



**Catalog**  
**2007-2008**



Like many of you, I will be new to Virginia Wesleyan this fall. I suspect that you were drawn to the campus for the same reasons that attracted me: a warm and intimate campus featuring small classes, a dynamic faculty, and an engaging curriculum that sees character as a central element in academic preparation. Located in one of the nation's most vibrant and historic metropolitan areas, Virginia Wesleyan offers a wide array of possibilities for students to serve internships and to practice the craft of voluntarism and civic engagement.

If you are a new student, you and I will face similar challenges in getting to know the campus and its people. You will find this book to be an excellent guide to Virginia Wesleyan, inside and outside the classroom. So please read it carefully and refer to it often. But don't stop there. Please take advantage of this campus's open doors to ask questions, to make friends, and to create opportunities. And I urge you to become an active campus citizen: get involved in a club, perform with a drama or musical group, play a sport, and attend cultural events.

Whether you are a new or returning student, I ask that you please introduce yourself to me. I am anxious 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. To begin, all you need is a spark.

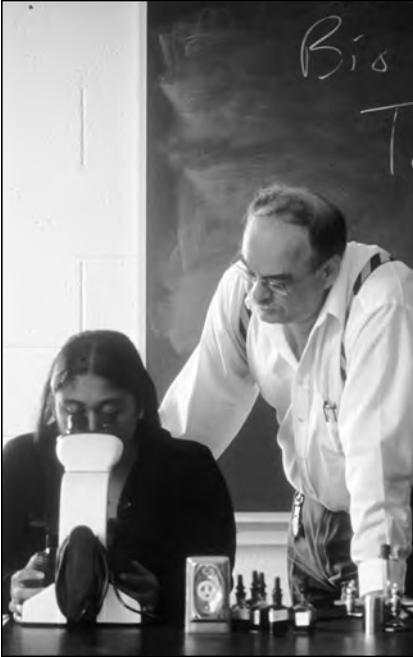
Dr. Timothy G. O'Rourke  
Vice President  
for Academic Affairs and  
Kenneth R. Perry  
Dean of the College



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*The information in the catalog is presented as a guide and is not the offer of a contract. It is not intended to nor does it contain all policies and regulations that relate to students. 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.*

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*A first-rate faculty and personal attention are Virginia Wesleyan College trademarks which have earned the liberal arts institution a national reputation for excellence.*

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*Virginia Wesleyan's nearly 1,400 students, from 35 states and nine foreign countries, participate in more than 70 clubs and organizations.*



**College Profile**

# COLLEGE PROFILE

## Mission Statement

 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.

## Four-Year Graduation Guarantee

Virginia Wesleyan College guarantees that all undergraduate students wishing to graduate in four years will be provided necessary courses as required by the college in the student's selected major 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 adviser 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 15 hours each semester (30 hours/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 the program should contact the Office of Admissions.

## 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 honor code at Virginia Wesleyan College 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.

## Faculty Advisory System

Prior to arrival on campus, each freshman is assigned a faculty adviser. Entering students meet with their advisers to work out a schedule of classes prior to registration. Returning students also meet with their advisers prior to registration. You may change advisers at any time by securing the proper form from the Office of the Registrar.

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 you must secure as an academic adviser a full-time faculty member in your major field.

Advisers 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.

## Transcripts

Transcripts are provided by the Office of the Registrar 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.

## Your 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, 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 most recent previous educational agency or institution attended.

Students may obtain a copy of the college’s policy concerning access to educational records from the Office of the Registrar.

## College Profile

### The Heritage of Virginia Wesleyan

Virginia Wesleyan College is a liberal arts college related to The United Methodist Church. Chartered in 1961 and opened in 1966, the college was born into an age of complexity and rapid change and has developed a flexible educational program open to innovation in order to meet the changing needs of today’s students. By design, Virginia Wesleyan is small, believing that the aims of liberal education are best achieved in a context where students and faculty know each other well.

The liberal arts and church-related heritages of the College complement each other and define the values around which it has been built. The Methodist heritage of the college demands openness to truth, not narrow parochialism. The liberal arts were originally so named because they were understood to be liberating, and this still holds true. The liberal arts focus on the search for humane, social, and scientific principles which, after thorough examination, provide the basis for the understanding of one’s self, of society, and of the world.

Virginia Wesleyan seeks to attract students who desire a strong, individualized academic program, who want to study matters of concern to them, and who want to be involved with other students and professors in creating a vital educational experience.

### The Liberal Arts and Careers

While liberal arts colleges have traditionally prepared students for careers in the professions of teaching, law, business, the ministry, health professions, and the fine arts, Virginia Wesleyan believes that liberal arts studies also provide a proper starting place for numerous other professions. The ability to move upward and laterally in the world of work frequently depends on the capacity to analyze, synthesize, make appropriate value judgments, draw conclusions, and communicate results. The development of such skills and dispositions is at the very heart of liberal studies.

The College offers approximately 40 majors which relate to various careers or to further graduate study. These are described later in this catalog.

### The Faculty

At the heart of the educational experience are the persons who teach. Virginia Wesleyan has, by design, recruited faculty members whose primary interest and commitment is to classroom teaching. In addition faculty are engaged in scholarly and artistic activities, and community service. Members of the faculty have earned degrees from over 140 different 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 Library

In today’s wired society, proficiency in research and information-seeking is essential in meeting expectations that arise in the course of modern work, family, and citizenship obligations. Developing these lifelong-learning skills is an integral part of the academic experience at Virginia Wesleyan College. At Henry Clay Hofheimer II Library, VWC students are actively engaged in the research process, with helpful, knowledgeable library staff assisting them in locating, selecting, and using appropriate resources for their academic and informational needs.

Virginia Wesleyan students have access to extensive book, journal, CD and DVD collections that support the College’s varied curriculum, as well as to additional unlimited materials through reciprocal agreements with worldwide higher education libraries. Hofheimer Library, with its growing scholarly collections, variety of quiet, comfortable study areas and collaborative learning spaces, and a well-equipped computer lab, is truly the “intellectual heart” of the Virginia Wesleyan academic community.

### 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 your major at Virginia Wesleyan, you 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 has developed opportunities for students to bring the theoretical and 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 (1966)**

**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 (1993)**

**Residence Halls:**

North Hall  
 South Hall  
 Harry I. and Elizabeth W. Teagle Hall

**Apartments and Townhouses (2005)**

■ **Fine Arts Building (1966) with the Edward D. Hofheimer Theater (1981)** is home for the college's fine arts offerings in art, music, and theater. In this complex are located art studios, music studios and practice rooms, acting studios, and a multi-media room. The Edward D. Hofheimer Theater is a versatile facility which 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.

■ **Robert F. and Sara M. Boyd Campus Dining Center (1991)** and related facilities house the college dining hall, the Alumni Galleria 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. Located adjacent to the dining center are the business office and campus post office.

■ **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 features such as computers, video presenters and interfacing capabilities. The building also contains the Adult Studies Office, the Learning Resources/Writing Center, the Office of the Registrar, The Center for the Study of Religious Freedom, and a 24-hour computer laboratory and faculty offices.

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

■ **Jane P. Batten Student Center (2002)** features Cunningham Gymnasium, a multi-activity athletic center; Scribners, the college Bookstore; a 39-foot high climbing wall; NCAA regulation pool; indoor running track; and 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 and Recreation and Leisure Services faculty offices.

■ **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 which symbolizes the institution's Christian heritage as well as 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 College's Historic Campus Architecture Project.

■ **Penzold Tennis Center (1977)** contains six tennis courts, two of which are lighted.

■ **Trinder Soccer-Lacrosse Center (1996) with Foster Field (1996)** is the home of the College's soccer and lacrosse programs. The Center includes locker rooms, restrooms, an athletic training room, concessions stand and press box. Foster Field has bleacher seating for 1,000 spectators. Lights were added to the facility in 2003.

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



Admission

JOHN WESLEY

FATHER OF METHODISM  
1703-1791

Preacher, Scholar, Teacher of the Faith

JOHN WESLEY  
1703-1791  
Preacher, Scholar, Teacher of the Faith

# ADMISSION

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

Application materials and detailed admissions information are available from the Office of Admissions. We encourage high school students to apply in the fall of their senior year, and transfer students may apply in either the fall or spring semesters. The Admissions Committee will begin to review completed applications in October for high school students, and applicants can expect to receive admissions notification within three weeks after their applications have been made complete. All high school applicants accepted for admission are expected to satisfactorily complete their senior year of high school work, and all applicants are required to present a satisfactory medical report prior to enrollment. The college employs a rolling admissions process, however, **March 1 is the preferred application deadline for admission in the fall semester, and December 1 is the preferred application deadline for entry in the spring semester.** Applications will continue to be accepted after those deadlines depending on availability of space.

Although a personal interview is not specifically required, we encourage interested students to visit the campus and talk with an admissions counselor. You may call us at 1-800-737-8684 or locally at 757-455-3208 to schedule a time that is convenient for you to meet with us.

## Admission for High School Students

**Preparation:** The Admissions Committee believes that high school students who present a strong academic program of at least 16 solid high school units have a greater chance for success in meeting the requirements of the Virginia Wesleyan College curriculum. Accordingly, the pattern of courses offered by each applicant is important in consideration of the application. The secondary school program should include at least four academic courses each year. Because course offerings vary within the secondary schools, however, the committee does not attempt to specify all courses, but recommends that the following 12 units be included as a minimum in the high school program for each applicant:

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

Additional units should be elected from areas of study similar to those above.

Applicants whose secondary school program is somewhat irregular will not be denied consideration for

admission; records of such students, however, should reflect high achievement and aptitude.

## Admission for Home School Students

Virginia Wesleyan College eagerly seeks qualified students who have completed a four-year secondary school program that meets the general requirements in the following areas:

English  
Foreign Language  
Algebra  
Geometry  
History  
Science

Additional coursework should be elected from areas of study similar to those above. In some cases, a syllabus may be requested as part of a student transcript to ensure that the Admissions Committee makes proper and consistent admissions decisions.

Home school students are encouraged to apply to Virginia Wesleyan College, as the learning environment on campus can make for a comfortable transition from the unique "home school" experience. The college feels that the individual attention given by professors, the small student to faculty ratio, and the experiential learning that is offered in the curriculum would greatly enhance that which the home school student has already undergone for four or more years.

If you would like to speak to an admissions counselor about college life after home school, you may call the Admissions Office at 800-737-8684 or 757-455-3208.

## Credentials Required:

1. A completed application for admission form and application fee of \$40.00. This fee is not refundable.
2. An official transcript of the secondary school record, or home school documentation.
3. Recommendation from school official.
4. An official record of scores on the Scholastic Assessment Tests (SAT I) of the College Entrance Examination Board (CEEB). American College Testing (ACT) Program scores may be presented by students who have not found it possible to take the SAT I. Each applicant is responsible for arranging to take the tests and for requesting CEEB or ACT offices to send Virginia Wesleyan College the results of all tests taken. Students whose first language is one other than English should submit scores from the Test of English as a Foreign Language (TOEFL). Virginia Wesleyan's CEEB code is 5867.
5. While it is not required, we encourage new freshmen to take the SAT II: Writing Test. We use the results of the test to assist in early advisement and placement as you register for classes the semester before you arrive. Placement tests are also available for students as we determine the appropriate beginning classes at VWC.

## Admission for Transfer Students

For admission by transfer from another regionally accredited institution, students must submit a completed Application for Admission, a \$40.00 application fee (non-refundable), and credentials as indicated below:

1. Applicants who have not successfully completed their first 12 semester hours of college work:
  - A. An official transcript of college record and an official transcript of high school record including SAT I or ACT scores.
  - B. Statement of good standing from the appropriate official at the college last attended.
2. Applicants who have successfully completed 12 or more semester hours of college work:
  - A. High school diploma or GED necessary for receipt of federal financial assistance.
  - B. An official transcript of college record.
  - C. Statement of good standing from the appropriate official at the college last attended.

A.A., A.S. or A.A.S. degrees earned from the Virginia Community College System are accepted in fulfillment of a significant portion of Virginia Wesleyan's four-year general studies program. Community college courses that fit VWC's general studies and other graduation requirements will be carefully evaluated to provide maximum transfer credit.

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

Special consideration is given to applicants over 23 years of age and to veterans of military service.

**Internal Transfer:** Sometimes changes in a student's circumstances or goals may make it necessary to transfer internally between the day program and the Adult Studies Program. Although the college does not permit repeated switching between the two programs, a process exists whereby a student may apply for an internal transfer. Interested students should contact either the Admissions Office or the Adult Studies Office. Provisional acceptance is at the discretion of the dean of admissions.

**Veterans:** Virginia Wesleyan is fully approved by the Commonwealth of Virginia to offer college work if you qualify for veterans' benefits. Your records will be reviewed in order to determine whether training you received in military service will qualify for college credit. You should present your credentials at the time of application for admission. If you have a high school diploma or its equivalent, you are assured admission as a veteran. If you have attended another college, you will be considered as a transfer student.

**International Students:** Virginia Wesleyan College encourages applications from qualified international students. If you are not a resident of the United States, your application will be considered on the basis of performance in your educational system and on the quality of achievement throughout the final four years of academic work in high school.

Applications for international students should be submitted by June 1. Along with a completed application, international students are required to submit the following:

1. A TOEFL score\* of at least 550 for the written test and 213 for the computer-based test.
2. A transcript of grades from high school in English.
3. A recommendation from a high school official written in English.

*\*The college expects all international students to be proficient in the English language. Students whose native language is not English must take the TOEFL (Test of English as a Foreign Language) to be considered for admission to the college.*

Immigration laws require that all international students be prepared to assume financial responsibility for their educational and living expenses. For exceptional international students who have outstanding academic records in their home countries and have taken the U.S. SAT exam, an application for an Academic or Leadership Scholarship may be submitted to the Admissions Office. The scholarships are awarded based on the TOEFL score, SAT score, transcripts from high school, and scholarship essays. If you feel that you may qualify for one of these scholarships, please contact the Admissions Office for more details.

**Early Admission:** Numbers of high schools have enriched and accelerated their programs to the extent that some students are capable of benefiting from early admission to the college. Virginia Wesleyan College enrolls a small number of outstanding high school students in appropriate classes. If you feel that you may qualify, you should contact the Admissions Office for an interview. Due to federal financial aid regulations, students who do not have a high school diploma or equivalent will not be considered for federal financial assistance.

**Special Students:** If you wish to take classes but are not a candidate for a degree at Virginia Wesleyan, you are classified as a special student. Fees for students who are taking the classes for academic credit are the same as fees for regular students. Students seeking transfer credit may be required to submit academic credentials or certification of good standing at the current institution.

A student who is auditing a class will receive a reduced rate. Special students may complete applications in advance but must wait for other students to register before they are allowed to register. A special student who decides to become a degree-seeking student must reapply for acceptance as a regular student.

**Health Forms:** Entering students are required to submit a completed health form prior to enrollment in the college.

These forms must be received by the Health Services Office at least one month before the student arrives on the campus. Students will not be allowed to register without a health form on file.

**Campus Visits:** You are encouraged to visit our campus for a tour and interview. As a service to visitors, the Admissions Office provides daily guided tours of the campus. Tours are regularly scheduled for 9:30 a.m., 11:30 a.m., 1:30 p.m., and 3:00 p.m. Since numbers of prospective students request tours, it is recommended that you notify the Admissions Office in advance of the date on which you plan to visit the campus. The Admissions Office is open 8:30 a.m. to 4:30 p.m. on weekdays and to 4:00 p.m. in the summer. We can schedule a visit for you on most Saturday mornings during the academic year as well. Application forms and specific information pertaining to the college curriculum and to the process of admission to Virginia Wesleyan College may be obtained by writing to: Office of Admissions, Virginia Wesleyan College, 1584 Wesleyan Drive, Norfolk/Virginia Beach, VA 23502-5599 or by calling 757-455-3208 or 800-737-8684. You may also visit us via our home page on the World Wide Web at [www.vwc.edu](http://www.vwc.edu) or contact us via e-mail at [admissions@vwc.edu](mailto:admissions@vwc.edu).



**College-Level Examination Program (CLEP):** You may apply for credit in disciplines in which you have demonstrated proficiency through successful completion of CLEP examinations.

Credit may be earned through both the general examinations and the subject examinations if the required CLEP score is obtained. In the subject examinations, credit is awarded only in those areas applicable to the VWC curriculum. CLEP examinations must be approved for current students prior to testing. Additional information can be obtained from the Registrar's homepage. See [www.vwc.edu/academics/registrar](http://www.vwc.edu/academics/registrar).

**Advanced Placement:** Virginia Wesleyan generally grants college credit for a score of three or better on the Advanced Placement Exams of the College Entrance Examination Board. These are normally considered introductory-level courses for new students at the College. Credit will not be awarded for both College Board Advanced Placement and IB exams in the same subject. (See chart on the following page.)

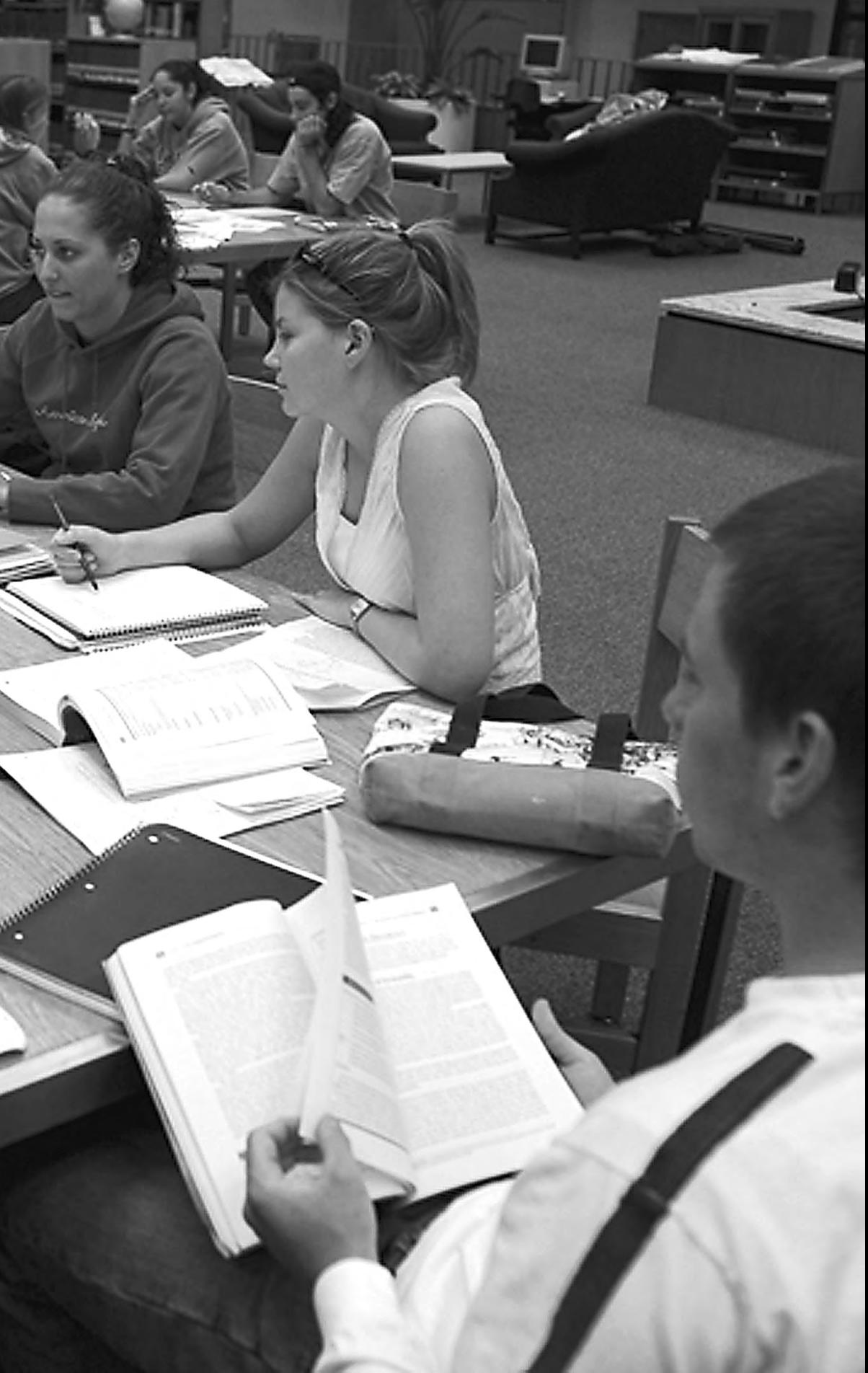
**International Baccalaureate:** Virginia Wesleyan grants placement and/or credit for Higher Level examinations with a minimum score of 5 in the International Baccalaureate (IB) program. The table below lists courses which have been reviewed by academic departments. Additional IB courses not listed here will be reviewed as necessary. Credit will not be awarded for both IB and College Board Advanced Placement exams in the same subject. No credit is awarded for Subsidiary Level examinations.

| IB EXAM          | SCORE | VWC EQUIVALENT COURSE(S)    | SEM. HRS. |
|------------------|-------|-----------------------------|-----------|
| Biology          | 5     | BIO 131                     | 4         |
|                  | 6, 7  | BIO 131, 132                | 8         |
| Chemistry        | 5     | CHEM 117                    | 4         |
|                  | 6, 7  | CHEM 117, 118               | 8         |
| Computer Science | 5     | CS 202, elective            | 6         |
|                  | 6, 7  | CS 202, 207, elective       | 9         |
| Mathematics      | 5     | MATH 135, 136               | 6         |
|                  | 6, 7  | MATH 135, 136, 172          | 9         |
| Physics C        | 4*    | PHYS 221                    | 4         |
|                  | 5*    | PHYS 221, 222               | 8         |
|                  |       | *With 5 in mathematics (HL) |           |

## Advanced Placement Credits • College Entrance Examination Board (CEEB)

| AP EXAM                                | SCORE | VVC EQUIVALENT COURSE(S)   | SEM. HRS. |
|--|-------|--|-----------|
| Art History                            | 3     | ARTH 231 Ancient & Medieval Art                                      | 3         |
|  |       | ARTH 232 Renaissance to 20th-Century Art                             | 3         |
| Biology                                | 4     | BIO 131 Principles of Biology I                                      | 4         |
|  | 5     | BIO 131, 132 Principles of Biology I, II                             | 8         |
| Calculus AB                            | 4     | MATH 135, 136 Calculus with Review I, II                             | 6         |
|  | 5     | MATH 135, 136, 172 Calculus w/Review I, II,<br>Calculus II           | 9         |
| Calculus BC                            | 4     | MATH 135, 136, 172 Calculus w/Review I, II,<br>Calculus II           | 9         |
|  | 5     | MATH 135, 136, 172, 271 Calculus<br>w/Review I, II, Calculus II, III | 12        |
| Chemistry                              | 4     | CHEM 117 College Chemistry I   | 4         |
|  | 5     | CHEM 117, 118 College Chemistry I, II                                | 8         |
| Computer Science A                     | 4     | CS 202 OOP/Java, elective  | 6         |
|  | 5     | CS 202, 207 OOP, Computer Prog I                                     | 6         |
| Computer Science AB                    | 4     | CS 202 OOP, elective   | 6         |
|  | 5     | CS 202, 207 OOP, Comp Prog I, elective                               | 9         |
| Economics: Macro                       | 3     | MBE 201 Intro to Macroeconomics, elective                            | 6         |
| Economics: Micro                       | 3     | MBE 202 Intro to Microeconomics, elective                            | 6         |
| English Language and Composition       | 4,5   | ENG 105 College Writing, elective                                    | 6         |
| English Literature and Composition     | 4,5   | ENG 105 College Writing, elective                                    | 6         |
| Environmental Science                  | 4,5   | ENVS 106 Humans & the Environment                                    | 3         |
| European History                       | 3     | HIST 111, 112 World History  | 6         |
| French Language                        | 4     | FR Elective  | 3         |
|  | 5     | FR Elective  | 7         |
| French Literature                      | 4     | FR Elective  | 3         |
|  | 5     | FR Elective  | 7         |
| German Language                        | 4     | GER Elective   | 3         |
|  | 5     | GER Elective   | 7         |
| Government and Politics: Comparative   | 3     | POLS Elective  | 6         |
| Government and Politics: United States | 3     | POLS Elective  | 6         |
| Human Geography                        | 3     | GEOG 112 Cultural Geography, elective                                | 6         |
| Latin Literature                       | 4     | LATN Elective  | 3         |
|  | 5     | LATN Elective  | 7         |
| Latin: Vergil                          | 4     | LATN Elective  | 3         |
|  | 5     | LATN Elective  | 7         |
| Music Theory                           | 3     | MUS 225 Intermediate Musicianship I, elective                        | 6         |
| Physics B                              | 4     | PHYS 215 General Physics   | 4         |
|  | 5     | PHYS 215, 216 General Physics  | 8         |
| Physics C                              | 4*    | PHYS 221 Physics   | 4         |
|  | 5*    | PHYS 221, 222 Physics  | 8         |
|  |       | *with 4 or 5 in Calculus AB or BC                                    |           |
| Psychology                             | 3     | PSY Elective   | 6         |
| Spanish Language                       | 4     | SPAN Elective  | 3         |
|  | 5     | SPAN Elective  | 7         |
| Spanish Literature                     | 4     | SPAN Elective  | 3         |
|  | 5     | SPAN Elective  | 7         |
| Statistics                             | 4     | MATH 106 Statistics  | 3         |
|  | 5     | MATH 106 Statistics, elective  | 6         |
| Studio Art: 2-D Design                 |       | Art Department will review   |           |
| Studio Art: 3-D Design                 |       | Art Department will review   |           |
| Studio Art: Drawing                    | 3     | ART 111 Basic Drawing & Media Tech, elective                         | 6         |
| U.S. History                           | 3     | HIST 113, 114 History of U. S.                                       | 6         |
| World History                          | 3     | HIST 111, 112 World History  | 6         |





**Financial Information**

# FINANCIAL INFORMATION

## Tuition and Fees

 Tuition and other expenses at Virginia Wesleyan College are held to a minimum commensurate with providing quality education and a fiscally responsible operation. In general, the tuition and fees paid by an individual student do not cover the actual costs for that individual's 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 entering the college for the academic year 2007-2008 are as follows:

|                        |             |                   |
|------------------------|-------------|-------------------|
| Tuition                | \$24,355.00 |                   |
| Double Room and Meals* | \$ 6,900.00 |                   |
| Single Room            | \$ 300.00   | additional charge |
| Damage Deposit         | \$ 150.00   |                   |
| Student Activity Fee   | \$ 160.00   |                   |

\*Cost of rooms in East, Johnson, Village III, apartments and townhouses is higher.

### Cost for Part-time Enrollment and Course Over-

**loads:** Tuition costs for students enrolled for less than 12 semester hours per semester are computed at \$1,015.00 per hour. When students are enrolled for an excess of 18 semester hours at the conclusion of the add/drop period of a given semester the same charge applies for each hour in excess of 18.

**Occasional Fees:** Students who enroll in certain courses will be charged a materials fee as listed for each course. Those who enroll for applied music also incur additional charges for private lessons.

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

## Payment of Tuition and Fees

The College bills students for tuition, room and meals each semester. The charges for the fall semester are due and payable not later than July 27 and the spring semester charges are due and payable not later than December 3, 2007. Miscellaneous charges are due in full when billed.

Advance registration schedules may be deleted for continuing students who have not taken care of their financial arrangements as noted above. First-time students who have not completed their financial arrangements will be delayed in being processed for registration. Students may not attend classes until the proper arrangements have been made. The schedule for payment is as follows:

|  |           |
|--|-----------|
| 1. <b>Resident Student</b> (double room) |           |
| April 4 (advance deposit)                | \$ 500.00 |
| August 4                                 | 15,127.50 |
| December 3                               | 15,627.50 |

## 2. **Commuter Student**

|                           |           |
|---------------------------|-----------|
| April 4 (advance deposit) | \$ 300.00 |
| July 27                   | 11,877.50 |
| December 3                | 12,177.50 |

**Refund Policy:** Since the college must make commitments for the entire year, the tuition and room deposits are **non-refundable**, and no refund, rebate or reduction of fees will be made because of late entrance or withdrawal from courses. Students who completely withdraw from the college may receive partial refund in accordance with the schedule below.

### **Administrative Withdrawal for Non-Attendance:**

Students who register for a semester (fall or spring) of course work, but do not attend class sessions of any of those courses during the first two full weeks of the semester will be withdrawn from the College administratively and notified of that action by a letter sent to both home and campus addresses. These students will be responsible for 50% of tuition and room charges.

This does not apply to students who attend some courses but not all. They will remain enrolled in the College and will receive a grade in courses in which they did not attend but from which they did not formally drop. The student will be responsible for all charges of tuition and fees for those courses.

### **Students who withdraw or have not attended classes for which they registered:**

The Financial Aid Office is required by federal statute to recalculate federal 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. The federal Title IV financial aid programs must be recalculated in these situations.

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. Keep in mind that when Title IV

funds are returned, the student borrower may owe a debit balance to the institution.

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 Federal Stafford Loans
- Subsidized Federal Stafford Loans
- Unsubsidized Direct Stafford Loans (other than PLUS loans)
- Subsidized Direct Stafford Loans
- Federal Perkins Loans
- Federal Parent (PLUS) 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 assistance under this Title for which a Return of funds is required (e.g., LEAP)

## Financial Aid

Virginia Wesleyan believes that no student who wishes to attend Wesleyan should be denied the opportunity because of limited financial resources. The Director of Financial Aid is available to counsel with you and your family regarding financial planning.

If you demonstrate financial need, you may qualify for grants, low-interest loans, and work-study. Financial need is determined after an analysis of the Free Application for Federal Student Aid (FAFSA). To be considered for financial aid, you need to submit the FAFSA, which is available at [www.FAFSA.ED.GOV](http://www.FAFSA.ED.GOV) or from your guidance counselor or the college. Financial aid is granted on an annual basis and your 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 new and transfer students with outstanding academic records.

### Aid Programs:

#### Academic Competitiveness Grant (ACG)

Pell eligible freshmen and sophomores based on need and academic performance.

#### National Science and Mathematics Access to Retain Talent Grant (SMART)

Pell eligible Juniors and Seniors based on GPA and specific fields of study.

#### Federal Pell Grant

- Amount — \$400-\$4,050 grant (2006-2007)
- Eligibility — Demonstrated need

#### Federal Supplemental Educational Opportunity Grant (FSEOG)

- Amount — \$200-\$2,000 grant
- Eligibility — Demonstrated need

#### Federal Work-Study (FWS)

- Amount — \$1,000-\$1,500 award
- Eligibility — Demonstrated need

#### Federal Perkins Loan

- Amount — \$200-\$3,000 loan
- Eligibility — Demonstrated need

#### Federal Stafford Student Loan Programs

##### Subsidized

- Amount — \$200-\$5,500 loan
- Eligibility — Demonstrated need
- Filing dates — May 1-August 1

##### Unsubsidized

- Amount — \$200-\$5,500 loan
- Eligibility — No need requirement
- Filing dates — May 1-August 1

#### Virginia Tuition Assistance Grant (VTAG)

- Application — VTAG application from Virginia Wesleyan
- Amount — \$2,750 (2006-2007)
- Eligibility — No need requirement; Virginia domiciliary requirement

#### College Scholarship Assistance Program (CSAP)

- Amount — \$1,000-\$2,000 grant
- Eligibility — Demonstrated need; Virginia domiciliary requirement

### VWC Merit Scholarships:

#### Wesleyan Scholars

- Application — Wesleyan Scholar Competition
- Filing deadline — January 1
- Amount — Up to full comprehensive fees 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

#### Leadership Scholarship

- Application — VWC Admission Application
- Filing deadline — March 15
- Eligibility — No need requirement; based on documented leadership activities in school and community

**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<br>3.0 GPA and at least 24 transferable semester hours.<br>Number of scholarships awarded vary each year. Amount of scholarship award varies with GPA and semester hours completed. |

**Christian Service**

|             |   |
|-------------|---|
| Application | — Cancelable Loan<br>Christian Service Agreement/<br>Promissory note  |
| Amount      | — Up to half-tuition for 8 semesters.   |
| Eligibility | — No need requirement; United Methodists of Virginia Conference; intend to prepare for full-time Christian Service position; 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   |
| Eligibility | — No need requirement; dependent sons and daughters as well as spouses of United Methodist Clergy of the Virginia Conference; 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 assistance. Financial assistance includes Pell Grants, Supplemental Grants, Federal Work Study, Perkins Loans, Stafford Loans, and PLUS Loans. It also includes institutional funds such as faculty and staff tuition remissions, ministers' dependent grants, Christian Service loans, need-based grants, etc.

**Full-Time Students**

- Full-time students will be allowed six academic years (one academic year is two semesters plus one summer) in which to complete the baccalaureate degree.
- Full-time students must earn a minimum of 20 hours in any single year (fall, spring, summer).
- Full-time students must also maintain an acceptable quality point ratio as follows: a student classified as a freshman must have a minimum cumulative grade-point average of 1.6; sophomore, 1.8; junior, 2.0; and a senior, 2.0.

A student whose cumulative grade-point average is below the minimum will be considered to be making satisfactory progress if the required number of credit hours is earned and a minimum grade-point average of 2.0 is maintained for the immediate past semester.

Students must be progressing toward a degree in a satisfactory manner. This is defined as having earned approximately one-sixth of required hours after one academic year, two-sixths after two years, etc., progressing at one-sixth minimum completion of graduation requirements each year.

**Part-Time Students**

Part-time students are expected to progress at proportionately the same rate as full-time students, and will be limited to 12 academic years of aid eligibility.

**Transfer Students**

The satisfactory progress of transfer students will be based on the student's class status at the time of enrollment at Virginia Wesleyan College. Total enrollment at all institutions is limited to six years of full-time enrollment.

Previous enrollment will be assessed only on the hours transferred for credit to Virginia Wesleyan College.

**Probation**

At the end of each semester, the student receiving financial assistance will be evaluated for satisfactory academic progress. If the student is not maintaining satisfactory progress he/she will be mailed a warning letter and will be on probation for the following semester.

**Suspension of Aid**

A student currently on probation and not making satisfactory progress at the end of the spring semester will receive a letter indicating termination of financial assistance for the following semester. He/she may use the summer session or next semester *without aid* to regain eligibility. By fulfilling the grade-point average and credit-hour requirements, the student will be eligible to receive aid for the following semester.

**Appeals**

Students who believe special circumstances determined their unsatisfactory progress may appeal their suspension of aid. This is done by writing a letter of appeal to the Financial Aid Committee, c/o the Financial Aid Office. The written request must contain an explanation as to why the student did not meet the minimum standards plus reasons the student believes he/she can achieve those standards in the future. The Financial Aid Committee will review the case, document the decision reached, and notify the student in a timely manner.



**Plan of Study**

# PLAN OF STUDY

## The Educational Program

 A sound education which prepares students for effective living must have qualities of breadth, depth, and flexibility.

This is an era which requires specialists in many areas, but the times demand individuals who have the ability to understand their disciplines in the context of the wide-ranging needs of a free society and in relation to the future. In other words, this is an era which calls for persons who have breadth of understanding and insight. Such persons not only are better prepared to meet the needs of a rapidly changing society, but are prepared to respond creatively to numerous opportunities for personal enrichment. The general studies requirements in Virginia Wesleyan's education program speak particularly to the need for breadth.

A person who is liberally educated has experienced the discipline of mastering a particular field of knowledge or discipline. Virginia Wesleyan's curriculum offers the advantage of uniting breadth with depth by combining general studies with intensified studies in a special field. By the end of their sophomore year, students select a major from one of numerous fields.

A strong liberal arts program has flexibility which allows students to choose courses which add to the dimension of breadth provided in general studies, and which may also supplement the dimension of depth provided by their major. Approximately one-third of the courses which you will take are elective. You will also find that you have many choices in selecting courses which will fulfill general studies requirements. You are urged to work closely with your faculty adviser in developing your personal educational goals and to exercise widely your powers of choice in selecting the courses which will best fulfill these goals.

### The Baccalaureate Degree

The liberal arts program at Virginia Wesleyan College offers a bachelor of arts degree and a bachelor of science degree with numerous options for majors in humanities, sciences, and social sciences. Students successfully carrying the normal course load of 15 semester hours can expect to graduate after eight semesters. The specific requirements for graduation are listed on the following pages. See the table below for a list of majors and degrees offered:

| Majors and Degrees                | BA | BS |
|-----------------------------------|----|----|
| American Studies                  | X  |    |
| Art                               | X  |    |
| Art Education                     | X  |    |
| Biology                           | X  | X  |
| Chemistry                         |    | X  |
| Classical Studies                 | X  |    |
| Communications                    | X  |    |
| Computer Science                  | X  |    |
| Criminal Justice                  | X  |    |
| Earth and Environmental Sciences  | X  | X  |
| English                           | X  |    |
| Environmental Studies             | X  |    |
| Foreign Languages and Literatures | X  |    |
| French                            | X  |    |
| German                            | X  |    |
| Health and Human Services         | X  |    |
| History                           | X  |    |
| Humanities                        | X  |    |
| Individualized                    | X  |    |
| Interdivisional                   | X  |    |
| International Studies             | X  |    |
| Latin                             | X  |    |
| Liberal Arts Management Program   | X  |    |
| Liberal Studies                   | X  |    |
| Mathematics                       | X  | X  |
| Music                             | X  |    |
| Natural Sciences and Mathematics  | X  |    |
| Philosophy                        | X  |    |
| Political Science                 | X  |    |
| Psychology                        | X  |    |
| Recreation and Leisure Studies    | X  |    |
| Religious Studies                 | X  |    |
| Social Sciences                   | X  |    |
| Social Studies                    | X  |    |
| Sociology                         | X  |    |
| Spanish                           | X  |    |
| Theatre                           | X  |    |
| Theatre and English               | X  |    |
| Women's and Gender Studies        | X  |    |

## Additional Baccalaureate Degree

Students may earn a maximum of one B.A. and one B.S. at Virginia Wesleyan by fulfilling the requirements of each of the two degrees, either separately or concurrently, and must present a minimum of 30 additional semester hours (beyond the first degree) in residence for the second degree. Of the additional 30 hours, at least 24 must be at the upper level and at least 18 must be in the major area. These 30 semester hours must be traditionally graded. A student pursuing concurrent degrees at VWC must earn a minimum of 150 semester hours. The grade point average of a second degree, which is not earned concurrently, will be separate from the grade point average of the initial degree.

A degree cannot be earned by combining partial requirements from a B.A. with partial requirements from a B.S. nor can a second degree be awarded with a major in the same rubric as in the first degree. Graduation requirements and limitations are the same for both baccalaureate degrees and may serve to fulfill the requirements of both degrees. All requirements in effect at the time of graduation must be satisfied. All holders of a bachelor's degree will be subject to the academic requirements and regulations for seniors. Such students will be 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 VWC.

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 and must have the approval of the division chair in the major and be on file with the Office of the Registrar.

## 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 disciplines included in each of the divisions are:

### The Division of Humanities

- Art/Art History
- Classics
- Communications
- English
- French
- German
- History
- Journalism
- Music
- Philosophy
- Religious Studies
- Spanish
- Theatre

### The Division of Natural Sciences and Mathematics

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

### The Division of Social Sciences

- Education/Special Education
- Geography
- Health and Human Services
- History
- Management, Business, and Economics
- Political Science
- Psychology
- Recreation and Leisure Studies
- Sociology and Criminal Justice

**An Individualized Academic Program:** Convinced that students have differing needs, Virginia Wesleyan has designed a flexible academic program. Approximately one-third of your courses will consist of general studies requirements, one-third will be electives, and approximately one-third will be in your major. In the case of interdisciplinary majors more hours are normally given to fulfilling major requirements. Within the framework of requirements described below, you are encouraged to work with your faculty adviser in designing a program of studies which will meet your particular needs.

While the major responsibility for getting fully involved in the academic program rests with you, the interchange which takes place between you and your instructors is a very important part of the learning process. Because the campus is small, and because of their interest in students, you will find that faculty members are generally accessible to you.

### The Program of General Studies

The General Studies curriculum at Virginia Wesleyan is designed to enable each student to acquire basic proficiencies and access to various modes of knowing which contribute to becoming a self-sufficient learner. The following descriptions provide the rationale for each segment of this program.

Critical thinking and effective analytical writing are fundamental to college success as well as to community and career effectiveness after college. The two-semester **English** requirement is designed to ensure that students learn to compose analytical and persuasive arguments using appropriate evidence and effective writing techniques. In the first-semester course in college writing, English 105, students create a portfolio of revised papers reflecting a variety of essay forms. Students fulfill this first-semester requirement by receiving a grade of "C" or better in the course, a grade that in part depends on their final portfolios meeting a set of standards common across all

sections of English 105. Once students complete English 105, they are eligible to enroll in a sophomore-level literature and writing course designed to instruct them in reading and writing about the indirect argument and figurative language that particularly characterizes literature.

Basic skills in **mathematics** are essential if a person is to function effectively in a society that depends more and more on quantitative definitions and analysis. The aim of the mathematics requirement is to help students master the use of quantitative symbols and methods. Students fulfill the mathematics requirement by demonstrating a minimal level of proficiency on a placement test or by successfully completing MATH 104 or 105 or its equivalent.

Learning a **foreign language** is essential for overcoming obstacles to intercultural and international contact and communication. By learning a foreign language, students become familiar with the literature, history, philosophy, art, and the economic and social conditions of the people who speak that language. The goal of the foreign language requirement is to expose students to ways of thinking different from their own and to help them become better prepared to live in today's multi-linguistic, multi-cultural, and transnational world.

Life in the modern world is intimately linked to science and technology. Therefore, a liberally educated individual should possess a basic understanding of science and its historical development, applications, and impacts. The **natural science with laboratory** requirement ensures that students obtain practical experience with the scientific method and the study of natural systems. Students fulfill this requirement by successfully completing either: a) an integrated lecture and laboratory course in biology, chemistry, earth and environmental sciences, physics, or physical sciences; or b) a natural science lecture course taken in conjunction with the appropriate, co-requisite laboratory course.

Writing is the process of organizing ideas and communicating them effectively. Strong writing skills, and the ability to write in a number of different forms, are vital elements of the liberal arts education at Virginia Wesleyan. Building on the skills developed in the required English courses, students must complete a total of six **writing intensive** courses. Writing intensive courses work to improve overall writing ability as well as teach the standards of academic and professional writing within their respective disciplines.

In today's rapidly changing world, the liberally educated person must be a self-sufficient learner. Students should, therefore, become acquainted with and gain facility in the ways of knowing which are typically employed in a wide range of disciplines. The **Frames of Reference** series is designed to provide students with the broadened powers of learning associated with the modes of knowing in the following areas:

### 1. Aesthetic Understanding

Courses bearing the Aesthetic Understanding (A) designation explore visual art, music, theatre and film. These courses provide students with 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 in order better 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 experience) To learn the techniques, discipline, and value of creating works intended to evoke an aesthetic response.

### 2. Communication

Courses bearing the Communication (C) designation focus on the processes and systems of language, verbal or non-verbal. Students will pay particular attention to signs and symbols, the nature and transfer of meaning, channels or carriers of communication and their relation to society, and fundamentals of rhetoric. These courses will help students understand the encoding and decoding of symbol systems in order to effectively communicate to various audiences.

*Goals:*

- To develop an awareness of the processes and systems of interpersonal, group or mass communication.
- To understand several of the formal expressive patterns through which humans have attempted to convey meanings.
- To evaluate the quality of evidence, negotiate conflicting positions, and analyze the effectiveness of a text's approach.
- To understand the rhetorical concerns of communication, including audience expectations and appropriate strategies.

### 3. Empirical Knowledge

Courses bearing the Empirical Knowledge (E) designation use the empirical method to provide a means of gaining knowledge about natural or social phenomena through systematic observation and direct experience. Empirical observations are used to develop explanatory theories capable of being supported or refuted.

*Goals:*

- To study how empiricists investigate natural, social, or behavioral phenomena utilizing quantitative and/or qualitative methods.
- To discuss the development of theories based on systematic observation or experience.
- To test predictions in order to verify or refute theories or hypotheses.
- To examine the strengths and limitations of the empirical approach and explore how empirically based claims differ from those based on other modes of knowledge.

#### 4. Historical Perspectives

Courses bearing the Historical Perspectives (H) designation focus on studying how societies change over time. This endeavor concentrates on understanding how politics, values, beliefs, cultures, and individuals interact with and reflect specific historical contexts. This emphasis on historical context excludes courses that are topically 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 to evaluate primary materials within both their historical contexts and from later historical perspectives.
- To cultivate independent arguments about historical developments based on the study of primary materials.

#### 5. Institutional and Cultural Systems

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 different types of social organization.
- To examine different types of social goals, their sources, and the institutions and processes which implement them.
- To understand and apply different analytical perspectives, including learning to integrate perspectives from diverse fields of inquiry in the analysis of society and social institutions.

#### 6. Ethical Values and Faith Perspectives

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

*Ethical Values:* Such courses are designed to prepare students, through education in moral reasoning, 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 heritage shape worldviews; to enable students to analyze, compare and interpret different historical religious traditions; and to help students recognize the implications of those traditions for society and individuals.

*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.

The **Senior Integrative Experience** is designed as a capstone experience for the General Studies program. Courses bearing the Senior Integrative Experience (I) designation are designed to help students understand how disparate academic disciplines are interconnected across the liberal arts curriculum. Because solutions to complex world problems require a mature, holistic and interdisciplinary approach, students must include in their thinking the insights and methods offered by various modes of knowledge across the spectrum of the liberal arts. The Senior Integrative Experience therefore draws upon the knowledge and perspectives of different subject areas while at the same time synthesizing these diverse approaches to learning into a coherent worldview.

*Goals:*

- To review the differing methods and perspectives which characterize each of the Frames of Reference categories.
- To reflect on the interconnectedness of those methods and perspectives.
- To demonstrate understanding of that interconnectedness through a major project or group of assignments.

## Graduation Requirements

### General Studies

In the ensuing text, you will find a checklist which provides a convenient, simplified summary of the College's General Studies requirements and a listing of the courses which meet the various requirements.

#### 1. English

Students fulfill the two-semester English requirement by completing English 105 during their first or second semester and by completing a 200-level literature course or the equivalent by the end of their sophomore year. To complete the English 105 requirement, students must pass the course with a "C" or better. To pass the course with at least a "C," students must by the end of the semester complete a portfolio of revised papers that meet basic standards of proficiency as judged by at least two English faculty readers. Students whose portfolios do not pass those standards must retake English 105 in order to further strengthen their basic skills. All "day" students who have not received equivalent credit elsewhere must enroll in English 105 each semester until they have received a grade of "C" or better. A grade of "C" or better is also required in

order to satisfy the General Studies English requirement.

Once they have completed the English 105 requirement, students are eligible to enroll in a sophomore-level literature and writing course. Many, but not all, 200-level English courses fulfill this requirement with prior consent from the instructor; selected upper-division literature courses may also fulfill this requirement and may be suitable for students with greater than average prior experience with literature and writing. Students are advised to check the comment line in the class schedules to see which English courses will meet this requirement.

2. **Mathematics:** competency in college algebra.

Most students will demonstrate proficiency in college algebra by passing either MATH 104 or MATH 105, first completing successfully MATH 001 and/or MATH 005 (depending on placement) if remedial preparation is needed. Transfer students who have completed math courses elsewhere may use one (or more) of these courses to fulfill the graduation requirement if the transfer course used is clearly at the MATH 104 level (or higher). The faculty of the mathematics department will be the final judges in any disputes concerning the suitability of such transfer courses. All entering students will take a mathematics placement test that is given each year during the new-student orientation period. While most students will be placed in MATH 104 or MATH 105, students whose test scores suggest exceptional competence in basic algebra will be exempted from the need to demonstrate their competence in any other manner. Students with exceptionally low scores will be given a second placement test designed to determine if they are adequately prepared to take MATH 005. Students determined by this second test to be unprepared for college-level mathematics courses will need to seek remedial help before being admitted to any mathematics course at Virginia Wesleyan.

Students who must complete MATH 104 or MATH 105 in order to meet the College's mathematics requirements should register for the appropriate course within their first three semesters at Virginia Wesleyan. In addition, they shall, if necessary, continue to register for a mathematics course each subsequent semester until the mathematics requirement is fulfilled.

3. **Foreign Language**

As a condition for graduation, all students must demonstrate proficiency in one foreign language (other than English) equivalent to the minimal passing grade on the exit examination in the 212 course.\* Students who transfer in 60 semester hours or more prior to enrolling at Virginia Wesleyan are required to successfully complete two semesters in one foreign language (other than English). The

Foreign Languages and Literatures Department recommends that students enroll immediately in a language course. Students will receive a course placement recommendation from the department when they come to campus during orientation. Incoming freshmen who decide not to enroll immediately have three semesters in which to do so.

If students have not transferred in 60 semester hours or more prior to enrolling at Virginia Wesleyan and have not taken the third or fourth year level of a single foreign language in high school or scored 600 or higher on the College Board Achievement Test, they must complete the language proficiency requirement at the college (completion of the 212-level course).

Students are encouraged to continue a language begun in high school in order to complete the proficiency as soon as possible while this background is still relatively fresh in mind. When enrolling, students will be placed at the appropriate course level by the Foreign Languages and Literatures Department. However, one may also choose to start a new language. When starting a new language, students must take four semesters beginning with the 111 course.

*\*Adult Studies Program (ASP) students should refer to "Degree Requirements" in the "Adult Studies Program" section of the catalog.*

**Sequence of Foreign Language Courses** (see course descriptions for the following languages)

French  
German  
Latin  
Spanish

4. **Laboratory Science**

All students must successfully complete a four semester hour laboratory science course in the Division of Natural Sciences and Mathematics. In courses where the lecture and lab portions of the course constitute separate enrollments (i.e., a three semester hour lecture and a 1 semester hour lab), the lab must correspond with the lecture course.

Students who fail either section of a 3/1 lab course must retake the failed section to satisfy their General Studies lab science requirement.

Several lab science courses also count toward the Empirical Knowledge (E) requirement. In such cases, "double dipping" is not permitted. A student who passes a lab/E course and has not yet satisfied the lab science requirement will receive General Studies credit only for the lab science requirement, not the E. If a student passes a lab/E course after having already satisfied the lab science requirement, the course will then count toward the E requirement. If a student passes the lecture section of a lab/E course but not the lab section, the three semester hour lecture section will satisfy the E requirement but not the lab science requirement unless the lab is repeated with a passing grade.

See the checklist on the following pages for a complete listing of courses which satisfy the laboratory science requirement.

5. **Writing Intensive courses (W)**

All students must successfully complete six courses designated as Writing Intensive (W) courses. No more than six and no fewer than two Writing Intensive courses are required of every Virginia Wesleyan student. The number of Writing Intensive courses required of transfer students will be determined at the time of their initial enrollment by the number of hours transferred as follows:

| INITIAL SEM. HRS. TRANSFERRED TO VWC | “W” WRITING COURSES REQUIRED |
|--------------------------------------|------------------------------|
| 1-20                                 | 6                            |
| 21-40                                | 5                            |
| 41-60                                | 4                            |
| 61-80                                | 3                            |
| 81+                                  | 2                            |

See course listings in this catalog and on line for a given semester to identify courses which fulfill this requirement.

6. **Frames of Reference**

Frames of Reference courses introduce students to the following areas of study:

- a. **Aesthetic Understanding (A)**
- b. **Communication (C)**
- c. **Empirical Knowledge (E)**
- d. **Historical Perspectives (H)**
- e. **Institutional and Cultural Systems (S)**
- f. **Ethical Values and Faith Perspectives (V)**

Students are required to complete one course in each of these six Frames of Reference categories. More than one Frame of Reference course may be taken per semester, and a course used to fulfill a Frame of Reference requirement may also be used to meet a major or minor requirement. Students are encouraged to begin taking Frames of Reference courses during their freshman year and complete one in each area no later than the end of the sophomore year.

See course listings in this catalog and online for a given semester to identify courses which fulfill this requirement.

7. **Senior Integrative Experience (I)**

The Senior Integrative Experience is a 400-level course designed to provide integrative study in a specific discipline, based on the Frames of Reference distribution listed above. As with Frames of Reference courses, a course used to fulfill the Senior Integrative Experience requirement may also be used to meet a major or minor requirement. Senior Integrative Experience courses are only available to students who have completed (or will complete before the course begins) at least 75 semester hours toward graduation and who have, in the judgment of the individual student’s advisor, completed most of VWC’s General Studies requirements.

See course listings in this catalog and online for a given semester to identify courses which fulfill this requirement.

**CHECKLIST FOR GENERAL STUDIES REQUIREMENTS**

Use the following grid and list to keep a record of your progress in fulfilling General Studies requirements. Courses are subject to change.

**Specific Courses**

|  |  |
|--|--|
| FYE 101: First Year Seminar            |  |
| ENG 105: College Writing               |  |
| 200-level English Writing & Literature |  |
| MATH 104/105/Equivalent                |  |
| Laboratory Science (4 S.H.)            |  |

**Frames of Reference (3 or more sem hrs each)**

|   |  |
|---|--|
| Aesthetic Understanding (A)             |  |
| Communications (C)                      |  |
| Empirical Knowledge (E)                 |  |
| Historical Perspectives (H)             |  |
| Institutional & Cultural Systems (S)    |  |
| Ethical Values & Faith Perspectives (V) |  |
| Senior Integrative Experience (I)       |  |

**Writing Courses**

Students must successfully complete up to six courses designated “W”—writing courses. The number of “W” courses required for a transfer student will be determined at the time of initial enrollment based on the number of hours accepted for transfer to VWC. No more than six and no fewer than two writing courses are required of every student.

**Divisional Requirements**

A minimum of three semester hours must be successfully taken in each of the following divisions:

|                                  |  |
|----------------------------------|--|
| Humanities                       |  |
| Natural Sciences and Mathematics |  |
| Social Sciences                  |  |

**English**

- 105 (First-semester college writing requirement)
- 200-level literature and writing course (second half of the English requirement)

Complete one course from the following list:

- |              |                       |                       |                       |
|--------------|-----------------------|-----------------------|-----------------------|
| •ENG 216     | •ENG 285              | •ENG 346 with consent | •ENG 378 with consent |
| •ENG 232     | •ENG 287              | •ENG 347 with consent | •ENG 385 with consent |
| •ENG 250     | •ENG 315 with consent | •ENG 350 with consent | •ENG 440 with consent |
| •ENG 261/361 | •ENG 318 with consent | •ENG 355 with consent | •ENG 441 with consent |
| •ENG 265     | •ENG 327 with consent | •ENG 357 with consent | •ENG 442 with consent |
| •ENG 271/371 | •ENG 336 with consent |                       |                       |

**Mathematics**

- MATH 104                      OR                      •MATH 105 or equivalent (as described above)

**Foreign Language**

FR, GER, LATN or SPAN: 111, 112, 211, 212

Note possible exemptions described above.

**Laboratory Science**

Complete one from the following list:

- |              |           |               |              |               |
|--------------|-----------|---------------|--------------|---------------|
| •BIO 100/101 | •BIO 332  | •CHEM 118     | •CHEM 480    | •EES 330      |
| •BIO 120/121 | •BIO 355  | •CHEM 210     | •EES 124/125 | •EES 450      |
| •BIO 131     | •BIO 370  | •CHEM 270     | •EES 130/131 | •INST 300     |
| •BIO 132     | •BIO 371  | •CHEM 311/321 | •EES 132/133 | •PHYS 141/143 |
| •BIO 150/151 | •BIO 372  | •CHEM 312/322 | •EES 200     | •PHYS 142/143 |
| •BIO 207     | •BIO 373  | •CHEM 345     | •EES 210     | •PHYS 215     |
| •BIO 221     | •BIO 380  | •CHEM 411/422 | •EES 220     | •PHYS 216     |
| •BIO 300     | •BIO 420  | •CHEM 412/422 | •EES 270     | •PHYS 221     |
| •BIO 311     | •CHEM 117 | •CHEM 450     | •EES 300     | •PHYS 222     |
| •BIO 316     |           |               |              |               |

**Writing Intensive (W) courses**

Complete six from the following list:

- |              |              |           |           |             |
|--------------|--------------|-----------|-----------|-------------|
| •BIO 316     | •ENG 271/371 | •ENVS 400 | •JOUR 201 | •POLS 206   |
| •BIO 445     | •ENG 281     | •FR 443   | •JOUR 310 | •POLS 250   |
| •CHEM 240    | •ENG 285     | •GER 205  | •JOUR 335 | •POLS 265   |
| •CHEM 437    | •ENG 287     | •GER 244  | •JOUR 343 | •POLS 323   |
| •CJ 240      | •ENG 298     | •GER 305  | •JOUR 397 | •POLS 373   |
| •CJ 373      | •ENG 299     | •GER 306  | •JOUR 435 | •POLS 433   |
| •CJ 393      | •ENG 314     | •HHS 307  | •MATH 323 | •PSY 320    |
| •CLAS 450    | •ENG 318     | •HHS 401  | •MBE 301  | •PSY 348    |
| •COMM 422    | •ENG 327     | •HIST 319 | •MBE 324  | •PSY 480    |
| •EDUC 321    | •ENG 336     | •HIST 323 | •MBE 330  | •REC 206    |
| •EES 340     | •ENG 340     | •HIST 347 | •MBE 332  | •REC 234    |
| •ENG 105     | •ENG 346/347 | •HIST 353 | •MBE 333  | •REC 301    |
| •ENG 216     | •ENG 350     | •HIST 360 | •MBE 355  | •REC 304    |
| •ENG 240     | •ENG 355     | •HIST 415 | •MBE 373  | •SOC 188    |
| •ENG 250     | •ENG 357     | •HIST 426 | •MBE 400  | •SOC 480    |
| •ENG 251     | •ENG 365     | •HIST 460 | •MBE 406  | •SPAN 443   |
| •ENG 259     | •ENG 398     | •INST 344 | •MBE 407  | •TH 346/347 |
| •ENG 261/361 | •ENG 441     | •INST 470 | •PHIL 337 | •TH 407     |
| •ENG 265     | •ENVS 323    | •INST 482 | •POLS 204 |             |

## FRAMES OF REFERENCE Aesthetic Understanding (A)

Complete one from the following list:

- |                 |              |              |              |          |
|-----------------|--------------|--------------|--------------|----------|
| •APMU 111*      | •ART 210     | •ARTH 201    | •MUS 201     | •TH 201  |
| •APMU 121-452** | •ART 211     | •COMM 220    | •MUS 202/302 | •TH 210  |
| •APMU 211*      | •ART 212     | •ENG 232     | •MUS 213/313 | •TH 220  |
| •ART 101        | •ART 218/318 | •FR 329      | •MUS 214/314 | •TH 230* |
| •ART 105        | •ART 221/322 | •GER 240/340 | •MUS 250/350 | •TH 301  |
| •ART 110        | •ART 223/326 | •GER 244     | •MUS 251/351 | •TH 302  |
| •ART 111        | •ART 225     | •HUM 301     | •MUS 252/352 | •TH 375  |
| •ART 112        | •ART 310     | •MUS 100     | •MUS 253/353 | •TH 380  |
| •ART 117        | •ART 316     | •MUS 101     | •SPAN 270    | •TH 407  |

\* Three semester hours must be completed to fulfill general studies requirements.

\*\* Four semester hours must be completed to fulfill general studies requirements.

## Communication (C)

Complete one from the following list:

- |           |          |           |           |           |
|-----------|----------|-----------|-----------|-----------|
| •COMM 211 | •FR 212  | •GER 212  | •SOC 303  | •SPAN 211 |
| •COMM 222 | •FR 305  | •GER 305  | •SPAN 104 | •SPAN 212 |
| •COMM 325 | •FR 306  | •GER 306  | •SPAN 105 | •SPAN 305 |
| •FR 111   | •GER 111 | •JOUR 201 | •SPAN 111 | •SPAN 306 |
| •FR 112   | •GER 112 | •PHIL 109 | •SPAN 112 |           |
| •FR 211   | •GER 211 |           |           |           |

## Empirical Knowledge (E)

Complete one from the following list:

- |           |          |           |           |            |
|-----------|----------|-----------|-----------|------------|
| •BIO 115  | •CJ 240  | •EES 210  | •MBE 334  | •PSY 277   |
| •BIO 207  | •CJ 350  | •EES 250  | •PHYS 141 | •PSY 280   |
| •BIO 250  | •EES 124 | •ENVS 106 | •PHYS 142 | •PSY 320   |
| •CHEM 105 | •EES 130 | •GEOG 111 | •PHYS 221 | •PSY 333   |
| •CHEM 117 | •EES 132 | •HHS 450  | •PHYS 222 | •SOC 350   |
| •CHEM 240 | •EES 200 | •INST 330 | •POLS 265 | •SOSCI 351 |

## Historical Perspectives (H)

Complete one from the following list:

- |           |               |               |           |               |
|-----------|---------------|---------------|-----------|---------------|
| •ARTH 231 | •GER 313      | •HIST 212     | •HIST 246 | •HIST 415     |
| •ARTH 232 | •GER 314      | •HIST 216/316 | •HIST 250 | •INST 344     |
| •ARTH 341 | •HIST 111     | •HIST 220     | •HIST 313 | •MBE 330      |
| •ARTH 351 | •HIST 112     | •HIST 224     | •HIST 317 | •PHIL 332     |
| •CLAS 209 | •HIST 113     | •HIST 231     | •HIST 328 | •POLS 217/317 |
| •CLAS 210 | •HIST 114     | •HIST 233     | •HIST 347 | •RELST 303    |
| •ENG 383  | •HIST 115     | •HIST 235     | •HIST 353 | •RELST 304    |
| •FR 313   | •HIST 205/305 | •HIST 237     | •HIST 380 | •RELST 326    |
| •FR 314   | •HIST 211     | •HIST 240     | •HIST 383 |               |

## Institutional and Cultural Systems (S)

Complete one from the following list:

- |           |           |               |           |           |
|-----------|-----------|---------------|-----------|-----------|
| •COMM 300 | •HIST 433 | •POLS 201     | •POLS 353 | •SOC 311  |
| •CJ 373   | •INST 202 | •POLS 202/302 | •POLS 373 | •SOC 351  |
| •ENVS 323 | •MBE 332  | •POLS 210     | •PSY 245  | •SPAN 210 |
| •GEOG 112 | •MBE 333  | •POLS 250     | •REC 101  | •SPAN 365 |
| •HHS 201  | •MBE 373  | •POLS 323     | •SOC 110  | •WGS 220  |
| •HHS 343  | •POLS 103 | •POLS 335     | •SOC 230  |           |
| •HIST 346 | •POLS 111 | •POLS 343     | •SOC 270  |           |

## Ethical Values and Faith Perspectives (V)

Complete one from the following list:

- CLAS 105
- ENVS 304
- GER 205
- GER 207/307
- HHS 307
- HHS 361
- HIST 248
- PHIL 101
- PHIL 102
- PHIL 104
- PHIL 215
- PHIL 221/321
- PHIL 272/372
- PHIL 304
- PHIL 316
- PHIL 328
- PHIL 337
- PHIL 350
- POLS 101
- POLS 204
- POLS 239
- POLS 434
- RELST 113
- RELST 116
- RELST 130
- RELST 140
- RELST 157
- RELST 217
- RELST 218
- RELST 251/351
- RELST 305
- RELST 320
- RELST 350
- RELST 352/452
- RELST 361
- SOC 336

## Senior Integrative Experience (I)

Complete one from the following list:

- BIO 460
- BIO 475
- CJ 489
- CLAS 450
- COMM 422
- ENG 472
- ENVS 400
- FR 443
- HHS 410
- HHS 475
- HIST 425
- HIST 426
- HIST 428
- HIST 451
- INST 444
- INST 470
- INST 482
- MBE 406
- MBE 407
- MBE 408
- MBE 417
- MUS 480
- PHIL 434
- POLS 499
- PSY 445
- REC 401
- RELST 461
- SPAN 443

## Other Graduation Requirements

**Application for Degree:** Applications for Degree are available on MARSIS on the VWC home page. Each candidate for a degree is required to file an Application for Degree according to the following schedule:

| <b>Completion of degree</b> | <b>Deadline to apply</b>                        |
|-----------------------------|---|
| End of fall semester        | No later than September 15 of the same year     |
| End of spring semester      | No later than September 15 of the previous year |
| End of summer               | No later than September 15 of the previous year |

**Major:** Students must successfully complete at least one of the five types of majors offered by the college. A student's major professor, or major committee, must certify that a given student has successfully completed all the requirements for the major prior to graduation. Degree candidates are required to choose a major by the end of the sophomore year. A student may not submit more than 54 semester hours in any one discipline nor more than 78 semester hours in any two disciplines for credit towards graduation (see "Limitation on Course Credits").

Forms for completing this process are available on MARSIS on the VWC home page or may be obtained at the Office of the Registrar. You may change your major at any time by filing a new declaration. The declaration of a divisional, interdivisional, interdisciplinary or individualized major must be filed at least three semesters before your anticipated graduation. Ordinarily, the summer will not be counted as a semester.

**Course Hours:** Students are required to complete at least 120 semester hours of academic course work, two-thirds of which must be traditionally-graded.

**First Year Seminar:** Freshmen and transfers with fewer than 24 semester hours must successfully complete First Year Seminar. In the process of investigating a complex issue, students develop foundational inquiry skills that emphasize critical thinking and independent learning in a liberal arts environment.

**Grade Point Average:** A candidate for graduation must have at least a 2.0 (C) average in both the major and as a cumulative average. Interdivisional, individualized, humanities, and social studies majors require a 2.5 GPA.



**Residence Requirement:** Students must complete at least their last 30 semester hours and must earn at least 15 semester hours in their major area at Virginia Wesleyan.

**Writing Proficiency:** All juniors must take the Writing Proficiency Exam. The exam is given on a pass/try again basis. Students who do not pass on the first try will work with a tutor in the Writing Center. The exam is given each semester and should be taken at the earliest opportunity. Students should make every effort to complete this graduation requirement before enrolling in off-campus internships or pre-service teaching. No student will graduate or participate in commencement exercises without having passed this exam.

**Oral Communications Proficiency:** All students must demonstrate the ability to speak well in the English language. Each academic major has an approved plan to help students develop good speaking skills and to assess their competency with oral communications.

**Foreign Language Proficiency:** Students must demonstrate proficiency in one foreign language (other than English), equivalent to the minimal passing grade on the exit examination in the 212 course as a condition for graduation.\* This level, if taking a modern language, is defined in the ACTFL (American Council on the Teaching of Foreign Languages) proficiency guidelines as the Intermediate-Mid level for speaking, listening, reading and writing. If taking Latin, this level is defined by the advanced progress indicators contained in the American Philological Association's *Standard for Classical Learning*.

Transfer students must demonstrate the same proficiency as stated above either through coursework completed at VWC or with the acceptance of equivalent coursework by transfer from another college or university. Students who transfer in 60 semester hours or more prior to enrolling at Virginia Wesleyan are required to successfully complete two semesters in one foreign language (other than English). Refer to the General Studies section of the catalog for additional information.

*\*Adult Studies Program (ASP) students should refer to the "Degree Requirements" in the "Adult Studies Program" section of the catalog.*

**Conditions for Fulfillment of the Foreign Language Proficiency:** A student may demonstrate proficiency prior to entering Virginia Wesleyan by scoring at least 600 on the CEEB Foreign Language Achievement test or a 4 or 5 on the Advanced Placement exam. (Seven semester hours will be awarded for a score of 5, and three semester hours for a score of 4 on the Advanced Placement exam.)

Students who 1) receive a score lower than 600 on the CEEB Achievement test, or who 2) receive a 1, 2 or 3 on the Advanced Placement exam, or who 3) fail to achieve minimal proficiency in the Virginia Wesleyan Proficiency Placement exam, will be placed at the level determined by the Foreign Languages and Literatures Department and will take the necessary course work to attain the 212 level.

The Foreign Languages and Literatures Department urges students to enroll immediately in the designated course. Should they choose not to enroll immediately, they

must begin their language study within three semesters of entrance.

**Computer Literacy:** All entering students should be able to demonstrate basic computer literacy prior to entering Virginia Wesleyan. Specifically, this means competency in the following computer skills:

- Ability to send and receive e-mail messages with attachments
- Ability to use a word processor
- Ability to use a web browser to access information on the Internet

Nearly every student arrives at Virginia Wesleyan with at least a basic knowledge of and experience with technology. On-campus resources permit students at any level to attain higher skills levels through additional computer training within their major or in addition to their major field of study. Any student who believes—or whose adviser believes—that his or her educational skills would benefit from additional training in computer technology has the option of enrolling in several different credit courses (e.g. CS100).

Students graduating from VWC must meet a standard of computer literacy set by their major program. Each of those major programs identifies specific computer skills which they expect undergraduates working in their disciplines to learn and a plan explaining how students may acquire the requisite computer skills for that major.

**Six-Hour Rule:** Students with at least a 2.0 in both major (2.5 in interdivisional, individualized, humanities and social studies majors) and cumulative averages who are within six semester hours of meeting graduation requirements and who plan to fulfill these requirements in Virginia Wesleyan's summer session by mid-August may petition the Registrar to participate in spring commencement exercises. If the student receives permission to participate in the ceremonies, special notice will be made of his status as an August candidate, he will not be hooded and he will, subsequently, be granted the degree in August upon successful completion of the required hours. Only three semester hours earned from any internship shall be used in calculating whether a student is within six semester hours of completing the requirements for graduation. Degrees will be conferred on other students who complete degree requirements by August 15 but who do not fall within the six-hour rule. Honors status for August candidates will not be determined until all summer coursework is completed.

**Commencement Exercises:** All students who complete degree requirements are expected to participate in commencement exercises with their graduating class in the May commencement. The previous December potential graduates are also encouraged to attend the December reception. Degrees are conferred in May, August and December.

A student is eligible to participate in the first commencement held after that student has completed all graduation requirements. However, a student who has participated in the May commencement exercises as an August candidate may not participate in a later

commencement. If all of the work is not completed by August 15, the degree will be conferred at the next conferral date—December, May or August—following successful completion of all degree requirements.

## Major Programs

Each student is required to choose a major field of concentration and to complete requirements as indicated below.

There are five types of major fields of concentration: the departmental, the divisional, the interdivisional, the interdisciplinary, and the individualized major.

### The Departmental Major

The departmental major consists of at least 24 semester hours. No more than 42 semester hours shall be required in a department itself, although at least 18 semester hours shall be in the major discipline. At least 18 semester hours of the total shall be at the 300 level or higher.

The following departmental majors are offered at Virginia Wesleyan: Art, Art Education, Biology, Chemistry, Communications, Computer Science, Criminal Justice, Earth and Environmental Sciences, English, French, German, History, Foreign Languages and Literatures, Latin, Mathematics, Music, Philosophy, Political Science, Psychology, Religious Studies, Sociology, Spanish, Theater, and Theater and English.

Specific requirements for each of the above listed major programs are found in the “Design Your Future—Programs and Courses” section in the catalog.

### The Divisional Major

There are three divisional majors. The Divisional Major consists of 50 semester hours. Thirty of the hours must be in junior-senior courses, and 18 of the 50 must be in one department. Of these 18, 12 must be at the 300 or 400 level.

When formally declaring a major, the student must file a Declaration of Major form with the Office of the Registrar. In addition, there must be an academic contract which consists of a statement by the student of objectives for choosing the divisional approach and a tentative program of courses to be undertaken. Contracts may be effected between students and their faculty advisers who shall be members of the appropriate division, and the contract will be subject to initial approval by the relevant division. The declaration must be filed initially at least three semesters before graduation, summer not counting as a semester. The contract is renegotiable at any time at the student's request, and will be reviewed by the division at times of modifications.

It should be carefully noted that the categorization of disciplines by divisional majors below is strictly for this purpose and should not be extended to other applications. The following list indicates these areas of study and the specific requirements for each of the three divisional majors:

**Humanities:** Art/Art History, Classics, Communications, English, French, German, History, Journalism, Music, Philosophy, Religious Studies, Spanish, Theatre.

A humanities divisional major includes at least 40 hours of course work from departments within the humanities division (history is included), 30 hours of which must be at the 300 or 400 level. The courses, selected in close consultation with a faculty advisor from the division, demonstrate an intellectual coherence and clear focus, such as a specific historical period or particular intellectual movement. Students wishing to graduate with a divisional major in humanities will formulate a contract which clearly articulates this focus and lists the proposed 40 hours of course work to support the plan of study. Of the courses selected, one should be designated as satisfying the college's requirement of “Oral Competency” and another designated as satisfying the requirement for “Computer Proficiency.” The student will submit the contract for approval by the division at least three semesters before graduation, summer not counting as a semester. Students must have a grade point average no lower than 2.5 in order to submit a contract, and the grade point average based on grades earned in the courses that are part of the humanities major contract must be no lower than 2.5 at the time of graduation.

**Natural Sciences and Mathematics:** Biology, Chemistry, Computer Science, Earth and Environmental Sciences, Mathematics, Physics.

A major in the Natural Sciences and Mathematics Division will be designed by the student and a professor in the division. The specifically designed program must be approved by all members of the division.

**Social Sciences:** Education, Geography, Health and Human Services, History, Management/Business/Economics, Political Science, Psychology, Recreation and Leisure Studies, Sociology/Criminal Justice.

In addition to the requirements for the area of concentration as set by the academic disciplines involved, a social science divisional major shall include at least six semester hours in 300- or 400-level course work from each of three other departments within the division. These 18 hours of upper-level work must be in a department other than the one selected as the area of concentration. Due to the limited availability of electives in Criminal Justice, the area of concentration may not be in that department.

Social science divisional majors must also indicate in their academic contracts which courses (whether or not they count toward the major) will be taken to fulfill the college's requirements for “Oral Competency” and “Computer Proficiency,” and explain in writing specifically how the indicated courses will fulfill these requirements.

A student planning to use Health and Human Services as the department of concentration must take HHS 201, HHS 302, POLS 343, PSY/HHS 337, HHS 338 and either HHS 401 or HHS 450 (based on consultation with adviser.)

A student planning to use Management, Business and Economics as the department of concentration must have MBE 301, MBE 316, MBE 322, MBE 400 and MBE 405.

A minimum of 9 upper-level credits of MBE must be taken in residence at Virginia Wesleyan College.

A student may take Education as the area of concentration but this course of study will not permit certification by the State of Virginia to teach in the public schools. Students seeking certification should confer with a faculty member of the Education Department when selecting an appropriate major.

### The Individualized Major

A student whose needs are not met by other major programs may develop an individualized major. This type of study requires considerable initiative and imagination. A student contemplating this alternative should work out a proposal in consultation with a faculty sponsor. Two additional faculty members are added to create a review committee, after which the proposal is submitted to the dean of the college for final approval. This process must be completed at least three semesters before graduation, summer not counting as a semester.

- The major shall have a core component of integrated courses deemed necessary to meet the student's educational objectives. This core shall contain no fewer than 30 semester hours beyond those offered in fulfillment of general studies introductory-level requirements.
- At least 21 semester hours of the core must consist of 300/400-level courses and six of these 21 hours must be in cross-disciplinary, independent research.
- Because of the independent research requirement, the student must have achieved at least a 2.5 overall average, with a minimum of 45 semester hours, before the proposal can be approved.
- The major must include at least six semester hours in each of the three divisions beyond those offered in fulfillment of general studies requirements. At least nine of these 18 semester hours must be at 300/400 level and outside the major core.

### The Interdisciplinary Major

Students may elect one of ten interdisciplinary majors including American Studies, Classical Studies, Environmental Studies, Health and Human Services, International Studies, the Liberal Arts Management Program, Liberal Studies, Recreation and Leisure Studies, Social Studies, and Women's and Gender Studies.

As its name implies, the interdisciplinary major cuts across various departmental lines and brings together related courses in various disciplines. Each of these majors is related to a variety of career interests.

Students who have an interest in pursuing an interdisciplinary major should consult the designated faculty coordinator or the dean of the college. A Declaration of Major form must be filed with the Office of the Registrar at least three semesters before graduation, summer not counting as a semester. Details for specific programs are found in the alphabetical listing of majors and courses in the back of the catalog.

### The Interdivisional Major

The Interdivisional Major (IDM) is an individualized program of study that is defined in each case by a written contractual agreement between the student and representatives of the faculty. Students planning to declare this major should familiarize themselves with the detailed guidelines that are available from the coordinator of the interdivisional major.

In general, an IDM contract must include at least 48 semester hours distributed as follows:

- 15 semester hours in each of the three academic divisions plus an additional 3 semester hours earned either in one of those divisions or in coursework from the category of offerings known as interdisciplinary studies (INST);
- at least 24 of the total semester hours must be at the 300 or 400 level (these 24 may be distributed across the three academic divisions in any manner except that all of them may not come from the same division);
- no more than 50 percent of the credits earned in any one division may come from the same department;
- there must be at least one traditionally graded laboratory course in a natural science;
- certain courses serving to satisfy the college's general studies requirements are excluded (see previously mentioned guidelines);
- at least a 2.50 grade point average in the interdivisional major is required.
- the grade point average based on grades earned in Virginia Wesleyan courses that are part of a PIDM (Prescribed Interdivisional Major) contract must be no lower than 2.50.

The Prescribed Interdivisional Major (PIDM) is a major that can be used by students seeking teacher certification in the areas of Elementary Education (PreK-6), Elementary Education with Middle Education Add-On (PreK-6 and 6-8), Middle Education (6-8), and Special Education (K-12). The courses in this major meet all the teacher competencies required by the Virginia Department of Education. The PIDM consists of 15 semester hours in required courses in the Humanities Division, 18-21 semester hours of required courses in the Social Sciences Division, and 16-17 semester hours of required courses in the Natural Science/Mathematics Division.

- the total number of required semester hours is likely to be 52-59;
- the number of semester hours that must be at the 300 or 400 level is 18;
- no offering identified by its rubric as an education course may be included.

The prescribed course work must be completed as outlined on the Virginia Wesleyan College web site or under Interdivisional Major—Prescribed later in this catalog. The identified courses meet the teacher competencies as required by the Commonwealth of Virginia. (Prospective teachers should confer with their PIDM advisers at all times in order to schedule specific required courses.)

# Academic Regulations and Information

## Classification of Students:

|           |  |
|-----------|--|
| Freshman  | Fewer than 24 semester hours earned                          |
| Sophomore | 24-53 semester hours earned                                  |
| Junior    | 54-84 semester hours earned,<br>"Declaration of Major" filed |
| Senior    | 85 or more semester hours earned                             |

Degree hours only are used in determining academic classification.

**Minor:** Students have the option of completing one or more minors in addition to a major program. This choice must be approved by a full-time faculty member in the minors department who will certify that the student has completed the requirements prior to graduation. No more than eight semester hours taken to fulfill requirements for a student's major (or majors) may also be used to fulfill minor requirements. A course used to fulfill a minor requirement may be used to fulfill a General Studies requirement. Students with Advanced Placement credit should consult the specific department to determine if 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.

A minor shall consist of a minimum of 18 semester hours (traditionally graded). At least 9 semester hours must be taken at the 300/400 level. A minimum of 9 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 cannot complete a minor in the same area(s) as their major. The requirements for each minor are listed in the appropriate section of this catalog which deals with that discipline.

Virginia Wesleyan College offers the following minors:

| Minors                           |
|----------------------------------|
| Art (See Studio Art)             |
| Art History                      |
| Biology                          |
| Business                         |
| Chemistry                        |
| Classical Studies                |
| Computer Science                 |
| Criminal Justice                 |
| Earth and Environmental Sciences |
| English                          |
| Environmental Studies            |
| French                           |
| German                           |
| History                          |
| Journalism                       |
| Mathematics                      |
| Media Studies                    |

|                            |
|----------------------------|
| Music                      |
| Philosophy                 |
| Political Science          |
| Psychology                 |
| Religious Studies          |
| Sociology                  |
| Spanish                    |
| Studio Art                 |
| Theatre                    |
| Women's and Gender Studies |

**Auditing a Course:** Students may audit a course by electing this option at the time of registration and with the written permission of the instructor, the student's adviser, and the dean of the college. The charge for audited courses is the same as that for other courses.

Less formal arrangements are possible with the permission of the instructor, but in such instances, the course shall not appear as part of the permanent record.

**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 which was current at the time they first enrolled in the college or those 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.

**Registration:** By the beginning of each semester, students are required to formally register for classes at the time specified in the course schedule prepared prior to each semester. Currently enrolled students should register during advance registration to have the maximum chance of obtaining a satisfactory class schedule. Late registration extends through the first five days of the fall or spring semester. Refer to the Registrar's Office home page for registration information and for details concerning course offerings, procedures, and requirements.

**Change of Registration:** Students may change a registration (adding or dropping a course, or changing a section of a course) 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 instructor, and the course will increase the total hours in a student's course load even though another course may be dropped (see "Withdrawal from Course").

**Class Attendance Policy:** VWC expects students to attend all class meetings of courses in which they are enrolled. Each professor will set an attendance policy and include it in the course syllabus. Professors, who best understand the course responsibilities of individual students, have sole authority over course attendance policies; they may evaluate all excuses for absence and determine whether or not to permit students to make up work missed. Professors may request from the college nurse

or a physician a written confirmation of illness, or from the dean of students a written confirmation of the absence for reasons related to co-curricular or extra-curricular activities.

**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 upon the maximum course load which 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 adviser and the approval of the dean of the college:

- (a) Freshmen will be counseled by their advisers 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.
- (b) The maximum academic credit load for a student on academic probation will be 13 semester hours.
- (c) Any student with a cumulative grade point average of less than 2.0 will be limited to 13 semester hours.
- (d) The maximum academic credit load for a student with a cumulative grade point average between 2.00 and 2.49 will be 16 semester hours.
- (e) The maximum academic credit load for a student with a cumulative grade point average of 2.5 or above will be 18 semester hours.
- (f) All semester hours of “Incomplete” from the previous term (counting summer as a term) will be considered part of the student’s academic load.

**Course Limitations:** You may have more than one major listed on your transcript, but no more than 54 semester hours in any one discipline, nor more than 78 semester hours in any two disciplines submitted for graduation. Due to the interdisciplinary nature of the Management, Business, and Economics department, however, a Liberal Arts Management Program major taking the 12 semester hour internship course (MBE 416) may have no more than 60 semester hours in MBE courses, nor more than 78 semester hours in any two disciplines submitted for graduation. A student who wishes to take more than 54 semester hours in one discipline or 78 semester hours in any two disciplines will have to take additional hours beyond the 120 semester hours required for graduation.

**Dean’s List:** A student who earns an average of 3.5 or above during a given semester will be named to the Dean’s List for that semester; a student with an average of 3.25-3.49 will be named to the Honorable Mention List. Additional qualifications for these honors are that a student have full-time status, carry at least nine semester hours of traditionally graded courses, and have no F grades or Incompletes.

**Examinations and Grade Reports:** Final examinations are given in most courses at the end of each term during the final examination period. Any student who has as many as three back-to-back examinations should consult the instructor with respect to a possible schedule adjustment.

Final grades may be reviewed and/or printed directly from MARSIS on the VWC home page.

Progress Report comments and/or grades of C- and lower can be viewed on MARSIS beginning with the eighth week of the fall and spring semesters. For final grades of C- or lower, faculty submit “C- reports” which are available on MARSIS at the end of the fall and spring semesters.

**Grading System:** Virginia Wesleyan College uses a 4.0 grading system. The table below lists the letter grades that instructors use to document their evaluation of your work and to document your academic status in the class. The table below defines the meaning of the letter grade and specifies the number of quality points that correspond to each grade. Quality points are used to determine your grade point average (GPA). The procedure for calculating your GPA is described in “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           | Withdrawn while failing  | 0.00                        | Yes                    |
| W            | Withdrawn  | 0.00                        | No                     |
| WP           | Withdrawn while passing  | 0.00                        | No                     |
| S            | Satisfactory work in pass/fail course  | 0.00                        | No                     |
| U            | Unsatisfactory work in pass/fail course  | 0.00                        | No                     |
| WU           | Withdrawn unsatisfactory 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 which the instructor considers justifiably incomplete (See “Incomplete” in this section). | 0.00                        | No                     |

**Grade Point Averages:** A student's major and cumulative grade point average is computed on work taken at Virginia Wesleyan, exclusive of pass/fail courses. Course work 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 obtained by dividing the total number of semester hours attempted at Virginia Wesleyan, including failures and withdrawal failures, into the number of quality points earned at Virginia Wesleyan. Courses in which the mark was WP or W, and courses taken on a pass/fail basis, are not included in the computation of the grade point average. In the case of repeated courses, only the hours and the grade points from the last attempt are used in the computation.

The following examples demonstrate the method of computing the grade point averages:

1. A student who completes 15 semester hours with 12 semester hours of C and 3 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 the 12 semester hours of traditionally graded work attempted into the 24 quality points earned to find the grade point average of 2.0.
2. A student who completes 15 semester hours with 3 semester hours of B, 3 of C+, 3 of C-, 3 of D, and 3 of F has earned 9 quality points for the B, 6.99 for the C+, 5.01 for the C-, 3 for the D, and 0 for the F, for a total of 24 quality points. Divide the 15 semester hours into the 24 quality points to find the grade point average of 1.6.

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 at Virginia Wesleyan is simply computed by considering all traditionally graded courses undertaken. Cumulative grade point averages cannot be computed by averaging semester grade point averages.

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

Incomplete work must be made up during the ensuing term (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, an Incomplete is recorded as an "F." Any exception to this practice must have the approval of the dean of the college prior to the stated deadline.

**Graduating with Honors:** In order to be considered for any category of graduation with honors, students must fulfill all institutional requirements described in the catalog under which they are to graduate. For a student whose major draws on a single discipline, the average shall be computed by including all courses which appear on the transcript bearing the rubric of the major discipline and which the catalog describes as suitable for fulfillment of a major in the discipline. For a student who is majoring in a program which draws on more than one discipline, this average shall be computed by including all courses which, according to a list provided to the registrar by the student's adviser, constitute the major program for that student.

| Each of the following requirements must be satisfied to graduate with Latin honors                           |  |
|--|--|
| Sem. hrs. completed at VWC   | 60   |
| Degree hours completed (min.)  | 120  |
| *Minimum GPA major courses (including transfer courses)  | 3.0  |
| *Minimum cum GPA (including transfer courses)  | 3.4  |
| Two traditionally-graded courses (3 or more sem. hrs. ea.) at the 300/400 level from two different divisions | 6 sem. hrs.  |
| <i>cum laude</i>   | •Cumulative GPA of at least 3.40   |
| <i>magna cum laude</i>   | •Cumulative GPA of at least 3.60<br>•Recommendation of department or division  |
| <i>summa cum laude</i>   | •Faculty vote<br>•Entitled to <i>magna cum laude</i><br>•Cumulative GPA of at least 3.80<br>•6 sem. hrs. of independent research at the 300/400 level with high competence as certified by the faculty supervisor(s) |

*\*Transferred grades cannot increase the VWC GPA for honors*

The independent research requirements may be satisfied by the completion of: 1) 300-400-level independent research (see "Program Enhancement"); 2) 400-level catalog courses such as senior projects, senior thesis or original research projects requiring independent research; or 3) an alternate independent project primarily devoted to independent research. Catalog courses, such as, but not limited to, BIO 489, CHEM 489, CJ 480, CS 489, EES 489, HIST 360, 460, INST 482, MATH 489, MUS 480, PSY 480, SOC 480 satisfy the independent research requirement. The independent work need not be "original" except to the student, and could be primarily expository in nature. A student should demonstrate that he/she understands the methods of independent research and can employ them in the production of a significant paper or project. The faculty supervisor of such projects shall make application in writing to the appropriate division chairman for approval of the project and evaluation shall be similar to the method used for independent research.

Two final copies of each project intended to satisfy the independent research requirements for highest distinction

are to be submitted by the student. One is to be marked and graded by the project evaluators. The other copy, bearing the signatures of its evaluators, will remain unmarked and will be placed in the library for public examination for a period of not less than one month during the following semester (excluding summer).

To qualify for any honors category, students with transfer credit must satisfy the quality point average requirements both in the set of all courses counted toward graduation and in the set of courses taken at Virginia Wesleyan.

The honors status for students who are August candidates for graduation will be determined after all summer course work is completed.

**Repeating a Course:** Students will normally be allowed to repeat a course for which they have been charged quality points only once, 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 adviser and the approval of the dean of the college, who will consult with any instructor who has previously taught that course or the coordinator of the department in which that course was taught. When a student repeats a course, all previous grades for that course remain on the transcript, but only the last grade is used in computing the grade point average.

**Non-Resident Credit:** While a student is matriculated at Virginia Wesleyan, no credit will be given for courses taken at another college unless permission is given through the Office of the Registrar prior to registration for such courses.

**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 required to fulfill general college requirements or any part of the student's major or minor program or the repeat of a course originally taken as a traditionally-graded course. In addition, the course cannot be used to fulfill the requirements for graduation with honors. To effect this election, a student must obtain the adviser's signature on a Pass/Fail form and return the form to the Office of the Registrar before the end of the third week of the fall or spring semester or before the end of the first week of a summer class.

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 written recommendation of their advisers 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 elected for any honors seminar nor any course challenged for the H grade.

**The Grade of H:** The H grade may be assigned for work of exceptional quality. This grade may be earned in either an honors course or in any other course or pair of courses

when requested by the student and approved by the appropriate members of the faculty.

A student may challenge a course or pair of courses for the grade of H by following these procedures:

During the semester before the course is taken, the student must gain concurrence from the instructor(s) involved. The instructor(s), with the aid of the petitioning student, must submit a proposal to the Honors Committee before early registration for the ensuing semester. This proposal must indicate how the work of the petitioning student will surpass, in both qualitative and quantitative ways, the requirements normally expected. Particular stress is placed on the qualitative aspects of the additional requirements. An honors course listed on a given student's transcript will include the notation "HNRS." A grade of H or another appropriate letter grade may be assigned by the instructor. Having challenged a course or pair of courses for the grade of H, a student may not later elect to use the pass/fail option.

**Course Drop:** To drop a course a student must submit a completed Course Selection Form to the Registrar. After the first week of classes dropping a course 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) will result in a grade of W, WP, WF or WU, as determined by the instructor. 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.

**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.

**Name Changes:** Accuracy in record keeping is of the utmost importance in the Office of the Registrar especially as we strive to protect the privacy of your academic record. Please notify us at once if you have a name change by bringing the original copy of the 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 (unless it is a court-ordered change).

**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, WP or WF will be determined by the date of withdrawal and the discretion of the instructor. Any registrations for the semester following the withdrawal will be 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 withdraws and desires to return to the college must reapply to the Admissions Office for consideration by the Committee on Academic Standing.

# Program Enhancement

## The PORTfolio Program

At Virginia Wesleyan, we believe that a liberal arts education is the best preparation for life, especially for citizenship, careers and professions. However, we have discovered 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.

The PORTfolio Program 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, the PORTfolio Program offers an integrated set of specially designed team-taught liberal arts seminars, co-curricular activities, and experiential learning opportunities that connect the best of a liberal arts education with real-world experiences. In addition, 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 potential. Applications for the PORTfolio Program are made at the same time students apply to the college.

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

## Experiential Learning

Virginia Wesleyan College provides students with learning experiences which allow them to obtain practical knowledge in the world beyond the campus. These experiences may help the student to translate classroom theory into practice, refine knowledge and skills, contribute to organizations on a professional level, test career possibilities, as well as enhance marketability for future employment and/or graduate studies.

EXTERNSHIPS are structured work experiences which allow students to observe and to 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 and, although they are recorded on the student’s transcript, they do not provide semester hours towards meeting graduation requirements. To have the externship recorded on the transcript, a student must complete at least 30 hours of approved work at a participating institution and arrange the externship through the Career Services Center before beginning it.

INTERNSHIPS are learning experiences that integrate academic preparation and skills gained in a liberal arts

education with professional work experience. There are two types of internships.

Non-academic internships allow qualified students to undertake meaningful responsibilities with sponsoring organizations. They are not recorded on the transcript and do not provide credit-hours towards meeting graduation requirements, but they may provide invaluable experience for later life. The Career Services Center maintains information on both academic and non-academic internships.

Academic internships are designed for students to undertake significant responsibilities, to reflect on the mission and daily activities through completion of approved assignments such as papers or projects which are submitted to a faculty member, and often are accompanied by a seminar or other academic component. These are designed primarily for juniors and seniors within their major field of study, and students must meet the prerequisites specified by the academic department which offers such internships. To be admitted to the internship program, a student must meet the appropriate criteria, register for an approved internship class listed in the catalog, and fulfill the academic and work requirements specified by the course. The minimum standard for academic internships established at Virginia Wesleyan College is 100 hours of work experience for 3 semester hours. These academic internships help meet graduation requirements, and they provide the student with the knowledge and know-how to do well later in life.

See descriptions of Credit for Prior Learning (CPL), College Level Examination Programs (CLEP), and Military credit under “Adult Studies Program.”

## Academic Resources

**Support Services:** Virginia Wesleyan offers its students several sources of academic support which are available free of charge. These support services include writing assistance through the Writing Center, and peer and professional tutoring, study skills workshops and courses, and individual academic counseling through the Learning Center. Contact persons: Dr. Carol Johnson, director of the Writing Center; Ms. Althia Woodson-Robinson, director of the Academic Skills Program; and Mrs. Fayne Pearson, assistant to the dean of the college, coordinator of services for special needs students, and coordinator of the Learning Center.

**Accommodations for Students With Special Needs:** Virginia Wesleyan recognizes, and is sensitive to, the needs of students with disabilities, as well as other handicapping conditions. In keeping with Title 5, Section 504 of the Rehabilitation Act of 1973, the college will respond to requests for accommodations when the requests are based upon recent medical or other acceptable professional documentation of disabilities. A student’s decision to use academic support services and to seek accommodation is voluntary. The student has the responsibility for contacting the appropriate person, the assistant to the dean of the college, in order to request accommodation for a handicapping condition or a learning disability. In cases where there is strong evidence of a learning disability, the college will make arrangements for

diagnostic testing at the student's expense. In cases where a handicap has been documented, arrangements for the appropriate accommodations will be made to support the student in the academic program that will fit his/her aptitudes and skills and, at the same time, adhere to Virginia Wesleyan's requirements.

### **Guided Study, Independent Research, Tutorial**

Students who meet the specific requirements of each program may enroll for three semester hours of guided study or independent research in a given semester. Eighteen semester hours is the maximum which may count toward the total required for graduation. Exceptions to this policy may be made only by the dean of the college.

In preparing proposals for a guided study or independent research project, you should very carefully state your objectives and the means of accomplishing these objectives. Juniors and seniors will be given preference where enrollments are limited.

When you plan to pursue this type of study you should obtain a copy of the guidelines from the Office of the Registrar.

**Guided Study** credit is available in each discipline in which you desire to pursue a program of guided reading or research, not necessarily in your major field, if you meet the minimum requirements of the program. To enroll in guided study, you must have junior status and the approval of your faculty adviser and project adviser and be in good academic standing. You must present to the faculty members of the appropriate division a brief written description of your proposed guided study program after the project has been approved by the faculty member who would direct the study. All such proposals 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 your reading or research by the instructor, including sessions together at least twice each month. You may propose a guided study project 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 an independent program of study with minimal faculty supervision. To enroll, you must meet the minimum requirements of junior status, a 2.5 cumulative grade point average with a 3.0 average in your major field, and receive 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, you will present the results of your research orally before the instructor who directed the research and two other faculty members who are to be agreed upon by you and your instructor. The instructor will then determine the letter grade which you will receive for the program.

**Tutorial** course work enables a student to take a regular catalog course on an individual basis rather than in a classroom format. Semester hour credit for a tutorial is the

same as for the catalog course. The required paperwork can be obtained from the Office of the Registrar and must be submitted prior to registering for the course.

### **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. Students must have the written approval of their adviser and the registrar and be in good academic standing (2.00 GPA). Subject to available space in a given semester, Virginia Wesleyan students may cross register at other member institutions for a course which is not offered here. 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 Office of the Registrar.

### **Transient Registration**

Students must be in good academic standing and complete an application and receive the written approval of their adviser and the registrar prior to registering for courses at other institutions. Approved credit is accepted for transfer only when a grade of C (2.0) or above is earned. Transfer credit does not affect the student's grade point average at VWC. Complete information covering the conditions of transient registration is available in the Office of the Registrar.

### **Credit for Prior Learning**

Recognizing that adults have engaged in various kinds of learning experiences which are appropriate for academic credit, the faculty has adopted a policy for awarding credit for prior learning. The college believes that experiential learning merits academic credit when it is properly demonstrated and validated.

Only degree-seeking candidates are eligible to apply for Credit for Prior Learning (CPL). A student seeking CPL must enroll in a portfolio development seminar (a one-semester, one-credit, pass/fail course), which will assist him or her with identifying creditable learning and with preparing the documentation of this knowledge. The seminar instructor will aid the student in portfolio development, partly by finding out what appropriate faculty specialists will require for the demonstration of creditable skills. The seminar instructor will not determine whether or not credit is justified, and completion of the seminar does not guarantee that it will be awarded.

Credit will be awarded only for learning experiences which parallel specific courses (or their logical extensions) taught at Virginia Wesleyan. For each type of experience offered for credit, a student must demonstrate both theoretical and practical understanding, as well as applicability outside the situation in which it was acquired. Documentation of what was learned must be presented in portfolio form for review by an evaluation committee which will determine how much, if any, credit will be awarded.

Students are charged a fee based on the number of semester hours requested regardless of credit awarded or rejected.

Under this program, a student may be awarded a maximum of 30 semester hours, which must not duplicate other credit awarded by way of transfer, CLEP, or any other means. CPL credit may not be awarded as part of the last 30 hours of a student's degree.

Detailed information on the program is published in *The Credit for Prior Learning Guidelines*.

## Experimental Courses

Occasionally an instructor 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 permission of the Educational Programs Commission, upon 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 will then submit 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.

## Honors Coursework

The college offers in-course honors options which are available to all students. Wesleyan Scholars, as participants in an honors program, are required to complete a specified number of honors course hours.

The process for challenging a given course for honors designation and grading is student initiated. The instructor of the course must agree to work with the student and must then file with the Honors Committee a statement of honors grade requirements. Honors courses are traditionally graded except that 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. A student may not elect to take on a pass/fail basis a course which he or she challenges for an honors grade.

## Winter Session

Winter Session is a three-week, credit-bearing term of intensive, engaged learning that complements and strengthens the academic program at Virginia Wesleyan College. Scheduled in January, Winter Session provides opportunities for students and faculty to focus on a single academic subject without the usual distractions from other courses and commitments. A three-semester hour Winter Session course provides, in three weeks, the contact hours and academic work load that in a regular semester would be distributed across 15 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 standards of academic attainment that

reflect our institution. The specific courses offered vary from year to year and rarely duplicate courses taught in the fall or spring.

In addition to three-semester hour courses, Winter Session will also provide opportunities for supplemental one-semester hour and not-for-credit workshops and experiences. Hence, while students are not required to take any Winter Session courses, those who do may earn up to four 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 \$125, day students enrolled full-time during both fall and spring semesters are not charged additional tuition for Winter Session courses, as long as they earn no more than 36 semester hours across the academic year and no more than 18 in one semester. If students are charged for exceeding 18 semester hours during the fall semester, the additional hours they are charged for in the fall semester shall not count toward the 36 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 during Winter Session. Resident students who meet that enrollment requirement are then 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 web. Students register for Winter Session in the fall, in the weeks preceding spring registration.

Course descriptions for the Winter Session courses listed below can be found under the individual department headings.

## Winter Session Courses

|              |   |
|--------------|---|
| APMU 230     | Wesleyan Singers' Tour (3)                        |
| ART 105      | Introduction to Studio Art (3)                    |
| ART 110      | Representations of Space (3)                      |
| BIO 250      | Field Experiences in Biology (3)                  |
| BIO 460      | Zymurgy: Science of Fermentation (3)              |
| CHEM 440     | Methods of Biochemistry (3)                       |
| CLAS 175     | Sports and Society in Ancient Greece/Rome (3)     |
| COMM 220     | Experimental Film and Video (3)                   |
| EES 250      | Field Exp in Earth and Environmental Sciences (3) |
| ENG 106      | College Writing Workshop (2)                      |
| ENG 107      | Practical Grammar (1)                             |
| ENG 232      | Literature Into Film (3)                          |
| ENG 367      | Ulysses on the Elizabeth (3)                      |
| ENG/HIST 383 | Banned Books and Law in American History (3)      |
| ENVS 106     | Humans and the Environment (3)                    |
| FR 400       | French Cinema (3)                                 |
| GER 205      | The Short Prose of Kafka (3)                      |
| GER 244      | German Women Filmmakers (3)                       |
| HE 100       | Stress Management (1)                             |
| HHS 308      | Gerontological Services (3)                       |
| HHS 318      | Aging in the Media (3)                            |

*Chart continued on next page*

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|               |  |
|---------------|--|
| HHS 402       | Women on the Brink (3)                             |
| HHS 410       | Homeless in America (3)                            |
| HIST 262      | Seminar in the History of European Cities (3)      |
| HIST 375      | The History of Piracy (3)                          |
| HIST 380      | Dos Passos' USA (3)                                |
| HIST 381      | The South of Erskine Caldwell (3)                  |
| HIST 425      | WPA Art and Great Depression (3)                   |
| INST/PORT 123 | Hampton Roads Service Learning (1)                 |
| INST 126      | Mus & Folk Cult of Southern Appalachians (1)       |
| INST 150      | Introduction to Knitting                           |
| INST 161      | Bees and Beekeeping (1)                            |
| INST 224      | Career Exploration and Externships (1)             |
| INST 230      | Women of the Caribbean (3)                         |
| INST 355      | Science, Ethics & Public Policy (3)                |
| MBE 106       | Economics and the Environment (3)                  |
| MBE 335       | Accounting Information Systems (3)                 |
| PE 106        | Basic Pocket Billiards (1)                         |
| PHIL 316      | Needs of the Soul (3)                              |
| POLS 353      | Globalization and Its Discontents (3)              |
| PORT 124      | Service Learning in Hampton Roads (3)              |
| PORT 225      | PORTfolio Career Study (3)                         |
| PSY 394       | Psych-Cinema, Story, Science (3)                   |
| REC 215       | Resort Management and Operations: A Case Study (3) |
| REC 237       | Travel's Impact on Culture and Environment (3)     |
| RELST 265     | Extreme Religion (3)                               |
| SPAN 210      | Hispanic Icons and Rituals (3)                     |
| SPAN 213      | Modern Mexico (3)                                  |
| SPAN 270      | Latin American Music and Dance (3)                 |

### 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 apply in the fall prior to their graduation. Honors and Scholars students, including Wesleyan Scholars, participate in academically challenging honors courses and in enriching co-curricular experiences. They also compete for scholarships which may cover tuition costs up to the full amount.

Inquiries about the Honors and Scholars Program may be addressed to the director of Honors and Scholars.

## ROTC

Virginia Wesleyan College 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 are offered which develop a student's ability to organize, motivate, and lead others. Further information on this program may be obtained by contacting the VWC Admissions Office.

## Study Abroad

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

Students may choose to study in a variety of countries such as England, Japan, Australia, Greece, or Germany as well as attend our own programs in France, Mexico, and Spain. Interested students may seek information from the Office of International Programs to receive assistance in choosing the right program, financial planning, scholarship sources, credit transfer and support while abroad. Application deadline for the fall semester is March 1; for the spring semester it is October 15.

Virginia Wesleyan students wishing to apply to these programs must usually have a quality point average of 3.0 or above and permission of their department to study abroad. Students may transfer a maximum of 18 semester hours per semester from their program abroad. Credit earned abroad for a Virginia Wesleyan College approved program is considered transfer credit for the purpose of the writing (W) requirement. Grades earned abroad will not be included in the student's quality point average.

College-level credit earned abroad is applicable toward Virginia Wesleyan degree requirements as long as the student has obtained prior approval from the registrar.

Virginia Wesleyan College has several unique partnerships abroad where students may enroll for a semester as an exchange or visiting student. Students enroll directly from Virginia Wesleyan and may enjoy special privileges during their stay. For more information concerning the college exchange with the University of Madero in Puebla, Mexico, Humboldt Universitat in Germany, or partnerships with the University of Angers in France and Oxford Brookes University, please contact the Office of International and Intercultural Programs.

- Summer in Austria
- Summer in France
- Summer in Germany
- Summer in Mexico
- Summer in Quebec
- Summer in Spain

For information concerning all summer abroad programs, please contact the Office of International and Intercultural Programs.

## Adult Studies Program

Virginia Wesleyan College is committed to encouraging learning as a lifelong process, and the Adult Studies Program (ASP) offers evening and weekend courses to help meet the educational needs of adult students, age 23 or older, whose work, family and community commitments

require scheduling outside of daytime hours. ASP courses take into consideration the special needs of adult learners while maintaining the academic quality found in all Wesleyan programs. Courses are offered for those who plan to complete a degree as well as for those who desire to take individual courses for personal enrichment or career advancement.

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

## Admission

To start the application process, new students are required to meet with an Adult Studies Program adviser. To be eligible for admission, you must have graduated from high school or received your high school equivalency certification.

There are no required entry exams. While adult students are generally expected to be at least 23 years of age, there are special circumstances whereby those age 21 or 22 can be considered for admission (check with the ASP office for details).

**Transfer Students:** The Adult Studies staff will issue an unofficial transcript evaluation to assist you in structuring your program at Virginia Wesleyan. Once you have applied and been accepted, and official copies of all college transcripts have been received, you will receive an official transcript evaluation from the registrar.

**Internal Transfer:** Sometimes changes in a student's circumstances or goals may make it necessary to transfer internally between the day program and the Adult Studies Program. Although the college does not permit repeated switching between the two programs, a process exists to accommodate this need when the circumstances warrant. However, students who first enroll in one branch of the college and subsequently change to the other program remain bound by the foreign language requirement of the program in which they first enrolled unless three full semesters or more elapse between their departure and the semester for which they seek readmission. Students interested in an internal transfer should contact either the Admissions Office or the Adult Studies Office.

**Financial Aid:** The amount of traditional financial aid available to part-time students is limited. To qualify, students must demonstrate financial need and carry at least six semester hours per semester. Basic financial aid information is available in the Adult Studies Office. Since 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 our "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. In addition, military tuition assistance and veterans' benefits may be applied toward your tuition for ASP courses, and a limited number of scholarships are awarded annually to selected ASP students, based on financial need and academic achievement. Details about these various forms of financial assistance can be obtained at the ASP office or on the ASP home page. Contact the College's financial aid office for information about federal financial aid eligibility.

## Major Programs

Several majors are available through the Adult Studies Program. See listings in the "Majors and Courses" section of this catalog for detailed information on each of these programs:

1. **Management/Business/Economics** Liberal Arts Management Program (LAMP)
2. **Liberal Studies Program**
3. **Criminal Justice**—see page 30 - area of Social Sciences concentration
4. **Social Science Divisional Major** with a concentration in criminal justice, history, political science, psychology, or sociology
5. **History**
6. **PIDM**—PreK-6 teacher preparation program\*

•**PIDM (Prescribed Interdivisional Major)** This is a major for students working toward teacher certification in grades PreK-6 as an elementary school teacher. The identified courses meet the teacher competencies required by the Commonwealth of Virginia. PRAXIS I and VCLA must be passed to Virginia standards before enrolling in the professional education course work sequence. PRAXIS II must be taken before student teaching and immediately after finishing the PIDM content sequence. Students seeking this certification must also pass the Virginia Reading Assessment test before they can be considered a program completer and apply for certification.

Depending on a student's current circumstances and educational background, other majors may be available on an individual basis.

## Alternative Certification for Teachers (ACT) Program:

Alternative Certification for Teachers (ACT) is designed to prepare career changers to teach in the content areas of math, earth science, chemistry, biology, English, art, music, foreign language, and history/social studies for grades 6-12 (art, music, and foreign language grades K-12) as well as special education. The elementary alternate certification program will prepare career changers to teach in elementary school grades PreK-6. This innovative evening program provides the professional knowledge necessary for effective classroom teaching. It is for career changers who have already earned a four-year degree and possess the general knowledge, liberal arts background, and content area competencies incorporated in traditional teacher education programs and who demonstrate significant involvement in a career for at least one year.

The professional educational courses include foundations of education, human growth and development, curriculum and instructional procedures, reading, special education, computer skills, and successful classroom experience. The coursework has been carefully designed to respond to the teacher competencies detailed in the Licensure Regulations for School Personnel, Virginia Department of Education. PRAXIS I and VCLA must be passed at time of application (see Education Department elsewhere in this catalog for details). The ACT program also provides coursework for conditional/provisional licensed teachers.

## General Information

**Degree Requirements:** Requirements for ASP students to complete the B.A. degree at Virginia Wesleyan are the same as those for day students, with one exception. Regardless of how many hours they transfer in, ASP students are required to successfully complete two semesters (rather than four) of one foreign language.

**Audit:** You may audit Adult Studies Program courses without record for a fee of \$50.00 per semester hour. Certain courses may be audited only on a space-available basis. Audit registrations may not change 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:** Academic counseling and extended office hours are provided for evening students by the Adult Studies Office. Help is available to assist you in making a transition into college life, a mid-life career change, or advancement and career development.

**Class Schedules:** Our class schedule accommodates the traditional work day, with classes that meet in the evening and on alternate weekends. Our program is flexible to accommodate your busy schedule. The average part-time student takes one or two courses each semester, but you can work towards a degree as slowly or as rapidly as you wish. Part-time students are also 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 three, five and a half, and eleven weeks. You may enroll in any combination of courses and sessions that meet your needs up to a maximum of twelve semester hours. Students requiring additional coursework during the summer need the approval of the academic dean.

## Alternative Forms of Credit

**Credit For Prior Learning (CPL):** Recognizing that adults have engaged in various kinds of learning experiences which may be appropriate for academic credit, the faculty has adopted this policy for awarding credit for prior learning. We believe experiential college-level learning merits academic credit when it is properly demonstrated



and validated. The college follows guidelines established by the Council of Assessment for Experiential Learning.

To earn credit for prior learning, you must be enrolled as a degree-seeking student at Virginia Wesleyan College and must develop and submit to the college faculty for evaluation a portfolio describing, analyzing, and documenting the college-level knowledge you believe you have acquired which parallels our coursework. Students interested must enroll in the CPL Seminar (INST 125), in which you are guided through the process. Students may earn a maximum of 30 semester hours by CPL toward a bachelor's degree. Additional information on CPL may be found on preceding pages under the heading "Program Enhancement," or obtained from the Adult Studies Office.

**College Level Examination Program (CLEP):** Virginia Wesleyan College participates in the College Level Examination Program. CLEP is 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 five general areas (English composition, mathematics, natural sciences, humanities, and social sciences/history) prior to their last 30 semester hours at VWC. A student may be awarded a

maximum of 30 semester hours for CLEP (or a combination of CLEP/DANTES) credit. Currently enrolled students must obtain the registrar's approval by applying through MARSIS before scheduling a testing session.

Additional information is available on the Registrar's Office home page. See [www.vwc.edu/academics](http://www.vwc.edu/academics).

**Military Credit:** The guidelines set forth by the American Council on Education (ACE) are followed when granting credit for educational experiences in the armed services. Credit awarded must be equivalent to courses offered at Virginia Wesleyan College or logical extensions thereof and reviewed by faculty. A student may be awarded a maximum of 30 semester hours for military credit.

## Academic Standing

**Selective Retention Policy:** Except under extraordinary circumstances as determined by the Committee on Academic Standing, the following policy will govern the academic status of students (academic probation, dismissal, suspension).

A cumulative grade point average of 2.0 (C) is required for good academic standing at Virginia Wesleyan College. When a student's average falls below 2.0, the conditions of his academic status vary with his classification. In any case, the probationary status of each student always requires him to schedule special conferences with his adviser and, on some occasions, with the dean of the college.

The freshman student who does not achieve at least a 1.6 after undertaking the equivalent of one semester of full-time academic work is automatically on academic probation. All freshmen must have at least a 1.6 cumulative average after undertaking the equivalent of two semesters of full-time academic work. Freshmen who do not achieve this standard will be eligible for suspension or dismissal.

Any student whose cumulative average is below 1.8 after undertaking the equivalent of three semesters of full-time academic work is automatically on academic probation. All students must have at least a 2.0 cumulative average after undertaking the equivalent of four semesters of full-time academic work or they will be eligible for suspension or dismissal.

At any time after undertaking the equivalent of five semesters of full-time academic work any student is automatically on probation if his cumulative grade point average falls below 2.0. Such a student who is on probation will be expected to raise his cumulative average to at least 2.0 by the end of the next semester of full-time academic work or be eligible for suspension or dismissal.

If, at the end of any given semester, the cumulative grade point average of a sophomore, junior, or senior falls below 1.6, the student will be eligible for suspension or dismissal.

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

Transfer students fall within this policy according to the total number of college semesters attempted.

The suspended student will not receive transfer credit for any course work taken at another institution during the two terms immediately following the suspension.

After being out of college for two terms (summer counting as a term), the suspended student may apply to the Committee on Academic Standing (through the dean of admissions) for readmission. If the student is readmitted, the conditions shall be established by the Committee on Academic Standing at the time of readmission and shall be 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 permanently dismissed from Virginia Wesleyan College.

In implementing this 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 academic credit load for a student on academic probation is 13 semester hours. Any student with a cumulative grade point average of less than 2.0 is also limited to 13 semester hours.

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



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

# CENTER FOR SACRED MUSIC

 The Center for Sacred Music at Virginia Wesleyan College educates students for careers in church music ministry, and offers opportunities for all students to broaden their awareness of the music and ritual that have been part of humankind's various faith expressions since the world began.

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

Three semester-length courses are offered: Sacred Music History, Directing Church Choirs, and Hymnology and Choral Literature (offered as MUS 310: Topics in Sacred Music) and are requirements for the certificate program, but may also be taken as a supplement to other curricula, and provide a theoretical basis of study.

### **Sacred Music-of-the-World Symposium**

**Series:** The Center offers an annual symposium series to foster understanding, and to encourage an 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 cultures for funerals and services of remembrance.

**Performance Opportunities:** The Wesleyan Festival Chorus is a massed choir of students and community singers linking choral musicians with the finest conductors

in the world for worship leadership and for concert performances. Each summer, the chorus presents two events as part of the Sacred Music Summer Conference.

**Sacred Music Summer Conference:** The Sacred Music 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 church music ministry careers, those already active in the profession, and music teachers.

An average of 200 people participate each year, participating in workshop sessions in choral conducting, congregational singing, organ, handbells, children's choirs, and all areas of church music ministry. The event is led by 18 guest faculty and members of the VWC music department. The evening worship and choral concert choirs provide an unparalleled experience for those who enjoy singing under the direction of world-renowned conductors.

### **The Virginia Wesleyan College Anthem**

**Series:** The Center for Sacred Music developed a choral anthem series in 1998 with Hinshaw Publishers of Chapel Hill, North Carolina. Now in its ninth year, the series includes 11 choral anthems, with an additional three anthems published by Choristers Guild Publishing and Augsburg Press. Through its various festivals and conferences, the Center commissions new music which is premiered at VWC, 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 selections. VWC joins Duke University and St. Olaf College as only the third institution of higher education with a named music series.

**The Wesley Seminary Connection:** VWC's Center for Sacred Music collaborates with Wesley Theological Seminary to offer a graduate level Church Music Certificate. Offered as part of the Seminary's "Equipping Lay Ministry Certificate Program," students may register through Wesley for classes held at Virginia Wesleyan or at the Seminary's Washington, D.C. campus. The Center's Sacred Music Summer Conference fulfills one of the course requirements for this certificate.

# CENTER FOR THE STUDY OF RELIGIOUS FREEDOM

 Why have a Center for the Study of Religious Freedom at a liberal arts college with a United Methodist heritage? The answer is simple.

We live in a complex and rapidly changing world. Religious and cultural pluralism are prominent features of our social reality. If we are to be engaged and productive citizens, we must learn to appreciate the diverse perspectives from which the world is viewed. A liberal arts education helps prepare students to do this. By the same token, respect for diversity has always been part of the Methodist tradition. The United Methodist Church's social principles condemn all forms of religious intolerance, while strongly affirming the fundamental importance of religious liberty and church-state separation. In short, Virginia Wesleyan College's commitment to the value of a liberal arts education, combined with its United Methodist heritage, make it an ideal setting for such a Center.

**Mission:** The mission of the Center for the Study of Religious Freedom at Virginia Wesleyan College is:

- **Education:** to provide Virginia Wesleyan students with an informed understanding of religious freedom as a basic human right;
- **Scholarship:** to engage in sustained study of the legal, social and theological conditions of religious freedom;
- **Engagement:** to combat religious intolerance by constructively engaging our society's broad religious pluralism.

Combining the resources of the College and the wider community, the Center provides a vehicle for education and scholarship and a forum where people of diverse faith traditions (or none) can come together for respectful dialogue and mutual understanding.

**Faculty and Student Involvement:** The Center 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 the study of religious freedom is inherently interdisciplinary. It draws on a wide range of disciplines, including history, law, philosophy, political science, sociology, and religious studies. Faculty members from across the college's academic

divisions contribute to the Center's work by teaching Center-affiliated courses and participating in other Center programs.

Students benefit from Center educational programs in many ways. Center-affiliated courses affirm the value of diverse perspectives and methodologies in understanding complex issues. The Center's public educational events offer additional opportunities for student enrichment. Students involved in service learning programs or in organizations such as Campus Kaleidoscope (CK) may work with the Center on specific projects. The Center's library includes more than 1,000 books on religious freedom and related issues, and these materials are available to students, faculty, and other interested users.

**Community Initiatives:** Each year, the Center sponsors several educational events that reach beyond the campus community and invite the larger public into our ongoing exploration of religious freedom. Interfaith panel discussions, semester-long symposia on particular issues, presentations on sacred music, plays, and films are among the types of programs regularly offered by the Center. Many events are arranged in partnership with local organizations or faith communities. One of the Center's hallmark programs is the NEXUS Interfaith Dialogue Series. "Nexus" means "a point of connection," and this is just what NEXUS is about: connecting people of all faiths through open and respectful dialogue. These personal encounters are vital in our struggle to overcome religious intolerance in our society.

The Center seeks not only to educate our minds, but to touch our hearts and transform our communities. This requires respectful engagement with those whose worldviews are different from our own. We need not be afraid of our religious differences. Instead, we can choose to see them as opportunities for mutual understanding and growth. This process of committed engagement deepens our self-understanding, strengthens our communities, and reaffirms the democratic principles that support religious freedom.

The Center for the Study of Religious Freedom is located on the first floor of Clarke Hall. You are welcome to come by and visit. You may also want to visit our website: [www.vwc.edu/csrf](http://www.vwc.edu/csrf).





**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 like yourself have while in college. The efforts of the Career Services Center at Virginia Wesleyan College are devoted to helping you decide on a college major and career, gain experience while 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 to you, on an individual basis, to discuss your major, career, job search and graduate school concerns. Interest inventories are available to help students identify career and major options.

**CAREER RESOURCES:** Makes available a library and comprehensive website with specific self-assessment, occupational, graduate school, internship, and job search information. Copies of selected publications are available, free of charge.

**COMPUTERIZED GUIDANCE:** Software programs and Internet resources are available in the Career Services Center to assist you in career decision making, and to help you obtain current information about occupational options, company profiles and graduate schools.

**WORKSHOPS:** Offered numerous times throughout the year. Topics include: Choosing a Major; Job Search Strategies; Resume Writing and Job Search Correspondence; Business and Social Etiquette; Choosing and Applying to Graduate School, and Interviewing Skills, including videotapes of practice interviews.

**EXPERIENTIAL LEARNING:** Open the door for employment after graduation by participating in internships and shadowing externships while in school. Through these learning experiences, you gain exposure to your field of interest, relevant work skills, and professional contacts. Career Services advises you on locating and establishing an experience to meet your needs. Listings are maintained by the office. Many major areas of study at Virginia Wesleyan provide you with the opportunity to participate in an internship for credit during your junior or senior year. Check with each academic department to learn about their criteria for completing a credit bearing internship.

**JOB SEARCH ASSISTANCE:** Part-time, summer, and full-time job leads and internships are provided to students through job fairs, listings of current openings on the Career Services Center website, employment activities on campus, and Resume referral.

While Virginia Wesleyan offers a significant number of career preparation possibilities, the majority of the College's majors are not designed as instruments of “technical training” for specific jobs. Rather, you are expected to acquire and to develop abilities in written and oral communication, research, critical thinking and decision making which provide the flexibility that will prepare you to cope with a world of constant change.

## Pre-Professional Information

### 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. At VWC, the Pre-Professional Committee assists in the application process by providing guidance to students and by conducting interviews with students during the fall semester of the senior year. In addition, the Pre-Professional Club is a student-run organization that 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. Victor R. Townsend, Jr.

**Medical School:** Students applying for medical school are expected to have gained a broad exposure to medicine prior to the submission of their application. Students are also expected to attain a satisfactory score on the medical school admissions test (MCAT) and to complete the following courses: General Biology, 2 semesters (BIO 131, BIO 132); General Chemistry, 2 semesters (CHEM 117, CHEM 118); Organic Chemistry, 2 semesters (CHEM 311, CHEM 321, CHEM 312, CHEM 322); and Physics, 2 semesters (PHYS 215 and PHYS 216 or PHYS 221 and PHYS 222). It is also strongly recommended that students complete the following courses: Human Anatomy and Physiology (BIO 221); Comparative Anatomy (BIO 372); Histology (BIO 371); Biochemistry (CHEM 437); and Ethics and Health Care (PHIL 221/321). These additional courses are not required but may have a major affect upon a student's success on the MCAT.

**Dental School:** Students applying for dental school are expected to attain a satisfactory score on the dental school admissions test (DAT) and to complete the following courses: General Biology, 2 semesters (BIO 131, BIO 132);

General Chemistry, 2 semesters (CHEM 117, CHEM 118); Organic Chemistry, 2 semesters (CHEM 311, CHEM 321, CHEM 312, CHEM 322); and Physics, 2 semesters (PHYS 215 and PHYS 216 or PHYS 221 and PHYS 222). Some dental schools may also require additional courses in biochemistry, psychology, and English.

**Schools of Veterinary Medicine:** Students applying for graduate programs in veterinary medicine 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 between schools and students are expected to contact programs about their specific requirements prior to the submission of an application. In general, students should complete the following courses: General Biology, 2 semesters (BIO 131, BIO 132); General Chemistry, 2 semesters (CHEM 117, CHEM 118); Organic Chemistry, 2 semesters (CHEM 311, CHEM 321, CHEM 312, CHEM 322); Biochemistry, 1 semester, (CHEM 437); Physics, 2 semesters (PHYS 215 and PHYS 216 or PHYS 221 and PHYS 222); English, 2 semesters; Mathematics, 2 semesters (college algebra or higher); and Social Sciences, 2 semesters. It is also strongly recommended that students complete Comparative Anatomy (BIO 372) and Histology (BIO 371).

**Allied Health Professions:** Students who wish to enter allied health professions (dental hygiene, pharmacy, nursing, health care management, medical technology, occupational therapy, physical therapy, and radiological technology) will need to complete at least two years and may want to complete four years of preparatory studies at Virginia Wesleyan College before making application to a given professional school. Students interested in any of these preparatory programs should contact Dr. Victor R. Townsend, Jr. for a listing of required courses.

**Church-related Vocations:** Christian ministry in today's world takes many forms such as the pastoral ministry, Christian education, hospital and military chaplaincies, teaching in church-related colleges, and counseling. A broadly based program of studies in the liberal arts is required for admission to the graduate schools which prepare persons for these ministries. The focus of this program of study may be in the field of religion or some other area of the humanities or the social sciences. The college chaplain, Robert W. Chapman, is available as a vocational adviser for students who are contemplating Christian vocations.

**Health and Human Services:** The designation "human services" covers a broad spectrum of career possibilities. Virginia Wesleyan's program in human services provides significant training for students who wish to enter careers oriented toward direct service, to community action, to the

legislative process, or to administrative planning. There is a well defined program in each of these areas which culminates in an internship which is related to a given student's interests. Students who are interested in this program should contact Dr. Benjamin Dobrin for more information.

**Law:** Numbers of Virginia Wesleyan College students have successfully gained entrance 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-based liberal arts education in which the student has excelled. Students who are interested in the pre-law course of study at Virginia Wesleyan should contact Ms. Deborah L. Hicks.

**Environmental Studies:** In the context of our role as a liberal arts institution in preparing students for citizenship and social responsibility, Virginia Wesleyan offers two approaches to environmental studies. First, students may choose the more traditional science track by majoring in biology, chemistry or general science which will prepare students for pursuing advanced degrees in ecology, environmental science or toxicology. Students interested in this approach should contact Dr. Garry E. Noe.

A second approach that integrates the divergent perspectives of the liberal arts tradition is the interdisciplinary major, environmental studies. The flexibility of this track and the breadth of its curricular options allow it to meet a diversity of student interests and needs in environmental education. Students interested in this approach should contact Dr. Lawrence D. Hultgren or Dr. Maynard H. Schaus.







## **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 the 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.

- (W) Writing Courses
- (A) Aesthetic Experience and Criticism
- (E) Empirical Knowledge
- (V) Ethical Values, World Views and Faith Perspectives
- (H) Historical Perspective
- (C) Communications
- (S) Institutional and Cultural Systems
- (I) Senior Integrative Experience

## ACADEMIC SKILLS DEVELOPMENT

MS. ALTHIA WOODSON-ROBINSON

Some students who have graduated from high school find that they are still lacking in certain skills which are important for college success. Through the academic skills development program, Virginia Wesleyan College offers assistance to students to improve their skills in thinking, writing, reading, and basic computation.

A writing lab is available for those who need individualized attention for improving their writing capabilities.

The Math Department offers special courses and tutoring services for students whose computational skills need improvement.

Tutoring, and/or workshops in any subject are available to students desiring or needing improvement of study skills techniques in a group or on an individual basis through the Learning Center.

The college also provides additional assistance to students who need to improve such skills as reading comprehension, vocabulary, note taking, speed reading, and test-taking techniques.

## ACADEMIC SKILLS DEVELOPMENT (ASD)

### 301 Tutoring (1)

Upper-class students who have received grades of no less than B may participate in tutoring for credit. To earn one semester hour, students will comply with a 30-hour tutoring contract. Tutoring sessions will be supervised by the coordinator of learning resources and approved by the instructor of the course tutored. Course offered on basis of need for tutors.

## AMERICAN STUDIES

DR. CONNIE BELLAMY, Program Coordinator

The American Studies major invites students to explore the rich history and culture of the United States. An interdisciplinary major within the liberal arts, American Studies prepares students for careers in a myriad of fields such as 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, politics, criminal justice, and government; art, film, theatre, journalism, and literature; education, economics, sociology, religion, and others. Virginia Wesleyan's American Studies Program is located near many of the important places where history was made and continues to be made: Jamestown, Williamsburg, Washington, D.C., and by the homes of historical figures such as George Washington, Thomas Jefferson, and Robert E. Lee. It offers students an important and exciting educational experience both in and outside the classroom.

## AMERICAN STUDIES COURSES (AMST)

### 200 Introduction to American Culture Studies (3)

Introduces students to the interdisciplinary field of American culture studies and exposes them to a variety of approaches to understanding American national experiences, values, and ideals as they are reflected in verbal, visual, and material artifacts and human interactions. Investigates the myths and cultural narratives associated with these artifacts 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/ART HISTORY

MS. SHARON BEACHUM, Program Coordinator  
 MR. PHILIP GUILFOYLE  
 DR. JOYCE HOWELL  
 MR. JOHN RUDEL

As today's society becomes more visual, the visual arts play an increasingly important role in contemporary life. At Virginia Wesleyan, studio art courses offer students the opportunity to explore art meaningfully by learning about its many aspects and having the enriching experience of creating it. Courses in drawing, painting, sculpture, ceramics, crafts, computer art, photography, printmaking, and other media offer opportunities for building technical skills and aesthetic awareness. The study of the History of Art, both of the Western and non-Western traditions, is an integral part of the art program. Classroom learning is supported by a program of art exhibitions, which include changing art exhibitions in the Hofheimer Library Gallery, the display of the Sheaks Collection in the Barclay Sheaks Gallery of Godwin Hall, and the campus-wide display of the over two-hundred piece Collection of Outstanding Student Art. Occasionally the art faculty select student artworks for purchase; these become part of the College's permanent collection. The art department sponsors numerous field trips to museums and galleries in Hampton Roads, Washington, D.C., and elsewhere.

For the art major, our program provides a broad technical and art historical background, plus an in-depth experience in either two- or three-dimensional media electives. In addition to study with the college art faculty, there are opportunities for internships. In their senior year, art majors learn practical professional skills through required activities such as exhibitions, portfolio preparation, and workshops with visiting artists. The major program provides students with the background, experience, and discipline for becoming a practicing artist, working in the art field, or, in conjunction with certification by the education department, an art teacher.

Minors in both studio art and art history also are offered.

Under special circumstances, and with the consent of the instructor, studio courses may be repeated for additional credit.

### Major Requirements

All majors must select one area in studio art in which to have in-depth training and experience.

All graduating majors must prepare a comprehensive exhibition of their best work to be displayed for the college community.

Art Education majors must complete art major requirements as well as those required for Secondary Education Certification. Students interested in teacher certification K-12 should consult with the education department and enroll in the program so that introductory education courses may be taken in the sophomore year.

| COURSE NUMBER AND TITLE  | SEM. HRS. |
|--|-----------|
| ART 101<br>Computer Art  | 3         |
| ART 111<br>Drawing I   | 3         |
| ART 112<br>Painting I  | 3         |
| ART 117<br>Ceramics  | 3         |
| ART 211<br>Sculpture I   | 3         |
| One of the following:<br>ART 221<br>Fibers<br>ART 222<br>Weaving and Mosaics<br>ART 223<br>Jewelry | 3         |
| ART 225<br>Photography   | 3         |
| ART 450<br>Studio Art Seminar  | 3         |
| Art Electives, 300-400 level   | 15        |
| ART 231<br>Ancient and Medieval Art  | 3         |
| ART 232<br>Renaissance to 20th Century Art   | 3         |
| ARTH Elective, 300-400 level   | 3         |
| <b>TOTAL</b>   | <b>48</b> |
| <b>ADDITIONAL COURSES NEEDED FOR A CERTIFICATION IN ART EDUCATION</b>                              |           |
| INST 202<br>The School and Society   | 3         |
| EDUC 225<br>Characteristics of the Learner   | 3         |
| EDUC 338<br>Middle Education Teaching Methods 6-8  | 3         |
| EDUC 319<br>Reading in the Content Areas   | 3         |
| EDUC 303<br>Applied Technology for Innovative Instruction  | 3         |
| EDUC 340<br>Secondary Practicum 6-12   | 1         |

*See continuation of choices next page*

Chart continued from previous page

|   |           |
|---|-----------|
| EDUC 375<br>Content Teaching Methods                      | 3         |
| EDUC 445<br>Secondary Preservice Teaching I               | 7.5       |
| EDUC 446<br>Secondary Preservice Teaching II              | 7.5       |
| SPED 372<br>Learning Disabilities & the Exceptional Child | 3         |
| COMM 222<br>Speech  | 3         |
| ENG 222<br>Modern English Grammar                         | 3         |
| <b>TOTAL</b>  | <b>43</b> |

### Minor Requirements: Studio Art

| COURSE NUMBER AND TITLE<br>(See p. 32 for general minor requirements)                             | SEM.<br>HRS.   |
|---|----------------|
| ART 111<br>Drawing I<br>ART 112<br>Painting I   | <b>OR</b><br>3 |
| One of the following:<br>ART 117<br>Ceramics<br>ART 211<br>Sculpture I<br>ART 212<br>Sculpture II | 3              |
| ART 101<br>Computer Art<br>ART 225<br>Photography   | <b>OR</b><br>3 |
| Studio Art electives at 300/400 level   | 9              |
| <b>TOTAL</b>  | <b>18</b>      |

### Minor Requirements: Art History

| COURSE NUMBER AND TITLE<br>(See p. 32 for general minor requirements) | SEM.<br>HRS. |
|---|--------------|
| ARTH 231<br>Ancient and Medieval Art                                  | 3            |
| ARTH 232<br>Renaissance to 20th Century Art                           | 3            |
| Art History electives 300/400 level                                   | 9            |
| Art History elective, any level                                       | 3            |
| <b>TOTAL</b>  | <b>18</b>    |

## ART COURSES (ART)

### 101 Computer Art (3)

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

### 105 Introduction to Studio Art (3) (A) (Winter Session)

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

### 110 Representations of Space (3) (A) (Winter Session)

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.

### 111 Drawing I (3) (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. Studio class. Offered each fall.

### 112 Painting I (3) (A)

An examination of basic painting techniques. Students study and experiment with a variety of painting experiences, including watercolor, acrylics, and oil types. Numerous kinds of applications are employed on various working-surface materials. Students use these experiences to create their own pictorial interpretations. Studio class. Offered each fall.

### 117 Ceramics (3) (A)

Structured to provide an introduction to ceramic art production, balanced with ceramic art history, criticism and aesthetics. Course topics include the development of techniques for hand-building and throwing on the potter's wheel, clay and glaze preparation, glazing and kiln firing. The course provides students of all skill levels with a solid foundation in ceramics, to advance the student to a higher level of art production. Studio class. Lab fee. Offered each semester.

### 150 Art in the Elementary School (3)

Study of principles underlying the teaching of art in the elementary school and practical application. Offered intermittently.

**210 Raku Ceramics (3) (A)**

Introduces the materials and techniques for making Raku-type ceramics. Topics include basic forming techniques, clay properties, glazes, surface development, firing equipment and techniques, and related historical information. Studio class. Lab fee. Offered intermittently.

**211 Sculpture I (3) (A)**

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

**212 Sculpture II (3) (A)**

Deals with the sculptural concepts of the 19th and 20th centuries. A variety of materials are used to develop the concepts of mobiles, modules, and constructions, with an emphasis on the creative approach. Studio class. Lab fee.

**218/318 Ceramics II (3) (A)**

A continuation of Ceramics I with special emphasis on wheel techniques and thrown forms. Students experiment with different clays and glazes and have the opportunity to fire their own works. Prerequisite: ART 117 or consent. Studio class. Lab fee. Offered each spring.

**221/322 Fibers (3) (A)**

Investigates the possibilities of fibers as a craft material. Includes basic concepts and techniques of selected fiber arts processes which may include: weaving, batik, papermaking, fabric enrichment, and basketry. Studio class. Lab fee.

**222/324 Weaving & Mosaics (3)**

Investigates the concepts and techniques of weaving and mosaics. Basic weaving techniques with a variety of looms are used with an emphasis on creativity. Mosaics are accomplished with purchased, found, and hand-made teresa. Studio class. Lab fee.

**223/326 Jewelry (3) (A)**

Basic jewelry techniques are explored in an effort toward creative jewelry. A variety of materials such as metals, plastics, natural and manmade fibers are used, along with techniques such as cutting, soldering, planishing, enameling, and etching. Emphasis is placed on basic design and craftsmanship. Studio class. Lab fee.

**225 Photography (3) (A)**

Explores photography as an art form. Topics include the control of basic camera functions, digital media and film, composition, artistic techniques, and laws impacting the use of photos. Students must supply their own digital or 35mm film camera with manual control options. Students are responsible for the commercial development of all prints. Studio class.

**301 Digital Imaging (3)**

Explores the computer as a tool for personal expression and production of artworks. Aesthetic topics concentrate on the effective use of color and composition in original digital projects. Topics include intermediate features of art software and web-based portfolios. Studio course. Lab fee. Prerequisite: ART 101.

**303 Graphic Design (3)**

An introduction to the tools, methods, principles and practice of graphic design. Topics include visual communication, the use of type, the importance of visual research to design, communicating with vendors, clients and audiences, and the efficient use of graphics software. Students create an interview-quality portfolio. Lab fee. Prerequisite: ART 101 or JOUR 303.

**305 Drawing II (3)**

An in-depth concentration on skills and methods learned and experienced in ART 111 with emphasis placed on individual creativity, composition and drawing as an aesthetic. Prerequisite: ART 111 or equivalent or consent. Offered each spring.

**306 Painting II (3)**

An in-depth concentration on two major areas of painting—watercolor and collage. Students build on painting concepts and skills learned and experienced in ART 112. Prerequisite: ART 112 or consent. Offered each spring.

**310 Clay Sculpture (3) (A)**

Designed around the possibilities of sculptural form in clay with the emphasis on handbuilding methods. Coilbuilding, slab construction and extrusions, finishes and firing techniques are covered as are the elements of sculpture. Studio course. Lab fee. Prerequisite: ART 117, 211 or consent.

**311 Advanced Paint: Abstract Approach (3)**

Investigates the abstract approach to painting. Examines the source of abstract design in both natural and man-made forms. Students produce abstract designs and realistic paintings using abstract principles. The traditional painting media of oil and acrylic is used as well as a variety of materials in combination with them. Studio class, one meeting per week. Students are expected to do research and to work on projects outside class. Prerequisites: ART 111 and 112 or consent.

**312 Advanced Paint: Realistic Approach (3)**

Students study and experiment with various styles of painting. A variety of techniques are used ranging from the loose and free applications of paint to those that are restrained and precise. Students are expected to do research and to work on projects outside class. Prerequisites: ART 111 and 112 or consent. Studio class, one meeting per week.

**315 Printmaking (3)**

A theoretical survey and practical application of printmaking processes with (primarily) black and white media. These processes are explored through studio projects which consist of intaglio, blockout, relief, and resist printmaking methods. Prerequisite: junior status or consent. Offered intermittently.

**316 Mixed Media (3) (A)**

Integrates traditional art materials and skills with digital technology for the production of artworks. Projects may include handmade books, collages, digital photomontages, and sculptures. Exercises introduce processes for experimentation while projects allow for individual interpretation. Topics may include using a wide variety of found and purchased materials, image transfer processes, texture and surface treatments, book binding processes, working in three-dimensions, computer skills, and presentation issues. Studio class. Lab fee.

**317 Drawing the Human Figure (3)**

Working from life, students study the male and female figure through the use of the traditional drawing media such as chalk, charcoal, pencil, ink, and paint. Understanding body structure and how to interpret it is stressed. Prerequisites: ART 111 and 112 or consent. Studio class, two one-hour meetings per week.

**319 Studio Art Teaching Assistant (1)**

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

**321 Advanced Ceramics: Technical (3)**

An advanced course designed around basic glaze chemistry and reduction firing techniques, where students develop their own glazes and fire their own ware. Emphasis is on the technical aspects as they apply to the students' creative works. Prerequisites: ART 117 and 318 or consent. Studio class. Lab fee. Offered according to student interest.

**323/423 Advanced Ceramics:  
Individual Interpretation (3)**

Designed around the students' selection of projects which have particular meaning and challenge to them. Research and work outside class is expected of all class members. Emphasis is placed on the students' development. Prerequisites: ART 117 and 318 or consent. Studio class. Lab fee. Offered according to student interest.

**353 Art Methods and Materials PreK-12 (3)**

Students learn methods and philosophy to allow them to succeed at presenting, teaching, supporting creativity, and guiding students through art projects in a variety of media. Developmental stages and age-appropriate goals are integrated in the curriculum. Writing lesson and unit plans for discipline-based curriculum is part of the course's formal instruction. Formal in-class activities are supplemented with observation. Prerequisite: EDUC 338.

**411, 412 Advanced Paint: Individual  
Interpretation I, II (3,3)**

Provides painting experiences that lead to an understanding of composing in two-dimensional pictorial space. An important part of this course is the students' selection of certain projects which have a special meaning and challenge to them. Research and work outside class is expected of all class members. Prerequisites: ART 111 and 112 or consent. Studio class, one three-hour meeting per week.

**418 Painting the Human Figure (3)**

Working from life, students render and interpret the human figure using the traditional painting media of oil, acrylic, and watercolor. An understanding of body structure is emphasized and how to represent it using various painting techniques. Basic elements of portraiture will also be touched upon. Prerequisites: ART 111, 112 or 317, or consent. Studio class, one three-hour meeting per week.

**424 Advanced Ceramics: Production (3)**

Designed for continued growth and exploration in this media with special emphasis on production techniques. An important part of this course is producing, showing, and surviving in the potter's craft. Prerequisites: ART 117 and 318 or consent. Studio class. Lab fee. Offered according to student interest.

**450 Studio Art Seminar (3)**

An advanced studio art course based on the development and presentation of a research project, created with guidance from faculty, and the acquisition of professional skills appropriate to arts-related careers. As evidence of artistic accomplishment each student develops a thematically focused portfolio of artwork. The exhibition of this body of work along with a gallery talk and an explanatory research paper fulfill the exit requirement for the studio art major. Prerequisite: consent. Offered each spring.

**ART HISTORY COURSES (ARTH)****201 Music & Art in Western World (3) (A)**

Identical to MUS 201.

**225 The Photograph (3)**

A history of photography from its invention in 1839 to the present. The course investigates within their historical context the major categories of photography, such as portraiture, documentation, photo-journalism, and art photography.

**231 Ancient & Medieval Art (3) (H)**

A survey of the visual arts and how the arts 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 (3) (H)**

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

**233 Art of Africa, Asia, Americas (3)**

Surveys the long-lived art traditions of diverse global cultures, including Africa, India, China, Japan, the Pacific, and Pre-Columbian and Native America.

**341 American Art (3) (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 (3) (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 (3)**

A history of artists, works, and movements of 20th-century European and American art, investigated within their historical contexts.

**360 Topics in Art History (3)**

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

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## BIOLOGY

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

The Department of Biology is committed to providing a strong foundation in basic life sciences that will give multiple options upon graduation. Both a B.A. and a B.S. degree is offered. In addition to concepts and principles, students learn to see science as a process of discovery and problem solving through scientific methodology. The diverse curriculum in the natural sciences and the program of General Studies prepares competent learners of the

future. Upon successful completion of the program, students may seek careers or graduate work in biology, microbiology, botany, zoology and related areas such as the health professions, environmental studies, marine biology, and education.

**Major Requirements**

To fit each student's individual program, related courses to fulfill the requirements of the biology major should be planned during the second semester of the sophomore year in close consultation with a science adviser.

To complete the college's requirement for computer literacy, students majoring in biology must show a proficiency in the following areas: 1) the use of word processing, 2) the use of e-mail, 3) the use of the Internet, and 4) the use of multi-media software. This proficiency is demonstrated by completing assignments in several classes required for the major which include BIO 131, 311 and 316.

**Bachelor of Arts:**

| COURSE NUMBER AND TITLE   | SEM. HRS. |
|---|-----------|
| BIO 131<br>Principles of Biology I:<br>Evolution and Ecology  | 4         |
| BIO 132<br>Principles of Biology II:<br>Cell Biology and Genetics   | 4         |
| Ecological and Environmental<br>Biology Concentration<br>At least 7 hours from the following:<br>BIO 316, 355, 375, 445                             | 7-8       |
| Evolutionary and Integrative<br>Biology Concentration<br>At least 7 hours from the following:<br>BIO 300, 332, 370,<br>372, 373, 380, 410           | 7-8       |
| Molecular, Cellular, and<br>Developmental Biology Concentration<br>BIO 311 Genetics<br>And one of the following:<br>BIO 420 or 482/484              | 8         |
| BIO 485<br>Seminar in Biology   | 1         |
| BIO electives (200 level or higher)<br>BIO 221, 250, 285, 300, 316, 332,<br>355, 370, 371, 372, 373, 375, 380,<br>410, 420, 445, 480, 482, 484, 489 | 3-5       |
| <b>TOTAL W/I DEPT.</b>  | <b>36</b> |

*See continuation of choices next page*

Chart continued from previous page

| <b>ADDITIONAL REQUIRED COURSES</b> |           |           |
|------------------------------------|-----------|-----------|
| CHEM 117<br>General Chemistry I    |           | 4         |
| CHEM 118<br>General Chemistry II   |           | 4         |
| CHEM 311<br>Organic Chemistry I    |           | 3         |
| CHEM 321<br>Organic Laboratory I   |           | 1         |
| CHEM 312<br>Organic Chemistry II   |           | 3         |
| CHEM 322<br>Organic Laboratory II  |           | 2         |
| PHYS 215<br>General Physics        | <b>OR</b> | 4         |
| PHYS 221<br>Physics                |           |           |
| PHYS 216<br>General Physics        | <b>OR</b> | 4         |
| PHYS 222<br>Physics                |           |           |
| <b>TOTAL</b>                       |           | <b>61</b> |

### Bachelor of Science:

| <b>COURSE NUMBER AND TITLE</b>  | <b>SEM.<br/>HRS.</b> |
|---|----------------------|
| BIO 131<br>Principles of Biology I:<br>Evolution and Ecology  | 4                    |
| BIO 132<br>Principles of Biology II:<br>Cell Biology and Genetics   | 4                    |
| Ecological and Environmental<br>Biology Concentration<br>At least 7 hours from the following:<br>BIO 316, 355, 375, 445                   | 7-8                  |
| Evolutionary and Integrative<br>Biology Concentration<br>At least 7 hours from the following:<br>BIO 300, 332, 370,<br>372, 373, 380, 410 | 7-8                  |

| Molecular, Cellular, and<br>Developmental Biology Concentration<br>BIO 311 Genetics<br>And one of the following:<br>BIO 420 or 482/484              | 8         |
|---|-----------|
| BIO 485<br>Seminar in Biology   | 1         |
| BIO 489<br>Research in Natural Sciences   | 3         |
| BIO electives (200 level or higher)<br>BIO 221, 250, 285, 300, 316, 332,<br>355, 370, 371, 372, 373, 375, 380,<br>410, 420, 445, 480, 482, 484, 489 | 0-2       |
| <b>TOTAL W/I DEPT.</b>  | <b>36</b> |
| <b>ADDITIONAL REQUIRED COURSES</b>  |           |
| CHEM 117<br>General Chemistry I   | 4         |
| CHEM 118<br>General Chemistry II  | 4         |
| CHEM 311<br>Organic Chemistry I   | 3         |
| CHEM 321<br>Organic Laboratory I  | 1         |
| CHEM 312<br>Organic Chemistry II  | 3         |
| CHEM 322<br>Organic Laboratory II   | 2         |
| MATH 171<br>Calculus I  | 3         |
| MATH 172<br>Calculus II   | 3         |
| PHYS 221<br>Physics   | 4         |
| PHYS 222<br>Physics   | 4         |
| <b>TOTAL</b>  | <b>67</b> |

See continuation of choices next page

**Minor Requirements**

| <b>COURSE NUMBER AND TITLE<br/>(See p. 32 for general minor requirements)</b>   | <b>SEM.<br/>HRS.</b> |
|---|----------------------|
| BIO 131<br>Principles of Biology I:<br>Evolution and Ecology  | 4                    |
| BIO 132<br>Principles of Biology II:<br>Cell Biology and Genetics   | 4                    |
| Ecological and Environmental<br>Biology Concentration<br>One course from the following:<br>BIO 316, 355, 375, 445                   | 3-4                  |
| Evolutionary and Integrative<br>Biology Concentration<br>One course from the following:<br>BIO 300, 332, 370,<br>372, 373, 380, 410 | 3-4                  |
| Molecular, Cellular, and<br>Developmental Biology Concentration<br>BIO 311 or 420   | 4                    |
| BIO 485<br>Seminar in Biology   | 1                    |
| <b>TOTAL</b>  | <b>19-21</b>         |

In addition to the above requirements, students seeking certification for secondary education to teach biology must complete either EES 130 Physical Geology or EES 132 Environmental Geology and should consult a member of the Department of Education regarding procedures and requirements for certification.

**BIOLOGY COURSES (BIO)****100 The World of Biology (3)**

An introduction to biology. The course presents an overview of the study of life. Emphasis is placed on how biology affects our daily lives, including such topics as biodiversity, genetic engineering, and problems associated with the expansion of the human population. Designed for non-science majors. Offered each semester.

**101 The World of Biology Laboratory (1)**

Compliments BIO 100. Students observe living systems and perform basic experiments that demonstrate fundamental biological principles using the scientific method as one way to acquire knowledge about our world. Designed for non-science majors. Laboratory session meets three hours each week. Prerequisite/co-requisite: BIO 100. \$50 lab fee. Offered each semester.

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

An introduction to the biological sciences. Lecture topics include Darwinian evolution, the origin and diversity of life, functional morphology, and ecology. This course is designed specifically 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)**

Completes the introduction to the biological sciences for biology and other natural science 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.

**115 Human Genetics (3) (E)**

An introduction to the science of genetics. Emphasis is placed on human genetics and the genetics of organisms that are important to mankind. A course for everyone concerned about how our genetic makeup affects what we are, what we do, and what we transmit to future generations. Areas such as evolution, reproduction, different types of inheritance and population genetics are explored. Designed for the non-science major. Offered each spring.

**120 Microbes and Man (3)**

An introductory biology course using microbiology as the unifying concept to explore many of the facets of the study of life. Topics include: the evolution and classification of life, cell structure and metabolism, the major roles microbes play in ecosystems, molecular genetics, control of microbial growth, biotechnology, the human immune system, and major viral and bacterial diseases of humans. Designed for non-biology majors. Corequisite: BIO 121. Offered each fall.

**121 Microbes and Man Laboratory (1)**

An introductory biological science lab course designed to accompany BIO 120. Students have the opportunity to learn a number of basic scientific techniques including: the correct use of microscopes, basic aseptic techniques, how to handle microbial cultures, basic bacterial identification, cell structure and function, and how to design simple experiments using microorganisms. Designed for non-biology majors. Corequisite: BIO 120. \$50 lab fee. Offered each fall.

**150 Introduction to Marine Biology (3)**

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 will focus on the diversity of marine organisms and ecosystems. Designed for non-science majors. Offered each fall.

**151 Introduction to Marine Biology Laboratory (1)**

An introductory laboratory study of the organisms and communities of marine and estuarine areas. The lab includes field and laboratory identification of local organisms and investigations in a variety of local field habitats. Designed for non-science majors. Corequisite: BIO 150. \$50 lab fee. Offered each fall.

**207 Environmental Biology (4) (E)**

A study of specific environmental issues, especially those that influence biodiversity and the abundance of organisms. Emphasis is placed on basic ecological principles, overpopulation, air and water resources, environmental monitoring, and biodiversity. Designed for majors in the sciences or students minoring in EES. Lecture three hours, laboratory three hours each week. \$50 lab fee. Offered each spring.

**221 Anatomy and Physiology (4)**

An integrated lecture/laboratory experience which examines the anatomy and physiology of humans. A survey of the major organs and organ systems of the body from both the histological and gross anatomical perspective is featured. Lecture three hours, laboratory three hours each week. \$50 lab fee. Offered each fall.

**250 Field Experiences in Biology (3) (E)**  
**(Winter Session)**

Provides students with an intensive field experience in particular habitats. Studies are conducted to examine the interrelationship between organisms and their environment within specific 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.

**280 General Horticulture (3)**

A course designed to acquaint students with factors necessary to grow and maintain plants. Ideal for those interested in learning applied skills in botany. Students will apply knowledge gained in lecture to projects in the greenhouse. Offered on demand.

**285 Plants and Man (3)**

Introduces students to how mankind uses plants and how plants have influenced human cultures. This course is appropriate for both the non-major and major in science. Offered fall of odd-numbered years.

**300 Plant Morphology (4)**

A morphological and evolutionary study of plants from bacteria to flowering plants. Designed to give the student a view of the structure and modes of reproduction of plants. Prerequisites: a grade of C or better in BIO 132 or consent. Lecture three hours, laboratory three hours each week. Offered spring of odd-numbered years.

**311 Genetics (4)**

Principles of heredity as applied to both plants and animals. Prerequisites: CHEM 105 or 117 and a grade of C or better in both BIO 131 and 132 or one year of general biology. Lecture three hours, laboratory three hours each week. Offered each spring.

**316 General Ecology (4) W**

A study of plant and animal communities in relation to habitat with emphasis on the effect of the environment on community structure and distribution. Prerequisites: BIO 131 and 132 or one year of general biology or 207. MATH 106 is recommended. Lecture three hours, laboratory/field three hours each week. Offered each fall.

**332 Taxonomy of Vascular Plants (4)**

Emphasis is on the classification and identification of the plants of southern Virginia. The characteristics of the major families of plants of North America are discussed. Prerequisites: a grade of C or better in BIO 132 or consent. Lecture three hours, laboratory three hours each week. Offered spring of even-numbered years.

**355 Marine Biology (4)**

A study of organismal adaptation and community organization in marine and estuarine habitats. A variety of marine habitats, with the laboratory primarily focusing on local species and habitat types is examined. Prerequisite: one year of general biology or BIO 207. Offered each fall.

**370 Vertebrate Zoology (4)**

A comparative study of the morphology, life histories, and evolutionary relationships of the major vertebrate lineages. This course includes laboratory examinations and field observations of representative vertebrate animals. Prerequisite: BIO 131. Lecture three hours, laboratory three hours each week. Offered on demand.

**371 Histology (4)**

Features a detailed study of the cells, tissues, and organs that comprise the mammalian body. It is especially intended for students seeking careers in biology, medicine, or veterinary sciences. Prerequisite: grade of C or better in BIO 131 or consent. Lecture three hours, laboratory three hours each week. Offered spring of even-numbered years.

**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 is featured. It is intended for students seeking careers in biology, medicine, or veterinary sciences. Prerequisite: BIO 131 with a grade of C or better or consent. Lecture three hours, laboratory three hours each week. Offered spring of odd-numbered years or on demand.

**373 Invertebrate Zoology (4)**

A survey of the invertebrate phyla, with a focus on the classification, evolution, ecology, morphology, and life histories of these organisms. This course 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 fall of odd-numbered years.

**375 Topics in Tropical Biology (3)**

Features an intensive field experience in neotropical ecosystems (e.g., sea caves, mangrove swamps, coral reefs and rainforests). Descriptive field studies of representative plants and animals is required. Field activities require strenuous exercise and considerable hiking. Destinations may include Trinidad, Belize, Costa Rica, U.S. Virgin Islands, or the Galapagos Islands. Prerequisite: a grade of C or better in BIO 131 and BIO 132 or BIO 207, and consent. Lab fee. Offered summer on demand.

**380 Comparative Animal Physiology (4)**

A study of the basic mechanisms by which different animals function. Emphasis is placed on how organisms, both invertebrates and vertebrates, make changes in these basic mechanisms to deal with differing environmental conditions. Prerequisites: a grade of C or better in BIO 131 or consent. Lecture three hours, laboratory three hours each week. Offered spring of even-numbered years.

**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 experience for many of these concepts. Prerequisites: BIO 131 or consent. Lecture three hours, laboratory three hours each week. Offered spring odd-numbered years.

**410 Evolution (3)**

A study of the theories of evolution and their proponents in both vegetable and animal kingdoms. Prerequisite: junior/senior status. Offered each fall.

**420 Cell and Molecular Biology (4)**

A study of the structure and function of prokaryotes and eukaryotes at the cellular and molecular level. Emphasis is placed on the molecular nature of cellular structure, metabolism and physiology. Prerequisite: a grade of C or better in CHEM 311, 312, 321 and 322. Offered each fall with sufficient demand.

**445 Limnology (3)**

Introduces the study of fresh waters, including lake, pond, river, and stream ecosystems. Emphasis is placed on physical processes, primary and secondary

productivity, biogeochemical cycling, and food web interactions across all trophic levels. Prerequisite: BIO 131 and 132 or equivalent or BIO 207, with a grade of C or better. Offered spring of odd-numbered years.

**460 Zymurgy: the Science of Fermentation (3) (I)**  
(Winter Session)

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

**470 Internship in the Natural Sciences (3)**

An intensive study of a particular field of science through on-site field experience. Internships involve hands-on opportunities in the sciences that are relevant to that particular site. Students are expected to devote a minimum of at least 120 hours for three 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 & Social History of the Chesapeake Bay (3) (I)**

Gives students a comprehensive view of one of the largest and most diverse estuaries in the world, the Chesapeake Bay. Students examine the relationships among the natural history (flora and fauna), human history, including social and political aspects, use of the bay by different societies, their impact on and preservation of the bay. Saturday field trips required. Prerequisite: junior/senior status. Offered each spring.

**480 Readings in Biology (1)**

An advanced seminar that discusses readings from the primary literature on various announced topics in biology. May be repeated for credit as topics change. Prerequisite: senior/junior status and consent. Offered on demand.

**482 Microbiology (3)**

Teaches basic microbiological concepts and the role of microorganisms in various applied areas. Topics include: microbial physiology, cell structure, microbial genetics, pathogenic microorganisms and human diseases, and environmental and applied microbiology. Corequisite: BIO 484. Prerequisites: BIO 311. Offered each spring.

**484 Microbiology Laboratory (1)**

Techniques of culturing and identifying microorganisms are taught. Procedures include: culturing, staining, determination of microbial numbers, effect of environmental influences, identification of enzymatic reaction, and isolation and identification of bacterial cultures. Corequisite: BIO 482. Prerequisites: BIO 311. Offered each spring.

**W**

**485 Seminar in Biology (1)**

An advanced seminar on various topics in biology. Each student will conduct in-depth library research on a topic of interest and present a seminar to the department. Prerequisite: senior/junior status and a major or minor in the natural sciences. Offered each spring.

**489 Research in the Natural Sciences (3)**

Provides students with 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. Students 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 adviser, and consent of the instructor. May be repeated once for a total of 6 semester hours. Identical to CHEM 489 and EES 489. Offered each semester.

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**BUSINESS**

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(See Management, Business and Economics)

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**CENTER FOR THE STUDY OF RELIGIOUS FREEDOM**

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(Also see page 45)

DR. PAUL B. RASOR, Director

CSRF courses are interdisciplinary and incorporate diverse perspectives and methods of analysis. Center-affiliated courses are listed within particular academic disciplines.

The following courses have also been identified as focusing on issues, analyses, or processes related to religious freedom: INST 202; HIST 248, 317, 322, 400, 426, 451; PHIL 102, 110, 215; POLS 239, 335, 372, 435; RELST 116/316, 140, 319, 320, 336; SOC 110, 222, 230, 336.

**CSRF COURSES (CSRF)****100 Religious Freedom Symposium (1)**

(Previously INST 100) A non-traditional course, sponsored by the Center for the Study of Religious Freedom, offers students an opportunity to continue discussions arising out of symposium series offered by the Center. Past topics have included "Religious Freedom in a Global Context," "Persecution and Toleration," and "Religious/Freedom, Southern Style," for example. Students attend the symposium series of programs, read background materials for each program topic, and participate in discussions that will be done mainly via Web conference. Examining a myriad of issues involved in the complex matter of religious freedom will involve the use of

a variety of disciplines—e.g., history, philosophy, political science, religious studies. Pass/fail grading. Offered intermittently.

**275 Religious Freedom in America (3)**

(Previously INST 275) An examination of the historical development and present state of religious freedom in the United States. Topics include the emergence of the idea of religious toleration in the West, the influence of Jefferson's Virginia Statute for Religious Freedom, the concepts of establishment and free exercise of religion in the U.S. Constitution, and the role of religion in American public and political life. Students acquire a conceptual framework and vocabulary for discussing current issues. The course is interdisciplinary in nature, drawing on historical, legal philosophical and political sources. Offered spring of even-numbered years.

**355 Law and Religion in America (4)**

(Previously RELST 355) Explores the various ways in which law and religion interact with and impact upon each other in American life. The approach is contextual and case-driven, meaning that we get at the larger, philosophical issues through the medium of specific legal cases and public debates from our past and present. Through these case studies, we reach the broader concerns: the legitimacy of law ("Where the law comes from"), the experience of free exercise of religion in American history, the legal enforcement of morality, and the establishment clause limits on the power of the majority. Prerequisites: at least six, preferably nine, semester hours in one or more of the following: religious studies, history, philosophy, political science.

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**CHEMISTRY**

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DR. JOYCE B. EASTER

DR. DEBORAH E. OTIS, Program Coordinator

The Department of Chemistry curriculum is designed to provide opportunities for curious and interested students to immerse themselves in a concentrated study of the various principles of classical and contemporary chemical knowledge. From introductory to upper level courses, applications are made of the basic theories and methods of chemical investigation, with an emphasis on problem-solving. The chemistry program accommodates chemistry majors, other science majors, pre-med/pre-vet students, and students planning to enter the health and allied health professions, as well as students wishing to teach chemistry at the secondary school level. Chemistry majors are prepared for careers in industry, business, government, and academia.

**Major Requirements**

Those courses designed for non-science majors, including CHEM 105, cannot be counted toward the major in chemistry (64-65 semester hours), but may be counted toward the degree (120 semester hours). The

student's academic program must be planned carefully if specific goals are to be achieved. Close coordination with the student's adviser is essential. In order to meet basic requirements in the major and for participation in the four-year graduation guarantee, the following course of study is determined by the year of entry.

For a student entering during the fall of an even-numbered year, the fall/spring sequence of courses would be:

Freshman Year:

CHEM 117/118; MATH 105/113

Sophomore Year:

CHEM 311/312; CHEM 321/322;  
MATH 171/172

Junior Year:

CHEM 210; CHEM 260; CHEM 300;  
CHEM 437; PHYS 221/222

Senior Year:

CHEM 400; CHEM 411/412; CHEM 422;  
CHEM 480

For a student entering during the fall of an odd-numbered year, the fall/spring sequence of courses would be:

Freshman Year:

CHEM 117/118; MATH 171/172 or  
MATH 105/113 with MATH 171 in the summer

Sophomore Year:

CHEM 210; CHEM 260  
PHYS 221/222; MATH 172

Junior Year:

CHEM 300; CHEM 311/312; CHEM 321/322;  
411/412; CHEM 422; CHEM 480

Senior Year:

CHEM 210/220; CHEM 400; CHEM 437

To complete the college's requirement in the area of computer literacy, students majoring in chemistry must show a proficiency in: 1) the use of e-mail, 2) the use of word processing, 3) the use of the Internet, and 4) the use of multimedia software. This proficiency is demonstrated by completing assignments in several courses required in the major, which include CHEM 118, 210, 311, 312, 322, 411, 412, 422, and 437.

Students seeking certification as secondary teachers of chemistry must also successfully complete either EES 130 or EES 132, in order to satisfy the requirement in the area of earth science.

### Bachelor of Science:

| COURSE NUMBER AND TITLE  | SEM. HRS. |
|--|-----------|
| CHEM 117<br>College Chemistry I  | 4         |
| CHEM 118<br>College Chemistry II   | 4         |
| CHEM 210<br>Analytical Chemistry   | 4         |
| CHEM 260<br>Inorganic Chemistry  | 3         |
| CHEM 300<br>Chemical Literature Survey   | 1         |
| CHEM 311<br>Organic Chemistry I  | 3         |
| CHEM 312<br>Organic Chemistry II   | 3         |
| CHEM 321<br>Organic Chemistry Laboratory I   | 1         |
| CHEM 322<br>Organic Chemistry II   | 1         |
| CHEM 400<br>Chemistry Seminar  | 1         |
| CHEM 411<br>Physical Chemistry I   | 3         |
| CHEM 412<br>Physical Chemistry II  | 3         |
| CHEM 422<br>Physical Chemistry Laboratory  | 1         |
| CHEM 437<br>Biochemistry   | 3         |
| CHEM 480<br>Instrumental Methods of Analysis   | 4         |
| <b>ELECTIVE CHEMISTRY COURSES</b>  |           |
| Select from the following:<br>CHEM 270<br>Environmental Chemistry<br>CHEM 345<br>Forensic Science Methods<br>CHEM 438<br>Advanced Biochemistry<br>CHEM 440<br>Methods of Biochemistry<br>CHEM 450<br>Global Environmental Cycles<br>CHEM 489<br>Research in the Natural Sciences | 6-7       |

*See continuation of choices next page*

Chart continued from previous page

|   |              |
|---|--------------|
| <b>REQUIRED NSM DIVISION COURSES</b>  |              |
| MATH 171<br>Calculus I  | 3            |
| MATH 172<br>Calculus II   | 3            |
| PHYSICS 221<br>Physics I  | 4            |
| PHYSICS 222<br>Physics II   | 4            |
| <b>ELECTIVE NSM DIVISION COURSE</b>   | <b>4</b>     |
| Select from the following:<br>BIO 131<br>Principles of Biology I:<br>Evolution and Ecology<br>BIO 132<br>Principles of Biology II:<br>Cell Biology and Genetics<br>BIO 420<br>Cellular and Molecular Biology<br>BIO 482/484<br>Microbiology with Laboratory |              |
| <b>TOTAL</b>  | <b>63-64</b> |
| <b>ADDITIONAL COURSES NEEDED FOR SECONDARY CERTIFICATION</b>  | 7            |
| One of the following:<br>EES 130<br>Physical Geology<br>EES 132<br>Environmental Geology  | 3            |
| <b>TOTAL FOR SECONDARY CERTIFICATION</b>  | <b>67-68</b> |

### Minor Requirements

| <b>COURSE NUMBER AND TITLE<br/>(See p. 32 for general minor requirements)*</b> | <b>SEM.<br/>HRS.</b> |
|--|----------------------|
| CHEM 117<br>General Chemistry I  | 4                    |
| CHEM 210<br>Analytical Chemistry<br>CHEM 270<br>Environmental Chemistry        | <b>OR</b><br>4       |
| CHEM 260<br>Inorganic Chemistry  | 3                    |
| CHEM 300<br>Chemical Literature Survey   | 1                    |
| CHEM 311<br>Organic Chemistry I  | 3                    |

|  |           |
|--|-----------|
| CHEM 321<br>Organic Laboratory I               | 1         |
| Chemistry electives at the 200 level or higher | 7         |
| <b>TOTAL</b>                                   | <b>23</b> |

## CHEMISTRY COURSES (CHEM)

### 105 Basic Concepts in Chemistry (3) (E)

An introduction to chemical concepts. Mathematical methods are used when appropriate. The salient features of atomic structure, chemical bonding, and the mole concept are stressed. Designed for science-oriented students with inadequate background for CHEM 117. Also suitable for non-science majors. Lecture three hours. Prerequisite: MATH 105, equivalent, or consent. Offered each spring.

### 117 College Chemistry I (4) (E)

An introduction to chemical principles that includes atomic structure, chemical bonding, stoichiometry and thermochemistry. Lecture three hours, laboratory three hours each week. Prerequisites: high school chemistry (within the last five years) or CHEM 105 (or equivalent), two years of high school algebra or MATH 105 (or equivalent), and placement in Group A or B on the math placement test. Offered each fall.

### 118 College Chemistry II (4)

A further study of chemical principles. The principal subject areas are reaction kinetics, equilibrium, acids-bases, thermodynamics, oxidation-reduction, and electrochemistry. Prerequisite: CHEM 117. Lecture three hours, laboratory three hours each week. Offered each spring.

### 210 Analytical Chemistry (4)

Analytical techniques are applied to inorganic, organic and biochemical systems. The experimental methods include volumetric and gravimetric analysis, chromatographic and spectroscopic techniques. Class work is coordinated with the laboratory experiments. Prerequisites: CHEM 118. Lecture three hours, laboratory three hours each week. Offered fall of even-numbered years.

### 240 Forensic Science (3) (E) W

Explores the many aspects of physical evidence generated by criminal activity, including its collection, protection, scientific analysis, and court presentation. Identical to CJ 240. Prerequisite: CJ 200 and CHEM 105 (or 117). Offered fall of odd-numbered years.

### 260 Inorganic Chemistry (3)

An integrated lecture and laboratory experience introducing the concepts of inorganic chemistry in light of modern theory. Topics include atomic structure, chemical periodicity, bonding, descriptive chemistry, coordination chemistry, and solid-state structure. The laboratory exercises introduce basic inorganic techniques for the

synthesis and characterization of inorganic compounds. Prerequisite: CHEM 210 or 117 with consent. Lecture two hours, laboratory three hours each week. Offered spring of odd-numbered years.

### 270 Environmental Chemistry (4)

Identical to EES 270.

### 300 Chemical Literature Survey (1)

An introduction to the body of information which constitutes the chemical literature, including manual and computer-aided literature searching, utilizing the major sources of chemical information, and analysis of articles from chemical journals. Prerequisite: 14 semester hours in chemistry. Offered each fall.

### 305 Teaching Experience (1)

Qualified students assist chemistry instructors in the teaching of chemistry courses and laboratories. A student may enroll in CHEM 305 more than once for credit, but may apply no more than a total of three semester hours earned in this manner toward graduation. Prerequisite: consent. Offered each semester.

### 311 Organic Chemistry I (3)

The chemistry of carbon compounds with emphasis on structure, properties, reactions, reaction mechanisms and stereochemistry. A comprehensive survey of organic compounds with a focus on hydrocarbons, alkyl halides and alcohols. Prerequisite: CHEM 118. Corequisite: CHEM 321. Lecture three hours each week. Offered each fall.

### 312 Organic Chemistry II (3)

A continuation of CHEM 311 with a focus on the aromatic, amine, and carbonyl functional groups. Prerequisite: CHEM 311. Corequisite: CHEM 322. Lecture three hours each week. Offered each spring.

### 321 Organic Laboratory I (1)

Fundamental laboratory macroscale and microscale techniques of modern organic chemistry with an introduction to organic synthesis and product analysis. Prerequisite: CHEM 118. Corequisite: CHEM 311. Laboratory three hours each week. Offered each fall.

### 322 Organic Laboratory II (1)

Development of organic laboratory skills, including microscale techniques, synthesis, product analysis and spectroscopy. Prerequisite: CHEM 321. Corequisite: CHEM 312. Laboratory three hours each week. Offered each spring.

### 345 Forensic Science Methods (4)

A comprehensive evaluation of current developments in research, instrumentation, and laboratory technology utilized to detect, identify, analyze, and compare evidence generated by criminal activity. An integrated laboratory

experience emphasizes understanding of these various methodologies and their application to forensic science. Prerequisite: CHEM 118 or 240. Lecture three hours, laboratory three hours each week. Offered spring of even-numbered years.

### 400 Chemistry Seminar (1)

A seminar for the professional development of senior chemistry majors including the discussion and presentation of advanced topics in chemistry. Prerequisite: CHEM 300 and 18 semester hours in chemistry. Offered each fall.

### 411 Physical Chemistry I (3)

A mathematical treatment of physical-chemical properties and chemical reactions. Thermodynamics, statistical mechanics, and equilibrium are studied. Prerequisites: CHEM 210, MATH 171 and PHYS 221. Corequisite: CHEM 422. Offered fall of odd-numbered years.

### 412 Physical Chemistry II (3)

A continuation of CHEM 411 covering the topics of quantum mechanics, spectroscopy, and kinetics. Prerequisite: CHEM 411, MATH 172, and PHYS 222. Offered spring of even-numbered years.

### 422 Physical Chemistry Laboratory (1)

Experimental methods of physical chemistry with emphasis on instrumental methods. Individual or group projects may be assigned when appropriate. Corequisite: CHEM 412. Laboratory three hours each week. Offered fall of odd-numbered years.

### 437 Biochemistry (3)

W

A survey of the chemistry within biological systems. Introduction to structure and function of biomolecules, molecular components of cells, enzymes, and cellular metabolism. Prerequisite: CHEM 312. Offered fall of even-numbered years.

### 438 Advanced Biochemistry (3)

A comprehensive study of complex biochemical processes with an emphasis on cellular metabolism and its regulation. Prerequisite: CHEM 437. Offered spring of odd-numbered years.

### 440 Methods of Biochemistry (3)

(Winter Session)

Introduction to biochemistry laboratory skills and techniques with an emphasis on purification and analysis of proteins, nucleic acids, lipids, carbohydrates, and natural products. Prerequisite: CHEM 437 or CHEM 312/322 with consent. Consists of 30 three-hour laboratory sessions. Offered Winter Session of odd-numbered years.

### 450 Global Environmental Cycles (4)

Identical to EES 450.

**470 Internship in the Natural Sciences (3)**

An intensive study of a particular field of science through on-site field experience. Internships involve hands-on opportunities in the sciences that are relevant to that particular site. Students are expected to devote a minimum of at least 120 hours for three 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.

**480 Instrumental Methods of Analysis (4)**

A study of the principles and methods of optimization of instrumental methods used in characterizing chemical systems. Topics include optical methods, electroanalytical methods, molecular spectroscopy, and chromatography methods. Analytical techniques are studied from an instrumental and chemical point of view. The laboratory stresses the instrumental methodologies of analytical procedures. Prerequisite: CHEM 210, 311 and 411. Three lecture hours, three laboratory hours each week. Offered spring of even-numbered years.

**489 Research in the Natural Sciences (3)**

Identical to BIO 489 and EES 489.

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**CLASSICS**


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The Classics department offers students the opportunity to explore the Greek and Roman roots of European and American cultural identity and heritage. By taking courses in Classical Civilization, students understand the richness and diversity of Greek and Roman cultures, while using the ancient world as a laboratory 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. It is not possible for students to major both in Classical Studies and in Latin, but it is possible to combine the major in Latin with the minor in Classical Studies.

**Major Requirements: Classical Studies**

| COURSE NUMBER AND TITLE   | SEM. HRS. |
|---|-----------|
| LANGUAGE COMPONENT:<br>Complete one of the following sequences:<br>LATN 111, 112<br>Elementary Latin I, II <b>AND</b><br>LATN 211, 212<br>Intermediate Latin I, II <b>OR</b><br>LATN 211, 212<br>Intermediate Latin I, II <b>OR</b><br>LATN 305<br>Topics in Latin Prose <b>AND</b><br>LATN 306<br>Topics in Latin Poetry   | 6-14      |
| CLASSICAL CIVILIZATION COMPONENT:<br>Four of the following:<br>ARTH 231<br>Ancient and Medieval Art<br>CLAS 105<br>Classical Mythology<br>GREK 111, 112<br>Elementary Ancient Greek I, II<br>CLAS 120<br>Classical Archaeology<br>CLAS 175<br>Sports and Society in Ancient Greece and Rome<br>CLAS 209<br>Greek History<br>CLAS 210<br>Roman History<br>ENG 250<br>Topics: Ancient Drama<br>ENG 265<br>Love, Sex, and Marriage in Western Literature<br>HIST 111<br>World History to A.D. 1600<br>RELST 218<br>The New Testament World | 12        |
| Five of the following:<br>CLAS 330<br>Classical and World Epic<br>CLAS 350<br>Women in the Ancient World<br>CLAS 370<br>Ancient World in the Cinema<br>*LATN 305<br>Topics in Latin Prose<br>*LATN 306<br>Topics in Latin Poetry<br>PHIL 332<br>Ancient Philosophy<br>POLS 433<br>Ancient Political Theory<br>TH 301<br>Theatre History I   | 15        |

*See continuation of choices next page*

Chart continued from previous page

|  |              |
|--|--------------|
| CLAS 450<br>Senior Seminar in Classics   | 3            |
| *The LATN 305, 306 sequence taken once may count toward either the language component or the Classical Civilization component, but not both. |              |
| <b>TOTAL</b>   | <b>36-44</b> |

### Minor Requirements:

No language courses are required for the minor.

| COURSE NUMBER AND TITLE<br>(See p. 32 for general minor requirements)   | SEM. HRS. |
|---|-----------|
| 6 courses in classics, Latin, or related areas, distributed as follows:<br><br>At least 3 courses must be from classics or Latin. | 9         |
| At least 3 courses must be at the 300/400 level.  | 9         |
| <b>TOTAL</b>  | <b>18</b> |

### Major Requirements: Latin

| COURSE NUMBER AND TITLE  | SEM. HRS. |
|--|-----------|
| CLAS 105<br>Classical Mythology  | 3         |
| CLAS 120*<br>Classical Archaeology   | 3         |
| CLAS 209<br>Greek History  | 3         |
| CLAS 210<br>Roman History  | 3         |
| LATN 305**<br>Topics in Latin Prose<br>(May be repeated as topics vary)  | 12        |
| LATN 306**<br>Topics in Latin Poetry<br>(May be repeated as topics vary)   |           |
| LATN 471<br>Practicum in Teaching of Latin   | 3         |
| CLAS 450<br>Senior Seminar in Classics<br><br>*ARTH 231<br>Ancient and Medieval Art<br>(May substitute for CLAS 120)                         | 3         |
| **Students fulfilling the prerequisites of LATN 111, 112, 211, 212 for entry into LATN 305 or 306 will have a total of 30-44 semester hours. |           |
| <b>TOTAL</b>   | <b>30</b> |

## CLASSICS COURSES (CLAS)

(See Foreign Languages and Literatures for Latin)

### I05 Classical Mythology (3) (V)

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

### I20 Introduction to Classical Archaeology (3)

Introduces students to the methods common to both old and new world archaeology. This is followed by an introduction and interpretation of the material remains of the ancient Greek world, with particular emphasis on the Athenian Agora. Offered on demand.

### I75 Sports and Society in Ancient Greece and Rome (3) (Winter Session)

Examines the history and culture of sports in ancient society. Topics include: the origins of sports competition in religious rituals, evidence for women's participation in sports, and the criticism of popular sports by the educated elite. Students are encouraged to use their own experiences as student-athletes as a primary source toward understanding the role of sports in different cultural contexts. Offered in selected Winter Sessions.

### 209 Greek History (3) (H)

Through readings in primary sources—works of history, literature, and philosophy written by the ancient Greeks themselves—this course attempts to recover the full picture of life in Ancient Greece, not only for its own intrinsic interest, but also for the relevance that the study of the distant past may have for the world in which we now live. Special attention given to the first writers of history and to the development of Athenian democracy.

### 210 Roman History (3) (H)

Using wide-ranging sources from history, literature, and archaeology, this course explores 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 given to Roman historiography and to the political changes from Republic to Empire.

### 330 Classical and World Epic (3)

Students begin exploration of traditional epics by reading Classical texts such as Homer's Iliad and Odyssey and Virgil's Aeneid, exploring the cultural contexts and examining theories of epic composition and performance. The perspective is broadened to take in epics from a variety of cultural traditions from around the world and, finally, students consider the relation of these traditional epics to their modern equivalents in science fiction and cinema. All readings in English translation, Prerequisite: CLAS 105, 209 or 210.

**350 Women in the Ancient World (3)**

Examines gender roles and identities of sexuality in ancient Greece and Rome through readings in primary sources supplemented by current scholarship. Exploration of contrasts between representations of women in Classical literature and the limitations women faced in the real world, with observation of changes in women's status that occurred according to place and time. Consideration of ancient definitions and expressions of alternate sexualities, marking the similarities and differences between ancient and modern labels and identities. Prerequisite: CLAS 105, 209 or 210.

**370 The Ancient World in the Cinema (3)**

A study of how ancient Greece and Rome continue to interest and influence us through the modern medium of cinema. Readings of selected classical texts and comparisons with modern screen treatments. Attention both to modern cinematic adaptations of ancient literary works and also to epic "historical" spectacles. Examination of directorial creativity, audience expectation, historical accuracy, and modern myth-making. Prerequisite: CLAS 105, 209 or 210.

**450 Senior Seminar in Classics (3) (I) W**

Gives students the opportunity to do sustained research on a topic of their own choice, and to present the results of this research in a substantial piece of work, ranging from 20 to 30 pages of writing. Upon completion of the senior research project, students will present their work in a public oral defense. Prerequisite: senior major in classical studies or Latin. Offered annually as needed beginning spring 2007.

**GREEK COURSES (GREK)****121, 122 Elementary Ancient Greek I, II (4, 4)**

Introduces 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. NOTE: Does not count toward the foreign language requirement. Offered on sufficient demand.

**211 Intermediate Ancient Greek (3)**

Begins with a thorough review of basic Greek grammar as covered in GREK 111-112. Students then undertake extended readings in an ancient Greek text such as the New Testament or the Dialogues of Plato. Texts may vary depending on instructor. Emphasis is placed on translation and reading skills rather than speaking/listening skills. Prerequisite: GREK 112 with a grade of C or higher or placement. Offered on sufficient demand.

(See Foreign Languages and Literatures  
for Latin courses)

**COMMUNICATIONS/  
JOURNALISM**

DR. KATHY MERLOCK JACKSON, Program Coordinator  
DR. TERRANCE LINDVALL  
DR. STUART C. MINNIS  
DR. WILLIAM J. RUEHLMANN

The Department of Communications/Journalism offers courses and opportunities for individual work in the areas of communications, film, print and broadcast journalism, and digital media. Without neglecting professional and career interests, the department stresses the artistic and humanistic bases of its particular disciplines even when these are of experiential nature.

Students who major in communications/journalism might expect to find career opportunities (apart from graduate school) in the areas of radio, television, newspapers, magazines, digital media, advertising, public relations, teaching, and related fields. The communications industry is one of the fastest growing industries in today's world. A student may elect a departmental major in communications with a concentration in either journalism or media studies.

Courses in journalism are designed to introduce students to the field of journalism and offer opportunities to gain experience in reporting, writing, design and editing. A strong emphasis is placed also on the ethical and moral aspects of collecting and reporting news.

The study of communications/journalism in the context of a well-rounded liberal arts program should be an asset to a student who plans to enter any of the career fields stressing written or oral communication. Internship opportunities are available.

**Major Requirements**

| COURSE NUMBER AND TITLE   | SEM. HRS. |
|---|-----------|
| COMM 200<br>Electronic Movie Making                    OR<br>JOUR 200<br>News and Documentary Video | 3         |
| COMM 211<br>Introduction to Media Studies   | 3         |
| COMM 222<br>Speech  | 3         |
| COMM 323<br>Theories of Mass Communication  | 3         |
| COMM 324<br>Mass Communications Research Methods  | 3         |
| COMM 495<br>Communications Studies Internship   | 3         |
| JOUR 201<br>Introduction to Journalism  | 3         |

*See continuation of choices next page*

Chart continued from previous page

|   |           |
|---|-----------|
| One of the following:<br>COMM 212<br>American Film<br>COMM 214<br>Film Directors<br>COMM 216<br>International Film  | 3         |
| Four from one of the following tracks:<br><b>JOURNALISM TRACK:</b><br>COMM 300<br>Media Law<br>JOUR 210<br>Journalism Workshop<br>JOUR 303<br>Design and Editing<br>JOUR 310<br>Critical Writing in Journalism<br>JOUR 328<br>Public Relations<br>JOUR 335<br>Creative Nonfiction<br>JOUR 337<br>Great Works in Journalism<br>JOUR 397<br>Feature Writing<br>JOUR 435<br>Advanced Newswriting | 12        |
| <b>MEDIA STUDIES TRACK:</b><br>COMM 300<br>Media Law<br>COMM 312<br>The Art of Animation<br>COMM 326<br>Persuasion and Media: Advertising<br>COMM 327<br>Children and the Media<br>COMM 328<br>Public Relations<br>COMM 333<br>Mass Media and American Society<br>COMM 334<br>Genres in Mass Media<br>COMM 350<br>Advanced Video Production<br>COMM 422<br>The Documentary Tradition          | 12        |
| One course from the alternative of the above listed tracks  | 3         |
| <b>TOTAL</b>  | <b>39</b> |
| Additional course work is recommended in theatre, sociology, psychology, history, political science, foreign languages and English. Students must also demonstrate computer proficiency.  |           |

**Minor Requirements: Media Studies**

| COURSE NUMBER AND TITLE<br>(See p. 32 for general minor requirements)   | SEM. HRS. |
|---|-----------|
| COMM 211<br>Introduction to Media Studies   | 3         |
| Nine semester hours in communications at the 300/400 level  | 9         |
| COMM 495<br>Communications Studies Internship (may count toward the minor depending upon the professional emphasis of the internship) | 3         |
| Additional courses in communications  | 3-6       |
| <b>TOTAL</b>  | <b>18</b> |

**Minor Requirements: Journalism**

| COURSE NUMBER AND TITLE<br>(See p. 32 for general minor requirements)   | SEM. HRS. |
|---|-----------|
| JOUR 201<br>Introduction to Journalism  | 3         |
| Nine semester hours in journalism at the 300/400 level  | 9         |
| COMM 495<br>Communications Studies Internship (may count toward the minor depending upon the professional emphasis of the internship) | 3         |
| Additional courses in journalism  | 3-6       |
| <b>TOTAL</b>  | <b>18</b> |

**COMMUNICATIONS COURSES (COMM)**

**200 Electronic Moviemaking (3)**

Introduces students to the techniques and traditions of fictional narrative video production. Emphasis is on the completion of a series of exercises and a short film as well as mastery of basic technical principles of videography, location lighting, and nonlinear editing. Offered each fall.

**210 Audio and Radio Production (1)**

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

**211 Introduction to Media Studies (3) (C)**

Offers a critical survey of the role played by mass communication in shaping culture. Individual media institutions are examined in terms of the information they distribute, the entertainment they provide, and the influence they wield. Special attention is paid to improving students' media literacy skills. Offered each semester.

**212 American Film (3)**

A study of the development of the film art from its beginning to the present. Major silent and sound film masterpieces are shown. Offered each fall.

**214 Film Directors (3)**

A study of the film artistry of selected directors. At least four or five films of each director are viewed. Offered frequently.

**216 International Film (3)**

Explores the history and diversity of cinema made outside the U.S. from the silent era to the present day. Concentration is on aesthetically and socially influential national movements and filmmakers. Offered spring of odd-numbered years.

**220 Experimental Film and Video (3) (A)**  
(Winter Session)

Explores the history and theory of experimental film and video not only through screenings and readings but also through creative action. Students produce their own avant-garde videos at the same time that they learn the form's aesthetic heritage. Offered in selected Winter Sessions.

**222 Speech (3) (C)**

An individualized introduction to the theory and practice of speech communication including public speaking, the five-minute extemporaneous speech, improvement of diction, and elements of non-verbal communications. Offered each semester.

**300 Media Law (3) (S)**

Offers a survey of the legal traditions and regulatory structures governing print and electronic media, both in terms of their production of content and of their institutional organization. Particular emphasis is placed on issues of speech and restraints thereof. The complexities of evolving Internet and digital technology law are also addressed. Offered spring of even-numbered years.

**312 The Art of Animation (3)**

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 211 or consent. Offered intermittently.

**322 Speech Skills (3)**

An introduction to the skills of effective spoken English for actors, directors, broadcasters, teachers, and ESL students. Activities include voice production, diction, the sounds of spoken English, listening skills, reading aloud, and oral interpretation. Offered intermittently.

**323 Theories of Mass Communication (3)**

An overview of the major theories of mass communication and of the research that has led to and supported those theories. Special emphasis is placed on

approaches to audience and content. Prerequisite: COMM 211 and junior/senior status. Offered fall of even-numbered years.

**324 Mass Communications Research Methods (3)**

An introduction to mass communication research methods. Includes field, survey, and experimental research methods as well as content analysis. Prerequisite: COMM 211 and junior/senior status. Offered spring of odd-numbered years.

**325 Organizational Communications (3) (C)**

Designed to improve skills in communication in modern business. Verbal skills are emphasized although written skills are included. Theory and practice are combined in order to learn theory and develop skills in using techniques of persuasion, resolving conflicts, organizing and presenting information, interviewing, leading meetings, and developing a training presentation. Offered each spring.

**326 Persuasion and Media: Advertising (3)**

Examination of the methods and techniques that advertisers use to persuade audiences. Prerequisite: COMM 211. Offered each fall.

**327 Children and the Media (3)**

A study of children as a media audience with a particular focus on contemporary televised media. Attention is given to both prosocial and antisocial effects of the media. Prerequisite: COMM 211 or consent. Offered spring of even-numbered years.

**328 Public Relations (3)**

An introduction to the practice of 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, placed upon them. Coursework includes writing background or briefing papers, press releases, informational and persuasive copy and finding promotable elements in products and services. Identical to JOUR 328. Offered each semester.

**333 Mass Media and American Society (3)**

A look at the ways in which mass media have reflected and affected modern American culture. Includes lectures, discussions, readings, and research assignments to focus on a particular theme or era in mass media and culture studies. May be repeated if the topic is different. Sample topics include "American Silent Film," "Women in Film," "Movies of the 1930s," and "Movies of the 1940s." Prerequisite: COMM 211 or consent. Offered frequently.

**334 Genres in Mass Media (3)**

A course in types of popular fiction/television/film entertainment such as the western, the hard-boiled detective story, the romance and the science fantasy that serve as distorted mirrors of American culture. As values

change, so do the popular forms that promote them. Students evaluate two or more genres, showing how they reveal modern thinking in mythic and cultural terms. Prerequisite: COMM 211 or consent. Offered intermittently.

### 335 Theology and Film (4)

Same as RELST 335.

### 350 Advanced Video Production (3)

Students expand their knowledge of video production techniques into a more sophisticated and technical realm. The four main disciplines (videography, lighting, editing, and audio) are covered in significant depth using professional-grade equipment. Students demonstrate their mastery through a group of exercises and a main production assignment. Prerequisite: COMM 200. Offered each fall.

### 422 The Documentary Tradition (3) (I) W

In-depth investigation into the art, history and ethics of the documentary in radio, film, and television. Prerequisites: COMM 211 and junior/senior status. Offered fall of odd-numbered years.

### 495 Communications Studies Internship (3)

The internship is seen as a significant, practical learning experience for the student of communications and, as such, is a required component of the program of studies. Students may do up to two internships as part of the major. All internships must be approved by the program coordinator. Offered each semester.

## JOURNALISM COURSES (JOUR)

### 200 News and Documentary Video (3)

Introduces students to the techniques, traditions, and legal aspects of non-fiction video production. Emphasis is on completion of two short projects (a news feature and a short documentary) and mastery of basic technical principles of videography, location lighting, and nonlinear editing. Offered each spring.

### 201 Introduction to Journalism (3) (C) W

A fundamental approach to the principles of reporting, writing and editing for newspapers, including ethical and legal concerns. Each student writes several news stories and learns the elements of style. Prerequisite: grade of C or better in ENG 105 or consent. Offered each semester.

### 210 Journalism Workshop (3)

A practical workshop providing opportunities for students to contribute to The Marlin Chronicle (the VWC student newspaper—printed and online) as writers, designers, and photographers. Students are encouraged to discover and develop a specialty. Prerequisite: JOUR 201 or consent. Offered each semester.

### 303 Design and Editing (3)

An exploration of design and editing concepts in contemporary journalism, with attention to communicating clearly through visuals and words. Through numerous exercises and class discussions, students learn about content, typographical details, headline writing, and photojournalism. Prerequisite: JOUR 201. Offered each semester.

### 310 Critical Writing in Journalism (3) W

Introduces students to evaluative writing in the arts, with emphasis on fiction and film. Students study and review a number of exemplary works as well as some of their own selection. Prerequisite: JOUR 201 or consent. Offered fall of odd-numbered years.

### 328 Public Relations (3)

See COMM 328.

### 335 Creative Nonfiction (3) W

A course in personal journalism, encouraging students to participate in the lives of their subjects and the events they cover. Each student writes several stories requiring a fly-on-the-wall or a participatory approach. Included are readings from top practitioners of the form. Prerequisite: JOUR 201 or consent. Offered spring of even-numbered years.

### 337 Great Works in Journalism (3)

A reading course of major works demonstrating that effective journalistic writing can also be art. Students analyze substance, style and structure in book-length nonfiction by Twain, London, Capote, McPhee and others. Prerequisite: ENG 105. Offered intermittently.

### 343 Online Journalism (3) W

Offers a critical survey of new media, particularly in the context of journalism. Special attention is paid to the search for a new style of narrative - one that could take advantage of the use of text, hypertext, photos, images in motion, audio and databases. The course enables students to understand the complex interactions between the Internet and society, and think critically about the ways which new media inform our everyday lives. Prerequisite: JOUR 201 or consent. Offered each spring.

### 385 Editors in the Workshop (1)

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

### 397 Feature Writing (3) W

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. Offered fall of even-numbered years.

### 435 Advanced Newswriting (3) **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: JOUR 201. Offered spring of odd-numbered years.

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## COMPUTER SCIENCE

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(See Mathematics/Computer Science)

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## CRIMINAL JUSTICE

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(See Sociology/Criminal Justice)

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## EARTH AND ENVIRONMENTAL SCIENCES

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DR. J. CHRISTOPHER HALEY  
 DR. ELIZABETH G. MALCOLM, Program Coordinator  
 and Division Chairperson  
 DR. GARRY E. NOE  
 DR. MAYNARD H. SCHAUS

Earth and environmental sciences is a multi-disciplinary field that addresses the interactions between humans and the environment. Study in this field includes both 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 as well as supporting coursework in chemistry, biology and physics. The B.A. program is designed to provide a broad background in the fundamentals of Earth Science for students who intend to have careers in secondary education, business, law, other areas, or double major. The B.S. program is intended for students who plan to pursue a graduate degree in earth or environmental sciences and has additional mathematics requirements.

Those seeking secondary certification in Earth science must take EES 210 and either PHYS 141 or 142. Recommended elective courses: MBE 201, PHIL 304, POLS 323.

### Bachelor of Arts:

| COURSE NUMBER AND TITLE  | SEM. HRS. |
|--|-----------|
| EES 124/125<br>Evolution of the Earth and<br>Evolution of the Earth Lab<br>EES 130/131<br>Physical Geology and<br>Physical Geology Lab | OR<br>4   |
| EES 132/133<br>Environmental Geology and<br>Environmental Geology Lab  | 4         |
| BIO 131<br>Principles of Biology I<br>BIO 207<br>Environmental Biology   | OR<br>4   |
| CHEM 117<br>College Chemistry I  | 4         |
| CHEM 118<br>College Chemistry II   | 4         |
| CHEM 210<br>Analytical Chemistry<br>EES 270<br>Environmental Chemistry   | OR<br>4   |
| PHYS 215<br>General Physics<br>PHYS 221<br>Physics   | OR<br>4   |
| EES 200<br>Oceanography<br>EES 210<br>Meteorology  | OR<br>4   |
| BIO 316<br>General Ecology   | 4         |
| INST/EES 300<br>Introduction to Geographic<br>Information Systems  | 4         |
| EES 320<br>Energy and the Environment  | 3         |
| EES 330<br>Geology of Mountain Belts   | 4         |
| EES 410<br>Watershed Hydrology   | 3         |
| EES 450<br>Global Environmental Cycles   | 4         |
| EES 480<br>Seminar in Earth and<br>Environmental Sciences  | 1         |

*See continuation of choices next page*

Chart continued from previous page

|  |              |
|--|--------------|
| AT LEAST TWO OF THE FOLLOWING:<br>EES 340, 489; BIO 355, 445, 482/484;<br>CHEM 260, 311/321; 312/322; 411, 412 | 6-8          |
| <b>TOTAL</b>   | <b>61-63</b> |

### Bachelor of Science:

| COURSE NUMBER AND TITLE  | SEM.<br>HRS. |
|--|--------------|
| EES 124/125<br>Evolution of the Earth and<br>Evolution of the Earth Lab<br>EES 130/131<br>Physical Geology and<br>Physical Geology Lab | OR<br>4      |
| EES 132/133<br>Environmental Geology and<br>Environmental Geology Lab  | 4            |
| BIO 131<br>Principles of Biology I<br>BIO 207<br>Environmental Biology   | OR<br>4      |
| CHEM 117<br>College Chemistry I  | 4            |
| CHEM 118<br>College Chemistry II   | 4            |
| CHEM 210<br>Analytical Chemistry<br>EES 270<br>Environmental Chemistry   | OR<br>4      |
| PHYS 221<br>Physics  | 4            |
| MATH 172<br>Calculus II  | 4            |
| MATH 271<br>Calculus III<br>MATH 226<br>Introduction to Statistical Modeling   | OR<br>3      |
| EES 200<br>Oceanography<br>EES 210<br>Meteorology  | OR<br>4      |
| BIO 316<br>General Ecology   | 4            |
| INST/EES 300<br>Introduction to Geographic<br>Information Systems  | 4            |
| EES 320<br>Energy and the Environment  | 3            |

|  |              |
|--|--------------|
| EES 330<br>Geology of Mountain Belts   | 4            |
| EES 410<br>Watershed Hydrology   | 3            |
| EES 450<br>Global Environmental Cycles   | 4            |
| EES 480<br>Seminar in Earth and<br>Environmental Sciences  | 1            |
| AT LEAST TWO OF THE FOLLOWING:<br>EES 340, 489; BIO 355, 445, 482/484;<br>CHEM 260, 311/321; 312/322; 411, 412 | 6-8          |
| <b>TOTAL</b>   | <b>67-69</b> |

### Minor Requirements

| COURSE NUMBER AND TITLE<br>(See p. 32 for general minor requirements)   | SEM.<br>HRS.  |
|---|---------------|
| EES 124/125<br>Evolution of the Earth<br>Evolution of the Earth Lab<br>EES 130/131<br>Physical Geology<br>Physical Geology Lab<br>EES 132/133<br>Environmental Geology<br>Environmental Geology Lab | OR<br>OR<br>4 |
| EES electives at 200 level or above<br>and/or BIO 207   | 8             |
| EES electives at 300 level or above<br>and/or BIO 316   | 9             |
| <b>TOTAL</b>  | <b>21</b>     |

## EARTH AND ENVIRONMENTAL SCIENCES (EES)

### 124 Evolution of the Earth (3) (E)

Explores the physical, chemical, and biological events of earth history. Topics such as the origin of the earth, the birth of ocean basins, continents, and mountain ranges, the beginning of life in the oceans and on the continents, and patterns and causes of climate changes, continent shifting, and mass extinction are examined. Optional lab offered concurrently (EES 125). Offered spring of odd-numbered years.

### 125 Evolution of the Earth Lab (1)

Explores the major geologic events of earth history as recorded by geologic deposits and fossils. The course combines local geology field trips and indoor exercises,

including geologic map interpretation, to reconstruct the geologic history of areas such as Virginia Beach. The course is intended for either science or non-science majors and fulfills the laboratory requirements for students intending to graduate with honors. Prerequisite or corequisite: EES 124. Offered spring of odd-numbered years.

### **130 Physical Geology (3) (E)**

One of the most significant advances of the 20th century has been the recognition of earth as a dynamic and continually changing planet. This course explores the interior of the earth through the rock cycle and the unifying theory of plate tectonics. The causes and consequences of earthquakes and volcanic eruptions, the origin of mountain ranges, and the vastness of geologic time are topics addressed. Optional lab offered concurrently (EES 131). Offered each fall.

### **131 Physical Geology Lab (1)**

Explores the materials and processes of the physical earth. Activities include the basic identification of rocks and minerals, reading and interpretation of topographic and geologic maps, assessment of earthquake and volcanic hazards and geologic time. For either science or non-science majors. Prerequisite or corequisite: EES 130. Offered each fall.

### **132 Environmental Geology (3) (E)**

Investigates the interaction between people and the earth. This course acquaints students with the geologic origin, distribution, and exploitation of mineral, water, and energy resources. Issues surrounding the consequences, both good and bad, of human alteration of the environment are investigated with particular emphasis on those currently in the news. Optional lab offered concurrently (EES 133). Offered each spring.

### **133 Environmental Geology Lab (1)**

Explores the impact of humans on their physical environment and vice versa. Topics include recognition of earth materials, field and laboratory techniques of water and soil quality analysis, basic map reading and interpretation, geologic hazard assessment, and natural resource availability. Several labs utilizing Geographic Information Systems (GIS) are included. For either science or non-science majors. Prerequisite or corequisite: EES 132. Offered each spring.

### **200 Oceanography (4) (E)**

The world's oceans remain one of the least explored places on earth. Despite this reality, the science of oceanography has progressed rapidly in recent decades revealing that the oceans hold many clues to unravel the evolution of the planet earth. In this course, the geology of the ocean basins and the physical and chemical nature of seawater are explored. 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 104 or 105. Offered each fall.

### **210 Meteorology (4) (E)**

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 or non-science majors. Prerequisite or corequisite: MATH 104 or 105. Lecture three hours, laboratory three hours each week. Offered each spring.

### **220 Paleontology of Dinosaurs (4)**

A study of the diversity, morphology, and ecology of dinosaurs. Intended for science majors and non-majors who are interested in discovering the modern concepts surrounding the evolution, biology, and extinction of the dinosaurs. Lecture three hours, laboratory three hours each week. Offered spring of odd-numbered years.

### **250 Field Experiences in Earth and Environmental Sciences (3) (E)** (Winter Session)

Provides students with an intensive field experience in selected habitats. Studies will be conducted 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. Offered in selected Winter Sessions or summers on demand.

### **270 Environmental Chemistry (4)**

An understanding of the chemistry of the natural world is vital to an understanding of earth processes, the fate of pollutants, and the proposal of solutions to environmental problems. Students explore 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. Identical to CHEM 270. Prerequisites: CHEM 117 and 118. Lecture three hours, laboratory three hours each week. Offered fall of odd-numbered years.

### **320 Energy and the Environment (3)**

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 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 1) the observation, description and

interpretation of the sedimentary record; 2) the measurement and analysis of folds, faults and other features associated with tectonic uplift and 3) 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 (3)

**W**

An examination of the earth's climate system and the science of climate change. Concern over global warming has stimulated public discourse and motivated research on climatology. The importance of the climate system is not new; the earth's climate has always had a fundamental influence on human civilization and all life on earth. Topics covered 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. Prerequisite: EES 200 or EES 210. Offered fall of even-numbered years.

### 410 Watershed Hydrology (3)

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: MATH 135 and junior/senior status or consent. Offered spring of even-numbered years.

### 450 Global Environmental Cycles (4)

Explores the connections between the atmosphere, hydrosphere, lithosphere and biosphere through exploration of global cycling of nutrients and pollutants. We investigate these biogeochemical cycles through analysis of primary research articles, field measurements, chemical analysis and a self-designed research project. Prerequisite: junior/senior status and a major in the natural sciences. Lecture three hours, laboratory three hours each week. Identical to CHEM 450. Offered spring of odd-numbered years.

### 470 Internship in the Natural Sciences (3)

An intensive study of a particular field of science through on-site field experience. Internships involve hands-on opportunities in the sciences that are relevant to that particular site. Students are expected to devote a minimum of at least 120 hours for three 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.

### 480 Seminar in Earth & Environmental Sciences (1)

An advanced seminar on various announced topics in earth and environmental sciences. Topics may include, but

are not limited to: conservation of biodiversity, risk assessment, the Chesapeake Bay, habitat restoration, environmental monitoring, biogeochemistry, environmental policy, and sustainable development. Prerequisite: junior/senior standing and consent. Offered each spring.

### 485 Earth and Environmental Science for Secondary School Teachers (1-4)

Provides in-service middle and high school earth science teachers with an intensive survey of an advanced topic in the earth or environmental sciences. Topics covered are tailored to the needs of the school district requesting the course and may include such topics as historical or structural geology, meteorology, oceanography or geographic information systems (GIS). The requirements for SOLs will strongly influence the selection of course material. Discussions include how to effectively convey the scientific information to students. Identical to GEOG 485. Prerequisite: consent. Offered on demand.

### 489 Research in the Natural Sciences (3)

Identical to BIO 489 and CHEM 489.

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## ECONOMICS

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(See Management, Business, and Economics)

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## EDUCATION/ SPECIAL EDUCATION/ ALTERNATE CERTIFICATION FOR TEACHERS

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DR. KAREN BOSCH, Director of Teacher Education  
MR. THOMAS R. FARLEY, Program Development

Coordinator for K-12; Alternate Certification for Teachers (ACT)

MS. GINGER L. FERRIS

DR. B. MALCOLM LIVELY

DR. JAYNE E. SULLIVAN

MRS. STACEY WOLLERTON, Director of Field Experiences

### Mission Statement

The Education Department is committed to providing prospective teachers with a broad-based, liberal arts-oriented education as well as the highest quality of disciplinary preparation in the content area fields and teaching methodology. Unique features of this program include early supervised field experiences usually beginning in the sophomore year, strong mentoring efforts by faculty and staff, and the development of area school partnerships through advisory committees and school division contacts.

### Admission to the Education Department

The professional education programs at Virginia Wesleyan College are periodically reviewed by the State Department of Education and have been designated by the State Board of Education as state approved. Students who

wish to complete the professional education program must formally apply for admission to the Education Department. Application packets are available in the Teacher Education Certification office.

Students will be admitted to the Education Department when they have met all of the following requirements:

1. Earn and maintain a GPA of at least 2.5 in major and overall.
2. Earn passing scores (as established by the Virginia Department of Education) on Praxis I. Certain SAT/ACT scores may be accepted in lieu of Praxis I. Contact the Education Department for details.
3. Earn a passing score on the Virginia Reading Assessment (where applicable).
4. Earn a passing score on the Virginia Communication and Literacy Assessment.
5. Submit an application to the Education Department, an essay, and two (2) recommendations.

Students will not be eligible to register for or participate in student teaching until they have been admitted to the Education Department, completed all required course work, and submitted proof of having taken Praxis II.

### TEACHER PREPARATION PROGRAMS

The teacher preparation programs at Virginia Wesleyan College are known for excellence in preparing classroom teachers. We believe that it takes the entire college to educate a teacher; therefore, our interdivisional major integrates the liberal arts program, the general studies requirements, and the professional education courses.

All of our education programs have been carefully designed to respond to the competencies detailed in the Licensure Regulations for School Personnel, Virginia Department of Education.

#### Title II Praxis Pass Rate Data for 2005-2006 Aggregate Scores for Basic Skills

\*new figures coming in May 2007

|                           |      |
|---------------------------|------|
| Virginia Wesleyan College | 100% |
| State of Virginia         | 99%  |

| <u>Basic Skills by Test</u> | <u>VWC</u> | <u>State</u> |
|-----------------------------|------------|--------------|
| PPST Reading                | 100%       | 99%          |
| PPST Writing                | 100%       | 99%          |
| PPST Mathematics            | 100%       | 99%          |
| CPPST Reading               | 100%       | 100%         |
| CPPST Writing               | 95%        | 99%          |
| CPPST Mathematics           | 100%       | 99%          |

### PROFESSIONAL EDUCATION PROGRAMS

All students seeking teacher certification are required to take a speech and an English grammar course. The courses at VWC are Speech-COMM 222 and Modern English Grammar-ENG 222. See the appropriate advising form for your certification area which lists all the required courses for teacher certification.

### Elementary Education Program (PreK-6)

The student seeking PreK-6 teacher certification must choose the interdivisional academic major (PIDME) and complete the required general studies selections as well as the sequence of professional education courses. The student is cautioned that careful coordination of the general studies, PIDME major requirements, and the professional education courses is essential if the course of study is to be completed within a four-year period of time.

The elementary education program is designed to provide the successful student with eligibility for a license to teach in PreK-6 classrooms. The student seeking recommendation for Elementary Education (PreK-6) certification must take the following courses:

| COURSE NUMBER AND TITLE   | SEM. HRS. |
|---|-----------|
| INST 202<br>The School and Society  | 3         |
| EDUC 225<br>Characteristics of the Learner  | 3         |
| EDUC 320<br>Teaching Reading and Language Arts                                    | 3         |
| EDUC 328<br>Elementary Teaching Methods: PreK-3                                   | 3         |
| EDUC 330<br>Elementary Practicum: PreK-3<br>(taken concurrently with EDUC 328)    | 1         |
| EDUC 368<br>Upper Elementary Teaching Methods 4-6                                 | 3         |
| EDUC 369<br>Upper Elementary Practicum: 4-6<br>(taken concurrently with EDUC 368) | 1         |
| EDUC 335<br>Teaching Math and Science in Schools                                  | 3         |
| EDUC 321<br>Diagnostic Teaching of Reading  | 3         |
| INST 303<br>Applied Technology for Innovative Teaching                            | 3         |
| SPED 371<br>Foundations/Legal/Ethical Issues<br>in Special Education              | 3         |
| EDUC 434<br>Elementary Preservice Teaching I<br>(Seminar included)                | 7.5       |
| EDUC 435<br>Elementary Preservice Teaching II<br>(Seminar included)               | 7.5       |
| <b>TOTAL</b>  | <b>44</b> |

*See continuation of choices next page*

Chart continued from previous page

|  |     |
|--|-----|
| <b>Required Interdivisional Major</b>  | 52  |
| <b>REQUIRED ADDITIONAL COURSES FOR ELEMENTARY EDUCATION (PreK-6) WITH ADD-ON MIDDLE EDUCATION (6-8)</b>  |     |
| EDUC 375<br>Content Methods<br>(English, social studies, mathematics, science)   | 3   |
| EDUC 319<br>Reading in the Content Areas   | 3   |
| EDUC 437 (instead of EDUC 435)<br>Middle Education Preservice Teaching II (Seminar included)   | 7.5 |
| <b>Required interdivisional major (In addition, the student will have to complete two 21-hour content areas by choosing from English, science, social studies, or mathematics. See education adviser for the listing of required courses.)</b> |     |

**PreK-6 with Add-On Middle Education (6-8)**

The student seeking PreK-6 with Add-On-Middle Education certification must choose the interdivisional academic major (PIDME) and complete the required general studies selections, the sequence of professional education courses, and the two 21-hour content areas.

The PreK-6 with Add-On Middle Education is designed to provide the successful student with two endorsement areas: one for teaching elementary education PreK-6 and one for teaching in middle education 6-8. This program of study, with appropriate planning, requires a nine-semester approach.

**Middle Education Program (6-8)**

The Middle Education program is designed to provide the successful student with eligibility for a license to teach in the sixth, seventh, and eighth grades. The student must complete the sequence of professional education courses, the general studies selections, and the interdivisional academic major (PIDM). Students must complete two 21-hour content areas from English, mathematics, science, or social studies. The student is cautioned that careful coordination of the general studies, major requirements and the professional education courses is essential if the course of study is to be completed within a four-year period of time. The student seeking recommendation for Middle Education (6-8) certification must take the following courses:

| <b>COURSE NUMBER AND TITLE</b>  | <b>SEM. HRS.</b> |
|---|------------------|
| INST 202<br>The School and Society  | 3                |
| EDUC 225<br>Characteristics of the Learner  | 3                |
| EDUC 320<br>Teaching Reading and Language Arts  | 3                |
| EDUC 338<br>Middle Education Teaching Methods 6-8   | 3                |
| EDUC 339<br>Middle Education Practicum 6-8 (taken concurrently with EDUC 338)   | 1                |
| EDUC 375<br>Content Teaching Methods (English, social studies, mathematics, science, foreign language)  | 3                |
| EDUC 319<br>Reading in the Content Areas  | 3                |
| INST 303<br>Applied Technology for Innovative Teaching  | 3                |
| SPED 371<br>Foundations/Legal/Ethical Issues in Special Education   | 3                |
| EDUC 436<br>Middle Education Preservice Teaching I (Seminar included)   | 7.5              |
| EDUC 437<br>Middle Education Preservice Teaching II (Seminar included)  | 7.5              |
| <b>TOTAL</b>  | <b>40</b>        |
| <b>Required interdivisional major In addition, the student will have to complete two 21-hour content areas by choosing from English, science, social studies, or mathematics. See education adviser for the listing of required courses.)</b> | <b>56</b>        |

**Special Education Learning Disabilities (K-12)**

The student seeking Special Education—Learning Disabilities teacher certification must choose the interdivisional major (PIDMS) and complete the required general studies selections as well as the sequence of professional education courses.

The student is cautioned that careful coordination of the general studies, PIDMS major requirements, and the professional education courses is essential if the course of study is to be completed within a four-year period of time.

The special education program is designed to provide the successful student with eligibility for a license to teach in K-12 classrooms. The student seeking a recommendation for special education must take the following courses.

| COURSE NUMBER AND TITLE   | SEM. HRS. |
|---|-----------|
| INST 202<br>The School and Society  | 3         |
| EDUC 225<br>Characteristics of the Learner  | 3         |
| SPED 371<br>Foundations/Legal Issues in Special Education                         | 3         |
| EDUC 320<br>Teaching Reading and Language Arts                                    | 3         |
| EDUC 321<br>Diagnostic Teaching of Reading  | 3         |
| EDUC 375<br>Content Teaching Methods  | 3         |
| SPED 376<br>Assessment and Intervention in Special Education                      | 3         |
| SPED 377<br>Assessment and Intervention in Special Education-Practicum            | 1         |
| SPED 378<br>Classroom Strategies for the Student with Mild Disabilities           | 3         |
| SPED 379<br>Classroom Strategies for the Student with Mild Disabilities Practicum | 1         |
| INST 303<br>Applied Technology for Innovative Teaching                            | 3         |
| SPED 380<br>Behavior Management for the Student with Mild Disabilities            | 3         |
| SPED 381<br>Behavior Management for the Student with Mild Disabilities Practicum  | 1         |
| SPED 438<br>Special Education Preservice Teaching I                               | 7.5       |
| SPED 439<br>Special Education Preservice Teaching II                              | 7.5       |
| <b>TOTAL</b>  | <b>45</b> |

### Secondary Education Program (6-12) Art, Foreign Language (French, German, and Spanish), Music (Vocal) K-12

The student seeking certification in either Secondary Education or art, foreign language or music (vocal) must choose an academic major from the following endorsement areas: art, biology, chemistry, earth and environmental sciences, English, French, German, Spanish, social studies, mathematics, or music (vocal) and complete the required general studies selections as well as the sequence of professional education courses.

These programs are designed to provide the successful student with eligibility for a license to teach in the areas described above. Those seeking a recommendation for licensure must take the following courses.

| COURSE NUMBER AND TITLE  | SEM. HRS.      |
|--|----------------|
| INST 202<br>The School and Society   | 3              |
| EDUC 225<br>Characteristics of the Learner   | 3              |
| EDUC 338<br>Middle Education Teaching Methods: 6-8   | 3              |
| One of the following:<br>EDUC 375<br>Content Teaching Methods<br>(English, social studies, mathematics, science,<br>art, foreign language, music (vocal))                    | 3              |
| EDUC 340<br>Secondary Practicum 6-12<br>(taken concurrently with EDUC 375)   | 1              |
| EDUC 319<br>Reading in the Content Areas   | 3              |
| INST 303<br>Applied Technology for Innovative Instruction  | 3              |
| SPED 371<br>Foundations/Legal/Ethical Issues in Special Education  | 3              |
| EDUC 445<br>Secondary Preservice Teaching I<br>(Seminar included)  | 7.5            |
| EDUC 446<br>Secondary Preservice Teaching II<br>(Seminar included)   | 7.5            |
| <b>TOTAL</b>   | <b>37</b>      |
| <b>Required major: art; English; foreign language (French, German, Spanish); social studies; mathematics; music (vocal); science (biology, chemistry, or earth science).</b> | <b>As req.</b> |

## ADMISSION TO THE ALTERNATIVE CERTIFICATION FOR TEACHERS PROGRAM (ACT)

The Alternative Certification for Teachers program is designed to prepare career changers to become classroom teachers. ACT students may choose elementary (PreK-6); secondary (6-12) in English, math, science, social studies; or one of the following PreK-12 areas—art, foreign language (French, German, Spanish), or music (vocal). This innovative evening program provides the professional knowledge course work necessary for effective classroom teaching.

The applicant must:

1. Hold a bachelor's degree from an accredited college or university.
2. Have had at least one year of full-time work experience.
3. Submit passing scores (as established by the Virginia Department of Education) on Praxis I and VCLA. Certain SAT/ACT scores may be accepted in lieu of Praxis I. Contact the ACT program for details.

Prior to student teaching, the applicant must:

1. Earn and maintain a GPA of at least 2.5 at Virginia Wesleyan College.
2. Earn a passing score on the Virginia Reading Assessment (where applicable).
3. Earn a passing score on the Virginia Communication and Literacy Assessment.
4. Earn a passing score on Praxis II in the appropriate content area.
5. Complete all the required content and professional education courses.

The student seeking certification through the Alternative Certification for Teachers (ACT) Program must complete the required professional education courses as well as the content courses needed to meet the state requirements. Transcripts will be evaluated at the time of application to the program. Contact Mr. Tom Farley (757-455-5725) for specific information.

## EDUCATION COURSES (EDUC)

### 225 Characteristics of the Learner (3)

A human growth and development course focusing on the child from birth through adolescence. Provides an understanding of the physical, social, emotional, and intellectual development of children. The interaction of children with individual differences—economic, social, racial, ethnic, religious, physical, and mental—are incorporated which promote an understanding of developmental disabilities and developmental issues related to but not limited to attention deficit disorders, gifted education including the use of multiple criteria to identify gifted students, substance abuse, child abuse, and family disruptions. Prerequisite: EDUC 225 for “day” students; corequisite: EDUC 339 for middle education only.

### 319 Reading in the Content Areas (3)

Provides prospective teachers with an understanding of comprehension skills in all content areas, including a repertoire of questioning strategies, summarizing and retelling skills, and strategies in literal, interpretive, critical, and evaluative comprehension, as well as the ability to foster appreciation of a variety of literature and independent reading. For students in secondary education (6-12) and art, foreign language, and music/vocal (K-12). Offered each semester.

### 320 Teaching Reading and Language Arts (3)

Provides prospective teachers with an understanding of language acquisition and reading to include: phonemic awareness, sound/symbol relationships, and explicit phonics instruction. Students focus on the knowledge, skills, and processes for teaching the English/Reading SOLs. Emphasis is on instructional techniques to assist students with disabilities achieve reading and comprehension skills. Offered each semester.

### 321 Diagnostic Teaching of Reading (3)

**W**

Provides prospective teachers with strategies for implementing ongoing classroom assessment, diagnosis and remediation of reading skills through the use of both informal and standardized assessment tools. Focuses on developing proficiency in a wide variety of comprehension strategies, ability to foster appreciation for a variety of literature and independent reading, as well as the ability to promote progress with SOL end-of-course assessments. Emphasis is on instructional techniques to assist students with disabilities to achieve reading and comprehension skills. Prerequisite EDUC 320. Offered each semester.

### 324 Foundations of Education (3)

A foundations course designed to develop an understanding of the philosophical, historical, and sociological foundations underlying the role, development, and organization of public education in the United States. Attention is given to the legal status of teachers and students including federal and state laws and regulations. Cultural and contemporary issues of the school as a socializing agent are explored. For students enrolled in the Alternative Certification for Teachers (ACT) program. Offered each semester.

### 328 Elementary Teaching Methods: PreK-3 (3)

Provides basic methodological concepts and instructional strategies as they apply to preschool, kindergarten and primary grades. The Standards of Learning competencies for Virginia Public Schools (SOL) are explored and each student will demonstrate their ability to teach and evaluate these at the primary level. Prerequisites: INST 202 and EDUC 225. Corequisite: EDUC 330. Offered each semester.

**330 Elementary Practicum: PreK-3 (1)**

Provides an opportunity to apply teaching methods, practice skills in teaching discipline-specific methodology, and learn to implement classroom management strategies. A supervised field experience in a primary classroom is provided. The student must request a placement from the Director of Field Experiences early in the registration process. Pass/fail grading. Prerequisites: INST 202, EDUC 225 and 320. Corequisite: EDUC 328. Offered each semester.

**335 Teaching Math and Science in Schools (3)**

Designed to aid future elementary teachers in their understanding and integration of the knowledge, skills and processes to support students in the achievement of the Standards of Learning (SOL) in mathematics and science. Many math and science labs will be conducted. Prerequisites: EDUC 328, 368 or 375-94. Offered each semester.

**338 Middle Education Teaching Methods: 6-8 (3)**

Includes curriculum and instructional procedures for middle education. Topics include principles of learning, communication processes, intelligences, lesson planning, cooperative learning, middle school philosophy, curricular concepts, and SOL instructional practices. Prerequisites: EDUC 225 for “day” students; EDUC 225 and EDUC 324 for ACT students. Corequisite: EDUC 339 for middle education certification only (day). Offered each semester.

**339 Middle Education Practicum: 6-8 (1)**

A teaching practicum which assists in preparing the professional educator for teaching developmentally appropriate lessons to middle school students. A 50-hour field-based experience is required and a placement in a middle school classroom is provided. The student must request a placement from the Director of Field Experiences early in the registration process. Pass/fail grading. Corequisite: EDUC 338. Offered on demand.

**340 Secondary Practicum: 6-12  
Art, Foreign Language and  
Music (Vocal) K-12 (1)**

Provides an opportunity to apply teaching methods, practice skills in teaching discipline-specific methodologies, and learn to implement classroom management strategies. The student must request a placement from the Director of Field Experiences early in the registration process. Pass/fail grading. Prerequisites: INST 202, EDUC 225, 338, and 375. Offered each fall.

**368 Upper Elementary Teaching Methods: 4-6 (3)**

Introduces prospective elementary teachers to basic methodological concepts and instructional skills as they apply to teaching in the intermediate grade levels (4-6). The Standards of Learning (SOL) for English, history, science, mathematics, art, music, and computer technology are integrated into the methods course by content specific materials, identifying literary selections, providing effective

learning strategies, preparing lesson plans, and planning thematic units of study. Effective classroom management strategies are explored leading to the development of a classroom management plan (CMP). Prerequisites: INST 202, EDUC 225. Corequisite: EDUC 369. Offered each semester.

**369 Upper Elementary Practicum: 4-6 (1)**

Provides an opportunity to apply teaching methods, practice skills in teaching discipline-specific methodology, and learn to implement classroom management strategies. A supervised field experience placement in an upper-elementary classroom is provided. The student must request a placement from the Director of Field Experiences early in the registration process. Pass/fail grading. Prerequisites: INST 202, EDUC 225 and 320. Corequisite: EDUC 368. Offered each semester.

**375 Content Teaching Methods (3)**

A survey of the structure and development of curricula. Major emphasis is on planning, implementing, and evaluating instruction. There is a focus on specific discipline and methodology to promote student academic progress and effective preparation for the Standards of Learning assessments. The course includes planning and teaching methods for exceptional students including gifted and talented and those with disabling conditions. Students select their appropriate section of EDUC 375 that corresponds with their content specialty (elementary, PreK-6, English, mathematics, history/social studies, science, art, foreign language, and music [vocal]). Students must be enrolled in secondary education and ACT (elementary ACT students register for EDUC 375 PreK-6 offered each semester). Corequisite: EDUC 340 for secondary “day” education students. A 12-hour field experience is an essential component of this course for ACT students. Prerequisite for all secondary certification: EDUC 338. Offered each fall.

**434 Elementary Preservice Teaching I (7.5)**

This preservice teaching experience is in grades 1-3. The student must request a placement from the Director of Field Experiences the semester before student teaching. Seminars are included. Prerequisite: admission to the Professional Education Program. Offered each semester.

**435 Elementary Preservice Teaching II (7.5)**

This preservice teaching experience is in grades 4-5. The student must request a placement from the Director of Field Experiences the semester before student teaching. Seminars are included. Prerequisite: admission to the Professional Education Program. Offered each semester.

**436 Middle Education Preservice Teaching I (7.5)**

This preservice teaching experience is in a sixth grade classroom. One of the student’s two content areas is chosen. The student must request a placement from the Director of Field Experiences the semester before student teaching. Seminars are included. Prerequisite: admission to the Professional Education Program. Offered each semester.

**437 Middle Education Preservice Teaching II (7.5)**

This preservice teaching experience is in grades 7-8. One of the student's two content areas is chosen. The student must request a placement from the Director of Field Experiences the semester before student teaching. Seminars are included. Prerequisite: admission to the Professional Education Program. Offered each semester.

**445 Secondary Preservice Teaching I (7.5)**

This preservice teaching experience is fulfilled in grades 6-8. The student must request a placement from the Director of Field Experiences the semester before student teaching. Seminars are included. Prerequisite: admission to the Professional Education Program. Students majoring in art, music, and foreign language for K-12 teacher certification also enroll in EDUC 445/446. Offered each semester.

**446 Secondary Preservice Teaching II (7.5)**

This preservice teaching experience is fulfilled in grades 9-12. The student must request a placement from the Director of Field Experiences the semester before student teaching. Seminars are included. Prerequisites: admission to the Professional Education Program. Offered each semester.

**461 ACT Elementary Preservice Teaching I (4)**

A preservice teaching experience for ACT students in grades 1-3. Students must request a placement from the Director of Field Experiences the semester before student teaching. Seminars are included. Prerequisite: completion of the professional education course sequence, passing scores on the PRAXIS I test (or SAT/ACT equivalents), VCLA, VRA, and PRAXIS II test taken. Offered each semester.

**462 ACT Elementary Preservice Teaching II (4)**

A preservice teaching experience for ACT students in grades 4-6. The student must request a placement from the Director of Field Experiences the semester before student teaching. Seminars are included. Prerequisite: completion of the professional education course sequence, passing scores on the PRAXIS I test (or SAT/ACT equivalents), VCLA, VRA, and PRAXIS II test taken. Offered each semester.

**463 ACT Secondary Preservice Teaching I (4)**

A preservice teaching experience for ACT students in grades 6-8. The student must request a placement from the Director of Field Experiences the semester before student teaching. Seminars are included. Prerequisites: completion of the professional education course sequence, passing scores on the PRAXIS I test (or SAT/ACT equivalents), VCLA, and PRAXIS II test taken. Students majoring in art, music, and foreign language for K-12 certification enroll in EDUC 463 and 464. Offered each semester.

**464 ACT Secondary Preservice Teaching II (4)**

A preservice teaching experience for ACT students in grades 9-12. The student must request a placement from

the Director of Field Experiences the semester before student teaching. Seminars are included. Prerequisites: completion of the professional education course sequence, passing scores on the PRAXIS I test (or SAT/ACT equivalents), VCLA, and PRAXIS II test taken. Offered each semester.

**480 Field Experience in Education (1-3)**

Involves working with students in special programs. The experience helps prospective teachers learn about students outside the usual formal school environment. Pass/fail grading. Prerequisite: consent. Offered on demand.

**SPECIAL EDUCATION COURSES (SPED)****371 Foundations/Legal/Ethical Issues in Special Education (3)**

Provides an overview of the field of special education. The definition, identification, and characteristics of students with mild disabilities as well as those students with ADHD and gifted abilities are emphasized. Additional subjects covered include the historical perspectives, legal aspects, regulatory requirements and mandates, models, theories, and trends that provide the basis for special education practice. The medical aspects of disabilities, the dynamic influence of the family system, the cultural/environmental milieu pertinent to educating students with exceptionality, the understanding of ethical issues, and the practice of acceptable standards of professional behavior are addressed. The writing of IEPs will be emphasized. Offered each semester.

**376 Assessment and Intervention in Special Education (3)**

Focuses on psychoeducational assessment, selection, administration, scoring and interpretation of standardized, informal and curricular-based instruments. Emphasis is on sound decision making for placement and instruction in remedial and special education classes. Use of various computer-assisted programs, along with error analysis strategies is applied to major course and content areas. An understanding of service delivery, curriculum, and instruction of students with mild disabilities is included. Prerequisite: SPED 371. Corequisite: SPED 377. Offered on demand.

**377 Assessment and Intervention in Special Education-Practicum (1)**

Provides a supervised opportunity to apply procedures for administering, scoring and interpreting individual and group instruments and synthesizing and interpreting assessment findings for eligibility, program planning, and program evaluation decisions. A field experience placement is provided. The student must request a placement from the Director of Field Experiences. Pass/fail grading. Prerequisite: SPED 371. Corequisite: SPED 376. Offered on demand.

**378 Classroom Strategies for the Student with Mild Disabilities (3)**

A strong emphasis on inclusive teaching and the scope and sequence of general education curriculum. Instructional programming and methods for students with learning disabilities assists both general and special education teachers instruct students with mild disabilities most effectively. The structure and organization of continuum of services is emphasized. Skills are learned to make successful transitions to differing situations. Prerequisite: EDUC 320. Corequisite: SPED 379. Offered on demand.

**379 Classroom Strategies for the Student with Mild Disabilities Practicum (1)**

Provides a supervised opportunity to observe and work with students with mild disabilities in an inclusive setting. A field experience placement is provided in an elementary school classroom. The student must request a placement from the Director of Field Experiences. Pass/fail grading. Prerequisite: EDUC 320. Corequisite: SPED 378. Offered on demand.

**380 Behavior Management for the Student with Mild Disabilities (3)**

Provides an emphasis on behavior management as well as in-depth strategies and teacher behaviors for assessing and remediating problem behaviors. Focuses on "best practices" including the use of case studies. Consultation and collaboration strategies to apply with related service providers, general educators, other professionals, and parents are a focus of this course. Prerequisite: EDUC 320, 321. Corequisite: SPED 381. Offered on demand.

**381 Behavior Management for the Student with Mild Disabilities Practicum (1)**

Provides a supervised opportunity for students to observe and work with students with mild disabilities in an inclusive setting using various appropriate behavior and management strategies. Students will observe, devise, and record behavior management plans. A field experience placement in a middle or high school is provided. The student must request a placement from the Director of Field Experiences. Pass/fail grading. Prerequisite: EDUC 320, 321. Corequisite: SPED 380. Offered on demand.

**438 Special Education Preservice Teaching I (7.5)**

A preservice teaching experience in grades K-6. The student must request a placement from the Director of Field Experiences the semester prior to student teaching. Seminars are included. Attendance is mandatory. Prerequisite: admission to the Education Department. Offered each semester.

**439 Special Education Preservice Teaching II (7.5)**

A preservice teaching experience in grades 6-12. The student must request a placement from the Director of Field Experiences the semester prior to student teaching. Seminars are included. Attendance is mandatory. Prerequisite: admission to the Education Department. Offered each semester.

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**ENGLISH**

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DR. CONNIE BELLAMY  
DR. LISA P. CARSTENS  
DR. MICHAEL HALL, Program Coordinator  
DR. CAROL V. JOHNSON  
DR. KATHERINE M. LORING  
MS. VIVIAN TETER  
DR. JEFFREY W. TIMMONS, Program Coordinator  
MR. JOSH A. WEINSTEIN

The student drawn to the study of English as a major is usually, before anything else, someone who loves to read and write. This lover of words reads not just for information, but for the pleasure of experiencing the beauty and mystery of language and for the challenge of seeing how it shapes human thought and feeling. The English major, then, is someone interested in politics, history, psychology, religion, philosophy, science, and the arts, but particularly through the refractive lens of critical and imaginative writing.

English courses teach the skills of critical thinking, writing, and research, as well as some of the frameworks through which literature can be read. Courses are designed to help students read with comprehension and enjoyment, write with skill and grace, appreciate diverse cultures and values, understand the relationship between art and life, and discover the liberating qualities of the imagination. All courses are open to non-majors.

English majors make desirable candidates for jobs in business, industry, education, and government. Graduates of our programs have the flexibility that is increasingly necessary in the workplace of the future. The English major helps prepare students for specific careers in writing, publishing, journalism, law and teaching, and for graduate study.

**Major Programs in English**

Students who wish to pursue the study of English have several options to choose from: (1) major in English with a concentration in literature; (2) major in theatre and English; (3) major in English with secondary education certification; or, (4) major in English with a concentration in creative or professional writing. The requirements for these majors are summarized below. A student interested in

one of these programs should consult with a member of the department. Those interested in the concentration in creative or professional writing should see Ms. Vivian Teter, who directs this track.

**Internships for English Majors**

Internships may be taken by English majors who have completed 12 semester hours of English at Virginia Wesleyan College.

The internship must be approved by the student’s adviser and the program coordinator in 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 *PortFolio Weekly Magazine*.

Note: All four English major tracks below share the same six initial core components; they are repeated in each table for ease of reference.

**Major Requirements: English with Concentration in Literature**

| COURSE NUMBER AND TITLE  | SEM. HRS. |
|--|-----------|
| ENG 280<br>Early British Literature  | 3         |
| ENG 281<br>Later British Literature  | 3         |
| ENG 284<br>American Literature   | 3         |
| ENG/TH 311<br>Theory and Criticism   | 3         |
| One of the following:<br>ENG 314<br>History and Development of the English Language<br>OR<br>ENG 321<br>Introduction to Linguistics  | 3         |
| ENG/TH 346<br>Shakespeare I<br>OR<br>ENG/TH 347<br>Shakespeare II  | 3         |
| Five of the following upper-division literature courses:<br>ENG 310<br>Distinctive Voices in Contemporary American Poetry<br>ENG 315<br>The Experience of Poetry<br>ENG 317<br>Children’s Literature<br>ENG 318<br>Adolescent Literature<br>ENG 327<br>The British Novel |           |

|   |           |
|---|-----------|
| ENG 336<br>Milton and Spenser                         | 15        |
| ENG 350<br>Renaissance Drama Exclusive of Shakespeare |           |
| ENG 355<br>From Restoration to Revolution             |           |
| ENG 357<br>British Romanticism: 1784-1832             |           |
| ENG 361<br>American Women Writers                     |           |
| ENG 365<br>Modernism                                  |           |
| ENG 367<br><i>Ulysses</i> on the Elizabeth            |           |
| ENG 371<br>Southern Literature                        |           |
| ENG 378<br>The American Novel                         |           |
| ENG 383<br>Banned Books/Law in U.S. History           |           |
| ENG 385<br>American Protest Literature                |           |
| ENG 440<br>Topics in Earlier British Literature       |           |
| ENG 441<br>Topics in Later British Literature         |           |
| ENG 442<br>Topics in American Literature              |           |
| ENG 472<br>Senior Seminar                             |           |
| One additional English course at any level            | 3         |
| <b>TOTAL</b>  | <b>36</b> |

**Major Requirements: Theatre and English**

| COURSE NUMBER AND TITLE  | SEM. HRS. |
|--|-----------|
| ENG 280<br>Early British Literature  | 3         |
| ENG 281<br>Later British Literature  | 3         |
| ENG 284<br>American Literature   | 3         |
| ENG/TH 311<br>Theory and Criticism   | 3         |
| ENG 314<br>History and Development of the English Language<br>OR<br>ENG 321<br>Introduction to Linguistics | 3         |
| ENG/TH 346<br>Shakespeare I<br>OR<br>ENG/TH 347<br>Shakespeare II  | 3         |

See continuation of choices next page

*Chart continued from previous page*

|  |           |
|--|-----------|
| American Literature (choose one):<br>ENG 310<br>Distinctive Voices in Contemporary American Poetry<br>ENG 361<br>American Women Writers<br>ENG 371<br>Southern Literature<br>ENG 378<br>The American Novel<br>ENG 383<br>Banned Books/Law in U.S. History<br>ENG 385<br>American Protest Literature<br>ENG 442<br>Topics in American Literature  | 3         |
| British Literature (choose one):<br>ENG 327<br>The British Novel<br>ENG 336<br>Milton and Spenser<br>ENG 350<br>Renaissance Drama Exclusive of Shakespeare<br>ENG 355<br>From Restoration to Revolution: British Literature, 1660-1789<br>ENG 365<br>Modernism<br>ENG 367<br><u>Ulysses</u> on the Elizabeth<br>ENG 440<br>Topics in Earlier British Literature<br>ENG 441<br>Topics in Later British Literature | 3         |
| One of the following:<br>TH 210<br>Acting <b>OR</b><br>TH 220<br>Technical Theatre <b>OR</b><br>TH 230<br>Rehearsal and Performance  | 3         |
| TH 301<br>Theatre History I<br>TH 302<br>Theatre History II<br>TH 407<br>Twentieth-Century Theatre   | 9         |
| One additional TH course   | 3         |
| <b>TOTAL</b>   | <b>39</b> |

**Major Requirements: English with secondary certification**

| COURSE NUMBER AND TITLE   | SEM. HRS. |
|---|-----------|
| ENG 280<br>Early British Literature   | 3         |
| ENG 281<br>Later British Literature   | 3         |
| ENG 284<br>American Literature  | 3         |
| ENG/TH 311<br>Theory and Criticism  | 3         |
| ENG 340<br>Advanced Composition & Teaching Methods  | 3         |
| ENG 314<br>History and Development of the English Language <b>OR</b><br>ENG 321<br>Introduction to Linguistics  | 3         |
| ENG/TH 346<br>Shakespeare I <b>OR</b><br>ENG/TH 347<br>Shakespeare II   | 3         |
| ENG 222<br>Modern English Grammar   | 3         |
| American Literature (choose one):<br>ENG 310<br>Distinctive Voices in Contemporary American Poetry<br>ENG 361<br>American Women Writers<br>ENG 371<br>Southern Literature<br>ENG 378<br>The American Novel<br>ENG 383<br>Banned Books/Law in U.S. History<br>ENG 385<br>American Protest Literature<br>ENG 442<br>Topics in American Literature | 3         |

*See continuation of choices next page*



Chart continued from previous page

|   |   |
|---|---|
| One of the following:<br>ENG 240/340 (except professional writers)<br>Advanced Composition<br>ENG 298 (except poets)<br>Intermediate Writing Workshop: Poetry<br>ENG 299 (except fiction writers)<br>Intermediate Writing Workshop: Fiction<br>ENG 398*<br>Advanced Writing Workshop: Poetry<br>ENG 399*<br>Advanced Writing Workshop: Fiction<br><i>*can be repeated once for credit</i><br><br>Reading in a secondary genre (choose one):<br>ENG 259<br>Mystery and Detection<br>ENG 317<br>Children's Literature<br>ENG 318<br>Adolescent Literature<br>ENG 350<br>Renaissance Drama Exclusive<br>of Shakespeare<br>TH 375<br>Images of Women in Theatre and Film<br>TH 380<br>Theatre of Diversity<br>TH 407<br>Twentieth-Century Theatre<br>TH 408<br>The Theatre Today<br>INST 342<br>Aesthetic Communication | 3 |
| Reading in British or American<br>literature (choose one):<br>ENG 251<br>Diversity in American Literature<br>ENG 310<br>Distinctive Voices in Contemporary<br>American Literature (except poets)<br>ENG 327<br>The British Novel<br>ENG 336<br>Spenser and Milton<br>ENG 355<br>From Restoration to Revolution<br>ENG 357<br>British Romanticism: 1784-1832<br>ENG 361<br>American Women Writers<br>ENG 365<br>Modernism<br>ENG 367<br>Ulysses on the Elizabeth<br>ENG 371<br>Southern Literature<br>ENG 378<br>The American Novel<br>ENG 383<br>Banned Books/Law in U.S. History   | 3 |

|   |           |
|---|-----------|
| ENG 440<br>Topics in Early British Literature<br>ENG 441<br>Topics in Later British Literature<br>ENG 442<br>Topics in American Literature<br>ENG 472<br>Senior Seminar |           |
| <b>TOTAL</b>  | <b>39</b> |

### Minor Requirements

| COURSE NUMBER AND TITLE<br>(See p. 32 for general minor requirements)                                    | SEM.<br>HRS. |
|--|--------------|
| ENG/TH 346<br>Shakespeare I <span style="float: right;"><b>OR</b></span><br>ENG/TH 347<br>Shakespeare II | 3            |
| At least 9 semester hours must be taken at the 300/400 level   | 9            |
| All remaining hours must be taken at, or above, the 200 level  | 6            |
| <b>TOTAL</b>   | <b>18</b>    |

## ENGLISH COURSES (ENG)

### 001 Writing Review (0)\*

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. \*While students receive no credit from this course, the course grade does count toward their overall grade point average (as if this were a one-semester hour course). Offered each semester.

### 105 College Writing (4) **W**

An intensive introduction to several forms of college writing and to the critical thinking and research skills essential to producing them. This course 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 better completes the first semester English requirement. Prerequisite: placement. Offered each semester.

### 106 College Writing Workshop (2) (Winter Session)

A workshop designed to offer intensive instruction in the writing of essays around a common theme. Prerequisite: placement on the basis of performance in ENG 105. A grade of C or better completes the first semester English requirement. Offered each Winter Session.

**107 Practical Grammar (1)****(Winter Session)**

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 (3)****W**

An introduction to the short story focusing primarily on contemporary and innovative fiction by authors from diverse backgrounds. Prerequisite: ENG 105 with a grade of C or better and either sophomore status or consent. Offered in selected semesters.

**222 Modern English Grammar (3)**

A survey of traditional, structural, transformational-generative, and cognitive approaches to grammar. This course includes an introduction to dialect variation and a review of standard usage. Prerequisite: ENG 105 with a grade of C or better. Does not fulfill General Studies sophomore literature requirement. Offered each semester.

**232 Literature Into Film (3)****(A)****(Winter Session)**

An examination of the differences between literary and film narrative. Both popular fiction and classics are used in looking at 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. Adaptations that attempt to preserve significant parts of the original and ones that completely reword it will be reviewed. Also studied are how film versions of a classic work affect how contemporary audiences read the original. Prerequisite: English 105 with grade of C or better and either sophomore status or consent. Does not fulfill General Studies sophomore literature requirement. Offered in selected Winter Sessions.

**240 Advanced Composition (3)****W**

A course in expository writing which offers opportunities to improve skills in designing, drafting, and revising prose for academic and professional writing projects. It provides instruction in documented scholarly writing, feature writing, technical writing and creative nonfiction. Prerequisite: English 105. Offered each semester.

**242 Writing for Business and Organizations (3)**

Covers the skills needed to write different types of business and organizational communications, including letters, e-mail, reports, and proposals. Emphasis is on planning, drafting, and editing as well as developing a professional writing style to achieve results. Prerequisite: completion of ENG 105 and a 200-level W literature course. Junior status highly recommended. Does not fulfill General Studies sophomore literature requirement. Offered fall of even-numbered years.

**250 Studies in Literature (3)****W**

Selected topics approach literature from different generic, historical, or methodological perspectives. Versions may include several different media, but the focus will always be on literature. At least 12 pages of writing including at least one documented essay are required. Prerequisite: ENG 105 with a grade of C or better and either sophomore status or consent. Offered most semesters.

**251 Diversity in American Literature (3)****W**

An opportunity to study—and to listen to—voices in American culture that have often been silenced or ignored. The focus is 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 better and either sophomore status or consent. Offered in selected semesters.

**259 Literature of Mystery and Detection (3)****W**

A study of the evolution of the mystery and detective novel, focusing primarily on American and British writers from Poe and Doyle to contemporary novelists. Prerequisite: ENG 105 with a grade of C or better and either sophomore status or consent. Offered in selected semesters.

**261/361 American Women Writers (3)****W**

Women in North America are writing many of the best works of our time. This course focuses on how these new voices, and some of their predecessors, illuminate the depth and the diversity of human experience. Authors from several ethnic groups might include: Wharton, Hurston, Walker, Oates, Munro, Atwood, Tan, Silko, Kincaid, Hempel, and new young writers. Prerequisite: ENG 105 with a grade of C or better and either sophomore status or consent. Offered intermittently.

**265 Love, Sex, Marriage in Western Literature (3)****W**

A study of the history and development of our conceptions of love, sexuality, masculinity, femininity, and marriage as they are represented in literature from the ancient Sumerians to the present; some attention is also given to art forms other than literature. Prerequisite: ENG 105 with a grade of C or better and either sophomore status or consent. Offered each spring.

**271/371 Southern Literature (3)****W**

A study of the fiction, nonfiction, and poetry of the American South in which both the social background and historical development are stressed. Chopin, Faulkner, Hurston, Welty, Porter, McCullers, Ellison, Wright, and contemporary writers are featured. Prerequisite: ENG 105 with a grade of C or better and either sophomore status or consent. Offered intermittently.

**280 Early British Literature (3)**

A survey of major authors, works, and literary traditions from Beowulf to 1785. Prerequisite: ENG 105 with a grade of C or better and either sophomore status or consent. Offered each fall.

**281 Later British Literature (3) W**

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 better and either sophomore status or consent. Offered each spring.

**284 American Literature (3)**

A survey of American authors, works, and literary trends from the beginning up to the contemporary period. Prerequisite: ENG 105 with a grade of C or better and either sophomore status or consent. Offered each fall.

**285 Contemporary American Literature (3) W**

A survey of authors, works, and literary trends from the Beats of the 1950s to the latest published works. Prerequisite: ENG 105 with a grade of C or better and either sophomore status or consent. Offered each spring.

**287 Modern and Contemporary Literature (3) W**

A survey of major authors, works, and literary traditions from the beginning of the 20th century. The emphasis will be on British and American literature, with attention to European literature and world literature in English. Prerequisite: ENG 105 with a grade of C or better and either sophomore status or consent. Offered spring of odd-numbered years.

**298 Intermediate Writing Workshop: Poetry (3) W**

An intermediate-level workshop in the writing of poetry, with critical discussions in class of student writing as well as the study of well-known poems. Emphasis is placed upon experimentation and creative exercises. Work produced during the course is considered for publication in VWC's literary magazine. Non-majors welcome. Pass/fail grading. Prerequisite: ENG 105 with a grade of C or better. Does not fulfill General Studies sophomore literature requirement. Offered each fall.

**299 Intermediate Writing Workshop: Fiction (3) W**

An intermediate-level workshop in the writing of fiction, with class discussions of student work as well as the work of established writers. Students explore and experiment with techniques and structures of the short story. Work produced during the course is considered for publication in VWC's literary magazine. Prerequisite: ENG 105 with a grade of C or better. Pass/fail grading. Does not fulfill General Studies sophomore literature requirement. Offered spring of even-numbered years.

**310 Distinctive Voices in Contemporary American Poetry (3)**

A study of the many and varied voices in contemporary American poetry, especially selected works of poetry published since 1960. Authors studied include poets such as Jorie Graham, Mary Oliver, Dana Levin, and Li-Young Lee. Prerequisites: completion of ENG 105 with a grade of C or better, one 200-level literature course, and junior status or consent. Offered fall of odd-numbered years.

**311 Theory and Criticism (3)**

A survey of literary theory and criticism as it relates to drama, poetry and fiction from Plato and Aristotle to contemporary poststructuralist theory. Prerequisite: junior status or consent. Identical to TH 311. Does not fulfill General Studies sophomore literature requirement. Offered each fall.

**314 History and Development of the English Language (3) W**

The development of English from its Indo-European and Germanic backgrounds to the present. The course includes a survey of current national, regional, and social varieties of English and discussion of current controversies relating to English. Prerequisite: junior status or consent. Does not fulfill General Studies sophomore literature requirement. Offered spring of even-numbered years.

**315 The Experience of Poetry (3)**

An intensive introduction to poetry through an examination of the poem's relationship to universal human experiences and with a special emphasis on gaining a thorough understanding of the elements of poetry. Attention is given to explication, analysis, and reading comprehension. Students also experiment with writing some poetry. The course is particularly geared toward those who will be teaching poetry. Prerequisites: completion of ENG 105 with a grade of C or better, a 200-level W literature course, and junior status. Does not fulfill General Studies sophomore literature requirement. Offered each semester.

**317 Children's Literature (3)**

A study of the patterns of children's literature, the major themes, the genres taught in elementary grades and middle school, with attention to criteria for selecting books, stories, and poems with cultural and literary value suited to the needs of children. Prerequisite: junior status or consent. Does not fulfill General Studies sophomore literature requirement. Offered each fall.

**318 Adolescent Literature (3) W**

A survey of literature for young adults including the classics of adolescent fiction, social problem novels, historical fiction, biographies, and poetry. Prerequisite: ENG 105 with a grade of C or better. Offered each spring.

**320 Feminist and Gender Theory (3)**

Examines contemporary arguments about the nature of women and men as well as about the biological, social, and aesthetic categories of male, female, intersex, masculine, feminine, heterosexual, homosexual, and the transgendered. 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. Prerequisite: WGS 220 or ENG/TH 311 or consent. Identical to WGS 320. Offered spring of odd-numbered years.

**321 Introduction to Linguistics (3)**

An examination of several main areas of linguistics, covering topics such as phonetics, phonology, morphology, syntax, semantics, social and regional dialects, and language change. Prerequisite: ENG 105 with a grade of C or better. Does not fulfill General Studies sophomore literature requirement. Offered spring of odd-numbered years.

**327 The British Novel (3) W**

The history of the British novel from its antecedents through the 20th century. Along with attention to theories of the novel, the course focuses in detail on representative texts. Prerequisite: any sophomore literature course or consent. Offered spring of even-numbered years.

**329 Modern German Literature (3)**

Identical to GER 329.

**336 Spenser and Milton (3) W**

A study of England's two greatest epics, *The Faerie Queene* and *Paradise Lost*. Subjects for discussion include 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 tradition's most varied, inclusive, and interesting works of art. Prerequisite: junior status or consent. Offered spring of even-numbered years.

**340 Advanced Composition and Teaching Methods (3) W**

A course in expository writing and composition theory which combines opportunities to improve skills in designing, drafting, and revising prose with an examination of ways of teaching writing and discussions of composition theory and practice. Students explore academic writing, journalism, technical writing, and creative nonfiction. Prerequisites: English 105 and one 200-level literature course. Offered each semester.

**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, B or above in ENG 105, 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, 347 Shakespeare I and II (3, 3) W**

A study of the principal works of Shakespeare. The first part of the course concentrates on plays in which love, femininity and the family are particularly important, while those of the second emphasize history, masculinity and the state. Either course can satisfy the English or theatre requirement. Prerequisite: sophomore status or consent. With prior consent may fulfill the sophomore literature requirement. Identical to TH 346-347. Shakespeare I offered each fall; Shakespeare II offered each spring except 2007.

**350 Renaissance Drama Exclusive of Shakespeare (3) 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; the authors include such major figures as Marlowe, Jonson, and Webster. Prerequisite: junior status or consent. Offered spring of odd-numbered years.

**355 Restoration to Revolution: British Literature, 1660-1789 (3) W**

A chronological and thematic survey of British Restoration and 18th century writing. Major figures, such as Dryden, Swift, Pope, Defoe, Richardson, Fielding, and Johnson, are studied alongside important women writers, including Behn, Cavendish, Astell, Haywood, Lennox, Fielding, and Burney. Setting literary texts into their historical contexts, focus is given to genre, print culture, natural philosophy, empire, nationalism, and the emergence of a polite, commercial society. Prerequisite: English 105 with a grade of C or better. Offered fall of even-numbered years.

**357 British Romanticism: 1784-1832 (3) W**

Explores British Romanticism as a literary movement of the years 1784-1832, and situates writers and their writing in relation to issues of industrial transformation, slavery and abolition, the rights of man and woman, revolution, and the condition of the working classes. Prerequisite: ENG 105 with a grade of C or better. Offered spring of odd-numbered years.

**361 American Women Writers (3)**

See description under ENG 261. Taught at the same time as ENG 261 but with increased reading and writing requirements. Prerequisite: junior status or consent. Offered intermittently.

**365 Modernism (3)****W**

Explores literature and culture between 1895 and 1939, a period which saw unprecedented international exchange among artists as well as unprecedented experimentation in artistic styles. Students examine exemplary works by British, American and Continental authors in the context of such historical pressures as the waning of British imperialism; fears about racial and cultural degeneration; shifts in women's roles and in understanding of sexuality; the rise of a scientific-medical world view; the expansion of consumer capitalism; and the first world war. Pays special attention to how competing styles indicate varying attitudes toward the proper function of art in the modern age. Prerequisite: sophomore literature course or consent. Offered fall of even-numbered years.

**367 *Ulysses* on the Elizabeth (3)****(Winter Session)**

An in-depth study of Irish writer James Joyce's celebrated, challenging 1922 novel *Ulysses*. We examine how this modern epic of one day in the life of Dublin stretches from such quotidian moments as protagonist Leopold Bloom's appreciation of fried kidneys to the much grander subjects of Ireland under the yoke of British rule and the human condition under modernity. As we work to make sense of the novel's complex and rambunctious stylistics, we also use this portrait of the city on the river Liffey to consider how the settings and habits of our own everyday lives expose the character of Norfolk, the city on the river Elizabeth. We aid our understanding by visiting local sites and attempting to capture the character of our place and time in our experimental prose. Prerequisite: sophomore literature course or consent. Offered in selected Winter Sessions.

**371 Southern Literature (3)**

See description under ENG 271. Taught at the same time as ENG 271 but with increased reading and writing requirements. Prerequisite: junior status or consent. Offered intermittently.

**378 The American Novel (3)**

A study of the development of the American novel from the mid-19th century to the present day. Along with attention to historical context and theories of the novel, the course focuses in detail on a range of novels which includes American classics as well as lesser-known works. Prerequisite: any sophomore literature course or consent. Offered spring of odd-numbered years.

**383 Banned Books and the Law in American History (3)****(H)****(Winter Session)**

Interdisciplinary reading and discussion seminar intensively exploring book banning and censorship in U.S. history, with a focus on literature, law, aesthetics, and socio-political context. In addition to reading and evaluating significant literary works banned for a variety of reasons over time, this seminar studies and dissects the legal battles that created, supported, and ended censorship, the shifting nature of free expression, the definitions of obscenity and high art, and the political response to literature. Offered in selected Winter Sessions.

**385 American Protest Literature (3)**

The U.S. was founded on political protest and has traditionally used literature as a vehicle for conveying social beliefs. Defined most simply as visual and/or written responses to social oppression, protest literature is produced not for art's sake, but to improve the lives of a particular community's members. The diverse tradition of American protest literature, focusing in particular on texts responding to racial, gender-based, and class-based oppressions, is covered. Discussions focus on 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 better and either sophomore status or consent. Offered fall of odd-numbered years.

**398 Advanced Writing Workshop: Poetry (3)****W**

An advanced-level workshop in the writing of poetry, with discussions in class of student writing as well as the study of well-known poems. Students write free verse poems but are also challenged to write in traditional forms. Work produced during the course is considered for publication in the *Outlet*, VWC's literary magazine. May be repeated twice for credit. Pass/fail grading. Prerequisites: ENG 105, a 200-level literature class, and junior status or consent. Does not fulfill General Studies sophomore literature requirement. Offered each spring.

**399 Advanced Writing Workshop: Fiction (3)**

An advanced-level workshop in the writing of fiction, with class discussions of student work as well as the work of established writers. Students work on a longer story or a section of a novel. Work produced during the course is considered for publication in VWC's literary magazine. Pass/fail grading. Prerequisites: ENG 299 or consent. Does not fulfill General Studies sophomore literature requirement. Offered spring of odd-numbered years.

**440 Topics in Earlier British Literature (3)**

An in-depth study of some aspect of British literature before the 19th century. May be repeated for credit as the topic varies. Prerequisite: any sophomore literature course. Offered intermittently.

**441 Topics in Later British Literature (3) 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. Prerequisite: any sophomore literature course. Offered intermittently.

**442 Topics in American Literature (3)**

An in-depth study of some aspect of American literature. May be repeated for credit as the topic varies. Prerequisite: any sophomore literature course. Offered intermittently.

**472 Senior Seminar (3) (I)**

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 will have a strong interdisciplinary component. May be repeated as the topic varies. Prerequisite: junior status or consent. Offered intermittently.

**483 English Internship (3)**

Prerequisites: 18 hours of English and at least one advanced writing course, or consent. Offered each semester.

**ENVIRONMENTAL STUDIES**

DR. WILLIAM A. GIBSON  
 DR. J. CHRISTOPHER HALEY  
 DR. LAWRENCE D. HULTGREN, Program Coordinator  
 DR. MAYNARD H. SCHAUS, Program Coordinator

Citizens of the 21st century need a truly broad foundation to deal with the complexities of current environmental issues. Environmental Studies is the interdisciplinary major that draws on the diverse perspectives of the liberal arts tradition to provide such a foundation. The program integrates frames of references from the natural and social sciences and the humanities in order to understand the interrelationships between science, society, technology, culture, and nature. This major recognizes the urgency of an interdisciplinary approach to solving problems such as resource depletion, overpopulation, habitat loss, environmental degradation, pollution, and ultimately the loss of biodiversity. It is hoped that this program will engender a critical understanding of the interdependencies of all life and the necessity of moving human society toward sustainability.

**Major Requirements**

| COURSE NUMBER AND TITLE  | SEM. HRS. |
|--|-----------|
| One of the following:<br>BIO 110<br>General Botany<br>BIO 111<br>General Zoology<br>BIO 207<br>Environmental Biology | 4         |

|   |     |
|---|-----|
| One of the following:<br>EES 124/125<br>Evolution of the Earth/Lab<br>EES 130/131<br>Physical Geology/Lab<br>EES 132/133<br>Environmental Geology/Lab   | 4   |
| One of the following:<br>BIO 110<br>General Botany<br>BIO 111<br>General Zoology<br>BIO 150<br>Introduction to Marine Biology<br>BIO 207<br>Environmental Biology<br>BIO 250<br>Field Experiences in Biology<br>BIO 285<br>Plants and Man<br>CHEM 105<br>Basic Concepts in Chemistry<br>CHEM 117<br>College Chemistry I<br>EES 124<br>Evolution of the Earth<br>EES 130<br>Physical Geology<br>EES 132<br>Environmental Geology<br>EES 200<br>Oceanography<br>EES 210<br>Meteorology<br>EES 250<br>Field Experiences in Earth and Environmental Science<br>GEOG 111<br>Physical Geography<br>MATH 106<br>Statistics | 3-4 |
| One of the following:<br>PHIL 101<br>Individual and Society<br>PHIL 102<br>Contemporary Moral Issues<br>PHIL 211<br>Images of "Man"<br>PHIL 212<br>Types of Ethical Theory<br>RELST 113<br>Introduction to Religious Studies<br>RELST 116<br>World Religions  | 3   |

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|  |     |   |                      |
|--|-----|---|----------------------|
| One of the following:<br>GEOG 112<br>Cultural Geography<br>POLS 111<br>Introduction to Political Science<br>POLS 210<br>Introduction to International Relations<br>REC 224<br>Outdoor Recreation & Education<br>SOC 100<br>Introduction to Sociology<br>SOC 110<br>Cultural Anthropology<br>SOC 222<br>Social Institutions   | 3   | POLS 434<br>Public Administration<br>POLS 373<br>Conflict Management<br>PSY 445<br>Ecopsychology<br>RELST 320<br>Science and Religion   |                      |
| MBE 201<br>Introduction to Macroeconomics  | 3   | ENVS 480<br>Seminar in Environmental<br>Studies<br>EES 480<br>Seminar in Earth and<br>Environmental Sciences  | OR<br>1              |
| MBE 202<br>Introduction to Microeconomics  | 3   | <b>TOTAL</b>  | <b>45-49</b>         |
| PHIL/ENVS 304<br>Environmental Ethics  | 3   | <b>Minor Requirements</b>   |                      |
| POLS /ENVS 323<br>Public Policy Analysis   | 3   | <b>COURSE NUMBER AND TITLE<br/>(See p. 32 for general minor requirements)</b>   | <b>SEM.<br/>HRS.</b> |
| ENVS 400<br>Environmental Writings   | 3   | One of the following:<br>BIO 207<br>Environmental Biology<br>BIO 250<br>Field Experiences in Biology<br>EES 132/133<br>Environmental Geology/Lab<br>EES 250<br>Field Experiences in Earth<br>and Environmental Sciences   | 3-4                  |
| Two of the following:<br>BIO 316<br>General Ecology<br>BIO 355<br>Marine Biology<br>BIO 375<br>Topics in Tropical Biology<br>BIO 445<br>Limnology<br>BIO/CHEM/EES 489<br>Research in the Natural Sciences<br>EES 320<br>Energy and the Environment<br>EES 330<br>Geology of the Appalachians<br>EES 400<br>Watershed Hydrology<br>EES/CHEM 450<br>Global Environmental Cycles<br>INST/EES 300<br>Introduction to Geographic<br>Information Systems | 6-9 | One of the following:<br>GEOG 112<br>Cultural Geography<br>MBE 201<br>Introduction to Macroeconomics<br>MBE 202<br>Introduction to Microeconomics<br>PHIL 101<br>Individual and Society<br>PHIL 102<br>Contemporary Moral Issues<br>PHIL 211<br>Images of "Man"<br>PHIL 212<br>Types of Ethical Theory<br>POLS 111<br>Politics and Literature<br>POLS 210<br>Introduction to International Relations<br>RELST 113<br>Introduction to Religious Studies<br>RELST 116<br>World Religions<br>REC 224<br>Outdoor Recreation and Education | 3                    |
| Two of the following:<br>INST 420<br>The American Wilderness<br>INST 470<br>Developments in Science and Technology<br>PHIL 372<br>Beyond the Western Tradition<br>PHIL 402<br>Thinking about Technology  | 6   |   |                      |

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|  |    |              |
|--|----|--------------|
| SOC 100<br>Introduction to Sociology<br>SOC 110<br>Cultural Anthropology<br>SOC 222<br>Social Institutions   |    |              |
| PHIL/ENVS 304<br>Environmental Ethics<br>ENVS 400<br>Environmental Writings  | OR | 3            |
| POLS/ENVS 323<br>Public Policy Analysis  |    | 3            |
| One of the following:<br>BIO 316<br>General Ecology<br>BIO 355<br>Introduction to Marine Biology<br>BIO 445<br>Limnology<br>EES 320<br>Energy and the Environment<br>EES 400<br>Watershed Hydrology<br>EES/CHEM 450<br>Global Environmental Cycles<br>INST/EES 300<br>Introduction to Geographic<br>Information Systems                          |    | 3-4          |
| One of the following:<br>INST 420<br>The American Wilderness<br>INST 470<br>Developments in Science and Technology<br>PHIL 372<br>Beyond the Western Tradition<br>PHIL 402<br>Thinking about Technology<br>POLS 343<br>Public Administration<br>POLS 373<br>Conflict Management<br>PSY 445<br>Ecopsychology<br>RELST 320<br>Science and Religion |    | 3            |
| <b>TOTAL</b>   |    | <b>18-20</b> |

## ENVIRONMENTAL STUDIES COURSES (ENVS)

### 106 Humans and the Environment (3) (E) (Winter Session)

Deals with environmental problems that confront contemporary society. Basic ecological principles which are pertinent to current environmental issues are emphasized. Designed for non-science majors. Offered in selected Winter Sessions.

### 304 Environmental Ethics (3) (V)

Identical to PHIL 304.

### 323 Topics in Public Policy Analysis (3) (S) W

Identical to POLS 323.

### 400 Environmental Writings (3) (I) W

A study of many of the important environmental writings and how they have shaped our understanding of the relationship between humans and nature. Prerequisite: senior/junior status. Offered spring of odd-numbered years.

### 470 Internship in Environmental Studies (3)

An intensive study of the environment through on-site field experience. Placements involve hands-on experiences in the environmental field, such as education, grassroots activism, public policy, and habitat management. Students are expected to devote a minimum of at least 120 hours for three 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.

### 480 Seminar in Environmental Studies (1)

An advanced seminar on various announced topics in environmental studies. Topics may include, but are not limited to: ethics and the environment; conservation of biodiversity; risk assessment; urban planning; habitat mitigation; environmental monitoring; environmental policy; and sustainable development. May be repeated for credit as topics change. Prerequisite: junior/senior status and consent. Offered spring of even-numbered years.

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## FIRST-YEAR EXPERIENCE

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DR. LISA P. CARSTENS, Coordinator

A liberal arts education combats ignorance, narrow-mindedness, and shortsightedness by promoting intellectual inquiry and compassionate judgment. Such critical inquiry involves asking and exploring complex questions for which no easy answers exist—questions such as, how do we address community energy needs without doing environmental harm? What constitutes a “just war?” What’s the difference between art and propaganda? Liberal

education demands that students explore such questions from multiple perspectives and through a rigorous consideration of historical, cultural, and ethical contexts, using careful reasoning to make judicious choices.

An education founded on inquiry, then, is one that emphasizes learning processes rather than pre-conceived answers.

The First-Year Experience at Virginia Wesleyan initiates students into this community of learners.

Through summer and then fall orientation programs, students learn the ropes of residential and campus life and are introduced to Virginia Wesleyan's educational programs. Through the two-credit first-semester First-Year Seminar course, students work closely with a faculty member, peer advisors, and a small cohort of other new students to build the independent critical thinking skills and academic resourcefulness that will enable deeper learning throughout their college years.

## FIRST-YEAR EXPERIENCE COURSES (FYE)

### 101 First-Year Seminar (2)

Designed to help students engage and succeed both academically and socially in Virginia Wesleyan's liberal arts learning community. In the process of investigating a complex problem or question, students develop foundational inquiry skills that emphasize critical thinking and independent learning. Through diverse co-curricular workshops, events, and activities, students gain additional academic as well as personal resourcefulness. Topics vary by year and section. Prerequisite: fewer than 24 semester hours. Offered primarily in fall semesters.

### 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. Prerequisite: sophomore status and consent. Offered primarily in fall semesters.

## FOREIGN LANGUAGES AND LITERATURES

DR. ALAIN GABON  
DR. DIANA E. RISK, Program Coordinator  
DR. MABEL Z. VELASCO  
DR. SUSAN M. WANSINK

In the ever-changing world, where contact with a variety of languages and peoples is both desirable and inevitable, the Department of Foreign Languages and Literatures strongly believes in the teaching of languages in their contexts as the means to overcome obstacles to intercultural and international contact and communication. Seven-eighths of the world's people do not speak English. Languages provide the keys for access to these other cultures and countries. At the same time, learning a foreign language

helps grasp the nature, function, and social importance of one's own native tongue. Language learning, therefore, becomes the bridge between the peoples and cultures of the world. Through language we penetrate from the mind and heart of one people to another, from one civilization to another, from the wisdom of one literature to that of another. By learning a foreign language, students become familiar with the literature, history, philosophy, art, and the economic and social conditions of the people who speak that language. The Department of Foreign Languages and Literatures strives, by teaching foreign languages in their cultural contexts, to expose students to ways of thinking, different from their own, and to help them become better prepared to live in today's multi-linguistic, multi-cultural, and transnational world.

Students seeking certification in secondary education must fulfill the requirements for a French, German or Spanish major as well as specific courses required by the Education Department. Those students are strongly encouraged to take the Practicum Teaching Course. See the education section of this catalog.

### Major Requirements: French

| COURSE NUMBER AND TITLE   | SEM. HRS. |
|---|-----------|
| FR 305<br>Advanced Conversation & Composition I   | 3         |
| FR 306<br>Advanced Conversation & Composition II  | 3         |
| FR 313<br>Cultural History I:<br>Charlemagne-Revolution <b>OR</b><br>FR 315<br>French Literature: La Chanson<br>de Roland to Candide  | 3         |
| FR 314<br>Cultural History II: 1789-1960 <b>OR</b><br>FR 316<br>French Literature: Rousseau to Genet  | 3         |
| Four of the following:<br>FR 311<br>Explication de Texte I<br>FR 312<br>Explication de Texte II<br>FR 313<br>Cultural History I:<br>Charlemagne-Revolution<br>FR 314<br>Cultural History II: 1789-1960<br>FR 315<br>French Literature: La Chanson<br>de Roland to Candide<br>FR 316<br>French Literature: Rousseau to Genet<br>FR 327<br>France Today | 12        |

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|   |           |
|---|-----------|
| SPAN 422<br>Modern Spanish-American Fiction<br>SPAN 443<br>Senior Seminar<br>SPAN 471<br>Practicum in the Teaching of Spanish |           |
| <b>TOTAL</b>  | <b>24</b> |

**Major Requirements:  
Foreign Languages & Literatures**

| COURSE NUMBER AND TITLE   | SEM. HRS.        |
|---|------------------|
| The requirements for a major in either French, German, or Spanish | 24               |
| The requirements for a minor in one of the other two languages    | 18               |
| 212 level in a third foreign language (or proficiency)            | 12               |
| <b>TOTAL<br/>(If proficient)</b>                                  | <b>54<br/>42</b> |

**Minor Requirements: French**

| COURSE NUMBER AND TITLE<br>(See p. 32 for general minor requirements)  | SEM. HRS. |
|--|-----------|
| FR 305<br>Advanced Conversation & Composition I  | 3         |
| FR 306<br>Advanced Conversation & Composition II   | 3         |
| One of the following:<br>FR 313<br>Cultural History I:<br>Charlemagne-Revolution<br>FR 314<br>Cultural History II: 1780-1960<br>FR 315<br>French Literature: LaChanson<br>de Roland to Candide<br>FR 316<br>French Literature: Rousseau to Genet | 3         |
| Additional courses beyond FR 212   | 9         |
| <b>TOTAL</b>   | <b>18</b> |

A student minoring in French is strongly encouraged to spend a semester in a French-speaking country.

**Minor Requirements: German**

| COURSE NUMBER AND TITLE<br>(See p. 32 for general minor requirements)  | SEM. HRS. |
|--|-----------|
| GER 305<br>Advanced Conversation & Composition I   | 3         |
| GER 306<br>Advanced Conversation & Composition II  | 3         |
| One of the following:<br>GER 313<br>Cultural and Intellectual History<br>of Germany: Germanic Tribes-<br>Storm and Stress<br>GER 314<br>Cultural and Intellectual History<br>of Germany: From Romanticism<br>to the Present<br>GER 315<br>German Literature: Early Germanic<br>Tribes to Age of Goethe<br>GER 316<br>German Literature: Romanticism<br>to Present Day      | 3         |
| Three of the following:<br>GER 307<br>Love, Longing and the German Romantics<br>GER 325<br>The German Novelle<br>GER 326<br>The German Novel<br>GER 329<br>Modern German Literature<br>GER 333<br>Business German<br>GER 340<br>German Cinema: Art and Politics<br>GER 430<br>The German Comedy<br>GER 443<br>Senior Seminar<br>GER 471<br>Practicum in Teaching of German | 9         |
| <b>TOTAL</b>   | <b>18</b> |

A student minoring in German is strongly encouraged to spend a semester in a German-speaking country.

**Minor Requirements: Spanish**

| <b>COURSE NUMBER AND TITLE<br/>(See p. 32 for general minor requirements)</b>   | <b>SEM.<br/>HRS.</b> |
|---|----------------------|
| Two of the following:<br>SPAN 305<br>Advanced Conversation &<br>Composition I<br>SPAN 306<br>Advanced Conversation &<br>Composition II<br>SPAN 333<br>Commercial Spanish  | 6                    |
| One of the following:<br>SPAN 311<br>Survey of Spanish Literature I: Spain<br>SPAN 312<br>Survey of Spanish Literature II:<br>Latin America<br>SPAN 318<br>Civilization of Spanish Peoples II:<br>Latin America | 3                    |
| Additional courses beyond SPAN 212  | 9                    |
| <b>TOTAL</b>  | <b>18</b>            |

A student minoring in Spanish is strongly encouraged to spend a semester in a Spanish-speaking country.

**Junior Semester Abroad (1-18)**

All students interested in French are encouraged to spend a semester in the Francophone country. Students interested in German should spend a semester in Germany, through the Goethe Institut or on the VWC student exchange with Humboldt University. Students interested in Spain or Latin America should consider spending a semester in a Spanish speaking country. The Puebla program is strongly recommended. For further information on these programs see the Study Abroad section in this catalog. Up to 18 semester hours in French, German or Spanish can be earned.

Every summer, Virginia Wesleyan College sponsors a six-week program in Mayrhofen, Austria or at the University of Madero in Puebla, Mexico. Students will live with German-, or Spanish-speaking families. Up to six semester hours in German, or Spanish can be earned.

**FRENCH COURSES (FR)****111, 112 Elementary French I, II (4, 4) (C)**

An introduction to French as a spoken and written language. For correct pronunciation, the study of French phonetics is reinforced by scheduled laboratory oral-aural practice and by daily classroom drills. Prerequisite for FR 111: No previous instruction in French. For FR 112, a grade of C or better in FR 111 or proficiency as determined by instructor. Five class and laboratory periods each week. Offered every year.

**113 Introductory French (7)**

An intensive introduction to French for the student who wants to attain a comfortable speaking and writing level after one semester (FR 111-112). Contact hours with instructor are 10 hours a week (five for actual instruction and five for drills). All work is done during class meetings. Upon successful completion of the course (a grade of C or better), student may take FR 211 in the spring semester. Offered on demand.

**211 Intermediate French I (3) (C)**

The logical sequence to FR 111, 112. It continues the instruction of French as a spoken and written language, emphasizing more advanced grammatical structure, idioms, and review. Extensive oral-aural practice is undertaken in the daily classroom conversation. Required lab. Upon successful completion of the course (a grade of C or better), the student may take FR 212, or upon recommendation of the instructor, FR 305. Prerequisite: FR 112 or equivalent. Offered each fall.

**212 Intermediate French II (3) (C)**

For the student who has attained the FR 211 oral and written proficiency (three college semesters) but who now desires to increase his/her fluency in speaking as well as writing. Extensive oral-aural practice prepares the student for upper-level courses as well as travel or study abroad. Required lab. Prerequisite: FR 211 (with a grade of C or better) or proficiency as determined by the instructor. Offered each spring.

**305, 306 Advanced Conversation and Composition I, II (3, 3) (C)**

For the student who wants to acquire skill in practical conversation and writing. Open to students who have completed FR 212 or equivalent. Strongly recommended for those students who either wish to travel abroad or who desire to take upper-level French literature courses. Either course may be taken first. Prerequisite: FR 212 and consent. Offered every year.

**311, 312 Explication de Texte I, II (3, 3)**

Grammatical dissection, structural analysis and literary interpretation of French texts. Prerequisite: FR 306 or equivalent. Offered on demand.

**313 Cultural History I: Vercingétorix-Revolution (3) (H)**

Gives the student a well-rounded knowledge of France, her people, history, philosophy, literature, and arts. Prerequisite: FR 306 or consent. Offered alternate years.

**314 Cultural History II: 1789-1960 (3) (H)**

Same orientation as FR 313, with topics selected from the period of the French Revolution to the present. Prerequisite: FR 306 or consent. Offered alternate years.

**315 French Literature: La Chanson de Roland to Candide (3)**

The development of French literature from its medieval origins to modern times. Introduction to such movements as the Renaissance, Classicism, and Rationalism. Prerequisite: FR 306 or equivalent. Offered alternate years.

**316 French Literature: Rousseau to Genet (3)**

The development of French literature from the Revolution to modern times. Introduction to such movements as Romanticism, Realism, Naturalism, and Symbolism. Prerequisite: FR 306 or equivalent. Offered alternate years.

**325, 326 The French Novel I, II (3, 3)**

Representative novels of French literature from the 17th century to the present. Readings from Mme. de LaFayette, Prevost, Laclos, Constant, Chateaubriand, Balzac, Stendhal, Flaubert, Zola, Proust, Gide, Malraux, Celine, Sartre, and Camus. Discussions in English. Prerequisite: FR 306 or reading knowledge of French. Offered on demand.

**327 France Today (3)**

An examination of post-war France with an emphasis on France after May, 1968. It treats the social, political, and economic aspects of contemporary culture but also covers artistic production and the patterns, structures, and mutations of everyday life as well as the lifestyles, values, and worldviews of the French today. Prerequisite: FR 306 or consent. Offered on demand.

**329 The History, Theory, and Practice of French Cinema (3) (A)**

An introduction to the history, criticism, and theory of French film making from its origins at the turn of the 20th century to the present day. We begin with a brief "ecohistory" of the French film industry and then trace the various movements or schools, styles, and trends in French cinema and the major directors and films associated with them. "Primitive cinema," the avant-garde, poetic realism, the New Wave, the political cinema of the 60s and 70s, the "heritage films," postcolonial cinema, films by ethnic minorities, and postmodern thrillers are examined. The films discussed, which include masterpieces and landmarks of the French film canon as well as popular classics and important contemporary films, are explored in terms of genres, styles, and historical/social periods, definitions of national cinema, ideology, and ethnic and gender issues. Prerequisite: FR 306 or consent.

**333 Commercial French (3)**

An introduction to the language used in business practiced in France or Quebec. The course covers business vocabulary, economic geography, government requirements, letter writing, accounting, etc. Prerequisite: FR 212 or equivalent. Offered on demand.

**400 French Cinema (3) (Winter Session)**

Introduces students to the history, theory, and practice of French filmmaking from its origins at the turn of the

20th century to the present day. We begin with a brief "ecohistory" of the French film industry and trace the various movements, schools and trends in French cinema and the major directors associated with them. The avant-garde, poetic realism, the New Wave, political cinema, new types of heritage films, postcolonial cinema, postmodern thrillers, and the cinema of ethnic minorities are examined. The films discussed, which include masterpieces and landmarks of the French film canon as well as popular classics and important contemporary films, are explored in terms of genres, styles, and historical/social periods, definitions of national cinema, ideology, and ethnic and gender issues. Offered in selected Winter Sessions.

**443 Senior Seminar (3) (I)W**

Each student studies not only the life and work of a major writer but also is responsible for the century, its history, literature and philosophical trends. Prerequisite: FR 314 or 316, or consent. Offered on demand.

**471 Practicum in the Teaching of French (3)**

Students study in a workshop setting the teaching of grammar, of writing, and of speaking French. Students also serve as assistants and tutors in FR 111, 112 and 211. Prerequisites: FR 306 or must be capable of using the French language effectively and consent. Offered every year.

**GERMAN (GER)****111, 112 Elementary German I, II (4, 4) (C)**

An introduction to the German language and culture. Special attention is given to cultural aspects. Emphasis is placed on the development of basic listening, speaking, reading and writing skills. Audiovisual materials supplement the program. Prerequisite for GER 111: no previous instruction in German. For GER 112: a grade of C or better in GER 111 or proficiency as determined by instructor. Five class and laboratory periods each week. Offered every year.

**205 The Short Prose of Kafka (3) (V)W (Winter Session)**

Focuses on 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. Offered in selected Winter Sessions.

**207/307 Love, Longing and the German Romantics (3) (V)**

Focuses on the history, society, religious beliefs, and the culture of Germany during the German Romantic Movement in the late 18th and early 19th centuries. In addition to showing links between these two fields, it will touch on the wider social/epistemological/political/artistic ramifications of this important movement. Identical to RELST 207/307. Offered on demand.

**211 Intermediate German I (3) (C)**

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.

### **212 Intermediate German II (3) (C)**

For the student who has attained the GER 211 oral and written proficiency (three college semesters) but who now desires to increase his/her fluency in speaking as well as writing. Extensive oral-aural practice prepares the student for upper-level courses as well as travel or study abroad. Required lab. Prerequisite: GER 211 (with a grade of C or better) or proficiency as determined by the instructor. Offered each spring.

### **240/340 German Cinema: Art and Politics (3) (A)**

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 will be screened outside of class.) Identical to POLS 240/340.

### **244 German Women Filmmakers: The Search for Identity (3) (A) W (Winter Session)**

Introduces students to leading German women filmmakers and their contributions. Since 1968 there has been a marked shift in German film. Students focus in part on those German women filmmakers whose works have shaped 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 Dörrie (Men), Caroline Link (Nowhere in Africa), and Margarethe von Trotta (Rosenstrasse). Taught in English. Offered in selected Winter Sessions.

### **305, 306 Advanced Conversation & Composition I, II (3, 3) (C) W**

For the student who wants to acquire skill in practical conversation and writing. Strongly recommended for those students who either wish to travel abroad or who desire to take upper-level German literature courses. Prerequisite: GER 212 or equivalent.

### **313 Cultural & Intellectual History of Germany From the Germanic Tribes to Storm & Stress (3) (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 times of storm and stress. Prerequisite: GER 306 or consent. Offered on demand.

### **314 Cultural & Intellectual History of Germany: From Romanticism to the Present (3) (H)**

Same orientation as GER 313 with topics selected from the period of Romanticism to the present. Prerequisite: GER 306 or consent. Offered on demand.

### **315 German Literature: Early Germanic Times to Age of Goethe (3)**

Provides an overview of literary history in the pertinent time period in terms of movements, genres, authors, etc., against the background of German life as a whole. Prerequisite: GER 306 or equivalent. Offered on demand.

### **316 German Literature: Romanticism to Present Day (3)**

Same orientation as GER 315. Prerequisite: GER 306 or equivalent. Offered on demand.

### **325 The German Novelle (3)**

The development of the German Novelle. Readings from Goethe, Storm A. von Droste-Hülshoff, Kleist, Hauptmann, Keller, Mann and Hugo von Hofmannsthal. Prerequisite: GER 306 or equivalent. Offered on demand.

### **326 The German Novel (3)**

The development of the German Novel. Readings from Goethe, Novalis, Eichendorff, Stifter, Fontane, Thomas Mann, Kafka, Döblin, Böll, and Wolf.

### **329 Modern German Literature (3)**

A careful reading and discussion of 20th century German plays, novels and short stories with an emphasis on contemporary works. Representative authors such as Christa Wolf, Martin Walser, Max Frisch, Christine Brückner, Günther Grass and Heinrich Böll. Prerequisite: GER 306 or equivalent. Identical to ENG 329. Offered on demand.

### **333 Business German (3)**

Introduces students to the “business language” necessary for working in the business world in Germany. An emphasis is given to cultural aspects of the German business world. Prerequisite: GER 305 or 306, or consent. Offered on demand.

### **430 The German Comedy (3)**

A history and study of the German comedy. Representative readings from Lessing, Kleist, Tieck, Grabbe, Hauptmann, and Sternheim. Prerequisite: GER 306 or equivalent. Offered on demand.

### **443 Senior Seminar (3)**

Each student studies the life and work of a major writer, and is responsible for learning about the intellectual climate in which the author wrote, i.e., the history, literature and philosophical trends of the era. Prerequisite: GER 314 or 316 or consent. Offered on demand.

### **471 Practicum in the Teaching of German (3)**

Students study in a workshop setting the teaching of grammar, of writing, and of speaking German. Students also serve as assistants and tutors in GER 111, 112, and 211. Prerequisites: GER 306 or must be capable of using the German language effectively and consent. Offered every year.

## JAPANESE COURSES (JAPN)

### 101, 102 Introduction to Japanese Language & Culture I, II (3, 3)

An introduction to Japanese language and culture for business and travel. Students learn basic spoken and written Japanese. Emphasis is placed on the language and culture needed to feel comfortable in Japan. Offered on demand.

## LATIN COURSES (LATN)

(See Classics for Latin Major)

Note: Unless students take Latin courses consecutively, they may not be able to fulfill the language requirement on time.

### 111, 112 Elementary Latin I, II (4, 4)

Introduces the elements of the language of the Ancient Romans: vocabulary, syntax, and grammar. Students learn how to translate sentences and short stories. The course concentrates on translation and reading skills rather than speaking/listening skills. Prerequisite for LATN 111: no previous instruction in Latin; for LATN 112: LATN 111. Offered every year.

### 211, 212 Intermediate Latin I, II (3, 3)

Each semester focuses on a single text, such as the poems of Catullus or one of Cicero's speeches. The primary goal is to gain facility in reading Latin, but the course also introduces students to Ancient Roman literary aesthetics and culture. The course concentrates on translation and reading skills rather than speaking/listening skills. Prerequisite: LATN 112. Offered every year.

### 305 Topics in Latin Prose (3)

An in-depth exploration of one Latin prose author. Extensive readings in the original Latin, complemented by wide readings from the author's entire corpus in English translation. Additional work from primary sources and current scholarship place the author's writings into broader historical and cultural contexts. May be repeated for credit as the topic varies. Possible topics include: Caesar, Cicero, Livy, Petronius, Tacitus. Prerequisite: LATN 212 or placement. Offered each fall.

### 306 Topics in Latin Poetry (3)

An in-depth exploration of one Latin poet. Extensive readings in the original Latin, complemented by wide readings from the author's entire corpus in English translation. Additional work from primary sources and current scholarship place the author's writings into broader historical and cultural contexts. May be repeated for credit as the topic varies. Possible topics include: Catullus, Horace, Ovid, Plautus, Virgil. Prerequisite: LATN 212 or placement. LATN 305 is not required for enrollment in LATN 306. Offered each spring.

### 471 Practicum in the Teaching of Latin (3)

A workshop setting introducing advanced students of Latin to current teaching methods in Latin 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. Prerequisite: LATN 305 or 306 and consent. Offered on demand.

## SPANISH COURSES (SPAN)

### 100, 200, 300 Spanish Study Abroad (1-6) C\*

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 9:00 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 Cuernavaca are provided. Students taking this course for six hours credit spend three hours a day in class (for ten days) prior to departure. This is an opportunity for total immersion in the Spanish language, culture, and life. Prerequisites: None for SPAN 100; SPAN 112 for SPAN 200, SPAN 212 (proficiency) for SPAN 300. Offered each summer.

\*SPAN 200, 300 only.

### 104, 105 Beginning Spanish for the Adult Learner I, II (4, 4) (C)

Designed for students in the Adult Studies Program. Prerequisite: admission to the Adult Studies Program. Prerequisite for SPAN 104: no previous instruction in Spanish; for SPAN 105: a grade of C or better in SPAN 104 or proficiency as determined by instructor. Offered every year.

### 111, 112 Elementary Spanish I, II (4, 4) (C)

An introduction to Spanish as a spoken and written language. Emphasis is placed on the communication of ideas and the development of oral and reading comprehension. Prerequisite for SPAN 111: no previous instruction in Spanish; for SPAN 112: a grade of C or better in SPAN 111 or proficiency as determined by instructor. Five class and laboratory periods each week. Offered every year.

### 210 Icons, Myths, and Rituals of the Hispanic Civilization (3) (S) (Winter Session)

Consists of a diverse set of topics on Latin American and Spanish history and culture that, when studied together, give a more profound view of Hispanic culture. The intensive experience helps students assimilate and associate the topics being studied and, therefore, helps them achieve a more unified view of the whole Hispanic Heritage. Offered in selected Winter Sessions.

### 211 Intermediate Spanish I (3) (C)

Intensive vocabulary development and grammar review. Readings of contemporary and literary materials are used as

a basis for the development of conversational and writing skills. Upon successful completion of the course (a grade of C or better), the student may take SPAN 212. Prerequisite: SPAN 112 or equivalent. Required lab. Offered each fall.

### **212 Intermediate Spanish II (3) (C)**

For the student who has attained the SPAN 211 oral and written proficiency (three college semesters). Extensive oral-aural practice prepares the student for upper-level courses as well as travel or study abroad. Required lab. Prerequisite: SPAN 211 (with a grade of C or better) or proficiency as determined by the instructor. Offered each spring.

### **213 Modern Mexico (3) (Winter Session)**

A travel course focusing on contemporary Mexican culture. The class will visit museums and important cultural sites in order to examine Mexico's main ancient civilizations and the most representative periods of its history. Complementary selected literary readings and films illustrate relative issues defining Modern Mexico. Students gain an insight into the idiosyncrasies of this nation's peoples based on a close examination of ancient and modern religious beliefs and rituals, social attitudes, and ideological tendencies reflecting the values of most Mexicans today. Offered in selected Winter Sessions.

### **220/320 Comparative Regime: Latin America (3)**

Identical to POLS 220/320.

### **265 U.S. Latino Culture (3)**

Studies the Latino phenomenon in the U.S. as peculiar to a diaspora strongly united by language and adherence to a common cultural legacy. Emphasis is given to social issues such as labor, health, and education, as well as to the understanding of diversity within the Latino community, the acculturation process, and the overall impact of the Latino minority in U.S. society today. Taught in English, primarily for the Adult Studies Program. Offered on demand.

### **270 Latin American Music and Dance (3) (A) (Winter Session)**

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, and it 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.

### **305 Advanced Conversation & Composition I (3) (C)**

Gives emphasis to reading for comprehension and the articulation of ideas in Spanish. It is also an introduction to Spanish Civilization and Culture through the readings and discussion of selections on this subject. Prerequisite: SPAN 212 and consent. Offered every year.

### **306 Advanced Conversation & Composition II (3) (C)**

An introduction to Spanish literature through the analysis of carefully chosen short stories written by modern Latin American and Peninsular writers. This course gives emphasis to writing and speaking skills in Spanish and prepares the student for upper-level Spanish literature and civilization courses. Prerequisite: SPAN 305 or consent. Offered every year.

### **310 Post-Franco Spain (3)**

Examines Spain's transition to democracy after the end of Franco's regime in 1975. Discussion and analysis of contemporary authors like Antonio Munoz Molina, Rosa Montero, Paloma Diaz-Mas, Eduardo Mendoza, Manuel Vazquez Montalban, and Arturo Perez Reverte illustrate various aspects of Spain's postmodern revolution. This study of Spain's modernization process includes discussion of some relevant films by contemporary directors such as Pedro Almodovar, Carlos Saura, and Luis Berlanga. Intended for Spanish majors and minors. Prerequisite: SPAN 306 or consent. Offered fall of odd-numbered years.

### **311 Survey of Spanish Literature I: Spain (3)**

The most important works of Spanish prose and poetry from the end of the Middle Ages to the present are studied against the cultural background. This course offers an introduction to Spanish civilization as well as Spanish literature. Prerequisite: SPAN 306 or consent. Offered alternate years or on demand.

### **312 Survey of Spanish Literature II: Latin America (3)**

The most important works of Spanish American prose, poetry and essay from the Conquest to the present are studied against the cultural background. This course offers an introduction to Latin American civilization as well as Latin American literature. Prerequisite: SPAN 306 or consent. Offered alternate years or on demand.

### **316 Survey of Spanish Poetry (3)**

A survey of the major types of Peninsular Spanish poetry from El Cid to the present. Prerequisite: SPAN 212. Offered on demand.

### **317 Civilization of Spanish Peoples I: Spain (3)**

Provides the opportunity to learn about Spain, its peoples and civilization 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.

### **318 Civilization of Spanish Peoples II: Latin America (3)**

Provides the opportunity to learn about the 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 (3)**

Readings of the political writings of selected Latin American thinkers. Relationship of political writings to contemporary culture, society and government of Latin America. Readings in Spanish language. Also cross-listed as POLS 321 in which case readings and writing are done in English. Offered each fall.

### **329 Latin America through the Cinema (3)**

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 also explore the constitution of national identities, questions of ideology, class, race, ethnicity and gender. In addition, we 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 will be screened outside of class. Prerequisite: SPAN 306 or consent. Offered intermittently.

### **333 Commercial Spanish (3)**

Designed for students and professionals who wish to learn Spanish for use in a practical business context. Prerequisite: SPAN 212 or equivalent or consent.

### **344/444 Don Quixote (3)**

An intensive study of what is generally considered the first and greatest of western novels. Attention is given to the life of Cervantes, the society and the culture of the times in which this work was written and its impact on the literary tradition of the Hispanic world. Prerequisite: SPAN 306. Offered on demand.

### **350 Hispanic American Women Writers (3)**

An overview of the history of Hispanic American women writers from the Colonial period to the present. It includes an analysis of key economic, social, and political conditions in the development of their writing. Poetry, short story and the novel will be included. Prerequisite: SPAN 306 or consent. Offered fall of odd-numbered years.

### **360 The Latin American Short Story (3)**

The Latin American short story is one of the richest manifestations of contemporary Latin American narrative. Students study its evolution from the origins to the present time 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 306 or consent.

### **365 U.S. Latino Culture (3) (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. We examine the circumstances causing the migration of specific groups entering the U.S. Emphasis is given to social issues such as labor, health, and education, as well as to the understanding of diversity within the Latino community, the acculturation process, and the overall impact of the Latino minority in U.S. society today. Prerequisite: fluency in Spanish at the 300 level or consent. Offered fall of even-numbered years.

### **380 Analysis of the Spanish Language (3)**

Provides students with the opportunity to improve their linguistic abilities in Spanish, develop a greater awareness of the process of learning another language, and also expand their knowledge of the many facets of the Spanish language. A background is provided of issues and concepts of second language acquisition, particularly those of the English-speaking learners of Spanish. Prerequisite: SPAN 306 or consent.

### **420 The Latin American Novel (3)**

A study of the development of the Latin American novel beginning with the 19th century to the present. Theme, form, style, and technique along with the historical and social context are studied. Latin American women as authors and as characters are an important aspect of this course. Prerequisite: SPAN 306 or consent. Offered spring of even-numbered years.

### **422 Modern Spanish-American Fiction (3)**

Analytical reading of selected works by such authors as Borges, Cortázar, Garcia, Márquez, Allende, and Rulfo. Such aspects as theme, form, style, and technique of the novel and story are studied. Prerequisite: SPAN 306 or consent. Offered on demand.

### **443 Senior Seminar (3) (I) W**

Intensive study of selected topics in Spanish and Spanish-American literature. Intended to integrate the knowledge of history, philosophy and political science with the analysis of literary works. Prerequisite: Two semesters of the following: SPAN 311, 312, 317 and 318. Offered alternate years or on demand.

### **471 Practicum in the Teaching of Spanish (3)**

A workshop setting in the teaching of grammar, writing, and speaking Spanish. The student will also be an assistant and tutor in SPAN 111, 112, and 211. Prerequisites: SPAN 306 or must be capable of using the Spanish language effectively and consent. Recommended for students in the education track. Offered every year.

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## FRENCH

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(See Foreign Languages and Literatures)

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## GERMAN

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(See Foreign Languages and Literatures)

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## GEOGRAPHY

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### GEOGRAPHY COURSES (GEOG)

#### 111 Physical Geography (3) (E)

A study of the physical earth with an emphasis on the process of planetary composition, planetary motion, the atmosphere, water, plate tectonics, glaciers, landforms and other major areas. 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 (3) (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 impact upon 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.

#### 485 Earth and Environmental Science for Secondary School Teachers (1-4)

Identical to EES 485.

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## HEALTH AND HUMAN SERVICES

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DR. BENJAMIN D. DOBRIN, MSW, Program Coordinator  
MS. SHARON L. PAYNE, LCSW, CSAC

The health and human services program prepares students to work with people in a broad spectrum of public and private agency and employment settings. Students are prepared with the competence to develop, administer, and deliver services to strengthen and empower individuals, families, communities, and groups. Areas of interest may include aging, child welfare, domestic violence, family service, health and mental health, hospice, mental retardation, substance abuse, probation and parole, health maintenance or disease prevention.

The capstone of the major is a semester long, 36-hour week, highly structured internship coupled with an on-campus seminar. The internship affords the student the

opportunity to integrate the liberal arts experience and theories of helping with work in local health and human service organizations.

The major is flexible and interdisciplinary, allowing students to explore their own areas of interest. Four areas of concentration are: direct service, community action, administration, and legislative process. Students may seek employment in the field after their undergraduate experience or choose graduate school in fields such as social work, public health, public or business administration, law or divinity.

### Direct Service Concentration

Prepares students to work with individuals, families and groups. In this concentration a student may fulfill the academic requirements for certification as a substance abuse counselor (CSAC) and begin accruing supervised experience for that credential in the internship.

### Community Action Concentration

Prepares students to work directly with communities to identify and meet their specific needs. Students may use their leadership and research skills to enhance community strengths and wellness.

### Administration Concentration

Prepares students who wish to develop skills to administrate health and human service agencies. In this concentration students may fulfill requirements to become licensed Nursing Home Administrators.

### Legislative Concentration

Prepares students who wish to work in the legislative arena developing health and human service legislation and policy.

### Major Components

The major is constituted by four interrelated components:

1. General Studies courses to develop consciousness, sensitivity, and competencies appropriate for all liberally educated and emotionally prepared persons;
2. HHS core courses give all students majoring in health and human services a common base of knowledge, experience and skill which is appropriate for professionals in the broad field of endeavor;
3. Support courses which provide the student with specialization in subject matter required for the internship experience. Each student will take at least seven upper-level courses to meet this requirement; and
4. The HHS internship and academic seminar which is the culminating experience for those majoring in health and human services. The internship and academic seminar, which are taken concurrently, will help integrate various liberal arts perspectives within a health and human services context. These experiences require considerable preparation and each potential intern must have developed key skills

in communication and in dealing with individuals and groups, as well as a clear understanding regarding the requirements of the specific internship.

**Specific major requirements include:**

1. With the HHS adviser you are to work out a plan of liberal arts courses which will develop consciousness, sensitivity, knowledge, and competencies appropriate for liberally educated and emotionally prepared persons. Consequently, all three divisions of the college will be drawn upon for these courses.
2. The student will be required to select one of four possible tracks, or specializations, and accumulate at least 21 semester hours of upper-level course work in that area for the internship experience. Students cannot take more than 15 semester hours in any one discipline to meet this requirement.
3. You will be required to complete at least 45 semester hours of upper-division courses, with 60 semester hours being recommended.
4. Grade point average of 2.5 or better to qualify for the internship.
5. Successful completion of core and support courses (2.0 or better in each course) prior to the internship.
6. Only 300/400 level courses count as support courses.

**Major Requirements**

| COURSE NUMBER AND TITLE                                     | SEM. HRS. |
|---|-----------|
| HHS 201<br>Introduction to Human Services                   | 4         |
| HHS 302<br>Planning, Administration & Legislation           | 3         |
| POLS 343<br>Public Administration                           | 3         |
| HHS 337<br>Advanced Developmental Psychology                | 3         |
| HHS 338<br>Adult Development:<br>A Biopsychosocial Approach | 3         |
| HHS 401<br>Direct Service Intervention                      | 3         |
| HHS 472<br>Human Services Internship                        | 12        |
| HHS 475<br>Human Services Seminar                           | 3         |
| <b>TOTAL</b>  | <b>34</b> |

**HEALTH AND HUMAN SERVICES (HHS)**

**CORE COURSES**

**201 Introduction to Health & Human Services (4) (S)**

Acquaints the beginning student with the history, philosophy, values, concepts, language, directions, problems, and broad scope of health and human services. Offers exposure to various agencies and agency policies. Offered each fall.

**302 Planning, Administration & Legislation (3)**

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. Offered each spring.

**337 Advanced Developmental Psychology (3)**

Identical to PSY 337.

**338 Adult Development: A Biopsychosocial Approach (3)**

Human growth and development, young adulthood through aged death, is designed to meet the particular needs of students in the health and human services. Focuses on the normal developing life process with attention to individual adjustments. Though related to the normal developmental processes and subsequent adjustments, the course examines how the normal process may cause behavior patterns which may be interpreted as pathological to the untrained observer. Students become aware of abnormal responses to normal developmental processes as the individual proceeds through the normal changes associated with growth and development. Since it is extremely important for students to understand the inter-relationship of physical, mental, and emotional development and the impact of one's culture, each developmental stage is examined from this perspective and considers the unique tasks and stresses of the different stages of life. Offered each spring.

**343 Public Administration (3) (S)**

Identical to POLS 343.

**401 Direct Service Interventions (3) W**

Overview of the direct methods used in health and human services: case work and group work. Introduction to the theory and practice of such methods as essential to the helping professions. There is a required experiential learning component. Students work in a direct service agency as a service provider for a minimum of 3 hours per week for the semester. Offered each fall.

**472 Health & Human Services Internship (12)**

Serves as the capstone experience for the academic preparation. Students are placed in an agency, organization, company, or legislative setting which affords an opportunity for them to assume a preprofessional role where they can build skills and expand their expertise. For psychology majors, students must complete the core and the major requirements for the specific major. Prerequisites: HHS 201, 302, 338, and 401; PSY 337; POL 343; passing the junior writing proficiency exam; 21 semester hours of upper-level courses to support the emphasis with a minimum of 2.00 in each course; minimum grade point average 2.5; minimum of 45-60 semester hours of 300- and 400-level courses and approval of the internship committee. Corequisite: HHS 475. Offered each spring.

**475 Health & Human Services Seminar (3) (I)**

Offered concurrently with the internship. Assists students in relating theory and values to experience and in offering support, interpretation, evaluation, and guidance. Also, students are evaluated on their performance of work assignments, use of supervision and course work. Prerequisites: same as HHS 472. Corequisite: HHS 472. Offered each spring.

**ELECTIVES****210/310 Public Health (3)**

Offers the student an overview of the history and current practice of public health in the U.S. and abroad and surveys the core components of public health. Offered each fall or on demand.

**261/361 Human Sexuality (3) (V)\***

An exploration of the diverse and often divisive 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 punctuates diverse approaches to gender and sexual issues worldwide. The 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. Multiple approaches to controversial issues are explored and debated, as well as myths and facts. Students are challenged to explore their own values, their genesis and the function those values serve in their lives. Offered fall of even-numbered years.

*\*HSMS 361 only*

**307 Death, Dying, Loss, & Grief (3) (V)W**

Focuses on contemporary and historical societal influences, cultural practices and spiritual beliefs in conceptualizing 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. Current legal issues and instruments such as advance directives, wills and powers of attorney are discussed. Also addressed are current ethical controversies around life sustaining measures, physical assisted death and organ transplantation. The impact of loss throughout the life cycle is addressed, as a result of normal developmental transitions. Those losses are contrasted with loss as a result of suicide, violence and disaster. In addition we explore 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. Offered fall of odd-numbered years.

**308 Gerontological Services (3)**

*(Winter Session)*

Offers the student an overview of the history and current practice of gerontological services in the United States. During the 20th century, life expectancy increased almost 30 years in this country. An entire field of response has been created to help the elderly population with their needs and concerns. This course is a survey of the core components of gerontological services—financial, social, in-home, institutional and medical. Service delivery gaps and trends for the future will also be explored. Prerequisite: junior status. Offered in selected Winter Sessions.

**309 Grief—Childhood & Adolescence (3)**

Designed to teach students the theories which explain the different ways children react to loss and grief. The materials studied give the students a knowledge base upon which to build appropriate intervention skills to assist children living with loss and grief. Special attention is given to age, cultural, racial, religious and gender differences. The focus is on children experiencing the loss of a significant person in their lives. Some emphasis is on children suffering from life-threatening illness and their own potential death. Prerequisite: junior/senior status or consent. Three semester hours of psychology, sociology, or health and human services. Offered fall of even-numbered years.

**312 Chronic Diseases (3)**

An in-depth review of current health concerns and chronic diseases. The course surveys specific conditions, policy related to these conditions, and prevention techniques. Public health prevention as well as the medical community's curative response are also examined. The public health model is promoted throughout the course. Prerequisite: sophomore status. Offered spring of even-numbered years.

**318 Aging in the Media (3)**

*(Winter Session)*

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.

### **320 Overview of Health Care Administration (3)**

Presents cutting-edge thinking on the management of health care organizations. Practical and conceptual skills are taught to help students focus on more efficient health care delivery in a multitude of settings. This course prepares students for entry-level health care management positions or for graduate education in health care administration (MHA, MPA, MBA, MPH, MSW). Prerequisite: junior status. Offered fall of even-numbered years.

### **321 Medical Group Management (3)**

A comprehensive guide to the administration of an ambulatory care facility, for both the new manager and the experienced administrator. Prerequisite: PSY 201 or MBE 301 or consent.

### **335 Contemporary Issues (3)**

Provides an opportunity for students to critically examine a variety of issues which are of concern to providers of services as well as consumers of services. The topics of concern may, by necessity, change from year to year. The course is useful to students majoring in disciplines from all three divisions. Students are expected to do independent work to supplement lectures and readings. Prerequisite: junior/senior status. Offered spring of odd-numbered years.

### **336 Human Growth and Development: Life Course Approach (3)**

Designed to meet the needs of students who want to develop a strong foundation in human growth and development. Different biological, social, and psychological theories of growth and development are examined and will offer the student a multi-disciplinary perspective. Students will learn primarily about normal development—from conception to aged death. While normal development will be stressed, certain pathological processes will be examined as well. Note: Students who have taken a previous developmental psychology course may not take this class for additional credit. Prerequisites: junior status or consent. Offered each spring.

### **380 Aging in America (3)**

Provides an overview of current theories of aging. Attention is given to myths, healthy aging, positive strategies used to deal with the aging process, and the interrelationships between characteristics and needs of aging and aged people in America. "Aged" is defined as 65-120. Prerequisite: PSY 201 or SOC 100. Offered fall of odd-numbered years.

### **384 Drugs of Abuse (3)**

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. Prerequisite: PSY 201 or 266 or consent. Offered most falls.

### **385 Substance Abuse & Chemical Dependency (3)**

Examines the effects drugs of abuse have in our society. The course specifically looks at defining the problem and its effects on the abusing person, family, economy, legal system, health care, and the issues and impact of treatment and 12-step support groups. Offered most springs.

### **386 Peer Educator Training (3)**

Provides preparation for students to become part of the college's Peer Educator Program. Students develop basic interviewing, individual assessment, and group skills. Students are expected to demonstrate competency with such skills in class through role-playing. Offered as needed.

### **390 Substance Abuse Counseling (3)**

Provides the individual preparing for a career in working with individuals, families and groups with a portion of the academic background necessary for not only working with these populations around substance abuse issues but also for becoming certified as a substance abuse counselor. Prerequisite: HHS 384, 385. Offered as needed.

### **402 Women on the Brink (3) (Winter Session)**

Challenges the student to explore the interaction of complex societal and psychological factors as they relate to America's most vulnerable women. Students study the history of women's role in American society and evaluate how current policies and institutions often maintain women as vulnerable and disenfranchised. The course is 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 (3) (I) (Winter Session)**

Reviews the history of poverty and homelessness in America and society's response to it. Special emphasis is placed on the economic, cultural, social and political factors, which converge to create a climate in which poverty exists and is maintained. Current societal responses to poverty are studied with immersion experiences in the Hampton Roads area. Prerequisite: senior status. Offered in selected Winter Sessions.

### **450 Health & Human Services Data Collection and Data Analysis (3) (E)**

Offers the student an overview of data collection methods as well as analysis procedures within the context of



## HISTORY COURSES (HIST)

### 111 World History to A.D. 1600 (3) (H)

Study of selected topics in history from the emergence of early cultures to the 16th century. Emphasis is on the variety of human societies and the ways in which differing old world societies influenced one another. Offered each fall.

### 112 World History: The Modern Era (3) (H)

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 understanding how ordinary people experienced major historical events. Offered each spring.

### 113 History of U.S. to 1877 (3) (H)

An introductory survey of the major political, social, economic, cultural, demographic, religious, and diplomatic developments in U.S. history from the founding of Jamestown in 1607 until the end of Reconstruction in 1877. Among the topics studied are Native American life, the concept of "encounter" between Native Americans and Europeans, the social and political development of colonial life, the reasons for African slavery and the daily realities of slave life, the process of cultural transmissions from Europe and Africa to America, the causes and consequences of the American Revolution, the contested nature of American democracy and concepts of American freedom, the Market Revolution, 19th century American life, territorial expansion, the coming of the Civil War, and the meanings of Reconstruction. Offered regularly.

### 114 History of U.S. Since 1877 (3) (H)

An introductory survey of the major political, social, economic, cultural, demographic, religious, and diplomatic developments in U.S. history from the end of Reconstruction through the present. The unfinished social revolution of Reconstruction, the industrial revolution, the rise and fall of Progressivism, the origins of American empire, World Wars I and II, the Vietnam War, and the rise of the United States to unparalleled prosperity, power, and influence in the world are covered. Students examine scientific, technological, and intellectual developments, imperial expansionism and warfare, the ongoing expansion and centralization of federal government power and authority, struggles for social justice, individual autonomy and environmental change, cultural transformation, and the interaction of diverse communities of peoples at home and abroad. Offered regularly.

### 115 U.S. History Since 1945 (3) (H)

An introductory survey of the major political, social, economic, cultural, demographic, and diplomatic developments in U.S. history from the end of World War II

through the present. Among other topics studied are scientific, technological, and intellectual developments, American superpower and global decolonization, Cold War and regional warfare, the ongoing expansion and centralization of federal government power and authority, struggles for social justice and civil rights, individual autonomy and environment balance, cultural transformation, and the interaction of diverse communities of peoples across both time and space. Offered regularly.

### 205/305 Survey of Modern Europe (3) (H)

Survey in European history since the 18th century. Over the past 200 years, European society has changed profoundly. From scientific discoveries, to the spread of democracy, to the rise of secularism, Europe has undergone revolutionary transformations. Many people consider most of these developments to be critical markers of progress, and they point to democracy, industrialization, scientific advances, and technological innovations as evidence of this progress. Such developments also came with negative repercussions, such as colonialism, mass destruction and genocide. Students are exposed to various historical interpretations, including political, social, gender, and cultural narratives. Offered each fall.

### 211 History of England to 1715 (3) (H)

Roman Britain to the glorious revolution, with special emphasis upon constitutional development, religious change and economic expansion. Offered fall of odd-numbered years.

### 212 Modern Britain (3) (H)

The impact of the industrial revolution on the course of British history, the rise and decline of empire, and experimentation with socialism in the 20th century are studied. Offered spring of even-numbered years.

### 216/316 A Survey of Medieval History (3) (H)

A survey of the cultural, religious, political, and economic changes which Europe underwent from the "fall" of Rome to the Black Death. Offered spring of odd-numbered years.

### 219 Topics in Asian History (3)

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. Offered spring of odd-numbered years or on demand.

### 220 The Civil War and Reconstruction (3) (H)

Examines the causes, experience, significance, and lasting legacies of the Civil War and Reconstruction. It covers, among many other topics, 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, we explore the mixed results of this war for the victorious North, the defeated South, and the restored nation during the Reconstruction era and beyond. Offered spring of even-numbered years.

### **224 World Wars I & II (3) (H)**

A course in European history from 1878 to 1945 emphasizing the origins, nature, and impact of the two world wars. Offered fall of even-numbered years.

### **231 History of Nazi Germany (3) (H)**

Explores the rise of Nazism and the establishment of the Nazi dictatorship in Germany from 1933 until 1945. The historical conditions that fostered Nazism, the Hitler revolution, the Nazification of many facets of German life, the Second World War, and the Holocaust are examined. Students analyze primary documents that focus on various aspects of the Third Reich, including ideology, propaganda, family life, gender, and the arts. Concludes with an evaluation of the Nazi legacy in German history. Offered spring of odd-numbered years.

### **233 African-American History to 1877 (3) W**

Traces the experiences of Americans of African descent from their arrival in the Americas to the period of Reconstruction after the American Civil War. Offered fall of odd-numbered years.

### **234 African-American History Since 1877 (3)**

Traces the experiences of Americans of African descent from the period of Reconstruction after the American Civil War to the present. Offered spring of even-numbered years.

### **235 Colonial Latin America (3) (H)**

A survey of the history of Latin America from the pre-Conquest era through the Colonial period. Offered fall of odd-numbered years.

### **237 Cultural History of Modern Europe (3) (H)**

Explores the culture of Europe from the Baroque Age until the present. Examines a wide array of cultural expressions, linking artistic and popular cultural movements to their historical contexts. These cultural movements include the Enlightenment, romanticism, realism, modernism, and nationalism. "Culture" is thus defined broadly, encompassing traditional forms of "high" culture, such as art, music and literature, as well as national political cultures, popular cultures, and everyday cultures. An understanding of aesthetic sensibilities of various epochs is also emphasized by examining how artistic creation has changed over the past four centuries. Students develop their own sense of aesthetic sensibilities by attending various cultural events, including concerts, theatre performances, film viewings, architectural tours, and art exhibitions. Offered fall of odd-numbered years.

### **240 The American Revolution and Early Republic, 1750-1787 (3) (H)**

An intensive examination of the causes and consequences of the American Revolution and the formation of the U.S. Constitution. Readings are drawn from primary and secondary sources. Offered spring of odd-numbered years.

### **246 Introduction to Africa (3) (H)**

A general survey of African history that treats the origins of African society, the great Bantu migrations, the arrival of Islam, the medieval empires of the Sudan, the colonial experience and modern nationhood through lectures, discussions and audiovisual presentations. Offered spring of even-numbered years.

### **248 Medieval Islamic World (3) (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. Offered on demand.

### **250 American Maritime History (3) (H)**

Examines the American relationship with the sea from a variety of social, economic, diplomatic, environmental, and political perspectives. Students concentrate on the development, experience, and nature of maritime exploration, commerce, warfare, and transportation during the formative years of the United States between settlement on the Atlantic rim and the rise to world power by 1900. Particular attention is paid to the history of the region surrounding the Chesapeake Bay in order to take advantage of the historical and environmental richness that surrounds the area. Among many other topics, students study international trade, fishing, whaling and sealing; piracy, the life, experience and mindset of the seamen; overseas empires; the development, transformation and projection of naval power around the world; and the incredible impact of the maritime world on American politics, economy, community, and culture over three centuries. Offered spring of even-numbered years.

### **258 Introduction to Historiography (3)**

The discipline of history increasingly emphasizes argumentation in its scholarship, focusing on interpretive historiography. Even though historians regularly study the same sources, they often arrive at markedly different interpretations. By analyzing the differing schools that have developed around various historical questions, students 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: history major or minor. Offered each spring.

**262 Seminar in the History of European Cities (3)****(Winter Session)**

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, focusing particularly on 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. The on-campus study is followed by travel to the destination. Offered during selected Winter Sessions.

**303 17th- and 18th-Century America (3)**

A study of the social, cultural, religious, and demographic changes that took place over two different 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. Offered in fall of even-numbered years.

**313 19th-Century America (3) (H)**

An intensive exploration of major themes, events, and individuals in United States history between Thomas Jefferson's presidency and the Spanish-American War. We study 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. Particular emphasis is placed on historiographical interpretations of the historical changes and their meanings. Prerequisite: HIST 113 or 114 or consent. Offered fall of even-numbered years.

**317 History of Virginia (3) (H)**

An exploration of the history of the Commonwealth of Virginia through the Civil War, examining such topics as Powhatan culture, early Virginia settlement and life, the origins of slavery and the construction of race, gentry and slave culture, Thomas Jefferson, and Virginia's role in the Civil War. Field trips to historic sites may be required. Offered each fall.

**319 Early Modern Europe 1300-1789 (3) W**

The Renaissance as it began in the Italian city-states and spread to North Europe, the cultural and intellectual background of the religious Reformers, the impact of the Religious Revolution on the emerging European nation-states, and the intellectual triumph of the European "Enlightenment." Prerequisite: junior status or consent. Offered spring of even-numbered years.

**322 Religion and Social Issues in American History (3)**

Examines, from an interdisciplinary vantage point, crucial social issues in American history such as slavery and issues of racial equality, and the status of women. This course 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: completed at least six semester hours in history, religious studies, political science, English, interdisciplinary studies, philosophy or sociology. Prerequisite: junior status or consent. Offered on demand.

**323 Tudor England (3) 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. Prerequisite: junior status or consent. Offered fall of even-numbered years.

**325 Radicalism, Terrorism, and Violence in American History (3)**

An examination of dissent, radical politics, terrorism, and political violence in American history. Radicalism in all forms in American history is studied from the colonial era to the present. We examine the impact and influence of historically important forms of violence, political crime, and state repression on American politics, culture, society, and economy. Students examine 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, the role of violence in producing or forestalling social change and reform, etc. We also discuss and dissect the different theoretical approaches developed by historians to explain the meaning of radicalism, terrorism, and violence in American history. Offered fall of odd-numbered years.

**328 United States Foreign Relations, 1763-1919 (3) (H)**

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. Particular attention will be given to the strategic, ideological, economic, sectional, and racial dimensions of U.S. relations with other nations and peoples, and to the connections between foreign and domestic politics. Offered spring of odd-numbered years.

**338 Internships in History (3)**

Offers students the opportunity to work directly in museums, historic houses and archives in the region where they gain historical knowledge and insight into what

historians do outside the classroom. In addition to 100 hours of field work, students meet several times for discussion with other interns and write a short paper relating to their experiences. Prerequisites: B (3.00 GPA) average, junior status or consent. Offered each spring.

### **340 “Born to Shop?” The History of Modern Consumer Culture in the United States (3)**

Is the American Dream for sale? The history of consumer culture in the United States during the 20th century is examined. We often hear it said that we live in a consumer society, but seldom do we stop to consider what this actually means or how it came to be. In tracing this history, scholars grapple with such questions as: How has consumerism helped to shape American culture in the 20th century? Has consumer culture primarily been oppressive or liberating? How does consumer culture shape and reflect personal and group identity, whether based on gender, class, ethnicity, race, or nationality? In this course we examine these and other questions through readings, films, and primary sources. Prerequisite: junior status or consent. Offered spring of even-numbered years.

### **346 History of South Africa (3) (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: junior status or consent. Offered fall of even-numbered years.

### **347 History of Modern France (3) (H)W**

Focusing on France’s attempts to achieve “liberty, equality, and fraternity,” the history of France is explored from the beginning of the 18th century until the present. The investigation covers the various political regimes beginning with Absolutism under Louis XIV, through the series republics, and the two Napoleonic empires. Looming large on the horizon of modern French history, of course, are the many revolutions, which have left indelible stamps on the history of France and are a central focus. The political narrative is supplemented by a social analysis of French society, including the history of the working classes, women, Jews, and immigrants. Given the vibrant cultural history of modern France, an examination is made of the cultural milestones in French history as well as popular culture and national political symbolism. Offered on demand.

### **348 History of Modern Germany (3)**

In 1871, Germany united and became a modern nation-state. Since unification, however, the geo-political definition of Germany has never been fixed. In 1918, 1933, 1940, 1945, and 1990, Germany went through momentous changes that highlighted the instability of the German nation. Focusing on key historical developments, students explore the meaning of modern Germany since 1871. While the political outline of German history is examined, the focus extends beyond the political realm, investigating both the social and cultural histories of Germany as a means

to probe more deeply into German identity. This social and cultural emphasis raises key questions about German identity: Why have ethnic groups clashed over the definition of Germany? Why have Germans historically had a strong sense of regional identity and a tenuous national allegiance? Is the Holocaust the main lens through which one should read German history? Where are Germany’s borders? Offered spring of even-numbered years.

### **351 U.S. Women’s History to 1865 (3)**

A survey of women’s history from the coming together of Native American, African, and English women in colonial North America, through the establishment of a new nation and a new economy, to the Civil War and its aftermath. Attention is paid to a variety of women in the United States and the historical context in which they lived. Offered fall of odd-numbered years.

### **352 U.S. Women’s History Since 1865 (3)**

A survey of women’s history from the Civil War, through the activism of the Progressive Era, through depression and war to the rise of feminism. Attention is paid to a variety of women in the United States and the historical context in which they lived. Offered spring of even-numbered years.

### **353 History of Women in Europe Since 1700 (3) (H)W**

Explores the history of women in Europe from the 18th century to the present. Its central themes focus 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? Offered fall of even-numbered years.

### **360 Junior Research Seminar (3) W**

Designed to provide history majors with skills for research within the discipline. Students examine a few basic readings on the general topic together and then formulate their own related research projects. A series of assignments takes them through the research and writing process and culminates in a major paper. Prerequisites: declared major in history, junior status, or consent. Offered each fall.

### **375 The History of Piracy (3) (Winter Session)**

Explores the world that pirates called their home, including both the myth and the reality of being a pirate. Topics include a pirate’s daily life, the reasons why someone

would become a pirate, and the relationship between piracy and the construction of early modern empires. Comparisons with pirates in the South China Sea and the northern coast of Africa are also explored, and several films are screened. Prerequisite: consent; must read Stevenson's *Treasure Island* for first day of class. Offered in selected Winter Sessions.

**380 Dos Passos' U.S.A (3) (H)**  
(Winter Session)

An intensive exploration of an underutilized masterpiece of American literature as well as a rumination on the tenor of life, politics, culture, and history in the United States during the first three decades of the 20th century. The core of this seminar is John Dos Passos' great trilogy, *U.S.A.: The 42nd Parallel: 1919: The Big Money*. We read and discuss these fascinating and complicated 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 to the fan of a good read, and his great utility to the student of American history. Using the books as a guide and a lodestar, we construct an understanding of the American experience before, during and after the First World War, and gain a unique insight into the connections between literature and history and between art and memory. Prerequisite: any 100-level history course or consent. Offered in selected Winter Sessions.

**381 The South of Erskine Caldwell (3)**  
(Winter Session)

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. In his highly readable works, Caldwell straddled the lines between sharp social commentary and popular fiction, high art and reportage. By focusing on the lives of ordinary Southerners, Caldwell explored race, class, and gender in a South wracked by industrialization, social upheaval, racial violence, and the Great Depression. 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 are covered along with other important topics. Offered in selected Winter Sessions.

**383 Banned Books and the Law in American History (3) (H)**  
(Winter Session)

Identical to ENG 383.

**400 The Civil Rights Movement (3)**

A seminar consisting of intensive reading and discussion of selected classic and cutting-edge scholarship on the

African-American freedom struggles of the 20th century. We work from the premise that the roots of the Civil Rights Movement stretch back long before the 1954 *Brown v. Board of Education* decision and that its achievements and continuing struggles remain central to understanding the role of race in American society today. Topics of study include the early campaigns of the NAACP; the significance of the Great Depression and World War II in accelerating the struggle for racial justice; the role of grassroots activism in the 1950s and 1960s; civil rights efforts outside of the South; and the interwoven relationship of the "Civil Rights" and "Black Power" movements. This is a reading and writing intensive history seminar. Prerequisites: junior status and either HIST 113, 114, or 115.

**412 America Since 1920 (3)**

Political, economic, and social conditions during prosperity and depression, war and peace. Emphasis on conflict and adjustment of traditional American concepts to an urbanized and mechanized society. Prerequisite: junior status. Offered fall of even-numbered years.

**415 Diseases, Pirates, and Slaves in the Atlantic World (3) (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: junior status or consent. Offered spring of even-numbered years.

**417 History of the Old South (3)**

An intensive study of life, politics, culture, economics, gender, and race throughout the different areas of the American South between the early colonial era and the coming of the Civil War. Covers, among many other topics, cultural and political developments of life in the unique context of the Antebellum South; the experience of the frontier, mountain, Tidewater, piedmont, and Gulf Coast; the complex relationship between 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. This advanced-level class also puts considerable effort into analyzing an array of different historiographical interpretations and schools of thought on the history of the Old South. Offered fall of odd-numbered years.

**418 History of the New South (3)**

An intensive study, discussion, and evaluation of life, politics, culture, economics, gender, and the race question throughout the many different areas of the American South between the end of Reconstruction and the end of World War II. We will cover, among many other topics, 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 the people of the South. As this is an advanced-level class, we also put considerable effort into analyzing an array of different historiographical interpretations and schools of thought on the history, meaning, and memory of the New South. Prerequisite: three semester hours in history.

**425 Brother Can You Spare A Paintbrush?  
The Arts Projects of the WPA (I) (3) (I)**  
(Winter Session)

During the 1930s the U.S. federal government spent 500 million dollars on the arts. These New Deal initiatives, a small part of the Works Progress Administration's efforts to alleviate massive Depression-era unemployment, funded visual artists, writers, musicians, directors, and actors. Thousands of creative projects and administrative documents related to WPA arts are available digitally in online archives. Taking advantage of these sources, students embark upon intensive research and analysis of the arts programs of the WPA, examining these projects' cultural, social, and political significance in the context of one of the most dynamic and fascinating periods in modern American history. As a major portion of this course, students 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: junior/senior status. Offered in selected Winter Sessions.

**426 European Heresy and  
the Witch-Hunt (3) (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. Offered spring of odd-numbered years.

**428 Atlantic Slavery (3) (I)**

An intensive examination of the African and American slave trades. While the focus varies, the course considers the causes and consequences of the slave trade and key questions in the historiography of slavery from an interdisciplinary perspective. Prerequisite: senior status or consent. Offered spring of odd-numbered years.

**432 Russia/Soviet Union: 1855-Present (3)**

Study of the decline of Imperial Russia, the development of revolutionary movements and ideas, the history of the USSR, and post-Soviet developments. Prerequisite: junior status or consent. Offered when department scheduling permits.

**433 Globalization and Empire  
in American History (3) (S)**

Traces and evaluates the development of systems of liberalized trade, cultural exchange, communication, and transportation known as globalization and the related American pursuit of empire and power in this capitalist

world system. Students also concentrate on 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. The class proceeds chronologically, although it focuses on systemic analysis of interrelated historical events. Students discuss 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 (3)**

Intensive study of selected topics that vary from semester to semester. Prerequisite: junior status or consent. Offered on demand.

**450 Seminar in European History (3)**

Intensive study of selected topics that vary from semester to semester. Prerequisite: junior status or consent. Offered on demand.

**451 History of the Holocaust (3) (I)**

Examines the Holocaust from a variety of perspectives based on the General Studies Frames of Reference. Investigating 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, this course seeks to situate the Holocaust in a broad historical context. It also considers the Holocaust from aesthetic and ethical perspectives. The course revolves around an all-class project that commemorates Kristalnacht on November 9, which develops students' historical knowledge, communication skills, and aesthetic sensibilities. Prerequisite: junior status or consent. Offered fall of odd-numbered years.

**460 Senior Project Seminar (3) W**

A workshop in which senior history majors apply previous learning. The student selects a historical problem, develops the appropriate methodology for its investigation, and carries out the project under faculty supervision and in close contact with other members of the seminar. The student is encouraged to consider a variety of approaches to historical investigation, including oral history, quantification, and archival research. Prerequisite: HIST 258 and 360. Offered each fall.

**461 Senior Thesis (I)**

Designed as the capstone for history majors. Students revise their senior theses with the guidance of their HIST 460 defense committees. This revision requires additional research and rewriting and culminates with an oral defense of the thesis to the class and defense committee. Mastery of interpreting and evaluating primary sources and a thorough understanding of historiography is expected as is the ability to construct a solid historical thesis drawing from the two. The ability to revise the thesis and critique the efforts of classmates must be demonstrated. Throughout the

semester, students present their topics, the evolution of their thinking, and their research methods, findings, and challenges to the class. Prerequisite: HIST 460. Offered each spring.

### **485 History for Secondary School Teachers (1)**

Intended to be an intensive content and historiographical review course for secondary school teachers in social studies. These tasks are accomplished by focusing on primary documents and scholarly articles on various historical periods. Techniques for teaching aspects of this complicated material to students is discussed, shared and developed, focusing in part on the requirements of the state SOLs. This class deepens understanding of history, engages scholarly controversies, and enhances the teacher's effectiveness in the classroom.

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## **HUMANITIES**

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### **301 Aesthetic Communication: Understanding and Experiencing the Arts (3) (A)**

Previously INST 342. The arts as a unique and universal mode of communication, a legitimate point of view from which to address the nature of humanity, are explored. Painting, photography, sculpture, music, opera, dance, and architecture are discussed not only as separate disciplines, but as sources for common elements (line, texture, harmony, rhythm, etc.). How are these elements used in each specific discipline to communicate the artist's message? Students visit museums and attend live concert performances in addition to classroom lectures. Does not fulfill any requirements for Latin Honors.

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## **INDIVIDUALIZED MAJOR**

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(See p. 31 for requirements)

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## **INFORMATION SYSTEMS**

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(See Management, Business, Economics)

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## **INTERDISCIPLINARY STUDIES**

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### **INTERDISCIPLINARY STUDIES COURSES (INST)**

#### **105 Preparing for College Success (2)**

An introductory course in critical thinking and study skills and their relationship to academic success. Designed to help students develop skills in critical thinking, study strategies, goal setting, time management, and other related academic skills. Offered each semester.

#### **106 Analyzing/Understanding College Reading (2)**

An introductory course in critical thinking as it relates to college reading success. Designed to help students

develop skills in critical thinking and college reading. Offered each semester.

#### **111 Orientation Seminar for Non-Traditional Students (1)**

Designed to help non-traditional students develop all of the college survival skills necessary to excel in their coursework, especially critical thinking. Offered each semester as needed.

#### **115 Student Leadership Development (1)**

First-year students explore leadership development through the use of both cognitive and experiential components, to gain a fundamental understanding of leadership and an opportunity to practice leadership, decision making, and other related skills. Prerequisite: FYE 101. Offered each spring.

#### **123 Hampton Roads Service Learning (1) (Winter Session)**

Identical to PORT 123.

#### **124 Service Learning in Hampton Roads (3)**

Identical to PORT 124.

#### **125 CPL Seminar (Portfolio Assessment) (1)**

For students seeking credit for prior learning experience. Assists in establishing a portfolio relating to support, interpretation and evaluation. Pass/fail grading. Offered on demand.

#### **126 Music and Folk Culture of the Southern Appalachians (1) (Winter Session)**

Provides an introduction to the music and folk culture of the Southern Appalachians, including Virginia, West Virginia, North Carolina, Tennessee, Georgia and Alabama. It pays particular attention to 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 study the history, development, and structure of these regional music styles and are introduced to playing the music themselves in an old time string band or jug band. Offered in selected Winter Sessions.

#### **150 Introduction to Knitting (1) (Winter Session)**

Introduces students to knitting techniques as well as historical and sociological aspects of the handcraft. Knitting has emerged as a social and commercial phenomenon, newly popular in particular with young people. At the same time, knitting is an ancient craft and part of a long pre-industrial tradition of home production in Europe and North America. Students learn the basics of knitting, including choosing the right needles and yarn gauge for a pattern, casting on and off, the garter stitch, the stockinette stitch, following a pattern, and fixing mistakes. Students

begin by completing a scarf, and then choose a simple project from the instructional book to complete individually. Meanwhile, class readings and discussions will explore the history and current sociological significance of knitting. Pass/fail grading. Offered in selected Winter Sessions.

### **161 Bees and Beekeeping (1)**

(Winter Session)

An introduction to the history, technique, biology, and practices of apiculture. It is an introduction to the fundamentals and pleasures of keeping bees as either a hobby or a business. 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 are studied. Essentials such as 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 are also studied. The basics of bee biology and hive organization, and the critically important methods of preventing disease and maintaining a healthy, productive colony are also covered. Offered in selected Winter Sessions.

### **180 Rocky Mountain Ecology (3)**

On-site study of the Rocky Mountain environment. Students study the nature and interrelation of plants and animals of montane, subalpine, and alpine life zones; aquatic ecology; geological history; and the impact of humans, including native American cultures, mining, and recent environmental issues in this area. Combination lecture and field course with study trips to a mountain stream, glacier lake, beaver pond, the continental divide, and historic mines and mining towns and canyons of the Great Plateau. Offered each summer.

### **202 The School and Society (3) (S)**

A foundations course designed to develop an understanding of the historical, philosophical, and sociological foundations underlying the role, development, and organization of public education in the United States. Attention is given to the legal status of teachers and students including federal and state laws and regulations. Cultural and contemporary issues of the school as a socializing agent are explored. Offered each semester.

### **224 Career Exploration and Externships (1)**

(Winter Session)

Provides an introduction to a career field of choice, an externship experience within that career field, and subsequent reporting and processing. Students spend the first week researching careers and the site at which they will extern. The second week consists of the on-site externship. The final week is used to document, process and present the lessons learned. Prerequisite: consent. Offered in selected Winter Sessions.

### **230 Women of the Caribbean (3)**

(Winter Session)

Students explore, assess, analyze and apply feminist theories as they relate to themselves and to the women of the Caribbean. The course focuses on the social, political and cultural similarities and differences among American and Caribbean women. Students take a trip to one of the Caribbean islands for further research and study. Offered in selected Winter Sessions.

### **235 Intermediate Honors Topics (3)**

Analysis of some issue or aspect of culture from the perspective of more than one academic discipline. Often team-taught, and always created just for the honors program, these courses require significant reading, research, and writing. Exemplary work can receive an H (honors) grade. This course may be repeated for credit as the topic varies. Prerequisite: admission into the honors program or consent. Offered each year.

### **290, 292 Alpine Ecology I & II (3, 3)**

A 15-day summer-study program based in Chamonix, France, in the heart of the Mont-Blanc region. The ecology, biology, geology and history of the Alpine region is studied. Included in the course is an examination (including ethical considerations) of the impact of humans upon this environment. Lectures and field course work with study trips to mountain peaks, lakes, rivers, meadows and villages are used to familiarize students with this majestic area. INST 290 students focus on the Chamonix/Mont-Blanc region with daily minibus excursions to the French, Swiss and Italian Alps. INST 292 includes daily (and possibly overnight) hikes in the Mont-Blanc region, taking students through the spectacular French, Italian and Swiss Alps. Prerequisite: consent. Offered summer of odd-numbered years.

### **303 Applied Technology for Innovative Instruction (3)**

Provides an opportunity for the student to master introductory concepts and to gain experience in the use of technology aids to produce educational materials, instructional units, and to increase the efficiency of instruction in the classroom. The course also provides the background and skills for educators to meet the Technology Standards for Instructional Personnel (TSIP), and provides opportunities to acquire necessary skills for teaching Computer/Technology Standards K-12 as outlined in the Standards of Learning for Virginia Public Schools. Prerequisite: at least one of the following: EDUC 328, 338, 368, 375. Instructor consent for online section of course. Offered each semester.

### **310 Junior Liberal Studies Seminar (1)**

Encourages students to recognize and explore relationships and connections among courses from the

various General Studies Frames of Reference. Using a systems approach, students examine past educational experiences and plan for future learning activities. Does not fulfill any requirements for Latin Honors. Prerequisite: junior status, liberal studies major or consent. Offered fall of even-numbered years.

### **315 Managing Diversity in Organizations (3)**

Intended to promote both the awareness of cultural differences and a positive attitude toward these differences. It includes various topics related to recruiting, hiring and effective management of people from different cultural and demographic backgrounds. It is built around five diversity dimensions: 1) race and ethnicity, 2) gender, 3) age, 4) disability and 5) nationality. Does not fulfill any requirements for Latin Honors. Prerequisite: freshman English requirement completed. Offered fall of odd-numbered years.

### **320 Liberal Learning Seminar (3)**

An interdisciplinary study of the process of active learning, creative problem solving, and ethical reflection. The course encourages a complex imagination and intellectual energy which actively strive to connect, integrate, and interrelate human experience with that of a liberal education. Does not fulfill any requirements for Latin Honors. Offered fall of odd-numbered years.

### **330 Methods of Social Research (3) (E)**

Surveys the various methods employed in social research. Topics covered include: foundations, research statistics, case study methodology, interview methodology, survey research methodology, interpreting research and participant observation. This course does not concentrate on experimental research design. Does not fulfill any requirements for Latin Honors. Offered fall of even-numbered years.

### **344/444 From Hitler to the Nasty Girl; Modern Germany Through the Cinema (3) (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. Does not fulfill any requirements for Latin Honors. Prerequisite: INST 344, none; INST 444, junior status or consent. Offered on demand. \*INST 344: (H); INST 444: (I).

### **355 Science, Ethics, and Public Policy (3) (Winter Session)**

A particularly challenging area of social concern is explored in the context of the broader issues at the interface of science, ethics, and public policy. This special topics course involves a two-day symposium featuring presentations by several distinguished guest experts and an overnight trip to Washington, D.C., in which students receive briefings from political leaders and representatives of lobby groups on aspects of the policy-making process and

policy concerns related to the course topics. May be repeated for credit as topics change. Does not fulfill any requirements for Latin Honors. Prerequisite: junior/senior status. Offered in selected Winter Sessions.

### **400 Issues in Leisure (3)**

Seniors select a topic of personal interest, within the general area of Issues in Leisure, conduct research and demonstrate their ability to synthesize their topic with four of the six areas of study in the general studies courses. Does not fulfill any requirements for Latin Honors.

### **420 The American Wilderness (3)**

The Rocky Mountain life zones are used as a setting for an interdisciplinary study of natural wilderness areas. An empirical knowledge perspective focuses on method of study as well as on descriptions, definitions, and characteristics of wilderness areas. An historical perspective explores the evolving definitions of and attitudes toward wilderness. An institutions and cultural systems perspective examines both governmental and private approaches used for the management of wilderness areas. An ethical values perspective explores the effects of various beliefs, attitudes, and values upon choices related to wilderness. Does not fulfill any requirements for Latin Honors. Prerequisite: senior status. Offered each semester.

### **435 Advanced Honors Topics (3)**

An analysis of some issue or aspect of culture from the perspective of more than one academic discipline. Often team-taught and always created just for the honors program, these courses require significant reading, research, and writing. Exemplary work can receive an "H" grade. This course may be repeated for credit as the topic varies. Does not fulfill any requirements for Latin Honors. Prerequisite: admission into the honors program or consent. Offered each semester.

### **470 Developments in Science and Technology (3) (I)W**

The nature of scientific inquiry and the role of science and technology in our society are explored by tracing the historical development and current state of several areas of science and technology. The influence that culture, politics, religion, economics, and society had (and have) on these developments is discussed, as well as the impact of these developments on the society. Does not fulfill any requirements for Latin Honors. Prerequisites: junior/senior status and one "E" course. Offered fall of odd-numbered years.

### **482 Issues in Education (3) (I)W**

Students conduct a descriptive research project choosing a topic, developing a problem statement, reviewing the related literature, designing a survey, conducting interviews, and reporting the results. This Senior Project engages the student in active dialogue with peers, professors, and others in the community and on the Internet on critical contemporary issues which puts your liberal arts education

to the test; fosters integration and connectedness of knowledge rather than discrete bits of specialized knowledge; requires you to investigate the variety of perspectives, interests, and value systems operative in specific issues; and engages you in research using the resources of the college library and other libraries in the area. Does not fulfill divisional requirements for Latin Honors but may fulfill research requirement for summa cum laude. Prerequisite: senior status.

**485 Selected Topics (I-3)**

Provides opportunities to explore current topics, trends, and issues related to curriculum, methodology, and evaluation. It is primarily intended to meet in-service and re-certification needs of practicing educators. Does not fulfill any requirements for Latin Honors. Prerequisite: consent. Offered each semester.

**INTERDIVISIONAL MAJOR**

(See p. 31 for requirements)

DR. CLAYTON J. DREES, Program Coordinator

**INTERDIVISIONAL MAJOR-PRESCRIBED**

DR. DEBORAH E. OTIS, Program Coordinator

The Prescribed Interdivisional Major (PIDM) is a major that can be used by students seeking teacher certification in the areas of Elementary Education (PreK-6), Elementary Education with Middle Education Add-On (PreK-6 and 6-8), Middle Education (6-8), and Special Education (K-12). The courses identified below meet the teacher competencies as required by the commonwealth of Virginia.

**Major Requirements**

| COURSE NUMBER AND TITLE                   | SEM. HRS. |
|---|-----------|
| DIVISION OF HUMANITIES (15 hrs)           |           |
| ENG 222<br>Modern English Grammar         | 3         |
| ENG 315<br>Experience of Poetry           | 3         |
| ENG 317<br>Children's Literature          | 3         |
| First upper-level course: No ENG or HIST  | 3         |
| Second upper-level course: No ENG or HIST | 3         |

|   |   |
|---|---|
| DIVISION OF SOCIAL SCIENCES (21 hrs)  |   |
| GEOG 111<br>Physical Geography  | 3 |
| HIST 111<br>World History to A.D. 1600  | 3 |
| HIST 113<br>History of U.S. to 1877   | 3 |
| HIST 114<br>American History Since 1877   | 3 |
| HIST 317<br>History of Virginia   | 3 |
| MBE 100<br>Introduction to Economics  | 3 |
| One of the following:<br>POLS 307<br>The Presidency & American Politics<br>POLS 335<br>American Government<br>POLS 337<br>American Legislative Process  | 3 |
| DIVISION OF NATURAL SCIENCES & MATHEMATICS (16 hrs)   |   |
| MATH 106<br>Statistics  | 3 |
| MATH 125<br>Mathematics in Western Culture  | 3 |
| PHSC 100<br>Introduction to Physical Science  | 3 |
| One of the following:<br>BIO 100<br>World of Biology<br>ENVS 106<br>Humans & the Environment<br>BIO 111 (4)<br>[satisfies lab requirement]<br>General Zoology<br>BIO 120<br>Microbes & Man<br>BIO 150<br>Introduction to Marine Biology | 3 |
| One of the following:<br>EES 130<br>Physical Geology<br>EES 132<br>Environmental Geology  | 3 |

*See continuation of choices next page*

Chart continued from previous page

|   |           |
|---|-----------|
| One of the following laboratory courses:<br>BIO 101<br>World of Biology Laboratory<br>BIO 121<br>Microbes & Man Laboratory<br>BIO 151<br>Introduction to Marine Biology Laboratory<br>EES 131<br>Physical Geology Laboratory<br>EES 133<br>Environmental Geology Laboratory<br>PHSC 101<br>Introduction to Physical Science<br>Laboratory | 1         |
| <b>TOTAL</b>  | <b>52</b> |

## INTERNATIONAL STUDIES

DR. LAURA K. LANDOLT, Program Coordinator

The International Studies major offers students the opportunity to explore the world and its cultures both inside and outside the classroom. The program is rooted in the liberal arts and emphasizes an interdisciplinary approach that teaches students critical thinking in a variety of fields, including international business, international policy, and cultural studies. The flexible academic program offers students the opportunity to customize their education to suit their own interests. Classroom experience is supplemented by both long-term and short-term study abroad, as well as internship opportunities, bridging classroom knowledge with real-life international experiences.

The major consists of a minimum of 54 semester hours, of which at least 18 must be at the 300 or 400 level.

### Major Requirements

| COURSE NUMBER AND TITLE  | SEM. HRS. |
|--|-----------|
| POLS 103<br>Global Realities   | 3         |
| POLS 210<br>International Relations  | 3         |
| POLS 434<br>Political Theory: Modern   | 3         |
| HIST 112<br>World History: The Modern Era  | 3         |
| One of the following:<br>PHIL 372<br>Beyond the Western Tradition<br>PHIL 392<br>Alternative Futures | 3         |

|   |              |
|---|--------------|
| One of the following:<br>MBE 100<br>Introduction to Economics<br>MBE 201<br>Introduction to Macroeconomics<br>MBE 202<br>Introduction to Microeconomics<br>(Note: Students selecting the International Business track must take either MBE 201 or MBE 202.) | 3            |
| One of the following:<br>SOC 110<br>Cultural Anthropology<br>RELST 116<br>World Religions   | 3-4          |
| Two foreign language courses at the 300 level in the same language.   | 6            |
| <i>Number of credit hours at the lower level</i>  | 15-16        |
| <i>Number of credit hours at the upper level</i>  | 12           |
| Complete one of the following tracks:<br>International Business<br>International Politics<br>International Cultural Studies   | 15           |
| Individualized International Studies<br>(either Internship or Study Abroad)   | 12           |
| <b>TOTAL HOURS<br/>without Internship/Study Abroad</b>  | <b>42-43</b> |
| <b>TOTAL HOURS<br/>with Internship/Study Abroad</b>   | <b>54-55</b> |

### International Business Track

| COURSE NUMBER AND TITLE   | SEM. HRS. |
|---|-----------|
| One of the following (in addition to core requirement):<br>MBE 201<br>MBE 202   | 3         |
| MBE 332   | 3         |
| MBE 333   | 3         |
| Two of the following:<br>FR 333<br>GER 333<br>HIST 212, 219, 224, 235, 237, 250, 262, 305, 328, 347, 348, 433<br>INST 315<br>MBE 101, 305, 311<br>POLS 206, 220, 250, 302, 315, 316, 317, 318, 320, 321, 328, 329<br>SPAN 333 | 6         |
| <b>TOTAL</b>  | <b>15</b> |

|  |      |
|--|------|
| <i>Number of semester hours at the lower level</i> | 3-9  |
| <i>Number of semester hours at the upper level</i> | 6-12 |

|  |      |
|--|------|
| <i>Number of semester hours at the lower level</i> | 3-9  |
| <i>Number of semester hours at the upper level</i> | 6-15 |

### International Cultural Studies Track

| COURSE NUMBER AND TITLE  | SEM. HRS. |
|--|-----------|
| SOC 230  | 3         |
| PSY 245  | 3         |
| One 300-level French, German, or Spanish literature course (Note: requires FR, GER, PSY 245 or SPAN 306, or consent)   | 3         |
| Two of the following (Note: must include at least one 300-level course)<br>ARTH 232, 233, 351<br>ENG 265, 280, 281, 314, 357<br>FR 313, 314, 315, 316, 327, 329, 400<br>GER 307, 313, 314, 315, 316, 325, 326, 329, 340, 430<br>HIST 219, 231, 235, 237, 246, 262, 305, 347, 348, 353, 415, 433, 451<br>PHIL 353, 372<br>MUS 200, 313, 314<br>POLS 202, 206, 220, 302, 315, 316, 317, 318, 320, 321, 328, 329, 380<br>SPAN 210, 213, 310, 311, 312, 316, 317, 318, 321, 344/444, 350, 420, 422<br>TH 301, 302, 380 | 6         |
| <b>TOTAL</b>   | <b>15</b> |
| <i>Number of semester hours at the lower level</i>   | 6         |
| <i>Number of semester hours at the upper level</i>   | 6-9       |

### International Politics Track

| COURSE NUMBER AND TITLE   | SEM. HRS. |
|---|-----------|
| HIST 328  | 3         |
| POLS 360 <b>OR</b> POLS 440   | 3         |
| Two of the following: POLS 315, 316, 317, 318, 320, 321, 328, 329, 338, 380   | 6         |
| One of the following:<br>HIST 212, 219, 224, 231, 235, 237, 246, 250, 262, 305, 346, 347, 348, 433, 451<br>MBE 332, 333<br>PHIL 353, 372<br>SOC 230, 314, 334 | 3         |
| <b>TOTAL</b>  | <b>15</b> |

## JOURNALISM

(See Communication/Journalism)

## LIBERAL STUDIES

DR. WILLIAM A. GIBSON, Program Coordinator

The Liberal Studies Program is an interdisciplinary major based on the College's general studies curriculum, and enables the student to acquire a more advanced understanding of each of the General Studies Conceptual Areas. Each student will choose one of the conceptual areas to be the focus of the major, and will participate in a junior seminar which will emphasize the connections among the courses. Coursework beyond the general studies requirements includes: two additional courses in each of the six conceptual areas; four additional upper-level courses in the conceptual area chosen as the focus of the major; a junior seminar and a minimum of 30 semester hours beyond the general studies requirements in upper-level courses (300-400 level). At least four different disciplines should be represented in courses taken in the focus area.

See related section in this catalog under the Adult Studies Program. This major is available to traditional day students as well.

### Major Requirements

| COURSE NUMBER AND TITLE                         | SEM. HRS. |
|---|-----------|
| Two Empirics courses                            | 6         |
| Two Aesthetics courses                          | 6         |
| Two Ethical Values courses                      | 6         |
| Two Historical courses                          | 6         |
| Two Communications courses                      | 6         |
| Two Systems courses                             | 6         |
| Four additional courses taken in the focus area | 12        |
| INST 310<br>Junior Liberal Studies Seminar      | 1         |
| <b>TOTAL</b>                                    | <b>49</b> |

## MANAGEMENT/BUSINESS/ ECONOMICS

DR. KEVIN M. ADAMS (adjunct)  
 DR. ROBERT B. ALBERTSON  
 MR. ROBERT H. CASS  
 MS. ELAINE E. DESSOUKI  
 DR. LINDA A. FERGUSON  
 MR. DAVID G. GARRATY, Program Coordinator  
 DR. CHEUL W. KANG  
 DR. EHSAN S. SALEK  
 MR. FREDRICK B. WEISS

The Department of Management/Business/Economics (MBE) believes that the qualities most needed in management are those facilitated by a strong foundation of liberal education. To that end, the following interdisciplinary program is offered.

### The Liberal Arts Management Program

The Liberal Arts Management Program (LAMP) is specifically designed for students wishing to acquire skills and knowledge to prepare them for leadership and management positions in commercial, charitable, or public organizations.

A major in this area is versatile. Students can obtain preparation that leads to graduate programs in such areas as economics, accounting, business administration, public administration, and hospital or health administration. Additionally, students can develop individualized areas of concentration in conjunction with their faculty adviser which can enhance preparation for careers in personnel management, marketing management, advertising, public relations, retailing, banking, sales, civil service, industrial management and accounting.

The College currently offers all of the courses required to sit for the Certified Public Accountant and Certified Management Accounting examinations. To sit for the CPA exam requires 150 hours of coursework, and students interested in sitting for the exam should seek either Professor Weiss, Dessouki, or Albertson as an adviser early in their academic careers. Students seeking accounting certification should plan on taking Accounting I and II their freshman year as well as taking some summer courses, and should be careful of the "54-hour rule."

LAMP will provide two basic integrations. One will be the integration of other academic areas into the understanding of commercial activity and management concepts. This area will draw largely on the quantitative skills of mathematics, the creative skills of art and theatre, the human relations skills of sociology and psychology, and the insightful perspectives on mankind of the humanities and history. The second integration will be theoretical concepts with practical application. This will take place not only within the classroom courses as much as possible, but will also be facilitated by practical experiences such as special term projects and internships.

### Statement of Purpose

The general goals of the MBE department are to support the skills, knowledge, and attitudes expected from a liberal arts higher education, and to develop in students in this major the skills and knowledge generally considered necessary as a foundation for entry-level leadership and management positions in commercial, non-profit, or public organizations. This is to be done within an environment which affirms the free exchange of ideas, values intellectual effort, encourages close student-faculty relationships by providing small classes, allows flexible curriculum options, and seeks to constantly improve through the efforts of all participants.

### Major Requirements

| COURSE NUMBER AND TITLE   | SEM. HRS. |
|---|-----------|
| Management Core:<br>minimum of 30 semester hours                          |           |
| MBE 101<br>Introduction to Business<br>(recommended, but not required)    | 3         |
| MBE 112<br>Problem Solving and Decision Making                            | 3         |
| MBE 201<br>Introductory Macroeconomics                                    | 3         |
| MBE 202<br>Introductory Microeconomics                                    | 3         |
| MBE 203<br>Accounting I   | 3         |
| MBE 204<br>Accounting II  | 3         |
| ISP 101<br>Fundamentals of Information Systems                            | 3         |
| MBE 301<br>Principles of Management                                       | 3         |
| MBE 316<br>Marketing Principles   | 3         |
| MBE 322<br>Financial Management   | 3         |
| MBE 400<br>Seminar in Managerial Ethics                                   | 3         |
| Allied Group: 18-19 semester hours  |           |
| Introductory Sociology:<br>One of the following:<br>SOC 100, 110, or 188  | 3         |
| Introductory Psychology:<br>One of the following:<br>PSY 201, 255, or 266 | 3         |

*See continuation of choices next page*

Chart continued from previous page

|   |              |
|---|--------------|
| Statistics:<br>MATH 106 or 226  | 3            |
| Environment: One of the following:<br>BIO 150 and 151, 207, 250,<br>EES 132 and 133, 200, 210, 250, 320,<br>ENVS 106, 400, 480, INST 180,<br>PHIL 304, POLS 323, PSYC 445   | 3-4          |
| Oral communications: COMM 222,<br>325 or PSY 324; if the latter is chosen,<br>then it cannot also be used for the<br>following "Organizations" requirements   | 3            |
| Organizations: One of the following:<br>COMM 325, INST 315, POLS 343,<br>373, PSY 322, 324, 364,<br>SOC 303, 305, 327   | 3            |
| <b>SENIOR SYNTHESIS:</b><br>Choose either A or B below:   |              |
| <b>A. SENIOR COURSE CONCENTRATION:</b><br>12 semester hours.<br>Choose a "Career Concentration" in one of the<br>following: International Business, Marketing-<br>Advertising-Public Relations, Human Resource<br>Management, Public Administration, Accounting<br>& Finance, Information Systems, or General |              |
| Choose an MBE 300- or 400-level course<br>in consultation with your adviser related<br>to your choice of concentration  | 3            |
| Choose two additional 300- or 400-level<br>courses in consultation with your adviser  | 6            |
| MBE 406, 407 or 408<br>Senior Seminar <b>OR</b><br>MBE 491<br>Independent Integrated Study<br>in Management   | 3            |
| <b>B. INTERNSHIP:</b> 18 semester hours.<br>Must make successful application in spring<br>semester of junior year for the spring<br>semester senior year experience.  |              |
| MBE 414<br>Internship Exploration and Design  | 3            |
| MBE 416<br>Management Internship  | 12           |
| MBE 417<br>Internship Seminar   | 3            |
| <b>TOTAL</b>  | <b>54-63</b> |

**Minor Requirements: Business**

| <b>COURSE NUMBER AND TITLE<br/>(See p. 32 for general minor requirements)</b>                          | <b>SEM.<br/>HRS.</b> |
|--|----------------------|
| MBE 101<br>Introduction to Business  | 3                    |
| MBE 201<br>Introduction to Macroeconomics  | 3                    |
| MBE 202<br>Introduction to Microeconomics  | 3                    |
| MBE 203<br>Accounting I  | 3                    |
| MBE 204<br>Accounting II   | 3                    |
| MBE 301<br>Principles of Management  | 3                    |
| MBE 316<br>Marketing   | 3                    |
| One additional 300-level<br>course in MBE <b>OR</b><br>INST 315<br>Managing Diversity in Organizations | 3                    |
| <b>TOTAL</b>   | <b>24</b>            |

**INFORMATION SYSTEMS COURSES  
(ISP)**

**I01 Fundamentals of Information Systems (3)**

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 being exposed to fundamental principles of information systems. To be able to apply those principles, students should have a working knowledge of computer applications such as those bundled in Microsoft Office or WordPerfect Office (word processing, spreadsheets, presentation graphics, e-mail) as well as Internet utilization. Offered each semester.

**I05 Information Systems and  
Computer Applications (3)**

Students explore current topics in the field of computer science/information systems beyond the introductory level covered in CS 100, including computer networks, effective use of the Internet, 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.

## MANAGEMENT/BUSINESS/ ECONOMICS COURSES (MBE)

### 100 Introduction to Economics (3)

Designed to provide students with a solid foundation in fundamental 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. Emphasis is placed on active learning and current economic issues and problems. Offered each spring.

### 101 Introduction to Business (3)

A general survey course designed for the student who desires information about commercial activities to build a basic foundation for more advanced courses, to decide on an academic major, or to complement his/her present major. Offered each semester.

### 106 Economics and the Environment (3) (Winter Session)

Introduces students to the workings of a market economy in order to allow an examination of the economic forces that lead to environmental problems. Additionally, harnessing economic forces to both prevent and solve environmental problems is examined in the context of current regulatory approaches to dealing with environmental issues. Field trips are conducted in order to demonstrate real-world application of course concepts. Prerequisite: None. Offered in selected Winter Sessions.

### 112 Problem Solving & Decision Making (3)

Designed to provide the basic skills of management, the course is valuable in improving thinking skills regardless of one's academic major. It 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 will be used. No prerequisites, but students should have good math (at elementary algebra level) and English skills (beyond 105 level). Offered each semester.

### 201 Introduction to Macroeconomics (3)

Deals with understanding contemporary economic systems and the analysis necessary to achieve the "economic way of thinking." Prerequisite: elementary algebra skills (MATH 105 or equivalent placement test results) and sophomore status or above. Offered each fall.

### 202 Introduction to Microeconomics (3)

The second semester of this two-part course deals with understanding and applying the tools of micro-economic analysis to contemporary profit or non-profit organizations. Prerequisite: MBE 201. Offered each spring.

### 203 Accounting I (3)

A study of the basic principles and systems of accounts that underlie financial reporting. Heavy emphasis is placed on actual bookkeeping to relate concepts. Requires math competency in basic addition, subtraction, multiplication, division, percentages, and ratios. Offered each fall.

### 204 Accounting II (3)

The second semester of this two-part course deals with the collection of accounting data to prepare financial reports for management use in planning and controlling. Prerequisite: MBE 203. Offered each spring.

### 216 Taxation (3)

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.

### 301 Principles of Management (3)

**W**

The study of the art and science of management in relation to the functions of planning, organizing, directing, controlling. Heavy emphasis is given to learning through both in-class and out-of-class group experiences, with substantial writing about such experiences. Prerequisites: completion of all required freshman and sophomore-level MBE courses or consent. Offered each semester.

### 303 Financial Accounting Theory I (3)

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

### 304 Financial Accounting Theory II (3)

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

### 305 International Accounting Theory (3)

Concentrates on 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 (3)

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.

**310 Money, Banking, & Financial Institutions (3)**

The basics of monetary policy in terms of public policy. Study of Federal Reserve System, commercial bank lending, investments, money, and capital markets. Prerequisites: MBE 201 and 202. Offered fall of odd-numbered years.

**316 Marketing Principles (3)**

Builds upon the analytical and communication skills gained in lower-level courses. The student gains an understanding of products and services, channels of distribution, pricing strategies, and elements of promotion. Prerequisites: MBE 201 and 202, and junior status or consent. Offered each semester.

**317 Advanced Taxation (3)**

Continues the study of taxation of individuals, partnerships, and corporations. Topics include advanced topics in individual taxation; business taxation, including sale and exchange transactions, the determination of taxable income, and distributions; and property transactions. Prerequisite: MBE 216. Offered spring of even-numbered years.

**322 Financial Management (3)**

The study of determining in what assets a firm should invest and determining what sources of funding are appropriate. Mathematical analysis of operating and financial leverage, the cost of capital, management of working capital, and sources of money and capital. Prerequisites: MBE 112, 201-204, and MATH 106. Offered each semester.

**324 Human Resource Management (3) W**

An in-depth study of why people work and how to assist their development. Topics include manpower planning, selection, performance appraisal, compensation, discipline, and policy issues. Strong behavioral science approach. Suggested precourse: SOC 303 or 305, PSY 255 or 322. Prerequisite: MBE 301 or consent. Offered spring of even-numbered years.

**330 History of Economic Thought (3) (H) W**

An introductory course focusing on the development of economic thought from Adam Smith up to the present. Emphasis is on the correlation between successive stages of growth in economic theory. Writers covered will include Smith, Ricardo, Malthus, Marx, Marshall, Keynes, Galbraith, and Friedman. Prerequisite: MBE 201 and 202. Offered intermittently.

**331 Managerial Economics (3)**

Emphasizes business applications of micro-economic tools and concepts. Includes analysis of demand, cost, production functions, and alternative pricing theories. Prerequisite: MBE 201 and 202 and MATH 106. Offered intermittently.

**332 Economic Development (3) (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: MBE 201 and 202. Offered spring of odd-numbered years.

**333 International Business (3) (S) W**

Focuses on the increasing degree of international trade and multinational corporations. Analyzes international exchange, marketing, and personnel policies. Prerequisites: MBE 201 and 202. Offered each fall.

**334 Economic Modeling and Forecasting (3) (E)**

An applications-oriented course which gives the quantitatively competent student experience in data collection and analysis with the use of computer statistical programs. A review of basic statistics precedes development of the bivariate regression model. Additional topics may include multiple regression, serial correlation, multicollinearity, and dummy variables. Prerequisites: MBE 201 and 202, MATH 106, or consent. Offered intermittently.

**335 Accounting Information Systems (3)  
(Winter Session)**

Allows the student to 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 in selected Winter Sessions.

**343 Government & Not-for-Profit Accounting (3)**

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

**345 Managerial Cost Accounting (3)**

The 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 fall of odd-numbered years.

**348 Marketing Management:  
Integrated Marketing Communications (3)**

An advanced marketing course designed to give students the opportunity to apply principles learned in earlier marketing and communications courses through the development of a marketing plan. Prerequisite: MBE 316 or consent. Offered each spring.

**355 Auditing (3)****W**

A study of the theory and procedure of public auditing and internal auditing from the standpoint of professional ethics, auditors' legal responsibilities, detection and control of fraud, client relationships, standards of reporting, and management advisory services. Prerequisites: MBE 203, 204. Offered spring of odd-numbered years.

**373 Conflict Management (3)****(S)W**

Identical to POLS 373.

**390 Field Experience in Management (3)**

Offers students an opportunity to participate in a NON-PAID work and learning experience in a formal organization to apply knowledge and skills gained in the classroom, to interact with professionals in a given field, to integrate information and practice, and assess choices of areas of concentration. The student may register for it during the junior or senior year. All work experiences are reviewed by the department. Either during early registration or the week prior to the semester, students should consult with the instructor regarding establishing their own working site or deciding from among those available. A minimum of 100 hours of field work is required for the semester, plus weekly meetings on an individual basis with the instructor, and monthly meetings for discussion by all students enrolled, and preparation of a portfolio of their experiences and the learning derived therefrom. Pass/fail grading. Prerequisites: junior status; 2.5 GPA; MBE 301 or 316 or 322 preferably taken concurrently; consent. Offered each fall.

**400 Seminar in Managerial Ethics (3)****W**

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

**401 Management in Literature (3)**

Students read excerpts from and entire works of "great works" of literature. Through both class discussions and research papers, students reflect upon how the ideas presented in such works are useful to effective management functions, roles and ethical leadership practices. Some of the works to be read include *The Iliad*, *Henry IV* and *Henry V*, *Billy Budd*, *Heart of Darkness*, *The Autobiography of Malcolm X*, plus selected writings of *Plutarch*, *Herodotus*, *Thucydides*, and *Mahatma Gandhi*. Film reproductions/recreations of some of these works/persons will be shown. Prerequisite: MBE 301. Offered intermittently.

**406 Senior Seminar: Management Strategy (3)****(I)W**

Centers around the theme that a company achieves sustained success if and only if its managers (1) have an

astute, timely strategic game plan for running the company, and (2) implement and execute the plan with proficiency. This case-orientated course explains how and why a well-conceived, well-executed strategy nearly always enhances a company's long-term performance. Prerequisites: 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 (3)****(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. Emphasis is on synthesizing knowledge and skills gained in previous courses. Prerequisites: senior status, MBE 301, 316, 322, 400 and all other general studies requirements completed at least concurrently. Offered intermittently.

**408 Senior Seminar: Comparative Economic Systems (3)****(I)**

Students engage in an in-depth, integrated study of the development and functioning of the American economic system compared with that of other countries. Prerequisites: senior status, MBE 301, 316, 322, 400 and all other general studies requirements completed at least concurrently. Offered intermittently.

**414 Internship Exploration & Design (3)**

Designed to educate the student (who hopes to take MBE 416/417 the following semester) in how to find, design, and maximize independent learning in an internship. A major outcome is the negotiation of a learning plan agreement with a sponsoring organization. Prerequisites: LAMP major with a B (3.0 GPA) or better, English Proficiency Exam passed, all required major and general studies courses completed at least by the end of the semester in which this course is taken, a minimum 50-page autobiography completed during the summer and ready for submission at the first class; application to be made no later than early registration in the previous spring semester. Offered each fall.

**416 Management Internship (12)**

Students implement their work-and-learning agreement devised in MBE 414 for full-time placement (16 weeks or a minimum of 600 total hours) as a pre-professional in their sponsoring organization, where they gain practical experience in the application of 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 with MBE 417. Offered each spring.

**417 Internship Seminar (3)****(I)**

Offered concurrently with the internship. Intended to enhance academic learning and to provide integration of general studies knowledge (particularly that of ethical analysis and action) and management theory and principles

with the experiential learning undertaken in MBE 416. Involves weekly written reports, oral reports, readings in texts and internship-related periodicals, and a major integrative paper as the culminating academic experience. Prerequisite: MBE 414; must co-register with MBE 416. Offered each spring.

**490 Independent Study in Management (1-6)**

Designed to allow students to undertake an experience-based project and/or to do specific reading, research, and report writing on a topic in management not covered through the regular curriculum. To be taken only upon approval of a supervising professor within the department. Applications must be made no later than the end of the preceding semester. Credit: one—three semester hours per semester; may be repeated for up to a maximum of six semester hours. Offered on demand, but preferably during the summer.

**491 Independent Integrated Study in Management (3)**

Has the same design purpose and application procedure as MBE 490, but with the further requirements that (1) it must be taken for three semester hours, and (2) the enrolled student must bring synthesis to the particular area of study (and the process of learning) chosen. This synthesis will be a paper putting the particular study into the context of historical perspective, world-view or paradigm perspective, the technological (empirical) perspective (including communications) and its consequences for the cultural or institutional system. Offered on demand, but preferably during the summer.

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**MATHEMATICS/  
COMPUTER SCIENCE**

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MRS. KATHY R. AMES, (adjunct)  
 DR. LYDIA KENNEDY  
 DR. MARGARET REESE  
 DR. Z. JOHN WANG  
 MS. DENISE POCTA WILKINSON, Program Coordinator

**Mission Statement**

To think mathematically and to understand the role mathematics plays in human enterprise are characteristics of liberally educated people. Mathematics contributes two of the seven original liberal arts. Its inherent beauty, its search for pattern, form and irrefutable truth, and its ability to provide a language through which the natural world can be described are examples of its power. Mathematics, always a practical and useful art, beckons as well as a path toward freedom of thought.

The mission of the Mathematics/Computer Science department is to provide an opportunity for all students to gain computational dexterity, to understand the value of mathematics as a human and social endeavor, and to

develop the power of mathematical reasoning, while promoting the rigorous reasoning skills that allow students to investigate the interplay between the abstract and the concrete. The mission of the department with respect to computer science is to provide basic instruction in end-user skills for all students and in-depth instruction in theory and applications for both mathematics and computer science majors. One goal of the department with respect to the education department is to enable our students to pass required PRAXIS exams related to mathematics.

The department has two majors: Mathematics and Computer Science. Within each, students may choose between a theoretical emphasis or one which is more applied. Students are encouraged to take advanced courses in both mathematics and computer science.

A requirement for both mathematics and computer science majors is the Junior Comprehensive Exam (JCE). The goal of the JCE is to ensure that VWC mathematics and computer science majors can exhibit competency in the following areas: basic differential and integral calculus of a single variable; matrix algebra and the fundamental concepts of vector spaces; and the programming language C++.

The department, in conjunction with the VWC Education Department, has created four-year programs which meet the Virginia Standards of Education 2000 for teaching certification at the primary, middle school and secondary levels.

**Major Requirements: Mathematics**

| COURSE NUMBER AND TITLE  | SEM. HRS. |
|--|-----------|
| MATH/CS 205<br>Discrete Mathematics  | 3         |
| MATH 171, or MATH 136,<br>MATH 172, MATH 271<br>Calculus I, II, & III  | 9         |
| MATH 303<br>Multivariable Calculus   | 3         |
| MATH 307<br>Linear Algebra   | 3         |
| MATH 317<br>Introduction to Algebraic Structures<br><i>(Satisfies oral competency requirement<br/>for mathematics majors.)</i> | 3         |
| MATH 323<br>Real Analysis  | 3         |
| CS 207<br>Computer Programming I   | 3         |
| PHYS 221 & PHYS 222<br>Physics   | 8         |

*See continuation of choices next page*

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|  |              |
|--|--------------|
| 12 hours from the following, with at least 6 hours at the 300/400 level and no more than 3 hours in CS:<br>MATH 226<br>Introduction to Statistical Modeling<br>MATH 315<br>Ordinary Differential Equations<br>MATH 316<br>Probability<br>MATH 340<br>Modern Geometries<br>MATH/CS 350<br>Numerical Methods<br>MATH 418<br>Advanced Algebraic Structures<br>MATH 424<br>Advanced Real Analysis<br>MATH 480<br>Advanced Seminar<br>CS 212<br>Computer Programming II<br>CS 311<br>Data Structures<br>CS 310<br>Introduction to Computer Systems<br>CS 380<br>Programming Languages<br>CS 430<br>Database Management Systems Design<br>CS 440<br>Operating Systems<br>CS 480<br>Advanced Topics in Computer Science | 12           |
| Junior Comprehensive Exam  |              |
| <b>TOTAL</b>   | <b>47</b>    |
| <b>REQUIRED FOR SECONDARY EDUCATION CERTIFICATION</b>  |              |
| MATH 226<br>Introduction to Statistical Modeling   | 3            |
| MATH 340<br>Modern Geometries  | 3            |
| MATH 300<br>Teaching Assistants' Program<br>Membership in TCTM as junior or senior   | 1            |
| Pass PRAXIS II   |              |
| <b>TOTAL FOR SECONDARY EDUCATION CERTIFICATION</b>   | <b>48-53</b> |

| <b>REQUIRED MATH COURSES FOR MIDDLE SCHOOL CERTIFICATION</b>  |           |              |
|---|-----------|--------------|
| MATH 104<br>Algebra and its Applications<br>MATH 105<br>College Algebra                                       | <b>OR</b> | 3            |
| MATH 106<br>Statistics<br>MATH 226<br>Introduction To Statistical Modeling                                    | <b>OR</b> | 3            |
| MATH 135<br>Calculus with Review I  |           | 3            |
| MATH 125<br>Principles of Mathematics   |           | 3            |
| MATH 171<br>Calculus I<br>MATH 136<br>Calculus with Review I  | <b>OR</b> | 3            |
| MATH 172<br>Calculus II   |           | 3            |
| MATH 205<br>Discrete Mathematics  |           | 3            |
| MATH 300<br>Teaching Assistantship  |           | 1            |
| A 2.0 GPA average is required for all of the mathematics courses listed above.                                |           |              |
| Also recommended:<br>MATH 307<br>Linear Algebra<br>CS 110<br>Introduction to Programming with visual in BASIC |           |              |
|   |           | 0-9          |
| <b>TOTAL</b>  |           | <b>22-31</b> |

#### Major Requirements: Computer Science

| <b>COURSE NUMBER AND TITLE</b>  | <b>SEM. HRS.</b> |
|---|------------------|
| CS 202<br>Introduction to OOP and Java  | 3                |
| MATH/CS 205<br>Discrete Mathematics<br>(Satisfies oral competency requirement for computer science major) | 3                |
| CS 207 and 212<br>Computer Programming I & II   | 6                |
| CS 310<br>Introduction to Computer Systems  | 3                |

See continuation of choices next page

Chart continued from previous page

|   |           |           |
|---|-----------|-----------|
| CS 311<br>Data Structures   |           | 3         |
| MATH 171<br>Calculus I<br>MATH 136<br>Calculus with Review II   | <b>OR</b> | 3         |
| MATH 172<br>Calculus II   |           | 3         |
| MATH 307<br>Linear Algebra  |           | 3         |
| PHY 221<br>Physics  |           | 4         |
| 12 semester hours at the<br>300/400 level such as:<br>MATH 316<br>Probability<br>MATH/CS 350<br>Numerical Methods*<br>CS 380<br>Programming Languages<br>CS 411<br>Introduction To Algorithms<br>CS 430<br>Database Management Systems Design<br>CS 440<br>Operating Systems<br>CS 480<br>Advanced Topics in Computer Science<br>CS 499<br>Research in the Natural or<br>Mathematical Sciences<br><i>*Suggested for graduate studies in math<br/>or computer science.</i> |           | 12        |
| Junior Comprehensive Exam   |           |           |
| <b>TOTAL</b>  |           | <b>43</b> |
| <p><i>**Currently the Commonwealth of Virginia does not offer a secondary endorsement area in computer science. However, a student who majors in computer science may choose to seek secondary certification in mathematics by following the requirements for the mathematics major.</i></p>  |           |           |

**Minor Requirements: Mathematics**

| COURSE NUMBER AND TITLE<br>(See p. 32 for general minor requirements) | SEM. HRS. |   |
|---|-----------|---|
| MATH 307<br>Linear Algebra  | 3         |   |
| MATH 171<br>Calculus I<br>MATH 136<br>Calculus with Review II         | <b>OR</b> | 3 |

|   |  |           |
|---|--|-----------|
| MATH 172<br>Calculus II   |  | 3         |
| Two of the following:<br>MATH 303<br>Multivariable Calculus<br>MATH 315<br>Ordinary Differential Equations<br>MATH 316<br>Probability<br>MATH 317<br>Introduction to Algebraic Structures<br>MATH 323<br>Introduction to Real Analysis<br>MATH/CS 350<br>Numerical Methods<br>MATH 418<br>Advanced Algebraic Structures<br>MATH 424<br>Advanced Real Analysis<br>MATH 480<br>Advanced Seminar |  | 6         |
| One additional from above or<br>from the following:<br>CS 110<br>Introduction to Programming with<br>visual in BASIC<br>CS 202<br>Introduction To Object-Oriented<br>Programming and Java<br>CS 207<br>Computer Programming I<br>MATH 226<br>Introduction to Statistical Modeling   |  | 3         |
| <b>TOTAL</b>  |  | <b>18</b> |

**Minor Requirements: Computer Science**

| COURSE NUMBER AND TITLE<br>(See p. 32 for general minor requirements) | SEM. HRS. |
|---|-----------|
| CS 202<br>Introduction to Object-Oriented<br>Programming and Java     | 3         |
| CS 207<br>Computer Programming I                                      | 3         |
| CS 212<br>Computer Programming II                                     | 3         |
| MATH/CS 205<br>Discrete Mathematics                                   | 3         |
| MATH 171<br>Calculus  | 3         |

See continuation of choices next page

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|  |           |
|--|-----------|
| Two of the following:<br>CS 310<br>Introduction to Computer Systems<br>MATH/CS 350<br>Numerical Methods<br>CS 311<br>Data Structures<br>CS 380<br>Programming Languages<br>CS 411<br>Introduction to Algorithms<br>CS 430<br>Database Management Systems Design<br>CS 440<br>Operating Systems<br>CS 480<br>Advanced Topics in Computer Science<br>CS 498<br>Research in the Natural or<br>Mathematical Sciences | 6         |
| <b>TOTAL</b>   | <b>21</b> |

## COMPUTER SCIENCE COURSES (CS)

### 100 Computer Concepts and Applications (3)

In this survey of computer concepts and applications, topics include the historical development and future of the computer, applications software including word processors, spreadsheets, database, and presentation software; web page development and programming using HTML; and the social concerns that have arisen with the widespread use of the computer. It is strongly suggested that students with no prior computer experience take CS 100 before taking other CS courses. Prerequisite: MATH 105 placement or consent. Offered each semester.

### 110 Introduction to Programming with Visual BASIC (3)

The Visual BASIC programming language is used in this introductory programming course. Topics include the program development process, structured programming, data types, assignment, selection, looping, subroutines, one-dimensional arrays, files, and random numbers. This course does not count toward a degree in mathematics. Prerequisite: MATH 105 (grade of C- or better) or placement. Offered on demand.

### 202 Introduction to Object-Oriented Programming and Java (3)

Introduces the basic concepts and techniques to Object-Oriented Programming (OOP) with Java. Topics include OOP concepts, data types, syntax, control/loop structures and objects. Students use OOP to solve practical problems and develop the potential to learn other OOP languages. Prerequisite: grade of C or better in MATH 113 or consent. Offered each spring.

### 205 Discrete Mathematics (3)

Identical to MATH 205.

### 207 Computer Programming I (3)

The C++ language is introduced and used for all programs. Topics include the program development process, structured programming, data types, assignment, selection, looping, functions, files, and arrays. Prerequisite: MATH 105 (grade of C or better), placement, or consent. Offered each fall.

### 212 Computer Programming II (3)

A continuation of CS 207, 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 207 or consent. Offered each spring.

### 310 Introduction to Computer Systems (3)

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. This course satisfies the oral competency requirement for computer science majors. Prerequisites: CS 212, or consent. Offered fall of odd-numbered years.

### 311 Data Structures (3)

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, or consent. Offered fall of even-numbered years.

### 350 Numerical Methods (3)

Identical to MATH 350.

### 380 Programming Languages (3)

Beginning with a study of the historical development of programming languages, students are introduced 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. Prerequisites: CS 212 or consent. Offered on demand.

### 411 Introduction to Algorithms (3)

Introduces the fundamental computer algorithms, their performance analysis and the basic technique to design algorithms. Topics include the standard algorithms and performance analysis for search and sorting, advanced data structures, graph theory, and algebraic computations. Students have the capability to design algorithms for solving various computational problems. Prerequisite: CS 311 and MATH 172 or consent. Offered on demand.

**430 Database Management Systems Design (3)**

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 or consent. Offered on demand.

**440 Operating Systems (3)**

The principles of operating systems are introduced with an emphasis on intrasystem communication. The concepts and techniques necessary for understanding and designing these systems are examined. Topics include I/O and interrupt structure, concurrent processes, process scheduling, and memory management and protection. Prerequisite: CS 212 or consent. CS 310 is recommended. Offered on demand.

**480 Advanced Topics in Computer Science (3)**

An in-depth study of an area of advanced computer science. The specific content varies according to the interests of students and the instructor. May be repeated for credit as the topic varies. Prerequisites: CS 212 and consent.

**489 Research in the Natural or Mathematical Sciences (3)**

Provides students with the opportunity to conduct original research in an area of interest. Students work closely with one or more members of the faculty to develop and conduct a research project. Students present their findings orally during the semester's undergraduate research symposium and as a formal research paper. They are encouraged to present their findings at a conference. Prerequisite: junior/senior status and a major in computer science, prior approval by the project adviser, and consent of the instructor. May be repeated once for a total of six semester hours of credit. Identical to BIO 489, CHEM 489, and EES 489. Offered each semester.

**MATHEMATICS COURSES (MATH)****001 Computational Math (0)\***

Basic arithmetic computational skills are developed in this non-credit class that allows students to strengthen their understanding of fundamentals in preparation for the course Algebraic Preliminaries. In particular, students with very low mathematics placement scores must complete this course with a grade of C- or better before attempting MATH 005. Topics include: operations with fractions, decimals (with calculators), ratio and proportion, percents, metric system, statistics, geometry, operations on whole and signed numbers, and algebraic translations. Traditional grading only. *\*While students receive no credit from this course, the course grade does count toward their overall grade point average (as if this were a three-semester hour course).* Offered on demand.

**005 Algebraic Preliminaries (0)\***

Basic computational and algebraic skills are developed in this non-credit class that allows students to strengthen their understanding of fundamentals in preparation for courses that involve more difficult quantitative concepts. In particular, students with very low mathematics placement scores must complete this course with a grade of C- or better before attempting MATH 104 or 105. 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 from this course, the course grade does count toward their overall grade point average (as if this were a three-semester-hour course).* Prerequisite: MATH 001 (grade of C- or better), placement or consent. Offered each semester.

**104 Algebra and its Applications (3)**

Constructed to provide a choice for students who must fulfill the general studies requirement for math but do not need an in-depth treatment of algebra as a prerequisite for further course work such as might be encountered in MATH 135 and MATH 125. This course introduces students to modern and pertinent applications of algebra and other mathematical processes. While the emphasis in content is on the utility of algebra instead of algebra itself, an understanding of and skill with the rudiments of algebraic techniques is a prerequisite. Topics include percentages and ratios, functions and graphs, linear and quadratic functions, descriptive statistics and probability, exponentials and logarithms, and right triangle trigonometry. Prerequisite: MATH 005 (grade of C- or better), placement or consent. Does not provide sufficient preparation for MATH 135. Must have a TI-83 or TI-84 graphing calculator. Offered each semester.

**105 Algebra (3)**

Prepares students for any course which uses algebra. Topics include variables, word problems, exponents, factoring, rational and radical expressions, linear equations in one or two variables, quadratic expressions, and functions. Prerequisites: MATH 005 (grade of C- or better), placement or consent. Must have a TI-83 or TI-84 graphing calculator. Offered each semester.

**106 Statistics (3)**

Introduces students in the behavioral, social, and natural sciences to the basic statistical tools required to analyze experimental data. Topics include frequency distributions, graphing techniques, measures of central tendency and dispersion, the normal distribution, point estimation, hypothesis testing and confidence intervals. Prerequisites: MATH 104 or MATH 105, placement, or consent. Must have a TI-83 or TI-84 graphing calculator. Offered each spring.

**125 Principles of Mathematics (3)**

Introductory treatment of the nature of mathematical knowledge, history of mathematics, geometry, elementary

number theory, and basic trigonometry. Prerequisite: placement (equivalent to the current MATH 135 placement), MATH 104 or MATH 105 (grade of C- or better). Offered each semester.

### 135 Calculus with Review I (3)

Calculus is the mathematical language used to describe changing quantities. It consists of computational and graphical tools for analyzing the relationships between such quantities. 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. Offered each semester.

### 136 Calculus with Review II (3)

Continuation of Calculus with Review I. Offered each spring.

### 171 Calculus I (3)

Calculus is the mathematical language used to describe changing and accumulating quantities. It consists of computational and graphical tools for analyzing the relationships between such quantities. In this course, we 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. Graphing calculator required. Prerequisite: placement or consent. Offered each fall.

### 172 Calculus II (3)

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, differential equations and sequences and series. Graphing calculator required. Prerequisite: MATH 136 or 171. Offered each spring.

### 205 Discrete Mathematics (3)

The analysis of finite step-by-step processes. It develops reasoning skills, enhances software-writing abilities and introduces elementary computer circuitry. Topics include Boolean algebra, digital logic circuits, the nature of valid argument, mathematical induction, recursive sequences, and counting techniques, including combinatorics methods. Many class examples will be drawn from computer science. Prerequisite: MATH 135, 136, or MATH 171 placement, or consent. Identical to CS 205. Offered each spring. Recommended spring freshman year.

### 226 Introduction to Statistical Modeling (3)

An introductory course in applied data analysis. Emphasis will be on interpretation of statistical measures and procedures. Statistical software is used extensively for analyzing real data sets from various contexts. Topics include measures of location, dispersion, correlation,

parametric and nonparametric tests, simple and multiple regression, and ANOVA. Prerequisite: MATH 106, 136 or consent. Offered each spring.

### 271 Calculus III (3)

Completes the coverage of the standard topics in the introductory calculus sequence. The topics covered include an introduction to differential equations, parametric equations, polar coordinates, sequences, infinite series, power series and power series representations. Prerequisite: MATH 172. Offered each fall.

### 300 Teaching Assistants' Program for Math (1)

Designed to allow qualified students to assist math instructors in the teaching of their classes. Although MATH 300 will prove to be useful for those students seeking secondary education certification, enrollment is not open solely to them. Enrollment is by invitation of the MATH/CS department. A student may enroll for MATH 300 more than once, but may apply no more than a total of three semester hours earned in this manner toward graduation. This course cannot be used to satisfy mathematics major or minor requirements, although one semester hour of MATH 300 is required for secondary education certification. Offered each semester.

### 303 Multivariable Calculus (3)

Topics include functions of several variables, curves, surfaces, partial differentiation, multiple integrals and vector analysis. Prerequisite: MATH 271. Offered spring of even-numbered years.

### 307 Linear Algebra (3)

The study of linear equations in several variables. Students develop the theoretical structure underlying answers to the questions: When does a solution for a system of linear equations exist? When is it unique? How do we find it? How can we interpret it geometrically? Topics include vectors spaces, linear independence, bases, dimension, transformations, matrices, determinants, and applications. Prerequisite: MATH 172, MATH/CS 205 or consent. Offered each fall.

### 315 Ordinary Differential Equations (3)

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 and/or corequisite: MATH 307. Offered on demand.

### 316 Probability (3)

The meaning, basic concepts, and applications of probability are explored. Topics include classical, empirical, subjective, and axiomatic probability, random variables, probability measures, distributions, density functions, expectation and standard deviation and their physical interpretation, conditional probability, independence,

counting techniques, binomial, Poisson, and normal distributions. Prerequisites: MATH/CS 205 and MATH 172, 271 and 303 are recommended. Offered on demand.

### 317 Algebraic Structures (3)

Introduces algebraic structures in modern algebra with particular emphasis on groups and their properties. This course satisfies the oral competency requirement for mathematics majors. Prerequisites: CS/MATH 205 and 307. Offered spring of even-numbered years.

### 323 Real Analysis (3)

**W**

A theoretical treatment of sets, relations, functions, numbers, inequalities, sequences, series, limits, and the derivative. Prerequisites: MATH 205 and one 300-level math course other than MATH 300. Offered spring of odd-numbered years.

### 340 Modern Geometries (3)

Explores Euclidean and non-Euclidean geometries with an emphasis on the analytic method. The cultural impact of non-Euclidean geometries is discussed. Topics include complex numbers, geometric transformations, plane geometries, including non-Euclidean geometries, the projective plane, quaternions, Hilbert's axioms. Prerequisites: MATH 205, 307 or consent. Offered fall of odd-numbered years.

### 350 Numerical Methods (3)

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 nonlinear equations, ordinary differential equations, and systems of linear equations. Prerequisites: MATH 172 and CS 207. MATH 307 is recommended. Identical to CS 350. Offered on demand.

### 480 Advanced Seminar (3)

Enables students to explore areas of advanced mathematics which are otherwise not included in the curriculum. The specific content varies each year and is individually tailored to the interests of the students enrolled. Prerequisite: consent. Offered on demand.

### 489 Research in Mathematics (3)

Provides students with the opportunity to conduct original research in an area of interest. Students work closely with one or more members of the faculty to develop and conduct a research project. Students present their findings orally during the semester's undergraduate research symposium and as a formal research paper and are encouraged to present their findings at a conference. Prerequisites: junior/senior status, major in mathematics, prior approval by the project adviser, and consent. May be repeated once for a total of six semester hours. Identical to BIO 489, CHEM 489, and EES 489. Offered each semester.

## MUSIC

Ms. SANDRA BILLY, Director, Center for Sacred Music  
 DR. R. DAVID CLAYTON  
 MR. SAM DORSEY, Applied Music, Guitar (adjunct)  
 Ms. LEE JORDAN-ANDERS, Program Coordinator  
 MR. GEORGE STONE, Staff Accompanist, Piano (adjunct)  
 Ms. BILLYE BROWN YOUMANS, Applied Music,  
 Voice (adjunct)

Music is a unique expressive language, a special way of knowing as essential to basic education as the mastery of verbal and numerical skills. The study of this language provides individuals with personal fulfillment, enhances and complements everyday life, and creates a window through which the viewer can discover and experience aesthetic beauty. The music department at Virginia Wesleyan provides a program of study that educates its learners in a way that enables them to appreciate as well as critically articulate their responses to this important part of our culture. Virginia Wesleyan offers majors in applied music, music in the liberal arts, music concentration within the humanities division, and endorsement in vocal music education (K-12) for those who wish to teach. The department also offers courses for the non-musician, the "Familiar Faces" concert series, and a non-credit certificate program through the Center for Sacred Music, which includes an annual summer conference. The curriculum can help prepare students for careers in private teaching, public school teaching, church music, music merchandising, arts management, music librarianship, or graduate studies in music or humanities.

### Major Requirements: Music with Applied Music track

| COURSE NUMBER AND TITLE                 | SEM. HRS. |
|---|-----------|
| MUS 225<br>Intermediate Musicianship I  | 4         |
| MUS 226<br>Intermediate Musicianship II | 4         |
| MUS 325<br>Advanced Musicianship I      | 4         |
| MUS 326<br>Advanced Musicianship II     | 4         |
| MUS 313<br>Music History I              | 3         |
| MUS 314<br>Music History II             | 3         |
| MUS 480<br>Senior Project               | 3         |
| APMU 300<br>Chamber Music               | 2         |

*See continuation of choices next page*

Chart continued from previous page

|   |           |
|---|-----------|
| APMU 133-494<br>Applied Music Study (six hours must be at the 300 level or above)   | 10        |
| One of the following:<br>MUS 100<br>Introduction to Listening<br>MUS 200<br>Survey of Music<br>MUS/ARTH 201<br>Introduction to Music & Art in the Western World<br>MUS 310<br>Topics in Sacred Music<br>HUM 301<br>Aesthetic Communication: Understanding and Experiencing the Arts | 3         |
| Other major requirements:<br>Piano proficiency<br>Ensemble participation each semester in residence   |           |
| <b>TOTAL</b>  | <b>40</b> |
| <b>ADDITIONAL COURSES NEEDED FOR ENDORSEMENT IN EDUCATION</b>   |           |
| APMU 131-392<br>Applied Music Study in a Secondary Area   | 6         |
| MUS 321<br>Conducting Techniques  | 3         |
| MUS 354<br>Vocal Music Methods & Materials, K-12  | 3         |
| EDUC 375<br>Content Teaching Methods  | 3         |
| <b>ALL OTHER REQUIREMENTS: SEE EDUCATION DEPARTMENT</b>   |           |

**Major Requirements:  
Music in the Liberal Arts track**

| COURSE NUMBER AND TITLE  | SEM. HRS. |
|--|-----------|
| MUS 100<br>Introduction to Music<br>MUS/ARTH 201<br>Introduction to Music and Art in the Western World | 3         |
| MUS 101<br>Basic Musicianship  | 3         |
| MUS 225/226<br>Intermediate Musicianship I & II  | 8         |
| APMU<br>Applied music, two semesters private study on any instrument                                   | 4         |

|   |           |
|---|-----------|
| Six courses at the 300-level from the following:<br>MUS 202/302<br>Great Composers<br>MUS 250/350<br>Music from the Baroque Era (1600 to 1750)<br>MUS 251/351<br>Music in the Classic Period (1750 to 1825)<br>MUS 252/352<br>19th-Century Music<br>MUS 253/353<br>20th-Century Music<br>MUS 310<br>Sacred Music History<br>MUS 313/314<br>Music History I & II | 18        |
| MUS 480<br>Senior Project   | 3         |
| <b>TOTAL</b>  | <b>39</b> |

**Minor Requirements**

| COURSE NUMBER AND TITLE<br>(See p. 32 for general minor requirements)  | SEM. HRS.        |
|--|------------------|
| MUS 225<br>Intermediate Musicianship I   | 4                |
| MUS 226<br>Intermediate Musicianship II  | 4                |
| APMU 111<br>College Choir<br>APMU 300<br>Chamber Music   | <b>OR</b><br>1-2 |
| APMU 121-452<br>Applied Music: Private Study (four semesters on any instrument at 2 semester hours)  | 8                |
| Three of the following:<br>MUS 302<br>Great Composers<br>MUS 310<br>Topics in Sacred Music<br>MUS 313<br>Music History I<br>MUS 314<br>Music History II<br>MUS 350<br>Music from the Baroque Era (1600 to 1750)<br>MUS 351<br>Music in the Classic Era (1750-1825)<br>MUS 352<br>19th-Century Music<br>MUS 353<br>20th-Century Music | 9                |
| <b>TOTAL</b>   | <b>26-27</b>     |

## MUSIC COURSES (MUS)

### 100 Introduction to Listening (3) (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 should also serve 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 (3) (A)

Basic fundamentals of music including pitch and rhythmic notation. Students learn to make music from a written score using recorders and a variety of other simple folk instruments. Offered each fall.

### 201 Music & Art in the Western World (3) (A)

Explores the traditions of music, painting, sculpture, and architecture of the Western world. Beginning with the Greeks and continuing through the present time, many individual works from important art periods are introduced. Discussions 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. Artistic contributions of minorities and women are included. Students visit the Chrysler Museum of Art and attend two live music performances. Identical to ARTH 201.

### 202/302 Great Composers (3) (A)

An in-depth study of the life and works of a single composer. Students become familiar with the composer's life, the historical setting, and gain intimate knowledge of important compositions from all periods of the composer's career through guided listening.

### 213/313 Music History I (3) (A)

A chronological study of music from its origins through the early 18th century. The 300 level requires a research project and some analysis. Prerequisites: MUS 100, 201 or consent. Offered fall of even-numbered years.

### 214/314 Music History II (3) (A)

A continuation of MUS 213/313 from the 18th century to the present. Prerequisite: MUS 100, 201, 213/313 or consent. Offered spring of odd-numbered years.

### 225, 226 Intermediate Musicianship I, II (4, 4)

Music theory, sight-singing and ear training are studied as part of a program to develop complete musicianship. Music theory is the logical and systematic study of the rationality of music that will eventually justify and broaden natural musical instincts and intuitions. Sight-singing and ear training enhance the musician's ability to envision the

sound of a musical composition from an examination of the printed score. Elementary harmony and analysis including modes, triads and inversions, melodic construction and simple harmonization with primary and secondary triads are included. Prerequisite: ability to read music notation. MUS 225 offered fall of even-numbered years, MUS 226 offered spring of odd-numbered years.

### 250/350 Music from the Baroque Era (1600 to 1750) (3) (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 (1750-1825) (3) (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 course work. Offered spring of odd-numbered years.

### 252/352 19th-Century Music (3) (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 course work. Offered fall of odd-numbered years.

### 253/353 20th-Century Music (3) (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, Varèse, Barber, Glass, Gorecki, Pärt, Zwilich, and others are included. Students have the opportunity to attend selected live performances as part of their course work. Offered spring of even-numbered years.

### 310 Topics in Sacred Music (3)

An in-depth study of some aspect of sacred music including, but not limited to, hymnology and sacred choral literature, sacred music history, and directing choirs, all within the context of a variety of religious traditions. Offered each semester.

### 321 Conducting Techniques (3)

Offers basic and advanced skills for choral and instrumental conductors. All conducting patterns,

instrumental and choral techniques, rehearsal technique, and score study are included. Prerequisite: MUS 226, APMU 111, 211, or equivalent. Offered on demand.

### **325, 326 Advanced Musicianship I, II (4, 4)**

A continuation of MUS 225 and 226, this class focuses on a wide range of musical styles from the Renaissance to the present. More complex chords and larger forms (fugues, rondo, theme and variations, 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 sight-singing and ear training. Prerequisite: MUS 226. MUS 325 offered fall of odd-numbered years; MUS 326 offered spring of even-numbered years.

### **354 Vocal Music Methods & Materials, K-12 (3)**

Designed for students seeking certification in music education, this course examines vocal music within the context of varied musical experiences designed for students in school music programs. The first half of the course covers the developmental stages of the elementary school child. The second half deals with middle and senior high school music curricula. Both halves include observation of successful programs.

### **480 Senior Project (3) (I)**

Intended as the culminating experience in the music major, students present a formal recital or write an historical or critical thesis in which they use a carefully selected repertoire to demonstrate the successful integration of applied performance skills, knowledge of music and cultural history, theoretical/analytical proficiency, and aural skills. Students presenting a formal recital prepare a 45-minute oral presentation for the music faculty to discuss the stylistic, historical, and technical nature of each musical selection. The written summary of this research is published in the recital program as program notes. Students perform the recital twice: once off campus, and once in Virginia Wesleyan's Hofheimer Theatre. The historical or critical thesis option is also accompanied by an oral presentation and defense of the material researched. The Senior Project is required of all music majors and may be elected by students choosing a music concentration for their humanities divisional major. Prerequisite: MUS 314 and 326. Should be taken during the final semester of applied music study.

## **APPLIED MUSIC COURSES (APMU)**

### **111 College Choir (1) (A)\***

The College Choir is 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. In addition to learning the selected repertoire, members of the choir are given many opportunities to develop musicianship and vocal skills. While the ability to read music notation is not required, participants must be able to match pitch. Offered

each semester. *\*Three semester hours must be completed to fulfill a general studies requirement.*

### **113 Class Voice (2)**

Offered in conjunction with Wesleyan Singers, students study basic vocal techniques with emphasis on developing the voice for both solo and choral use. Prerequisite: membership in Wesleyan Singers. Offered each semester.

### **121-452 Applied Music: Private Study (Instrumental, Voice, Piano, Guitar) (2) (A)\***

Private applied music study is offered to students enrolled in the college 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 from the student. Students take a one-hour private lesson each week and should expect to practice daily for at least one hour. Practice rooms are available to students registered for applied music study. Additionally, during each semester of study, students attend four Thursday-at-11 master classes and four live concerts. Other requirements are available from individual teachers. The college designates teachers from the community to supervise each student. This course requires a \$250 fee in addition to regular tuition. Prerequisite: Basic Musicianship (MUS 101) or show proficiency. Offered by arrangement with the coordinator for applied music studies. Offered each semester. *\*Four semester hours must be completed to fulfill a general studies requirement.*

### **211 Wesleyan Singers (1) (A)\***

A small performance ensemble modeled on professional standards, the Wesleyan Singers offers a unique opportunity for advanced students to explore singing on a higher level than is possible in a larger group of non-auditioned singers. Study and performance of appropriate literature for a small group allows the art of choral singing to be more fully realized. Within the ensemble, duets, trios, quartets, etc. may be formed according to talent and interest. An audition is required. Prerequisite: membership in College Choir. Offered each semester. *\*Three semester hours must be completed to fulfill a general studies requirement.*

### **230 Wesleyan Singers' Performance Tour (3) (Winter Session)**

A performance tour of approximately one-week duration with concerts each night. Performances may also be scheduled during the day in schools and retirement homes. Students experience the "agony and ecstasy" of live performance before different audiences each day and are challenged to develop musical and ensemble skills which will serve them in the future. Another challenge is avoiding illness in order to perform at peak level each day. A week's intensive rehearsal is scheduled before departure and several performances on campus and in the area occur upon return. The time commitment is considerable: daily 4-hour rehearsals the week before departure, approximately 4 hours/day on tour including pre-concert rehearsal in new

venue, and 8 or more hours the final week—approximately 48 hours of actual contact time for the course. Prerequisite: membership in 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. A \$250 applied music fee is charged.

**PHILOSOPHY**

DR. STEVEN M. EMMANUEL, Program Coordinator  
 DR. PATRICK A. GOOLD  
 DR. LAWRENCE D. HULTGREN  
 DR. R. CATHAL WOODS

**Philosophy in the Curriculum**

The Greek word philosophia ('philosophy') is a compound term which 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 judgments. 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.

In keeping with the ideal of a liberal arts education, 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.

The program in philosophy is designed to 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 philosophy 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**

| COURSE NUMBER AND TITLE   | SEM. HRS. |
|---|-----------|
| 18 HOURS MUST BE AT THE 300/400 LEVEL   |           |
| Two of the following:<br>PHIL 101<br>Individual and Society<br>PHIL 102<br>Contemporary Moral Issues<br>PHIL 104<br>The Examined Life<br>PHIL 212<br>Types of Ethical Theory<br>PHIL 221/321<br>Ethics and Health Care<br>PHIL 253<br>Social and Political Philosophy<br>PHIL 272/372<br>Beyond the Western Tradition<br>PHIL 304<br>Environmental Ethics | 6         |
| PHIL 109<br>Critical Reasoning  | 3         |
| PHIL 209<br>Methods of Logic  | 3         |
| PHIL 332<br>Ancient Philosophy  | 3         |
| PHIL 336<br>Early Modern Philosophy   | 3         |
| One of the following:<br>PHIL 334<br>Medieval Philosophy<br>PHIL 338<br>19th-Century Philosophy<br>PHIL 340<br>20th-Century Philosophy<br>PHIL 350<br>Existential Philosophy  | 3         |
| PHIL 400<br>Philosophy Seminar  | 3         |
| Additional courses in philosophy  | 6         |
| <b>TOTAL</b>  | <b>30</b> |

Students majoring in philosophy who transfer credit for philosophy courses taken at other institutions should consult with the departmental coordinator to determine how that credit is to be applied.

**Minor Requirements**

| COURSE NUMBER AND TITLE<br>(See p. 32 for general minor requirements)   | SEM.<br>HRS. |
|---|--------------|
| There are no special requirements for the philosophy minor. Students must take six courses, and provide a brief written rationale of the courses taken. The following tracks provide ready-made sequences of study, and also serve as examples of how you might put together your own chosen sequence. You are free to follow these pre-made tracks, or to make your own selections in whatever way best suits your interests and complements your major. | 18           |
| <b>TOTAL</b>  | <b>18</b>    |

**Minor Tracks****Intellectual History Survey**

A track in intellectual history can easily be constructed from the department's historical offerings, which cover the history of Western thought from ancient Greece to the present. A sequence of this kind begins with the survey course PHIL 110 and culminates in a senior seminar PHIL 400 devoted to an in-depth study of a particular thinker or set of questions. In-between students can take any of the courses in particular periods of history. This kind of track is of special interest to history majors.

| COURSE NUMBER AND TITLE             | SEM.<br>HRS. |
|-------------------------------------|--------------|
| PHIL 110<br>Perennial Questions     | 3            |
| PHIL 332<br>Ancient Philosophy      | 3            |
| PHIL 336<br>Early Modern Philosophy | 3            |
| PHIL 337<br>The Enlightenment       | 3            |
| PHIL 340<br>20th Century Philosophy | 3            |
| PHIL 400<br>Philosophy Seminar      | 3            |
| <b>TOTAL</b>                        | <b>18</b>    |

**Meaning, Value and Culture**

The MVC track focuses on the perennial search for meaning in life. These courses challenge students to reflect on what it means to live an examined life, and to consider the role that culture plays in determining your values. You read and discuss a variety of theories about human nature,

ponder questions about the origin and ultimate purpose of human existence, and grapple with modern philosophical problems concerning the nature of selfhood, freedom and choice.

| COURSE NUMBER AND TITLE                  | SEM.<br>HRS. |
|--|--------------|
| PHIL 104<br>The Examined Life            | 3            |
| PHIL 211<br>The Human Condition          | 3            |
| PHIL 215<br>Philosophy of Religion       | 3            |
| PHIL 292<br>Alternative Futures          | 3            |
| PHIL 350<br>Existential Philosophy       | 3            |
| PHIL 372<br>Beyond the Western Tradition | 3            |
| <b>TOTAL</b>                             | <b>18</b>    |

**Ethics, Society, Law**

The department of philosophy offers many courses beneficial to anyone thinking of law, public policy or politics, or anyone interested in practical ethics.

Critical thinking skills, essential to the study of law and public policy, are offered in PHIL 109 and 209. The department also offers an introductory course on the individual in society, and a course in the different ethical theories (PHIL 212) which people often appeal to when debating. There's also a course in the political and ethical ideas that underlie public policy debates (PHIL 253/353) such as the inevitable conflict between individual autonomy and political authority. We even have a course on the future of human society! (PHIL 292/392).

Finally, there are a number of courses in topical issues, beginning with the survey course PHIL 102, followed by three specific courses: environmental philosophy (PHIL 304), medical ethics (PHIL 212/312), and the impact of technology (PHIL 402).

So, if you are interested in ethical issues, your sequence could look like this: **ETHICS**

| COURSE NUMBER AND TITLE               | SEM.<br>HRS. |
|---------------------------------------|--------------|
| PHIL 102<br>Contemporary Moral Issues | 3            |
| PHIL 109<br>Critical Reasoning        | 3            |
| PHIL 212<br>Practical Ethics          | 3            |

*See continuation of choices next page*

Chart continued from previous page

|                                       |           |
|---------------------------------------|-----------|
| PHIL 221/321<br>Ethics & Health Care  | 3         |
| PHIL 304<br>Environmental Ethics      | 3         |
| PHIL 402<br>Thinking about Technology | 3         |
| <b>TOTAL</b>                          | <b>18</b> |

If your major is sociology, or you're interested in public policy, you could put together a sequence like this: **SOCIETY**

| COURSE NUMBER AND TITLE                       | SEM.<br>HRS. |
|---|--------------|
| PHIL 101<br>Individual and Society            | 3            |
| PHIL 109<br>Critical Reasoning                | 3            |
| PHIL 253/353<br>Social & Political Philosophy | 3            |
| PHIL 292/392<br>Alternative Futures           | 3            |
| Additional topical courses in ethics          | 6            |
| <b>TOTAL</b>                                  | <b>18</b>    |

Or if you are thinking of law, these would make a good set: **LAW**

| COURSE NUMBER AND TITLE                       | SEM.<br>HRS. |
|---|--------------|
| PHIL 109<br>Critical Reasoning                | 3            |
| PHIL 209<br>Methods of Logic                  | 3            |
| PHIL 212<br>Practical Ethics                  | 3            |
| PHIL 253/353<br>Social & Political Philosophy | 3            |
| PHIL 292/392<br>Alternative Futures           | 3            |
| Additional topical course                     | 3            |
| <b>TOTAL</b>                                  | <b>18</b>    |

## Philosophy Courses (PHIL)

### 101 Individual and Society (3) (V)

An introduction to philosophy as critical thinking and analysis (the ability to reason well and willingly) 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 learn how to

develop a philosophical skill in seeing the basic values which influence these personal and social issues. Offered each fall.

### 102 Contemporary Moral Issues (3) (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.

### 104 The Examined Life (3)

Introduces the practice of philosophizing through close reading and discussion of Socratic dialogues, including *Euthyphro*, *Laches*, *Lysis*, *Meno*, *Theatetus*, *Symposium* and *Republic*. The course engages with the substance of Socrates's peculiar questioning, (What is piety, courage, friendship, justice, virtue, knowledge, and so forth) but also reflects on the sort of knowledge that Socrates seeks, how he searches for it, and why he thinks this activity is necessary for a well-lived life. Offered each fall.

### 109 Critical Reasoning (3) (C)

The structure of the philosophical essay is examined after a brief introduction to some basic principles of logic. Teaches students how to write clearly and precisely. Offered each fall.

### 110 Perennial Questions (3)

A critical examination of several great issues which 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.

### 209 Methods of Logic (3)

A continuation of Phil 109, this course is an introduction to first-order logic. Primary emphasis is placed on the translation of ordinary language into symbolic notation and the application of formal proof techniques. The presentation of formal methods concludes with a brief examination of selected questions in philosophical logic. Offered each spring.

### 211 The Human Condition (3)

A critical exploration of the possible meanings of "human being," and how individuals might interpret their own existence. Selected literary, scientific, and philosophic accounts of being human are studied and criticized. Offered intermittently.

### 212 Practical Ethics (3)

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. Prerequisite: PHIL 102. Offered intermittently.

### **215 Philosophy of Religion (3) (V)**

Addresses some major questions that have emerged in the history of philosophy concerning the justification of theistic belief, the meaning of religious language, the nature of miracles, and mystical experience. Offered on demand.

### **221/321 Ethics & Health Care (3) (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 issues in health care confront all of us at some time both as matters of individual concern and as issues of public policy. Students study the ethical principles that should undergird decisions in health care. It focuses on the application of ethical principles to concrete cases. Offered each spring.

### **253/353 Social & Political Philosophy (3)**

A survey of important themes in the history of social and political philosophy. Topics for discussion include: strategies for social change, the nature of political authority, the autonomy of the individual, anarchism, and democracy. Readings are drawn from classical and contemporary sources. Offered spring of even-numbered years.

### **272/372 Beyond the Western Tradition (3) (V)**

We live in a world characterized by multiplicity, plurality, and difference. Students are provided with the opportunity to 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 (3)**

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 working in groups are responsible for conjecturing sensibly and usefully about possible alternative futures. Topics include: future shock, coping, population, resources, war, environment, and genetic engineering. Offered intermittently.

### **304 Environmental Ethics (3) (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. Offered each fall. Identical to ENV 304.

### **310 Theory of Knowledge (3)**

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 spring of odd-numbered years.

### **316 Needs of the Soul (3) (V)** (Winter Session)

Discusses the meaning of history, the proper function of politics, religion, and culture, the nature of the human condition, and the true needs of human beings with constant reference to the writings of three writers of the middle 20th Century: Simone Weil, Simone de Beauvoir and Hannah Arendt. Prerequisite: at least three semester hours in philosophy or consent. Offered in selected Winter Sessions.

### **328 Buddhist Philosophy (3) (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, 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. Prerequisite: 100/200-level philosophy course or consent. Offered fall of even-numbered years.

### **332 Ancient Greek Philosophy (3) (H)**

A close study of selected texts of Plato and Aristotle. Some Presocratic and Hellenistic philosophers may be considered. Offered each fall.

### **334 Medieval Philosophy (3)**

A survey of representative Christian, Islamic, and Jewish philosophers of the Middle Ages. Special emphasis is placed on the moral and political philosophy of the period.

### **336 Early Modern Philosophy (3)**

Surveys the development of early modern philosophy in light of the scientific background from which it emerged. Major works by Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume, and Kant are supplemented by readings from women philosophers of the period. Offered each spring.

### **337 The Enlightenment: A Movement and Its Critics (3) (V)W**

An examination of the philosophical and cultural movement that came to be called the Enlightenment. The course identifies the constellation of ideas around which the movement coalesced and the tensions and contradictions within that constellation. The arguments of those who directly opposed the enlighteners are considered. A survey

of recent criticisms of Enlightenment ideals and the significance of those ideals for our own time concludes the course. Prerequisite: sophomore status or consent. Offered spring of even-numbered years.

### 338 19th-Century Philosophy (3)

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 20th-Century Philosophy (3)

Surveys major trends in 20th-century philosophical thought, with special emphasis on developments in Anglo-American philosophy. Readings are drawn from the works of Russell, Moore, Wittgenstein, Quine, and others. Offered spring of odd-numbered years.

### 350 Existential Philosophy (3) (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.

### 385 Problems in Philosophy of Art (3)

Explores central questions in the philosophy of art through reading and discussion of landmark texts in the discipline. Focus is on the question of the nature and function of art. Offered each spring.

### 400 Philosophy Seminar (3)

An in-depth study of the work of a single major philosopher. The figure selected changes with each offering. Contact the department coordinator for the current selection. Offered intermittently.

### 402 Thinking about Technology (3)

A critical look at technology and its effects on society. Some of the important ways in which modern technology has changed how we think about ourselves, our obligations to others, and the natural environment are examined. Prerequisite: consent. Offered spring of even-numbered years.

### 434 Issues in the Study of Happiness (3) (I)

A study of recent research into happiness, what it is, the factors which affect it, and individual and governmental responses. This is an interdisciplinary course which draws on philosophy, psychology, sociology, neuroscience, economics and political science.

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## PHYSICAL SCIENCE

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DR. GARRY E. NOE  
DR. DEBORAH E. OTIS, Program Coordinator

## PHYSICAL SCIENCE COURSES (PHSC)

### 100 Introduction to Physical Science (3)

Emphasizes the relevance of physical science in understanding the everyday world, and explores connections between physics and chemistry. Topics include energy, electricity, magnetism, work, heat, light, the nucleus, the atom, chemical bonds, and chemical reactions. Intended for non-science students. Offered each fall.

### 101 Introduction to Physical Science Laboratory (1)

An introductory physical science lab course to accompany PHSC 100. Students have opportunities to explore principles common to physics and chemistry through hands-on exercises. Designed for non-science students. Prerequisite or corequisite: PHSC 100. Offered each fall.

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## PHYSICS

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DR. GARRY E. NOE, Program Coordinator

Although the college does not offer a physics major, certain physics courses are needed in our science programs. Physics can also serve as an enrichment course for interested students.

## PHYSICS COURSES (PHYS)

### 141 Intro Astronomy—Solar System (3) (E)

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; the search for extraterrestrial life. Designed for non-science majors. Offered each fall.

### 142 Intro Astronomy—Stars and Galaxies (3) (E)

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. Offered each spring.

### 143 Introduction Astronomy Lab (1)

A hands-on laboratory experience which complements PHYS 141 and 142. It has four distinct components, each lasting two to four weeks: lunar, planetary, and deep-space observations with a Celestron telescope; analyzing computer simulations, images, and film clips of celestial phenomena; Internet-as-virtual-library exercises; physics experiments in optics and spectroscopy. Prerequisite or corequisite: PHYS 141 or 142. Designed for non-science majors and fulfills the laboratory requirements for students intending to graduate with honors. Offered each spring.

**215 General Physics (4)**

An introductory non-calculus treatment of the basic principles of physics. Areas of study include mechanics, fluids, forms of energy, and wave motion. No previous knowledge of physics is assumed. Prerequisite: MATH 113 or 135. Lecture three hours, laboratory three hours. Offered fall of odd-numbered years.

**216 General Physics (4)**

A continuation of PHYS 215. The principal subject areas are optics, electricity, magnetism, relativity, and atomic physics. Prerequisite: PHYS 215. Lecture three hours, laboratory three hours. Offered spring of even-numbered years.

**221 Physics (4) (E)**

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 fall of even-numbered years.

**222 Physics (4) (E)**

A continuation of PHYS 221. Topics include electric fields, circuit analysis, magnetism, geometrical and wave optics, relativity and atomic structure. Prerequisite: PHYS 221. Corequisite: MATH 172. Lecture three hours, laboratory three hours. Offered spring of odd-numbered years.

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**POLITICAL SCIENCE**

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DR. WILLIAM A. GIBSON, Program Coordinator  
 MR. BRETT S. HEINDL  
 DR. LAURA K. LANDOLT  
 DR. DAVID J. LORENZO  
 DR. TIMOTHY G. O'ROURKE  
 MR. RENE PEREZ-LOPEZ, (adjunct)

If Aristotle is correct when he observes that the end of politics is the good for man, then we may appropriately conclude that the study of politics—no less than a complete liberal arts education—aims at a comprehensive understanding of man and human communities. The following requirements for students in political science include five major categories which subdivide the discipline and help to articulate its many facets.

- I. Introductory-Level Political Science
- II. Political Philosophy
- III. American Government and Politics
- IV. Comparative Politics and International Relations
- V. Constitutional Law, Public Administration and Policy

The political science major requires 11 courses in political science. In addition, four courses must be taken from three other social science disciplines (geography, sociology, psychology, criminal justice and history).

**Major Requirements**

| COURSE NUMBER AND TITLE  | SEM. HRS. |
|--|-----------|
| <p><b>Introductory Level</b><br/>                     One of the following:<br/>                     POLS 101<br/>                     Politics and Literature<br/>                     POLS 103<br/>                     Global Realities<br/>                     POLS 105<br/>                     Politics Through Film<br/>                     POLS 111<br/>                     Introduction to Political Science</p>   | 3         |
| <p><b>Political Philosophy</b><br/>                     Two of the following:<br/>                     POLS 204<br/>                     Introduction to Feminist Political Thought<br/>                     POLS 433<br/>                     Political Theory: Ancient<br/>                     POLS 434<br/>                     Political Theory: Modern<br/>                     POLS 435<br/>                     Contemporary Theories of Justice</p>   | 6         |
| <p><b>American Government &amp; Politics</b><br/>                     One of the following:<br/>                     POLS 201<br/>                     State and Local Government<br/>                     POLS 207/307<br/>                     The Presidency &amp; American Politics<br/>                     POLS 231/431<br/>                     Theories of Liberal Democracy<br/>                     POLS 235/335<br/>                     American Government<br/>                     POLS 237/337<br/>                     American Legislative Process<br/>                     POLS 303<br/>                     Urban Politics</p>  | 3         |
| <p><b>Comparative Politics &amp; International Relations</b><br/>                     One of the following:<br/>                     POLS 103<br/>                     Global Realities<br/>                     POLS 206<br/>                     Introduction to Comparative Politics<br/>                     POLS 210<br/>                     International Relations<br/>                     POLS 211/311<br/>                     Comparative Politics: Latin America<br/>                     POLS 215/315<br/>                     Comparative Politics: Europe<br/>                     POLS 216/316<br/>                     Comparative Politics: Russia<br/>                     POLS 217/317<br/>                     Comparative Politics: Asian Pacific Rim<br/>                     POLS 218/318<br/>                     Comparative Politics: South Asia</p> | 3         |

*See continuation of choices next page*

Chart continued from previous page

|  |           |
|--|-----------|
| POLS 228/328<br>Comparative Politics: China<br>POLS 229<br>Comparative Politics: SE Asia & Japan<br>POLS 238/338<br>Comparative Politics in the Middle East/North Africa<br>POLS 250<br>Introduction to International Political Economy<br>POLS 321<br>Political Writings of Latin America<br>POLS 360<br>The Media & American Foreign Policy in the 20th Century<br>POLS 440<br>Seminar: American Foreign Policy                    |           |
| <b>Constitutional Law, Public Administration and Policy</b><br>One of the following:<br>POLS 205/305<br>Law in American Politics & Culture<br>POLS 270/370<br>The Constitution & Criminal Procedure<br>POLS 323<br>Public Policy Analysis<br>POLS 343<br>Public Administration<br>POLS 371<br>Constitutional Law I: The Federal System<br>POLS 372<br>Constitutional Law II: Substantive Rights<br>POLS 373<br>Conflict Management I | 3         |
| Three political science electives<br><b>OR</b><br>POLS 495<br>Pre-Internship Seminar<br>POLS 497<br>Political Science Internship Seminar<br>POLS 498<br>Political Science Internship   | 9-18      |
| Four courses must be taken from at least three of the following disciplines: history, psychology, sociology, economics, geography, criminal justice.   | 12        |
| POLS 265<br>Research Methods   | 3         |
| POLS 499<br>Senior Seminar   | 3         |
| <b>TOTAL HOURS WITHOUT INTERNSHIP</b>  | <b>45</b> |
| <b>TOTAL HOURS WITH INTERNSHIP</b>   | <b>54</b> |

**Minor Requirements**

| <b>COURSE NUMBER AND TITLE<br/>(See p. 32 for general minor requirements)</b>   | <b>SEM. HRS.</b> |
|---|------------------|
| One of the following:<br>POLS 101/301<br>Politics and Literature<br>POLS 105<br>Politics Through Film<br>POLS 111<br>Introduction to Political Science  | 3                |
| One of the following:<br>POLS 204<br>Introduction to Feminist Political Thought<br>POLS 239<br>American Political Thought<br>POLS 433<br>Political Theory: Ancient<br>POLS 434<br>Political Theory: Modern  | 3                |
| Four additional courses at the 200 level or above   | 12               |
| Students may elect an interest track which permits some specialization within the department's offerings:<br><b>Essential courses are in bold</b><br><b>Pre-Law Track</b><br>POLS 201; 207/307; 231/431; <b>235/335</b> ; 237/337; 239; 243/343; 303; 323; 373; <b>371; 372</b><br><b>Public Policy &amp; Administration Track</b><br>POLS 201; 265; <b>343</b> ; 303; <b>323</b> ; 372<br><b>Comparative Politics Track</b><br>POLS 206, 211/311; 215/315; 216/316; 217/317; 218/318; 228/328; 229; 321; 438<br><b>International Relations Track</b><br>POLS 103; <b>210</b> ; 250; 321; <b>336; 440</b> ; 438<br><b>Political Philosophy Track</b><br>POLS 204; 231/431; 239; 433; 434<br><b>American Government &amp; Politics Track</b><br>POLS 201; 207/307; 235/335; 237/337; 239; 303<br><b>Foreign Service and Policy Track</b><br>POLS 210; 215/315; 216/316; 217/317; 218/318; 321; <b>360; 440</b> |                  |
| <b>TOTAL</b>  | <b>18</b>        |

## POLITICAL SCIENCE COURSES (POLS)

### 101 Politics and Literature (3) (V)

Offers a non-technical, literary path to the exploration of the human experience and the role that politics plays in that experience. Through readings and discussions, understanding about not only what it means to be human, but also how politics shape that human experience is gained. Topics such as racism, poverty, totalitarianism, morality, and the role of government are explored through books that deal with some of the most challenging political issues that face societies. Such works as *Uncle Tom's Cabin*, *Grapes of Wrath*, *Brave New World*, and *The House on Mango Street* are used toward these ends. Offered each fall.

### 103 Global Realities: Issues and Resources for Navigating Today's World (3) (S)

Designed to open a window on a wider world for students who want to begin learning about international relations. It begins with a broad overview of political, economic, and cultural patterns in today's global environment, which is 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. The course 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, we learn how to identify key international problems, track them in the media, gather information about them, and develop and evaluate possible solutions. Offered each spring.

### 105 Politics Through Film (3)

Film, one of the human community's most comprehensive forms of cultural expression, offers unique opportunities for exploring the political dimension of life. Drawing examples from the extensive category of politically relevant films, this course introduces and illumines a wide range of fundamental concepts in the study of politics. Although the focus is on politics, this course also offers the opportunity for students to learn some basics of film analysis and cultivate a critical perspective. Offered each spring.

### 111 Introduction to Political Science (3) (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, 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 fall.

### 201 State & Local Government & Politics (3) (S)

Based on both theoretical and practical experiences in state and local government and politics. The relationship between local, state, and federal systems is explored. Office holders and local officials are guest speakers on practical aspects. Offered each fall.

### 202/302 Ethnicity and Politics: Latinos in America (3) (S)

Ethnic groups must adapt to U.S. political ways in order to press their political agenda. Spanish-Americans have adapted, mixing agendas from their countries of origin, experiences in the U.S. and with other minority ethnic groups. How Latinos have adapted to and participated in U.S. politics is studied. Offered spring of odd-numbered years.

### 204 Introduction to Feminist Political Thought (3) (V) W

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 each spring.

### 205/305\* Law in American Politics & Culture (3)

Examines how law is defined, its philosophical roots, the relationship between law and justice, the role it plays in American society, and how it is represented in American culture. Using films, plays, novels and other cultural artifacts in addition to sources in political science, we focus especially on the American Constitution, the concepts of the rule of law and due process of law, the institutions and politics of the law, making and enforcing processes, and the unique roles of the lawyer and the judge. At the Honors level (305), we use cultural and political criticism to take a closer, more interdisciplinary look at how motion pictures, novels, plays, and other forms of cultural expression reveal the politics and patterns through which American culture understands and represents the law and its institutions. Offered each fall. *\*Prerequisite for 305: Honors and Scholars student or consent.*

### 206 Introduction to Comparative Politics (3) (S) W

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 engaged in cross-country case-studies 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 spring of odd-numbered years.

**207 The American Presidency (3)**

Analyzes the nature and development of the American presidency, its impact on American politics and the making of domestic and foreign policy. Offered intermittently.

**210 Introduction to International Relations (3) (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.

**215/315 Comparative Politics: Europe (3)**

Evaluates the government and politics of selected European regimes as alternative examples of efforts at representative democracy. Typically, we examine the political systems of Great Britain, France, and Germany. We also examine factors leading to integration and/or disintegration in post-cold-war Europe. Offered fall of even-numbered years.

**216/316 Comparative Politics: Communism in Transition - The Former Soviet Union (3)**

Examines Russia and the former Soviet Union. These transitional regimes offer excellent opportunities to study the problems and prospects for radical economic and political reform and the hazards of reactionism in societies previously dedicated to Communist economic systems and non-democratic, non-parliamentary political systems. We focus particular attention on the challenges posed by rebellious national groups and chronic economic crisis. Also, we examine the relationship of ideology to government policy and the ways in which those regimes have reinterpreted such traditional Western political values and institutions as constitutionalism, the rule of law, natural and civil rights, participatory democracy, and the representation of interests.

**217/317 Comparative Politics: Asian Pacific Rim (3) (H)**

Examines political systems and the dynamics of political change in the eleven East and Southeast Asian nations of the Pacific Rim, a region that has assumed a commanding presence in world politics and the world economy. Normally included are Japan, China, and selected nations from among Korea, Philippines, Indonesia, Malaysia, Thailand, Vietnam, Cambodia, Laos and Burma.

**218/318 Comparative Politics: South Asia (3)**

The confrontation of Western political forms with traditional non-Western and pre-colonial cultures and

alternative strategies for political and economic development highlight this analysis of the politics of nation-building in the South Asian portion of the Third World. India and Pakistan are the main cases to be studied, although examples may be taken from Iran, Afghanistan, and perhaps Bangladesh and Malaysia as well. Offered fall of odd-numbered years.

**220/320 Comparative Politics: Latin America (3)**

Examines major problems of political and economic modernization by considering Latin American political systems in their various approaches to development. Focus is on key examples of the successes and failures of the various developmental strategies: e.g., Cuba, Chile, Peru, Brazil, and Mexico. Further, the impact of United States' policies upon the region as a whole receives special attention. Identical to SPAN 220/320. Offered each spring.

**228/328 Comparative Politics: China (3)**

The political system and the dynamics of political change in China are examined.

**229/329 Comparative Politics: SE Asia & Japan (3)**

The political system and the dynamics of political change in Japan and selected Southeast Asian nations are examined.

**237/337 American Legislative Process (3)**

Deals with 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. We also examine 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. Finally, the role of party politics and campaigns in the legislative process are considered. Offered on demand.

**238/338 Comparative Politics of the Middle East and North Africa (3)**

Offers students a basic understanding of broad trends of social change, state building and economic development in the modern Middle East and North Africa (MENA) during the post World War I period. The class attends to distinctions across MENA states along these three major dimensions, with special attention to public and private responses to modernization, democratization and globalization. Offered spring of odd-numbered years.

**239 American Political Thought (3) (V)**

Focuses on major ideas shaping American institutions of government and politics from the founding generation to the present. The writings of many different individuals relating to such issues as: slavery and race; capitalism and social justice; and feminist political theory are evaluated. Readings include the Federalist Papers, selections from

Democracy in America, works by Malcolm X, Dr. Martin Luther King, and Betty Friedan.

**240/340 German Cinema:  
Art and Politics (3)**

Identical to GER 240/340.

**250 Introduction to International  
Political Economy (3) (S) W**

Offers an overview of the political institutions and conflicts that structure our contemporary international economy. Class readings and discussions examine major issues at the center of current political science research, policy debate and popular political discourse. In particular, we examine postwar systems of international trade and finance, as well as divergent policy goals of states and societies of the North and South. Offered fall of even-numbered years.

**265 Research Methods (3) (E) W**

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 conceptualize, design and operationalize their own projects, and communicate their findings in written and oral formats. Daily classes include lecture and discussion of class readings, and individual student research. Offered each fall.

**270/370 The Constitution and  
Criminal Procedure (3)**

Using the case-study method in texts and class discussion, media reports of current Supreme Court actions, artifacts from popular culture, and a hands-on simulation of the Supreme Court itself, this course surveys the American approach to constitutionalism; the overall framework of the American legal system; the decision-making processes of the Supreme Court; and the Supreme Court's interpretation of those civil rights and professional procedures associated with the operation of the criminal justice system. Fourth Amendment search and seizure requirements, the Exclusionary Rule, Arrests, Fifth Amendment due process issues, the Miranda Warnings, Sixth Amendment right to counsel and jury trial issues, and Eighth Amendment bail, fine, and punishment issues, including asset forfeiture and capital punishment are of particular interest. Students taking this course at the 300 level have the additional advantage of more comprehensive coverage of these issues and valuable practice in briefing relevant cases. Identical to CJ 270/370. Prerequisites: none for 270; for POLS 370, junior status or consent, for CJ 370, either CJ 200 or 205. Offered spring of even-numbered years.

**303 Urban Politics (3)**

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 status. Offered each spring.

**307 The Presidency and the  
American Political System (3)**

Focuses on the institutions and processes of American government in regard to the presidency. Offered intermittently.

**321 Political Writings of Latin America (3)**

Readings of the political writings of selected Latin American thinkers. Relationship of political writings to contemporary culture, society and government of Latin America. Also cross-listed as SPAN 321 in which case readings and writing are done in Spanish. Offered each fall.

**323 Topics in Public Policy Analysis (3) (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 include, but are not limited to, the environment, health care, crime, urban policy, poverty, and welfare. Identical to ENVS 323. Offered each spring.

**335 American Government (3) (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.

**343 Public Administration (3) (S)**

Contemporary approaches to policy-making and decision-making techniques are reviewed in light of the values represented in them and their promises for serving the public interest. We review 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. Identical to HHS 343. Offered each spring.

**353 Globalization and Its Discontents (3) (S)  
(Winter Session)**

The theoretical, political, economic, and institutional foundations and practices of free trade are studied. Case studies are developed by students from Internet data on the issues and stakeholders in the globalization debate and the impact of their activities. Included among these are human rights, environment, and labor groups; the World Bank; the

World Trade Organization; and global corporation. Offered in selected Winter Sessions.

### **360 The Media and 20th Century American Foreign Policy (3)**

Tells the story of American foreign policy in the 20th Century, "The American Century" as Henry Luce put it, focusing not only on traditional themes and interests, such as Isolationism, Imperialism, The Open Door, Interventionism, Internationalism, and Anti-Communism, but also on the interplay of media, public perceptions and opinion, and foreign policy choices by presidents and other decision-makers in the pursuit of national security, the American way of life, and prosperity during times of peace and war. Prerequisite: junior status or consent. Offered fall of odd-numbered years.

### **371 Constitutional Law I: The Federal System (3)**

Government regulation of business, privacy, abortion, the origins and extent of the Supreme Court's authority, and due process of law are among the specific topics that this course considers, using the case study method in light of current historical and political analyses. We focus on the relationship of the federal government to the states and the Supreme Court to the Congress and the president, as well as the role played by the court and the judicial philosophies of individual justices. Prerequisite: junior/senior status or consent. Offered fall of even-numbered years.

### **372 Constitutional Law II: Substantive Rights (3)**

Privacy rights, rights of accused criminals, racial, economic, and sex discrimination in schools, jobs, and housing, reverse discrimination, and freedom of expression and religion are particular concerns of this course, which examines through the case study method, together with historical and political analyses, the nature of the Supreme Court's authority and its relationships to other branches of American government, equal protection of the laws, and First Amendment rights. Prerequisite: junior/senior status or consent. Offered spring of odd-numbered years.

### **373 Conflict Management (3) (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. Identical to MBE 373. Offered each fall.

### **374 Conflict Management II (3)**

Identical to CJ 374.

### **380 Arab-Israeli Conflict (3)**

A political history of the Arab-Israeli conflict at multiple levels of analysis. Not only does it examine traditional macro-level (interstate and national) accounts of the conflict, but it also draws from supplementary academic articles and works of fiction to illustrate a variety of

additional perspectives, including individual and group-level experiences. Offered spring of odd-numbered years.

### **433 Political Theory: Ancient (3) W**

Introduces students to the classic works in ancient political philosophy. The readings and discussions center on the works of ancient philosophers, historians, and playwrights. How did political philosophers such as Plato and Aristotle deal with issues such as justice, obligation, equality, the common good, the role of reason, the aims of government and the nature of politics? Many of the problems that political theorists confront in light of certain fundamental questions about society and politics are examined. The work of theorists from Plato to Aquinas are included. Prerequisite: junior status or consent. Offered each fall.

### **434 Political Theory: Modern (3) (V)**

Students analyze and evaluate some of the major themes in modern political theory such as natural rights, political equality and distributive justice. Selections include the works of Machiavelli, Hobbes, Locke, Rousseau, Mill, Smith, Marx, and Nietzsche. Our goal is to consider the ideas of these authors and to understand more clearly the profound and complex role that ideas have played, and continue to play, in society. In addition, we deal with some contemporary responses to their work. Offered each spring.

### **435 Contemporary Theories of Justice (3)**

In this seminar, students read and discuss four of the most important texts in contemporary liberal debates about justice. The aim is to understand the alternative views of political society and justice presented in these texts and to consider the choice worthiness of each alternative. The books read are: *Anarchy, State, and Utopia; A Theory of Justice; Justice Gender and the Family; and The Limits of Justice*. Offered on demand.

### **440 Seminar: American Foreign Policy (3)**

Examines American foreign policy formation. The first section focuses on the foreign policy process, while the second section is devoted to 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 intermittently.

### **495 Pre-Internship Seminar (3)**

Designed to prepare the student for a successful internship experience. Students explore the meaning of work and careers and examine how their knowledge and values are part of the work and career in which they are interested. Application for admission to the program must be made to the political science faculty during the student's junior year. Prerequisites: 12 semester hours of political science and an overall grade point average of at least 2.5. Offered each fall.

**497 Political Science Internship Seminar (3)**

Students learn to use theories, knowledge, and values studied in political science and other courses to interpret their internship field experiences and make generalizations about their learning. Corequisite: POLS 498. Offered on demand.

**498 Political Science Internship Program (12)**

Political science majors apply the knowledge and skills learned in their political science classes in a full-time, semester-long internship. The field experience can be in, but is not limited to, government agencies at the local, state, and federal levels; law, law enforcement, non-profits, political parties, social service. Prerequisites: 15 semester hours of political science, including POLS 495. Offered on demand in the spring semester.

**499 Senior Seminar (3) (1)**

Required of all students wishing to graduate from Virginia Wesleyan with a major in political science. The course is team taught by members of the department and focuses upon a different topic 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. Offered each spring.

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## PORTFOLIO

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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 in-coming 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 Intro to PORTfolio Project (3)**

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 VWC, their purposes while they are here, and the unique resources that they bring to the learning process. In addition, students expand on 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. Taken in the fall of the freshman year.

**122 Liberal Arts Seminar (3)**

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. In this context, the two questions from the first sentence in this paragraph 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 (it) are (is)? Where do the various 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 normatively. What should colleges in general be doing? What kind of curriculum should we, at Virginia Wesleyan, have? Offered each spring.

**123 Hampton Roads Service Learning (1)**

(Winter Session)

Introduces and raises the civic consciousness of students about issues that impact the Hampton Roads community. Fostering an attitude of engaged citizenship is its goal. Students gain an understanding of issues from social, environmental, economic, national security and legislative perspectives. Students are introduced to two issue-based projects through on-site presentations. They choose one and learn about that issue through a week of research and lecture followed by a week of direct service experience. The final week includes guided exercises in reflection and assessment in which students learn how their experience may fit into a larger picture and how they can be part of solutions to community issues. Prerequisite: PORTfolio students, PORT 121 or consent; non-PORTfolio students, no prerequisites. Identical to INST 123. Offered in selected Winter Sessions.

**124 Service Learning in Hampton Roads (3)**

(Winter Session)

Introduces and raises the civic consciousness of students about issues that impact the Hampton Roads community. Fostering an attitude of engaged citizenship is its goal. Students gain an understanding of issues from social, environmental, economic and civic perspectives. Students are introduced to an issue-based project and investigate the issue in depth through a week of research, lecture and presentation by local experts. This is followed by a week of direct service experience working with a local agency which deals with that issue. Reflection, assessment, consideration of broader contexts and construction of a follow-up plan to

continue efforts addressing this issue cap the course. Identical to INST 124. Prerequisite: consent of program director. Offered each Winter Session.

### **221 Problem Solving Seminar (3)**

A course for sophomores participating in PORTfolio. It develops problem-solving skills in students by having them work out solutions, individually and collaboratively, to “real-life” situations. Various strategies are examined and employed culminating in “Guided Design.” Prerequisite: PORT 122. Offered each fall.

### **225 PORTfolio Career Study (3)** (Winter Session)

Designed to provide an in-depth introduction to a career field of choice, an externship experience within 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. The second week consists of the on-site externship. The final week is used to document, process and present the lessons learned. Final reflection and summary are included in an updated electronic portfolio. Offered each Winter Session and upon request during a three-week summer session.

### **311 Director’s Seminar (1)**

Provides a venue for PORTfolio students to investigate in depth some topic of relevance as well as have an opportunity to stay abreast of current developments in career and graduate school planning. The class 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 experience. This seminar, taught by the President of Virginia Wesleyan College, focuses on ethical values, commitment to community and ways in which students can put their liberal learning to work for the “good,” personally and collectively. Prerequisite: senior status in PORTfolio. Corequisite: PORT 421. Offered each spring.

### **421 Senior Synthesis and Segue (2)**

Provides the capstone to the PORTfolio experience. Students reflect, synthesize and write about their four years of learning experiences. A focus on ethical values allows students to discover ways in which they can put their liberal learning “to work” for the common good. Emphasizing responsibilities to oneself, to each other, and to the community, the transition from college to “the rest of their lives” is explored and prepared. The student’s electronic portfolio is finalized through the addition of their reflections, synthesis, explorations, and preparations. Prerequisite: senior status in PORTfolio. Corequisite: PORT 420. Offered each spring.

## **PROFESSIONAL DEVELOPMENT SERIES**

The professional development series of courses is designed for individuals currently teaching in a classroom setting. Teachers are provided insight and direction in preparation for obtaining National Board Certification. Questions should be directed to Mr. Thomas R. Farley in the Adult Studies Program office.

### **PROFESSIONAL DEVELOPMENT SERIES COURSES (PDS)**

#### **NB1 Professional Development and Pre-Candidacy for National Board Certification (3 non-degree)**

Designed for individuals who are currently teaching in a classroom setting. Teachers are introduced to the mission, goals, and processes of the National Board for Professional Teaching Standards. At the same time they explore and determine their levels of interest in seeking National Board Certification. While the course encourages teachers to seek National Board Certification, it also serves as an opportunity for teachers to critically consider strategies to improve their teaching and to impact student learning. Teachers 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 videotaped lesson with learning strategy implementation using descriptive, analytical and reflective writing. Pass/fail grading. Offered fall, spring, and summer semesters.

#### **NB2 Personalized Professional Growth and National Board Certification (2 non-degree)**

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. Teachers investigate “best teaching practices” across the curricula and grade levels, K-12. Major topics are the portfolio requirements and assessment center exercises, including videotaping the students’ class for NBPTS review, descriptive, analytical and reflective writing styles, NBPTS Assessment Center exercises and collected student work samples are covered. In addition, many skills such as questioning, differentiated instructional strategies and portfolio maintenance are developed and revised. Pass/fail grading. Offered fall and spring semesters.

### NB3 National Board Standards in Your Classroom (1 non-degree)

Designed for individuals who are currently teaching in a classroom setting. Teachers are introduced to the mission, goals, and processes of the National Board for Professional Teaching Standards. At the same time they explore and determine their levels of interest in seeking National Board Certification. While the course encourages teachers to seek National Board Certification, it also serves as an opportunity for teachers to critically consider strategies to improve their teaching and to impact student learning. Teachers investigate and demonstrate “best teaching practices” across their specific curricula and grade level (K-12) through the 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 videotaped lesson with learning strategy implementation using descriptive, analytical and reflective writing. Pass/fail grading. Offered fall, spring, and summer.

## PSYCHOLOGY

DR. ANGELA K. FOURNIER

DR. RITA E. FRANK

DR. CRAIG C. JACKSON, Program Coordinator

DR. DONALD G. WOLFGANG

Because psychology has developed as essentially 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 understanding of themselves and others. In addition, those students desiring to enter one of the specialties of professional psychology that requires the master's degree or the doctorate will find the psychology curriculum specifically designed to provide appropriate preparation for graduate study.

### Major Requirements

| COURSE NUMBER AND TITLE   | SEM. HRS. |
|---|-----------|
| PSY 201<br>General Psychology   | 3         |
| One of the following Natural Sciences courses:<br>PSY 341<br>Cognitive Development<br>PSY 348<br>Language Development<br>PSY 362<br>Motivation<br>PSY 370<br>The Construction of Perceptual Reality<br>PSY 377<br>Nature of Human Consciousness | 3         |

|  |                            |
|--|----------------------------|
| PSY 388<br>Cognition<br>PSY 455<br>Biological Psychology   |                            |
| One of the following Social Sciences courses:<br>PSY 327<br>Social Psychology<br>PSY 337<br>Advanced Developmental Psychology<br>PSY 355<br>Theories of Personality<br>PSY 374<br>Adolescent Development<br>PSY 466<br>Abnormal Psychology<br>PSY 468<br>Current Psychoanalytic Theories | 3                          |
| One of the following Applied Psychology courses:<br>PSY 322<br>Organizational Psychology<br>PSY 324<br>Group Dynamics<br>PSY 333<br>Assessment of Individual Differences<br>PSY 350<br>Psychology and the Law<br>PSY 445<br>Ecopsychology  | 3                          |
| All of the following Research Methodology courses:<br>PSY 310<br>Quantitative Analysis of Research Data<br>PSY 320<br>Designing and Evaluating Research in Psychology<br>PSY 480<br>Original Research Project<br>Additional psychology courses at the 200 level                          | 9<br><br><br><br><br><br>3 |
| Additional psychology courses at the 300 or 400 level  | 12                         |
| MATH 106<br>Statistics   | 3                          |
| <b>TOTAL</b>   | <b>39</b>                  |

Due to the interdisciplinary nature of our subject, students who are considering becoming psychology majors should work closely with their academic adviser 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 With an Internship in Health and Human Services**

Students who wish to be most advantageously prepared for employment in a helping profession immediately after earning their bachelor degrees should confer with a faculty member in our Health and Human Services department for advice in scheduling certain additional courses that are prerequisites for being placed as an intern with a local community agency during their senior year. These courses include HHS 201, 302, either PSY/HHS 337 or HHS 338, and 401.

**The Psychology Major as Preparation for the Health-Care Professions**

Students expecting to enter schools of medicine, dentistry, or other health-care fields after earning their bachelor degrees can major in psychology as undergraduates and still have time to take essential courses in the natural sciences. Practitioners who are able to consider the psychological factors that contribute to their patients' complaints and reactions to treatment often find that having access to this perspective improves their diagnostic and therapeutic effectiveness. The College's pre-med adviser is prepared to describe how this curricular integration can be achieved through careful planning.

**Minor Requirements**

| <b>COURSE NUMBER AND TITLE<br/>(See p. 32 for general minor requirements)</b>                | <b>SEM. HRS.</b> |
|--|------------------|
| One general survey course:<br>PSY 201 or 477   | 3                |
| One of the following Natural Sciences courses:<br>PSY 277, 362, 341, 348, 370, 377, 388, 455 | 3                |
| One of the following Social Sciences courses:<br>PSY 245, 266, 327, 337, 355, 374, 466, 468  | 3                |
| One of the following Applied Psychology courses:<br>PSY 255, 257, 322, 324, 333, 350, 445    | 3                |
| Additional course work in psychology   | 6                |
| <b>TOTAL</b>   | <b>18</b>        |

The minor must include at least 9 semester hours of psychology course work taken at VWC. Minor programs may not include PSY 300, 303, 310, 320 or 480. No more than eight semester hours of psychology taken as part of some major may be counted toward fulfillment of the requirements for this minor. At least 9 hours must be taken at the 300/400 level. See a psychology adviser for suggestions about minor courses that best fit your major area.

**PSYCHOLOGY COURSES (PSY)**

**201 General Psychology (3)**

Provides a broad survey of the methods, issues, theories, and research findings that currently define the multifaceted field of psychology. No prerequisites, but intended primarily for freshmen and sophomores; upperclassmen by consent only. Offered each semester.

**245 Child Development Across Cultures (3) (S)**

Explores representative topics in child development from a cross-cultural perspective. The goal of this exploration is to uncover universal as well as culture-specific developmental phenomena. Students who enroll in this course leave with an appreciation of the challenges faced by those who are born into one culture but mature and are schooled in another. No prerequisites, but intended primarily for freshmen and sophomores; upperclassmen by consent only. Offered fall of even-numbered years.

**255 Introduction to Industrial Psychology (3)**

Presents an overview of individual, environmental, and organizational factors that affect job-related behavior. Topics considered include the selection, testing, and motivation of personnel, job analysis, performance evaluation, and leadership. No prerequisites, but intended primarily for freshmen and sophomores; upperclassmen by consent only. Offered when circumstances permit.

**257 Introduction to Sports Psychology (3)**

Describes how various psychological theories and principles are applied in the domain of athletics. Topics covered include leadership development, team building, motivation, training, and the management of anxiety. Prerequisite: PSY 201. Offered when circumstances permit.

**266 Psychology of the Healthy Personality (3)**

Examines the characteristics of fully functioning, self-actualizing individuals. Theories involving the development and maintenance of the healthy personality are investigated. A variety of viewpoints on how an individual might attain optimal psychological well-being are discussed. No prerequisites, but intended primarily for freshmen and sophomores; upperclassmen by consent only. Offered each spring.

**277 Learning Theory (3) (E)**

The highly influential and controversial perspective known as behaviorism is explored, first by helping students understand the logical basis for its characteristic insistence that only objectively measurable behavior can be subject to genuinely scientific investigation, and then by demonstrating how its principles have guided much of psychology's inquiry about the form of learning known as conditioning. Applications in the areas of therapy, self-management, and behavior modification in organizations

are described. Also considered are the ethical issues that have been raised concerning the use of this approach. No prerequisites, but intended primarily for freshmen and sophomores; upperclassmen by consent only. Offered fall of even-numbered years.

### **280 The Descriptive Methods of Psychological Science (4) (E)**

Focuses on the theory and practice of interviewing, direct observation, and the collection of unobtrusive measures within the context of special topics (e.g., positive psychology). Orientation to these special topics is followed by a discussion of the descriptive methods listed above, a relevant field experience, opportunities to learn how to organize, analyze, and draw conclusions from data collected during these experiences, in-class critiques of each experience, and the creation of summative reflective memos. We conclude with an evaluation of our efforts and an explicit comparison of qualitative and quantitative approaches to asking and answering research questions. Prerequisites: at least sophomore status, PSY 201, or consent. Offered each spring.

### **300 Teaching Assistants' Program (1, 2, or 3)**

On the basis of superior performance in psychology courses and evidence of an ability to communicate well, students may be invited to participate in this program. Each Teaching Assistant (TA) will be assigned duties that support the instructional objectives of the psychology faculty and that provide occasions for learning more about psychology and for developing better interpersonal skills. A student accepted into the program may enroll for one, two, or three semester hours depending on the nature and extent of the responsibilities that are assigned. A student may enroll for PSY 300 more than once, but may apply no more than a total of three semester hours earned in this manner toward satisfaction of the requirements for a major in psychology. Pass/fail grading. Offered when circumstances permit.

### **303 Resident Community Leadership (1)**

Resident Assistants (RAs) develop their skills as peer counselors and group leaders. RAs will share their experiences through group discussions and structured processes. Enrollment limited to current Resident Assistants. Pass/fail grading. Offered each semester.

### **310 Quantitative Analysis of Research Data (3)**

Emphasizes the data analysis side of psychological research, stressing understanding of the fit of analysis techniques with data collection methods and research design. Selection of the appropriate statistic, computation, and interpretation of results is stressed for the more common parametric and some nonparametric statistics. The use of multivariate statistics and their interpretation when they are encountered in the research literature is briefly introduced although multivariate computation is not addressed. Prerequisites: junior/senior status, MATH 106 and declared major in psychology or consent. Offered each fall.

### **320 Designing & Evaluating Research in Psychology (3) (E)W**

By the end of the term, each student proposes an experiment that reflects by its design a proper understanding of the scientific method as an approach for studying psychological phenomena. In order to develop the requisite skills for this effort, class presentations will concentrate on such matters as using the professional literature, the logic of experimentally based inquiry, selection of appropriate data-gathering strategies, and the ethical responsibilities of those who perform psychological research. Prerequisites: junior/senior status and at least 9 semester hours in psychology including PSY 310 or consent. Offered each spring.

### **322 Organizational Psychology (3)**

Focuses on the interaction of individuals and organizations with an emphasis on the world of work. Strategies for improving organizational effectiveness are explored in terms of such factors as work design, institutional and individual development, motivational systems, social dynamics, and leadership patterns. Prerequisites: junior/senior status, and any 200-level psychology course. Offered spring of odd-numbered years.

### **324 Group Dynamics (3)**

By participating as a member of a small group, each student gains firsthand knowledge of the factors that need to be monitored and controlled in order for such a work unit to respond productively to the obligations placed upon it. Classroom presentations prepared by the groups aim toward raising each individual's consciousness about various issues related to collective functioning (e.g., leadership styles, goal-setting techniques, decision-making strategies, maintenance of group cohesion, and providing for effective communication). Prerequisites: junior/senior status, any 200-level course in psychology, or EDUC 225 and consent. Offered each fall.

### **327 Social Psychology (3)**

Our development as socialized human beings is shaped through our interactions with groups of other people. In turn, 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. In this course, students discover both academically and experientially the nature of such group-related psychological dynamics as attitude formation, interpersonal attraction, social conflict, and bureaucratic organization. Identical to SOC 327. Prerequisite: junior/senior status and six semester hours of either psychology or sociology. Offered each fall.

### **333 Assessment of Individual Differences (3) (E)**

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. Prerequisite: junior/senior status and any 200-level psychology course. Offered fall of odd-numbered years.

### **337 Advanced Developmental Psychology (3)**

Describes the physical, social, emotional, and cognitive changes that occur during the period from conception through adolescence and the interrelationships among these changes that form, along with social and cultural contexts, the mature individual. Although emphasis is placed on normal development, a representative sample of child and adolescent emotional and behavioral disorders are discussed. An integral part of this course is to have students understand how the findings of developmental psychological research may be applied to real-world concerns. Prerequisites: junior/senior status and any 200-level psychology course; freshmen and sophomores by consent only. Identical to HHS 337. Offered each fall.

### **341 Cognitive Development (3)**

Familiarizes students with the normal course of cognitive development during childhood and adolescence, the specific and general theories that seek to explain that development, and the literature that relates cognitive developmental findings to the acquisition of academic skills. Prerequisites: junior/senior status and any 200-level psychology course or EDUC 225. Offered spring of even-numbered years.

### **348 Language Development (3)**

**W**

Familiarizes students with the phonological, syntactic, semantic, and pragmatic aspects of both normal and atypical language development as it proceeds throughout life. Issues relating to oral and written language will be addressed. Prerequisites: junior/senior status and any 200-level psychology course. Offered fall of odd-numbered years.

### **350 Psychology and the Law (3)**

Presents an opportunity to view the practical application of psychology within the criminal justice system. The foundations of forensic psychology are illustrated by examining criminal events covered in the local and national news media. Prerequisites: junior/senior status and PSY 201. Offered when circumstances permit.

### **355 Theories of Personality (3)**

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: junior/senior status and any 200-level psychology course. Offered each fall.

### **360 Theories of Motivation: Animal Behavior (3)**

Presents the theories of motivation with particular emphasis on how they apply to animal behavior. The biological systems underlying motivational processes are

outlined and discussed. There are visits to local animal care and training facilities, individual or group projects, and report writing. Prerequisites: junior/senior status, PSY 201 and 277. Offered intermittently.

### **362 Theories of Motivation: Human Behavior (3)**

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 specific topics such as altruism and aggression. Prerequisites: junior/senior status and PSY 201. Offered fall of even-numbered years.

### **370 The Construction of Perceptual/Reality (3)**

Because the effectiveness of adjustment to one's physical and social surroundings is affected by how the individual interprets environmental events, a genuine understanding of behavior depends on a knowledge of the mechanisms that construct personal realities. This course traces the physiological and psychological events that lead from stimulation of the sensory systems to the eventual emergence of perceptually guided responses. Prerequisite: junior/senior status. Offered fall of even-numbered years.

### **374 Adolescent Development (3)**

Provides a comprehensive and in-depth examination of the physical, social, emotional, and cognitive aspects of adolescent development. Both normal outcomes and special problems are addressed. Prerequisites: junior/senior status and PSY 201 or consent. Offered spring of odd-numbered years.

### **377 Nature of Human Consciousness (3)**

Students read a wide variety of works that provide a context for inquiring about the origin of consciousness and its relationship to unconscious mental activities. The highly analytical, manipulative, and verbal states of mind are compared to those that are more integrative, receptive, and magical. Evidence is presented that these two modes of operation can lead to sharply contrasting conceptions of what is true, possible, and worthy. The ultimate objective is to understand how the interplay of these distinctive, yet complementary, styles of information processing shapes each person's subjective version of reality. Prerequisites: junior/senior status and any 200-level psychology course. Offered intermittently.

### **388 Cognition (3)**

Examines research findings that help us understand how people perceive, remember, and think. These information-processing functions are described in terms of interacting mental activities such as pattern recognition, allocation of attention, concept formation, encoding, hypothesis testing, and internal monitoring of problem-solving strategies. Evaluation of a person's intelligence is viewed as a

diagnostic task that attempts to assess the relative efficiency of these various processing components. Extensive opportunities are provided for students to gain valuable insights regarding their own cognitive skills. Prerequisites: junior/senior status and any 200-level psychology course. Offered spring of odd-numbered years.

### 389 Topics in Psychology (3)

An advanced seminar designed to study the primary literature on various announced topics in psychology. Topics will vary from semester to semester and may include, but are not limited to: community psychology, correctional psychology, ethics, interpersonal relationships, and psychology of women. May be repeated for credit as topics change. Prerequisite: junior/senior status, any 200-level psychology course or consent. Offered intermittently.

### 394 “Reel” to “Real” to “Reel”: Psychological Reality in Cinema, Story, and Science (3) (Winter Session)

An explanation of psychological topics of interest through the multiple lenses of nonfiction writing, films, and scientific reporting. How do each of these ways of telling us about ourselves shape our understanding of psychological reality? How do our background and experiences, including our understanding of psychological reality, shape our understanding of the psychological themes that are embedded in nonfiction writing and in film? Why is it important to answer these two reciprocal questions? To assist us in our search for answers, we read specific memoirs, biographies and scientific works in addition to viewing related films. Clinical, social psychological, and developmental themes are emphasized; and both individual and societal consequences of alternative ways of “knowing” psychological reality are discussed. Prerequisites: junior/senior status, any 200-level psychology course or consent. Offered in selected Winter Sessions.

### 445 Ecopsychology (3) (I)

Integrates elements of ecology (the science and study of habitat) and psychology (the science and study of behavior) in an effort to explore historical and contemporary environmental issues and problems. Ecopsychology also has roots in theology, philosophy, anthropology, and activist politics. Concepts are applied both to urban and wilderness environments and to both humans and wildlife. Aspects of Western intellectual thought that influence contemporary views about nature are examined. Particular fields and theories of psychology are studied and applied to environmental difficulties. An assumption of this course is that it is crucial to understand the roles of human behavior, beliefs, decisions, and values as both causes and solutions of environmental problems. Prerequisites: junior/senior status and completion of most General Studies requirements. Offered each fall.

### 455 Biological Psychology (3)

Comparative and evolutionary perspectives are utilized in an attempt to understand how the anatomical and

physiological characteristics of the endocrine and nervous systems relate to cognitive and affective psychological functions. Prerequisites: junior/senior status and PSY 201. Offered fall of even-numbered years.

### 466 Abnormal Psychology (3)

The various categories of disturbed behavior are described in terms of their defining symptom patterns. Causes, diagnosis, treatment, and prevention are also discussed. Prerequisites: junior/senior status and PSY 355, 466 or consent. Offered each spring.

### 468 Current Psychoanalytic Theories (3)

Provides an overview of modern psychoanalytic concepts of mental illness and health. Topics include autonomous ego, object-relations theory, affect theory, sexual and aggressive drives, and defense mechanisms. Prerequisite: junior/senior status, PSY 355, 466 or consent. Offered intermittently.

### 477 History & Systems of Modern Psychology (3)

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 reveals the issues of substance and methodology that have systematically developed. Stresses analysis, synthesis, and evaluation of information. Particularly 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 fall of odd-numbered years.

### 480 Original Research Project (3) W

Each student performs an independently created empirical study, reports on the project in a formal written presentation, and defends the effort in an oral examination before a committee comprised of two members of the psychology faculty, one of whom must be the project adviser, and a third faculty person recruited from another discipline. Prerequisites: senior psychology major, prior approval by project adviser of a written proposal, PSY 280, 310, and 320. Offered each semester.

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## RECREATION AND LEISURE STUDIES

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Accredited by the Council on Accreditation sponsored by the National Recreation and Park Association/American Association for Leisure and Recreation

MR. JOHN R. BRALEY III  
DR. DOUGLAS A. KENNEDY, Program Coordinator  
MRS. NANCY D. MONTGOMERY  
MR. WAYNE M. POLLOCK

The course offerings in recreation and leisure studies are designed to provide meaningful and effective learning experiences for major and non-major students alike.

The interdisciplinary major in the recreation and leisure studies program should be of particular interest to students who anticipate careers in recreation professions. By combining the concepts, skills, and perspectives of recreation and leisure studies courses with carefully selected elective courses, students may expect to meet the intent of a liberal arts degree in addition to their career objectives in the recreation profession.

A combination of academic study and practical experience will provide the basis for the development of personal leadership, supervisory, and administrative skills.

Beginning with the fall 2005 semester, students must earn a grade of C or better in all REC-prefix core courses prior to starting their internship in Recreation & Leisure Studies (REC 403).

### Major Requirements

| COURSE NUMBER AND TITLE  | SEM. HRS. |
|--|-----------|
| REC 101<br>Introduction to Recreation & Leisure Services   | 3         |
| REC 200<br>Therapeutic Recreation:<br>Inclusion and Community <b>OR</b><br>REC 201<br>Introduction to Therapeutic Recreation | 3         |
| REC 203<br>Technology Application in Recreation & Leisure Studies  | 1         |
| REC 204<br>Leadership & Analysis of Recreation   | 3         |
| REC 205<br>Leadership & Analysis Lab   | 1         |
| REC 206<br>Management of Recreation & Leisure Services   | 3         |
| REC 300<br>Recreation Program Principles <b>OR</b><br>REC 301<br>Therapeutic Recreation Program<br>Planning & Evaluation     | 3         |
| REC 302<br>Design & Maintenance of<br>Recreation Facilities  | 3         |
| REC 303<br>Pre-Internship Seminar  | 1         |

|  |           |
|--|-----------|
| REC 304<br>History, Philosophy & Trends of<br>Recreation & Leisure   | 3         |
| REC 401<br>Seminar in Recreation & Leisure Studies   | 3         |
| REC 403<br>Internship in Recreation & Leisure Studies  | 12        |
| HE 201<br>Safety & First Aid   | 3         |
| COMM 222<br>Speech   | 3         |
| INST 330<br>Methods of Social Research   | 3         |
| HHS 336<br>Human Growth and Development:<br>Life Course Approach   | 3         |
| One of the following:<br>SOC 303<br>Small Groups<br>PSY 324<br>Group Dynamics<br>REC 369<br>Group Facilitation Methods | 3         |
| <b>TOTAL</b>   | <b>54</b> |
| <b>ADDITIONAL COURSES NEEDED FOR<br/>CONCENTRATION IN THERAPEUTIC<br/>RECREATION (MINIMUM OF<br/>9 SEMESTER HOURS)</b> |           |
| REC 211<br>Therapeutic Recreation Programming<br>for the Aged  | 3         |
| REC 310<br>Disabilities & Therapeutic Recreation   | 3         |
| REC 312<br>Treatment Techniques in<br>Therapeutic Recreation   | 3         |
| REC 314<br>Therapeutic Recreation Activity<br>Analysis & Assessment  | 3         |
| REC 318<br>Clinical Skills for Therapeutic Recreation  | 3         |
| REC 319<br>Practicum in Recreational Therapy   | 1         |

*See continuation of choices next page*

Chart continued from previous page

| <b>ADDITIONAL COURSES REQUIRED FOR CTRS EXAM (MINIMUM OF 9 SEMESTER HOURS)</b>                                  |   |
|---|---|
| PSY 201<br>General Psychology   | 3 |
| PSY 466<br>Abnormal Psychology  | 3 |
| BIO 221<br>Anatomy & Physiology   | 4 |
| <b>ADDITIONAL COURSES REQUIRED FOR CONCENTRATION IN LEADERSHIP</b>  |   |
| REC 234 or 334, 324<br>and 2 from the following:<br>REC 224<br>Outdoor Recreation & Education                   | 3 |
| REC 321<br>Organization & Administration of<br>Intramurals & Community-Centered<br>Activities                   | 3 |
| HE 222<br>Instructing Health & Wellness Programs  | 3 |
| PE 300<br>Coaching of Team Sports   | 3 |
| <b>ADDITIONAL COURSES REQUIRED FOR CONCENTRATION IN MANAGEMENT</b>  |   |
| REC 234 or 334, 432 and 2<br>from the following:<br>REC 231<br>Introduction to Sport and<br>Facility Management | 6 |
| REC 336<br>Commercial Recreation  | 3 |
| REC 337<br>Travel and Tourism   | 3 |
| REC 432<br>Management of Recreation<br>and Leisure Studies II   | 3 |

The Department of Recreation and Leisure Studies anticipates periodic changes in the schedule of course offerings. Please check with a department member for an up-to-date list of course offerings.

## HEALTH EDUCATION COURSES (HE)

### 100 Stress Management (1) (Winter Session)

Examines forms of stress, how they affect a person's well being, and different approaches that have been developed to deal with them. Students will utilize an examination of their own stressors and develop new techniques for dealing with those stressors through readings, lectures, and

experiential class assignments. Offered in selected Winter Sessions.

### 201 Safety and First Aid (3)

Provides the general public with the knowledge and skills necessary to meet the needs of most emergency situations when first-aid care is needed. It 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.

### 220 Concepts of Health (3)

A student-centered course utilizing the conceptual approach and designed to increase the student's health knowledge and develop attitudes congruent with desirable health-related behaviors. Emphasis is given to topics of current interest to young adults, i.e., stress, leisure lifestyle, nutrition, weight control, mental health, human sexuality, drugs, communicable diseases and disorders, and human ecology. Offered intermittently.

### 222/322 Instructing Health & Wellness Programs (3)

Designed to teach basic knowledge, practices and skills required by most public and commercial health and recreation agencies that employ college-educated wellness and fitness instructors. Some fieldwork required. Prerequisite: junior or senior status. Offered spring of odd-numbered years.

### 225 Introduction to Athletic Training (3)

Designed to expose the student to many areas of health care for athletes and their injuries. Emphasis will be on prevention, recognition, evaluation, management and basic treatment of injuries. Prerequisite: HE 201 or consent. Offered intermittently.

## PHYSICAL EDUCATION COURSES (PE)

### 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 & 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 each semester.
- 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.

### **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.

### **300 Coaching of Team Sports (3)**

A clinical analysis of coaching sports on recreational and varsity level. Intended for future coaches and recreation majors and includes: philosophy, conditioning, care of injuries, rules and skills of the following sports: soccer, baseball and basketball. Prerequisite: junior status or consent. Offered fall of even-numbered years.

### **308 Instruction Theory & Techniques in Dance & Rhythms (3)**

A basic knowledge of dance history, example: ethnic origins, social influences, style and evolution of the creative process, developments in the discipline or techniques of dance, also dance as an art form as well as a performing art. Parallels the liberal arts studies in history, sociology, philosophy, music, theatre/communications, and leisure

studies. It creates a greater understanding and appreciation of dance. Also, it specifically points out the instructional uses and purposes of choreography. Offered intermittently.

## **RECREATION COURSES (REC)**

### **101 Introduction to Recreation & Leisure Services (3) (S)**

For all students who desire to explore the varied professions of recreation/leisure services as a possible career goal or for their personal growth and development. Recreation and leisure in historical development and today's contemporary society plus leisure education are the major areas of concentration. Offered each semester.

### **200 Therapeutic Recreation: Inclusion & Community (3)**

Designed to provide insight into issues relative to persons with disabilities residing in the community. Such issues may include therapeutic recreation and general recreation needs, legal and ethical considerations, and general inclusion in community services. Students develop a heightened sensitivity to the barriers faced by people with disabilities and learn to facilitate inclusion as well as strive for normalcy in community recreation settings. Some fieldwork required. Offered each spring.

### **201 Introduction to Therapeutic Recreation (3)**

An overview of therapeutic recreation as a profession, and its policies, procedures, practices, and philosophy. Students develop an understanding of the professional training, ethics, and the recreation profession's responsibility to provide recreation and leisure opportunities for those groups of individuals who may require special services in meeting their needs. Some fieldwork required. Prerequisite: consent. Offered each semester.

### **203 Technology Applications in Recreation & Leisure Studies (1)**

Provides an introduction to, and opportunity to become proficient in, various technological applications that are used in recreation and leisure agencies. Particular emphasis is placed on the use of computer hardware and software. This includes word processing, database management, spreadsheets, and specialized registration software. An exploration of the Internet including the use of e-mail and the world wide web helps the student understand how these resources may be utilized to assist the recreation and leisure studies student as well as developing a profession. Graded pass/fail. Prerequisites: REC 101, 200, or 201. Sophomore or junior majors only; freshmen by consent. Offered each semester.

### **204 Leadership I: Leadership & Analysis of Recreation (3)**

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. This is accomplished both in class and with the concurrent lab (REC 205). Offered each semester.

### **205 Leadership & Analysis Lab (1)**

A complement to REC 204, this course allows the student the opportunity to demonstrate, assess, and develop his/her leadership and analysis skills. By assisting members of the college community through the provision of leisure activities, the student utilizes appropriate principles to develop effective, flexible, and adaptive recreation leadership and analysis skills for a variety of consumer groups. This course includes a significant practical component during non-traditional class hours. Lab fee. Pass/fail grading. Corequisite: REC 204. Offered each semester.

### **206 Management of Recreation & Leisure Services I (3) W**

Introduces the principles of managing leisure service agencies. The role of the manager is investigated by applying underlying management and legal theory to the actual operation of existing leisure service agencies. Prerequisite: REC 101. Offered each fall.

### **211 Therapeutic Recreation Programming for the Aged (3)**

An overview of aging with respect to recreation and leisure. The aging process is explored in the physiological, psychological and social domains. Recreational therapy and leisure services are studied in a variety of service environments. Offered spring of odd-numbered years.

### **215 Resort Management and Operations: A Case Study (3) (Winter Session)**

A combination of traditional and non-traditional approaches to understanding managerial responsibilities and operational practices of running a year-round leisure resort. Students live for seven days at Virginia's Wintergreen Resort, participate in seasonal activities, interview managers from diverse departments and shadow operation supervisors in various departments. The experiential component of the course is supplemented with more traditional daily lectures and instructor led discussions on a variety of contemporary issues facing recreation resort managers. Offered in selected Winter Sessions.

### **224 Outdoor Recreation & Education (3)**

A series of experiences, discussions and readings of current issues and practices as they apply to outdoor recreation and education. Field experience required. Offered fall of odd-numbered years.

### **231 Introduction to Sport and Facility Management (3)**

Provides students majoring in recreation and leisure studies with an extensive knowledge of effective

management within a variety of sports settings. Specific skills needed to plan and maintain recreation facilities are covered. Private and public schools and sport club environments are explored. Prerequisite: REC 101. Offered each spring.

### **234 Fieldwork in Recreation & Leisure Studies (1-3) W\***

Designed to allow the investigation of the leadership, programming, operation, and management of leisure service agencies while working or volunteering. The course is designed on an individual basis to best meet the needs of each student and agency. Prerequisite: REC 204 or consent. Offered each summer. *\*Three semester hours must be completed to fulfill curriculum's career track requirements and one writing credit.*

### **237 Maui to Moguls: Adventure Travel's Impact on Culture and the Environment (3) (Winter Session)**

Examines the impact that adventure travel has on culture and our environment. To address this impact the class travels to two diverse locations: a ski area and the island of Maui. These trips illustrate how activities as diverse as skiing, snowboarding, snorkeling, hiking, windsurfing, and biking have an effect upon local culture, the economy, and preservation of the environment. Classroom work will prepare the group for their experiences and on-site instruction will bring the subject to life. Offered in selected Winter Sessions.

### **242 Dance & Society/Dance Appreciation (3)**

Designed for non-dancers. Explains the use of movement as expression and the cultural aspects of dance. It is a survey course and gives students basic knowledge of dance and its role in society. Offered fall of odd-numbered years.

### **268 Women and Leisure (3)**

Designed to investigate the past, present and future roles of leisure in the lives of women. Leisure patterns and pursuits are examined through a review and analysis of gender-specific ideals on equity, empowerment and social values. The course addresses women and leisure from an evolving cultural perspective by contrasting men and women as well as examining differences among women. The course also incorporates a personal examination of leisure philosophy, behavior and constraints with regard to one's situation and gender. Offered intermittently.

### **300 Recreation Program Principles (3)**

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. Offered fall of even-numbered years and spring of odd-numbered years.

### **301 Therapeutic Recreation Program Planning & Evaluation (3) W**

Provides students with the knowledge and skills needed to competently organize, conduct and evaluate clinical and community-based programs for special populations in therapeutic recreation. Field experience may be required. Offered each fall.

### **302 Design & Maintenance of Recreation Facilities (3)**

An introduction to the general principles of contemporary design and maintenance of recreation and park facilities on the federal, state, municipal and commercial levels. Offered each fall.

### **303 Pre-Internship Seminar (1)**

Provides guidance and direction in all phases of internship procurement, including agency identification, application and selection for students who anticipate enrolling in REC 403 the following semester. Emphasis is placed on the student's self-assessment and documentation of personal and professional goals, strengths, and areas for improvement in relation to the agency's attributes and overall suitability for enhancing the educational, professional and personal needs of the student. Graded pass/fail. Prerequisite: senior and eligible to complete REC 403 the following semester. Offered each semester.

### **304 History, Philosophy & Trends of Recreation & Leisure (3) W**

Knowledge of the history, philosophy, development, structure, purposes, values, functions, and inter-relationships of private, public, voluntary, military, and commercial delivery systems for recreation and parks services. Some fieldwork expected. Prerequisite: junior/senior status. Offered each fall.

### **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.

### **310 Disabilities & Therapeutic Recreation (3)**

Introduces students to the various disabling conditions that typically receive therapeutic recreation services. Adaptive, corrective and progressive therapeutic recreation techniques are explored for approximately 50 disabling conditions. The course focuses on treatment protocols as related to specific disorders, their characteristics in the four functional domains, and the habilitative or rehabilitative goals established for each. Lab fee. Offered fall of odd-numbered years.

### **312 Treatment Techniques in Therapeutic Recreation (3)**

Prepares recreational therapy students to utilize appropriate treatment techniques within each segment of the client population. Includes instruction in group process techniques, stress management, values clarification, sensory stimulation, cognitive retraining, therapeutic exercise and other modalities used within the field. Along with learning recreational therapy treatment techniques, the student learns the background, planning, leadership requirements, and necessary resources for each. Students plan, implement and evaluate these techniques in classroom simulations. Prerequisite: REC 204, 205 or consent. Offered fall of even-numbered years.

### **314 Therapeutic Recreation Activity Analysis & Assessment (3)**

Presents the rationale, procedural methods for and applications of assessment in therapeutic recreation. Students examine and utilize standardized instruments as well as develop a functional environmental assessment based on the use of activity/task analysis. Students learn methods of clinical assessment, establishing client rapport, as well as interpretation and documentation of assessment results. Prerequisite: REC 201. Offered spring of even-numbered years.

### **318 Clinical Skills for Therapeutic Recreation (3)**

Acquaints students with the various disciplines and accrediting bodies associated with therapeutic recreation and the rehabilitation, treatment and education of individuals with disabilities. The course focuses on basic terminology, treatment techniques and procedures utilized by certified Therapeutic Recreation Specialists. Prerequisite: REC 201 or consent. Offered fall of even-numbered years.

### **319 Practicum in Recreational Therapy (1)**

Facilitates a structured clinical experience for students in a variety of settings working with people with disabilities. The laboratory consists of 50 contact hours of clinical experience under the supervision of a Certified Therapeutic Recreation Specialist (CTRS) as well as coordination by the CTRS faculty member teaching the course. It combines clinical field exposure with traditional classroom instruction to maximize understanding and skill mastery. Course may be taken concurrently with REC 211, 312, 314, and 318. Offered each semester.

### **321 Organization & Administration of Intramurals & Community-Centered Activities (3)**

Planning, organization, administration, and evaluation of recreational sports programs in schools, colleges, and community centers. Offered spring of odd-numbered years.

### **323 Methods of Teaching Individual & Dual Sports (3)**

A comprehensive analysis of selected activities and related teaching methodology. Teaching methods are a

major component of this course with ample opportunity for students to practice their teaching skills. Offered intermittently.

### **324 Leadership II: Athletic and Outdoor Recreation Leadership and Instruction (3)**

Teaches students the successful leadership and teaching styles associated with the instruction of outdoor recreation and athletic activities. Students learn and practice a variety of leadership approaches as well as group process techniques, behavior management and teaching styles. Prerequisite: REC 204. Offered fall of even-numbered years.

### **327 Leisure Education (3)**

The study of leisure, its historical bases, the social/psychological pressures that influence how one uses leisure time and the strategies for changing one's leisure patterns through leisure education. This course may be of particular interest to students who are majoring in health and human services, psychology, sociology or recreation. Offered intermittently.

### **334 Practicum in Recreation and Leisure Studies (3)**

Serves as a structured experience that allows students to investigate the operation of selected sport, tourism, and recreation management areas. Through individual practicum assignments in an area related to a student's interest, a first-hand understanding will be gained of how principles of sport, tourism, and recreation management may be effectively utilized. Students combine field experience with traditional classroom instruction to maximize understanding and skill mastery. Prerequisites: REC 101, 204. Offered each semester.

### **336 Commercial Recreation (3)**

Analyzes the principles of organizing commercial recreation agencies and the factors affecting their success. Emphasis is placed upon actual agencies through field evaluation and case studies. Offered spring of odd-numbered years.

### **337 Travel and Tourism (3)**

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. Along with investigating various socioeconomic factors of travel and tourism, students have the opportunity to visit various travel and tourism agencies. Offered each fall.

### **369 Group Facilitation Methods (3)**

Addresses the methods necessary to facilitate groups so that they may achieve their goals. Through coverage of the factors connected to initial group processes, conflict, goal deliberation, and the role of the facilitator, this course

provides hands-on activities enabling the student to experience the responsibilities necessary in becoming a useful group facilitator. Offered each spring.

### **401 Seminar in Recreation & Leisure Studies (3) (I)**

Exploration and discussion of current trends and innovations in recreation/leisure studies as identified by students. Seniors are provided the opportunity of determining course content in conjunction with the instructor. One scheduled topic is leisure education. Prerequisite: senior recreation major. Offered each spring, summer on request.

### **403 Internship in Recreation & Leisure Studies (12)**

Field placement in an approved recreation or therapeutic recreation setting. Students intern under a trained recreation professional participating in all phases of agency operation. Prerequisite: REC 303. Offered each spring, summer on request.

### **432 Management of Recreation & Leisure Studies II (3)**

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; evaluation. The purpose of this competency is to provide a foundation on which future depth of administrative competency can build. Offered each spring.

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## **RELIGIOUS STUDIES**

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DR. TERRENCE LINDVALL  
 DR. ERIC M. MAZUR  
 DR. PAUL B. RASOR  
 DR. CRAIG WANSINK, Program Coordinator

### **Religious Studies in the Curriculum**

Without a knowledge of religions, it is difficult to understand daily newspapers, modern history, and many of the behavior patterns in which we ourselves are regularly engaged. Within the College, the Department of Religious Studies represents a point of intersection, where methods and interests of the humanities, social sciences, and natural sciences converge. Religious studies examines the role of religion in history, literature, and science; in human experience and diversity; and in culture, politics, and society. The department provides students with (1) a basic understanding of one historical religious tradition (i.e., Christianity), (2) exposure to other traditions, and (3) familiarity with more than one approach to the study of religion. Because these courses involve analysis, comparison, and interpretation, because they require sensitivity to the perspectives and practices of others, the

study of religion is an important preparation for individuals pursuing careers in education, business, law, politics, diplomacy, counseling, public service, and ministry.

### Major Requirements

| COURSE NUMBER AND TITLE                                    | SEM. HRS.    |
|--|--------------|
| RELST 116<br>World Religions                               | 4            |
| RELST 217<br>The Old Testament World                       | 4            |
| RELST 218<br>The New Testament World                       | 4            |
| RELST 303<br>Saints and Heretics: Christian History I      | 4            |
| RELST 304<br>Damned and Saved: Christian History II        | 4            |
| RELST 361<br>Thinkers/Topic in Religion                    | 4            |
| RELST 340<br>Ritual Studies<br>RELST 345<br>Nothing Sacred | OR<br>4      |
| One other 300-level course in religious studies            | 3-4          |
| <b>TOTAL</b>   | <b>31-32</b> |

### Minor Requirements

| COURSE NUMBER AND TITLE<br>(See p. 32 for general minor requirements)   | SEM. HRS.    |
|---|--------------|
| RELST 116<br>World Religions  | 4            |
| RELST 217<br>The Old Testament World<br>RELST 218<br>The New Testament World                                    | OR<br>4      |
| RELST 303<br>Saints and Heretics:<br>Christian History I<br>RELST 304<br>Damned and Saved: Christian History II | OR<br>4      |
| At least two other religious studies courses at the 300/400 level   | 6-8          |
| <b>TOTAL</b>  | <b>18-20</b> |

## RELIGIOUS STUDIES COURSES (RELST)

### I13 Introduction to Religious Studies (4) (V)

What is religion? Why should we study it? How should we study it? This course is 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.

### I16/316 World Religions (4) (V)\*

A survey of various religions of the world, their beliefs, practices, and ethical concerns. Focusing primarily on Judaism, Christianity, Islam, Hinduism, and Buddhism, students in this course examine the history, literature, structures, and manifestations of each of these religions. We examine how such disciplines as psychology, sociology, theology, art and ethics shape, and are shaped by, particular religious world views. The course ends with a specific examination of some of the key conflicts/disagreements between two of these religious traditions. Offered each semester. \*RELST 116 only.

### I30 Introducing Judaism (4) (V)

Examines what prominent Jewish thinkers have had to say about God and how those beliefs shape—and have shaped—Jewish teachings, rituals, ethics, and worship. Representative works of some of the most influential schools of Jewish thought are examined. An overview of the way in which Jews have imagined God from antiquity to the present is provided. A special concern is an examination of the way in which various images of God have shaped the way Jews worship. An important theme is the tension that exists in Judaism between the notion that God is incorporeal and cannot be represented, and numerous attempts to represent God, even in starkly anthropomorphic terms. Students also question the role that cataclysmic events, most importantly the European holocaust, have had in reshaping Jewish images of God. Offered each fall.

### I40 Religion in American Culture (4) (V)

Focuses on religion as practiced by both mainstream and minority groups in America. It examines how religion shapes, and is shaped by, such things as American views on ethnicity, ethics, literature, business, and politics.

### I57 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 focus on 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 focus on how American laws shape the influence of the Bible in American life by highlighting contemporary public educational contexts. Offered each fall.

**207/307 Love, Longing, and the German Romantics (3)**

Focuses on the history, society, religious beliefs, and the culture of Germany during the German Romantic Movement in the late 18th and early 19th centuries. In addition to showing links between these two fields, it will touch on the wider social/epistemological/political/artistic ramifications of this important movement. Identical to GER 207/307. Offered 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. This course is an introduction to some of these writings; specifically, the writings preserved in the Old Testament (and in the Apocrypha). Thus, this course looks both at the history of the Hebrews and Israelites and—more specifically—at the literature which they used to express and communicate their faith. Prerequisite: at least three semester hours in one or more of the following: English, history, philosophy, religious studies, general studies. 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. This course is an introduction to some of those writings preserved in the New Testament, but also those apocryphal and non-canonical works which shaped how the New Testament was remembered and how Christianity developed. Thus, this course looks both at the earliest Christians (from a historical perspective) and—more specifically—at the literature which they used to create communities and to express and communicate their faith. Prerequisite: at least three semester hours in one or more of the following: English, history, philosophy, religious studies. Offered each spring.

**251/351 Religion and Literature (3) (V)**

Works selected from the fiction, non-fiction, biography and mythology of the world's literature, both classic and modern, academic and popular, and discussed from the point of view of belief, unbelief, values and spiritual orientation. Prerequisite: 251, none; 351, junior/senior status or consent. Offered intermittently.

**265 Extreme Religion: The Body, Pain, Sex and Martyrdom in Religious Experience (3)**

(Winter Session)

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. This course 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, this course focuses on specific examples (or case studies) of “extreme” religious practices, seeking to understand their meaning and significance for the practitioners of the religions themselves. Prerequisite: three semester hours in one of the following: history, English, philosophy, or religious studies. Offered in selected Winter Sessions.

**303 Saints and Heretics: Christian History I (4) (H)**

Through lecture and discussion of key primary texts, this course 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. We 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 three semester hours in one or more of the following: English, history, philosophy, religious studies. Offered fall of even-numbered years.

**304 Damned and Saved: Christian History II (4) (H)**

Through lecture and discussion of key primary texts, this course continues the “plot” of the development of Christian thought. We 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. The focus is on the development of strategies for reading the Bible. As in RELST 303, we 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 three semester hours in one or more of the following: English, history, philosophy, religious studies. Offered spring of odd-numbered years.

**305 Mysticism and Philosophy in Judaism (4) (V)**

Introduces the history and religious thought of Jewish Mysticism (Kabbalah) and Jewish philosophy. We consider such issues as esotericism, the role of visionary and prophetic experience, Jewish ethics, and the place of gendered accounts of the divine. A crucial goal of the course is to examine points of contact and contrast between Jewish mysticism and Jewish philosophy. Prerequisite: at least three semester hours in one of the following: English, history, philosophy, religious studies. Offered intermittently.

**319 Christian Ethics (4)**

Focuses both on the distinctiveness of “Christian ethics” over against other ethical theories (e.g., ethical egoism, utilitarianism, etc.) and on the different ways in which Christians themselves use biblical texts within theological ethics. Prerequisite: at least three semester hours in one or more of the following: English, history, philosophy, religious studies. Offered spring of even-numbered years.

**320 Science and Religion (4) (V)**

Centers around two main questions: What has been the impact of science on theology, and are science and religion incompatible? The first question is primarily historical. We examine key advances in the history of science (the heliocentric theory of the universe and evolution, for example) and theological responses to them. The second question is primarily philosophical. In each case, discussions take their departure from the issues raised in important primary texts. Prerequisite: junior/senior status, or 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 foci upon the Wesleys, Asbury, other early itinerant preachers, and upon the religious and cultural development of the Methodist denomination and its Wesleyan offshoots (e.g. AME). Prerequisite: 4 semester hours of religious studies or history. Offered spring of even-numbered years.

**330 Christian Theology (4)**

After briefly examining the historical development of Christian theology from the first century to the present, this course presents and evaluates the sources used, and the methods by which they have been used, in the construction of various Christian theologies. The majority of the course then focuses on the main themes of systematic Christian theology (e.g., God, revelation, theodicy, eschatology, the trinity, salvation, sin, etc.). Prerequisite: junior status or consent.

**331 Rationalism and Mysticism in Religion (3)**

Rationalism and mysticism are radically different ways of comprehending the world, and yet many of the world’s major religions feature both rationalist and mystical forms. First, this course examines rationalism and mysticism as comprehensive and competing religious paradigms; second, surveys manifestations of religious rationalism and mysticism in the monotheistic religions, and third, examines in detail the oscillation of rationalism and mysticism in Judaism from Late Antiquity until the 20th century. Prerequisite: at least three semester hours in one or more of the following: English, history, philosophy, religious studies.

**332 Jewish Ethics (3)**

Focuses on how Judaism helps people meet the challenges of contemporary life. What do classic sources and contemporary thinkers say about animal experimentation, child custody, duties to others, hazardous waste disposal, and medical ethics? These and other pressing concerns are treated in this course through careful attention to classic biblical and rabbinic texts. Prerequisite: at least three semester hours in one or more of the following: English, history, philosophy, religious studies. Offered intermittently.

**335 Christian Theology and Film (4) (V)**

A seminar devoted to exploring 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 seek to investigate the historical evolution of film as a means of communicating theological doctrines or themes through its narrative patterns and to analyze how religious and secular films have been and are considered as cultural texts that advise not only how one should live, but what one should believe. In particular, we explore the sermonic nature of film, various hermeneutics of film, and how audiences receive and appropriate both manifest and latent religious meanings. Identical to COMM 335. Prerequisites: three semester hours in either communications, English, history, philosophy, or religious studies. Offered spring of even-numbered years.

**336 Sociology of Religion (3)**

Identical to SOC 336.

**340 Ritual Studies (4)**

Examines one of the most common aspects of religious systems and human behavior in general. What are rituals, and why do we do them? Through observation of rituals and reading leading theorists of ritual, both classic and more recent, students develop sophistication in understanding how ritual operates, the functions it fulfills, how and why it has meaning, and why people do it. Prerequisite: at least three semester hours in one or more of the following: English, history, philosophy, religious studies.

**345 Nothing Sacred (4)**

Traces the development of a tradition in the study of religions that attempts to account for religion not on theological, but on “naturalistic” grounds. It poses the question whether a scientific explanation of religion is possible. In addressing this question, we consider the criteria of good definition, classification, and theoretical reduction. In other words, what is a science, and does the tradition examined constitute one? Prerequisite: at least three semester hours in one or more of the following: English, history, philosophy, religious studies. Offered in the spring of even-numbered years.

**350 Gender and Judaism (4) (M)**

Presents a broad survey of the construction of gender in Jewish tradition from the rabbinic to the modern periods. Through a close reading of primary sources, students study both the nexus between gender construction and social organization, and the nexus between gender construction and intellectual production. How did views of gender serve to create a hierarchal system that favored Jewish males over Jewish females? To what extent were these views stable over time? Can we identify counter views and trends in the available literature that challenge the dominant positions? Students employ gender as a category of analysis in reading kabbalistic, philosophic, literary, and other religious texts. To what extent do views of gender shape Jewish thought, and to what extent are views of gender shaped by Jewish thought? Throughout the course students compare Jewish conceptions of gender to the conceptions of non-Jews in the surrounding cultures. Students discover ways in which an appreciation of gender construction is crucial to an understanding of the Jewish experience. Prerequisite: at least three semester hours in one of more of the following: English, history, philosophy, religious studies, or consent. Offered fall of even-numbered years.

**352/452 Seminar in C. S. Lewis (4) (M)**

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 effected contemporary religious discourse and practice. This course may be taught either as an on-campus course or as a travel course. Prerequisites: 4 semester hours of religious studies or English. Offered spring of even-numbered years.

**361/461 Thinkers/Topics in Religion (4) (M) (I)\***

Offers the opportunity for 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 every year. \*RELST 361(V); 461(I).

**483, 484 Senior Thesis I, II (3, 3)**

Independent research under the direction of a member of the department leading to the preparation and writing of a senior essay or thesis. Open to religious studies majors and to humanities divisional majors with a religious studies concentration. Prerequisite: consent. Offered on demand.

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**SCIENCE**

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(See Earth and Environmental Sciences)

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**SPANISH**

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(See Foreign Languages and Literatures)

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**SOCIAL SCIENCES**

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DR. CLAYTON J. DREES, Program Coordinator

In the context of the liberal arts tradition, social scientists study behavior and social institutions, both past and present. From the individual to the global levels, we apply a scientific approach to knowledge about ourselves and our world to improve life for all humankind.

The requirements for a major in the social sciences are listed under Major Programs.

**SOCIAL SCIENCES COURSES (SOSCI)****351 Research Methods for the Social Sciences (3) (E)**

Offers the student an overview of data collection methods as well as basic analysis procedures within the context of the social sciences. Both positivistic and naturalistic paradigms are examined, and the ethical framework as well as the methodological procedures involved in designing and conducting research with human subjects are explored. Prerequisite: sophomore status. Offered fall of odd-numbered years.

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**SOCIAL STUDIES**

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DR. CLAYTON J. DREES, Program Coordinator

The social studies major is a broadly-based liberal arts program focusing on the history and structure of diverse peoples, regions and institutions. Areas of study include history, government, civics, international studies, geography, and economics. While many social studies majors pursue careers in law, government, foreign service, or museum work, others choose the major to acquire the core competencies required by the Commonwealth of Virginia for secondary education certification in social studies.

**Major Requirements**

| COURSE NUMBER AND TITLE  | SEM. HRS. |
|--|-----------|
| Four of the following:<br>HIST 111<br>World History to A.D. 1600<br>HIST 112<br>World History: The Modern Era<br>HIST 113<br>History of U.S. to 1877<br>HIST 114<br>History of U.S. Since 1877<br>HIST 115<br>History of U.S. Since 1945 | 12        |

*See continuation of choices next page*

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|  |           |
|--|-----------|
| Four of the following:<br>HIST 303<br>17th & 18th Century America<br>HIST 305<br>Survey of Modern Europe<br>HIST 316<br>A Survey of Medieval History<br>HIST 317<br>History of Virginia<br>HIST 319<br>Early Modern Europe 1300-1789<br>HIST 322<br>Religion and Social Issues in American History<br>HIST 412<br>America Since 1920<br>HIST 417<br>History of Old South<br>HIST 418<br>History of New South | 12        |
| ONE COURSE FROM EACH OF THE FOLLOWING GROUPS, AT LEAST 6 HOURS AT THE 300/400 LEVEL  |           |
| POLS 101/301, 105, 111, 201, 221   | 3         |
| POLS 235/335, 207/307, 231/431, 237/337, 239/439   | 3         |
| POLS 211/311, 215/315, 216/316, 217/317, 218/318, 228/328, 229/329   | 3         |
| POLS 103, 210, 440, 441  | 3         |
| GEOG 111<br>Physical Geography   | 3         |
| GEOG 112<br>Cultural Geography   | 3         |
| MBE 201<br>Introduction to Macroeconomics  | 3         |
| MBE 202<br>Introduction to Macroeconomics  | 3         |
| <b>TOTAL</b>   | <b>48</b> |

In addition to the above requirements, a 2.5 grade-point average must be maintained in the major for graduation.

## SOCIOLOGY/ CRIMINAL JUSTICE

DR. HAROLD E. DORTON, JR.  
DR. T. SCOTT LIVERMAN  
DR. THOMAS LOPEZ, Program Coordinator  
DR. KATHY S. STOLLEY

### The Sociology Program

The primary purpose of the sociology program is to provide concrete 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, we hope to foster the sociological perspective. The department provides a great number of support courses which are designed to serve other major programs, and every course offered is intended to serve the general goals of liberal arts education.

### Major Requirements

| COURSE NUMBER AND TITLE  | SEM. HRS. |
|--|-----------|
| SOC 100<br>Introduction to Sociology   | 3         |
| SOC 188<br>Sociology in Film and Music   |           |
| SOC 345<br>Foundations of Sociology  | 3         |
| SOC 350<br>Introduction to Social Research   | 3         |
| SOC 480<br>Social Research Project   | 3         |
| SOC 489<br>Senior Integrative Assessment   | 3         |
| Additional sociology courses at the 300/400 level  | 9         |
| Additional sociology courses at any level (may include up to 3 allied courses —see list below) | 12        |
| <b>TOTAL HOURS WITHOUT INTERNSHIP</b>  | <b>36</b> |
| <b>TOTAL HOURS WITH INTERNSHIP (SOC 484)</b>   | <b>45</b> |

### Sociology Allied Courses

|   |
|---|
| ARTH 232<br>Renaissance to 20th Century Art |
| COMM 333<br>Mass Media and American Society |
| ENG/WGS 320<br>Feminist and Gender Theory   |
| ENVS 106<br>Humans and the Environment      |
| GEOG 112<br>Cultural Geography              |

See continuation of choices next page

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|   |              |
|---|--------------|
| HHS 261/361<br>Human Sexuality  |              |
| HHS 318<br>Aging and the Media<br>HHS 380<br>Aging in America   | OR           |
| HHS 402<br>Women on the Brink   |              |
| HIST 340<br>"Born to Shop!" History of<br>Consumer Culture in US  |              |
| HIST 400<br>The Civil Rights Movement   |              |
| HIST 433<br>Globalization and Empire in<br>American History<br>POL 103<br>Global Realities: Issues and<br>Resources for Navigating<br>Today's World<br>POL 353<br>Globalization and its Discontents | OR<br><br>OR |
| HIST 451<br>History of the Holocaust  |              |
| MATH 106<br>Statistics<br>MATH 226<br>Introduction to Statistical Modeling  | OR           |
| PHIL 292/392<br>Alternative Futures   |              |
| PSY 245<br>Child Development Across Cultures  |              |
| RELST 116<br>World Religions  |              |
| RELST 140<br>Religion in American Culture   |              |
| SPAN 210<br>Icons, Myths, and Rituals<br>Hispanic Civilization<br>SPAN 265<br>US Latino Culture   | OR           |
| TH 375<br>Images of Women in<br>Theatre and Film<br>TH 380<br>Theatre of Diversity  | OR           |
| WGS 220<br>Women in Culture and Society   |              |

### Minor Requirements

| COURSE NUMBER AND TITLE<br>(See p. 32 for general minor requirements)                    | SEM.<br>HRS. |
|--|--------------|
| SOC 100<br>Introduction to Sociology<br>SOC 188<br>Sociology in Film and Music           | OR<br>3      |
| SOC 270<br>Social Problems   | 3            |
| Additional hours in sociology  | 12           |
| <b>TOTAL</b>   | <b>18</b>    |
| Please check with the department coordinator regarding other regulations and procedures. |              |

### 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 will find that the criminal justice program offers a core of basic and allied courses which will provide a practical liberal arts perspective of this growing field.

### Major Requirements

| COURSE NUMBER AND TITLE   | SEM.<br>HRS. |
|---|--------------|
| CJ 200<br>Criminology<br>CJ 348<br>Delinquency and Juvenile Justice<br>CJ 350<br>Introduction to Social Research<br>CJ 387<br>Criminal Law<br>CJ 489<br>Senior Integrative Assessment | 15           |
| Additional hours in criminal justice<br>(total hours in criminal justice:<br>a minimum of 24)   | 9            |
| 15 semester hours from the following:*  |              |
| From the Social Sciences:<br>HHS 384<br>Drugs of Abuse<br>HHS 385<br>Substance Abuse and Chemical Dependency<br>MBE 203<br>Accounting I<br>MBE 294<br>Accounting II                   |              |

Chart continued from previous page

|  |           |
|--|-----------|
| MBE 306<br>Business Law<br>PE 116<br>Body Conditioning and Weight Training<br>PE 120<br>Aerobics<br>POLS 371<br>Constitutional Law I<br>POLS 372<br>Constitutional Law II<br>PSY 350<br>Psychology and the Law<br>PSY 466<br>Abnormal Psychology<br>SOC 314<br>War, Peace, and Society<br>SOC/PSY 327<br>Social Psychology<br>SOC 335<br>Deviant Behavior and Social Control<br>SOC 353<br>Applied Sociology<br>From the Humanities:<br>ART 225<br>Introduction to Photography<br>COMM 222<br>Speech<br>ENG 240<br>Advanced Composition<br>ENG 242<br>Writing for Business and Organizations<br>PHIL 212<br>Types of Ethical Theory<br>SPAN 305<br>Advanced Conversation & Composition I<br>From Natural Sciences/Mathematics:<br>BIO 115<br>Human Genetics<br>BIO 221<br>Anatomy and Physiology<br>MATH 106<br>Statistics | 15        |
| <b>TOTAL HOURS WITHOUT INTERNSHIP</b>  | <b>39</b> |
| <b>TOTAL HOURS WITH INTERNSHIP<br/>(CJ 484)</b>  | <b>48</b> |

*\*This list is merely suggestive and is updated regularly. Students should consult their adviser and choose their allied courses based on their individual academic and career interests.*

**Minor Requirements**

| <b>COURSE NUMBER AND TITLE<br/>(See p. 32 for general minor requirements)</b> | <b>SEM. HRS.</b> |           |
|---|------------------|-----------|
| CJ 200<br>Criminology   | 15               |           |
| CJ 205<br>Issues in Criminal Justice  |                  |           |
| CJ 348<br>Delinquency & Juvenile Justice                                      |                  |           |
| CJ 387<br>Criminal Law  |                  |           |
| CJ 385<br>Applied Criminology   |                  |           |
| Additional CJ electives   |                  | 3         |
| <b>TOTAL</b>  |                  | <b>18</b> |

Students should be aware of any prerequisites for course work from other departments. Please see the coordinator regarding course selection for the minor and other rules and regulations.

**CRIMINAL JUSTICE COURSES (CJ)**

**200 Criminology (3)**

A sociological view of crime and criminality. Socio-economic, 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. Offered each semester.

**205 Issues in Criminal Justice (3)**

Encourages students to develop a critical analysis of the criminal justice system in America. Emphasis is placed on an investigation of social order and the notion of 'justice' as examined by the various forms of social institutions. The significance of law, state and property relations, and the administration of justice is explored. An overview of police, the courts, and corrections is also examined. Offered each spring.

**210 Corrections (3)**

Provides an appreciation of the processes and structures of corrections within an American and international framework. Specifically, we examine historical, legal, economic and sociological issues in maintaining control and order over those defined as criminal. The course provides a critical examination of the concepts of punishment, deterrence, and rehabilitation. Prerequisite: CJ 200 or 205. Offered each fall.

**240 Forensic Science (3)**

**(E)W**

Identical to CHEM 240.

**270/370 The Constitution and Criminal Procedure (3)**

Identical to POLS 270/370.

**300 Law Enforcement (3)**

Law enforcement from an historical, sociological and legal perspective. Students gain a critical appreciation of law enforcement. 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 200 or 205. Offered each fall.

**346 Law and Society (3)**

The study of the evolution, function, and justification of social control; forms of legal thought; the social dynamics of legal discourse; and the dysfunctions that accompany the legal system. Prerequisite: CJ 200 or 205. Offered spring of odd-numbered years.

**348 Delinquency & Juvenile Justice (3)**

An examination of the nature and scope of delinquency and factors contributing to delinquent behavior. The role of social agents and agencies in prevention and treatment are also examined. Prerequisite: CJ 200 or 205. Offered each fall.

**350 Introduction to Social Research (3) (E)**

Identical to SOC 350.

**360 Courts in the American Criminal Justice System (3)**

Examines the role of the American criminal courts in the broader context of the American legal system. An overview of the organization of criminal courts in Federal and state jurisdictions is provided. The courts' relationship to law enforcement and social control is also examined. Prerequisite: CJ 200 or 205. Offered spring of even-numbered years.

**373 Conflict Management (3) (S)W**

Identical to MBE 373 and POLS 373.

**385 Applied Criminology I (3)**

Criminal behavior is a complex phenomenon. This course moves beyond the abstract interpretation and suggestions of criminological theory into the real-life processes of criminal behavior. The course 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 200 plus six semester hours of CJ. Offered each spring.

**386 Applied Criminology II (3)**

A continuation of CJ 385, the course emphasizes specific criminal behavior in order to establish suspect identity in criminal investigation. Prerequisite: CJ 385. Offered every spring.

**387 Criminal Law (3)**

Criminal law consists of the power and limits of government authority to define, prohibit, grade, and punish socially harmful behavior. It carries with it the moral condemnation of the entire community. The course reviews 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 (3)**

From ancient times to the present, terrorists have both scarred and transformed the world. Depending upon one's viewpoint, a terrorist can be a patriot, a madman, an anarchist or a martyr. Students review the characteristics, causes and controls of global terrorism along with responses to it. Key concepts are examined and placed into real-world context. Attention is given to counterterrorist responses, including U.S. Homeland Security. Prerequisite: six semester hours of criminal justice. Offered fall of odd-numbered years.

**389 Criminal Investigation (3) (I)**

Critical analysis is the centerpiece of this course. While covering the general processes of criminal investigation, the student is required to implement a great deal of logical and intuitive thinking in understanding why and how crimes are perpetrated against persons and property. The student acquires an understanding of basic investigation techniques and responsibilities. This course is another in the forensics offering of the department. Prerequisite: six semester hours of criminal justice. Offered each spring.

**393 Technical Reporting in Law Enforcement (3) W**

The importance of good report writing cannot be overstated. Almost everything an officer does may be reduced to the report. Students focus 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. Prerequisite: CJ 389 or consent; CJ 387 helpful. Offered fall of even-numbered years.

**400 Topics in Criminal Justice (1-3)**

Advanced seminars on various announced topics and issues in criminal justice. Topics include, but are not limited to: criminal justice administration; critical issues in

criminal justice and law enforcement; introduction to forensics; and criminal law. May be repeated for credit as designated topics change. Prerequisite: junior/senior status or consent. Offered as topics become available.

**460 Readings in Criminal Justice (1-3)**

Students select a topic concerning criminal justice theory or research, survey the relevant literature, and discuss their findings with their major professor. (One or three semester hours depending on the scope of the project.) May be repeated for credit. Prerequisites: prior consent of the project adviser. Offered each semester.

**484 Internship in Sociology and Criminal Justice (9)**

Identical to SOC 484.

**489 Senior Integrative Assessment (3) (I)**

Criminal justice and sociology majors draw upon their four years of study to focus on the integration and synthesis of their knowledge, skills, and abilities. 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. Limited to sociology and criminal justice majors. Students must register for this course in the spring semester of the year in which they intend to graduate. Juniors will need consent from the instructor. (Note: Juniors may be eligible if there is an anticipated scheduling problem because of their internship.) Offered each spring.

**SOCIOLOGY COURSES (SOC)**

**100 Introduction to Sociology (3)**

An introduction to sociology as a behavioral science and way of viewing the world. Students are introduced to basic concepts of sociological investigation and interpretation and to critical thinking. In the study of society, students not only see how individual behavior is shaped by group life but how group life is affected by individuals. Students learn to apply a sociological imagination to examining social issues. Common sense notions are replaced by a critical analysis of social issues. Offered each semester.

**110 Cultural Anthropology (3) (S)**

Study of the nature of culture; comparative analysis of social, religious, economic, and political institutions in specific preliterate and modern cultures; the cultural dimensions of behavior. Offered each fall.

**188 Sociology in Film and Music (3) W**

A survey of basic concepts of sociology as they are portrayed in selected popular motion pictures and music. The course can serve either as an introduction to sociology or as a systematic application and review. Offered each semester.

**224 Social & Cultural Change (3)**

Focuses on the processes and consequences of change arising from various types of collective action, from spontaneous collective behaviors (e.g., rumors or disaster reactions) to planned institutional actions such as the civil rights movement. Prerequisite: any 100-level sociology course offered fall of odd-numbered years.

**230 Understanding Other Cultures (3) (S)**

A study of traditional culture patterns, religious beliefs and practices, political and economic behavior, and art forms of a selected ethnic group or geographic area. Prerequisite: any 100-level sociology course. Offered each spring.

**240 Community Systems (3)**

A futures course which examines urban and rural communities as forms of social life and fields for various social system interactions. Theory, research, and the practical application of both are viewed in the context of patterns of exchange, the planning and development of community action and social change. Prerequisite: SOC 100 or 188. Offered spring of even-numbered years.

**270 Social Problems (3) (S)**

A critical investigation of selected current social problems—their issues, causes, development, and alternative solutions. Offered each spring.

**303 Small Groups (3) (C)**

An experiential course in which sociological theories and methods are used to analyze the structure and processes of small social groups. Prerequisite: any 200-level sociology course. Cannot be taken concurrently with PSY 324. Offered each fall.

**305 Complex Organizations (3)**

A review of the structural and contextual dimensions of organizations as open systems. Special attention is given to the dynamics of organizational patterns and processes; information, communication, control and decision making; intergroup relations and conflict. Prerequisite: SOC 100 or 188 and junior/senior status. Offered each spring.

**311 Family (3) (S)**

Although the focus of this course is on the contemporary American family, the history, the forms and functions of families in other times and other cultures is also examined. 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: any 200-level sociology course; SOC 345 recommended. Offered each fall.

**314 War, Peace and Society (3)**

War is a social phenomenon. War, though devastating, helps to shape society. With the aid of sociological concepts,

theory, and methods, we analyze the causes and effects of war and peace, the practices of armed forces as a social institution, and the relationships between war, peace and the development of society. War and peace are viewed as global and historical occurrences. We also examine the events, policies, and people related to various wars. Prerequisite: six semester hours of sociology or history. Offered each fall.

### **327 Social Psychology (3)**

An exploration of how individuals are influenced by the social environment. Topics may include: affiliation, conformity, aggressive and helpful behavior, communication, persuasion, social influence, consequences of group membership, social ecology. Identical with PSY 327. Prerequisites: SOC 100 or 188, plus any 200-level sociology or psychology course. Offered each fall.

### **335 Social Deviance (3)**

Sociological studies of various unconventional groups and individuals and the forms of social control they encounter. Topics may include: theories of deviance and conformity; typical reactions to deviance; control agents and agencies; how deviants cope with conventional society. Prerequisite: any 200-level sociology course. Offered each spring.

### **336 Sociology of Religion (3) (V)**

Examination of 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. Prerequisite: any 200-level sociology course. Identical to RELST 336. Offered intermittently.

### **345 Foundations of Sociology (3)**

An examination of major theorists, and perspectives contributing to the sociological tradition; historic and current issues regarding sociology and its relationship to other academic disciplines. A foundation course required of all majors. Prerequisite: SOC 100 or 188. Offered each spring.

### **350 Introduction to Social Research (3) (E)**

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. Identical to CJ 350. Prerequisite: SOC 345 (for sociology students only) and junior/senior status. Offered each semester.

### **351 Medical Sociology (3) (S)**

Designed to provide students an introduction to sociological perspectives on the study of health, illness, and health care. Topics include: individual and population health patterns; the structures and organization of health care systems, including the social origins of those systems,

how they are accessed, and who they serve; the social construction of medical knowledge; the social structure of medical encounters; the politics and ethics of contemporary medical issues; the roles of patients, health care providers, and others in the medical arena; the commodification of health care and influence of market forces; the origins and organization of health care systems in the U.S. and globally; and issues shaping the future of health, illness, and health care. Prerequisite: any 200-level sociology course or consent. Offered intermittently.

### **353 Applied Sociology (3)**

Provides an overview of applied sociology. The 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 also given to careers in applied sociology. Prerequisite: junior/senior status or consent. Offered each spring.

### **365 Seminar (3)**

Advanced seminars on various announced topics and issues such as: social conflict, sport and leisure, popular culture, etc. May be repeated for credit as designated topics change. Prerequisite: any 200-level sociology or criminal justice course or consent. Offered intermittently.

### **460 Readings in Sociology (1-3)**

Students select a topic concerning sociological theory or research, survey the relevant literature, and discuss their findings with their major professor. (One or three credits depending on the scope of the project.) May be repeated for credit. Prerequisites: prior consent of the project adviser. Offered each semester.

### **480 Senior Research Project (3) (W)**

Students will 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: SOC 350, junior/senior status and prior approval of a written proposal. Committee defense optional. Offered each spring.

### **484 Internship in Sociology and Criminal Justice (9)**

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. Identical to CJ 484. Prerequisites: 18 semester hours of sociology or criminal justice. Students must contact the department faculty to review full eligibility for this course. Offered each spring.

**489 Senior Integrated Assessment**

Identical to CJ 489.

**THEATRE**

MR. TRAVIS B. MALONE, Program Coordinator

DR. SALLY H. SHEDD

Division Chairperson

The theatre program at Virginia Wesleyan College is a creative, yet challenging educational program. On stage and in the classroom, theatre students gain experience in virtually any and all aspects of theatre. Students encounter a wide variety of practical, theoretical, and critical perspectives on theatre and dramatic literature from Ancient Greece to the present. The multi-faceted nature of the program covers a variety of specialties to assist the artist in adapting to an exciting and fast-paced profession.

At various times throughout the program, students are required to meet with faculty members to assess their development as an artist and plan for their future involvement in the Senior Capstone Experience. The Capstone Experience is a system of study tailored to the needs of each individual student. This process of study requires that theatre majors complete advanced creative and scholarly work to prepare them for future employment in the field or for graduate school.

**Major Requirements: Theatre**

| COURSE NUMBER AND TITLE   | SEM. HRS. |
|---|-----------|
| PE 118<br>Creative Movement                                       | 1         |
| COMM 222<br>Speech  | 3         |
| COMM 322<br>Speech Skills   | 3         |
| TH 210<br>Acting I  | 3         |
| TH 220<br>Technical Theatre                                       | 3         |
| TH 301<br>Theatre History I                                       | 3         |
| TH 302<br>Theatre History II                                      | 3         |
| ENG/TH 311<br>Theory & Criticism                                  | 3         |
| ENG/TH 346<br>Shakespeare I<br>OR<br>ENG/TH 347<br>Shakespeare II | 3         |
| TH 407<br>20th-Century Theatre                                    | 3         |

|   |              |           |
|---|--------------|-----------|
| TH 411<br>Playwrights<br>TH 412<br>Directing  | OR           | 3         |
| Additional theatre hours<br>(TH 230 Rehearsal and Performance may count for only 3 of these hours.)                           |              | 6         |
| Capstone Requirement:<br>TH 485<br>Theatre Internship<br>TH 424<br>Theatre Practicum<br>Independent research at the 400 level | OR<br><br>OR | 3         |
| <b>TOTAL</b>  |              | <b>40</b> |

**Major Requirements: Theatre and English**

| COURSE NUMBER AND TITLE  | SEM. HRS. |
|--|-----------|
| ENG 280<br>Early British Literature  | 3         |
| ENG 281<br>Later British Literature  | 3         |
| ENG 284<br>American Literature   | 3         |
| ENG/TH 311<br>Theory and Criticism   | 3         |
| ENG 314<br>History and Development of the English Language<br>OR<br>ENG 321<br>Introduction to Linguistics   | 3         |
| ENG/TH 346<br>Shakespeare I<br>OR<br>ENG 347<br>Shakespeare II   | 3         |
| American Literature - choose one:<br>ENG 310<br>Distinctive Voices in Contemporary American Poetry<br>ENG 361<br>American Women Writers<br>ENG 371<br>Southern Literature<br>ENG 378<br>The American Novel<br>ENG 385<br>American Protest Literature<br>ENG 442<br>Topics in American Literature | 3         |
| British Literature - choose one:<br>ENG 327  |           |

*See continuation of choices next page*

Chart continued from previous page

|  |                            |           |
|--|----------------------------|-----------|
| The British Novel<br>ENG 336<br>Milton and Spenser<br>ENG 350<br>Renaissance Drama Exclusive<br>of Shakespeare<br>ENG 355<br>From Restoration to Revolution:<br>British Literature, 1660-1789<br>ENG 357<br>British Romanticism: 1784-1832<br>ENG 440<br>Topics in Earlier British Literature<br>ENG 441<br>Topics in Later British Literature |                            | 3         |
| One of the following:<br>TH 210<br>Acting<br>TH 220<br>Technical Theatre<br>TH 230<br>Rehearsal and Performance  | <b>OR</b><br><br><b>OR</b> | 3         |
| TH 301<br>Theatre History I<br>TH 302<br>Theatre History II<br>TH 407<br>20th-Century Theatre  |                            | 9         |
| One additional TH course   |                            | 3         |
| <b>TOTAL</b>   |                            | <b>39</b> |

### Minor Requirements

| <b>COURSE NUMBER AND TITLE<br/>(See p. 32 for general minor requirements)</b>  | <b>SEM.<br/>HRS.</b> |
|--|----------------------|
| COMM 222<br>Speech   | 3                    |
| TH 210<br>Acting I   | 3                    |
| TH 220<br>Technical Theatre  | 3                    |
| TH 230<br>Rehearsal and Performance  | 3                    |
| Two of the following:<br>TH 301<br>Theatre History I<br>TH 302<br>Theatre History II<br>TH 407<br>20th-Century Theatre | 6                    |
| Two additional theatre courses<br>at the 300/400 level   | 6                    |
| <b>TOTAL</b>   | <b>24</b>            |

## THEATRE COURSES (TH)

### 201 The Theatre (3) (A)

An introduction to the art and history of the theatre. Offered intermittently.

### 210 Acting (3) (A)

An introduction to basic principles of acting in a workshop setting. Offered frequently.

### 220 Technical Theatre (3) (A)

An introduction to the methods, materials and terminology of stage design and technical theatre. Activities include crewing a VWC theatre production. Offered each semester.

### 224/324 Theatre Practicum (1-3)

Students gain experiential knowledge in a chosen production area. Practicum areas include (but are not limited to) stage management, box office and house management, publicity and promotion, dramaturgy, and design. Interested students should contact a theatre faculty member to propose a practicum in their particular field of interest. Prerequisite: consent. Offered each semester.

### 230 Rehearsal and Performance (1-3) (A)\*

Performing in a main stage play or studio play directed by a faculty director. Students selected by audition. \*Three semester hours must be completed to fulfill a general studies requirement. Offered each semester.

### 270 Theatre Seminar (1-3)

Course organized any given semester to study particular subject matter or to take advantage of special competence by faculty member. Topics and credit hours change as needs and resources develop. May be repeated for academic credit when topics change. Previous topics include musical theatre and improvisation. Prerequisite: varies according to the topic of the seminar. Offered intermittently.

### 301 Theatre History I (3) (A)

A study of the literature, architecture, performance styles, design, and cultural impact of theatre from the Ancient Greeks to Shakespeare. Offered fall of even-numbered years.

### 302 Theatre History II (3) (A)

A study of the literature, architecture, performance styles, and cultural impact of theatre beginning with the Neoclassical period and continuing through the late 19th century. Offered spring of odd-numbered years.

### 303 Fundamentals of Set Design & Lighting (3)

A study of the theory and technique of stage lighting and design including both traditional concepts and new multi-media experiments. Prerequisite: consent. Offered intermittently.

**310 Advanced Acting (3)**

An advanced study of acting in a workshop setting. Period style featured. Prerequisite: TH 210. Offered intermittently.

**311 Theory and Criticism (3)**

Identical to ENG 311.

**320 Children's Theatre (3)**

Producing, acting, and touring one hour of live theatre to local elementary schools. Offered intermittently.

**346, 347 Shakespeare I and II (3, 3)****W**

Identical to ENG 346/347.

**370 Advanced Seminar (1-3)**

Course organized any given semester to study particular subject matter or to take advantage of special competence by faculty member. Topics change as needs and resources develop. May be repeated for academic credit when topic changes. Previous topics include musical theatre. Prerequisite: varies according to the topic of the seminar. Offered intermittently.

**375 Images of Women in Theatre & Film (3)****(A)**

Working from the assertion that all representation is ideological, students explore depictions of women in theatre and film over the past sixty years in an effort to facilitate an understanding and awareness of these media as powerful societal forces for the dissemination of gender ideology. Students learn to apply feminist/gender theories and criticism to theatrical performance, dramatic literature and films. Offered fall of odd-numbered years.

**380 Theatre of Diversity (3)****(A)**

Students become familiar with a variety of marginalized experiences as represented in dramatic literature over the past sixty years. Playwrights of Black, Latin-American, Asian, and Native-American background will be featured. Theories dealing with identity politics are introduced. Offered fall of even-numbered years.

**407 20th Century Theatre (3)****(A)W**

A study of the dramatic texts, performance styles, audience reception, theatre architecture and cultural impact of theatre in the 20th-century. Major artistic movements such as Realism, Expressionism, and Postmodernism will be featured. Prerequisite: junior status. Offered fall of odd-numbered years.

**408 The Theatre Today (3)**

An in-depth study of dramatic literature, theatre artists, and performance styles of the past ten years. Prerequisite: junior status. Offered intermittently.

**411 Playwrights (3)**

An in-depth study of the complete works of one or more playwrights. Prerequisite: junior status. Offered intermittently.

**412 Directing (3)**

An introduction to practical and theoretical aspects of directing. Working closely with the instructor, students oversee all facets of a one-act production. Prerequisites: junior status and consent. Offered spring of odd-numbered years.

**424 Advanced Theatre Practicum (3)**

Fulfills the senior capstone requirement for theatre majors. Students gain advanced experiential knowledge in a chosen production area. Production areas include (but are not limited to) acting, directing, stage management, box office and house management, publicity and promotion, dramaturgy, and design. Students must have some experience in the chosen area. Interested students should contact a theatre faculty member by the end of their third year of study. Prerequisites: senior status and consent. Offered each semester.

**485 Theatre Internship (3-6)**

Provides upper-level students the opportunity to receive instruction and to gain experience in off-campus, professional theatre settings. Internships are arranged with qualified professionals at area Equity houses (Virginia Stage Company, Virginia Opera Association), dinner theatre, and city recreation departments. Students have a minimum of ten contact hours per week with supervisors and confer regularly with a VWC faculty member. Students receive evaluations from supervisors and keep a journal of the internship experience. Prerequisites: junior/senior status and consent. Offered each semester.

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## WOMEN'S AND GENDER STUDIES

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DR. KATHY S. STOLLEY, Program Coordinator

Women's and Gender Studies is an interdisciplinary academic discipline. A women's and gender studies major and minor present 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 and gender theories and utilize them in understanding and contextualizing past, current, and future cultural interaction. While illuminating the impact of gender 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:**

| COURSE NUMBER AND TITLE  | SEM. HRS. |
|--|-----------|
| WGS 220<br>Women in Culture and Society<br>(Formerly INST 220)   | 3         |
| WGS 320<br>Feminist and Gender Theory  | 3         |
| WGS 430<br>Women's and Gender Studies Seminar<br>(Formerly INST 430)   | 3         |
| DIVISIONAL REQUIREMENTS  |           |
| Natural Science/Mathematics<br>One of the following:<br>BIO 221<br>Anatomy and Physiology I<br>BIO 311<br>Genetics<br>BIO 410<br>Evolution<br>BIO 115<br>Human Genetics  | 3-4       |
| Humanities<br>One of the following:<br>ENG 250<br>Studies in Literature: Masculinity/<br>Femininity in Literature<br>(Only when stated topic)<br>ENG 265<br>Love, Sex, & Marriage in Western Literature<br>TH 375<br>Images of Women in Theatre & Film | 3         |
| Social Sciences<br>HHS 361<br>Contemporary Issues in Human Sexuality   | 3         |
| POLS 204<br>Introduction to Feminist Political Thought   | 3         |
| Two of the following:<br>CLAS 350<br>Women in the Ancient World<br>HIST 351<br>U.S. Women's History to 1865<br>HIST 352<br>U.S. Women's History Since 1865<br>HIST 353<br>History of Women in Europe Since 1700<br>HIST 426<br>Heresy and Witchcraft   | 6         |

| ELECTIVES  |              |
|--|--------------|
| Three of the following: <sup>*</sup><br>(One at the 300/400 level is required.)<br>ENG 261/361<br>American Women Writers<br>ENG 318<br>Adolescent Literature<br>ENG 346<br>Shakespeare I<br>ENG 385<br>American Protest Literature<br>HHS 402<br>Women on the Brink<br>REC 268<br>Women and Leisure<br>RELST 313<br>Women and Judaism<br>PSY 337<br>Advanced Developmental Psychology<br>SOC 334<br>Sociology of Inequality<br>SPAN 350<br>Hispanic American Women Writers<br>TH 380<br>Theatre of Diversity | 9            |
| Courses listed under divisional requirements, but not taken to fulfill divisional requirements, may be taken under the heading of "Electives."   |              |
| <i>*Other courses may apply</i>  |              |
| <b>TOTAL</b>   | <b>36-37</b> |

**Minor Requirements**

| COURSE NUMBER AND TITLE<br>(See p. 32 for general minor requirements)  | SEM. HRS. |
|--|-----------|
| WGS 220<br>Women in Culture & Society  | 3         |
| WGS 320<br>Feminist and Gender Theory  | 3         |
| WGS 430<br>Women's Studies/General Studies Seminar   | 3         |
| Three additional courses from among offerings emphasizing women and/or gender including*<br>ENG 261/361, 265, HIST 251/351, 252/352, PSY 374, RELST 361/461, TH 375.<br><i>*At least three semester hours must be in social sciences, three in humanities, and three hours at the 300/400 level.</i> | 9         |
| <b>TOTAL</b>   | <b>18</b> |

**WOMEN'S AND GENDER STUDIES COURSES (WGS)****220 Women in Culture and Society (3) (S)**

Students examine conflicting definitions of gender in contemporary U.S., analyzing general patterns and the impact of gender definitions on their own lives. Differences in the definitions of womanhood and manhood are discussed along with the variety of women's experiences and perspectives. Ideas about gender are contrasted with real life situations of women and men in our society. Particular attention is paid to the opportunities and difficulties that women of differing races and classes encounter in today's society. Offered each fall.

**320 Feminist and Gender Theory (3)**

Identical to ENG 320

**430 Women's Studies/  
Gender Studies Seminar (3)**

Introduces students to the latest feminist theories and methodologies as well as the most recent research on gender in relation to a topic chosen by the instructor. Topics vary. Recent topics include "Violence, Non-Violence, and the Body" and "Gender Troubles." Students give presentations and complete research projects relevant to their major disciplines. Does not fulfill divisional requirements for Latin Honors. Prerequisite: senior status or consent. Offered spring of odd-numbered years.





Campus Life

# CAMPUS LIFE

 A necessary complement to education in any college classroom is growth through campus life. On any given day at Virginia Wesleyan you may find members of our diverse student body organizing to voice concerns, 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 exists on firm principles of residential life, its student programming incorporates the input of all students and strives to meet the needs of commuters and adult students as well as traditional residential students.

Guided by the vice president for student affairs and dean of student's staff, Virginia Wesleyan's student life program and services encourage all students to grow outside the classroom.

**Residential Living:** The college campus is patterned closely after Thomas Jefferson's adaptation of the Oxford-Cambridge plan. Residence halls at Virginia Wesleyan are designed to foster a sense of community. It is in the residence halls that you will encounter a variety of interesting people and experiences. Additionally, you will find many opportunities for cultural, educational, social and recreational enrichment.

The Virginia Wesleyan campus is structured into academic villages. An academic village includes classrooms, faculty offices, and student residences with lounge areas. Within Bray Village and Village II there are 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. In the spring of 2008, additional townhouses will be available in the newly constructed Village IV. These townhouses will have the same design as those in Brock Village, and will accommodate 96 students. You are encouraged to personalize your room, apartment, or townhouse according to your tastes as well as the taste of your roommate(s). By providing your own rugs, lamps, curtains, and other items, you can transform your living space into a comfortable home. The campus dining center includes a 500-seat central dining facility, private dining areas, kitchen, food preparation areas and additional "café" seating in the Alumni Galleria. Included in the campus dining center facility are the college post office and business office.

The college requires all students to live in the college residential housing facilities. Exceptions are granted to those students who (1) elect to live at home with one or both of their parents; (2) are married students; (3) are carrying less than a full course load (less 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 and have the option of commuting from their local residence or residing in the college's residence hall facilities. Moreover, students who are under the age of 18 or who are 24 years of age must request permission to live in the college's residential facilities. Students who are pregnant must petition the Dean of Students for the purpose of making arrangements regarding their housing situation.

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.

**Commuting:** Along with campus residents, commuter students are a vital part of the Wesleyan community. It is the goal of the student life program to integrate the resident and commuter populations in an effort to enhance campus activities for everyone.

Theme parties, student publications, campus intramurals, sorority and fraternity functions, worship services, athletic contests, Lake Taylor Music Festival and Spring Fling are just some of the activities and opportunities afforded our commuter and resident students.

Through the help of the Commuter Service 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.

**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 the building of 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. At least three times annually, faculty, staff and student representatives come together for meetings of the

Community Council, a body which provides a forum for sharing information and for discussion of 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 College students are organized as the Student Government Association. This association consists of the Executive Council, president and vice-president, and 16 student senators. The association makes every effort to be a responsive voice of student concerns and to 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 Student Government Association contributes in many ways to the quality of campus life.

**The VWC Concert Series:** Crafted from a deep commitment to develop liberally educated students with breadth of understanding and insight, VWC offers outstanding live musical performances through the VWC Concert Series. Here, artists connect with audiences in a special way. The intimate and informal setting of the Edward D. Hofheimer Theatre in the Fine Arts building brings a drawing-room atmosphere to every concert, and even back-row patrons enjoy a close connection with the performer. 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:** Annually, the Special Events Committee brings to the campus speakers of regional, national and international acclaim.

The College's drama department presents major productions in the fall and spring semesters. Several student productions are presented each spring.

Hampton Roads, the metropolitan area in which the college is located, provides a rich offering of musical concerts, drama productions and art exhibits. Colonial Williamsburg and other pre-Revolution sites are less than one hour's drive from the campus. Furthermore, the Virginia Wesleyan campus is close to other Norfolk/Virginia Beach attractions, such as Waterside—a festival marketplace located on Norfolk's waterfront; Nauticus—an educational and exciting interactive science center with a maritime theme featuring more than 150 exhibits including computer and video interactives, films on a giant screen, exotic aquaria, touch pools, shark petting and the battleship Wisconsin; Virginia Aquarium and Marine Science Center—offers seasonal boat trips for dolphin and whale watching, a six-story IMAX theatre, aquarium and intriguing new animals and creative exhibits; MacArthur Center—Hampton Roads' newest mall hosting 140 stores located in downtown Norfolk; and miles of world-famous beaches are within 20 minutes of campus.

**Campus Communications:** Virginia Wesleyan's student-run radio station, WVAV, provides opportunities for

students to gain firsthand experience in radio communication, broadcasting and station management.

VWC offers hands-on experience in communications through *The Marlin Chronicle* (student newspaper), the *Sandpiper* (yearbook), and *The Outlet* (literary magazine). *The Marlin Chronicle* seeks to disseminate news and comments of interest to the campus community. The *Sandpiper* serves as a record of the year's activities for the college and for members of the college community. Lastly, *The Outlet* provides students with the opportunity to publish their own literary and artistic work and to gain experience in managing and publishing a literary magazine.

**Counseling Services:** To provide confidential personal counseling to individuals and groups, the college has 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 service is available to both residential and commuter 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 during weekday business hours at no cost. If necessary, students may also be referred to the physician's office six days a week. Students are responsible for all their own medical expenses. When needed, transportation will be provided by the College.

Students must submit a completed Health Evaluation Form before enrolling at Virginia Wesleyan. This form contains important information in case of an emergency. All immunizations must be up to date.

Health Services sponsors programs on campus relating to current health issues.

**Spiritual Life:** The Chaplain's Office and the campus spiritual life communities offer a variety of opportunities for worship, fellowship, and ecumenical faith reflection. Programs offered through the Chaplain's Office include the Spirit 400 Sunday worship service, "Push It," a contemporary bible study, The Listening Post, Sacred Shooters photography club, and Holy Fire, a student led Christian fellowship. Information regarding the fall and spring spiritual life retreats and mission endeavors are available in the Chaplain's Office. Monumental Chapel is open and accessible for individuals seeking prayer and meditation. Reservations for Chapel use are made through the Chaplain's Office.

Respecting the diversity of faith traditions represented on campus, the Chaplain of the college serves as an ecumenical pastor to the campus community. The Chaplain, an ordained United Methodist pastor, is available for guest speaking with community groups and agencies, preaching in area congregations, confidential individual

counseling, pastoral care, hospital visitations, spiritual direction, and marriage services.

The Chaplain's Office is located in the Jane P. Batten Student Center. Spiritual life materials such as Care Notes, devotional books, seminary catalogs and information concerning religious life communities in the Hampton Roads area are available.

**Intercollegiate Athletics:** Athletics at Virginia Wesleyan are an integral part of campus life. Men participate in intercollegiate soccer, basketball, golf, tennis, lacrosse, baseball, track, and cross-country. The women's intercollegiate program includes basketball, softball, tennis, soccer, field hockey, lacrosse, track, cross-country, and volleyball. Additionally, Virginia Wesleyan offers a 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 Blue Marlin is the mascot for Virginia Wesleyan athletic teams. School colors are navy blue and silver.

**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](http://RecX.vwc.edu).

**Clubs and Organizations:** You may select from more than 60 clubs and organizations at Virginia Wesleyan College. The organizations include national honor societies; religious and political associations; local departmental organizations; national fraternities and sororities; student publications; and special interest groups.



**LEADERSHIP GROUPS**

- First Year Leadership Council
- Honors and Scholars
- Residence Hall Association
- Student Government Association
- Wesleyan Activities Council
- ICE
- Mainstage
- TGIF
- Traditions
- VWC and Beyond

**MAJORS**

- Classics Club
- Drama Club
- French, German, Spanish Club
- Math/Computer Science Club
- Order of Infinity
- Psychology Club
- Political Science Association
- Recreation Majors Club
- Science Club
- Society for the Advancement of Management (SAM)
- Society for Collegiate Journalists
- SVEA/NEA
- The Link

**FRATERNITIES AND SORORITIES**

- Alpha Kappa Alpha
- Alpha Sigma Alpha
- Greek Presidents Council
- Interfraternity Council
- Iota Beta
- Kappa Alpha
- Panhellenic Council
- Phi Kappa Tau
- Phi Sigma Sigma
- Sigma Sigma Sigma

**NATIONAL HONOR SOCIETIES**

- Alpha Kappa Delta
- Alpha Phi Sigma
- Alpha Sigma Lambda
- Delta Phi Alpha
- Lambda Phi Eta
- Lambda Pi Eta
- Omicron Delta Kappa
- Phi Alpha Theta
- Phi Eta Sigma
- Pi Delta Phi
- Pi Sigma Alpha
- Psi Chi
- Rho Phi Lambda
- Sigma Beta Delta
- Sigma Delta Pi
- Sigma Tau Delta
- Society for Collegiate Journalists
- Theta Alpha Kappa

**SERVICE ORGANIZATIONS**

- Animals and the Environment
- Campus Kaleidoscope
- Circle K
- Habitat for Humanity
- Health and the Elderly
- Hunger and Homeless
- Imagine
- Relay for Life
- SOC Youth
- Student Environmental Awareness League

**SPECIAL INTEREST GROUPS**

- Anime Club
- Beekeepers Association
- Black Student Union
- But If Not-Men's Christian Group
- College Republicans
- Commuter Club
- Cultural Arts Society
- Dance Team
- Democracy Matters
- Electronic Music Society
- Equestrian Club
- Fairy Godmothers of VWC
- Fencing Club
- Field Hockey Club
- Gay Straight Alliance
- Holy Fire
- IMAGEnation
- International Student Organization
- Marlin Chronicle
- Model UN
- Outlet
- Roller Hockey Club
- Row/Crew Club
- Sacred Shooters Photography
- STAND
- Step Team
- Surf Club
- Swim Club
- Wesleyan Ambassadors
- Wesleyan Traditional Music Society
- WVAW Radio Station
- Yearbook
- Young Democrats
- Youth Matters







**Directory**

# DIRECTORY

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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.

- Barbara S. Adams (1989, 1989)  
*Instructor of Operations Management*  
 B.S., Carson-Newman College  
 M.S., University of Arkansas
- Robert B. Albertson (1997, 1979)  
*Professor of Management/Business/Economics*  
 B.A., M.B.A., Ph.D., Old Dominion University
- Soraya M. Bartol (2005, 2005)  
*Assistant Professor of Marine Biology*  
 B.A., University of Virginia  
 M.A., Ph.D., College of William and Mary
- Sharon Beachum (2005, 2001)  
*Associate Professor of Art*  
 B.F.A., University of Oklahoma  
 M.F.A., Old Dominion University  
 and Norfolk State University
- Connie Bellamy (2001, 1992)  
*Professor of English*  
 B.A., Antioch College  
 M.A., Pennsylvania State University System, Mansfield  
 Ph.D., McGill University
- Richard E. Bond (2005, 2005)  
*Assistant Professor of History*  
 B.A., Fordham University  
 M.A., Ph.D., The Johns Hopkins University
- Karen A. Bosch (2003, 1993)  
*Professor of Education*  
 B.A., Michigan State University  
 M.A., Indiana University of Pennsylvania  
 Ph.D., Old Dominion University
- John R. Braley III (1985, 1978)  
*Associate Professor of Recreation/Leisure Studies*  
 B.A., University of South Florida  
 M.Ed., Springfield College  
 M.S., University of Maine
- James W. Brown (1999, 1999)  
*Instructor of Health and Human Services*  
 B.A., Transylvania University  
 M.S.W., University of North Carolina
- David E. Buckingham (1982, 1982)  
*Instructor of History*  
 B.S., Campbell College  
 M.A., Old Dominion University
- Lisa P. Carstens (2003, 1997)  
*Associate Professor of English*  
 A.B., Occidental College  
 M.A., Ph.D., University of California, Irvine
- Robert Howard Cass (1990, 1976)  
*Professor of Management/Business/Economics*  
 B.A., University of the South  
 M.B.A., University of Connecticut
- Patricia H. Clark (2001, 2001)  
*Instructor of Library Science*  
 B.A., University of California, Los Angeles  
 M.S.L.S., Catholic University of America
- R. David Clayton (1983, 1972)  
*Professor of Music*  
 B.M., Union University  
 M.M., George Peabody College  
 D.M., Florida State University
- Elaine E. Dessouki (1990, 1990)  
*Assistant Professor of Management/Business/Economics*  
 B.S., M.A.S., M.B.A., Northern Illinois University
- Benjamin D. Dobrin (2001, 1995)  
*Associate Professor of Health and Human Services*  
 B.A., College of William and Mary  
 M.S.W., University of Pennsylvania  
 Ph.D., University of South Florida
- Harold E. Dorton, Jr. (2007, 2007)  
*Assistant Professor of Sociology*  
 B.A., M.A., Marshall University  
 Ph.D., Bowling Green State University
- Clayton J. Drees (2003, 1992)  
*Professor of History and Chairperson,  
 Division of Social Sciences*  
 B.S., University of Santa Clara  
 M.A., California State University  
 Ph.D., Claremont Graduate School
- Joyce Blair Easter (2004, 2000)  
*Batten Associate Professor of Chemistry*  
 B.S., Cornell University  
 Ph.D., Duke University
- Steven M. Emmanuel (1998, 1992)  
*Professor of Philosophy*  
 B.A., Boston University  
 M.A., Ph.D., Brown University
- Linda A. Ferguson (1996, 1987)  
*Professor of Management/Business/Economics*  
 B.S., M.Ed., Shippensburg University  
 Ed.D., College of William and Mary
- Ginger L. Ferris (1993, 1986)  
*Assistant Professor of Education*  
 B.A., Old Dominion University  
 M.S., University of Virginia
- Angela K. Fournier (2005, 2005)  
*Assistant Professor of Psychology*  
 B.S., Christopher Newport University  
 M.S., Ph.D., Virginia Polytechnic Institute  
 and State University
- Rita E. Frank (2004, 1990)  
*Professor of Psychology*  
 B.A., George Washington University  
 M.A., Temple University and University of Maryland  
 Ph.D., University of Maryland
- Alain Gabon (1999, 1999)  
*Assistant Professor of French*  
 Licence d'anglais, Université de Dijon-Bourgogne  
 M.A., Miami University, Oxford, Ohio  
 Ph.D., University of Iowa
- David G. Garraty (1992, 1979)  
*Batten Professor of Management/Business/Economics*  
 B.S., St. Joseph's College  
 M.A., Temple University
- William A. Gibson (1993, 1987)  
*Professor of Political Science*  
 B.A., Arizona State University  
 M.A., Ph.D., Claremont Graduate School

- Deirdre Gonsalves-Jackson  
*Assistant Professor of Biology*  
A.B., Randolph-Macon Woman's College  
M.S., Florida Atlantic University  
Ph.D., Florida Institute of Technology
- Patrick A. Goold (2002, 1994)  
*Associate Professor of Philosophy*  
B.A., Saint John's College  
M.Litt., Saint Andrews University  
Ph.D., Brown University
- Philip Guilfoyle (2003, 1999)  
*Associate Professor of Art*  
B.S., Berry College  
M.A., Kean College of New Jersey  
M.F.A., University of Delaware
- J. Christopher Haley (2003, 1997)  
*Batten Associate Professor of Earth Science and Chairperson,  
Division of Natural Sciences and Mathematics*  
B.Sc., Washington and Lee University  
Ph.D., The Johns Hopkins University
- J. Michael Hall (1993, 1980)  
*Lambuth M. Clarke Professor of English*  
B.A., Louisiana Tech University  
M.A., University of Arkansas  
Ph.D., University of Illinois
- Brett S. Heindl  
*Assistant Professor of Political Science*  
B.A., Ithaca College  
M.A., Syracuse University
- Stephen Hock (2007, 2007)  
*Assistant Professor of English*  
B.A., Haverford College  
M.A., Ph.D., University of Pennsylvania
- Joyce B. Howell (1999, 1984)  
*Batten Professor of Art History*  
B.A., M.A., Ph.D., University of Virginia
- Lawrence D. Hultgren (1981, 1969)  
*Batten Professor of Philosophy*  
B.A., Grinnell College  
M.A., Ph.D., Vanderbilt University
- Craig C. Jackson (2005, 2005)  
*Assistant Professor of Psychology*  
B.S., University of Florida  
M.A., Ph.D., Florida Atlantic University
- Kathy Merlock Jackson (1995, 1984)  
*Professor of Communications*  
B.A., West Virginia University  
M.A., Ohio State University  
Ph.D., Bowling Green State University
- Carol V. Johnson (1995, 1985)  
*Associate Professor of English*  
B.A., M.A., Eastern Illinois University  
D.A., Illinois State University
- Lee Jordan-Anders (2001, 1986)  
*Batten Professor of Music and Artist-in-Residence*  
B.M., M.M., Northwestern University
- Cheul W. Kang (1985, 1985)  
*Professor of Management/Business/Economics*  
B.A., King College  
M.S., Ph.D., University of Wisconsin-Madison
- Douglas A. Kennedy (1998, 1988)  
*Professor of Recreation/Leisure Studies*  
B.S., University of Delaware  
M.S.Ed., Southern Illinois University  
Ed.D., Temple University
- Lydia Kennedy (2006, 2006)  
*Assistant Professor of Mathematics*  
B.S., Hope College  
M.A., Ph.D., University of California, Santa Barbara
- Laura K. Landolt (2004, 2004)  
*Assistant Professor of Political Science*  
B.S., M.A., University of Texas, El Paso  
Ph.D., University of Arizona
- Terrance Lindvall (2006, 2006)  
*Endowed Professor of Communications and Christian Thought*  
B.A., Vanguard University  
M. Div., Fuller Seminary  
Ph.D., University of Southern California
- B. Malcolm Lively (2000, 2000)  
*Assistant Professor of Education*  
B.S., University of Miami  
M.A., Jacksonville University  
Ph.D., University of Georgia
- T. Scott Liverman (2006, 2003)  
*Assistant Professor of Criminal Justice*  
B.A., Saint Leo University  
J.D., Regent University
- Thomas S. Lopez (2001, 1989)  
*Professor of Sociology*  
B.S., Geneva College  
M.Ps.Sc., Ph.D., Pennsylvania State University
- David J. Lorenzo (2006, 2006)  
*Associate Professor of Political Science*  
B.A., University of Arkansas, Fayetteville  
Ph.D., Yale University
- Katherine M. Loring (1996, 1996)  
*Assistant Professor of English*  
B.A., Hiram College  
M.A., Ph.D., University of Michigan
- Elizabeth G. Malcolm (2004, 2004)  
*Assistant Professor of Ocean and Atmospheric Sciences*  
B.A., Earlham College  
M.S., Ph.D., University of Michigan
- Travis B. Malone (2005, 2005)  
*Assistant Professor of Theatre*  
B.A., Sterling College  
M.A., Kansas State University  
Ph.D., Bowling Green State University
- Daniel S. Margolies (2000, 2000)  
*Batten Associate Professor of History*  
B.A., Hampshire College  
M.A., Ph.D., University of Wisconsin-Madison
- Eric M. Mazur (2007, 2007)  
*Gloria and David Furman Associate Professor of Judaic Studies*  
B.A., M.A., University of Virginia  
Ph.D., University of California, Santa Barbara
- Stuart C. Minnis (2005, 2001)  
*Associate Professor of Communications*  
B.S., M.S., Texas Christian University  
Ph.D., University of Kansas
- Nancy D. Montgomery (1988, 1988)  
*Instructor of Recreation/Leisure Studies*  
B.S., Longwood College  
M.A., Brigham Young University
- Garry E. Noe (1994, 1988)  
*Associate Professor of Physics*  
B.S., M.S., Ph.D., University of California, Riverside

- Deborah E. Otis (2000, 1988)  
*Professor of Chemistry*  
 B.A., Gettysburg College  
 Ph.D., Virginia Polytechnic Institute and State University
- Dr. Timothy G. O'Rourke (2007, 2007)  
*Professor of Political Science*  
 B.A., University of Pittsburgh  
 M.A., and Ph.D., Duke University
- Jan S. Pace (1992, 1992)  
*Instructor of Library Science*  
 B.A., Northern Arizona University  
 M.S.L.S., University of Pittsburgh
- Sharon L. Payne (2004, 1999)  
*Associate Professor of Health and Human Services*  
 B.S., Ursinus College  
 M.S.W., Smith College School for Social Work  
 L.C.S.W., C.S.A.C.
- Fayne C. Pearson (1995, 1985)  
*Instructor of Education*  
 B.A., University of North Carolina at Greensboro  
 M.A., University of Richmond  
 M.Ed., University of North Carolina at Chapel Hill
- Wayne M. Pollock (2000, 2000)  
*Instructor of Recreation/Leisure Studies*  
 B.S., West Chester University  
 M.S., University of North Carolina at Chapel Hill
- Paul B. Rasor (2005, 2005)  
*Professor of Interdisciplinary Studies and  
 Instructor of Religious Studies*  
 B.M., J.D., University of Michigan  
 M.Div., Harvard Divinity School  
 Ph.D., Harvard University
- Margaret Reese (2004, 2004)  
*Assistant Professor of Mathematics*  
 B.A., Converse College  
 M.A., Ph.D., University of South Carolina
- Paul M. Ressler (1996, 1983)  
*Professor of Biology*  
 B.S., West Virginia Wesleyan College  
 M.S., Ph.D., North Carolina State University
- Diana E. Risk (2006, 2001)  
*Associate Professor of Spanish*  
 B.A., M.A., University of Northern Iowa  
 Ph.D., University of Iowa
- Philip Rock (2004, 2000)  
*Associate Professor of Biology*  
 B.S., Nasson College  
 Ph.D., Rutgers University
- John Rudel (2005, 2005)  
*Assistant Professor of Art and Curator of Exhibitions*  
 B.F.A., University of North Carolina, Asheville  
 M.F.A., University of Georgia
- William J. Ruehlmann (1998, 1993)  
*Professor of Communications*  
 B.A., American University  
 M.A., University of Arizona  
 Ph.D., University of Cincinnati
- Ehsan S. Salek (1997, 1993)  
*Professor of Management/Business/Economics*  
 B.S., National University of Iran  
 M.S., University of Missouri  
 M.B.A., Oklahoma City University  
 D.B.A., Nova University
- Maynard H. Schaus (2004, 1998)  
*Associate Professor of Biology*  
 B.S., California Lutheran University  
 Ph.D., Miami University (Ohio)
- Sara A. Sewell (2002, 2002)  
*Assistant Professor of History*  
 B.A., University of Wisconsin-Madison  
 M.A., Marquette University  
 M.A., Ph.D., University of Wisconsin-Madison
- Sally H. Shedd (2004, 1999)  
*Associate Professor of Theatre and Chairperson,  
 Division of Humanities*  
 B.A., Arkansas Tech University  
 M.A., University of Arkansas  
 Ph.D., University of Kansas
- Kathy S. Stolley (2005, 2005)  
*Assistant Professor of Sociology*  
 B.A., M.A., Old Dominion University  
 Ph.D., The George Washington University
- Jayne E. Sullivan (2005, 2001)  
*Associate Professor of Education*  
 B.S., University of Maryland  
 M.Ed., Loyola College in Baltimore  
 M.Ed., Bowie State University  
 Ph.D., University of Maryland
- Vivian E. Teter (2005, 1987)  
*Professor of English*  
 B.A., Hollins College  
 M.F.A., University of Arizona
- Jeffrey W. Timmons (2001, 2001)  
*Assistant Professor of English*  
 B.S., B.A., M.A., Portland State University  
 Ph.D., Arizona State University
- Victor R. Townsend, Jr. (2006, 2000)  
*Associate Professor of Biology*  
 B.S., Old Dominion University  
 M.S., Ph.D., University of Louisiana
- Mavel Z. Velasco (2000, 1987)  
*Professor of Spanish*  
 B.A., M.A., Ph.D., Rutgers University
- Susannah F. Walker (2005, 2005)  
*Assistant Professor of History*  
 B.A., McGill University  
 M.A., Ph.D., Carnegie Mellon University
- Z. John Wang (2006, 2000)  
*Associate 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)  
*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*  
 B.A., M.A., Ph.D., Purdue University
- Josh A. Weinstein (2007, 2007)  
*Assistant Professor of English*  
 B.A., Wesleyan University  
 M.A., State University of New York at Buffalo

- Frederick B. Weiss (1997, 1984)  
*Assistant Professor of Management/Business/Economics*  
B.S., Temple University  
M.A., American Graduate  
School of International Management
- Denise Pocta Wilkinson (2003, 1987)  
*Associate Professor of Mathematics*  
B.S., M.S., Middle Tennessee State University  
Education Specialist, Appalachian State University
- Donald Garrett Wolfgang (1983, 1972)  
*Professor of Psychology*  
B.A., The Colorado College  
M.A., Ph.D., University of Missouri
- R. Cathal Woods (2005, 2005)  
*Assistant Professor of Philosophy*  
B.A., University of Dublin, Trinity College  
M.A., Tulane University  
Ph.D., Ohio State University
- Althia V. Woodson-Robinson (1991, 1980)  
*Assistant Professor of Education*  
B.S., Hampton University  
M.Ed., St. Lawrence University  
C.A.G.S., Virginia Polytechnic Institute and 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.

- Bentley B. Anderson (1972, 2005)  
*Professor of Theatre Emeritus*  
B.F.A., Carnegie-Mellon University  
M.A., Wake Forest University  
M.F.A., Virginia Commonwealth University
- Benjamin D. Berry (1994, 2005)  
*Professor of History Emeritus*  
B.A., Morehouse College  
S.T.B., Harvard Divinity School  
Ph.D., Case-Western Reserve 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 Emeritus*  
B.S., Florida State University  
M.S., School of Social Welfare, Florida State University
- 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., College of William and Mary  
Ph.D., Virginia Polytechnic Institute and State University
- H. Rick Hite (1969-1999)  
*Professor of Theatre/Communications Emeritus*  
A.B., Dartmouth College  
M.A., The Johns Hopkins University  
Ph.D., Michigan State 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
- Gordon A. Magnuson (1971-1997)  
*Professor of English Emeritus*  
B.S., Bemidji State College  
M.A., Ph.D., University of Arkansas
- 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
- Neil Philip Ramsey (1974-2006)  
*Professor of Sociology Emeritus*  
A.B., William Jewell College  
M.Div., Colgate-Rochester  
M.A., University of Denver  
Ph.D., University of Wisconsin-Madison
- Isabelle L. Shannon (1979-1998)  
*Professor of Education Emeritus*  
B.A., Wheaton College  
M.A., Boston University  
Ph.D., Michigan State University
- Barclay Sheaks (1969, 2005)  
*Associate Professor of Art Emeritus*  
B.F.A., Virginia Commonwealth 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 Emeritus*  
B.S., Georgetown University  
M.A., Ph.D., University of Virginia
- Margaret C. Zimmerman (1982, 2005)  
*Professor of Psychology Emeritus*  
B.A., University of Western Ontario  
M.S., Ph.D., Old Dominion University

## **ADJUNCT FACULTY**

The date in parentheses indicates the year of appointment to the instructional staff.

- Kevin M. Adams  
*Adjunct Assistant Professor of Management/Business/  
Economics and Information Systems*  
B.S., Rutgers University  
M.S., Massachusetts Institute of Technology  
Ph.D., Old Dominion University
- Kathy R. Ames (1984)  
*Visiting Instructor of Mathematics/Computer Science*  
B.S., James Madison University  
M.S., College of William and Mary
- Jerome S. Blackman (1991)  
*Adjunct Professor of Psychology*  
M.D., Tulane Medical School

- Dwight Bolling (1988)  
*Adjunct Associate Professor of Sociology*  
B.S., M.S., Florida State University
- Edward E. Brickell (2003)  
*Adjunct Assistant Professor of English*  
B.A., College of William and Mary  
M.A., University of Chicago  
Ed.D., L.H.D., College of William and Mary
- Sam B. Dorsey (1991)  
*Adjunct Instructor of Music*  
M.M., Virginia Commonwealth University  
Ph.D., The Catholic University of America
- Thomas R. Farley (1987)  
*Adjunct Instructor of Geography*  
B.A., Virginia Polytechnic Institute and State University  
M.S.Ed., Old Dominion University
- Sharon L. Hill (1995)  
*Adjunct Instructor of Art Education*  
B.A., Ohio State University  
M.A., Arizona State University
- John J. Langdale, III  
*Visiting Assistant Professor of History*  
B.A., Mercer University  
M.A., University of Mississippi  
Ph.D., University of Florida
- Karen L. Legg  
*Visiting Instructor of Communications*  
B.A., M.S., University of Tennessee
- Michael Panitz (1999)  
*Adjunct Assistant Professor of History and Religious Studies*  
B.A., University of Pennsylvania  
M.A., Ph.D., Jewish Theological Seminary
- Thomas A. Pasquale (1987)  
*Adjunct Assistant Professor of Psychology*  
B.S., Fordham University  
M.A., Ph.D., Syracuse University
- Gavin M. Pate  
*Visiting Instructor of English*  
B.A., Guilford College  
M.F.A., Naropa University
- 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
- Lynn Seltzer (2000)  
*Adjunct Instructor of Education*  
B.S., Southern Connecticut State College  
Ed.S., The George Washington University  
M.Ed., Rhode Island College
- Ray Shackelford (1987)  
*Adjunct Instructor of Physical Education*  
B.S., Old Dominion University
- Jo-Anna Smelser (1983)  
*Adjunct Instructor of Dance*  
B.A., Virginia Wesleyan College
- Maria F. Still (1994)  
*Adjunct Instructor of Education*  
B.A., De Paul University  
M.A., The College of William and Mary
- 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
- David L. Winters (1988)  
*Adjunct Associate Professor of Chemistry*  
B.S., West Virginia State College  
M.S., West Virginia University
- Billye Brown Youmans (1994)  
*Adjunct Instructor of Music*  
B.A., Belmont University  
M.M., Peabody College of Vanderbilt University

## ADMINISTRATIVE STAFF

The date in parentheses indicates the year when the individual was hired.

### President's Office

- William Thomas Greer, Jr. (1992)  
*President*  
B.S., Valdosta State College  
M.Div., Drew University  
Th.D., Emory University  
Ph.D., Georgia State University
- Katherine M. Loring (1996)  
*Vice President for Administration and Special Assistant to the President*  
B.A., Hiram College  
M.A., Ph.D., University of Michigan
- Robert M. Chapman (1997)  
*Chaplain of the College*  
B.A., Virginia Wesleyan College  
M.Div., Wesley Theological Seminary  
M.Ed., Lynchburg College
- Judy F. Coltrane (1994)  
*Executive Secretary to the President*
- Linda A. Ferguson (1987)  
*Director of Strategic Planning and Marketing*  
B.S., M.Ed., Shippensburg University  
Ed.D., College of William and Mary
- The Rev. H. Hasbrouck Hughes, Jr. (1997)  
*Bishop-in-Residence*  
B.A., Randolph-Macon College  
B.D., Duke Divinity School
- Stephen S. Mansfield (1968)  
*Director of Archives*  
A.B., The College of William and Mary  
M.A., Ph.D., University of Virginia

### Academic Affairs

- Dr. 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
- Robert B. Albertson (1979)  
*Associate Dean of the College*  
M.A., M.B.A., Ph.D., Old Dominion University

- Lisa P. Carstens  
*Director of QEP and  
Associate Dean for Inquiry-Guided Learning*  
A.B., Occidental College  
M.A., Ph.D., University of California, Irvine
- Tamela Dhority (1999)  
*Theatre Manager*  
B.S., Northern Arizona University
- Catherine C. Hartman (1981)  
*Faculty Secretary*
- Barbara M. Hodges (1993)  
*Faculty Secretary*  
A.S., Norwalk Community College
- Fayne C. Pearson (1987)  
*Assistant to the Dean of the College*  
B.A., University of North Carolina at Greensboro  
M.A., University of Richmond  
M.Ed., University of North Carolina at Chapel Hill
- Judith H. Tinsley (1990)  
*Administrative Assistant to the Vice President for  
Academic Affairs and Kenneth R. Perry Dean of the College*
- Stacey Wollerton (2006)  
*Director of Education Field Experiences*  
B.S., Edinboro University of Pennsylvania  
M.S., Old Dominion University

### Adult Studies Program

- Dr. Richard E. Hoehlein (2004)  
*Director, Adult Studies Program*  
B.A., M.A., Ed.S., Michigan State University  
Ed.D., Nova University
- Catherine Anninos (2006)  
*Academic Adviser*  
B.A., Regents College/USNY  
M.A., University of Phoenix
- Patricia Colthurst (2000)  
*Evening Secretary*  
B.A., Virginia Wesleyan College
- Thomas R. Farley (1987)  
*Program Development Coordinator for K-12*  
B.A., Virginia Polytechnic Institute and State University  
M.S.Ed., Old Dominion University
- Linda M. Hairston  
*Evening Secretary*
- Judy Kuhns (1994)  
*Coordinator of Academic Services*  
B.A., M.A., University of Georgia
- Pamela C. Paramore (1993)  
*Office Manager*  
B.A., Virginia Wesleyan College
- Kathleen Reese (2005)  
*Outreach Coordinator*  
B.A., Bowling Green State University

### Career Services

- Deborah L. Hicks (1989)  
*Associate Dean of the College for Career Services*  
B.S., Longwood College  
M.Ed., University of Virginia
- Kate Bourdow (2006)  
*Career Counselor*  
B.A., Carleton College  
M.A., University of Virginia

- Lisa Fentress (2002)  
*Associate Director of Career Services*  
B.A., Elmira College  
M.A., West Virginia University

- Leslie J. Hines (1985)  
*Secretary, PORTfolio Assistant*

### Center for Sacred Music

- Sandra Billy (1995)  
*Director of the Center for Sacred Music  
& Artistic Director of the VWC Concert Series*  
B.S., Old Dominion University  
B.S., M.S., LaSalle University

### Center for the Study of Religious Freedom

- Paul B. Rasor (2005)  
*Director of Center for the Study of Religious Freedom*  
B.M., J.D., University of Michigan  
M.Div., Harvard Divinity School  
Ph.D., Harvard University
- Ann P. Shappell (1980)  
*Assistant to the Director of the  
Center for the Study of Religious Freedom*  
B.A., Virginia Wesleyan College

### Hofheimer Library

- Jan S. Pace (1991)  
*Director of Library*  
B.A., Northern Arizona University  
M.S.L.S., University of Pittsburgh
- Arianne K. Avery (2006)  
*Inter-Library Coordinator*  
B.A., Virginia Wesleyan College
- Sandra S. Brooks (1973)  
*Director of Library and Technical Services*  
B.A., Alma College  
M.A., University of Virginia
- Patricia H. Clark (2001)  
*Reference Librarian*  
B.A., University of California, Los Angeles  
M.L.S., Catholic University of America
- Karen Devereaux (1992)  
*Circulation Supervisor*  
B.S., Old Dominion University
- Karen Hill (1988)  
*Assistant, Audio Visual Department*
- Michelle Mack (2006)  
*Library Assistant for Cataloging*  
A.S., Tidewater Community College  
B.A., Old Dominion University
- Donna Mitchell (2006)  
*Reference Librarian*  
B.G.S., University of Kansas  
M.S.L.I.S., Drexel University
- Meagan P. Storey (2006)  
*Reference Librarian*  
B.A., James Madison University  
M.S., Florida State University  
M.A., Old Dominion University

**Institutional Technology**

Robin A. Takacs (1996)  
*Coordinator of Institutional Technology*  
 B.A., Russell Sage College  
 M.A., Fairfield University

**International and Intercultural Programs**

Lena Johnson (2003)  
*Director of the Office of International and Intercultural Programs*  
 B.A., Virginia Wesleyan College

**Learning Center**

Carol V. Johnson (1985)  
*Director of Writing Center*  
 B.A., M.A., Eastern Illinois University  
 D.A., Illinois State University

Anne Fansher (2003)  
*Assistant to the Director of the Writing Center and the Learning Center*  
 B.A., M.A., Columbia International University

Genai L. Hill (2006)  
*Director of Tutoring and Placement Reporting*  
 B.A., Virginia Wesleyan College

Fayne C. Pearson (1987)  
*Assistant to the Dean of the College, Director of the Learning Center and Disabilities Services*  
 B.A., University of North Carolina at Greensboro  
 M.A., University of Richmond  
 M.Ed., University of North Carolina at Chapel Hill

Linda Sykes (1995)  
*Learning Center Assistant*  
 B.A. Campbell College

Althia V. Woodson-Robinson (1980)  
*Director of Academic Skills Program*  
 B.A., Hampton University  
 M.Ed., St. Lawrence University

**Programs**

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

Daniel S. Margolies (2000)  
*Director of Winter Session*  
 B.A., Hampshire College  
 M.A., Ph.D., University of Wisconsin-Madison

Stuart C. Minnis (2001)  
*Director of General Studies*  
 B.S., M.S., Texas Christian University  
 Ph.D., University of Kansas

**Registrar**

Barbara S. Adams (1989)  
*Registrar*  
 B.S., Carson-Newman College  
 M.S., University of Arkansas

Christine M. Creameans (2007)  
*Administrative Assistant*

Julie A. Houghton (2002)  
*Administrative Assistant*

Sharon L. Wilson (1980)  
*Assistant Registrar*  
 B.A., Virginia Wesleyan College

**Women's Resource Center**

Sharon L. Payne (1993)  
*Director of Women's Resource Center*  
 B.S., Ursinus College  
 M.S.W., Smith College School for Social Work  
 L.C.S.W., C.S.A.C.

**Business Affairs**

Cary A. Sawyer (1994)  
*Vice President for Finance*  
 B.S., Virginia Polytechnic Institute and State University  
 C.P.A.

Elaine Aird (1988)  
*Assistant Director of Business Operations*  
 B.A., Virginia Wesleyan College  
 M.A., Norfolk State University

Oreleah Barham (1998)  
*Collections and Loan Compliance Coordinator*

Amy Dudley (1999)  
*Secretary and H.R. Assistant*

Audrey Gluck (1984)  
*Payroll Manager*

Ruthanne Mullin (1984)  
*Accounts Payable Bookkeeper*  
 B.A., Virginia Wesleyan College

Teresa C. Rhyne (1992)  
*Director of Accounting/Budget Coordinator*  
 B.A., Virginia Wesleyan College

Ronda L. Rothwell (2003)  
*Business Office Cashier*

Lindsay A. Sands (2001)  
*Student Accounts Coordinator*

Bruce F. Vaughan (1999)  
*Vice President of Business Operations*  
 B.S., University of Maryland  
 M.A., Central Michigan University

**Human Resources**

Barbara K. Fried (1995)  
*Director of Human Resources*  
 B.S., Miami University (Ohio)  
 SPHR

**Auxiliary and Customer Services**

Renate Thurman (1980)  
*Manager, Scribner Bookstore*  
 B.A., Virginia Wesleyan College

Kimberly Brown (2000)  
*Assistant Manager, Scribner Bookstore*

Argina Fernandez (2005)  
*Mail Clerk*

Mary Moody (2001)  
*Cashier, Scribner Bookstore*  
 B.A., Mary Washington College

- Thelma Muhlenbruch (1990)  
*Mail Services Clerk*
- Diana Myers (1989)  
*Switchboard Operator/Receptionist*
- Anita Soderberg (1981)  
*Cashier, Scribner Bookstore*
- Jessica West (2007)  
*Switchboard Operator/Receptionist*  
B.A., Virginia Wesleyan College
- Tia Whitehurst (2002)  
*Copy Center Specialist*
- Midge Zimmerman (1999)  
*Mail and Copy Center Manager*

## Computer Services Department

- Jack Dmoch (1999)  
*Director of Technology*  
B.S., Virginia Polytechnic Institute and State University
- John D. Aird (1997)  
*Senior Technology Specialist*
- James Baker (1999)  
*Computer Services Technical Support Coordinator*  
B.S., University of Central Oklahoma
- Gregory Baptiste (2001)  
*Computer Programmer*  
B.S., Old Dominion University
- Terry Critser (2003)  
*Technology Technician*  
ECPI
- Bruce Eldridge (2000)  
*Manager of Administrative Computing Systems*  
B.S., B.S.C.S., Old Dominion University  
M.A., The George Washington University
- Lydia N. Ingrassia (2006)  
*Web Master*  
B.F.A., Virginia Polytechnic Institute and State University
- Donald Stauffer (1997)  
*Computer Programmer*  
B.S., M.B.A., Ohio State University
- Marcia J. Williams (1997)  
*Network Manager*  
B.A., Saint Leo College  
M.P.A., Troy State University

## Test Center

- Jane B. Kiefer (1996)  
*Test Center Manager*
- Debra MacDougall (2005)  
*Test Center Administrator*

## Food Services

- Timothy Lockett  
*Director of Dining Services*
- Eric P. Samuelson  
*Executive Chef*  
A.O.S. Culinary Institute of America
- Vicki Kassick  
*Director of Catering*  
Associate in Culinary Arts, International Culinary Academy

## Physical Plant

- David Hopper (1994)  
*Director of the Physical Plant*
- Michael A. Rigby  
*Director of Housekeeping and Grounds*  
B.S., Pennsylvania State University  
M.S., Edinborough State University
- Virginia Videll (1998)  
*Assistant Director for Conferences and Special Events*  
B.A., Virginia Wesleyan College

## Grounds

- Kathleen Bartkus (2004)
- Marylee Bowen (2006)
- Kent Brown (2006)
- Robert Krauss (2006)
- James Losey (2005)
- Frederick Swift (2007)
- Robert Taylor (1998)

## Housekeeping

- Sandra Blankenship (2004)
- Bernice Bledsoe (1992)
- Emika Bridgers (2005)
- Maria Clemons (2002)
- Anthony Daniels (1996)
- Gail Felder (2004)
- Charlotte Hall (2006)
- Tina Martin (1991)
- Mary McKennelly (1988)
- Brenda Moore (1992)
- Margie Murray (2000)
- Nancy Napper (1987)
- Shirley Pitchford (1991)
- Sheila Rouson (1987)
- Daniel Ruffin (1998)  
*Supervisor*
- Rosetta Snead (2001)
- Betty Spence (2005)
- Portia Spence (2001)
- Harold Stallings (2005)
- Deborah Ware (1991)
- Malasia Williams (1999)
- Joyce Young (1990)

## Maintenance

- Kent Algire (1991)
- Millard Bridgers (1996)
- Alan Brown (1997)
- Gale Carter (1989)  
*Secretary/Work Center  
Coordinator*
- Robert Carl (2006)
- Joseph Dykin (2005)
- Kevin Hafner (2003)
- Chris James (1990)
- Thomas June (2006)
- Timothy Martin (2006)
- Steven Sparks (1998)
- Andrew Weaver (2002)
- Frank White (1998)

## College Advancement

- Jack Sims (2004)  
*Vice President for College Advancement*  
B.A., Morehead State University  
M.P.S., Western Kentucky University
- Theresa L. Barker (1986)  
*Benefactor Coordinator*  
B.A., Indiana University of Pennsylvania
- Laura Chapman (2006)  
*Assistant Director for Annual Giving*  
B.A., Virginia Wesleyan College
- Christopher M. Dagley (2004)  
*Director of Annual Giving*  
B.A., Christopher Newport University
- Teri Eddleman (2006)  
*Manager, College Advancement*
- Phyllis Fedele (2004)  
*Business Manager for College Advancement*  
A.A.S., Commonwealth College
- Sheri Higgason (2005)  
*Development Assistant for Gifts*
- Victoria Holliday (2005)  
*Assistant Director for Development and Special Events*  
B.A., Virginia Wesleyan College

- Tricia Hudson-Childers (2004)  
*Director of Development*  
 B.A., George Mason University
- Sherry McDonald (2003)  
*Director of Prospect Research*  
 B.A., College of William and Mary
- Louise Nolff (1998)  
*Development Assistant for Data*
- Phillip E. Perdue (2004)  
*Associate Vice President for College Advancement*  
 B.A., Indiana University  
 M.D.A., Virginia Commonwealth University
- Judi A. Sands (1999)  
*Administrative Assistant to the  
 Vice President for College Advancement*
- Suzanne M. Savage (2004)  
*Assistant Vice President for College Advancement*  
 B.A., Emory University

**Alumni Office**

- Beth Clarke (2006)  
*Director of Alumni Relations*  
 B.A., Virginia Wesleyan College  
 M.A., College of William and Mary
- Lisa Black (2006)  
*Assistant Director of Alumni Relations*  
 B.S., Mary Baldwin College

**Church Relations**

- Patrick L. Gainer (2006)  
*Director of Church Relations and Stewardship*  
 B.A., Virginia Wesleyan College

**College Communications**

- Rebecca L. Desjardins (2003)  
*Executive Director of College Communications*  
 B.A., Virginia Wesleyan College
- Christine Hall (2005)  
*Associate Director of College Communications/Design Manager*
- Janice Marshall-Pittman (2006)  
*Assistant Director of College Communications/Project Manager*  
 B.F.A., Virginia Commonwealth University
- Megan Zirkle  
*Assistant Director of College Communications/Lead Writer*  
 B.A., Virginia Wesleyan College

**Enrollment Management**

- Richard T. Hinshaw (1997)  
*Vice President for Enrollment Management  
 and Dean of Admissions*  
 B.A., Mars Hill College
- Charlene Bess (2000)  
*Records Manager*
- Judy Coyne (1997)  
*Records Manager*
- Kisha Dodson (2006)  
*Office Manager*  
 B.A., Bennett College for Women
- Bladen Finch (2003)  
*Assistant Director of Admissions*  
 B.A., Virginia Wesleyan College
- Sara E. Gastler (1997)  
*Director of Admissions*  
 B.A., Virginia Wesleyan College

- Angie Hawkins (2001)  
*Director of Financial Aid*  
 B.S., Hampton University
- Mary L. Holland (1996)  
*Financial Aid Secretary*
- Katherine Poffenbarger (2006)  
*Admissions Counselor*  
 B.A., Virginia Wesleyan College
- Marietta Pugliese (2007)  
*Receptionist*
- Amber Randolph (2006)  
*Admissions Counselor*  
 B.A., Virginia Wesleyan College
- Karen Sprague (2007)  
*Assistant Director of Financial Aid*  
 B.S., Old Dominion University
- Megan Ulanich (2006)  
*Admissions Counselor, p.t.*  
 B.A., Virginia Wesleyan College
- Alexandra Vizzier (2006)  
*Admissions Counselor*  
 B.A., Mary Washington College  
 M.A., University of North Carolina, Greensboro
- Tanya Williams (2000)  
*Associate Director of Admissions*  
 B.A., James Madison University

**Student Affairs**

- David E. Buckingham (1982)  
*Vice President for Student Affairs and Dean of Students*  
 B.S., Campbell College  
 M.A., Old Dominion University
- Keith Moore (1999)  
*Associate Vice President of Student Affairs  
 and Institutional Assessment Coordinator*  
 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
- Kristen L. Whalen (2000)  
*Assistant Dean of Students for Student Activities and Greek Life*  
 B.S., M.Ed., Virginia Polytechnic Institute  
 and State University

**Athletic Department**

- Sonny A. Travis (1989)  
*Director of Athletics and Men's Soccer Coach*  
 B.S., Slippery Rock University  
 M.A., University of North Carolina-Chapel Hill
- Francesca Amasia (2005)  
*Women's Lacrosse, Coach*  
 B.A., Syracuse University  
 M.S.Ed., St. Bonaventure University
- C. Nick Boothe (1986)  
*Baseball Coach*  
 B.S., Old Dominion University
- Jeffrey Bowers (2000)  
*Assistant Athletic Director and Women's Soccer Coach*  
 B.S., York College

- John Brinkman (2002)  
*Director of Men's and Women's Tennis*  
B.S., M.A., Duquesne University
- Stephanie S. Dunmyer (2003)  
*Women's Basketball Coach*  
B.A., Kenyon College  
M.Ed., Ashland University
- Amy M. Dunleavy (2004)  
*Head Athletic Trainer*  
B.S., Roanoke College  
M.S.Ed., Old Dominion University
- Christian M. Francis (2002)  
*Assistant Baseball Coach*  
B.S., Ithaca College
- Andrea Hoover (2007)  
*Head Women's Basketball Coach*  
B.S., Slippery Rock University  
M.A., Marietta College
- Shelly T. Hunter (2004)  
*Office Manager*  
B.A., Virginia Wesleyan College
- M. Brandon Kirtley (2005)  
*Assistant Athletic Trainer/Strength and Conditioning Coordinator*  
B.S., Longwood University
- Mathew Littleton (2004)  
*Cross Country Coach*  
B.A., North Central College
- David M. Macedo (1998)  
*Men's Basketball Coach*  
B.A., M.S., Wilkes University
- Michael McFarland (2005)  
*Assistant Men's Soccer Coach*  
B.S., Virginia Wesleyan College
- Joanne M. Renn (1994)  
*Associate Athletic Director and Assistant Tennis Coach*  
*Sr. Woman's Administrator*  
B.S., Old Dominion University  
M.S., Troy State University
- Joshua P. Stewart (2002)  
*Head Men's Lacrosse Coach*  
B.A. Hampden-Sydney College
- Joseph Wasiluk (2001)  
*Sports Information Director*

**Campus Center**

- Lina H. Green (1988)  
*Associate Dean of Students and Director of Batten Center*  
B.S., M.Ed., Western Carolina University
- William Harrell (2001)  
*Assistant Director of Batten Center and*  
*Director of Aquatics & Fitness*  
B.A., Virginia Wesleyan College
- Douglas A. Kennedy (1988)  
*Associate Dean for Campus Recreation*  
B.S., University of Delaware  
M.S.Ed., Southern Illinois University  
Ed.D., Temple University

**Campus Security**

- Jerry Mance (2007)  
*Director of Security*
- C. J. Sholler (2005)  
*Administrative Assistant*  
B.S., St. Cloud University

**Security Patrol Officers**

- |                                |                               |
|--------------------------------|-------------------------------|
| Moses Alston (1984)            | William Johnson (2007)        |
| Terrance Baker (2007)          | Jucoby Kinchen (2005)         |
| Paul Denver (Sgt.) (2004)      | Ronald McFarland (2003)       |
| Victor F. Dorsey (Sgt.) (2005) | Darron Muney (2002)           |
| Scott Fielder (2005)           | David Noles (2007)            |
| Willie Freeman (2005)          | Dwayne Perry (2005)           |
| Franklin Green (2001)          | Jason Pierce (2007)           |
| John Gross (2006)              | Terry Robertson (1995)        |
| Steven Hamill (2007)           | Russell Taliaferro (2005)     |
| Charles Hobbs (2006)           | John Tolson (2006)            |
| Thomas Hoster (Sgt.) (2002)    | Emmanuel White (Capt.) (1999) |
| Jonathan Johnson (2006)        |                               |

**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)  
*Assistant Director of Student Counseling Services*  
B.A., Averett College  
M.S.W., Virginia Commonwealth University

**Health Services**

- Mary A. Cureton, R.N. (1993)  
*Director of Health Services*  
Beth Israel School of Nursing
- Melissa K. Patterson, R.N. (2003)  
*Staff Nurse*

**Residence Life**

- Carolyn Hughes (2004)  
*Assistant Dean of Students and*  
*Director of Residence Life*  
B.S., Towson University
- Jennifer Scott (2006)  
*Office Manager, Coordinator of Student Housing*  
B.S., Emman's Bible College

 **STAFF EMERITI**

The first date in parentheses indicates the year of appointment to the instructional staff; the second date indicates the year of retirement.

- James R. Bergdoll (1966-1998)  
*Vice President for College Relations and Development*  
B.A., Randolph-Macon College  
M.A., American University
- William T. Joseph (1966-2006)  
*Vice President for Business Affairs*  
A.B., East Carolina University  
M.B.A., Old Dominion University
- Stephen S. Mansfield (1968-2006)  
*Vice President for Academic Affairs and*  
*Kenneth R. Perry Dean of the College*  
A.B., The College of William and Mary  
M.A., Ph.D., University of Virginia



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