4
One of the following: COMM 101, JOUR 201, TH 100, TH 210, TH 220	4
One course in British Literary History at the 300 level approved by the student's advisor	4
One course in American Literary History at the 300 level approved by the student's advisor	4
Two courses in English, or literature courses in Classics, or literature courses in Foreign Languages and Literatures at the 300/400 level and approved by the student's advisor	8
TOTAL	**44**

Major Requirements: English with Concentration in Creative Writing (Poetry Track)

COURSE NUMBER AND TITLE	SEM. HRS.
ENG 289 Approaches to Literary Study	4
ENG 311 Theory & Criticism	4
ENG 489 Senior Thesis Workshop	4
One English course in literature before 1675 at the 300/400 level: ENG 336, 346, 347, 350, or an appropriate topics course approved by the student's advisor	4
One of the following: ENG 305, ENG 375, ENG 385, WGS 319	4
ENG 298 Introductory Poetry Writing	4
ENG 299 Introductory Fiction Writing	4
ENG 310 Distinctive Voices in Contemporary American Poetry	4
ENG 398 Advanced Writing Workshop: Poetry (may be repeated twice for credit)	4
One course in English, or a literature course in Classics, or a literature course in Foreign Languages and Literatures at the 300/400 level and approved by the student's advisor	4
One course in English, or a literature course in Classics, or a literature course in Foreign Languages and Literatures at the 200 level or above and approved by the student's advisor	4
TOTAL	**44**

Major Requirements: English with Concentration in Creative Writing (Fiction Track)

COURSE NUMBER AND TITLE	SEM. HRS.
ENG 289 Approaches to Literary Study	4
ENG 311 Theory & Criticism	4
ENG 489 Senior Thesis Workshop	4
One English course in literature before 1675 at the 300/400 level: ENG 336, 346, 347, 350, or an appropriate topics course approved by the student's advisor	4
One of the following: ENG 305, ENG 375, ENG 385, WGS 319	4
ENG 298 Introductory Poetry Writing	4
ENG 299 Introductory Fiction Writing	4
ENG 333 Hybrid Prose	4
ENG 399 Advanced Writing Workshop: Fiction (may be repeated twice for credit)	4
One course in English, or a literature course in Classics, or a literature course in Foreign Languages and Literatures at the 300/400 level and approved by the student's advisor	4
One course in English, or a literature course in Classics, or a literature course in Foreign Languages and Literatures at the 200 level or above and approved by the student's advisor	4
TOTAL	**44**

Major Requirements: English with Concentration in Professional Writing

COURSE NUMBER AND TITLE	SEM. HRS.
ENG 289 Approaches to Literary Study	4
ENG 311 Theory & Criticism	4
ENG 489 Senior Thesis Workshop	4
One English course in literature before 1675 at the 300/400 level: ENG 336, 346, 347, 350, or an appropriate topics course approved by the student's advisor	4
One of the following: ENG 305, ENG 375, ENG 385, WGS 319	4
ENG 242 Writing for Business and Organizations	4
ENG 483 English Internship	4

See continuation of choices next page

Chart continued from previous page

CS 100 Computer Concepts and Applications ISP 105 Information Systems and Computer Applications	**OR**	4
Three courses in English, or literature courses in Classics, or appropriate courses in Communications or Journalism, or literature courses in Foreign Languages and literatures at the 300/400 level and approved by the student's advisor		12
	TOTAL	**44**

Minor Requirements: English

COURSE NUMBER AND TITLE	SEM. HRS.
12 semester hours in English at the 300 or 400 level	12
8 semester hours in English at, or above, the 200 level	8
TOTAL	**20**

ENGLISH COURSES (ENG)

001 Writing Review (2)

A workshop for students who would benefit from brushing up on their writing skills before taking ENG 105. Includes meetings with a supportive small group and weekly conferences with the instructor. Prerequisite: placement or consent. No academic credit is awarded for this course, but the course grade does count toward the course load and overall GPA as if it were a 2-semester hour course. Offered each semester.

105 College Writing (4)

An intensive introduction to several forms of college writing and to the critical thinking and research skills essential to producing them. Requires the submission of a portfolio that meets standardized requirements and is judged proficient by an outside reader. Three hours per week, plus regular conferences with the instructor. A grade of C or higher satisfies the first-semester English requirement. Prerequisite: placement. Prerequisite for enrollment during Winter Session or Summer Session 1: consent. Offered each semester.

107 Practical Grammar (1)

A course in practical grammar, usage, and mechanics covering the most important rules to follow when proofreading. Emphasizes application of skills to students' own writing. Offered in selected Winter Sessions.

216 The Short Story (4) T

An introduction to the short story, focusing primarily on contemporary and innovative fiction by authors from diverse backgrounds. Prerequisites: ENG 105 with a grade of C or higher. Offered in selected semesters.

222 Teaching Grammar and Writing (4)

A survey of theoretical and practical approaches to teaching grammar, usage, and writing. Students observe and/or interview experienced elementary, secondary, or college-level teachers of writing and tutor one or more student writers on or off campus. Prerequisite: ENG 105 with a grade of C or higher. Does not fulfill General Studies "T" requirement. Offered each fall.

230 Environmental Literature and Ecological Reflection (4)

Students read and discuss influential works of environmental writing, and then travel to a field location where they engage in the practice of environmental writing through a series of reflective and creative writing exercises. A portfolio of student work is published via a course website. Field locations vary. May not be repeated for additional credit without special permission. Prerequisite: ENG 105 with a grade of C or higher. Offered in selected Winter and Summer Sessions.

232 Literature Into Film (4) A

An examination of the differences between literary and film narrative. Both popular fiction and classics are used in examining how plot, characterization, setting, spectacle, and other aspects of storytelling change depending on whether the medium is the written word, the stage, or the screen. Does not fulfill General Studies "T" requirement. Offered in selected Winter Sessions.

242 Writing for Business and Organizations (4)

Covers skills needed to write various types of business and organizational communications. Emphasizes planning, drafting, and editing as well as developing a professional writing style to achieve results. Gives attention to global ethical issues concerning business and to intercultural

communication. Prerequisite: ENG 105 with a grade of C or higher, a "T" course, and sophomore status or above. Offered spring of odd-numbered years.

250 Studies in Literature (4) T

Selected topics that approach literature from various generic, historical, or methodological perspectives. Versions of the course may include several different media, but the focus is always on literature. At least 20 pages of writing are required, including at least one documented essay. Prerequisites: ENG 105 with a grade of C or higher. Offered each semester.

251 Diversity in American Literature (4) T

An opportunity to study—and to listen to—voices in American culture that have often been silenced or ignored. Focuses on ethnic groups such as Native American, African-American, Asian-American and Hispanic-American, but also includes people marginalized because of class, gender, or sexual orientation. Prerequisite: ENG 105 with a grade of C or higher. Offered spring of even numbered years.

258 Topics in African American Literature (4) T

A study of the fiction, non-fiction, and poetry of African-American authors from the 18th century to the present. Authors may include Phillis Wheatley, Frederick Douglass, Charles Chesnutt, Langston Hughes, James Baldwin, Toni Morrison, and Octavia Butler, as well as new, young writers. Some attention is given to forms of expression other than literature. Prerequisite: ENG 105 with a grade of C or higher. Offered in selected semesters.

259 Literature of Mystery, Crime, and Noir (4) T

A study of the mystery genre and its offshoots, crime and noir. Focuses on seminal texts in the genre and contemporary reinterpretations of its formulas. Authors may include Raymond Chandler, Jim Thompson, Patricia Highsmith, Paul Auster, Sara Gran, James Ellroy, and Richard Price, among others. Prerequisites: ENG 105 with a grade of C or higher. Offered in selected semesters.

261 Woman Writers (4) T

A study of women and their writing. Focus shifts from semester to semester. Topics may include memoir, American writers, contemporary literature, or global perspectives. Students examine societal attitudes and customs and use literary and cultural theory to contemplate questions of gender. Prerequisite: ENG 105 with a grade of C or higher. Offered in selected semesters.

263 World Literature I (4) T

A chronological survey of major literary works from Ancient Near Eastern Epic to the European Middle Ages. Emphasizes the close reading of ancient literature within its immediate cultural context and the analysis of this literature in well-argued papers. Prerequisite: ENG 105 with a grade of C or higher. Identical to CLAS 263. Offered in selected semesters.

264 World Literature II (4) T

A survey of major works in world literature from the Renaissance to the present day emphasizing texts outside the British and American traditions. Particular attention is given to texts that put themselves in dialogue with Ancient Near Eastern and Classical Greek and Roman literary traditions. Prerequisite: ENG 105 with a grade of C or higher. Identical to CLAS 264. Offered in selected semesters.

265 Love, Sex, and Marriage in Western Literature (4) T

A study of the history of the various ways through which we understand romantic love and to a lesser extent, sexuality, masculinity, femininity, and marriage, as they are represented in literature from the ancient Sumerians to the present; considerable attention is also given to art forms other than literature. Prerequisites: ENG 105 with a grade of C or higher. Offered each semester.

266 Transatlantic Romanticism (4) T

An intensive exploration of the fertile cross-pollination between British Romantic writers, such as William Wordsworth and Samuel Taylor Coleridge, and American writers of the 19th century such as Henry David Thoreau, Ralph Waldo Emerson, Emily Dickinson, and Walt Whitman. Prerequisite: ENG 105 with a grade of C or higher. Offered in selected semesters.

280 Early British Literature (4) T

A survey of major authors, works, and literary traditions from Beowulf to 1785. Prerequisite: ENG 105 with a grade of C or higher. Offered in selected semesters.

281 Later British Literature (4) T

A survey of major authors, works, and literary traditions from 1785 to the early 20th century. Prerequisite: ENG 105 with a grade of C or higher. Offered in selected semesters.

284 American Literature (4) T

A survey of major authors, works, and literary traditions from the beginning to the contemporary period. Prerequisite: ENG 105 with a grade of C or higher. Offered in selected semesters.

285 Contemporary American Literature (4) T

A study of major authors, works, and literary trends from the end of the 20th century to the present. Prerequisite: ENG 105 with a grade of C or higher. Offered each spring.

286 Banned Books (4) T

An interdisciplinary exploration of banned books; the legal battles in U.S. history that created, supported, and ended censorship; and the literary, legal, aesthetic, and socio-political contexts that influenced both the artists and the changing conceptions of obscenity that marked their works as controversial. Prerequisite: ENG 105 with a grade of C or higher. Prerequisite for Winter Session: ENG 105 with a grade of C or higher and consent. Note: Students who receive credit for ENG 286 may not also receive credit for HIST 286. Offered in selected spring semesters and Winter Sessions.

287 Modern and Contemporary Literature (4) T

A survey of major authors, works, and literary trends from the beginning of the 20th century to the present. Emphasizes British and American literature, though attention may also be given to European, world, and postcolonial literature. Prerequisite: ENG 105 with a grade of C or higher. Offered in selected semesters.

289 Approaches to Literary Study (4) T

Introduces close reading, selected critical approaches, literary genres, periods of literary history, discipline-specific information literacy such as scholarly databases and online research, and conventions for citing literary works and criticism. Prerequisite: ENG 105 with a grade of C or higher. Offered each semester.

298 Introductory Poetry Writing (4) A

A poetry writing workshop, with class discussions of student work and the work of established poets. Emphasizes experimentation and creative exercises as well as engagement with issues of craft and intensive reading of a broad range of poetry. Non-majors welcome. Pass/fail grading. Prerequisite: ENG 105 with a grade of C or higher. Offered each fall.

299 Introductory Fiction Writing (4)

An introductory-level workshop with class discussions of student work and established authors. Students study and experiment with the craft of fiction. They also analyze and write critically about fiction to help them understand their work more clearly. Prerequisite: ENG 105 with a grade of C or higher. Offered each spring.

301 Topics in Earlier British Literature (4) W

An in-depth study of some aspect of British literature before the 19th century. May be repeated for credit as the topic varies. Prerequisites: ENG 105 with a grade of C or higher and any literature course designated "T." Offered in selected semesters.

302 Topics in Later British Literature (4) W

An in-depth study of some aspect of British literature since the beginning of the 19th century. May be repeated for credit as the topic varies. Prerequisites: ENG 105 with a grade of C or higher and any literature course designated "T." Offered each spring.

303 Topics in American Literature (4) W

An in-depth study of some aspect of American literature. May be repeated for credit as the topic varies. Prerequisites: ENG 105 with a grade of C or higher and any "T" course. Offered in selected semesters.

304 Topics in World Literature (4) W

An in-depth study of some aspect of literature, especially texts outside the British and American traditions. May be repeated for credit as the topic varies. Prerequisite: ENG 105 with a grade of C or higher and any "T" course. Offered each spring.

305 Postcolonial Literature (4) W

Introduces postcolonial literature and the historical forces and literary influences shaping writers from countries with a history of colonialism or writers who have migrated from formerly colonized countries. Course may focus on a selected religion, movement, tradition, or theme, and features Anglophone literature and, occasionally, works in translation. Prerequisite: ENG 105 with a grade of C or higher and any "T" course. Offered each spring.

306 Ecopoetry (4) W

An in-depth exploration of the various ways in which contemporary poets and critics seek to understand past and present poetries as negotiating the often porous boundaries between the human and non-human in our experiences of the world. Prerequisites: ENG 105 with a grade of C or higher and any "T" course or consent. Identical to ENVS 306. Offered in selected semesters.

310 Distinctive Voices in Contemporary American Poetry (4) W

A study of the many and varied voices in contemporary American poetry, especially selected works of poetry published since 1960. Authors studied include Jorie Graham, Harryette Mullen, Yusef Komunyakaa, and Adrienne Rich. Prerequisites:

ENG 105 with a grade of C or higher, one 200-level literature course, and junior status or consent. Offered spring even-numbered years.

311 Theory and Criticism (4)

A survey of key debates in the history of literary theory and criticism from Plato to the present, with an emphasis on contemporary approaches to interpretation and emerging directions in literary studies. Students also pursue research emphasizing methodological preparation for ENG 489, the senior English project. Prerequisites: a "T" course, junior/senior status, a declared English major, or consent. Offered each fall.

314 The English Language (4) W

A study of the English language from its origins to the present. Includes discussion of recent trends, dialect variation, and social and political issues relating to English today. Students write several papers, including an original research study on a topic of interest. Prerequisites: ENG 105 with a grade of C or higher and junior status or consent. Offered spring of even-numbered years.

315 The Experience of Poetry (4)

An intensive introduction to poetry through examining the poem's relationship to universal human experiences. Students gain a thorough understanding of the elements of poetry and engage with literary criticism of poetry. They may also experiment with writing original poetry. Prerequisites: ENG 105 with a grade of C or higher and a literature course designated "T"; second-semester sophomore status or above recommended. Offered in selected semesters.

317 Children's Literature (4)

An introduction to children's literature that presents a wide variety of texts and approaches to literature. Focuses on appreciating the texts as literature through the use of literary and cultural theories. Contemporary and canonical novels and picture books are discussed. Prerequisites: any "T" course and junior/senior status or consent. Offered each spring.

318 Adolescent Literature (4) W

An overview of adolescent literature. Literary and cultural theories are used to consider issues of ideology, identity, coming-of-age, gender, censorship, race, class, and ethnicity. Students examine many societal attitudes and issues and contemplate adolescence as well as the larger society. Prerequisites: ENG 105 with a grade of C or higher, any "T" course and junior/senior status or consent. Offered fall of odd-numbered years.

319 Feminist and Gender Theory (4) W

Examines contemporary arguments about the nature of women and men and the biological, social, and aesthetic categories of male, female, intersex, masculine, feminine, heterosexual, and trans gendered. Gender issues are studied in relation to historical and cross-cultural contexts, in relation to Western women's movements of the 19th and 20th centuries, and in relation to local and global issues affected by the politics of gender. Prerequisites: ENG 105 with a grade of C or higher; WGS/SOC 219, WGS 220, or ENG 311; or consent. Identical to SOC 319. Offered spring of even-numbered years.

321 Introduction to Linguistics (4)

An introduction to the way language works. Includes several main areas of linguistic study: phonetics, phonology, morphology, syntax, semantics, and language acquisition, variation, and change. Students conduct an original research study on a topic of interest. Prerequisites: ENG 105 with a grade of C or higher and junior/senior status or consent. Offered spring of odd-numbered years.

327 The British Novel (4) W

A study of the British novel from the 18th century to the present, with emphasis on its 18th and 19th century developments. Considers theories of the novel in relation to representative texts in their literary, historical, social, national, and international contexts. Prerequisites: ENG 105 with a grade of C or higher, any "T" course and junior status or consent. Offered spring of even-numbered years.

333 Hybrid Prose (4) W

A study of hybrid forms in fiction. Students examine texts in which formal concerns dominate and in which typical distinctions between fiction and other mediums such as poetry, essay, memoir, and the fine arts, break down. Students write both critical and creative work that engages hybrid prose. Prerequisites: ENG 105 with a grade of C or higher and a "T" course or consent. Offered fall of odd-numbered years.

336 Spenser and Milton (4) W

A study of England's two greatest epics, The Faerie Queene and Paradise Lost. Includes discussion of the epic tradition, Christian theology, Renaissance humanism, the nature of masculinity and femininity, armed combat with dragons, forbidden picnics, and many others in two of the Western traditions most varied, inclusive, and interesting works of art. Prerequisites: ENG 105 with a grade of C or higher and junior status or consent. Offered spring of even-numbered years.

342 Peer Tutoring—Writing Center (1)

Peer writing tutors help other students understand their writing problems and improve their skills. They work three hours per week on an arranged schedule and are trained, supervised, and evaluated by the Director of the Writing Center. Prerequisites: junior status, ENG 105 with a grade of B or higher, recommendation of an English faculty member and consent of the Writing Center director. Offered each semester.

344 Practicum in Teaching English (2)

Selected students work closely with faculty members in the teaching of ENG 105 and other courses. Students gain experience in the various aspects of teaching grammar, composition, and literature. Prerequisite: consent. Offered on demand.

346 Shakespeare I (4) W

A close reading of a selection of Shakespeare's most important plays, including consideration of the social, political, and literary contexts. Includes a required film series. Prerequisites: ENG 105 with a grade of C or higher and sophomore status or consent. Identical to TH 346. Offered each fall.

347 Shakespeare II (4) W

A close reading of plays based on a topic (such as history or the portrayal of women); or a very intensive analysis of a small number of plays. Includes a required film series. Prerequisites: ENG 105 with a grade of C or higher and sophomore status or consent. Identical to TH 347. Offered spring of odd-numbered years.

350 Renaissance Drama Exclusive of Shakespeare (4) W

A study of the major plays from what would be England's finest period of drama even without Shakespeare. Among the kinds of plays are heroic history, humours comedy, domestic melodrama, and revenge tragedy. Includes such major figures as Marlowe, Jonson, and Webster. Prerequisites: ENG 105 with a grade of C or higher and junior/senior status or consent. Offered in selected semesters.

357 British Romantic Poetry: 1785-1850 (4) W

Explores British Romantic poetry and its historical, political, literary, and philosophical contexts, including the contributions of women writers. While some attention is given to important prose works of the period, the main focus of the course is on reading, interpreting, and writing about Romantic verse. Prerequisites: ENG 105 with a grade of C or higher and a sophomore literature course or consent. Offered in selected semesters.

360 Contemporary British Literature (4) W

Seminar examining how British writers responded to the end of empire, globalism, and changing views on racial, national, and gendered identities in 20th century and contemporary literature. Authors may include Churchill, Larkin, Lessing, McEwan, Phillips, Pinter, Rushdie, Smith, Stoppard, and Winterson. Prerequisites: ENG 105 with a grade of C or higher and a "T" course. Offered fall of even-numbered years.

365 Modernism and the Modern World (4) W

A study of how writers on both sides of the Atlantic between 1890 and 1939 used radical literary style to respond to the unsettling ways in which science, psychology, colonial unrest, sexual revolution, and world war challenged traditional ideas about human identity and progress. Authors may include Oscar Wilde, Ezra Pound, James Joyce, Virginia Woolf, Gertrude Stein, T. S. Eliot, Nella Larson, and Djuna Barnes. Prerequisites: ENG 105 with a grade of C or higher and a "T" course or consent. Offered fall of even-numbered years.

370 Early American Literature (4) W

Seminar beginning with pre-contact indigenous texts and contact between Europeans and Native Americans and moving through Colonial, Revolutionary, and Federalist periods to roughly 1820. Emphasis includes non-fiction texts, the Revolution and the founding of the United States. Attention is also given to Spanish-American and other literatures of exploration. Prerequisite: ENG 105 with a grade of C or higher and any "T" course. Offered spring of odd-numbered years.

371 Making America: American Literature 1820-1865 (4) W

Seminar exploring the literary creation of what we consider America today–from the period shortly after the formation of the political entity of the United States, through the great test of this union in the American Civil War. Major authors include: Emerson, Hawthorne, Poe, Stowe, Thoreau, Douglass, Whitman, Melville, and Dickinson. Prerequisites: ENG 105 with a grade of C or higher and any "T" course. Offered fall of odd-numbered years.

373 American Modernism (4) W

Seminar investigating the range of experimental and innovative literature produced by America authors in the wake of the First World War in response to the cultural dislocations of modernity. Authors include Cather, Eliot, Faulkner, Fitzgerald, Hemingway, Pound, Stein, Stevens, and Williams.

Prerequisites: ENG 105 with a grade of C or higher and a "T" course. Offered fall of even-numbered years.

374 The Postmodern (4) W

Seminar exploring the variety of texts that have been identified as "postmodern" and the debates that continue to surround that term. Topics include postmodernism's engagement with modernism, race, gender, technology, and economics. Authors include Pynchon, Vonnegut, Reed, Acker and DeLillo. Prerequisites: ENG 105 with a grade of C or higher and a "T" course. Offered spring of odd-numbered years.

375 Africana Literature (4) W

Seminar focusing on selected topics in African-American and literature of African diaspora, including works from the Caribbean, South America, Europe and other locations where blacks dispersed from Africa. Some topics may give consideration to forms of expression other than literature. Prerequisites: ENG 105 with a grade of C or higher and any "T" course. Offered fall of odd-numbered years.

378 The American Novel (4) W

A study of the development of the American novel from the mid-19th century to the present day. Explores historical context and theories of the novel. Includes American classics as well as lesser-known works. Prerequisites: ENG 105 with a grade of C or higher and a "T" course. Offered spring of even-numbered years.

385 American Protest Literature (4) W

Covers the diverse tradition of American protest literature, focusing in particular on texts responding to racial, gender-based, and class-based oppressions. Explores the aesthetic and literary traditions of each text, as well as its historical and cultural contexts. Prerequisites: ENG 105 with a grade of C or higher and a "T" course. Offered in selected semesters.

398 Advanced Poetry Writing Workshop (4) W

Advanced workshop with discussion of students' poems and the poetry and poetics of established authors; emphasizes craft, the creative process, and aesthetic evaluation of discussed works. Students complete a sequence of thematically related poems in addition to other assignments. Non-majors welcome. May be repeated twice for credit. Prerequisites: ENG 105 with a grade of C or higher, a 200-level literature course, and junior status or consent. Offered each spring.

399 Advanced Fiction Writing (4)

An advanced-level workshop in the writing of fiction with class discussions of student work as well as the work of established authors. Students work on a collection of short stories with an aim towards publication. Prerequisite: ENG 299 or consent. Offered fall of even-numbered years.

410 Environmental Writings (4) I,W

A study of the important environmental writings and how they have shaped our understanding of the relationship between humans and nature. Prerequisites: ENG 105 with a grade of C or higher and junior/senior status. Identical to ENVS 410. Offered spring of odd-numbered years.

472 Senior Integrative Seminar (4) I,W

An in-depth study of some aspect of literature or literary theory. This course is an S.I.E., so the topic and its treatment have a strong interdisciplinary component. May be repeated as the topic varies. Prerequisites: ENG 105 with a grade of C or higher and junior status or consent. Offered intermittently.

483 English Internship (4)

A required part of the Professional Writing track and optional for all other English majors. Provides practical field experience at a professional setting related to the student's individual interests. Prerequisite: 20 hours of English or consent. Offered on demand.

489 Senior Thesis Workshop (4) W

Writing workshop in which students present the results of their independent research for a capstone project on a topic of their choice, which may also incorporate service learning and field work. May satisfy four hours of the Latin honors research requirement. Prerequisites: ENG 105 with a grade of C or higher and consent. Offered each fall.

ENVIRONMENTAL STUDIES

Dr. Steven M. Emmanuel (Philosophy)
Dr. William A. Gibson (Political Science)
Dr. J. Christopher Haley (Earth and Environmental Sciences)
Dr. Lawrence D. Hultgren (Philosophy)
Dr. Maynard H. Schaus (Biology)
Dr. Josh A. Weinstein (English), Program Coordinator

The environmental studies major is designed to teach students how to understand their physical and social environments as the intersection of a variety of

overlapping forces, including constraints of biology and climate, as well as the influence of law and public policy, literature and philosophy. The major prepares students for a variety of careers in such diverse fields as law, public policy, scientific research, environmental literature, and teaching. As the major draws upon courses from across all three academic divisions of the college, the skills and knowledge imparted to students are correspondingly broad, yet centered around an abiding concern with the environment.

In addition to practicing scientific, social science, and humanities approaches to the study of the environment, students will learn to understand the interrelationships among science, society, technology, culture, and nature. Through an interdisciplinary approach, the major prepares students to recognize and address such challenges as resource depletion, habitat loss, environmental degradation, pollution, and loss of biodiversity, with the ultimate goal of fostering a sustainable human society.

Major Requirements: Environmental Studies

COURSE NUMBER AND TITLE	SEM. HRS.
ENVS 106 Humans and the Environment MBE 201 Introductory Macroeconomics MBE 202 Introductory Microeconomics PHIL/ENVS 304 Environmental Ethics POLS/ENVS 326 Environmental Policy Analysis ENG/ENVS 410 Environmental Writings	24
Two of the following: BIO 131, 250; EES 130, 132, 200, 210, EES 250, EES 270	8
Two of the following: BIO 316, 355, 375, 445, 475, 482, 489; EES 300, 320, 330, 340, 410, 450, 489	8
One of the following: PHIL 372, POLS 373, 434, ENVS 470, ENG/ENVS 306	4
TOTAL	**44**

Minor Requirements: Environmental Studies

COURSE NUMBER AND TITLE	SEM. HRS.
Three of the following: ENVS 106 Humans and the Environment PHIL/ENVS 304 Environmental Ethics ENG/ENVS 306 Ecopoetry POLS/ENVS 326 Environmental Policy Analysis ENG/ENVS 410 Environmental Writings	12
One of the following: BIO 131, 250; EES 130, 132, 200, 210, 250, 270	4
One of the following: BIO 316, 320, 355, 375, 445, 475, 489; EES 300, 320, 330, 340, 410, 450, 489	4
TOTAL	**20**

ENVIRONMENTAL STUDIES COURSES (ENVS)

106 Humans and the Environment (4) S

Examines environmental issues and their interactions with our society. Topics include cultural ties to the environment, food production, urban planning, biodiversity, and society's energy and water requirements. Although the course emphasis is a social systems perspective, environmental issues necessitate an interdisciplinary approach. Offered on demand.

304 Environmental Ethics (4) V

From ancient Sumer to the present, ecological realities have required human beings to reflect on their values and their responsibilities to nature. Students examine the relevance of philosophy to environmental questions and, in particular, explore the connection between the environment and ethics. Identical to PHIL 304.

306 Ecopoetry (4) W

An in-depth exploration of the various ways in which contemporary poets and critics seek to understand past and present poetries as negotiating the often porous boundaries between the human and non-human in our experiences of the world. Prerequisites: ENG 105 with a grade of C or higher and any "T" course or consent. Identical to ENG 306. Offered in selected semesters.

326 Environmental Policy Analysis (4) S,W

Examines environmental politics and policy by studying a set of substantive environmental policy issues to establish the issue context, define the policy problems, and evaluate alternative solutions. Prerequisite: ENG 105 with a grade of C or higher. Identical to POLS 326. Offered each semester.

410 Environmental Writings (4) I,W

A study of the important environmental writings and how they have shaped our understanding of the relationship between humans and nature. Prerequisites: ENG 105 with a grade of C or higher and junior/senior status. Identical to ENG 410. Offered spring of odd-numbered years.

470 Internship in Environmental Studies (2 or 4)

An intensive study of the environment through on-site field experience. Placements involve hands-on experiences such as education, grassroots activism, public policy, and habitat management. Students may enroll for 2 or 4 semester hours in a given semester. A minimum of 80 hours devoted to the internship is expected for 2 semester hours, and a minimum of 160 hours is expected for 4 semester hours, but some placements may require more time. Students must coordinate their internship placement with the supervising faculty member at least two months prior to placement. Pass/fail grading. Prerequisites: junior/senior status and consent. Offered each semester and most Winter Sessions (2 semester hours only).

FIRST-YEAR EXPERIENCE

Ms. Denise Pocta Wilkinson,
Program Coordinator

In addition to inviting students to pursue a major field of interest, a liberal arts education emphasizes the pursuit of broad knowledge and intellectual and imaginative capacities that enable students to approach any challenging issue with analytical precision, creative vision, and ethical and civic responsibility.

The First-Year Experience at Virginia Wesleyan initiates students into a community of learners. Through summer and fall orientation programs, students learn the ropes of residential and campus life and are introduced to the college's academic programs. Through the one-semester hour seminar, students work closely with a faculty member, peer advisors, and a small cohort of other new students to learn what it means to pursue a liberal arts education, connect to the college community, and build academic resourcefulness that will foster learning throughout their college years.

FIRST-YEAR EXPERIENCE COURSES (FYE)

101 First-Year Experience (1)

Designed to help students engage and succeed both academically and socially in the Virginia Wesleyan community. Led by a faculty mentor, a small, close-knit group of new students engage in an array of activities and exercises that invite them to explore the nature of liberal education, connect to the campus community, and develop the personal resourcefulness that leads to college success. Required of freshman and transfer students entering with fewer than 12 semester hours. Offered each fall. Please see page 48 for further clarification.

401 Peer Advising (1)

A leadership experience allowing experienced students to serve as mentors and teaching support for FYE 101. Does not fulfill any requirements for Latin honors. Prerequisites: sophomore status and consent. Offered each fall.

FOREIGN LANGUAGES AND LITERATURES

Dr. Alain Gabon
Dr. Diana E. Risk, Program Coordinator
Dr. Mavel Z. Velasco
Dr. Susan M. Wansink

Virginia Wesleyan's programs in French Studies, German Studies, and Hispanic Studies are designed to prepare students for meaningful international and intercultural exchange in a competitive, globalized world. In keeping with the college's commitment to a liberal arts education, students pursuing one of these majors will acquire a multidisciplinary and comprehensive understanding of the target culture, its language, and its impact on the world at large. Each major provides communication skills in a foreign language and a strong knowledge base that will support a career in business, communications, political science, journalism, criminal justice, education, law, and many others.

Major Requirements: French Studies

COURSE NUMBER AND TITLE	SEM. HRS.
FR 307 Topics in Advanced Conversation and Composition	4
FR 327 France Today	4

See continuation of choices next page

Chart continued from previous page

FR 328 French History I: Vercingétorix-Revolution **OR** FR 329 French History II: Revolution- World War II	4
FR 334 Introduction to French Cinema	4
FR 335 Masterpieces of French Literature	4
FR 300 Study Abroad	4
French elective at the 300/400 level	4
FR 443 Senior Seminar	4
TOTAL	**32**

Major Requirements: German Studies

COURSE NUMBER AND TITLE	SEM. HRS.
GER 307 Topics in Advanced German Conversation and Composition	4
Six of the following: GER 307 Topics in Advanced German Conversation and Composition (repeated with a different topic) GER 317 Great German Thinkers GER 318 Great German Writers GER 329 Modern German Literature GER 340 German Cinema: Art and Politics GER 344/444 Modern Germany through the Cinema	24
GER 430 The German Comedy GER 471 Practicum in the Teaching of German	
GER 300 Study Abroad (at the Goethe Institut)	4
TOTAL	**32**

Major Requirements: Hispanic Studies

COURSE NUMBER AND TITLE	SEM. HRS.
SPAN 307 Topics in Advanced Conversation and Composition	4
Six of the following: SPAN 307 Topics in Advanced Conversation and Composition (repeated with a different topic) SPAN 312 Survey of Spanish Literature: Latin America SPAN 316 Studies in Hispanic Poetry SPAN 317 Civilization of Spain SPAN 318 Civilization of Latin America SPAN 320 Comparative Politics: Latin America SPAN 321 Political Writings of Latin America SPAN 329 Latin America through the Cinema SPAN 333 Commercial Spanish SPAN 345 Seminar in Spanish Literature SPAN 350 Hispanic American Women Writers SPAN 360 The Latin American Short Story SPAN 365 U.S. Latino Culture SPAN 375 Topics in Mexican Culture and History SPAN 380 Analysis of the Spanish Language	24
SPAN 420 The Latin American Novel SPAN 471 Practicum in the Teaching of Spanish	
SPAN 300 Study Abroad	4
TOTAL	**32**

Major Requirements: Latin

(See Classics for Latin major and courses.)

Minor Requirements: French Studies

COURSE NUMBER AND TITLE	SEM. HRS.
FR 307 Topics in Advanced Conversation and Composition	4
Elective at 300/400 level	4
One course in French history	4
One course in French Literature	4
One course in French Cinema	4
One course in contemporary French society and civilization	4
TOTAL	**24**

Minor Requirements: German Studies

COURSE NUMBER AND TITLE	SEM. HRS.
GER 307 Topics in Advanced Conversation and Composition	4
Five of the following: GER 307 Topics in Advanced Conversation and Composition (may be repeated as topics vary) GER 317 Great German Thinkers GER 318 Great German Writers GER 329 Modern German Literature GER 340 German Cinema: Art and Politics GER 344/444 Modern Germany through the Cinema GER 430 The German Comedy GER 471 Practicum in the Teaching of German	20
Strongly encouraged: GER 300 Study Abroad (at the Goethe Institut)	
TOTAL	**24**

Minor Requirements: Hispanic Studies

COURSE NUMBER AND TITLE	SEM. HRS.
SPAN 307 Topics in Advanced Conversation and Composition (Taught in Spanish and can be taken more than once for credit.)	4
Five of the following: SPAN 307 (second iteration only) Topics in Advanced Conversation and Composition SPAN 312 Survey of Latin American Literature SPAN 313 Seminar In Hispanic Cultures SPAN 316 Studies In Hispanic Poetry SPAN 317 Civilization of Spain SPAN 318 Civilization of Spanish Peoples II: Latin America SPAN 321 Political Writings of Latin America SPAN 329 Latin America through the Cinema SPAN 333 Commercial Spanish SPAN 345 Seminar In Spanish Literature SPAN 350 Hispanic American Women Writers SPAN 355 Myths, Rituals, and Reality In the Hispanic Syncretic Imagination SPAN 365 U.S. Latino culture SPAN 375 Topics in Mexican Culture and History SPAN 420 The Latin American Novel SPAN 471 Practicum in the Teaching of Spanish	20
Strongly encouraged: SPAN 300 Study Abroad	
TOTAL	**24**

FRENCH STUDIES

The French Studies major aims to develop in its students the skills, knowledge, attitudes, and values necessary for living and working in a French-speaking society with little or no dependence on English.

Students attain language skills at the high-advanced level, as well as knowledge of French history, literature, and the arts, including cinema. Courses are designed to help students understand contemporary French culture as compared to their own and deepen their appreciation of these differences. The major also prepares students for meaningful exchange in an increasingly complex, globalized, transnational, and multicultural world where interaction with non-English speaking people has become not just desirable, but unavoidable and where liberal arts graduates should have a sense of enlightened understanding of, appreciation for, and solidarity with other countries, nations, and peoples. The major prepares students for careers in education, diplomacy, business, communications, political science, and journalism, and for graduate study.

FRENCH STUDIES COURSES (FR)

111 Beginning French I (4)

An introduction to French as a spoken and written language. Emphasizes the development of oral and written skills and cultural awareness. Four classes each week. Offered each year.

112 Beginning French II (4)

An introduction to French as a spoken and written language. Emphasizes the development of oral and written skills and cultural awareness. Prerequisite: FR 111 with a grade of C or higher or proficiency as determined by the instructor. Five classes each week. Offered each year.

213 Intermediate French (4)

Develops speaking and writing proficiency through active learning and intensive practice. Prerequisite: FR 112 or equivalent. Fulfills the foreign language requirement. Offered each fall.

307 Topics in Advanced Conversation and Composition (4)

Designed to help students reach advanced proficiency while offering an introduction to French society today, French history, the arts, and more. May be repeated for credit. Prerequisite: FR 213 or equivalent or consent. Offered each year.

320 French through Film and Literature (4)

Offers language learning and intensive practice in advanced-level reading, listening, speaking, writing, and culture through recent French films and canonical literary works. Taught in French. Prerequisite: FR 213 or equivalent or consent. Offered on demand.

327 France Today (4)

Offers a thorough examination of France and the French today starting with the students/workers' revolution of May 1968 and the post-May '68 contemporary France. Covers the social, political, economic, and cultural aspects of France today; artistic productions, and the patterns, structures, and on-going mutations of everyday life in France, as well as the lifestyles, values, and worldviews of the French today. Taught in English with reading and writing in French for French majors and minors. Offered on demand.

328 French History I: Vercingétorix-Revolution (4) H

Introduces students to the history of France from the Celtic Gauls to the Revolution of 1789. Taught in English with work in French for majors and minors. Offered in selected semesters.

329 French History II: Revolution-World War II (4) H

Covers French history from the 1789 Revolution to World War II. Taught in English with work in French for majors and minors. Offered in selected semesters.

334 Introduction to French Cinema (4) A

Introduces students to French cinema from its origins to the present, beginning with the birth of the motion picture in France, then exploring several significant film movements, including major directors and seminal films associated with them. Poetic realism, the New Wave, the heritage film, beur cinema, contemporary blockbusters, and more are examined. Taught in English, with 300-level language coursework for French majors and minors. Offered on demand.

335 Masterpieces of French Literature (4) W

Introduces students to French literature from its origins to the present day through a representative sample of authors and literary masterpieces. Emphasizes modernist literature from Baudelaire to Marguerite Duras. Taught in English, with 300-level language work in the French language for French majors and minors. Prerequisites: ENG 105 with a grade of C or higher and FR 307 or consent. Offered alternate years.

443 Senior Seminar (4) I,W

Studies the life and work of a major writer and its history, literature and philosophical trends. Prerequisites: ENG 105 with a grade of C or higher and FR 307, or consent. Offered on demand.

GERMAN STUDIES

As the economic backbone of Europe still today, Germany continues to exert a profound influence in the European arena. The German Studies major introduces and explores the culture of German-speaking countries, with an emphasis on contemporary issues. The major offers an intellectually diverse program, which explores the social and political background of the culture through language, cultural and intellectual history, as well as visual culture and literature. The major prepares students for careers in education, business, communications, government, and many other fields, as well as for graduate study.

GERMAN STUDIES COURSES (GER)

111 Beginning German I (4)

An introduction to the German language and culture. Special attention is given to cultural aspects. Emphasizes the development of basic listening, speaking, reading, and writing skills. Audiovisual materials supplement the program. Prerequisite: no previous instruction in German. Offered each year.

112 Beginning German II (4)

An introduction to the German language and culture. Special attention is given to cultural aspects. Emphasizes is placed on the development of basic listening, speaking, reading, and writing skills. Audiovisual materials supplement the program. Prerequisite: A grade of C or higher in GER 111 or proficiency as determined by the instructor. Offered each year.

205/305 The Short Prose of Kafka (4) V,W*

Examines the short prose of Franz Kafka and its relevance in both literature and film today. Students search for common themes and interpretation in selected works. Taught in English. Prerequisites: GER 205: none. GER 305: ENG 105 with a grade of C or higher. Offered in selected Winter Sessions. *GER 205: (V); GER 305 (V,W).

213 Intermediate German (4)

Continues the instruction of German as a spoken and written language. Extensive oral-aural practice is undertaken in the daily classroom conversation and prepares the student for travel or study abroad. Required lab. Prerequisite: GER 112 or equivalent. Offered each fall.

240/340 German Cinema: Art and Politics (4) A,W*

From early silent films, through the time of Hitler, to the present, German cinema has reflected the challenges and tensions involved when art is shaped by politics. By looking at German film in general—and at the Weimar and New German Cinema in particular—this course focuses on the aesthetics, history, and politics of German cinema. Taught in English. Movies are screened outside of class. Prerequisites: GER 240: none. GER 340: ENG 105 with a grade of C or higher. *GER 240: (A); GER 340 (A,W).

244 German Women Filmmakers: The Search for Identity (4) A

Introduces students to the contributions of leading German woman filmmakers. Focuses on filmic innovation and perceptions of women, and specifically on how issues of identity—national, religious, and gender—have been represented by such directors as Doris Dorrie, Caroline Link, and Margarethe von Trotta. Taught in English. Offered in selected Winter Sessions.

307 Topics in Advanced German Conversation and Composition (4) W

Selected topics approach German conversation and composition from various perspectives. For the student who wants to acquire skill in practical conversation and writing. Strongly recommended for those who wish to travel abroad or take upper-level German literature courses. May be repeated for credit as topic varies. Prerequisites: ENG 105 with a grade of C or higher and GER 213 or equivalent.

317 Great German Thinkers (4) H

Gives the student a well-rounded knowledge of Germany, its people, history, philosophy, literature, and arts from the times of Germanic tribes to the present. Offered on demand.

318 Great German Writers (4)

Provides an overview of literary history of Germany in terms of movements, genres, authors, etc., against the background of German life as a whole. Offered in selected semesters.

329 Modern German Literature (4)

A careful reading and discussion of contemporary German plays, novels, and short stories. Authors may include Christa Wolf, Max Frisch, Günther Grass and Heinrich Böll, Bernhard Schlink, and Herta Miller. Offered in selected semesters.

344/444 From Hitler to Today: Modern Germany Through the Cinema (4) H, I*

Focuses on the history, politics, society, and the culture of Germany in the years between the rise to power of Adolf Hitler (1933) and the present.

Prerequisite for GER 344: none; for GER 444: junior status or consent. Offered in selected semesters. *GER 344: (H); GER 444: (I).

430 The German Comedy (4)

A history and study of the German comedy. Representative readings from Lessing, Kleist, Tieck, Grabbe, Hauptmann, and Sternheim. Offered in selected semesters.

471 Practicum in the Teaching of German (4)

Students study various methods for teaching of grammar, writing, and speaking in German. They also serve as assistants and tutors in GER 111, 112, and 213. Prerequisites: GER 307 or the ability to use the German language effectively, and consent. Offered each year.

HISPANIC STUDIES COURSES (SPAN)

The program in Hispanic Studies is designed to prepare students for participation and intercultural exchange at the local, national, and international levels. In keeping with the college's liberal arts tradition, and in view of today's global demands, majors develop proficiency in the Spanish language at a professional level, along with a rich and comprehensive understanding of Hispanic culture, origins and history, and their impact on our nation and the world. A major in Hispanic studies provides competitive communication skills in Spanish and a strong knowledge base that can support a career in business, education, communications, political science, journalism, criminal justice, law, and many other fields.

100/200/300 Spanish Study Abroad (1-6)

Students study Spanish and live with Mexican families in a beautiful, historically rich city during a three-week stay in Puebla, Mexico. Students attend classes daily from 9 a.m. to noon and then return to their families for meals, excursions, and activities. Visits to all sites of cultural interest in and around Puebla, as well as weekend excursions to Veracruz, Oaxaca, and Tlaxcala are provided. This is an opportunity for total immersion in the Spanish language, culture, and life. Prerequisite for SPAN 200: SPAN 112. Prerequisite for SPAN 300: SPAN 213 (proficiency). Offered each summer.

104 Beginning Spanish for the Adult Learner I (4)

Designed for students in the Adult Studies Program. Prerequisite: admission to the Adult Studies Program. No previous instruction in Spanish. Offered every year.

105 Beginning Spanish for the Adult Learner II (4)

Designed for students in the Adult Studies Program. Prerequisites: admission to the Adult Studies Program and SPAN 104 with a grade of C or higher, or proficiency as determined by instructor. Offered every year.

111 Beginning Spanish I (4)

An introduction to the Spanish language and culture. Focuses on cultural aspects. Emphasizes the development of basic listening, speaking, reading, and writing skills. Audiovisual materials supplement the program. Prerequisite: no previous instruction in Spanish. Offered each year.

112 Beginning Spanish II (4)

An introduction to the Spanish language and culture. Focuses on cultural aspects. Emphasizes the development of basic listening, speaking, reading, and writing skills. Audiovisual materials supplement the program. Prerequisite: SPAN 111 with a grade of C or higher or proficiency as determined by the instructor. Offered each year.

213 Intermediate Spanish (4)

Development of conversational and writing skills through review of familiar and complex structures, and extensive oral-aural practice. Students attain fluency at a secondary level and the ability to interpret written material adequate for the level. The course also looks at general aspects of the Spanish-speaking world relevant to the understanding of its culture. Prerequisite: SPAN 112 with a grade of C or higher. Corequisite: consent determined by placement or other type of evaluation tool.

265/365 U.S. Latino Culture (4) S

Studies the Latino phenomenon in the U.S. as peculiar to a diaspora strongly united by language and adherence to a common cultural legacy. Students examine the circumstances causing the migration of specific groups entering the U.S. Emphasizes social issues such as labor, health, education, diversity within the Latino community, the acculturation process, and the overall impact of the Latino minority in U.S. society today. Prerequisite for SPAN 265: consent. Prerequisite for SPAN 365: SPAN 213 or consent. Offered fall of even-numbered years. SPAN 365:(S).

270/370 Latin American Music and Dance (4) A

Covers the history of dance beginning in ancient Europe and the Middle East and ends with the history of dance in Latin America, particularly that of the development of dance in the Hispanic society.

Also studies the importance of Latin music and dance in Latin America and the U.S. In the practical portion of this course, students have the opportunity to learn a variety of Latin dances such as salsa, merengue, and bachata, which have become very popular in contemporary American society. This course is taught in English and does not fulfill the Foreign Language requirement. Offered in selected Winter Sessions.

307 Topics in Advanced Conversation and Composition (4) W

Emphasizes reading for comprehension and the articulation of ideas in Spanish. An introduction to Spanish Civilization and Culture through the analysis and discussion of carefully chosen publications written by Latin American and Peninsular writers. Can be taken more than once for credit. Prerequisites: ENG 105 with a grade of C or higher and SPAN 213 or consent.

312 Survey of Latin American Literature (4)

The most important works of Spanish American prose, poetry and essay from the Conquest to the present are studied against the cultural background. Introduces students to Latin American civilization as well as the literature. Prerequisite: SPAN 307. Offered alternate years or on demand.

313 Seminar in Hispanic Cultures (4)

A travel course focusing on the contrasting diversity and unifying elements of the Spanish-speaking world. Topic varies depending on the chosen destination. Students visit museums, historical landmarks, and important cultural and natural sites to examine the historical, ethnic, and geographic features that make Hispanic societies distinctive. May be repeated for credit as assignments and/or itinerary varies. Satisfies the study abroad requirement in the Spanish major. Prerequisite: consent. Offered in selected Winter and Summer Sessions.

316 Studies in Hispanic Poetry (4)

Studies representative poets, periods, and poetic traditions and styles of Spain and Spanish America. Critical analyses of the texts in their original form is complemented with discussion of the author's work in translation. Prerequisite: SPAN 213. Offered in rotation.

317 Civilization of Spain (4) W

Studies the history of Spain and its rich cultural legacy. Students become familiar with the most transcendental events in this nation's past. Focuses on distinct artists and their work, iconic figures, traditions, and popular trends that have had an impact in and outside Spain's national borders. Taught in Spanish. Prerequisites: ENG 105 with a grade of C or higher and SPAN 213 recommended. Offered in rotation.

318 Civilization of Latin America (4)

Students learn about Latin American countries, their people, and their civilizations through the study of major works of literature, art and music. Ideas presented in class are reinforced through films, slide presentations, and guest speakers. Prerequisite: SPAN 306 or consent. Offered alternate years.

321 Political Writings of Latin America (4)

Focuses on readings from the political writings of selected Latin American thinkers. Students analyze writings that range in time from the Spanish Conquest to the present, providing a historical overview of the development of the political thought in Latin America. Offered each fall.

329 Latin America through the Cinema (4) A

Analyzes a selection of Latin American feature films and documentaries in order to understand the political, social, and economic conditions that characterize this region. Students explore the constitution of national identities, questions of ideology, class, race, ethnicity, and gender. They address the conditions of film production in light of globalization and Hollywood's competition and use of film as a tool for social change. Films are screened outside of class. Taught in Spanish. Prerequisite: SPAN 307 recommended. Offered intermittently.

333 Commercial Spanish (4)

Designed for students and professionals who wish to learn Spanish for use in a practical business context. Prerequisite: SPAN 213 or equivalent or consent.

345 Seminar in Spanish Literature (4)

Focuses on specific topics of Spanish literature to offer students the opportunity of in-depth examination. Students are encouraged to explore the topics comparatively and through other forms of cultural and artistic productions such as theatre and film. Offered in rotation.

350 Hispanic American Women Writers (4)

An overview of the history of Hispanic American women writers from the Colonial period to the present. Includes an analysis of key economic, social, and political conditions in the development of their writing. Poetry, short story and the novel are included. Prerequisite: SPAN 307 or consent. Offered fall of odd-numbered years.

355 Myths, Rituals, and Reality in the Hispanic Syncretic Imagination (4) S

Examines the Hispanic culture through ideological notions, myths, iconic figures, traditions, and religious manifestations such as rituals. Discussion centers on the key issues that have resulted from the meeting of the two worlds and adaptation of the American first nations to the transformative reality of colonialism. (Includes travel component when taught during summer or Winter Sessions.) Prerequisite: consent for travel. Offered on demand.

360 The Latin American Short Story (4)

The Latin American short story is one of the richest manifestations of contemporary Latin American narrative. A study of its evolution from the origins to the present, paying close attention to the principal literary, social and political movements that produced those stories: Romanticism, Realism, Naturalism, Regionalism, Existentialism, the Boom, the post-Boom and Feminism, among others. Prerequisite: SPAN 307.

375 Topics in Mexican Culture and History (4)

A multidisciplinary approach to Mexico and its diaspora throughout history based on discussion of specific issues. Students examine specific topics that define Mexican culture using a selection of fictional and non-fictional literary pieces and other forms of cultural and artistic expression. Prerequisite: SPAN 307 or consent. Can be taken more than once for credit as topic changes. Offered on demand.

420 The Latin American Novel (4)

A study of the development of the Latin American novel from the 19th century to the present. Examines theme, form, style, and technique; the historical and social context and Latin American women as authors and as characters. Prerequisite: SPAN 307. Offered spring of even-numbered years.

471 Practicum in the Teaching of Spanish (4)

Students learn various methods for the teaching of grammar, writing, and speaking in Spanish. They also serve as assistants and tutors in SPAN 111, 112, and 213. Prerequisite: SPAN 307 (or the capability of using the Spanish language effectively) and consent. Offered each year.

LATIN COURSES (LATN)

(See Classics for Latin courses and major.)

GEOGRAPHY

GEOGRAPHY COURSES (GEOG)

111 Physical Geography (4)

A study of the physical earth with an emphasis on the processes of planetary composition, planetary motion, the atmosphere, water, plate tectonics, glaciers, landforms, and other major topics. Environmental issues provide applications to current events and conditions. Basic location identification serves as a foundation for atlas and general thematic map usage. Offered each semester.

112 Cultural Geography (4) S

The study of how geography affects culture and how culture affects geography. This course is regional in its approach and explores the reciprocal relationship of the earth and its inhabitants and how they affect each other. Urban, cultural, medical, historical, and economic themes provide the focus for regional applications. Basic map skills and location identification serve as a foundation for atlas and general thematic map usage. Offered each spring and summer.

113 Human Geography (4) S

Provides a synthesis of physical and cultural geographic concepts by developing an understanding of the relationship of the physical world to the cultural through three units: The Physical World, Cultural and Physical Interaction, and Applied Cultural and Physical Processes. Explores the use of maps and other geographic representations, the study of physical processes, the characteristics and distribution of ecosystems, the relationship between human activity and the physical environment, the examination of cultural patterns and networks, and the impact of political forces on physical resources. Offered each spring or summer.

HISTORY

Dr. Richard E. Bond
Dr. Kathleen B. Casey
Dr. Clayton J. Drees
Dr. Daniel S. Margolies, Program Coordinator
Dr. Sara A. Sewell

Course offerings in history are intended to familiarize students with both the American and Western heritage, as well as with some aspects of the history of the non-Western world. The study of history is presented as a means of integrating college experiences and developing certain perceptual and

analytical skills. Students are exposed to a broad range of modern historical methodologies, making connections between history and many other academic disciplines. The study of history is aimed at students who are motivated by diverse goals. It offers excellent preparation for careers in law, civil service, journalism, business, foreign service, museum work, and archives, and for graduate study, including law school.

The History Department offers a major in history and one in history and social science. The history major offers students a broad choice of courses that emphasize high-level analytical skills and historical inquiry. It introduces students to a wide range of methodologies, including oral history, intellectual history, social history, cultural history, and gender history. The major requirements, although flexible, are designed to ensure that all students will gain some knowledge of both U.S. and non-U.S. history beyond the introductory level. They also ensure that every student majoring in history will confront a diversity of historical interpretations and practice designing and conducting historical research.

The history and social science major is designed for students who plan to teach history and/or social studies at the secondary level. It meets all content requirements for teacher certification in social studies in Virginia. In addition to history, areas of study include government, civics, international studies, economics, and geography. This major also emphasizes historical interpretation and offers students opportunities to pursue independent historical research.

Major Requirements: History

COURSE NUMBER AND TITLE	SEM. HRS.
Three history courses at the 100/200 level*	12
Five history courses at the 300/400 level*	20
HIST 260 Introduction to Historiography	4
HIST 360 Junior Research Seminar	4
HIST 460 Senior Thesis Seminar	4
TOTAL	**44**

*These courses should include at least two in U.S. history and one in non-Western history. At least two of the courses should carry a "W" General Studies designation.

Major Requirements: History and Social Science

COURSE NUMBER AND TITLE	SEM. HRS.
HIST 111 World History to A.D. 1600 HIST 112 World History: The Modern Era	8
HIST 113 History of U.S. to 1877 HIST 114 History of U.S. Since 1877 **OR** HIST 116 History of the U.S.	4
HIST 260 Introduction to Historiography	4
Four history courses at the 300/400 level, including two in U.S. history, two in non-U.S. history, and at least one W course that requires a research paper	16
GEOG 113 Human Geography	4
MBE 201 Introductory Macroeconomics	4
POLS 335 American Government	4
One of the following: POLS 103, 206, 210, 217/317, 220/320, 238/338, 250, 321, 334, 344, 345, 348, 350	4
TOTAL	**48**

Minor Requirements: History

COURSE NUMBER AND TITLE	SEM. HRS.
Two courses in U.S. history	8
Two courses in non-U.S. history	8
One history course in any area	4
TOTAL	**20**

The courses must include at least one writing (W) course in history. Three history courses must be at the 200 level or above, and at least two must be at the 300 level or above.

HISTORY COURSES (HIST)

111 World History to A.D. 1600 (4)

A study of selected topics in history from the emergence of early cultures to the 16th century. Emphasizes the variety of human societies and the ways in which Old World societies influenced one another. Prerequisite: freshman/sophomore status or consent. Offered each fall.

112 World History: The Modern Era (4)

Explores world history since 1600, focusing on intercultural exploration and appreciation. Examines many critical political events in world history, including the two world wars. Students also learn about key historical trends such as the waning of traditional societies, industrialization, Marxism, nationalism, and imperialism. Significant attention is devoted to studying cultural developments, especially how ordinary people experienced major historical events. Prerequisite: freshman/sophomore status or consent. Offered each spring.

113 History of the U.S. to 1877 (2)

A brief survey of the first half of American history, from early Native American history to Recon struction. Designed for students who need only one half of the American history survey to fulfill a graduation requirement. Students may not take both HIST 113 and 116 for credit. Offered on demand.

114 History of the U.S. Since 1877 (2)

A brief survey of the second half of American history, from Reconstruction up to the present. Designed for students who need only one half of the American survey to fulfill a graduation requirement. Students cannot take both HIST 114 and 116 for credit. Offered on demand.

116 History of the United States (4)

A survey of the history of the United States from approximately 1400 to the present. Examines the major political, social, cultural, intellectual, religious, and economic trends over the course of the nation's history. Designed primarily to fulfill state competency requirements for prospective teachers. Offered each semester.

219 Topics in Asian History (4) H

An examination of selected topics in the history of Asia that varies from year to year and focuses on such areas as China, Japan, India, and the Near East. May be repeated for credit as designated topics change. Offered spring of odd-numbered years or on demand.

220 The Civil War and Reconstruction (4) H

Examines the causes, experience, significance, and lasting legacies of the Civil War and Reconstruction. Topics include the ongoing crisis of sectionalism and nationalism, the political, ideological, and moral conflict over slavery, the impact of expansionism, the ideological development of a revolutionary South, and the impact of the war on national politics, culture, and memory. Heavy emphasis is given to the war itself: the battles, leaders, common soldiers, tactics, diplomacy and economics of this great conflict. Finally, students explore the mixed results of this war for the victorious North, the defeated South, and the restored nation during Reconstruction and beyond. Offered spring of even-numbered years.

248 Medieval Islamic World (4) V

An honors course in the history, religion, and culture of the Islamic Near East, Spain, African empires and Swahili Coast, the Ottoman Empire and Mogul India from Mohammed the Prophet to the 17th century. Prerequisite: Membership in the Honors and Scholars program or consent. Offered on demand.

250 Topics in American History (4) H

Applies skills in historical analysis to a variety of geographical, chronological, cultural, social, and political topics. Students learn how societies change over time, analyzing primary documents in their historical context and developing independent arguments based on primary sources. Requires an 8-10 page paper based on primary source evidence. Topics for HIST 250 sections are available from the History Department before registration begins each semester. May be repeated for credit as topics change. Prerequisite/corequisite: ENG 105. Prerequisite for Winter Session: successful completion of ENG 105 with a grade of C or higher.

251 Topics in European History (4) H

Applies skills in historical analysis to a variety of geographical, chronological, cultural, social, and political subjects. Students learn how societies change over time, analyzing primary documents in their historical context and developing independent arguments based on primary sources. Requires an 8-10 page paper based on primary source evidence. May be repeated for credit as topics vary. Topics and descriptions are available from the History Department before registration begins each semester. Prerequisite/corequisite: ENG 105. Prerequisite for Winter Session: ENG 105 with a grade of C or higher. Offered each semester and in selected Winter Sessions.

252 Topics in Non-Western History (4) H

Applies skills in historical analysis to a variety of geographical, chronological, cultural, social, and political subjects. Students learn how societies change over time, analyzing primary documents in their historical context and developing independent arguments based on primary sources. Requires an 8-10 page paper based on primary source evidence. May be repeated for credit as topics vary. Topics and descriptions are available from the History Department before registration begins each semester. Prerequisite/corequisite: ENG 105. Prerequisite for Winter Session: ENG 105 with a grade of C or higher. Offered each semester and in selected Winter Sessions.

260 Introduction to Historiography (4)

Students analyze the differing schools that have developed around various historical questions and learn how to enter into historical debates by engaging other historians. They also are exposed to some of the most important methodologies in the discipline of history. Prerequisite: a declared major in history, history and social science, or history minor. Offered each spring.

262 Seminar in the History of European Cities (4) H

Investigates the history of various European cities, including Berlin, Paris, London, Vienna, and Prague. Focuses on the history of art, architecture, city planning, and public spaces. Through walking tours, visits to museums and key landmarks, and musical performances, students investigate the historical developments of the cities, especially the conflicts radiating from the construction and destruction of the urban landscape. Begins at VWC with an on-campus component in which students prepare for an on-site study of the city. This study is followed by travel to the destination. Offered in selected Winter Sessions.

286 Banned Books (4)

An interdisciplinary exploration of banned books; the legal battles in U.S. history that created, supported, and ended censorship; and the literary, legal, aesthetic, and socio-political contexts that influenced both the artists and the changing conceptions of obscenity that marked their works as controversial. Students may not also receive credit for ENG 286. Offered in selected Winter Sessions and spring semesters.

303 17th- and 18th-Century America (4) W

A study of the social, cultural, religious, and demographic changes that took place over two centuries in early American history. Topics studied include Native American life; encounters between whites and Indians; the political, economic, and social formation of the colonies; free and enslaved black life; African, European, and American cultural development; and religion, among others. Prerequisite: ENG 105 with a grade of C or higher. Offered fall of even-numbered years.

306 Seminar in Asian History (4) H

An examination of selected topics in the history of Asia that varies from year to year and focuses on East, Central, or Southeast Asia. Includes consideration of intangible cultural heritage and traditional music and dance. May be repeated for credit as designated topics change. Offered fall of even-numbered years or on demand.

313 19th-Century America (4) H

An intensive exploration of major themes, events, and individuals in United States history between Thomas Jefferson's presidency and the Spanish-American War. Topics include territorial and governmental expansion, the politics of slavery and freedom, the Civil War and its aftermath, the industrial revolution, urbanization, imperial adventurism, and other transformations that marked this tumultuous and fascinating time in history. Emphasizes historiographical interpretations of the historical changes and their meanings. Prerequisite: sophomore/junior/senior status. Offered fall of even-numbered years.

314 First and Second Great Awakenings (4) H,W

A study of the social, cultural, religious, and demographic causes and consequences of the First and Second Great Awakenings. Prerequisites: ENG 105 with a grade of C or higher and sophomore/junior/senior status. Offered spring of even-numbered years.

316 Medieval Europe (4) H

A survey of the cultural, religious, political, and economic changes that Europe underwent from the "fall" of Rome to the Black Death. Prerequisite: sophomore/junior/senior status. Offered spring of odd-numbered years.

317 History of Virginia (4) H

An exploration of the history of the Commonwealth of Virginia. Topics include Powhatan culture, early colonial life, the origins of slavery and the construction of race, gentry and slave culture, the Civil War, and the 20th century. May require field trips to historic sites. Prerequisite: sophomore/junior/senior status. Offered each fall.

319 Early Modern Europe, 1300-1789 (4) W

An investigation of European history during the transition from medieval to modern forms of political, cultural, religious, and social dimensions of life. The course explores the concept "early modern" as it emerged in the Renaissance, Reformation, and Enlightenment movements. Prerequisites: successful completion of ENG 105 with a grade of C or higher and sophomore/junior/senior status. Offered spring of even-numbered years.

322 Religion and Social Issues in American History (4)

An interdisciplinary examination of major social issues in American history such as slavery, racial equality, and the status of women. Explores the religious influences, background, and context of these social issues which have had a profound effect on American history and continue to reverberate in American society today. Prerequisites: at least 6 semester hours in history, religious studies, political science, English, interdisciplinary studies, philosophy, or sociology and junior status or consent. Offered on demand.

323 Tudor England (4) W

A detailed introduction to the history of 15th- and 16th-century England that explores the political, social, economic, religious and intellectual trends responsible for the renaissance of culture that characterized the Elizabethan Age. Prerequisites: ENG 105 with a grade of C or higher and sophomore/junior/senior status. Offered fall of even-numbered years.

325 Radicalism, Terrorism, and Violence in American History (4) H,W

An examination of dissent, radical politics, terrorism, and political violence in American history from the colonial era to the present. Examines the impact and influence of historically important forms of violence, political crime, and state repression on American politics, culture, society, and economy. Other topics include the rise of different radical political ideologies and parties, mob violence, slave uprisings, filibusters, lynching, vigilantism, strikes, police and military repression, assassination, terrorism of the left and right, apocalyptic sects, and the role of violence in producing or forestalling social change and reform. Includes discussion of the different theoretical approaches developed by historians to explain the meaning of radicalism, terrorism, and violence in American history. Prerequisites: ENG 105 with a grade of C or higher and sophomore/junior/senior status. Offered fall of odd-numbered years.

328 United States Foreign Relations, 1763-1919 (4) H,W

An examination of the major themes, events, ideas, and consequences of American foreign policy from the French and Indian Wars through Woodrow Wilson's attempt to re-shape international relations in the aftermath of World War I. Emphasizes the strategic, ideological, economic, sectional, and racial dimensions of U.S. relations with other nations and peoples, and the connections between foreign and domestic politics. Prerequisites: ENG 105 with a grade of C or higher and sophomore/junior/senior status. Offered spring of odd-numbered years.

346 History of South Africa (4) S

An exploration of the South African past, from earliest settlement by African and European peoples through the British Colonial and Afrikaner union periods, to the establishment and dismantling of apartheid in the 20th century. Prerequisite: sophomore/junior/senior status. Offered fall of even-numbered years.

347 History of Modern France (4) H,W

Focuses on France's attempts to achieve "liberty, equality, and fraternity," exploring the history of France from the beginning of the 18th century to the present. Examines the various political regimes, beginning with Absolutism under Louis XIV, through the series republics and the two Napoleonic empires. Emphasizes the many revolutions that have left indelible stamps on the history of France. The political narrative is supplemented by a social analysis of French society, including the history of the working classes, women, Jews, and immigrants. Examines the cultural milestones in French history, in popular culture, and in national political symbolism. Prerequisites: successful completion of ENG 105 with a grade of C or higher and sophomore/junior/senior status. Offered on demand.

348 History of Modern Germany (4) H

Explores the meaning of modern Germany since its unification as a modern nation-state in 1871. Topics include the political outline of German history, the social and cultural histories of Germany, German identity, ethnic groups, the Holocaust, and Germany's national borders. Prerequisite: sophomore/junior/senior status. Offered spring of even-numbered years.

349 Topics in U.S. History (4) H

Applies advanced historical exploration of a variety of geographical, temporal, cultural, social, and political subjects in U.S. history. Students focus on understanding how societies change over time, analyze primary documents in their historical

context, and develop independent arguments based on analysis of primary sources. Courses may be repeated as topics change. Prerequisite: Successful completion of ENG 105 with a grade of C or higher.

350 Topics in European History (4) H

Applies advanced historical exploration of a variety of geographical, temporal, cultural, social, and political subjects in European history. Students focus on understanding how societies change over time, analyze primary documents in their historical context, and develop independent arguments based on analysis of primary sources. Courses may be repeated as topics change. Prerequisite: Successful completion of ENG 105 with a grade of C or higher.

351 Topics in World History (4) H

Applies advanced historical exploration of a variety of geographical, temporal, cultural, social, and political subjects in world history. Students focus on understanding how societies change over time, analyze primary documents in their historical context, and develop independent arguments based on analysis of primary sources. Courses may be repeated as topics change. Prerequisite: successful completion of ENG 105 with a grade of C or higher.

352 U.S. Women's History (4) H,W

Examines the history of women in the United States from the colonial period to the present. Focuses on how women's roles and ideas about femininity have changed over time in the context of the social, economic, political, and cultural development of the United States. Takes account of what American women have shared, as well as how they have differed across lines of class, race, ethnicity, and region. Prerequisites: ENG 105 with a grade of C or higher and junior/senior status. Offered spring of even-numbered years.

353 History of Women in Europe Since 1700 (4) H,W

Explores the history of women in Europe from the 18th century to the present. Focuses on women's roles in society, both public and private. Examining women in the spaces they have historically occupied, students probe some of the central questions concerning the history of women in Europe: how did society define "woman," and why was she generally seen as the "other"? How did society construct women's roles, and to what extent did women contest traditional gender roles? How did industrialization shape women's lives? To what extent did women participate in political struggle, and how did their political goals and means of struggle vary from those of men? How did contemporaries view the female body? Why did some women oppose "emancipation", as defined by feminists? Prerequisites: ENG 105 with a grade of C or higher and sophomore/junior/senior status. Offered fall of even-numbered years.

360 Junior Research Seminar (4) W

Designed to provide history majors with skills for producing research within the discipline, culminating the following fall semester in HIST 460. Students begin the process of designing their research project, produce a historiographical review of their topic, and craft a research proposal for review and discussion. Prerequisites: ENG 105 with a grade of C or higher, a declared major in history or history and social science and sophomore/junior/senior status. Offered each spring.

380 Dos Passos' USA (4) H

An intensive exploration of John Dos Passos' great trilogy, U.S.A.: The 42nd Parallel: 1919: The Big Money. Students read and discuss the books, explore and evaluate Dos Passos' innovative narrative and experimental styles, his political agenda and social critique, his understanding of the flow of American history, his enduring appeal, and his great utility to the student of American history. Using the books as a guide and a lodestar, they construct an understanding of the American experience before, during, and after the First World War and gain insight into the connections between literature and history and between art and memory. Offered in selected Winter Sessions.

381 The South of Erskine Caldwell (4)

An intensive reading and discussion seminar which explores the tenor of early 20th century Southern life and culture through the fiction and non-fiction works of Erskine Caldwell, a much-overlooked genius of American letters. Caldwell stands alongside William Faulkner as one of the two most important interpreters of life, culture, and society in the South during the early 20th century. Covers rural Southern life, the race question in the South, radical Georgia politics, social change during the Great Depression, and the broader flow of events in American history between 1900 and 1945, along with other important topics. Prerequisite: sopho more/junior/senior status. Offered in selected Winter Sessions.

385 Seminar in the History of Socialism, Communism, & Marxism in Europe (4) H

Explores the development of socialism in Europe from the late eighteenth century through today. Examines the theoretical origins of socialism in the late eighteenth century and the beginning of the nineteenth century. Includes an analysis of Marxism and Communism as developed by Karl Marx and

Friedrich Engels in the mid-nineteenth century, as well as critical socialist thinkers after Marx, including August Bebel, Lenin, Rosa Luxemburg, and Geog Lukacs. Includes an analysis of socialist/communist feminism, aesthetics, literary theory, and home furnishing. Investigates the historical application of socialist theory to the political world from the mid-nineteenth century to the Russian Revolution, to the collapse of communist regimes in Eastern Europe in the 1990s. Prerequisite: sophomore/junior/senior status. Offered in selected Winter Sessions.

415 Comparative Colonial Empires, 1500-1800 (4) H,W

Introduces students to the major topics and themes arising from the innumerable connections that existed between peoples who crisscrossed the Atlantic Ocean between 1500 and 1800. Students examine topics such as encounter, environment, migration, piracy, slavery, and revolution in Africa, Europe, North America, and South America. Prerequisite: ENG 105 with a grade of C or higher. Offered spring of even-numbered years.

417 History of the Old South (4) H

An intensive study of life, politics, culture, economics, gender, and race in the American South between the Civil War. Topics include life in the Antebellum South; the experience of the frontier, mountain, Tidewater, piedmont, and Gulf Coast; the complex relationships among Black, White and Native Americans; the notion of Southern honor; the interplay of sectionalism, radicalism, Southern nationalism, and expansionism; and the experience of plantation life for master and slave. Students analyze an array of historiographical interpretations and schools of thought on the history of the Old South. Prerequisite: senior status or consent. Offered fall of odd-numbered years.

418 History of the New South (4) H

An intensive study of life, politics, culture, economics, gender, and the race question in the American South between the end of Reconstruction and the end of World War II. Topics include the shifting legacies of the Civil War and of Reconstruction, the Jim Crow segregation system, New South ideology, and the life and working experiences of Southerners. Students analyze an array of historiographical interpretations and schools of thought on the history, meaning, and memory of the New South. Prerequisites: 3 semester hours in history and senior status or consent.

425 Brother Can You Spare a Paintbrush The Arts Programs of the New Deal (4) I

Students use the creative projects and administrative documents available in online archives to pursue intensive research and analysis of the arts programs of the Works Progress Administration. They examine the cultural, social, and political significance of these projects in the context of one of the most dynamic and fascinating periods in modern American history. They also create New Deal-style art, individually and in groups, which is presented to the campus community at the end of the Winter Session. Prerequisite: senior status. Offered in selected Winter Sessions.

426 European Heresy and the Witch-Hunt (4) I,W

An intensive examination of the varying themes and viewpoints historians grapple with in their study of religious dissent in Medieval and Early Modern Europe. Includes a formal research paper in a student-led seminar format. Prerequisite: senior status or consent. Prerequisite: ENG 105 with a grade of C or higher. Offered spring of odd-numbered years.

433 Globalization and Empire in American History (4) I

Traces and evaluates the development of systems of liberalized trade, cultural exchange, communi cation, and transportation known as globalization and the related American pursuit of empire and power in this capitalist world system. Topics include the legal, administrative, political, ideological, cultural, and military systems and strategies created over time by policymakers in the United States to shape and dominate an increasingly interconnected and interdependent world. Students analyze and dissect the different theoretical approaches developed by legal and foreign policy historians to explain the meaning of globalization and empire in American history. Offered fall of even-numbered years.

440 Seminar in American History (4)

Intensive study of selected topics that vary from semester to semester. May be repeated for credit as designated topics change. Prerequisite: senior status or consent. Offered on demand.

450 Seminar in European History (4)

Intensive study of selected topics that vary from semester to semester. Prerequisite: senior status or consent. Offered on demand.

451 History of the Holocaust (4) I

Examines the Holocaust from a variety of perspectives based on the General Studies Frames of Reference. Topics include the history of anti-Semitism, the emergence of racial ideologies at the end of the 19th century, the conditions that contributed to the rise of the Nazi Party, and the memory of the Holocaust. Includes a class project that commemorates Kristalnacht on November 9, which develops students' historical knowledge, communication skills, and aesthetic sensibilities. Prerequisite: consent. Offered fall of odd-numbered years.

460 Senior Thesis Seminar (4) W

A workshop in which senior history majors apply previous learning. Each student selects a historical problem, develops appropriate research methodology, and carries out the project under faculty supervision and in close contact with other members of the seminar. Students are encouraged to consider a variety of approaches to historical investigation, including oral history, quantification, and archival research. Prerequisites: ENG 105 with a grade of C or higher, senior status, and HIST 360 or consent. Offered each fall.

489 Pop and Rock Music Seminar (4) I

Examines the history of Western popular music in the twentieth century. Situates pop and rock music in their socio-cultural contexts, investigating the nexus between socio-political developments and musical expression. Focuses on the interactions between different cultures, the development of international youth styles, music as political expression, and cultural imperialism. Prerequisites: junior or senior status and consent. Offered spring of odd-numbered years.

HUMANITIES

HUMANITIES COURSES (HUM)

150 Service Learning in a Global Context (4) V

Students engage in service projects in communities that have been damaged by the effects of violence, poverty, and social injustice. They learn about the target community, engage in a service project that addresses the needs of that community, and reflect on the service experience. May be repeated for credit. Prerequisite: students should be prepared to travel abroad (have valid passports, etc.). Offered in selected Winter Sessions.

231/431 A Tale of Two Cities (4) A, I*

An individualized travel and research course through which students experience and analyze the culture of two important cities, as represented in their museums, architecture, and historic sights, and in their living culture. The course is tailored to each student's research interests and includes components before, during, and after the trip. Prerequisite for 431: 75 semester hours. Offered in selected Winter Sessions. *HUM 231: (A); HUM 431: (I).

INDIVIDUALIZED STUDIES MAJOR

A student who has discovered a well-defined problem area or theme that cannot be addressed through Virginia Wesleyan's established major programs may develop an individualized major. Because this type of study requires considerable initiative and imagination, students pursuing this option must demonstrate preparedness by having completed at least 32 credit hours of college work with an overall GPA of at least 2.7. At least 16 semester hours must have been completed in residence.

Eligible students must identify an advisory board consisting of a faculty sponsor and two additional faculty members. The members of the advisory board must be familiar with the student's academic work or have expertise in the proposed area of study. In consultation with these faculty, the student will develop a comprehensive academic plan of study, to include coursework in at least two different departments/programs. The major must reflect between 40 and 48 semester hours of approved coursework, with at least 20 hours at the 300/400 level, including a senior thesis or capstone project. No more than two courses may count toward both the major and general studies requirements.

The proposal must be completed and submitted to the office of the Dean of the College for approval before the student has completed 64 semester hours, which is typically before the end of the student's sophomore year. In unusual cases where a student can show progress already made toward the proposed major, the student may submit a proposal during the subsequent semester, but in no cases after the student has completed 80 or more semester hours. The deadline for the proposal is April 15 for a spring semester submission and November 15 for a fall semester submission. If the proposal is approved and completed, the student's transcript will describe the major as "Individualized Studies." The application form for the Individualized Studies Major can be found in the Registrar's Office.

INFORMATION SYSTEMS

(See Business)

INTERDISCIPLINARY STUDIES

INTERDISCIPLINARY STUDIES COURSES (INST)

The Interdisciplinary Studies designation is used for courses that cannot be appropriately placed under a single, dual or triple course rubric. Faculty members proposing such courses must seek approval from all three divisions before the courses can be approved by the Educational Programs Commission.

105 Preparing for College Success (2)

An introductory course in critical thinking, study strategies, goal setting, time management, and study skills and their relationship to academic success. Designed to help students develop strong academic skills. Offered each semester.

106 Analyzing and Understanding College Reading (2)

An introductory course in critical thinking as it relates to college reading success. Designed to help students develop their skills in these areas. Offered each semester.

108 WISE: Wesleyan Information Seeking Experience (2)

Introduces students to the research process and helps students develop the information literacy skills needed to succeed in college and in life. Students learn how to define information need, use effective research strategies, and evaluate and communicate research results, citing sources responsibly. Offered during selected Winter and Summer Sessions.

111 Orientation Seminar for Non-Traditional Students (1)

Designed to help non-traditional students develop the academic skills needed to excel in their coursework. Emphasizes critical thinking. Offered each semester as needed.

123 Service Learning in Hampton Roads (1)

Raises civic consciousness by fostering engaged citizenship where students perform a week of direct community service. Orientation and preparation before the direct service, as well as a reflection journal, document student learning. May be repeated for credit. Identical to PORT 123. Offered each Winter Session.

124 Service Learning and Issues of Civic Engagement in Hampton Roads (4)

Students are introduced to a community-based project and investigate the issue involved through research, reading, and lecture, followed by a week of direct community service. Includes reflection, assessment, and consideration of broader contexts. May be repeated for credit. Identical to PORT 124. Offered each Winter Session.

126 Music and Folk Culture of the Southern Appalachians (1)

Introduces students to the music and folk culture of the Southern Appalachians, including Virginia, West Virginia, North Carolina, Tennessee, Georgia, and Alabama. Emphasizes the unique pre-World War II styles of rural dance music, social and religious music, and early commercially recorded music, including the old-time string band, jug bands, clawhammer style of banjo playing, unaccompanied fiddling, shape note singing, and balladry. Students examine the history, development, and structure of these regional music styles and try playing the music themselves in an old-time string band or jug band. Offered in selected Winter Sessions.

161 Bees and Beekeeping (1)

An introduction to the history, technique, biology, and practices of apiculture and to the fundamentals and pleasures of keeping bees as either a hobby or a business. Covers the long history of beekeeping around the world, the various metaphorical and cultural meanings assigned to bees and beekeeping over time, the development of the Langstroth hive, and the theories behind the most modern hive management practices. Includes essentials such as the building of hives, supers, and frames; the capture of swarms; the installation of packaged bees; management of the hive throughout the seasons, requeening, and the harvesting of a honey crop. Also includes the basics of bee biology and hive organization, and methods of preventing disease and maintaining a healthy, productive colony. Offered in selected Winter Sessions.

202 The School and Society (4) S

A study of the historical, philosophical, and sociological foundations of public education in the United States. Topics include the foundations of instructional design based on assessment data, the legal status of teachers and students, including federal and state laws and regulations, the school as an organization/culture, and contemporary issues in education. Prerequisite: ENG 105 with a grade of C or higher. Offered each semester.

203 Applied Technology for Innovative Instruction (4)

Students master educational technologies to enhance student learning in K-12 classrooms. Course includes best practices in online and blended learning environments. Teacher candidates meet Technology Standards for Instructional Personnel (TSIP) and grade-level and content-specific technology standards as outlined in the Virginia SOLs. Blended/hybrid course. Offered each semester.

303 Resident Community Leadership (1)

Resident Assistants (RAs) develop their skills as peer counselors and group leaders. RAs share their experiences through group discussions and structured processes. Enrollment is limited to current resident assistants. (Previously PSY 303). Pass/fail grading. Offered each semester.

304 Blackfeet Immersion: Life and Education on a Montana Reservation (4)

A travel course in which students spend a week volunteering at the De La Salle Blackfeet School in Browning, Montana, as assistants to the teachers and as mentors to the children. Coursework before and after the trip enhances student learning and provides an intercultural experience that invites students to affirm a common bond. Prerequisite: junior/senior status or consent. Offered selected Winter Sessions.

470 Developments in Science and Technology (4) I,W

Explores the nature of scientific inquiry and the role of science and technology in our society by tracing the historical development and current state of several areas of science and technology. Considers the influence of culture, politics, religion, economics, and society on these developments and the impact of these developments on the society. Does not fulfill any requirements for Latin honors. Prerequisites: ENG 105 with a grade of C or higher, junior/senior status, and one "L" course. Offered Winter Sessions of even-numbered years.

482 Issues in Education (4) I,W

Offers students the opportunity to develop a descriptive research study. The student chooses a topic, conducts a review of the related literature, designs the study, develops research questions, gathers and analyzes data, and reports the results. Does not fulfill divisional requirements for Latin honors but may fulfill research requirement for summa cum laude. Prerequisites: ENG 105 with a grade of C or higher and junior/senior status. Offered each semester.

485 Selected Topics (1 to 4)

Provides opportunities to explore current topics, trends, and issues related to curriculum, methodology, and evaluation. Offered on demand.

INTERNATIONAL STUDIES

The International Studies major emphasizes an interdisciplinary approach that teaches students to think critically about international political, economic, cultural, and business processes and problems. The program contains a core of required courses, but offers students the opportunity to develop an individualized program in one of three concentration areas: international politics, international business, and international cultural studies. Classroom study is supplemented by real-life international experiences with internship or study abroad opportunities. Virginia Wesleyan College is located in the international port of Hampton Roads. Intergovernmental organizations, including the United Nations, have offices here, as do national intelligence, security, and military branches of the government; thus the area can offer students international intern experiences without leaving the region. Students prepare for careers in international work with governments, with non-government organizations, and in international business. The major consists of a minimum of ten courses and either an internship or study abroad. Students must demonstrate proficient in a foreign language.

Major Requirements: International Studies

COURSE NUMBER AND TITLE	SEM. HRS.
POLS 103 Global Realities	4
POLS 206 Introduction to Comparative Politics **OR** POLS 210 Introduction to International Relations	4
HIST 112 World History: The Modern Era	4
One of the following: RELST 116 World Religions PHIL 372 Beyond the Western Tradition PHIL 392 Alternative Futures	4
POLS 250 Introduction to International Political Economy	4

See continuation of choices next page

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One of the following: MBE 100 Introduction to Economics MBE 201 Introductory Macroeconomics MBE 202 Introductory Microeconomics	4
Complete one of the following tracks: International Business International Cultural Studies International Politics	16
Individualized International Study (either Internship or Study Abroad)	6-12
TOTAL CREDIT HOURS	**46-52**

International Politics Track

COURSE NUMBER AND TITLE	SEM. HRS.
POLS 235 Political Science Research Methods	4
One of the following: POLS 345 International Law & Organizations POLS 440 Seminar: American Foreign Policy	4
One of the following: POLS 317, 320, 328, 338, 344, 353	4
One of the following: HIST 219, 262, 323, 328, 346, 347, 348, 433	4
TOTAL CREDIT HOURS	**16**

International Business Track

COURSE NUMBER AND TITLE	SEM. HRS.
One of the following: MBE 201 Introductory Macroeconomics **OR** MBE 202 Introductory Microeconomics	4
MBE 332 Economic Development	4
MBE 333 International Business	4
One of the following: FR 333, SPAN 333, MBE 305, POLS 206, 317, 320, 334, 338, 344, 348, 350	4
TOTAL CREDIT HOURS	**16**

International Cultural Studies Track

COURSE NUMBER AND TITLE	SEM. HRS.
WGS 219 Women In Culture and Society	4
One of the following: PSY 285 Theories of Personality **OR** PSY 450 Evolutionary Psychology	4
One 300/400-level course in French, German, or Spanish literature	4
One of the following: ARTH 351, 352, ENG 314, FR 314, 327, GER 329, HIST 251, 252, 353, 433, 451, MUS 313, 314, SPAN 312	4
TOTAL CREDIT HOURS	**16**

JEWISH STUDIES (Minor)

The minor in Jewish Studies offers students the opportunity to study the oldest form of continuously practiced monotheism in Western culture. Comprised of a variety of approaches from different intellectual disciplines, the minor also includes the opportunity for individualized study and "hands on" experience in the local Jewish community. A minor in Jewish Studies is compatible with any College major, including the major of Religious Studies.

Minor Requirements: Jewish Studies

COURSE NUMBER AND TITLE	SEM. HRS.
One of the following: RELST 180 Judaism & Film **OR** RELST 181 Judaism through Food	4
One of the following*: HIST 451 History of the Holocaust POLS 338 Comparative Politics of the Middle East and North Africa RELST 140 Religion in American Culture RELST 217 The Old Testament World	4

See continuation of choices next page

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One of the following*: GER 305 Short Prose of Kafka GER 340 German Cinema: Art & Politics HIST 348 History of Modern Germany RELST 361/461 Thinkers/Topics in Religion (as applicable)	4
JST 381/382 Internship in Jewish Studies	4
JST 481/482 Readings in Jewish Studies	4
TOTAL	**20**

*Substitutions permitted only by permission of the Jewish Studies administrator.

JEWISH STUDIES COURSES (JST)

381 Internship in Jewish Studies (4)

Internship with local Jewish community or religious organization. Students participate in the institutional workings of educational, philanthropic, religious, or health-care related Jewish organizations. Off-campus: personal means of transportation necessary. Prerequisites: RELST 180 or 181 or permission of the faculty member administering the JST minor.

481 Readings in Jewish Studies (4)

In-depth, faculty guided, but student initiated readings course in an area of Jewish studies, focusing on a specific theme, issue, geographic area, or time period relevant to the study of Judaism or the Jewish people. Prerequisites: RELST 180 or 181 or permission of the faculty member administering the JST minor. Offered on demand.

JOURNALISM

(See Communication)

MANAGEMENT

(See Business)

MATHEMATICS AND COMPUTER SCIENCE

Mrs. Kathy R. Ames
Dr. Lydia Kennedy, Program Coordinator
Dr. Audrey Malagon
Dr. Margaret Reese
Dr. Z. John Wang
Ms. Denise Pocta Wilkinson

Mathematics is at its heart the search for pattern or structure. It is an essential component of the liberal arts: A mathematician finds a structure and develops a vocabulary or theory for describing, exploring, and extending it further. Each course in mathematics engages students in the search and in the articulation of the consequences. The study of mathematics requires both creativity and rigorous, logical thinking. Mathematics courses are designed to meet two goals: (1) to introduce some of the most influential ideas and techniques in mathematics; and (2) to develop problem-solving ability by teaching students to combine creative mathematical searching with rigorous reasoning.

Computer science is a discipline involving the analysis, design, implementation, and maintenance of computer systems; it is a key component of a modern education. The computer science program includes programming and software design, algorithms, system architectures, operating systems, language theory, databases, and online information systems design. Computer science courses are designed to prepare students for a lifetime of learning that will enable them to move beyond current technology to meet the challenges of the future.

The Mathematics and Computer Science Department offers majors in mathematics and in computer science leading either to the B.A. degree or the B.S. degree. Each program provides a broad education in fundamentals and problem-solving strategies. The B.A. options offer basic majors in mathematics and computer science. The B.S. options are designed for students with an additional strong interest in science or engineering. Both options are appropriate for students who plan to pursue graduate study in the same or related fields. Minors in mathematics and in computer science complement majors in many fields, including biology, business, chemistry, and earth and environmental science. The department also offers a secondary (6-12) teacher certification program in cooperation with the Education Department. The program meets all content requirements for effective high school teaching and for licensure in Virginia. Further, the department offers coursework for students seeking certification in elementary education.

The department supports the general studies curriculum by offering courses that meet the quantitative perspectives "Q" requirement. All "Q" courses carry a mathematics placement prerequisite. The math placement codes indicate levels of mathematics preparation for incoming students. A student's application file, transcripts, and SAT or ACT scores form the basis for placement. The levels are coded by letters: H, A, B, C, D. Students may challenge their placements by contacting the departmental coordinator.

Major Requirements: Mathematics (B.A.)

COURSE NUMBER AND TITLE	SEM. HRS.
MATH 171 Calculus I MATH 172 Calculus II	8
MATH 205 Foundations of Logic and Proof	4
MATH 217 Linear Algebra	4
Core Courses MATH 419 Algebraic Structures **OR** MATH 471 Real Analysis	4
Electives Six of the following, including at least one applied course: **Pure mathematics courses:** MATH 273 Multivariable Calculus MATH 301 Combinatorics MATH 316 Probability MATH 333 Number Theory MATH 340 Modern Geometrics MATH 419 Algebraic Structures MATH 471 Real Analysis MATH 480 Advanced Topics in Mathematics MATH 489 Research in Mathematics	24
Applied mathematics courses: MATH 274 Ordinary Differential Equations MATH 310 Statistical Models MATH 350 Numerical Methods MATH 410 Mathematical Models	
MATH 487 Mathematics Senior Seminar	1
TOTAL	**45**

Requirements for secondary teaching certification	
Program must include all of the following: MATH 273, 316, 340, either MATH 301 or MATH 333, 419 and 471	
MATH 210 Introductory Statistics **OR** MATH 310 Statistical Models	0-4
CS 110 Introduction to Programming with Visual BASIC **OR** CS 112 Computer Programming I	4
MATH 300 Teaching Assistant Program	1
TOTAL	**50-54**

Major Requirements: Mathematics (B.S.)

COURSE NUMBER AND TITLE	SEM. HRS.
MATH 171 Calculus I MATH 172 Calculus II	8
MATH 205 Foundations of Logic and Proof	4
MATH 217 Linear Algebra	4
Core courses: MATH 419 Algebraic Structures MATH 471 Real Analysis	8

See continuation of choices next page

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Electives Five of the following, including at least one applied course: **Pure mathematics courses:** MATH 273 Multivariable Calculus MATH 301 Combinatorics MATH 316 Probability MATH 333 Number Theory MATH 340 Modern Geometries MATH 480 Advanced Topics in Mathematics MATH 489 Research in Mathematics **Applied mathematics courses:** MATH 274 Ordinary Differential Equations MATH 310 Statistical Models MATH 350 Numerical Methods MATH 410 Mathematical Models	20
MATH 487 Mathematics Senior Seminar	1
Four courses in mathematics, natural sciences, psychology or economics approved by advisor	16
TOTAL	**61**

Requirements for secondary teaching certification	
Program must include all of the following: MATH 273, 316, 340, either MATH 301 or MATH 333, 419 and 471 MATH 210 Introductory Statistics **OR** MATH 310 Statistical Models	-
CS 110 Introduction to Computer Programming with Visual BASIC **OR** CS 112 Computer Programming I	-
PHYS 221 University Physics I	-
MATH 300 Teaching Assistant Program	1
TOTAL	**62**

Major Requirements: Computer Science (B.A.)

COURSE NUMBER AND TITLE	SEM. HRS.
CS 112 Computer Programming I CS 212 Computer Programming II	8
CS 205 Foundations of Logic and Proof	4
Core courses: CS 310 Introduction to Computer Systems CS 311 Data Structures	8
Electives Three CS courses at the 300/400 level	12
MATH 135 Calculus with Precalculus, Part I **OR** MATH 171 Calculus I	4
MATH 210 Introductory Statistics **OR** MATH 310 Statistical Models	4
TOTAL	**40**

Major Requirements: Computer Science (B.S.)

COURSE NUMBER AND TITLE	SEM. HRS.
CS 112 Computer Programming I CS 212 Computer Programming II	8
CS 205 Foundations of Logic and Proof	4
Core courses: CS 310 Introduction to Computer Systems CS 311 Data Structures	8
Electives Three CS courses at the 300/400 level	12
CS 489 Research in Computer Science	4
Mathematics courses: MATH 135 Calculus with Precalculus, Part I **OR** MATH 171 Calculus I	4

See continuation of choices next page

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MATH 210 Introductory Statistics MATH 310 Statistical Models	**OR**	4
MATH 172 Calculus II		4
MATH 217 Linear Algebra		4
PHYS 221 University Physics I		4
	TOTAL	**56**

Minor Requirements: Mathematics

COURSE NUMBER AND TITLE		SEM. HRS.
MATH 171 Calculus I		4
MATH 172 Calculus II		4
One of the following: MATH 205 Foundations of Logic and Proof MATH 217 Linear Algebra MATH 273 Multivariable Calculus	**OR**	4
Two of the following: MATH 301, 310, 316, 333, 340, 350, 410, 419, 471, 480, 489		8
	TOTAL	**20**

Minor Requirements: Computer Science

COURSE NUMBER AND TITLE		SEM. HRS.
CS 112 Computer Programming I		4
CS 212 Computer Programming II		4
CS 110 Introduction to Programming with Visual BASIC CS 205 Foundations of Logic and Proof	**OR**	4
Two of the following: CS 310, 311, 331, 332, 350, 380, 430, 440, 480, 489		8
	TOTAL	**20**

MATHEMATICS COURSES (MATH)

005 Algebraic Preliminaries (4)

Students develop basic computational skills and strengthen their understanding of fundamentals in preparation for courses that involve more difficult quantitative concepts. Students with placement level D must complete this course with a grade of C or higher before attempting MATH 104. Topics include operations on whole and signed numbers, fractions, decimals, exponents, variables, linear equations, and elementary problem solving. Traditional grading only. While students receive no credit for this course, the course grade does count toward their overall grade point average as if it were a 4 semester-hour course. Prerequisite: placement or consent. Offered each spring.

104 Algebra and its Applications (4) Q

Presents topics in algebra through traditional and applications-based methods. Topics include functions, exponents and scientific notation, linear, exponential, rational and quadratic functions and graphs, systems of equations, quadratic and linear inequalities. Prerequisite: placement level C, Math 005 with a grade of C or higher, or consent. Students must have a TI-83 or TI-84 graphing calculator. Offered each semester.

135 Calculus with Precalculus, Part I (4) Q

Students learn the basic tools of calculus, why they work, and how to apply them in various contexts. Symbolic, graphical, and numerical approaches are considered. Topics include limits, derivatives, and applications. Includes sufficient coverage of functions and trigonometry to support the study of calculus and of other sciences. The two-course sequence, MATH 135 and 136, is sufficient preparation for MATH 172 Calculus II. Prerequisite: placement level B, MATH 104 with a grade B or higher, or MATH 105 with a grade of C- or higher, or consent. Offered each fall.

136 Calculus with Precalculus, Part II (4) Q

A continuation of MATH 135. Topics include applications of derivatives, the Riemann integral, and the Fundamental Theorem of Calculus. Includes sufficient instruction in advanced algebraic techniques to support the study of calculus. Prerequisite: MATH 135 with a grade of C- or higher or consent. Offered each spring.

150 Topics in Modern Mathematics (4) Q

Course exposes students to areas of modern mathematics. Topics vary but may include voting theory, game theory, mathematics and art, elementary number theory, graph theory and scheduling

problems, management science, and others. Focus is on critical thinking skills, communicating mathematics orally and in writing, and applications to other disciplines. Prerequisite: placement level A or B. Offered each spring.

171 Calculus I (4) Q

Students learn the basic tools of calculus, why they work, and how to apply them in various contexts. Calculus I develops the differential calculus through symbolic, graphical, and numerical approaches. Topics include differentiation of algebraic and transcendental functions, applications in modeling and optimization, and the Fundamental Theorem of calculus and an introduction to differential equations. Prerequisite: placement level A or consent. Offered each fall.

172 Calculus II (4) Q

A continuation of Calculus I. More advanced techniques are studied and used to solve quantitative problems in various contexts. Topics include integration techniques, applications of definite integration, polar coordinates, parametric equations and sequences and series. Prerequisite: MATH 136 or 171 with a grade of C- or higher or consent. Offered each semester.

189 Games and Decisions (4) Q

Learn how to win games with math! In this course, use discrete mathematics (game theory, logic, probability) to model real-world situations involving decision making. Prerequisite: placement level A, B or H. Offered each fall.

205 Foundations of Logic and Proof (4) Q

Introduction to abstract mathematical thinking and logical reasoning skills needed in upper-level Math/CS courses. Topics include logic, argument, proofs, induction, sets, and abstract functions and relations. Emphasizes mathematical writing. Iden tical to CS 205. Prerequisite: MATH 171 or CS 212 with a grade of C or higher, or sophomore status with placement level H or A, or consent. Offered each spring. For students seeking teaching certification in secondary mathematics, recommended spring of freshman year.

210 Introductory Statistics (4) Q

Introduces students to learning from data. Topics include the basics of data production, data analysis, probability, Central Limit Theorem, and statistical inference. Statistical software is used for data management, calculation, and visualization. No previous knowledge of statistics is required. Students cannot receive credit for both MATH 210 and PSY 210. Prerequisites: sophomore status or higher. Placement level B or A or H, or MATH 104 with a grade of C- or higher. Not appropriate for first-year students. Students must have a TI-83 or TI-84 graphing calculator. Offered each semester.

217 Linear Algebra (4)

The study of vector spaces and linear equations in several variables. Topics include systems of linear equations, vector spaces, linear dependence of vectors, bases, dimension, linear transformations, matrices, determinants and applications. Prerequisite: MATH 172 (grade of C- or higher) or consent. Offered each fall.

273 Multivariable Calculus (4)

Topics include functions of several variables, curves, surfaces, partial differentiation, multiple integrals, and vector analysis. Prerequisites: MATH 172 (grade of C- or higher) or consent. Offered each spring.

274 Ordinary Differential Equations (4)

Explores the theory and applications of ordinary differential equations and their solutions. Topics include linear and non-linear first order equations, higher order linear equations, series solutions, systems of linear differential equations, Laplace transforms, and numerical methods. Prerequisite: MATH 172 (grade of C- or higher) or consent. Offered each fall.

300 Teaching Assistants' Program for Math (1)

Qualified students assist math instructors in teaching their classes. Enrollment is by invitation of the MATH/CS department. Although the course is useful for students seeking certification in secondary education, enrollment is not limited to them. A student may enroll more than once, but may apply no more than 3 semester hours earned in this manner toward graduation. May not be used to satisfy major or minor requirements in mathematics, although one semester of MATH 300 is required for secondary education certification. Offered each semester.

301 Combinatorics (4)

An introduction to combinatorics, the mathematical art of counting discrete quantities. Topics include enumeration of combinatorial structures, recursive algorithms, graph theory with applications and algorithms, inclusion-exclusion, and generating functions. Prerequisite: MATH/CS 205 (grade of C- or higher), MATH 217 (grade of C- or higher), or MATH 273 (grade of C- or higher) or consent. Offered fall of odd-numbered years.

310 Statistical Models (4)

A course in applied data analysis. Emphasizes construction of models for authentic data sets. Statistical software is used extensively for analyzing real data sets from various contexts. Topics include parametric and non-parametric tests, simple and multiple regression, and ANOVA. Prerequisites: MATH 106 with a grade B or higher, MATH 210 with a grade B or higher, or MATH 171 with a grade C- or higher, or consent. Offered spring of even numbered years.

316 Probability (4)

Approaches probability as a discipline with applications throughout mathematics and the sciences. Topics include classical and axiomatic probability, random variables, common distributions, density functions, expectation, conditional probability, independence, the Law of Large Numbers, and the Central Limit Theorem. Prerequisites: MATH 273 (grade of C- or higher) or consent. Offered fall of odd-numbered years.

325 Theory Elementary Mathematics (4)

A study of the nature of mathematical knowledge, the history of mathematics, geometry, elementary number theory, and basic trigonometry. Does not count toward the major in mathematics. Prerequisites: MATH 210 (grade of C- or higher), junior/senior status and admission to the program for Elementary Certification.

333 Number Theory (4) W

An introduction to the study of the set of natural numbers. Topics may include linear congruence, greatest common divisor, Euler's totient function, Chinese Remainder Theorem, Fermat's Little Theorem, Wilson's Theorem, Legendre symbol, and quadratic reciprocity. Prerequisites: ENG 105 with a grade of C or higher and MATH/CS 205 (grade of C- or higher) or consent. Offered spring of odd-numbered years.

340 Modern Geometries (4)

Explores Euclidean and non-Euclidean geometries and the cultural impact of non-Euclidean geometries. Topics may include geodesics, plane geometry, non-Euclidean geometries, finite geometries, complex numbers, and geometric transformations. Pre requisites: MATH/CS 205 (grade of C- or higher), MATH 217 (grade of C- or higher), or consent. Offered fall of even-numbered years.

350 Numerical Methods (4)

Examines efficient methods used in solving numerical problems with the aid of a computer. Topics include floating point arithmetic, interpolation and approximation, integration, roots of non-linear equations, ordinary differential equations, and systems of linear equations. Prerequisites: MATH 172 (grade of C- or higher) and CS 112 (grade of C or higher), or consent. Identical to CS 350. Offered spring of even-numbered years.

410 Mathematical Models (4) W

An introduction to mathematical models and sensitivity analysis. Emphasizes construction of models for real world applications in a variety of area. Mathematical software is used extensively for problem solving. Topics include optimization models, linear and discrete programming, dynamic models and probability models. Prerequisites: ENG 105 with a grade of C or higher, MATH 217 and MATH 273 with grade of C- or better. Offered spring of odd-numbered years.

419 Algebraic Structures (4)

An introduction to algebraic structures, including groups and rings, homomorphism theorems, quotient structures, and polynomial rings. Prerequisite: junior/senior status, MATH/CS 205 (grade of C- or higher), and MATH 217 (grade of C- or higher). Offered spring of even-numbered years.

471 Real Analysis (4) W

A theoretical treatment of continuity and real-valued functions. Topics may include sequences, series, limits, the derivative and the integral. Prerequisites: ENG 105 with a grade of C or higher, junior/senior status, MATH/CS 205 (grade of C- or higher) and MATH 217 (grade of C- or higher). Offered fall of even-numbered years.

480 Advance Topics in Mathematics (4)

Enables students to explore areas of advanced mathematics which are otherwise not included in the curriculum. Students may repeat the course for credit as the topic varies. Prerequisite: consent. Offered intermittently.

487 Mathematics Senior Seminar (1)

Students read and discuss current journal articles in mathematics. Topics vary and may include problem solving. Pass/fail grading. Prerequisites: declared mathematics major and senior status or consent. Offered each spring.

489 Research in Mathematics (2 or 4)

Offers students the opportunity to conduct original scientific research in an area of interest. Students work closely with one or more members of the natural science faculty to develop and conduct a research project, then present their findings orally during the semester's undergraduate research

symposium and as a formal research paper. Students are encouraged to present their findings at a conference. Prerequisite: junior/senior status and a major in mathematics, prior approval by the project advisor, and consent of the instructor. Students may enroll for 2 or 4 hours in a given semester. May be repeated for a maximum total of 8 semester hours. Identical to BIO 489, CHEM 489, CS 489, and EES 489. Offered each semester and most Winter Sessions (2 semester hours only).

COMPUTER SCIENCE COURSES (CS)

100 Computer Concepts and Applications (4)

Topics include basic concepts of computer hardware and software; the development of the computer, networks, and the Internet; programming with Alice; Web page development with HTML; application software including word processing, spreadsheet, database, and presentation software; and social concerns associated with the widespread use of computers. Offered each semester.

110 Introduction to Programming with Visual BASIC (4) Q

An introductory programming course that uses Visual BASIC programming language. Topics include the program development process, structured programming, data types, assignment, selection, looping, subroutines, one-dimensional arrays, files, and random numbers. Prerequisite: placement level H, A, or B, or a grade of C- or higher in MATH 104, or consent. Students with credit for CS 112 or higher by consent only. Offered on demand.

112 Computer Programming I (4)

Java and C++ languages are introduced. Topics include the program development process, structured programming, data types, variables and expressions, input/output, assignment, selection, looping, functions, and arrays. Prerequisite: placement level H, A, or B, or a grade of B or higher in MATH 104, or consent. CS 110 or a high school programming class is strongly recommended. Offered each fall.

205 Foundations of Logic and Proof (4) Q

Introduction to abstract mathematical thinking and logical reasoning skills needed in upper-level Math/CS courses. Topics include logic, argument, proofs, induction, sets, and abstract functions and relations. Emphasizes mathematical writing. Identical to MATH 205. Prerequisite: MATH 171 or CS 212 with a grade of C or higher, or sophomore status with placement level H or A, or consent. Offered each spring. For students seeking teaching certification in secondary mathematics, recommended spring of freshman year.

212 Computer Programming II (4)

A continuation of CS 112. Topics include advanced programming design in user-defined data types, arrays, structures, pointers, array-based lists, binary searching, recursion, and introduction to object-oriented programming techniques. Prerequisite: CS 112 (grade of C or higher) or consent. Offered each spring.

310 Introduction to Computer Systems (4)

Introduces the basic concepts of computer organization and assembly language. Specific topics include CPU and memory organization, machine language, addressing techniques, macros, program segmentation and linkage, and assembler construction. Satisfies the oral competency requirement for computer science majors. Prerequisite: CS 212 (grade of C or higher) or consent. Offered fall of odd-numbered years.

311 Data Structures (4)

An introduction to commonly used computer data structuring techniques. Topics include abstract data types, classes, queues, stacks, linked lists, algorithm analysis, sorting, searching, tree, and graph. Prerequisites: CS 212 (grade of C or higher) or consent. Offered fall of even-numbered years.

331 Systems Analysis and Design (4)

Introduces the concepts, principles, and stages of computer-based information systems analysis and design. Topics include the system development environment, project management, system requirements definition, interface and structure design, and system implementation and adminis tration. Prerequisite: CS 212 (grade of C or higher) or consent. Offered on demand.

350 Numerical Methods (4)

Examines efficient methods used in solving numerical problems with the aid of a computer. Topics include floating point arithmetic, interpolation and approximation, integration, roots of non-linear equations, ordinary differential equations, and systems of linear equations. Prerequisites: MATH 172 (grade of C- or higher) and CS 112 (grade of C or higher), or consent. Identical to MATH 350. Offered spring of even-numbered years.

380 Programming Languages (4)

Introduces students to the historical development of programming languages and to the decisions involved in the design and implementation of such

programming language features as elementary, structured, and user-defined data types, subprograms, sequence control, data control, and storage management. Selected features of several existing languages are examined in the context of these issues. Prerequisite: junior/senior status and CS 212 (grade of C or higher), or consent. Offered on demand.

430 Database Management Systems Design (4)

Emphasizes the concepts and structures necessary to design and implement database systems using a relational database management system. Various database management system architectures illustrating hierarchical, network, and relational models are discussed. Physical data storage techniques, file security, data integrity, and data normalization are also explored. Prerequisite: CS 212 (grade of C or higher) or consent. Offered on demand.

440 Operating Systems (4)

Introduces the principles of operating systems emphasizing intrasystem communication. Examines concepts and techniques necessary for understanding and designing these systems. Topics include I/O and interrupt structure, concurrent processes, process scheduling, and memory management and protection. Prerequisite: CS 212 (grade of C or higher) or consent. CS 310 is recommended. Offered on demand.

480 Advanced Topics in Computer Science (4)

An in-depth study of an area of advanced computer science. Specific content varies according to the interests of students and the instructor. May be repeated for credit as the topic varies. Prerequisites: CS 212 (grade of C or higher) and consent. Offered spring of even-numbered years.

489 Research in Computer Science (2 or 4)

Offers students the opportunity to conduct original scientific research in an area of interest. Students work closely with one or more members of the natural science faculty to develop and conduct a research project, then present their findings orally during the semester's undergraduate research symposium and as a formal research paper. Students are encouraged to present their findings at a conference. Prerequisites: junior/senior status and a major in computer science, prior approval by the project advisor, and consent of the instructor. Students may enroll for 2 or 4 hours in a given semester. May be repeated for a maximum total of 8 semester hours. Identical to BIO 489, CHEM 489, EES 489, and MATH 489. Offered each semester and most Winter Sessions (2 semester hours only).

MUSIC

Dr. Sandra Billy, Director,
Center for Sacred Music
Dr. Bryson Mortensen
Dr. Jason Squinobal
Ms. Deborah Carr, Organ (applied instructor)
Mr. Lawrence Clemens, Trumpet
(applied instructor)
Mr. Steve Clendenin, Clarinet
(applied instructor)
Dr. Sam Dorsey, Guitar (applied instructor)
Ms. Kirsty Green, Violin (applied instructor)
Ms. Stacey Migliozzi, Viola (applied instructor)
Mr. Jeff Phelps, Cello (applied instructor)
Mr. Robert Shoup, Voice (applied instructor)
Mr. George Stone, Staff Accompanist,
Piano (applied instructor)
Ms. Patti Watters, Flute (applied instructor)
Ms. Billye Brown Youmans,
Applied Music, Voice (applied instructor)

The Music Department offers students the opportunity to study music in a program that places the specific discipline of applied music study within the context of a liberal arts curriculum. All students have the opportunity to explore the creative process embodied in this art form and to investigate the manner in which music reflects historical trends and cultural patterns in society. The study of music provides individuals with personal fulfillment, enhances and complements everyday life, and creates an opportunity for students to discover and experience aesthetic beauty. Our program of study encourages all learners to appreciate as well as critically articulate their responses to this important part of our culture. Virginia Wesleyan offers majors in applied music, and applied music with endorsement in vocal music education, music in the liberal arts, as well as courses for the non-musician. Students may prepare for careers in private teaching, church music, music merchandising, arts management, music librarian ship, or for graduate study in music or the humanities.

Major Requirements:
Music with Applied Music Track

COURSE NUMBER AND TITLE	SEM. HRS.
MUS 225 Intermediate Musicianship I	4
MUS 226 Intermediate Musicianship II	4
MUS 325 Advanced Musicianship I	4

See continuation of choices next page

Chart continued from previous page

MUS 326 Advanced Musicianship II		4
MUS 313 Music History I		4
MUS 314 Music History II		4
MUS 480 Senior Project		2
APMU 211 Virginia Wesleyan Chorale APMU 300 Chamber Music	**OR**	2
APMU 133-494 (6 hours at the 300/400 level)		12
One of the following: MUS 100 or 110, MUS/ARTH 201, MUS 202/302, 250/350, 251/351, 252/352, 253/353, 310, 335, 336		4
Piano proficiency Ensemble performance each semester		
TOTAL		**44**

Major Requirements:
Music with Liberal Arts Track

COURSE NUMBER AND TITLE		SEM. HRS.
MUS 110 A World of Music MUS/ARTH 201 Introduction to Music and Art in the Western World	**OR**	4
MUS 101 Basic Musicianship MUS 102 Basic Musicianship for Guitarists	**OR**	4
MUS 225 Intermediate Musicianship I		4
MUS 226 Intermediate Musicianship II		4
APMU Applied music, two semesters private study on any instrument		4
Four of the following: MUS 302 Great Composers MUS 350 Music from the Baroque Era MUS 351 Music in the Classic Era MUS 352 19th Century Music MUS 353 20th Century Music MUS 310 Topics in Sacred Music MUS 313 Music History I MUS 314 Music History II		16
MUS 336 Arts Management		4
MUS 480 Senior Project		2-4
MUS 300 level Internship		2-4
TOTAL		**44**

Minor Requirements: Music

COURSE NUMBER AND TITLE	SEM. HRS.
MUS 225 Intermediate Musicianship I	4
MUS 226 Intermediate Musicianship II	4
APMU 121-462 Applied Music: Private Study (Instrumental, Voice, Piano, Guitar, Composition)	8
Two of the following: MUS 302, 310, 313, 314, 336, 350, 351, 352, 353	8
TOTAL	**24**

MUSIC COURSES (MUS)

100 Introduction to Listening A

Offers a user-friendly introduction to the music of such great classical composers as Bach, Beethoven, and Mozart while including limited encounters with the musical expressions of popular culture. An ideal survey for non-musicians lacking musical knowledge

and performance skills, the course also serves as a helpful introduction to the realm of classical music for those who are contemplating a music major. Films, recordings, lectures, web pages, and live concerts on campus and in the community provide opportunities to develop a deeper understanding and enjoyment of our musical heritage.

101 Basic Musicianship (4) A

Fundamentals of music, including pitch and rhythmic notation. Students learn to interpret music notation using recorders and other simple folk instruments. Students may not receive credit for MUS 101 if they have already taken MUS 102. Offered fall of odd-numbered years.

102 Basic Musicianship with Guitar (4) A

No previous musical experience is necessary, but basic fundamentals of music notation (pitch and rhythm) are taught. Students learn to make music from a written score using the guitar. Students must own their own instrument. Students may not receive credit for MUS 102 if they have already taken MUS 101. Offered fall of even-numbered years.

110 A World of Music (4) A

Students listen to music as it exists in the real world, exploring the diversity of the world's music to acquire a sense of what exists beyond their own experience. Students learn about American folk, religious, jazz, popular, and ethnic music, as well as some world music. The course concludes with a thorough overview of Western classical music. Offered fall of odd-numbered years.

201 Music & Art in the Western World (4) A

Explores the traditions of music, painting, sculpture, and architecture of the Western world. Beginning with the Greeks and continuing through the present, many individual works from important art periods are introduced. Discussion topics include how the arts reflect the sociocultural conditions of their time and place, how media are used, and how the elements in each art form contribute to the aesthetic response. Identical to ARTH 201.

213/313 Music History I (4) A,W*

A chronological study of music from its origins through the early 18th century. A research project and some analysis are required for MUS 313. Prerequisites: for MUS 213: MUS 110, 201, or consent; for MUS 313: ENG 105 with a grade of C or higher, MUS 110, 201 or consent. Offered fall of even-numbered years. *MUS 213: (A); MUS 313 (A,W).

214/314 Music History II (4) A,W*

A continuation of MUS 213/313 from the 18th century to the present. Prerequisite: for MUS 214: MUS 110, 201, 213/313, or consent; for MUS 314: ENG 105 with a grade of C or higher, MUS 110, 201, 213/313 or consent. Offered spring of odd-numbered years. *MUS 214 (A); MUS 314 (A,W).

225 Intermediate Musicianship I (4)

A study of music theory, sightsinging, and ear training as part of a program to develop complete musicianship. Music theory is the logical and systematic study of the rationality of music that eventually justifies and broadens natural musical instincts and intuitions. Sightsinging and ear training enhance the musician's ability to envision the sound of a musical composition from an examination of the printed score. Includes elementary harmony and analysis, modes, triads and inversions, melodic construction, and simple harmonization with primary and secondary triads. Prerequisite: ability to read music notation. Offered fall of even-numbered years.

226 Intermediate Musicianship II (4)

A study of music theory, sightsinging, and ear training are part of a program to develop complete musicianship. Music theory is the logical and systematic study of the rationality of music that eventually justifies and broadens natural musical instincts and intuitions. Sightsinging and ear training enhance the musician's ability to envision the sound of a musical composition from an examination of the printed score. Includes elementary harmony and analysis including modes, triads and inversions, melodic construction, and simple harmonization with primary and secondary triads. Prerequisite: ability to read music notation and a grade of C or higher in MUS 225. Offered spring of odd-numbered years.

250/350 Music from the Baroque Era (1600-1750) (4) A

A listening course exploring music from the Baroque. Students listen to works from this period in their entirety and discover how this music reflects the cultural history of the era. Works by Vivaldi, Couperin, Scarlatti, Handel, Bach, and others are included. Students have the opportunity to attend selected live performances as part of their course work. Offered fall of even-numbered years.

251/351 Music in the Classic Era (1750 to 1825) (4) A

A listening course exploring music from the Classic era. Students listen to works from this period in their entirety and discover how this music reflects

the cultural history of the era. Works by Haydn, Mozart, Beethoven, and others are included. Students have the opportunity to attend selected live performances as part of their coursework. Offered spring of odd-numbered years.

252/352 19th-Century Music (4) A

A listening course exploring music from the 19th century. Students listen to works from this period in their entirety and discover how this music reflects the cultural history of the era. Works by Beethoven, Schubert, the Schumanns (both Clara and Robert), Chopin, Liszt, Verdi, Berlioz, Brahms, and others are included. Students have the opportunity to attend selected live performances as part of their coursework. Offered fall of odd-numbered years.

253/353 20th-Century Music (4) A

A listening course exploring music from the 20th century. Students listen to works from this period in their entirety and discover how this music reflects the cultural history of the era. Works by Debussy, Ravel, Puccini, Bartok, Stravinsky, Schoenberg, Ives, Copland, Varèèse, Barber, Glass, Gorecki, Pärt, Zwilich, and others are included. Students have the opportunity to attend selected live performances as part of their coursework. Offered spring of even-numbered years.

310 Topics in Sacred Music (4)

An in-depth study of some aspect of sacred music including, but not limited to, hymnology and sacred choral literature, sacred music history, and choral directing, all within the context of a variety of religious traditions. Offered each semester.

321 Conducting Techniques (4)

Offers basic and advanced skills for choral and instrumental conductors. Includes all conducting patterns, instrumental and choral techniques, rehearsal technique, and score study. Prerequisite: MUS 226, APMU 111, 211, or equivalent. Offered on demand.

325 Advanced Musicianship I (4)

A continuation of MUS 225 and 226. Focuses on a wide range of musical styles from the Renaissance to the present. More complex chords and larger forms such as the fugue, rondo, theme and variations, and sonata are studied. Various strategies for analyzing musical compositions are investigated. Post-impressionist and serial composition techniques are included. Theoretical analysis and study are accompanied by parallel exercises in sightsinging and ear training. Prerequisite: MUS 226 with C or higher. Offered fall of odd-numbered years.

326 Advanced Musicianship II (4)

A continuation of MUS 225 and 226. Focuses on a wide range of musical styles from the Renaissance to the present. More complex chords and larger forms such as the fugue, rondo, theme and variations, and sonata are studied. Various strategies to analyze musical compositions are investigated. Post-impressionist and serial composition techniques are included. Theoretical analysis and study are accompanied by parallel exercises in sightsinging and ear training. Prerequisite: MUS 325 with C or higher. Offered spring of even-numbered years.

336 Arts Management (4)

Essentials of arts management including organizational and audience development, fundraising, program planning, and public relations. Designed primarily for students in the performing and visual arts, this class will complement their training as artists, teachers, and practitioners, and lay the foundation for participation in arts organizations as leaders, participants or supporters. Offered each year.

354 Vocal Music Methods and Materials (4)

Designed for students seeking certification in music education, this course covers facets of vocal music education in Elementary, Middle and High School areas. This course also serves as preparation for the Praxis II Music Content Knowledge test. Prerequisite: MUS 321. Offered spring of even-numbered years.

480 Senior Project (2)

The culminating experience in the music major. Students present a formal recital or write an historical or critical thesis. Using music selected from each major historical period, they demonstrate their ability to apply knowledge gleaned from the study of music history and music theory to their interpretations or investigations of the chosen repertoire. Students electing to perform a recital take MUS 480 concurrently with the final semester of applied music study and receive 2 semester hours. Students writing a thesis receive 4 semester hours. Prerequisite: grades of C or higher in MUS 313 and 325. Prerequisites/corequisites: MUS 314 and 326.

APPLIED MUSIC COURSES (APMU)

111 Wesleyan Singers (1) A*

Offered as a cultural experience for any student of the college. A wide variety of choral literature is studied and performed, occasionally accompanied by a professional orchestra. Offered each semester. *Four semester hours must be completed to fulfill the general studies requirement.

113 Class Voice (2) A*

Offered in conjunction with APMU 211, Virginia Wesleyan Chorale. Students study basic vocal techniques to develop the voice for both solo and choral use. Offered each semester. *Four semester hours must be completed to fulfill the general studies requirement.

121-462 Applied Music: Private Study (Instrumental, Voice, Piano/Organ Guitar, and Composition) (2) A*

Private applied music study is offered to enrolled students regardless of previous musical background or major interest. A serious commitment to learning about classical music literature and the technique required to perform such literature is required. Students who wish to advance to the 300-level must achieve a grade of C+ or higher at the 200-level. Students registered for Private Study Voice must also participate in Wesleyan Singers, APMU 111. Applied music fee of $250. Prerequisite: consent. *Four semester hours must be completed to fulfill the general studies requirement.

211 Wesleyan Chorale (1) A*

A small performance ensemble that offers an opportunity for students to explore singing on a higher level than is possible in a larger group of non-auditioned singers. An audition is required. Corequisite: membership in Wesleyan Singers. Prerequisite: instructor consent required. Offered each semester. *Four semester hours must be completed to fulfill the general studies requirement.

230 Virginia Wesleyan Choral Tour (4) A

Discover the life changing experience of taking musical learning out of the classroom and into the community. Students meet for a two-week intensive rehearsal prior to leaving for a one-week tour. Corequisite: enrolled in the Spring session of Wesleyan Singers. Offered each Winter Session.

300 Chamber Music (2)

Students explore the body of chamber music written for their instrument and select and prepare a chamber music composition for performance with a professional ensemble. A weekly one-hour coaching session offers rehearsal strategies as well as discussion of musical ideas and interpretations. In addition, students prepare a listening journal that documents their listening experiences and generate an annotated bibliography of chamber music compositions for their instrument. Applied music fee of $250.

PHILOSOPHY

Dr. Steven M. Emmanuel
Dr. Patrick A. Goold, Program Coordinator
Dr. Lawrence D. Hultgren
Dr. R. Cathal Woods

The Greek word *philosophia* ("philosophy") derives from the roots *philein* ("to love") and *Sophia* ("wisdom") and is commonly translated "love of wisdom." For Socrates, and those who followed his example, the love of wisdom took the form of a disciplined reflection about human life and conduct. Convinced that intellectual and moral integrity go hand in hand, Socrates raised fundamental questions about the nature of justice, virtue, and the good life. Proceeding by careful analysis and rigorous dialectic, he sought a knowledge of reality on which to establish a firm foundation for making sound moral judgment. Though philosophical practice has taken many different forms over the centuries, the conception of philosophy as a process of critical inquiry aimed at a deeper understanding of self and world remains the dominant one. The study of philosophy promotes the development of analytical, critical, and interpretive abilities that are important for life in general. Properly pursued, philosophical study cultivates the appetite and capacity for self-examination and reflection, for the open exchange and debate of ideas, for responsible and intelligent participation in community affairs, and for lifelong learning.

Philosophy courses provide students with a coherent intellectual structure of study, while acquainting them with the broad diversity of ideas and approaches within the Western philosophical tradition and beyond. The curriculum covers significant periods and prominent figures in the history of intellectual thought, as well as the central subfields of philosophy and their distinctive problem sets. Though the department recognizes that a philosophy major is a valuable preparation for careers in many fields, its approach to teaching reflects a basic commitment to the idea that philosophy is best thought of as a practice and way of life.

Major Requirements: Philosophy

COURSE NUMBER AND TITLE	SEM. HRS.
PHIL 209 Methods of Logic	4
PHIL 332 Ancient Greek Philosophy	4
PHIL 336 Early Modern Philosophy	4

See continuation of choices next page

Chart continued from previous page

One of the following: PHIL 101, 102, 104, 105, 212, 221/321, 272/372, 304	4
PHIL 400 Philosophy Seminar	4
Three additional philosophy courses, at least two of which are at the 300/400 level	12
TOTAL	**32**

Minor Requirements: Philosophy

COURSE NUMBER AND TITLE	SEM. HRS.
Philosophy electives at the 200 level or above	12
Philosophy electives at the 300/400 level	8
TOTAL	**20**

PHILOSOPHY COURSES (PHIL)

101 Individual and Society (4) V

An introduction to philosophy as critical thinking and analysis through an examination of questions of human value(s). Students learn how to recognize and analyze the values by which they live, examine the issues of self and society, and develop a philosophical skill in seeing the basic values that influence these personal and social issues. Offered each fall.

102 Contemporary Moral Issues (4) V

Introduces the practice of moral reasoning through the study of representative moral theories and their application to controversial issues in contemporary life. Students develop the critical and analytical skills required for thinking clearly about moral problems and forming their own conclusions about them. Offered each spring.

105 Meaning, Happiness, and the Good Life (4) V

Examines key texts from philosophy and literature, East and West, on the meaning of life. Students attempt to grapple with questions such as, Can happiness be found in the fulfillment of our desires, or in their elimination, or in the worship and service of a universal being? Is a meaningful life a happy life? and What does the question "What is the meaning of life?" mean? Offered intermittently.

109 Critical Reasoning (4)

Argument analysis and diagramming, and evaluation of everyday reasoning patterns such as emotional appeals, appealing to sources, and basic logic. Supplemental topics may include conscious and unconscious thinking, advertisements, rhetorical techniques, biases, character traits of critical thinkers, and group reasoning. Offered each fall.

110 Perennial Questions (4) V

A critical examination of several great issues that confront us in modern philosophical thought, including the question of the existence of God, the nature of ultimate reality, the sources of human knowledge, the principles of moral values, and the problems of aesthetic judgments. Offered each spring.

203 The Examined Life (4) T

Approaches philosophy through the close reading and interpretation of Socratic dialogues. Engages the substance of the dialogues, the sort of knowledge Socrates seeks, how he searches for it, and why he thinks this search is necessary. Literary technique and the role of rhetoric in philosophical argument are considered. Prerequisite: ENG 105 with a grade of C or higher. Offered intermittently.

204 Philosophical Fiction (4) T

What futures are opened and what foreclosed by choices we make now? What assumptions constrain our thinking about what is ultimately real, meaningful, just or good? A course of reading, discussing and writing about famous stories that explore different possibilities and imagine realms where different assumptions shape perceptions. May be repeated for credit as the topic varies. Prerequisite: ENG 105 with a grade of C or higher. Offered intermittently.

209 Methods of Logic (4)

Analysis and evaluation of argument along with an introduction to induction, correlation and causation, and to specific methods of argument evaluation such as categorical logic, propositional logic, truth tables, truth trees, and first-order logic. Background readings in the philosophy of logic and the psychology of reasoning. Offered each spring.

211 The Human Condition (4)

An introduction to philosophical inquiry through an examination of fundamental issues and arguments concerning the nature of human beings. What is distinctive about being human? Does human life have a special meaning, or is "meaning" simply an illusion we've created to comfort ourselves? Selected literary, scientific, and philosophic accounts of being human are studied and criticized.

212 Practical Ethics (4) V

Explores the potential of moral reasoning as a tool for conflict resolution and consensus building. Through a series of practical exercises, students learn to use moral argumentation as a means of fostering constructive dialogue and mutual understanding. Students develop the ability to listen carefully, distinguish real from apparent disagreements, discover common ground, and find creative solutions to moral problems. Offered intermittently.

221/321 Ethics and Health Care (4) V

Foregoing life-sustaining treatment, procurement of organs and tissue for transplantation, artificial reproduction, allocation of scarce health resources, AIDS: public health vs. private rights. Such questions of health care confront all of us at some time both as matters of individual concern and as issues of public policy. Students examine the ethical principles that should undergird decisions in health care and apply these principles to concrete cases. Offered each spring.

253/353 Social and Political Philosophy (4) V

Other humans: can't live with them, can't live without them. This course surveys theoretical tools for understanding this dilemma and specific social issues. Topics include self and society, friendship and justice, authority and anarchism, democracy and other forms of government; issues such as identity politics, social change, and political rhetoric. Identical to PHIL 353. Offered spring of even-numbered years.

272/372 Beyond the Western Tradition (4) V

We live in a world characterized by multiplicity, plurality, and difference. Students enter into frames of reference of people with differing experiences of, and assumptions about, the world. We are educated in this world to the degree that we are aware of our own boundedness, and that we become skilled in critically understanding and integrating the perspectives of others. Examines the beliefs of Native Americans, West Africans, Chinese thinkers, and philosophers of India. Offered each spring.

292/392 Alternative Futures (4)

Is there hope for human beings? Can we forecast futures as other than more of the same? What choices might we exercise in shaping futures? After initial reflections on the human prospect, students work in groups to conjecture sensibly and usefully about possible alternative futures. Topics include future shock, coping, population, resources, war, environment, and genetic engineering. Offered intermittently

304 Environmental Ethics (4) V

From ancient Sumer to the present, ecological realities have required human beings to reflect on their values and their responsibilities to nature. Students examine the relevance of philosophy to environmental questions and, in particular, explore the connection between the environment and ethics. Identical to ENVS 304.

310 Theory of Knowledge (4)

What is the basis of our knowledge about the world, other people, ourselves? Focusing on work done in the 20th century, students examine some recent theories about the nature of human knowledge, as well as the related concepts of truth, justification, and belief. Offered on demand.

315 Philosophy of Religion (4) V

What is religion? What makes a belief or practice religious? Is there a distinctively religious form of experience? What is the function of religious belief in the modern world? Prerequisite: sophomore status or consent. Previously PHIL 215.

316 Needs of the Soul (4) V

Investigates a model for political theory found in the writings of Simone Weil, Simone de Beauvoir, Hannah Arendt and Danielle Allen. History, religion, culture, and human nature are considered in order to formulate a politics that addresses the true needs of human beings. Prerequisite: one course in philosophy or consent. Offered in selected Winter Sessions.

328 Buddhist Philosophy (4) V

Introduces the major themes in Buddhist philosophy. Readings and lectures are aimed at understanding the way Buddhist thinkers approach questions in ethics, epistemology, metaphysics, and philosophy of mind. Course readings are drawn from various canonical sources that record the teachings of the historical Buddha. These are supplemented by additional readings that discuss the development of these teachings in various schools of Buddhist thought. Special emphasis is placed on the Mahayana and Zen Buddhist traditions. Offered intermittently.

332 Ancient Greek Philosophy (4) W

An introduction to ancient Greek philosophy. Focuses on Socrates, Plato, and Aristotle; may also include the early scientific thinkers or "pre-Socratics," who abandoned the supernatural and the Hellenistic schools, which conceived of philosophy as a way to find peace of mind. Prerequisites: ENG 105 with a grade of C or higher and sophomore/junior/senior status. Freshman by consent. Offered each fall.

336 Early Modern Philosophy (4) H

An exploration of the momentous changes in philosophy occurring in the 17th Century that defined a new era in the life of European civilization. Key themes include the philosophical grounding of religious toleration and the emergence of a new scientific culture. Offered each spring.

337 The Enlightenment: A Movement and Its Critics (4) V,W

Examines a constellation of ideas about art, economics, education, psychology, politics, science and philosophy that defined the Enlightenment as an intellectual movement and a historical phenomenon. Reading of selected primary texts grounds the discussion. Students have extensive opportunities for writing. Prerequisites: ENG 105 with a grade of C or higher and sophomore status or consent. Offered fall of odd-numbered years.

338 19th-Century Philosophy (4)

Surveys major trends in post-Kantian European philosophy. Readings are drawn from the work of Fichte, Hegel, Marx, Kierkegaard, Nietzsche, and others. Offered spring of even-numbered years.

340 Twentieth Century Philosophy (4)

Surveys major trends in 20th-century philosophical thought, with special emphasis on developments in Anglo-American Philosophy. Important texts by pragmatists, ordinary language philosophers and conceptual analysts are read and considered in their historical context with the goal of gaining understanding of the purpose and value of philosophical analysis. Offered spring of odd-numbered years.

350 Existential Thought (4) V

Intensive study of recent phenomenological investigation into human existence. Thinkers such as Kierkegaard, Nietzsche, Heidegger, Sartre, and Merleau-Ponty are discussed. Offered each fall.

400 Philosophy Seminar (4)

An in-depth study of the work of a single major philosopher or of a specific topic in philosophy. The figure or topic changes with each offering. Contact the department coordinator for the current selection. Offered intermittently.

PHYSICAL SCIENCE

DR. GARRY E. NOE
DR. DEBORAH E. OTIS, Program Coordinator

PHYSICAL SCIENCE COURSES (PHSC)

100 Introduction to Physical Science (4) L

Emphasizes the relevance of physical science in the everyday world and explores the connections between chemistry and physics. The laboratory component allows students to explore the principles of physics and chemistry using hands-on experiences. Topics include energy, electricity, magnetism, heat, work, light, the atom, chemical bonds, and chemical reactions. Intended for non-science majors. Lecture three hours, laboratory three hours each week. Prerequisites: MATH placement H, A or B or MATH 104 with a grade of C- or higher. Offered each semester.

PHYSICS

DR. GARRY E. NOE, Program Coordinator

PHYSICS COURSES (PHYS)

141 Introduction to Astronomy: The Solar System (4) L

A survey of the history of astronomy; the motion of objects in the night sky; gravitation and relativity; telescopes; the sun, planets, moon, meteors, and comets; the origin of the solar system; space exploration; and the search for extraterrestrial life. Designed for non-science majors. Offered each fall.

142 Introduction to Astronomy: Stars and Galaxies (4) L

A survey of the history of astronomy; the constellations; the nature of the stars; stellar evolution; white dwarfs, neutron stars, and black holes; the structure and evolution of the Milky Way; other galaxies, quasars; cosmology. Designed for non-science majors. Prerequisite: MATH 105 with a grade of B- or higher, MATH placement level H, A, B, or consent. Offered each spring.

221 University Physics I (4) L

A calculus-based introduction to kinematics, Newtonian dynamics, work and energy, gravitation, waves, fluid mechanics, kinetic theory, and thermodynamics. Prerequisite: MATH 136 or 171. Lecture three hours, laboratory three hours. Offered each fall.

222 University Physics II (4) L

A continuation of PHYS 221. Topics include electric fields, circuit analysis, magnetism, geometrical and wave optics, relativity, and atomic structure. Prerequisite: PHYS 221 with a grade of C- or higher. Corequisite: MATH 172. Lecture three hours, laboratory three hours. Offered each spring.

POLITICAL SCIENCE

DR. MURRELL L. BROOKS
DR. LESLIE A. CAUGHELL, Program Coordinator
DR. WILLIAM A. GIBSON
DR. TIMOTHY G. O'ROURKE
MR. RENE PEREZ-LOPEZ (adjunct)
DR. ANTJE SCHWENNICKE

Students of politics learn to examine and critically analyze political ideas, behavior, culture, institutions, and legal systems, while studying U.S. and foreign political systems, and international relations. They build on the foundational concepts studied in introductory courses and learn to develop strategies for exploring and making political choices about important political questions and issues. Faculty in the political science major utilize interdisciplinary frameworks in teaching political science, including economics, psychology, sociology, history and philosophy. Students graduating with a degree in political science are prepared for careers in government, non-profit organizations, private business, law, and international organizations, as well as preparing for effective citizen participation in the political process.

In addition to fulfilling the core requirements, the major allows students to follow an interest track in Pre-Law.

Major Requirements: Political Science

COURSE NUMBER AND TITLE	SEM. HRS.
Introduction Select one of the following: POLS 103 Global Realities POLS 111 Introduction to Political Science POLS 112 Introduction to American Government	4
Political Theory Select one of the following: POLS 204 Introduction to Feminist Political Thought POLS 205 Introduction to Political Theory POLS 239 American Political Thought	4
Political Science subfields An American Politics course: POLS 307, 308, 315 or 337 POLS 206 Introduction to Comparative Politics POLS 210 Introduction to International Relations POLS 343 Public Administration	16
Methodology POLS 265 Research Methods	4
Electives 16 credits of electives, with at least 12 credits from 300+ level courses **OR** **Pre-Law Track** Select four of the five courses: POLS 239 American Political Thought POLS 371 Constitutional Law I: The Federal System POLS 372 Constitutional Law II: Substantive Rights POLS 345 International Law and Organizations POLS 373 Conflict Management	16
Senior Integrative Experience POLS 499 Senior Seminar	4
TOTAL	**48**

Minor Requirements: Political Science

COURSE NUMBER AND TITLE	SEM. HRS.
One of the following: POLS 103 Global Realities **OR** POLS 111 Introduction to Political Science	4

See continuation of choices next page

Chart continued from previous page

One of the following: POLS 205 Introduction to Political Theory POLS 239 American Political Thought	4
Political Science elective	4
Political Science electives at the 300/400 level	8
TOTAL	**20**

POLITICAL SCIENCE COURSES (POLS)

103 Global Realities (4) S

Designed for students who want to begin learning about international relations. Begins with a broad overview of political, economic, and cultural patterns in today's global environment; followed by an inventory, evaluation, and comparison of information sources about international affairs, including print, broadcast, and cable media, the Internet, and CD-ROM and simulation software. Concludes with one or more case studies of current global issues, such as international terrorism, the control of rogue states, denuclearizing warfare, international women's issues, international environmental problems, and the impact of global consumerism. Through these case studies, students learn how to identify key international problems, track them in the media, gather information about them, and develop and evaluate possible solutions. Offered each semester.

111 Introduction to Political Science (4) S

Introduces students to the fundamental concepts and issues in the study of politics. Primary emphasis is placed on ideologies, such as liberal democracy, conservatism, socialism, communism, fascism, nationalism, and on political institutions and behavior, including legislatures, executives, interest groups, political parties, political socialization, participation, the expression of political opinion, revolution, and types of political systems. These concepts and issues are considered from both behavioral and traditional perspectives. Offered each semester.

112 Introduction to American Government (4) S

Offers a citizen's guide to the American political system, providing a brief overview of the Founders' constitutional design, the federal system, and politics and policy-making in the presidency, bureaucracy, Congress, and the Supreme Court. Covers key judicial rulings on civil rights and liberties and national powers. Gives special attention to the electoral process, the media, and the ways that ordinary citizens can influence governmental policies. Offered each fall.

200 Topics in Political Science (4)

An examination of selected topics in Political Science. Offered on demand.

201 State and Local Politics and Government (4) S

Based on both theoretical and practical experiences in state and local government and politics. Explores the relationship between local, state, and federal systems. Features office holders and local officials as guest speakers. Offered each fall.

203 Politics and Literature (4) T

Provides a literary path to exploring the human experience and discovering the role politics plays in that experience. Through readings and discussion of classical utopian and dystopian novels, students explore arguments and concepts detailed in classic political philosophy. Offered fall of odd-numbered years.

204 Introduction to Feminist Political Thought (4) V

Feminist theory has always had a political agenda: to improve the situation of women in society. It also has theoretical import, asking basic questions about personal identity and equality, about ethical obligations to others, about justice and fairness, and about the history of political theory. This course brings together both of these strands, focusing on feminist theory, feminist politics, and the contributions that feminist theory can make in thinking about politics in general. Offered on demand.

205 Introduction to Political Theory (4)

Introduces students to the classic works of political philosophy. Readings address issues of justice, obligation, equality, the common good, human rights, the role of reason, aims of government, and the nature of politics. Students consider the power of ideas in political life. Offered each fall.

206 Introduction to Comparative Politics (4) S

An introduction to cross-national comparative analysis, with particular attention to social movements, democratization, globalization, and the relative political and economic autonomy of the countries examined. Country cases include Britain, Germany, India, Iran, Mexico, Nigeria, and the

United States. Students engage in cross-country case-studies to compare and contrast major political and economic institutions, political culture, parties, and interest groups; and discuss class-based perspectives on political conflicts over wealth distribution and social justice. Offered each spring.

210 Introduction to International Relations (4) S

Drawing on both historical and contemporary experience, students study the behavioral and institutional features of the nation-state and its global environment in their political, military, economic, and cultural aspects. Main topics include power, foreign policy, diplomacy, international organization and law, arms control, and the global economy considered in the context of the post-Cold War world. Issues examined include overpopulation, food and energy scarcity, national and ethnic movements, economic development, environmental problems, and militarism. Offered each fall.

239 American Political Thought (4) V

Explores major ideas shaping American institutions of government and politics from the founding generation to the present. Evaluates the writings of many different individuals relating to such issues as slavery and race, capitalism and social justice, and feminist political theory. Readings include the Federalist Papers, selections from Democracy in America and works by Malcolm X, Dr. Martin Luther King, and Betty Friedan. Offered each spring.

250 Introduction to International Political Economy (4) S

An overview of the political institutions and conflicts that structure our contemporary international economy. Readings and discussions examine major issues at the center of current political science research, policy debate, and popular political discourse. Postwar systems of international trade and finance, as well as divergent policy goals of states and societies of the North and South are examined. Offered each spring.

265 Research Methods (4) Q

Introduces the political science major to the methods of political research. Students learn how political scientists know what they know, and how they gain tools with which to explore, describe, explain, present, and debate this knowledge. Students actively experience every dimension of the research process as they plan, design, and carry out their own projects, then communicate their findings in written and oral formats. Daily classes include lecture and discussion of class readings, and individual student research. Prerequisite: Math placement H, B or A or Math 104 with grade of C- or higher. Offered each fall.

300 Topics in Comparative Politics (4)

Examines selected topics in comparative politics. Course may include Asian Pacific Rim, South Asia, Latin America, Contemporary Africa, or the Middle East and North Africa. May be repeated for credit as topics vary. Offered each semester.

302 Ethnicity and Politics: Latinos in America (4) S

A study of how Latinos have adapted to U.S. political ways in order to participate in U.S. politics and press their political agenda. Offered each fall.

303 Urban Politics (4)

Students examine scholarly perspectives on the evolution of political processes, institutions, the intergovernmental context, key actors and contemporary issues in urban politics such as urban sprawl and economic development. A major part of this class is a six-week simulation of a city government where students take roles of city councilors, lawyers, business leaders, and citizen activists in making important decisions about the city's future. Prerequisite: junior/senior status. Offered spring of odd-numbered years.

307 The Presidency and the American Political System (4)

Examines the institutions and processes of American government in regard to the presidency. Offered spring of even-numbered years.

308 Elections in American Politics (4)

Examines the dynamics of the American elections system. Students explore theoretical literature that seeks to explain elections and their outcomes, and engage in practical activities associated with the running of electoral campaigns. Prerequisites: junior status or consent. Offered intermittently.

315 Politics in the Media (4)

Explores recurring themes in studies of the mass media, including the interplay between news producers, consumers, and politicians. Students will examine the role of mass media within a democracy, the media's effects on the citizens who consume it, and how the economic needs of news producers shapes their product. Prerequisites: POLS 111 or 112. Offered on demand.

321 Politics and Literature of Latin America (4)

Focuses on readings from the political writings of selected Latin American thinkers. Students analyze writings that range in time from the Spanish Conquest to the present, providing a historical

overview of the development of the political thought in Latin America. Offered spring of even-numbered years.

323 Topics in Public Policy Analysis (4) S,W

Using policy analysis models students examine a set of substantive public policy issues to establish the issue context, define the policy problems, and evaluate alternative solutions. Topics may differ each semester and may include the environment, health care, crime, urban policy, poverty, and welfare. Prerequisite: ENG 105 with a grade of C or higher. Offered on demand.

326 Environmental Policy Analysis (4) S,W

Examines environmental politics and policy by studying a set of substantive environmental policy issues to establish the issue context, define the policy problems and evaluate alternative solutions. Prerequisite: ENG 105 with a grade of C or higher. Identical to ENVS 326. Offered each spring.

335 American Government (4) S

Acquaints students with the workings of our system of federal government. The Constitution, the presidency, Congress, the Supreme Court, political parties, and the regulatory agencies are treated as separate units of a unified focus upon our institutions of national government. Offered each fall.

337 American Legislative Process (4)

Examines the structure and function of law making in Congress and the state legislatures, including consideration of such topics as committees, representation, policy making, leadership, and interest group influence. Also examines the impact of Congress and state legislatures on vital issues of public policy ranging from foreign policy to urban policy, or from taxation to energy policy. The role of party politics and campaigns in the legislative process are also considered. Offered intermittently.

343 Public Administration (4) S

Reviews contemporary approaches to policy-making and decision-making techniques in light of the values represented in them and their promises for serving the public interest. Examines classic and modern theories of bureaucracy; the history, development, and philosophical assumptions of the science of administration; the structure and functioning of American federal, state, and local administration; the budget-making process; government regulations of business and society; and the major challenges facing governmental professionals in our time. Offered each spring.

344 European Union in World Politics (4) S

Examines the foreign policies of European countries, both individually and collectively through the European Union, toward one another, regional and intergovernmental organizations, and other regions of the world. Explores other issues related to Europe economic and political integration, including national identities, democratic accountability, the Union's expansion, U.S.-European relations, the European Constitution, Turkey's bid to join the Union, and immigration and Islam in Europe. Prerequisite: junior status or consent. Offered fall of odd-numbered years.

345 International Law and Organizations (4) S

Introduces rules and institutions providing the context for global politics. Examines how international and non-governmental organizations attempt to establish and protect international standards of political behavior. Special focus is placed on the United Nations, equipping students for participation in the National Model United Nations in New York City. Prerequisite: consent. Offered each fall.

346 Model United Nations Workshop (1)

Provides further understanding of the operations of the United Nations, including the UN's bureaucratic structure, resolution writing, multilateral diplomacy, and specific issues in contemporary international politics. Guides students' preparation for and participation in the annual National Model United Nations conference. Pass/fail grading. Prerequisite: instructor consent. May be repeated for credit. Offered each spring.

347 Model United Nations (4)

Participation in the National Model UN Conference in New York City (NMUN) is the focus of this class. NMUN conferences replicate the rigorous process international learners must go through to find agreeable solutions to major problems in the world today. Prerequisite: consent. Fee required. May be repeated for credit. Offered each spring.

348 International Human Rights (4) S,W

Examines the practical and philosophical questions surrounding civil, political, social, and economic rights, self-determination, and minority rights. Explores the contemporary practice of human rights in policy-making and law, with special emphasis on the role of politics in their interpretation, implementation, and enforcement. Prerequisites: ENG 105 with a grade of C or higher and junior status or consent. Offered spring of even-numbered years.

350 Immigration and Citizenship (4) S,W

Explores the causes and consequences of international migration, how governments regulate it, and how it transforms our ideas of citizenship. Migrants contribute to their native and adopted lands, but also exacerbate inequality, enflame nationalist sentiments, and carry with them values and attitudes that may threaten existing sociocultural and political orders. Prerequisite: ENG 105 with a grade of C or higher. Offered fall of even-numbered years.

353 Globalization and Its Discontents (4) S

Studies the theoretical, political, economic, and institutional foundations and practices of free trade. Students develop case studies from Internet data on the issues and stakeholders in the globalization debate and the impact of their activities. Included among these are human rights, environmental, and labor groups; the World Bank; the World Trade Organization; and global corporation. Offered in selected Winter Sessions.

355 Women, Power and Politics (4) S

Examines women in politics from an international perspective while answering the following questions: Why have some countries integrated women politically, while others have not? How do men and women differ politically, and how do these differences affect the political game? What policy issues dominate women's agendas? How do governments handle women's policy concerns? Prerequisite: junior/senior status or consent. Offered spring of odd-numbered years.

371 Constitutional Law I: The Federal System (4)

An introduction to the American constitutional system. Examines the sources and allocation of powers among the three branches of the federal government, including the nature and extent of the Supreme Court's authority and the relationship between the federal and state governments. Prerequisite: junior/senior status or consent. Offered fall of even-numbered years.

372 Constitutional Law II: Substantive Rights (4)

An introduction to the protection of civil rights and civil liberties within the American constitutional system, including equal protection (race, gender and other forms of discrimination), privacy and personal autonomy, freedom of expression and association, and religious freedom. Prerequisite: junior/senior status or consent. Offered spring of odd-numbered years.

373 Conflict Management (4) S,W

Examines conflict processes within and between organizations and alternative approaches to conflict management, drawing on the contributions of several disciplines and experience in organization, community, and labor dispute management. Prerequisite: ENG 105 with a grade of C or higher. Identical to MBE 373. Offered each fall.

422 Political Science Seminar Abroad (4-8) S

This course combines theoretical and empirical analysis with cultural immersion, by introducing students to the major political, economic, social, and foreign policy issues governing international relations. Prerequisite: consent. Travel course. Offered winter and summer on demand.

440 Seminar: American Foreign Policy (4)

Examines American foreign policy formation. Focuses first on the foreign policy process, then on case studies of specific foreign policy decisions in American history. Provides a framework for informed evaluation of American foreign policy. Prerequisite: junior/senior status or consent. Offered fall of odd-numbered years.

497 Political Science Internship Preparation (1)

This course helps students to obtain internships, teaching them the skills necessary to succeed in a professional setting. Students will discuss the basic steps in the internship process, from early planning through completion. This course must precede enrollment in POLS 498: Political Science Internship Program. Offered each fall.

498 Political Science Internship Program (8-16)

Political science majors apply the knowledge and skills learned in their political science classes in a full-time, semester-long internship. The field experience may be in government agencies at the local, state, and federal levels; law, law enforcement, non-profits, political parties, social service or another setting. Prerequisite: POLS 497. Offered each spring.

499 Senior Seminar (4)

Required of all students wishing to graduate from Virginia Wesleyan with a major in political science. Team taught by members of the department. Topic varies each spring. Examples of seminars offered in the past are Democratization and Development, Politics and the Media, War and Peace in the Nuclear Age, Political Development and Changes in Latin America and Asia, and Images of Justice. Open to all students. May be repeated as topics vary. Prerequisite: consent. Offered each spring.

PORTFOLIO

DR. LAWRENCE D. HULTGREN, Director

PORTfolio is a selective four-year program that allows students to integrate their college education with off-campus experiential opportunities. The purpose of PORTfolio is to provide a curriculum through which students can build the foundation for the knowledge, attitudes, and skills that are necessary for life-long personal satisfaction, professional success and civic responsibility. By dissolving the wall separating academics from the world outside, it connects liberal learning with the surrounding community. Each student in the program maintains and continually updates an electronic portfolio that documents her/his four years at VWC.

Students apply and are accepted as new incoming freshmen. The program includes at least one specially designed seminar a year, an internship and Winter Session courses for externships and service learning. Completion of the program satisfies VWC's computer literacy and oral communications requirement as well as other General Studies requirements. The program is taken in addition to one's major.

PORTFOLIO COURSES (PORT)

121 Introduction to the PORTfolio Program: Self and Circumstance (4)

A time of self-exploration and discovery involving close work with faculty mentors and other PORTfolio students. Readings, off-campus explorations, and the development of an electronic portfolio assist students in clarifying their own reasons for coming to Virginia Wesleyan, their purposes while they are here, and the unique resources that they bring to the learning process. In addition, students discover their connections to the Chesapeake Bay environment and the international port of Hampton Roads and begin to use these unique resources to enrich their education. Prerequisite: admission to PORTfolio Program. Taken in the fall of the freshman year.

122 Liberal Arts Seminar (4)

What are the liberal arts, and why spend four good years studying them? In the U.S., the liberal arts are housed institutionally in colleges and the undergraduate programs of universities, so the questions may be rephrased as: What are colleges? What are they for? How do they try to accomplish their goals? These questions are approached in several ways. One is historical. How did colleges in general, and VWC in particular, get to be the way they are? Where do ideas of what it means to be liberally educated come from? A second is more philosophical. What does it mean to know something? How would you teach, given different answers to that question? Another is normative. What should colleges in general be doing? What kind of curriculum should we have at Virginia Wesleyan? Offered each spring.

123 Service Learning in Hampton Roads (1)

Raises civic consciousness by fostering engaged citizenship where students perform a week of direct community service. Orientation and preparation before the direct service, as well as a reflection journal, document student learning. May be repeated for credit. Identical to INST 123. Offered each Winter Session.

124 Service Learning and Issues of Civic Engagement in Hampton Roads (4)

Students are introduced to a community-based project and investigate the issue involved through research, reading, and lecture, followed by a week of direct community service. Includes reflection, assessment, and consideration of broader contexts. May be repeated for credit. Identical to INST 124. Offered each Winter Session.

221 Problem Solving Seminar (2)

A course for sophomores participating in the PORTfolio Program. Develops problem-solving skills by having students work out solutions, individually and collaboratively, to real-life situations. Culminates in guided design. Prerequisite: PORT 122. Offered on demand.

225 Career Study (4)

Provides an in-depth introduction to a career field of choice, an externship experience in that career field, and subsequent reporting and processing. Students spend the first week researching the career choice made in previous PORTfolio courses and the site at which they will extern. In the second week they carry out the on-site externship. The final week is used to document, process, and present the lessons learned. They include final reflection and summary in an updated electronic portfolio. Offered each Winter Session and upon request during a three-week summer session.

311 Director's Seminar (2)

Provides a venue for PORTfolio students to investigate in depth some topic of relevance and stay abreast of current developments in career and graduate school planning. Meets once a week over dinner with visiting speakers and presentations by Career Services staff. Prerequisite: sophomore status in the PORTfolio Program or consent of the program director. Offered each fall or on demand.

420 President's Senior Seminar (1)

Provides the capstone to the PORTfolio Program. Taught by the President of the college, this seminar focuses on ethical values, commitment to community, and ways in which students can put their liberal learning to work for the personal and collective good. Prerequisite: senior status in PORTfolio.

421 Senior Synthesis and Segue (2)

Provides the capstone to the PORTfolio Program. Students reflect, synthesize and write about their four years of learning experiences. A focus on ethical values allows students to discover how they can put their liberal learning to work for the common good. Emphasizes responsibilities to oneself, to one another, and to the community in the transition from college to "the rest of their lives." Each student's electronic portfolio is completed through the addition of individual reflections, synthesis, explorations, and preparations. Prerequisite: senior status in PORTfolio. Offered each spring.

PROFESSIONAL DEVELOPMENT SERIES

Professional Development Series (PDS) listings contain non-degree courses, workshops, and seminars designed for individuals in public/private education, business, government, and other career areas. Teachers can use course offerings for Virginia Department of Education license recertification or for insight and preparation in the National Board Certification process. Questions about these courses should be directed to Dr. Vicky Seiler in the Adult Studies Program office.

PROFESSIONAL DEVELOPMENT SERIES COURSES (PDS)

NB1 Professional Development and Pre-Candidacy for National Board Certification (4 non-degree sem. hrs.)

Teachers will investigate best-teaching practices across the curricula and grade levels, K-12. Tailored to meet individual needs, teachers will explore strategies to improve their teaching and to impact student learning while they become familiar with the goals of the National Board for Professional Teaching Standards. This course is **not a requirement** of the National Board certification process. This is a graded course. Offered each semester and Summer Session.

NB2 Personalized Professional Growth and National Board Certification (1-3 non-degree sem. hrs.)

Teachers engage in a guided study centered on a personal professional development program working from an overview of the candidate process and guided by the mission, goals, and processes of the National Board for Professional Teaching Standards. They investigate "best teaching practices" across the curricula and grade levels, K-12. Covers portfolio requirements and assessment center exercises, including video taping your class for NBPTS review, descriptive, analytical and reflective writing styles, NBPTS Assessment Center exercises, and collected student work samples. Skills such as questioning, differentiated instructional strategies, and portfolio maintenance are developed and revised. Pass/fail grading. Offered each semester.

NB3 National Board Standards in Your Classroom (1 non-degree sem. hr.)

Designed for individuals who are currently teaching in a classroom setting. Introduces teachers to the mission, goals, and processes of the National Board for Professional Teaching Standards. They explore and determine their levels of interest in seeking National Board Certification. While the course encourages teachers to seek National Board Certification, it serves as an opportunity for teachers to consider strategies to improve their teaching and to impact student learning. They investigate and demonstrate "best teaching practices" across their specific curricula and grade level (K-12) through use of professional journals and reference materials, production of a professional reading report, designing and executing a content improvement plan, videotaping a lesson, implementing new differentiated instructional strategies, and creating an essay about the video-taped lesson with learning strategy implementation using descriptive, analytical and reflective writing. Pass/fail grading. Offered each semester and Summer Session.

NB4 Take One Candidate Support Workshop (2 non-degree sem. hrs.)

Designed to fine-tune the skills developed during the PDS-NB1 course. Topics include the Core Propositions, videotaping, effective instructional practices and writing an entry. Included in class discussions is appropriate alignment to national curriculum standards as well as NBPTS standards applicable to the Take One! Entry. Teachers complete the Take One! Entry. Pass/fail grading. Offered each semester.

PDS NB5 Professional Development for National Board Certification - Completing the Journey (1 non-degree sem. hr.)

Teachers focus on the final details of the portfolio entry and become familiar with the assessment center exercises. Focuses on peer review and collegiate collaboration as the portfolio is prepared for finalization. They investigate content-specific to their certification and the alignment to national standards. Serves as an opportunity for teachers to critically consider strategies to improve their teaching and to impact student learning. Pass/fail grading. Prerequisite: PDS NB2. Offered each spring.

PDS NB6 National Board Renewal Workshop (1 non-degree sem. hr.)

A series of five class meetings to introduce NBCT renewal candidates to the renewal process, provide support as candidates examine their professional growth experiences, and complete their four-part portfolio to demonstrate continued accomplished teaching. Pass/fail grading. Prerequisite: current National Board Certified Teacher (NBCT); approaching ten year renewal within one (1) year. Offered each semester.

PDS POLS 1 Women and Politics (2)

Examine women in politics from an international perspective. Teaching in public schools depends on political negotiations; this course illuminates barriers and opportunities for women working in the public sphere. Knowing difficulties and advantages women face allows teachers to equip students with skills, strategies and knowledge to ensure success in a gendered world. Prerequisite: teacher recertification. Offered on demand (summer only).

PDS POLS 2 Media and Democracy (2)

Explores the political effects of the news media. Teachers in public schools play an important role in students' development of the skills necessary to become a critical media consumer. Familiarity with media effects improves teachers' abilities to help students develop media literacy skills, a necessity in democratic societies. Prerequisite: teacher recertifi cation. Offered on demand (summer only).

PDS PSY Abnormal Psychology for Teachers (2)

Addresses common psychological abnormalities that teachers may encounter in the K-12 classroom. Topics will include depression, anxiety, learning disabilities, ADHD, autism spectrum disorders, and topics requested by participants. Discussion and assignments will center on relevant classroom strategies and personal experiences, which will be tied to psychological literature. Prerequisite: teacher recertification. Offered on demand (summer only).

PDS REC 1 Disabilities in the Media (2)

Through the use of popular media teachers will explore various disabilities, related challenges and prejudices individuals with disabilities may encounter. Discussion of physical, psychological, emotional, and social disabilities allow for examination of how disabilities, and interactions between those with and without disabilities, are portrayed in the media. Ideal for special education and adapted PE teachers. Prerequisite: teacher recertification. Offered on demand (summer only).

PDS REC 2 Outdoor Experiential Education and Recreation (2)

A series of experiences, discussions, and readings about theories, current issues and practices in outdoor education and recreation. Teachers plan, prepare, and implement outdoor experiences based on standards in the field—including strategies to implement kinesthetic learning into their existing and/or new lesson plans and classroom activities. The class will meet on campus as well as local off campus sites to be announced. Entrance fees, parking and transportation are the responsibility of the student. Prerequisite: teacher recertification. Offered on demand (summer only).

PDS SOC 1 Visual Sociology of the Civil Rights Movement (2)

Documentary films of the civil rights movement in the United States are used to investigate, discuss, and interpret social movement theories such as resource mobilization, framing, relative deprivation, and political process. Content appropriate for Sociology, World History II, U.S. History, and Government teachers. Prerequisite: teacher recertification. Offered on demand (summer only).

PDS ENG 1 Perspectives on American Literature (2 non-degree sem. hr.)

Examines the major figures and movements in American letters from the establishment of the European colonies in North America through the present day. Emphasis will be on perspectives helpful in teaching these works in the school classroom. Prerequisite: teacher recertification. Offered on demand (summer only).

PDS ENG 2 African-American Literature (2)

A series of five class meetings to introduce NBCT renewal candidates to the renewal process, provide support as candidates examine their professional growth experiences, and complete their four-part portfolio to demonstrate continued accomplished teaching. Pass/fail grading. Prerequisite: teacher recertification. Offered on demand (summer only).

PDS LATN 1 Teaching Latin Topics for the AP Examination (2)

Students read, translate, and discuss texts and aspects of civilization relevant to the teaching of the Latin Advanced Placement Exam. Prerequisite: teacher recertification. Offered on demand (summer only).

PSYCHOLOGY

DR. SCOTT HINZE
DR. CRAIG C. JACKSON
DR. GABRIELA A. MARTORELL, Program Coordinator
DR. TARYN A. MYERS

Because psychology has developed as an interdisciplinary subject, historically related to philosophy and biology, it is well suited as a major for students seeking a diversified education that will advance their understanding of themselves and others. Students desiring to enter a specialty field of professional psychology that requires a master's or doctoral degree find that the undergraduate curriculum provides thorough preparation for graduate study.

Major Requirements: Psychology

COURSE NUMBER AND TITLE	SEM. HRS.
PSY 101 Introduction to Psychology I PSY 102 Introduction to Psychology II	8
PSY 210 Statistical Analysis in Psychology PSY 320 Research Methods in Psychology	8
One of the following: PSY 227 Social Psychology PSY 256 Abnormal Psychology PSY 205 Lifespan Developmental Psychology PSY 285 Theories of Personality	4
One of the following: PSY 313 Clinical Neuropsychology PSY 362 Theories of Motivation PSY 388 Cognition PSY 450 Evolutionary Psychology PSY 455 Biological Psychology	4
Two other courses at the 300/400 level	8
PSY 477 History & Systems of Modern Psychology	4
PSY 480 Original Research Project	4
TOTAL	**40**

Due to the interdisciplinary nature of our subject, students who are considering the psychology major should work closely with their academic advisors in selecting general studies and elective courses that will provide them with necessary background knowledge. Courses in the humanities and the natural sciences are particularly appropriate.

The Psychology Major as Preparation for the Healthcare Professions

Students planning to enter schools of medicine, dentistry, or other healthcare fields after college can major in psychology and still have time to take essential courses in the natural sciences. Practitioners who can consider the psychological factors that contribute to their patients' complaints and reactions to treatment often find that having this perspective improves their diagnostic and therapeutic effectiveness. The college's pre-medical advisor can describe how this curricular integration can be achieved through careful planning.

Minor Requirements: Psychology

COURSE NUMBER AND TITLE	SEM. HRS.
One of the following: PSY 101 Introduction to Psychology I PSY 102 Introduction to Psychology II PSY 477 History & Systems of Modern Psychology	4

See continuation of choices next page

Chart continued from previous page

One of the following: PSY 227 Social Psychology PSY 205 Lifespan Developmental Psychology PSY 256 Abnormal Psychology PSY 285 Theories of Personality	4
One of the following: PSY 313 Clinical Neuropsychology PSY 362 Theories of Motivation PSY 388 Cognition PSY 450 Evolutionary Psychology PSY 455 Biological Psychology	4
Additional coursework in psychology. At least four semester hours must be at the 300/400 level	8
TOTAL	**20**

Minor programs may not include PSY 210, 320, or 480. See a psychology advisor for suggestions about minor courses that best fit the major area.

PSYCHOLOGY COURSES (PSY)

101 Introduction to Psychology I (4)

The first part of the introductory psychology course and a prerequisite for other psychology courses. Covers research methods, theoretical perspectives, biological foundations of behavior, sensory and perceptual processes, cognition, learning, memory, consciousness, and development. Intended for freshmen and sophomores. Offered each fall.

102 Introduction to Psychology II (4)

The second part of the introductory psychology sequence and a prerequisite for other psychology courses. Covers motivation, emotion, personality, social psychology, psychological disorders, and industrial/organizational and health psychology. Intended for freshmen and sophomores. Offered each spring.

205 Lifespan Developmental Psychology (4)

Development of the individual across the lifespan, from conception to death. Surveys the biological bases and social contexts of developmental processes, including theory, research and practical applications. Prerequisite: PSY 101 or 102. Offered fall of even-numbered years.

210 Statistical Analysis in Psychology (4) Q

Examines the role of data analysis in psychological research, stressing understanding of the fit of analysis techniques with data collection methods and research design. Emphasizes selection of the appropriate statistic, computation, and interpretation of results. Includes the application of computer software for data management, analysis, and graphing. Students cannot receive credit for both MATH 210 and PSY 210. Prerequisites: sophomore/junior status, declared major in psychology, and placement level B, A or H or MATH 104 with grade of C- or higher. Offered each fall.

227 Social Psychology (4)

Explores our development as socialized human beings shaped through our interactions with groups of other people and how the structure and function of both the formal and informal groups that exist in a society are shaped by the personalities of the individuals who comprise their membership. Students discover both academically and experientially the nature of such group-related psychological dynamics as attitude formation, interpersonal attraction, social conflict, and bureaucratic organization. Prerequisite: PSY 102, 201, or SOC 100. Identical to SOC 227. Offered each fall.

256 Abnormal Psychology (4)

The various categories of disturbed behavior are described in terms of their defining symptom patterns. Causes, diagnosis, treatment, and prevention are also discussed. Prerequisite: PSY 101, 102 or 201. Offered each spring.

285 Theories of Personality (4)

A survey of the major theoretical descriptions of personality structure, beginning with Freud's psychodynamic model and tracing developments thereafter through exposure to significant alternative viewpoints. Prerequisites: PSY 101 or 102. Offered each fall.

313 Clinical Neuropsychology (4)

Facilitates learning about the connections and interactions between neuroanatomy and functioning of the brain and neuropsychological disorders. Considers how clinical neuropsycholgists assess, diagnose, and treat dysfunctions in these areas. Prerequisites: PSY 101 or 102 and junior/senior status. Offered fall of odd-numbered years.

320 Research Methods in Psychology (4)

Students prepare an empirical research proposal using the scientific method. Focuses on using professional literature, the logic of empirically based inquiry, selection of appropriate data, ethical responsibilities, and the human subjects review process. Prerequisites: junior status and at least 8 semester hours in psychology, including PSY 210 with a grade of C- or higher, or consent. Offered each spring.

321 Industrial/Organizational Psychology (4)

Presents an overview of individual, environmental, and organizational factors that affect job-related behavior. Topics include selection, testing, motivation, job satisfaction, job analysis, performance evaluation, safety and violence in the workplace, stress, leadership, and engineering psychology. Prerequisites: junior/senior status and PSY 101 or 102, or consent. Offered spring of even-numbered years.

333 Assessment of Individual Differences (4)

An examination of the theoretical and practical considerations involved in the construction, administration, and interpretation of psychological tests to measure such factors as achievement, aptitudes, interests, and personality structure. Prerequisites: PSY 101 or 102 and junior/senior status. Offered fall of odd-numbered years.

350 Psychology and the Law (4)

Presents an opportunity to view the practical application of psychology within the criminal justice system. The foundations of forensic psychology are illustrated by coverage of related topics by news and popular media, as well as by related service learning and interaction with professionals in the field. Prerequisites: junior/senior status and PSY 101. Offered spring of odd-numbered years.

351 Psychology of Gender (4)

Explores how being born into one gender category and not the other has a profound impact on how individuals are treated, what they expect of themselves, and how they lead their lives. Takes a psychological approach to critically examine sex and gender differences across a variety of life domains. Prerequisites: PSY 101 or 102 and junior/senior status. Offered spring of even-numbered years.

354 Clinical Psychology (4) W

Invites students to explore the field of clinical psychology by examining the roles of clinicians and critically exploring various therapeutic techniques in use today. Students engage in readings, discussions, role-plays, viewing videos of therapy, and writing to explore the multi-faceted world of psychotherapy. Prerequisites: ENG 105 with a grade of C or higher, PSY 101 or 102 and junior/senior status. Offered spring of even-numbered years.

362 Theories of Motivation (4)

The activation, direction and maintenance of goal-oriented behavior is studied from a variety of theoretical perspectives. The primary focus is on conscious behaviors such as goal-setting, selection of self versus other perspectives, and the effects of such orientations on behavior as well as psychological needs; and on specific topics such as altruism and aggression. Prerequisites: PSY 101 or 102 and junior/senior status. Offered spring of odd-numbered years.

370 Sensation and Perception (4)

Explores how we perceive and understand the world around us based on physical energy, neural activity, and knowledge, and how our perceptions can be flawed. Broadly explores philosophical, neurological, cognitive, and clinical approaches. Interactive demonstrations will allow students hands/eyes/ears-on experience analyzing and interpreting data. Prerequisites: PSY 101, 102 or equivalent. Offered spring of odd-numbered years.

372 Infant Development (4)

An overview of biological, psychological, and environmental influences on human development from conception through toddlerhood, current psychological theories and research. Prerequisites: PSY 101 or 102 and junior/senior status. Offered spring of even-numbered years.

373 Child Development (4)

An overview of biological, psychological, and environmental influences on human development in childhood, including current psychological theories, research, and real-world applications. Prerequisites: PSY 101 or 102 and junior/senior psychology major. Offered fall of even-numbered years.

374 Adolescent Development (4)

Study of adolescents' physical growth, psycho logical development, and behavior. Emphasizes the major determinants of adolescent development and behavior, the theoretical approaches, concepts, principles, and research findings about adolescence, and their applications in real-life situations. Prerequisites: junior/senior status and PSY 101 or 102. Offered spring of odd-numbered years.

375 Adult Development and Aging (4)

An overview of environmental, cultural, and biological influences on adult development and aging, focusing on gains and losses and covering current psychological theories and research. Prerequisites: PSY 101 or 102 and junior/senior status. Offered fall of odd-numbered years.

385 Psychology of Eating Disorders (4)

Explores the psychology of eating disorders through readings, discussion, lectures, student research and presentations, and visits by clinicians. Students examine the pathology of eating disorders, as well as risk and protective factors for these disorders. Issues investigated include comorbidity with other disorders, etiology, neurobiology, and treatment and prevention. Prerequisites: PSY 101 or 102 and junior/senior status, or consent. Offered Winter Sessions of even-numbered years.

388 Cognition (4)

Examines research findings that help us understand how people perceive, remember, and think. Provides extensive opportunities for students to gain valuable insights regarding their own cognitive skills. Prerequisites: junior/senior status and PSY 101 or 102. Offered spring of even-numbered years.

389 Topics in Psychology (4)

An advanced seminar designed to study the primary literature on various announced topics in psychology. Topics vary across semesters and may include community psychology, health psychology, social cognition, and self and identity. May be repeated for credit as topics vary. Prerequisite: junior/senior status and PSY 101 or 102. Offered intermittently.

394 Psychology in Film, Memoir, and Science (4) A

An explanation of psychological topics of interest through the multiple lenses of non-fiction writing, films, and scientific reporting. Topical themes in psychology are emphasized, and particular emphasis is placed on critique of the films from both an artistic and a psychological scientific standpoint. Prerequisite: junior/senior status or consent. Offered Winter Sessions of odd-numbered years.

450 Evolutionary Psychology (4)

Examines how evolution has shaped behavioral, cognitive, and emotional mechanisms to help our hunter/gatherer ancestors cope with recurrent evolutionary problems. Students discuss why evolutionary approaches have met with such controversy, implications for understanding behavior in contemporary environments, and how culture and our evolved minds interact to produce behaviors. Prerequisites: PSY 101 or 102 and junior/senior status. Offered fall of odd-numbered years.

455 Biological Psychology (4)

A survey of the basic physiological and psychological mechanisms that underlie selected areas of mental life and human behavior. Attention is given to sensory processes, motivation and regulations, memory, attention, and emotional experience. Prerequisites: PSY 101 or 102 and junior/senior status. Offered fall of even-numbered years.

477 History and Systems of Modern Psychology (4) I

An examination of psychology's evolution from its roots in vintage philosophical and biological concerns to its present diversity of research directions and areas of application that reveals the issues of substance and methodology that have systematically developed. Emphasizes analysis, synthesis, and evaluation of information. Especially useful to the psychology major seeking to identify a topic for the original research project (see PSY 480) and the non-major interested in an advanced but general coverage of fundamental psychological trends and perspectives. Prerequisite: junior/senior status. Offered each fall.

479 Internship in Psychology (4)

Students work independently in an agency, organization, department, or other applied setting that allows for hands-on application of concepts and skills developed during their coursework in psychology. They meet weekly to process their experiences and complete integrative final projects regarding their experiences. Prerequisites: PSY 320; junior/senior psychology major; minimum GPA of 2.5; consent. Offered each spring.

480 Original Research Project (4) W

Students conduct an independent empirical study, prepare a paper on their research, and defend the effort in an oral examination before a committee comprised of the project advisor, one other psychology faculty member, and one faculty member outside of psychology. Prerequisites: senior psychology major, ENG 105 with a grade of C or higher, PSY 210, PSY 320 with a grade of C- or higher, and approval by project advisor.

489 Social Cognition (4)

Explores the ways that people make sense of their social worlds. Classic and contemporary scholarship from four main perspectives is integrated to form an understanding of six key phenomena: prejudice, attitudes, self and identity, attributions, social perceptions, and ideology. Prerequisites: PSY 101 or 102 and junior/senior status. Offered on demand.

RECREATION AND LEISURE STUDIES

DR. DOUGLAS A. KENNEDY, CPRP
Program Coordinator
DR. WILLIAM BECKER
MS. TAKEYRA COLLINS
DR. WAYNE M. POLLOCK, CTRS
DR. JILL STURTS

Within the framework of the liberal arts, the mission of the Recreation and Leisure Studies Department is to educate students as informed consumers, skilled professionals, and advocates of recreation and leisure services throughout their personal and professional lives. The recreation and leisure studies major allows students to discover this exciting discipline and focus upon one of two career tracks, recreation administration and recreation therapy. The course offerings are designed to provide practical "hands-on" learning experiences with local agencies. By combining the concepts, skills, and perspectives of recreation and leisure studies courses with carefully selected elective courses, students may expect both to become liberally educated and to achieve to their career objectives in the recreation profession. The major also culminates in a semester-long internship, allowing students to continue their learning while applying their knowledge to "real-life" practice in recreation agencies. The major has been accredited since 1984 by the National Council on Accreditation of Parks, Recreation, and Tourism Related Professions. All students completing the program are eligible to take the national examination to be recognized as a Certified Park and Recreation Professional (CPRP). Students completing the recreation therapy track and designated coursework are also eligible to take the national examination to become a Certified Therapeutic Recreation Specialist (CTRS).

Major Requirements:
Recreation and Leisure Studies

COURSE NUMBER AND TITLE	SEM. HRS.
REC 101 Introduction to Recreation & Leisure Services	4
REC 204 Leadership I: Leadership & Analysis of Recreation	4
REC 206 Management of Recreation & Leisure Services I	4
REC 308 Historical, Cultural, & Professional Dimensions of Recreation & Leisure	4
REC 309 Internship Preparation in Recreation & Leisure Studies	2
REC 408 Senior Seminar	4
REC 409 Senior Internship in Recreation & Leisure Studies	12
SW 336 Human Growth & Development: Life Course Approach	4
Additional courses for either the Recreation Administration or Recreation Therapy Track	20
TOTAL	**58**

Recreation Management Track

COURSE NUMBER AND TITLE	SEM. HRS.
REC 340 Recreation Program Principles	4
REC 341 Management of Recreation & Leisure Services II	4
REC 342 Junior Internship in Recreation & Leisure Studies	4
Two of the following: REC 343, 344, 345, 346, 347, 348, 349	8
TOTAL	**20**

Recreation Therapy Track

COURSE NUMBER AND TITLE	SEM. HRS.
REC 212 Introduction to Recreational Therapy	4
REC 310 Disabilities & Therapeutic Recreation	4
REC 311 Recreational Therapy Process	4
REC 313 Recreational Therapy Management & Organization	4

See continuation of choices next page

Chart continued from previous page

REC 314 Recreational Therapy Analysis & Assessment	4
TOTAL	**20**

Students wishing to sit for the CTRS Certification Examination must also complete the following courses:

COURSE NUMBER AND TITLE	SEM. HRS.
PSY 101 General Psychology: Basic Processes	4
PSY 256 Abnormal Psychology	4
BIO 221 Anatomy & Physiology	4
Two additional supportive courses approved by the advisor	8
TOTAL	**20**

HEALTH EDUCATION COURSES (HE)

201 Safety and First Aid (4)

Provides the general public with the knowledge and skills necessary to meet and handle most emergency situations when first-aid care is needed. Incorporates personal safety and accident prevention information and acquaints students with the many causes of accidents so care can be taken to eliminate or minimize such causes. Offered fall and spring of odd-numbered years.

PHYSICAL EDUCATION COURSES (PE)

(Activity fees apply to some PE courses.)

106 Basic Pocket Billiards (1)
Offered intermittently.

109 Ballet (1)
Offered intermittently.

114 Archery and Badminton (1)
Offered intermittently.

115 Beginning Tennis (1)
Offered intermittently.

116 Personal Fitness Training (1)
Offered intermittently.

118 Creative Movement (1)
Offered intermittently.

120 Aerobics (1)
Offered intermittently.

122 Coed Softball/Basketball (1)
Offered intermittently.

123 Ballroom Dancing (1)
Offered intermittently.

124 Coed Volleyball/Soccer (1)
Offered intermittently.

126 Beginning Golf and Bowling (1)
Offered intermittently.

127 Introduction to Fencing (1)
Offered intermittently.

128 Dance Aerobics (1)
Offered intermittently.

129 Beginning Swimming (1)
Offered intermittently.

130 Martial Arts (1)
Offered intermittently.

131 Jazz Movement (1)
Offered intermittently.

132 Sailing (1)
Offered intermittently.

133 Handball/Racquetball (1)
Offered intermittently.

134 Windsurfing (1)
Offered intermittently.

145 Beginning Scuba Diving (1)
Offered intermittently.

146 Yoga (1)
Offered intermittently.

152 Beginning Mat Pilates (1)
Offered intermittently.

166 Israeli Self-Defense (1)
Offered intermittently.

177 Lifeguard Training (1)
Offered intermittently.

188 Indoor Climbing (1)
Offered intermittently.

223 Intermediate Ballroom Dance (1)

Designed to develop the technical skills and abilities necessary to become proficient in partnership dancing. Dances studied include swing, rumba, cha

cha, mambo, and tango. Students study dances and rhythms based on the dynamics of natural body movement and the expression of the special character of each dance. May be repeated once for credit. Prerequisite: PE 123. Offered spring of odd-numbered years.

230 Intermediate Martial Arts (1)

An advanced martial arts course in karate for students who have mastered beginning martial arts skills and now desire to work on their advanced belts. Prerequisite: PE 130. Offered each semester.

RECREATION COURSES (REC)

101 Introduction to Recreation and Leisure Services (4) S

Designed for all students who desire to explore the varied professions of recreation/leisure services as a possible career goal or for personal growth and development. Recreation and leisure in historical development and today's contemporary society and leisure education are the major areas of concentration. Includes a practicum in which students are required to investigate local recreation/leisure agencies. Prerequisite: freshmen/sophomores only; juniors/seniors by consent. Offered each semester.

204 Leadership I: Leadership and Analysis of Recreation (4)

Explores leadership theory and the process of activity analysis. Students develop their personal leadership skills by observing, evaluating, and practicing leadership styles. They also learn and practice the activity analysis process through the planning, implementation and evaluation of goal-oriented activities for diverse segments of the population. Includes a significant practical component during non-traditional class hours when students lead activities for peers and community agencies. Lab fee. Offered each semester.

206 Management of Recreation and Leisure Services I (4)

An introduction to the principles of managing leisure service agencies. Students investigate the role of the manager by applying underlying management and legal theory to the operation of existing leisure service agencies. Prerequisite: REC 101. Offered each fall.

212 Introduction to Recreational Therapy (4)

Provides an overview of the profession of recreational therapy, including the philosophy, practice, procedures, and foundation of services for individuals with disabilities. Students develop an understanding of professional preparation, service settings, and consumer groups that utilize recreational therapy services. Fieldwork required. Prerequisite: freshman/sophomore only; junior/senior with consent. Offered each semester.

219 Disability in the Media (4)

Explores various disabilities and the related challenges and prejudices experienced by individuals with disabilities and how these individuals are displayed in popular film. Examines physical, psychological, emotional, and social disabilities. Students also examine their own attitudes and perceptions regarding disabilities. Prerequisite: sophomore status or consent. Offered Winter Session on demand.

305 Teaching Assistant (1)

Provides recreation/leisure service majors or other students who qualify the opportunity, under supervision, to organize and lead recreation, physical education activity courses, and selected introductory content courses (REC 101, 200, 201, 204, 205). Students are required to prepare lesson plans. Prerequisites: REC 204 or 323, or prior teaching experience. Students must be interviewed and accepted by the course instructor. Offered each semester.

308 Historical, Cultural, and Professional Dimensions of Recreation and Leisure (4) W

Provides students with knowledge of the history, philosophy, development, purposes, values, and interrelationships of recreation delivery systems from both the private and public sectors. Focuses on the professional dimensions of recreation and leisure as they relate to diverse cultures served in contemporary practice. Prerequisites: ENG 105 with a grade of C or higher and junior/senior status. Offered each fall.

309 Internship Preparation in Recreation and Leisure Studies (2)

Provides guidance and direction in all phases of internship procurement for all students majoring in recreation and leisure studies and enrolling in REC 409 the following semester. Emphasizes each student's self-assessment, documentation of personal/professional goals, strengths, and areas for improvement in relation to the agency's attributes and compatibility with the student's goals. Graded pass/fail. Prerequisite: senior and eligible to complete REC 409 the following semester. Offered each semester.

310 Disabilities and Recreational Therapy (4)

Introduces students to the various disabling conditions that typically receive recreational therapy

services. Explores adaptive, corrective and progressive recreational therapy techniques for a variety of disabling conditions. Emphasizes treatment interventions and leisure skills as they relate to specific disorders and habilitative or rehabilitative goals. Offered each spring.

311 Recreational Therapy Process (4) W

Provides students with the knowledge and skills needed to organize, conduct, and evaluate recreational therapy programs in health care agencies. Requires students to develop a written plan of operation for an agency providing recreational therapy services. Field experience is required. Prerequisite: ENG 105 with a grade of C or higher. Offered each fall.

313 Recreational Therapy Management and Organization (4)

Provides students with the knowledge and skills needed to organize, conduct, and evaluate recreational therapy programs in healthcare agencies. Students develop a written plan of operation for an agency providing recreational therapy services. Field experience is required. Prerequisite: REC 212. Offered each spring.

314 Recreational Therapy Analysis and Assessment (4)

Provides the rationale, procedural methods for, and applications of assessment in recreational therapy. Students examine and use standardized instruments and develop a functional assessment based on the use of activity/task analysis. They learn methods of clinical assessment, establishing client rapport, and interpretation and documentation of assessment results. Prerequisite: REC 212. Offered each fall.

316 Planning, Implementing, and Evaluating Recreational Therapy (4)

Prepares students in the planning, implemen tation, and evaluation of recreational therapy services. Includes the selection of appropriate treatment techniques and clinical skills to be used with various client populations, intervention strategies, and methods of evaluating client and program outcomes. Prerequisite: REC 212.

336 Commercial Recreation (4)

Analyzes the principles of organizing commercial recreation agencies and the factors affecting their success. Emphasizes field evaluation and case studies of specific agencies currently in operation. Offered spring of odd-numbered years.

340 Recreation Program Principles (4) W

Provides students with an understanding of recreation program practices, including planning objectives, programming principles, organization, group work, promotion supervision, and program evaluation. In addition to the study of programming theory, students plan, organize, and evaluate a variety of recreation programs. Suggested prerequisites: REC 101 and 204. Prerequisite: ENG 105 with a grade of C or higher. Offered each fall.

341 Management of Recreation and Leisure Services II (4)

Students develop an understanding of administrative practices, including legal aspects of recreation services, principles of planning and operation of recreation areas and facilities, financial and business procedures, public relations, principles of organization and coordination of services, personnel practices, and evaluation. Provides a foundation on which future depth of administrative competency can build. Offered each spring.

342 Junior Internship in Recreation and Leisure Studies (4) W

Offers the opportunity to investigate the leader ship, programming, operation, and management of leisure service agencies while gaining paid or volunteer experience. Through a comprehensive focus on individual areas of administration, the course is tailored to the individual needs of the student and agency to maximize experience and reflection. Prerequisites: ENG 105 with a grade of C or higher and REC 204 or consent. Offered each semester and summer.

343 Administration of Campus Recreation (4)

Covers the planning, organization, administ ration, and evaluation of recreational sports programs in colleges and universities. Emphasizes practical experiences designed to acquaint the student with contemporary administration practices in the field. Offered fall of even-numbered years.

344 Introduction to Sport and Facility Management (4)

Provides students majoring in recreation and leisure studies with an extensive knowledge of effective management in a variety of sports settings. Covers specific skills needed to plan and maintain recreation facilities. Private and public schools and sport club environments are explored. Prerequisite: REC 101. Offered each spring.

345 Ropes Course and Group Facilitation Methods (4)

Prepares students to become ropes course leaders and facilitate the ability of groups to better achieve their goals. Through coverage of the factors connected to initial group processes, conflict, goal deliberation, and the role of the facilitator, the course provides hands-on activities, enabling the student to experience the responsibilities needed to become a useful group facilitator. Lab fee. Offered each fall.

346 Travel and Tourism (4)

Introduces the principles of travel and tourism as an element of leisure service delivery. Covers tourism development and promotion from both the public and private sectors. Students investigate various socioeconomic factors of travel and tourism and visit various travel and tourism agencies. Offered each fall.

347 Outdoor Recreation and Education (4)

A series of experiences, discussions, and readings about current issues and practices in outdoor recreation and education. Students plan, prepare, and implement an overnight backcountry experience. Requires an overnight field experience outside of regularly scheduled class meetings. Lab fee. Offered each spring and intermittently in Winter Sessions or summer.

348 Maui to Moguls: The Impact of Adventure Travel on Culture and the Environment (4)

Examines the impact of adventure travel on culture and the environment. Students travel to two diverse locations, a ski area and the island of Maui, to learn how activities as diverse as skiing, snowboarding, snorkeling, hiking, windsurfing, and biking affect local culture, the economy, and preservation of the environment. Classroom work prepares the group for the travel experience. Offered in selected Winter Sessions.

349 Leadership II: Instructional Techniques (4)

Students learn the successful leadership and teaching styles associated with the instruction of outdoor recreation and athletic activities. They practice a variety of leadership approaches and group process techniques, behavior management, and teaching styles. Prerequisite: REC 204. Offered intermittently in spring.

408 Seminar in Recreation and Leisure Studies (4) I,W

Exploration and discussion of current trends and innovations in recreation/leisure studies as identified by students. Students determine course content in collaboration with the instructor. One scheduled topic is leisure education. Lab fee required. Prerequisite: ENG 105 with a grade of C or higher and consent. Offered each spring.

409 Senior Internship in Recreation and Leisure Studies (12)

Field placement in an approved recreation or therapeutic recreation setting. Students intern under a trained recreation professional and participate in all phases of agency operation. Prerequisite: REC 309. Offered each spring, and in summer on request.

RELIGIOUS STUDIES

Dr. Terrence Lindvall
Dr. Eric M. Mazur
Dr. Michael Panitz (adjunct)
Dr. Craig Wansink, Program Coordinator

Without a knowledge of religion, it is difficult to understand daily newspapers, modern history, and many of our own behavior patterns. In the Religious Studies Department, the methods and interests of the humanities, the social sciences, and the natural sciences converge as students examine the role of religion in history, literature, and science; in human experience and diversity; and in culture, politics, and society. The requirements for a major in religious studies ensure that students not only acquire a broad base of knowledge, but develop skills of interpretation and methodological approaches that characterize a strong liberal arts education. Because these courses involve analysis, comparison, and interpretation and because they require sensitivity to the perspectives and practices of others, the study of religion prepares students well for careers in education, business, law, politics, diplomacy, counseling, public service, and ministry.

Major Requirements: Religious Studies

COURSE NUMBER AND TITLE	SEM. HRS.
Comparative Analysis RELST 113 Introduction to Religious Studies **OR** RELST 116 World Religions	4
Literary and Exegetical Analysis Two of the following: RELST 217 The Old Testament World RELST 218 The New Testament World RELST 251/351 Religion & Literature	8

See continuation of choices next page

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Historical Analysis Two of the following: RELST 303 Saints & Heretics: Christian History I RELST 304 Damned & Saved: Christian History II RELST 326 Methodism	8
Institutional Analysis RELST 232 Religion & American Politics **OR** RELST 233 Religious Battles in Courts	4
Social/Cultural Analysis RELST 335 Christian Theology & Film **OR** RELST 363/463 Sports & Religion	4
Seminar RELST 361/461 Thinkers/Topics in Religion	4
One Religious Studies course at the 300/400 level	4
TOTAL	**36**

Minor Requirements: Religious Studies

COURSE NUMBER AND TITLE	SEM. HRS.
RELST 113 Introduction to Religious Studies **OR** RELST 116 World Religions	4
One Religious Studies course at the 200 level or above	4
Two Religious Studies courses at the 300/400 level	8
One Religious Studies course at any level	4
TOTAL	**20**

RELIGIOUS STUDIES COURSES (RELST)

113 Introduction to Religious Studies (4) V

An introduction to the academic study of religion. Students gain familiarity with a wide range of religious traditions; ways in which religions shape society, culture, and world affairs; and scholarly tools for coming to terms with the wide variety of sometimes strange, always interesting phenomena. Offered each fall.

116 World Religions (4) V

A survey of major religions of the world, their beliefs, practices, and ethical concerns. Focusing primarily on Judaism, Christianity, Islam, Hinduism, and Buddhism, students examine the history, literature, structures, and manifestations of each of these religions. They examine how such disciplines as psychology, sociology, theology, art, and ethics shape, and are shaped by, religious world views. Concludes with an examination of some of the key conflicts/disagreements between two of these religious traditions. Offered each semester.

140 Religion in American Culture (4) V

Focuses on religion as practiced by both mainstream and minority groups in America. Examines how religion shapes, and is shaped by, American views on ethnicity, ethics, literature, business, and politics. Offered each spring.

157 Bible in American Culture/Life (4) V

Focuses not on the content of the Bible, but on the function of the Bible in American culture, politics, and society. Students examine such persons as Elizabeth Cady Stanton and Thomas Jefferson and distinctively American types of biblical interpretation. Issues such as slavery, prohibition, and the Scopes trial are studied and highlight how the Bible has been used and abused in arguments on social policies. By examining issues related to publishing and translating the Bible, some of the most intense theological debates in American life are highlighted. Students also learn how American laws shape the influence of the Bible in American life by highlighting contemporary public educational contexts. Offered on demand.

180 Judaism and Film (4) V

Introduces students to Judaism through the use of film. Examines images of Jewish history, text, ritual, and belief, as presented in film, and evaluates the contemporary positive and negative portrayal of Judaism from both non-Jewish and Jewish sources. Offered each spring.

181 Judaism through Food (4) V

A hands-on introduction to Judaism. From feasts to fasts, students explore the history, texts, and traditions of Judaism through the study and first-hand encounter with its foods; their place, preparation, restrictions, and geographical variations that are central to the religious and cultural experience of Judaism. Offered each spring.

201 Religion in the News (4)

An introduction to the way in which religious communities and religious issues are portrayed in today's news. Through an investigation of multiple sources, students examine the ways in which news shapes—and is shaped by—our understanding of religions (or lack thereof). Offered in Winter Sessions on demand.

217 The Old Testament World (4) V

The ancient Israelites wrote stories of their past. They preserved laws. They wrote prophecies, biographies, common-sense advice, love poetry, and apocalypses. An introduction to some of these writings; specifically, the writings preserved in the Old Testament and in the Apocrypha. Examines both the history of the Hebrews and Israelites and the literature they used to express and communicate their faith. Offered fall of odd-numbered years.

218 The New Testament World (4) V

The first Christians wrote letters to each other, they wrote tales about Jesus, they wrote sermons, and apocalypses. An introduction to some of those writings preserved in the New Testament and to those apocryphal and non-canonical works that shaped how the New Testament was remembered and how Christianity developed. Examines both the earliest Christians and the literature they used to create communities and to express and communicate their faith. Prerequisite: at least 3 semester hours in English, history, philosophy, or religious studies. Offered each spring.

232 Religion and American Politics (4) V

Investigates the relationship between religion and politics in the United States, especially the role of traditional religious identities and issues, while acknowledging non-traditional religious movements, ideas, and issues. Emphasizes upcoming elections. Students are expected to be informed on the current debates in the various national elections which form basis of class discussions and student presentations. Identical to CRSF 232. Offered fall of even-numbered years.

233 Religious Battles in Court (4) V

Introduces students to the relationship between religion and American law. Students explore the origins, history, and current legal foundations guiding disputes over religious freedom, providing the backdrop for discussions of current issues such as abortion, gay marriage, and euthanasia. Identical to CRSF 233. Offered spring of odd-numbered years.

238/338 Topics In American Religion (4) V

A focused examination of religion in specific areas of American culture. May include the study of specific religious traditions (e.g., Catholicism), movements (e.g., evangelicalism, new religions), or areas of cultural interaction (e.g., education, science) in American religion. May be repeated for credit as topics vary. Offered spring when circumstances permit.

250 Religion and Popular Culture (4) V

Introduces students to the role religion plays in creating and maintaining culture through such popular venues as motion pictures, television, sports, and fashion, as well as the impact of religious values on popular cultural expressions. Offered in selected Winter Sessions.

251/351 Religion and Literature (4) V

Examines works selected from the fiction, non-fiction, biography and mythology of the world's literature, both classic and modern, academic and popular. These works are discussed from the point of view of belief, unbelief, values, and spiritual orientation. Offered intermittently.

253/353 Topics in Religious Ethics (4) V

A focused examination of ethical theory and methods and of issues in moral theology within religious traditions. Courses offered under this designation may focus on a particular religion, on a specific practice, or on a comparative approach to religious ethics. May be repeated for credit as topics vary. Offered when circumstances permit.

265 Extreme Religion: The Body, Pain, Sex, and Martyrdom in Religious Experience (4)

For the sake of their soul and their faith, religious individuals engage in a variety of actions which—in other contexts—would be considered extreme: self-mutilation, snake-handling, fasting, celibacy, tantric sex, polygamy, suicide, martyrdom, etc. Focuses on the role of religious experience, particularly on ecstatic or extreme religious expressions in world religions today. After examining the roles and functions of "experience" within religion, students focus on specific cases of "extreme" religious practices, seeking to understand their meaning and significance for their practitioners. Prerequisite: at least 3 semester hours in: history, English, philosophy, or religious studies. Offered in selected Winter Sessions.

303 Saints and Heretics: Christian History I (4) H

Traces the "plot" of the development of Christian thought about questions of fundamental human

importance from the formation of the medieval world to the Reformation. Students examine the mutual dependence of theology and wider culture with special attention to developing strategies for reading the Bible. May be taken in conjunction with RELST 304 or independently. Prerequisite: at least 3 semester hours in: English, history, philosophy, or religious studies. Offered fall of even-numbered years.

304 Damned and Saved: Christian History II (4) H

Continues the "plot" of the development of Christian thought. Students trace the creation of our own modern world view from the wake of the Reformation through the Enlightenment and into the 19th and 20th centuries. Emphasizes the development of strategies for reading the Bible as students examine the interrelation of theology and its cultural context at each step of the way. May be taken in conjunction with RELST 303 or independently. Prerequisite: at least 3 semester hours in: English, history, philosophy, or religious studies. Offered spring of odd-numbered years.

308 Lobbying and Religious Advocacy (4) S

Examines how, through approaches to lobbying and political advocacy, different religious communities engage in American politics, how their religio-historical views play a role in that engagement, and how their socio-historical context often have determined (or continue to determine) their level of access in the political realm. Offered in Winter Session.

320 Science and Religion (4) V

Explores the impact of science on theology and whether science and religion are compatible. The first question is primarily historical. Students examine key advances in the history of science (the heliocentric theory of the universe or evolution, for example) and theological responses to them. The second question is primarily philosophical. In each case, discussions begin with the issues raised in important primary texts. Prerequisite: junior/senior status, at least one course in the natural sciences, or consent. Offered intermittently.

326 Methodism (4) H

An interdisciplinary exploration of the history of Methodism, with special attention given to the Wesleys, Asbury, other early itinerant preachers, and the religious and cultural development of the Methodist denomination and its Wesleyan offshoots (such as the AME Church). Prerequisite: 4 semester hours of religious studies or history. Offered spring of even-numbered years.

335 Christian Theology and Film (4) V,W

Explores how the fields of theology and film studies cross-fertilize each other, with special attention given to the ways in which film functions as religious discourse. Students investigate the historical evolution of film as a means of communicating theological doctrines or themes through its narrative patterns and analyze how religious and secular films can be constructed as cultural texts that advise not only how one should live, but what one should believe. Emphasizes the sermonic nature of film, various hermeneutics of film, and how audiences receive and appropriate both manifest and latent religious meanings. Prerequisites: ENG 105 with a grade of C or higher and 3 semester hours in communication, English, history, philosophy, or religious studies. Identical to COMM 335. Offered fall of even-numbered years.

336 Sociology of Religion (4) V

Examines the origin and development of religion as a social institution: theories concerning its nature and function; sociocultural dimensions of religious beliefs, values, and conduct; contemporary denominations, sects, and cults in the United States; the relationship between religion and other social institutions. Identical to SOC 336. Offered intermittently.

341 War, Peace, and Christian Ethics (4) V

Examines Christian ethical perspectives on war and peace. Topics include the justifications for and limitations on the use of force, just war and pacifism, alternative approaches such as just peacemaking, and application of these perspectives to current issues. Prerequisite: junior/senior status or consent. Offered fall of odd-numbered years.

352/452 Seminar in C. S. Lewis (4) V

Investigates the literary, historical, and theological contributions of British author C. S. Lewis, exploring key literary and philosophical influences upon his life and literature and examining how his thought and imagination have affected contemporary religious discourse and practice. May be offered either as an on-campus course or as a travel course. Prerequisite: 4 semester hours of religious studies or English. Offered spring of even-numbered years.

361/461 Thinkers/Topics in Religion (4) VI*

Focused, in-depth study of one important religious thinker (or thinker about religion), or a narrowly defined topic of current importance in religious studies. May be repeated for credit with the instructor's permission. Prerequisite: junior/senior status or consent. Offered each year. *RELST 361:(V); RELST 461:(I).

363/463 Sports and Religion (4) I*

Examines the relationship between sports and religion. From the use of sports as a means of acculturation, the use of legitimate competition as a surrogate for interreligious conflict, and the competition between organized sports and organized religion for money, attention, and devotion, to the sacrality of the time and space of the field of play and elevation of athletes to modern gods, the world of athletic competition overflowing with religious elements. Using a variety of disciplinary methods, students examine this relationship, the ways in which religion and sport reinforce similar ideals, and the ways in which they compete with one another for the minds, hearts, and bodies of the "fans." Offered spring of even-numbered years. *RELST 463 only.

365 Extreme Religion & Religious Freedom (4)

After examining the roles and functions of ecstatic and extreme experience within world religion today, this course focuses on the meaning and significance of these experiences for the practitioners of these religions. In addition, students will engage in individual research on specific controversies relating to individual practices and issues relating to religious freedom. Prerequisite: sophomore status and consent. Offered in selected Winter Sessions.

SCIENCE

(See Earth and Environmental Sciences)

SOCIAL SCIENCES

DR. THOMAS BROWN, Program Coordinator

The Social Sciences Divisional Major (SSDM) is designed for students with a natural curiosity in several fields of study across the spectrum of the social sciences. It consists of 48 semester hours, 32 of which must be at the 300/400 level and 20 of which must be concentrated in one department or discipline within the division. This area of concentration must include 16 hours at the 300/400 level. The major must also include at least 8 semester hours of enrichment courses at the 300/400 level in each of two other disciplines within the division. Finally, the major must include one research course, which may be a research methods course or one with an extensive research component. The SSDM Oversight Committee maintains a list of approved research courses.

The student must formally declare the SSDM by filing a Declaration of Major form with the Registrar's Office at least three semesters before graduation, summer not counting as a semester. In close consultation with an academic advisor, the student develops a contract listing the courses to be included in the major, along with an essay explaining the goals and the rationale for choosing the divisional approach and demonstrating an intellectual coherence and clear focus for the major. The contract must also indicate which courses in or outside the major the student will use to fulfill the college's requirements for oral communication competency and computer proficiency and how those courses fulfill the requirements. The contract must be approved by the student's faculty advisor and the members of the SSDM Oversight Committee, all of whom, along with the student, sign the completed contract. The contract is kept on file by the administrative assistant of the Social Sciences Division. It may be renegotiated if courses listed are no longer available, but such changes must be approved by the student, the faculty advisor and the SSDM Oversight Committee. Finally, during the last semester of coursework, the student must compose a reflective essay that reviews the goals and unifying intellectual theme of the major as stated in the declaration contract and then explores in some detail how the goals and theme have been realized.

Departments from which courses may be drawn for the SSDM include Business (MBE), Education, Geography, History, Political Science, Psychology, Recreation and Leisure Studies, Social Work, Sociology and Criminal Justice. Please note: This list is strictly for the purpose of guiding course choices for the SSDM and should not be extended to other applications.

A student may choose education as the area of concentration, but this course of study will not permit the student to be certified by the Commonwealth of Virginia to teach in the public schools. Students seeking teacher certification should confer with a member of the Education Department when considering the SSDM.

A student using Business as the department of concentration must include MBE 301, MBE 316, and MBE 400 and take at least 12 semester hours of MBE courses at the 300/400 level in residence at Virginia Wesleyan.

Major Requirements

- Either the area of concentration or at least one enrichment field must be history, political science, psychology, or sociology.
- The contract is due at least three semesters before graduation, summer not counting as a semester.
- The contract is due by March 1 for fall acceptance and by October 1 for spring acceptance.
- The reflective essay is due by November 1 for fall graduation and by April 1 for spring graduation.

COURSE NUMBER AND TITLE	SEM. HRS.
Area of Concentration Five courses in one department or discipline in the Social Sciences Division, including at least 16 hours at the 300/400 level.	20
Enrichment Areas Four courses at 300/400 level, including two from each of two other departments or disciplines in the Social Sciences Division	16
Three other courses at any level and from any department or discipline in the Social Sciences Division.	12
One research course chosen from the list maintained by the division.	
TOTAL	**48**

SOCIAL WORK

Dr. Benjamin D. Dobrin, MSW, PhD,
Program Coordinator
Dr. M. Annette Clayton

The Social Work Program, which is based on a strong foundation in the liberal arts, prepares students for generalist social work practice and graduate study. The program focuses on ethical behavior and competent practice, following Virginia Wesleyan's honor code and the National Association of Social Worker's (NASW) Code of Ethics. Through community service and classroom experience, students encounter the relationships and social contexts in which they will learn and eventually practice. Students are immersed in the topics of mental and physical health, human rights, diversity, oppression, and economic and social justice, through a data-driven, outcomes-based curriculum in which critical thinking skills are applied.

Departmental Policies

1. Students must apply to the major. Applications are available on the department's college website. Students may apply to the program as early as spring of their sophomore year.
2. Students must maintain a 2.5 GPA both overall and in the major and must successfully complete all required courses with a C or higher prior to the internship.
3. Students must maintain a portfolio of their work in this program that includes their application to the program, a record of the CSWE competencies, contracts, professional meeting attendance, a resume, and all other professional documents as directed by the department.
4. A grade of 80% or higher is required for each Council on Social Work Education (CSWE) competency. If a competency is repeated in a future course, the same policy applies. A grade below 80% will stand; however, the student must show competency to go forward in the program. Individual professors develop policies for remediation in each class at their own discretion.
5. Students must report ANY violation of the Virginia Wesleyan Honor Code to full-time Social Work faculty immediately. Any Level I honor code violation will necessitate a meeting of the student and full-time Social Work faculty in which remedial action will be developed and planned. Any Level II honor code violation will result in immediate removal from the program.
6. This list is not exhaustive. More detailed policies are available in the departmental student handbook found online in the college's departmental website. Specific internship requirements are detailed in the handbook on internships.

Major Requirements: Social Work

COURSE NUMBER AND TITLE	SEM. HRS.
SW 201 Introduction to Social Work	4
SW 251 Diversity & Social Problems in Social Work	4
SW 302 Planning, Administration, & Legislation	4
SW 336 Human Growth & Development: Life Course Approach	4
SW 400 Social Work Methods with Groups & Communities	4
SW 401 Social Work with Individuals & Families	4
SW 450 Research Methods in Social Work	4
SW 472 Social Work Internship	12
SW 475 Social Work Seminar	4
TOTAL	**44**

SOCIAL WORK COURSES (SW)

CORE COURSES

201 Introduction to Social Work (4) S

Acquaints the beginning student with the history, philosophy, values, concepts, language, directions, problems, and broad scope of social work. Offers exposure to various agencies and agency policies. Prerequisite: sophomore/junior/senior status. Offered each fall.

251 Diversity and Social Problems in Social Work (4)

An overview of how diversity influences social work practice and the social problems practitioners try to address. Topics include the history, philosophy, values, ethics, concepts, language, directions, problems, and broad scope of diversity and social problems and how they impact social work practice. Offered each fall.

302 Legislation, Policy and Administration (4)

Builds skills in community organization, administrative and legislative process as intervention techniques. Each student is expected to design, develop and present a project using the method taught. Prerequisite: junior status or consent. Offered each spring.

336 Lifespan Development and Behavior (4)

Designed for students who want to develop a strong foundation in human growth and development. Biological, social, and psychological theories of growth and development are examined from a multi-disciplinary perspective. Students learn about normal development from conception to aged death as well as certain pathological processes are. Students who have previously taken a developmental course, or will as part of their intended major, may not take this class for additional credit. Prerequisite: junior status or consent. Offered each fall.

400 Social Work Methods with Groups and Communities (4)

Builds skills in group and community intervention techniques in social work. Prerequisites: junior status and consent. Offered each spring.

401 Social Work with Individuals and Families (4) W

The focus of this course will be on learning appropriate intervention skills for helping individuals, couples and families. Understanding the theory on which these interventions are based is prerequisite to developing skills. The course provides opportunities to practice beginning level methods through role playing, observation and feedback, written and oral assignments, and in an experiential learning situation. There will be a fee associated with this class. Prerequisites: ENG 105 with a grade of C or higher, senior status, and consent. Offered each fall.

450 Research Methods in Social Work (4) Q

Offers an overview of data collection methods and analysis procedures within the context of social work. Both positivistic and naturalistic paradigms are examined. Students learn how to pose research questions, design studies, collect data, and analyze, interpret, and report their data. Prerequisites: junior/senior status, successful completion of math requirement or placement B, and consent. Offered each spring.

472 Social Work Internship (12)

The training of social work professionals involves an extensive period of study in the field, known as internship. At Virginia Wesleyan, internship refers to the assignment of students to an agency for a full semester, for thirty-six hours a week. This experience involves working under the weekly supervision of a qualified agency supervisor and performing functions typically performed by generalist social work professionals in the agency. The academic internship supervisor is involved in periodic conferences with the student and the agency supervisor to review the student's learning and progress. Prerequisites: senior status; C or higher in all required social work courses; completion of application and consent of all full time social work faculty. Corequisite: SW 475. Offered each spring.

475 Social Work Seminar (4) I

This course is designed to provide the vehicle for the formal integration of theory and practice as a companion to the Social Work internship. The seminar is also designed to provide professional and peer support and supervision as a complement to the supervision provided by the agency supervisor. Students will be expected to share their learning in addition to their questions. Emphasis will also be placed on student growth as it relates to the use of self as a helping professional. Ethical questions from the internship experience will be discussed in addition to the theoretical study of ethics as they relate to practice situations. Prerequisites: senior status; same as SW 472. Corequisite: SW 472. Offered each spring.

ELECTIVES

307 Death, Dying, Loss, and Grief (4) V,W

Explores contemporary and historical societal influences, cultural practices, and spiritual beliefs surrounding the experience of death. Students

examine religious rituals related to the preparation of the body, the burial and the mourning process and examine the ethics surrounding end of life decisions and how death is determined from a medical and legal perspective. Other topics include current legal issues and instruments such as advance directives, wills, and powers of attorney; current ethical controversies around life sustaining measures, physician-assisted death, and organ transplantation; the impact of loss throughout the life cycle as a result of normal developmental transitions and as a result of suicide, violence, and disaster; and the needs of those identified as disenfranchised grievers such as partners of AIDS patients, families of suicide victims, women who have miscarried, and young widows/widowers. Prerequisites: ENG 105 with a grade of C or higher and junior/senior status or consent. Offered fall of odd-numbered years.

318 Aging in the Media (4)

Explores aging through the context of popular media. The study begins with an overview of the major psycho-social theories on aging and explores how aging and older people are portrayed in a myriad of media. Students focus on film and view television programs, comics and children's literature. This is a fun and innovative way to study the etic construct of aging through the Western (American and British) emic lens. Prerequisite: sophomore status or higher. Offered in selected Winter Sessions.

361 Human Sexuality (4) V

An exploration of the issues surrounding human sexuality. Historical perspectives from Western cultures provide a basis for understanding the construction of gender in modern society. A review of other cultures shows diverse approaches to gender and sexual issues worldwide. Legal, moral and ethical issues related to sexual behavior and gender are studied, along with the physical aspects of human sexuality and procreation. The disciplines of history, anthropology, sociology, psychology, health education, medicine, religious studies, women's studies, and law inform the exploration. Students are challenged to explore their own values. Prerequisite: junior/senior status or consent. Offered fall of even-numbered years.

384 Drugs of Abuse (4)

An introduction to the complex issues surrounding both licit and illicit drugs. The most widely used/abused drugs are studied in some depth to include an overview of their pharmacology and the neurophysiology of the brain. The major classifications of drugs of abuse, their addictive potential and the continuum of use, misuse, abuse and addiction are addressed. The short and long term consequences of drug use are studied in addition to the dangers of drug interactions. Offered most fall semesters.

385 Substance Abuse and Chemical Dependency (4)

Examines the effects of drugs of abuse on our society. Topics include defining the drug problem and its effects on the abuser, family, economy, legal system, and health care, and the issues and impact of treatment and 12-step support groups. Offered most spring semesters.

402 Women on the Brink (4)

Challenges the student to explore the interaction of complex societal and psychological factors as they relate to America's most vulnerable women. Students examine the history of women's role in American society and evaluate how current policies and institutions often keep women vulnerable and disenfranchised. Conducted in a seminar format on campus, with a one-week residential component in a homeless shelter in a major urban area. Prerequisites: consent and one faculty/staff recommendation. Offered in selected Winter Sessions.

410 Homeless in America (4) I

Reviews the history of poverty and homelessness in America and society's response. Emphasizes the economic, cultural, social, and political factors that converge to create a climate of poverty. Current societal responses to poverty are studied with immersion experiences in the Hampton Roads area. Prerequisite: senior status. Offered in selected Winter Sessions.

SOCIOLOGY/ CRIMINAL JUSTICE

Mr. Dwight Bolling (adjunct)
Dr. Thomas F. Brown
Ms. Wynter L. Edwards (adjunct)
Mr. Thomas Scott Liverman, Program Coordinator
Dr. Alison Marganski
Dr. William Pruitt
Mr. Dennis Santos
Dr. Kathy S. Stolley

Sociology

The sociology program provides real-life occasions and intellectual resources that can help students understand the social and cultural dimensions of human behavior. By focusing on the concepts, theories and techniques of inquiry employed by sociologists, the Sociology Department hopes to foster the sociological perspective. The department

offers a major in sociology and provides a great number of courses that serve other major programs and the general goals of a liberal arts education.

Major Requirements: Sociology

COURSE NUMBER AND TITLE		SEM. HRS.
SOC 100 Introduction to Sociology SOC 270 Social Problems*	**OR**	4
SOC 345 Foundations of Sociology		4
SOC 350 Introduction to Social Research		4
SOC 353 Applied Sociology* SOC 480 Senior Research Project	**OR**	4
SOC 489 Senior Integrated Assessment SOC 430 Women's/Gender Studies Seminar	**OR**	4
Two additional SOC courses at the 300/400 level		8
Three additional courses at any level, including one or two from the allied course list		12
SOC electives: SOC 110, 219, 251, 303*, 308*, 311, 336, 351, 430, 460 **Students seeking an applied emphasis should consider taking these courses.*		
Internship (optional) SOC 483 Internship Preparation (2 sem. hrs.) SOC 484 Internship in Sociology (8 sem. hrs.)		10
Suggested Allied Courses (see advisor): ENVS 106 Humans & the Environment		
GEOG 112 Cultural Geography GEOG 113 Human Geography	**OR**	
SW 361 Human Sexuality		
SW 402 Women on the Brink		
HIST 451 History of the Holocaust		
MATH 210 Introductory Statistics MATH 310 Statistical Models	**OR**	
PHIL 272/372 Beyond the Western Tradition PHIL 292/392 Alternative Futures	**OR**	
POLS 103 Global Realities POLS 353 Globalization & its Discontents	**OR**	
PSY 227 Social Psychology		
RELST 116 World Religions		
RELST 140 Religion in American Culture RELST 250 Religion & Popular Culture	**OR**	
SPAN 210 Hispanic Myths/Rituals SPAN 265 U.S. Latino Culture	**OR**	
TH 375 Images of Women in Theatre & Film		
This list is merely suggestive and is updated regularly. Students should consult their advisors and choose allied courses suited to their academic and career interests.		
TOTAL WITHOUT INTERNSHIP		**40**
TOTAL WITH INTERNSHIP		**50**

Criminal Justice

Criminal justice is a wide-ranging field that is primarily concerned with understanding the origins, nature and consequences of criminal behavior and of societal reactions to crime. As a profession it focuses on careers directly related to social institutions of law, law enforcement, and the legal system. Students find that the criminal justice program offers a core of basic and allied courses which provides a practical liberal arts perspective of this growing field with an emphasis on critical analysis.

Major Requirements: Criminal Justice

COURSE NUMBER AND TITLE	SEM. HRS.
CJ 100 Introduction to Criminal Justice	4
CJ 301 Criminology	4
CJ 350 Introduction to Social Research	4
CJ 387 Criminal Law	4
CJ 489 Senior Integrative Assessment	4
Six additional courses at any level, including one or two from the allied course list: CJ 210, 250, 300, 340, 348, 360, 385, 388, 389, 393, 400, 418, 420, 460	24
Internship (optional) CJ 483 Internship Preparation (2 sem. hrs.) CJ 484 Internship in Sociology & Criminal Justice (8 sem. hrs.)	10
Suggested Allied Courses (see advisor): SOC 270 Social Problems SOC 227 Social Psychology SOC 353 Applied Sociology POLS 371 Constitutional Law I: The Federal System POLS 372 Constitutional Law II: Substantive Rights PSY 350 Psychology & the Law MBE 203 Accounting I MBE 204 Accounting II MBE 216 Taxation SW 384 Drugs of Abuse SW 385 Substance Abuse & Chemical Dependency ART 208 Photography I COMM 222 Public Speaking	
SPAN 307 Topics in Advanced Conversation & Composition MATH 210 Statistics CHEM (any course) CS (any course)	
TOTAL WITHOUT INTERNSHIP	**44**
TOTAL WITH INTERNSHIP	**54**

Minor Requirements: Sociology

COURSE NUMBER AND TITLE	SEM. HRS.
One of the following: SOC 100 Introduction to Sociology **OR** SOC 270 Social Problems	4
Two Sociology courses at the 200 level or above	8
Two Sociology courses at the 300/400 level	8
TOTAL	**20**

Minor Requirements: Criminal Justice

COURSE NUMBER AND TITLE	SEM. HRS.
CJ 100 Introduction to Criminal Justice	4
CJ 301 Criminology	4
CJ 387 Criminal Law	4
Criminal Justice electives	8
TOTAL	**20**

SOCIOLOGY COURSES (SOC)

100 Introduction to Sociology (4) S

An introduction to sociology as a behavioral science and way of viewing the world. Students learn basic concepts of sociological investigation and interpretation and critical thinking. They see how individual behavior is shaped by group life and how group life is affected by individuals. They learn to apply a "sociological imagination" to examining social

issues. Common sense notions are replaced by a critical analysis of social issues. Prerequisite: freshmen and sophomores or consent. Offered each semester.

110 Cultural Anthropology (4) S

A study of the nature of culture; comparative analysis of social, religious, economic, and political institutions in specific preliterate and modern cultures; and the cultural dimensions of behavior. Offered each fall.

227 Social Psychology (4)

Explores our development as socialized human beings shaped through our interactions with groups of other people and how the structure and function of both the formal and informal groups that exist in a society are shaped by the personalities of the individuals who comprise their membership. Students discover both academically and experientially the nature of such group-related psychological dynamics as attitude formation, interpersonal attraction, social conflict, and bureaucratic organization. Prerequisite: PSY 102, 201, or SOC 100. Identical to PSY 227. Offered each fall.

237 Animals and Society (4) S

Focusing on human-animal relationships, this course explores the role and impact of animals in human society, and the impact of humans on the lives of animals. Content includes the social construction of animals, human/animal interaction in social institutions, current debates, and the future of human/animal relations. Offered when circumstances permit.

251 Issues in Sociology (4) S

Examines various topics and issues through the lens and methodology of the sociological perspective. Topics may include the sociology of food, aging, gender and sexuality, and adoption and foster care. May be repeated for credit as designated issues change. Offered intermittently.

270 Social Problems and Social Solutions (4) S

A critical investigation of selected current social problems—their issues, causes, development, and alternative solutions. Offered each spring.

303 Small Groups (4)

An experiential course in which students apply sociological tools and concepts to better understand how groups work, to maximize group dynamics and collective functioning, and to maximize their own performance in small groups. Prerequisite: junior/senior status. Offered each fall.

308 Visual Sociology (4) W

A survey of basic concepts in sociology as they are portrayed in selected motion pictures and music videos. Serves as a systematic application of sociological theory and practice. Prerequisite: ENG 105 with a grade of C or higher; any sociology course would be helpful but not required. Offered each semester.

311 Family (4) S,W

Examines the contemporary American family and the history, forms, and functions of families in other times and cultures. Special attention is given to the family as a social institution, its relationship with other institutions, forces of social and cultural change, and the future of the family. Prerequisite: ENG 105 with a grade of C or higher. Offered each fall.

336 Sociology of Religion (4) V

Examines the origin and development of religion as a social institution: theories concerning its nature and function; sociocultural dimensions of religious beliefs, values, and conduct; contemporary denominations, sects, and cults in the United States; the relationship between religion and other social institutions. Identical to RELST 336. Offered intermittently.

345 Foundations of Sociology (4)

An examination of major theorists and perspectives contributing to the sociological tradition, and of historic and current issues regarding sociology and its relationship to other academic disciplines. Required of all majors. Prerequisite: SOC 100 and junior/senior status or consent. Offered each spring.

350 Introduction to Social Research (4)

An examination of the logic, the strategies and the methods of sociological inquiry; an analysis of classical and contemporary models of research. A foundation course required for sociology majors. Prerequisite: junior/senior status. Identical to CJ 350. Offered each semester.

351 Medical Sociology (4) S

Designed to provide students an introduction to sociological perspectives on the study of health, illness, and health care. Topics include epidemiology, the structures and organization of health care systems and medical encounters, bioethical issues, and current issues shaping the future of health, illness, and health care. Offered intermittently.

353 Applied Sociology (4)

Focus is on engaging the sociological imagination and the sociological toolkit to address real-life questions and problems. These tools are used to identify, examine, and seek solutions for various social issues. Attention is given to careers in applied sociology. Includes a service-learning component. Prerequisite: junior/senior status or consent. Offered each spring.

360 Nationalist Social Movements (4)

A survey of racial-ethnic and nationalist social movements in the United States, such as the Ku Klux Klan, Nation of Islam, and Civil Rights movements. Addresses the criminogenic and terrorist aspects of these movements, their influence on U.S. culture and politics, and various theoretical approaches to understanding them. Offered when circumstances permit.

400 Topics in Criminal Justice and Sociology (4)

An advanced seminar addressing announced topics in criminal justice and sociology. Topics may include victimology, administration of justice, criminalistics, sociology of terrorism, community systems, war, peace and conflict, sociology of environment, consumerism, child welfare, and more. May be repeated for credit as designated topics change. Prerequisite: consent. Identical to CJ 400. Offered as topics become available.

418 Family Violence (4) W

Examines the nature of family violence, risk factors related to violent victimization and perpetration, and outcomes associated with family violence. Further, it explores changes that have taken place in recognizing and responding to family violence situations. It also breaks down myths and examines family violence in special populations. Prerequisites: ENG 105 with a grade of C or higher and junior or senior status or consent. Identical to CJ 418. Offered when circumstances permit.

460 Readings in Sociology (2, 4)

Students select a topic concerning sociological theory or research, survey the relevant literature, and discuss their findings with their major professor. (Two or four semester hours depending on the scope of the project.) May be repeated for credit. Prerequisite: prior consent of the project advisor. Offered each semester.

480 Senior Research Project (4) W

Students conduct a sociological research project of their own design, present the results in appropriate written form, and defend the effort in an oral examination. Research problems may focus on theoretical or empirical topics. Relevant methods may range from bibliographic search to field observation. Prerequisites: ENG 105 with a grade of C or higher, SOC/CJ 350, and junior/senior status. Identical to CJ 480. Offered each spring.

483 Internship Preparation Course (2)

Designed for students intending to participate in an internship for sociology or criminal justice credit. The process of selecting an internship site, completing applications and forms, and understanding the requirements set forth by the Department of Sociology and Criminal Justice can be overwhelming. Lectures and scenario training provide students with practical information that should be beneficial to students who desire an internship in sociology or criminal justice. Prerequisite: consent of internship director. Offered each fall.

484 Internship in Criminal Justice and Sociology (8)

Practiced, supervised experience in direct student learning in applied social settings. Students learn how acquired knowledge and research writing skills can be applied to the workplace. Practical and applied learning through student performance in the applied setting gives the student a "competitive edge" for future community/workplace contribution. Prerequi sites: 18 hours of sociology or criminal justice and CJ 483 or SOC 483. Students must contact the department faculty to review full eligibility for this course. Identical to CJ 484. Offered each spring and summer.

489 Senior Integrated Assessment (4) I

Students assess and analyze the connectedness of their academic learning in light of their future goals. Contemporary topics take a holistic and systematic perspective focusing on a variety of issues such as justice, ethics, and community needs. Prerequisite: junior/senior status. Juniors need consent from the instructor. Identical to CJ 489. Offered each semester.

CRIMINAL JUSTICE COURSES (CJ)

100 Introduction to Criminal Justice (4)

Engages students in critical analysis of the criminal justice system in America. Emphasizes the investigation of social order and the notion of "justice" as defined by the various social institutions. Students explore the significance of law, state and property relations, and the administration of justice through police, the courts, and corrections. Prerequisites: freshmen and sophomores or consent. Offered each semester. Formerly CJ 205—Issues In Criminal Justice.

210 Corrections (4)

Provides an appreciation of the processes and structures of corrections within an American and international framework. Examines historical, legal, economic, and sociological issues in maintaining control and order over those defined as criminal. Provides a critical examination of the concepts of punishment, deterrence, and rehabilitation. Prerequisite: CJ 100. Offered each fall.

250 Topics in Criminal Justice (4)

A seminar addressing announced topics that may include public policy in criminal justice, controversial/debated laws in the U.S., taboo practices, understanding violence, murder, property crime, corruption, ethics, and more. May be repeated for credit as designated topics change. Prerequisite: sophomore status or consent. Offered when circumstances permit.

300 Law Enforcement (4)

A critical exploration of law enforcement from an historical, sociological, and legal perspective. Race, social class, sexual orientation, and gender identities are considered in the context of occupational roles and community issues. Attention is given to viable problem-solving strategies for issues in law enforcement. Prerequisite: CJ 100 or 301. Offered fall of odd-numbered years.

301 Criminology (4)

A sociological view of crime and criminality. Socioeconomic, cultural, and biosocial processes are considered, as well as the criminal products of society. Topics include theories about the causation of crime, crime typologies, and patterns of crime and social injury. Prerequisite: CJ 100. Offered each spring.

340 Forensic Accounting (4)

The application of accounting methods to assist in solving economic-based crimes. The course includes discussion of criminal statutes relating to financial crimes, fraud investigation and prevention, techniques used in solving financial crimes, and current issues in financial investigation. Prerequisite: MBE 203. Identical to MBE 340. Offered spring of even-numbered years.

348 Delinquency and Juvenile Justice (4) S

An examination of the nature and scope of delinquency and of factors contributing to delinquent behavior. The role of social agents and agencies in prevention and treatment is also examined. Offered fall of odd-numbered years.

350 Introduction to Social Research (4)

An examination of the logic, the strategies and the methods of sociological inquiry; an analysis of classical and contemporary models of research. A foundation course required for sociology majors. Prerequisite: junior/senior status. Identical to SOC 350. Offered each semester.

360 Courts in the American Criminal Justice System (4)

Examines the role of the American criminal courts in the broader context of the American legal system. Provides an overview of the organization of criminal courts in Federal and state jurisdictions. Examines the courts' relationship to law enforcement and social control. Prerequisite: CJ 100. Offered spring of even-numbered years.

385 Applied Criminal Profiling (4)

Approaches criminal behavior as a complex phenomenon, moving beyond the abstract interpretation and suggestions of criminological theory into the real-life processes of criminal behavior. Examines and profiles the offender, victim, and situational elements surrounding the major forms of crime. Attention is given to the precipitating, attracting, and predisposing factors of criminal behavior and their levels of importance for respective cases. Prerequisite: CJ 301. Offered each spring.

387 Criminal Law (4)

An overview of the power and limits of government authority to define, prohibit, grade, and punish socially harmful behavior. Includes the nature of criminal law, classification of crimes and criminal liability, punishment, and more. Prerequisite: senior/junior status. Offered each semester.

388 Global Terrorism and Homeland Security (4)

An overview of the characteristics, causes and controls of global terrorism along with responses to it. Attention is given to counterterrorist responses, including U.S. Homeland Security. Prerequisites: two criminal justice courses. Offered fall of odd-numbered years.

389 Criminal Investigation (4)

An introduction to the general processes of criminal investigation that engages students' critical analysis of how and why crimes are committed. Students learn basic investigation techniques and responsibilities. Prerequisite: two criminal justice courses. Offered each spring.

393 Technical Reporting in Law Enforcement (4) W

Focuses on the special needs of the criminal justice system with regard to technical report writing. Using police-oriented language and scenarios, students learn how to correctly structure reports for use in criminal investigations and in court. Prerequisites: successful completion of ENG 105 with a grade of C or higher and CJ 389 or consent; CJ 387 helpful. Offered fall of even-numbered years.

400 Topics in Criminal Justice and Sociology (4)

An advanced seminar addressing announced topics in criminal justice and sociology. Topics may include victimology, administration of justice, criminalistics, sociology of terrorism, community systems, war, peace and conflict, sociology of environment, consumerism, child welfare, and more. May be repeated for credit as designated topics change. Prerequisite: consent. Identical to SOC 400. Offered as topics become available.

418 Family Violence (4) W

Examines the nature of family violence, risk factors related to violent victimization and perpetration, and outcomes associated with family violence. Further, it explores changes that have taken place in recognizing and responding to family violence situations. It also breaks down myths and examines family violence in special populations. Prerequisites: ENG 105 with a grade of C or higher and junior or senior status or consent. Identical to SOC 418. Offered when circumstances permit.

420 Criminal Law: The Appellate Process (4) W

Provides students with an understanding of a criminal appeal. While reviewing an actual criminal trial transcript, students develop legal issues for an appeal, then prepare a legal brief for an appellate court's review. Emphasizes the creation of a well-reasoned argument within the context of a legal brief. Prerequisites: successful completion of ENG 105 with a grade of C or higher, CJ 387, junior/senior status, and consent. Offered fall of odd-numbered years.

460 Readings in Criminal Justice (2 or 4)

Students select a topic concerning criminal justice theory or research, survey the relevant literature, and discuss their findings with their major professor. (Two or four semester hours depending on the scope of the project.) May be repeated for credit. Prerequisite: prior consent of the project advisor. Offered each semester.

480 Senior Research Project (4) W

Students conduct a sociological research project of their own design, present the results in appropriate written form, and defend the effort in an oral examination. Research problems may focus on theoretical or empirical topics. Relevant methods may range from bibliographic search to field observation. Prerequisites: ENG 105 with a grade of C or higher, SOC/CJ 350, and junior/senior status. Identical to SOC 480. Offered each spring.

483 Internship Preparation Course (2)

Designed for students intending to participate in an internship for sociology or criminal justice credit. The process of selecting an internship site, completing applications and forms, and under standing the requirements set forth by the Department of Sociology and Criminal Justice can be overwhelming. Lectures and scenario training provide students with practical information that should be beneficial to students who desire an internship in SOC/CJ. Prerequisite: consent of internship director. Identical to SOC 483. Offered each fall.

484 Internship in Criminal Justice and Sociology (8)

Practiced, supervised experience in direct student learning in applied social settings. Students learn how acquired knowledge and research writing skills can be applied to the workplace. Practical and applied learning through student performance in the applied setting gives the student a "competitive edge" for future community/workplace contribution. Prerequi sites: 18 hours of sociology or criminal justice and CJ 483 or SOC 483. Students must contact the department faculty to review full eligibility for this course. Identical to SOC 484. Offered each spring and summer.

489 Senior Integrative Assessment (4) I

Students assess and analyze the connectedness of their academic learning in light of their future goals. Contemporary topics take a holistic and systematic perspective focusing on a variety of issues such as justice, ethics, and community needs. Prerequisite: junior/senior status. Juniors need consent from the instructor. Identical to SOC 489. Offered each semester.

THEATRE

TRAVIS B. MALONE, Division Chairperson
DR. SALLY H. SHEDD, Program Coordinator

On stage, backstage, and in the classroom, VWC theatre majors gain experience in all aspects of theatre. Majors and minors will encounter practical,

theoretical, and critical perspectives on theatrical performance, production, theatre history and dramatic literature from Ancient Greece to the present. Students have the opportunity to study abroad, either for a travel course or for an entire semester. The multi-faceted nature of the program covers a variety of specialties that assists graduates in adapting to an exciting and fast-paced profession.

The theatre major requires students to complete 11 courses in specified coursework and electives. While the major contains a breadth of coursework, students can use the major electives to deepen their sills in any of the theatre arts. The department also offers coursework to complete Teacher Certification in Theatre Arts Education (PreK-12). Students from across campus have been successful using the skills they acquire in the major or minor to enhance their employment prospects in a wide variety of fields.

Major Requirements: Theatre

COURSE NUMBER AND TITLE		SEM. HRS.
TH 100 Introduction to Theatre TH 101 Rehearsal & Performance (2 sem. hrs., must be taken twice)	**OR**	4
TH 210 Acting I		4
TH 220 Technical Theatre		4
TH 250 Script Analysis		4
TH 301 Theatre History I: Origins to 1660		4
TH 302 Theatre History II: 1660 to Present		4
ENG 346 Shakespeare I ENG 347 Shakespeare II	**OR**	4
Two additional theatre courses, one of which must be at the 300/400 level		8
TH 410 Theatre of Diversity TH 412 Directing	**OR**	4
One of the following: TH 424 Theatre Practicum TH 485 Theatre Internship TH 499 Advanced Theatre Research		4
TOTAL		**44**

Major Requirements: Theatre with Teacher Certification in Theatre Arts (PreK-12)*

COURSE NUMBER AND TITLE		SEM. HRS.
TH 100 Introduction to Theatre		4
TH 210 Acting I		4
TH 220 Technical Theatre		4
TH 250 Script Analysis		4
Additional Course in ART, APMU, or MUS		4
TH 301 Theatre History I: Origins to 1660		4
TH 302 Theatre History II: 1660 to Present		4
ENG 346 Shakespeare I ENG 347 Shakespeare II	**OR**	4
TH 310 Acting II		4
TH 412 Directing		4
Capstone Requirement: TH 424 Theatre Practicum (Must be fulfilled with a Directing Project)		4
TOTAL		**44**

*Students must also complete the VWC Professional Education Program to receive a teacher certification in the State of Virginia, including the completion of pre-service in Elementary, Middle, and Secondary Schools. Preservice placement and Professional Education coursework are provided in the Education Program.

Minor Requirements: Theatre

COURSE NUMBER AND TITLE		SEM. HRS.
TH100 Introduction to Theatre TH101 Rehearsal and Performance - (2 sem. hrs., must be taken twice)	**OR**	4
TH210 Acting I TH220 Technical Theatre		4
TH250 Script Analysis		4
TH301 Theatre History I TH302 Theatre History II	**OR**	4
One Theatre course at the 300/400 level		4
TH 410 Theatre of Diversity TH 412 Directing	**OR**	4
	TOTAL	**24**

THEATRE COURSES (TH)

100 Introduction to Theatre (4) A

Gives an overview of the art, performance styles, history, and collaborative roles involved in creating, staging, and producing theatre. Offered each fall.

101 Rehearsal and Performance (1-2) A

Students perform in, stage manage, or provide technical support for a mainstage or studio play directed by a faculty member. Students are selected by audition and/or interview. Must be taken for 4 credit hours to fulfill the general studies requirement.

210 Acting I (4) A

An introduction to basic principles of acting in a workshop setting. Offered frequently.

220 Technical Theatre (4) A

An in-depth study of the concepts, methods, materials, equipment used in theatrical lighting, set design, stagecraft, costuming, makeup and safety. Students will gain practical knowledge through workshop and lab experiences. Students will receive additional in-depth experience by serving on technical crews for VWC theatre productions. Offered each fall.

224/324 Theatre Practicum (2 or 4)

Students gain experiential knowledge and skills in a chosen production area. Students will choose from the following production areas: stage management, production management, publicity and promotion, dramaturgy, scenic/lighting/costume/make-up design, technical direction, choreography/movement, or directing. May be taken and repeated for 2 or 4 semester hours. Prerequisite: consent. Offered each semester.

250 Script Analysis (4) T

A study of dramatic literature in relation to questions of style, theatrical convention, and interpretive theories. Some attention is given to the production of scripts into various cultural mediums, including theatre and film. Prerequisite: ENG 105 with a grade of C or higher. Offered each spring.

270, 370 Theatre Seminar, Advanced Seminar (4, 4)

Provides opportunities to study particular subject matter or to take advantage of special competence by faculty member in a given semester. Previous topics include musical theatre and improvisation. Topics change as needs and resources develop. May be repeated for credit as topics change. Prerequisite: varies according to the topic of the seminar. Offered intermittently.

301 Theatre History I (4) A,W

A study of the literature, architecture, performance styles, design, and cultural impact of theatre from the Ancient Greeks through French Neoclassicism. Prerequisite: ENG 105 with a grade of C or higher. Offered fall of even-numbered years.

302 Theatre History II (4) A,W

A study of the literature, architecture, performance styles, and cultural impact of theatre from the English Restoration to the present. Prerequisite: ENG 105 with a grade of C or higher. Offered spring of odd-numbered years.

310 Acting II (4)

An advanced study of acting in a workshop setting. Features period style. Prerequisite: TH 210. Offered intermittently.

346 Shakespeare I (4) W

A close reading of a selection of Shakespeare's most important plays, including consideration of the social, political, and literary contexts. Includes a required film series. Prerequisites: ENG 105 with a grade of C or higher and sophomore status or consent. Identical to ENG 346. Offered each fall.

347 Shakespeare II (4) W

A close reading of plays based on a topic (such as history or the portrayal of women); or a very intensive analysis of a small number of plays. Includes a required film series. Prerequisites: ENG 105 with a grade of C or higher and sophomore status or consent. Identical to ENG 347. Offered spring of odd-numbered years.

375 Images of Women in Theatre and Film (4) A

Students explore depictions of women in theatre and film over the past sixty years to gain an understanding and awareness of these media as powerful societal forces for the dissemination of gender ideology. They learn to apply feminist/gender theories and criticism to theatrical performance, dramatic literature, and films. Offered intermittently.

410 Theatre of Diversity (4) I

Students explore dramatic literature and per formances representative of marginalized experiences from the past sixty years. Using theories from the liberal arts and sciences, they seek to discover the connection between experiences of marginalized groups of people and how those experiences are expressed in theatre and culture. Offered intermittently.

412 Directing (4)

This course provides students with an in-depth exploration of both practical and theoretical aspects of directing. Topics to be covered include concept, organizational methods, script analysis, rehearsal techniques, and director-actor communication. Each student, working closely with the instructor, will direct and produce the VWC One-Act Play Festival. Prerequisites: junior/senior status and consent. Offered each fall.

424 Advanced Theatre Practicum (4)

Fulfills the senior capstone requirement for theatre majors. Students gain advanced experiential knowledge in a chosen production area that may include acting, directing, stage management, production management, dramaturgy, and design. Students must have some experience in the chosen area. Prerequisites: senior status and consent. Offered each semester.

485 Theatre Internship (4-6)

Offers upper-level students the opportunity for instruction and experience in an off-campus, professional theatre setting. Students have a minimum of ten contact hours per week with supervisors. Involves weekly journals, evaluations from supervisors, portfolio creation, and oral defense. Prerequisites: junior/senior status and consent. Offered each semester.

WOMEN'S AND GENDER STUDIES

Dr. Kathleen Casey
Dr. Leslie Caughell
Dr. Kellie Holzer
Dr. Susan Larkin
Dr. Alison Marganski
Dr. Taryn Myers, Program Coordinator
Dr. Sally Shedd
Dr. Jennifer Slivka
Dr. Kathy Stolley

Women's and Gender Studies is an inter disciplinary academic discipline. A women's and gender studies major and minor presents students with diverse perspectives for understanding and interpreting the historical and contemporary experiences of women and men in the United States and throughout the world. Students will become familiar with numerous feminist, gender and sexuality theories and utilize them in understanding and contextualizing varied forms of structural and cultural oppressions, interactions, and solutions. While illuminating the impact of gender and sexuality in daily life, the multiple, diverse perspectives encompassed by women's and gender studies courses prepare students for the multi-faceted, complex viewpoints they will encounter in graduate study and the workplace.

Major Requirements:
Women's and Gender Studies

COURSE NUMBER AND TITLE	SEM. HRS.
WGS 219 Women in Culture & Society	4
WGS 319 Feminist & Gender Theory	4
WGS 430 Women's Studies/Gender Studies Seminar	4
Electives* (Partial list below. See program coordinator for a complete listing each semester)	24
TOTAL	**36**
*It is recommended that WGS majors take at least one course from each division from the pre-approved list of elective courses.	

See continuation of choices next page

Chart continued from previous page

At least five courses, including WGS 319 and WGS 430, must be at the 300/400 level.	

Minor Requirements:
Women's and Gender Studies

COURSE NUMBER AND TITLE	SEM. HRS.
WGS 219 Women in Culture and Society	4
WGS 430 Women's Studies/Gender Studies Seminar	4
Three courses from among offerings emphasizing women and/or gender. At least one course must be at the 300 level and courses must be from at least two different divisions. (Partial list below, see program coordinator for a complete listing each semester.)	12
TOTAL	**20**

WGS Elective courses:
Natural Science & Mathematics Division
BIO 222
Human Anatomy & Physiology II*
Humanities Division
CLAS 350
Women in the Ancient World
COMM 327
Children and the Media
ENG 261
Women Writers
ENG 265
Love, Sex and Marriage in Western Literature
ENG 318
Adolescent Literature
ENG360
Contemporary British Literature
ENG 385
American Protest Literature
SPAN 350
Hispanic American Women Writers
TH 375
Images of Women in Theatre and Film
TH 410
Theater of Diversity
Social Sciences Division
CJ/SOC 418
Family Violence
HIST 352
U.S. Women's History
HIST 353
History of Women in Europe Since 1700
HIST 426
Heresy and the Witch-Hunt
POLS 203
Politics and Literature
POLS 204
Introduction to Feminist Political Thought
POLS 239
American Political Thought
POLS 348
International Human Rights
POLS 355
Women, Power and Politics
PSY 351
Psychology of Gender
PSY 385
Psychology of Eating Disorders
SOC 311
Family
SW 361
Human Sexuality
SW 402
Women on the Brink

Many other topics courses fulfill WGS elective requirements. See program coordinator for a complete list each semester.

*Note that in order to fulfill the recommendation to take a course from each division, WGS majors are encouraged to take BIO 222.

WOMEN'S AND GENDER STUDIES COURSES (WGS)

219 Women in Culture and Society (4) S

Students examine conflicting definitions of gender, analyzing general patterns and the impact of gender on their own lives. Ideas about gender are contrasted with the real-life situations of women and men. Emphasizes the opportunities and difficulties that women of different races, classes, sexualities, and disabilities encounter in today's society. Offered each semester.

319 Feminist and Gender Theory (4) W

Examines contemporary arguments about the nature of women and men and the biological, and sociocultural categories of male, female, intersex, heterosexual, queer, gay, lesbian, bisexual and transgendered. Gender issues are studied in relation to historical and cross-cultural contexts and to local and global issues affected by the politics of gender. Prerequisites: ENG 105 with a grade of C or higher; WGS 219 or ENG 311; or consent. Offered spring of even-numbered years.

430 Women's Studies/ Gender Studies Seminar (4) I

An examination of current issues pertinent to women and gender. Students are exposed to a variety of feminist, gender, and cultural theories. Topics vary from semester to semester. Recent topics include "Violence, Non-Violence, and the Body," "The Female Athlete," and "How We Become Who We Are." Prerequisites: WGS 219 or WGS 319 and junior or senior status or consent. May be repeated for credit as topics vary. Offered each spring.

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FACULTY

The first date in parentheses indicates the year when present rank was attained; the second date, the year when the individual was first appointed to the instructional staff.

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B.F.A., University of Oklahoma
M.F.A., Old Dominion University and Norfolk State University

Vivian E. Teter (2005, 1987)
Professor of English
B.A., Hollins College
M.F.A., University of Arizona

Victor R. Townsend, Jr. (2010, 2000)
Professor of Biology
B.S., Old Dominion University
M.S., Ph.D., University of Louisiana

Mavel Z. Velasco (2000, 1987)
Batten Professor of Spanish
B.A., M.A., Ph.D., Rutgers University

Z. John Wang (2010, 2000)
Professor of Computer Science
B.S., Taiyuan University of Technology
M.S., National Harbin Institute of Technology
Ph.D., University of Southern Mississippi

Craig Wansink (2003, 1993)
Joan P. and Macon F. Brock Jr. Director of the Center for the Study of Religious Freedom and Professor of Religious Studies
B.S., Morningside College
M.Div, McCormick Seminary
M.A., Ph.D., Yale University

Susan M. Wansink (2001, 1991)
Professor of German; Director of Winter Session
B.A., M.A., Ph.D., Purdue University

Josh A. Weinstein (2013, 2007)
Associate Professor of English
B.A., Wesleyan University
M.A., Ph.D., State University of New York at Buffalo

Denise Pocta Wilkinson (2011, 1987)
Professor of Mathematics; Director of First Year Experience
B.S., M.S., Middle Tennessee State University
Education Specialist, Appalachian State University

R. Cathal Woods (2010, 2005)
Associate Professor of Philosophy
B.A., University of Dublin, Trinity College
M.A., Tulane University
Ph.D., Ohio State University

FACULTY EMERITI

The first date in parentheses indicates the year of appointment to the instructional staff; the second date indicates the year of retirement.

Connie Bellamy (1992, 2009)
Professor of English Emerita
B.A., Antioch College
M.A., Pennsylvania State University, Mansfield
Ph.D., McGill University

Evelyn K. Blachman (1976, 2007)
Assistant Professor of English Emerita
B.A., Northern Illinois University
M.A., University of Arkansas

Karen A. Bosch (1993, 2015)
Professor of Education Emerita
B.A., Michigan State University
M.A., Indiana University of Pennsylvania
Ph.D., Old Dominion University

John R. Braley III (1978, 2013)
Associate Professor of Recreation and Leisure Studies Emeritus
B.A., University of South Florida
M.Ed., Springfield College
M.S., University of Maine

R. David Clayton (1972, 2012)
Professor of Music Emeritus
B.M., Union University
M.M., George Peabody College
D.M., Florida State University

Victor I. Culver (1977, 1999)
Professor of Education Emeritus
A.B., Statue University of New York at Buffalo
Ph.D., University of Missouri at Kansas City

Dora H. Dobrin (1975, 1999)
Professor of Sociology Emerita
B.S., Florida State University
M.S., School of Social Welfare, Florida State University

Ginger L. Ferris (1986, 2014)
Assistant Professor of Education Emerita
B.A., Old Dominion University
M.S., University of Virginia

Rita E. Frank (1990, 2010)
Professor of Psychology Emerita
B.A., George Washington University
M.A., Temple University and University of Maryland
Ph.D., University of Maryland

Daniel W. Graf (1970, 2002)
Professor of History Emeritus
B.S., Wisconsin State University-La Crosse
M.A., Ph.D., University of Nebraska

Joseph H. Harkey (1966, 1996)
Professor of English Emeritus
B.S., University of South Carolina
M.A., Ph.D., University of Tennessee

James F. Harris (1986, 2000)
Professor of Chemistry Emeritus
B.S., Western Carolina University
M.T.S., The College of William and Mary
Ph.D., Virginia Polytechnic Institute and State University

H. Rick Hite (1969, 1999)
Professor of Theatre/Communication Emeritus
A.B., Dartmouth College
M.A., Johns Hopkins University
Ph.D., Michigan State University

Lee Jordan-Anders (1986, 2015)
Professor of Music and Artist-in-Residence Emerita
B.M., M.M., Northwestern University

Verne M. Keefer (1969, 1998)
Professor of Biology Emeritus
B.A., Virginia Military Institute
Ph.D., University of Colorado

Charles L. Kessler (1971, 1993)
Professor of Religious Studies Emeritus
B.A., Northwestern University
M.Div., Garrett Theological Seminary
Ph.D., Northwestern University

J. Patrick Lang (1980, 2007)
Professor of Mathematics Emeritus
B.S., University of Washington
M.S., Ph.D., Florida State University

D. Barry Lipscomb (1968, 2007)
Professor of Psychology Emeritus
B.S., Georgia Institute of Technology
Ph.D., Duke University

Thomas S. Lopez (1989, 2015)
Professor of Sociology and Criminal Justice Emeritus
B.S., Geneva College
M.Ps.Sc., Ph.D., Pennsylvania State University

Gordon A. Magnuson (1971, 1997)
Professor of English Emeritus
B.S., Bemidji State College
M.A., Ph.D., University of Arkansas

Nancy D. Montgomery (1988, 2010)
Instructor of Recreation and Leisure Studies Emerita
B.S., Longwood College
M.A., Brigham Young University

L. Anderson Orr (1968, 1999)
Lambuth M. Clarke Professor of English Emeritus
B.Mus., B.A., Southwestern at Memphis
B.D., Seabury-Western Theological Seminary
M.A., Ph.D., University of Virginia

Sharon L. Payne (1999, 2015)
Professor of Social Work Emerita
B.S., Ursinus College
M.S.W., Smith College School for Social Work
L.C.S.W., C.S.A.C.

Stanford C. Pearson (1981, 2007)
Instructor of Mathematics Emeritus
B.A., Amherst College
M.S., Florida State University

Paul M. Resslar (1983, 2013)
Professor of Biology Emeritus
B.S., West Virginia Wesleyan College
M.S., Ph.D., North Carolina State University

William J. Ruehlmann (1998, 2011)
Professor of Communication Emeritus
B.A., American University
M.A., University of Arizona
Ph.D., University of Cincinnati

Isabelle L. Shannon (1979, 1998)
Professor of Education Emerita
B.A., Wheaton College
M.A., Boston University
Ph.D., Michigan State University

William R. Shealy (1968, 1997)
Professor of Religious Studies Emeritus
Ph.B., University of Chicago
B.D., Garrett Theological Seminary
S.T.M., Union Theological Seminary, New York
Ph.D., Drew University

Patricia R. Sullivan (1972, 1999)
Professor of French Emerita
B.S., Georgetown University
M.A., Ph.D., University of Virginia

Frederick B. Weiss (1984, 2014)
Assistant Professor of Management/Business/Economics Emeritus
B.S., Temple University
M.A., American Graduate School of International Management

Donald Garrett Wolfgang (1972, 2007)
Professor of Psychology Emeritus
B.A., The Colorado College
M.A., Ph.D., University of Missouri

Margaret C. Zimmerman (1982, 2005)
Professor of Psychology Emerita
B.A., University of Western Ontario
M.S., Ph.D., Old Dominion University

BATTEN PROFESSORSHIPS

2015-2018
Dr. Benjamin Dobrin
Dr. Rebecca Hooker
Dr. Maury Howard

2014-2017
Dr. Hilve Firek
Dr. Lydia Kennedy
Dr. Gabriela Martorell
Mr. John Rudel
Dr. Mavel Velasco

2013-2016
Dr. Richard Bond
Dr. William Gibson
Dr. Benjamin Haller
Dr. Diana Risk
Dr. Philip Rock

ADJUNCT FACULTY

The date in parentheses indicates the year of appointment to the instructional staff.

Kevin M. Adams (2002)
Adjunct Associate Professor of Management/Business/Economics and Information Systems
B.S., Rutgers University
M.S., Massachusetts Institute of Technology
Ph.D., Old Dominion University

Dwight Bolling (1988)
Adjunct Associate Professor of Sociology
B.S., M.S., Florida State University

Wynter L. Edwards (2008)
Adjunct Instructor of Sociology/Criminal Justice
B.A., Virginia Wesleyan College
M.A., Old Dominion University

Ms. Denise K. Makowski (2008)
Adjunct Instructor of Management/Business/Economics
B.S., Virginia Polytechnic Institute and State University
M.B.A., Marymount University

Michael Panitz (1999)
Adjunct Assistant Professor of History and Religious Studies
B.A., University of Pennsylvania
M.A., Ph.D., Jewish Theological Seminary

Rene Perez-Lopez (1986)
Adjunct Professor of Political Science
B.A., M.L.S., State University of New York at Albany
M.A., Case Western Reserve University

Dennis M. Santos, Sr. (2011)
Adjunct Faculty, Criminal Justice
B.A., Saint Leo University
M.A., Troy University

Ray Shackelford (1987)
Adjunct Instructor of Physical Education
B.S., Old Dominion University

Edward L. Shelton, II (2007)
Adjunct Instructor of Management/Business/Economics
B.S., M.S., Old Dominion University
M.S., Marymount University

George M. Stone (1988)
Adjunct Instructor of Music
B.M., M.M., East Carolina University

Patricia J. Terry (1999)
Adjunct Assistant Professor of Education
B.S., Wittenberg University
M.S., Old Dominion University
Ed.D., NOVA Southeastern University

Billye Brown Youmans (1994)
Adjunct Instructor of Music
B.A., Belmont University
M.M., Peabody College of Vanderbilt University

ADMINISTRATIVE OFFICES AND STAFF

The date in parentheses indicates the year when the individual was hired.

President's Office

Scott D. Miller (2015)
President
B.S., West Virginia Wesleyan College
M.A., University of Dayton
Ed.S., Vanderbilt University
Ph.D., The Union Institute and University

Laynee Timlin (2009)
Executive Assistant to the President and Chief of Staff
B.S., M.Ed., California University of Pennsylvania

Jodi Bryant (2013)
Administrative Assistant to the President

Institutional Research and Effectiveness

Donald Stauffer (1997)
Director for Institutional Research
B.S., M.B.A., Ohio State University

Academic Affairs

Timothy G. O'Rourke (2007)
Vice President for Academic Affairs and Kenneth R. Perry Dean of the College
B.A., University of Pittsburgh
M.A., and Ph.D., Duke University

David K. Dirlam (2013)
Director of Institutional Effectiveness and Accreditation
B.A., Northwestern University
M.A., and Ph.D., McMaster University

Catherine C. Hartman (1981)
Administrative Assistant for Natural Sciences and Mathematics Division

Deborah L. Hicks (1989)
Associate Dean for Academic Support
B.S., Longwood College
M.Ed., University of Virginia

Jane B. Kiefer (1996)
Administrative Assistant for Social Sciences Division

Amy R. Rush (2012)
Deputy Director of the Center for Experiential Learning and the QEP
M.A., Indiana University of Pennsylvania
M.Ed., University of Pittsburgh

Sally H. Shedd (1999)
Associate Dean of the College
B.A., Arkansas Tech University
M.A., University of Arkansas
Ph.D., University of Kansas

Kathy S. Stolley (2009, 2005)
Associate Dean for Innovative Teaching and Engaged Learning
B.A., M.A., Old Dominion University
Ph.D., The George Washington University

Judith H. Tinsley (1990)
Executive Administrative Assistant to the Vice President for Academic Affairs and Kenneth R. Perry Dean of the College

Adult Studies Program

Vicky L Seiler (2015)
Director, Adult Studies Program
B.S., Florida Southern University
M.B.A., Cleveland State University
Ph.D., University of Western Sydney

Patricia Colthurst (2000)
Student Services Specialist
B.A., Virginia Wesleyan College

Sandra Ewell (2012)
Academic Advisor and Transfer Advising Coordinator
B.A., Virginia Wesleyan College
M.Ed., Liberty University

Pamela C. Paramore (1993)
Assistant Director, Adult Studies Program
B.A., Virginia Wesleyan College

Kathleen Reese (2005)
Outreach Coordinator, Academic Adviser
B.A., Bowling Green State University
M.S., Troy University

Anja Serby-Wilkens (2014)
Student Services Specialist

Career Services

LaShay Wyatt (2011)
Director of the Career Development and Internship Program
B.S., M.S., Old Dominion University

Steven Young (2014)
Associate Director of the Career Development and Internship Program
B.A., Christopher Newport University
M.S., Old Dominion University

Center for Sacred Music

Sandra Billy (1995)
Director of the Center for Sacred Music and Artistic Director of the VWC Concert Series
B.S., Old Dominion University
B.S., M.S., LaSalle University
D.S.M., Graduate Theological Union

Center for the Study of Religious Freedom

Craig Wansink (2014)
Joan P. and Macon F. Brock Jr. Director of the Center for the Study of Religious Freedom and Professor of Religious Studies
B.S., Morningside College
M.Div, McCormick Seminary
M.A., Ph.D., Yale University

Kelly T. Jackson (2014)
Associate Director
B.A., Virginia Wesleyan College

Education Department

Debra Jefferson-Fitzgerald (2014)
Coordinator of Clinical Experiences and Partnerships
B.S., M.A., Norfolk State University

Mary Jo Karlis (2012)
Adminsitrative Assistant
B.A., LaSalle University
M.A., West Chester University

Hofheimer Library

Patricia H. Clark (2014, 2001)
Associate Librarian/Research Librarian and Electronic Resources Coordinator
B.A., University of California, Los Angeles
M.L.S., Catholic University of America

Karen Devereaux (1992)
Circulation Supervisor
B.S., Old Dominion University

Jennifer L. Erdmann (2014, 2014)
Instructor Librarian/Research Librarian
B.A., Salem College
M.L.S., Indiana University School of Library Science

Susan J. Erickson (2012)
Director of the Hofheimer Library
B.A., Trinity College
M.S.L.S., University of North Carolina at Chapel Hill

Karen Hill (1988)
Assistant, Audio Visual Department

Stephen G. Leist (2012, 2012)
Assistant Librarian/Research Librarian and Interlibrary Loan Coordinator
M.L.S., University of Kentucky
M.A., University of Wisconsin-Madison

Sophie Rondeau (2015)
Technical Services Librarian
B.Mus., M.Mus., University of Manitoba
M.L.I.S., University of Wisconsin

Instructional Technology

Robin A. Takacs (1996)
Instructional Technology Director
B.A., Russell Sage College
M.A., Fairfield University

International and Intercultural Programs

Lena Johnson (2003)
Director of the Study Away Program
B.A., Virginia Wesleyan College

Learning Center

Kimberly A. Fahle (2014)
Coordinator of the Writing Center
B.A., Virginia Wesleyan College
M.A., University of Delaware

Kaitlin S. Harris (2014)
Office Manager
B.A., Virginia Wesleyan College

Genai L. Hill (2006)
Manager of Academic Advising Support
B.A., Virginia Wesleyan College

N. Criten Muniz (2014)
Disability Support Service Specialist
B.A., Northwest University Kirkland, Washington
M.A., Regent University

Julia Shaw (2013)
Director of the Learning Center
B.A., M.A., Ph.D., Southern Illinois University

Programs

Soraya M. Bartol (2005)
Director of Undergraduate Research
B.A., University of Virginia
M.A., Ph.D., The College of William & Mary

William A. Becker (2014)
Visiting Professor of Recreation and Leisure Studies
B.S.Ed., University of Georgia
M.S., Indiana University
Ed.D., Temple University

Richard E. Bond (2005)
Director of General Studies
B.A., Fordham University
M.A., Ph.D., Johns Hopkins University

Clayton J. Drees (2012)
Director of Faculty Mentoring
B.S., University of Santa Clara
M.A., California State University
Ph.D., Claremont Graduate School

Joyce Blair Easter (2000)
Director of Honors and Scholars
B.S., Cornell University
Ph.D., Duke University

Lawrence D. Hultgren (1969)
Director of PORTfolio
B.A., Grinnell College
M.A., Ph.D., Vanderbilt University

Susan E. Larkin (2008)
Director of the Women's Resource Center
B.A., Wheaton College
M.A., Ph.D., Illinois State University

Sara A. Sewell (2002)
Executive Director of the Center for Experiential Learning and the QEP
B.A., University of Wisconsin-Madison
M.A., Marquette University
M.A., Ph.D., University of Wisconsin-Madison

Susan M. Wansink (1991)
Director of Winter Session
B.A., M.A., Ph.D., Purdue University

Denise Pocta Wilkinson (2011)
Director of First Year Experience
B.S., M.S., Middle Tennessee State University
Education Specialist, Appalachian State University

Registrar

Regina Bynum (2012)
Registrar
B.A., North Carolina State University
M.A., The Ohio State University

Christine M. Creameans (2007)
Administrative Assistant

Kristi N. Lafoon (2014)
Administrative Assistant
B.A., Virginia Wesleyan College

Sharon L. Wilson (1980)
Associate Registrar
B.A., Virginia Wesleyan College

Women's Resource Center

Susan E. Larkin (2008)
Director of the Women's Resource Center
B.A., Wheaton College
M.A., Ph.D., Illinois State University

Business Affairs

Cary A. Sawyer (1994)
Vice President for Finance
B.S., Virginia Polytechnic Institute and State University

Elaine Aird (1988)
Accounts Payable Coordinator
B.A., Virginia Wesleyan College
M.A., Norfolk State University

Oreleah Barham (1991)
Coordinator of Special Projects and Coordinator of Collections

Audrey Gluck (1984)
Payroll Manager

Delicia Johnson (2010)
Staff Accountant
B.S., University of Panama

Carolyn Marshall (2013)
Student Accounts Coordinator

Ronda L. Rothwell (2003)
Business Office Cashier

Lindsay A. Sands (2001)
Student Accounts Supervisor

Bruce F. Vaughan (1999)
Vice President for Business Operations
B.S., University of Maryland
M.A., Central Michigan University

Midge L. Zimmerman (1999)
Director of Purchasing

Human Resources

Karla R. Rasmussen (2010)
Director of Human Resources
B.S., Longwood College

Amy Dudley (1999)
Human Resources Assistant and Employee Benefits Coordinator

Auxiliary and Customer Services

Cecile A. Brown (2010)
Copy Center Specialist
B.S., Columban College

Kimberly Brown (2000)
Manager, Scribner Bookstore

Tia Caffee (2002)
Materials Manager

Argina Fernandez (2006)
Mail Clerk/Shipping and Receiving

Diana Myers (1989)
Switchboard Operator/Receptionist

Jessica West (2007)
Switchboard Operator/Receptionist
B.A., Virginia Wesleyan College

Saskia White (2009)
Assistant Manager, Scribner Bookstore

Computer Services

Jack Dmoch (1999)
Chief Technology Officer
B.S., Virginia Polytechnic Institute and State University

John D. Aird (1997)
Senior Technology Specialist
B.S., Virginia Wesleyan College

Gregory Baptiste (2001)
Manager of Administrative Computer Systems
B.S., Old Dominion University

Joshua Boyce (2014)
Help Desk I
B.S., ECPI University

Terry Critser (2003)
Manager of Support Systems
ECPI

Scott Harvey (2012)
Help Desk Technician II

George Patillo (2011)
Administrative Computing Programmer I
B.A., Virginia Wesleyan College

Marcia J. Williams (1997)
Network Manager
B.A., Saint Leo College
M.P.A., Troy State University

Food Services

Timothy Lockett
Director of Dining Services

Physical Plant

Virginia Videll (1998)
Assistant Director for Conferences and Special Events
B.A., Virginia Wesleyan College

Gale Carter (1989)
Secretary/Work Center Coordinator

Grounds

Larry Barnard (2008)
Kathleen G. Bartkus (2004)
Kent Brown (2006)
Robert Krauss (2006)

Housekeeping

Nathan Boudreaux (2011)
Teresa Bremby (2014)
Maria Clemons (2002)
Edward Coyle (2011)
Anthony Daniels (1996)
Marjorie Langley (2012)
Tina Martin (1991), *Supervisor*
Brenda Moore (1992)
Robin Palmer (2011)
Jeanette Pitchford (2011)
Susan Quigley (2013)
Sheila Rouson (1987)
Ryan Smith (2012)
Rosetta Snead (2001)
Betty Spence (2005)
Harold Stallings (2005)
Alvina Wallace (2008)
Deborah Ware (1991)
Malasia Williams (1999)
Caprena Wright (2007)
Joyce Young (1990)

Maintenance

Brandon Adair (2013)
William Bennett (2008)
Alan Brown (1997),
Support Leader
Robert Busse (2012)
Robert Carl (2006)
Donald Clark (2014)
David Freeman (2009)
Richard Harmon (2013)
Joseph Hopkins (2009)
Christopher Houghton (2009)
Steven Sparks (1998)

College Advancement

Marguerite K. Vail (2010)
Vice President for College Advancement
B.A., Hollins College

Theresa L. Barker (1986)
Benefactor Coordinator
B.A., Indiana University of Pennsylvania
B.A., Virginia Wesleyan College

Kala Bohigian (2012)
Development Researcher and Database Assistant
B.A., Virginia Wesleyan College

Teri Eddleman (2006)
Manager, College Advancement

Sheri Higgason (2005)
Development Assistant for Gifts

Lori McCarel (2007)
Director of Leadership Giving
B.A., Virginia Wesleyan College

Kelly Roenker (2015)
Assistant to the Vice President for College Advancement
B.S., Virginia Commonwealth University

Suzanne M. Savage (2004)
Associate Vice President for College Advancement
B.A., Emory University

Melissa S. Snyder (2012)
Assistant Director of Annual Giving
B.A., Virginia Wesleyan College

Kristin R. Williams (2012)
Director of Annual Giving
B.A., Wheaton College

Tiffany Williams (2010)
Operations Manager for College Advancement
B.A., Norfolk State University

Alumni Office

Lina Green (2012)
Director of Alumni Relations
B.A., M.A., Western Carolina University

College Communications

Leona E. Baker (2010)
Director of Communications
B.A., James Madison University
B.F.A., Virginia Commonwealth University

Christine Hall (2005)
Associate Director of College Communications/Design Manager

Janice Marshall-Pittman (2006)
Associate Director of College Communications/Production Manager
B.F.A., Virginia Commonwealth University

W. Michael Skipper (2010)
Webmaster
A.S., Tidewater Community College
CIW Professional

Stephanie E. Smaglo (2012)
Assistant Director of Communications
Lead Writer
B.A., St. Bonaventure University

Admissions

Nelson Davis (2010)
Dean of Admissions
B.A., Roanoke College

Elizabeth Clarke (1998)
Associate Dean of Admissions
B.A., Virginia Wesleyan College
M.A., The College of William and Mary

Peter T. Colbert (2013)
Associate Dean of Admissions
B.A., Roanoke College

Megan Brammer (2009)
Assistant Director of Admissions and Event Coordinator
B.A., Christopher Newport University
M.Ed., Old Dominion University

Charline Bess (2000)
Support Staff Supervisor

Carmen Dawkins (2010)
Admissions Counselor
B.A., Virginia Wesleyan College

Kimberly Harriman (2012)
Admissions Receptionist
B.A., Virginia Wesleyan College

Charlene Harvin (2013)
Financial Aid Counselor
B.S., Claflin University

Bradford Jones (2012)
Admissions Counselor
B.A., Virginia Wesleyan College

Kelly King (2006)
Assistant Director of Admissions
A.A., Northern Virginia Community College
B.A., Virginia Wesleyan College

Melanie Monk (2010)
Financial Aid Consultant, VA Certifying Official, and Assistant to the Director of Financial Aid
B.A., Virginia Wesleyan College

Sarah E. Patillo (2012)
Records Manager

Elizabeth B. Payne (2010)
Loan Coordinator/Financial Aid Counselor
B.A., Randolph-Macon Woman's College

Teresa C. Rhyne (1992)
Director of Financial Aid
B.A., Virginia Wesleyan College

Malleri Santiago (2008)
Data Records Manager

Shelby St. Gelais (2013)
Admissions Counselor
B.A., Virginia Wesleyan College

Student Affairs

David E. Buckingham (1982)
Vice President for Student Affairs
B.S., Campbell College
M.A., Old Dominion University

Keith Moore (1999)
Dean of Students
B.A., Curry College
M.Ed., University of Massachusetts
Ed.D., Nova Southeastern University

Michele A. Obenour (1988)
Executive Assistant to the Vice President for Student Affairs
A.S., Edinboro University
B.A., Virginia Wesleyan College

Athletic Department

Joanne M. Renn (1994)
Director of Athletics
B.S., Old Dominion University
M.S., Troy State University

Megan DiCave (2013)
Women's Lacrosse, Coach
B.A., Virginia Wesleyan College

Marcus "Rhett" Bonner (2014)
Assistant Men's Basketball Coach
B.A., Guilford College

Jeffrey Bowers (2000)
Associate Athletic Director and Women's Soccer Coach
B.S., York College

Cody Clifton (2015)
Sports Information Director
B.S., James Madison University
M.Ed., Lynchburg College

Stephany S. Dunmyer (2003)
Assistant Athletic Director and Women's Basketball Coach
B.A., Kenyon College
M.Ed., Ashland University

Brandon Eisenhart (2015)
Assistant Men's Soccer Coach
B.A., Susquehanna University

Christian Francis (2014)
Head Baseball Coach
B.S., Ithaca College

Matthew Gill (2014)
Assistant Women's Soccer Coach
B.S., M.S., Mount Ida College

Andrea Hoover (2006)
Head Women's Volleyball Coach
B.S., Slippery Rock University
M.A., Marietta College

Shelley T. Hunter (2004)
Athletic Department Intercollegiate Coordinator
B.A., Virginia Wesleyan College

Krista Littleton (2004)
Head Women's Cross Country/Track and Field Coach
B.A., North Central College

Mathew Littleton (2004)
Head Men's Cross Country/Track and Field Coach
B.A., North Central College

David M. Macedo (1998)
Men's Basketball Coach
B.A., M.S., Wilkes University

Stefani M. Masterton (2012)
Assistant Athletic Trainer
B.A., North Central College

Chris Mills (2007)
Head Men's Soccer Coach

Martin Perry (2015)
Director of Men's and Women's Tennis and Assistant Sports Information Director
B.A., Cleveland State University

Luke Reilly (2007)
Assistant Men's Lacrosse Coach
B.A., University of Maryland, Baltimore

Christina L. Restivo (2013)
Head Field Hockey Coach
B.A., University of Maryland
M.A., Wake Forest University

Joshua P. Stewart (2002)
Men's Lacrosse Coach
B.A. Hampden-Sydney College

Andrew P. Wissinger (2012)
Associate Head Baseball Coach
B.A., Virginia Wesleyan College

Joseph Witt (2009)
Head Athletic Trainer
B.S., Roanoke College
M.S., Virginia Polytechnic and State University

Campus Center

Jason Seward (2001)
Dean of Freshmen and Director of Batten Center
B.A., Virginia Wesleyan College

Brandon Elliott (2007)
Associate Director of Batten Center and Head Women's Softball Coach
B.A., Virginia Wesleyan College

Amanda K. Griffin (2014)
Director of Student Activities
B.S., M.S., Old Dominion University

William Harrell (2001)
Associate Director of Batten Center and Director of Aquatics and Fitness
B.A., Virginia Wesleyan College

Campus Security

Jerry Mance (2007)
Director of Campus Security

C. J. Sholler (2005)
Administrative Assistant
B.S., St. Cloud University

Moses Alston (Cpl.) (1984)
Barbara Artis (Cpl.) (2010)
Edwin Bidot (CSP) (2010)
Michael Burney (CSP) (2010)
Remer Cobb (2014)
Jacob Daniel (2013)
Lamont DeVane (CSP) (2013)
Victor F. Dorsey (Sgt.) (2005)
Andre Jerry (CSP) (2009)
Monica Johnson-Lewis (2009)
Clifford Kirkland (Sgt.) (2011)
Randy Lott (2009)
Rodney McFarlin (Cpl.) (2003)
David Nieves (CSP) (2008)
Carl Piece (Cpl.) (2011)
Kimberly Rose (2011)
Karl Schmid (CSP) (2007)
Arnold Selga (2013)
Tarah Vazquez (2013)
Emmanuel White (Capt.) (1999)

Chaplain

Gregory West (2010)
Chaplain
B.A., Old Dominion University
M.Div., Asbury Theological Seminary

Community Service

Diane E. Hickey Hotaling (1985)
Director of Community Service
B.S., Utica College of Syracuse University

Counseling Services

James W. Brown (1999)
Director of Student Counseling Services
B.A., Transylvania University
M.S.W., University of North Carolina

Marea Hyman (2005)
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M.Ed., Western Washington University

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M.Ed., Valdosta State University

Ashley Jones (2015)
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B.A., Randolph-Macon College
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A.B., East Carolina University
M.B.A., Old Dominion University

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Special Assistant to the President
B.A., Hiram College
M.A., Ph.D., University of Michigan

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M.A., Case Western Reserve University

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Religious Freedom and Professor
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B.Mus., J.D., University of Michigan
M.Div., Harvard Divinity School
Ph.D., Harvard Divinity School

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2015

JANUARY

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Fall Semester 2015

Orientation Scene I for Freshmen	June 26 & June 29
Fall student athletes arrive	August 16
Fall Faculty Workshop	August 18
New students arrive	August 19
August Orientation for Freshmen	August 19
New transfer students arrive	August 21
Freshman Honor Convocation	August 21
Residence halls open at 10:00 a.m. for returning students	August 22
Classes begin	**August 24**
ASP weekend classes begin	August 28 & 29
Fall Convocation	September 3
Labor Day Holiday *(no classes) (Labor Day laboratories meet another day-TBA)*	September 7
SACSCOC Onsite Review Visit	September 29-October 1
Homecoming/Parent Weekend	October 2, 3, 4
Fall Break *(Evening classes will meet Thursday, October 8)*	October 8, 9
Mid-Semester Progress Reports available on WebAdvisor	October 14
ASP Advising/Registration for Spring 2016	October 26-30
Advising Weeks for Spring 2016 Registration	October 26-November 6
Advance Registration for Spring 2016 Semester begins	November 2
Last day for dropping a course with automatic W	November 6
Thanksgiving Holiday (*Only Monday evening classes meet this week.*)	November 25-27
Classes resume	November 30
Classes end *(Evening classes end December 3)*	December 4
Evening and weekend final examinations	December 4-10
Reading Day	December 5
December Graduate Reception	December 6
Final examinations	December 7, 8, 9, 10
Semester ends after last exam	December 10
Residence halls close at 5:00 p.m.	December 10

Spring Semester 2016

Winter Session (*Residence Halls open for Winter Session on January 3.*) (*Drop WS course without record—January 6. Drop WS course with automatic 'W'—January 8)*	January 4-22
Spring Faculty Workshop	January 21
New Freshmen and transfer students arrive	January 22
New Student Orientation	January 22
Residence halls open at 10:00 a.m. for returning students	January 23
Classes begin	**January 25**
ASP weekend classes begin	January 29-30
Spring Break *(ASP classes meet Saturday, March 19)*	March 21-8
Easter Sunday	March 27
Easter Monday Holiday *(Monday labs meet another day-TBA.)*	March 28
Classes resume	March 29
Mid-Semester Progress Reports available on WebAdvisor	March 31
ASP Advising/Registration for Summer/Fall 2016 begins	April 4-8
Advising Weeks for Fall 2016 Registration	April 4-15
Advance Registration for Summer and Fall 2016 begins	April 11
Last day for dropping a course with automatic W	April 15
Faculty Assembly-Faculty approve graduates	April 29
Spring Honors Convocation and Academic Fair	May 2
Classes end *(Evening classes end May 3)*	May 4
Evening and weekend final examinations	May 4-10
Reading Day (also Faculty Retirement Reception and Tree Planting Day)	May 5
Final examinations	May 6, 7, 9, 10
Residence halls close at 5:00 p.m., **except for graduates**	May 10
Commencement	May 14
Summer Session begins	May 23
Summer Session ends	August 12

Religious Holidays: Muslim and Jewish faculty, staff and students:

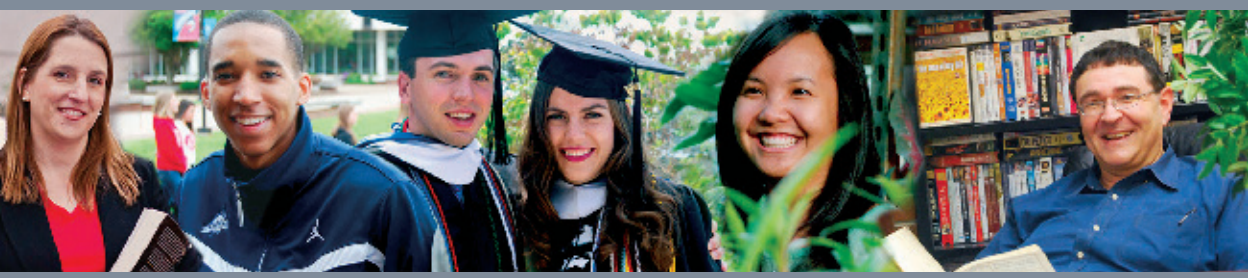
Eid al-Fitr: July 6, 2016

Rosh Hashana: begins at sunset September 13, ends at sunset September 15;

Yom Kippur: begins at sunset September 22, ends at sunset September 23.

Passover: begins at sunset April 22, ends at sunset April 30, 2016.

(06-09-15)



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