



# UNIVERSITY OF LYNCHBURG CATALOG

One Hundred Twenty-First Session 2023-24  
Lynchburg, Virginia 24501-3113

Thank you for your interest in our undergraduate programs at the University of Lynchburg. This catalog represents the most current information available at the time of publication for the academic year indicated on the cover. However, the University may elect to make changes in the curriculum regulations or other aspects of this program. Thus, the provisions of this catalog are not to be regarded as an irrevocable contract between the University and the student.

**University of Lynchburg**  
**Lynchburg, VA 24501-3113**  
**434.544.8100**

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**FALL SEMESTER 2023**

**ACADEMIC CALENDAR**

	M	T	W	R	F	S
Aug				24	25	
Aug/Sept	28	29	30	31	1	
	4	5	6	7	8	
	11	12	13	14	15	
	18	19	20	21	22	
	25	26	27	28	29	
Oct	2	3	4	5	6	
	9	10	11	[12]	[13]	
	16	17	18	19	20	
	23	24	25	26	27	
Oct/Nov	30	31	1	2	3	
	6	7	8	9	10	
	13	14	15	16	17	
	[20]	[21]	[22]	[23]	[24]	
Nov/Dec	27	28	29	30	1	
	4	5	6	7	8	
	(11)	(12)	(13)	(14)	(15)	(16)

Calendar Code:  
 [#] = Holiday, No Classes  
 RD = Reading Day  
 (#) = Examination Day

**CALENDAR OF EVENTS**

August	24.....	First Day of Classes
	31.....	End of Add Period
September	14.....	End of 3 week Withdrawal Period
	21.....	Pass/Fail Deadline
October	11.....	Mid-semester
	12-15.....	Midterm Vacation
	20-22.....	Homecoming Weekend and Parents and Family Weekend
November	2.....	End of 10 week Withdrawal Period
	18-26.....	Thanksgiving Break
December	8.....	Last Day of Classes
	11-16.....	Examination Period
Dec 18 - Jan 19	.....	J Term (Optional)
January	19.....	January Degree Granted Date



### SPRING SEMESTER 2024

#### ACADEMIC CALENDAR

	M	T	W	R	F	S
Jan	22	23	24	25	26	
Jan/Feb	29	30	31	1	2	
	5	6	7	8	9	
	12	13	14	15	16	
	19	20	21	22	23	
Feb/Mar	26	27	28	29	1	
	4	5	6	7	8	
	[11]	[12]	[13]	[14]	[15]	
	18	19	20	21	22	
	25	26	27	28	29	
April	1	2	{3}	4	5	
	8	9	10	11	12	
	15	16	17	18	19	
	22	23	24	25	26	
May	29	30	1	2	3	
	6*	RD	(8)	(9)	(10)	(11)
	(13)	(14)	15	"16"		

Calendar Codes: [#] = Holiday, No Classes  
 {#} = Student Scholar Showcase & Assessment Day, No Classes  
 \* = Wednesday Classes will meet on May 6  
 RD = Reading Day  
 (#) = Examination Day  
 “#” = Commencement

#### CALENDAR OF EVENTS

January	22	First Day of Classes
	29	End of Add Period
February	9	End of 3 week Withdrawal Period
	16	Pass/Fail Deadline
March	8	Mid semester
	9-17	Midterm Vacation
April	3	Student Scholar Showcase & Assessment Day
	5	End of 10-week Withdrawal Period
	5	Academic Awards Ceremony
	20-22	Westover Alumni Society Weekend
May	6	Last Day of Classes
	8-14	Examination Period
	14	May Degree Granted Date
	16	Commencement

#### Summer Session 2024

May 20 – August 9	Summer Session (Optional)
August 9	August Degree Granted Date

## AN INTRODUCTION TO THE UNIVERSITY OF LYNCHBURG

### Mission

The University of Lynchburg, a private coeducational institution founded in 1903 in covenant with the Christian Church (Disciples of Christ), offers distinctive undergraduate and graduate programs that reflect its commitment to teaching and learning, scholarship, and service to the broader community. The mission of the University of Lynchburg is to develop students with strong character and balanced perspectives and to prepare them for engagement in a globally diverse society and for effective leadership in the civic, professional, and spiritual dimensions of life.

The University of Lynchburg provides its students with a wide range of rigorous educational experiences delivered through multiple modes of instruction. Undergraduate programs are grounded in the liberal arts, enhanced by professional studies, and nurtured by a residential community. Further, the University's quality graduate programs respond to identified community needs, advance scholarship in the disciplines, and promote student career goals. The University of Lynchburg extends its reach beyond the campus through experiential learning, culturally diverse opportunities, and service by sharing the expertise and commitment of faculty, staff, and students with the broader community.

In support of its mission, the University of Lynchburg is an academic community that:

- fosters a student-centered environment
- develops the breadth of knowledge associated with liberal education
- develops depth of knowledge and promotes focused inquiry in academic disciplines
- respects and supports diversity, equity, and inclusion
- values and celebrates diverse faith traditions
- sustains close working relationships among faculty, staff, students, alumni, and community partners

### Institutional Values

In keeping with the traditions of University of Lynchburg and consistent with our relationship with the Christian Church (Disciples of Christ), the University affirms its commitment to a set of core values that inform the work of the University, ensuring that our planning and programs embody principles that help us offer educational experiences of the highest quality.

- **Academic Rigor:** students and faculty meet high standards of academic excellence, intellectual honesty, and commitment to open inquiry
- **Active Learning:** students take responsibility for developing themselves into lifelong learners; faculty foster that development, while modeling their own commitment to learning through scholarly and creative activities
- **Commitment to Success:** our programs, advising, and services provide students with the guidance and support they need in order to successfully complete their education at University of Lynchburg
- **Integrity:** our policies and procedures, our treatment of one another, and our own behaviors demonstrate a commitment to fairness, honesty, and principle
- **Diversity:** our community benefits from the contributions of individuals from a variety of intersecting identities, such as ethnicities, nationalities, sexualities, religions, spiritualities, ages, and diversity of thought
- **Community:** we work to strengthen a sense of community on campus, to foster active engagement with the larger Lynchburg community, and to maintain mutually beneficial connections with our alumni
- **Wellness:** we strive to foster the well-being, in its many forms, of the members of the University community
- **Sustainability:** Everyone benefits when we recognize and act upon our environmental obligations to future generations.

### Accreditation

The University of Lynchburg is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, master's, and doctoral degrees. Questions about the accreditation of the University of Lynchburg may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, or by calling 404.679.4500, or by using information available on SACSCOC's website ([www.sacscoc.org](http://www.sacscoc.org)).

All other inquiries about the University should be directed to the University of Lynchburg, (1501 Lakeside Drive, Lynchburg, Virginia 24501-3133 or 434.544.8100) not the Commission.

The University of Lynchburg is authorized to operate in the Commonwealth of Virginia through the State Council of Higher Education for Virginia, 101 N. 14th Street, 10th FL, James Monroe Bldg. Richmond, VA 23219 or telephone 804. 225.2600.

The College of Business at the University of Lynchburg is accredited by the Accreditation Council for Business Schools and Programs, (11520 West 119th Street, Overland Park, KS 66213 or 913.339.9356) based on standards that require the school to demonstrate teaching excellence.

The Virginia Board of Education (P.O. Box 2120, Richmond, VA 23218 or 804.225.2522) accredits the university's educator preparation programs.

The Nursing Department is approved by the Virginia State Board of Nursing (9960 Maryland Drive, Suite 300, Henrico, VA 23233-1463 or 804.367.4515) and accredited by the Commission on Collegiate Nursing Education (655 K Street, NW, Suite 750, Washington, DC 20001 or 202.887.6791).

The Exercise Physiology program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP at 9355 113th St. N, #7709, Seminole, FL 33775 or 727.210.2350) as an Exercise Science program.

The University of Lynchburg is an accredited institutional member of the National Association of Schools of Music (NASM, 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190-5248 or 703.437.0700).

The Graduate Counseling Programs are accredited through the Council for Accreditation of Counseling & Related Educational Programs (CACREP, 500 Montgomery Street, Suite 350, Alexandria, VA 22314 or 703.535.5990).

The Doctor of Physical Therapy program at the University of Lynchburg is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: 800-999-2782; email: [accreditation@apta.org](mailto:accreditation@apta.org). CAPTE information is found at [www.capteonline.org](http://www.capteonline.org).

The Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA, 12000 Findley Road, Suite 275, Johns Creek, GA 30097 or 770.476.1224 ) has granted Accreditation-Continued status to the University of Lynchburg Physician Assistant Program sponsored by University of Lynchburg. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards. Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be March 2029. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy.

The State Council of Higher Education for Virginia has approved University of Lynchburg for participation in the State Authorization Reciprocity Agreements (SARA).

The University of Lynchburg is approved for payment of educational benefits for veterans by the Virginia Department of Veterans Services - State Approving Agency.

### History

The University of Lynchburg was founded as Virginia Christian College in 1903 by Dr. Josephus and Sarah Hopwood, pioneers in Christian coeducation.

They established one of the oldest coeducational colleges in Virginia, with the support of ministers and businessmen associated with the Christian Church (Disciples of Christ), a denomination that welcomes dialogue with people of all faiths.

While serving as president of Milligan College in Tennessee, Hopwood was approached about starting a college in Lynchburg, Virginia, on the site of a former resort, the Westover Hotel. Impressed by the resort's setting, he declared, "Boys, we'll take it." He purchased the site on April 18, 1903, his 60th birthday.

The stately, gray hotel was renamed Westover Hall, and it served as a multipurpose facility with dormitories, offices, classrooms, dining hall, and a chapel. The College began its first year with 11 faculty members and 55 students, and the first graduating class consisted of five men and three women. Today, the University of Lynchburg has about 180 full-time faculty members and about 2,600 undergraduate and graduate students from throughout the United States and around the world.

In 1909, the College completed construction on its first academic building, Main Hall (later renamed Hopwood Hall), and Carnegie Hall, a men's residence hall partially funded by a gift from industrialist and philanthropist Andrew Carnegie. A decade later, Virginia Christian College changed its name to Lynchburg College, a reflection of its student recruitment and fundraising expanding beyond Virginia.

The campus master plan envisioned buildings in an elliptical pattern around the Dell. Hopwood Hall (1909) and Snidow Chapel (1966) were built at the east and west ends of the ellipse, symbolizing Hopwood's guiding principles of faith and reason. Elliot & Rosel Schewel Hall (originally Centennial Hall) completed the ellipse in 2005.

The period from 1964 to 1983 saw the largest building expansion in the institution's history, increasing the number of major buildings on campus from nine to 19. The academic program grew in that same period, and the first graduate programs were added in 1964. The growth of academic programs was a major step in the College's evolution to a university.

In 1998, Claytor Nature Center was created on a farm in Bedford County, donated by the late A. Boyd Claytor III. Used for research, education, and recreation, the 491-acre center is home to Belk Astronomical Observatory, an education building, an herbarium, an eco-lodge, a campsite, and hiking trails.

The University entered a new phase of growth in 2003. In addition to major projects, such as the construction of Schewel Hall and the \$12-million renovation of Drysdale Student Center (2014), the University extended campus housing to include many homes in the surrounding neighborhood, as well as new, on-campus townhouses. Additionally, several sustainability programs have helped the University protect the environment even as it has grown. In 2021, the University of Lynchburg became the first institution of higher education in Virginia to declare carbon neutrality.

In 2011, Lynchburg College entered into a partnership with Historic Sandusky, a nearby historic home known for its role in the Civil War Battle of Lynchburg. The University now owns and operates the historic site.

In 2007, the board of trustees adopted a plan to develop more graduate health sciences programs. The faculty soon approved the Doctor of Physical Therapy, the institution's first doctoral program. Today, the University also offers a Doctor of Education in Leadership Studies and a Doctor of Medical Science, one of the first doctoral degrees for physician assistants in the U.S. The University also offers 14 master's degree programs and several graduate certificates.

While expanding its graduate programs and preprofessional offerings, the institution has maintained its commitment to the liberal arts, believing that the two areas of study support each other. In 2017, the faculty passed a major revision to general education, streamlining requirements and calling for the creation of new, interdisciplinary seminar courses.

The varsity athletic program includes 24 teams for men and women, which have won more than 180 Old Dominion Athletic Conference titles. More than 260 student-athletes have been named All-Americans. In 2023, the men's baseball team won the NCAA Division III championship, the second national championship in the history of the University. The first was the women's soccer team in 2014. Students also enjoy intramural and club sports.

The institution is nationally recognized for offering quality educational opportunities while building the character and leadership ability of its students. The University of Lynchburg is one of only 44 nationwide "Colleges That Change Lives" and one of about 65 institutions nationwide selected to participate in the Bonner Leader Program.

In 2016, the board of trustees adopted Vision 2020+, a strategic plan focused on making the institution a national leader in student engagement in academics, athletics, and leadership. It called for new investment in facilities and infrastructure, as well as academic and athletic programs.

A few months later, the board voted to change the institution's name to University of Lynchburg, acknowledging more than a century of growth and evolution. The official name change occurred in 2018. In 2022, the University adopted a new strategic plan, "Reimagine the Lynchburg Experience." The new plan builds on Vision 2020+ and puts a spotlight on the student experience.

The University of Lynchburg continues to lead the way in educational opportunities, standing as a tribute to the Hopwoods' pioneering spirit.

### University of Lynchburg Presidents

Dr. Josephus Hopwood (1903-1911)  
 Dr. S.T. Willis (1911-1912)  
 G.O. Davis (1912-1914)  
 George P. Coler (Acting, 1914-1915)  
 Dr. John T. Hundley (1915-1936)  
 Dr. Riley B. Montgomery (1936-1949)  
 Dr. Orville W. Wake '32 (1949-1964)  
 Dr. M. Carey Brewer '49 (1964-1983)  
 Dr. George N. Rainsford (1983-1993)  
 Dr. Charles O. Warren (1993-2001)  
 Dr. Kenneth R. Garren (2001-2020)  
 Dr. Alison Morrison-Shetlar (2020-present)

### The Campus

Located on 264 acres in the heart of Lynchburg, Virginia, the University of Lynchburg's beautifully landscaped campus is a showplace. More than 40 buildings, many of Georgian Revival-style architecture, grace the campus with the Blue Ridge Mountains forming the western skyline. A small lake, bordered by wooded hills, is part of an original forest of oak, poplar, pine, and dogwood. In nearby Bedford County, Claytor Nature Center sits at the foot of the Blue Ridge with a spectacular view of the Peaks of Otter. The Health Sciences Building on Monticello Avenue is a 10-minute walk from the main campus and houses the Doctor of Physical Therapy and PA Medicine programs.

### Buildings and Facilities

Carnegie Hall, 1909  
 Hopwood Hall (formerly Main Hall), 1909  
 Hall Campus Center (formerly Memorial Gymnasium), 1923, renovated 1980  
 Hundley Hall, 1954  
 Knight-Capron Library, 1954, Capron addition in 1969  
 Hobbs-Sigler Hall, 1959, laboratory wing added 1993, renovated 1995  
 Freer Hall, 1963  
 Shackelford Hall, 1963

Crews and Reynolds Courts, 1964  
 Snidow Chapel-Hebb Music Center, 1966  
 Tate Hall, 1967  
 Drysdale Student Center (formerly Burton Student Center), 1968, renovated and expanded 2014  
 Turner Gymnasium, 1969, renovated 2000  
 Wake Field House, 1969  
 Montgomery Hall, 1970  
 Dillard Fine Arts Center, 1974  
 Walker Alumni House, 1985  
 McMillan Nursing Building, 1987  
 Thompson-Polloway Education Building, 1987, renovated 2009  
 Beaver Point Clubhouse, 1990  
 Daura Museum of Art, 1990, addition 1995  
 Garren Victory Bell Tower, 1993  
 A. Boyd Claytor III Education and Research Facility, 2003  
 Brewer, Rainsford, and Warren townhouses, 2003  
 Bullard and Huston townhouses, 2004  
 Elliot & Rosel Schewel Hall, 2005  
 Peakview Hall, 2005  
 Moon Field, renovated 2006, 2007  
 Belk Astronomical Observatory, 2007  
 Shellenberger Field, renovated 2007  
 Health Sciences Building, 2010  
 Chandler Eco-Lodge, 2014  
 Historic Sandusky, 2016  
 Westover Hall, 2019  
 Fox Field  
 Psychology Building  
 Claytor Nature Center, 1998  
 Jack M. Toms '69 Track, 2006  
 Davis House

#### Academic Sessions

##### Fall and Spring Semesters

The University operates under the semester system, with a yearly schedule indicated by the University calendar.

##### Winter Term

A voluntary term during the winter break provides on-campus and online opportunities for pursuit of a selection of courses.

##### Summer Session

The Summer Session offers opportunity for acceleration of degree programs, pursuit of courses with particular appeal, and opportunity to remedy deficiencies. Detailed information about summer sessions is available at <https://www.lynchburg.edu/academics/courses/summer-school/>.

#### Inclusion Statement

The University of Lynchburg is dedicated to inclusive excellence. In alignment with the Disciples of Christ Identity Statement and Principles, we celebrate the diversity of our common life, affirming our different histories, realities, and identities. All belong here.

As a testament to our strong commitment to diversity, equity, and inclusion, we will attract and retain a diverse faculty, staff, and student body, foster belonging, and create a community that embraces civil discourse and accountability for our words and actions. The University of Lynchburg embraces diversity in its broadest sense and will cultivate an inclusive, equitable, and safe campus climate, grounded in respect, where all members of our diverse learning community can thrive.

#### Non-Discrimination Statement

The University of Lynchburg does not discriminate on the basis of race, color, national origin, sex, pregnancy (including childbirth or related medical conditions including lactation), marital status, veteran status, disability, age (40 and over), sexual orientation, gender identity, or religion in its programs and activities, including admission to and employment at the University of Lynchburg.

The University of Lynchburg is in compliance with Title IX of the Education Amendments of 1972, which prohibits discrimination based on sex in educational programs and activities, including employment and admission. (Prohibited discrimination based on sex includes sexual harassment and sexual violence.) For questions regarding University of Lynchburg's compliance with Title IX, please contact the Director of Title IX Compliance and Equal Opportunity Officer, located in 107 Hundley Hall, 1501 Lakeside Drive, Lynchburg, VA 24501; phone: 434.544.8482; email: [titleix@lynchburg.edu](mailto:titleix@lynchburg.edu).

Inquiries about the application of Title IX may also be referred to the Office for Civil Rights (OCR) at Office for Civil Rights, U. S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-1475; Telephone: 800.421.3481 or 202.453.6020; fax: 202.453.6021; TDD: 800.877.8339; and email: [ocr@ed.gov](mailto:ocr@ed.gov).

The University of Lynchburg is in compliance with Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination based on disability in admission, treatment, or Access to, or employment in its programs or activities. For questions regarding the University of Lynchburg's compliance with Section 504, please contact the Accessibility and Disability Resources Director in the Center for Accessibility and Disability Resources (2nd floor, Hall Campus Center), 1501 Lakeside Drive, Lynchburg, VA 24501; phone: 434.544.8687; email: [timmons.j@lynchburg.edu](mailto:timmons.j@lynchburg.edu).

The University of Lynchburg is in compliance with the Age Discrimination Act of 1975, which prohibits discrimination on the basis of age in its programs and activities. For questions regarding University of Lynchburg's compliance with the Age Discrimination Act, please contact the Director of Human Resources, (4th floor, Hall Campus Center), 1501 Lakeside Drive, Lynchburg, VA 24501; Telephone: 434.544.8215; [humanresources@lynchburg.edu](mailto:humanresources@lynchburg.edu).

#### Safety and Security Statement

An annual University of Lynchburg security report, available upon request from the Office of Enrollment Services, describes campus safety practices; crime statistics, reporting, and prevention education; and policies and education programs on alcohol, illegal drugs, and sexual assault.

## ACADEMIC PROGRAMS

The academic program of study at University of Lynchburg consists of four elements: general education designed to give students breadth of knowledge in the liberal arts; a writing enriched requirement to improve students' writing skills; a major field of study comprising one-third to one-half of the program and designed to provide in-depth knowledge in a single academic area; and electives which complete the remainder of the course of study. The academic majors offered lead to a bachelor of arts or a bachelor of science degree.

To graduate with a BA or BS degree students must complete a minimum of 124 semester hours of credit including General Education, Writing Enriched and Major requirements. Following is information detailing the General Education and Writing Enriched requirements. Courses may satisfy both requirement areas if they are listed for both.

### General Education at University of Lynchburg

One of the principal goals of liberal education is to prepare students for intellectually fulfilling and productive lives. To achieve this goal, the University requires that every student, regardless of major, satisfy General Education requirements which, taken as a whole, help students understand and appreciate certain broad subject areas that have long been associated with learning in liberal arts settings. In addition, General Education courses develop certain traits and abilities in students that enable them to succeed in whatever fields of endeavor they select after graduation. Finally, General Education courses instill in students an understanding of their own responsibility for continual intellectual development and a lifelong desire to continue building on the concepts learned in courses. Each of these factors is integral in assisting our students to become more productive citizens in an increasingly interrelated global society. The courses and other educational experiences in the General Education program reflect our beliefs that:

*General education liberates us. It frees us from the constraints of ignorance, unwarranted assumptions, and short-sightedness by developing our reasoning skills, our breadth of knowledge, and our ability to consider issues from multiple perspectives. General education equips us to understand our world and to pursue meaningful lives.\**

\* This statement includes portions of the Association of American Colleges and Universities' "Statement on Liberal Learning," published in 1999.

The DELL (Diverse, Engaged, Lifelong Learners) General Education Program prepares Lynchburg students for responsible engagement in a complex world. The DELL Program is built upon a curriculum organized within two components: The Lynchburg Experience Curriculum and the Areas of Study Curriculum. Within the Lynchburg Experience Curriculum, students take thematic integrative seminars in their first year and senior year that focus on fascinating and engaging topics, and take written and oral communication skills courses in their first year. The Areas of Study Curriculum contains nine categories that offer students a variety of ways to explore the connections between their major area of study and the complex world in which they live. The DELL Program is enhanced by the infusion of high impact practices throughout a student's Lynchburg experience, including experiential learning opportunities and the ePortfolio created during the first year.

### Integrative Seminars

A hallmark of the DELL Program are the thematic integrative seminars, which draw from and build upon the existing strengths and values already embedded in the Lynchburg experience. Each DELL 100-level, DELL 300-level, and DELL 400W-level seminar is designated with one of the four themes, which are listed in the course description portion of this catalog. Students are required to take two thematic seminars during their studies at Lynchburg: DELL 100-level First-Year Seminar or DELL 300-level Transfer Seminar, and DELL 400W Senior-Year Seminar.

### Global to Local Diversity Theme Seminars and Courses

Faculty teaching any undergraduate course at Lynchburg are able to seek approval for their course to receive designation for the Global to Local Diversity theme (the other three themes are only designated within the DELL 100-level, 300-level, and 400W-level seminars). Students are required to take at least one seminar/course designated with the Global to Local Diversity theme during their studies at Lynchburg. Students are welcome to take more than two thematic seminars/courses.

### ePortfolio

Lynchburg students will create their ePortfolios in DELL 100-level First-Year Seminar or DELL 300-level Transfer Seminar, and add to the ePortfolios throughout their General Education, major and minor programs of study, and general elective courses throughout their undergraduate studies at Lynchburg. Students complete their ePortfolios as a part of the problem-based integrative DELL 400W-level Senior-Year Seminar, during which students will consider complex and significant questions that they can expect to encounter in their lives as global citizens after graduation from the University of Lynchburg.

### Recommended Sequence of Courses for Students

#### First Year

- DELL 100-level First-Year Seminar (fall or spring; or DELL 300-level, for transfer students)
- ENGL 123W: College Writing Workshop (fall or spring)
- COMM 101: Argumentation and Advocacy (fall or spring)
- Language and Intercultural Competence (first in sequence in fall and second in sequence in spring)

#### Second Year

- Historical Interpretation (fall or spring)
- Quantitative Reasoning (fall or spring)
- Scientific Literacy (fall or spring)
- Social Scientific Literacy (fall or spring)

#### Second or Third Year

- Artistic and Creative Thinking (fall or spring)
- Ethics or Civic Engagement (fall or spring)
- Literary Analysis (fall or spring)
- Living Well (fall or spring)

#### Fourth Year

- DELL 400W-level Senior-Year Seminar (fall or spring)
- Any DELL General Education requirements not successfully completed in previous years

### Contacts for DELL General Education Program

*Inquiries about the DELL Integrative Seminars, the Global to Local Diversity Theme, and the Areas of Study Curriculum, and all other aspects of the DELL General Education Program*

- Contact Dr. Amy Merrill Willis, Interim Director of General Education, Coordinator of Integrative Seminars and LCSR.

*Inquiries about ENGL 123W and the Writing Enriched (WE) Program*

- Contact Dr. Leslie Layne, Coordinator of College Writing.

## **DELL Goals (Program-Level Assessment) & DELL Curriculum Components (Course-Level Assessment of SLOs) Linked to Goals**

In accordance with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Principles of Accreditation: Principles of Quality Enhancement, the DELL General Education Program provides the following information in order to demonstrate our ongoing commitment to preparing University of Lynchburg students for responsible engagement in a complex world through a general education Program grounded in the liberal arts and sciences education of Diverse, Engaged, Lifelong Learners.

SACSCOC Section 9: Educational Program Structure and Content, Part 3(c): “[The institution requires the successful completion of a general education component at the undergraduate level that...] ensures breadth of knowledge. These credit hours include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. These courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession.”

Based on the Student Learning Outcomes (SLOs) of the DELL General Education Program, and thus regardless of departmental affiliation of specific courses within a respective Area of Study:

- Courses in the Artistic and Creative Thinking Area of Study are classified as Humanities/Fine Arts Classes;
- Courses in the Historical Interpretation Area of Study are classified as Humanities/Fine Arts Classes;
- Courses in the Literary Analysis Area of Study are classified as Humanities/Fine Arts classes;
- Courses in the Social Science Literacy Area of Study are classified as Social/Behavioral Sciences courses;
- Courses in the Quantitative Reasoning Area of Study are classified as Natural Science/Mathematics courses; and
- Courses in the Scientific Reasoning Area of Study are classified as Natural Science/Mathematics courses.

One three-credit course is required from each of the aforementioned Areas of Study.

SACSCOC Section 8: Student Achievement, Part 2(b): “[The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:] b. Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs.”

The DELL General Education Program has five program goals, and each goal is measured by multiple DELL Curriculum Components (Student Learning Outcomes, or SLOs, within specific courses/seminars).

The DELL General Education Program Goals are:

1. Engaging the Mind through Development of Core Intellectual Skills
2. Experiencing Breadth of Knowledge
3. Exploring Global Perspectives
4. Expanding Social and Personal Responsibility
5. Integrating Learning

The following provides an overview of the course-embedded assessment (student learning objectives, or SLOs) of the DELL General Education Program, and as such illustrates their relationship to the five Program Goals. For more information about the DELL General Education Program, its curriculum, and its assessment, please contact Dr. Amy Merrill-Willis, Interim Director of General Education.

### **Goal 1: Engaging the Mind Through Development of Core Intellectual Skills**

DELL 100-level First-Year Seminar

- Four SLOs

DELL 300-level Transfer Seminar

- Four SLOs

DELL 400W-level Senior-Year Seminar

- Six SLOs

ENGL 123W College Writing Workshop

- Five SLOs

COMM 101 Argumentation and Advocacy

- Five SLOs

Quantitative Reasoning Area of Study

- Three SLOs

### **Goal 2: Experiencing Breadth of Learning**

Artistic and Creative Thinking Area of Study

- Five SLOs

Historical Interpretation Area of Study

- Five SLOs

Literary Analysis Area of Study

- Six SLOs

Scientific Literacy Area of Study

- Four SLOs

Social Science Literacy Area of Study

- Four SLOs

### **Goal 3: Exploring Global Perspectives**

Global to Local Diversity Theme Designation courses and seminars

Qualitative data

Language and Intercultural Competence Area of Study

- Three SLOs

### **Goal 4: Expanding Social and Personal Responsibility**

Living Well Area of Study

- Four SLOs

Civic Engagement category of Ethics or Civic Engagement Area of Study



- Four SLOs
- Ethics category of Ethics or Civic Engagement Area of Study
- Four SLOs

**Goal 5: Integrating Learning**

DELL 100-level (First-Year) Seminars and DELL 300-level (Transfer) Seminars

- SLO #1, Criterion 1 (only)

DELL 400W-level Senior-Year Seminar

- SLO #4, (only)

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## DELL GENERAL EDUCATION REQUIREMENTS

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Please note: A course used in one area of study cannot be used in any other areas of study within the DELL curriculum. Each course will only count in one area of study.

			<b>Hours</b>
<b>THE LYNCHBURG EXPERIENCE CURRICULUM</b>			<b>12</b>
COMM	101	Argumentation and Advocacy	
DELL	100-level	First-Year Seminar	
	or		
DELL	300-level	Transfer Seminar	
DELL	400W-level	Senior-Year Seminar	
^ENGL	123W	College Writing Workshop	
<b>ARTISTIC AND CREATIVE THINKING (one course required)</b>			<b>3</b>
ART	110	Introduction to Visual Art	
ART	118	Ceramics I	
ART	122	Sculpture I	
ART	154	Introduction to Graphic Design	
ART	156	Drawing: Techniques and Traditions	
ART	161	Plein Air Painting	
ART	162	Painting: Techniques and Traditions	
ART	166	Photography	
ART	205	20th Century Art and Contemporary Issues	
ART	266	Darkroom Photography	
COMM	104	Introduction to Media Technology	
COMM	229	Introduction to Film	
ENGL	205	Introduction to Creative Writing	
MUSC	100	Music Appreciation	
MUSC	102	World Music and Culture	
MUSC	103	Music Fundamentals	
MUSC	215	Jazz and the Origins of Rock Music	
PHIL	220W	Art, Truth, and Value	
SOCI	233	Music, Culture, and Representation	
THEA	101	Introduction to Theatre	
THEA	102	Introduction to Technical Theatre and Design	
THEA	120	Introduction to Dance	
<b>ETHICS OR CIVIC ENGAGEMENT (one course required from either category)</b>			<b>3</b>
Ethics Category:			
PHIL	204W	Ethics	
PHIL	224	Ethical Issues in Medicine	
PHIL	225	Environmental Ethics	
PHIL	226	Ethics of War	
POLI	112	Quest for Power	
RELG	211W	Comparative Religious Ethics	
SOCI	103	Social Problems	
Civic Engagement Category:			
AFRS	101	Introduction to Africana Studies	
CHEM	107	Chemistry in Society	
SOCI	209	Applied Sociology	
<b>HISTORICAL INTERPRETATION (Writing Enriched) (one course required)</b>			<b>3</b>
HIST	103W	Turning Points in World History	
HIST	105W	History of Disease and Medicine	
HIST	107W	The Need for Speed - The History of Endurance Sports	
<b>LANGUAGE AND INTERCULTURAL COMPETENCE (two sequential courses required)#</b>			<b>6</b>
ASL	101	American Sign Language I	
ASL	102	American Sign Language II	
ASL	201	Intermediate American Sign Language I	
ASL	202	Intermediate American Sign Language II	
GRMN	101	Elementary German I	
GRMN	102	Elementary German II	

			Hours
GRMN	201	Intermediate German I	
GRMN	202	Intermediate German II	
LATN	101	Elementary Latin I	
LATN	102	Elementary Latin II	
LATN	103	Elementary Latin I with Medical Terminology	
LATN	105	Elementary Latin II with Medical Terminology	
LATN	201W	Intermediate Latin I	
LATN	202W	Intermediate Latin II	
LATN	205W	Intermediate Latin I - Medical	
SPAN	101	Elementary Spanish I	
SPAN	102	Elementary Spanish II	
SPAN	201	Intermediate Spanish I	
SPAN	202	Intermediate Spanish II	
SPAN	205	Intermediate Spanish - Medical	

+Access INTERCULTURAL COMPETENCE PATHWAY OF THE LANGUAGE AND INTERCULTURAL COMPETENCE AREA OF STUDY  
Students take both seminars in sequential order, and ideally during the same academic year.

+ACCS	106	Intercultural Competence Seminar I
+ACCS	107	Intercultural Competence Seminar II

LITERARY ANALYSIS (WE) (one course required) 3

ENGL	201W	Literature and Culture I: Masterpieces from Antiquity Through the Renaissance
ENGL	202W	Literature and Culture II: Works from the Enlightenment to the Present
ENGL	291W	Literature and the Body: Textual and Cultural Explorations of Embodiment
ENGL	292W	Literature and Nature: Textual and Cultural Explorations of the Natural World
ENGL	293W	Literature and Justice: Textual and Cultural Explorations of Morality and Law
ENGL	294W	Literature and Place: Textual and Cultural Explorations of Landscape and Locality
LATN	208W	Classical Latin Literature in English Translation
RELG	213W	Reading, Gods, Words
SPAN	208W	Hispanic Literature in English Translation
THEA	212W	Theatre History and Literature II

LIVING WELL (one course required) 2

FIN	320	Financial Wellness after College
LVWL	100	21st Century Wellness
RELG	110	Lifelong Wellness Through Yoga and Meditation
RELG	115	Green Spirituality for Lifelong Wellness

QUANTITATIVE REASONING (one course required) 3

MATH	102	Precalculus
MATH	103	Calculus I
MATH	106	Liberal Arts Math
STAT	222	Introductory Statistics

SCIENTIFIC LITERACY (one course required) 4

BIOL	101	Biological Inquiry
CHEM	111	Fundamentals of Chemistry I
CHEM	127	The Chemistry of Life
ENVS	111	Environmental Science and Sustainability I
ENVS	112	Environmental Science and Sustainability II
PHYS	131	Physics of Sports
PHYS	141	College Physics I
PHYS	161	Physics I
PHYS	181	Astronomy: Solar System
PHYS	182	Astronomy: Universe
PSYC	111	An Introduction to Psychological Science
SCIE	101	Principles of Science I
SCIE	102	Principles of Science II

SOCIAL SCIENCE LITERACY (one course required) 3

ECON	100	Economic Perspectives
ECON	201	Principles of Economics - Micro
ECON	202	Principles of Economics - Macro
INTL	101	Global Politics
PHIL	227W	Justice, Freedom, and Equality
POLI	111	Quest for Justice
SOCI	201	Social Life in America
SOCI	222	Sociology of Race and Ethnicity
SOCI	245	The Individual in Society
SOCI	247	Gender and Society

*Total Hours Required*

42

^ Students must successfully complete ENGL 123W with a grade of C- or higher in order to receive General Education credit for ENGL 123W and in order to be permitted to take future Writing Enriched (WE) courses.

# For students whose native language is not English, the foreign language general education requirement may be waived using the substitution waiver form based on documentation of proficiency in the native language provided to the Department of Modern and Classical Languages. In cases in which



students are foreign nationals, documentation of their International Student status from a country where English is not the native language is sufficient to waive the foreign language requirement.

+Only students currently enrolled as an Access student and in a major within Access Professional Studies are eligible to select the Access Intercultural Competence Pathway within the Language and Intercultural Competence Area of Study. These courses are not available for non-Access Professional Studies students (neither for general education nor for general elective credit); contact the Director of General Education with inquiries.

### University of Lynchburg Writing Enriched Program (WE)

The purpose of the University of Lynchburg WE Write for Success Initiative is to improve student skills in evidence-based writing. Students are required to complete at least six writing enriched (WE) courses in order to graduate. College Writing Workshop (ENGL 123W) or Writing in the World (HONR 103W) will serve as the foundation for initial instruction and Senior Year Seminar (DELL 400W-level) will serve as the senior capstone course. At least one of the six WE courses must be in the student's major.

All WE courses share a general concern for the written word and the process of writing. In WE courses, students develop their writing skills by using writing as a mode of learning and to address academic and professional audiences and purposes. Faculty members incorporate writing into the course, provide timely feedback that encourages revision, and allow students the opportunity to revise papers based on that feedback. Students engage in the writing process and are encouraged to rethink, revise, and improve their writing. In WE courses, students build on the academic literacy skills taught in HONR 103W and ENGL 123W (or the equivalent) and expand those skills as they use writing to enter scholarly conversations and practice the conventions of writing in a particular discipline and its related professions. HONR 103W or ENGL 123W (or the equivalent) are prerequisites to other WE courses unless indicated otherwise in the course description. Students must successfully complete ENGL 123W, College Writing Workshop, with a grade of C- or higher in order to receive DELL General Education Curriculum credit for that requirement within the Curriculum and in order for students to be permitted to take future Writing Enriched (WE) courses.

Only courses offered by University of Lynchburg may be counted as WE courses. The WE requirement will be modified for students who transfer in college credits. Students pursuing a second undergraduate degree are exempt from the WE requirements.

### Writing Enriched Requirements

To complete the Writing Enriched requirement (WE) students must complete at least six writing enriched courses (WE) in order to graduate.

All WE courses must be completed at the University of Lynchburg. For example, transfer credit for ENGL123 will not apply to the ENGL123 Writing Enriched requirement.

The WE requirement for students who enter University of Lynchburg with transfer credits will be amended as follows (based on the number of credit hours completed prior to enrollment at Lynchburg):

- five WE courses for students with 12-24 transfer credits
- four WE courses for students with 25-55 transfer credits
- three WE courses for students with 56-76 transfer credits

The following is the list of Writing Enriched (WE) courses:

APH	100W	Introduction to Applied and Public Humanities
ART	204W	Survey of Art History II
BIOL	205W	Plant Biology
BIOL	220W	Cellular Diversity
BIOL	307W	Biomedical Science Seminar
BIOL	321W	General Ecology
BIOL	480W	Case Studies in Biology
BUAD	441W	Integrated Application of Business Principles
CHEM	242W	Research Methodology in Chemistry
COMM	201W	Media Writing
COMM	230W	Persuasion
COMM	303W	Research Methods in Communication
COMM	401W	Advanced Theory and Senior Thesis
CRIM	372W	Quantitative Methodology
CRIM	430W	Senior Research Capstone
DELL	401W	Senior-Year Seminar: Global to Local Diversity Theme
DELL	402W	Senior-Year Seminar: Civilization, Power, and Justice Theme
DELL	403W	Senior-Year Seminar: Environmental and Individual Sustainability Theme
DELL	404W	Senior-Year Seminar: Technology and Society Theme
ECON	450W	Senior Seminar in Economics
EDUC	310W	Language and Literacy II
ENGL	123W	College Writing Workshop
ENGL	201W	Literature and Culture I: Masterpieces from Antiquity Through the Renaissance
ENGL	202W	Literature and Culture II: Works from the Enlightenment to the Present
ENGL	203W	Expository Writing
ENGL	207W	Technical Writing in the Healthcare Industry
ENGL	208W	Science Writing for a General Audience
ENGL	209W	Nature Writing
ENGL	220W	Introduction to Literary Studies
ENGL	223W	Writing for Publication
ENGL	291W	Literature and the Body: Textual and Cultural Exploration of Embodiment
ENGL	292W	Literature and Nature: Textual and Cultural Explorations of the Natural World
ENGL	293W	Literature and Justice: Textual and Cultural Explorations of Morality and Law
ENGL	294W	Literature and Place: Textual and Cultural Explorations of Landscape and Locality
ENGL	308W	English for Life
ENGL	314W	History of the English Language
ENGL	315W	English Grammar
ENGL	362W	The Short Story
ENVS	201W	History of Earth and Life
EXPH	350W	Research Methods in Exercise Physiology

FIN	405W	Investment Fundamentals
G S	435W	Senior Symposium
H P	371W	Research in Health Promotion
H P	405W	Contemporary Health Issues
H P	420W	Health Program Planning
HIST	103W	Turning Points in World History
HIST	105W	History of Disease and Medicine
HIST	107W	The Need for Speed - The History of Endurance Sports
HIST	200W	The Historians Craft
HIST	347W	Slavery and Race in the Early Americas
HIST	402W	History Senior Thesis Seminar
HONR	103W	Writing in the World
HONR	211W	Exploring the Literary Landscape
HONR	212W	Reason and Responsibility
HONR	451W	Senior Honors Project
HPE	303W	Human and Motor Development
HPE	304W	Sport, Exercise, and Performance Psychology
INTL	321W	Research Methods in International Relations
INTL	400W	Senior Thesis in International Relations
LATN	201W	Intermediate Latin
LATN	202W	Intermediate Latin II
LATN	205W	Intermediate Latin I - Medical
LATN	208W	Classical Latin Literature in English Translation
LIBS	321W	Research and Writing: Liberal Arts Studies
LIBS	400W	Liberal Arts Studies Capstone Project
MATH	260W	Mathematical Reasoning and Proof
MATH	310W	History of Mathematics
MATH	350W	Experimental Mathematics
MATH	451W	Senior Research
MKTG	375W	Consumer and Buyer Behavior
MUSC	210W	Form and Post Tonal Analysis
MUSC	302W	Music History and Literature I
MUSC	402W	Senior Seminar in Music Performance
NRSG	402W	Professional Nursing Seminar
NRSG	410W	Clinical Management and Research Project
NRSG	412W	Nursing Research and Evidence Based Practice
PHIL	200W	Introduction to Philosophy
PHIL	204W	Ethics
PHIL	214W	Greek Philosophy
PHIL	220W	Art, Truth, and Value
PHIL	222W	God, Faith, and Evil
PHIL	227W	Justice, Freedom, and Equality
PHIL	306W	Knowledge and Reality
PHIL	314W	The Mind and Brain
PHIL	315W	The Philosophy of Law
PHIL	330W	Law Enforcement and Morality
PHIL	400W	Thesis Guidance
PHYS	333W	Computational Physics
POLI	321W	Political Science Research Methods
POLI	372W	United States Foreign Policy
POLI	410W	Senior Thesis Seminar
PSYC	275W	Research Methodology
PSYC	341W	Psychology of Development
PSYC	367W	Child Psychopathology
PSYC	473W	Psychology Non-Research Capstone I
PSYC	475W	Psychology Research Capstone I
PSYC	476W	Psychology Research Capstone II
RELG	201W	Old Testament
RELG	202W	New Testament
RELG	205W	Religions of Asia
RELG	206W	Judaism, Christianity, and Islam
RELG	207W	Religion, Body, and Health
RELG	211W	Comparative Religious Ethics
RELG	213W	Reading, Gods, Words
RELG	303W	Seminar in Religions of Asia
RELG	304W	Seminar in Islam
RELG	322W	Contemporary Religious Thinkers
RELG	410W	Senior Seminar
SOCI	358W	Social Theory
SOCI	430W	Senior Research Capstone
SPAN	208W	Hispanic Literature in English Translation
SPAN	222W	Advanced Language Practice: Composition
SPAN	460W	Literature in Spanish: Latin America
SPAN	461W	Literature in Spanish: Spain
SPMG	270W	Governance of Sport Organizations

STAT	400W	Statistical Methods
STAT	451W	Senior Data Science Project
SUST	210W	People and the Environment
THEA	212W	Theatre History and Literature II
THEA	260W	Musical Theatre History and Literature

### Major Programs

A major is a program of study pursued through a purposefully structured curriculum drawn from courses in a discipline, field of study, or area of application. At least one-third of a major's requirements are satisfied by completion of courses beyond the elementary level. The curriculum for a major is designed to pursue a set of clearly described goals devised by the program faculty offering the major. Emphases within the major have additional, distinct goals met through a set of courses specific to each emphasis. These courses comprise a substantial part, at least one-fourth, of the total credits required for completion of a major with an emphasis.

Work in a major provides the dimension of depth for the liberally educated person and encourages the student to gain the insights that a particular discipline has to offer. It also affords an initial specialization for advanced study and professional preparation. Each student must meet the specific course requirements listed for a major. To declare or change a major, a student may submit a request to the Registrar via their Lynchburg student portal.

Major programs, with the exception of certain professional programs, may not exceed a total of sixty-two semester hours including prerequisite courses, with no more than forty-eight semester hours required in any one discipline, including prerequisite courses and courses taken to meet General Education requirements. Under certain circumstances, a student may wish to pursue a double major. A minimum of 50 percent of the hours applicable to a major or each additional major must be earned at University of Lynchburg. Double majors may be earned by completing all course requirements listed for both majors. Students must complete all requirements for each major with a minimum overall grade-point average of 2.00 for all courses, and they must earn the minimum grade-point average requirements for all courses specific to each major. Students who have met these requirements will receive a single bachelor's degree and diploma, with all majors and emphases noted on the academic transcript.

### MAJOR FIELDS OF CONCENTRATION

<b>Majors</b>	<b>Degrees</b>	<b>College</b>
Accounting	BA	Business
Actuarial Science	BS	Lynchburg College of Arts and Sciences
Africana Studies	BA	Lynchburg College of Arts and Sciences
Art	BA	Lynchburg College of Arts and Sciences
Emphases: Art Therapy, Graphic Design, Studio Art.		
Biology	BS	Lynchburg College of Arts and Sciences
Emphases: Biomedical Science, Education, Integrative		
Biology Education	BS	Education, Leadership Studies, and Counseling
Business Administration	BA	Business
Business Studies	BA	Professional Studies
Chemistry	BA/BS	Lynchburg College of Arts and Sciences
Chemistry Education	BA	Education, Leadership Studies, and Counseling
Communication Studies	BA	Lynchburg College of Arts and Sciences
Emphases: Electronic Media, Journalism, Public Relations, Social Influence and Advocacy		
Community and Nonprofit Leadership	BPS	Professional Studies
Computer Science	BS	Lynchburg College of Arts and Sciences
Criminology	BA	Lynchburg College of Arts and Sciences
Criminology-Philosophy	BA	Lynchburg College of Arts and Sciences
Digital Media Communications	BA	Lynchburg College of Arts and Sciences
Digital Media Marketing	BA	Business
Diversity Strategies	BPS	Professional Studies
Earth Science Education	BA	Education, Leadership Studies, and Counseling
Economics	BA	Business
Educational Studies	BA	Education, Leadership Studies, and Counseling
Emphases: Disability Studies, Elementary Education, Health and Physical Education		
Elementary Education	BS	Education, Leadership Studies, and Counseling
English	BA	Lynchburg College of Arts and Sciences
English Education	BA	Education, Leadership Studies, and Counseling
Environmental Sciences and Sustainability	BS	Lynchburg College of Arts and Sciences
Exercise Physiology	BS	Health Sciences
Financial Economics	BA	Business
Foreign Language Spanish Education	BA	Education, Leadership Studies, and Counseling
Health and Physical Education	BS	Education, Leadership Studies, and Counseling
Health Promotion	BS	Health Sciences
History	BA	Lynchburg College of Arts and Sciences
History and Social Studies Education	BA	Education, Leadership Studies, and Counseling
Intelligence Studies	BA	Lynchburg College of Arts and Sciences
International Relations and Security Studies	BA	Lynchburg College of Arts and Sciences
Liberal Arts Studies	BA	General Studies
Management	BA	Business
Emphases: General or Human Resource		
Marketing	BA	Business
Mathematics	BS	Lynchburg College of Arts and Sciences
Mathematics Education	BS	Education, Leadership Studies, and Counseling
Music	BA	Lynchburg College of Arts and Sciences
Music Education	BA	Education, Leadership Studies, and Counseling

Emphases: Instrumental Education or Vocal Education		
Nursing	BS	Health Sciences
Philosophy	BA	Lynchburg College of Arts and Sciences
Philosophy-Political Science	BA	Lynchburg College of Arts and Sciences
Physics	BS	Lynchburg College of Arts and Sciences
Political Science	BA	Lynchburg College of Arts and Sciences
Psychological Science	BS	Lynchburg College of Arts and Sciences
Emphases: Counseling Psychology, Forensic Psychology, General Psychology, Sports Psychology		
Religious Studies	BA	Lynchburg College of Arts and Sciences
Sociology	BA	Lynchburg College of Arts and Sciences
Spanish	BA	Lynchburg College of Arts and Sciences
Special Education - General Curriculum (K-12)	BS	Education, Leadership Studies, and Counseling
Sport Management	BA	Business
Statistics and Data Science	BS	Lynchburg College of Arts and Sciences
Theatre	BA	Lynchburg College of Arts and Sciences
Emphases: Design/Technical, General, or Performance		

### Minor Programs

A student may choose an optional minor, which should complement the student's major and not simply expand it with more courses in the same field. For this reason, students may not ordinarily pursue both a major and minor in the same discipline. Any exception would require approval of the Associate Provost and Registrar. If completed, the minor will be designated on the student's academic record. A minor consists of fifteen or more semester hours in conceptually related courses. Courses that are prerequisite or corequisite for required minor courses are clearly disclosed as requirements of the minor. Courses counted in the minor may not be taken on a pass/fail basis. A student must have a minimum grade point average of 2.00 for all courses that apply to the minor. A minimum of 50 percent of the hours applicable to the minor must be earned at University of Lynchburg. General Education courses may be used in the minor.

### MINOR FIELDS OF CONCENTRATION

#### Minors

Accounting  
Africana Studies  
Applied and Public Humanities  
Applied Statistics  
Archaeology  
Art History  
Arts Administration  
Bioinformatics  
Biology  
Business  
Business Studies  
Chemistry  
Classical Studies  
Coaching  
Community and Nonprofit Leadership  
Computer Science  
Creative Writing  
Criminal Forensics  
Criminology  
Crisis Communication  
Digital Media Arts  
Digital Media Marketing  
Disability Services  
Diversity Strategies  
Economics  
Educational Studies  
Electronic Media  
English  
Environmental Science  
Finance  
Gender Studies  
German  
Graphic Design  
Health Promotion  
History  
Human Resource Management  
Human Services  
Intelligence Analysis  
International Relations  
Journalism  
Latin American Studies  
Law and Society  
Leadership Studies  
Life Sciences Research

#### College

Business  
Lynchburg College of Arts and Sciences  
Lynchburg College of Arts and Sciences  
Lynchburg College of Arts and Sciences  
Lynchburg College of Arts and Sciences  
Lynchburg College of Arts and Sciences  
General Studies  
Lynchburg College of Arts and Sciences  
Lynchburg College of Arts and Sciences  
Business  
Professional Studies  
Lynchburg College of Arts and Sciences  
Lynchburg College of Arts and Sciences  
Education, Leadership Studies, and Counseling  
Professional Studies  
Lynchburg College of Arts and Sciences  
Lynchburg College of Arts and Sciences  
Lynchburg College of Arts and Sciences  
Lynchburg College of Arts and Sciences  
Lynchburg College of Arts and Sciences  
Lynchburg College of Arts and Sciences  
Business  
Education, Leadership Studies, and Counseling  
Professional Studies  
Business  
Education, Leadership Studies, and Counseling  
Lynchburg College of Arts and Sciences  
Lynchburg College of Arts and Sciences  
Lynchburg College of Arts and Sciences  
Lynchburg College of Arts and Sciences  
Business  
General Studies  
Lynchburg College of Arts and Sciences  
Lynchburg College of Arts and Sciences  
Health Sciences  
Lynchburg College of Arts and Sciences  
Business  
Lynchburg College of Arts and Sciences  
Lynchburg College of Arts and Sciences  
Lynchburg College of Arts and Sciences  
Lynchburg College of Arts and Sciences  
Lynchburg College of Arts and Sciences  
Business  
Lynchburg College of Arts and Sciences

Management - General	Business
Marketing	Business
Mathematics	Lynchburg College of Arts and Sciences
Medical Humanities	Lynchburg College of Arts and Sciences
Medieval and Renaissance Studies	Lynchburg College of Arts and Sciences
Museum Studies	Lynchburg College of Arts and Sciences
Music	Lynchburg College of Arts and Sciences
Music for Children	Lynchburg College of Arts and Sciences
Music Media	Lynchburg College of Arts and Sciences
Music Performance	Lynchburg College of Arts and Sciences
Musical Theatre	Lynchburg College of Arts and Sciences
Neuroscience	Lynchburg College of Arts and Sciences
Philosophy	Lynchburg College of Arts and Sciences
Physics	Lynchburg College of Arts and Sciences
Political Science	Lynchburg College of Arts and Science
Popular Culture	Lynchburg College of Arts and Sciences
Professional Writing	Lynchburg College of Arts and Sciences
Psychological Science	Lynchburg College of Arts and Sciences
Public Relations	Lynchburg College of Arts and Sciences
Religious Studies	Lynchburg College of Arts and Sciences
Social Influence and Advocacy	Lynchburg College of Arts and Sciences
Sociology	Lynchburg College of Arts and Sciences
Spanish	Lynchburg College of Arts and Sciences
Sport Management	Business
Sports Media	Lynchburg College of Arts and Sciences
Sports Medicine	Health Sciences
Studio Art	Lynchburg College of Arts and Sciences
Sustainability Studies	Lynchburg College of Arts and Sciences
Teaching English as a Second or Foreign Language	Lynchburg College of Arts and Sciences
Theatre	Lynchburg College of Arts and Sciences
Web Design and Development	Lynchburg College of Arts and Sciences

### Symposium Readings Program (LCSR)

The Symposium Readings (LCSR) Program is an innovative approach to the integration of selections from the great books to supplement regular class material and to provide elements of integration, depth, and broad perspectives within the context of regular courses. While acquainting the student with great works from a variety of world traditions, LCSR encourages critical thinking by engaging students in a variety of oral and written activities organized around the readings.

An “LCSR course” is a regular University of Lynchburg course in which at least 20 percent of the student’s grade is based on written and oral communication related to reading assignments from the ten-volume set, Lynchburg College Symposium Readings. LCSR courses may be General Education, major, or elective courses and may be taken as a freshman, sophomore, junior, and senior.

“Great books” are defined as works that have made an impact on more than one generation and have a general appeal for different levels of understanding and circumstances. They provide (1) a continuing source of ideas and perspectives that will encourage involvement with great issues facing humankind; and (2) a common core of understanding of and appreciation for the traditions and values of Western and non-Western peoples drawn from outstanding examples of the ideas of these other traditions.

### Service Learning

Service learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.

Service learning is a process of involving students in community service activities combined with facilitated means for applying the experience to their academic and personal development. It is a form of experiential education aimed at enhancing and enriching student learning in course material. When compared to other forms of experiential learning like internships and cooperative education, it is similar in that it is student-centered, hands-on and directly applicable to the curriculum.

The critical difference and distinguishing characteristic of service learning is its reciprocal and balanced emphasis on both student learning and addressing identified needs in the community. Course learning objectives are linked to meaningful human, safety, educational, and environmental needs that are co-determined with community partners and service recipients. Course materials such as lectures, readings, discussions, and reflection activities supplement the student service. In turn, the service experience is brought back to the classroom to enhance the academic dialogue and student comprehension. Students work on real world problems that make academic learning relevant while simultaneously enhancing their social skills, analytical ability, civic and ethical responsibility, self-efficacy, and career development.

At the University of Lynchburg, service learning can be incorporated into courses for academic credit by offering students individual service opportunities with community agencies, or by creating project-based service activities for a group of students or for the entire class. The most meaningful service learning activities are developed through partnership and dialogue between the University and the community organizations with whom our students serve.

### High Impact Practices

**Clinical Field Experience/Practicum** (typically Nursing, Education, Exercise Physiology, Athletic Training, DPT, and PA): Students complete a course that involves clinical field experience.

**Domestic Study Away:** Students complete part of their degree requirements/gain credit through educational activities involving multiple overnight stays within the United States. This includes university sponsored activities and exchanges as well as outside programs.

**Faculty-Student Research:** Students participate in a research class, where research is defined to involve the following 4 elements: (1) identification of a question/problem, (2) development of a systematic process to answer or solve this question/problem, (3) carrying out the project, and (4) dissemination of information learned.

**Internship:** Students complete an undergraduate credit bearing internship.

**Learning Community:** Students participate in a learning community, or some other formal program, where groups of students take two or more classes together; includes living, academic, and cohort learning communities.

**Off-Campus Learning Experience:** Students participate in an off-campus learning experience that integrates a student's classroom studies with study opportunities and career-based initiatives. Off-campus experiences will reinforce, extend, and motivate student learning with enriched high impact educational opportunities.

**Service Learning:** Students complete a course involving service learning which is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.

**Scientific Field Research:** Students participate in any scientific research that consists of data collection outside of a laboratory or library setting. Field-based research provides unique opportunities for scientific discovery and student training. This type of work enhances a student's ability to understand and develop quantitative and qualitative scientific reasoning skills in natural settings. Field research requires experience with, and accommodations for, the special circumstances of working in the field. Student field research in the context of higher education allows application of classroom learning to hands-on measurements and manipulations of natural systems.

**Student Teaching/Education Field Experience:** Students complete a course in education that involves student teaching or other field experiences.

**Study Abroad:** Students complete a portion of their degree requirements/gain credit through educational activities outside of the United States. Activities may include: classroom study, research, internships, service learning. This includes university sponsored activities and exchanges as well as outside programs.

**Visiting Musicians, Scholars, Writers:** Students complete a course that involves either classroom visits by, or individual meetings with, guests invited by the professor or university or attendance at performances, readings, or lectures after which there is a related course assignment or component.

**Writing Enriched:** Students complete a course identified as writing enriched.



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**PROFESSIONAL AND PRE-PROFESSIONAL CURRICULA**


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In addition to declaring a major and a minor, students who plan careers in the professional fields below should also inform their advisor of their pre-professional intent at the time of admission or early in their academic careers. Students will be assigned a major advisor who is familiar with the appropriate pre-professional program and who will advise about the major, course selection, and other requirements for admission to the appropriate professional program.

Guidelines for entrance to professional and pre-professional programs are given below. Once students have narrowed the choice of professional or technical schools, they should obtain specific entrance requirements for those schools.

**Health Profession Fields**

Students planning to enter professional schools in medical or allied health fields should communicate this interest as early as possible to obtain adequate advising.

In addition to their faculty major advisor, a pre-health advisor is available in the Academic Advising and Resource Center (AARC, 2nd floor Hall Campus Center) to assist pre-health students in preparing schedules that meet the admission prerequisites, major requirements, and general education requirements. If necessary, students will work with their advisor to organize a committee to prepare a composite evaluation letter for those professional schools that require this format.

For most of these professional schools, students may choose any undergraduate major but must satisfy all prerequisite requirements to be admitted. Students should select a major carefully, since a high GPA must be maintained for the student to be a competitive applicant. Non-science majors are acceptable as long as the student has met the science requirements of the chosen field. A suggested first-year schedule for pre-health students follows:

Fall	Spring
BIOL 113	BIOL 114
and/or	and/or
CHEM 111	CHEM 112
ENGL 123W	HIST 103W
MATH 102 or 103	MATH 103 (if not taken in the fall)
General Education Course	General Education Course

If a student plans to matriculate immediately from undergraduate to a graduate program, pre-medical, pre-dental, pre-veterinary, and pre-optometry students must have completed the biology, chemistry, and physics by the end of the third year to be prepared for the MCAT, VCAT, DAT, and OAT tests.

The information included below is intended as reference for students choosing the various graduate options; please note that these are not majors that can be declared.

**Pre-Athletic Training**

Contact faculty: Dr. Bradney

Athletic Training is a masters' level curriculum. Students may choose any undergraduate major but must satisfy all prerequisite requirements in order to be admitted. The University of Lynchburg Master of Science in Athletic Training Program entrance requirements include: baccalaureate degree, minimum 2.75 cumulative GPA for all courses, minimum of a C for all prerequisite coursework, 8 semester hours of human anatomy and human physiology, 4 semester hours of general or introductory chemistry with lab, 3-4 semester hours of psychology or sports psychology, 3-4 semester hours of kinesiology or physics, 3-4 semester hours of biology or exercise physiology (A&P cannot be used to fulfill course requirements), and 3 semester hours of statistics. Students are encouraged to check the specific requirements of each school of interest. Please see the University of Lynchburg graduate catalog for information on the Master of Science in Athletic Training Program. The University of Lynchburg offers spots to students meeting certain criteria, please contact academic advising for these requirements. Admission is competitive so careful and early planning is necessary.

**Pre-Dental**

Contact: The AARC pre-health advisor, department chair of intended major and/or your faculty major advisor.

Pre-dental students normally complete an undergraduate degree before entering dental school. Students may choose any undergraduate major but must satisfy all prerequisite requirements to be admitted. Students should be familiar with the individual requirements of the dental schools and must have some experience in the field of dentistry through volunteer work or an internship. Application to dental school occurs between junior and senior years, through a centralized service, and requires the Dental Admission Test (DAT).

In addition to the general requirements, students should plan to complete courses in biology, general chemistry, organic chemistry and physics. Some schools may also require courses in human anatomy and physiology, microbiology, and biochemistry.

**Pre-Medical (M.D., D.O.)**

Contact: The AARC pre-health advisor, department chair of intended major and/or your faculty major advisor

Pre-medical students must complete an undergraduate degree before entering medical school. Students may choose any undergraduate major but must satisfy all prerequisite requirements to be admitted. Admission is extremely competitive, so students should use all learning resources necessary to ensure that their GPA remains very high. Students also must have significant volunteer, internship, or paid experience in the health field before applying. Students apply to allopathic and osteopathic medical school between junior and senior years, through a centralized service, and requires the Medical College Admission Test (MCAT).

In addition to the general degree requirements, students should plan to complete courses in biology, general chemistry, organic chemistry and physics; biochemistry and genetics are strongly recommended. Some schools also require additional upper-level courses in biology and chemistry. If a student plans to matriculate immediately from undergraduate to medical school, they will generally complete one year of biology, two years of chemistry, and one year of physics must be completed by the end of the third year to be prepared for the MCAT.

**Pre-Occupational Therapy**

Contact faculty: Dr. Blair, Dr. Kremer

Occupational therapy education is at the master's and doctoral levels. Students may choose any undergraduate major but must satisfy all prerequisite requirements. Typical prerequisites include psychology, biology, math, physics, anatomy and physiology. Students are encouraged to check the specific requirements of each school of interest. Admission is competitive so careful and early planning is necessary.

**Pre-Optometry**

Contact: The AARC pre-health advisor, department chair of intended major and/or your faculty major advisor

The requirements for admission to the schools and colleges of optometry vary. All optometry schools require at least three years of undergraduate coursework, but the majority of students accepted to optometry schools have earned a bachelor's degree. Students should investigate the program requirements of the schools to which they wish to apply for additional admissions prerequisites. In addition to general degree requirements, students will take one year of biology, general chemistry and physics. Additional courses required by some schools include psychology, social science, microbiology, biochemistry, anatomy and physiology, and statistics. The Optometry Admission Test (OAT) is required.

#### **Pre-Pharmacy**

Contact: The AARC pre-health advisor, department chair of intended major and/or your faculty major advisor.

Pre-pharmacy students must complete an undergraduate degree before entering pharmacy school. The requirements for admission to the schools and colleges of pharmacy vary. Students should consult their schools of choice to plan the undergraduate program. In addition to general degree requirements, students will take one year of biology and two years of chemistry (general and organic). Other requirements often include calculus, microbiology, statistics, and physics.

Although the Pharmacy College Admission Test (PCAT) is being phased out in 2023-24, some schools may require other standardized graduate entry exams.

#### **Pre-Physical Therapy**

Contact: The AARC pre-health advisor, department chair of intended major and/or your faculty major advisor.

Pre-physical therapy students must complete an undergraduate degree before entering a physical therapy graduate program. Students may choose any undergraduate major but must satisfy all prerequisite requirements in order to be admitted. Typical prerequisites include biology, anatomy, physiology, physics, chemistry, advanced biology, psychology, statistics, pre-calculus and English. Students are encouraged to check the specific requirements of each school of interest. Most programs require the GRE. Admission is competitive so careful and early planning is necessary.

The University of Lynchburg Doctor of Physical Therapy program entrance requirements include: baccalaureate degree, minimum 3.0 cumulative GPA for all courses, and 3.0 cumulative GPA when factoring only prerequisite science coursework. Prerequisites are 4 semester hours of biology with lab (A&P cannot be used to meet this specific requirements), 8 semester hours of general or introductory chemistry with lab, 4 semester hours of human anatomy with lab; 4 semester hours of human physiology with lab, 8 semesters of physics with lab, 3 semester hours of advanced biology, 6 semester hours of psychology, 9 semester hours of writing intensive courses, 3 semester hours of pre-calculus or higher, and 3 semester hours of statistics. University of Lynchburg offers spots to students meeting certain criteria, please contact academic advising for these requirements.

#### **Pre-Physician Assistant**

Contact: The AARC pre-health advisor, department chair of intended major and/or your faculty major advisor

Physician Assistant is a masters' level curriculum that requires the completion of an undergraduate degree. Students may choose any undergraduate major but must satisfy all prerequisite requirements in order to be admitted. The requirements for admission to physician assistant programs vary. Students should consult their schools of choice to plan their undergraduate program. In addition to general degree requirements, students will take one year of biology and two years of chemistry (general and organic), and anatomy and physiology. Other required courses often include biochemistry, genetics, microbiology, statistics, and psychology. The Graduate Record Exam (GRE) is often required.

The University of Lynchburg Physician Assistant Medicine Program entrance requirements include: baccalaureate degree, minimum 3.0 cumulative GPA for all courses, minimum 3.0 GPA for all science courses, minimum 3.0 GPA for all prerequisite coursework, 500 hours of direct patient care and 8 hours shadowing a licensed PA, 8 semester hours of biology with lab (A&P cannot be used to fulfill course requirements), 4 semester hours of general or introductory chemistry with lab, 4 semester hours of organic chemistry or biochemistry with lab, 4 semester hours of human anatomy with lab; 4 semester hours of human physiology with lab, 4 semester hours of microbiology with lab, 3 semester hours of genetics, 3-4 semester hours of psychology, 3 semester hours of statistics, 3 semester hours of social science. Admission is competitive so careful and early planning is necessary. Students who complete the University of Lynchburg Master of Physician Assistant Medicine and who are fully licensed will have the option to continue to complete a doctoral degree (DMSc). This is not an entry-level doctoral degree.

#### **Pre-Public Health**

Contact faculty: Dr. Price

Admission criteria for entry to graduate programs in public health vary widely by program as some require exposure to undergraduate courses including statistics, biological, psychological, and sociological sciences, while other programs require no prerequisite courses. Students may choose any undergraduate major but must satisfy all program-specific prerequisite requirements in order to be admitted. Completion of the GRE also varies by MPH program. It is recommended that interested students work with the Pre-Public Health advisor to discuss their specific interests to target several MPH programs for potential application.

The University of Lynchburg Master of Public Health Program entrance requirements includes completion of a baccalaureate degree at an accredited university as evidenced by an official transcript, minimum 2.75 cumulative GPA, two letters of recommendation, a resume, and a professional essay addressing the applicant's reason for pursuing a graduate degree in public health and/or how this degree will assist one in achieving their career goals. No GRE is required. International applicants are required to include TOEFL exam results and verification of the Bachelor's degree equivalency of their academic record (e.g. through an international transcript assessment service).

Please see the University of Lynchburg graduate catalog for information on the Master of Public Health Program. The University of Lynchburg offers spots to undergraduate students meeting certain criteria, please contact academic advising for these requirements. Admission is competitive so careful and early planning is necessary.

#### **Pre-Veterinary Medicine**

Contact: The AARC pre-health advisor, department chair of intended major and/or your faculty major advisor.

Due to keen competition for available positions, the variation in entrance requirements, and the limited choices of schools, careful and early planning must be a part of a student's preparation for, and application to, veterinary school. Most veterinary schools do not require an undergraduate degree to be completed for admissions, although most accepted applicants do have a degree. Students may choose any undergraduate major but must satisfy all prerequisite requirements in order to be admitted. In addition to general degree requirements, students will take one year of biology and two years of chemistry (general and organic), and biochemistry. Other required or recommended courses might include animal biology, microbiology, and genetics. The Veterinary College Admission Test (VCAT) is also often required.

#### **Other Pre-Professional Fields**

##### **Pre-Engineering Program with The University of Virginia**

Advisor: Dr. Roach

Under special arrangement with the University of Virginia (UVA), a student may also earn a B.S. in a science or mathematics from University of Lynchburg and a



Master of Engineering degree from UVA in five years. A student will choose an undergraduate major that is best suited for the field of engineering in which she or he wishes to pursue a graduate degree. Recommended major choices are listed below.

<u>University of Lynchburg Major</u>	<u>UVA Major</u>
Biology/Biomedical Science	Biomedical Engineering
Chemistry	Chemical Engineering
Computer Science	Computer Engineering Computer Science
Math	Systems Engineering Systems Engineering
Physics	Aerospace Engineering Civil Engineering Electrical Engineering Materials Science & Engineering Mechanical Engineering Systems Engineering

A student pursues the dual-degree at University of Lynchburg for the first three years. After completing 60 semester credit hours, including the General Education requirements and the required classes listed below, the student becomes eligible to apply to U.Va. as a non-degree seeking student. A minimum grade point average of 3.4, both in mathematic and science courses and overall, is required for acceptance as a non-degree seeking student. If accepted into the program, the student will then enroll in courses at U.Va. that complete the requirements for the undergraduate University of Lynchburg major and position her- or himself for graduate studies. Once all of the requirements for the University of Lynchburg major are completed, the student earns a B.S. from University of Lynchburg, usually at the end of the fourth year.

During the year that the student earns a BS, she or he is eligible to apply for admission to the U.Va. graduate engineering program through the normal application process. A student may choose three degree options as part of this application: Master of Engineering, Master of Science, or PhD. The Master of Engineering degree is a course-based degree that is typically completed within one year. The Master of Science degree is a research-based degree that requires the completion of a thesis and typically takes 2-3 years to complete.

For more detailed information on this program, please contact the Pre-Engineering Program Director, Will Roach (physics).

			Hours
CHEM	111-112	Fundamentals of Chemistry I, II	8
MATH	103-104	Calculus I, II	6
MATH	211	Calculus III	3
MATH	301	Differential Equations	3
PHYS	161-162	Physics I, II	<u>8</u>
<i>Total Hours Required</i>			28

**Pre-Forestry and Wildlife**

Advisor: Dr. Perault

Students planning careers in forestry, wildlife management, or conservation may study four years at University of Lynchburg in a program that will prepare them for jobs or graduate work in these fields. Required or recommended courses include biology, chemistry, physics, mathematics, and economics.

**Pre-Law**

Advisor: Dr. Frank

For admission to law school, the Association of American Law Schools recommends substantial work in courses that require logical thought, rigorous analysis of texts, effective writing and speaking, and understanding of human institutions and values. Courses in communications, economics, English, history, philosophy, political science, and the sciences are suggested.

Students interested in attending law school upon graduation should declare pre-law as a pre-professional interest by the end of the sophomore year and be assigned an advisor by contacting Academic Advising. For assistance with course selection and applications to law school, students should meet with their pre-law advisor prior to the senior year. Materials are available from the Academic Achievement Center. The pre-law advisors are readily available to help students learn more about law schools and the legal profession.

**Pre-Library and Information Science**

Advisor: Ms. Jenny Horton

Students interested in pursuing a master’s degree in library and information science should include a wide range of subjects in their undergraduate education.

**Pre-Ministerial Church-Related Occupation Program**

Advisors: Dr. Amy Merrill Willis and Rev. Nathan Albert

The Spiritual Development and Pre-Ministry Program offers students guidance, mentorship, and connections for those preparing to study religion and spirituality in graduate school or seminary. Possible vocation options include such paths as chaplaincy, parish ministry, non-profit work, interreligious work, doctoral programs, and more. This program will allow students intentional mentorship with the University Chaplain and/or faculty members within the Religious Studies Department, partnership with the University’s Interfaith Council, a membership to the Association of Chaplaincy and Spiritual Life in Higher Education, discernment conversations pertaining to graduate work and vocational goals, guidance to possible field-education placement opportunities, and other resources as deemed necessary by participating parties.

Interested students should make their intentions known as early as possible to the University Chaplain or to Dr. Merrill Willis. Students must:

1. Be in good standing with the University;
2. Have at least a 2.25 cumulative grade point average; and
3. Have successfully completed at least six semester credit hours of introductory courses in religious studies or a related field of study, with approval of the committee.

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**LYNCHBURG COLLEGE OF ARTS AND SCIENCES**


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Dean: Vacant

Associate Deans of Lynchburg College of Arts and Sciences

School of Humanities and Social Sciences: Dr. Cheryl Coleman

School of Sciences: Dr. Michael Coco

School of Visual and Performing Arts: Mrs. Ursula Bryant

The Lynchburg College of Arts and Sciences is at the heart of the liberal arts mission of the university. Liberal education remains the foundation of undergraduate study inasmuch as it inspires creativity, curiosity, and innovation in our students while providing a broad understanding of cultures, context, and the social construction of knowledge. Our students are enriched by a curriculum that is grounded in critical thinking, scientific inquiry, data analysis, and aesthetic enlightenment. The Lynchburg College of Arts and Sciences prepares students for their professional lives while also providing them with a conceptual framework for a life well lived, one that allows for self-realization and a commitment to social responsibility. As the bedrock of the General Education Program, the Lynchburg College of Arts and Sciences offers a curriculum that is aimed at developing the students' knowledge of the socio-historical and linguistic bases of culture, as well as offering an invitation to cultivate the aesthetic and ethical values that contribute to the richness of one's life. Moreover, the curriculum offers specialized knowledge and training in the upper divisions that prepare individuals for graduate work and/or professional life.

The Lynchburg College of Arts and Sciences is comprised of three Schools. The School of Humanities and Social Sciences includes undergraduate programs in Africana Studies, Communication Studies, Criminology, English, Modern and Classical Languages, History, International Relations and Security Studies, Intelligence Studies, Philosophy, Political Science, Religious Studies and Sociology. The School of Sciences includes undergraduate programs in Biology, Chemistry, Computer Science, Environmental Sciences and Sustainability, Mathematics, Physics and Psychology. The School of Visual and Performing Arts includes majors in Art, Music, and Theatre.

The College administers a number of centers that provide experiential learning opportunities for students and reflect a commitment to community outreach and engagement. The following centers are administered through the Lynchburg College of Arts and Sciences: Belk Astronomical Observatory, Center for Community Development and Social Justice, Center for Professional Communication, Center for Water Quality, Claytor Nature Center, Donovan Media Development Center, and Historic Sandusky.

## GENERAL STUDIES AND LIBERAL ARTS

General Studies courses are offerings of general interest. The major and minors are interdisciplinary, drawing from many offerings across the University.

### Majors and Minors

Arts Administration Minor

Gender Studies Minor

Liberal Arts Studies Major

### ARTS ADMINISTRATION MINOR

The arts administration minor at the University of Lynchburg seeks to prepare students for entry-level work in cultural, performing, and visual arts organizations such as museums, galleries, theaters, concert halls and for managing and working in privately owned arts related businesses. The interdisciplinary program will help students develop skills to manage the complexities of creating, producing, marketing and presenting art.

Students who pursue a minor in arts administration must major or minor in one of the fine or performing arts--Art, Theater or Music--in order to have a grounding in the history and practice of a specific discipline.

Students interested in this minor need to apply through the School of Visual and Performing Arts.

Required Courses:			Hours
BUAD	100	Perspectives on Business	3
MGMT	260	Principles of Management and Organizational Behavior	3
MST	101	Introduction to Museum Studies	3
Choose one:			3
ACCT	201	Principles of Accounting I	
MKTG	209	Principles of Marketing	
Choose three of the following:			9
COMM	275	Visual Rhetoric	
ENGL	210	Writing in the Workplace	
MKTG	200	Social Media Marketing	
MST	301	Legal and Ethical Issues in Museum Studies	
SOCI	203	Culture, Identity and Consumption	
<i>Total Hours Required</i>			<u>21</u>

### GENDER STUDIES MINOR

The gender studies minor allows students to explore the multiple ways our identities as men and women are constituted, compelled, constrained, and contested. Students will benefit from an interdisciplinary approach requiring critical, analytical thinking that can be applied not only to their own lives but to the world around them.

GNDR	210	Introduction to Gender Studies	3
GNDR	410	Gender Studies Capstone Project	3
Nine hours from the following (no more than two courses from any one discipline):			9
ENGL	306	Medieval Literature	

			Hours
ENGL	334	Gender and Literature	
GNDR	397	Independent Study in Gender Studies	
H P	340	Women's Health Issues	
HIST	336	American Social History	
HIST	344	History of Women in the Americas	
HIST	375	History of Love and Sex in Latin America	
PSYC	261	Psychology of Sex and Gender	
SOCI	222	Sociology of Race and Ethnicity	
SOCI	231	Marriage and the Family	
SOCI	247	Gender and Society	
SOCI	264	Social Inequality and Oppression	
SPMG	265	Gender and Sport: Issues and Controversies	
<i>Total Hours Required</i>			<u>15</u>

**LIBERAL ARTS STUDIES MAJOR**

The liberal arts studies curriculum emphasizes the goal of liberal arts education through comprehensively structured courses from several academic disciplines in the liberal arts and sciences, for students with wide-ranging interests, in preparation for a post-undergraduate life. This major offers students an opportunity to integrate multidisciplinary perspectives to enhance problem-solving skills and critical thinking through a breadth of understanding and appreciation of similarities and disparities in disciplines. The objective is to prepare students for a variety of professional careers.

Students wishing to obtain a Liberal Arts Studies degree may pursue any one of two options:

1. SELF-DESIGNED/INDIVIDUALIZED MULTIDISCIPLINARY STUDIES OPTION (42 cr. Hrs.) is meant for those students who are highly motivated and self-disciplined (GPA of 3.2 and above). Admission to this option is only with permission of the head of the Liberal Arts Studies program and the faculty committee created by the student from the 2 or 3 disciplines she/he is interested in pursuing.

**Admission Requirements**

- Students with a GPA of 3.2 and above may submit a proposal for completing a Bachelor's in the (self-designed) Multidisciplinary Studies Major.
- Students must declare their multidisciplinary major prior to completing 60 credit hours of course work.

2. THEMATIC MULTIDISCIPLINARY OPTION (42 cr. hrs.) is meant for students (traditional, non-traditional or transfer students) who have a curriculum emphasizing structured thematic concentrations (see below):

**Admission Requirements**

- New, transfer, and returning students may declare their intention to work toward a Bachelor of Liberal Arts Studies degree if they meet University of Lynchburg's general admission requirements.
- Students must declare their major prior to completing 60 credit hours of course work.
- All students admitted into the program are required to meet regularly with the head of the program and with her/his advisory committee.

- a) A triad of currently existing minors under specific themes identified below (including 6 cr. hrs. of pre-capstone and capstone), following consultation with the head of the Liberal Arts Studies program and a committee of related program faculty. Other combinations of minors may be accepted with approval of relevant College Deans and the Associate Provost and Dean of General Studies.

**HUMANITIES AND SOCIETY (3 Minors + LIBS 321W, 400W = 42 credit hours)**

History, Sociology, English/Foreign Language (German/Latin/Spanish) Minors  
 History, International Relations or Political Science, Sociology Minors  
 Criminology, Political Science, International Relations Minors  
 Foreign Language (German/Latin/Spanish), History, Human Services Minors  
 Criminology or Political Science, Human Services, Latin American Studies Minors

**GENDER AND SEXUALITY (3 Minors + LIBS 321W, 400W = 42 credit hours)**

Gender Studies, Human Services, Health Promotion Minors  
 Gender Studies, Health Promotion, Sociology Minors

**SUSTAINABILITY and SOCIETY (3 Minors + LIBS 321W, 400W = 42 credit hours)**

Environmental Studies, History, International Relations Minors  
 Environmental Studies, English or Creative Writing, Sociology Minors

- b) Structured studies option, following consultation with the head of the Liberal Arts Studies program and a committee of related program faculty.

**AMERICAN STUDIES**

LIBS	321W	Research and Writing: Liberal Arts Studies	3
LIBS	400W	Liberal Arts Studies Capstone Project	3
Six courses from:			18
HIST	203	Crime and Punishment in America	
HIST	255	America to 1877	
HIST	256	America Since 1877	
HMSV	268	Social Welfare Policy	
POLI	220	The American Political Experience	
POLI	221	American Political Culture	
POLI	290	American Public Policy	
SOCI	214	Religion, Symbols, and Culture	
SOCI	222	Sociology of Race and Ethnicity	
SOCI	231	Marriage and the Family	
SOCI	339	Sociology of the South	
SPMG	275	History of Sport in America	

Minimum of five courses from:

ENGL	302	American Literature 1607-1865
ENGL	303	American Literature 1865-1999
ENGL	337	American Multi-Ethnic Literature
HIST	301	Rise of the American City
HIST	336	American Social History
HIST	340	Atlantic World in the Eighteenth Century
HIST	347W	Slavery and Race in the Early Americas
HIST	348	Racism and Empire in the American Context
HIST	380	America in the 1960s
POLI	311	The American Presidency
POLI	372W	United States Foreign Policy
RELG	305	Seminar in Religion in America
SPMG	265	Gender and Sport: Issues and Controversies
SPMG	285	Sport in American Society

Hours  
15

One of the following:

SPAN	202	Intermediate Spanish II	3
XXXX	377	Internship	

*Total Hours Required*

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42**COMPARATIVE LITERATURE AND CULTURE STUDIES**

LIBS	321W	Research and Writing: Liberal Arts Studies	3
LIBS	400W	Liberal Arts Studies Capstone Project	3
XXXX	202	Intermediate Foreign Language	3

Introductory Courses:

COMM	229	Introduction to Film	9
ENGL	220W	Introduction to Literary Studies	
MUSC	102	World Music and Culture	
SOCI	203	Culture, Identity, and Consumption	

Literature in Translation course:

GRMN	208	German Literature in Translation	3
LATN	208W	Classical Latin Literature in English Translation	
SPAN	208W	Hispanic Literature in English Translation	

Intermediate courses (from at least two disciplines):

MUSC	215	Jazz and the Origins of Rock Music	9
COMM	171	Media and Culture	
ENGL	201W	Literature and Culture I: Masterpieces from Antiquity Through the Renaissance	
ENGL	202W	Literature and Culture II: Works from the Enlightenment to the Present	
GRMN	208	German Literature in Translation	
LATN	208W	Classical Latin Literature in English Translation	
SOCI	233	Music, Culture, Representation	
SOCI	253	Globalization and Cinema	
SPAN	208W	Hispanic Literature in English Translation	
THEA	211	Theatre History and Literature I	
THEA	212W	Theatre History and Literature II	

Advanced courses (from at least two disciplines):

COMM	372	Media Criticism	12
COMM	395	Cultural Impact of Popular Television	
ENGL	323	Modern Multicultural Literature	
ENGL	337	American Multi-Ethnic Literature	
GRMN	398	Special Topics in German	
MUSC	302	Music History and Literature I	
MUSC	303	Music History and Literature II	
*SPAN	311	Cinema in Spanish	
*SPAN	340	The Culture and Civilization of Latin America	
*SPAN	341	The Culture and Civilization of Spain	
*SPAN	398	Special Topics in Spanish	
*SPAN	460W	Literature in Spanish: Latin America	
*SPAN	461W	Literature in Spanish: Spain	

*Total Hours Required*

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42

\* Indicates classes taught in a foreign language.

Study abroad is highly recommended and up to 12 credits of appropriate study abroad courses may be substituted for intermediate and advanced requirements above.

**ETHNIC STUDIES**

LIBS	321W	Research and Writing: Liberal Arts Studies	3
LIBS	400W	Liberal Arts Studies Capstone Project	3

			Hours
Choose five courses:			15
COMM	171	Media and Culture	
HIST	203	Crime and Punishment in America	
INTL	101	Global Politics	
MUSC	102	World Music and Culture	
POLI	260	Honor and Terror Politics: South Asia	
POLI	265	Growing Tigers, Fiery Dragons: The Asia Pacific	
POLI	275	Latin American Politics	
SOCI	203	Culture, Identity, and Consumption	
SOCI	214	Religion, Symbols, and Culture	
SOCI	222	Sociology of Race and Ethnicity	
SOCI	231	Marriage and the Family	
SOCI	264	Social Inequality and Oppression	
SPAN	208	Hispanic Literature in English Translation	
300-level and above courses:			15
COMM	395	Cultural Impact of Popular Television	
ENGL	323	Modern Multicultural Literature	
ENGL	337	American Multi-Ethnic Literature	
HIST	343	South African History	
HIST	344	History of Women in the Americas	
HIST	347W	Slavery and Race in the Early Americas	
HIST	375	History of Love and Sex in Latin America	
HIST	377	Study Abroad	
INTL	301	Human Security in the Global South	
INTL	377	Study Abroad	
POLI	377	Study Abroad	
SPAN	311	Cinema in Spanish	
SPAN	340	The Culture and Civilization of Latin America	
SPAN	460W	Literature in Spanish: Latin America	
Foreign language 201 and 202 courses (including Chinese at Randolph College)			<u>6</u>
<i>Total Hours Required</i>			42
<b>EUROPEAN STUDIES</b>			
Required courses:			
LIBS	321W	Research and Writing: Liberal Arts Studies	3
LIBS	400W	Liberal Arts Studies Capstone Project	3
XXXX	202	Intermediate Foreign Language II	3
Four courses from:			12
INTL	213	World Regional Geography	
PHIL	214	Greek Philosophy	
PHIL	215	Medieval Philosophy	
PHIL	216	Modern European Philosophers	
POLI	253	Classical Political Thought	
POLI	254	Modern Political Thought	
POLI	283	European Union Politics	
POLI	285	European Union Leadership	
POLI	296	Russia and the European Neighborhood	
RELG	206W	Judaism, Christianity, and Islam	
One literature in translation course:			3
GRMN	208	German Literature in Translation	
LATN	208W	Classical Latin Literature in English Translation	
SPAN	208W	Hispanic Literature in English Translation	
THEA	211	Theatre History and Literature I	
THEA	212W	Theatre History and Literature II	
Three courses (from at least two disciplines):			9
ENGL	306	Medieval Literature	
ENGL	353	Literature of the Tudor Dynasty	
ENGL	354	The Golden Age	
ENGL	357	Literature of the Romantic Period	
ENGL	358	Literature of the Victorian Period	
G S	377	Study Abroad	
HIST	305	England in the Middle Ages	
HIST	306	Great Britain since 1714	
HIST	339	Atlantic World in the Seventeenth Century	
HIST	389	Tudor and Stuart England	
Three courses (from at least two disciplines):			9
GRMN	313	Survey of German Literature	
HIST	311	Medieval Culture	

HIST	312	Renaissance and Reformation	<b>Hours</b>
HIST	322	Europe Since 1914	
HIST	323	Greek Civilization	
HIST	324	Roman Civilization	
HIST	388	Modern Europe and the World	
HIST	353	The Holocaust	
LATN	398	Special Topics in Latin	
SPAN	341	The Culture and Civilization of Spain	
SPAN	377	Study Abroad	
SPAN	461W	Literature in Spanish: Spain	
<i>Total Hours Required</i>			42

**GLOBAL LANGUAGE STUDIES**

Study abroad is highly recommended and up to 12 credits of appropriate study abroad courses may be substituted for primary and secondary language requirements below.

## Required courses:

LIBS	321W	Research and Writing: Liberal Arts Studies	3
LIBS	400W	Liberal Arts Studies Capstone Project	3

## Primary Language:

At least 6 courses in one language at the 201 level or above. At least 2 of these courses must be at the 300 level or above. 18

## Secondary Language(s):

At least 5 language courses in any language other than the primary language at the 101 level or above. These courses may be all in one secondary language or in a combination of two or three secondary languages. 15

## English Language:

ENGL	314W	History of the English Language	3
ENGL	315W	English Grammar	
<i>Total Hours Required</i>			42

## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

Associate Dean: Dr. Cheryl Coleman

Africana Studies Department Faculty: Dr. Coleman, Dr. Crim, Dr. Cylke, Dr. Foreman, Dr. Lewis, Dr. Michie, Dr. Richards

Communication Studies Department Faculty: Dr. Langgett, Dr. Lewis, Mr. Noel, Dr. Robinson, Dr. Roux, Dr. Youra

Criminology Department Faculty: Dr. Hoft, Dr. McCabe, Mr. Murphy, Dr. Wagner

English Department Faculty: Dr. Bates, Mr. Bryant, Dr. Coleman, Dr. Dickson, Dr. Jacobson, Ms. Keith, Dr. Layne, Dr. McGuire, Dr. Plourde, Dr. Salmon, Dr. Sharrett

History Department Faculty: Dr. Amos, Dr. Crim, Dr. Crutchfield, Dr. Michie, Dr. Sanders

International Relations and Political Science Department Faculty: Dr. L. Dawson, Dr. Lang, Dr. Meinke, Ms. Nafissian-Rash, Dr. Richards

Modern & Classical Languages Department

American Sign Language Faculty: Dr. Dilling, Ms. Slusser

German Faculty: Dr. Carter

Latin Faculty: Dr. Tiner

Spanish Faculty: Dr. Carter, Mr. Cedillo, Dr. Hertel, Dr. Larrea Rubio, Dr. S. Robinson

Museum Studies Faculty:

Philosophy Department Faculty: Dr. D. Brickhouse-Bryson, Dr. S. Dawson, Dr. Frank

Religious Studies Department Faculty: Dr. S. Dawson, Dr. Merrill Willis

Sociology and Human Services Department Faculty: Dr. Foreman, Dr. McClure, Dr. Walton

The School of Humanities and Social Sciences is committed to providing curricular and co-curricular activities grounded in the liberal arts. The School also provides learning opportunities for students and faculty who seek a greater understanding of the humanities. Students and faculty are active participants in the University's cultural environment.

### Majors and Minors

Africana Studies Major

Africana Studies Minor

Applied and Public Humanities Minor

Archaeology Minor

Classical Studies Minor

Communication Studies Major - Electronic Media Emphasis

Communication Studies Major - Journalism Emphasis

Communication Studies Major - Public Relations Emphasis

Communication Studies Major - Social Influence and Advocacy Emphasis

Creative Writing Minor

Criminal Forensics Minor

Criminology Major

Criminology Minor

Criminology-Philosophy Major

Crisis Communication Minor

Digital Media Communications Major

Electronic Media Minor

English Major

English Minor

English Education Major (see College of Education, Leadership, and Counseling)

Foreign Language Spanish Education Major (see College of Education, Leadership, and Counseling)

German Minor

History and Social Studies Education Major (see College of Education, Leadership, and Counseling)

History Major

History Minor Human Services Minor

Intelligence Analysis Minor

Intelligence Studies Major

International Relations and Security Studies Major

International Relations Minor

Journalism Minor

Latin American Studies Minor

Law and Society Minor

Medical Humanities Minor

Medieval and Renaissance Studies Minor

Museum Studies Minor

Philosophy Major

Philosophy - Political Science Major

Philosophy Minor

Political Science Major

Political Science Minor

Popular Culture Minor

Professional Writing Minor

Public Relations Minor

Religious Studies Major

Religious Studies Minor

Social Influence and Advocacy Minor

Sociology Major

Sociology Minor

Spanish Major

Spanish Minor

Sports Media Minor

Teaching English as a Second or Foreign Language Certificate

Teaching English as a Second or Foreign Language Minor

### AFRICANA STUDIES MAJOR

This interdisciplinary major brings together the humanities, science, and social science to explore issues of race and the lives of people of Africa and the African Diaspora. The major will expand students' analytical and critical thinking skills through multiple approaches to the African and African American experience from the fields of history, political science, literature, fine arts, and psychology. The major will also provide opportunities for perspectives from other fields such as religion and medicine. There will be opportunities for community service through the courses offered and the capstone course in partnership with the Center for Community Service and Social Justice that will further connect students with institutions and services in areas related to this field.

#### Core courses:

			Hours
AFRS	101	Introduction to Africana Studies	3
AFRS	400	Community-Engaged Capstone in Africana Studies	3
ENGL	337	American Multi-Ethnic Literature	3
INTL	320	African Diaspora in Latin America and the Caribbean	3
MUSC	215	Jazz and the Origins of Rock Music	3
PSYC	243	Psychology of Diversity	3
SOCI	222	Sociology of Race and Ethnicity	3
History course:			3
HIST	243	Contemporary Africa	



HIST	343	South African History	Hours
HIST	347W	Slavery and Race in the Early Americas	
HIST	348	Racism and Empire in the American Context	
Nine hours from:			9
*AFRS	377	Study Abroad	
AFRS	398	Special Topics in Africana Studies	
ENGL	323	Modern Multicultural Literature	
HIST	243	Contemporary Africa	
HIST	343	South African History	
HIST	347W	Slavery and Race in the Early Americas	
HIST	348	Racism and Empire in the American Context	
HIST	379	History and Politics of the Middle East and North Africa	
<i>Total Hours Required</i>			<u>33</u>

\*This is to be an approved study abroad course taken in Africa and/or the Caribbean.

#### AFRICANA STUDIES MINOR

The purpose of this interdisciplinary minor is to bring together the humanities, science, and social science to explore issues of race and the lives of people of Africa and the African Diaspora, and expand students' analytical and critical thinking skills through multiple approaches to the African and African American experience from the fields of history, political science, literature, fine arts, and psychology.

AFRS	101	Introduction to Africana Studies	3
Fifteen hours from:			15
*AFRS	377	Study Abroad	
AFRS	398	Special Topics in Africana Studies	
ENGL	323	Modern Multicultural Literature	
ENGL	337	American Multi-Ethnic Literature	
^H P	377	Study Abroad	
HIST	243	Contemporary Africa	
HIST	343	South African History	
HIST	347W	Slavery and Race in the Early Americas	
HIST	348	Racism and Empire in the American Context	
#HIST	377	Study Abroad	
HIST	379	History and Politics of the Middle East and North Africa	
INTL	320W	African Diaspora in Latin America and the Caribbean	
MUSC	215	Jazz and the Origins of Rock Music	
PSYC	243	Psychology of Diversity	
SOCI	222	Sociology of Race and Ethnicity	
<i>Total Hours Required</i>			<u>18</u>

\*This is to be an approved study abroad course taken in Africa and/or the Caribbean

^This is to be an approved study abroad course taken in Uganda

#This is to be an approved study abroad course taken in South America

#### APPLIED AND PUBLIC HUMANITIES MINOR

Applied and Public Humanities take an interdisciplinary approach to traditional Humanities disciplines, bringing the strengths of humanistic study to professional and community life. Students in the minor complete a broad, introductory course and three competency areas (Digital, Career, and Intercultural) in preparation for a final, community-based project.

Core Courses			
APH	100W	Introduction to Applied and Public Humanities	3
APH	400	Community Engagement Project	3
Competencies			
Digital Competency:			3
APH	200	Introduction to Digital Humanities	
Career Competency:			3
APH	399	Internship in Applied and Public Humanities	
ENGL	308W	English for Life	
HIST	349	Public History	
Intercultural Competency:			3
AFRS	101	Introduction to Africana Studies	
COMM	171	Media and Culture	
COMM	229	Introduction to Film	
COMM	251	Intercultural Communication	
ENGL	323	Modern Multicultural Literature	
ENGL	337	American Multi-ethnic Literature	
GRMN	208	German Literature in Translation	
HIST	243	Contemporary Africa	
HIST	275	Latin American History	



HIST	347W	Slavery and Race in the Early Americas	Hours
PHIL	204W	Introduction to Ethics	
RELG	205W	Religions of Asia	
RELG	206W	Judaism, Christianity, and Islam	
SPAN	208W	Hispanic Literature in English Translation	
SPAN	340	The Culture and Civilization of Latin America	
Elective:			3
ENGL	208W	Science Writing for a General Audience	
ENGL	210	Writing in the Workplace	
ENGL	308W	English for Life	
ENGL	353	Literature of the Tudor Dynasty	
ENGL	357	Literature of the Romantic Period	
ENGL	358	Literature of the Victorian Period	
ENGL	414	Children's Literature	
HIST	347W	Slavery and Race in the Early Americas	
HIST	349	Public History	
MST	301	Legal and Ethical Issues in Museum Studies	
MST	302	Museums in the Public Dimension	
MST	305	Understanding the Historic House Museum as Public History	
<i>Total Hours Required</i>			<u>18</u>

**ARCHAEOLOGY MINOR**

The archaeology minor gives students the opportunity to explore societies and cultures of the past through their material remains. Students will work to analyze and understand past societies, through several disciplines such as environmental science, history, anthropology, math, and museum studies. Through a partnership with the Historic Sandusky Museum and programs with other local museums, students learn technical aspects of archaeological work, and explore the theory and methods used by archaeologists to interpret artifacts of the past.

Core Courses:			9
ARCH	301	Archaeology Laboratory	
HIST	265	Introduction to Archaeology	
SOCI	221	Cultural Anthropology	
or			
SUST	365	Environmental Archaeology	
Minimum of 9 hours, with only one 100-level course:			9
ARCH	302	Archaeology Field School	
ARCH	377	Study Abroad	
ARCH	387	Domestic Study Away	
ARCH	397	Independent Study in Archaeology	
ARCH	398	Special Topics in Archaeology	
*ARCH	399	Internship in Archaeology	
ART	329	Art of Classical Antiquity	
BIOL	210	Animal Biology	
BIOL	224	Human Anatomy and Physiology I	
ENVS	211	Physical Geography	
ENVS	338	Environmental Geology	
ENVS	340	Introduction to Remote Sensing	
ENVS	380	Geographic Information Systems (GIS)	
ENVS	387	Domestic Study Away	
HIST	323	Greek Civilization	
HIST	324	Roman Civilization	
HIST	349	Public History	
MST	101	Introduction to Museum Studies	
MST	301	Legal and Ethical Issues in Museum Studies	
MST	305	Understanding the Historic House Museum as Public History	
SOCI	277	Social Research Methods and Statistics	
STAT	222	Introductory Statistics	
STAT	300	Applied Data Analysis	
<i>Total Hours Required</i>			<u>18</u>

\* If you choose to do an internship, a minimum of 3 hours is required and no more than 6 hours is allowed for the minor.

**CLASSICAL STUDIES MINOR**

Classical studies provides an interdisciplinary exploration of ancient civilizations. The minor includes courses in Latin that aid in knowledge of technical vocabulary used in professional contexts. A wide range of electives offers avenues for exploration that complement specialized majors. Latin classes in the minor also fulfill Lynchburg's language requirement.

LATN	201W	Intermediate Latin	3
or			
LATN	205W	Intermediate Latin - Medical	
LATN	202W	Intermediate Latin II	3

## Electives

## Hours

9

Nine hours from the list below. Note that relevant Study Abroad and Honors courses may substitute for electives with approval for course substitutions.

ART	329	Art of Classical Antiquity
*ENGL	306	Medieval Literature
HIST	311	Medieval Culture
HIST	323	Greek Civilization
HIST	324	Roman Civilization
LATN	203	Medieval Latin
LATN	208W	Classical Latin Literature in English Translation
LATN	397	Independent Study in Latin
LATN	398	Special Topics in Latin
LATN	399	Internship in Latin
*LATN	470	Medieval Latin for Teachers
PHIL	204W	Ethics
PHIL	214W	Greek Philosophy
*PHIL	215	Medieval Philosophy
POLI	253	Classical Political Thought
RELG	202W	New Testament
RELG	316	Jesus and Judaism
THEA	211	Theatre History and Literature I

*Total Hours Required*

15

\* Only one of these courses can be taken to satisfy the Classical Studies Minor.

The University of Lynchburg prerequisite for LATN 202W is LATN 201W or LATN 205W or Latin AP Credit (3 or higher), or Latin placement test score 90-100 with successful additional sight translation of two short passages: 1 of prose and 1 of poetry, with the aid of a dictionary.

Students may also take courses in classics at 300-level or above at Randolph or Sweet Briar colleges, under the Tri-College Consortium agreement.

**COMMUNICATION STUDIES MAJOR**

The communication studies major is designed for students who wish to pursue careers in any professional setting requiring proficiency in and understanding of communication. These careers include, but are not limited to, advertising executive, public relations officer, magazine editor, art/curator, administrator, human resources specialist, journalist, lawyer, fashion/retail manager, sales associate, sports announcer, news anchor, weather reporter, college student personnel, teacher, political analyst and campaign director, press secretary, television news director, and nonprofit organization director. All students follow a common core curriculum distributed over their four-year course of study. They also choose one of four emphases: Electronic Media, Journalism, Public Relations, or Social Influence and Advocacy for a total of forty-two credit hours. As part of their coursework, students participate regularly and actively in experiential learning including writing for the campus newspaper, producing programming for campus television, creating and presenting scholarly work at academic conferences, and engage in service learning, internships, and leadership opportunities.

**COMMUNICATION STUDIES MAJOR—ELECTRONIC MEDIA EMPHASIS**

Students selecting this emphasis are usually planning careers in media writing and production. Students will learn how to write for the print and electronic media, including the internet and multimedia, and how to use various electronic tools to communicate effectively. Student work will be presented in the campus newspaper, campus cable television, website, and a variety of client-oriented media products such as slide presentations, and DVDs.

## Core courses:

COMM	112	Interpersonal Communication	3
COMM	171	Media and Culture	3
COMM	201W	Media Writing	3
COMM	230W	Persuasion	3
COMM	303W	Research Methods in Communication	3
COMM	401W	Advanced Communication Theory and Senior Thesis	3

## Electronic Media courses:

COMM	104	Introduction to Media Technology	3
COMM	304	Digital Editing and Motion Graphics	3
COMM	372	Media Criticism	3
COMM	405	Communication Law and Ethics	3
COMM	485	Producing and Directing for Electronic Media	3

## Six hours from:

COMM	180	Stage and Studio Television	6
COMM	206	Advertising and Production Design	
COMM	381	Mobile and Social Media Reporting	
COMM	382	Documentary Design and Production	
COMM	394	Culture Industries, Audiences, and the Superhero	
COMM	395	Cultural Impact of Popular Television	
COMM	404	Advanced Digital Editing and Motion Graphics	

## Three hours from:

COMM	232	Debate and Freedom of Speech	3
COMM	275	Visual Rhetoric	
COMM	377	Study Abroad	
COMM	381	Mobile and Social Media Reporting	
COMM	382	Documentary Design and Production	
COMM	387	Domestic Study Away	

COMM	397	Independent Study in Communication	Hours
COMM	398	Special Topics in Communication	
COMM	399	Internship in Communication	
COMM	411	Supervised Practicum	
<i>Total Hours Required</i>			<u>42</u>

**COMMUNICATION STUDIES MAJOR-JOURNALISM EMPHASIS**

In today's digital age, journalism has been reinvented to appeal to an interactive global community. Traditional news systems are in need of ingenuity in an ever-changing world of technology. This emphasis prepares future journalists for diverse careers in television, radio, the web and mobile technologies with a combination of traditional writing tools and audio and video production skills. Journalism students learn the art of digital storytelling while working with the latest cameras and editing technologies.

## Core courses:

COMM	112	Interpersonal Communication	3
COMM	171	Media and Culture	3
COMM	201W	Media Writing	3
COMM	230W	Persuasion	3
COMM	303W	Research Methods in Communication	3
COMM	401W	Advanced Communication Theory and Senior Thesis	3

## Convergent Journalism courses:

COMM	104	Introduction to Media Technology	3
COMM	202	Multimedia Design and Storytelling	3
COMM	301	The American Voice: Analyzing Discourse in Public Life	3
COMM	381	Mobile and Social Media Reporting	3
COMM	405	Communication Law and Ethics	3
COMM	450	Investigative Storytelling	3

## Three hours from:

COMM	180	Stage and Studio Television	3
COMM	251	Intercultural Communication	
COMM	372	Media Criticism	
COMM	382	Documentary Design and Production	
COMM	395	Cultural Impact of Popular Television	

## Three hours from:

COMM	232	Debate and Freedom of Speech	3
COMM	275	Visual Rhetoric	
COMM	377	Study Abroad	
COMM	387	Domestic Study Away	
COMM	397	Independent Study in Communication	
COMM	398	Special Topics in Communication	
COMM	399	Internship in Communication	
COMM	411	Supervised Practicum	
<i>Total Hours Required</i>			<u>42</u>

**COMMUNICATION STUDIES MAJOR-PUBLIC RELATIONS EMPHASIS**

Students selecting this emphasis are usually planning to enter careers as public relations specialists, public relations managers, events planners, lobbyists, or non-profit managers. Students will learn how to develop, design, implement and evaluate campaigns that create mutually beneficial relationships between an organization and its public. An in-depth understanding of adapting messages to audiences in order to successfully attain organizational goals will be developed and mastered. Students will also engage in projects that allow faculty to evaluate their effectiveness as communicators.

## Core courses:

COMM	112	Interpersonal Communication	3
COMM	171	Media and Culture	3
COMM	201W	Media Writing	3
COMM	230W	Persuasion 3	
COMM	303W	Research Methods in Communication	3
COMM	401W	Advanced Communication Theory and Senior Thesis	3

## Public Relations/Journalism courses:

COMM	260	Introduction to Public Relations	3
COMM	302	Strategic Public Relations Writing	3
COMM	372	Media Criticism	3
COMM	405	Communication Law and Ethics	3
COMM	440	Public Relations Media and Campaigns	3

## Six hours from:

COMM	104	Introduction to Media Technology	6
COMM	251	Intercultural Communication	
COMM	341	Professional and Organizational Communication	
COMM	362	Crisis Communication	
COMM	381	Mobile and Social Media Reporting	
COMM	394	Culture Industries, Audiences, and the Superhero	

Three hours from:			Hours
COMM	232	Debate and Freedom of Speech	3
COMM	275	Visual Rhetoric	
COMM	377	Study Abroad	
COMM	381	Mobile and Social Media Reporting	
COMM	382	Documentary Design and Production	
COMM	387	Domestic Study Away	
COMM	397	Independent Study in Communication	
COMM	398	Special Topics in Communication	
COMM	399	Internship in Communication	
COMM	411	Supervised Practicum	
<i>Total Hours Required</i>			<u>42</u>

### COMMUNICATION STUDIES MAJOR—SOCIAL INFLUENCE AND ADVOCACY EMPHASIS

Students selecting this emphasis plan to enter careers where communication skills are essential. This wide-ranging emphasis leads to career pathways in such areas as Social Influence (social media director, event planner, real estate or fashion/retail sales associate, conflict negotiator, diversity and inclusion specialist), Organizational Leadership (human resources and personnel manager, university recruiter/ development officer/ residence life director, health communication specialist, non-profit manager), and Public Advocacy (grassroots/political organizer, political campaign consultant, political media liaison, community outreach director). This emphasis also provides a solid foundation for a career in law or the teaching of communication. Students will learn to craft and deliver effective messages by oral, written, and electronic means, with an emphasis on critical and analytical thought.

Core courses:			
COMM	112	Interpersonal Communication	3
COMM	171	Media and Culture	3
COMM	201W	Media Writing	3
COMM	230W	Persuasion	3
COMM	303W	Research Methods in Communication	3
COMM	401W	Advanced Communication Theory and Senior Thesis	3

Communication and Social Influence courses:			
COMM	101	Argumentation and Advocacy	3
COMM	228	Public Presentation in a Digital Age	3
COMM	251	Intercultural Communication	3
COMM	301	The American Voice: Analyzing Discourse in Public Life	3

Nine hours from:			9
COMM	114	Small Group Communication	
COMM	232	Debate and Freedom of Speech	
COMM	270	Social Media Communication	
COMM	341	Professional and Organizational Communication	
COMM	350	Dissent and Political Communication	
COMM	405	Communication Law and Ethics	
COMM	412	Digital Leadership and Influencer Communication	

Three hours from:			3
COMM	232	Debate and Freedom of Speech	
COMM	275	Visual Rhetoric	
COMM	377	Study Abroad	
COMM	387	Domestic Study Away	
COMM	397	Independent Study in Communication	
COMM	398	Special Topics in Communication	
COMM	399	Internship in Communication	
COMM	411	Supervised Practicum	
<i>Total Hours Required</i>			<u>42</u>

### CREATIVE WRITING MINOR

The creative writing minor allows students to pursue creative writing within the larger context of academic study. The purpose of the program is to give students a rigorous background in the fundamentals of creative writing by providing them with the opportunity to study craft, workshop and editing critique, revision, and literature within a structured curriculum and with published writers.

Required courses:			6
ENGL	205	Introduction to Creative Writing	
ENGL	424	Advanced Creative Writing	

Genre Workshops:			6
ENGL	346	Creative Writing: Non-Fiction	
ENGL	349	Creative Writing: Poetry	
ENGL	350	Creative Writing: Fiction	

Electives:			6
ENGL	207W	Technical Writing in the Healthcare Industry	
ENGL	208W	Science Writing for a General Audience	
ENGL	209W	Nature Writing	
ENGL	220W	Introduction to Literary Studies	

ENGL	ENGL courses 300 and above	Hours
	<i>Total Hours Required</i>	<u>18</u>

**CRIMINAL FORENSICS MINOR**

A student who completes a minor in criminal forensics will gain an understanding of and a basic foundation on the overlapping aspects of criminology and science. Students in this minor will work to combine science and theory as applied to crime, crime analysis, and the criminal justice process.

Core courses:			
CRIM	201	Criminology	3
CRIM	320	Victimology	3
CRIM	321	Child Abuse and Exploitation	3
One from the following:			3-4
ACCT	421	Auditing Principles	
BIOL	256	Genetics	
BUAD	243	Data Mining	
CRIM	255	Crime Scene Investigation	
H P	340	Women's Health Issues	
NRSG	232/232L	Health Assessment and Lab	
PSYC	263	Psychology of Law	
One from the following:			3-4
ACCT	470	Forensic Accounting	
BIOL	322	Forensic Science	
BIOL	354	Toxicology	
CRIM	401	Medical Forensics	
PSYC	308	Abnormal Behavior	
<i>Total Hours Required</i>			<u>15-17</u>

**CRIMINOLOGY MAJOR**

The criminology major is designed for students interested in careers within the U.S. criminal justice system and international justice systems. A student who chooses to major in criminology will be provided a general understanding of the dynamics within justice systems both nationally and internationally. This interdisciplinary program, which emphasizes quantitative approaches to studying crime and the systems of punishment, will provide majors with the background required for employment within governmental organizations.

Specific goals are:

1. to provide students a theoretical foundation and a working knowledge of the U.S. criminal justice system;
2. to provide students a foundation for studying international policy, practice, and issues of global concern; and
3. to provide students the background for quantitative analysis of crime data.

Core courses:			
CRIM	201	Criminology	3
CRIM	202	Criminal Justice Process	3
CRIM	211	Law and Society	3
CRIM	243	Juvenile Delinquency	3
CRIM	275	Research Methods	3
CRIM	301	Comparative Criminal Justice	3
CRIM	372W	Quantitative Methodology	3
CRIM	430W	Senior Research Capstone	3
Two from the following:			6
CRIM		Other CRIM courses 200 and above	
ENGL	293W	Literature and Justice: Textual and Cultural Explorations of Mortality and Law	
HIST	203	Crime and Punishment in America	
HMSV	210	Domestic Violence: Interventions and Advocacy	
INTL	280	Security Studies in a Global Context	
PHIL	204W	Introduction to Ethics	
POLI	303	Terrorism and Revolution	
SOCI	222	Sociology of Race and Ethnicity	
SOCI	256	Deviance, Crime, and Social Control	
One from the following:			3
CRIM	377	Study Abroad	
CRIM	397	Independent Study in Criminology	
CRIM	399	Internship in Criminology	
<i>Total Hours Required</i>			<u>33</u>

**CRIMINOLOGY MINOR**

A student who completes a minor in criminology will gain understanding of the principles and processes involved in explaining and addressing criminal behavior. In addition, the student will be exposed to a coordinated academic program of study that addresses criminal justice issues from a multidisciplinary, social science perspective.

CRIM	201	Criminology	3
CRIM	202	Criminal Justice Process	3

Nine hours from:

CRIM		Other CRIM courses 200 and above	9
<i>Total Hours Required</i>			<u>15</u>

**CRIMINOLOGY-PHILOSOPHY MAJOR**

The joint criminology and philosophy major provides students with the opportunity to study the basic principles of Criminology and criminal justice practices along with the development of the ability to identify and assess the philosophical presuppositions and implications of those practices.

CRIM	201	Criminology	3
CRIM	202	Criminal Justice Process	3
CRIM	243	Juvenile Delinquency	3
CRIM	285	Criminal Law	3
CRIM	301	Comparative Criminal Justice	3
PHIL	201	Introduction to Logic	3
PHIL	204W	Ethics	3
PHIL	315W	Philosophy of Law	3
PHIL	330W	Law Enforcement and Morality	3
PHIL	400W	Thesis Guidance	3
One of the following:			3
BUAD	322	Legal Environment of Business	
CRIM	211	Law and Society	
POLI	326	Constitutional Law	
PSYC	263	Psychology of Law	
SUST	350	Environmental Law and Policy	
<i>Total Hours Required</i>			<u>33</u>

**CRISIS COMMUNICATION MINOR**

COMM	171	Media and Culture	3
COMM	201W	Media Writing	3
COMM	260	Introduction to Public Relations	3
COMM	362	Crisis Communication	3
Three hours from:			3
CRIM	202	Criminal Justice Process	
HMSV	201	The Science and Art of Meeting Human Need	
INTL	280	Security Studies in a Global Context	
POLI	303	Terrorism and Revolution	
SOCI	225	Poverty, Homelessness, and Social Justice	
<i>Total Hours Required</i>			<u>15</u>

**DIGITAL MEDIA COMMUNICATIONS MAJOR**

The Digital Media Communication major focuses on the importance of messaging in an increasingly mediated world. Students in the major will learn theoretical concepts, develop practical production skills, and engage critical insight through multidisciplinary coursework in communication and marketing. Those insights and skills will allow them to craft effective messages in an ever-changing digital landscape. Digital media communication majors will be well suited for contemporary communication careers, particularly those involving online messaging and social media.

Core:			
COMM	104	Introduction to Media Technology	3
COMM	171	Media and Culture	3
COMM	201W	Media Writing	3
COMM	202	Multimedia Design and Storytelling	3
COMM	260	Introduction to Public Relations	3
COMM	270	Social Media Communication	3
COMM	302	Strategic Public Relations Writing	3
COMM	381	Mobile and Social Media Reporting	3
COMM	405	Communication Law and Ethics	3
COMM	412	Digital Leadership and Influencer Communication	3
Marketing core:			
MKTG	200	Social Media Marketing	3
MKTG	209	Principles of Marketing	3
Criticism (choose one):			3
COMM	275	Visual Rhetoric	
COMM	372	Media Criticism	
Practice (choose four):			12
COMM	304	Digital Editing and Motion Graphics	
COMM	341	Professional and Organizational Communication	
COMM	362	Crisis Communication	
COMM	440	Public Relations Media and Campaigns	
COMM	450	Investigative Storytelling	
<i>Total Hours Required</i>			<u>12</u>

			Hours
Experiential Learning:			3
COMM	377	Study Abroad	
COMM	387	Domestic Study Away	
COMM	397	Independent Study in Communication	
COMM	398	Special Topics in Communication	
COMM	399	Internship in Communication	
COMM	411	Supervised Practicum	
Total Hours Required			54

**ELECTRONIC MEDIA MINOR**

COMM	104	Introduction to Media Technology	3
COMM	171	Media and Culture	3
COMM	201W	Media Writing	3
COMM	304	Digital Editing and Motion Graphics	3
Six hours from:			6
COMM	180	Stage and Studio Television	
COMM	206	Advertising and Production Design	
COMM	377	Study Abroad	
COMM	381	Mobile and Social Media Reporting	
COMM	382	Documentary Design and Production	
COMM	405	Communication Law and Ethics	
<i>Total Hours Required</i>			18

**ENGLISH MAJOR**

The English Department offers major and minor programs in English. The English major, with its emphasis on literature, writing, and language studies, provides a broad liberal arts education and is an excellent background for careers in law, medicine, business, teaching, public service, and numerous other professions.

Introductory and Capstone Courses:			
ENGL	220W	Introduction to Literary Studies	3
ENGL	420	Senior Seminar in English	3
One from the following:			3
ENGL	314W	History of the English Language	
ENGL	315W	English Grammar	
ENGL	320	Literary Criticism	
One from the following:			3
ENGL	302	American Literature 1607-1865	
ENGL	306	Medieval Literature	
ENGL	353	Literature of the Tudor Dynasty	
ENGL	357	Literature of the Romantic Period	
ENGL	360	The English Novel	
ENGL	417	Chaucer	
ENGL	421	Shakespeare's Tragedies and Histories	
ENGL	422	Shakespeare's Comedies and Romances	
One from the following:			3
ENGL	303	American Literature 1865-1999	
ENGL	323	Modern Multicultural Literature	
ENGL	325	Modern and Contemporary British Literature	
ENGL	337	American Multi-Ethnic Literature	
ENGL	358	Literature of the Victorian Period	
ENGL	366	Southern Literature	
One from the following:			3
ENGL	203W	Expository Writing	
ENGL	205	Introduction to Creative Writing	
ENGL	207W	Technical Writing in the Healthcare Industry	
ENGL	208W	Science Writing for a General Audience	
ENGL	209W	Nature Writing	
ENGL	210	Writing in the Workplace	
ENGL	223W	Writing for Publication	
Eighteen hours from*:			18
ENGL		Other ENGL courses 300 and above	
<i>Total Hours Required</i>			36

\*Hours from ENGL 377, 387, and 399 counting toward major will be capped at 6.

## ENGLISH MINOR

## Hours

ENGL	220W	Introduction to Literary Studies	3
Three hours from:			3
ENGL	201W	Literature and Culture I: Masterpieces from Antiquity Through the Renaissance	
ENGL	202W	Literature and Culture II: Works from the Enlightenment to the Present	
ENGL	291W	Literature and the Body: Textual and Cultural Explorations of Embodiment	
ENGL	292W	Literature and Nature: Textual and Cultural Explorations of the Natural World	
ENGL	293W	Literature and Justice: Textual and Cultural Explorations of Morality and Law	
ENGL	294W	Literature and Place: Textual and Cultural Explorations of Landscape and Locality	
Twelve hours from:			12
APH	100W	Introduction to Applied and Public Humanities	
ENGL	203W	Expository Writing	
ENGL	205	Introduction to Creative Writing	
ENGL	207W	Technical Writing in the Healthcare Industry	
ENGL	208W	Science Writing for a General Audience	
ENGL	209W	Nature Writing	
ENGL	210	Writing in the Workplace	
ENGL		ENGL courses 300 and above	
<i>Total Hours Required</i>			<u>18</u>

## ENGLISH EDUCATION MAJOR

(see College of Education, Leadership, and Counseling)

## FOREIGN LANGUAGE SPANISH EDUCATION MAJOR

(see College of Education, Leadership, and Counseling)

## GERMAN MINOR

GRMN	201	Intermediate German I	3
GRMN	202	Intermediate German II	3
GRMN	241	Conversation and Composition	3
GRMN	313	Survey of German Literature	3
One from the following:			3
GRMN	208	German Literature in Translation	
GRMN	209	German Fairy Tales in Their European Context	
<i>Total Hours Required</i>			<u>15</u>

## HISTORY MAJOR

The purpose of history as a discipline is to examine all aspects of civilization, particularly humanity as the maker of institutions. Humanity is the creative force that has managed to survive and even thrive as a result of its ability to adapt itself and its institutions to changing circumstances. History is accordingly concerned with humanity's ideas about itself and the social, economic, political, intellectual, aesthetic, and religious institutions that it creates to give substance to its beliefs. This study of humanity relative to time provides students with the background they need to understand themselves and their culture.

History 200W should be taken during the sophomore year, since the skills that form the core of this course are essential to success in all upper-level work in this discipline; transfer students should take it in their first spring semester. Additionally, HIST 255 and 256 should also be taken in the sophomore year (for transfer students, in their first year) to round out the common core all history majors will have at the beginning of their program, and provide a broad frame work for all subsequent courses. HIST 402W should be taken in the fall semester of the senior year by all students.

Historiography and Research:			6
HIST	200W	The Historian's Craft	
HIST	402W	History Senior Thesis Seminar	
The United States and the Atlantic World:			6
HIST	255	America to 1877	
HIST	256	America Since 1877	
Pre-Modern European History:			3
HIST	305	England in the Middle Ages	
HIST	311	Medieval Culture	
HIST	312	Renaissance and Reformation	
HIST	323	Greek Civilization	
HIST	324	Roman Civilization	
HIST	389	Tudor and Stuart England	
Modern European History:			3
HIST	306	Great Britain Since 1714	
HIST	312	Renaissance and Reformation	
HIST	322	Europe Since 1914	
HIST	330	Military History	
HIST	353	The Holocaust	
HIST	388	Modern Europe and the World	
HIST	389	Tudor and Stuart England	



			Hours
Non-Western History:			6
HIST	243	Contemporary Africa	
HIST	275	Latin American History	
HIST	343	South African History	
HIST	344	History of Women in the Americas	
HIST	371	History of Drugs and the Drug Trade in the Americas	
HIST	375	History of Love and Sex in Latin America	
HIST	379	History and Politics of the Middle East	
Twelve hours from:			12
HIST	203	Crime and Punishment in America	
HIST	204	History on Film	
HIST	205	Music and Revolution	
HIST	243	Contemporary Africa	
HIST	275	Latin American History	
HIST	300	Virginia History	
HIST	301	Rise of the American City	
HIST	305	England in the Middle Ages	
HIST	306	Great Britain Since 1714	
HIST	311	Medieval Culture	
HIST	312	Renaissance and Reformation	
HIST	322	Europe Since 1914	
HIST	323	Greek Civilization	
HIST	324	Roman Civilization	
HIST	330	Military History	
HIST	333	The Civil War and Reconstruction	
HIST	336	American Social History	
HIST	339	Atlantic World in the Seventeenth Century	
HIST	340	Atlantic World in the Eighteenth Century	
HIST	343	South African History	
HIST	344	History of Women in the Americas	
HIST	347W	Slavery and Race in the Early Americas	
HIST	348	Racism and Empire in the American Context	
HIST	349	Public History	
HIST	353	The Holocaust	
HIST	370	The U.S. and the World	
HIST	371	History of Drugs and the Drug Trade in the Americas	
HIST	375	History of Love and Sex in Latin America	
*HIST	377	Study Abroad	
HIST	379	History and Politics of the Middle East	
HIST	380	America in the 1960s	
HIST	388	Modern Europe and the World	
HIST	389	Tudor and Stuart England	
*HIST	397	Independent Study in History	
*HIST	398	Special Topics in History	
*HIST	399	Internship in History	
<i>Total Hours Required</i>			<u>36</u>

\*Only 3 hours from these courses may be counted towards fulfillment of History major requirements.

### HISTORY MINOR

One of the following:

HIST	103W	Turning Points in World History	3
HIST	105W	History of Disease and Medicine	
HIST	107W	The Need for Speed - The History of Endurance Sports	
HIST		At least 2 HIST courses 300-level and above	6
HIST		Any other HIST courses	<u>6</u>
<i>Total Hours Required</i>			15

### HISTORY AND SOCIAL STUDIES EDUCATION MAJOR

(see College of Education, Leadership, and Counseling)

### HUMAN SERVICES MINOR

Core courses:

HMSV	201	The Science and Art of Meeting Human Need	3
HMSV	268	Social Welfare Policy	3
HMSV	375	Evidence-Based Practice and Evaluation	3
Human Services elective:			3
HMSV		Any HMSV course 200 and above	

Electives:			Hours
CRIM	245	Women and Crime	3
CRIM	320	Victimology	
CRIM	321	Child Abuse and Exploitation	
H P	340	Women's Health Issues	
MGMT	262	Human Resource Management	
POLI	290	American Public Policy	
PSYC	241	Developmental Psychology	
SOCI	209	Applied Sociology	
SOCI	222	Sociology of Race and Ethnicity	
SOCI	225	Poverty, Homelessness, and Social Justice	
SOCI	231	Marriage and the Family	
SOCI	264	Social Inequality and Oppression	
SUST	210W	People and the Environment	
<i>Total Hours Required</i>			15

**INTELLIGENCE ANALYSIS MINOR**

To combat new and existing emerging threats, security professionals increasingly need to be proactive in identifying security gaps and risks using data analytics. This minor provides students with a foundation in data analysis in a security studies context.

Core basis in Security Studies and Statistics:			
ISS	200	Introduction to the Intelligence Community	3
ISS	300	Intelligence Studies Using Case Studies	3
*STAT	300	Applied Data Science	3
*STAT	302	Introduction to Statistical Inference	3
Electives:			6
BUAD	243	Data Mining	
CRIM	222	Cyber Crime	
^ECON	350	Econometrics	
MGMT	360	Project Management	
STAT	305	Data Handling for Statistics	
STAT	325	Applied Regression	
<i>Total Hours Required</i>			18
*STAT 222 is a prerequisite			
^ ECON 201 and BUAD 241 or STAT 222 are prerequisites			

**INTELLIGENCE STUDIES MAJOR**

The major provides students with a rigorous, liberal arts approach to the study of international security policy and issues. It prepares students to be job- competitive in both government and the private sector. It examines the relationship between state and non-state actors, including NGOs, Multinational corporations and non-state paramilitary organizations. It looks at the fundamental question of- what is needed to provide a safe and secure world? What leads to comprehensive human security? How do security threats like terrorists form and persist and what can be done to negate their actions?

Core courses:			
CRIM	202	Criminal Justice Process	3
CRIM	301	Comparative Criminal Justice	3
INTL	280	Security Studies in a Global Context	3
ISS	200	Introduction to Intelligence Community	3
ISS	300	Intelligence Studies Using Case Studies	3
ISS	400	Senior Thesis Capstone	3
POLI	260	Honor and Terror Politics: South Asia	3
or			
POLI	303	Terrorism and Revolution	
Three hours from:			3
INTL	101	Global Politics	
POLI	111	Quest for Justice	
POLI	112	Quest for Power	
Three hours from:			3
CRIM	372W	Quantitative Methodology	
SOCI	277	Social Research Methods and Statistics	
STAT	222	Introductory Statistics	
Experiential Learning:			6
Internships in the DC area can be coordinated with our Professional Career Development Center so that the student does a Domestic Study Away/Internship in DC. Six total hours can be in either or both of the following:			
CRIM	399	Internship in Criminology	
ISS	399	Internship in Intelligence and Security Studies	
Six hours from:			6
CRIM	319	Transnational Crime	
CRIM	333	Drugs, Drug Organizations, and Narco-Terrorism	

			Hours
ENVS	380	Geographic Information Systems	
HIST	243	Contemporary Africa	
HIST	275	Latin American History	
HIST	322	Europe Since 1914	
HIST	330	Military History	
HIST	370	The U.S. and the World	
HIST	371	History of Drugs and the Drug Trade in the Americas	
HIST	379	History and Politics of the Middle East and North Africa	
INTL	301	Human Security in the Global South	
POLI	265	Growling Tigers, Fiery Dragons: The Asia Pacific	
POLI	275	Latin American Politics	
POLI	296	Russia and the European Neighborhood	
POLI	372W	United States Foreign Policy	
<i>Total Hours Required</i>			<u>39</u>

### INTERNATIONAL RELATIONS AND SECURITY STUDIES MAJOR

International relations and security studies is an interdisciplinary major that prepares students to participate actively in the international community. The core courses required of all majors provide a general understanding of the history and structure of the current international system. The program also emphasizes the development of analytical techniques, critical thinking skills, and an appreciation of the complexities of the world's divergent political, economic, and cultural systems. In addition to the core courses, the student chooses an area of concentration including Non-Profit Organizations and Global Development, Security Studies and Terrorism, Area Studies-Global North or Area Studies-Global South.

Within the International Relations major, INTL101 fulfills the Social Studies Area of Study requirement in the DELL General Education curriculum. Additionally, most courses in the major will fulfill the Local to Global Diversity requirement in the DELL General Education curriculum. Because of the importance of foreign languages to anyone working in the international arena, majors are expected to establish a minimum competency at the 202 level in a modern foreign language. International relations majors are also strongly encouraged to include a semester abroad in the country of their foreign language competency as part of their program. Courses from semester long study abroad programs will be substituted for major requirements as appropriate. Courses taken under the Tri College Consortium will be substituted for major requirements as appropriate.

#### Core courses:

INTL	101	Global Politics	3
INTL	270	International Relations Theory	3
INTL	321W	Research Methods in International Relations	3
INTL	400W	Senior Thesis in International Relations	3
POLI	207	Comparative Politics	3

#### Experiential Learning Groups (one of the following):

INTL	377	Study Abroad	3
INTL	399	Internship in International Relations	
POLI	377	Study Abroad	

#### One of the following simulations:

POLI	283	European Union Politics	3
POLI	331	National Model United Nations I	

Students doing more than one Model UN simulation may use the second one to fulfill their International Relations and Security Studies major elective requirement.

#### Foreign Language (one of the following):

GRMN	202	Intermediate German II	3
SPAN	202	Intermediate Spanish II	

Students may complete the foreign language requirement in a foreign language not offered on campus via placement testing, courses taken through the Tri-College Consortium, or a 202 level foreign language course taken through a study abroad program.

#### Economics course:

ECON	308	International Economic Policy	3
INTL	290	Introduction to International Political Economy	

#### Areas of concentration:

(all three courses must come from one of the four areas)

##### Non-Profit Organizations and Global Development

BUAD	222	Ethical Dilemmas in Business and Leadership	9
BUAD	265	Leadership and the Classics	
COMM	251	Intercultural Communication	
HIST	243	Contemporary Africa	
HIST	275	Latin American History	
HIST	344	History of Women in the Americas	
INTL	301	Human Security in the Global South	
INTL	320	African Diaspora in Latin America and the Caribbean	
POLI	259	Power, the State, and Bureaucracy	
POLI	283	European Union Politics	
POLI	306	Comparative Foreign Policy	
POLI	331	National Model United Nations I	
SOCI	264	Social Inequality and Oppression	
SUST	350	Environmental Law and Policy	

## Hours

## Security Studies and Terrorism

CRIM	301	Comparative Criminal Justice
ECON	365	Economics of Terrorism
INTL	280	Security Studies in a Global Context
INTL	301	Human Security in the Global South
POLI	260	Honor and Terror Politics: South Asia
POLI	303	Terrorism and Revolution
POLI	306	Comparative Foreign Policy

## Global North

HIST	322	Europe Since 1914
POLI	283	European Union Politics
POLI	290	American Public Policy
POLI	296	Russia and the European Neighborhood
POLI	306	Comparative Foreign Policy
POLI	372W	United States Foreign Policy

## Global South

COMM	251	Intercultural Communication
HIST	243	Contemporary Africa
HIST	275	Latin American History
HIST	343	South African History
HIST	397	Independent Study in History
INTL	301	Human Security in the Global South
INTL	320	African Diaspora in Latin America and the Caribbean
POLI	260	Honor and Terror Politics: South Asia
POLI	265	Growling Tigers, Fiery Dragons: The Asia Pacific
POLI	275	Latin American Politics
POLI	306	Comparative Foreign Policy
POLI	375	U.S.- Latin American Relations

## Electives (cannot be used to satisfy other International Relations major requirements):

ENVS	380	Geographic Information Systems
INTL	213	World Regional Geography
INTL	280	Security Studies in a Global Context
INTL	301	Human Security in the Global South
INTL	320	African Diaspora in Latin America and the Caribbean
INTL	398	Special Topics in International Relations
INTL	399	Internship in International Relations
POLI	283	European Union Politics
POLI	303	Terrorism and Revolution
POLI	304	International Organization and World Politics
POLI	306	Comparative Foreign Policy
POLI	331	National Model United Nations I
POLI	398	Special Topics in Political Science

3

*Total Hours Required*39**INTERNATIONAL RELATIONS MINOR**

INTL	101	Global Politics	3
INTL	270	International Relations Theory	3
INTL	301	Human Security in the Global South	3

## Three of the following:

HIST	243	Contemporary Africa	9
HIST	275	Latin American History	
HIST	306	Great Britain Since 1714	
HIST	322	Europe Since 1914	
HIST	343	South African History	
INTL	280	Security Studies in a Global Context	
INTL	320	African Diaspora in Latin America and the Caribbean	
INTL	377	Study Abroad	
INTL	398	Special Topics in International Relations	
POLI	207	Comparative Politics	
POLI	260	Honor and Terror Politics: South Asia	
POLI	265	Growling Tigers, Fiery Dragons: The Asia Pacific	
POLI	275	Latin American Politics	
POLI	283	European Union Politics	
POLI	296	Russia and the European Neighborhood	
POLI	303	Terrorism and Revolution	
POLI	304	International Organization and World Politics	
POLI	306	Comparative Foreign Policy	
POLI	331	National Model United Nations I	
POLI	372W	United States Foreign Policy	

POLI	375	U.S. – Latin American Relations	Hours
POLI	398	Special Topics in Political Science	
RELG	303W	Seminar in Religions of Asia	
RELG	304W	Seminar in Islam	
SPAN	340	The Culture and Civilization of Latin America	
<i>Total Hours Required</i>			18

**JOURNALISM MINOR**

Core courses:			
COMM	104	Introduction to Media Technology	3
COMM	171	Media and Culture	3
COMM	201W	Media Writing	3
Nine hours from:			9
COMM	180	Stage and Studio Television	
COMM	202	Multimedia Design and Storytelling	
COMM	377	Study Abroad	
COMM	381	Mobile and Social Media Reporting	
COMM	382	Documentary Design and Production	
COMM	405	Communication Law and Ethics	
COMM	411	Supervised Practicum	
COMM	450	Investigative Storytelling	
<i>Total Hours Required</i>			18

**LATIN AMERICAN STUDIES MINOR**

Latin America represents one of the most important regions in the world, encompassing almost three dozen countries and over half a billion people. It is important economically, politically, culturally, historically, and socially. The region represents the United States' most important trading area for both imports and exports, more than trade with China. It is a key part of our country's heritage, with almost 20% of Americans tracing their ancestry to the region, and people from the region making up the largest block of immigrants to the United States. Our culture and our history are closely tied to the region, from Mexican food to the Cuban embargo, from cooperation in narcotics interdiction to Reggeaton, the region offers a rich tapestry. This minor will introduce you to the study of the region, giving you essential insight into a part of our world that is increasingly important for our shared future.

SPAN	201	Intermediate Spanish I	3
SPAN	202	Intermediate Spanish II	3
*Interdisciplinary courses:			9
HIST	275	Latin American History	
HIST	375	History of Love and Sex in Latin America	
INTL	320	African Diaspora in Latin America and the Caribbean	
POLI	275	Latin American Politics	
POLI	375	U.S.-Latin American Relations	
SPAN	208W	Hispanic Literature in English Translation	
SPAN	221	Advanced Language Practice: Conversation	
SPAN	340	The Culture and Civilization of Latin America	
SPAN	398	Special Topics in Spanish	
SPAN	441	Advanced Conversation and Culture through Spanish Language Resistance Music	
SPAN	442	Advanced Conversation and Culture through Documentary Film in Spanish	
SPAN	460W	Literature in Spanish: Latin America	
<i>Total Hours Required</i>			15

\* Two courses in the interdisciplinary course listing of the minor may be replaced with approved Study Abroad courses taken in Latin America. An approved course substitution form is required.

**LAW AND SOCIETY MINOR**

Core courses:			
CRIM	211	Law and Society	12
SOCI	201	Social Life in America	
SOCI	256	Deviance, Crime and Social Control	
SOCI	277	Social Research Methods and Statistics	
One from the following:			3
HIST	203	Crime and Punishment in America	
PHIL	315W	Philosophy of Law	
POLI	325	Constitutional Law in the United States I	
POLI	326	Constitutional Law in the United States II	
PSYC	263	Psychology of Law	
SOCI	267	Family Violence: A Sociological Perspective	
<i>Total Hours Required</i>			15

**MEDICAL HUMANITIES MINOR**

Medical Humanities is an interdisciplinary approach to analyzing medical, scientific, and health related issues from the standpoint of the Humanities and the Liberal Arts. Traditional core areas of Medical Humanities are History, Literature and the Arts, Philosophy, and Religious Studies.

Although Medical Humanities includes bioethics, it encompasses all humanities disciplines equally and thus is not limited to ethical analysis. Related areas within Medical Humanities that supplement the four core disciplines are law, policy, sociology, psychology, public health, anthropology, and economics (among others).

Required core courses:			Hours
MEHU	100	Introduction to Medical Humanities	6
PHIL	224	Ethical Issues in Medicine	
Humanities courses-choose two of the following:			6
ENGL	207W	Technical Writing in the Healthcare Industry	
ENGL	291W	Literature and the Body: Textual and Cultural Explorations of Embodiment	
HIST	105W	History of Disease and Medicine	
LATN	205W	Intermediate Latin 1—Medical	
MEHU	200	Cadavers, Culture, and Medicine: The History of Human Anatomy from Antiquity to the Present	
MEHU	201	Narrative Health	
*MEHU	397	Independent Study in Medical Humanities	
*MEHU	398	Special Topic in Medical Humanities	
*MEHU	399	Internship in Medical Humanities	
PHIL	305	Philosophy of Science	
RELG	207W	Religion, Body, and Health	
SPAN	205	Intermediate Spanish--Medical	
Health/Sciences courses:			6
H P	210	Health Disparities, Equity, and Advocacy	
H P	221	Global Health	
H P	290	Spirituality and Health	
H P	292	Psychosocial Health	
H P	322	Health Aspects of Aging	
H P	340	Women's Health Issues	
HMSV	268	Social Welfare Policy	
<i>Total Hours Required</i>			<u>18</u>

\*Only 3 hours from these courses may be counted towards fulfillment of medical humanities minor requirements.

#### MEDIEVAL AND RENAISSANCE STUDIES MINOR

The medieval and renaissance studies minor provides students with an opportunity for interdisciplinary study in courses that include a significant portion of material from the Middle Ages and Renaissance periods. Students interested in pursuing this minor should select as an advisor one of the faculty members who teaches courses in the minor. The minor in medieval and renaissance studies requires fifteen semester hours in courses covering material prior to 1600 and English Renaissance literature through 1700.

Literature:			3
ENGL	201W	Literature and Culture I: Masterpieces from Antiquity Through the Renaissance	
ENGL	306	Medieval Literature	
ENGL	314W	History of the English Language	
ENGL	353	Literature of the Tudor Dynasty	
ENGL	417	Chaucer	
ENGL	421	Shakespeare's Tragedies and Histories	
ENGL	422	Shakespeare's Comedies and Romances	
THEA	211	Dramatic Literature: Classical Greece to Renaissance	
History-Political Science:			3
HIST	305	England in the Middle Ages	
HIST	311	Medieval Culture	
HIST	312	Renaissance and Reformation	
HIST	345	Tudor England	
POLI	253	Classical Political Thought	
Art-Music:			3
ART	203	Survey of Art History I	
ART	333	Renaissance Art	
ART	339	History of Western Architecture	
MUSC	302W	Music History and Literature I	
Philosophy-Religion:			3
PHIL	215	Medieval Philosophy	
RELG	206W	Judaism, Christianity, and Islam	
RELG	304W	Seminar in Islam	
One additional course must be chosen from any of the above groups			<u>3</u>
<i>Total Hours Required</i>			<u>15</u>

#### MUSEUM STUDIES MINOR

The museum studies minor is an interdisciplinary program that stresses theoretical concepts and develops practical skills that will prepare students to understand museums as a cultural and educational resource and for graduate programs and the museum profession. The Daura Museum of Art is used as the primary teaching resource for museum studies courses.

MST	101	Introduction to Museum Studies	3
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			Hours
MST	201	Curatorial Practices	3
MST	202	Museum Exhibitions	3
MST	203	Museum Education and Docent Experience	3
MST	301	Legal and Ethical Issues in Museum Studies	3
MST	302	Museums in the Public Dimension	3
or			
APH	400	Community Engagement Project	
Three hours from the following:			3
APH	100W	Introduction to Applied and Public Humanities	
APH	377	Study Abroad	
APH	387	Domestic Study Away	
MST	304	Historical Archaeology	
MST	305	Understanding the Historic House Museum as Public History	
MST	377	Study Abroad	
MST	387	Domestic Study Away	
MST	397	Independent Study in Museum Studies	
MST	398	Special Topics in Museum Studies	
MST	399	Internship in Museum Studies	
SUST	365	Environmental Archaeology	
<i>Total Hours Required</i>			<u>21</u>

**PHILOSOPHY MAJOR**

In addition to providing a sound understanding of the major branches of philosophy, this program should be helpful for any student who wishes to develop his or her ability to analyze, interpret, evaluate, and communicate persuasively. The philosophy major is excellent preparation for many careers, such as law, business, and teaching. The major is also a strong complement to many other majors that offer preparation for specific careers. The philosophy major is required to write a thesis in the senior year.

PHIL	201	Introduction to Logic	3
PHIL	204W	Ethics	3
PHIL	214W	Greek Philosophy	3
PHIL	216	Modern European Philosophy	3
PHIL	306W	Knowledge and Reality	3
PHIL	400W	Thesis Guidance	3
PHIL		Other PHIL courses 200 and above	<u>12</u>
<i>Total Hours Required</i>			30

**PHILOSOPHY MINOR**

PHIL	201	Introduction to Logic	3
PHIL	204W	Ethics	3
PHIL		Other PHIL courses 200 and above	<u>12</u>
<i>Total Hours Required</i>			18

**PHILOSOPHY-POLITICAL SCIENCE MAJOR**

The philosophy-political science major is recommended for students who have an interest in a wide variety of careers including, but not limited to, law, public service, policy analysis, teaching, and journalism. The curriculum focuses on an analysis of primary texts, as well as developing and applying critical thinking skills. Every student is required to write a senior thesis. The major should be declared by the second semester of the sophomore year. For a joint major in philosophy-political science, a student must complete twenty-one semester hours in philosophy and eighteen semester hours of political science as listed below.

PHIL	201	Introduction to Logic	3
PHIL	204W	Ethics	3
PHIL	214W	Greek Philosophy	3
PHIL	216	Modern European Philosophy	3
PHIL	400W	Thesis Guidance	3
PHIL		Other PHIL courses 200 and above	6
POLI	220	The American Political Experience	3
POLI	253	Classical Political Thought	3
POLI	254	Modern Political Thought	3
POLI	362	Recent Political Thought	3
POLI		Other POLI courses 200 and above	<u>6</u>
<i>Total Hours Required</i>			39

**POLITICAL SCIENCE MAJOR**

The political science major has four basic objectives: to explore the nature of politics—its purposes, limitations, and significance; to promote understanding of the various forms of political regimes and movements; to examine current trends and persistent patterns in the relations of nation-states; and to develop a capacity for intelligent evaluation of public policies and an awareness of opposing points of view. Throughout, the major emphasizes moral questions in politics and the place of fundamental ideas about human nature, justice, and the purposes of government.

Introductory sequence:			
POLI	111	Quest for Justice	3
POLI	112	Quest for Power	3



			Hours
Upper-level courses:			
POLI	220	The American Political Experience	3
POLI	321W	Political Science Research Methods	3
POLI	410W	Senior Thesis Seminar	3
American politics:			
POLI	221	American Political Culture	6
POLI	257	Campaigns, Elections, and Propaganda	
POLI	258	State and Local Government and Politics	
POLI	259	Power, the State, and Bureaucracy	
POLI	290	American Public Policy	
POLI	311	The American Presidency	
POLI	312	Money and Power: Congress and Interest Groups	
POLI	325	Constitutional Law in the United States I	
POLI	326	Constitutional Law in the United States II	
Political philosophy:			
POLI	253	Classical Political Thought	3
POLI	254	Modern Political Thought	
POLI	362	Recent Political Thought	
Comparative politics:			
INTL	301	Human Security in the Global South	3
POLI	207	Comparative Politics	
POLI	260	Honor and Terror Politics: South Asia	
POLI	265	Growling Tigers, Fiery Dragons: The Asia Pacific	
POLI	275	Latin American Politics	
POLI	283	European Union Politics	
POLI	296	Russia and the European Neighborhood	
POLI	303	Terrorism and Revolution	
International relations and foreign policy:			
INTL	270	International Relations Theory	3
INTL	280	Security Studies in a Global Context	
POLI	304	International Organization and World Politics	
POLI	306	Comparative Foreign Policy	
POLI	331	National Model United Nations I	
POLI	372W	United States Foreign Policy	
POLI	375	U.S. - Latin American Relations	
POLI		Other POLI courses not listed above	6
<i>Total Hours Required</i>			<u>36</u>

The major should be declared by the second semester of the student's sophomore year. In cooperation with the School of Education, Leadership, and Counseling, the political science major offers a program that will certify graduates to teach government in the public schools.

#### POLITICAL SCIENCE MINOR

POLI	111	Quest for Justice	3
POLI	112	Quest for Power	3
POLI	220	The American Political Experience	3
POLI		Other POLI courses 200 and above	<u>9</u>
<i>Total Hours Required</i>			18

#### POPULAR CULTURE MINOR

Students pursuing this interdisciplinary minor will develop the aesthetic and theoretical skills needed to understand the pervasive role of popular culture in contemporary life. As popular culture is both a commercial commodity and a creation of the people, this minor focuses on the production and interpretation of meaning in popular culture.

Required courses:			
COMM	171	Media and Culture	3
COMM	372	Media Criticism	3
SOCI	201	Social Life in America	3
SOCI	203	Culture, Identity, and Consumption	3
Six hours from:			
ART	205	20th Century Art and Contemporary Issues	6
COMM	229	Introduction to Film	
COMM	275	Visual Rhetoric	
COMM	394	Culture Industries, Audiences, and the Superhero	
COMM	395	Cultural Impact of Popular Television	
MST	201	Curatorial Practices	
MUSC	215	Jazz and the Origins of Rock Music	
SOCI	233	Music, Culture, and Representation	
SOCI	253	Globalization and Cinema	

SOCI	339	Sociology of the South	Hours
SOCI	374	Fieldwork	
SPMG	265	Gender and Sport: Issues and Controversies	
SPMG	285	Sport in American Society	
THEA	212W	Theatre History and Literature II	
<i>Total Hours Required</i>			18

**PROFESSIONAL WRITING MINOR**

This course of study prepares students for careers in writing and editing, but also complements their disciplinary study in other fields (e.g., business, science, etc.) that rely on written communication to disseminate knowledge and reach and influence multiple and often diverse audiences. Students learn to analyze a variety of writing situations and to write in an effective and ethical manner in a range of organizational contexts.

ENGL	203W	Expository Writing	3
ENGL	210	Writing in the Workplace	3
Electives:			12
APH	100W	Introduction to Applied and Public Humanities	
APH	200	Introduction to Digital Humanities	
ENGL	205	Introduction to Creative Writing	
ENGL	207W	Technical Writing in the Healthcare Industry	
ENGL	208W	Science Writing for a General Audience	
ENGL	209W	Nature Writing	
ENGL	223W	Writing for Publication	
ENGL	308W	English for Life	
ENGL	315W	English Grammar	
ENGL	346	Creative Writing Non-Fiction	
ENGL	399	Internship in English	
MEHU	201	Narrative Health	
<i>Total Hours Required</i>			18

**PUBLIC RELATIONS MINOR**

COMM	171	Media and Culture	3
COMM	201W	Media Writing	3
COMM	260	Introduction to Public Relations	3
Nine hours from:			9
COMM	104	Introduction to Media Technology	
COMM	202	Multimedia Design and Storytelling	
COMM	341	Professional and Organizational Communication	
COMM	350	Dissent and Political Communication	
COMM	362	Crisis Communication	
COMM	377	Study Abroad	
COMM	382	Documentary Design and Production	
COMM	405	Communication Law and Ethics	
COMM	440	Public Relations Media and Campaigns	
<i>Total Hours Required</i>			18

**RELIGIOUS STUDIES MAJOR**

The academic study of religion at the University of Lynchburg is undertaken as part of a liberal arts program in the area of the humanities. The faculty seeks to introduce students to a broad understanding of the nature of religion in various Western and Eastern religious traditions. Current courses present the various ways religion has been practiced, organized, and studied. Study focuses on the role of religion in culture by analyzing texts and institutions from both traditional and popular religious movements. Courses are designed to motivate students to reflect on the social and moral significance of religious traditions of the past and present. All students who are interested in examining religion as a phenomenon in human experience are encouraged to include religious studies in their academic program. Students who intend to enroll in a graduate professional school in religion or theology are encouraged to major in religious studies. Through its Advisory Committee on Pre-Ministerial Education, University of Lynchburg exercises a cooperative relationship with persons serving in a variety of ministries in supervising the pre-seminary education of students preparing for a ministerial vocation.

The religious studies major requires completion of thirty semester hours, at least eighteen of which are in courses numbered above 300. All religious studies majors must take at least three semester hours of 300-level courses in each of the following areas: biblical studies, world religions, and theological/ ethical studies. They must also take at least three credit hours of experiential learning and RELG 410W, the Senior Seminar.

Biblical studies:			6
RELG	201W	Old Testament	
RELG	202W	New Testament	
RELG	316	Jesus and Judaism	
RELG	318	The Biography of Satan	
World religions:			6
RELG	205W	Religions of Asia	
RELG	206W	Judaism, Christianity, and Islam	
RELG	303W	Seminar in Religions of Asia	
RELG	304W	Seminar in Islam	
Theological/ethical studies:			6
RELG	305	Seminar in Religion in America	

RELG	322W	Contemporary Religious Thinkers	<b>Hours</b>
RELG	328	Seminar in Religious Ethics	
Experiential Learning*:			3
RELG	377	Study Abroad	
RELG	387	Domestic Study Away	
RELG	399	Internship in Religious Studies	
Senior seminar:			3
RELG	410W	Senior Seminar	
Electives:			6
RELG	207W	Religion, Body, and Health	
RELG	211W	Comparative Religious Ethics	
RELG	213W	Reading, Gods, Words	
RELG		Other RELG courses 300 and above	
<i>Total Hours Required</i>			30

\*RELG 200 level courses that are offered as Study Abroad or Study Away can also fulfill the experiential learning requirement with the submission of a waiver.

### RELIGIOUS STUDIES MINOR

Six hours from:			6
RELG	201W	Old Testament	
RELG	202W	New Testament	
RELG	205W	Religions of Asia	
RELG	206W	Judaism, Christianity, and Islam	
RELG	207W	Religion, Body, and Health	
RELG	211W	Comparative Religious Ethics	
RELG	213W	Reading, Gods, Words	
At least nine hours from:			9
PHIL	222W	God, Faith, and Evil	
RELG	110	Yoga and Meditation for Lifelong Wellness	
or			
RELG	115	Green Spirituality for Lifelong Wellness	
RELG		Other RELG courses 200 and above	
SOCI	214	Religion, Symbols, and Culture	
<i>Total Hours Required</i>			15

### SOCIAL INFLUENCE AND ADVOCACY MINOR

Core courses:			
COMM	112	Interpersonal Communication	3
COMM	171	Media and Culture	3
COMM	230W	Persuasion	3
Nine hours from:			9
COMM	114	Small Group Communication	
COMM	228	Public Presentation in a Digital Age	
COMM	232	Debate and Freedom of Speech	
COMM	251	Intercultural Communication	
COMM	260	Introduction to Public Relations	
COMM	270	Social Media Communication	
COMM	301	The American Voice: Analyzing Discourse in Public Life	
COMM	341	Professional and Organizational Communication	
COMM	350	Dissent and Political Communication	
COMM	377	Study Abroad	
COMM	398	Special Topics in Communication	
COMM	405	Communication Law and Ethics	
<i>Total Hours Required</i>			18

### SOCIOLOGY MAJOR

Students who major or minor in sociology will increase their knowledge of social processes, social behavior, and social institutions. Sociology involves the investigation of a number of key areas of social life, and examines their interrelatedness. Students completing the sociology major will be equipped with a body of knowledge and set of skills that are critical for twenty-first century employment and/or graduate studies in a variety of academic and professional fields such as criminal justice, cultural studies, gerontology, law, market research, media, public policy, and social services.

Students in the sociology major take four core courses; select one course from within each of the three focus areas; and select three sociology elective courses (200 level and above). Students in the sociology minor take three core courses, and select three sociology elective courses (200 level and above). Students are encouraged to seek direction from a sociology faculty member to select the focus area courses and the elective courses that fit their specific scholarly interests and career aspirations.

Sociology core courses:			
SOCI	201	Social Life in America	3
SOCI	277	Social Research Methods and Statistics	3

			Hours
SOCI	358W	Social Theory	3
SOCI	430W	Senior Research Capstone	3
Cultural Studies:			3
SOCI	203	Culture, Identity, and Consumption	
SOCI	214	Religion, Symbols, and Culture	
SOCI	233	Music, Culture, and Representation	
SOCI	253	Globalization and Cinema	
SOCI	339	Sociology of the South	
Individuals, Families, and Society:			3
SOCI	231	Marriage and the Family	
SOCI	245	The Individual in Society	
SOCI	256	Deviance, Crime, and Social Control	
SOCI	267	Family Violence: A Sociological Perspective	
SOCI	363	Sociology of the City	
Inequality, Diversity, and Social Change:			3
SOCI	209	Applied Sociology	
SOCI	221	Cultural Anthropology	
SOCI	222	Sociology of Race and Ethnicity	
SOCI	225	Poverty, Homelessness, and Social Justice	
SOCI	247	Gender and Society	
SOCI	264	Social Inequality and Oppression	
Electives:			
SOCI		Other SOCI course 200 and above	<u>9</u>
<i>Total Hours Required</i>			<u>30</u>

**SOCIOLOGY MINOR**

SOCI	201	Social Life in America	3
SOCI	277	Social Research Methods and Statistics	3
SOCI	358W	Social Theory	3
SOCI		Other SOCI courses 200 and above	<u>9</u>
<i>Total Hours Required</i>			<u>18</u>

**SPANISH MAJOR**

Students who major in Spanish should take supporting courses in Spanish and/or Latin-American culture, literature, history, and civilization. It is also highly recommended that majors spend a year, a semester, a summer term, or a winter term studying in Spain or Latin America.

Core courses:			
SPAN	201	Intermediate Spanish I	3
or			
SPAN	205	Intermediate Spanish I - Medical	
SPAN	202	Intermediate Spanish II	3
SPAN	221	Advanced Language Practice: Conversation	3
SPAN	222W	Advanced Language Practice: Composition	3
Spanish electives:			15-18
SPAN	208W	Hispanic Literature in English Translation	
SPAN	311	Cinema in Spanish	
SPAN	340	The Culture and Civilization of Latin America	
SPAN	341	The Culture and Civilization of Spain	
SPAN	351	Introduction to Spanish Linguistics	
SPAN	377	Study Abroad	
SPAN	397	Independent Study in Spanish	
SPAN	398	Special Topics in Spanish	
SPAN	399	Internship in Spanish	
SPAN	441	Advanced Conversation and Culture through Spanish Language Resistance Music	
SPAN	442	Advanced Conversation and Culture through Documentary Film in Spanish	
SPAN	460W	Literature in Spanish: Latin America	
SPAN	461W	Literature in Spanish: Spain	
SPAN	470	Methodology of Teaching Second Languages	
SPAN	478	Honors Thesis	
Additional Electives:			0-3
HIST	275	Latin American History	
HIST	375	History of Love and Sex in Latin America	
INTL	320	African Diaspora	
POLI	275	Latin American Politics	
POLI	375	U.S. – Latin American Relations	
<i>Total Hours Required</i>			<u>30</u>

Note: Only one course taught in English may be used to satisfy the requirements for the Spanish major.

## SPANISH MINOR

			<b>Hours</b>
SPAN	201	Intermediate Spanish I	3
or			
SPAN	205	Intermediate Spanish I - Medical	
SPAN	202	Intermediate Spanish II	3
SPAN	221	Advanced Language Practice: Conversation	3
SPAN	222W	Advanced Language Practice: Composition	3
SPAN		Other SPAN courses above the SPAN 205 level	<u>6</u>
		<i>Total Hours Required</i>	18

## SPORTS MEDIA MINOR

The sports media minor is a cross-disciplinary study of the coverage of sports in media. Students will explore theoretical communication concepts in conjunction with fundamental skills of sports media production. Students participating in this minor build their practical experience through an internship with the Lynchburg Hornet Sports Network (LHSN) or a comparable organization.

COMM	104	Introduction to Media Technology	3
COMM	201W	Media Writing	3
SPMG	160	Sports Broadcasting	3
One from:			3
COMM	180	Stage and Studio Television	
COMM	202	Multimedia Design and Storytelling	
One from:			3
COMM	304	Digital Editing and Motion Graphics	
COMM	381	Mobile and Social Media Reporting	
One from:			3
SPMG	265	Gender and Sport: Issues and Controversies	
SPMG	275	History of Sport in America	
SPMG	285	Sport in American Society	
One from:			3
COMM	399	Internship in Communication	
SPMG	415	Internship in Sport Management	
		<i>Total Hours Required</i>	<u>21</u>

## TEACHING ENGLISH AS A SECOND OR FOREIGN LANGUAGE CERTIFICATE

The teaching English as a second or foreign language (TESL/TEFL) minor or certificate aims to enrich and expand students' knowledge of linguistics, language, and language-learning. The minor is ideal for students interested in teaching English as a second language in the U.S. The requirements for the certificate are similar to the minor, but this option is better for students who wish to teach English as a foreign language overseas, as this credential is recognized abroad.

Core courses:			
ENGL	315W	English Grammar	3
LING	201	Introduction and Overview of Linguistics	3
LING	301	Advanced Linguistics	3
LING	302	Second Language Acquisition	3
LING	399	Internship in Teaching English as a Second or Foreign Language	1
One of the following:			3
LING	470	Methodology of Teaching Second Languages	
SPAN	470	Methodology of Teaching Second Languages	
One of the following electives:			3
COMM	171	Media and Culture	
COMM	251	Intercultural Communication	
EDUC	309	Early Childhood Development, Language, and Literacy I	
EDUC	314	Culturally and Linguistically Diverse Learners	
ENGL	314W	History of the English Language	
ENGL	317	Teaching Writing	
LING	303	Psycho-Linguistics	
LING	397	Independent Study in Linguistics	
LING	398	Special Topics in Linguistics	
LING	399	Internship in Teaching English as a Second or Foreign Language	
PSYC	344	Cognitive Psychology	
SOCI	221	Cultural Anthropology	
		<i>Total Hours Required</i>	<u>19</u>

## TEACHING ENGLISH AS A SECOND OR FOREIGN LANGUAGE MINOR

Core Courses:			
ENGL	315W	English Grammar	3
LING	201	Introduction and Overview of Linguistics	3
LING	301	Advanced Linguistics	3

			<b>Hours</b>
LING	302	Second Language Acquisition	3
One of the following:			3
LING	470	Methodology of Teaching Second Languages	
SPAN	470	Methodology of Teaching Second Languages	
Electives:			3
COMM	171	Media and Culture	
COMM	251	Intercultural Communication	
EDUC	309	Early Childhood Development, Language, and Literacy I	
EDUC	314	Culturally and Linguistically Diverse Learners	
ENGL	314W	History of the English Language	
ENGL	317	Teaching Writing	
LING	303	Psycho-Linguistics	
LING	397	Independent Study in Linguistics	
LING	398	Special Topics in Linguistics	
LING	399	Internship in Teaching English as a Second or Foreign Language	
PSYC	344	Cognitive Psychology	
SOCI	221	Cultural Anthropology	
SOCI	203	Culture, Identity, and Consumption	
<i>Total Hours Required</i>			<u>18</u>

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**SCHOOL OF SCIENCES**


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Associate Dean: Dr. Michael A. Coco

Sciences Resource Manager: Mr. Burris

Sciences Laboratory Coordinators: Mr. Elliott, Ms. Geier

Biology Department Faculty: Dr. Benson, Dr. Blair, Dr. Brooks, Dr. Freier, Dr. Friedman, Ms. Geier, Dr. Jablonski, Ms. Stevens, Dr. J. D. Styrsky, Dr. Terry, Dr. Williamson, Dr. Ziesmann

Chemistry Department Faculty: Dr. Brynteson, Dr. Crumpton, Dr. Hobart, Dr. Thapa

Computer Science Department Faculty: Dr. Briggs, Dr. Kurdi, Dr. Meehan, Dr. Ribler

Environmental Sciences and Sustainability Department Faculty: Dr. Haiar, Dr. Henry-Stone, Dr. Perault, Dr. Shahady

Mathematics Department Faculty: Dr. Ales, Dr. Cline, Dr. Coco, Dr. Hatfield, Dr. Peterson, Dr. Thomasey

Physics Department and Engineering Program Faculty: Dr. Goff, Dr. Moorman, Dr. Roach

Psychological Science Department Faculty: Dr. Corodimas, Dr. Cylke, Mr. Elliott, Dr. Favero, Dr. Hlaing, Dr. Marciano

The School of Sciences provides curricular and co-curricular activities for students interested in graduate study and careers in the physical and life sciences, mathematics, and computer science. The School also prepares students for advanced study in health sciences such as medicine, dentistry, or veterinary medicine. Through activities at the University's Center for Water Quality and Claytor Nature Center, students, faculty, and staff are involved in initiatives that have a positive impact on the quality of the environment of the University and the community.

**Majors and Minors**

Actuarial Science Major

Applied Statistics Minor

Bioinformatics Minor

Biology Education Major (see College of Education, Leadership, and Counseling)

Biology Major - Biomedical Science Emphasis

Biology Major - Education Emphasis

Biology Major - Integrative Emphasis

Biology Minor

Chemistry Education Major (see College of Education, Leadership, and Counseling)

Chemistry Major - Bachelor of Arts

Chemistry Major - Bachelor of Sciences

Chemistry Minor

Computer Science Major

Computer Science Minor

Earth Science Education Major (see College of Education, Leadership, and Counseling)

Environmental Sciences and Sustainability Major

Environmental Science Minor

Life Sciences Research Minor

Mathematics Education Major (see College of Education, Leadership, and Counseling)

Mathematics Major

Mathematics Minor

Neuroscience Minor

Physics Major

Physics Minor

Psychological Science Major - Counseling Psychology Emphasis

Psychological Science Major - Forensic Psychology Emphasis

Psychological Science Major - General Psychology Emphasis

Psychological Science Major - Sports Psychology Emphasis

Psychological Science Minor

Statistics and Data Science Major

Sustainability Studies Minor

**ACTUARIAL SCIENCE MAJOR**

Required:			<b>Hours</b>
ACCT	200	Accounting for Business Leaders	3
ECON	201	Principles of Economics - Micro	3
ECON	202	Principles of Economics - Macro	3
FIN	317	Principles of Finance	3
FIN	318	Financial Management	3
FIN	405W	Investment Fundamentals	3
MATH	103	Calculus I	3
MATH	104	Calculus II	3
MATH	311	Probability Theory	3
MATH	376	Stochastic Calculus with Applications	3
STAT	222	Introductory Statistics	3
STAT	300	Applied Data Analysis	3
or			
STAT	302	Introduction to Statistical Inference	3
STAT	325	Applied Regression	3
STAT	333	Mathematical Statistics	3
STAT	400W	Statistical Methods	3
Three hours from:			3
FIN	397	Independent Study in Finance	
STAT	399	Internship in Statistics	
STAT	451W	Senior Data Science Project	
One from:			3
C S	131	Fundamentals of Programming	
FIN		Any FIN 300 or higher	
STAT		Any STAT 300 or higher	
<i>Total Hours Required</i>			<u>51</u>



**APPLIED STATISTICS MINOR**

			<b>Hours</b>
MATH	103	Calculus I	3
STAT	222	Introductory Statistics	3
STAT	305	Data Handling for Statistics	3
STAT	325	Applied Regression	3
One of the following:			3
STAT	300	Applied Data Analysis	
STAT	302	Introduction to Statistical Inference	
One of the following:			3
MATH	104	Calculus II	
MATH		Other MATH courses 300 and above	
STAT		Other STAT courses 300 and above	
<i>Total Hours Required</i>			<hr style="width: 100%; border: 0.5px solid black;"/> 18

**BIOINFORMATICS MINOR**

Core Courses:			
BIOL	114	Cells: Genetic and Molecular Perspectives	4
BIOL	250	Bioinformatics	3
CS	131	Fundamentals of Programming	3-4
or			
C S	141	Introduction to Computer Science and Structured Programming I	
C S	370	Database Management Systems	3
C S	390	Data Mining	3
One of the following:			3-4
BIOL	256	Genetics*	
BIOL	360	Molecular Cell Biology**	
CHEM	320	Biochemistry I***	
C S	380	Artificial Intelligence†	
<i>Total Hours Required</i>			<hr style="width: 100%; border: 0.5px solid black;"/> 19--21

Prerequisites (additional courses necessary to complete the elective)

\* BIOL 113 Evolution, Ecology, and Organisms (4)

\*\* BIOL 113 Evolution, Ecology, and Organisms (4), CHEM 111 Fundamentals of Chemistry I (4), CHEM 112 Fundamentals of Chemistry II (4), CHEM 221 Organic Chemistry I (4)

\*\*\* CHEM 111 Fundamentals of Chemistry I (4), CHEM 112 Fundamentals of Chemistry II (4), CHEM 221 Organic Chemistry I (4)

† C S 142 Introduction to Computer Science and Structured Programming II (B- or better)(3)

Total prerequisite hours: 24 – 36 credits

**BIOLOGY MAJOR**

The science of biology is a process of inquiry, using experimentation and observation to gain understanding of living systems and their interactions with nature. The purpose of the biology major is to acquire knowledge of the basics in the discipline, and prepare students for careers or post-graduate study in the biological sciences. The biology major provides broad preparation appropriate for health-related careers, professional or graduate schools, government or industry, or teacher preparation. The curriculum is designed to ensure that students learn about animals, plants, and microorganisms at the molecular, cellular, organismal, and systems levels of analysis. Courses are taught in a variety of styles including lecture, small group collaboration, and hands-on approaches that often involve a range of resources, laboratory research, and field experiences.

A strong emphasis is placed on developing critical thinking and sound scientific reasoning skills. All students take courses in a common introductory core, in addition to a selection of upper-level courses based on their personal interests and the criteria that match their declared emphasis: Integrative, Biomedical Science, or Education.

**BIOLOGY MAJOR - BIOMEDICAL SCIENCE EMPHASIS**

Biomedical science is the scientific study of biological issues related to medicine and health. The core courses in biology and chemistry provide a foundation that allows students to develop broad-based knowledge and skills from classroom and laboratory experiences. These courses may serve as prerequisites for admission to professional schools in the health area (medical, dental, veterinary, physical therapy, optometry, chiropractic, physician assistant, pharmacy, etc.). With appropriately chosen electives, this program will also prepare students for graduate study in a variety of fields, including genetics and molecular biology or employment in the rapidly growing biotechnology industry.

Since admission to graduate and professional programs in the health sciences is highly competitive, students will work closely with their academic advisors to ensure that all admission prerequisites are met and courses are properly sequenced.

Core courses:		<b>Hours</b>	
BIOL	113	Evolution, Ecology, and Organisms	4
BIOL	114	Cells: Genetic and Molecular Perspectives	4
BIOL	242	Research Methods in Biology	3
BIOL	256	Genetics	4
CHEM	111	Fundamentals of Chemistry I	4
CHEM	112	Fundamentals of Chemistry II	4
CHEM	221	Organic Chemistry I	4
Computational electives:			6-8
C S	131	Fundamentals of Programming	
MATH	103	Calculus I	

			Hours
PHYS	141	College Physics I	
or			
PHYS	161	Physics I	
PHYS	142	College Physics II	
or			
PHYS	162	Physics II	
PSYC	274	Statistics for Psychologists	
or			
STAT	222	Introductory Statistics	
22 credits of elective courses which should include:			
Experiential biomedical electives:			10-22
BIOL	210	Animal Biology	
or			
BIOL	220W	Cellular Diversity	
BIOL	224	Human Anatomy and Physiology I	
or			
BIOL	332	Vertebrate Anatomy	
BIOL	225	Human Anatomy and Physiology II	
or			
BIOL	333	Vertebrate Physiology	
BIOL	322	Forensic Science	
BIOL	345	Animal Behavior	
BIOL	354	Toxicology	
BIOL	360	Molecular Cell Biology	
BIOL	424	Microbiology	
BIOL	454	Immunology	
CHEM	222	Organic Chemistry II	
CHEM	320	Biochemistry I	
Up to six credits of the following:			0-6
BIOL	250	Bioinformatics	
BIOL	327	Cell Communication	
BIOL	405	Evolution	
BIOL	420	Cancer Biology	
Up to three credits of the following:			0-3
H P	270	Nutrition	
H P	275	Medical Terminology	
PSYC	308	Abnormal Behavior	
or			
PSYC	341W	Psychology of Development	
PSYC	315	Drugs and Behavior	
Up to three credits of research and/or internship:			0-3
BIOL	238	Introduction to Research	
BIOL	428	Individual Research in Biology	
BIOL	399	Internship in Biology	
Capstone courses:			
BIOL	307W	Biomedical Science Seminar	1
or			
BIOL	490	Biology Seminar	
BIOL	480W	Case Studies in Biology	<u>3</u>
<i>Total Hours Required</i>			59-61

**BIOLOGY MAJOR – EDUCATION EMPHASIS**

Students selecting this emphasis are planning to teach biology at the secondary level. As part of the student's capstone experience, they will participate in student teaching (EDUC 475). Each student meets with their academic advisor on a regular basis to ensure that the appropriate courses are selected.

Core courses:			
BIOL	113	Evolution, Ecology, and Organisms	4
BIOL	114	Cells: Genetic and Molecular Perspectives	4
CHEM	111	Fundamentals of Chemistry I	4
CHEM	112	Fundamentals of Chemistry II	4
CHEM	221	Organic Chemistry I	4
STAT	222	Introductory Statistics	3
Required courses:			
BIOL	205W	Plant Biology	4
BIOL	210	Animal Biology	4
BIOL	224	Human Anatomy and Physiology I	4
BIOL	225	Human Anatomy and Physiology II	4
BIOL	321W	General Ecology	4

			Hours
BIOL	256	Genetics	4
BIOL	405	Evolution	3
Capstone courses:			
BIOL	480W	Case Studies in Biology	3
EDUC	475	Student Teaching	<u>12</u>
<i>Total Hours Required</i>			65

**BIOLOGY MAJOR - INTEGRATIVE EMPHASIS**

Students selecting this emphasis are preparing for careers or graduate programs in field biology, laboratory biology, or the health sciences. Students can tailor the integrative emphasis to their post-graduate goals by selecting among the courses divided into sub-disciplines and the many elective options that satisfy the major requirements. Students pursuing post-graduate study will work closely with their academic advisors to ensure that all admission prerequisites are met and courses are properly sequenced.

Most health-related careers require additional courses as prerequisites. Each student meets with his/her advisor regularly to ensure that the appropriate courses are selected.

Core courses:			
BIOL	113	Evolution, Ecology, and Organisms	4
BIOL	114	Cells: Genetic and Molecular Perspectives	4
BIOL	242	Research Methods in Biology	3
BIOL	256	Genetics	4
CHEM	111	Fundamentals of Chemistry I	4
CHEM	112	Fundamentals of Chemistry II	4
CHEM	221	Organic Chemistry I	4
Plants:			4
BIOL	205W	Plant Biology	
Animals:			3-4
BIOL	210	Animal Biology	
BIOL	309	Entomology	
BIOL	310	Ornithology	
BIOL	313	Marine Biology	
BIOL	314	Biology of West Indian Coral Reef Organisms	
Cells:			3-4
BIOL	220W	Cellular Diversity	
BIOL	327	Cell Communication	
BIOL	360	Molecular Cell Biology	
BIOL	424	Microbiology	
Systems:			3-4
BIOL	233	Tropical Biology	
BIOL	305	Plant Ecology	
BIOL	321W	General Ecology	
BIOL	345	Animal Behavior	
Computational electives:			3-4
C S	131	Fundamentals of Programming	
MATH	103	Calculus I	
PHYS	141	College Physics I	
PHYS	161	Physics I	
PSYC	274	Statistics for Psychologists	
STAT	222	Introductory Statistics	
Capstone Courses:			
BIOL	307W	Biomedical Science Seminar	1
or			
BIOL	490	Biology Seminar	
BIOL	480W	Case Studies in Biology	3
11 credits of elective courses which should include:			
BIOL		*BIOL courses, excluding 100-level courses and 227	7-11
Up to 4 credits of the following:			0-4
CHEM	320	Biochemistry	
ENVS		Up to four hours of ENVS courses, excluding 100-level courses	
<i>Total Hours Required</i>			<u>58-62</u>

\*May include no more than 3 credits total of research and/or internship: BIOL 238 Introduction to Research, BIOL 428 Individual Research in Biology, BIOL 399 Internship in Biology.

**BIOLOGY MINOR**

			<b>Hours</b>
BIOL	113	Evolution, Ecology, and Organisms	4
BIOL	114	Cells: Genetic and Molecular Perspectives	4
*BIOL		Other BIOL courses, excluding BIOL 101, 238, 399, 428, 480W, and 490	<u>10</u>
		<i>Total Hours Required</i>	18

\*At least four hours of the minor must be 300-level or higher.

**BIOLOGY EDUCATION MAJOR**

(see College of Education, Leadership, and Counseling)

**CHEMISTRY MAJOR**

The Chemistry Department offers two degree options. The BA is primarily designed for students intending to work in chemical laboratories following graduation, students planning to teach who need an endorsement in chemistry, and pre-professional (pre-medical, pre-dental, pre-veterinary, pre-pharmacy) students. The BS is a more rigorous course of study designed for students wishing to continue their study of chemistry at the graduate level.

Students who intend to major in chemistry and students who intend to prepare for medical, dental, veterinary, or pharmacy school are urged to select Fundamentals of Chemistry their first year.

**CHEMISTRY MAJOR–BACHELOR OF ARTS**

CHEM	111	Fundamentals of Chemistry I	4
CHEM	112	Fundamentals of Chemistry II	4
CHEM	221	Organic Chemistry I	4
CHEM	222	Organic Chemistry II	4
CHEM	242W	Research Methodology in Chemistry	3
CHEM	359	Analytical Chemistry I	4
CHEM	360	Analytical Chemistry II	4
CHEM	441	Chemistry Seminar	1
MATH	103	Calculus I	3
One set of the following:			8
PHYS	141-142	College Physics	
PHYS	161-162	Physics I and II	
Electives:			3
BIOL	322	Forensic Science	
CHEM		Other CHEM course 200 and above	
		<i>Total Hours Required</i>	<u>42</u>

**CHEMISTRY MAJOR–BACHELOR OF SCIENCE**

CHEM	111	Fundamentals of Chemistry I	4
CHEM	112	Fundamentals of Chemistry II	4
CHEM	221	Organic Chemistry I	4
CHEM	222	Organic Chemistry II	4
CHEM	242W	Research Methodology in Chemistry	3
CHEM	359	Analytical Chemistry I	4
CHEM	360	Analytical Chemistry II	4
CHEM	421	Physical Chemistry I	4
CHEM	422	Physical Chemistry II	4
CHEM	441	Chemistry Seminar	1
CHEM	461	Senior Project I	2
CHEM	462	Senior Project II	1
MATH	103-104	Calculus I, II	6
One of the following:			8
PHYS	141-142	College Physics	
PHYS	161-162	Physics I and II	
Electives:			3
BIOL	322	Forensic Science	
CHEM		Other CHEM course 200 and above	
		<i>Total Hours Required</i>	<u>56</u>

**CHEMISTRY MINOR**

CHEM	111	Fundamentals of Chemistry I	4
CHEM	112	Fundamentals of Chemistry II	4
Electives:			10
BIOL	322	Forensic Science	
CHEM		Other CHEM courses excluding CHEM 127, 397, 399, 428, 441	
		<i>Total Hours Required</i>	<u>18</u>

**CHEMISTRY EDUCATION MAJOR**

(see College of Education, Leadership, and Counseling)

**COMPUTER SCIENCE MAJOR**

The computer science curriculum is designed to provide students with the broad range of core competencies required of all computer professionals, as well as the opportunity to acquire an understanding of selected advanced topics in computer science.

			<b>Hours</b>
C S	141-142	Introduction to Computer Science and Structured Programming I, II	8
C S	241-242	Data Structures and Abstraction I, II	8
C S	451-452	Senior Project	6
C S		Other C S courses 300 and above, excluding C S 399	12
MATH	231	Mathematics of Computer Science	3
Three courses from:			9
C S	322	Programming Languages	
C S	350	Software Engineering	
C S	360	Operating Systems and Computer Organization	
C S	370	Database Management Systems	
C S	371	Computer Architecture and Assembly Language Programming	
One Writing Enriched course:			3
*BIOL	205W	Plant Biology	
*CHEM	242W	Research Methods in Chemistry	
ENGL	207W	Technical Writing in the Healthcare Industry	
ENGL	208W	Science Writing for a General Audience	
ENGL	223W	Writing for Publication	
*MATH	260W	Mathematical Reasoning and Proof	
*MATH	350W	Experimental Mathematics	
PHIL	200W	Introduction to Philosophy	
PHIL	204W	Ethics	
<i>Total Hours Required</i>			<u>49</u>

\* Course has non-general education prerequisites

## Recommended electives:

Computer science is a large field with a diverse set of specializations. Although the major requires that students take four 300-level electives, students are encouraged to take more 300-level electives if their schedules permit. Computer science majors will typically find that minoring in mathematics, business, or physics will provide a very useful complement to the major.

**COMPUTER SCIENCE MINOR**

C S	141-142	Introduction to Computer Science and Structured Programming I, II	8
C S		Other C S courses 200 and above, excluding C S 399	<u>9</u>
<i>Total Hours Required</i>			17

**EARTH SCIENCE EDUCATION MAJOR**

(see College of Education, Leadership, and Counseling)

**ENVIRONMENTAL SCIENCES AND SUSTAINABILITY MAJOR**

The environmental sciences and sustainability major is an interdisciplinary program for students wishing to pursue careers in environmental sciences and sustainability. Students prepare to become foresters, wildlife or aquatic ecologists, geologists, meteorologists, GIS technicians, sustainability or conservation officers, environmental lawyers, and educators. Potential employers include government agencies, commercial environmental laboratories, private consulting and law firms, non-profit environmental organizations, and teaching institutions. Graduate studies in the sciences are also possible. A key component of the environmental science program is the ability to work closely with professors, as well as with professionals from the community. Diverse learning opportunities are available in the classroom, the laboratory, in the field, and abroad. Our students develop critical thinking and sound scientific reasoning abilities, as well as a general awareness of the physical and biological factors at work in the environment. Additionally, they can engage in a research project or an internship that integrates training into an analysis of an environmental problem or an applied issue.

CHEM	111	Fundamentals of Chemistry I	4
ENVS	111	Environmental Science and Sustainability I	4
ENVS	112	Environmental Science and Sustainability II	4
ENVS	201W	History of Earth and Life	4
ENVS	380	Geographic Information Systems (GIS)	4
ENVS	490	Environmental Science Seminar	1
MATH	103	Calculus I	3
STAT	222	Introductory Statistics	3
One of the following:			4
CHEM	112	Fundamentals of Chemistry II	
CHEM	206	Environmental Chemistry	
One of the following:			4
BIOL	321W	General Ecology	
ENVS	321	Conservation Ecology	
ENVS	365	Wetlands Ecology	
ENVS	375	Freshwater Ecology	

One of the following:			Hours
SUST	340	Environmental and Climate Justice	3-4
SUST	350	Environmental Law	
SUST	360	Sustainability in Practice	
One of the following:			3
ENVS	238	Introduction to Research	
ENVS	377	Study Abroad	
ENVS	387	Domestic Study Away	
ENVS	399	Internship in Environmental Science	
ENVS	428	Individual Research in Environmental Science	
Electives:			11-12
ENVS	321	Conservation Ecology	
ENVS	324	Sustainable Forest Management	
ENVS	331	Principles of Hydrology	
ENVS	333	Physical Oceanography	
ENVS	336	Physical Geology	
ENVS	337	Historical Geology	
ENVS	338	Environmental Geology	
ENVS	340	Introduction to Remote Sensing	
ENVS	345	Meteorology	
ENVS	347	Climatology	
ENVS	365	Wetland Ecology	
ENVS	375	Freshwater Ecology	
Additional electives:			6
BIOL	205W	Plant Biology	
BIOL	210	Animal Biology	
BIOL	233	Tropical Biology	
BIOL		Other BIOL courses 300 and above, excluding 399 and 428	
CHEM	206	Environmental Chemistry (if CHEM 112 is taken)	
CHEM	221	Organic Chemistry I	
ENVS	211	Physical Geography	
ENVS		Other ENVS courses 300 and above	
PHYS	141	College Physics	
or			
PHYS	161	Physics I	
PHYS	181	Astronomy: The Solar System	
SUST		Other SUST courses 300 and above, excluding 399	
<i>Total Hours Required</i>			58-60

**ENVIRONMENTAL SCIENCE MINOR**

Required courses:			
ENVS	111	Environmental Science and Sustainability I	4
ENVS	112	Environmental Science and Sustainability II	4
Electives:			10
ENVS	201W	History of Earth and Life	
ENVS	211	Physical Geography	
ENVS	321	Conservation Ecology	
ENVS	324	Sustainable Forest Management	
ENVS	331	Principles of Hydrology	
ENVS	333	Physical Oceanography	
ENVS	336	Physical Geology	
ENVS	337	Historical Geology	
ENVS	338	Environmental Geology	
ENVS	340	Introduction to Remote Sensing	
ENVS	345	Meteorology	
ENVS	347	Climatology	
ENVS	365	Wetland Ecology	
ENVS	366	Experiential Geology: From Digs to Displays	
ENVS	375	Freshwater Ecology	
ENVS	377	Study Abroad	
ENVS	387	Domestic Study Away	
ENVS	380	Geographic Information Systems (GIS)	
<i>Total Hours Required</i>			18

**LIFE SCIENCES RESEARCH MINOR**

The life sciences research minor is designed for students interested in gaining hands-on experience in scientific research in the field of biology. Through a combination of research-intensive coursework and either field or laboratory research, students will develop the skills and knowledge necessary to conduct independent research projects and contribute to the advancement of biological knowledge. Upon completion of the minor, students will have a solid foundation in biology research as well as the critical thinking, problem-solving, and communication skills necessary to excel in a research-oriented career or graduate or professional study.

in biology or related fields.

			Hours
Three semesters of research including:			
BIOL	238	Introduction to Research	2-3
BIOL	428	Individual Research in Biology	4-6
Courses with a research component:			9-12
BIOL	205W	Plant Biology <sup>1</sup>	
BIOL	220W	Cellular Diversity <sup>2</sup>	
BIOL	250	Bioinformatics <sup>3</sup>	
BIOL	305	Plant Ecology <sup>4</sup>	
BIOL	309	Environmental Entomology <sup>1</sup>	
BIOL	310	Ornithology <sup>1</sup>	
BIOL	313	Marine Biology <sup>1</sup>	
BIOL	314	Biology of West Indian Coral Reef Organisms <sup>5</sup>	
BIOL	321W	General Ecology <sup>4</sup>	
BIOL	345	Animal Behavior <sup>4</sup>	
BIOL	354	Toxicology <sup>6</sup>	
BIOL	360	Molecular Cell Biology <sup>7</sup>	
BIOL	387	Domestic Study Away	
BIOL	454	Immunology <sup>2</sup>	
<i>Total Hours Required</i>			15-21

Prerequisites (additional courses necessary to complete the minor):

<sup>1</sup>BIOL 113-114 or ENVS 111-112 (8 credits)

<sup>2</sup>BIOL 113-114, CHEM 111 (12 credits)

<sup>3</sup>BIOL 114 (4 credits)

<sup>4</sup>BIOL 113-114 or ENVS 111-112 and MATH 103 or STAT 222 (11 credits)

<sup>5</sup>BIOL 113 or ENVS 111 (4 credits)

<sup>6</sup>BIOL 114 and CHEM 111 (8 credits)

<sup>7</sup>BIOL 113-114; CHEM 111-112, 221 (20 credits)

Total prerequisite hours: 8 – 20 credits

### MATHEMATICS MAJOR

The mathematics major seeks to support the University mission by maintaining a strong commitment to the importance of the liberal arts. Since four of the seven original liberal arts (arithmetic, geometry, astronomy, and logic) were mathematical in nature, mathematics has always played an important role in the study of the liberal arts. When properly presented, a mathematics course encompasses the principles of a liberal arts education using logic, numerical concepts, algebraic and geometric principles, mathematical modeling, and sequential development.

Courses in mathematics are offered for the non-major, as well as for the student who plans to major in mathematics. The curriculum is designed to serve the interests and needs of several groups of students, particularly:

1. Those who seek a major in mathematics as background for graduate school or employment (bachelor of science or bachelor of arts);
2. Those who intend to apply mathematics in other disciplines such as the physical sciences, the life sciences, or business and industry;
3. Prospective teachers of mathematics at the elementary or secondary school levels;
4. Those who seek fulfillment of a degree requirement;
5. Those who seek fulfillment of a teaching certificate requirement; and
6. Those who enjoy the stimulation and satisfaction derived from the study of mathematics.

Freshmen who are interested in mathematics as a major usually take MATH 103-104; however, appropriate advanced placement is possible.

C S	131	Fundamentals of Programming	3
MATH	103-104	Calculus I, II	6
MATH	260W	Mathematical Reasoning and Proof	3
MATH	301	Differential Equations	3
MATH	307	Linear Algebra	3
MATH	451W	Senior Research	3
MATH	405	Abstract Algebra	3
MATH	407	Advanced Calculus	3
Twelve hours from:			12
MATH	211	Calculus III	
MATH		Other MATH courses 300 and above	
STAT		STAT Courses 300 and above	
<i>Total Hours Required</i>			39

### MATHEMATICS MINOR

MATH	103-104	Calculus I, II	6
MATH	260W	Mathematical Reasoning and Proof	3
Nine hours from:			9
MATH	211	Calculus III	
MATH		Other MATH courses 300 and above	
<i>Total Hours Required</i>			18

### MATHEMATICS EDUCATION MAJOR

(see College of Education, Leadership, and Counseling)



**NEUROSCIENCE MINOR**

The minor in neuroscience is an interdisciplinary course of study that will provide students with an understanding of the neural mechanisms underlying behavior. Students will be encouraged to take basic and advanced courses in pure and applied neuroscience. Students from many different majors will find the scope of courses addressing brain and behavior enlightening and practical for their future careers. Students will come to understand that neuroscience spans many levels, including the molecular to the psychological in both humans and other animals.

Neuroscience, also known as neural science, is the study of how the nervous system develops, its chemistry and structure, and how it influences physiology and behavior. Neuroscientists study the development and function of the nervous system, which includes the brain, spinal cord, and nerves throughout the body. Neuroscientists also specialize in one part of the nervous system, such as neurotransmitters, or focus their research on specific behaviors, such as psychiatric disorders (e.g., depression)

Required courses:			Hours
BIOL	114	Cells: Genetic and Molecular Perspectives	4
PSYC	111	An Introduction to Psychological Science	4
PSYC	355	Behavioral Neuroscience	4
PSYC	356	Human Neuropsychology	4
Elective Courses:			9-12
Select 3 courses (at least one must be from each category below):			
Basic Principles			
BIOL	224	Human Anatomy and Physiology I	
BIOL	256	Genetics	
BIOL	332	Vertebrate Anatomy	
BIOL	356	Neurobiology	
CHEM	320	Biochemistry I	
Applied Principles			
BIOL	345	Animal Behavior	
PHIL	314W	The Mind and Brain	
PSYC	315	Drugs and Behavior	
PSYC	344	Cognitive Psychology	
PSYC	353	Sleep and Circadian Rhythms	
<i>Total Hours Required</i>			25-28

\* Students need to work with their advisor to establish prerequisites for the courses above.

**PHYSICS MAJOR**

The physics major is designed to provide solid preparation for technical employment or for graduate study in physics. The major will also prepare prospective secondary teachers to teach physics and will provide a suitable path for local students who want to complete a four-year technical degree, but who cannot leave local employment to do so. In addition, the physics major provides an ideal path for students interested in pursuing careers in various types of engineering.

The mission of the program is to provide:

1. Through support of the University's General Education Program, an introduction to the history, thought, and techniques, that distinguish physics as a discipline central to the sciences;
2. Physics curricula that thoroughly ground participating students in the core competencies expected of physics graduates; and
3. Physics curricula that stress the ability to read, calculate, write, and speak effectively about specific physics topics.

Students completing the B.S. major in physics will:

1. Demonstrate conceptual knowledge in the core physics courses outlined below;
2. Demonstrate competence in the application of the methods, techniques, and equipment used in the physical laboratories;
3. Demonstrate knowledge of research methodology in the physical sciences, including the use of appropriate research literature;
4. Demonstrate competence to apply basic concepts to solve physics problems, including those which require mathematics through differential equations; and
5. Obtain information on a general or specialized topic within the physical science disciplines and communicate that information orally and in writing.

MATH	103	Calculus I	3
MATH	104	Calculus II	3
MATH	211	Calculus III	3
MATH	301	Differential Equations	3
PHYS	161	Physics I	4
PHYS	162	Physics II	4
PHYS	211	Physics III	4
PHYS	302	Physics IV	4
PHYS	309	Classical Mechanics	4
PHYS	312	Electromagnetic Theory	4
PHYS	333W	Computational Physics	4
PHYS	355	Electronics	2
PHYS	397	Independent Study in Physics	4
PHYS		Other PHYS courses 300 and above, excluding PHYS 397	8
<i>Total Hours Required</i>			54

**PHYSICS MINOR**

MATH	103	Calculus I	3
MATH	104	Calculus II	3
MATH	211	Calculus III	3
MATH	301	Differential Equations	3
PHYS	161	Physics I	4

			Hours
PHYS	162	Physics II	4
PHYS	211	Physics III	4
PHYS	302	Physics IV	<u>4</u>
		<i>Total Hours Required</i>	28

**PSYCHOLOGICAL SCIENCE MAJOR - COUNSELING PSYCHOLOGY EMPHASIS**

Core courses:			
PSYC	111	An Introduction to Psychological Science	4
PSYC	274	Statistics for Psychologists	4
PSYC	275W	Research Methodology	4
PSYC	308	Abnormal Behavior	3
Choose research or non-research capstone sequence:			5
PSYC	473W-474	Psychology Non-Research Capstone I-II	
PSYC	475W-476W	Psychology Research Capstone I-II	
Counseling courses:			6
PSYC	267	Theories of Psychotherapy	
PSYC	306	Theories of Personality	
One of the following:			3
PSYC	243	Psychology of Diversity	
PSYC	392	Psychological Assessment	
PSYC	367W	Child Psychopathology	
One of the following:			4
PSYC	355	Behavioral Neuroscience	
PSYC	356	Human Neuropsychology	
Two of the following:			6
PSYC	302	Social Psychology	
PSYC	312	Learning and Behavior	
PSYC	341W	Psychology of Development	
PSYC	344	Cognitive Psychology	
Additional courses:			6
*PSYC		At least two 200- or 300-level PSYC courses, including PSYC 399	
		<i>Total Hours Required</i>	<u>45</u>
*Only three hours of internship are allowed towards the major.			

**PSYCHOLOGICAL SCIENCE MAJOR - FORENSIC PSYCHOLOGY EMPHASIS**

Core courses:			
PSYC	111	An Introduction to Psychological Science	4
PSYC	274	Statistics for Psychologists	4
PSYC	275W	Research Methodology	4
PSYC	308	Abnormal Behavior	3
Choose research or non-research capstone sequence:			5
PSYC	473W-474	Psychology Non-Research Capstone I-II	
PSYC	475W-476W	Psychology Research Capstone I-II	
Forensic courses:			9
PSYC	263	Psychology of Law	
PSYC	302	Social Psychology	
CRIM	201	Criminology	
CRIM	321	Child Abuse and Exploitation	
One of the following:			4
PSYC	355	Behavioral Neuroscience	
PSYC	356	Human Neuropsychology	
Two of the following:			6
PSYC	306	Theories of Personality	
PSYC	310	Inside the Mind of a Psychopath	
PSYC	392	Psychological Assessment	
PSYC		At least two 200- or 300-level CRIM courses	<u>6</u>
		<i>Total Hours Required</i>	45

**PSYCHOLOGICAL SCIENCE MAJOR - GENERAL PSYCHOLOGY EMPHASIS**

Studies in the liberal arts provide the context in which psychology programs are conducted. The following are guiding principles for programs in psychology:

1. To provide the student with a well-rounded foundation based upon a theoretical and conceptual understanding of psychology as a science;

2. To introduce the student to the various research methodologies and techniques used within the discipline to gain an understanding of behavior;
3. To prepare the student for further graduate study in psychological science and related disciplines;
4. To prepare the student for careers in psychological science and related areas.

			<b>Hours</b>
PSYC	111	An Introduction to Psychological Science	4
PSYC	274	Statistics for Psychologists	4
PSYC	275W	Research Methodology	4
PSYC	308	Abnormal Behavior	3
Choose research or non-research capstone sequence			5
PSYC	473W-474	Psychology Non-Research Capstone I-II	
PSYC	475W-476W	Psychology Research Capstone I-II	
Three of the following:			9
PSYC	215	Health Psychology	
PSYC	288	Positive Psychology	
PSYC	315	Drugs and Behavior	
PSYC	353	Sleep and Circadian Rhythms	
One of the following:			4
PSYC	355	Behavioral Neuroscience	
PSYC	356	Human Neuropsychology	
Two of the following:			6
PSYC	302	Social Psychology	
PSYC	312	Learning and Behavior	
PSYC	341W	Psychology of Development	
PSYC	344	Cognitive Psychology	
Additional courses:			6
*PSYC	At least two 200- or 300-level PSYC courses, including PSYC 399		
<i>Total Hours Required</i>			<u>45</u>

\*Only three hours of internship are allowed towards the major.

Students are encouraged to take other electives available in the program to best meet individual goals. Students wishing to pursue doctoral studies in psychological sciences are encouraged to consider one or more of the following: PSYC 399 Internship, PSYC 397 Independent Study, or Honors in Psychology. The student must work closely with an advisor in the program to select courses appropriate for his/her goals and interests.

#### PSYCHOLOGICAL SCIENCE - SPORTS PSYCHOLOGY EMPHASIS

Core courses:			
PSYC	111	An Introduction to Psychological Science	4
PSYC	274	Statistics for Psychologists	4
PSYC	275W	Research Methodology	4
PSYC	308	Abnormal Behavior	3
Choose research or non-research capstone sequence:			5
PSYC	473W-474	Psychology Non-Research Capstone I-II	
PSYC	475W-476W	Psychology Research Capstone I-II	
Sports psychology courses:			
BIOL	224	Human Anatomy and Physiology I	4
BIOL	225	Human Anatomy and Physiology II	4
HPE	303W	Human and Motor Development	3
HPE	304W	Sports, Exercise, and Performance Psychology	3
PSYC	341W	Psychology of Development	3
One of the following:			3
H P	292	Psychosocial Health	
PSYC	215	Health Psychology	
PSYC	288	Positive Psychology	
One of the following:			3
*EXPH	325	Physiology of Exercise	
EXPH	380	Kinesiology	
SPMG	265	Gender and Sport: Issues and Controversies	
SPMG	285	Sport in American Society	
One of the following:			4
PSYC	355	Behavioral Neuroscience	
PSYC	356	Human Neuropsychology	
Two of the following:			6
PSYC	243	Psychology of Diversity	
PSYC	267	Theories of Psychotherapy	

			Hours
PSYC	302	Social Psychology	
PSYC	306	Theories of Personality	
PSYC	344	Cognitive Psychology	
		<i>Total Hours Required</i>	<u>53</u>

\* Strongly recommended

**PSYCHOLOGICAL SCIENCE MINOR**

PSYC	111	An Introduction to Psychological Science	4
PSYC		Other PSYC courses 200 and above	<u>12</u>
		<i>Total Hours Required</i>	16

**STATISTICS AND DATA SCIENCE MAJOR**

Statistics and Data Science is the science of learning from data. It is concerned with the collection, analysis, and interpretation of data, as well as the effective communication and presentation of these results. Statisticians can work in virtually any field, from business and social science to biology and medicine. The statistics and data science curriculum is designed to provide students with the broad range of core competencies required of all Statistics professionals, as well as the opportunity to acquire an understanding of selected advanced topics.

C S	131	Fundamentals of Programming	3
MATH	103-104	Calculus I, II	6
MATH	311	Introduction to Probability Theory	3
STAT	222	Introductory Statistics	3
STAT	305	Data Handling for Statistics	3
STAT	333	Mathematical Statistics	3
STAT	400W	Statistical Methods	3
Two of the following:			6
STAT	300	Applied Data Analysis	
STAT	302	Introduction to Statistical Inference	
STAT	325	Applied Regression	
One of the following:			3
STAT	399	Internship in Statistics	
STAT	451W	Senior Data Science Project	
Electives:			6
C S		Other C S courses	
MATH		Other MATH courses 200 and above	
STAT		Other STAT courses 300 and above	
		<i>Total Hours Required</i>	<u>39</u>

**SUSTAINABILITY STUDIES MINOR**

ENVS	111	Environmental Sciences and Sustainability I	4
ENVS	112	Environmental Sciences and Sustainability II	4
Choose from:			3-4
SUST	340	Environmental and Climate Justice	
SUST	350	Environmental Law	
SUST	360	Sustainability in Practice	
Elective:			6-7
BUAD	222	Ethical Dilemmas in Business and Leadership	
ECON	255	Environmental Economics	
ENGL	209W	Nature Writing	
ENGL	292W	Literature and Nature	
H P	221	Global Health	
HIST	256	America Since 1877	
PHIL	225	Environmental Ethics	
POLI	290	American Public Policy	
SOCI	203	Culture, Identity, and Consumption	
SUST		Other SUST courses 300 and above	
		<i>Total Hours Required</i>	<u>18</u>

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**SCHOOL OF VISUAL AND PERFORMING ARTS**


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Associate Dean: Ms. Ursula Bryant

Art Department Faculty: Ms. Bryant, Ms. Tinklenberg, Mr. TenBusschen

Music Department Faculty: Dr. Craft, Dr. K. Dean, Dr. Hatcher, Dr. Magee, Dr. Ramsey, Dr. Scott, Dr. Sharp

Theatre Department Faculty: Mr. Otwell, Mr. Wittman, Ms. Wittman

The mission of the School of Visual and Performing Arts is to provide, through instructional and co-curricular programs, opportunities for students interested in fine arts professions. The school also provides opportunities for students who wish to participate in and acquire a greater understanding and appreciation of these fields. Faculty and students enrich the cultural environment of the University, Central Virginia, the Commonwealth, and beyond by making significant contributions in the disciplines of music, theatre, and the visual arts.

**Major and Minors**

Art Major - Art Therapy Emphasis

Art Major- Graphic Design Emphasis

Art Major - Studio Art Emphasis

Art History Minor

Digital Media Arts Minor

Graphic Design Minor

Music Major

Music Education Major - Instrumental Education Emphasis (see College of Education, Leadership, and Counseling)

Music Education Major - Vocal Education Emphasis (see College of Education, Leadership, and Counseling)

Music Minor

Music for Children Minor

Music Media Minor

Music Performance Minor

Musical Theatre Minor

Studio Art Minor

Theatre Major - Design/Technical Emphasis

Theatre Major - General Emphasis

Theatre Major - Performance Emphasis

Theatre Minor

Web Design and Development Minor

**ART MAJOR**

The Art Department provides students with the study of both the principles and practices of studio art, graphic design, and art history such that the student experience in art is active, significant, and informed. Students studying art will develop an in-depth understanding of the visual arts and participate in focused creative work in order to prepare them for active and intelligent involvement in the creative life of our global culture.

Any student enrolled at the University may take introductory level studio art courses (100 level). Art history classes of any level can be taken without prerequisites, although ART 203-204W is recommended. Supply fees are charged for each studio course. Exhibitions of student work are held throughout the year at the instructor's discretion. Field trips and out-of-class events may be required for some classes. The art major usually requires six consecutive semesters in an emphasis. Students are advised to begin the course of study at the beginning of their freshman year, if possible, but no later than their sophomore year. All art majors must have an art advisor to help facilitate progress in the major. Successful completion of the portfolio review is required of all sophomore and new transfer art majors at the end of the fall semester for continuation in the major.

**Sophomore/Transfer Review**

The Sophomore Review is an assessment to help monitor students majoring in Studio Art, Graphic Design, Art Education, and Art Therapy. This interview and portfolio review helps to document student learning and progress in the major. The review ensures students meet the requirements and milestones expected of them as a second year or transfer student. The review will determine students' strength and abilities and areas of needed improvement as assessed by faculty in the Art program. The Sophomore Review is required for all art students and transfers enrolled at the University of Lynchburg.

**ART MAJOR - ART THERAPY EMPHASIS**
**Core courses:**

			<b>Hours</b>
ART	118	Ceramics I	3
ART	122	Sculpture I	3
ART	125	Design Fundamentals I	3
ART	156	Drawing: Techniques and Traditions	3
ART	162	Painting: Techniques and Traditions	3
ART	166	Photography	3
ART	402	Senior Studio Seminar: Context, Criticism, and Craft	3
ART	399	Internship in Art	3
or			
PSYC	399	Internship in Psychological Sciences	
PSYC	111	An Introduction to Psychological Science	4
PSYC	241	Developmental Psychology	3
PSYC	306	Theories of Personality	3
PSYC	308	Abnormal Behavior	3

**Three of the following:**

ART	154	Introduction to Graphic Design	9-10
ART	161	Plein Air Painting	
ART	203	Survey of Art History I	
ART	204W	Survey of Art History II	
ART	205	20th Century Art and Contemporary Issues	
ART	214	Art for Elementary School Teachers	
ART	215	Art for Secondary School Teachers	
ART	222	3-D Forms and Space II	
ART	225	Design Fundamentals II	
ART	256	Drawing: Concepts and Innovations	
ART	262	Painting: Illusion and Beyond	
ART	313	Advanced Digital Photography	

			Hours
ART	329	Art of the Classical Antiquity	
ART	333	Renaissance Art	
ART	335	Toward a Modern World	
ART	339	History of Western Architecture	
ART	366	Alternative Process Photography	
ART	397	Independent Study in Art	
HMSV	201	The Science and Art of Meeting Human Need	
HMSV	320	Mental Health, Substance Abuse, and Child Welfare: Human Services Case Management	
PHIL	220	Art, Truth, and Value	
PSYC	267	Theories of Psychotherapy	
PSYC	274	Statistics for Psychologists	
PSYC	305	Human Memory and Information Processing	
PSYC	312	Learning and Behavior	
PSYC	315	Drugs and Behavior	
PSYC	344	Cognitive Psychology	
PSYC	355	Behavioral Neuroscience	
PSYC	367W	Child Psychopathology	
SOCI	203	Culture, Identity, and Consumption	
<i>Total Hours Required</i>			<u>46-47</u>

Additional courses from the above list are highly encouraged. Students should meet with an advisor to discern which courses fit their area of interest.

#### ART MAJOR—GRAPHIC DESIGN EMPHASIS

Students in the graphic design emphasis will learn techniques and theories of visual communication through the development of aesthetic awareness, cognitive thinking, and conceptual problem solving. Students will learn graphic design processes involving traditional media and computer-based technologies.

##### Core courses:

ART	125	Design Fundamentals I	3
ART	156	Drawing: Techniques and Traditions	3
ART	161	Plein Air Painting	3
or			
ART	162	Painting: Techniques and Traditions	
ART	166	Photography	3
ART	205	20th Century Art and Contemporary Issues	3
ART	225	Design Fundamentals II	3

##### One of the following:

ART	203	Survey of Art History I	3
ART	204W	Survey of Art History II	
ART	329	Art of the Classical Antiquity	
ART	333	Renaissance Art	
ART	335	Toward a Modern World	
ART	339	History of Western Architecture	

##### Emphasis courses:

ART	154	Introduction to Graphic Design	3
ART	245	Web Design	3
ART	274	Graphics II: Methods and Practice	3
ART	275	Introduction to Animation	3
ART	285	Type and Visual Communication	3
ART	374	Graphics III: Innovation and Analysis	3
ART	407	Portfolio Preparation	3
ART	408	Graphic Design Seminar	3
ART	409	Art Senior Capstone	3

##### One of the following:

ART	399	Internship in Art	3
ART	480	Design Practicum	

##### Two of the following:

ART	122	Sculpture I	6
ART	161	Plein Air Painting	
or			
ART	162	Painting: Techniques and Traditions	
ART	256	Drawing: Concepts and Innovations	
ART	267	Photojournalism	
ART	313	Advanced Digital Photography	
ART	316	Introduction to Printmaking	
ART	357	Figure Drawing	
ART	398	Special Topics in Art	

*Total Hours Required*

57

**ART MAJOR—STUDIO ART EMPHASIS**

The studio art emphasis offers a broad approach to exploring the principles and practices of studio art making to develop the student's creative abilities while enlarging his or her visual and cultural perceptions. It also provides a foundation for those students who wish to pursue further formal training or to continue their development independently as artists. The department strongly recommends that the student majoring in studio art pursue additional art history study.

Core courses:			<b>Hours</b>
ART	122	Sculpture I	3
ART	125	Design Fundamentals I	3
ART	156	Drawing: Techniques and Traditions	3
ART	161	Plein Air Painting	3
or			
ART	162	Painting: Techniques and Traditions	
ART	166	Photography	3
Three art history courses:			9
ART	203	Survey of Art History I	
ART	204W	Survey of Art History II	
ART	205	20th Century Art and Contemporary Issues	
ART	225	Design Fundamentals II	
ART	329	Art of the Classical Antiquity	
ART	333	Renaissance Art	
ART	335	Toward a Modern World	
ART	339	History of Western Architecture	
Additional courses:			
ART	256	Drawing: Concepts and Innovations	3
or			
ART	357	Figure Drawing	
ART	402	Senior Studio Seminar: Context, Criticism, and Craft	3
Nine hours from:			9
ART	154	Introduction to Graphic Design	
ART	161	Plein Air Painting	
ART	218	Ceramics II	
ART	222	3-D Forms and Space II	
ART	256	Drawing: Concepts and Innovations	
or			
ART	357	Figure Drawing	
ART	262	Painting: Illusion and Beyond	
ART	266	Darkroom Photography	
ART	267	Photojournalism	
ART	275	Introduction to Animation	
ART	313	Advanced Digital Photography	
ART	316	Introduction to Printmaking	
ART	322	Advanced 3-D Forms and Space	
ART	356	Advanced Studio Studies: Drawing	
ART	357	Figure Drawing	
ART	362	Advanced Studio Studies: Painting	
ART	366	Alternative Process Photography	
ART	397	Independent Study in Art	
*ART	399	Internship in Art	
<i>Total Hours Required</i>			<u>39</u>

\* Only three hours of internship can count towards the major.

**ART HISTORY MINOR**

Fifteen hours from:			15
ART	110	Introduction to Visual Arts	
ART	203	Survey of Art History I	
ART	204W	Survey of Art History II	
ART	205	20th Century Art and Contemporary Issues	
ART	329	Art of Classical Antiquity	
ART	333	Renaissance Art	
ART	335	Toward a Modern World	
ART	339	History of Western Architecture	
<i>Total Hours Required</i>			<u>15</u>

**DIGITAL MEDIA ARTS MINOR**

ART	154	Introduction to Graphic Design	3
ART	166	Photography	3
ART	275	Introduction to Animation	3
COMM	104	Introduction to Media Technology	3
COMM	304	Digital Editing and Motion Graphics	3
COMM	404	Advanced Digital Editing and Motion Graphics	<u>3</u>
<i>Total Hours Required</i>			18



**GRAPHIC DESIGN MINOR**

Students minoring in graphic design must demonstrate an appropriate skill level with computer software and hardware or fulfill listed prerequisites for each course in the minor.

			<b>Hours</b>
ART	125	Design Fundamentals I	3
ART	154	Introduction to Graphic Design	3
ART	156	Drawing: Techniques and Traditions	3
ART	274	Graphics II: Methods and Practice	3
ART	374	Graphics III: Innovation and Analysis	3
One of the following:			3
ART	225	Design Fundamentals II	
ART	245	Web Design	
ART	267	Photojournalism	
ART	275	Introduction to Animation	
ART	285	Type and Visual Communication	
ART	313	Advanced Digital Photography	
ART	316	Introduction to Printmaking	
ART	398	Special Topics in Art	
ART	399	Internship in Art	
ART	480	Design Practicum	
<i>Total Hours Required</i>			<u>18</u>

**MUSIC MAJORS**

Within the liberal arts framework, both the music major and the music education major offer a Bachelor of Arts degree, intended for students who wish a broad education in music. In addition, the music education major (instrumental or vocal emphasis) is intended for students who wish to become music educators. Students are expected to have a high level of musical competence in performance of their major instrument.

**Admission to the Music Major**

Freshmen who express interest in majoring/minoring in music or music education should follow the appropriate music curriculum and receive advising from the Music department chair. Students apply for sophomore promotion (major standing jury) during their sophomore year of study. A successful sophomore promotion will result in admission to the music major.

Transfer students who enter the University of Lynchburg with sixty or more accepted credits must apply for promotion during their first semester at the University. Approval for major standing may be granted after that first semester or the music faculty may defer final action until the end of the student's second semester of study. With the exception of transfer students who enter the University of Lynchburg with sixty credits or more, no deferrals on major standing are given after the student has completed seventy credits.

**Sophomore Promotion (Major Standing Jury)**

Students majoring in music must successfully complete a qualifying review by the music faculty at the end of the sophomore year. Major standing juries for the Bachelor of Arts in music and music education occur after the final week of classes each semester.

The jury will consist of a performance on the student's major instrument. Several pieces should be fully prepared from which the jury can select two pieces to hear. The result of a major standing jury may be 1) approval, 2) deferral, or 3) denial.

**MUSIC MAJOR**

MUSC	104	Introduction to Music Theory and Aural Skills	3
MUSC	105	Diatonic Harmony	3
MUSC	107	Intermediate Aural Skills	1
MUSC	108-109*	Piano Class I, II	2
MUSC	111	Music Technology	1
MUSC	204	Chromatic Harmony and Commercial Music	3
MUSC	206-207	Advanced Aural Skills I, II	2
MUSC	210W	Form and Post-Tonal Analysis	3
MUSC	249	Rehearsing from the Podium	3
MUSC	302W-303	Music History and Literature I, II	6
MUSC	399	Internship in Music	3
MUSC	402W	Senior Seminar in Music Performance	2

\* Piano Proficiency Exam may substitute for these courses.

Ensemble: 6

A maximum of two ensembles may be taken for credit per semester.

**Large Ensembles:**

MUSC	018	Orchestra
MUSC	021	Wind Symphony
MUSC	022	Concert Choir
MUSC	025	Choral Union

**Small Ensembles:**

MUSC	016	Percussion Ensemble
MUSC	017	Brass Ensemble
MUSC	019	Chamber Music Ensemble
MUSC	020	Jazz Ensemble
MUSC	023	Handbell Choir
MUSC	024	Chamber Choir
MUSC	027	Opera Workshop

**Applied Music Lessons:**

Students majoring in music are required to choose a major instrument for applied study. Four of the six credits of applied music lessons must be taken on their chosen major instrument. 6

			Hours
MUSC	001	Piano	
MUSC	002	Organ	
MUSC	003	Voice	
MUSC	004	Woodwinds	
MUSC	005	Brass	
MUSC	006	Percussion	
MUSC	007	Strings	
MUSC	008	Composition	
MUSC	010	Guitar	

Other requirements:

Concert Attendance - For details, consult the Music Undergraduate Handbook

*Total Hours Required*

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#### MUSIC EDUCATION MAJOR-INSTRUMENTAL EDUCATION EMPHASIS

(see College of Education, Leadership Studies, and Counseling)

#### MUSIC EDUCATION MAJOR-VOCAL EDUCATION EMPHASIS

(see College of Education, Leadership Studies, and Counseling)

#### MUSIC MINOR

MUSC	104	Introduction to Music Theory and Aural Skills	3
MUSC	105	Diatonic Harmony	3
MUSC	107	Intermediate Aural Skills	1
MUSC	108-109	Piano Class I, II	2
MUSC	302W-303	Music History and Literature I, II	6

Music Ensemble:

MUSC	018	Orchestra	2
MUSC	020	Jazz Ensemble	
MUSC	021	Wind Symphony	
MUSC	022	Concert Choir	
MUSC	023	Handbell Choir	
MUSC	025	Choral Union	

Applied Music Lessons:

MUSC	001	Piano	1
MUSC	002	Organ	
MUSC	003	Voice	
MUSC	004	Woodwinds	
MUSC	005	Brass	
MUSC	006	Percussion	
MUSC	007	Strings	
MUSC	010	Guitar	

*Total Hours Required*

18

#### MUSIC FOR CHILDREN MINOR

MUSC	100	Music Appreciation	3
MUSC	104	Introduction to Music Theory and Aural Skills	3
MUSC	105	Diatonic Harmony	3
MUSC	108-109	Piano Class I, II	2
MUSC	163	Introduction to Music Education	2
MUSC	164	Service Learning in Music (2 semesters)	2
MUSC	363	Music in Elementary and Special Education	3

*Total Hours Required*

18

#### MUSIC MEDIA MINOR

COMM	104	Introduction to Media Technology	3
COMM	180	Stage and Studio Television	3
MUSC	104	Introduction to Music Theory and Aural Skills	3
MUSC	111	Music Technology	1
MUSC	211	Digital Audio Techniques	2
MUSC	215	Jazz and the Origins of Rock Music	3
MUSC		Applied Music Lessons, Music Ensembles, and/or MUSC Independent Study	3

*Total Required Hours*

18

#### MUSIC PERFORMANCE MINOR

MUSC	104	Introduction to Music Theory and Aural Skills	3
MUSC	105	Diatonic Harmony	3
MUSC	107	Intermediate Aural Skills	1

			Hours
Music Ensemble:			5
MUSC	018	Orchestra	
MUSC	020	Jazz Ensemble	
MUSC	021	Wind Symphony	
MUSC	022	Concert Choir	
MUSC	023	Handbell Choir	
MUSC	025	Choral Union	
Applied Music Lessons:			5
MUSC	001	Piano	
MUSC	002	Organ	
MUSC	003	Voice	
MUSC	004	Woodwinds	
MUSC	005	Brass	
MUSC	006	Percussion	
MUSC	007	Strings	
MUSC	010	Guitar	
Applied Music Lessons for the senior recital:			1
MUSC	081	Piano	
MUSC	082	Organ	
MUSC	083	Voice	
MUSC	084	Woodwinds	
MUSC	085	Brass	
MUSC	086	Percussion	
MUSC	087	Strings	
MUSC	090	Guitar	
<i>Total Hours Required</i>			<u>18</u>
Recital Requirement:			
Senior Recital (at least 25 minutes; consult the Music Undergraduate Handbook)			

**MUSICAL THEATRE MINOR**

The musical theatre minor combines studies in the theatre and music disciplines, to provide students with a minor available to both disciplines. By providing an equal number of credits available from both disciplines, students majoring in theatre may also minor in musical theatre and students majoring in music and music education may do the same.

In addition to the students mentioned above, students from other disciplines may also earn this minor. Both the theatre and music departments receive students into their respective performing venues every semester. Students who wish to expand their knowledge of musical theatre, perhaps for a post-baccalaureate avocation in community theatre, would certainly benefit from earning this minor.

MUSC	003	Voice	2
Six hours from:			6
THEA	120	Introduction to Dance	
THEA	131	Fundamentals of Acting	
THEA	275	Musical Theatre Technique	
Three hours from:			3
MUSC	103	Fundamentals of Music	
MUSC	104	Introduction to Music Theory and Aural Skills	
One hour from:			1
MUSC	001	Piano	
MUSC	108	Piano Class 1	
Three hours from:			3
MUSC	261	Literature of Musical Theatre	
THEA	260W	Musical Theatre History and Literature	
Three hours from the following (courses may be repeated for credit):			3
MUSC	022	Concert Choir	
MUSC	024	Chamber Choir	
MUSC	027	Opera Workshop	
THEA	390	Theatre and Dance Practicum	
THEA	394	Musical Theatre Practicum	
<i>Total Hours Required</i>			<u>18</u>

**STUDIO ART MINOR**

ART	125	Design Fundamentals I	3
ART	225	Design Fundamentals II	3
Twelve hours from:			12
ART	110	Introduction to Visual Art	
ART	118	Ceramics I	

ART	122	Sculpture I	<b>Hours</b>
ART	156	Drawing: Techniques and Traditions	
ART	161	Plein Air Painting	
ART	162	Painting: Techniques and Traditions	
ART	166	Photography	
ART	218	Ceramics II	
ART	222	3-D Forms and Space II	
ART	256	Drawing: Concepts and Innovations	
ART	262	Painting: Illusion and Beyond	
ART	266	Darkroom Photography	
ART	267	Photojournalism	
ART	275	Introduction to Animation	
ART	313	Advanced Digital Photography	
ART	316	Introduction to Printmaking	
ART	322	Advanced 3-D Forms and Space	
ART	356	Advanced Studio Studies: Drawing	
ART	357	Figure Drawing	
ART	362	Advanced Studio Studies: Painting	
ART	366	Alternative Process Photography	
ART	397	Independent Study in Art	
*ART	399	Internship in Art	
<i>Total Hours Required</i>			<u>18</u>

\* Only three hours of internship can count towards the minor.

The choice of courses must be made in consultation with an art program advisor.

### THEATRE MAJOR

The theatre major has been designed for students who wish to pursue careers in an array of arts, entertainment, and teaching areas. Graduates will be qualified for professional entry-level jobs, and as strong candidates for graduate and professional schools. The core theatre major exists for those students wishing to double major or for broad exposure to the totality of theatre art. Students may also select an emphasis in performance or design-technology.

The performance emphasis focuses on an integrative process that sets an actor in motion physically, verbally, and emotionally, leading to creative and informed choices in character development and dramatic texts.

The design/technical emphasis focuses on the development of the artistic abilities required for production in theatre arts. Students learn theory and skills in the areas of lighting, sound, scenery, props, management, and other related positions.

Students actively apply their classroom education by participating in the University's main stage theatre productions, student-generated productions in the studio theatre, dance concerts, and through scenic, lighting, costume, and box-office student employment opportunities. Students regularly interview, audition for, and find work in professional summer theatres. Auditions and backstage opportunities in productions are open to all students regardless of major or class standing.

### THEATRE MAJOR-DESIGN/TECHNICAL EMPHASIS

THEA	131	Fundamentals of Acting	3
THEA	202	Technical Theatre	3
THEA	211	Theatre History and Literature I	3
THEA	212W	Theatre History and Literature II	3
THEA	330	Drafting for the Theatre	3
THEA	331	Scene Design	3
THEA	333	Lighting Design	3
THEA	340	Theatre Management	3
THEA	390	Theatre Practicum	3
THEA	410	Senior Project	3
Theatre electives:			12
THEA		Other THEA courses 200 and above	
<i>Total Hours Required</i>			<u>42</u>

### THEATRE MAJOR-GENERAL EMPHASIS

THEA	131	Fundamentals of Acting	3
THEA	202	Technical Theatre	3
THEA	211	Theatre History and Literature I	3
THEA	212W	Theatre History and Literature II	3
THEA	390	Theatre Practicum	3
THEA	410	Senior Project	3
THEA		Other courses	<u>18</u>
<i>Total Hours Required</i>			36

### THEATRE MAJOR-PERFORMANCE EMPHASIS

THEA	120	Introduction to Dance	3
THEA	123	Voice and Diction	3
THEA	131	Fundamentals of Acting	3
THEA	202	Technical Theatre	3
THEA	211	Theatre History and Literature I	3
THEA	212W	Theatre History and Literature II	3
THEA	232	Script and Character Analysis	3
THEA	315	Advanced Acting	3
THEA	390	Theatre Practicum	3
THEA	410	Senior Project	3

		<b>Hours</b>
Theatre electives:		12
THEA	Other THEA courses 200 and above	<u>12</u>
<i>Total Hours Required</i>		42

**THEATRE MINOR**

One of the following:		3
THEA	101 Introduction to Theatre	
THEA	131 Fundamentals of Acting	
THEA	232 Script and Character Analysis	
One of the following:		3
THEA	102 Introduction to Technical Theatre and Design	
THEA	202 Technical Theatre	
THEA	Other THEA courses	<u>12</u>
<i>Total Hours Required</i>		18

**WEB DESIGN AND DEVELOPMENT MINOR**

ART	125	Design Fundamentals I	3
ART	154	Introduction to Graphic Design	3
ART	245	Web Design	3
C S	370	Database Management Systems	3
C S	385	Internet Programming	3
Choose one from the following:			3-4
C S	131	Fundamentals of Programming	
C S	141	Introduction to Computer Science and Structured Programming I	
<i>Total Hours Required</i>			<u>18-19</u>

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**COLLEGE OF BUSINESS**


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College Dean: Dr. Nancy Hubbard

Accounting Department Faculty: Mr. Arrington, Ms. Glass

Economics Department Faculty: Dr. Bennett, Dr. Prante, Dr. Schnur

Management Department Faculty: Dr. Angelis, Dr. Kyper, Dr. Nathan, Dr. Schimmoeller

Marketing Department Faculty: Dr. Nicovich, Dr. Schauer, Mr. Whitehouse

Sport Management Department Faculty: Dr. Lee, Dr. Pieper

**Mission Statement**

The mission of the College of Business is to provide education, service and research of superior quality that reflects the values of the liberal arts tradition and enriches the lives of our stakeholders.

**Majors and Minors**

Accounting Major	Human Resource Management Minor
Accounting Minor	Leadership Studies Minor
Business Administration Major	Management Major - General Emphasis
Business Minor	Management Major - Human Resources Emphasis
Digital Media Marketing Major	Management Minor - General
Digital Media Marketing Minor	Marketing Major
Economics Major	Marketing Minor
Economics Minor	Sport Management Major
Finance Minor	Sport Management Minor
Financial Economics Major	

**ACCOUNTING MAJOR**

Accounting provides the foundation for all business decisions. It is the cornerstone upon which the utilization and allocation of resources within an organization rest. The four-year accounting major prepares the student for a career in public accounting, managerial accounting, governmental accounting, accounting education, and other accounting-related careers.

Courses in the business core:			Hours
ACCT	200	Accounting for Business Leaders	3
BUAD	100	Perspectives on Business	3
BUAD	241	Business Statistics	3
BUAD	441W	Integrated Application of Business Principles	3
ECON	201	Principles of Economics - Micro	3
ECON	202	Principles of Economics - Macro	3
FIN	317	Principles of Finance	3
MGMT	344	Operations Management	3
MGMT	260	Principles of Management and Organizational Behavior	3
MGMT	310	Management Information Systems	3
MKTG	209	Principles of Marketing	3
*One of the following:			3
ACCT	311	Personal Income Tax	
ACCT	319	Corporate and Partnership Taxation	
Accounting courses:			
ACCT	301-302	Intermediate Accounting I, II	6
ACCT	303W	Intermediate Accounting III with Theory	3
ACCT	313	Strategic Cost Management	3
ACCT	401	Advanced Accounting	3
ACCT	421	Auditing Principles	3
ACCT		Other ACCT course 300 and above^	3
BUAD	322	Legal Environment of Business	3
<i>Total Hours Required</i>			<u>60</u>

\*Students who plan to take the CPA exam are encouraged to take ACCT 311. Students who plan to take the CMA exam are encouraged to take ACCT 319.

^Students who plan to take the CPA exam should review the exam's discipline sections (effective January 2024: Business Analytics and Reporting; Information Systems and Controls; and Tax Compliance and Planning) and choose ACCT electives according to their targeted discipline exam.

**ACCOUNTING MINOR**

ACCT	200	Accounting for Business Leaders	3
ACCT	301	Intermediate Accounting I	3
ACCT	313	Strategic Cost Management	3
ACCT		Other ACCT course 300 and above	3
One of the following:			3
ACCT	311	Personal Income Tax	3
ACCT	319	Corporate and Partnership Taxation	
<i>Total Hours Required</i>			<u>15</u>

**BUSINESS ADMINISTRATION MAJOR**

The business administration major prepares students for general administrative positions and allows students to customize their major by selecting second non-business major or any minor of their choice. The business administration major requires the thirty-nine hour business core. Those undertaking majors in accounting, management, or marketing are unable to double major with business administration.

Courses in the business core:			Hours
ACCT	200	Accounting for Business Leaders	3
BUAD	100	Perspectives on Business	3
BUAD	185	Spreadsheets for Business	3
BUAD	241	Business Statistics	3
BUAD	441W	Integrated Application of Business Principles	3
ECON	201	Principles of Economics - Micro	3
ECON	202	Principles of Economics - Macro	3
FIN	317	Principles of Finance	3
MGMT	260	Principles of Management and Organizational Behavior	3
MGMT	262	Human Resource Management	3
MGMT	310	Management Information Systems	3
MGMT	344	Operations Management	3
MKTG	209	Principles of Marketing	3
Minor or second major			<u>*15-18</u>
<i>Total Hours Required</i>			<u>54-57</u>

\* Students choosing minors must meet the University requirements for minor programs (a 2.0 average in the minor courses with at least 50 percent of coursework completed at University of Lynchburg).

**BUSINESS MINOR**

Students majoring in accounting, management, marketing, or digital media marketing majors cannot minor in the business minor.

ACCT	200	Accounting for Business Leaders	3
ECON	201	Principles of Economics-Micro	3
MGMT	260	Principles of Management and Organizational Behavior	3
MKTG	209	Principles of Marketing	3
Two from the following:			6
FIN	150	Family and Personal Finance	
BUAD		Other courses 200 and above	
ECON		Other courses 200 and above	
FIN		Other courses 200 and above	
MGMT		Other courses 200 and above	
MKTG		Other courses 200 and above	
<i>Total Hours Required</i>			<u>18</u>

**DIGITAL MEDIA MARKETING MAJOR**

The Digital Media Marketing Major facilitates students securing jobs in the fast-growing sector of digital media marketing. The College of Business faculty have designed this major to be the most robust of its type in the five-state region. Students will get a strong grounding in business administration by taking our business core as well as specialized classes both in marketing and in the related multidisciplinary areas of digital graphic design and digital media communications.

Business courses:			
ACCT	200	Financial Analysis and Decision Making	3
BUAD	100	Perspectives on Business	3
BUAD	185	Spreadsheets for Business	3
BUAD	241	Business Statistics	3
BUAD	441W	Integrated Application of Business Principles	3
ECON	201	Principles of Economics - Micro	3
ECON	202	Principles of Economics - Macro	3
FIN	317	Principles of Finance	3
MGMT	260	Principles of Management	3
MGMT	262	Human Resource Management	3
MGMT	310	Management Information Systems	3
MGMT	344	Operations Management	3
MKTG	209	Principles of Marketing	3
Marketing courses			
MKTG	200	Social Media Marketing	3
MKTG	371	Marketing Analytics	3
MKTG	375W	Consumer Behavior	3
MKTG	379	Marketing Communications	3
MKTG	425	Interactive Marketing	3
MKTG	451	Marketing Management	3
Digital Media courses			
COMM	201W	Media Writing	3
COMM	381	Mobile and Social Media Reporting	3
<i>Total Hours Required</i>			<u>63</u>



**DIGITAL MEDIA MARKETING MINOR**

The digital media marketing minor is a multi-disciplinary minor bringing together aspects of both communications and business in this rapidly expanding new field. In addition to marketing and communications students, the digital media marketing minor is designed to appeal to students in many other majors and minors including, but not limited to: sport management, English, the arts, professional writing, popular culture, and political science as well as any student interested in a career involving the use of social media.

Required courses:			<b>Hours</b>
COMM	104	Introduction to Media Technology	3
COMM	201W	Media Writing	3
MKTG	200	Social Media Marketing	3
MKTG	209	Principles of Marketing	3
One of the following:			3
COMM	206	Advertising and Production Design	
COMM	381	Mobile and Social Media Reporting	
One of the following:			3
MKTG	379	Marketing Communications	
MKTG	425	Interactive Marketing	
<i>Total Hours Required</i>			<u>18</u>

**ECONOMICS MAJOR**

The economics major is designed to provide a well-rounded knowledge of the theoretical and institutional structure of economic activities with specific emphasis on the free market system. Course work is available to give economics majors the knowledge and skill to conduct professional economic research and analysis and to provide a firm basis for continuation of study at the graduate level. The degree in economics is not a business degree but rather a traditional social science degree.

One of the following:			3
MATH	102	Precalculus	
MATH	103	Calculus I	
MATH	106	Liberal Arts Mathematics	
One of the following:			3
BUAD	241	Business Statistics	
STAT	222	Introductory Statistics	
Courses in the major:			
ECON	201-202	Principles of Economics	6
ECON	300	Intermediate Macroeconomic Theory	3
ECON	301	Intermediate Microeconomic Theory	4
ECON	308	International Economics Policy	3
ECON	350	Econometrics	3
ECON	450W	Senior Seminar in Economics	3
Fifteen hours from:			15
ACCT	200	Accounting for Business Leaders	
BUAD	243	Data Mining	
ECON		Other ECON courses 100 and above	
<i>Total Hours Required</i>			<u>43</u>

**ECONOMICS MINOR**

ECON	201-202	Principles of Economics	6
ECON		Other ECON courses 100 and above	<u>12</u>
<i>Total Hours Required</i>			18

**FINANCE MINOR**

The finance minor is designed to introduce students to the application of financial theories into business decision making. Students will learn the basic fundamentals of financial analysis as well as apply them in business scenarios. Students pursuing the minor will be highly proficient in statistical analysis and application thereby making them highly attractive in the financial world job market.

Required courses:			
ECON	305	Money, Credit, and Banking	3
FIN	317	Principles of Finance	3
FIN	318	Financial Management	3
FIN	405W	Investment Fundamentals	3
FIN	420	Financial Risk Management	<u>3</u>
<i>Total Hours Required</i>			15

Note: ACCT 200, ECON 201 and 202 are prerequisite classes for the 300-400 level courses above. For those students outside of the College of Business interested in pursuing the minor, they would need to take these courses into consideration for its completion.

**FINANCIAL ECONOMICS MAJOR**

The financial economics major incorporates the study of economic processes involved in capital formulation and the theory and practice of financial decision making through the study of financial markets and institutions.

One of the following:			3
MATH	102	Precalculus	

			Hours
MATH	103	Calculus I	
MATH	106	Liberal Arts Mathematics	
One of the following:			3
BUAD	241	Business Statistics	
STAT	222	Introductory Statistics	
Courses in the major:			
ACCT	200	Accounting for Business Leaders	3
ECON	201-202	Principles of Economics	6
ECON	300	Intermediate Macroeconomic Theory	3
ECON	301	Intermediate Microeconomic Theory	4
ECON	305	Money, Credit, and Banking	3
ECON	308	International Economic Policy	3
ECON	350	Econometrics	3
ECON	450W	Senior Seminar in Economics	3
FIN	317	Principles of Finance	3
FIN	318	Financial Management	3
FIN	405W	Investment Fundamentals	3
FIN		Other FIN course 400 and above	3
		Other ACCT, ECON or FIN courses 300 and above	3
<i>Total Hours Required</i>			<u>49</u>

**HUMAN RESOURCE MANAGEMENT MINOR**

MGMT	262	Human Resource Management	3
MGMT	360	Project Management	3
MGMT	364	Workforce Planning, Staffing, and Compensation	3
Six hours from:			6
BUAD	100	Perspectives on Business	
HMSV	201	The Science and Art of Meeting Human Need	
MGMT	260	Principles of Management and Organizational Behavior	
MGMT	303	International Management and Negotiations	
MGMT	321	Training, Development, and Change	
PSYC	215	Health Psychology	
PSYC	265	Industrial/Organizational Psychology	
PSYC	306	Theories of Personality	
<i>Total Hours Required</i>			<u>15</u>

**LEADERSHIP STUDIES MINOR**

BUAD	222	Ethical Dilemmas in Business and Leadership	3
BUAD	265	Leadership and the Classics	3
G S	330	Leadership in Action Practicum	3
MGMT	260	Principles of Management and Organizational Behavior	3
Electives:			6
COMM	251	Intercultural Communication	
COMM	362	Crisis Communication	
COMM	412	Digital Leadership and Influencer Communication	
PSYC	265	Industrial/Organizational Psychology	
<i>Total Hours Required</i>			<u>18</u>

**MANAGEMENT MAJOR - GENERAL EMPHASIS**

Management as a field of study is most often associated with business. Its subject matter can also be applied in a broad range of additional settings from the management of one's own personal resources to those of nonprofit, governmental, educational, and health care organizations.

Management study is recommended for those individuals who desire the knowledge and skill to influence others and develop business processes that can positively influence organizational productivity. The principles of management can be effectively applied in a broad range of group, organizational, and social settings. Students of management are trained to be decision-makers, problem solvers, project managers, and leaders.

Courses in the business core:			
ACCT	200	Accounting for Business Leaders	3
BUAD	100	Perspectives on Business	3
BUAD	185	Spreadsheets for Business	3
BUAD	241	Business Statistics	3
BUAD	441W	Integrated Application of Business Principles	3
ECON	201	Principles of Economics - Micro	3
ECON	202	Principles of Economics - Macro	3
FIN	317	Principles of Finance	3
MGMT	260	Principles of Management and Organizational Behavior	3
MGMT	262	Human Resource Management	3
MGMT	310	Management Information Systems	3
MGMT	344	Operations Management	3
MKTG	209	Principles of Marketing	3

Major courses:			Hours
BUAD	265	Leadership and the Classics	3
MGMT	303	International Management and Negotiations	3
MGMT	360	Project Management	3
MGMT	477	Management Consulting	3
Two courses from:			6
ACCT	325	Management Accounting	
BUAD	243	Data Mining	
BUAD	322	Legal Environment of Business	
MGMT	101	Freshman Seminar in Management	
MGMT	377	Study Abroad: International Management	
MGMT	399	Internship in Management	
PSYC	243	Psychology of Diversity	
PSYC	265	Industrial/Organizational Psychology	
PSYC	306	Theories of Personality	
<i>Total Hours Required</i>			<u>57</u>

**MANAGEMENT MAJOR - HUMAN RESOURCE EMPHASIS**

The human resource emphasis provides students with broad knowledge about business and management, as well as in-depth knowledge about human resource management. The program will prepare students to enter a variety of human resource management related fields, such as recruiting and selection, training and development, change management; compensation, performance management, and employee relations.

Courses in the business core:			Hours
ACCT	200	Accounting for Business Leaders	3
BUAD	100	Perspectives on Business	3
BUAD	185	Spreadsheets for Business	3
BUAD	241	Business Statistics	3
BUAD	441W	Integrated Application of Business Principles	3
ECON	201	Principles of Economics - Micro	3
ECON	202	Principles of Economics - Macro	3
FIN	317	Principles of Finance	3
MGMT	262	Human Resource Management	3
MGMT	260	Principles of Management and Organizational Behavior	3
MGMT	310	Management Information Systems	3
MGMT	344	Operations Management	3
MKTG	209	Principles of Marketing	3
Major courses:			12
BUAD	322	Legal Environment of Business	
MGMT	321	Training, Development, and Change	
MGMT	364	Workforce Planning, Staffing, and Compensation	
MGMT	477	Management Consulting	
Two courses from:			6
ACCT	325	Management Accounting	
BUAD	243	Data Mining	
BUAD	265	Leadership and the Classics	
HMSV	201	The Science and Art of Meeting Human Need	
PSYC	212	Introduction to Behavior Modification	
PSYC	215	Health Psychology	
PSYC	265	Industrial/Organizational Psychology	
MGMT	377	Study Abroad	
MGMT	399	Internship in Human Resource Management	
<i>Total Hours Required</i>			<u>57</u>

**MANAGEMENT - GENERAL MINOR**

MGMT	260	Principles of Management and Organizational Behavior	3
MGMT	303	International Management and Negotiations	3
MGMT	321	Training, Development, and Change	3
Six hours from:			6
BUAD	100	Perspectives on Business	
BUAD	265	Leadership and the Classics	
MGMT	262	Human Resource Management	
MGMT	360	Project Management	
PSYC	212	Introduction to Behavior Modification	
PSYC	215	Health Psychology	
PSYC	243	Psychology of Diversity	
<i>Total Hours Required</i>			<u>15</u>

Human resource management majors and leadership studies minors who choose to add the management minor should work with their academic advisors to make sure that selected courses meet all program requirements and are consistent with the guidelines for minor programs, as set forth in the catalog.

**MARKETING MAJOR**

Marketing is the process of planning and executing the conception, pricing, promotion, and distribution of ideas, goods, and services to create exchanges that satisfy individual and organizational objectives.

Courses in the business core:			Hours
ACCT	200	Accounting for Business Leaders	3
BUAD	100	Perspectives on Business	3
BUAD	185	Spreadsheets for Business	3
BUAD	241	Business Statistics	3
BUAD	441W	Integrated Application of Business Principles	3
ECON	201	Principles of Economics-Micro	3
ECON	202	Principles of Economics-Macro	3
FIN	317	Principles of Finance	3
MGMT	260	Principles of Management and Organizational Behavior	3
MGMT	262	Human Resource Management	3
MGMT	310	Management Information Systems	3
MGMT	344	Operations Management	3
MKTG	209	Principles of Marketing	3
Courses in marketing:			
MKTG	371	Marketing Analytics	3
MKTG	375W	Consumer and Buyer Behavior	3
MKTG	379	Marketing Communications	3
MKTG	451	Marketing Management	3
Two of the following:			6
*BUAD	397	Independent Study in Business	
MKTG	200	Social Media Marketing	
MKTG	372	Sales and Sales Management	
MKTG	374	Retailing and Merchandising	
MKTG	377	Study Abroad: International Marketing	
MKTG	380	Services Marketing	
MKTG	398	Special Topics in Marketing	
*MKTG	399	Internship in Marketing	
MKTG	425	Interactive Marketing	
<i>Total Hours Required</i>			57

\*Only one of these can be taken towards satisfying the six hours.

**MARKETING MINOR**

MKTG	209	Principles of Marketing	3
MKTG	375W	Consumer and Buyer Behavior	3
MKTG	379	Marketing Communications	3
One of the following:			3
BUAD	100	Perspectives on Business	
MKTG	101	Freshman Seminar in Marketing	
One of the following:			3
MKTG	200	Social Media Marketing	
MKTG	371	Marketing Analytics	
MKTG	372	Sales and Sales Management	
MKTG	380	Services Marketing	
MKTG	398	Special Topics in Marketing	
MKTG	399	Internship in Marketing	
MKTG	425	Interactive Marketing	
<i>Total Hours Required</i>			15

**SPORT MANAGEMENT MAJOR**

The sport management major is a professional program leading to careers in management and administration of college and professional sport programs, community recreation, YMCAs and YWCAs, sports sales and marketing, public relations and marketing for college and professional sports organizations.

The program prepares students to succeed in this diverse and challenging field in which participation in sports for health, leisure, education, or entertainment continues to expand throughout the world. Commerce in sports represents an expanding market that transcends age, gender, race, religion, language, nationality, and geography. Consequently, this program blends general education studies with business skills and concepts and interprets them in current sports settings via professional courses to be tested during the student's internship opportunities, and, ultimately, to be practiced in professional service.

Sport management core:			Hours
SPMG	215	Sport Management Practicum	3
SPMG	260	Principles of Sport Management	3
SPMG	270W	Governance of Sport Organizations	3
SPMG	340	Sport Finance	3
SPMG	353	Sport Law	3
SPMG	368	Sport Facilities and Event Management	3
SPMG	370	Sport Promotions and Marketing	3

			<b>Hours</b>
SPMG	415	Internship in Sport Management	6-12
SPMG	420	Sport Ethics and Current Issues	3
SPMG	441	Applied Leadership Principles in Sport Administration	3
Sociocultural courses:			3
SPMG	265	Gender and Sport: Issues and Controversies	
SPMG	275	History of Sport in America	
SPMG	285	Sport in American Society	
Business courses:			
ACCT	200	Accounting for Business Leaders	3
ECON	201	Principles of Economics - Micro	3
MGMT	260	Principles of Management and Organizational Behavior	3
MKTG	209	Principles of Marketing	3
School of Business courses:			6
ACCT		Other ACCT courses 200 and above	
BUAD		Other BUAD courses 200 and above	
ECON		Other ECON courses 200 and above	
FIN		Other FIN courses 200 and above	
MGMT		Other MGMT course 200 and above	
MKTG		Other MKTG courses 200 and above	
<i>Total Hours Required</i>			<u>54-60</u>

It is highly recommended that each sport management major have a supporting area, some examples of which are a coaching minor, public relations/journalism minor, sports medicine minor, economics minor, or sociology minor.

#### **SPORT MANAGEMENT MINOR**

The sport management minor may be a beneficial specialized area for students majoring in the following areas, among others: marketing, business administration, management, and communication studies.

Required courses:			
MGMT	260	Principles of Management and Organizational Behavior	3
SPMG	260	Principles of Sport Management	3
SPMG	353	Sport Law	3
Sport sociocultural elective:			3
SPMG	265	Gender and Sport: Issues and Controversies	
SPMG	275	History of Sport in America	
SPMG	285	Sport in American Society	
Additional sport management electives:			6
SPMG	270W	Governance of Sport Organizations	
SPMG	340	Sport Finance	
SPMG	368	Sport Facilities and Event Management	
SPMG	370	Sport Promotions and Marketing	
SPMG	420	Sport Ethics and Current Issues	
SPMG	441	Applied Leadership Principles in Sport Administration	
<i>Total Hours Required</i>			<u>18</u>

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## COLLEGE OF EDUCATION, LEADERSHIP STUDIES, AND COUNSELING

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Dean: Dr. Emma Savage-Davis

College Faculty: Mr. Abell, Dr. Bailey, Dr. Beam, Dr. Bowman, Dr. Bruce, Dr. Cardwell, Dr. Cash, Dr. Copp, Dr. Dodge, Dr. Dunn, Dr. Gosling, Dr. Gould, Dr. Hall, Dr. Hobson, Dr. Smith, Dr. Spaulding, Mrs. Stinnett

The College of Education, Leadership Studies, and Counseling offers several options for educator preparation at the undergraduate level. Some programs that lead to licensure are accredited by the Commonwealth of Virginia. The Educator Preparation Program (EPP) of the University of Lynchburg includes the preparation of teachers in elementary education, PreK-12 health/physical education, Pre-K-12 music education (instrumental and vocal), secondary education (biology, chemistry, earth science, English, history/social sciences, mathematics) PreK-12 Spanish education, and K-12 special education endorsement areas. The Commonwealth of Virginia participates in certification reciprocity with Virginia and 46 other states. Eligibility for interstate reciprocity is based on completion of a specifically approved program as directed and delivered by the University of Lynchburg.

Candidates are required to successfully complete an approved background check prior to some courses with field assignments.

### Majors and Minors

Biology Education Major  
Chemistry Education Major  
Coaching Minor

Disability Services Minor

Earth Science Education Major

Educational Studies Major - Disability Studies Emphasis

Educational Studies Major - Elementary Education Emphasis

Educational Studies Major - Health and Physical Education Emphasis

Educational Studies Minor

Elementary Education Major

English Education Major

Foreign Language Spanish Education Major

Health and Physical Education Major

History and Social Studies Education Major

Mathematics Education Major

Music Education Major - Instrumental Education Emphasis

Music Education Major - Vocal Education Emphasis

Special Education Major-General Curriculum (K-12)

### EDUCATOR PREPARATION PROGRAM - TEACHER LICENSURE

The Educator Preparation Program (EPP) of University of Lynchburg includes the preparation of teachers in elementary, secondary, and special education endorsements.

The Virginia Department of Education has approved all programs within the University of Lynchburg's EPP, and that approval serves as the basis for licensure in Virginia. The Commonwealth of Virginia participates in certification reciprocity with more than forty states and areas. Eligibility for interstate reciprocity is based on completion of a specifically approved program as directed and delivered by the University of Lynchburg.

Approval has been received for the following programs:

Biology

Chemistry

Earth Science (Environmental Science)

Elementary Education (PK-6)

English

Foreign Languages (PK-12)

Spanish

Health and Physical Education (PK-12)

History and Social Sciences

Mathematics

Music Education (PK-12)

Instrumental

Vocal

Special Education (K-12)

### Gateway 1- Admission to the Pre-Professional Preparation Program

All students who plan to be licensed as teachers must apply for admission to the Pre-Professional Preparation Program during the sophomore year or, if a junior transfer student, by November 1 of the junior year. The completed application must be submitted to the administrative office of the College and will be forwarded to the Gateways Committee for review. All listed requirements below must be satisfied prior to the Pre-Professional Preparation Program application deadline.

- Minimum overall GPA of 2.75 and minimum GPA of 3.0 in the major;
- Completed the four required courses for their program area with B grade or higher in each;
- Passing score on the Virginia Communication and Literacy Assessment (VCLA);
- Obtain satisfactory scores on the University's Dispositions Assessment;
- Submit Covenant Not to Sue;
- Submit Professionalism Pledge;
- Submit TB Screening Documentation; and
- Successfully pass criminal background check

Notification of admission status is provided through a letter from the College of Education, Leadership, and Counseling. Students who are denied admission to Pre-Professional Preparation Program are informed of the basis for this determination. If the student wishes to rectify the deficiency and re-apply, they must do so in writing, usually after an interval of one semester.

### Gateway 2 - Admission to Student Teaching and Educator Preparation Program

Students completing the teacher licensure program must apply to student teach prior to February 1 for a fall semester placement and September 15 for a spring semester placement. All students must be admitted to the Gateway 2 to be eligible for student teaching. The completed application must be submitted to the administrative office of the College of Education, Leadership, and Counseling and will be forwarded to the Gateway Committee for review and approval. All listed requirements below must be satisfied prior to the student teaching and EPP application deadline.

- Prior acceptance into the Pre-Professional Preparation Program;
- Submission of a written application with three University of Lynchburg faculty recommendations, including two from faculty members in the major;
- Minimum overall GPA of 2.75 and minimum GPA of 3.0 in the major;
- Meet VDOE Cultural competency training;
- Meet VDOE Special Education competency;
- Passing score on the Praxis II content assessment(s), if applicable;
- Passing score on the Praxis II teaching reading score, if applicable;
- Satisfactory scores on the university's dispositional assessment;
- Submit Covenant Not to Sue;

- Submit Professionalism Pledge;
- Submit TB Screening Documentation; and
- Successfully pass Criminal Background check

Notification of admission status is provided through a letter from the College. Students who are denied admission to Student Teaching and EPP are informed of the basis for this determination. If the student wishes to rectify the deficiency and re-apply, they must do so in writing, usually after an interval of one semester. After committee review the request for reconsideration, students receive written notification of their admissions status, including conditions resulting in a delayed decision or denial.

After receiving the approval letter for admission to Student Teaching and EPP, the student will receive notification of the mandatory Gateway 2 Orientation. Following admission to student teaching, the Director of Field Experiences and Teacher Licensure collaborate with each local school division to determine student teaching placements. Students are notified of their student teaching placement, in writing, after placements are finalized. More specific information about student teaching and related processes are included in the Student Teaching Handbook distributed to each candidate with the letter of approval to Gateway 2 and shared during the mandatory Student Teaching Orientation that all approved student teachers must attend on the first day of the semester of the assigned student teaching placement.

- Attend mandatory Gateway 2 Orientation at the end of the semester prior to student teaching;
- Attend a day long mandatory Student Teaching Orientation, which includes meeting the clinical educator;
- Complete 14 weeks of student teaching in a placement related to your endorsement area and major; and
- Complete all VDOE requirements for state licensure, including required trainings.

### Gateway 3 - Completion to Student Teaching

Students who successfully complete student teaching and are eligible for state licensure must have:

- Completed all program course requirements of University of Lynchburg's approved state licensure program;
- Demonstrated effective use of technology;
- Completed the following VDOE required trainings\*:
  - Recognition of child abuse and neglect,
  - Culturally responsive teaching competencies,
  - Emergency first aid,
  - Hands-on cardiopulmonary resuscitation, and
  - Use of automated external defibrillators.
- Successful completed of 14 weeks of student teaching;
- Earned a minimum of 450 clinical hours during student teaching;
- Submitted timesheet documenting student teaching hours;
- Received satisfactory scores on the University's Dispositions Assessment; and
- Completed Final Program Evaluation Form (includes program, university supervisor and clinical educator evaluations).

### Gateway 4 - Completion of Program

Students who successfully complete an educator preparation program, meet the requirements for state licensure, and are prepared to apply for state licensure must:

- Provide completed application for Virginia teacher's license;
- Submit and provide proof of paid application fee;
- Provide documentation of completion of the following VDOE required trainings to the Director of Field Experiences and Teacher Licensure (Teacher Licensure Officer)\*:
  - Recognition of child abuse and neglect,
    - Culturally responsive teaching competencies,
    - Emergency first aid,
    - Hands-on cardiopulmonary resuscitation, and
    - Use of automated external defibrillators;
- Provide official transcripts for all undergraduate/graduate courses from all other institutions of higher education they have attended; and
- Complete CELC contact information form.

Forms are available in the administrative office of the College of Education, Leadership, and Counseling, provided to students during student teaching orientation, or available on the VDOE website.

*\*All VDOE trainings and licensure requirements are subject to change based on the state decision.*

### Teachers for Tomorrow

All partner high school teachers in the Teacher for Tomorrow dual enrollment program will be listed as Associates of the University of Lynchburg. The following requirements and benefits apply to these Associates.

#### Teachers for Tomorrow Program Student Requirements and Processes

Requirements for Dual Enrollment:

- Application for admission into the Teachers for Tomorrow Program at the University of Lynchburg
- Admitted to the University of Lynchburg as a Visiting Student
- High School GPA of at least 3.0
- Must have 11th or 12th grade status at the time of enrollment

#### Teachers for Tomorrow Instructor's Credential Requirements and Processes:

- Teachers for Tomorrow instructors must hold a Postgraduate Professional License, which requires a master's degree.
- Teachers for Tomorrow instructors must be full-time teachers in the partner school system where the dual enrollment course is taught.
- Verification of a criminal background check and social services background check
- Employment as a Teachers for Tomorrow instructor at a partner school division as identified by the signed MOU agreement
- If the school is participating in both Teachers for Tomorrow I and II series, instructors must be trained in the CERRA Teacher Cadet Curriculum training, which aligns with the VDOE CTE Tasks/Competencies and provides Virginia supplemental materials.
- The University must receive documentation from the partner school division of verification of an instructor's eligibility.
- Teachers for Tomorrow instructors will work with their Teachers for Tomorrow students to ensure they complete the admission application for the Teachers for Tomorrow Program at the University of Lynchburg.
- Teachers for Tomorrow instructors will provide a list of all Teachers for Tomorrow students who should be registered in the dual enrollment course at the University of Lynchburg each semester.



**Call Me MiSTER®**

The Call Me MiSTER® program prepares young men for impactful careers as elementary, middle or high school teachers, providing resources and support that move them toward successfully securing positions in classrooms where they will positively impact the lives of their students. Program applicants can be admitted into the Call Me MiSTER® program as a freshmen or transfer students, if space is available, once admitted to the University of Lynchburg. Selected student participants, known as MiSTER® s, must pursue a program of study in a teacher education major leading to a baccalaureate degree. The university offers teacher education majors, that lead to state licensure in, multiple areas: Elementary Education, Special Education, English Education, History and Social Science Education, Mathematics Education, Earth Science Education, Chemistry Education, Biology Education, Health and Physical Education, Music Education (instrumental and vocal), and Spanish Education. For more information, email the Office of Admissions at [admissions@lynchburg.edu](mailto:admissions@lynchburg.edu).

**BIOLOGY EDUCATION MAJOR**

Required major courses:			<b>Hours</b>
BIOL	113	Evolution, Ecology, and Organisms	4
BIOL	114	Cells: Genetic and Molecular Perspectives	4
BIOL	205W	Plant Biology	4
BIOL	210	Animal Biology	4
BIOL	224	Human Anatomy and Physiology I	4
BIOL	225	Human Anatomy and Physiology II	4
BIOL	321W	General Ecology	4
BIOL	256	Genetics	4
BIOL	405	Evolution	3
BIOL	480W	Case Studies in Biology	3
CHEM	111	Fundamentals of Chemistry I	4
CHEM	112	Fundamentals of Chemistry II	4
CHEM	221	Organic Chemistry I	4
STAT	222	Introductory Statistics	3
Required professional studies courses:			
EDUC	120	Educational Psychology and Human Development	3
EDUC	210	Foundations of Education and the Teaching Profession	4
EDUC	222	Human Diversity and Exceptionalities 6 – 12	3
EDUC	339	Curriculum, Methods, and Assessment 6 -12	3
EDUC	351	Reading in the Content Areas	3
EDUC	362	Classroom and Behavior Management	3
EDUC	444	Field Experience II (S)	3
EDUC	480	Student Teaching 6 -12	<u>12</u>
<i>Total Hours Required</i>			87

**CHEMISTRY EDUCATION MAJOR**

Required major courses:			
CHEM	111	Fundamentals of Chemistry I	4
CHEM	112	Fundamentals of Chemistry II	4
CHEM	206	Environmental Chemistry	4
CHEM	221	Organic Chemistry I	4
CHEM	222	Organic Chemistry II	4
CHEM	242W	Research Methodology in Chemistry	3
CHEM	320	Biochemistry I	4
CHEM	359	Analytical Chemistry I	4
CHEM	360	Analytical Chemistry II	4
CHEM	441	Chemistry Seminar	1
MATH	103	Calculus I	3
PHYS	141	College Physics I	4
PHYS	142	College Physics II	4
Required professional studies courses:			
EDUC	120	Educational Psychology and Human Development	3
EDUC	210	Foundations of Education and the Teaching Profession	4
EDUC	222	Human Diversity and Exceptionalities 6 – 12	3
EDUC	339	Curriculum, Methods, and Assessment 6 -12	3
EDUC	351	Reading in the Content Areas	3
EDUC	362	Classroom and Behavior Management	3
EDUC	444	Field Experience II (S)	3
EDUC	480	Student Teaching 6 -12	<u>12</u>
<i>Total Hours Required</i>			81

**COACHING MINOR**

HPE	116	The Teaching of Team Sports	2
HPE	118	The Teaching of Individual Sports and Dance	2
HPE	119L	The Teaching of Outdoor Pursuits and Fitness Education	2
HPE	205*	Coaching Apprenticeship	3-6

Electives:			Hours
EXPH	225	Basic Emergency and Injury Care Management	6-7
EXPH	355**	Scientific Principles of Strength and Conditioning	
HPE	304W	Sport, Exercise, and Performance Psychology	
H P	270	Nutrition	
SPMG	260	Principles of Sport Management	
<i>Total Hours Required</i>			<u>15-18</u>

\* Students are encouraged to take several apprenticeships. The apprenticeship can be taken more than once for 1-6 credits. If more than one HPE 205 is taken, it must be applied to experiences with different sports. The student and advisor must be aware of the application for multiple apprenticeships.

\*\* BIOL 224 and 225 are prerequisites for EXPH 355. However, the student has other options to complete the minor without having to take EXPH 355.

#### DISABILITY SERVICES MINOR

The minor in disability services is intended for students who are interested in knowing more about persons with disabilities. SPED 220 Introduction to Exceptionalities should be taken first, followed by the two characteristics courses. SPED 220, 232, and 332 are prerequisites for the other courses in the minor. This minor does not lead to a teaching license.

SPED	220	Introduction to Exceptionalities	3
SPED	232	Characteristics of Low Incidence Disabilities	3
SPED	332	Characteristics of High Incidence Disabilities	3
Two of the following:			6
SPED	231	Collaboration	
SPED	400	Advanced Behavior Management	
SPED	402	Transition in Special Education	
<i>Total Hours Required</i>			<u>15</u>

#### EARTH SCIENCE EDUCATION MAJOR

##### Required major courses:

CHEM	127	The Chemistry of Life	4
ENVS	111	Environmental Science and Sustainability I	4
ENVS	112	Environmental Science and Sustainability II	4
ENVS	201W	History of Earth and Life	4
ENVS	211	Physical Geography	3
ENVS	333	Physical Oceanography	4
ENVS	336	Physical Geology	4
ENVS	338	Environmental Geology	4
ENVS	345	Meteorology	3
MATH	102	Pre-Calculus	3
or			
MATH	103	Calculus I	
PHYS	181	Astronomy: Solar System	4

##### Required professional studies courses:

EDUC	120	Educational Psychology and Human Development	3
EDUC	210	Foundations of Education and the Teaching Profession	4
EDUC	222	Human Diversity and Exceptionalities 6 – 12	3
EDUC	339	Curriculum, Methods, and Assessment 6 -12	3
EDUC	351	Reading in the Content Areas	3
EDUC	362	Classroom and Behavior Management	3
EDUC	444	Field Experience II (S)	3
EDUC	480	Student Teaching 6 -12	<u>12</u>
<i>Total Hours Required</i>			<u>75</u>

#### EDUCATIONAL STUDIES MAJOR - DISABILITY STUDIES EMPHASIS

The Disability Studies emphasis is a non-licensure track major. The Disability Studies emphasis is designed for students who are interested in the study of education but do not choose to pursue a teaching license. This may include students who wish to pursue an advanced degree in an education-related field but do not necessarily want to teach in a public school or for those who may want to continue in a licensure program at a later date. Three emphases are offered: elementary education, disability studies, and health and physical education. To pursue licensure through a bachelor's degree, see the Special Education Major to review teaching licensure requirements.

##### Core Courses:

EDUC	110	Human Diversity in American Schools	3
EDUC	120	Educational Psychology and Human Development	3
EDUC	210	Foundations of Education and the Teaching Profession	4
EDUC	220	Assessment of and for Learning	3
EDUC	240	Curriculum, Instruction, and Assessment	3
EDUC	309	Early Childhood Development, Language, and Literacy I	3
EDUC	310W	Language and Literacy II	4
EDUC	362	Classroom and Behavior Management	3
EDUC	419	Methods of Teaching Science, Technology, Engineering, and Math in the Elementary School	4
SPED	220	Introduction to Exceptionalities	3
SPED	231	Collaboration	3

Disability Studies Emphasis:			Hours
SPED	232	Characteristics of Low Incidence Disabilities	3
SPED	332	Characteristics of High Incidence Disabilities	3
SPED	337	Methods for Academic Content	3
SPED	338	Advanced Assessment and IEP Development	4
SPED	400	Advanced Behavior Management	3
SPED	402	Transition in Special Education	3
<i>Total Hours Required</i>			55

### EDUCATIONAL STUDIES MAJOR – ELEMENTARY EDUCATION EMPHASIS

The Educational Studies Major is a non-licensure track major. The Educational Studies Major is designed for students who are interested in the study of education but do not choose to pursue a teaching license. This may include students who wish to pursue an advanced degree in an education-related field but do not necessarily want to teach in a public school, or those who may want to continue in a licensure program at a later date. Three emphases are offered: elementary education, disability studies, and health and physical education. To pursue licensure through a bachelor's degree, see the Elementary Education Major to review teaching licensure requirements.

Core Courses:			Hours
EDUC	110	Human Diversity in American Schools	3
EDUC	120	Educational Psychology and Human Development	3
EDUC	210	Foundations of Education and the Teaching Profession	4
EDUC	220	Assessment of and for Learning	3
EDUC	240	Curriculum, Instruction, and Assessment	3
EDUC	309	Early Childhood Development, Language, and Literacy I	3
EDUC	310W	Language and Literacy II	4
EDUC	362	Classroom and Behavior Management	3
EDUC	419	Methods of Teaching Science, Technology, Engineering and Math in the Elementary School	4
SPED	220	Introduction to Exceptionalities	3
SPED	231	Collaboration	3
Elementary Emphasis:			
EDUC	314	Culturally and Linguistically Diverse Learners	3
EDUC	355	Methods for Teaching Elementary Social Studies	3
EDUC	409	Language and Literacy III	3
ENGL	315W	English Grammar	3
Four hours from:			4
ENVS	111	Environmental Science and Sustainability I	
ENVS	112	Environmental Science and Sustainability II	
SCIE	101	Principles of Science I	
SCIE	102	Principles of Science II	
Choose one of the following:			3
ENVS	211	Physical Geography	
HIST	255	America to 1877	
HIST	256	America Since 1877	
INTL	213	World Regional Geography	
Choose one of the following:			3
MATH	117	Introduction to School Mathematics I	
MATH	118	Introduction to School Mathematics II	
<i>Total Hours Required</i>			58

### EDUCATIONAL STUDIES MAJOR - HEALTH AND PHYSICAL EDUCATION EMPHASIS

The Health and Physical Education emphasis does not lead to licensure but it will give a comprehensive look at the area of Health and Physical Education. The program prepares reflective practitioners who collaborate effectively with families, colleagues, and other professionals, and who affect positive outcomes for students. The Health and Physical Education emphasis enhances the development of non-licensure professionals and provides the scope content that will allow the graduate to be well positioned to have a solid understanding of the principles of Health and Physical Education without licensure. To pursue licensure through a bachelor's degree, see the Health and Physical Education Major to review teaching licensure requirements.

Core Courses:			Hours
EDUC	110	Human Diversity in American Schools	3
HPE	258	Foundations of Health and Physical Education	3
HPE	304W	Sport, Exercise, and Performance Psychology	3
SPED	220	Introduction to Exceptionalities	3
HPE Courses:			
HPE	116	The Teaching of Team Sports	2
HPE	118	The Teaching of Individual Sports and Dance	2
HPE	119L	The Teaching of Outdoor Pursuits and Fitness Education	2
HPE	259	School Health Content	2
HPE	303W	Human and Motor Development	3
HPE	310	PK-5 Physical Education Curriculum and Methods *	4
HPE	361	Assessment in Health and Physical Education	3
HPE	363	Health and Physical Education for Exceptional Populations	2
LVWL	100	21st Century Wellness	2

			Hours
Professional Courses:			
BIOL	224	Human Anatomy and Physiology I	4
BIOL	225	Human Anatomy and Physiology II	4
EDUC	351	Reading in a Content Area	3
EXPH	325	Physiology of Exercise	3
EXPH	380	Kinesiology	3
H P	270	Nutrition	3
H P	H P	300 Drugs and Behavior Management	3
H P	405W	Contemporary Health Issues	3
Internship Requirement			
HPE	415	Internship in Health and Physical Education	<u>6</u>
<i>Total Hours Required</i>			66

\*A minimum grade of C- is required for courses in the program

### EDUCATIONAL STUDIES MINOR

The educational studies minor is designed for those students who are interested in learning how to work with children of school age. This minor introduces students to an understanding of student diversity, how students learn, how schools work, and how to work with families, agencies, and others. This minor will not lead to a teaching license.

Core courses:			
EDUC	110	Human Diversity in American Schools	3
EDUC	120	Educational Psychology and Human Development	3
EDUC	210	Foundations of Education and the Teaching Profession	4
SPED	220	Introduction to Exceptionalities	3
Three hours from the following:			3
*EDUC	220	Assessment of and for Learning	
*EDUC	240	Curriculum, Instruction, and Assessment	
*EDUC	309	Early Childhood Development, Language, and Literacy I	
*EDUC	314	Culturally and Linguistically Diverse Learners	
*EDUC	362	Classroom and Behavior Management	
*SPED	231	Collaboration	
<i>Total Hours Required</i>			<u>16</u>

\*All prerequisites and corequisites outlined in the course descriptions must be met.

### ELEMENTARY EDUCATION MAJOR

The BS in elementary education major blends content with research-based pedagogy and supports candidates to develop as leaders and professionals to address student needs while maintaining a positive and supportive learning environment for all learners. The elementary education major has two tracks, one that leads to a PreK-6 teaching license and one that leads to a PreK-6 teaching license with an add-on endorsement in Special Education General Curriculum.

The BS in elementary education is a rigorous program that helps to prepare prospective candidates for a challenging and rewarding profession of elementary teaching. It is designed for individuals who will work with preschool-6th graders in teaching situations. Completers of the elementary education licensure track will graduate with a full collegiate teaching license which is recognized in Virginia and 46 other states. Prospective candidates for the licensure track must apply to the Educator Preparation Program by submitting a complete application to the College of Education, Leadership Studies, and Counseling by May 1 of the sophomore year or, if a junior transfer student, no later than December 15 of the junior year. A complete application includes completion of the core courses listed below and passing VCLA scores. In addition to the requirements for the Educator Preparation Program, candidates are required to have a background check prior to some courses with field assignments. Prior to student teaching, students must take and pass the Praxis II in their content area and the Reading for Virginia Educators (RVE) assessment, meet QPA requirements, and apply to be admitted to student teaching. In addition, candidates must possess the necessary dispositions for teaching. These will be assessed throughout the program. Please refer to the website for the most up-to-date requirements. A minimum QPA of 3.0 must be maintained for courses in the major.

#### Optional Add-on Endorsement in Special Education

For those elementary education majors who wish to add on a special education general curriculum endorsement to their teaching license upon graduation, there is an option for a student teaching experience to include a special education practicum, which would allow the candidate to earn an initial license in elementary education with an add on endorsement in special education general curriculum (K-6). This would allow the graduate to teach either elementary or special education general curriculum upon completion, making the graduate more marketable and providing them with more options.

Core courses:			
EDUC	110	Human Diversity in American Schools	3
EDUC	120	Educational Psychology and Human Development	3
EDUC	210	Foundations of Education and the Teaching Profession	4
SPED	220	Introduction to Exceptionalities	3
Professional courses:			
EDUC	220	Assessment of and for Learning	3
EDUC	240	Curriculum, Instruction, and Assessment	3
EDUC	309	Early Childhood Development, Language, and Literacy I	3
EDUC	310W	Language and Literacy II	4
EDUC	314	Culturally and Linguistically Diverse Learners	3
EDUC	355	Methods for Teaching Elementary Social Studies	3
EDUC	362	Classroom and Behavior Management	3
EDUC	409	Language and Literacy III	3

			Hours
EDUC	419	STEM Methods for Elementary Teaching	4
SPED	338	Advanced Assessment and IEP Development	4
Required DELL curriculum:			
HIST	103W	Turning Points in World History	3
Eight hours from:			8
ENVS	111	Environmental Science and Sustainability I	
ENVS	112	Environmental Science and Sustainability II	
SCIE	101	Principles of Science I	
SCIE	102	Principles of Science II	
Supplemental content courses:			
EDUC	411	Advanced Field Experience	3
HIST	255	American History Origins to 1877	3
HIST	256	America Since 1877	3
INTL	213	World Regional Geography	3
MATH	117	Introduction to School Mathematics I	3
MATH	118	Introduction to School Mathematics II	3
One of the following categories:			12
Student Teaching			
EDUC	475	Student Teaching	
Student Teaching with SPED Add-On*			
EDUC	477	Student Teaching for Elementary Education with SPED Add-On Endorsement	
SPED	423	Special Education Practicum for Add-on Endorsement	
<i>Total Hours Required</i>			<u>87</u>

\*EDUC 477 and SPED 423 must be taken concurrently.

#### ENGLISH EDUCATION MAJOR

Required major courses:			
COMM	101	Argumentation and Advocacy	3
ENGL	123W	College Writing Workshop	3
or			
ENGL	223W	Writing for Publication	
ENGL	201W	Literature and Culture I: Masterpieces from Antiquity Through the Renaissance	3
or			
ENGL	202W	Literature and Culture II: Works from the Enlightenment to the Present	
ENGL	220W	Introduction to Literary Studies	3
ENGL	314W	History of the English Language	3
ENGL	315W	English Grammar	3
ENGL	317	Teaching Writing	3
ENGL	420	Senior Seminar in English	3
At least one of the following:			3
ENGL	306	Medieval Literature	
ENGL	353	Literature of the Tudor Dynasty	
ENGL	354	The Golden Age	
ENGL	357	Literature of the Romantic Period	
ENGL	358	Literature of the Victorian Period	
ENGL	360	The English Novel	
ENGL	421	Shakespeare's Tragedies and Histories	
ENGL	422	Shakespeare's Comedies and Romances	
At least one of the following:			3
ENGL	302	American Literature 1607-1865	
ENGL	303	American Literature 1865-1999	
ENGL	337	American Multi-Ethnic Literature	
ENGL	366	Southern Literature	
Required professional studies courses:			
EDUC	120	Educational Psychology and Human Development	3
EDUC	210	Foundations of Education and the Teaching Profession	4
EDUC	222	Human Diversity and Exceptionalities 6 – 12	3
EDUC	339	Curriculum, Methods, and Assessment 6 -12	3
EDUC	351	Reading in the Content Areas	3
EDUC	362	Classroom and Behavior Management	3
EDUC	444	Field Experience II (S)	3
EDUC	480	Student Teaching 6 -12	<u>12</u>
<i>Total Hours Required</i>			64

## FOREIGN LANGUAGE SPANISH EDUCATION MAJOR

Required major courses:			<b>Hours</b>
SPAN	202	Intermediate Spanish II	3
SPAN	221	Advanced Language Practice: Conversation	3
SPAN	222W	Advanced Language Practice: Composition	3
SPAN	351	Introduction to Spanish Linguistics	3
SPAN	470	Methodology of Teaching Second Languages	3
One from Culture and Civilization:			3
SPAN	340	The Culture and Civilization of Latin America	
SPAN	341	The Culture and Civilization of Spain	
One from Literature:			3
SPAN	460W	Literature in Spanish: Latin America	
SPAN	461W	Literature in Spanish: Spain	
Choose three Spanish electives:			9
SPAN	311	Cinema in Spanish	
SPAN	340	The Culture and Civilization of Latin America	
SPAN	341	The Culture and Civilization of Spain	
SPAN	377	Study Abroad	
SPAN	397	Independent Study in Spanish	
SPAN	398	Special Topics in Spanish	
SPAN	399	Internship in Spanish	
SPAN	441	Advanced Conversation and Culture through Spanish Language Resistance Music	
SPAN	442	Advanced Conversation and Culture through Documentary Film in Spanish	
SPAN	460W	Literature in Spanish: Latin America	
SPAN	461W	Literature in Spanish: Spain	
SPAN	478	Honors Thesis	
Required professional studies courses:			
EDUC	120	Educational Psychology and Human Development	3
EDUC	210	Foundations of Education and the Teaching Profession	4
EDUC	222	Human Diversity and Exceptionalities 6 – 12	3
EDUC	339	Curriculum, Methods, and Assessment 6 -12	3
EDUC	351	Reading in the Content Areas	3
EDUC	362	Classroom and Behavior Management	3
EDUC	444	Field Experience II (S)	3
EDUC	480	Student Teaching 6 -12	<u>12</u>
<i>Total Hours Required</i>			64

## HEALTH AND PHYSICAL EDUCATION MAJOR

The health and physical education program is committed to providing a rigorous PK-12 educator licensing program that prepares candidates to be professionals and leaders who are equipped to address the demands of today's educational environment for all students. The program prepares reflective practitioners who collaborate effectively with families, colleagues, and other professionals, and who affect positive outcomes for students. The major in health and physical education enhances the development of teacher candidates by: (a) incorporating the competencies required by the Virginia Department of Education, (b) developing theory-to-practice through a cohesive curriculum that promotes a deep understanding of content and pedagogy, and (c) providing practical learning experiences.

Prospective candidates must apply to the Educator Preparation Program by submitting a complete application to the College of Education, Leadership Studies, and Counseling by May 1 of the sophomore year or, if a junior transfer student, no later than February 1 of the junior year. A complete application includes completion of the core courses listed below, and submitting passing VCLA scores. In addition to the requirements for the Educator Preparation Program, candidates are required to have a background check prior to some courses with field assignments. Prior to student teaching, students must take and pass the Praxis II in their content area, meet GPA requirements, and apply to be admitted to student teaching. In addition, candidates must possess the necessary dispositions for teaching. Please refer to the website for the most up-to-date requirements.

Core courses			
EDUC	110	Human Diversity in American Schools	3
HPE	258	Foundations of Health and Physical Education	3
HPE	304W	Sport, Exercise, and Performance Psychology	3
SPED	220	Introduction to Exceptionalities	3
Required major courses:			
BIOL	224	Human Anatomy and Physiology I	4
BIOL	225	Human Anatomy and Physiology II	4
EXPH	325	Physiology of Exercise	3
EXPH	380	Kinesiology	3
HPE	116	The Teaching of Team Sports	2
HPE	118	The Teaching of Individual Sports and Dance	2
HPE	119L	The Teaching of Outdoor Pursuits and Fitness Education	2
HPE	259	School Health Content	2
HPE	303W	Human and Motor Development	3
HPE	310	PK-5 Physical Education Curriculum and Methods	4
HPE	320	6-12 Physical Education Curriculum and Methods	4
HPE	335	Comprehensive School Health Curriculum and Methods	4
HPE	361	Assessment in Health and Physical Education	3

			<b>Hours</b>
HPE	363	Health and Physical Education for Exceptional Populations	2
H P	270	Nutrition	3
LVWL	100	21st Century Wellness	2
Required professional studies courses:			
EDUC	351	Reading in the Content Areas	3
EDUC	362	Classroom and Behavior Management	3
HPE	468	Student Teaching in Health and Physical Education PK-12	<u>12</u>
<i>Total Hours Required</i>			<u>77</u>

\*A minimum grade of C- is required for courses in the program except for the field experience courses and student teaching, where a minimum grade of a B- is required.

#### **HISTORY AND SOCIAL STUDIES EDUCATION MAJOR**

Required major courses:			
ECON	100	Economic Perspectives	3
ENVS	211	Physical Geography	3
HIST	103W	Turning Points in World History	3
HIST	200W	The Historian's Craft	3
HIST	255	America to 1877	3
HIST	256	America since 1877	3
HIST	347W	Slavery and Race in the Early Americas	3
HIST	348	Racism and Empire in the American Context	3
HIST	402W	History Senior Thesis Seminar	3
POLI	220	The American Political Experience	3
POLI	258	State and Local Government and Politics	3

While competencies are addressed in the above courses, teacher-candidates need additional content; thus, they are required to complete an additional nine hours in the following areas:

Pre-Modern European History:			3
HIST	305	England in the Middle Ages	
HIST	311	Medieval Culture	
HIST	312	Renaissance and Reformation	
Modern European History:			3
HIST	322	Europe Since 1914	
HIST	353	The Holocaust	
HIST	388	Modern Europe and the World	
Non-Western History:			3
HIST	243	Contemporary Africa	
HIST	275	Latin American History	
HIST	343	South African History	
HIST	375	History of Love and Sex in Latin America	

Required professional studies courses:			
EDUC	120	Educational Psychology and Human Development	3
EDUC	210	Foundations of Education and the Teaching Profession	4
EDUC	222	Human Diversity and Exceptionalities 6 – 12	3
EDUC	339	Curriculum, Methods, and Assessment 6 -12	3
EDUC	351	Reading in the Content Areas	3
EDUC	362	Classroom and Behavior Management	3
EDUC	444	Field Experience II (S)	3
EDUC	480	Student Teaching 6 -12	<u>12</u>
<i>Total Hours Required</i>			<u>76</u>

#### **MATHEMATICS EDUCATION MAJOR**

Required major courses:			
C S	131	Fundamentals of Programming	3
MATH	103	Calculus I	3
MATH	104	Calculus II	3
MATH	211	Calculus III	3
MATH	260W	Mathematical Reasoning and Proof	3
MATH	301	Differential Equations	3
MATH	307	Linear Algebra	3
MATH	399	Internship in Mathematics	3
MATH	405	Abstract Algebra	3
MATH	407	Advanced Calculus	3
MATH	451W	Senior Research	3



Required professional studies courses:			Hours
EDUC	120	Educational Psychology and Human Development	3
EDUC	210	Foundations of Education and the Teaching Profession	4
EDUC	222	Human Diversity and Exceptionalities 6 – 12	3
EDUC	339	Curriculum, Methods, and Assessment 6 -12	3
EDUC	351	Reading in the Content Areas	3
EDUC	362	Classroom and Behavior Management	3
EDUC	444	Field Experience II (S)	3
EDUC	480	Student Teaching 6 -12	<u>12</u>
<i>Total Hours Required</i>			67

**MUSIC EDUCATION MAJOR – INSTRUMENTAL EDUCATION EMPHASIS**

MUSC	102	World Music and Culture	3
MUSC	104	Introduction to Music Theory and Aural Skills	3
MUSC	105	Diatonic Harmony	3
MUSC	107	Intermediate Aural Skills	1
*MUSC	108-109	Piano Class I, II	2
MUSC	111	Music Technology	1
MUSC	204	Chromatic Harmony and Commercial Music	3
MUSC	206-207	Advanced Aural Skills I, II	2
MUSC	210W	Form and Post-Tonal Analysis	3
MUSC	248	Beginning Choral and Instrumental Conducting	2
MUSC	249	Rehearsing from the Podium	2
MUSC	302W-303	Music History and Literature I, II	6
MUSC	402W	Senior Seminar in Music Performance	2

Ensemble: 8

Each music education major is required to participate for credit in at least one of the music program ensembles each semester. Students must participate in at least six credits of a large ensemble and two credits of a small ensemble. A maximum of two ensembles may be taken for credit per semester.

Large Ensembles:

MUSC	018	Orchestra
MUSC	021	Wind Symphony

Small Ensembles:

MUSC	016	Percussion Ensemble
MUSC	017	Brass Ensemble
MUSC	019	Chamber Music Ensemble
MUSC	020	Jazz Ensemble
MUSC	023	Handbell Choir

Applied Music Lessons: 7

Students majoring in music education are required to choose the category in applied music as their major instrument. It is expected they will register for one credit in this applied area each semester that they are in residence at the University.

MUSC	001	Piano
MUSC	002	Organ
MUSC	004	Woodwinds
MUSC	005	Brass
MUSC	006	Percussion
MUSC	007	Strings
MUSC	010	Guitar

Applied Music Lessons for the senior recital: 1

MUSC	081	Piano
MUSC	082	Organ
MUSC	084	Woodwinds
MUSC	085	Brass
MUSC	086	Percussion
MUSC	087	Strings
MUSC	090	Guitar

Instrumental Music Education:

MUSC	110	Voice Class	1
MUSC	163	Introduction to Music Education	2
MUSC	164	Service Learning in Music	1
MUSC	226	Percussion Methods	1
MUSC	227	String Methods	1
MUSC	233	Instrumental Methods and Techniques I	1
MUSC	234	Instrumental Methods and Techniques II	1
MUSC	263	Curriculum and Assessment in Music	2
MUSC	264	Field Experience Secondary (Lab)– Music in Secondary Education	2
MUSC	363	Music in Elementary and Special Education	2
MUSC	364	Field Experience Elementary (Lab) – Music in Elementary and Special Education	1
MUSC	400	Arranging and Orchestration	2

Other music requirements:

Concert Attendance - For details, consult the Music Undergraduate Handbook

Senior Recital (at least 25 minutes; consult the Music Undergraduate Handbook)

Required professional studies courses:



			<b>Hours</b>
EDUC	120	Educational Psychology and Human Development	3
EDUC	351	Reading in the Content Areas	3
MUSC	460	Student Teaching in Music	12
SPED	220	Introduction to Exceptionalities	<u>3</u>
		<i>Total Hours Required</i>	87

\*Piano Proficiency Exam may substitute for these courses

#### MUSIC EDUCATION MAJOR - VOCAL EDUCATION EMPHASIS

MUSC	102	World Music and Culture	3
MUSC	104	Introduction to Music Theory and Aural Skills	3
MUSC	105	Diatonic Harmony	3
MUSC	107	Intermediate Aural Skills	1
MUSC	108-109*	Piano Class I, II	2
MUSC	111	Music Technology	1
MUSC	204	Chromatic Harmony and Commercial Music	3
MUSC	206-207	Advanced Aural Skills I, II	2
MUSC	210W	Form and Post-Tonal Analysis	3
MUSC	248	Beginning Choral and Instrumental Conducting	2
MUSC	249	Rehearsing from the Podium	2
MUSC	302W-303	Music History and Literature I, II	6
MUSC	402W	Senior Seminar in Music Performance	2

\* Piano Proficiency Exam may substitute for these courses.

Ensemble: 8

Each music education major is required to participate for credit in at least one of the music program ensembles each semester. Students must participate in at least six credits of a large ensemble and two credits of a small ensemble. A maximum of two ensembles may be taken for credit per semester.

Large Ensembles:		Small Ensembles:	
MUSC	022	Concert Choir	MUSC 024
MUSC	025	Choral Union	Chamber Choir

Applied Music Lessons 7

Students majoring in music are required to choose the category in applied music as their major instrument. It is expected they will register for one credit in this applied area each semester that they are in residence at the University.

MUSC	001	Piano
MUSC	002	Organ
MUSC	003	Voice

Applied Music Lessons for the senior recital: 1

MUSC	081	Piano
MUSC	082	Organ
MUSC	083	Voice

Vocal Music Education:

MUSC	110	Voice Class	1
MUSC	140	Diction for Singers I	1
MUSC	163	Introduction to Music Education	2
MUSC	164	Service Learning in Music	1
MUSC	222	Accompanying	1
MUSC	223	Choral Methods	1
MUSC	228	Instrumental Survey	1
MUSC	263	Curriculum and Assessment in Music	2
MUSC	264	Field Experience Secondary (Lab)– Music in Secondary Education	2
MUSC	363	Music in Elementary and Special Education	2
MUSC	364	Field Experience Elementary (Lab) – Music in Elementary and Special Education	1
MUSC	400	Arranging and Orchestration	2

Other music requirements:

Concert Attendance - For details, consult the Music Undergraduate Handbook  
Senior Recital (at least 25 minutes; consult the Music Undergraduate Handbook)

Required professional studies courses:

EDUC	120	Educational Psychology and Human Development	3
EDUC	351	Reading in the Content Areas	3
MUSC	460	Student Teaching in Music	12
SPED	220	Introduction to Exceptionalities	<u>3</u>
		<i>Total Hours Required</i>	87

#### SPECIAL EDUCATION MAJOR-GENERAL CURRICULUM (K-12)

The special education major - general curriculum program is committed to providing a rigorous K-12 educator licensing program that prepares candidates to be professionals and leaders who are equipped to address the demands of today's educational environment for students with disabilities. The program prepares reflective practitioners who collaborate effectively with families, colleagues, and other professionals, and who affect positive outcomes for students with diverse needs. The special education major has two tracks, one that leads to a full teaching license upon graduation and the other that does not lead to licensure. If a student wishes to

become a licensed special education teacher, the licensure track is the most appropriate. If the student wants to go into a disability-related field or wishes to obtain a provisional license through a school division, the appropriate track would be the non-licensure track. Professional courses begin in the second year and follow a prescribed sequence. Courses from other disciplines may be taken at any time during the candidate's program.

#### Licensure Track

The licensure track in Special Education - General Curriculum enhances the development of teacher candidates by: (a) incorporating the competencies required by the Virginia Department of Education, (b) developing theory-to-practice through a cohesive curriculum that promotes a deep understanding of content and pedagogy, and (c) providing practical learning experiences. Core courses are taken in the first and second years of a candidate's program. Prospective candidates must apply to the Educator Preparation Program by submitting a complete application to the College of Education, Leadership Studies, and Counseling by May 1 of the sophomore year or, if a junior transfer student, no later than February 1 of the junior year. A complete application includes completion of the core courses listed below, and submitting passing VCLA scores. In addition to the requirements for the Educator Preparation Program, candidates are required to have a background check prior to some courses and with field assignments. Prior to student teaching, students must meet GPA requirements and apply to be admitted to student teaching. In addition, candidates must possess the necessary dispositions for teaching, which will be assessed throughout the program. Please refer to the website for the most up-to-date requirements. The special education major is designed for individuals who will work with kindergarten -12th graders in the general curriculum teaching situations. A minimum grade of C- is required for courses in the major, except for courses with field experience and student teaching, where a minimum of B- is required.

#### Non-Licensure Track

Students who are interested in special education and wish to pursue an advanced degree in a special education-related field but do not necessarily want to teach in a school can declare the Special Education non-licensure track option. Students in the non-licensure track will complete the same coursework as the licensure track with the exception of the additional courses required for licensure. Testing will not be necessary for the non-licensure track, although a student seeking to pursue a provisional license may need to take professional tests prior to employment.

Core courses:			Hours
EDUC	110	Human Diversity in American Schools	3
EDUC	120	Educational Psychology and Human Development	3
EDUC	210	Foundations of Education and the Teaching Profession	4
SPED	220	Introduction to Exceptionalities	3
Professional courses:			
EDUC	220	Assessment of and for Learning	3
EDUC	240	Curriculum, Instruction, and Assessment	3
EDUC	309	Early Childhood Development, Language, and Literacy I	3
EDUC	310W	Language and Literacy II	4
EDUC	362	Classroom and Behavior Management	3
EDUC	419	STEM Methods for Elementary Teaching	4
SPED	231	Collaboration	3
SPED	232	Characteristics of Low Incidence Disabilities	3
SPED	332	Characteristics of High Incidence Disabilities	3
SPED	337	Methods for Academic Content	3
SPED	338	Advanced Assessment and IEP Development	4
SPED	400	Advanced Behavior Management	3
SPED	402	Transition in Special Education	3
<i>Total Hours Required</i>			55
Additional requirements for licensure track:			
SPED	403	Field Experience in Special Education	3
SPED	495	Student Teaching	12
<i>Total Additional Hours Required for Licensure Track</i>			15
Optional courses from other disciplines: (these courses are not required for licensure, but are recommended for candidates based on areas of instructional interest)			
ENGL	315	Grammar	3
MATH	117	Introduction to School Mathematics	3
SCIE	101	Principles of Science I	4
or			
SCIE	102	Principles of Science II	

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**COLLEGE OF HEALTH SCIENCES**


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Interim Dean: Dr. Debbie A. Bradney

Interim Associate Dean and Director of Nursing: Dr. Myra L. Carew

Exercise Physiology Department Faculty: Dr. Collins, Dr. Herrick, Dr. Kremer, Dr. Lucas

Health Promotion Department Faculty: Dr. McKinney, Dr. Olsen, Dr. Price, Mrs. Takacs

Nursing Department Faculty: Dr. Braud, Ms. Foster, Ms. Francis, Dr. Johnson, Mrs. Pribble, Mrs. Shin, Mrs. Yuille

The College of Health Sciences provides curricular and co-curricular activities for students who have career interests in health and human services and sports-related professions. Within the College of Health Sciences is the School of Nursing. Through formal classroom instruction, guided practical experiences, and independent internships, faculty assist students with acquiring knowledge, building skills and competencies, and developing an appreciation for the importance of healthy lifestyles. Community initiatives allow students and faculty to be involved in a variety of activities that promote health.

### Majors and Minors

Exercise Physiology Major

Health Promotion Major

Health Promotion Minor

Nursing Major

Sports Medicine Minor

### EXERCISE PHYSIOLOGY MAJOR

The Exercise Physiology Department is committed to providing accurate and current information to prepare students pursuing this major to be future health professionals with career interests in the areas of health, fitness, and performance.

When combined with a strong liberal arts foundation, the major provides comprehensive coverage of theoretical and practical information necessary to pursue graduate school and/or careers in exercise physiology, strength and conditioning, fitness, and cardiac rehabilitation. The curriculum also provides pre-professional background for students interested in pursuing athletic training, physical therapy, occupational therapy, physician assistant, and other health-related professions.

Through a variety of practical learning opportunities, students experience “hands-on” application of the theory learned in the formal classroom setting. Faculty from multiple professional specializations promote diversity in teaching, research, and service activities that enrich student learning experiences. The exercise physiology program is accredited by the Commission on Accreditation of the Allied Health Education Programs (CAAHEP) and endorsed by the National Strength and Conditioning Association (NSCA) Education Recognition Program.

Entry into the exercise physiology major is competitive and all students who apply may not be accepted into the program.

#### Application and Deadlines:

1. Traditional students and transfer students who have not completed BIOL 224 and/or 225: Applications must be completed by April 1 of the academic year when BIOL 224 and BIOL 225 are taken.
2. Transfer students admitted to University of Lynchburg with credit for BIOL 224 and/or 225 or the equivalents: Applications must be completed by the end of the College Add period for the semester of enrollment in EXPH 325.

#### Application Requirements:

1. Traditional students and transfer students who have not completed BIOL 224 or 225: Completion of or enrollment in the following courses with a grade of “C” or better: EXPH 100, EXPH 200, EXPH 225, BIOL 224, 225, and STAT 222.
2. Transfer students admitted to University of Lynchburg with credit for BIOL 224 and 225 or the equivalents: Completion of or enrollment in the semester of application for the following courses with a grade of “C” or better: EXPH 100, EXPH 200, EXPH 225, STAT 222, and EXPH 325.
3. Cumulative GPA of 2.25 or better.
4. Complete transcripts.
5. Good academic standing with the University.

#### Application Decisions:

1. Once all admission requirements are fulfilled, priority will be determined by the following ranking:
  - a. GPA in courses required for the exercise physiology major
  - b. Overall GPA
2. Students will be notified of admission decisions by June 15 of each year.
3. A one-time non-refundable professional fee is charged after acceptance into the Exercise Physiology major and must be paid prior to the start of classes for the next semester.
4. Students who have pre-registered for EXPH courses but are not admitted to the major should meet with their advisors to change their schedule for the upcoming year.

#### Retention Requirements:

1. Completion of all courses required for the exercise physiology major with a grade of C or better. If the student does not achieve the minimum grade of C, the student must retake the course at University of Lynchburg as soon as it is offered in the next fall or spring semester. If the course is offered sooner in the summer semester, the student may choose to take the course at that time. The student will be permitted one course repeat of any one required course to achieve a grade of C or better. The second time a student earns a grade below C in any course required for the exercise physiology major, the student will be dismissed from the exercise physiology program and will be required to withdraw from the major.
2. Minimum cumulative GPA of 2.25. Students earning less than a cumulative 2.25 GPA will be placed on probation for one semester. Failure to raise and maintain the cumulative GPA above 2.25 any semester following the semester of probation will result in the student being dismissed from the exercise physiology program and require them to withdraw from the major.
3. Completion of courses in recommended course sequence unless approved by the Department Chair.
4. Satisfactory behavior based on the University of Lynchburg Honor Code.
5. Maintenance of current CPR certification with proof of certification provided to the Department Chair while in the EXPH program.

#### Support courses:

			<b>Hours</b>
#BIOL	224	Human Anatomy and Physiology I	4
#BIOL	225	Human Anatomy and Physiology II	4
HPE	304W	Sport, Exercise, and Performance Psychology	3
#STAT	222	Introductory Statistics	3

Exercise Physiology courses:			Hours
#EXPH	100	Physiological Assessments in Exercise Physiology	3
#EXPH	200	Exploration in Exercise Physiology	3
#EXPH	225	Basic Emergency and Injury Care Management	3
EXPH	325	Physiology of Exercise	3
EXPH	326	Advanced Physiology of Exercise	3
EXPH	342	Laboratory Techniques in Exercise Physiology	3
EXPH	350W	Research Methods in Exercise Physiology	3
EXPH	355	Scientific Principles of Strength and Conditioning	4
EXPH	380	Kinesiology	3
*EXPH	415	Internship in Exercise Physiology	3
EXPH	425	Advanced Health and Fitness Evaluation and Programming	3
EXPH	426	Exercise Physiology of Special Populations	3
EXPH	435	Leadership and Professionalism for Exercise Physiologists	3
EXPH	470	Sports Nutrition	3
<i>Total Hours Required</i>			57

# Minimum grade of C is required for this course prior to admission to the major.

\* This major requires students to take EXPH 415 Internship in Exercise Physiology. Prerequisites for this course include junior or senior status, with a 2.25 minimum GPA, completion of EXPH 326, 342, 355 with grades of C or better, and approval of written proposal by internship coordinator, and supervising faculty prior to registration.

### HEALTH PROMOTION MAJOR

The health promotion major prepares students to work in today's healthcare delivery system and provides many health-related career options. Graduates are provided educational experiences designed to prepare them for entry-level health promotion/wellness work and healthcare provider licensing. In addition, students are exposed to a variety of field experiences and can expect to find employment opportunities in community mental health centers, schools, hospitals, ambulatory care clinics, nursing homes, psychiatric facilities, health maintenance organizations, local, state, national, and international health education service centers, insurance companies, and corporate wellness programs. Also, this major includes academic preparation for entrance to specific biomedical/technological fields. Such professional programs include medicine, dentistry, medical technology, physical therapy, pharmacy, optometry, dental hygiene, medical record administration, occupational therapy, physician's assistant, radiology, and sonography.

Surveys of job opportunities for healthcare professions show there is a need for more supervised study, experience, and "hands-on" training. A unique feature of this major is an internship that provides students with actual on-the-job experience that awards academic credit for working in a health-related/healthcare agency. Practical training given through the internship affords the student specific insight into certain career choices and experiences of a chosen field prior to graduation. The internship is the culminating experience for the major, and student applications for placement are due during the semester before they enroll in H P 415. The program advisor works closely with each student to find the appropriate setting for an internship and assigns field placements.

Upon completion of the bachelor degree, students with a health promotion major or a minimum of twenty-seven hours of health education will be eligible to take the National/International Certification Exam under the auspices of the National Commission for Health Education Credentialing, Inc. to become a Certified Health Education Specialist (CHES).

The health promotion major has two advising tracks, which will allow more flexibility for students to attain necessary skills for specific career interests. The public/community track will enable students to pursue careers focusing on health-related interests within a community setting. The allied health track is intended to prepare students who have an interest in the biomedical/technological fields and will require an academic foundation in the natural sciences. It is typical of health professionals to want an array of health-related skills, and the health promotion major provides such competencies while meeting the public's demand.

Support courses:			Hours
BIOL	224	Human Anatomy and Physiology I	4
BIOL	225	Human Anatomy and Physiology II	4
STAT	222	Introductory Statistics	3
Health Promotion courses:			Hours
H P	210	Health Disparities, Equity, and Advocacy	3
H P	221	Global Health	3
H P	239	Dimensions of Health and Wellness	3
H P	270	Nutrition	3
H P	271	Foundations of Health Promotion	3
H P	275	Medical Terminology	3
H P	292	Psychosocial Health	3
H P	300	Drugs and Behavior Management	3
H P	322	Health Aspects of Aging	3
H P	325	Human Diseases	3
H P	340	Women's Health Issues	3
H P	371W	Research in Health Promotion	3
H P	405W	Contemporary Health Issues	3
H P	410	Professionalism, Leadership, and Ethics in Health Promotion	3
H P	415	Internship in Health Promotion	3
H P	420W	Health Program Planning	3
<i>Total Hours Required</i>			59

It is highly recommended that health promotion majors choose additional courses to support core requirements of the major. Students are encouraged to choose a minor from other disciplines such as applied statistics, biology, bioinformatics, community and nonprofit leadership criminal forensics, criminology, disability services, environmental science, gender studies, human services, international relations, leadership studies, medical humanities, neuroscience, psychological science, social influence and advocacy, sociology, Spanish, sports medicine, sustainability studies, or a combination of courses from various disciplines.

**HEALTH PROMOTION MINOR**

			<b>Hours</b>
H P	239	Dimensions of Health and Wellness	3
H P	271	Foundations of Health Promotion	3
Choose four courses from the following:			12
H P	210	Health Disparities, Equity, and Advocacy	
H P	221	Global Health	
H P	270	Nutrition	
H P	275	Medical Terminology	
H P	290	Spirituality and Health	
H P	300	Drugs and Behavior Management	
H P	322	Health Aspects of Aging	
H P	325	Human Diseases	
H P	340	Women's Health Issues	
<i>Total Hours Required</i>			<u>18</u>

**SPORTS MEDICINE MINOR**

The broad goal of this minor is to provide students with the opportunity to acquire practical skills and knowledge that can be used in any healthcare field. A second objective is to give students resume-building experience to make them more marketable to graduate schools.

A T	100	Introduction to Athletic Training	3
BIOL	224	Human Anatomy and Physiology I	4
BIOL	225	Human Anatomy and Physiology II	4
Three of the following:			9
A T	175	Basic Athletic Training Skills	
A T	330	Assessment and Treatment of General Medical Conditions	
A T	350	Therapeutic Interventions	
EXPH	325	Physiology of Exercise	
H P	275	Medical Terminology	
HPE	303W	Human and Motor Development	
<i>Total Hours Required</i>			<u>20</u>

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## SCHOOL OF NURSING

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Interim Dean: Dr. Myra L. Carew

Nursing Department Faculty: Dr. Braud, Ms. Foster, Ms. Francis, Dr. Johnson, Mrs. Pribble, Mrs. Shin, Mrs. Yuille

The mission of University of Lynchburg Nursing is to provide a student centered liberal arts education that develops nurse leaders to equitably serve a diverse population in a dynamic healthcare system. Graduates of University of Lynchburg's nursing program will be able to:

1. Make appropriate nursing practice decisions using research and evidence based practice for persons of various ages and health states to promote and improve health care results.
2. Provide safe, patient-centered, culturally competent nursing care across the continuum for individuals, families, communities, and populations to promote health and disease prevention.
3. Communicate effectively with patients, families, colleagues, and professionals from other disciplines.
4. Demonstrate effective, ethical use of information technologies to perform and document safe, quality patient care.
5. Demonstrate excellence in writing skills and research by producing creative scholarship that expands nursing knowledge.
6. Positively influence health care outcomes through Interprofessional collaboration to accomplish patient health care goals.
7. Integrate knowledge of health care policies, systems management, and finance using innovative approaches to promote continuous quality improvement in health care settings.
8. Demonstrate professional behaviors and values to model the core attributes of the nursing profession and pursue practice excellence.

### Program Values:

1. Civility
2. Clinical judgment
3. Communication
4. Compassionate care
5. Diversity, equity, and inclusion
6. Ethics
7. Evidence Based Practice
8. Health Policy

### Application and Deadlines: Freshmen, Transfer, and Second Degree Students

1. Freshman students enter University of Lynchburg with an intended program goal of nursing. A separate application to the nursing major must be completed and submitted by midterm of the fourth semester, pending completion of all general education classes with the exception of DELL 400-level. Applications will be reviewed following completion of fourth semester.
2. Transfer students must complete an application to University of Lynchburg by midterm. Applications will be reviewed following receipt of transcripts.
3. Second-degree students who have completed all required nursing prerequisite courses must complete an application to University of Lynchburg by midterm.

### Application Requirements: Current University of Lynchburg and Transfer Students

1. Completion of all general education credits/courses required (or equivalent) to complete the nursing four year plan, except DELL 400-level.
2. Candidates must maintain a 3.0, overall, GPA.
3. Candidates must not have less than a C in any of the following 8 classes (or equivalent) which must be completed as part of this course work: BIOL 224 (with lab), BIOL 225 (with lab), BIOL 227 (with lab), CHEM 127, HP 270, HP 275 PSYC 241, and STAT 222.

### Application Requirements: Second Degree Students

The following 8 classes (or equivalent) must be completed prior to acceptance into the program. Candidates must maintain a 3.0, overall, GPA. Candidates may not have less than a C in any of these classes: BIOL 224 (with lab), 225 (with lab), BIOL 227 (with lab), CHEM 127, HP 270, HP 275, PSYC 241, and STAT 222.

### Application Decisions

1. Once all admission requirements are fulfilled, priority will be determined by the following ranking:
  - a. Overall GPA
  - b. Number of hours completed at University of Lynchburg
2. Applications will be sent to all candidates that are admitted to the University and have declared nursing as their major. Admission decisions will be made twice per year after mid-term.
3. Students who have pre-registered for nursing courses but are not admitted to the major should meet with their advisors to change their schedule for the upcoming year.

Following review of applications, sophomore current and transfer students who have met prerequisites will be admitted to the nursing major. Nursing classes begin at the junior level. In addition, a small group of second-degree or qualified transfer students will be admitted into the nursing program.

### Requirements for Continuing in the Nursing Program

Students must maintain a 3.0 in all nursing courses, however a student who has achieved a grade of at least a B- may continue in the program as long as they have a 3.0 GPA or better in their cumulative nursing classes. A student may repeat a course once. If a student does not receive a B- in that course, or any other nursing course going forward, they will not be allowed to continue in the nursing program. All skill labs and clinical labs are pass/fail. A student receives the same grade in the skill/clinical as they do in the didactic portion of the class.

Specific policies and regulations for nursing majors and clinical practice are published in the course syllabi and /or the nursing student handbook. Policies include having on file in our clinical management software with a complete list of immunizations, including hepatitis B, as well as drug screening. Prior to admission to the nursing program, a Criminal History Records Check must be completed as required by the Board of Nursing. Students are responsible for their own transportation to clinical sites. A non-refundable professional fee, charged upon entry to the pre-nursing courses and at the beginning of each nursing semester, covers skills lab (including simulation) supplies and standardized testing. There may be additional charges related to equipment or testing; these are listed in the Nursing Student Handbook and on the University of Lynchburg Nursing website. During the junior and senior years, the student will take a variety of tests to prepare for the NCLEX RN exam, which is required to practice. The program is accredited by the Commission on Collegiate Nursing Education (CCNE) and approved by the Virginia State Board of Nursing.

The following are the nursing major requirements:

Prerequisites to the nursing major:

			<b>Hours</b>
#BIOL	224	Human Anatomy and Physiology I	4
#BIOL	225	Human Anatomy and Physiology II	4
#BIOL	227	Foundations of Health Microbiology	3
#CHEM	127	The Chemistry of Life	4
#HP	270	Nutrition	3
#H P	275	Medical Terminology	3
#STAT	222	Introductory Statistics	3
#PSYC	241	Developmental Psychology	3

Nursing major courses:

^NRSG	300	Nursing Pharmacology	2
^NRSG	306	Foundations of Nursing	6
^NRSG	314	Clinical Judgment in Nursing	2
^NRSG	318/318L	Mental Health and Lab	4
^NRSG	319	Nursing Research	2
^NRSG	326	Pathophysiology	3
^NRSG	330/330L	Health Assessment and Lab	3
^NRSG	343	Care of Adults I	7
^NRSG	411	Improving Patient Outcomes	2
^NRSG	419	Transition to Practice	6
^NRSG	421/421L	Population Care and Lab	4
^NRSG	435/435L	Maternal/Newborn Nursing and Lab	4
^NRSG	436/436L	Pediatric Nursing and Lab	4
^NRSG	437	Nursing Leadership	3
^NRSG	443	Care of Adults II	<u>7</u>
		<i>Total Hours Required</i>	86

# Minimum grade of C is required for this course.

^ Minimum grade of B- is required for this course.

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**WESTOVER HONORS COLLEGE**


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Dean: Dr. Beth Savage

Associate Director: Dr. Laura Kicklighter

Assistant Director: Dr. Price Blair

The University of Lynchburg Westover Honors College, which includes a variety of curricular and co-curricular features, is open to approximately sixty students in each class. To be considered as a candidate for Westover Honors, students must have a GPA of 3.75 or above and show evidence of success in rigorous academic coursework. Students already enrolled at the University may apply to the program if their academic performance is outstanding.

The purpose of the Westover Honors College is to attract, stimulate, challenge, and fulfill academically gifted students. Westover Honors offers an innovative approach to general education and prepares students to excel in a world characterized by widespread and rapid change. Westover Honors offers a challenging curriculum that promotes intellectual curiosity and independent thought and places strong emphasis on creative problem solving and critical thinking.

The Westover Honors College is a learning community that provides formal and informal opportunities for interaction of individuals with shared values and vision. It seeks to foster an environment of trust and mutual respect that encourages the free exchange of ideas and the willingness to take risks. Westover Honors College students (called "Fellows") complete a special general education curriculum of forty-six hours.

As freshmen and sophomores, Westover Honors Fellows enroll in a series of interdisciplinary seminars in humanities, fine arts, science, social science, and mathematics. These seminars explore specific topics in detail, with an emphasis on primary readings and in-class discussions. As juniors and seniors, Westover Honors Fellows enroll in special colloquia and work closely with advisors in their major fields on independent research projects. (See course listings under HONORS.)

The program also offers a variety of enrichment experiences including speakers, films, and trips. Freshman Westover Fellows have the option of living with other first-year Fellows in the first-year experience residence hall. Sophomores also have the option of living in the Residential Learning Community of Westover Fellows in Westover Hall.

Students interested in applying to the Westover Honors College should contact the Office of Enrollment Services or the Westover Honors College dean.

Westover Fellows' General Education requirements include:			<b>Hours</b>
HONR	100	Westover World	1
HONR	103W	Writing the World	3
HONR	110	Traditions and Revolutions	3
HONR	121	Beyond Numbers	3
HONR	131	Globalization and its Discontents	3
HONR	200	Natural Resources Stewardship	4
HONR	211W	Exploring the Literary Landscape	3
HONR	212W	Reason and Responsibility	3
HONR	221	Imagination and Creation	3
HONR	451W	Senior Honors Project	3
Two sequential foreign language courses			6
One of the following wellness courses:			2
FIN	320	Financial Wellness after College	
LVWL	100	21st Century Wellness	
RELG	110	Lifelong Wellness Through Yoga and Meditation	
Nine hours from:			9
HONR	341, 342, 343, 344, 345, 346	Honors Colloquia	
<i>Total Hours Required</i>			<hr style="width: 100%; border: 0.5px solid black;"/> 46

The suggested program for the first two years for Westover Honors Fellows is outlined below. It includes:

	<u>FALL</u>			<u>SPRING</u>		
Freshman:	HONR	100	1 hr	HONR	131	3 hrs
	HONR	103W	3 hrs	Major/Elect		10 hrs
	HONR	110	3 hrs	FORL		3 hrs
	HONR	121	3 hrs			
	FORL		3 hrs			
	Wellness		2 hrs			
	Major/Elect		3 hrs			
Sophomore:	HONR	211W	3 hrs	HONR	212W	3 hrs
	HONR	221	3 hrs	HONR	200	4 hrs
	Major/Elect		10 hrs	Major/Elect		9 hrs

In the junior and senior years, Westover Honors Fellows concentrate on their majors, as they complete nine hours of Westover colloquia and their senior thesis project. NOTE: 300-level honors College courses are open on a space available basis to non-Westover students on the Dean's List, with consent of the instructor and approval of the Westover Honors College dean.



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**SCHOOL OF PROFESSIONAL STUDIES**


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Dr. Jeremy Welsh, Associate VP and Associate Provost of Academic Strategy

The Professional Studies Access program is for adult students aged 25 or older, who are unable to take courses during the traditional academic day. There are three majors and two minors designed specifically for adult students who need a nontraditional delivery format. All courses in these majors and minors, and any required DELL general education courses, are offered through a different delivery format. Methods of delivery include classes offered in the late afternoon, evening, morning, weekend, online (both synchronous and asynchronous), face-to-face, and hybrid. It is also anticipated that courses for Access students will be offered during the summer and J-term. This varied delivery format allows adult students who are working or not able to take courses during the regular academic day to take courses that more easily fit their schedule.

Access students with an associate degree under the Virginia Community College System (VCCS) Agreement (associate degrees in arts, science, or arts and science) who choose to major in one of the three adult Access degrees will meet the Access DELL requirements but are still required to meet the foreign language requirement of DELL. If the student does not have six hours of a foreign language, they must take a foreign language or complete the two Intercultural Competency seminars. Students have to complete 124 hours to graduate, thus, students will need to complete general education requirements, major requirements, and enough electives to meet the 124 hour minimum. The electives will come from courses provided within the other Access majors, from DELL courses students have not taken, or other courses offered within the nontraditional format including minors.

Access students who apply for one of the three identified majors but do not have an Associate's Degree under the VCCS Agreement or do not have any associate degree, have to meet the Access DELL requirements. These requirements are in addition to requirements for the major. Like students with an associate degree, these students have to complete 124 hours to graduate. The electives will come from courses provided within the other access majors, from DELL courses students have not taken, or other courses offered within the nontraditional format, including the potential for minors.

**Majors and Minors**

Business Studies Major  
 Community and Nonprofit Leadership Major  
 Community and Nonprofit Leadership Minor  
 Diversity Strategies Major  
 Diversity Strategies Minor

**BUSINESS STUDIES MAJOR**

The University of Lynchburg offers the Bachelor of Arts in Business Studies major, in which the student will learn to apply theory, business models, and applications within a business context, analyze business and organizational situations using ethical approaches to making decisions, and demonstrate critical thinking skills in a business-related environment.

			<b>Hours</b>
ACCT	201	Principles of Accounting I	3
ACCT	202	Principles of Accounting II	3
BUAD	205	Quantitative Applications in Business	3
BUAD	322	Legal Environment of Business	3
BUAD	441W	Integrated Application of Business Principles	3
ECON	201	Principles of Economics - Micro	3
FIN	317	Principles of Finance	3
MGMT	344	Operations Management	3
MGMT	260	Principles of Management and Organizational Behavior	3
MGMT	262	Human Resource Management	3
MGMT	310	Management Information Systems	3
MKTG	209	Principles of Marketing	3
One of the following:			3
COMM	251	Intercultural Communication	
MGMT	303	International Management and Negotiations	

\*Nine hours of electives

*Total Hours Required*

9  
48

\* MGMT 399 is strongly encouraged. BUAD 241 and ECON 202 are prerequisites for other courses and recommended.

**COMMUNITY AND NONPROFIT LEADERSHIP MAJOR**

The University of Lynchburg offers the Bachelor of Professional Studies Community and Nonprofit Leadership major. The learning outcomes for the program are that students will be able to demonstrate knowledge of leadership principles as they apply to nonprofit and community organizations, demonstrate the value of being a reflective, ethical, and values-based leader within the community and nonprofit organizations, demonstrate the effective use of financial information, fundraising, and grant writing connected to community and nonprofit organizations, and demonstrate the ability to write and think critically about social and inclusive issues and the role of nonprofit and community organizations in addressing these issues.

BPS	301	Fundraising, Grant Writing, and Nonprofit Finance	3
BPS	302	Nonprofit Leadership	3
BPS	303	Leadership in the Community	3
BPS	400	Capstone in the Major	3
COMM	341	Professional and Organizational Communication	3
COMM	412	Digital Leadership and Influencer Communication	3
ENGL	210	Writing in the Workplace	3
H P	210	Health Disparities, Equity, and Advocacy	3
HMSV	201	The Science and Art of Meeting Human Need	3
HMSV	285	Research with Diverse Populations: Community-Based Participatory Action Research	3

			<b>Hours</b>
MKTG	200	Social Media Marketing	3
PSYC	243	Psychology of Diversity	3
SOCI	222	Sociology of Race and Ethnicity	3
Three hours from:			3
HMSV	220	Working with Groups and Communities	
MGMT	262	Human Resource Management	
<i>Total Hours Required</i>			<u>42</u>

**COMMUNITY AND NONPROFIT LEADERSHIP MINOR**

The University of Lynchburg offers an access minor in Community and Nonprofit Leadership which focuses on developing caring and competent professionals interested in community-based change and non-profits. With this minor, students gain an understanding of leadership principles and demonstrate the value of being a reflective, ethical, and values-based leader within the community and nonprofit organizations. Students demonstrate the ability to write and think critically about social and inclusive issues and the role of nonprofit and community organizations in addressing these issues.

COMM	412	Digital Leadership and Influencer Communication	3
ENGL	210	Writing in the Workplace	3
HMSV	220	Working with Groups and Communities	3
PSYC	243	Psychology of Diversity	3
SOCI	222	Sociology of Race and Ethnicity	3
One course from below:			3
BPS	301	Nonprofit Fundraising, Grant Writing, and Finance	
BPS	302	Nonprofit Leadership	
BPS	303	Leadership in the Community	
<i>Total Hours Required</i>			<u>18</u>

**DIVERSITY STRATEGIES MAJOR**

With the Bachelor of Professional Studies Diversity Strategies major students will demonstrate an understanding of the complexity of culture and social economic frameworks within their communities, interpret and articulate intercultural experiences and combat stereotypes through their learning, and demonstrate an openness to interact with and discuss multiple cultural perspectives.

AFRS	101	Introduction to Africana Studies	3
BPS	321	Service Learning	3
BPS	400	Capstone in the Major	3
COMM	112	Interpersonal Communication	3
HMSV	220	Working with Groups and Communities	3
INTL	101	Global Politics	3
INTL	320	African Diaspora in Latin America and the Caribbean	3
PSYC	243	Psychology of Diversity	3
SOCI	222	Sociology of Race and Ethnicity	3
SOCI	363	Sociology of the City	3
Three hours from:			3
CRIM	275	Research Methods	
HMSV	285	Research with Diverse Populations: Community-Based Participatory Action Research	
Three hours from:			3
ENGL	323	Modern Multicultural Literature	
ENGL	337	American Multi-Ethnic Literature	
Three hours from:			3
HIST	343	South African History	
HIST	348	Racism and Empire in the American Context	
HIST	375	History of Love and Sex in Latin America	
HIST	347	Slavery and Race in the Early Americas	
Three hours from:			3
RELG	205W	Religions of Asia	
RELG	206W	Judaism, Christianity, and Islam	
<i>Total Hours Required</i>			<u>42</u>

**DIVERSITY STRATEGIES MINOR**

The University of Lynchburg offers a minor in Diversity Strategies which focuses on developing caring and competent professionals who make a difference within their professions and the community. With this minor, you can gain an understanding of the complexity of cultural and social economic frameworks within their communities. Students will interpret and articulate intercultural experiences and combat stereotypes through their learning and demonstrate an openness to interact with and discuss multiple cultural perspectives.

AFRS	101	Introduction to Africana Studies	3
COMM	112	Interpersonal Communication	3
PSYC	243	Psychology of Diversity	3

			<b>Hours</b>
SOCI	222	Sociology of Race and Ethnicity	3
One religion course:			3
RELG	205W	Religions of Asia	
RELG	206W	Judaism, Christianity, and Islam	
One history course:			3
HIST	343	South African History	
HIST	348	Racism and Empire in the American Context	
HIST	347	Slavery and Race in the Early Americas	
HIST	375	History of Love and Sex in Latin America	
<i>Total Hours Required</i>			<u>18</u>

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## COURSE DESCRIPTIONS

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### Course Level Descriptions

100-199	Introductory level: primarily for freshmen
200-299	Intermediate level: in some cases presupposes introductory coursework, related experience, or intellectual maturity; primarily for freshmen and sophomores
300-399	Advanced level: usually presupposes previous work and involves specialized study of a subject; primarily for juniors and seniors
400-499	Culminating level: presupposes extensive previous work in the discipline and well-developed discipline-specific skills; usually taken by seniors

**Course Descriptions** (Credit in semester hours is indicated by a number in parentheses.)

### ACCESS COURSES (ACCS)

**ACCS 106 INTERCULTURAL COMPETENCE SEMINAR I (3)** First in a two-course series, this is a seminar-style course designed for individuals who have experience in the professional work environment and/or adult learners seeking growth and development through continued professional studies. Students enrolled in this course must be currently enrolled in one of the degree programs authorized for the Access Language and Intercultural Competence Pathway for the DELL General Education Curriculum. Using an integrative approach, the seminar invites students to more deeply understand their own culture and consider how it influences how they view the world around them. In doing so students explore concepts including cultural desire, self-awareness, cultural awareness, ethnocentrism, cultural identity, cultural humility, and cultural knowledge.

**ACCS 107 INTERCULTURAL COMPETENCE SEMINAR II (3)** *Prerequisite: ACCS 106.* Second in a two-course series, this is a seminar-style course designed for individuals who have experience in the professional work environment and/or adult learners seeking growth and development through continued professional studies. Students enrolled in this course must be currently enrolled in one of the degree programs authorized for the Access Language and Intercultural Competence Pathway for the DELL General Education Curriculum. Building on the content of the preceding seminar, students will apply intercultural competence knowledge and skills to address complex problems using interdisciplinary perspectives. With a particular focus on the diverse workforce in the 21st Century, students will develop a final product in which indicators of intercultural competence, including cross-cultural knowledge and skills, are reflected in the proposed solution to a global/cross-cultural challenge.

### ACCOUNTING COURSES (ACCT)

**ACCT 200 ACCOUNTING FOR BUSINESS LEADERS (3)** This course introduces the use of financial and managerial accounting and focuses on accounting information for making business decisions.

**ACCT 201 PRINCIPLES OF ACCOUNTING I (3)** This course introduces basic principles of financial accounting and their application in the analysis, recording, and interpretation of business transactions.

**ACCT 202 PRINCIPLES OF ACCOUNTING II (3)** *Prerequisite: ACCT 201(C- or better).* This course reinforces and expands the introduction of basic financial accounting principles. It introduces basic managerial accounting concepts and their application to business decision-making.

**ACCT 301 INTERMEDIATE ACCOUNTING I (3)** *Prerequisite: ACCT 200 (C- or better)* This is the first course in a three-course sequence of advanced treatment of accounting theory and techniques related to the accounting cycle, revenue recognition, inventory and operational assets.

**ACCT 302 INTERMEDIATE ACCOUNTING II (3)** *Prerequisites: ACCT 200, 301.* This is the second course in a three-course sequence of advanced treatment of accounting theory and techniques related to liabilities, deferred taxes, earnings per share, derivatives, accounting changes, and the cash flow statement.

**ACCT 310 GOVERNMENTAL/NON-PROFIT ACCOUNTING (3)** *Prerequisite: ACCT 301.* This course is a study of accounting principles and practices of governmental and non-profit institutions.

**ACCT 311 PERSONAL INCOME TAX (3)** Students will study the philosophy of taxation, the general concepts of gross income, tax accounting methods, depreciation, tax incentives, capital gains and losses, and specific forces on tax laws as they apply to individuals.

**ACCT 313 STRATEGIC COST MANAGEMENT (3)** *Prerequisites: ACCT 200.* This course deals with concepts and objectives of cost accounting; cost information systems and accumulation procedures; planning and control of factory overhead; materials and labor planning and control; planning of profits, costs, and sales; controlling costs and profits; and costs and profit analysis.

**ACCT 319 CORPORATE AND PARTNERSHIP TAXATION (3)** This course, designed for marketing, management, economics, business administration, and accounting majors, covers federal income taxation of corporations and partnerships. It includes basic tax planning strategies and introduces tax research techniques.

**ACCT 323 BUSINESS LAW FOR ACCOUNTANTS (3)** This course is a study of the accountant's legal responsibility including contracts, uniform commercial code, secured transactions, securities, suretyship, and bankruptcy.

**ACCT 325 MANAGEMENT ACCOUNTING (3)** *Prerequisite: ACCT 200.* This course addresses many accounting tools including cost behavior, budgeting, and performance reporting used by managers to assist them in operating business decisions.

**ACCT 360 ACCOUNTING INFORMATION SYSTEMS (3)** *Prerequisite: ACCT 200.* Accounting information systems comprise interrelated activities, documents, and technologies designed to collect data, process them, and report information to a diverse group of internal and external decision makers in organizations. This course covers the design, management and control, and audit of computer-based accounting systems.

**ACCT 370 FRAUD AND WHITE-COLLAR CRIME (3)** This course examines the various types of fraud and white-collar crime, the criminals who commit fraud and white-collar crime, legal, law enforcement, and prosecutorial issues associated with investigating and prosecuting these crimes and their financial

impact on organizations and society.

**ACCT 387 DOMESTIC STUDY AWAY (3)** Domestic Study Away is a parallel experience to study abroad as an experiential learning opportunity that allows students to earn academic credits toward the completion of a degree in an off-campus location using domestic destinations around the United States. Study away programs expose students to diverse perspectives and multiple modes of inquiry in ways not ordinarily achieved in a classroom setting.

**ACCT 397 INDEPENDENT STUDY IN ACCOUNTING (1-3)** *Prerequisites: Approval of faculty sponsor and school dean; junior or senior standing.* This course provides students the opportunity to pursue individual study of topics not covered in other available courses. The area for investigation is developed in consultation with a faculty sponsor and credit is dependent on the nature of the work. May be repeated for no more than six credits.

**ACCT 398 SPECIAL TOPICS IN ACCOUNTING (1-3) [Credit depends on topic.]** *Prerequisite: A background of work in the discipline.* This course will focus on an aspect of the discipline not otherwise covered by the regularly offered courses. The topic will vary according to professor and term; consequently, more than one may be taken by a student during his/her matriculation.

**ACCT 399 INTERNSHIP IN ACCOUNTING (1-6)** *Prerequisites: Juniors or seniors with a 2.25 minimum GPA; approval of written proposal by internship coordinator, and supervising faculty prior to registration.* Internships are offered in cooperation with a sponsoring individual or organization to provide students with ongoing educational opportunities in accounting beyond the classroom that are appropriately related to their area of emphasis. (See "Internships.")

**ACCT 401 ADVANCED ACCOUNTING (3)** *Prerequisites: ACCT 301-302.* This course focuses on the study of specialized accounting theory and techniques of partnerships and consolidations.

**ACCT 421 AUDITING PRINCIPLES (3)** *Prerequisites: ACCT 301-302.* This course examines the concepts and procedures used in auditing and introduces auditing standards and methods used to obtain evidence.

**ACCT 470 FORENSIC ACCOUNTING (3)** *Prerequisite: ACCT 200.* Forensic accounting is the application of investigative and analytical skills to resolve financial issues in a manner that meets standards required by courts of law. This course covers the accounting and legal foundations of forensic accounting, forensic accounting tools and standards, and common applications of forensic accounting including fraud investigation, organized crime and terrorism.

#### AFRICANA STUDIES COURSES (AFRS)

**AFRS 101 INTRODUCTION TO AFRICANA STUDIES (3)** This course focuses on historical and contemporary experiences of African descendants in the Americas, particularly the United States, the Caribbean, and Latin America. It introduces students to the complexities, struggles, and successes of people of African descent around the world. This interdisciplinary survey course combines the social sciences with the humanities, as we examine the role of race, the mechanics of global slavery, and the importance of both in the making and shaping of the modern world. The course also considers identity construction and formation; as well as literary, cultural, and aesthetic theories and practices in the African diaspora.

**AFRS 377 STUDY ABROAD (3)** Through travel to another country, the course provides the student the opportunity to study the historical, political, economic and cultural development of that country and compare it with the development of the United States.

**AFRS 397 INDEPENDENT STUDY IN AFRICANA STUDIES (1-3)** This course provides students with the opportunity to pursue individual study of topics in Africana Studies not covered in other available courses. The area for investigation is developed in consultation with a faculty sponsor, and credit is dependent on the nature of the work. May be repeated for not more than six credits.

**AFRS 398 SPECIAL TOPICS IN AFRICANA STUDIES (3)** *Prerequisite: A background of work in the discipline.* This course will focus on an aspect of the discipline not otherwise covered by the regularly offered courses. The topic will vary according to professor and term; consequently more than one may be taken by a student during his/her matriculation.

**AFRS 400 COMMUNITY-ENGAGED CAPSTONE IN AFRICANA STUDIES (3)** *Prerequisites: Successful completion of 30 credit hours in the Africana Studies major, with at least two three-credit hour courses at the 300-level or above, and senior standing.* The community-engaged capstone course provides an interdisciplinary and experiential-learning based opportunity for students to engage in a project examining issues of relevance to African, African Diaspora, and/or African American people and/or communities. Students apply and analyze concepts addressed in the class sessions to their community-engaged projects, with particular focus on the synthesis of knowledge and critical reflection on topics covered throughout the Africana Studies Major curriculum. A student's project is conceived prior to the start of the semester and executed during the semester of enrollment under the joint supervision of the Director of the Center for Community Development and Social Justice (CCDSJ) and a leader of a non-academic partner organization (community partner).

#### APPLIED AND PUBLIC HUMANITIES COURSES (APH)

**APH 100W INTRODUCTION TO APPLIED AND PUBLIC HUMANITIES [Writing Enriched] (3)** *Prerequisite: Grade of C- or higher in ENGL 123W, HONR 103W or equivalent. May be taken in the same term.* This course will introduce students to public scholarship, considering the broad issues they can expect to encounter when pursuing humanities that are public-facing and applied through community projects. Students will examine the major questions and theoretical issues that separate public and traditional humanities, consider how public scholars do their work, and learn how to create public-facing humanities projects.

**APH 200 INTRODUCTION TO DIGITAL HUMANITIES (3)** *Prerequisite: ENGL123W or equivalent.* This course introduces students to the growing field of digital humanities by focusing on the history, approaches, and projects that define it. What new insights, we will ask, can digital tools bring to traditional humanistic inquiry in history, philosophy, English, art, and religion? Students will examine the methodological and ethical issues that scholarship in digital humanities has raised. With particular attention to what new publics these tools and methods can allow them to reach, students will create their own public-facing digital project to showcase their own contribution to the discipline.

**APH 377 STUDY ABROAD (3)** This course provides students with the opportunity to study Applied and Public Humanities in foreign settings.

**APH 387 DOMESTIC STUDY AWAY (3)** This course provides students with the opportunity to study Applied and Public Humanities in U.S. settings using experiential learning.

**APH 397 INDEPENDENT STUDY IN APPLIED AND PUBLIC HUMANITIES (1-3)** This course provides students with the opportunity to pursue individual study of topics not covered in other available courses. The area for investigation is developed in consultation with a faculty sponsor, and credit is dependent on the nature of the work. May be repeated for not more than six credits.

**APH 398 SPECIAL TOPICS IN APPLIED AND PUBLIC HUMANITIES (3)** *Prerequisite: APH 100W.* This course will focus on an aspect of the discipline not otherwise covered by regularly offered courses. The topic will vary according to professor and term; consequently, more than one may be taken by a student during their matriculation.

**APH 399 INTERNSHIP IN APPLIED AND PUBLIC HUMANITIES (3)** *Prerequisites: APH 100W, juniors or seniors with a 2.25 minimum QPA; approval of written proposal by school dean and supervising faculty prior to registration.* An internship is a planned work experience for academic credit under the supervision of a qualified professional who is responsible for professional performance and a faculty sponsor who is responsible for academic quality and who assigns the final grade. (See "Internships.")

**APH 400 COMMUNITY ENGAGEMENT PROJECT (3)** *Prerequisite: APH 100W; prerequisite or corequisite: APH 200.* Students will develop a public humanities project that takes the form of a museum exhibit, digital humanities website, archive, or multimedia production for a defined public audience. Working with students, the professor will assign a project or projects based on community partnerships and/or local needs. The students will work collaboratively with instructor input at every step of the process to produce a final project for public engagement.

#### AMERICAN SIGN LANGUAGE COURSES (ASL)

**ASL 101 AMERICAN SIGN LANGUAGE I (3)** This course introduces the basics of American Sign Language (ASL), and is designed for students with no or minimal sign language. It aims to develop students' basic skills in use of ASL. Emphasis is upon acquisition of comprehension, production and interactional skills using basic grammatical features. ASL will be taught within contexts and related to general surroundings and everyday life experiences, with an emphasis on building knowledge and understanding of the Deaf culture

**ASL 102 AMERICAN SIGN LANGUAGE II (3)** *Prerequisite: ASL 101.* This introductory course aims to further develop students' basic skills in the use of American Sign Language, building upon the basic grammatical, linguistic, communicative and cultural concepts learned in ASL 101. Emphasis is upon further acquisition of comprehension, production and interactional skills in ASL with an emphasis on increasing knowledge and understanding of the Deaf culture, exposure to ASL literature and art.

**ASL 201 INTERMEDIATE ASL I (3)** *Prerequisite: ASL 102.* This intermediate course continues to help students develop vocabulary, conversational competence, and grammatical knowledge with a total immersion approach. Introduces increasingly complex grammatical aspects, including those unique to ASL. Builds on students' understanding of ASL culture, literature and art. Encourages contact with the Deaf Community to enhance linguistic and cultural knowledge.

**ASL 202 INTERMEDIATE ASL II (3)** *Prerequisite: ASL 201.* This intermediate course continues to help students develop and broaden comprehension and production skills, emphasizing increasingly complex grammar as well as the expansion of vocabulary, conversational competence, and the interactive use of ASL. Builds on students' understanding of ASL culture, art, and literature, focusing on short stories and narratives. Students will continue to study in depth the Deaf community and Deaf culture globally.

#### ARCHAEOLOGY COURSES (ARCH)

**ARCH 301 ARCHAEOLOGY LABORATORY (3)** *Prerequisite: HIST 265.* This course will introduce students to laboratory procedures in a functioning archaeological laboratory. Students will learn how artifacts move from the field to final curation, cataloging, or display. Students will wash, label, and bag artifacts by their find locations (context). They will learn to identify materials and artifacts, and assign dates or date ranges to artifacts in the process of maintaining a digital catalog. They will be introduced to statistical and mapping software used for analysis of spatial distributions.

**ARCH 302 ARCHAEOLOGY FIELD SCHOOL (6)** *Prerequisite: HIST 265.* This field school provides a foundation in current methods and theories of historical archaeology as they apply to archaeological excavation. Students will learn practical skills of site survey, laying out an excavation square, excavation techniques, excavation record keeping, and will be introduced to archaeological laboratory procedures. Because Sandusky House is open to the public, students will also participate in interpreting archaeology to the public.

**ARCH 377 STUDY ABROAD (3)** *Prerequisite: Approval of faculty sponsor.* This course provides students the opportunity to study the historical, cultural, economic, political, and cultural development of the country being visited, thus acquiring a deeper understanding of the significance of archaeology in the interpretation and understanding of global society.

**ARCH 387 DOMESTIC STUDY AWAY (3)** Domestic Study Away is a parallel experience to study abroad as an experiential learning opportunity that allows students to earn academic credits toward the completion of a degree in an off-campus location using domestic destinations around the United States. Study away programs expose students to diverse perspectives and multiple modes of inquiry in ways not ordinarily achieved in a classroom setting.

**ARCH 397 INDEPENDENT STUDY IN ARCHAEOLOGY (1-3)** *Prerequisites: Approval of faculty sponsor and school dean; junior or senior standing.* This course provides students the opportunity to pursue individual study of topics not covered in other available courses. The area of investigation is developed in consultation with a faculty sponsor and credit is dependent on the nature of the work.

**ARCH 398 SPECIAL TOPICS IN ARCHAEOLOGY (3)** *Prerequisite: A background of work in the discipline.* This course will focus on an aspect of the discipline not otherwise covered by the regularly offered courses. The topic will vary according to professor and term; consequently, more than one may be taken by a student during her/his matriculation.

**ARCH 399 INTERNSHIP IN ARCHAEOLOGY (1-3)** *Prerequisites: Juniors or seniors with a 2.25 minimum GPA; approval of written proposal by internship coordinator, supervising faculty, and school dean prior to registration.* Students may earn college credit for participation in an internship with a company, a government agency, a non-profit organization; jointly supervised by the program and the responsible organization administrator. The internship is expected to provide the student with an opportunity to apply in a practical way some of the skills acquired in the study of Archaeology.



## ART COURSES (ART)

**ART 110 INTRODUCTION TO VISUAL ART (3)** Students will become familiar with the significance of the visual arts through the study of its themes, artists, styles, and forms. In this course, students may experience the visual arts through hands-on learning, slide lectures, or small group activities. Personal computer required. Students must attend one outside of class Art Department event during the semester.

**ART 118 CERAMICS I (3)** This general survey course of pottery making includes studio hand-building and wheel throwing techniques, decoration, glazing and firing of artistic works. Lectures, demonstrations, critiques, and discussions of ceramicists, periods, and styles provide cultural and artistic relationships to the current medium, techniques, and related overviews. Lab fee required. Students must attend one outside of class Art Department event during the semester.

**ART 122 SCULPTURE I (3)** Three-dimensional art production in this course focuses on sculptural processes (assemblages, carving, modeling and the like) to be realized in and/or outside of the traditional studio space. Art creation centers on both traditional and conceptual imagery and themes. The course includes lectures, demonstrations, critiques, applicable field experiences, discussions of sculptors, periods, styles, and a field trip. Lab fee required. Students must attend one outside of class Art Department event during the semester.

**ART 125 DESIGN FUNDAMENTALS I (3)** This studio class pursues the relationship of the visual and organizational components in the study and creation of two- and three-dimensional art. Class includes visually supported lectures, discussions, studio work, critiques, and related studies. Lab fee required. Students must attend one outside of class Art Department event during the semester.

**ART 154 INTRODUCTION TO GRAPHIC DESIGN (3)** This is an introductory studio level course exploring fundamental graphic design concepts. Basic design principles and the invention of casual and spatial form within contexts relevant to the design of communication and products will be introduced. Students will gain a working knowledge of the graphic design process through skill building techniques and software applications. Project assignments will coincide with lecture materials, and will enable students to develop critical thinking and visual problem solving skills. Students will acquire a basic skill set for developing graphic design elements. Personal computer required. Lab fee required. Students must attend one outside of class Art Department event during the semester.

**ART 156 DRAWING: TECHNIQUES AND TRADITIONS (3)** An introduction to the fundamentals of drawing with an emphasis on representational drawing skills, perception and traditional drawing media. Students are exposed to the historical aspects of the discipline of drawing and to a variety of traditional techniques and processes. Learning involves demonstrations, critiques, and discussions of artists, periods, and styles. Lab fee required. Students must attend one outside of class Art Department event during the semester.

**ART 161 PLEIN AIR PAINTING (3)** "Plein Air" is a French term for painting outside. It was a term that came from the Impressionists as they picked up their easels and moved out into the landscape seeking to capture the illusion and feeling of light. This is an introductory painting course where students learn how to capture the modern landscape. Students will interpret a particular scene and make thoughtful and informed decisions on composition, color, values and edges. Topics will include atmospheric and linear perspective, composition, and scale and color theory. Instruction includes demonstrations, individual instruction, critiques and class discussion.

**ART 162 PAINTING: TECHNIQUES AND TRADITIONS (3)** This course introduces students to traditional painting practices and processes through projects that cover the basic elements of form, color, and technique. Students are exposed to the history of painting and the range of possibilities offered by traditional approaches. Emphasis is on creating illusionary space. While oil painting is the primary medium used, students will explore water based paints and collage techniques. Lab fee required. Students must attend one outside of class Art Department event during the semester.

**ART 166 PHOTOGRAPHY (3)** This course is an introduction to photographic image making, the various methods of output, and basic theory about the cultural significance of photography. Primary emphasis is given to digital photography; students are required to have a digital camera with manual settings. Phone cameras are not permitted. Assignments, lectures, readings, and excursions progressively build on each other to provide students with a comprehensive overview of both the history of the medium and its contemporary practice. Personal computer required. Lab fee required. Students must attend one outside of class Art Department event during the semester.

**ART 203 SURVEY OF ART HISTORY I (3)** This course surveys Western and non-Western art and architecture, focusing on works of art as expressions of the cultures which produced them. Survey of Art History I focuses on the art of prehistory through the early Renaissance. Survey of Art History II focuses on the art of the early Renaissance up to the beginning of the Modern Age. Courses include slide lectures, discussions, and projects. Students must attend one outside of class Art Department event during the semester.

**ART 204W SURVEY OF ART HISTORY II [Writing Enriched] (3)** *Corequisite or prerequisite: Grade of C- or higher in ENGL 123W, HONR 103W or equivalent.* This course surveys Western and non-Western art and architecture and focus on works of art as expressions of the cultures which produced them. Survey of Art History I focuses on the art of prehistory through the early Renaissance. Survey of Art History II focuses on the art of the early Renaissance up to the beginning of the Modern Age. Courses include slide lectures, discussions, and projects. Students must attend one outside of class Art Department event during the semester.

**ART 205 20TH CENTURY ART AND CONTEMPORARY ISSUES (3)** The triumph of the Avant-Garde is studied in the painting, sculpture, photography, architecture, and mixed media works of the twentieth century. Students must attend one outside of class Art Department event during the semester.

**ART 214 ART FOR ELEMENTARY SCHOOL TEACHERS (3)** In this course students will learn the value of creative thinking as it relates to P-5 curriculum and methods for integrating visual art within elementary classrooms. Students will explore where creative arts ideas originate, learn to engage P-5 learners in creative visual art production and begin to construct meaningful experiences for teaching art across the curriculum. Topics include: theory, curriculum design, lesson planning, art methods and process, assessment and classroom safety. Offered in alternate years. Consult with an advisor for scheduling. Personal computer required. Lab fee required. Students must attend one outside of class Art Department event during the semester.

**ART 215 ART FOR SECONDARY SCHOOL TEACHERS (3)** In this course students will learn to utilize methods and materials appropriate to the teaching of art in the middle and secondary school classroom. Students will explore where creative arts ideas originate, learn to engage middle and secondary school learners in creative visual art production and begin to construct meaningful experiences for teaching art across the curriculum. Topics include: theory, curriculum design, lesson planning, art methods and process, assessment and classroom safety. Offered in alternate years. Consult with an advisor for scheduling. Personal computer required. Lab fee required. Students must attend one outside of class Art Department event during the semester.

**ART 218 CERAMICS II (3)** *Prerequisite: ART 118.* This general survey course of pottery making includes studio assignments in hand building, use of the potter's wheel, glaze formulation, elements of design and decoration, and firing of products. Lectures, demonstrations, critiques, and discussions of ceramicists, periods, and styles provide learning experiences. Second-semester work involves further studies of media, technique, and related overviews. Lab fee required. Stu-

dents must attend one outside of class Art Department event during the semester.

**ART 222 3-D FORMS AND SPACE II (3)** *Prerequisite: ART 122.* In this course students continue their study of sculptural processes introduced in ART 122, with a focus in sculptural fabrication methods and armature building. Woodworking, welding, and soft sculpture techniques are explored in the development of sculptural fabrication skills. Additional interpretations and applications of both traditional and conceptual imagery, themes, media, and techniques are explored and developed. Lab fee required. Students must attend one outside of class Art Department event during the semester.

**ART 225 DESIGN FUNDAMENTALS II (3)** *Prerequisite: ART 125.* This studio class expands upon the topics introduced in ART 125, including more conceptual approaches to art content and design. Lab fee required. Students must attend one outside of class Art Department event during the semester.

**ART 245 WEB DESIGN (3)** *Prerequisite: ART 154 or 166.* This course provides experience in basic web design and development principles. The course will focus on the theory and practice of using computer-driven software programs in the creation of effective multi-page interface design. Students will explore web design concepts, including project planning, layout, usability, Accessibility, information design, site structure, site management, and graphic design in context of the web. Students will produce and publish basic websites. Offered in alternate years. Consult with an advisor for scheduling. Personal computer required. Lab fee required. Students must attend one outside of class Art Department event during the semester.

**ART 256 DRAWING: CONCEPTS AND INNOVATIONS (3)** *Prerequisites: ART 156.* This course provides an exploration of how traditional drawing evolves into new visual processes and concepts through continued refinement of perceptual, analytical and imagined interpretations. Printmaking processes and mixed media explorations will be introduced as a means to further develop visual expression. Lab fee required. Students must attend one outside of class Art Department event during the semester.

**ART 262 PAINTING: ILLUSION AND BEYOND (3)** *Prerequisites: ART 125, 156, 162 and 225.* An exploration of how traditional painting evolves into new visual processes and concepts through continued refinement of perceptual, analytical and imagined interpretations. Projects introduce the purposes and effects of color organization, color perception, and color theory. Emotive, symbolic, descriptive, and structural uses of color are explored as are abstract and non-objective modes of representation. Oil painting is the primary medium used. Studio fee required.

**ART 266 DARKROOM PHOTOGRAPHY (3)** This course provides an exploration of black-and-white printing techniques and the use of light as a means of creative control. Students learn darkroom techniques, the zone system, studio lighting, and the effects of different papers and films through lectures, demonstrations, assignments and laboratory practice. Students will learn and reflect on current artists using the medium. The history and chemical development of the medium will also be covered. Lab fee covers paper, film, and Access to 35 mm film cameras. Lab fee required. Students must attend one outside of class Art Department event during the semester.

**ART 267 PHOTOJOURNALISM (3)** *Prerequisite: ART 166.* This introduction to the principles and practices of journalistic photography includes a study of the history of newspaper and magazine photography. Major emphasis will be placed on the techniques of taking, developing, and printing photographs for newspapers and magazines. Students may serve as staff photographers for the Critograph, Argonaut, and/or other campus publications. Students must own their own camera. Offered in alternate years. Consult with an advisor for scheduling. Lab fee required. Students must attend one outside of class Art Department event during the semester.

**ART 274 GRAPHICS II: METHODS AND PRACTICE (3)** *Prerequisites: ART 154.* This intermediate level course provides students with a survey of graphic design from concept through production. The emphasis on visual problem solving and focus on the theory of design methods will help students further refine visual thinking and integrate basic studies through applied problems. Through experimentation, design problems are defined and organized, and students will manipulate imagery, typography, and message to arrive at successful design solutions. Students will gain an awareness of potential solutions and will make informed design decisions. Personal computer required. Lab fee required. Students must attend one outside of class Art Department event during the semester.

**ART 275 INTRODUCTION TO ANIMATION (3)** *Prerequisite: ART 122 or 156.* In this introductory course, students are taught the fundamentals of animation. Through lectures, instruction, demonstration, videos, class participation, in-class coursework, and take-home projects students will learn to create several short animations on a variety of different software programs on the Mac platform. Offered in alternate years. Consult with an advisor for scheduling. Personal computer required. Lab fee required. Students must attend one outside of class Art Department event during the semester.

**ART 285 TYPE AND VISUAL COMMUNICATION (3)** *Prerequisite: ART 154.* This course involves the use of typography to create meaning. Students will experiment with typographic composition, contrast, text, and value in combination with language. Students will learn the technical aspects of typography and will be exposed to historical developments in typography. An intensive introduction to the fundamentals of type from individual letterforms to large bodies of textual information will be introduced and evaluated as they relate to visual communications. Students will learn the principles of typography and utilize them as vehicles for visual communication. Offered in alternate years. Consult with an advisor for scheduling. Personal computer required. Lab fee required. Students must attend one outside of class Art Department event during the semester.

**ART 313 ADVANCED DIGITAL PHOTOGRAPHY (3)** *Prerequisite: ART 166.* Students will expand their photographic competency while learning techniques to improve their work and build a greater understanding of advanced functions of the digital camera while building their aesthetic vision. The course stresses the development of project and client based works. Major emphasis is placed on the techniques of workflow including the taking, editing, and printing photographs for newspapers, magazines, websites and clients. Students must have Access to their own DSLR or camera with manual settings. Personal computer required. Lab fee required. Students must attend one outside of class Art Department event during the semester.

**ART 316 INTRODUCTION TO PRINTMAKING (3)** *Prerequisites: ART 156, 161, or 162.* This course introduces the fundamentals of intaglio and relief printmaking with techniques to include etching, drypoint, aquatint, monotype, linocut and woodcut. Learning involves lectures, demonstrations and hands-on studio experiences. Offered in alternate years only, see advisor for scheduling. Lab fee required. Students must attend one outside of class Art Department event during the semester.

**ART 322 ADVANCED 3-D FORMS AND SPACE (3)** *Prerequisites: ART 122 and 222.* In this course students will learn how to use 3d modeling to render and visualize 3 dimensional designs and sculptures. Further exploration of computer aided design and its applications to sculptural processes may also include 3d printing, and other rapid prototyping methods, as well as vector based graphic works. Personal computer required. Lab fee required. Students must attend one outside of class Art Department event during the semester.

**ART 329 ART OF CLASSICAL ANTIQUITY (3)** This course examines the classical foundations of western art and architecture, beginning with the earliest work in Greece and ending with the collapse of the Roman world order. Offered in alternate years. Consult with an advisor for scheduling. Students must attend one outside of class Art Department event during the semester.



- ART 333 RENAISSANCE ART (3)** This course follows the development of the Renaissance in the fifteenth and sixteenth centuries in northern and southern Europe from the Medieval era through the High Renaissance. Offered in alternate years. Consult with an advisor for scheduling. Students must attend one outside of class Art Department event during the semester.
- ART 335 TOWARD A MODERN WORLD (3)** This course examines the movements of the seventeenth, eighteenth, and nineteenth centuries from the reactions of the Baroque to the battles between the Academy and Avant-Garde. Slides serve as a primary teaching aid along with the text(s). Offered in alternate years. Consult with an advisor for scheduling. Students must attend one outside of class Art Department event during the semester.
- ART 339 HISTORY OF WESTERN ARCHITECTURE (3)** This course explores the development of architecture in Western European culture from the Paleolithic Era to the end of the twentieth century. Offered in alternate years. Consult with an advisor for scheduling. Students must attend one outside of class Art Department event during the semester.
- ART 356 ADVANCED STUDIO STUDIES: DRAWING (3)** *Prerequisites: ART 156 and 256 or 357.* This course provides advanced level study in drawing that offers opportunities for advanced ideation, visual perception, and the organization of experience into compositions. Primary emphasis is on developing visual expression, skill in using various materials, and growth of critical evaluative abilities through group discussions and critiques. Students are expected to carry out sustained involvement in specific projects focused on process and content. Lab fee required. Students must attend one outside of class Art Department event during the semester.
- ART 357 FIGURE DRAWING (3)** *Prerequisites: ART 156, 256.* This course involves drawing from a model and employing various media and ranges of interpretation of the figure in art from quick studies to finished portraits and figure groupings. Studio fee required. Offered in alternate years. Consult with advisor for scheduling.
- ART 362 ADVANCED STUDIO STUDIES: PAINTING (3)** *Prerequisites: ART 125, 156, 225, and 262.* This course provides advanced level study in two-dimensional media that offers opportunities for advanced ideation, visual perception, and the organization of experience into compositions. Primary emphasis is on developing visual expression, skill in using various materials, and growth of critical evaluative abilities through group discussions and critiques. Students are expected to carry out sustained involvement in specific projects focused on process and content. Lab fee required. Students must attend one outside of class Art Department event during the semester.
- ART 366 ALTERNATIVE PROCESS PHOTOGRAPHY (3)** *Prerequisite: ART 166.* This course provided advanced level study in the use of the photo image as part of a broad vocabulary of image-making processes. Students explore cyanotype, van dyke prints, salt printing, tintype, collage, reproduction, and transfer techniques, and are given a working knowledge of the photographic history and medium. Students will also examine historical and contemporary precedents that relate to their own work so that their individual explorations can be brought into dialogue with other perspectives. Students are required to have their own DSLR cameras. Personal computer required. Lab fee required. Students must attend one outside of class Art Department event during the semester.
- ART 374 GRAPHICS III: INNOVATION AND ANALYSIS (3)** *Pre- or corequisite: ART 154.* This advanced level course will focus on graphic design problem solving and promote analysis of solutions. Students will concentrate on the relationship between message and media, and the exploration of both digital and traditional production techniques. Studio projects will be student driven and include problems integrating typographic, photographic, and historical concepts in graphic communication. Students will be expected to explore, experiment, and make decisions as they relate to standards of professional practice. Personal computer required. Lab fee required. Students must attend one outside of class Art Department event during the semester.
- ART 387 DOMESTIC STUDY AWAY (3)** Domestic Study Away is a parallel experience to study abroad as an experiential learning opportunity that allows students to earn academic credits toward the completion of a degree in an off-campus location using domestic destinations around the United States. Study away programs expose students to diverse perspectives and multiple modes of inquiry in ways not ordinarily achieved in a classroom setting.
- ART 397 INDEPENDENT STUDY IN ART (1-3)** *Prerequisites: Approval of faculty sponsor and school dean; junior or senior standing.* This course provides students the opportunity to pursue individual study of topics not covered in other available courses. The area for investigation is developed in consultation with a faculty sponsor and credit is dependent on the nature of the work. May be repeated for no more than six credits.
- ART 398 SPECIAL TOPICS IN ART (1-3) [credit depends on topic]** *Prerequisite: A background of work in the discipline.* This course will focus on an aspect of the discipline not otherwise covered by the regularly offered courses. The topic will vary according to professor and term; consequently, more than one may be taken by a student during his/her matriculation.
- ART 399 INTERNSHIP IN ART (1-12)** *Prerequisites: Juniors or seniors with a 2.25 minimum GPA; approval of written proposal by internship coordinator; and supervising faculty prior to registration.* Internships are offered in cooperation with a sponsoring individual or agency to provide students with ongoing educational opportunities in art beyond the classroom that are appropriately related to their area of emphasis. (See "Internships.")
- ART 402 SENIOR STUDIO SEMINAR: CONTEXT, CRITICISM, AND CRAFT (3)** *Prerequisites: ART 122, 125, 156, 162, 166, 225, 256 and 6 hours of other ART courses 200-level and above. One 300 level studio course must be completed before attempting the capstone.* The senior seminar experience in art prepares students for active, life-long engagement in the studio arts. Students will pursue independent research and publication through a semester-long project. Research will result in a public presentation the form of which will be decided in conjunction with the instructor. Projects may include an exhibition or installation, a written thesis with a public defense, community-based research, web-based publication, and/or other forms of public dissemination. Through both inventive and interpretive participation in visual arts activities, students will demonstrate skills in critical thinking, creative problem-solving, and intra/inter personal communication. Lab fee required. Students must attend one outside of class Art Department event during the semester.
- ART 405 ART STUDIO WORKSHOP (1-3)** *Prerequisites: Basic art experience and approval of the instructor.* This course is an on- or off-campus activity in studio art workshops under specialized instruction (drawing, painting, printmaking, sculpture, ceramics, crafts, photography). The student will be responsible for related expenses. Satisfactory/Unsatisfactory credit only.
- ART 407 PORTFOLIO PREPARATION (3)** *Pre- or corequisite: ART 374.* This course focuses on student development and building of a professional portfolio. Students will explore self-promotion and prepare for a career or further study in graphic design. Personal computer required. Lab fee required. Students must attend one outside of class Art Department event during the semester.
- ART 408 GRAPHIC DESIGN SEMINAR (3)** *Pre- or corequisite: ART 274 or 374.* This advanced studio course focuses on independent and collaborative design problems. This course gives students the freedom and responsibility to pursue a series of original works required for degree completion as well as practi-

cal project work and research, to reflect their personal direction. It also prepares students for the creation of a professional portfolio and for the capstone experience. Personal computer required. Lab fee required. Students must attend one outside of class Art Department event during the semester.

**ART 409**      **ART SENIOR CAPSTONE (3)** This course is the culminating course for all art majors and focuses on independent student development and growth. Students will explore business and marketing in art as well as prepare for a career or further study in the arts. Personal computer required. Lab fee required. Students must attend one outside of class Art Department event during the semester.

**ART 411**      **SUPERVISED PRACTICUM: CAMPUS PUBLICATIONS (1-3)** Enrollment in these courses is limited to students holding art offices on the editorial or related staffs of the *Critograph*, *Argonaut*, or *Prism*. Requirements and hour designations are established between instructor and student on an individual basis. Satisfactory/Unsatisfactory credit only.

**ART 480**      **DESIGN PRACTICUM (3)** *Prerequisite: a background of working in the discipline and consent of instructor.* This course provides students with professional practice in graphic design. Practical work experience in the course includes client work approved by art faculty. The course functions much like a professional design agency where students maintain clients, and learn about account management, and production. Students will gain an understanding of professionalism and business knowledge while providing a service that would strengthen their portfolio.

#### ATHLETIC TRAINING COURSES (A T)

**A T 100**      **INTRODUCTION TO ATHLETIC TRAINING (3)** This course is an introductory course to the fundamentals of athletic training. This course introduces concepts and practical skills of athletic training, including the prevention, recognition, evaluation, and management of orthopedic injuries and general medical conditions. Course fee required.

**A T 175**      **BASIC ATHLETIC TRAINING SKILLS (3)** This course provides students with the skills and knowledge needed to maximize the benefit of athletic training clinical education. Some of the skills included in this course are taping, wrapping, protective padding fabrication, protective equipment fitting and modality application. Course fee required.

**A T 330**      **ASSESSMENT AND TREATMENT OF GENERAL MEDICAL CONDITIONS (3)** *Prerequisite: EXPH 325.* This course is designed to provide students with the knowledge and skill necessary to recognize and treat a variety of systemic pathologies.

**A T 350**      **THERAPEUTIC INTERVENTIONS (3)** *Prerequisites: AT 100, BIOL 224,225.* Therapeutic exercise and how it affects tissue healing and its role in the treatment of injuries will be examined. Basic components, design, and implementation of rehabilitation programs will be discussed and practiced. Therapeutic modalities will be introduced.

#### BACHELOR OF PROFESSIONAL STUDIES COURSES (BPS)

**BPS 301**      **FUNDRAISING, GRANT WRITING AND NONPROFIT FINANCE (3)** This course prepares students to understand the basics of fundraising, grant writing and finance as they relate to nonprofit organizations. Students will examine and analyze strategies of how nonprofit organizations utilize fundraising, grant writing to accomplish organizational goals. In addition, students will examine the role that nonprofit financial management is part of a nonprofit organization's strategic plan and how fundraising and grant writing contribute to the nonprofit organization's financial plan. This course can be taken only by Access students obtaining a B.A. in Business Studies, BPS in Community and Nonprofit Leadership, or a BPS in Diversity Strategies.

**BPS 302**      **NONPROFIT LEADERSHIP (3)** This course prepares students to understand the basics of leadership theory as it relates to nonprofit organizations. Students will examine and analyze leadership theories and how the role of leadership influences organizational goals and functions. In addition, students will conduct a self-assessment in order to identify personal strengths and areas of leadership growth. This course can be taken only by Access students obtaining a B.A. in Business Studies, BPS in Community and Nonprofit Leadership, or a BPS in Diversity Strategies.

**BPS 303**      **LEADERSHIP IN THE COMMUNITY (3)** The course provides adult students with an opportunity to examine community or nonprofit leadership through the lens of leadership, problem solving, and decision making. This course can be taken only by Access students obtaining a B.A. in Business Studies, BPS in Community and Nonprofit Leadership, or a BPS in Diversity Strategies.

**BPS 321**      **EXPERIENTIAL LEARNING (3)** This course can be taken only by Access students obtaining a B.A. in Business Studies, BPS in Community and Nonprofit Leadership, or a BPS in Diversity Strategies. The course provides adult students with an opportunity to examine community or nonprofit leadership through the lens of leadership, problem solving, and decision making.

**BPS 400**      **CAPSTONE IN THE MAJOR (3)** *Prerequisite: Senior standing.* This course can be taken only by Access students obtaining a BPS in Community and Nonprofit Leadership, or a BPS in Diversity Strategies. The course provides adult students with an opportunity to demonstrate knowledge mastery and creative thinking through focused research around an issue related to the major.

#### BIOLOGY COURSES (BIOL)

**BIOL 101**      **BIOLOGICAL INQUIRY (4)** Three hours lecture plus a one hour practicum. Students will explore a topic or set of related topics in biology as an impetus to learning about scientific discovery. The primary emphases include scientific ways of knowing, the distinction between correlation and causation, scientific reasoning, and interpreting data collected either personally or from the scientific literature.

**BIOL 113**      **EVOLUTION, ECOLOGY, AND ORGANISMS (4)** Three hours of lecture and three hours of laboratory. The emphasis of this course is on the fundamentals of the relationships among organisms and their environment. This course serves primarily as the first part of a two-semester introduction in biology. A lab fee is required.

**BIOL 114**      **CELLS: GENETIC AND MOLECULAR PERSPECTIVES (4)** Three hours of lecture and three hours of laboratory. Understanding of organismal structure and function is based on knowledge of the underlying cellular and molecular structure and function. These in turn are controlled by the genetic mechanisms that determine cellular structure and behavior. The relationships among cells, molecules, and their genetic controls are the focus of this course. This course serves primarily as the second part of a two semester introduction in biology. A lab fee is required.

**BIOL 205W PLANT BIOLOGY [Writing Enriched] (4)** *Prerequisites: BIOL 113-114 or ENVS 111-112, and grade of C- or higher in ENGL 123W, HONR 103W or equivalent.* Three hours lecture and three hours laboratory. This course examines the evolution, structure, function, physiology, basic ecology, and life histories of organisms traditionally studied in the context of botany, including photosynthetic bacteria, protists, plants, and fungi. Labs complement lecture content, providing opportunities to gain skills in microscopy, morphology, ecology, and classification. A lab fee is required.

**BIOL 210 ANIMAL BIOLOGY (4)** *Prerequisites: BIOL 113-114 or ENVS 111-112.* Three hours lecture and three hours laboratory. Introduction to the structure, function, and ecology of the major groups of protozoans and animals within the context of a modern phylogenetic perspective. Special emphasis is placed on the modification of structure and function by natural selection within different animal groups as adaptations to specific physiological and ecological constraints. A lab fee is required.

**BIOL 220W CELLULAR DIVERSITY [Writing Enriched] (4)** *Prerequisites: C- or better grade in BIOL 113-114, CHEM 111, and ENGL 123W, HONR 103W or equivalent.* Three hours lecture and three hours lab. This course introduces the student to the connectivity between all cellular forms of life, with its primary focus being the kingdoms of fungi and protists and their evolution from and parallel to prokaryotic organisms (bacteria and archaea). Specific topics include systematics and evolution, endosymbiosis, evolution from single to multi-celled life, and molecular aspects of communication and cell structure. Students will integrate a cellular view into their understanding of biology. Laboratories focus on microscopy, histology, and basic culture, molecular and biochemical techniques for cells. A lab fee is required.

**BIOL 224 HUMAN ANATOMY AND PHYSIOLOGY I (4)** Three hours lecture and three hours lab. This course explores the fundamental structure and function of the human body, beginning at the cellular and molecular level of organization and progressing through integumentary, skeletal, nervous, and endocrine systems. A lab fee is required.

**BIOL 225 HUMAN ANATOMY AND PHYSIOLOGY II (4)** *Prerequisite: BIOL 224.* Three hours lecture and three hours lab. This course explores fundamental structure and function of muscular, cardiovascular, pulmonary, digestive, renal, and reproductive systems in human beings. Emphasis is placed on interrelatedness of organ systems and applications to allied health professions. A lab fee is required.

**BIOL 227 FOUNDATIONS OF HEALTH MICROBIOLOGY (3)** *Prerequisite: CHEM 127.* Microbes are studied from the standpoint of classification, morphology, metabolism, and interrelationships with humans and other organisms. This includes brief introductions to pathogenesis and immunology. This course is intended for the nursing major. Credit cannot be applied to majors or minors for biology, biomedical science, environmental science and sustainability, exercise physiology or health promotion. This course does not meet requirements for graduate programs in health sciences (e.g. PA medicine).

**BIOL 233 TROPICAL BIOLOGY (3)** *Prerequisites: BIOL 113-114, ENVS 111-112 or equivalent.* This course examines extremely diverse ecosystems of the tropical forests which provide excellent opportunities to study several basic concepts of biological and environmental science. Students also study the unique fauna and flora of the tropical forest and learn how and why this ecosystem is threatened.

**BIOL 238 INTRODUCTION TO RESEARCH (1-3)** *Prerequisite: Consent of supervising instructor.* This course provides the beginning student the opportunity to conduct lab, field, or library research under the supervision of a faculty member. Credit is dependent upon the scope of the work.

**BIOL 242 RESEARCH METHODS IN BIOLOGY (3)** *Prerequisites: BIOL 113-114.* An introduction to research methods in the biological sciences. Emphasis will be placed on critical thinking, scientific literacy, experimental design, and data analysis. Topics covered will include the logical and philosophical foundations of the scientific method, how biological research is conducted and disseminated, and developing a skillset of data analysis techniques that can be used to effectively evaluate research questions and hypotheses in biological sciences.

**BIOL 250 BIOINFORMATICS (3)** *Prerequisite: BIOL 114.* Bioinformatics is a new field that uses computational tools to manage and analyze data generated from modern biology. It makes inferences, connections, and predictions from large amounts of molecular data. In this course, students will be taught how to Access data archives of genomes and proteins, the available tools for analysis and comparison, and the types of questions that these databases and tools can answer. The following areas of bioinformatics will be discussed: DNA and protein databases; sequence alignment; probability and the significance of results; phylogenetics; functional genomics, DNA sequencing and assembly; impact to society and ethical considerations. This course is recommended for students interested in medical, pharmacy, veterinary or graduate school. Upon completion of this course, students will be able to utilize numerous bioinformatics tools to analyze biological data.

**BIOL 256 GENETICS (4)** *Prerequisites: BIOL 114 and CHEM 111.* Three hours lecture and three hours laboratory. Basic concepts and principles of prokaryotic and eukaryotic genetics are discussed, including Mendelian inheritance, polygenic inheritance, linkage and mapping chromosome aberrations, population genetics, DNA structure and replication, molecular genetic analysis, genomics and systems biology, and the molecular basis of disease. Lab exercises may utilize bacteria, plants, and animals as model systems. A lab fee is required.

**BIOL 305 PLANT ECOLOGY (4)** *Prerequisites: BIOL 113-114 or ENVS 111-112, and MATH 103 or STAT 222.* Three hours lecture and three hours laboratory. This course focuses on ecological constraints that plants experience by virtue of their predominantly sessile lifestyle. Populations dynamics, competition, plant-animal interactions, community structure, function, succession, and the influence of abiotic factors will be considered. Lab exercises emphasize problem-solving approaches to a series of field investigations. A lab fee is required.

**BIOL 307W BIOMEDICAL SCIENCE SEMINAR [Writing Enriched] (1)** *Prerequisite: Junior or senior standing, and grade of C- or higher in ENGL 123W, HONR 103W or equivalent.* One-hour lecture. Students meet for presentations (prepared by the students) on various aspects of careers and trends in the health-related professions. Topics may include ethics in medicine, current research problems in the health fields, health insurance options, job outlook predictions for various medical specialties, average GPA and MCAT scores for last year's entering class, demonstrations of interesting websites, and standardized test and interview preparation. Experimental design is also addressed. The grade is based on attendance, presentations, several short essays, and a final paper on which the student can base the essay required for professional school application.

**BIOL 309 ENVIRONMENTAL ENTOMOLOGY (4)** *Prerequisites: BIOL 113-114 or ENVS 111-112; BIOL 210 recommended.* Three hours lecture and three hours laboratory. An introduction to insect structure, function, adaptation, and ecology, with an emphasis on insect interactions with their natural environments and with humans. Students will be trained in insect, sampling, curation, and identification during labs, lectures, and field trips. The utility of insects in assessing the health of terrestrial and aquatic ecosystems (biomonitoring) will be a key component of the course. A lab fee is required.

**BIOL 310 ORNITHOLOGY (4)** *Prerequisites: BIOL 113-114 or ENVS 111-112; BIOL 210 recommended.* Three hours lecture and three hours laboratory. Introduction to avian biology with an emphasis on the evolution, classification, physiology, behavior, ecology, natural history, and conservation of birds. Laboratory focuses on anatomical adaptations and biodiversity, as well as on field identification of birds of the Mid-Atlantic States with field trips to local and regional areas. A

lab fee is required.

**BIOL 313 MARINE BIOLOGY (4)** *Prerequisites: BIOL 113-114 or ENVS 111-112.* Three hours lecture and three hours laboratory. This introduction to the marine environment emphasizes the influence of oceanographic, evolutionary, and ecological principles on marine organisms and ecosystems. Discussion of the diversity of marine life focuses on the constraints of different marine ecosystems. Students gain experience in field identification of marine organisms during the laboratory. The laboratory is conducted at selected sites on the ocean and in the estuary. A small additional cost will be incurred for a field trip. A lab fee is required.

**BIOL 314 BIOLOGY OF WEST INDIAN CORAL REEF ORGANISMS (3) (Winter Term)** *Prerequisites: BIOL 113 or ENVS 111.* This course covers the organisms inhabiting the coral reefs of the West Indies and will be taught on San Salvador Island in the Bahamas. Field work is intensive, and skin diving and optional scuba techniques are employed. Limited collections are made, and a paper on a topic of special interest is required. An additional fee will be charged to cover expenses.

**BIOL 321W GENERAL ECOLOGY [Writing Enriched] (4)** *Prerequisites: BIOL 113-114 or ENVS 111-112, grade of C- or higher in ENGL 123W, HONR 103W or equivalent; and MATH 103 or STAT 222; junior or senior standing.* Three hours lecture and three hours laboratory. This course is a survey of general ecological principles from the evolutionary perspective, incorporating multiple levels of analysis (e.g. population, community, etc.). Primary emphasis is placed on framing ecological theory in perspective with field models of ecological principles from historical and current research. A lab fee is required.

**BIOL 322 FORENSIC SCIENCE (4)** *Prerequisites: Satisfactory completion of the following: BIOL 114, CHEM 112.* This course introduces the student to the forensic science profession. Course topics include crime scene investigation, techniques used for the identification and analysis of body fluids, hair, glass, fibers, latent fingerprints, firearms, and narcotics. Laboratory experiments emphasize the collection/preservation of evidence, serology, wet chemical techniques, microscopy, and the use of spectroscopic instrumentation. A lab fee is required.

**BIOL 327 CELL COMMUNICATION (3)** *Prerequisites: BIOL 113-114, CHEM 111-112.* Cell-cell communication plays a critical role during organismal development in addition to regulating its survival and homeostasis. Aberrations in cellular signaling have been demonstrated to contribute to many human diseases. Therefore, it is critical to understand these processes and how they relate to normal biology. The primary focus of this course is cell signaling mechanisms. The topics will broadly cover ligands, receptors, signal transduction, regulation, cellular responses, cell-cell interactions, and information networks. Examples of signaling will be drawn from both developmental and disease-based examples in multiple eukaryotic systems to illustrate both the mechanisms and roles of these key processes. Students will evaluate and present scientific evidence from primary literature related to various cell signaling processes.

**BIOL 328 VERTEBRATE ANATOMY (4)** *Prerequisites: BIOL 113-114; BIOL 210 recommended.* Three hours lecture and three hours laboratory. This course provides a comparative study of the development, structure, and relationships of different organ systems in various vertebrate groups. Recommended for pre-medical, pre-dental, and medical technology students. A lab fee is required.

**BIOL 333 VERTEBRATE PHYSIOLOGY (4)** *Prerequisites: BIOL 113-114, CHEM 111-112; BIOL 210 recommended.* Three hours lecture and three hours laboratory. This course is a study of the cellular and molecular bases of organ system function in vertebrates, primarily humans. Emphasis is placed on nervous and endocrine control systems and the coordination of body functions. Clinical examples are frequently used. A lab fee is required.

**BIOL 345 ANIMAL BEHAVIOR (4)** *Prerequisites: BIOL 113-114 or ENVS 111-112, and MATH 103 or STAT 222.* Three hours lecture and three hours laboratory. This course includes a review of concepts of animal behavior and the methods employed to study behavior including an analysis of mechanistic and adaptive aspects of behavior in a variety of animal taxa. Emphasis is placed on analysis of current primary literature and development of critical tests of behavior. A lab fee is required.

**BIOL 354 TOXICOLOGY (4)** *Prerequisites: BIOL 114, CHEM 111; recommended BIOL 224 or 333.* Toxicology is the study of chemical agents and their deleterious effects on organisms and their environments. It applies a knowledge of the fields of biology and chemistry to understanding the functions and mechanisms of toxic agents to these ecological and biochemical systems. This course builds a basic knowledge of toxicology principles and toxicant effects on vertebrate organ systems and introduces students to laboratory work in this area. A lab fee is required.

**BIOL 360 MOLECULAR CELL BIOLOGY (4)** *Prerequisites: BIOL 113-114; CHEM 111-112, 221; BIOL 220W recommended.* Three hours lecture and three hours laboratory. This course introduces the student to the complex events occurring in the nucleus of the cell, resulting in cell division and the continuation of species. It also examines the molecular processes of cell differentiation, cell signaling, cancer, and events that cause DNA mutations. A lab fee is required.

**BIOL 387 DOMESTIC STUDY AWAY (3)** Domestic Study Away is a parallel experience to study abroad as an experiential learning opportunity that allows students to earn academic credits toward the completion of a degree in an off-campus location using domestic destinations around the United States. Study away programs expose students to diverse perspectives and multiple modes of inquiry in ways not ordinarily achieved in a classroom setting.

**BIOL 397 INDEPENDENT STUDY IN BIOLOGY (1-3)** *Prerequisites: Approval of faculty sponsor and school dean; junior or senior standing.* This course provides students the opportunity to pursue individual study of topics not covered in other available courses. The area for investigation is developed in consultation with a faculty sponsor and credit is dependent on the nature of the work. May be repeated for no more than six credits.

**BIOL 398 SPECIAL TOPICS IN BIOLOGY (1-4) [credit depends on topic]** *Prerequisite: A background of work in the discipline.* This course will focus on an aspect of the discipline not otherwise covered by the regularly offered courses. The topic will vary according to professor and term; consequently, more than one may be taken by a student during his/her enrollment.

**BIOL 399 INTERNSHIP IN BIOLOGY (1-12)** *Prerequisites: Juniors or seniors with a 2.25 minimum GPA; approval of written proposal by internship coordinator, and supervising faculty prior to registration.* This course is offered to qualified students allowing them to gain personal and practical experience in various areas of the biological sciences. Internships include but are not limited to research projects with professionals, laboratory analysis and management, conservation management, statewide or regional conservation, fisheries, wildlife or botanical projects, and a variety of other possible on-site experiences. (See "Internships.")

**BIOL 405 EVOLUTION (3)** *Prerequisites: BIOL 113-114 or ENVS 111-112; CHEM 111-112; BIOL 256 recommended.* Evolutionary biology addresses fundamental questions whose answers influence all other levels of biological understanding, from molecular and cellular biology to ecological processes. This course will provide a survey of the basic concepts of evolutionary biology, address empirical methods in evolutionary biology, and examine the importance of an evolutionary understanding across other sub-disciplines.

**BIOL 420 CANCER BIOLOGY (3)** *Prerequisites: BIOL 113-114; recommended BIOL 360.* Three hours lecture. This course will address current issues in cancer: the genesis and progression of a tumor, types of tumors, mechanisms of tumorigenicity and effective treatment strategies.



**BIOL 424 MICROBIOLOGY (4)** Prerequisites: *BIOL 113-114, CHEM 111-112 with a C- or better in all; BIOL 220W recommended.* Three hours lecture and three hours laboratory. The ecological, genetic and molecular basis of the microscopic world is studied with an emphasis on the prokaryotes; the bacteria and archaea. Human microbial disease investigation includes virology, mycology (fungi), and bacterial infections as well as drug treatments, and case studies of infection and epidemiology. Labs concentrate on classic microbiological techniques, microscopy, biochemistry and genetics of prokaryotic organisms. A lab fee is required.

**BIOL 428 INDIVIDUAL RESEARCH IN BIOLOGY (1-6)** Prerequisites: *Junior or senior standing; consent of supervising instructor.* This independent opportunity to conduct a field, laboratory, or literary study project culminates in a formal paper and/or presentation as directed by the supervising instructor. Credit is dependent on the nature of the work but may not exceed three credit hours per semester. Specific projects may require students to enroll in at least two semesters.

**BIOL 454 IMMUNOLOGY (4)** Prerequisites: *BIOL 113-114, and CHEM 111.* Three hours lecture and three hours laboratory. A study of the structure and function of the mammalian immune systems, principally focused on mouse and human immunology. This course builds basic knowledge about the function of the cellular components of immunity and examines an integrated view of the biochemical and genetic aspects that contribute to immune action in infectious disease and immune disorders. A lab fee is required.

**BIOL 480W CASE STUDIES IN BIOLOGY [Writing Enriched] (3)** Prerequisites: *C- or higher in ENGL 123W, HONR 103W or equivalent; senior standing.* Three hours lecture. This course is intended as a capstone course and is designed to allow students to study specific topics in biology in depth. It utilizes case studies in biology and draws upon previous coursework in the biology major. Emphasis is placed on critical thinking and problem-solving skills.

**BIOL 490 BIOLOGY SEMINAR (1)** Prerequisite: *Senior standing.* Students in this course will receive training on the practicalities of using their majors to obtain graduate school or job placement. The focus of the class is on career-readiness activities such as resume writing, interview skills, cover letters, and personal statements. Students should leave this course with the tools to successfully apply for employment or graduate schools.

#### BUSINESS ADMINISTRATION COURSES (BUAD)

**BUAD 100 PERSPECTIVES ON BUSINESS (3)** This course presents basic concepts and problems found in business. Topics such as marketing, organizational forms, management, production, finance, and economics are discussed. The business environment is also emphasized, including the global, social, ethical, political, legal, and regulatory business environment. Leading business executives bring the “real world” to the classroom, and a technological component emphasizing computer presentation software is presented. Team-building skills are strongly emphasized and developed.

**BUAD 185 SPREADSHEETS FOR BUSINESS (3)** Prerequisite: *BUAD 100, ECON 201, or 202.* This course is designed to give students the essential skills in Microsoft Excel that are needed for professional careers in business and economics. Real-world business cases are given to students to complete using Microsoft Excel. Also explored is Excel’s relationship with other data and statistical packages.

**BUAD 205 QUANTITATIVE APPLICATIONS IN BUSINESS (3)** This course develops the student’s ability to use quantitative analysis and critical thinking skills to dissect, analyze, and solve common problems associated with managerial issues. Methods include probability, chance, regression and correlation, and graphing amongst others.

**BUAD 222 ETHICAL DILEMMAS IN BUSINESS AND LEADERSHIP (3)** This course examines moral and ethical dilemmas related to business and leadership, including ethical decision making and core decision making skills in the business environment. Close attention will be paid to contemporary ethical dilemmas faced by business, political and world leaders.

**BUAD 241 BUSINESS STATISTICS (3)** This course focuses on the development of the theory of inferential statistics with the aim of generating an understanding of the selection, application, and interpretation of statistical methodology necessary for making informed management decisions. Topics include sets and probability, probability distributions, expected value, statistical measures, sampling distributions, estimation, and hypothesis testing. Note: business and economics majors will not meet the statistics requirement by substituting STAT 222 for BUAD 241.

**BUAD 243 DATA MINING (3)** This hands-on course focuses on the application of current data mining techniques in business and economics. Supervised and unsupervised learning techniques will be discussed, including association rules, decision trees, and classification. These are applicable in marketing (customer profiling), economics (fraud detection), accounting (auditing), information systems (security), and a variety of other contexts.

**BUAD 265 LEADERSHIP AND THE CLASSICS (3)** This course studies the concepts and techniques of effective leadership. The classics are used as resources to gain insightful knowledge about ways in which concepts and techniques of leadership work in the business environment.

**BUAD 316 INTRODUCTION TO ENTREPRENEURSHIP (3)** Prerequisite: *BUAD 100 or ECON 201.* This course emphasizes aggressive strategic planning of entrepreneurial projects. The course integrates professional management and entrepreneurial values, concepts, and tools. Students are coached through development of strategic plans for their projects.

**BUAD 322 LEGAL ENVIRONMENT OF BUSINESS (3)** This course examines legal principles and ethics, the role of law in society, and the legal environment in which business operates.

**BUAD 352 PRINCIPLES OF INTERNATIONAL BUSINESS (3)** Prerequisites: *ACCT 200, ECON 201-202, and MGMT 260.* An introduction to the study of the theory and practice of the field of international business that focuses on managerial, operational, strategic, and environmental factors. The roles of intercultural communications and cross-cultural awareness in successful global strategies are emphasized. Analysis of the procedures and processes of international business and alternative modes of entry are also stressed.

**BUAD 377 STUDY ABROAD (3)** Prerequisite: *Permission of instructor.* This course is a study-course experience, normally lasting one week, that takes students outside the United States. The purpose is to deepen students’ understanding of other cultures as they learn how the requirements for operating a successful enterprise differ from those in the United States. This is accomplished through a series of papers completed prior to and following the study-tour experience.

**BUAD 387 DOMESTIC STUDY AWAY (3)** Domestic Study Away is a parallel experience to study abroad as an experiential learning opportunity that allows students to earn academic credits toward the completion of a degree in an off-campus location using domestic destinations around the United States. Study away programs expose students to diverse perspectives and multiple modes of inquiry in ways not ordinarily achieved in a classroom setting.

**BUAD 397 INDEPENDENT STUDY IN BUSINESS ADMINISTRATION (1-3)** *Prerequisites: Approval of faculty sponsor and school dean; junior or senior standing.* This course provides students the opportunity to pursue individual study of topics not covered in other available courses. The area for investigation is developed in consultation with a faculty sponsor and credit is dependent on the nature of the work. May be repeated for no more than six credits.

**BUAD 398 SPECIAL TOPICS IN BUSINESS ADMINISTRATION (1-3) [credit depends on topic]** *Prerequisite: A background of work in the discipline.* This course will focus on an aspect of the discipline not otherwise covered by the regularly offered courses. The topic will vary according to professor and term; consequently, more than one may be taken by a student during his/her enrollment.

**BUAD 399 INTERNSHIP IN BUSINESS (1-12)** *Prerequisites: Juniors or seniors with a 2.25 minimum GPA; approval of written proposal by internship coordinator and supervising faculty prior to registration.* Internships are offered in cooperation with a faculty sponsor responsible for academic quality who assigns the final grade. Student interns may or may not be paid for their work. (See "Internships.")

**BUAD 430 PRACTICUM IN BUSINESS (3)** *Prerequisite: Senior standing in a College of Business and Economics major.* This course provides the student with firsthand experience in problem solving and decision making in a business environment. Students will work as part of a team on an actual business case culminating in a thorough report recommending solutions for the firm's problems.

**BUAD 441W INTEGRATED APPLICATION OF BUSINESS PRINCIPLES [Writing Enriched] (3)** *Prerequisites: ECON 201-202, FIN 317, MGMT 260, 344, MKTG 209, and grade of C- or higher in ENGL 123W, HONR 103W or equivalent.* This course focuses on integrating business theory and practice. Students apply core business concepts (accounting, economics, finance, law, management, marketing, and operations management) to develop a business plan. Students also explore topics associated with the strategic management and control of small- to medium-size business enterprises.

## CALL ME MISTER COURSES

**CMED 101-102 CALL ME MISTER SEMINAR I, II (1,1)** *Prerequisite: Approved undergraduate education major for CMED 101 and CMED 101 for 102.* This sequence of courses examines the origins of the MISTER initiative, teaching as a profession, and a series of topics associated with development of leadership skills in preparation for the teaching profession. This course will focus on the study of the fundamentals of becoming a positive role model, the fundamentals of relationship building, and the factors pertinent to the education of students from diverse backgrounds. (Experiential Experience)

**CMED 201-202 CALL ME MISTER SEMINAR III, IV (1,1)** *Prerequisites: CMED 102 for 201 and CMED 201 for 202.* This sequence of courses will focus on the study of the fundamentals of becoming a positive role model, the fundamentals of relationship building, the impact of educators on the success of K-12 students, and the factors pertinent to the education of students from diverse backgrounds. Students will learn about effective servant leadership skills and professionalism, as well as develop their own professional philosophy and beliefs. (Experiential Experience)

**CMED 301-302 CALL ME MISTER SEMINAR V, VI (1,1)** *Prerequisites: CMED 202 for 301 and CMED 301 for 302.* This sequence of courses will extend on the study of the challenges and factors facing today's teachers, their role and responsibility as an educator, their impact on K-12 students' success through their practice within an educational setting, the role of family and the community impact on K-12 students' success, and the factors pertinent to the education of students from diverse backgrounds. Students will develop their understanding and practice of an effective servant leader and abilities to become an effective role model. (Experiential Experience)

**CMED 401-402 CALL ME MISTER SEMINAR VII, VIII (1,1)** *Prerequisites: CMED 302 for 401 and CMED 401 for 402.* This sequence of courses will be a culmination of the study of the challenges and factors facing today's teachers, their role and responsibility as an educator, their impact on K-12 students' success through their practice within an educational setting, the role of family and the community impact on K-12 students' success, and the factors pertinent to the education of students from diverse backgrounds. Students will extend their understanding and practice of being an effective servant leader and demonstrating professionalism. (Experiential Experience)

## CHEMISTRY COURSES (CHEM)

**CHEM 107 CHEMISTRY IN SOCIETY (3)** This course examines the impact of chemistry and technology on society through the lens of the devices we use in our everyday lives. Students will examine selected principles of chemistry and how they steer technological, environmental, and socio-economic outcomes. A community service/civic engagement exercise is a required component of the course.

**CHEM 111 FUNDAMENTALS OF CHEMISTRY I (4)** *Prerequisite or corequisite: MATH 102 or 103.* This course is designed to meet the DELL general education scientific literacy requirement at Lynchburg. In addition, it is the first half of a full year course designed for science majors. Topics including scientific reasoning, measurement, stoichiometry, chemical reactions, atomic theory and chemical bonding will be emphasized. Basic methods of scientific inquiry will be explored in the laboratory portion of this course. The course includes a three-hour lab period weekly. A lab fee is required.

**CHEM 112 FUNDAMENTALS OF CHEMISTRY II (4)** *Prerequisites or corequisites: CHEM 111, MATH 102 or 103.* Three hours lecture and three hours laboratory. This course is a continuation of CHEM 111 and continues to cover fundamental principles and concepts necessary for a successful understanding of major aspects of chemistry. Major topics for this course include chemical reactions, thermodynamics, kinetics, equilibrium, acid/base chemistry, and electrochemistry. A lab fee is required.

**CHEM 127 THE CHEMISTRY OF LIFE (4)** This course is designed to meet the DELL general education scientific literacy requirement at Lynchburg and it is also a prerequisite for nursing majors. This course introduces the fundamental principles of general, organic, and biochemistry necessary for understanding the chemistry of life processes. The following topics will be emphasized: measurements, dosage calculations, chemical bonding, organic compounds and biomolecules. Scientific inquiry will be applied in the laboratory portion of this course. The course includes a three-hour weekly lab period. A lab fee is required.

**CHEM 206 ENVIRONMENTAL CHEMISTRY (4)** *Prerequisite: Satisfactory completion of CHEM 111.* Three hours lecture and three hours laboratory. This course can substitute for CHEM 112 for environmental science majors only. This course focuses on the application of fundamental chemical principles to environmental problems. Laboratory techniques and field collection methods used in modern environmental analysis are introduced to assess aspects of water quality, atmospheric chemical reactions, and soil chemistry. A lab fee is required.

**CHEM 221 ORGANIC CHEMISTRY I (4)** *Prerequisites: A grade of C- or better in both CHEM 111 and 112.* Three hours of lecture and three hours of lab. The fundamentals of organic chemistry are presented with an emphasis on the nomenclature, stereochemistry and reaction mechanisms that functional groups

undergo. Specifically, the reactions of alkyl halides, alkenes and alkynes are reviewed. Laboratory techniques used to synthesize, purify, and analyze organic compounds are investigated. Spectroscopic and instrumental methods of analysis are also examined with a focus on IR spectroscopy. A lab fee is required.

**CHEM 222 ORGANIC CHEMISTRY II (4)** *Prerequisite:* CHEM 221 with a grade of C- or better. Three hours of lecture and three hours of laboratory. The fundamentals of organic chemistry are further explored in this course. The nomenclature, stereochemistry and reaction mechanisms of specific functional groups are expanded upon. Specifically, the reactions of aromatic compounds and carbonyl chemistry are explored. This course emphasizes the multistep synthesis of small organic compounds and an exploration into retrosynthetic analysis. More advanced organic laboratory techniques used to synthesize, purify, and analyze organic compounds are investigated. Spectroscopic and instrumental methods of analysis are examined with emphasis on  $^1\text{H}$  and  $^{13}\text{C}$  NMR and MS. A lab fee is required.

**CHEM 238 INTRODUCTION TO RESEARCH (1-3)** *Prerequisite:* Consent of supervising instructor. This course provides the beginning student the opportunity to conduct lab, field, or library research under the supervision of a faculty member. Credit is dependent upon the scope of the work.

**CHEM 242W RESEARCH METHODOLOGY IN CHEMISTRY [Writing Enriched] (3)** *Prerequisites:* CHEM 111-112 and grade of C- or higher in ENGL 123W, HONR 103W or equivalent. One-hour lecture and three-hour laboratory. This course introduces the student to chemistry research protocols including experimental design, conducting a literature review, and introductory instrumentation. Students will create and present an independent research proposal based on their review of the chemical literature.

**CHEM 320 BIOCHEMISTRY I (4)** *Corequisite:* CHEM 221. This course is a study of the structure and function of biological macromolecules, and the chemistry of metabolic processes. Biochemistry is especially recommended for biology majors and pre-health science students. Students planning to take the MCAT exam will benefit from this elective. This course is intended to provide knowledge and skills that contribute to Goal 3 in the University of Lynchburg general education program as outlined in the college catalog. This one semester course introduces the fundamental principles biochemistry. A laboratory component exists that is designed to complement this study. Learning chemistry in this course will be facilitated by the use of multiple instructional methods, including lectures, group work, POGIL activities, sapling learning, polling, discussion, and writing. (4 credit hours: includes one 3-hr lab weekly). A lab fee is required.

**CHEM 321 BIOCHEMISTRY II (3)** *Prerequisite:* CHEM 320. Biochemistry is the study of structure and function of biological macromolecules, and the chemistry of metabolic processes. Biochemistry is especially recommended for chemistry, biology, and biomedical science majors as well as pre-health science students. Students planning to take the MCAT exam will benefit from this elective. This course shall cover foundational biochemical principles that were not covered in CHEM 320: Biochemistry I. Learning in this course will be facilitated by the use of multiple instructional methods, including lectures, group work, POGIL activities, online learning, polling, discussion, and writing. A lab fee is required.

**CHEM 352 ADVANCED ORGANIC CHEMISTRY (3)** *Prerequisite:* CHEM 222. This course explores advanced topics in organic chemical bonding and reactivity, including molecular orbital theory, stereochemistry, stereoelectronic effects, molecular rearrangements, structure-reactivity relationships, pericyclic reactions, additions, and condensations. These concepts are applied in the study of organic synthesis and determination of mechanisms. Modern spectroscopic methods, including mass spectrometry, infrared spectroscopy, and one- and two-dimensional nuclear magnetic resonance spectroscopy will be emphasized. Structure determination using a combination of methods will also be emphasized.

**CHEM 359 ANALYTICAL CHEMISTRY I (4)** *Prerequisite:* CHEM 112. Three hours lecture and three hours laboratory. This course focuses on the theory and practice of modern analytical chemistry including volumetric and electrochemical methods, sample collection, preparation, and sample validation. Laboratory work is designed to complement this study. A lab fee is required.

**CHEM 360 ANALYTICAL CHEMISTRY II (4)** *Prerequisite:* CHEM 359. Three hours lecture and three hours laboratory. This course examines theoretical and experimental aspects of instrumental analysis with an emphasis on modern chromatographic, spectroscopic, and electrochemical methods. A lab fee is required.

**CHEM 387 DOMESTIC STUDY AWAY (3)** Domestic Study Away is a parallel experience to study abroad as an experiential learning opportunity that allows students to earn academic credits toward the completion of a degree in an off-campus location using domestic destinations around the United States. Study away programs expose students to diverse perspectives and multiple modes of inquiry in ways not ordinarily achieved in a classroom setting.

**CHEM 397 INDEPENDENT STUDY IN CHEMISTRY (1-3)** *Prerequisites:* Approval of faculty sponsor and school dean; junior or senior standing. This course provides students the opportunity to pursue individual study of topics not covered in other available courses. The area for investigation is developed in consultation with a faculty sponsor and credit is dependent on the nature of the work. May be repeated for no more than six credits.

**CHEM 398 SPECIAL TOPICS IN CHEMISTRY (1-3) [credit depends on topic]** *Prerequisite:* A background of work in the discipline. This course will focus on an aspect of the discipline not otherwise covered by the regularly offered courses. The topic will vary according to professor and term; consequently, more than one may be taken by a student during his/her enrollment.

**CHEM 399 INTERNSHIP IN CHEMISTRY (1-12)** *Prerequisites:* Juniors or seniors with a 2.25 minimum GPA; approval of written proposal by internship coordinator and supervising faculty prior to registration. This internship is offered to provide practical experience in applications of chemical knowledge while under the supervision of a qualified professional. Internship opportunities are limited. Only three hours of this course may be applied toward the chemistry major. (See "Internships.")

**CHEM 421 PHYSICAL CHEMISTRY I (4)** *Prerequisites:* CHEM 242W, PHYS 141-142 or 161-162. *Strongly recommended:* MATH 301. Three hours lecture and three hours laboratory. This course focuses on theoretical and experimental principles of chemistry that are used to explain and interpret observations made on states of matter. This course focuses on an in-depth understanding of equilibrium thermodynamics and chemical kinetics. Key topics include internal energy, work, enthalpy, entropy, Helmholtz free energy, Gibb's free energy, chemical potential as they relate to the solids, liquids, gases, and mixtures. Students keep a journal-style laboratory notebook and submit reports consistent with American Chemical Society style guidelines. A lab fee is required.

**CHEM 422 PHYSICAL CHEMISTRY II (4)** *Prerequisite:* CHEM 421. Three hours lecture and three hours laboratory. This course focuses on the theoretical and experimental principles of chemistry that are used to explain and interpret chemical data. This course will focus on chemical quantum mechanics with a particular emphasis on the Schrodinger equation and the postulates of quantum mechanics. Quantum mechanical models will be developed for the particle-in-a-box, harmonic oscillator, rigid rotor, and hydrogen atom. These models will be studied as they relate to spectroscopic properties of atoms and molecules. In addition, computational methods in chemistry will be investigated. Students keep a journal-style laboratory notebook and submit reports consistent with American Chemical Society style guidelines. A lab fee is required.

**CHEM 428 INDIVIDUAL RESEARCH IN CHEMISTRY (1-6)** *Prerequisites:* Junior or senior standing; consent of supervising instructor. This indepen-

dent opportunity to conduct a field, laboratory, or literary study project culminates in a formal paper and/or presentation as directed by the supervising instructor. Credit is dependent on the nature of the work but may not exceed three credit hours per semester.

**CHEM 441 CHEMISTRY SEMINAR (1)** *Prerequisite: Senior standing.* Two hours lecture. This capstone course focuses on advanced scientific written and oral communication skills, scientific philosophy, research methodology, and scientific reasoning.

**CHEM 461 SENIOR PROJECT I (2)** *Prerequisites: Senior standing and completion of CHEM 242W.* Students will conduct an individual research project under the guidance of a faculty member. Students are expected to meet weekly with their peers and faculty to discuss progress. Students will present periodic written and oral reports of their progress and keep accurate records in a research notebook.

**CHEM 462 SENIOR PROJECT II (1)** *Prerequisites: Senior standing and completion CHEM 461.* Students will continue an individual research project under the guidance of a faculty member. Students are expected to meet weekly with their peers and faculty to discuss progress. Students will present periodic written and oral reports of their progress and keep accurate records in a research notebook. Students will present a final written research report on their project as well as present their findings at the annual Tri-College Chemistry Consortium.

## COMMUNICATION COURSES (COMM)

**COMM 101 ARGUMENTATION AND ADVOCACY (3)** This course in oral argumentation emphasizes student ability to support and refute claims, master linear organization, and deliver arguments confidently and effectively. In creating and delivering arguments across topics and disciplines, students are introduced to such basics of critical thinking as inductive and deductive reasoning, recognition of fallacies, and argument analysis.

**COMM 104 INTRODUCTION TO MEDIA TECHNOLOGY (3)** The use of media, and media technology, has become ubiquitous in our society. Easy access to technologies that access, and assist in the production of, audio, video, and graphic content has created both opportunity and challenges. Introduction to Media Technology covers the connection of media technologies to culture through history broadly, and more specifically in our electronic age. Students learn aesthetics of media creation, and gain basic proficiency in camera use, editing visuals and audio, still image manipulation, and motion graphics. Additionally, the spectrum of technologies is covered - professional to consumer products.

**COMM 112 INTERPERSONAL COMMUNICATION (3)** This course focuses on traditional and contemporary theory and research in interpersonal communication in formal and informal settings. Practical application with attention to communication concepts and behaviors such as self-concept, perception, verbal and non-verbal codes, relational development, maintenance, and termination are included.

**COMM 114 SMALL GROUP COMMUNICATION (3)** This course focuses on theory and research relevant to the communication process in formal and informal small group settings. It provides practical application through participation in structured and unstructured group simulations, and effective group participation, including group influence, leadership, role behavior, attraction, cohesiveness, interaction networks, decision making, problem solving, and discussion agenda systems.

**COMM 171 MEDIA AND CULTURE (3)** Mass media play a prominent role in our lives, conveying cultural meaning that impacts us on many levels, from the global to the everyday. This course examines the dynamic relationship between mass media and culture. Students will also explore the history, structure, and regulation of mass media industries.

**COMM 180 STAGE AND STUDIO TELEVISION (3)** This course introduces the aesthetics, technology, and practices of working in a television studio environment. Critical analysis of directing techniques and directorial problem solving are included. Students will engage in a series of training exercises and larger projects that develop basic skills in all the major duties associated with conducting a studio production. Additionally, they will be introduced to standard audio studio practices.

**COMM 201W MEDIA WRITING [Writing Enriched] (3)** *Prerequisite: Grade of C- or higher in ENGL 123W, HONR 103W or equivalent.* A study of the principles and practices of writing for print, broadcast, and online media. The emphasis is on acquiring skills in reporting, writing, and the presentation of information.

**COMM 202 MULTIMEDIA DESIGN AND STORYTELLING (3)** *Prerequisites: COMM 104 and 201W.* This course focuses on multimedia skills specific to the practice of journalism across all media platforms: print, broadcast, and the web. In small news teams, students will produce multimedia stories that will incorporate text, images, audio, video, data, and social media. The content produced will contribute to both their digital portfolios and *The Critograph*.

**COMM 206 ADVERTISING AND PRODUCTION DESIGN (3)** *Prerequisites: COMM 104 and 201W.* This course focuses student activity on the development of planning, writing, and production techniques for promotional media including commercials and public service announcements for radio and television, as well as other forms of promotional electronic media. Students will analyze professional examples of promotional media, formulate scripts based on desired client messages, and then design and execute productions of their scripts.

**COMM 228 PUBLIC PRESENTATION IN A DIGITAL AGE (3)** *Prerequisite: COMM 101 or 114.* This course emphasizes the role of technology and digital media in all aspects of preparing, presenting, and interpreting public presentations in face-to-face and online environments. Students create and deliver speeches as they are guided through audience analysis and adaptation, organization, presentational aids, and face-to-face podium delivery as well as online environments including LinkedIn, Instagram, Reddit, Tapebook (Podcasting), Tumblr, Twitter, TikTok and YouTube.

**COMM 229 INTRODUCTION TO FILM (3)** For over a century, film has played an important role in both American and global popular culture. Films have the power to entertain, frighten, and inspire. Films link creators and audiences in a complex and contested dynamic. This course examines film's circulation of cultural meaning through movie screenings and through the study of film aesthetics, theories, and genres.

**COMM 230W PERSUASION [Writing Enriched] (3)** *Prerequisites: COMM 101, 112, or 114 and grade of C- or higher in ENGL 123W, HONR 103W or equivalent.* This course examines theory and practice in understanding persuasion as a means of advocacy and social influence. Persuasion theory will be applied to the areas of politics, advertising and public relations, media, and interpersonal and other communication settings.

**COMM 232 DEBATE AND FREEDOM OF SPEECH (3)** *Prerequisite: COMM 101.* This course examines the substantive structure, strategic bases and freedom of speech issues associated with public forms of debate in podcasts, social media and face-to-face debate. Students examine and participate in political, constitutional and collegiate forms of debate.



**COMM 251 INTERCULTURAL COMMUNICATION (3)** *Prerequisite: COMM 101, 112, or 114.* Students develop the knowledge and intercultural thinking approach necessary for today's global society. Emphasis is on conceptual tools needed to understand culture, communication theory, how culture influences communication, and the process of communication between people from different cultures, including the rules and norms relating to verbal and nonverbal language. Values and communication systems of the United States are compared and contrasted with those of other countries and world religions. Diversity and identity within the United States is explored.

**COMM 260 INTRODUCTION TO PUBLIC RELATIONS (3)** This course focuses on principles and practice in the major forms of writing used in public relations: news releases; broadcast publicity and public service announcements; planning and publicity for special events; feature stories; in-house publications; and institutional advertising. Learning activities include case studies of public relations problems and projects for College and community groups.

**COMM 270 SOCIAL MEDIA COMMUNICATION (3)** This course analyzes approaches to social media communication through culture, communication theory, technology, and the strategic uses of social media for social engagement, community building, civic and political participation, managing relationships, and the construction of social identities.

**COMM 275 VISUAL RHETORIC (3)** *Prerequisite: COMM 101, 112, or 114.* Visual Rhetoric is the study of visual representation, the rhetorical nature of the visual, and the theories that explain how visual images construct meaning. This course emphasizes making the student an informed reader/consumer of visual images and their symbolic content. Students will use critical methods to analyze visual images as they occur in photos, cartoons, memorials, television (particularly news), film (particularly documentary), and the internet.

**COMM 301 THE AMERICAN VOICE: ANALYZING DISCOURSE IN PUBLIC LIFE (3)** This course analyzes various forms of public address including the historical and critical study of principal speakers and speeches on American Identity, African American, Women's, and LGBTQ civil rights, politics, and business. Emphasis is placed on developing analytical and critical thinking skills using classical and contemporary methodologies.

**COMM 302 STRATEGIC PUBLIC RELATIONS WRITING (3)** *Prerequisites: COMM 201W, 260.* This course engages a specialized writing curriculum developed for the contemporary public relations student. Assignments work toward cultivating relationships among a variety of audiences using traditional, organizational and social/digital media. Students will build upon theoretical public relations knowledge and further develop writing skills for clarity of message dissemination and evaluation.

**COMM 303W RESEARCH METHODS IN COMMUNICATION [Writing Enriched] (3)** *Prerequisites: COMM 112, 171, and grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* This introduction to communication research methodologies emphasizes the areas of documentation and writing as well as information retrieval, organization, and management.

**COMM 304 DIGITAL EDITING AND MOTION GRAPHICS (3)** *Prerequisite: ART 154 or COMM 104.* This course introduces students to the technology of digital video manipulation and motion graphics. While learning basic image layering and control, students will engage in critical analysis of professional work.

**COMM 316 AMERICAN PUBLIC ADDRESS (3)** *Prerequisite: COMM 101, 112, or 114.* This course introduces the rich diversity of American oratory, past and present, emphasizing the historical and critical study of principal speakers and speeches and of their relationship to American political, social, and intellectual life.

**COMM 341 PROFESSIONAL AND ORGANIZATIONAL COMMUNICATION (3)** *Prerequisite: COMM 101, 112, or 114.* This course introduces organizational theories and communication networks as they function in today's human organizations. Emphasis is on internal communication of the organization within itself and also on the abilities one needs in that environment, such as interviewing, group discussion techniques and decision-making, and public presentation in a business setting.

**COMM 350 DISSENT AND POLITICAL COMMUNICATION (3)** This course focuses on the theory, research, and practice of dissent and political communication. Students focus on voices of dissent that influence society and the course of politics as they advocate for and against social issues in a variety of public fora from street protests to presidential speeches.

**COMM 362 CRISIS COMMUNICATION (3)** *Prerequisite: COMM 260.* This course offers students the opportunity to study crisis communication theory applied to a variety of contexts including the significance of crisis communication in businesses, politics, entertainment, and social advocacy. Course content includes the components of crisis communication, forming a crisis management team, communication responses to crisis, effectively employing crisis communication strategies, and structuring organizational crisis communication.

**COMM 372 MEDIA CRITICISM (3)** *Prerequisite: COMM 171.* As both future producers and consumers of mass media texts, students face the challenge of creating and determining meaning in our society. By applying critical theory to popular culture texts, this course develops analytical skills needed to determine how meaning is placed in and taken from texts and to understand the cultural contexts of media messages.

**COMM 377 STUDY ABROAD (1-6)** *Prerequisite: Consent of instructor.* This course provides students with the opportunity to study principles of communication in foreign settings.

**COMM 381 MOBILE AND SOCIAL MEDIA REPORTING (3)** *Prerequisites: ART 154 or COMM 104 and COMM 201W.* This course critically examines how journalists and news organizations are using emerging forms of social media and mobile platforms to engage audiences. Students gain hands-on experience by experimenting with social media and mobile devices for newsgathering, distribution, and audience engagement. Students will produce a digital portfolio of multimedia stories and build their own professional journalistic brand. Students will also consider how these platforms are changing business models, fueling emerging technologies and new avenues for entrepreneurship.

**COMM 382 DOCUMENTARY DESIGN AND PRODUCTION (3)** *Prerequisites: COMM 201W and 202 or 206.* This course provides students with the opportunity to examine documentary film, video, and audio forms while researching and producing projects in those fields. Projects will blend field taping and editing with studio production.

**COMM 387 DOMESTIC STUDY AWAY (3)** Domestic Study Away is a parallel experience to study abroad as an experiential learning opportunity that allows students to earn academic credits toward the completion of a degree in an off-campus location using domestic destinations around the United States. Study away programs expose students to diverse perspectives and multiple modes of inquiry in ways not ordinarily achieved in a classroom setting.

**COMM 394 CULTURE INDUSTRIES, AUDIENCES, AND THE SUPERHERO (3)** In 1938, audiences were thrilled by the story of a strange visitor from another planet who had come to save them. After Superman arrived, the superhero exploded into a popular culture phenomenon in a variety of media outlets. Students will evaluate the superhero genre as both the products of culture industries and as the texts from which audiences develop meaning. Students will also develop skills and theoretical concepts to understand contemporary popular culture production and reception and to critique the popular culture texts from a variety of perspectives.

**COMM 395 CULTURAL IMPACT OF POPULAR TELEVISION (3)** From the early days of broadcasting to the current modes of streaming, television has played an important cultural role in our lives. In this course, students will explore the historical and cultural dimensions of television genres. Students will also examine the role of popular memory through the study of media audiences and their experiences with media.

**COMM 397 INDEPENDENT STUDY IN COMMUNICATION (1-3)** *Prerequisites: Approval of faculty sponsor and school dean; junior or senior standing.* This course provides students the opportunity to pursue individual study of topics not covered in other available courses. The area for investigation is developed in consultation with a faculty sponsor and credit is dependent on the nature of the work. May be repeated for no more than six credits.

**COMM 398 SPECIAL TOPICS IN COMMUNICATION (1-3) [credit depends on topic]** *Prerequisite: A background of work in the discipline.* This course will focus on an aspect of the discipline not otherwise covered by the regularly offered courses. The topic will vary according to professor and term; consequently, more than one may be taken by a student during his/her enrollment.

**COMM 399 INTERNSHIP IN COMMUNICATION (1-12)** *Prerequisites: Juniors or seniors with a 2.25 minimum GPA; approval of written proposal by internship coordinator, supervising faculty, and School dean prior to registration.* This internship provides application of historical, critical, and/or theoretical knowledge under direct supervision of a practicing professional. Interns may work in radio and television stations, newspapers, advertising and public relations agencies, and other areas approved by the faculty advisors. (See "Internships.")

**COMM 401W ADVANCED COMMUNICATION THEORY AND SENIOR THESIS [Writing Enriched] (3)** *Prerequisites: Grade of C- or higher in ENGL 123W, HONR 103W, or equivalent, minimum of 82 credit hours of coursework, COMM 303W, and 301 or 372.* This course examines the process of theory creation and recent developments in communication theory and research. Emphasis is placed on important theories in the areas of rhetoric, media, and speech communication. Students will design, implement, and present in correct written form an original research study that serves as their senior thesis.

**COMM 404 ADVANCED DIGITAL EDITING AND MOTION GRAPHICS (3)** *Prerequisite: COMM 304.* This course continues student progress in advanced digital media composition with particular emphasis on developing problem solving skills. The ability to deconstruct a creative idea into manageable components allows students to go beyond imitation and repetition and develop new creative projects.

**COMM 405 COMMUNICATION LAW AND ETHICS (3)** *Prerequisite: COMM 101, 112 or 114.* This course examines both legal responsibilities and ethical decisions in communication. Key principles and court rulings will be examined that define our First Amendment responsibilities and our rights to speak, publish, and dissent. Content includes libel, privacy, free press/fair trial, fighting words, obscenity, advertising and broadcast regulations, symbolic dissent, and prior restraint. This course also examines ethical theories and moral responsibilities for communication choices in personal relationships, politics, advertising and public relations, organizations, and media.

**COMM 411 SUPERVISED PRACTICUM (1-3)** Enrollment in these courses is limited to students holding positions of responsibility with the Critograph, the Donovan Center, the Center for Professional Communication, or the Debate and Forensics Society. Requirements and review criteria are established between instructor and student and the course is open to any Communication Studies major or minor.

**COMM 412 DIGITAL LEADERSHIP AND INFLUENCER COMMUNICATION (3)** In this course students cultivate strategies to listen, learn, and lead as they apply theories of inclusive leadership communication in cultures of belonging in a variety of settings including face-to-face and digital platforms to provide leadership in community, social movements, and professional organizations. Students examine their own unconscious biases and their ability to become global agents of change.

**COMM 440 PUBLIC RELATIONS MEDIA AND CAMPAIGNS (3)** *Prerequisite: COMM 302.* This course is an intensive experience in "real world" public relations problems. Students will draw on communication theory and engage in experiential learning while they produce "authentic" public relations campaign (or communication) materials and proposals for practical analysis. It also serves as the capstone course for the Public Relations track within the major.

**COMM 450 INVESTIGATIVE STORYTELLING (3)** *Prerequisites: COMM 202, 381.* Investigative storytelling means delving into stories that those involved would prefer to keep hidden. Students will master the methods of reporting and writing a digital investigative story. Students will also learn how to cultivate sources, how to acquire and use data and documents. They will sharpen their watchdog reporting skills and as they launch their own investigations. Students will produce a long-form piece to add to their digital portfolio for their final project.

**COMM 485 PRODUCING AND DIRECTING FOR ELECTRONIC MEDIA (3)** *Prerequisites: COMM 104, 304.* Students in this course will develop and execute advanced productions ranging from live broadcasts to multimedia presentations. Emphasis will be on the organizational processes unique to producing and directing media projects. The course will also include seminar discussions of the media industry. Students will develop material for professional portfolios.

## COMPUTER SCIENCE COURSES (C S)

**C S 131 FUNDAMENTALS OF PROGRAMMING (3)** Three hours lecture. Introduces students to the basics of programming. This course is designed for students who have no prior programming experience. Students learn the fundamentals of programming, including the use of variables, control structures, functions, IO, and the design of algorithms.

**C S 141-142 INTRODUCTION TO COMPUTER SCIENCE AND STRUCTURED PROGRAMMING I, II (4, 4)** *Prerequisite: C S 141 (B- or better) for C S 142.* Three hours lecture and two hours lab. This introduction to computer science course sequence focuses on programming, problem solving, and algorithm development with implementation on a computer using a modern programming language. Topics include computer organization, debugging and testing techniques, structured programming, string processing, pointers, objects, templates, and an introduction to data structures. It is strongly recommended that students without any prior programming experience complete C S 131 before enrolling in C S 141.

**C S 241-242 DATA STRUCTURES AND ALGORITHMS I, II (4,4)** *Prerequisites: C S 142 (B- or better) for C S 241; C S 241 for C S 242.* Three hours lecture and two hours lab. These courses combine a study of data structures and data in computer systems. Topics may include, queues, stacks, trees, hashing, sorting,

graphs, algorithm analysis, and algorithmic problem solving.

**C S 298 SPECIAL TOPICS IN COMPUTER SCIENCE (3)** Appropriate for freshman and sophomores, this course can focus on a wide variety of topics that provide detailed explorations of technologies of particular interest to computer science majors and minors. Topics will frequently incorporate preparation for professional certification.

**C S 301 DISTRIBUTED COMPUTING (3)** *Prerequisite: C S 241.* This course is a study of the models and frameworks that allow multiple network-connected computer systems to collaborate to achieve some larger functionality. Topics may include the message-oriented middleware, cloud-based storage, cluster computing, multi-tier architectures, and distributed computing protocols.

**C S 322 PROGRAMMING LANGUAGES (3)** *Prerequisite: C S 142 (B- or better).* Three hours lecture. This course is a comparative study of modern high-level programming languages, their syntax, and acceptors. The student is expected to write programs in any of the languages studied which may include procedural, functional, logic, object-oriented, and scripting languages.

**C S 335 COMPUTER NETWORKS (3)** *Prerequisite: C S 142 (B- or better).* Three hours lecture. This course is a study of the design, use, and analysis of computer networks. Topics include the major theoretical aspects of computer networks and the algorithms used in their implementation and the principal networks currently in use. Topics covered include client-server programming, and application layer, transport layer, network layer, data layer, and physical layer protocols.

**C S 345 EVENT-DRIVEN PROGRAMMING (3)** *Prerequisite: C S 141 (B- or better).* Three hours lecture. This course will provide the student with the tools needed to create modern graphical user interfaces for desktop and mobile devices. Core topics include the event-driven programming model, graphical coordinate systems, and libraries for creating, managing and rendering windows, and simple graphics and animation. Students will create graphical user interfaces for a number of programs.

**C S 350 SOFTWARE ENGINEERING (3)** *Prerequisite: C S 142 (B- or better).* Three hours lecture. This course teaches best practices for building large, reliable computing systems. Topics include software development life-cycles, agile development techniques, configuration management, test-driven development, coding standards, design patterns, and other fundamental software engineering concepts. Students will get lots of hands-on experience as they develop a group project.

**C S 360 OPERATING SYSTEMS AND COMPUTER ORGANIZATION (3)** *Prerequisite: C S 142 (B- or better).* Three hours lecture. This course is a study of the hardware and software systems that make the basic components of a computer system Accessible to the applications users of that system. Topics include processes, scheduling, resource allocation, protection, virtual memory, concurrent processing, input/output processing, persistent data storage, and file systems.

**C S 365 GAME PROGRAMMING (3)** *Prerequisite: C S 142 (B- or better).* Three hours lecture. This course introduces the concepts of 3-D graphics and modeling and real-time interaction in an event-driven environment. Topics include geometric transformations, light models, texture mapping, special effects, 3-D sound, physics modeling, and graphics engines.

**C S 370 DATABASE MANAGEMENT SYSTEMS (3)** *Prerequisite: C S 131 (B- or better) or C S 141 (B- or better).* Three hours lecture. This course studies the fundamental principles and roles of database management systems. The primary focus of this class is designing and using relational databases. Other topics may include physical storage management, database theory, and alternative persistent data management systems.

**C S 371 COMPUTER ARCHITECTURE AND ASSEMBLY LANGUAGE PROGRAMMING (3)** *Prerequisite: C S 131 or 141.* Three hours lecture. This course introduces the concepts of machine and assembly language programming and computer architecture. The student studies the syntax of assembly language and becomes proficient in writing programs in assembly language.

**C S 373 MACHINE LEARNING (3)** *Prerequisites: C S 241 and MATH 231 or an equivalent math class.* Machine Learning (ML) is a key field within Artificial Intelligence (AI) as it brings process automation to a new level. Beyond the theory of ML, this course will cover its application to another key area within AI, Natural Language Processing (NLP). Due to the abundance of spoken and written linguistic data on the web, NLP has become a major research and application area within AI. This course will cover both supervised and unsupervised ML algorithms. Furthermore, this course will cover applications of these ML algorithms to NLP areas like Information Retrieval and chat bots.

**C S 375 PRINCIPLES OF DIGITAL SYSTEMS (3)** Three hours lecture. This course explores the principal concepts of digital systems and digital circuit design. Topics include basic logic circuits, combinational-circuit design, sequential circuit design, synchronous and asynchronous circuits, and the use of a high-level hardware design language such as VHDL or Verilog. Students will gain experience building and testing their own circuits.

**C S 380 ARTIFICIAL INTELLIGENCE (3)** *Prerequisite: C S 142 (B- or better).* Three hours lecture. This course is a study of the theoretical issues and programming techniques involved in artificial intelligence. Core topics include search, knowledge representation, and reasoning. Additional topics may include game theory, planning, understanding, natural language processing, machine learning, neural networks, genetic algorithms, expert systems, and real-time systems. Students develop competence in a language widely used for A.I. programming, typically LISP or PROLOG.

**C S 385 INTERNET PROGRAMMING (3)** *Prerequisite: C S 131 (B- or better) or C S 141 (B- or better).* Three hours lecture. In this course students learn to create interactive web sites using graphics, tables, forms, styles, and database Access. Technologies used may include HTML, CSS, PHP, MySQL, and/or Javascript.

**C S 387 DOMESTIC STUDY AWAY (3)** Domestic Study Away is a parallel experience to study abroad as an experiential learning opportunity that allows students to earn academic credits toward the completion of a degree in an off-campus location using domestic destinations around the United States. Study away programs expose students to diverse perspectives and multiple modes of inquiry in ways not ordinarily achieved in a classroom setting.

**C S 390 DATA MINING (3)** *Prerequisite: CS 131 or 141.* The goal of this course is to introduce students to the different approaches of machine learning such as neural networks, decision trees, logistic regression, etc. It also aims at providing applied information about how to use these approaches to extract knowledge from data. This prepares students to enter into the area of applied artificial intelligence (AI) and data science. It also provides the skills necessary to apply machine learning techniques within the areas of bioinformatics.

**C S 397 INDEPENDENT STUDY IN COMPUTER SCIENCE (1-3)** *Prerequisites: Approval of faculty sponsor and school dean; junior or senior standing.* This course provides students the opportunity to pursue individual study of topics not covered in other available courses. The area for investigation is developed in consultation with a faculty sponsor and credit is dependent on the nature of the work. May be repeated for no more than six credits.

**C S 398 SPECIAL TOPICS IN COMPUTER SCIENCE (1-3) [credit depends on topic]** This course will focus on an aspect of the discipline not otherwise covered by the regularly offered courses. The topic will vary according to professor and term; consequently, more than one may be taken by a student during his/her enrollment.

**C S 399 INTERNSHIP IN COMPUTER SCIENCE (1-12)** *Prerequisites: Juniors or seniors with a 2.25 minimum GPA; approval of written proposal by internship coordinator; and supervising faculty prior to registration.* Internships occur in businesses or other institutions involved in computer science-related work. (See "Internships.")

**C S 451-452 SENIOR PROJECT (3, 3)** *Prerequisites: C S 241 and senior standing.* This is a capstone course in which the student proposes and completes an independent research or development project. Research projects involve review of significant literature and the writing of a major technical paper, which may require design, implementation, and evaluation of experimental systems. Development projects require the specification, design, implementation, testing and analysis, of a software system or concept.

#### CRIMINOLOGY COURSES (CRIM)

**CRIM 101 APPLYING CRIMINOLOGY (2)** This course introduces students to some of the applications of criminology research in the world today. In particular, in this course students will be exposed to and discuss a variety of participatory action research project results as related to laws enacted to address illegal activities.

**CRIM 201 CRIMINOLOGY (3)** This course is a sociological analysis of the nature and extent of criminal behavior in the United States and around the world. It reviews the past and current theories that attempt to explain the causes of criminal behavior. In addition, society's response to crime, the criminal justice system, and its various components are examined.

**CRIM 202 CRIMINAL JUSTICE PROCESS (3)** This course presents a sociological analysis of the various practices and institutions that modern societies have created to deal with criminal behavior. The institutions examined include law enforcement, judicial and corrections, including probation, other community-based techniques, jail, prison, parole, and capital punishment. The consequences and effectiveness of each are analyzed.

**CRIM 211 LAW AND SOCIETY (3)** This course examines major theoretical perspectives and social science research on the relationship between law and society. It will focus on the writings of classic social scientific thinkers such as Durkheim, Weber, Marx and Simmel on the subject of law through the lens of social scientific concepts such as norms, social control, authority, and power; the school of sociological jurisprudence as expounded by legal theorists/jurists such as Pound and Brandeis; and will explore the use of the social sciences in legal arguments and reasoning.

**CRIM 222 CYBER CRIME (3)** This course will examine cyber crime including various forms of criminality such as the Dark Web, hacking, malware, interpersonal cyber crime, child pornography and online sexual exploitation. In addition, cyber threats by criminal groups, hackers, and nation states are outlined including cyber warfare, espionage and terrorism. A review of computer components and forensics, investigative issues, digital crime scenes, legal issues, cyber security operations, and the future implications of cyber crime to our global society completes the course.

**CRIM 233 CORRECTIONS IN AMERICA (3)** This course addresses the American correctional system with a focus on the prison. The course also examines the community corrections system as an analogue to prison. The course examines the theories of penology and corrections, the functionality of the prison, the experience of the offender and correctional officers, and correctional policies.

**CRIM 243 JUVENILE DELINQUENCY (3)** The course examines the nature and extent of juvenile delinquency in the United States and other modern societies. It explores how juvenile delinquency differs from adult criminal behavior in its legal status, causes, and the ways society reacts to it. The juvenile justice system and its various components are examined.

**CRIM 245 WOMEN AND CRIME (3)** This course presents an analysis of crime and how it relates to women from three major perspectives: Women as Victims; Women as Offenders; and Women as a Solution. Specifically, the course will examine victimization of females through sexual assault, domestic violence, human trafficking, etc. The course will explore both traditional and emerging types and trends of criminality committed by women plus review the challenges and opportunities faced by women pursuing a criminal justice system career today.

**CRIM 246 HATE CRIMES (3)** This course presents an analysis of hate crimes in the United States and around the world. Specifically, this course will focus on the various types of hate crimes (race, religion, sexual orientation, disability, gender, and ethnicity/national origin), and address the prevalence of each type of bias. Additionally, this course will identify the perpetrators and victims of hate crimes and evaluate the frequency of hate crimes through quantitative analysis. This course will also focus on the types of victimization associated with hate crime, and explain the unique challenges of investigating hate crimes, and the criminal justice response.

**CRIM 250 POLICE AND SOCIETY (3)** This course presents an analysis of police and how they interact with society. Specifically, this course will discuss the history of law enforcement and how it has evolved to continuously meet the unique needs of a democratic society. Additionally, this course will address the challenges of maintaining order while protecting the constitutional rights of the citizens they serve.

**CRIM 255 CRIME SCENE INVESTIGATION (3)** *Prerequisite: CRIM 201.* This course presents an analysis of crime and how it is evaluated and processed at a crime scene. Specifically, this course will focus on the various types of investigative techniques on how to identify and retrieve physical evidence. Additionally, this course will address the ethics and responsibility for those who handle crime scene investigations. This course will also focus on the unique challenges of how evidence is introduced in court and its influence on jurors.

**CRIM 275 RESEARCH METHODS (3)** This course introduces students to research methodologies in the social sciences with a grounded, real-world approach, integrating contemporary research methods using examples of real criminological and criminal justice studies to illustrate concepts and techniques. Research sources and resources from both classic and contemporary literature in Criminal Justice/Criminology are used to help students and professionals better understand the extensive diversity of research available. Research ethics and the incorporation of social justice approaches are discussed. The course covers each stage of research design from the conceptualization of the research question/hypothesis to the presentation of the findings. Students are exposed to and discuss a variety of methodological approaches including survey methods, experiments, ethnography, interview methods, and participatory action research. The course incorporates both readings and lectures on the process of research design, as well as readings and class discussion on research in practice.



**CRIM 285 CRIMINAL LAW (3)** The course examines criminal law in the United States and common law societies. It explores statutory construction, with a focus on the elements of criminal offenses, and how conclusions are made in their application to concrete fact patterns. It also examines Supreme Court precedent and Constitutional Rights and how key case law issues, holdings, reasoning and decisions are applied by the Court.

**CRIM 301 COMPARATIVE CRIMINAL JUSTICE (3)** *Prerequisite: CRIM 202.* This course examines the world's major criminal justice systems. In particular it analyzes the effects of history, culture and politics on the policies and operations of law enforcement, judicial and correctional institutions in common law, civil law, Islamic and socialist legal systems around the globe.

**CRIM 319 TRANSNATIONAL CRIME (3)** This course will provide an overview of transnational crime throughout our society as well as national and international responses to these crimes and its victims. This course will also discuss the history of transnational crimes, theories of victimization, and the various categories of victimization, and victim/offender typologies. Specific topics will include the changing structure of organized crime, the incorporation of technology into organized crime, human trafficking, drug trafficking, weapons trafficking, and wildlife trafficking

**CRIM 320 VICTIMOLOGY (3)** Victimology will provide a comprehensive overview of the process of victimization throughout our society. This course will also discuss the history of victimization, theories of victimization, and various categories of victimization, stratification and victim typologies. Specific topics will include the scope of victimization, restorative justice, victims' rights, school/workplace violence, intimate partner violence, child abuse, elder abuse, international sex trafficking, and the victimization of the disabled.

**CRIM 321 CHILD ABUSE AND EXPLOITATION (3)** This course presents an analysis of abuse and exploitation and how it relates to children. Specifically, this course will focus on the various types of exploitation, abuse (sexual, physical, emotional, and neglect), as well as human trafficking, etc. Additionally, this course will focus on the physical and emotional indicators of child abuse, long term effects of victimization, as well as the unique challenges of investigating child abuse, and the criminal justice response.

**CRIM 333 DRUGS, DRUG ORGANIZATIONS AND NARCO-TERRORISM (3)** An overview of common illegal drugs including origins, methods of manufacture, legal classifications, and philosophical and psychological effects. Next, the punishments (sentencing), criminalization or decriminalization issues will be examined along with domestic and transnational drug organizations. Finally, Narco-Terrorism and the use of the illegal drug trade to further other agendas will be reviewed before the course concludes with the drug legalization v. criminalization controversy including the costs, benefits and pitfalls of each approach.

**CRIM 372W QUANTITATIVE METHODOLOGY [Writing Enriched] (3)** *Prerequisites: CRIM 275, and grade of C- or higher in ENGL 123W, HONR 103W or equivalent.* This course will focus on data collection and analysis techniques that are particularly useful in community settings. Attention will be given to needs and assets assessments, program evaluations, gathering and using secondary data, focus groups, and action research.

**CRIM 377 STUDY ABROAD (1-6)** *Prerequisite: consent of instructor.* This course provides students with the opportunity to study societal institutions and social organizations' patterns in foreign settings.

**CRIM 387 DOMESTIC STUDY AWAY (3)** Domestic Study Away is a parallel experience to study abroad as an experiential learning opportunity that allows students to earn academic credits toward the completion of a degree in an off-campus location using domestic destinations around the United States. Study away programs expose students to diverse perspectives and multiple modes of inquiry in ways not ordinarily achieved in a classroom setting.

**CRIM 397 INDEPENDENT STUDY IN CRIMINOLOGY (1-3)** *Prerequisites: Approval of faculty sponsor and school dean; junior or senior standing.* This course provides students the opportunity to pursue individual study of topics not covered in other available courses. The area for investigation is developed in consultation with a faculty sponsor and credit is dependent on the nature of the work. May be repeated for no more than six credits.

**CRIM 398 SPECIAL TOPICS IN CRIMINOLOGY (1-3) [credit depends on topic]** *Prerequisite: A background of work in the discipline.* This course will focus on an aspect of the discipline not otherwise covered by the regularly offered courses. The topic will vary according to professor and term; consequently, more than one may be taken by a student during his/her enrollment.

**CRIM 399 INTERNSHIP IN CRIMINOLOGY (1-12)** *Prerequisites: Juniors or seniors with a 2.25 minimum GPA; approval of written proposal by internship coordinator, supervising faculty, and School Dean prior to registration.* This internship provides the student with a supervised work experience in a setting in which criminology is applied. Examples of work setting include, but are not limited to, law enforcement agencies, correctional agencies, and social service departments. Internships are developed by the student with the assistance from the criminology staff and/or the internship coordinator. (See "Internships.")

**CRIM 401 MEDICAL FORENSICS (3)** *Prerequisite: BIOL 224 or CRIM 320.* This course presents a path in how the criminal justice field and the medical/nursing field collide. This course will focus on the history of forensic nursing, child physical abuse, child sexual abuse, adult abuse and neglect, domestic violence, and adult sexual assaults. The course will address the medical aspects of care in victims of violence and how that care crosses over to the criminal justice system. Additionally, this course will address the courtroom testimony regarding fact vs. expert witnesses, and how the testimony is utilized in the court system.

**CRIM 430W SENIOR RESEARCH CAPSTONE [Writing Enriched] (3)** *Prerequisites: CRIM 372W, and grade of C- or higher in ENGL 123W, HONR 103W or equivalent.* This course is designed to be the capstone course in which the student, utilizing substantive and methodological knowledge accumulated through previous course work, will develop and test relevant research questions related to crime theories and/or criminal behaviors. The course culminates with the writing and presentation of a formal research paper.

## DELL COURSES (DELL)

**DELL 100-LEVEL INTEGRATIVE SEMINAR (3)** In this seminar course, students work closely with faculty and their peers to explore a contemporary topic that integrates multiple perspectives, disciplines, and experiences. Seminar topics vary from section to section; every seminar section will focus on development of skills in reading, writing, and critical inquiry. This course must be completed within the student's first year at University of Lynchburg. Students take one seminar section within one of the four DELL General Education Program's distinctive integrative seminar themes.

**DELL 101 FIRST-YEAR SEMINAR: GLOBAL TO LOCAL DIVERSITY THEME**

**DELL 102 FIRST-YEAR SEMINAR: CIVILIZATION, POWER, AND JUSTICE THEME**

**DELL 103 FIRST-YEAR SEMINAR: ENVIRONMENTAL AND INDIVIDUAL SUSTAINABILITY THEME**

**DELL 104 FIRST-YEAR SEMINAR: TECHNOLOGY AND SOCIETY THEME**

**DELL 300-LEVEL INTEGRATIVE SEMINAR (3)** Designed specifically for students who enter University of Lynchburg with transfer student status, sections of

this seminar course invite transfer students into a deep learning experience that integrates multiple perspectives, disciplines, and experiences. Seminar topics vary from section to section; each seminar section will focus on development of skills in reading, writing, and critical inquiry. This course ought to be completed within a transfer student's first semester at Lynchburg. Students take one seminar section within one of the four DELL General Education Program's distinctive integrative seminar themes.

<b>DELL 301</b>	<b>TRANSFER SEMINAR: GLOBAL TO LOCAL DIVERSITY THEME</b>
<b>DELL 302</b>	<b>TRANSFER SEMINAR: CIVILIZATION, POWER, AND JUSTICE THEME</b>
<b>DELL 303</b>	<b>TRANSFER SEMINAR: ENVIRONMENTAL AND INDIVIDUAL SUSTAINABILITY THEME</b>
<b>DELL 304</b>	<b>TRANSFER SEMINAR: TECHNOLOGY AND SOCIETY THEME</b>

**DELL 400W-LEVEL INTEGRATIVE SEMINAR (3)** *Prerequisites: Grade of C- or higher in ENGL 123W, HONR 103W, or equivalent; DELL 100-level seminar, DELL 300-level seminar, or equivalent; and completion of 86 credit hours or more.* In this problem-based integrative seminar, students will consider complex and significant questions that they can expect to encounter in their lives as global citizens after graduation from University of Lynchburg. Seminars will draw on multiple perspectives and disciplines to identify and explore the underlying issues raised by the problem. Seminar topics vary from section to section; each seminar section will focus on engaging in collaborative work with faculty and peers and engaging in course writing, course reading, and group work for the purpose of generating informed and evidence-based responses to the seminar section's overarching question/problem. Class discussions and readings are complemented by a series of campus speakers and lectures, which will connect the seminar section to the DELL General Education Program's distinctive themes. Students take one seminar section within one of the four DELL Program integrative seminar themes.

<b>DELL 401W</b>	<b>SENIOR-YEAR SEMINAR: GLOBAL TO LOCAL DIVERSITY THEME</b>
<b>DELL 402W</b>	<b>SENIOR-YEAR SEMINAR: CIVILIZATION, POWER, AND JUSTICE THEME</b>
<b>DELL 403W</b>	<b>SENIOR-YEAR SEMINAR: ENVIRONMENTAL AND INDIVIDUAL SUSTAINABILITY THEME</b>
<b>DELL 404W</b>	<b>SENIOR-YEAR SEMINAR: TECHNOLOGY AND SOCIETY THEME</b>

## ECONOMICS COURSES (ECON)

**ECON 100 ECONOMIC PERSPECTIVES (3)** This course introduces students to economic concepts using a broader and less technical approach than ECON 201 and 202 and applies those concepts to social issues. Specifically, students will be introduced to general economic concepts such as opportunity cost, trade and specialization, supply and demand, and market failures. Those concepts will then be applied to key social issues such as economic inequality, discrimination, poverty, environmental policies, international trade, immigration, health care, education, and macroeconomic stabilization. Throughout the course, students will be familiarized with commonly-cited economic statistics such as GDP, trade deficit, unemployment rate, inflation, poverty rates, and income/wealth metrics.

**ECON 101 FRESHMAN SEMINAR IN ECONOMICS (3)** This theme-based course gives students exposure to economics early in their college career. Designed around the interests of the instructor, the course will provide students with the opportunity to use economic principles to explore an issue from multiple perspectives. Through in-depth study of a specific topic (e.g., clean energy, immigration, globalization, financial crises, health care economics, and slavery), students will be introduced to basic economic concepts as they develop their critical thinking and communication skills.

**ECON 201 PRINCIPLES OF ECONOMICS - MICRO (3)** This course provides students with an introduction to the principles of microeconomics. Topics covered include scarcity, cost-benefit analysis, trade and specialization, supply and demand, elasticity, welfare economics, economic incidence, externalities, public goods, production and costs, perfect competition, monopoly, and oligopoly. Mathematical tools such as graphs, tables, and basic algebra will be used as part of the instruction of these topics. As part of coverage of these topics, economic policy issues will be discussed, including price controls, tax and spending policies, environmental policy, and antitrust policy.

**ECON 202 PRINCIPLES OF ECONOMICS - MACRO (3)** This course provides students with an introduction to the principles of macroeconomics. Students will be introduced to how the macroeconomy is measured, sources of long-run economic growth, the role of saving and investment in the macroeconomy, the causes of business cycles, how the banking system works, the role of money in the economy, basic international finance concepts such as exchange rates, and the impact of government policies on the macroeconomy, including monetary and fiscal policies. Mathematical tools such as graphs, tables, and basic algebra will be used as part of the instruction of these topics. Emphasis will be placed on economic institutions in the United States, such as the U.S. banking system, the Federal Reserve, and the U.S. federal budget. Similarly, emphasis will be placed on U.S. macroeconomic statistics and data sources and events in U.S. macroeconomic history such as the Great Depression, stagflation of the 1970s, and the financial crisis of 2007-2009.

**ECON 255 ENVIRONMENTAL ECONOMICS (3)** An examination of environmental issues from an economic perspective, this course helps students understand environmental problems by applying a rational choice framework to resource allocation decisions in the presence of externalities. Significant attention is paid to the discrepancy between market allocations that are economically efficient and regulated allocations that are socially optimal. Topics covered include the Tragedy of the Commons, production and consumption externalities, pollution abatement strategies (including regulation, corrective taxation, pollution credits, and property rights delineation), as well as the political and economic foundations of optimal environmental policy.

**ECON 300 INTERMEDIATE MACROECONOMIC THEORY (3)** *Prerequisites: ECON 201-202 and MATH 102, 103, or 106.* This course examines theories of national income determination, focusing attention on the factors and processes that govern the growth rate of income, employment, output, and prices. Fiscal and monetary policies, as well as supply-side strategies, to facilitate full employment and economic growth are studied.

**ECON 301 INTERMEDIATE MICROECONOMIC THEORY (4)** *Prerequisites: ECON 201-202, and MATH 102, 103, or 106.* This course provides a theoretical analysis of the resource allocation mechanism in a market economy, including consideration of the impacts of government policies on market outcomes. Students study the behavior of individual producers and consumers, the influence of market structure on the pricing and output decisions by firms, and the microeconomic foundations of competitive strategy. This course uses applied optimization techniques. Students are introduced generally to applied optimization early in the semester, and those techniques are used throughout the semester.

**ECON 303 MANAGERIAL ECONOMICS (3)** *Prerequisites: ECON 201- 202, BUAD 241 or STAT 222, and MATH 102, 103, or 106.* This course introduces the use of economic theory and new techniques of decision-making in the management of business enterprise. Cost and demand analysis, economic forecasting, profit management, capital budgeting, and pricing policies are among the topics covered.

**ECON 305 MONEY, CREDIT, AND BANKING (3)** *Prerequisites: ECON 201-202.* The nature and functions of money and the role played by financial intermediaries are studied with focus on full-service commercial banks and the federal reserve banks. Emphasis is placed on money creation by the depository institutions and the Federal Reserve System of the United States.

**ECON 308 INTERNATIONAL ECONOMIC POLICY (3)** *Prerequisites: ECON 201-202.* Focus is on important areas in current international economic policy and international trade policy, international monetary relationships, and operations of transnational corporations in the world economy. Microeconomic and macroeconomic tools are used in the study of these issues.

**ECON 330 HISTORY OF ECONOMIC THOUGHT (3)** This course studies the development of economic theory from scholasticism to classical thought (including Malthus, Mill, Ricardo, Smith, and Marx) to Neo-Classical economics. Each writer's contribution is evaluated in light of the development of modern economic theory.

**ECON 331 ECONOMIC HISTORY OF THE UNITED STATES: PART I (3)** *Prerequisites: ECON 201-202.* This course studies the historical development of the United States economic system and its role in the growth of the nation. Emphasis is placed on the eighteenth and first half of the nineteenth centuries. Micro and Macro economic factors are analyzed. Topics include mercantilism, the economic determinants and consequences of the American Revolution, slavery, and the Civil War.

**ECON 332 ECONOMIC HISTORY OF THE UNITED STATES: PART II (3)** *Prerequisites: ECON 201-202.* This course studies the United States economy from the end of the Civil War to the present. Both macro and micro economic theory are applied to period events. Topics include labor unions, the rise of big government, and the Great Depression.

**ECON 350 ECONOMETRICS (3)** *Prerequisites: ECON 201 and BUAD 241 or STAT 222.* This course generally covers multiple regression analysis, building off where previous statistics courses typically end. A significant portion of the course serves as an introduction to time-series econometric topics and qualitative regression techniques. The goal of this course is to allow students to go beyond the basic regression techniques learned in introductory statistics courses, especially as they pertain to violations of classical assumptions such as serial correlation. Upon completion of this course, students should be able to collect economic data, perform the proper regression analysis, and write-up the results for public consumption. Special emphasis will be placed on using regression analysis to assist in making business and policy decisions.

**ECON 361 PUBLIC FINANCE (3)** *Prerequisites: ECON 201-202.* This course is a theoretical and institutional study of government and its effects on resources allocation, income distribution, resource employment level, and economic growth.

**ECON 364 URBAN AND REGIONAL ECONOMICS (3)** *Prerequisites: ECON 201-202.* This study of location theory, land use, and regional development emphasizes policy problems in urban housing, transportation, crime, and pollution.

**ECON 365 ECONOMICS OF TERRORISM (3)** *Prerequisites: ECON 201-202.* This course explores the causes and consequences of terrorism from an economic perspective. In addition to studying the economic implications of terrorism and gaining an understanding of the fundamentals of political risk assessment, students will use principles of competitive strategy to develop and evaluate alternative responses to the terrorist threat.

**ECON 377 STUDY ABROAD (3)** *Prerequisite: Consent of instructor.* This course offers students the opportunity to study economics in foreign settings.

**ECON 387 DOMESTIC STUDY AWAY (3)** Domestic Study Away is a parallel experience to study abroad as an experiential learning opportunity that allows students to earn academic credits toward the completion of a degree in an off-campus location using domestic destinations around the United States. Study away programs expose students to diverse perspectives and multiple modes of inquiry in ways not ordinarily achieved in a classroom setting.

**ECON 397 INDEPENDENT STUDY IN ECONOMICS (1-3)** *Prerequisites: Approval of faculty sponsor and school dean; junior or senior standing.* This course provides students the opportunity to pursue individual study of topics not covered in other available courses. The area for investigation is developed in consultation with a faculty sponsor and credit is dependent on the nature of the work. May be repeated for no more than six credits.

**ECON 398 SPECIAL TOPICS IN ECONOMICS (1-3)** [credit depends on topic] *Prerequisite: A background of work in the discipline.* This course will focus on an aspect of the discipline not otherwise covered by the regularly offered courses. The topic will vary according to professor and term; consequently, more than one may be taken by a student during his/her enrollment.

**ECON 399 MANAGERIAL ECONOMICS INTERNSHIP (1-12)** *Prerequisites: Juniors or seniors with a 2.25 minimum GPA; approval of written proposal by internship coordinator and supervising faculty prior to registration.* Qualified students may earn credit for an internship with a business firm or agency while being supervised by an appropriate member of the economics faculty. (See "Internships.")

**ECON 400 INFORMATION, UNCERTAINTY, AND RISK (3)** *Prerequisites: ECON 300 or 301.* This course offers an introduction to the tools and techniques for making decisions under conditions of risk and uncertainty, including such topics as risk analysis, scenario planning, game theory, decision trees, and contingency management. Heavy emphasis will be placed on real-world applications, e.g., information management, competitive intelligence, and security issues associated with political conflict. Students will be exposed to the challenges of dealing with ill-defined problems through a variety of case studies.

**ECON 450W SENIOR SEMINAR IN ECONOMICS [Writing Enriched] (3)** *Prerequisites: ECON 300-301, and grade of C- or higher in ENGL 123W, HONR 103W or equivalent.* Students are required to undertake a research project using mathematical and statistical methods introduced in BUAD 241.

## EDUCATION COURSES (EDUC)

**EDUC 110 HUMAN DIVERSITY IN AMERICAN SCHOOLS (3)** This course is designed as an introductory level study of the human and relational dimensions of diversity in educational settings found across American schools today. Seven themes serve as a basis from which prospective candidates develop an awareness and understanding of their roles -- as both future educators and citizens -- of promoting the principles of equity and equal opportunity for all. The themes include: (a) exclusion versus inclusion; (b) intersectionality and identity; (c) equality, equity, and inequity; (d) acceptance, tolerance, and advocacy; (e) social justice; (f) bias (implicit and explicit); and (g) candidate self-reflection. Throughout these themes, candidates examine their own personal beliefs and values about all aspects of human diversity, thereby starting the journey to becoming a culturally competent teacher. Candidates will examine the implications of culturally responsive school design, curriculum, instruction, and learning.

**EDUC 120 EDUCATIONAL PSYCHOLOGY AND HUMAN DEVELOPMENT (3)** This course is intended and required for prospective teacher candidates pursuing licensure in elementary, secondary, and special education. This course introduces prospective teacher candidates to typical child and adolescent development in areas such as cognitive, social, emotional, physical development in order to develop expectations and curriculum that is age-appropriate. Prospective candidates will review the latest research on the brain and learning and develop an understanding of student motivation. Prospective teacher candidates learn about

the effects of family disruptions, substance abuse, trauma, child abuse, neglect and other adverse childhood experiences and how to help children build resilience.

**EDUC 210 FOUNDATIONS OF EDUCATION AND THE TEACHING PROFESSION (4)** This course is designed to provide an overview of schools and the teaching profession. Prospective teacher candidates will examine the historical, philosophical, and sociological themes in American Education and investigate current issues affecting schools today. They will explore the legal and ethical aspects of the teaching profession as well as school organization and culture. They will be introduced to the professional standards for teachers. Practical experiences in schools provide the opportunity for observation of theories in practice.

**EDUC 220 ASSESSMENT OF AND FOR LEARNING (3)** *Prerequisites: EDUC 110, 120.* In this course, prospective teacher candidates will learn about different types of assessments and how to use data to make decisions about curriculum and student placement. They will learn how to design and administer classroom-based assessments and interpret a variety of assessment data. Prospective teacher candidates will understand the purpose and results of different types of assessments and make decisions about how to best utilize the information gained and they will also learn about different grading paradigms being used in schools today.

**EDUC 222 HUMAN DIVERSITY AND EXCEPTIONALITIES 6-12 (3)** This course is designed as an introductory level study of the human and relational dimensions of diversity and exceptionalities in grades 6-12 settings found across American schools today. Themes to include equality, equity and inequity; social justice; bias; and acceptance, tolerance and advocacy will serve as a basis from which prospective candidates develop an awareness and understanding of their roles -- as both future educators and citizens -- of promoting the principles of equity and equal opportunity for all. This course also introduces candidates to the principles, values, and policies that serve as a foundation for how individuals with exceptionalities are often perceived and served in American schools and communities. Educating students with special needs, including historical perspectives, legal and regulatory aspects, service delivery models, educational theories, philosophies, and trends will be addressed.

**EDUC 240 CURRICULUM, INSTRUCTION, AND ASSESSMENT (3)** *Prerequisites: EDUC 110 120, 210, SPED 220.* In this course, prospective teacher candidates will learn evidence-based practices for curriculum design that address the needs of learners at different stages of development, abilities, and achievement. Prospective teacher candidates will plan a standards-based unit that effectively utilizes technology, formative and summative assessment, and incorporates differentiation and culturally relevant pedagogy,

**EDUC 309 EARLY CHILDHOOD DEVELOPMENT, LANGUAGE, AND LITERACY I (3)** *Prerequisite: EDUC 120.* This course provides in depth understanding of the development of young children, developmentally appropriate practices, and curricula associated with early childhood education. Candidates will learn the effects of individual, cultural, and linguistic differences in early childhood, instructional practices that are sensitive to the needs of diverse young learners, the important role of families in the education of young children, and the importance of play for young learners. Candidates will also learn strategies for literacy development. Current policies, theories, laws, regulations, and evidence-based practices in early childhood education is stressed, along with best practices for professional behavior for educators working with children from age three to seven.

**EDUC 310W LANGUAGE AND LITERACY II [Writing Enriched] (4)** *Prerequisites: EDUC 309 and grade of C- or higher in ENGL 123W, HONR 103W or equivalent.* This course focuses specifically on assessment and research-based instructional strategies appropriate for language, reading, and writing development in the primary grades. Candidates will learn a range of literacy assessments and how to use the results to plan for classroom instruction along with best practices for professional behavior for educators working with families. Additionally, this course provides candidates with opportunities to apply instructional skills in controlled situations under the guidance of experienced professionals. This course may require a mandatory Criminal and Social Services background check.

**EDUC 314 CULTURALLY AND LINGUISTICALLY DIVERSE LEARNERS (3)** *Prerequisite: EDUC 110.* This course is designed to provide candidates with instructional strategies to meet the needs of English learners in the mainstream classroom. Candidates will learn about foundations of second language acquisition, ways to assess English learners' English proficiency, effective strategies for facilitating the learning of Standard English, vocabulary and comprehension strategies, and strategies for literacy and content area courses. Candidates learn about cultural competence and culturally relevant and responsive teaching. Enrollment in EDUC 314 is limited to students enrolled in the Educator Preparation Program.

**EDUC 339 CURRICULUM, METHODS, AND ASSESSMENT 6-12 (3)** *Prerequisite: EDUC 222.* In this course, prospective teacher candidates will learn evidence-based practices for curriculum design and instructional methodologies that address the needs of learners at different stages of development, abilities, and achievement. Prospective teacher candidates will plan a standards-based unit in their subject area that effectively utilizes technology, formative and summative assessment, and incorporates differentiation and culturally relevant pedagogy. In this course, prospective teacher candidates will learn about different types of assessments and how to use data to make decisions about curriculum, planning and student placement.

**EDUC 351 READING IN THE CONTENT AREAS (3)** *Prerequisites: EDUC 210, 339, or HPE 310.* This course is designed to impart a thorough understanding of the methodologies and strategies for developing literacy skills to enhance the learning of content area subject matter across all disciplines while addressing the diverse needs of the secondary student population.

**EDUC 355 METHODS FOR TEACHING ELEMENTARY SOCIAL STUDIES (3)** *Prerequisites: EDUC 240, HIST 255, 256, and INTL 213 or ENVS 211.* In this course, candidates will learn how to apply the content they have learned in history, geography, economics, and government to create developmentally appropriate learning activities for elementary students. They will be introduced to a variety of strategies and methods for teaching social studies and will have opportunities to reflect so they may become effective practitioners. They will critically evaluate and select developmentally appropriate materials that represent multiple perspectives. Candidates will learn how to incorporate the Virginia Standards of Learning into engaging social studies curriculum.

**EDUC 362 CLASSROOM AND BEHAVIOR MANAGEMENT (3)** *Prerequisite: EDUC 210 or HPE 258.* This course will provide the foundation for understanding classroom and behavior management for students at different stages of development, abilities, and grade levels. Candidates will learn professionally-appropriate practices that underscore the importance of creating a positive and responsive classroom environment that encourages the development of students' social skills and self-regulation skills. Candidates will develop an understanding of school safety plans and the importance of creating a safe, orderly classroom environment.

**EDUC 387 DOMESTIC STUDY AWAY (3)** Domestic Study Away is a parallel experience to study abroad as an experiential learning opportunity that allows students to earn academic credits toward the completion of a degree in an off-campus location using domestic destinations around the United States. Study away programs expose students to diverse perspectives and multiple modes of inquiry in ways not ordinarily achieved in a classroom setting.

**EDUC 377 STUDY ABROAD (1-3)** *Prerequisite: Consent of instructor.* This course provides students with the opportunity to study principles of education in foreign locations.

**EDUC 397 INDEPENDENT STUDY IN EDUCATION (1-3)** *Prerequisites: Approval of faculty sponsor and school dean; junior or senior standing.*



This course provides students the opportunity to pursue individual study of topics not covered in other available courses. The area for investigation is developed in consultation with a faculty sponsor and credit is dependent on the nature of the work. May be repeated for no more than six credits.

**EDUC 398 SPECIAL TOPICS IN EDUCATION (1-3) [credit depends on topic]** *Prerequisite: A background of work in the discipline.* This course will focus on an aspect of the discipline not otherwise covered by the regularly offered courses. The topic will vary according to professor and term; consequently, more than one may be taken by a student during his/her matriculation.

**EDUC 409 LANGUAGE AND LITERACY III (3)** *Prerequisites: EDUC 309, 310W.* Taken the semester prior to student teaching, this course builds on knowledge acquired in EDUC 309 and EDUC 310W. This course focuses specifically on assessment and research-based instructional strategies appropriate for language, reading, and writing development in the upper elementary grades. Candidates will learn a range of literacy assessments and how to use the results to plan for classroom instruction.

**EDUC 411 ADVANCED FIELD EXPERIENCE (3)** *Prerequisite: Program Admission to Gateway I and passing scores on VCLA* This course provides students with opportunities to apply instructional skills in controlled situations under the guidance of an experienced professional in a local school setting. Candidates will spend 6 hours (one full day) per week in the assigned classroom. Candidates will conduct classroom observations, tutor students, as well as plan and implement small and large group instruction. On campus seminars provide opportunities for analysis and reflection. A grade of B- or above is required in this course before student teaching. This course may be retaken only once with the permission of the instructor. Enrollment in EDUC 411 is limited to candidates accepted into the Educator Preparation Program. This course may require a mandatory Criminal and Social Services background check conducted at the candidate's expense.

**EDUC 419 METHODS OF TEACHING SCIENCE, TECHNOLOGY, AND MATH IN THE ELEMENTARY SCHOOL (4)** *Prerequisites: EDUC 240, MATH 117, 118, and SCIE 101 or 102.* In this course, candidates will learn methods to engage and motivate PK-6 students to learn the content in science, technology, engineering, and mathematics. Prospective candidates will learn how to plan, implement, and reflect on activities in STEM fields and to differentiate activities for the variety of learners in their class.

**EDUC 440 ADVANCED FIELD EXPERIENCE IN CHILD DEVELOPMENT (3-6)** *Prerequisites: Successful completion of field experiences, minimum 2.5 GPA overall, consent of instructor for 3 credit hours and consent of dean for 6 credit hours.* This course provides an opportunity for a pre-professional learning experience in a non-school setting. Possibilities include preschool education, libraries, educational support programs (e.g. tutorial services) for students with special needs, and social service organizations. Open only to senior students taking the non-licensure option. Application required.

**EDUC 444 FIELD EXPERIENCE II (S) (3)** *Prerequisite: Admission to Gateway I and passing scores on math assessment and VCLA. Corequisite: EDUC 339.* This course provides secondary education candidates with opportunities to apply instructional skills in controlled situations under the guidance of an experienced professional. Candidates will spend 6 hours (one full day) per week in the assigned classroom. Students participate in observations, videotaped lessons, and on-site practice teaching. On-campus and in-school seminars provide opportunities for analysis and reflection. A grade of B- or above is required in this course before student teaching. This course may be retaken only once with the permission of the instructor. Enrollment in EDUC 444 is limited to students admitted to Gateway I. This course requires a mandatory Criminal and Social Services background check conducted at the end of the prior semester at the student's expense.

**EDUC 475 STUDENT TEACHING (12)** *Prerequisites: Completion of all major course requirements, acceptance into the Educator Preparation Program (EPP), and admission to student teaching. This course is an application of effective teaching skills and content studied throughout the candidate's Educator Preparation Program and major.* Candidates are assigned to full-time teaching blocks in local school systems under the guidance of University supervisors and classroom cooperating teachers. Candidates demonstrate their understanding and skills in professional knowledge, instructional planning, instructional delivery, assessment of and for learning, learning environment and professionalism. This course may require a mandatory Criminal and Social Services background check conducted at the candidate's expense.

**EDUC 477 STUDENT TEACHING FOR ELEMENTARY EDUCATION WITH SPED ADD-ON ENDORSEMENT (10)** *Prerequisites: Completion of all major course requirements, acceptance into the Educator Preparation Program (EPP), and admission to student teaching. Co-requisite SPED 423.* This course is an application of effective teaching skills and content studied throughout the candidate's Educator Preparation Program and Elementary Education major and will be paired with a 2-credit special education practicum. Candidates are assigned to 12 weeks of full-time teaching blocks in local elementary schools under the guidance of University supervisors and classroom cooperating teachers. Candidates demonstrate their understanding and skills in professional knowledge, instructional planning, instructional delivery, assessment of and for learning, learning environment and professionalism. This course may require a mandatory Criminal and Social Services background check conducted at the candidate's expense.

**EDUC 480 STUDENT TEACHING 6-12 (12)** *Prerequisites: Completion of all major course requirements, acceptance into the Educator Preparation Program (EPP), and admission to student teaching.* This course is an application of effective teaching skills and content studied throughout the candidate's Educator Preparation Program and major. Candidates are assigned to full-time teaching blocks at the secondary (grades 6-12) level in local school systems under the guidance of University supervisors and classroom cooperating teachers. Candidates demonstrate their understanding and skills in professional knowledge, instructional planning, instructional delivery, assessment of and for learning, learning environment and professionalism. This course may require a mandatory Criminal and Social Services background check conducted at the candidate's expense.

## ENGLISH COURSES (ENGL)

**ENGL 110 COLLEGE WRITING STUDIO (3)** This course is intended for students who feel they need more preparation before entering the intensive College Writing Workshop course. This course is designed to give students confidence in the basic elements of college composition through a strong understanding of sentence and paragraph construction. Students will learn the basics of academic English and the writing process. The studio approach offers students a collaborative and interactive environment where they can receive individualized guidance and support.

**ENGL 123W COLLEGE WRITING WORKSHOP [Writing Enriched] (3)** The College Writing Workshop is designed to enable students to become college-level academic writers at an accelerated pace. The course uses a small workshop group size class to enable students to gain more feedback from peers and the instructor and thus develop their writing quickly and effectively. The course begins with the basics of college-level essay structure and introduces students to the full writing process and all the components of an essay. The course introduces students to incorporating sources into their writing and helps students move to more complex integration and synthesis of sources. Students learn the research process, gaining the research strategies and information literacy needed to find and evaluate academic-quality sources and use them as evidence in scholarly argumentative essays. Throughout the course, students learn how to avoid plagiarism from improperly paraphrased, summarized, or documented sources. Students must earn a C- or higher in the course in order to take future Writing Enriched courses.

**ENGL 201W LITERATURE AND CULTURE I: MASTERPIECES FROM ANTIQUITY THROUGH THE RENAISSANCE [Writing Enriched] (3)**

*Prerequisite: Grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* This introduction to the study of literature emphasizes the analysis of selected works from the period. The course includes a significant amount of writing related to the readings, including response essays, critical and creative papers, and tests.

**ENGL 202W LITERATURE AND CULTURE II: WORKS FROM THE ENLIGHTENMENT TO THE PRESENT [Writing Enriched] (3)** *Prerequisite: Grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* This introduction to the study of literature emphasizes the analysis of selected works from the period. The course includes a significant amount of writing related to the readings, including response essays, critical and creative papers, and tests.

**ENGL 203W EXPOSITORY WRITING [Writing Enriched] (3)** *Prerequisite: Grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* This course continues the development of the writer's abilities to generate, edit, and refine written compositions through the study of professional and student expository prose. Particular attention is given to the improvement of composing methods and to the expansion of the writer's range.

**ENGL 205 INTRODUCTION TO CREATIVE WRITING (3)** *Prerequisite: ENGL 123W or equivalent.* This course focuses primarily on the writing of poetry and fiction and creative nonfiction and includes study of student and professional texts.

**ENGL 207W TECHNICAL WRITING IN THE HEALTHCARE INDUSTRY [Writing Enriched] (3)** *Prerequisite: Grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* In this course, students will be introduced to different facets of writing in the healthcare arena, including organizational, clinical, campaign, and research perspectives. This course seeks to provide a specific skillset of writing for students pursuing healthcare-related careers, providing foundational tools that can be applied directly in the field. Students will explore various topics, purposes, and audiences of writing and analyze existing health-related documents and writing. Through multiple in-class activities and assignments, students will develop the ability to create their own health writing, implementing a variety of formats and strategies while utilizing strong and credible sources.

**ENGL 208W SCIENCE WRITING FOR A GENERAL AUDIENCE [Writing Enriched] (3)** *Prerequisite: Grade of C- or higher in ENGL 123W, HONR 103W or equivalent.* This course is meant to be an introduction to writing about science—including nature and technology—for general readers. The aim in the reading and writing assignments will be to explore the craft of making scientific concepts and the work of scientists Accessible to the public. The focus of this course will be writing intensive and the student will be expected to complete five major writing assignments. Additionally, as part of the exploration of the craft of science writing, the student will read books, essays, and articles by writers such as Eula Biss, Steve Johnson, David Quammen, and Elizabeth Kolbert.

**ENGL 209W NATURE WRITING [Writing Enriched] (3)** *Prerequisite: Grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* Students advance their writing skills and their understanding of the natural world by reading model texts and writing creatively in at least two genres (such as poetry, creative nonfiction, and fiction). Students explore an array of approaches for writing about nature and the environment, including detailed personal observations, and students analyze how nature writing presents complex relationships between the human and natural worlds. Field trips to nearby sites may be required.

**ENGL 210 WRITING IN THE WORKPLACE (3)** *Prerequisite: ENGL 123W or equivalent.* Students in this course will engage core professional writing concepts, including audience analysis, research, document design, usability, and ethical composing practices. Students will produce works including feasibility reports, usability tests, and public relations documents. Individual and group projects are a feature of this course, as is directed service-learning interaction with community partners.

**ENGL 220W INTRODUCTION TO LITERARY STUDIES [Writing Enriched] (3)** *Prerequisite: Grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* Using literary texts as a focal point, this course explores the nature and functions of literature, the basics of literary analysis, the three principal genres (poetry, fiction, drama), conventions of writing about literature, and methods and materials of research. The course is intended to be the first course in the English major and is required for all English majors.

**ENGL 223W WRITING FOR PUBLICATION [Writing Enriched] (3)** *Prerequisite: Grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* Students in ENGL 223W have taken ENGL 123W or the equivalent where they learned to write, revise, and edit papers using a variety of expository forms and have practiced research and analytical writing. In this course, students will draw upon those skills to write with purpose and intent. Students will hone their reading and writing skills and apply their abilities to write effectively. With real-world application as the goal, students will work toward polishing and revising their writing as they prepare projects for publication.

**ENGL 291W LITERATURE AND THE BODY: TEXTUAL AND CULTURAL EXPLORATIONS OF EMBODIMENT [Writing Enriched] (3)** *Prerequisite: Grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* This introduction to the study of literature emphasizes the analysis of selected multicultural works from a period of at least two hundred years and focuses on written discourses which consider the human relationship to the body and embodiment. The course includes a significant amount of writing related to the readings, including response essays, critical and creative papers, and tests.

**ENGL 292W LITERATURE AND NATURE: TEXTUAL AND CULTURAL EXPLORATIONS OF THE NATURAL WORLD [Writing Enriched] (3)** *Prerequisite: Grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* This introduction to the study of literature emphasizes the analysis of selected multicultural works from a period of at least two hundred years and focuses on written discourses which consider the human relationship to environment and the natural world. The course includes a significant amount of writing related to the readings, including response essays, critical and creative papers, and tests.

**ENGL 293W LITERATURE AND JUSTICE: TEXTUAL AND CULTURAL EXPLORATIONS OF MORALITY AND LAW [Writing Enriched] (3)** *Prerequisite: Grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* This introduction to the study of literature emphasizes the analysis of selected multicultural works from a period of at least two hundred years and focuses on written discourses which consider moral principle, social justice, and lawfulness. The course includes a significant amount of writing related to the readings, including response essays, critical and creative papers, and tests.

**ENGL 294W LITERATURE AND PLACE: TEXTUAL AND CULTURAL EXPLORATIONS OF LANDSCAPE AND LOCALITY [Writing Enriched] (3)** *Prerequisite: C- or better in ENGL123W or HONR 103W, or equivalent.* This introduction to the study of literature emphasizes the analysis of selected works from a specific place or location and focuses on written discourses which include discussions of landscape, locality, and geography. The course includes a significant amount of writing related to the readings, including response essays, critical and creative papers, and tests

**ENGL 302 AMERICAN LITERATURE 1607-1865 (3)** *Prerequisite: ENGL 123W or equivalent.* This course is a study of major literary movements and writers from the time of the earliest settlers to the Civil War. Authors of the period may include Bradstreet, Franklin, Rowson, Sedgwick, Emerson, Thoreau, Hawthorne, Melville, Stowe, and Dickinson.

**ENGL 303 AMERICAN LITERATURE 1865-1999 (3)** *Prerequisite: ENGL 123W or equivalent.* This course is a study of major literary movements and writers from the end of the Civil War to the end of the 20th century. Authors of the period may include Alcott, Twain, Crane, Wharton, Cather, Dreiser, Chopin, Jewett, Steinbeck, and Faulkner.

- ENGL 306**      **MEDIEVAL LITERATURE (3)** *Prerequisite: ENGL 123W or equivalent.* This course is a survey of the major English literary texts of the medieval period, 500-1500 A.D. The course explores the tensions between warfare and romance in secular and religious literature of the period, including Beowulf, Arthurian legend, mystery plays, Chaucerian poetry, and the courtly lyrics of the later Middle Ages. All Old and Early Middle English texts are read in translation.
- ENGL 308W**      **ENGLISH FOR LIFE [Writing Enriched] (3)** *Prerequisite: Grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* This course will emphasize the lifelong value of literature and writing, including such applications as graduate study and careers. Students in the course will engage with classical works that consider the value of education and what it means to live an examined life. Students will compile a personal writing portfolio suitable for both graduate applications and the job market for students of English. This course is most appropriate for English majors and minors in the first semester of the senior year who are preparing for life after graduation.
- ENGL 314W**      **HISTORY OF THE ENGLISH LANGUAGE [Writing Enriched] (3) [Teacher Licensure]** *Prerequisite: Grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* This course surveys the development of the English language from the Anglo-Saxon period to the present day. Changes in the language are explored in connection with social and historical contexts in Great Britain. Course work includes study of Old and Middle English grammar and some translation of texts. This course also focuses on application of material to teaching in the secondary schools.
- ENGL 315W**      **ENGLISH GRAMMAR [Writing Enriched] (3) [Teacher Licensure]** *Prerequisite: Grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* Especially recommended for those planning to teach, this course meets Virginia State Department of Education certification requirements for the teaching of English. This course offers an introduction to the basic elements of the study of language, including phonology (sound patterns), morphology (word formation), syntax (sentence structure), semantics (vocabulary), and orthography (spelling). The course also explores ways of teaching grammar and its impact on writing, reading, and speaking.
- ENGL 317**      **TEACHING WRITING (3) [Teacher Licensure]** *Prerequisite: ENGL 123W or equivalent.* In this course, designed for prospective teachers of writing, students will investigate current theory and research on the teaching of writing, consider how people learn to write, and reflect on their own writing. They will not only explore how new technologies are shaping the teaching of writing but will apply them as they create writing curricula for hypothetical students, which will include lesson plans, writing activities, and assessment tools. This course meets Virginia State Department of Education certification requirements for the teaching of English.
- ENGL 320**      **LITERARY CRITICISM (3)** *Prerequisite: ENGL 220W.* This course focuses on the application of theory to literature. It includes a survey of major modern theoretical approaches beginning with formalism and structuralism and including significant ongoing discourses such as gender studies, cultural poetics, political criticism, ethnic/race studies, and eco-poetics.
- ENGL 323**      **MODERN MULTICULTURAL LITERATURE (3)** *Prerequisite: ENGL 123W or equivalent.* Using twentieth and twenty-first century writers from around the world such as Milan Kundera, Fae Myenne Ng, and Chinua Achebe, the course explores different cultures, the effects of culture on perspective, the historical self-concepts of various peoples, and other peoples' attitudes toward America.
- ENGL 325**      **MODERN AND CONTEMPORARY BRITISH LITERATURE (3)** *Prerequisite: ENGL 123W or equivalent.* A survey of British literature from the twentieth and twenty-first centuries, this course studies the major authors, texts, and movements of the period—including Modernism, Postmodernism, and Postcolonialism. By placing texts in their historical, cultural, and formal contexts, this course examines the complexities of an evolving British identity and literary tradition from the height of Britain's global and colonial power to the gradual dissolution of the Empire. In addition to major English authors, this course will also include works from colonial authors representing nations and regions such as Ireland, India, New Zealand, and the Caribbean.
- ENGL 334**      **GENDER AND LITERATURE (3)** *Prerequisite: ENGL 123W or equivalent.* This course focuses on representations of women and men, constructions of femininity and masculinity, and sexual politics. Major issues include constructions of gender, and intersections of gender with race, class, and nationality, and the role of reading and writing in processes of social change.
- ENGL 337**      **AMERICAN MULTI-ETHNIC LITERATURE (3)** *Prerequisite: ENGL 123W or equivalent.* An examination of multi-ethnic literature by American authors in order to study and appreciate the collective construction of American identity by different cultural traditions.
- ENGL 346**      **CREATIVE WRITING: NON-FICTION (3)** *Prerequisite: ENGL 205.* This workshop deepens the student's familiarity with the craft of creative nonfiction. Course content includes readings in literary nonfiction that demonstrate a range of formal and aesthetic styles, workshop discussion of student works-in-progress, and writing assignments culminating in a portfolio or series of completed works. Upon course completion, the student will have made satisfactory progress in writing a personal essay, memoir, portrait, travel essay, or other work of creative nonfiction. The student will demonstrate competence in the workshop peer review process.
- ENGL 349**      **CREATIVE WRITING: POETRY (3)** *Prerequisite: ENGL 205.* This workshop deepens the student's familiarity with the craft of poetry. Students read model texts, write to practice a variety of poetic techniques and forms, and share their own work. Students complete a portfolio of revised poems.
- ENGL 350**      **CREATIVE WRITING: FICTION (3)** *Prerequisite: ENGL 205.* This workshop deepens the student's familiarity with the craft of fiction. Students read model texts, write to practice a variety of fictional techniques, and share their own work. Students complete a portfolio that includes revised fiction.
- ENGL 353**      **LITERATURE OF THE TUDOR DYNASTY (3)** *Prerequisite: ENGL 123W or equivalent.* A survey of the literature in England during the turbulent reigns of the Tudor kings and queens, this course includes works shaped by Humanism, the Reformation, scientific empiricism, and an emerging independent British identity. Readings may include poetry, prose, and drama, and will explore developments in literary forms in a nation entering the early modern world.
- ENGL 357**      **LITERATURE OF THE ROMANTIC PERIOD (3)** *Prerequisite: ENGL 220W.* This course focuses on the principal writers of the Romantic Period in Britain such as Coleridge, Shelley, Byron, Wordsworth, Blake, and Keats, and on the essential elements of British Romanticism.
- ENGL 358**      **LITERATURE OF THE VICTORIAN PERIOD (3)** *Prerequisite: ENGL 220W.* This course examines the literature of the Victorian period through the works of such writers as Dickens, Eliot, Carlyle, Tennyson, Arnold, the Brownings, the Brontës, and Hardy, and may include transitional authors such as Shaw, Conrad, and Yeats.
- ENGL 360**      **THE ENGLISH NOVEL (3)** *Prerequisite: ENGL 220W.* This course allows students to study the development of the novel through the Eighteenth and Nineteenth centuries in England. The course considers the novel as a genre and narrative and thematic innovations in English novels through the different periods.

**ENGL 362W THE SHORT STORY: FROM FAIRY TALES TO FLASH FICTION [Writing Enriched] (3)** *Prerequisite: Grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* The short story is an enduring and flexible form, with roots in fairy tales and oral narratives developing into written classic, contemporary, and experimental fiction. This study of narrative via the short story genre gives students a variety of critical perspectives to enhance their acumen as readers and creators of literary texts.

**ENGL 365 MODERN POETRY (3)** *Prerequisite: ENGL 123W or equivalent.* This course focuses on poetry through the twentieth and twenty-first centuries. The course considers poetry as a genre and examines the innovations in poetic conventions through different modern literary periods.

**ENGL 366 SOUTHERN LITERATURE (3)** *Prerequisite: ENGL 123W or equivalent.* An overview and analysis of the seminal prose and poetry of the American South from the twentieth and twenty-first centuries. Writers under examination will include such figures as William Faulkner, the fugitive poets, Eudora Welty, Alice Walker, and Lee Smith.

**ENGL 371 CONTEMPORARY LITERATURE (3)** *Prerequisite: ENGL 123W or equivalent.* An examination of literature written in English from the second half of the twentieth century to the present.

**ENGL 377 STUDY ABROAD (3)** This course provides students with the opportunity to study in foreign settings.

**ENGL 387 DOMESTIC STUDY AWAY (3)** Domestic Study Away is a parallel experience to study abroad as an experiential learning opportunity that allows students to earn academic credits toward the completion of a degree in an off-campus location using domestic destinations around the United States. Study away programs expose students to diverse perspectives and multiple modes of inquiry in ways not ordinarily achieved in a classroom setting.

**ENGL 397 INDEPENDENT STUDY IN ENGLISH (1-3)** *Prerequisites: Approval of faculty sponsor and school dean; junior or senior standing.* This course provides students the opportunity to pursue individual study of topics not covered in other available courses. The area for investigation is developed in consultation with a faculty sponsor, and credit is dependent on the nature of the work. May be repeated for no more than six credits.

**ENGL 398 SPECIAL TOPICS IN ENGLISH (1-3) [credit depends on topic]** *Prerequisite: A background of work in the discipline.* This course will focus on an aspect of the discipline not otherwise covered by the regularly offered courses. The topic will vary according to professor and term; consequently, more than one may be taken by a student during his/her matriculation.

**ENGL 399 INTERNSHIP IN ENGLISH (1-6)** *Prerequisites: Juniors or seniors with a 2.25 minimum GPA; approval of written proposal by internship coordinator and supervising faculty prior to registration.* The internship program allows students practical experience in fields using their training as English majors. Interns may work in such settings as radio and television stations, advertising and public relations agencies, local industries and civic organizations, state and local governments, and individually designed situations. (See "Internships.")

**ENGL 414 CHILDREN'S LITERATURE (3)** *Prerequisite: ENGL 123W or equivalent.* This interdisciplinary course will explore children's literature as the only genre defined by its audience. It asks students to consider: What is the purpose of children's literature? What is its relationship to literary history and popular culture? How do scholars and students evaluate its formal elements? Students in this course will encounter readings from recognized children's authors such as Lewis Carroll and Louisa May Alcott, as well as from contemporary children's and young adult writers who represent diverse perspectives.

**ENGL 417 CHAUCER (3)** *Prerequisite: ENGL 220W.* This course introduces students to the range of works by the poet Geoffrey Chaucer (c. 1343-1400), as well as the cultural context in which he lived. The course explores the poet's longer narrative works, including the *Canterbury Tales*, and a sampling of his prose and short lyrics with emphasis on the impact of Chaucer's writings on modern audiences. All texts are available in translation.

**ENGL 420 SENIOR SEMINAR IN ENGLISH (3)** *Prerequisite: ENGL 220W.* Using knowledge of literary history, genres, form, and techniques, as well as expertise in writing and interpretation, senior English majors will assemble a theme-based literary anthology comprising texts from specified eras and genres. These anthologies will also include a formal introduction and headnotes for each entry. Senior standing is normally required to enroll.

**ENGL 421 SHAKESPEARE'S TRAGEDIES AND HISTORIES (3)** *Prerequisite: ENGL 123W or equivalent.* The class provides an in-depth study of the best-known tragedies and most important English history plays by Shakespeare. Some attention is given to major critical approaches and background material.

**ENGL 422 SHAKESPEARE'S COMEDIES AND ROMANCES (3)** *Prerequisite: ENGL 123W or equivalent.* The class focuses on the romantic comedies, the problem plays, and the romances. Some attention is given to major critical approaches and background material. This course does not build on ENGL 421 and ENGL 421 is not a prerequisite for this course.

**ENGL 424 ADVANCED CREATIVE WRITING (3)** *Prerequisites: Two of the following: ENGL 346, 349, 350.* This course includes advanced study of craft in published and student work. Students complete a portfolio of revised creative writing and learn about the current strategies and trends of creative writing engagement, including publication.

## ENGLISH AS A SECOND LANGUAGE (ESL)

**ESL 151 INTERMEDIATE ESL GRAMMAR (3)** International students at an intermediate level will study English grammar with work in both written and oral forms. This course will focus on improving grammar and editing skills so that Students will develop their ability to compose grammatically correct and comprehensible sentences and short writings.

**ESL 153 INTERMEDIATE LISTENING AND SPEAKING (3)** International students at an intermediate level will develop their conversation skills in American English with particular focus on interaction in an academic setting. Emphasis will be given to developing oral proficiency with grammatical accuracy in class discussions and speaking assignments.

**ESL 155 INTERMEDIATE READING (3)** International students at an intermediate level will study reading skills and strategies. Emphasis will be placed on academic vocabulary, critical reading, dictionary use, writing styles and how to summarize, paraphrase, and identify main ideas and supporting details.

**ESL 157 INTERMEDIATE WRITING (3)** International students at an intermediate level will study English writing with emphasis on process, syntax, and paragraph development. Particular attention will be given to writing paragraphs and short essays based on personal experience and response to readings.



**ESL 159 INTERMEDIATE READING AND WRITING (3)** International students with an intermediate command of academic reading and writing will study academic texts and learn to write effective responses. Vocabulary development and a review of grammar are integrated into the course.

**ESL 201 ADVANCED ESL GRAMMAR (3)** *Prerequisite: ESL 151 or TOEFL 500.* International students at an advanced level will study English grammar with work in both written and oral forms. This course will focus on improving grammar and editing skills so that Students will develop their ability to compose complex and grammatically correct writings.

**ESL 203 ADVANCED LISTENING AND SPEAKING (3)** *Prerequisite: ESL 153 or TOEFL 500.* International students at an advanced level will develop their conversation skills in American English with particular focus on interaction in an academic setting. Emphasis will be given to developing oral proficiency with grammatical accuracy in class discussions and speaking assignments.

**ESL 205 ADVANCED READING (3)** *Prerequisite: ESL 155 or TOEFL 500.* International students at an advanced level will study reading skills and strategies through both assigned and self-selected materials to develop strategies required of independent readers. Emphasis will be placed on academic vocabulary, critical reading, dictionary use, writing styles and how to summarize, paraphrase, and identify main ideas and supporting details.

**ESL 207 ADVANCED WRITING (3)** *Prerequisite: ESL 157 or TOEFL 500.* International students at an advanced level will study English writing with emphasis on process, syntax, and paragraph development. Particular attention will be given to writing paragraphs and short essays based on personal experience and response to readings.

#### ENVIRONMENTAL SCIENCE COURSES (ENVS)

**ENVS 111 ENVIRONMENTAL SCIENCES AND SUSTAINABILITY I (4)** Three hours of lecture and three hours of laboratory. This course offers an interdisciplinary introduction to the scientific study of the earth with an emphasis on environmental changes and their implications. Topics focus on human and biological dimensions, including population and community ecology, species interactions, environmental health, and environmental law and policy. Special emphasis is placed on scientific literacy, using environmental examples to teach students how to explore, interpret, and analyze issues affecting the planet. A lab fee is required.

**ENVS 112 ENVIRONMENTAL SCIENCES AND SUSTAINABILITY II (4)** Three hours of lecture and three hours of laboratory. This course offers an interdisciplinary introduction to the scientific study of the earth with an emphasis on environmental changes and their implications. Topics focus on physical and geological dimensions, including rocks and minerals, renewable and nonrenewable energy resources, atmosphere and climate, and geologic hazards such as earthquakes and volcanoes. Special emphasis is placed on scientific literacy, using environmental examples to teach students how to explore, interpret, and analyze issues affecting the planet. A lab fee is required.

**ENVS 201W HISTORY OF EARTH AND LIFE [Writing Enriched] (4)** *Prerequisites: Grade of C- or higher in ENGL 123W, HONR 103W or equivalent, and BIOL 113-114 or ENVS 111-112.* This course provides an overview of the Earth's composition, structure, and the geologic processes that continually shape the planet. Special attention will be given to rocks, minerals, plate tectonics, and the history of the geology. The biological evolution of life on Earth will be studied by examination of fossils and the fossil record. A lab fee is required.

**ENVS 211 PHYSICAL GEOGRAPHY (3)** Three hours lecture. This course provides a broad natural science background for students. The interrelationship of the lithosphere-hydrosphere-atmosphere, climate-soil-vegetation, and landforms of the world bring into perspective observable natural phenomena.

**ENVS 238 INTRODUCTION TO RESEARCH (1-3)** *Prerequisite: Consent of supervising instructor.* This course provides the beginning student the opportunity to conduct lab, field, or library research under the supervision of a faculty member. Credit is dependent upon the scope of the work.

**ENVS 321 CONSERVATION ECOLOGY (4)** *Prerequisites: BIOL 113-114 or ENVS 111-112.* Three hours lecture and three hours laboratory. This course addresses biological diversity at the genetic, population, and species levels. In particular, human impacts on diversity are investigated, and practical approaches to understanding and preventing extinction are explored. In addition, the mechanisms underlying large-scale ecological processes and their changes across space and time are examined, with the relationships among landscape structure, resource distributions, and populations also studied. A lab fee is required.

**ENVS 324 SUSTAINABLE FOREST MANAGEMENT (4)** *Prerequisites: satisfactory completion of the following: BIOL 113-114 or ENVS 111-112.* This course teaches the principles and techniques of forest management from both economic and environmental standpoints. Students will be trained in silviculture, dendrology, and timber cruising and harvesting during lectures, labs, and field trips. Topics related to timber harvesting such as watershed management, wildlife conservation, rangeland management, global climate change, and outdoor recreation will also be explored. The importance of managing forests so that they do not become depleted will be the overriding theme of the course. A lab fee is required.

**ENVS 331 PRINCIPLES OF HYDROLOGY (4)** *Prerequisites: CHEM 111, MATH 103.* Three hours lecture and three hours laboratory. This course is a study of the principles and theory of surface water and groundwater flow, chemistry, and quality; understanding and determination of water budget, hydrologic cycle, and Darcy's law; social, political, and economic issues related to hydro-logical systems. A lab fee is required.

**ENVS 333 PHYSICAL OCEANOGRAPHY (4)** *Prerequisites: BIOL 113-114 or ENVS 111-112.* Three hours lecture and three hours laboratory. This course focuses on ways in which oceans function and interact with earth systems. Consideration is given to ocean currents and vertical mixing, water chemistry, heat and energy transfer, sea floor geology, and coastal processes. A lab fee is required.

**ENVS 336 PHYSICAL GEOLOGY (4)** *Prerequisites: BIOL 113-114 or ENVS 111-112.* Three hours lecture and three hours laboratory. This course is a study of the earth's structure, composition, surface features and processes, rocks, minerals, mountain building, volcanoes, earthquakes, and the weathering and erosional effects of wind, water, and ice. A lab fee is required.

**ENVS 337 HISTORICAL GEOLOGY (4)** *Prerequisites: BIOL 113-114 or ENVS 111-112.* Three hours lecture and three hours laboratory. This course looks through the earth's past through the record hidden in the rocks and the fossils contained within and includes a study of the development of life on earth as well as the climate and geologic changes of the earth's surface from the Precambrian until the present. A lab fee is required.

**ENVS 338 ENVIRONMENTAL GEOLOGY (4)** *Prerequisites: BIOL 113-114 or ENVS 111-112.* Three hours lecture and three hours laboratory. This course is a systematic study of processes that operate at or near earth's surface and influence the development, preservation, and destruction of natural environments. Topics covered include the influence of fluvial, atmospheric, mass-wasting, glacial, volcanic and tectonic systems on the environment. Mitigation strategies to prevent environmental degradation will be discussed. A lab fee is required.

**ENVS 340 INTRODUCTION TO REMOTE SENSING (3)** *Prerequisite: Junior/senior standing.* This course introduces students to the science and applications of remote sensing, with a focus on data acquisition and analysis. Remote sensing platforms including aerial photography and satellite imagery – as well as the use of unmanned aerial vehicles and drones – will all be addressed and explored. Students will study the relevance of remote sensing technologies across a variety of fields, including land cover mapping, climate change assessment, pollution detection, and disaster monitoring.

**ENVS 345 METEOROLOGY (3)** *Prerequisites: BIOL 113-114 or ENVS 111-112.* This class investigates the structure, components and processes of the earth's atmosphere. Global circulation patterns, precipitation, tropical systems, severe weather events, and air pollution issues are all studied. Understanding how to analyze and produce weather forecasts will be emphasized.

**ENVS 347 CLIMATOLOGY (3)** *Prerequisites: BIOL 113-114 or ENVS 111-112.* This course explores how the atmosphere, oceans, and land masses all interact to influence earth's climate. Various local climates on our planet will be studied along with influencing factors such as latitude, topography, land-water interactions, and air and ocean circulation. A special emphasis will be placed on understanding both short- and long-term natural climate changes, and how humans might influence such variability.

**ENVS 365 WETLAND ECOLOGY (4)** *Prerequisites: BIOL 113-114 or ENVS 111-112.* This course provides an overview of the ecology, hydrology, vegetation, wildlife, biogeochemistry, and conservation issues of wetlands. Special attention will be given to the legal and mitigation issues surrounding wetland conservation and preservation. A lab fee is required.

**ENVS 375 FRESHWATER ECOLOGY (4)** *Prerequisites: BIOL 113-114 or ENVS 111-112.* Three hours lecture and three hours laboratory. This course focuses on the physical, chemical, and biological properties of the freshwater environment. A special emphasis will be placed on studying anthropogenic impacts on aquatic habitats and their organisms. A lab fee is required.

**ENVS 377 STUDY ABROAD (3)** This course provides students with the opportunity to study principles of environmental science in foreign settings.

**ENVS 380 GEOGRAPHIC INFORMATION SYSTEMS (GIS) (4)** *Prerequisite: Junior/senior standing.* Three hours lecture and three hours laboratory. This course introduces students to the theory and practice of Geographic Information Systems (GIS) and prepares them for its use across numerous fields of study. Geographic Information Systems (GIS) is specially designed hardware and software for the analysis and display of spatially explicit data. With intelligent digital maps, such systems allow users to store, query, and retrieve information based on desired parameters. A lab fee is required.

**ENVS 366 EXPERIENTIAL GEOLOGY: FROM DIGS TO DISPLAYS (3)** *Prerequisites: Participation in the GEOPaths grant, ENVS 387.* This course encompasses a variety of career planning and training activities for students enrolled in the GEOPaths program. Some of the activities include transferable career skills like resume building, interview techniques, job search skills, and cover letters. There will be guest lectures from a diverse group of geoscientists who will discuss their personal experiences in the field, and their path to a career. Students enrolled in this course will complete a semester-long project under the mentorship of the instructor and a staff member from the Virginia Museum of Natural History.

**ENVS 387 DOMESTIC STUDY AWAY (3)** Domestic Study Away is a parallel experience to study abroad as an experiential learning opportunity that allows students to earn academic credits toward the completion of a degree in an off-campus location using domestic destinations around the United States. Study away programs expose students to diverse perspectives and multiple modes of inquiry in ways not ordinarily achieved in a classroom setting.

**ENVS 397 INDEPENDENT STUDY IN ENVIRONMENTAL SCIENCES (1-3)** *Prerequisites: Approval of faculty sponsor and school dean; junior or senior standing.* This course provides students the opportunity to pursue individual study of topics not covered in other available courses. The area for investigation is developed in consultation with a faculty sponsor and credit is dependent on the nature of the work. May be repeated for no more than six credits.

**ENVS 398 SPECIAL TOPICS IN ENVIRONMENTAL SCIENCES (1-4) [credit depends on topic]** *Prerequisite: A background of work in the discipline.* This course will focus on an aspect of the discipline not otherwise covered by the regularly offered courses. The topic will vary according to professor and term; consequently, more than one may be taken by a student during his/her matriculation.

**ENVS 399 INTERNSHIP IN ENVIRONMENTAL SCIENCES (1-12)** *Prerequisites: Juniors or seniors with a 2.25 minimum GPA; approval of written proposal by internship coordinator and supervising faculty prior to registration.* This internship is offered to qualified students allowing them to gain personal and practical experience in various areas of environmental science. Internships include but are not limited to working in environmental laboratories, natural resources conservation, restoration of natural areas, and help with research projects conducted by senior scientists and engineers.

**ENVS 428 INDIVIDUAL RESEARCH IN ENVIRONMENTAL SCIENCES (1-6)** *Prerequisites: Junior or senior standing; consent of supervising instructor.* This independent opportunity to conduct a field, laboratory, or literary study project culminates in a formal paper and/or presentation as directed by the supervising instructor. Credit is dependent on the nature of the work but may not exceed three credit hours per semester.

**ENVS 490 ENVIRONMENTAL SCIENCE SEMINAR (1)** *Prerequisite: Senior standing.* Students in this course will receive training on the practicalities of using their majors to obtain graduate school or job placement. The focus of the class is on career-readiness activities such as resume writing, interview skills, cover letters, and personal statements. Students should leave this course with the tools to successfully apply for employment or graduate schools

#### EXERCISE PHYSIOLOGY COURSES (EXPH)

**EXPH 100 PHYSIOLOGICAL ASSESSMENTS IN EXERCISE PHYSIOLOGY (3)** This hands-on course is designed to teach the exercise physiology major about tests used to assess health and skill related physical fitness. Students will learn how to conduct and participate in various assessments of physical fitness. Course fee is required.

**EXPH 200 EXPLORATION IN EXERCISE PHYSIOLOGY (3)** *Pre or corequisite: EXPH 100 or permission of the department chair.* This course will examine the numerous career opportunities that exist in the field of Exercise Physiology, how they relate to the field of study, and what are the qualifications and certifications needed to pursue a career in the specific sub-disciplines of Exercise Physiology. This course will also focus on techniques regarding reading and locating research as well as incorporate scientific writing techniques about different topics within exercise physiology.

**EXPH 225 BASIC EMERGENCY AND INJURY CARE MANAGEMENT (3)** *Prerequisite: EXPH 100 or permission of the department chair.* This course is designed to introduce students to basic orthopedic injuries, conditions, and disorders. In addition, students will learn basic emergency management. Course

fee required.

**EXPH 325 PHYSIOLOGY OF EXERCISE (3)** *Prerequisites: BIOL 224, 225.* This course studies the human body's short term and long term adjustments to exercise. Topics include: musculoskeletal function, energy metabolism, respiratory adjustments, heart and circulatory adjustment, neural control, temperature regulation, environmental effects, and conditioning principles.

**EXPH 326 ADVANCED PHYSIOLOGY OF EXERCISE (3)** *Prerequisite: EXPH 325.* This course is designed to provide students with an in-depth study of physiological and biochemical alterations occurring in the human body as a result of exercise. Topics will include control of bioenergetics, exercise metabolism, acute and chronic adaptations to aerobic and resistance training programs, physiology of performance, environmental effects, hormonal responses, and temperature regulation.

**EXPH 342 LABORATORY TECHNIQUES IN EXERCISE PHYSIOLOGY (3)** *Prerequisites: EXPH 325, STAT 222.* This course provides students with the opportunity to learn the techniques used in laboratories to test the physiological changes in response to acute and chronic exercise. Students will be required to utilize their knowledge of the underlying physiology and the responses to exercise in order to accurately examine and explain the observations.

**EXPH 350W RESEARCH METHODS IN EXERCISE PHYSIOLOGY [Writing Enriched] (3)** *Prerequisite: Grade of C- or higher in ENGL 123W, HONR 103W, or equivalent, Prerequisite or corequisites: EXPH 326, 342.* This course is a capstone designed to teach students the research process as it pertains specifically to exercise physiology. Students will be expected to utilize their knowledge of exercise physiology in the discussion of how to conduct quality research, how to critique current relative research in the profession, and how to summarize research for understanding by the lay population. Students must complete this course with a C or better and have IRB approval of a research proposal if they choose to take EXPH 451 as an elective.

**EXPH 355 SCIENTIFIC PRINCIPLES OF STRENGTH AND CONDITIONING (4)** *Prerequisite: EXPH 325.* Three hours lecture and two hours laboratory. This course provides students with the scientific principles and practical skills to develop and adjust conditioning programs. Students learn how to design conditioning programs to address strength, power, speed, agility, and endurance needs. Students also learn how to adjust programs for those with special needs (e.g. injuries) so programs can be safe and effective. The lab will entail movement instruction, practice, and hands-on coaching experience. Students will be required to participate in learning the various movements, practicing the movements in order to work towards becoming proficient as well as observe and critique fellow classmates on the movements.

**EXPH 377 STUDY ABROAD (1-6)** *Prerequisite: Consent of instructor.* This course provides students with the opportunity to study principles of exercise physiology in foreign settings.

**EXPH 380 KINESIOLOGY (3)** *Prerequisites: BIOL 224,225.* This course is a study of the origin, mechanics, and effectiveness of human motion.

**EXPH 387 DOMESTIC STUDY AWAY (3)** Domestic Study Away is a parallel experience to study abroad as an experiential learning opportunity that allows students to earn academic credits toward the completion of a degree in an off-campus location using domestic destinations around the United States. Study away programs expose students to diverse perspectives and multiple modes of inquiry in ways not ordinarily achieved in a classroom setting.

**EXPH 397 INDEPENDENT STUDY IN EXERCISE PHYSIOLOGY (1-3)** *Prerequisites: Approval of faculty sponsor and school dean; junior or senior standing.* This course provides students the opportunity to pursue individual study of topics not covered in other available courses. The area for investigation is developed in consultation with a faculty sponsor and credit is dependent on the nature of the work. May be repeated for no more than six credits.

**EXPH 398 SPECIAL TOPICS IN EXERCISE PHYSIOLOGY (1-3)** [credit depends on topic] *Prerequisite: A background of work in the discipline.* This course will focus on an aspect of the discipline not otherwise covered by the regularly offered courses. The topic will vary according to professor and term; consequently, more than one may be taken by a student during his/her matriculation.

**EXPH 415 INTERNSHIP IN EXERCISE PHYSIOLOGY (1-12)** *Prerequisites: Juniors or seniors with a 2.25 minimum GPA; EXPH 326, 342, 355; approval by internship coordinator, and supervising faculty prior to registration.* This course offers a professional internship with an appropriate health fitness organization/program. The student and faculty sponsor agree on the location and responsibilities of the intern. The number of credits depends on the number of hours involved. (See "Internships.")

**EXPH 425 ADVANCED HEALTH AND FITNESS EVALUATION AND PROGRAMMING (3)** *Prerequisites: EXPH 326, 342.* This course provides the student with the knowledge and skills necessary for risk stratification, physiological assessment, interpretation of test results, and design of health and activity programs for apparently healthy populations. Emphasis on developing competency in following ACSM guidelines for exercise testing and prescription will be stressed.

**EXPH 426 EXERCISE PHYSIOLOGY OF SPECIAL POPULATIONS (3)** *Prerequisites: EXPH 425.* This course is designed to discuss physiological differences in populations such as children and youth, older adults, pregnant women as well as populations with diseases such as heart disease, pulmonary disease, obesity, and diabetes and the modifications required for exercise testing and prescription of these populations.

**EXPH 435 LEADERSHIP AND PROFESSIONALISM FOR EXERCISE PHYSIOLOGISTS (3)** *Prerequisite or corequisite: EXPH 425.* This course explores leadership techniques and professionalism issues relevant for a variety of settings in the health and fitness industry. Students will be introduced to legal, organization and risk management aspects associated with working in the health and fitness industry. The role of leadership in managing human and fiscal resources and creating marketing plans will also be covered.

**EXPH 451 RESEARCH METHODS IN EXERCISE PHYSIOLOGY: DATA COLLECTION AND FINAL MANUSCRIPT (2)** *Prerequisite: EXPH 350W (C or better) and IRB approval of a research proposal.* This course is an elective second research course designed for students to complete a research project that has already been proposed and approved by the Institutional Review Board. Students will integrate their knowledge of exercise physiology as well as their skills and mastery at performing a myriad of assessments to collect data, analyze results, and write a final manuscript according to professional guidelines. The course will culminate with the student presenting their research at the Student Scholar Showcase or an equivalent forum approved by the instructor.

**EXPH 455 FITNESS AND PERFORMANCE LEADERSHIP (3)** *Prerequisite: EXPH 355.* This course will build on foundational knowledge and provide opportunities for students to develop skills and abilities related to speaking with clients, coaching clients around behavioral change, prescribing exercise, and demonstrating proper utilization of exercise equipment for enhancement of cardiovascular and musculoskeletal fitness. The course provides a focus on exercise program design, leadership, communication, behavior modification, and administrative issues related to fitness leadership and personal training.



**EXPH 470 SPORTS NUTRITION (3)** *Prerequisite: EXPH 325.* This course will discuss macronutrient and micronutrient needs in relation to physical activity. Additional topics include ergogenic aids and the timing of food and fluids before, during, and after physical activity for optimal performance.

#### FINANCE COURSES (FIN)

**FIN 150 FAMILY AND PERSONAL FINANCE (3)** This functional course is designed to meet the needs of individuals and married couples in their attempt to save, invest, and spend wisely. Primary emphasis is placed on buying a house, appropriate life insurance policies, and investing in the stock market.

**FIN 317 PRINCIPLES OF FINANCE (3)** *Prerequisites: ACCT 200, ECON 201-202, and one of the following: General Education math or BUAD 241.* This course examines basic financial principles involving procurement, allocation, and control of funds of the business firm. Topics include maximizing shareholder wealth, time value of money, stock and bond valuation, risk and expected return, capital budgeting, and financial statement analysis.

**FIN 318 FINANCIAL MANAGEMENT (3)** *Prerequisite: FIN 317.* This course applies basic financial techniques and principles to financial administration, policy, and decision-making of the firm. This course also examines ethical issues involved in financial administration, policy, and decision-making. The case-study method is used. A continuation of FIN 317. Through case analysis and discussion, students will gain increased sophistication in their knowledge and application of managerial models relevant to the topics covered in the Principles of Finance. The course will also introduce in-depth material in the areas of capital market behavior, mergers, acquisitions, divestitures, and international finance.

**FIN 320 FINANCIAL WELLNESS AFTER COLLEGE (2)** Students will learn best practices for financial success post-college. Topics covered will include, but are not limited to: managing student loan debt, proper use of debt instruments such as credit cards, salary expectations and negotiations, personal banking and investing, renting vs. homeownership, taxes and government assistance, saving and retirement planning, insurance (including health, property, life, and auto), geographic differentials in cost of living, and the financial implications of life choices such as marriage and children. Students will make real-life budgets assuming their own expected career paths. Finally, students will explore the role that financial wellness plays in other areas of well-being such as physical, emotional, and spiritual dimensions.

**FIN 387 DOMESTIC STUDY AWAY (3)** Domestic Study Away is a parallel experience to study abroad as an experiential learning opportunity that allows students to earn academic credits toward the completion of a degree in an off-campus location using domestic destinations around the United States. Study away programs expose students to diverse perspectives and multiple modes of inquiry in ways not ordinarily achieved in a classroom setting.

**FIN 397 INDEPENDENT STUDY IN FINANCE (1-3)** *Prerequisites: Approval of faculty sponsor and school dean; junior or senior standing.* This course provides students the opportunity to pursue individual study of topics not covered in other available courses. The area for investigation is developed in consultation with a faculty sponsor and credit is dependent on the nature of the work. May be repeated for no more than six credits.

**FIN 398 SPECIAL TOPICS IN FINANCE (1-3) [credit depends on topic]** *Prerequisite: A background of work in the discipline.* This course will focus on an aspect of the discipline not otherwise covered by the regularly offered courses. The topic will vary according to professor and term; consequently, more than one may be taken by a student during his/her matriculation.

**FIN 405W INVESTMENT FUNDAMENTALS [Writing Enriched] (3)** *Prerequisites: ECON 201-202, FIN 317, and grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* This course studies the economic, fundamental, and technical analysis of financial securities and their use in achieving investment objectives. The course focuses on assessing the risks and returns offered by the major classes of financial securities and their derivatives; the assessment of intrinsic versus market values; the construction of portfolios for different purposes and basic portfolio management practices; and the mechanics of participation in securities markets.

**FIN 420 FINANCIAL RISK MANAGEMENT (3)** *Prerequisite: FIN 317.* This course studies financial risk management through the identification and management of the risk factors affecting firms. The primary focus is on the valuation and applied use of key derivative contracts including forwards, futures, options, and swaps. Topics include characteristics of derivative markets, pricing models, trading mechanisms, contract specifications, hedging, speculating, and the management of corporate risk through derivative contracts.

#### GENDER STUDIES COURSES (GNDR)

**GNDR 210 INTRODUCTION TO GENDER STUDIES (3)** This course introduces students to gender theories as they emerge in a wide variety of disciplines, with an emphasis on gender as a social construction.

**GNDR 387 DOMESTIC STUDY AWAY (3)** Domestic Study Away is a parallel experience to study abroad as an experiential learning opportunity that allows students to earn academic credits toward the completion of a degree in an off-campus location using domestic destinations around the United States. Study away programs expose students to diverse perspectives and multiple modes of inquiry in ways not ordinarily achieved in a classroom setting.

**GNDR 397 INDEPENDENT STUDY IN GENDER STUDIES (1-3)** *Prerequisites: Approval of faculty sponsor and school dean; junior or senior standing.* This course provides students the opportunity to pursue individual study of topics not covered in other available courses. The area for investigation is developed in consultation with a faculty sponsor and credit is dependent on the nature of the work. May not be repeated.

**GNDR 410 GENDER STUDIES CAPSTONE PROJECT (3)** *Prerequisites: GNDR 210 and nine hours of Gender Studies approved coursework.* Students will apply appropriate theoretical models in gender studies in a research project that will demonstrate understanding of that application's usefulness as well as its limitations. The project will be evaluated by a committee (the "Research Committee") consisting of the director of gender studies, the research advisor (in the student's field of interest), as well as one other committee member selected by the student.

#### GENERAL STUDIES COURSES (G S)

**G S 104 COLLEGE SUCCESS STRATEGIES (1)** This support course teaches the skills and strategies, and encourages the attitudes a student needs to achieve the academic goals the College set forth for its students as part of its mission. Goal-setting, time management, note-taking, active reading, and other important study skills and strategies are addressed. The course also provides students with opportunities for self-reflection and development of decision-making strategies to help them make a smoother transition into college. Attention is also devoted to student understanding of basic academic rules and regulations.

- G S 105 CAREER DEVELOPMENT FOR THE LIBERAL ARTS AND SCIENCES (1)** Open only to freshmen and sophomores, this course introduces students to the career-decision making process through self-assessment, major/career exploration, and the integration of this information into career fields. Particular emphasis is given to the use of the Internet as a resource for career exploration.
- G S 111 APPLIED INFORMATION LITERACY – BASIC 1 (1)** This course introduces students to information retrieval skills needed for successful research and critical analysis of information in the scholarly setting as well as everyday life activities. Topics covered will include types of information and classification schemes, basic library research skills, and strategies for finding monographic resources in Knight-Capron Library.
- G S 112 APPLIED INFORMATION LITERACY – BASIC 2 (1)** This course introduces the student to types of information found in the periodical literature and their application to scholarly activities and life-long learning situations. In addition to exploring different types of periodicals, print and electronic indexes that are used to locate appropriate resources will also be covered. The course will introduce students to the issue of plagiarism and how to avoid it.
- G S 113 RESEARCH STRATEGIES FOR COLLEGE PAPERS AND PRESENTATIONS (1)** This course is designed to develop critical thinking skills when using Internet information resources for academic course work. Search strategies, topic analysis, Boolean logic, and refinement of searching techniques are among the areas covered as they apply to available online databases and Web search engines. In addition to improving students' Internet skills, the course develops a better understanding of how and when to use electronic resources.
- G S 150 EFFECTIVE READING STRATEGIES (1)** This course is designed to provide instruction and support to enable individuals to comprehend complex college readings. The course provides instruction in research-based strategic reading strategies found to improve reading success along with individual or small group tutoring sessions for support in applying strategies.
- GS 151 EFFECTIVE WRITING STRATEGIES (1)** This course will provide instruction and support to enable students in comprehending essential writing skills including grammar/mechanics, content, and organization. The course will utilize a textbook that covers standard English and writing instruction.
- GS 152 COLLEGE MATH (1)** This course introduces students to college mathematics. Essential quantitative and algebraic concepts and skills are introduced and reinforced.
- G S 175 ACADEMIC SURVIVAL SKILLS: WHAT EVERY COLLEGE STUDENT SHOULD KNOW (2)** This course will provide new students with an overview of university life placing an emphasis on the development of reading, writing, and research skills needed to be successful in college. This course will also focus on self-leadership and self-management assisting the transition from high school to college.
- G S 201 PEER TUTORING/MENTORING SEMINAR (1)** This course is based on a theoretical framework of peer-based tutoring, mentoring, and advising coupled with direct application through learning resource services, the LC Connections program, and academic/career advising. The learning format combines a weekly one-hour seminar with a weekly one-hour session of direct tutoring, mentoring, and/or advising.
- G S 220 EXPLORING SOCIAL ENTREPRENEURSHIP AND LEADERSHIP (1)** The course will explore what it means to be a social entrepreneur in a wide variety of fields. Guest lecturers will include entrepreneurs working in non-profit and for-profit settings who will discuss their personal experiences as leaders and entrepreneurs, and describe the qualities they feel are necessary for students to become effective leaders and successful entrepreneurs.
- G S 275 WORLD WAR I: HOW THE WORLD CAME UNGLUED (3)** This course addresses the complications that led up to the war, the war itself, and the impact of the war on politics, women and African Americans, art and literature, science, and society's perception of war. The students will write reflection papers and a research paper on a topic of their choice related to the war.
- G S 276 WAR IN THE TWENTIETH AND TWENTY-FIRST CENTURIES (3)** A study of literature and film related to wars in the western world during the 20th and 21st centuries. Students will be introduced to major works and major concepts stemming from these monumental conflicts, coming away with a deep understanding of the causes and consequences of war.
- G S 277 STUDYABROAD: CROSS-CULTURAL EXPLORATIONS (1)** This course prepares students to participate in an international, cross-cultural experience. Students will address issues related to the cultural and practical side of international travel.
- G S 293 APPLIED INFORMATION LITERACY – ADVANCED (1)** This course focuses on the development and practical application skills necessary to find and evaluate efficiently a wide variety of information sources for major term papers, presentations and other student research courses, including the senior theses. It is designed to be taken concurrently with a course that involves a substantial student research project with the approval of the course professor. As the content is based on the nature of the specific research project, this course may be repeated in conjunction with additional research projects.
- G S 303 PROFESSIONAL AND BUSINESS ETIQUETTE IN THE WORK PLACE (1)** This class is open to all students and does not require a prerequisite. This course explores professional business etiquette in organizations and prepares students to understand appropriate behavior with regards to: co-worker interaction, professionalism with supervisors, professional use of email and social media, appropriate dress for the workplace, customer service relationships, office romance policies and office gossip along with dining etiquette.
- G S 304 RESUMES AND MOCK INTERVIEWS (1)** This class is open to sophomore, junior, and senior students and does not require a prerequisite. This course will assist students in creating differing styles of resumes and interviewing skills in order to prepare students whether it is for the corporate world, graduate school or other post graduate applications. Particular emphasis will be placed on catering their resume type and practicing interviewing techniques for life after University of Lynchburg.
- G S 305 ADVANCED CAREER DEVELOPMENT: PLANNING FOR YOUR FUTURE (1)** Open to upperclassmen, this course will assist students in planning their entry into the world of work, creating resumes and cover letters, developing interviewing and networking skills, and exploring graduate/professional school and other options. Particular emphasis will be placed on activities that develop skills which will enhance the initial stage in one's career.
- G S 306 CAREER NETWORKING (1)** This class is open to sophomore, junior, and senior students and does not require a prerequisite. This course introduces career networking through a variety of contexts. Specific, interpersonal relationship building is explored using face-to-face as well as social media contexts for short and long term career networking. Socially acceptable industry practices are examined as students are offered pragmatic strategies to build professional networking relationships.

**G S 330 LEADERSHIP IN ACTION PRACTICUM (3)** *Prerequisites: Must complete at least six credit hours from BUAD 222, 265, and MGMT 260.*

This course provides a capstone experience for students pursuing the Leadership minor. In accordance with the College's strategic emphasis on experiential learning, students will apply leadership principles in a variety of real-world settings while under the guidance of an academic advisor. In the course of this experience, they will develop their own personal leadership style and demonstrate leadership action through the initiation or support of an organizational initiative.

**G S 360, 361 WASHINGTON CENTER SEMINARS (2,3)** *Prerequisite: Students in good academic standing with consent of faculty sponsor.* Washington Center seminars provide short-term programs in which participants explore selected topics in depth. Students attend lectures and participate in panel discussions and small group discussions. Past topics have included international relations, business, politics, law, leadership, women's issues, and communication. Evaluation is based on participation, journal entries, and written work. Grades are determined cooperatively by the Washington Center and faculty sponsor. G S 360 involves a seven- to nine-day program granting two credits; G S 361 involves a twelve- to fifteen-day program granting three credits.

**G S 377 STUDY ABROAD (3)** *Prerequisite: Permission of instructor.* This course provides students with foreign study and travel experience. The course develops multiple perspectives, including, but not limited to, cultural, economic, historical, and political.

**G S 387 DOMESTIC STUDY AWAY (3)** Domestic Study Away is a parallel experience to study abroad as an experiential learning opportunity that allows students to earn academic credits toward the completion of a degree in an off-campus location using domestic destinations around the United States. Study away programs expose students to diverse perspectives and multiple modes of inquiry in ways not ordinarily achieved in a classroom setting.

**G S 397 INDEPENDENT STUDY IN GENERAL STUDIES (1-3)** *Prerequisites: Approval of faculty sponsor and school dean; junior or senior standing.* This course provides students the opportunity to pursue individual study of topics not covered in other available courses. The area for investigation is developed in consultation with a faculty sponsor and credit is dependent on the nature of the work. May be repeated for no more than six credits.

**G S 398 SPECIAL TOPICS IN GENERAL STUDIES (1-3) [credit depends on topic]** *Prerequisite: A background of work in the discipline.* This course will focus on an aspect of the discipline not otherwise covered by the regularly offered courses. The topic will vary according to professor and term; consequently, more than one may be taken by a student during his/her matriculation.

**G S 399 INTERNSHIP IN GENERAL STUDIES (1-12)** *Prerequisites: Juniors or seniors with a 2.25 minimum GPA; approval of written proposal by internship coordinator, supervising faculty, and associate provost prior to registration.* This internship is career-focused and bridges more than one academic discipline. (See "Internships.")

**G S 415 SOCIAL ENTREPRENEURSHIP INTERNSHIP (1-6)** *Prerequisite: G S 220.* Students will work as interns in the community at non-profit organizations or develop socially responsible initiatives in the community for non-profit organizations. This class will also serve as an opportunity for students to receive credit for developing their own non-profit programming. Many students will have previously observed and interacted with a variety of social entrepreneurs, determined the qualities that are common to them, and explored their own inclinations and capabilities as social entrepreneurs in the prerequisite class.

**G S 435W SENIOR SYMPOSIUM [Writing Enriched] (2)** *Prerequisites: C- or higher in ENGL 123W, HONR 103W, or equivalent, and completion of 86 credit hours or more.* This course provides a consideration of major issues affecting mankind in the perspective of total experience. The course has three components: lectures by leaders of thought and opinion (including visiting scholars, public officials, artists, and business and professional people); selections from classical readings; and discussion seminars covering a variety of topics. Students needing an exception to the prerequisites must speak with the Director of Senior Symposium for approval.

## GERMAN STUDIES COURSES (GRMN)

All students entering the 102, 201 and 202 language levels will be required to take a placement test. The results of this test will determine the highest level of the language in which a student may enroll: i.e. 0-24 = GRMN 101, 25-40 = GRMN 102, 41-52 = GRMN 201 and 53-56 = GRMN 202. Class level placement is also based upon the successful completion of the prerequisite language course at the college level, earned AP credit or by consent of the instructor.

To waive the general education requirement for GRMN 201, students must score 53 or above and pass an additional evaluation that includes an oral interview and a written component.

Work in the MLRC constitutes part of the elementary and intermediate language courses. It is designed to furnish peer language tutors for review and to teach and test listening comprehension and speaking skills, the components of which are auditory discrimination, auditory memory, pronunciation and fluency.

For students whose native language is not English, the foreign language general education requirement may be waived using the substitution waiver form based on documentation of proficiency in the native language provided to the Department of Modern and Classical Languages. In cases in which students are foreign nationals, documentation of their International Student status from a country where English is not the native language is sufficient for the department to waive the foreign language requirement.

**GRMN 101 ELEMENTARY GERMAN I (3)** This introductory course is for students with no previous instruction in German. It aims to develop students' German proficiency in listening, speaking, reading and writing, with an emphasis on building an understanding of the cultures of the German-speaking world.

**GRMN 102 ELEMENTARY GERMAN II (3)** *Prerequisite: GRMN 101, a corresponding score on the University's online German placement test (required of all students who have not had German at the University of Lynchburg), or its equivalent in officially approved transfer hours.* This introductory course aims to develop students' German proficiency in listening, speaking, reading, and writing, with an emphasis on building an understanding of the cultures of the German-speaking world.

**GRMN 201 INTERMEDIATE GERMAN I (3)** *Prerequisite: GRMN 102, a corresponding score on the University's online German placement test (required of all students who have not had university-level German courses), or its equivalent in officially approved transfer hours.* This intermediate course continues to help students develop their German proficiency in listening, speaking, reading and writing, with an emphasis on building their understanding of the cultures of the German-speaking world. This course will be taught in German and emphasizes oral proficiency while presenting a balanced-skills approach for attaining proficiency in speaking, listening, reading, writing, and culture, according to guidelines established by The American Council on the Teaching of Foreign Languages. By the end of this course, students should be at the novice high/intermediate low proficiency level in each skill area. The successful completion of German 201 is the first of the five courses that constitute the German minor.

**GRMN 202 INTERMEDIATE GERMAN II (3)** *Prerequisite: GRMN 201 or a placement exam score at the 202 level.* This course reviews fundamental principles of grammar and helps students build their vocabulary as they further develop their proficiency in listening, speaking, reading and writing. An emphasis is placed on developing a deeper understanding of the cultures of the German-speaking world and building intercultural competence. This is the last course of a four-

semester German sequence, GRMN 101-102-201-202, and it will be taught in German.

**GRMN 208 GERMAN LITERATURE IN TRANSLATION (3)** With readings and lectures entirely in English, this course covers German writers from the nineteenth and twentieth centuries. Writers include Heine, Hauptmann, Kafka, Grass, Mann, Brecht, etc.

**GRMN 209 GERMAN FAIRY TALES IN THEIR EUROPEAN CONTEXT (3)** This course will focus on the Grimm brothers' fairy tales, which present a unique lens for students to examine 19th-century German culture and history. In addition, students' analysis of these tales within their broader European (and world) context reveal surprising commonalities within the human experience. Other themes explored within the course include the relationship between storytellers and their intended audiences, the concept of children's literature and its influence upon our understanding of childhood, and the ways in which fairy tales continue to shape us and our perception of the world around us.

**GRMN 241 CONVERSATION AND COMPOSITION (3)** *Prerequisite: GRMN 202.* This course provides intensive practice in oral and written German to develop fluency and correctness of expression. Special emphasis is on vocabulary building and development of style. The course will use a political and historical approach to German cultural topics and include an introduction to German literature and literary criticism.

**GRMN 313 SURVEY OF GERMAN LITERATURE (3)** *Prerequisite: GRMN 241.* This course focuses on readings of original texts in German literature from the nineteenth and twentieth century.

**GRMN 377 STUDY ABROAD (3)** *Prerequisite: Consent of instructor.* This course, offered in a German-speaking country, introduces students to German civilization, culture, and language. It will compare and contrast German traditions with those of other cultures and will enhance global perspectives and awareness of cultural diversity.

**GRMN 387 DOMESTIC STUDY AWAY (3)** Domestic Study Away is a parallel experience to study abroad as an experiential learning opportunity that allows students to earn academic credits toward the completion of a degree in an off-campus location using domestic destinations around the United States. Study away programs expose students to diverse perspectives and multiple modes of inquiry in ways not ordinarily achieved in a classroom setting.

**GRMN 397 INDEPENDENT STUDY IN GERMAN (1-3)** *Prerequisites: Approval of faculty sponsor and school dean; junior or senior standing.* This course provides students the opportunity to pursue individual study of topics not covered in other available courses. The area for investigation is developed in consultation with a faculty sponsor and credit is dependent on the nature of the work. May be repeated for no more than six credits.

**GRMN 398 SPECIAL TOPICS IN GERMAN (1-3) [credit depends on topic]** *Prerequisites: A background of work in the discipline.* This course will focus on an aspect of the discipline not otherwise covered by the regularly offered courses. The topic will vary according to professor and term; consequently, more than one may be taken by a student during his/her matriculation.

#### HEALTH AND PHYSICAL EDUCATION COURSES (HPE)

**HPE 116 THE TEACHING OF TEAM SPORTS (2)** This course involves the development of skill, tactics, teaching, and analysis of team sports. Students develop their skills and tactical play to a competent level and acquire the ability to teach, analyze, and assess skilled performance based on a learner's developmental level. Students will demonstrate skill and tactics in authentic environments as well as plan, instruct, and assess learners in these sports. A lab fee is required for upkeep and maintenance of equipment utilized in the course.

**HPE 118 THE TEACHING OF INDIVIDUAL SPORTS AND DANCE (2)** This course involves the development of skill, tactics, teaching, and analysis of individual sports and dance. Students develop their skills and participate to a competent level and acquire the ability to teach, analyze, and assess skilled performance based on a learner's developmental level. Students will demonstrate skill in authentic environments as well as plan, instruct, and assess learners in an individual sports and dance environment. Course fee.

**HPE 119L THE TEACHING OF OUTDOOR PURSUITS AND FITNESS EDUCATION (2)** This course involves the development of skill, tactics, teaching, and analysis of outdoor pursuits and fitness education. Students develop their skills and tactical play to a competent level and acquire the ability to teach, analyze, and assess skilled performance based on a learner's developmental level. Students will demonstrate skill and tactics in authentic environments as well as plan, instruct, and assess learners in these endeavors. Course fee.

**HPE 120 SCUBA DIVING (1)** *Prerequisite: Pass Swim test (200 yards and float/tread water for 10 minutes).* The PADI Open Water Diver course consists of three main phases: knowledge development to understand basic principles of scuba diving, confined water dives to learn basic scuba skills, and open water dives to review your skills and explore. A lab fee of \$425 required of students to cover scuba equipment, transportation, and camping fees.

**HPE 125 ROCK CLIMBING AND VERTICAL ROPE WORK (1)** This course is designed to provide the student with the skills and experience to enjoy the sport of rock climbing and other vertical endeavors. The focus of the course is on rope work, anchor building, rappelling, and top rope climbing. Classes will be held in the classroom, on the ropes course, on local rock faces, and in local caves.

**HPE 126 CHALLENGE COURSE AND ADVENTURE TRAINING (1)** This course is an overview of challenge course programming and adventure training. Classes will be taught in the classroom as well as utilizing the low and high elements of the New Horizons Adventure Course. Topics covered include group facilitation, debriefing, problem solving, initiatives, and trust building activities.

**HPE 127 BASIC BACKPACKING AND HIKING (2)** This course is designed to teach the basic skills and concepts of backpacking and hiking. Topics will include: camping, cooking, fire and stove use, equipment, safety, nutrition, map reading skills, first aid, trail etiquette, campsite selection, pace, tents, packing skills, and bear hang construction. Additional fee is required.

**HPE 128 BASIC CANOEING AND KAYAKING (2)** This course is designed to teach the basic skills and concepts of flat water canoeing and kayaking. Topics will include individual canoeing and kayaking skills such as: various strokes, safety, portaging, entering and exiting a canoe and kayak safely, map reading skills, interpreting water and weather conditions, and trip planning. Students will be required to participate in off-campus trips to the James River, Smith Mountain Lake, and/or Holiday Lake. An additional fee may be required.

**HPE 129 MOUNTAIN BIKING (2)** This course is designed to teach the basic skills and concepts of mountain biking. Topics will include group and individual biking skills such as braking, climbing, shifting, and navigating over rough terrain. Other topics will include bike repair and adjustments, basic first aid,



safety, map reading, and trip planning. Students will be required to have their own mountain bike and helmet. An additional fee is required.

**HPE 141 ELEMENTARY TENNIS (1)** This course offers instruction and practice in forehand, backhand, serve, and volley with competition in singles and doubles.

**HPE 149 STRENGTH TRAINING (1)** This course provides instruction in principles of conditioning utilizing free weights, body resistance, and weight machines. Individualized programs of flexibility and strength are implemented.

**HPE 190 HATHA YOGA (1)** This course emphasizes Iyengar-style and includes standing poses, forward bends, back bends, and inversions for the beginning student, as well as integration of the breath with asanas (postures).

**HPE 191 CONSCIOUS RELAXATION TECHNIQUES FOR STRESS MANAGEMENT (1)** This course includes the techniques of visualization, slow-motion movement, Benson's relaxation response, and breath management.

**HPE 205 COACHING APPRENTICESHIP (1-6)** *Prerequisite: Consent of the instructor.* This course provides students with an apprenticeship experience in coaching a selected sport with emphasis on observation, leadership, and management of skill development. If more than one HPE 205 is taken it must be applied to experiences with different sports. Only one HPE 205 experience can be done within the University of Lynchburg Intercollegiate Athletic Department.

**HPE 258 FOUNDATIONS OF HEALTH AND PHYSICAL EDUCATION (3)** This course introduces educator preparation program (EPP) candidates to the teaching profession, including the professional (InTASC and Uniform Performance Standards) and ethical standards and dispositions expected of teachers. Candidates develop an understanding of the historical, philosophical, and sociological foundations underlying the role, development, and organization of public education in the United States as well as how health and physical education are part of those processes. Candidates examine the legal status of teachers and students, including federal and state laws and regulations, and explore the local, state, and federal governments' influence on education.

**HPE 259 SCHOOL HEALTH CONTENT (2)** *Prerequisites: HPE 258, LVWL 100.* This course will offer an overview of selected topics in health content required for teacher candidates preparing to teach health education in public schools.

**HPE 303W HUMAN AND MOTOR DEVELOPMENT [Writing Enriched] (3)** *Prerequisites: BIOL 224,225, and grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* This course describes and analyzes normal motor development across the lifespan, from prenatal development through older adulthood. It emphasizes identifying and classifying motor behaviors across the lifespan, as well as understanding the interaction of environmental, biological, and task factors that affect acquisition of these movement behaviors. Laboratory experiences are included. Additional skills covered in this course will include an understanding of the physical, social, emotional, speech, language, and intellectual development in order to guide learning experiences in a meaningful way for teacher candidates and future practitioners in the field.

**HPE 304W SPORT, EXERCISE, AND PERFORMANCE PSYCHOLOGY [Writing Enriched] (3)** *Prerequisite: Grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* This course will examine the factors that influence socialization and motivational process in sport, exercise, and performance psychology. This course explores psychological and social processes in sport, exercise, and physical activity. We examine both how psychological and social factors influence physical activity participation and performance, and how participating in exercise/physical activity affects psychological well-being. We explore theoretical, methodological, and applied approaches to a variety of topics including motivational and behavioral strategies, stress and coping, self-perceptions, social relationships, communication, performance enhancement, character and moral development, and exercise adherence.

**HPE 310 PK-5 PHYSICAL EDUCATION CURRICULUM AND METHODS (4)** *Prerequisite: HPE 258.* This course is designed to develop a candidate's proficiency to deliver developmentally appropriate physical education instruction for grades PK-5. On-site observations and experiences in the application of curriculum and methods will be included.

**HPE 320 6-12 PHYSICAL EDUCATION CURRICULUM AND METHODS (4)** *Prerequisites: HPE 310.* This course is designed to develop a candidate's proficiency to deliver developmentally appropriate physical education instruction for grades 6-12. On-site observations and experiences in the application of curriculum and methods will be included.

**HPE 335 COMPREHENSIVE SCHOOL HEALTH PRACTICUM (4)** *Prerequisites: HPE 259 and H P 270.* The focus of this course is on candidate proficiency in curriculum development and methods in school health education. It includes health concerns of school-age populations, curriculum resources, and unit and lesson plan development.

**HPE 361 ASSESSMENT IN HEALTH AND PHYSICAL EDUCATION (3)** *Prerequisite: HPE 310.* This course focuses on analyzing and assessing performance from quantitative and qualitative perspectives and the proper use of various instruments in health and movement.

**HPE 363 HEALTH AND PHYSICAL EDUCATION FOR EXCEPTIONAL POPULATIONS (2)** *Prerequisite: SPED 220.* This course surveys individualization of instruction for persons with challenging conditions and provides on-site clinical experiences with exceptional populations.

**HPE 387 DOMESTIC STUDY AWAY (3)** Domestic Study Away is a parallel experience to study abroad as an experiential learning opportunity that allows students to earn academic credits toward the completion of a degree in an off-campus location using domestic destinations around the United States. Study away programs expose students to diverse perspectives and multiple modes of inquiry in ways not ordinarily achieved in a classroom setting.

**HPE 397 INDEPENDENT STUDY IN HEALTH AND PHYSICAL EDUCATION (1-3)** *Prerequisites: Approval of faculty sponsor and school dean; junior or senior standing.* This course provides students the opportunity to pursue individual study of topics not covered in other available courses. The area for investigation is developed in consultation with a faculty sponsor and credit is dependent on the nature of the work. May be repeated for no more than six credits.

**HPE 398 SPECIAL TOPICS IN HEALTH AND PHYSICAL EDUCATION (1-3) [credit depends on topic]** *Prerequisite: A background of work in the discipline.* This course will focus on an aspect of the discipline not otherwise covered by the regularly offered courses. The topic will vary according to professor and term; consequently, more than one may be taken by a student during his/her matriculation.

**HPE 401 INTRODUCTION TO DRIVER EDUCATION (3)** The content organization of the vehicle operator's tasks as presented in an instructional program. Included are defensive driving, psychophysical factors and the effects of natural and traffic laws on the vehicle operator.

**HPE 402 DRIVERS EDUCATION INSTRUCTIONAL PRINCIPLES (3)** *Prerequisite: HPE 401 for driver education endorsement.* A lab course for

practice of instructor's tasks for teaching drivers education to the beginning driver. Included are classroom, in-car and multiple instructional tasks.

**HPE 415      INTERNSHIP IN HEALTH AND PHYSICAL EDUCATION (1-12)** *Prerequisites: Juniors or seniors with a 2.25 minimum GPA; approval of written proposal by internship coordinator and supervising faculty prior to registration.* This course offers a professional internship with an appropriate health fitness organization/program. The student and faculty sponsor will agree on the location and responsibilities of the intern. The number of credits will depend on the nature of the project and the number of hours involved in the project. (See "Internships.")

**HPE 468      STUDENT TEACHING IN HEALTH AND PHYSICAL EDUCATION PK-12 (12)** *Prerequisite: Admission to student teaching.* This course is an application of effective teaching skills and content studied throughout the candidate's Educator Preparation Program and major. Candidates are assigned to full-time teaching blocks in local school systems under the guidance of University supervisors and classroom cooperating teachers. Candidates demonstrate their understanding and skills in professional knowledge, instructional planning, instructional delivery, assessment of and for learning, learning environment and professionalism. This course may require a mandatory Criminal and Social Services background check conducted at the candidate's expense.

#### HEALTH PROMOTION COURSES (H P)

**H P 210      HEALTH DISPARITIES, EQUITY, AND ADVOCACY (3)** This course provides opportunities for students to build knowledge and skills in the competencies of health disparities, diversity, inclusion, equity and advocacy. Students will examine cultural competence and cultural humility necessary for effective professional practice and interactions with diverse individuals, organizations and communities. Emphasis is placed on solutions and strategies related to improving the health of individuals and communities.

**H P 221      GLOBAL HEALTH (3)** This course is an overview of health on a global scale in the context of culture, access to resources, human rights, and ethical concerns. Topics covered include epidemiological measurements of the burden of disease, social determinants of health, the role of humanitarian aid, international development organizations, and preparedness for and the management of natural disasters and complex humanitarian emergencies.

**H P 239      DIMENSIONS OF HEALTH AND WELLNESS (3)** This course surveys historical and philosophical perspectives of health issues including the identification of individual responsibility for the development of attitudes and patterns of health behavior.

**H P 270      NUTRITION (3)** This course is a study of the science of food, its use within the body, and its relationship to a positive concept of good health.

**H P 271      FOUNDATIONS OF HEALTH PROMOTION (3)** This course examines foundations of the profession and the concepts and principles underlying the use of educational strategies to promote health in school, worksite, health care, or community settings. Identification of theoretical frameworks from behavioral and social sciences and their relationship to designing health education programs are discussed.

**H P 275      MEDICAL TERMINOLOGY (3)** This course will familiarize students entering the public health fields with fundamental medical terms, medical instrumentation, and medical exams used for a diagnosis, while also providing essential spelling and grammatical skills for the medical workplace.

**H P 290      SPIRITUALITY AND HEALTH (3)** Spiritual health is one of the six dimensions of wellness and is a vital component in the development and maintenance of overall health and well-being. Spiritual health can be defined as the experience of connection to self, others, and the community at large, providing a sense of purpose and meaning. The course is an exploration of current knowledge about the intersection of human spirituality and health. It is intended for health promotion and other health professionals and endeavors to address such questions as, What is spirituality? What is health? How are they related and how is spirituality currently being integrated into primary health care?

**H P 292      PSYCHOSOCIAL HEALTH (3)** This course emphasizes connections between the mind (3) and the body by focusing on the impact that attitudes, perceptions, emotions, relationships, and social support have on a person's overall health.

**H P 300      DRUGS AND BEHAVIOR MANAGEMENT (3)** *Prerequisites: BIOL 224,225.* This course surveys addictive substances and the causes of addictive behavior, theories of prevention, and treatment.

**H P 322      HEALTH ASPECTS OF AGING (3)** This course studies the biological, epidemiological, and social aspects of an aging population and the relationship to health and health care.

**H P 325      HUMAN DISEASES (3)** *Prerequisites: BIOL 224,225, H P 239.* This course is a study of communicable and chronic diseases with regard to disease description, etiology, signs and symptoms, diagnostic procedures, treatment, prognosis, and prevention.

**H P 340      WOMEN'S HEALTH ISSUES (3)** Much of previous health research has focused on health-related issues solely as they relate to the male population. This course will explore current health research, which has taken a more intentional look at health-related issues as they relate to the female population. The course will look at women's health issues, with particular attention to their relevance for health promotion and education. Topics covered will focus on several dimensions of wellness, including the physical, mental, emotional, and spiritual and include: gender bias in health research; leading causes of death for women; body image and the media; eating disorders; depression; stress from multiple roles; violence and abuse; nutrition for pregnancy & breastfeeding; exercise and pregnancy; alcoholism among women; alcohol use and pregnancy; impact of tobacco, caffeine, and illegal drug use on women and on pregnancy; complications of sexually transmitted infections in women; cardiovascular disease as the leading cause of death among women; osteoporosis among women; pregnancy and asthma, epilepsy, lupus, and multiple sclerosis; cancers of the lung, breast, cervix, uterus, ovaries, skin, colon, and rectum.

**H P 371W      RESEARCH IN HEALTH PROMOTION [Writing Enriched] (3)** *Prerequisites: H P 239, STAT 222, and grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* This course is intended to prepare students pursuing careers in health science fields (health education, public health, allied health, and medical professions) to be proficient in the practical aspects of health science research with a basis in theory. Basic principles of research will be examined with emphasis on study design, data collection, and basic statistical analysis of research data.

**H P 377      STUDY ABROAD (1-6)** *Prerequisite: Consent of instructor.* This course provides students with the opportunity to study principles of health promotion in foreign settings.

**H P 387      DOMESTIC STUDY AWAY (3)** Domestic Study Away is a parallel experience to study abroad as an experiential learning opportunity that allows students to earn academic credits toward the completion of a degree in an off-campus location using domestic destinations around the United States. Study away programs expose students to diverse perspectives and multiple modes of inquiry in ways not ordinarily achieved in a classroom setting.



**H P 397 INDEPENDENT STUDY IN HEALTH PROMOTION (1-3)** *Prerequisites: Approval of faculty sponsor and school dean; junior or senior standing.* This course provides students the opportunity to pursue individual study of topics not covered in other available courses. The area for investigation is developed in consultation with a faculty sponsor, and credit is dependent on the nature of the work. May be repeated for no more than six credits.

**H P 398 SPECIAL TOPICS IN HEALTH PROMOTION (1-3) [credit depends on topic]** *Prerequisite: A background of work in the discipline.* This course will focus on an aspect of the discipline not otherwise covered by the regularly offered courses. The topic will vary according to professor and term; consequently, more than one may be taken by a student during his/her matriculation.

**H P 405W CONTEMPORARY HEALTH ISSUES (3)** *Prerequisites: HP 239, 271, 371W, and senior status with a grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* This course examines emerging and reemerging health issues relevant to health promotion and public health practice. Students will synthesize evidence-based sources and apply critical analysis through student-facilitated class discussion and debate formats.

**H P 410 PROFESSIONALISM, LEADERSHIP, AND ETHICS IN HEALTH PROMOTION (3)** *Prerequisites: HP 271, 371W, senior standing; Pre- or corequisite: HP 325 and 420W.* This course prepares students for internship and career success in the areas of workplace professionalism, leadership, and ethics specific to the field of health promotion and public health. Students will explore the six levels of leadership in health education and public health, which are personal, team, organizational, community, global, and professional. Students will be guided by and apply the Code of Ethics for the Health Education Profession and the Public Health Code of Ethics to their forthcoming internship and future careers.

**H P 415 INTERNSHIP IN HEALTH PROMOTION (3)** *Prerequisites: HP 271, 325, 410, 420W; senior status with a minimum 2.25 GPA; approval of written proposal by health promotion department chair prior to registration.* This course offers a professional internship with an appropriate public health/clinical site. The student and internship coordinator will agree on the location and responsibilities of the intern. (See "Internships.")

**H P 420W HEALTH PROGRAM PLANNING [Writing Enriched] (3)** *Prerequisites: HP 239, 271, 371W, 405W, and grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* This course prepares students to plan, develop, implement, and evaluate health education programs for a variety of settings, including community and worksite.

## HISTORY COURSES (HIST)

**HIST 101-102 HISTORY OF CIVILIZATION I, II (3,3)** This is the basic course sequence in history designed to provide the student with a knowledge of world cultures and an introduction to the nature of historical thinking. A two-semester sequence, the first semester encompasses the period from prehistory to about 1600 C.E., the second from 1600 to the present.

**HIST 103W TURNING POINTS IN WORLD HISTORY [Writing Enriched] (3)** *Prerequisite: Grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* This course answers the question, "what is history?" and introduces students to methods of historical inquiry through the examination of selected major "turning points" in world history – showing students how historians debate and evaluate evidence. Students will acquire historical skills (close reading, analysis, deduction, reconstruction of the original setting for sources) that are transferable to a wide range of other areas of academic study, and to their future careers – in business, education, government, non-profits, and health care. Students will also reflect on how history shapes the present.

**HIST 105W HISTORY OF DISEASE AND MEDICINE (3)** *Prerequisite: Grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* This course answers the question, "what is history?" and introduces students to methods of historical inquiry through the examination of selected major "turning points" in world history ---showing students how historians debate and evaluate evidence. This course will focus on historical "turning points" through the lens of disease and medical discourses and practice. How has disease and reactions to discourses associated with disease and medical practice impacted societies historically? Students will acquire historical skills (close reading, analysis, deduction, reconstruction of the original setting for sources) that are transferable to a wide range of other areas of academic study, and to their future careers – in business, education, government, non-profits, and health care. Students will also reflect on how history shapes the present.

**HIST 107W THE NEED FOR SPEED – THE HISTORY OF ENDURANCE SPORTS [Writing Enriched] (3)** *Prerequisite: Grade of C- or better in ENGL 123W, HONR 103W or equivalent.* This course explores the history of endurance sports, including cycling, running, swimming, and cross-country skiing. While the primary focus will be on the United States, students will learn about endurance sports in other countries such as France, Belgium, Kenya, and Japan to develop knowledge about sports cultures different from America. Through learning about this history, students will develop their own answers to critical questions about the role of sport in American society and insight into current controversies in professional endurance sports such as doping.

**HIST 200W THE HISTORIAN'S CRAFT [Writing Enriched] (3)** *Prerequisite: Grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* An introduction to historical methods and writing, this course exposes students to ways in which historians think and assists students in developing research topics, conducting original research, and presenting the results in the form of papers and reports. Normally taken in the sophomore year, it is required of all history majors and is open to any student interested in the historical perspective.

**HIST 203 CRIME AND PUNISHMENT IN AMERICA (3)** The course is an overview of changing attitudes concerning legal and extralegal issues in crime and law enforcement in America. Among the issues it will address are the roles of race, gender, religion, ethnic origin, and sexuality in the interplay of cultural and legal perceptions in defining, policing, and punishing crimes. It may include such topics as punishment of chattel slaves and penal servitude in the eighteenth and nineteenth centuries, the use of chain gangs and prison farms in the nineteenth and twentieth centuries, rise of the ethnic gangs in the nineteenth and twentieth centuries, the use of civil disobedience in the 20th and 21st centuries, and the rise of anarchism and terrorism in the nineteenth and twentieth centuries.

**HIST 204 HISTORY ON FILM (3)** This course is a history of the medium of film and an exploration of how film represent historical subjects. Students will be asked to re-conceptualize the boundaries between media and history and understand how film can be both a source for historians to interpret the past and a window into the culture of the filmmaker and the intended audience. This course will not cover the art of film and the technical aspects of filmmaking, but rather, the different ways film and history inform one another.

**HIST 205 MUSIC AND REVOLUTION (3)** This course examines the pattern of musical influence on political resistance movements throughout history and in different parts of the world. Most forms of activism historically include a musical component whereby songs and musicians have played a major role in both propelling the movement and uniting the participants, whether it be La Marseillaise of the French Revolution, gospel music of the antebellum south, anti-apartheid music in South Africa, or rap/hip hop music of contemporary urban culture. Music has also provided messages that operate under the radar of official communication and that often simply tell the story of the revolution. This course will look at case studies of music influencing rebellion and revolution, using excerpts from the

two-volume series *Sounds of Resistance* and bringing in contributors to the series as guest speakers.

**HIST 243 CONTEMPORARY AFRICA (3)** This introduction to Africa from an interdisciplinary perspective includes geography, history, social structure, political development, and culture. Themes include the impact of colonialism and African nationalism, the role of women in society, the quest for social justice, leadership, and politics since independence, and the role of Africa in world affairs.

**HIST 255 AMERICA TO 1877 (3)** This course deals with the founding American colonies, their growth, and eventual break with England that led to the establishment of the republic. Subsequent topics include Federalism, Jacksonian Democracy, Slavery and Sectionalism, the Civil War, and Reconstruction.

**HIST 256 AMERICA SINCE 1877 (3)** This course examines the changes that have redefined American life since the 1870s. Special attention is given to the impact of industrialization and urban development, and the emergence of the United States as an international power. Issues of gender, race, class, and family are explored through class discussion, role plays, and debates. Special attention is given to local manifestations of larger historical developments such as war, politics, and social change.

**HIST 265 INTRODUCTION TO ARCHAEOLOGY (3)** This course is an introduction to the methods, theories, and history of the discipline of archaeology. It presents a variety of approaches and techniques used by archaeologists to analyze the material remains of human activities in order to understand human behavior, culture, and history. Archaeological case studies will range widely and examples will be taken from anthropological, classical, and historical studies in archaeology from around the globe. These examples will span from the earliest hunter-gatherers, to classical civilizations, and to the birth of the modern world.

**HIST 275 LATIN AMERICAN HISTORY (3)** This course examines the history of the Spanish- and Portuguese-speaking countries of Latin America from the colonial period to present-day, with a brief overview of pre-Columbian civilizations. Major themes will include the Iberian legacy, the role of the Catholic Church, cultural development, social and political evolution, and changing economic contexts. Modern issues to be examined include social hierarchies, revolutionary movements, periods of dictatorship, and the history of democratic change in the region.

**HIST 300 VIRGINIA HISTORY (3)** This course examines the history of the Virginia colony and commonwealth. It explores the development of the state's changing economy, its creation of social intricacies and hierarchies, its interaction with different ethnicities within and near its borders, its shift in forms of labor, and its political contributions as a colony, as a state, and as part of the modern world.

**HIST 301 RISE OF THE AMERICAN CITY (3)** This course examines the changes in the functions of the city in American society and the transformation of urban life from the colonial period to the present. Topics include America's evolution from an agricultural to an urban society, the impact of industrial and transportation technologies as well as migration on the city, and the redefinition of urban politics.

**HIST 305 ENGLAND IN THE MIDDLE AGES (3)** This course traces the development of England as a state from the Roman invasions through the Middle Ages to the early modern period, including the origins of Parliament and the Common Law, the Hundred Years War, and the War of the Roses.

**HIST 306 GREAT BRITAIN SINCE 1714 (3)** This course covers the creation of the British Empire and its evolution into the British Commonwealth through revolutions, colonial crises, and two world wars.

**HIST 311 MEDIEVAL CULTURE (3)** This course covers the breakup of the Roman Empire, development of feudal institutions, growth of the Church, rise of towns, the development of commerce, political theory, art, music, and literature.

**HIST 312 RENAISSANCE AND REFORMATION (3)** This course presents the flowering of art, literature, music, and science; the emergence of the sovereign state; and the religious crisis of the sixteenth century.

**HIST 322 EUROPE SINCE 1914 (3)** In this course the diplomatic approach is utilized with emphasis on the interaction of the major European nations (and the United States after World War II) as they deal with the realignment of power after World War I, the rise of Nazism, the expansion of Communism into Eastern Europe after World War II, the emergence of the European Union, and the fall of the Berlin Wall.

**HIST 323 GREEK CIVILIZATION (3)** This consideration of all phases of Greek achievement places special attention on intellectual and artistic accomplishments and Greek historical writing.

**HIST 324 ROMAN CIVILIZATION (3)** This course is a survey of Rome's political, social, economic, and cultural history as a background for our culture today.

**HIST 330 MILITARY HISTORY (3)** This course is a survey of the military in American and European history from the seventeenth century to the present.

**HIST 333 THE CIVIL WAR AND RECONSTRUCTION (3)** This course examines the period 1850-1877 including the causes and consequences of the war, the major battles, the changes in political parties, and the attempt to provide constitutional protection for the freedmen.

**HIST 336 AMERICAN SOCIAL HISTORY (3)** This course is an examination of the experience of Americans in such social contexts as gender roles, family, work, and leisure from the Colonial period to the present. The impact of historical factors on American attitudes and lifestyles are of particular interest.

**HIST 339 ATLANTIC WORLD IN THE SEVENTEENTH CENTURY (3)** This course is a study of the initial development of Atlantic civilization from the first contacts between Europeans and indigenous peoples in the Americas and sub-Saharan Africa, to the establishment of permanent Portuguese, Spanish, English, French, and Dutch settlements in the above-mentioned areas, ending ca. 1701.

**HIST 340 ATLANTIC WORLD IN THE EIGHTEENTH CENTURY (3)** This course traces the evolution of Atlantic civilization from the establishment of European empires and the exploitation of Africa and the Americas, to the wave of revolutions that swept these regions between 1776 and 1830.

**HIST 343 SOUTH AFRICAN HISTORY (3)** This course focuses on the social, political, cultural, and economic life of contemporary South Africa and its changing role in the world, all set in the context of its history and character as a 'Rainbow Nation.' Students will consider South Africa's prospects for establishing a multiracial democracy while facing a host of social and economic challenges: unemployment, crime and violence, and an HIV/AIDS epidemic that threatens social cohesion.

**HIST 344 HISTORY OF WOMEN IN THE AMERICAS (3)** The course will use the lives of women to understand the shared American experience, as

well as to determine which factors make each region of the Americas unique. Students will explore the historical forces that created “the Americas,” focusing on the commonalities and differences of the North American and Latin American regional histories. Students will look at transnational movements such as the abolitionism and feminism as well as Latin American responses to the United States and its policies.

**HIST 347W SLAVERY AND RACE IN THE EARLY AMERICAS [Writing Enriched] (3)** *Prerequisite: Grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* An examination of the roles slavery and emerging European understandings about racial difference played in the social, cultural, and political development of settler societies in the Americas. By studying the economic structures, cultural interactions, and moral quandaries created by the African slave trade, the course will lead to a fuller appreciation of the culturally embedded and historically constructed intertwining of economics, ideas, race, and identities in the early Americas.

**HIST 348 RACISM AND EMPIRE IN THE AMERICAN CONTEXT (3)** As the continuation of HIST 347 Slavery and Race in the Early Americas, this course examines the practice of modern racism and imperialism in the Americas during the nineteenth and twentieth centuries. The course investigates how conceptions of race and national identity influenced the European and American pursuit of empire during the era of “new imperialism”. Topics covered include racism in America after the Civil War, eugenics and “scientific” racism, anti-semitism, and American and European involvement in Latin America and Asia.

**HIST 349 PUBLIC HISTORY (3)** Public History is history that is seen, heard, read, and interpreted by a popular audience. Public historians expand on the methods of academic history by emphasizing non-traditional evidence and presentation formats, reframing questions, and in the process creating a distinctive historical practice. This class introduces the student to the methodology and practical applications in the field.

**HIST 353 THE HOLOCAUST (3)** This course introduces students to Nazi Germany’s systematic mass murder of Jews in Europe during the Second World War. Topics to be covered in this course include Jewish life in Europe prior to the 20th century, the origins of racial anti-Semitism, the development of National Socialist ideologies, the origins of Nazi racial policies in the 1930s, Nazi eugenics and euthanasia campaigns, the war of annihilation waged against Jews under Germany’s control during World War II, the mass murders of other groups during the war, Jewish resistance to the Holocaust, and the help or lack thereof offered by non-Jews to mitigate the Holocaust.

**HIST 370 THE U.S. AND THE WORLD (3)** This course traces the history of American foreign relations from the Revolutionary period to the present within the context of national development and world politics.

**HIST 371 HISTORY OF DRUGS AND THE DRUG TRADE IN THE AMERICAS (3)** This course seeks to explore the history of the drug trade, focusing on the trade between the U.S. and Latin America in order to understand perceptions of trafficking and U.S. drug consumption from both sides of the border. Beginning with an examination of the seventeenth century, the class will explore how certain drugs, such as marijuana, came to be viewed as dangerous. The course will continue exploring the relationship between U.S. demand and Latin American production. Students will learn the history of U.S. drug policy, and the effects this policy has had on Latin American producing nations.

**HIST 375 HISTORY OF LOVE AND SEX IN LATIN AMERICA (3)** This course will examine the historical forces that affect the role definitions, institutions, and behaviors related to gender relationships, love and courtship, the formation of families (formally through marriage or informally through cohabitation), and sexual expression in Latin America from the 1870s to the present. Students will also examine the intersections of gender with class and race to demonstrate how society has used these social constructions to create and reinforce hegemony.

**HIST 377 STUDY ABROAD (3)** Through travel to another country, this course provides the student the opportunity to study the historical, political, economic, social, and cultural development of that country and compare it with the development of the United States.

**HIST 379 HISTORY AND POLITICS OF THE MIDDLE EAST AND NORTH AFRICA (3)** This course is a survey of the Middle East from the birth of Islam in the seventh century to the present, although most of the course focuses on the modern era. Through an exploration emphasizing the growth and decline of the Ottoman Empire, this course analyzes Islamic ideas and institutions as the foundations for state and social organizations, cultural patterns of continuity and change, the origins and record of Great Power involvement in the region, the rise of Arab and other nationalist movements, the emergence of successor states in the nineteenth and twentieth centuries, the Arab-Israeli conflict, relations between states in the Middle East and the United States, and the wave of uncertain change sparked by the “Arab Spring.”

**HIST 380 AMERICA IN THE 1960s (3)** This course addresses some of the problems, potentials, and legacies of the 1960s by sampling the opinions of historians and contemporary observers about such issues as the women’s movement, the civil rights movement, the Kennedy and Johnson presidencies, the counter culture, New Left, and Vietnam.

**HIST 387 DOMESTIC STUDY AWAY (3)** Domestic Study Away is a parallel experience to study abroad as an experiential learning opportunity that allows students to earn academic credits toward the completion of a degree in an off-campus location using domestic destinations around the United States. Study away programs expose students to diverse perspectives and multiple modes of inquiry in ways not ordinarily achieved in a classroom setting.

**HIST 388 MODERN EUROPE AND THE WORLD (3)** This course presents the history of Europe from the end of the Thirty Years’ War (1648) to the Eve of the First World War (1914). Topics will include the Scientific Revolution, the French and Industrial Revolutions, the birth of modern ideologies like nationalism and socialism, and how European imperialism affected the rest of the world.

**HIST 389 TUDOR AND STUART ENGLAND (3)** This course is a study of the evolution of English institutions and culture from the Tudors through the Stuarts. Topics will include the Reformation, the development of Parliament, England’s rise as a maritime power, the Civil Wars, the Commonwealth period, the restoration of monarchy, the Glorious Revolution, and the development of political parties, but also the rise of what would become the British Empire.

**HIST 397 INDEPENDENT STUDY IN HISTORY (1-3)** *Prerequisites: Approval of faculty sponsor and school dean; junior or senior standing.* This course provides students the opportunity to pursue individual study of topics not covered in other available courses. The area for investigation is developed in consultation with a faculty sponsor and credit is dependent on the nature of the work. May be repeated for no more than six credits.

**HIST 398 SPECIAL TOPICS IN HISTORY (1-3) [credit depends on topic]** *Prerequisite: A background of work in the discipline.* This course will focus on an aspect of the discipline not otherwise covered by the regularly offered courses. The topic will vary according to professor and term; consequently, more than one may be taken by a student during his/her matriculation.

**HIST 399 INTERNSHIP IN HISTORY (1-6)** *Prerequisites: Juniors or seniors with a 2.25 minimum GPA; approval of written proposal by internship coordinator and supervising faculty prior to registration.* An internship is a planned work experience for academic credit under the supervision of a qualified profes-

sional who is responsible for professional performance and a faculty sponsor who is responsible for academic quality and who assigns the final grade. (See “Internships.”)

**HIST 402W HISTORY SENIOR THESIS SEMINAR [Writing Enriched] (3)** *Prerequisites: HIST 200W, senior standing, and grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* Students will write a thesis based on primary sources and relevant secondary material on a topic of their own choosing. The instructor will consult with students during each phase of the research process and evaluate the progress of the thesis throughout the semester.

#### HONORS COURSES (HONR)

**HONR 100 WESTOVER WORLD (1)** This course prepares students for the honors experience by providing them with essential skills needed to function effectively as members of a living and learning community.

**HONR 103W WRITING THE WORLD [Writing Enriched] (3)** This course emphasizes the process of writing in which students produce a range of expository essays. Students’ writing and reading skills are refined through the close analysis of selected texts and careful editing of student writing. Students must earn a C- or higher in the course in order to take future Writing Enriched courses.

**HONR 110 TRADITIONS AND REVOLUTIONS (3)** This foundation humanities readings course for the Westover Honors College will explore major issues marking both change and continuity in the West over the last three millennia. Highlighting the honors college themes of ethics, gender, globalization, and sustainability, the course will promote sophisticated historical thinking, intellectual maturity, and close reading of works representing ancient, medieval, and modern thought and experience. Primary source readings are emphasized.

**HONR 121 BEYOND NUMBERS (3)** This overview of the fundamentals of mathematics includes selected topics such as symbolic logic, elementary set theory, theory of numbers, inductive and deductive reasoning, analysis of algorithms, geometry, probability, calculus, and mathematical foundations of computer science.

**HONR 131 GLOBALIZATION AND ITS DISCONTENTS (3)** This course is an inter-disciplinary analysis of economic, political, and social issues including issues related to methods of social research.

**HONR 200 NATURAL RESOURCES STEWARDSHIP (4)** Three hours of lecture and three hours of laboratory. As a species, humans alter their environment to a greater degree than other organisms do, and both positively and negatively, environmental changes impact all life on Earth. In this course students examine the basic principles of ecosystems, economics, and societies; evaluate the effects of personal and policy actions on the welfare of our planet; and apply multidisciplinary perspectives to equitably address human societies’ needs and natural systems’ viability. Laboratory experiences emphasize evaluating and implementing responsible resource stewardship locally, regionally, and globally.

**HONR 211W EXPLORING THE LITERARY LANDSCAPE [Writing Enriched] (3)** *Prerequisite: Grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* This course is a comparative study of selected texts from world literature that provides students with multiple perspectives on significant human issues.

**HONR 212W REASON AND RESPONSIBILITY [Writing Enriched] (3)** *Prerequisite: Grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* This seminar examines major schools of philosophy and/or major religious traditions with discussion of varied specific topics within these disciplines.

**HONR 221 IMAGINATION AND CREATION (3)** This seminar provides interdisciplinary inquiry into the processes of imagination and artistic creation, relationships among the visual and performing arts, and the social and cultural values of the fine arts.

**HONR 341, 342, 343, 344, 345, 346 HONORS COLLOQUIUM (3)** Thematic colloquia are organized around artistic, philosophical, scientific, and other issues in areas such as war and peace, tyranny and freedom, poverty and wealth, and faith and morals. Recent colloquia include “The Film Maker as Philosopher,” “The Challenge of Economic Change After Communism,” “Probability and Reality,” and “Re-thinking American Literature.”

**HONR 387 DOMESTIC STUDY AWAY (3)** Domestic Study Away is a parallel experience to study abroad as an experiential learning opportunity that allows students to earn academic credits toward the completion of a degree in an off-campus location using domestic destinations around the United States. Study away programs expose students to diverse perspectives and multiple modes of inquiry in ways not ordinarily achieved in a classroom setting.

**HONR 397 INDEPENDENT STUDY IN HONORS (1-3)** *Prerequisites: Approval of faculty sponsor and school dean; junior or senior standing.* This course provides students the opportunity to pursue individual study of topics not covered in other available courses. The area for investigation is developed in consultation with a faculty sponsor and credit is dependent on the nature of the work. May be repeated for no more than six credits.

**HONR 398 SPECIAL TOPICS IN HONORS (1-3) [credit depends on topic]** *Prerequisite: A background of work in the discipline.* This course will focus on an aspect of the discipline not otherwise covered by the regularly offered courses. The topic will vary according to professor and term; consequently, more than one may be taken by a student during his/her matriculation.

**HONR 451W-452 SENIOR HONORS PROJECT [Writing Enriched] (3,3)** *Prerequisite: Grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* An approved project must be developed with a faculty advisor and evaluated with the aid of a three-person faculty committee that includes the advisor and an instructor from outside the project’s discipline. Each project must meet the guidelines of the Westover Program’s “Policy on the Senior Honors Project.” All students must complete a minimum of three hours of Senior Honors Project. Students are encouraged to pursue a project in their major discipline, although interdisciplinary projects are acceptable if approved by the advisor. Enrollment in the senior honors project for six hours credit ordinarily requires one project of appropriate depth to necessitate a full year of attention or two individual projects credited at three hours each.

#### HUMAN SERVICES COURSES (HMSV)

**HMSV 201 THE SCIENCE AND ART OF MEETING HUMAN NEED (3)** With interdisciplinary roots and global reach, the core of the human services discipline is the respect for, awareness of, and action toward meeting human need. In this introductory course, students will focus on four themes: (1) The ethical principles and historical foundations of human services; (2) contemporary service settings in human services; (3) vulnerable populations with whom human services professional work; and (4) the underpinnings of the generalist human services perspective. Students will write, speak, and think critically about key issues related to human rights, social justice, human need, and professional helping.



**HMSV 210 DOMESTIC VIOLENCE: INTERVENTIONS AND ADVOCACY (3)** This course will survey theories, interventions, and advocacy topics regarding the causation of domestic violence, the history of domestic violence in contemporary United States, and the policy issues on the local, state, and national levels. Specific topics addressed in this course include: Defining domestic violence, assessing lethality, power and control, effects on children, religion and domestic violence, same sex partners, laws and programs, specialized interventions, advocacy approaches, and safety planning. This course is designed to empower future human services practitioners with the conceptual frameworks and knowledge base necessary for effective intervention and advocacy.

**HMSV 220 WORKING WITH GROUPS AND COMMUNITIES (3)** This course provides an opportunity for students to explore the topics of group work and community work. The course strongly emphasizes understanding, affirming, and respecting groups with diverse background, including (but not limited to) race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin. Content is taught utilizing empirically-based theories, interventions, and advocacy approaches that maximize client goals in groups and communities. Students consider their roles as emerging leaders and practitioners in the human services field.

**HMSV 268 SOCIAL WELFARE POLICY (3)** The focus of this course is on introducing students to the history of social welfare policy in the United States, and engaging students in critical thinking around the impact of past and current policies on the welfare of individuals in urban and rural communities with whom human service professionals interact.

**HMSV 285 RESEARCH WITH DIVERSE POPULATIONS: COMMUNITY-BASED PARTICIPATORY ACTION RESEARCH (3)** This course provides students with an introduction to the human services action research foundations and framework toward the goal of developing an action research proposal in which qualitative and quantitative methodological and analysis techniques are utilized to address an area of practice, policy, or other pertinent topic in human services that relates to a theme of diversity, cultural competence, international populations, vulnerable populations, and/or underrepresented or overrepresented populations in the human services sector

**HMSV 320 MENTAL HEALTH, SUBSTANCE ABUSE, AND CHILD WELFARE: HUMAN SERVICES CASE MANAGEMENT (3)** *Prerequisite: HMSV 201.* In this course, students will be exposed to the processes and procedures involved with the many career fields in which human services professionals work with a focus on client populations who interact with human services mental health, substance abuse, and child welfare services. Students will learn to apply these processes and procedures to develop the skills necessary to develop culturally competent models of professional practice and be effective and ethical case managers, program managers, advocates, and supervisors.

**HMSV 375 EVIDENCE-BASED PRACTICE AND EVALUATION (3)** Using professional practice and program evaluation as a framework for enhancing students' knowledge and skills in social science research, this course focuses on the art and science of conducting rigorous and ethical qualitative, quantitative, and mixed-methods studies. Students will focus on the evaluation research process, the conducting evaluation research, evaluating and analyzing evidence-based practice, and the collection and analysis of data in human services settings.

**HMSV 387 DOMESTIC STUDY AWAY (3)** Domestic Study Away is a parallel experience to study abroad as an experiential learning opportunity that allows students to earn academic credits toward the completion of a degree in an off-campus location using domestic destinations around the United States. Study away programs expose students to diverse perspectives and multiple modes of inquiry in ways not ordinarily achieved in a classroom setting.

**HMSV 396 HUMAN SERVICES PRACTICUM (3, 6)** *Prerequisites: Juniors or seniors with a 2.25 minimum GPA; approval of written proposal by internship coordinator, supervising faculty, and school dean prior to registration.* This course provides students in the Human Services program with a supervised practicum experience in a setting consistent with the student's professional area of interest. Examples of practicum settings include, but are not limited to, social services departments; primary and secondary schools; higher education student affairs departments; human service agencies and organizations; community organizing coalitions; grass roots organizations; mental health, substance abuse, and crisis intervention service settings; and hospital organizations. Practicum experiences are developed by the student with assistance from the human services faculty and/or the practicum coordinator. Practicum experiences are intended for students completing the Human Services minor.

**HMSV 397 INDEPENDENT STUDY IN HUMAN SERVICES (1-3)** *Prerequisites: Approval of faculty sponsor, coordinator of human services program, and school dean; and junior or senior standing.* This course provides students the opportunity to pursue individual study of topics not covered in other available courses. The area for investigation is developed in consultation with a faculty sponsor and credit is dependent on the nature of the work. May be repeated for no more than six (6) credits.

**HMSV 398 SPECIAL TOPICS IN HUMAN SERVICES (1-3)** *Prerequisite: A background of work in the discipline.* This course will focus on an aspect of the discipline not otherwise covered by the regularly offered courses. The topic will vary according to professor and term; consequently, more than one may be taken by a student during his/her enrollment.

**HMSV 399 INTERNSHIP IN HUMAN SERVICES (1-12)** *Prerequisites: Juniors or seniors with a 2.25 minimum GPA; approval of written proposal by internship coordinator, supervising faculty, and school dean prior to registration.* This course provides the student with a supervised work experience in a setting in which human services is applied. Examples of internship settings include, but are not limited to, human and social service agencies, government organizations, non-profit agencies, hospitals, and case management/behavioral health companies. Internships are developed by the student with assistance from the human services faculty and/or the internship coordinator. Human services internships are intended for students to use as an elective course; and for students seeking supervision from human services faculty for an internship in their major (completion and approval of required paperwork for substitution courses would be required).

**HMSV 400 HUMAN SERVICES PROFESSIONAL DEVELOPMENT SEMINAR (1)** *Prerequisite: Senior standing.* In this course students will explore how previous course work, experiential learning opportunities, and personal learning styles aid in the development of their professional identity. Areas of focus include professional ethics; resilience, burnout, and self-care among human services professionals; graduate study in human services fields; and life-long learning and career planning in human services.

## INTELLIGENCE AND SECURITY STUDIES COURSES (ISS)

**ISS 200 INTRODUCTION TO THE INTELLIGENCE COMMUNITY (3)** This foundational course is designed to provide students with the context and concepts that form the basis for the intelligence-gathering and analysis. After reviewing the evolution of the structure of the intelligence community, the course examines the concepts and practices used to identify, collect, interpret, analyze, and communicate intelligence that can be used by strategists, policy makers, military, security, and the police to advance homeland security. After learning how the intelligence cycle operates, students will write intelligence reports and participate in simulated intelligence scenarios.

**ISS 300 INTELLIGENCE STUDIES USING CASE STUDIES (3)** This course is designed as a semester-long simulation in which majors participate in every aspect of the intelligence cycle. Students will write numerous intelligence projects culminating in a sample National Intelligence Estimate on a contemporary issue.

**ISS 399 INTERNSHIP IN INTELLIGENCE AND SECURITY STUDIES (1-12)** *Prerequisites: Sophomores, juniors or seniors with a 2.25 minimum GPA; approval of written proposal by internship coordinator and supervising faculty prior to registration.* Internships in Intelligence and Security Studies can be with governmental agencies and non-governmental contractors. In some cases, it can also be with private sector companies. The internship should deal mostly with issues of security and /or safety. (See "Internships.")

**ISS 400 SENIOR THESIS CAPSTONE (3)** *Prerequisite: CRIM 372W, SOCI 277, or STAT 222.* The senior thesis is designed to be a capstone course in which the student, working under the supervision of an Intelligence and Security Studies faculty member, designs and executes a research program in an aspect of Security studies. The course culminates with the writing and presentation of a formal research project or paper.

#### INTERNATIONAL RELATIONS COURSES (INTL)

**INTL 101 GLOBAL POLITICS (3)** This is an introduction to the study of international relations in the post-Cold War era. The course's emphasis is on global policy-making regarding select issues of global concern. Special attention is paid to global issues of peace and security, war and terrorism, human rights, and globalization of the international economy, especially as they may affect or be affected by various ethnic groups, gender, economics, and religion. The principle lens we will view global politics through this semester will be the after-effects of colonialism and the effects of globalization in politics.

**INTL 213 WORLD REGIONAL GEOGRAPHY (3)** This course is a study of the earth in terms of the cultural, environmental, historic, economic, and organizational qualities of its human inhabitants.

**INTL 270 INTERNATIONAL RELATIONS THEORY (3)** This course analyzes the politics among nation-states with particular attention to the political, military, technological, and economic forces at work shaping the post-Cold War world. Students also explore theories of international conflict and cooperation.

**INTL 280 SECURITY STUDIES IN A GLOBAL CONTEXT (3)** This course will focus on readings and practical application of theories in the study of security policy and security theory. It will also explore the structure of the global security complex with an idea towards exposing students to real-life implementation of theory. The class will use case studies in Security, as well as lectures either in class or via Skype from practitioners in the field. Students will work in groups on a real-life case, coming up with a policy proposal white paper.

**INTL 290 INTRODUCTION TO INTERNATIONAL POLITICAL ECONOMY (3)** This course explores the interaction between politics (the state) and economics (business). It will explore topics such as Globalization, development, fiscal policy and trade policy, among others, using current events to illustrate theory.

**INTL 301 HUMAN SECURITY IN THE GLOBAL SOUTH (3)** This course provides an examination of countries in the Global South (in the non-Western World) with a view toward understanding human security as a comprehensive form of security relating to social, political and economic change, including the creation of nationalist sentiments, calls for democracy, improving the conditions of life, and thereby promoting security and stability.

**INTL 320 AFRICAN DIASPORA IN LATIN AMERICA AND THE CARIBBEAN (3)** This course will examine the experience of peoples from the African continent in the Americas. In 1492, Pedro Alonso Niño, a sailor of African descent, piloted one of Columbus' ships. Although Niño did not stay, other peoples of African descent began arriving in the New World with the first settlers, both as servants or enslaved peoples and as free peoples and settlers. The Atlantic slave trade, which started a few years after the first arrival of Europeans, brought many hundreds of thousands more people from Africa to the new world as enslaved people. Their descendants make up well over 95% of people living in the Caribbean today and millions more live in South America, Central America and North America. Finally, in recent decades, a smaller but still significant number of African peoples have migrated to the Americas through normal immigration pathways.

**INTL 321W RESEARCH METHODS IN INTERNATIONAL RELATIONS [Writing Enriched] (3)** *Prerequisites: INTL 101 and grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* This course introduces research methods and writing in international relations, covering such concepts as hypothesis, research designs, and techniques of qualitative and quantitative data analysis.

**INTL 377 STUDY ABROAD (1-6)** *Prerequisite: Consent of the instructor.* This course provides students with the opportunity to study principles of international relations in foreign settings.

**INTL 387 DOMESTIC STUDY AWAY (3)** Domestic Study Away is a parallel experience to study abroad as an experiential learning opportunity that allows students to earn academic credits toward the completion of a degree in an off-campus location using domestic destinations around the United States. Study away programs expose students to diverse perspectives and multiple modes of inquiry in ways not ordinarily achieved in a classroom setting.

**INTL 397 INDEPENDENT STUDY IN INTERNATIONAL RELATIONS (1-3)** *Prerequisites: Approval of faculty sponsor and school dean; junior or senior standing.* This course provides students the opportunity to pursue individual study of topics not covered in other available courses. The area for investigation is developed in consultation with a faculty sponsor and credit is dependent on the nature of the work. May be repeated for no more than six credits.

**INTL 398 SPECIAL TOPICS IN INTERNATIONAL RELATIONS (1-3) [credit depends on topic]** *Prerequisite: A background of work in the discipline.* This course will focus on an aspect of the discipline not otherwise covered by the regularly offered courses. The topic will vary according to professor and term; consequently, more than one may be taken by a student during his/her matriculation.

**INTL 399 INTERNSHIP IN INTERNATIONAL RELATIONS (1-6)** *Prerequisites: Juniors or seniors with a 2.25 minimum GPA; approval of written proposal by internship coordinator and supervising faculty prior to registration.* Internships in international relations may be arranged with the U.S. Department of State (either in Washington, D.C. or at a U.S. embassy abroad), with other U.S. Government agencies having an international orientation, certain types of Congressional positions having a foreign policy connection, international agencies (governmental or private), and businesses with significant international operations. (See "Internships.")

**INTL 400W SENIOR THESIS IN INTERNATIONAL RELATIONS [Writing Enriched] (3)** *Prerequisites: INTL 321W and grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* The senior thesis is designed to be a capstone course in which the student, working under the supervision of an international relations faculty member, designs and executes a research program in some aspect of international relations. The course culminates with the writing and presentation of a formal research paper.



**LATIN COURSES (LATN)**

All students entering the 102, 201 and 202 language levels will be required to take a placement test. The results of this test will determine the highest level of the language in which a student may enroll: i.e. 0-49 = LATN 101, 50-79 = LATN 102, 80-100 = LATN 201. Class level placement is also based upon the successful completion of the prerequisite language course at the college level, earned AP credit or by consent of the instructor.

To receive a waiver from LATN 201, and place into LATN 202, a student must score at least 60% on a test comparable to the final examination in Latin 201, Intermediate Latin I, which includes translation of unadapted classical Latin, reading comprehension and grammar, composition, and culture. The examination is proctored at University of Lynchburg and scored by the Latin instructor.

Work in the MLRC constitutes part of the elementary and intermediate language courses for Latin. It is designed to furnish peer language tutors for review and to teach and test vocabulary, comprehension and translation skills, the components of which are auditory discrimination, auditory memory, pronunciation and fluency.

For students whose native language is not English, the foreign language general education requirement may be waived using the substitution waiver form based on documentation of proficiency in the native language provided to the Department of Modern and Classical Languages. In cases in which students are foreign nationals, documentation of their International Student status from a country where English is not the native language is sufficient for the department to waive the foreign language requirement.

**LATN 101 ELEMENTARY LATIN I (3)** This is the first part of a two-course sequence in basic Latin. The course covers vocabulary and fundamentals of Latin grammar with simple sentence translation and composition, together with aspects of Roman culture, including history and daily life. Also included is the study of Latin as a source of terminology in the liberal arts and sciences. Placement in Latin courses is determined by score range on the Latin Placement Test required of all students wishing to register for Latin at the University of Lynchburg.

**LATN 102 ELEMENTARY LATIN II (3)** *Prerequisite: LATN 101 or placement test.* This is the second part of a two-course sequence in basic Latin. The course continues the study of vocabulary and Latin grammar from Elementary Latin I, with simple passage translation and composition, together with aspects of Roman culture and history, with emphasis on mythology. Also included is the study of Latin as a source of terminology in the liberal arts and sciences. Placement in this course is determined by score range on the Latin Placement Test required of all students wishing to register for Latin at the University of Lynchburg.

**LATN 103 ELEMENTARY LATIN I WITH MEDICAL TERMINOLOGY (3)** This is the first part of a two-course sequence in basic Latin. The course covers vocabulary and fundamentals of Latin grammar with simple sentence translation and composition, together with aspects of Roman culture, including history and daily life. Also included is the study of Latin as a source of medical terminology. Placement in Latin courses is determined by score range on the Latin Placement Test required of all students wishing to register for Latin at the University of Lynchburg.

**LATN 105 ELEMENTARY LATIN II WITH MEDICAL TERMINOLOGY (3)** *Prerequisite: LATN 101 or LATN 103 or placement test.* This is the second part of a two-course sequence in basic Latin. The course continues the study of vocabulary and Latin grammar from Elementary Latin I, with simple passage translation and composition, together with aspects of Roman culture and history, with emphasis on how medicine intersected with mythology, beliefs about causes and cures for disease. Also included is the study of Latin as a source of terminology in the liberal arts and sciences. Placement in this course is determined by score range on the Latin Placement Test required of all students wishing to register for Latin at the University of Lynchburg.

**LATN 201W INTERMEDIATE LATIN I [WRITING ENRICHED] (3)** *Prerequisite: LATN 102 or placement test. Corequisites or prerequisites: Grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* This course provides a continuation of the study of Latin grammar together with intensive reading of classical poetry and prose, set in the context of Roman history and mythology. Selections from major Roman authors are read in tandem with adapted selections from later authors who have contributed to the history of the liberal arts and sciences. This course will bring students to the novice high/intermediate low reading comprehension level (ACTFL Proficiency Guidelines). Placement in this course will be determined by score range on the Latin Placement Test required of all students wishing to register for Latin at the University of Lynchburg.

**LATN 202W INTERMEDIATE LATIN II [Writing Enriched] (3)** *Prerequisite: LATN 201W, 205W, or placement test. Corequisites or prerequisites: grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* The course focuses on the reading of classical Latin poetry, with attention to comprehension, interpretation, and accurate translation into coherent English, with an introduction to manuscript studies, the contexts in which the classical authors were preserved. This course will bring students to the intermediate mid/high reading comprehension level (ACTFL Proficiency Guidelines). Placement in this course will be determined by score range on the Latin Placement Test required of all students wishing to register for Latin at the University of Lynchburg.

**LATN 203 MEDIEVAL LATIN (3)** *Prerequisite: LATN 201W or 205W.* This course is designed to provide a recertification credit opportunity for Latin teachers in middle and high schools. It is also open to interested college and university students and faculty. Building on the classical tradition, this course shows how the Latin language and genres of writing such as legends, biographies, letters, and poetry, including drama, were influenced by classical Latin sources during the Middle Ages, following the fall of Rome in 476 CE. Thus the course provides continuity from the study of ancient Roman culture, prose, and poetry, which spread throughout the empire, was preserved in manuscripts and printed books, and developed in new forms.

**LATN 205W INTERMEDIATE LATIN I - MEDICAL [Writing Enriched] (3)** *Prerequisite: LATN 102 or placement test. Corequisite or prerequisite: ENGL 123W, HONR 103W, or equivalent.* This special section of Intermediate Latin focuses on medical and health-related terminology, contexts, and situations. The course offers practice of the same grammatical concepts and linguistic functions as in all other sections of Intermediate Latin, but the vocabulary and readings are taken from sources for an introduction to the history of medicine from which terms in present-day use developed. Readings include primary sources in Latin from anatomy and physiology, diseases and their treatments, and pharmacology. In this course, students planning for careers in health sciences should be better able to use and comprehend technical terms, many of which derive from Latin. This course will bring students to the novice high/intermediate low reading comprehension level (ACTFL Proficiency Guidelines). Students can receive credit for LATN 201 or LATN 205, but not both.

**LATN 208W CLASSICAL LATIN LITERATURE IN ENGLISH TRANSLATION [Writing Enriched] (3)** *Prerequisite: Grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* This course focuses on selected works from classical Latin literature, from the Early Republic to the High Empire of Rome, c. 240 B.C. - 200 A.D. Genres include epic, comedy and tragedy, lyric, elegiac and pastoral poetry, history, biography, orations, and letters.

**LATN 377 STUDY ABROAD (1-6)** *Prerequisite: Consent of instructor.* This course involves intensive Latin instruction with grammar instruction, reading comprehension, and translation, background pertaining to the region where the travel takes place, plus site visits related to texts read will take place.

**LATN 387 DOMESTIC STUDY AWAY (3)** Domestic Study Away is a parallel experience to study abroad as an experiential learning opportunity that allows students to earn academic credits toward the completion of a degree in an off-campus location using domestic destinations around the United States. Study away programs expose students to diverse perspectives and multiple modes of inquiry in ways not ordinarily achieved in a classroom setting.

**LATN 397 INDEPENDENT STUDY IN LATIN (1-3)** *Prerequisites: Approval of faculty sponsor and school dean; junior or senior standing.* This course provides students the opportunity to pursue individual study of topics not covered in other available courses. The area for investigation is developed in consultation

with a faculty sponsor and credit is dependent on the nature of the work. May be repeated for no more than six credits.

**LATN 398 SPECIAL TOPICS IN LATIN (1-3) [credit depends on topic]** *Prerequisite: A background of work in the discipline.* This course will focus on an aspect of the discipline not otherwise covered by the regularly offered courses. The topic will vary according to professor and term; consequently, more than one may be taken by a student during his/her matriculation.

**LATN 399 INTERNSHIP IN LATIN (1-3)** *Prerequisites: Juniors or seniors with a 2.25 minimum GPA; approval of written proposal by internship coordinator and supervising faculty prior to registration.* Students may earn college credit for participation in an internship that requires familiarity with terminology from Latin, such as medical facilities, health, law offices, courts, schools, or organizations where terms from the Latin language are a regular part of the vocabulary. Jointly supervised by the program and the responsible organization administrator, the internship is expected to provide the student with the opportunity to apply, in a practical way, some of the language skills acquired in the study of Latin. (See "Internships.")

**LATN 470 MEDIEVAL LATIN FOR TEACHERS (3)** *Prerequisite: LATN 201W or LATN 205W, or equivalent.* This course shows how the Latin language and genres of writing such as legends, biographies, letters, and poetry developed during the period 500-1500 CE, following the fall of Rome in 476 CE. Thus it provides continuity from the study of ancient Roman culture, prose, and poetry, which spread throughout the empire, were preserved in manuscripts and printed books, and developed in new forms. The course includes reading and translation, an introduction to paleography or handwriting styles in manuscripts, and lesson plans for teaching.

#### LIBERAL ARTS STUDIES COURSES (LIBS)

**LIBS 321W RESEARCH AND WRITING: LIBERAL ARTS STUDIES [Writing Enriched] (3)** *Prerequisite: Grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* This course provides an introduction to research and writing across disciplines in the Liberal Arts, covering concepts such as hypothesis, literature review, and research design including critical analyses.

**LIBS 400W LIBERAL ARTS STUDIES CAPSTONE PROJECT [Writing Enriched] (3)** *Prerequisites: Grade of C- or higher in ENGL 123W, HONR 103W, or equivalent., and LIBS 321W.* The student, working under the supervision of a committee composed of the major supervisor, and at least 2 faculty members from 2 existing departments, will execute a research project. The capstone culminates with writing (synthesis and analyses) and presentation of either 3 short papers or one formal research paper as decided by the committee.

#### LINGUISTICS COURSES (LING)

**LING 201 INTRODUCTION AND OVERVIEW OF LINGUISTICS (3)** This is an introduction to linguistics with a focus on North American English (NAE) and provides an overview of syntax, morphology, phonology, phonetics, the International Phonetic Alphabet (IPA), semantics, and pragmatics.

**LING 301 ADVANCED LINGUISTICS (3)** This course explores complex areas of linguistics, including studying language families of the world to learn about typological and genetic groups of languages, looking at language contact situations that create pidgins and creoles, investigating language and culture or thought by considering the question of linguistic relativity, and examining language structure and discourse strategies.

**LING 302 SECOND LANGUAGE ACQUISITION (3)** This course provides an overview of foundational theories related to second-language acquisition. Topics include first language acquisition and age effects; differences and similarities between learning a first language and a second (or third language); the development of "inter-language grammars"; cross linguistic interference or transfer effects, variability in second language learning, and the role and effectiveness of teachers in the language classroom.

**LING 303 PSYCHO-LINGUISTICS (3)** This course provides an overview of psychological and neurobiological processes that are important in understanding how a first, second, or additional language is encoded and processed in the brain. This course will also review current methods of "observing" language processing through brain imaging, e.g. by positron emission tomography (PET); functional magnetic resonance imaging (fMRI); event-related potentials (ERPs), etc. and how such information informs our understanding of where and how language is processed.

**LING 387 DOMESTIC STUDY AWAY (3)** Domestic Study Away is a parallel experience to study abroad as an experiential learning opportunity that allows students to earn academic credits toward the completion of a degree in an off-campus location using domestic destinations around the United States. Study away programs expose students to diverse perspectives and multiple modes of inquiry in ways not ordinarily achieved in a classroom setting.

**LING 397 INDEPENDENT STUDY IN LINGUISTICS (3)** *Prerequisite: Approval of faculty sponsor and school dean.* This course provides students an opportunity to pursue individual study of topics not covered in other available courses. The area for investigation is developed in consultation with a faculty sponsor and credit is dependent on the nature of the work. May be repeated for no more than six credits.

**LING 398 SPECIAL TOPICS IN LINGUISTICS (1-3)** *Prerequisite: A background of work in the discipline.* This course will focus on an aspect of the discipline not otherwise covered by the regularly offered courses. The topic will vary according to professor and term; consequently, more than one may be taken by a student during his/her matriculation.

**LING 399 INTERNSHIP IN TEACHING ENGLISH AS A SECOND OR FOREIGN LANGUAGE (1-6)** *Prerequisites: Juniors or seniors with a 2.25 minimum GPA; approval of written proposal by internship coordinator, supervising faculty, and school dean prior to registration.* Students may earn college credit for participation in an internship with a company, a government agency, a non-profit organization; jointly supervised by the program and the responsible organization administrator. The internship is expected to provide the student with an opportunity to apply in a practical way some of the skills acquired in the study of TESL/TEFL and applied linguistics.

**LING 470 METHODOLOGY OF TEACHING SECOND LANGUAGES (3)** This course is designed for students interested in teaching English as a second language (ESL). The course provides a thorough introduction to contemporary theories of second language acquisition, methods of language teaching and assessment, and current issues in second language teaching and language development.

## LIVING WELL COURSES (LVWL)

**LVWL 100 21ST CENTURY WELLNESS (2)** This course is designed to assist students in establishing the basis for a healthy lifestyle by addressing multiple dimensions of wellness: including cultural, emotional, environmental, financial, intellectual, interpersonal, occupational, physical, and spiritual. Students will self-assess wellness by differentiating healthy behaviors from those that place individuals at risk and use sources/research to learn strategies to obtain lifelong wellness.

## MANAGEMENT COURSES (MGMT)

**MGMT 101 FRESHMAN SEMINAR IN MANAGEMENT (3)** *Prerequisite: Freshman standing only.* This theme-based course gives students exposure to management early in their college career. Designed around the interests of the instructor, the course will provide students with the opportunity to use management principles to explore an issue from multiple perspectives. Through in-depth study of a specific topic (e.g., productivity through people and team development), students will be introduced to basic management concepts as they develop critical thinking and communication skills.

**MGMT 260 PRINCIPLES OF MANAGEMENT AND ORGANIZATIONAL BEHAVIOR (3)** This course studies the common activities of managers and includes planning, problem solving, organizational theory and application, direction of personnel utilizing organizational behavior theories, and control principles and their application.

**MGMT 262 HUMAN RESOURCE MANAGEMENT (3)** This introduction to human resource management includes human resource planning, workforce planning, employment law, recruiting and hiring personnel, training and developing employees, motivating and compensating employees, and evaluating and rewarding employees.

**MGMT 303 INTERNATIONAL MANAGEMENT AND NEGOTIATIONS (3)** *Prerequisite: MGMT 260.* This course provides students with the analytical and practical foundations and strategies needed to manage in diverse and multinational environments. The student's "cultural intelligence" will be honed through the exploration of similarities and differences among organizations in varied cultural and relationship contexts, including the negotiation context. This course change more fully integrates organizational change management into this course and the human resource management curriculum.

**MGMT 310 MANAGEMENT INFORMATION SYSTEMS (3)** *Prerequisite: MGMT 260.* This course examines information systems from a management perspective and surveys key topics of information systems including: computer software, hardware, communications, examples of applications, and information systems planning.

**MGMT 321 TRAINING, DEVELOPMENT, AND CHANGE (3)** This course is designed to focus on critical issues within the field of training, development, and change management. First, students in this course will learn how to design, implement, and evaluate effective training programs. In the second half of the course, students will study the organizational change management process.

**MGMT 344 OPERATIONS MANAGEMENT (3)** *Prerequisite: BUAD 241.* This course introduces production and operations functions in business. Topics include forecasting, plant location, transportation models, inventory models, scheduling techniques, just-in-time, and other application uses for quantitative methodology.

**MGMT 360 PROJECT MANAGEMENT (3)** This course introduces established norms, methods, processes, and practices in project management. Students learn to plan a project, create a project schedule, assign resources and costs, track projects, and share information across projects, applications, and the World Wide Web.

**MGMT 363 MANAGING DIVERSITY WITHIN ORGANIZATIONS (3)** This course introduces students to diversity in organizations, focusing on three levels of analysis: organizational, team, and individual. The intent is to assist students, as future managers, to lead a diverse workforce and to manage diversity as a business strategy. The course is designed to develop both individual and organizational competencies for managing diversity through the medium of different theories, approaches, and images. Students will survey theory, research, and practices associated with diversity. The course will supplement assigned readings with exercises, case studies, debates, and simulations to improve student's analytical and reasoning skills.

**MGMT 364 WORKFORCE PLANNING, STAFFING, AND COMPENSATION (3)** This course underscores the strategic nature of human resource management in planning, staffing, and compensation. It examines how organizations plan for workforce and hiring needs, and design and implement compensation policies and protocols.

**MGMT 377 STUDY ABROAD: INTERNATIONAL MANAGEMENT (3)** *Prerequisite: MGMT 260.* This course offers students the opportunity to study management challenges associated with business activity in foreign settings. It aims to provide students with knowledge, understanding, and skills that will help them manage more effectively in an international environment.

**MGMT 387 DOMESTIC STUDY AWAY (3)** Domestic Study Away is a parallel experience to study abroad as an experiential learning opportunity that allows students to earn academic credits toward the completion of a degree in an off-campus location using domestic destinations around the United States. Study away programs expose students to diverse perspectives and multiple modes of inquiry in ways not ordinarily achieved in a classroom setting.

**MGMT 397 INDEPENDENT STUDY IN MANAGEMENT (1-3)** *Prerequisites: Approval of faculty sponsor and school dean; junior or senior standing.* This course provides students the opportunity to pursue individual study of topics not covered in other available courses. The area for investigation is developed in consultation with a faculty sponsor and credit is dependent on the nature of the work. May be repeated for no more than six credits.

**MGMT 398 SPECIAL TOPICS IN MANAGEMENT (1-3) [credit depends on topic]** *Prerequisite: A background of work in the discipline.* This course will focus on an aspect of the discipline not otherwise covered by the regularly offered courses. The topic will vary according to professor and term; consequently, more than one may be taken by a student during his/her matriculation.

**MGMT 399 INTERNSHIP IN MANAGEMENT (1-12)** *Prerequisites: Juniors or seniors with a 2.25 minimum GPA; approval of written proposal by internship coordinator and supervising faculty prior to registration.* Internships are offered in cooperation with a member of the management faculty who is responsible for holding a weekly class meeting and assigning the final course grade. Student interns may or may not be paid for their work. (See "Internships.")

**MGMT 475 STRATEGIC HUMAN RESOURCE MANAGEMENT (3)** *Prerequisites: MGMT 262, 321.* This course provides a capstone experience

where students integrate principles of business strategic management and strategic human resource management. Topics covered include strategic management, HRM planning, HRM audit, HRM metrics, measuring HRM effectiveness, and HRM alignment.

**MGMT 477 MANAGEMENT CONSULTING (3)** *Prerequisites: MGMT 344, 260, MKTG 209.* This course is for business majors who are interested in understanding management consulting as a profession and industry, the consulting process, and the tools and techniques that can be used to help organizations improve performance and become more effective. Students will learn the fundamentals of consulting practice, including diagnosing situations, planning and executing assignments, client management, common mistakes, and ethical issues in consulting. A variety of diagnostic and problem-solving methodologies will be applied.

## MARKETING COURSES (MKTG)

**MKTG 101 FRESHMAN SEMINAR IN MARKETING (3)** This theme-based course gives students exposure to marketing early in their college career. Designed around the interests of the instructor, the course will provide students with the opportunity to use marketing principles to explore an issue from multiple perspectives. Through in-depth study of a specific topic (e.g., social media marketing, consumer privacy rights, cross-cultural branding, and videogame marketing), students will be introduced to basic marketing concepts as they develop their critical thinking and communication skills.

**MKTG 200 SOCIAL MEDIA MARKETING (3)** This interactive course will focus on how to design, strategize, implement and evaluate a digital marketing strategy for small and mid-size organizations. An understanding of the opportunities and challenges of the Digital Media Revolution will be developed through readings, case studies, and hands-on activities. Students will learn how to use and optimize basic social media tools [Blogs, Facebook, Twitter, YouTube, and LinkedIn] with traditional marketing efforts. Teams will launch a Digital Marketing Strategy.

**MKTG 209 PRINCIPLES OF MARKETING (3)** This course provides a comprehensive study of the structure and function of marketing systems in the firm, the economy, and society. The course develops the analysis of target markets, the assessment of the firm's external environments, and the management of marketing practices both domestically and internationally.

**MKTG 371 MARKETING ANALYTICS (3)** *Prerequisites: BUAD 241, MKTG 209.* This course focuses on the collection and use of market data for directing marketing decisions and actions. Qualitative and quantitative data are used to construct marketing dashboard indicators, to signal when actions are required, and to effectively construct attractive marketing mixes and brand programs.

**MKTG 372 SALES AND SALES MANAGEMENT (3)** *Prerequisite: MKTG 209.* This course examines direct sales environments with an emphasis on industrial goods selling. Students develop personal selling skills in concert with an understanding of buyer needs and requirements as expressed in the buying motion. Other topics include sales strategy development, organizational design, performance evaluation, compensation, and territory administration.

**MKTG 374 RETAILING AND MERCHANDISING (3)** *Prerequisite: MKTG 209.* This study of distribution systems management emphasizes retail store management. Topics include location decisions, layout, service, strategy, product mix, pricing, purchasing and stocking, and local advertising.

**MKTG 375W CONSUMER AND BUYER BEHAVIOR [Writing Enriched] (3)** *Prerequisites: MKTG 209 and grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* This course is an interdisciplinary approach to the analysis and application of psychological, social, and cultural influences on the behavior of consumers and organizational buyers. The interrelationships of marketing actions and buyer behavior are analyzed with the goal of making effective marketing decisions.

**MKTG 377 STUDY ABROAD (3)** *Prerequisite: MKTG 209.* This course focuses on marketing challenges associated with business activity across national boundaries. It aims to provide students with the knowledge, understanding, and skills that will help them market more effectively in an international environment. Included in this course is a field study experience in a foreign country.

**MKTG 379 MARKETING COMMUNICATIONS (3)** *Prerequisite: MKTG 209.* This course is an intensive examination of the roles of advertising, personal selling, sales promotion, and public relations in product or service marketing efforts. Topics include theme selection, copy and artwork preparation, media selection, performance analysis, budgeting, and other areas relevant to promotion.

**MKTG 380 SERVICES MARKETING (3)** *Prerequisite: MKTG 209.* The course examines dimensions of the services sector, including the structural differences between services and consumer/industrial products. It explores service marketers' difficulties in using traditional marketing concepts and focuses on new marketing approaches for service sectors in the information age economy.

**MKTG 387 DOMESTIC STUDY AWAY (3)** Domestic Study Away is a parallel experience to study abroad as an experiential learning opportunity that allows students to earn academic credits toward the completion of a degree in an off-campus location using domestic destinations around the United States. Study away programs expose students to diverse perspectives and multiple modes of inquiry in ways not ordinarily achieved in a classroom setting.

**MKTG 397 INDEPENDENT STUDY IN MARKETING (1-3)** *Prerequisites: Approval of faculty sponsor and school dean; junior or senior standing.* This course provides students the opportunity to pursue individual study of topics not covered in other available courses. The area for investigation is developed in consultation with a faculty sponsor and credit is dependent on the nature of the work. May be repeated for no more than six credits.

**MKTG 398 SPECIAL TOPICS IN MARKETING (1-3) [credit depends on topic]** *Prerequisites: A background of work in the discipline.* This course will focus on an aspect of the discipline not otherwise covered by the regularly offered courses. The topic will vary according to professor and term; consequently, more than one may be taken by a student during his/her matriculation.

**MKTG 399 INTERNSHIP IN MARKETING (1-12)** *Prerequisites: Juniors or seniors with a 2.25 minimum GPA; approval of written proposal by internship coordinator and supervising faculty prior to registration.* Internships are offered in cooperation with a member of the marketing faculty who is responsible for holding a weekly class meeting and assigning the final course grade. Student interns may or may not be paid for their work. (See "Internships.")

**MKTG 425 INTERACTIVE MARKETING (3)** *Prerequisite: MKTG 209.* This course is designed to give students a hands-on experience in interactive marketing and social media through the development and implementation of a WordPress site. During the course students will learn the fundamentals of persuasive communication theory and garner an understanding of database driven web site/ blog site design. Topics covered include: visual communication techniques as well as WordPress theme design, HTML, CSS, PHP and SQL. Students will learn to implement the programs needed to develop these tools (Image editor, Text editor, FTP transfer program). To demonstrate their proficiency in these areas students will develop a personal promotional site.



**MKTG 451      MARKETING MANAGEMENT (3)** *Prerequisites: MKTG 371, 375W.* This course focuses on the application of problem-solving in the area of marketing management. Emphasis is placed upon the analysis of markets, planning the marketing effort, management of the marketing organization, and control of marketing operations. This course is taught using the case method and/or computer simulation.

#### MATHEMATICS COURSES (MATH)

**MATH 102      PRECALCULUS (3)** This course includes the study of a variety of functions and their graphs and transformations, including linear, quadratic, rational, polynomial, logarithmic, exponential and trigonometric functions. The study of trigonometry will include both the right triangle and the unit circle approach. The course is intended to strengthen the algebra and trigonometry skills required for the study of calculus.

**MATH 103      CALCULUS I (3)** This course introduces the student to elementary differential calculus with applications. It includes the study of a variety of functions and their graphs, limits, rates of change, the derivative and its applications. Specific topics include but are not limited to: calculating limits graphically, numerically, and algebraically; calculating the derivative using the limit definition; calculating derivatives of elementary functions and their sums, difference, products and quotients; interpreting graphs of derivatives; solving application problems involving rates of change and optimization.

**MATH 104      CALCULUS II (3)** *Prerequisite: MATH 103.* Differential and integral calculus of single variable transcendental functions, methods of integration, and applications are studied.

**MATH 105      PROBLEM SOLVING IN MATHEMATICS (3)** This course introduces students to the true nature of mathematics, what mathematicians really do, how they think, and what they try to accomplish. The focus is on using quantitative reasoning and intuitive logical thought techniques to solve problems rather than formal rigid processes. Selected topics may include, but are not limited to, number estimation, number theory, probability, mathematical modeling, regression, infinity, strange geometries, chaos and fractals, and famous math problems. This course meets the general education mathematics requirement.

**MATH 106      LIBERAL ARTS MATHEMATICS (3)** This course introduces the student to the language and modeling capabilities of mathematics by providing a broad overview of several different fields of mathematics. Topics may include but are not limited to: logic, linear algebra, probability, statistics, the mathematics of finance, and special topics. The goal is the development of an appreciation of the relevance of elementary mathematics in our daily lives, as well as the acquisition of analytical, qualitative, and quantitative problem solving and reasoning skills.

**MATH 117      INTRODUCTION TO SCHOOL MATHEMATICS I (3)** This course covers key topics in school mathematics including an introduction to the central concepts of pre-secondary mathematics and the National Council of Teachers of Mathematics (NCTM) recommended standards. Topics include problem-solving methodologies, sets, elementary number theory, arithmetic of the whole and rational number systems. This course may not be used to satisfy any of the requirements for the mathematics minor or major.

**MATH 118      INTRODUCTION TO SCHOOL MATHEMATICS II (3)** This is a continuation of MATH 117 and covers the basic concepts and operations of real numbers as well as various selected topics in mathematics from the recommended Standards of the National Council of Teachers of Mathematics (NCTM) and the PRAXIS exam. Topics include number theory, geometry and measurement, probability, and statistics. This course may not be used to satisfy any of the requirements for the mathematics minor or major.

**MATH 121      PRECALCULUS: ALGEBRA, TRIGONOMETRY AND FUNCTIONS (4)** This course includes the study of analytic geometry and a variety of functions and their graphs, including linear, quadratic, rational, polynomial, logarithmic, exponential and trigonometric functions. The study of trigonometry will include both the right triangle and the unit circle approach. The course is intended to strengthen the algebra and trigonometry skills required for the study of calculus. This course is for Central Virginia Governor's School students only.

**MATH 122      DIFFERENTIAL CALCULUS FOR SCIENTISTS AND ENGINEERS (4)** *Prerequisite: MATH 121.* This course introduces the student to elementary differential calculus with applications. It includes the study of a variety of functions and their graphs, limits, rates of change, the derivative and its applications and an introduction to integration. Specific topics include but are not limited to: calculating limits graphically, numerically, and algebraically; calculating the derivative using the limit definition; calculating derivatives of elementary functions and their sums, difference, products and quotients; interpreting graphs of derivatives; solving application problems involving rates of change, optimization, finding antiderivatives and Riemann sums. This course is for Central Virginia Governor's School students only.

**MATH 123      INTEGRAL CALCULUS FOR SCIENTISTS AND ENGINEERS (4)** *Prerequisites: MATH 122.* This second course in calculus will cover integral calculus of single variable including the Fundamental Theorem of calculus, techniques of integration, introduction to transcendental functions, applications and differentiation and integration of inverse trigonometric, exponential and logarithmic functions. This course is for Central Virginia Governor's School students only.

**MATH 211      CALCULUS III (3)** *Prerequisite: MATH 104.* Polar coordinates, infinite series and sequences, multivariable calculus, partial differentiation, multiple integration, three-dimensional analytic geometry and applications are studied.

**MATH 224      MULTIVARIATE CALCULUS FOR SCIENTISTS AND ENGINEERS (4)** *Prerequisite: MATH 123.* Infinite series and sequences, multivariable calculus, partial differentiation, multiple integration, three-dimensional analytic geometry, vectors, vector-values functions and applications are studied. This course is for Central Virginia Governor's School students only.

**MATH 231      THE MATHEMATICS OF COMPUTER SCIENCE (3)** This course introduces the theoretical and mathematical foundations of computer science. Topics include sets, summations and limits, number systems, mathematical induction, logic and Boolean algebra, probability and statistics, automata and grammars, combinatorics, and graph theory.

**MATH 260W      MATHEMATICAL REASONING AND PROOF [Writing Enriched] (3)** *Prerequisites: MATH 103 and grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* This course is an introduction to mathematical reasoning as exemplified in the proof methodology inherent to formal mathematics. This course will include a formal study of logic and the different methods of proof and then use examples from various branches of mathematics to illustrate these ideas. Fields from which the examples will be taken include, but are not limited to, set theory, cardinality, relations and order, functions, elementary group theory, and combinatorics.

**MATH 301      DIFFERENTIAL EQUATIONS (3)** *Prerequisite: MATH 104.* This course focuses on existence and uniqueness theorems; first order equations; linear, homogeneous, and non-linear equations; transform methods; numerical methods; and series solutions.

- MATH 304 COLLEGE GEOMETRY (3)** *Prerequisite: MATH 104.* This course covers the important aspects of Euclidean Geometry including topics involving angles, triangles, parallel and perpendicular lines, circles, polygons, similarity, areas, volumes, as well as various selected topics in mathematics from the recommended Standards of the National Council of Teachers of Mathematics (NCTM) and the PRAXIS II exam. It is also intended to give students further exposure to the art of formal proof writing in a setting where many steps of the proof can be displayed and explained visually.
- MATH 307 LINEAR ALGEBRA (3)** *Strongly recommended: MATH 260W.* This course provides a study of linear transformations over vector spaces covering vectors, vector spaces, matrices, determinants, systems of linear equations, and linear transformations.
- MATH 310W HISTORY OF MATHEMATICS [Writing Enriched] (3)** *Prerequisite: Grade of C- or higher in ENGL 123W, HONR 103W, or equivalent; corequisite: MATH 260W.* This course will introduce students to mathematics from a historical perspective. Course topics will include number theory, algebra, geometry and calculus.
- MATH 311 PROBABILITY THEORY (3)** *Prerequisite: MATH 104.* This course introduces mathematical probability theory using an axiomatic approach and considering numerous applications.
- MATH 313 COMPLEX VARIABLES (3)** *Prerequisite: MATH 104.* This course examines properties of complex numbers; elementary functions of a complex variable; complex derivatives and analytic functions; mappings; definite and indefinite integrals; Cauchy's theorem and integral formulas; Taylor and Laurent expansions; singular points and the residue theorem; conformal mapping with applications.
- MATH 323 NUMBER THEORY (3)** *Prerequisite: MATH 260W.* This course deals with the properties of the set of integers. Topics considered include divisibility and division algorithm, congruences, quadratic residues, recurrence functions, diophantine equations, and continued fractions.
- MATH 328 VECTOR ANALYSIS (3)** *Prerequisite: MATH 104.* This course includes vector algebra; vector geometry; vector functions; vector calculus: derivatives, gradient, curl, divergence, and Laplacian operators; line and surface integrals; Stokes' and Gauss' theorems; applications to physics; generalized coordinates; linear vector spaces.
- MATH 330 DISCRETE MATHEMATICS (3)** *Prerequisite: MATH 260W.* This course studies discrete structures that arise in mathematics, computer science, business and other areas of application. Topics covered may include, but are not limited to, the theory of counting, graph theory, enumeration, finite-state automata and formal languages
- MATH 350W EXPERIMENTAL MATHEMATICS [Writing Enriched] (3)** *Prerequisites: CS 131 or programming ability, grade of C- or higher in ENGL 123W, HONR 103W, or equivalent, and consent of the instructor.* This course will introduce students to the fine art of problem solving. The focus is on using computers, models, and examples to investigate problems rather than formal rigid processes to uncover a solution. Selected topics will include, but are not limited to, number theory, probability, mathematical modeling, graph theory, fractals, real analysis, and open math problems. This course will fulfill a math elective requirement.
- MATH 376 STOCHASTIC CALCULUS WITH APPLICATIONS (3)** *Prerequisites: MATH 311, STAT 333.* Topics may include but are not limited to: probability, stochastic processes, martingales, stochastic integrals, and stochastic differential equations. The course will concentrate on how these fields of mathematics apply to topics in risk management and finance.
- MATH 387 DOMESTIC STUDY AWAY (3)** Domestic Study Away is a parallel experience to study abroad as an experiential learning opportunity that allows students to earn academic credits toward the completion of a degree in an off-campus location using domestic destinations around the United States. Study away programs expose students to diverse perspectives and multiple modes of inquiry in ways not ordinarily achieved in a classroom setting.
- MATH 397 INDEPENDENT STUDY IN MATHEMATICS (1-3)** *Prerequisites: Approval of faculty sponsor and school dean; junior or senior standing.* This course provides students the opportunity to pursue individual study of topics not covered in other available courses. The area for investigation is developed in consultation with a faculty sponsor and credit is dependent on the nature of the work. May be repeated for no more than six credits.
- MATH 398 SPECIAL TOPICS IN MATHEMATICS (1-3) [credit depends on topic]** *Prerequisite: A background of work in the discipline.* This course will focus on an aspect of the discipline not otherwise covered by the regularly offered courses. The topic will vary according to professor and term; consequently, more than one may be taken by a student during his/her matriculation.
- MATH 399 INTERNSHIP IN MATHEMATICS (1-12)** *Prerequisites: Juniors or seniors with a 2.25 minimum GPA; approval of written proposal by internship coordinator; and supervising faculty prior to registration.* Students may earn college credit for participation in an internship with a business firm or agency, jointly supervised by the program and the responsible organization administrator. The internship is expected to provide the student with an opportunity to apply, in a practical way, some of the mathematical skills acquired. (See "Internships.")
- MATH 405-406 ABSTRACT ALGEBRA (3, 3)** *Prerequisite: MATH 260W.* Three hours lecture each semester. This course sequence introduces students to algebraic concepts such as groups, rings, integral domains, and fields. The elementary number systems occupies a central place. Mappings, especially homomorphisms, are introduced fairly early and emphasized throughout.
- MATH 407-408 ADVANCED CALCULUS (3, 3)** *Prerequisite: MATH 260W.* Three hours lecture each semester. This sequence introduces students to the foundations of analysis including a study of limits and continuity, functions of several variables, and finite and infinite series.
- MATH 409 NUMERICAL ANALYSIS (3)** *Prerequisite: MATH 211.* This course examines some commonly used numerical methods for the solutions of linear and non-linear equations and systems; difference calculus and interpolation; numerical differentiation and integration.
- MATH 420 TOPOLOGY (3)** *Prerequisite: MATH 260W.* This course explores basic concepts of a topological space; continuous functions and mappings; separation axioms; metric spaces; deformations; and topology of plane sets.
- MATH 451W SENIOR RESEARCH [Writing Enriched] (3)** *Prerequisites: Grade of C- or higher in ENGL 123W, HONR 103W, or equivalent, senior standing, and at least three mathematics courses numbered 300 or higher.* This course serves as a capstone for those students with a major in mathematics. The student will do directed intensive studies of several mathematical topics. These projects will involve a synthesis of available material on the topic including (but not limited to): previous coursework, traditional books, journal articles, and web-based materials. The student must write a research paper on each topic and present their work to the class.



**MEDICAL HUMANITIES COURSES (MEHU)**

**MEHU 100 INTRODUCTION TO MEDICAL HUMANITIES (3)** This course will provide undergraduate students with the foundational competencies for the Medical Humanities minor. Medical Humanities is a multi-disciplinary, intersectional field of study with foundations in philosophy, history, literature, and religious studies. This course will familiarize students with the ways in which academic study in the four core areas can be used to enhance and enrich our understanding of the human condition in disease and health.

**MEHU 200 CADAVERS, CULTURE, AND MEDICINE: THE HISTORY OF HUMAN ANATOMY FROM ANTIQUITY TO THE PRESENT (3)** In this interdisciplinary course, students will study the history of human anatomy from antiquity to the present. Students will explore the lives of famous anatomists, examining their contributions to the field of anatomy. Students will also explore the history of cadaveric dissection as a means of studying human anatomy. Students will examine important topics such as the ethics of how cadavers have been obtained historically, how societal opinions about human dissection have evolved, and how the use of cadaveric dissection has transformed representations of the human body in art. Throughout the course, students will critically analyze how improvements in anatomical knowledge have advanced the field of medicine.

**MEHU 201 NARRATIVE HEALTH (3)** Narrative Health is a course designed to explore narratives in the discourse of health, illness, patient experience, and death in order to help understand the complexity of illness, suffering, disability, and treatment or the inability to treat suffering. Through close reading, students will engage narratives, especially works of creative nonfiction grounded in illness. Other genres, such as poetry, may also be explored. Students will create several pieces of creative writing dealing with and/or responding to illness, suffering, disability, and/or treatment or the inability to treat suffering.

**MEHU 397 INDEPENDENT STUDY IN MEDICAL HUMANITIES (3)** *Prerequisites: MEHU 100, approval of faculty sponsor and school dean; junior or senior standing.* This course provides students the opportunity to pursue individual study of topics not covered in other available courses. The area for investigation is developed in consultation with a faculty sponsor and credit is dependent on the nature of the work.

**MEHU 398 SPECIAL TOPIC IN MEDICAL HUMANITIES (3)** *Prerequisite: MEHU 100.* This course will focus on an aspect of the discipline not otherwise covered by the regularly offered courses.

**MEHU 399 INTERNSHIP IN MEDICAL HUMANITIES (3)** *Prerequisites: MEHU 100, juniors or seniors with a 2.25 minimum GPA; approval of written proposal by school dean and supervising faculty prior to registration.* An internship is a planned work experience for academic credit under the supervision of a qualified professional who is responsible for professional performance and a faculty sponsor who is responsible for academic quality and who assigns the final grade. (See "Internships.")

**MUSEUM STUDIES COURSES (MST)**

**MST 101 INTRODUCTION TO MUSEUM STUDIES (3)** This course is a survey of the history, mission, methods, contemporary applications, and future roles of museums. Images, text, and additional readings comprise the primary teaching aids, and the Daura Museum of Art and Historic Sandusky are used as teaching resources as well. Field trips are made to museums, especially those with disciplines other than art, to provide an understanding of all types of museums including art, material culture, natural history, anthropology, and historical sites.

**MST 101 CURATORIAL PRACTICES (3)** This course focuses on the identification and understanding of tangible objects within the historical perspective, their relevance and use by museums of all types, and the application of curatorial methodology and care of collections. Historical, artistic, decorative, and scientific objects will be examined for authenticity, composition, history, and value.

**MST 102 MUSEUM EXHIBITIONS (3)** This course focuses on the theory of museum exhibitions, with emphasis on the role of museums in providing interpretive exhibitions that stimulate critical thinking, discourse, and contemplation, and pertaining to museums of all types, including art, material culture, natural history, anthropology, science, historical sites, etc. The Daura Museum of Art is used as a teaching resource.

**MST 103 MUSEUM EDUCATION AND DOCENT EXPERIENCE (3)** *Prerequisite: MST 101.* This course emphasizes the public service role of museums in providing educational experiences for diverse audiences. Students will be introduced to the basic components of current trends in museum education, development of educational materials, and teaching and learning from objects. Experiential learning as a docent (academically-trained volunteer) is a component of the course.

**MST 301 LEGAL AND ETHICAL ISSUES IN MUSEUM STUDIES (3)** This course examines the ethical and legal issues of global importance in the 21st century.

**MST 302 MUSEUMS IN THE PUBLIC DIMENSION (3)** *Prerequisite: MST 202.* A course that blends theory with practice through interpreting and curating an exhibition, and developing educational and ancillary programming for the Daura Museum of Art.

**MST 304 HISTORICAL ARCHAEOLOGY (6)** *Prerequisite: MST 101.* Historical Archaeology is an archaeology field school at Historic Sandusky, which provides a foundation in current methods and theories of historical archaeology, and offers a solid introduction to the practical skills of site survey, excavation, recording, and laboratory procedures.

**MST 305 UNDERSTANDING THE HISTORIC HOUSE MUSEUM AS PUBLIC HISTORY (3)** America's cultural heritage can be found in its people and its buildings. Preservation of social and cultural history is embodied in historic buildings. This course will provide an awareness and knowledge of the rich complexity of details and issues associated with the architectural restoration and public interpretation of historic properties. Through lectures, assigned readings, research assignments, and site visits, the course will focus on the philosophy, professional practices, and unique issues of interpreting historic house museums. In particular, the class has an opportunity to participate in the current process of documentation and interpretation associated with Historic Sandusky, a developing house museum in Lynchburg.

**MST 377 STUDY ABROAD (3)** *Prerequisite: MST 101.* This course is a specialized program for museum studies students to study abroad at museums in Europe, Asia, Australia, New Zealand, Africa, North America outside the United States, or South America. Students will examine issues of cultural patrimony, and the similarities and differences between missions, collections, exhibitions, and public services of museums throughout the world.

**MST 387 DOMESTIC STUDY AWAY (3)** Domestic Study Away is a parallel experience to study abroad as an experiential learning opportunity that allows students to earn academic credits toward the completion of a degree in an off-campus location using domestic destinations around the United States. Study

away programs expose students to diverse perspectives and multiple modes of inquiry in ways not ordinarily achieved in a classroom setting.

**MST 397 INDEPENDENT STUDY IN MUSEUM STUDIES (1-3)** *Prerequisites: Approval of faculty sponsor and school dean; junior or senior standing.* This course provides students the opportunity to pursue individual study of topics not covered in other available courses. The area for investigation is developed in consultation with a faculty sponsor and credit is dependent on the nature of the work. May be repeated for no more than six credits.

**MST 398 SPECIAL TOPICS IN MUSEUM STUDIES (1-3) [credit depends on topic]** *Prerequisite: A background of work in the discipline.* This course will focus on an aspect of the discipline not otherwise covered by the regularly offered courses. The topic will vary according to professor and term; consequently, more than one may be taken by a student during his/her matriculation.

**MST 399 INTERNSHIP IN MUSEUM STUDIES (1-12)** *Prerequisites: Juniors or seniors with a 2.25 minimum GPA; approval of written proposal by internship coordinator, and supervising faculty prior to registration.* This internship in a museum, gallery, historic site, or science center must be appropriately related to the student's major and career objectives. (See "internships").

## MUSIC COURSES (MUSC)

### APPLIED MUSIC

Private instruction in applied music is available to all students. All work is adapted to the ability and needs of the individual student. An extra, non-refundable fee is required. For music majors whose applied lessons are in the area of their projected senior project, e.g., voice lessons toward a senior voice recital, the University will waive the lesson fee. Students will be required to purchase musical scores as needed for works to be performed. There may be exceptions when assigned works are in the public domain. Private lessons are courses that may be required of students to meet proficiency standards. Lessons begin in the second complete week of classes each semester. Normally, students will receive one lesson each week for thirteen weeks each semester. Private lessons are listed as "TBA" by the Office of the Registrar. The student will arrange his/her lesson time. There is no overload fee for any of the applied music courses (001-010).

MUSC 001 Piano (.5 or 1)

MUSC 002 Organ (.5 or 1)

The beginning student in organ must display technical proficiency at the piano to the satisfaction of the instructor.

MUSC 003 Voice (.5 or 1)

MUSC 004 Woodwinds (.5 or 1)

MUSC 005 Brass (.5 or 1)

MUSC 006 Percussion (.5 or 1)

MUSC 007 Strings (.5 or 1)

MUSC 008 Composition (.5 or 1)

MUSC 010 Guitar (.5 or 1)

### APPLIED MUSIC FOR THE JUNIOR RECITAL

Private instruction in applied music in preparation for the Junior Recital is available to Music Majors with a Performance Emphasis (Instrumental or Vocal) who have achieved Junior standing in their applied major instrument/voice. All other students must seek permission of the Music Department Chair. All work is adapted to the ability and needs of the individual student. For music majors whose applied lessons are in the area of their projected senior project, e.g., voice lessons toward a senior voice recital, the University will waive the lesson fee. Students will be required to purchase musical scores as needed for works to be performed. There may be exceptions when assigned works are in the public domain. Lessons begin in the second complete week of classes each semester. Normally, students will receive one lesson each week for thirteen weeks each semester. Private lessons are listed as "TBA" by the Office of the Registrar. The student will arrange his/her lesson time. There is no overload fee for any of the applied music courses (001-010, 061-070, 081-090).

MUSC 061 Piano (1)

MUSC 062 Organ (1)

MUSC 063 Voice (1)

MUSC 064 Woodwinds (1)

MUSC 065 Brass (1)

MUSC 066 Percussion (1)

MUSC 067 Strings (1)

MUSC 070 Guitar (1)

### APPLIED MUSIC FOR THE SENIOR RECITAL

Private instruction in applied music for preparation for the Senior Recital is available to Music and Music Education Majors who have achieved Senior standing in their applied major instrument/voice. All other students must seek permission of the Music Department Chair. All work is adapted to the ability and needs of the individual student. For music and music education majors, the University will waive the lesson fee. Students will be required to purchase musical scores as needed for works to be performed. There may be exceptions when assigned works are in the public domain. Lessons begin in the second complete week of classes each semester. Normally, students will receive one lesson each week for thirteen weeks each semester. Private lessons are listed as "TBA" by the Office of the Registrar. The student will arrange his/her lesson time. There is no overload fee for any of the applied music courses (001-010, 061-070, 081-090)

MUSC 081 Piano (1)

MUSC 082 Organ (1)

MUSC 083 Voice (1)

MUSC 084 Woodwinds (1)

MUSC 085 Brass (1)

MUSC 086 Percussion (1)

MUSC 087 Strings (1)

MUSC 090 Guitar (1)

## MUSIC ENSEMBLES

University music ensembles are available to all students. Overload fees, if applicable, are waived by the University for any ensemble participation.

**MUSC 016 PERCUSSION ENSEMBLE (1)** *Corequisite: MUSC 021.* The purpose of this organization is to develop ensemble techniques by studying and performing both standard and contemporary percussion literature. The ensemble is open to all students and faculty/staff members of University of Lynchburg as well as interested community members. University of Lynchburg students are required to co-enroll in MUSC 021. An audition is required. Repeatable for credit.

**MUSC 017 BRASS ENSEMBLE (1)** *Corequisite: MUSC 021.* The purpose of this organization is to develop ensemble techniques by studying and performing both standard and contemporary brass literature. The ensemble is open to all students and faculty/staff members of University of Lynchburg as well as interested community members. University of Lynchburg students are required to co-enroll in MUSC 021. An audition is required. Repeatable for credit.

**MUSC 018 ORCHESTRA (1)** The purpose of this organization is to develop ensemble techniques, music reading ability, and general musicianship and to acquaint students with a wide variety of orchestra music. For music majors who will become teachers, the Orchestra will provide experience in organization, music selection, and program planning. The Orchestra performs numerous times a semester on campus and within the Central Virginia area. Open to all students by audition.

**MUSC 019 CHAMBER MUSIC ENSEMBLE (1)** This is an opportunity to be involved with the smaller, more intimate forms of music called chamber music. Instrumentalists and vocalists may create their own ensembles, which may include duo-piano or accompanying, but must meet two hours a week with music faculty supervision. Singers must have an ensemble with two or more instruments. Involvement must include a public performance each semester and, if one ensemble member is a music major, an appearance before the music faculty at the end of the semester.

**MUSC 020 JAZZ ENSEMBLE (1)** *Corequisite: MUSC 021.* An eighteen-piece ensemble comprised of saxophones, brass, percussion, and guitars. Membership is selected from the Wind Ensemble and/or by audition for interested students, faculty and staff members, alumni, and community musicians. University of Lynchburg students are required to co-enroll in MUSC 021.

**MUSC 021 WIND SYMPHONY (1)** The purpose of this organization is to develop ensemble techniques, music reading ability, and general musicianship and to acquaint students with a wide variety of band music. For music majors who will become teachers, the Wind Ensemble will provide experience in organization, music selection, and program planning. The Wind Ensemble performs numerous times a semester on campus and within the Central Virginia area. Open to all students by audition.

**MUSC 022 CONCERT CHOIR (1)** The purpose of this ensemble is to rehearse and perform choral music from all major periods of choral literature, to learn some basic rudiments of singing and diction, and to develop general musicianship. The Concert Choir performs on campus and represents the University in concerts from New England to Florida. Open to all students by audition.

**MUSC 023 HANDBELL CHOIR (1)** The purpose of this ensemble is to rehearse and perform handbell music. The handbell choir presents concerts on campus and Christmas and in the spring. Open to all students. Basic music reading skills are required.

**MUSC 024 CHAMBER CHOIR (1)** *Prerequisite: Permission of the instructor.* Chamber Choir is a small, auditioned choral ensemble. The purpose of this ensemble is to rehearse and perform music written for small choral and chamber ensembles. Music will be selected from all major periods of music from the Medieval Age through the twenty-first century. Membership is open to University of Lynchburg students by audition only.

**MUSC 025 CHORAL UNION (1)** The Choral Union is a non-auditioned large choral ensemble. The purpose of this choir is to provide a quality choral music experience for all its members. Membership is open to all students and faculty/staff members of University of Lynchburg as well as interested community members. Since this choir is an open-membership choir for singers with various levels of musical skills, members will have ample opportunity to develop concepts of proper singing, including proper breathing, placement, intonation, balance, blending, and interpretation, while experiencing a wide variety of musical styles from the Medieval Age to the twentieth-century with an emphasis on major choral/orchestral works.

**MUSC 026 COMMUNITY BIG BAND (1)** *Prerequisite: Successful audition. Corequisite: MUSC 020.* The University of Lynchburg Community Big Band is an ensemble for students, faculty, and community members. The purpose of this organization is to develop ensemble techniques by studying and performing both standard and contemporary Big Band and Jazz literature. An audition is required. Repeatable for credit.

**MUSC 027 OPERA WORKSHOP (1)** *Prerequisite: Permission of the instructor.* Opera Workshop is a selected vocal ensemble designed to provide students with an opportunity to rehearse and perform selected opera literature from both the past and the present. Through both individual and ensemble performing opportunities, students will develop concepts and skills of good singing. Open to all students by audition. Repeatable for credit.

## GENERAL MUSIC COURSES

**MUSC 100 MUSIC APPRECIATION (3)** This course is an introductory study of Western Art Music. Various elements, forms, and styles will be taught through listening; viewing videos; and attending and reviewing live University of Lynchburg concerts. Students will discuss the great music of the Middle Ages, Renaissance, Baroque, Classical, Romantic, and Modern Periods. In addition, this course is one of the DELL program's Artistic and Creative Thinking Area of Study courses. As a result, additional focus is placed on how people use their creativity and imagination as a form of human expression and how the arts awaken and stimulate emotions, thoughts, beliefs, and actions. Group project required. Attendance at four outside-of-class performances required.

**MUSC 102 WORLD MUSIC AND CULTURE (3)** This introductory course on non-Western music explores the relationship of music of various cultures to events important to those cultures. This course meets the requirements of the DELL General Education Program in the Artistic and Creative Thinking Area of Study. Attendance at four outside-of-class performances required.

**MUSC 103 MUSIC FUNDAMENTALS (3)** This course is designed for students with limited or no skills in the fundamentals of music theory. Topics include pitch and rhythm notation, time classification, note and rest values, time signatures, intervals, major and minor scales, key signatures, and triads.

**MUSC 104 INTRODUCTION TO MUSIC THEORY AND AURAL SKILLS (3)** *Corequisite for music and music education majors: MUSC 108.* This study of the fundamentals in tonal music includes notation, scales, rhythms, intervals, chords, figured bass, and melody writing. This course also includes an introduction to basic aural skills. MUSC 104 is offered each fall semester. MUSC 104 may be waived by departmental placement exam.

**MUSC 105 DIATONIC HARMONY (3)** *Prerequisite: MUSC 104. Corequisite for music and music education majors: MUSC 107 and 109.* This study of diatonic harmonic practices in tonal music includes figured bass and lead-sheet notation, cadences, non-harmonic tones, harmonic progression, phrases, modulation, and small forms. MUSC 105 is offered each spring semester.

**MUSC 107 INTERMEDIATE AURAL SKILLS (1)** *Corequisite or prerequisite: MUSC 105 or its equivalent. Corequisite for music and music education majors: MUSC 109 or its equivalent.* This laboratory course is designed to increase skills in aural perception of music. Students develop skills in singing from notation and in notating music that they hear. Offered each spring semester.

**MUSC 108-109 PIANO CLASS I, II (1, 1)** *Corequisite for MUSC 108: MUSC 104. Corequisite for MUSC 109: MUSC 105.* This laboratory course provides application of the principles of elementary theory to the keyboard. Students learn to play the major and minor scales, along with various harmonic formulae, and learn to improvise accompaniments to simple melodies. These courses must be taken in sequence. MUSC 108 is offered each fall semester and MUSC 109 is offered each spring semester. Successful completion of the Piano Proficiency Exam may substitute for these courses. Music majors must include MUSC 104-105 and MUSC 108-109 as corequisite requirements.

**MUSC 110 VOICE CLASS (1)** This group study of the fundamentals of singing involves the principles of phonation, resonance, diction, breathing, and other related techniques pertinent to producing a good singing tone, using selected rhythmic exercises and singing materials. Recommended especially for music theatre students, teachers of public school music, choir directors, ministerial students, and directors of religious education. Personal computer required. Attendance at three outside-of-class performances required.

**MUSC 111 MUSIC TECHNOLOGY (1)** *Prerequisite: must be able to read music.* The purpose of this course is to provide a hands-on study of current technologies used in the elementary and secondary classroom as well as by performing musicians. Topics include office/music software, video/audio digital recording and editing, and music notation software including, but not limited to Sibelius and Finale. An introduction to U. S. copyright law as it applies to musicians is also covered in this course. Personal computer and lab fee required.

**MUSC 140 DICTION FOR SINGERS I (1)** An introduction to phonetics as well as the practical applications for pronunciation fundamentals in the English, Latin, and Italian languages through the use of the International Phonetic Alphabet (IPA) and appropriate art song repertoire.

**MUSC 141 DICTION FOR SINGERS II (1)** *Prerequisite: MUSC 140.* An introduction to phonetics as well as the practical applications for pronunciation fundamentals in the German and French languages through the use of the International Phonetic Alphabet (IPA) and appropriate art song repertoire.

**MUSC 163 INTRODUCTION TO MUSIC EDUCATION (2)** *Corequisite: MUSC 164.* A study of the history of music education in the United States and its global connections, cornerstone philosophies of music education, and elements of the music education profession. Introduction to Music Education offers project-based learning, demonstration, and individual guidance in music lesson design, development, and implementation. Personal computer and group projects required.

**MUSC 164 SERVICE LEARNING IN MUSIC (1)** This course provides students the opportunity to pursue service learning opportunities at the University of Lynchburg and in the surrounding communities. The area for service is developed in consultation with the instructor. This course may be repeated for credit each semester. Personal computer and group projects required. Attendance at one outside of class community performance required.

**MUSC 204 CHROMATIC HARMONY AND COMMERCIAL MUSIC (3)** *Prerequisite: MUSC 105. Corequisite for music and music education majors: MUSC 206.* This course is a continuation and elaboration of tonal harmony as begun in MUSC 104-105 with in-depth study of eighteenth-century counterpoint, chromatic and extended harmony, and commercial music. MUSC 204 is offered each fall semester. Personal computer and lab fee required.

**MUSC 206-207 ADVANCED AURAL SKILLS I, II (1, 1)** *Corequisite for MUSC 206: MUSC 204 or its equivalent. Corequisite for MUSC 207: MUSC 210W.* This laboratory course sequence is a continuation of MUSC 107. These courses must be taken in sequence. MUSC 206 is offered each fall semester and MUSC 207 is offered each spring semester.

**MUSC 210W FORM AND POST-TONAL ANALYSIS [Writing Enriched] (3)** *Prerequisites: MUSC 204 and grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* This course is a study of the structure of musical composition from the basic components to large composite units and an introduction to music and theory of the twentieth century.

**MUSC 211 DIGITAL AUDIO TECHNIQUES (2)** *Prerequisite: COMM 104 or MUSC 111.* This course provides students with opportunities for practical application of digital audio and its various audio, digital, and recording techniques. Topics include microphone types, use, and placement; field recording; audio software; mixing; and overdubbing. In addition, students will work with vocalists and instrumentalists for live recording opportunities. Personal computer and lab fee required.

**MUSC 215 JAZZ AND THE ORIGINS OF ROCK MUSIC (3)** This course will examine the history of jazz and rock music. A thorough examination of the musical elements of the genres will be accompanied by study of the social/cultural contexts that contribute to the artistic developments of jazz and rock music. Students will be required to attend two live performances presented by the University of Lynchburg music department. In addition, this course is one of the DELL program's Artistic and Creative Thinking Area of Study courses. As a result, additional focus is placed on how people use their creativity and imagination as a form of human expression and how the arts awaken and stimulate emotions, thoughts, beliefs, and actions. Personal computer and group project required. Attendance at four outside-of-class performances required.

**MUSC 222 ACCOMPANYING (1)** *Prerequisite: MUSC 109.* This course builds on the principles and skills gained in Piano Class II. Students will learn to accompany vocal soloists and vocal ensembles. Students will apply keyboard skills to play individual vocal lines, read open score, and accompany using keyboard scores as well as improvised piano accompaniment in preparation for the elementary or secondary choral classroom. May be repeated for credit.

**MUSC 223 CHORAL METHODS (1)** A hands-on study of vocal-choral pedagogy for secondary/elementary music educators. This course explores theories and practices of vocal pedagogy, repertoire, rehearsal procedures, and administration of choral music education. Personal computer and group projects required. Attendance at three outside-of-class choral rehearsals required.

**MUSC 226 PERCUSSION METHODS (1)** Class instruction in percussion instruments emphasizes the snare drum including basic playing techniques, teaching methods, and materials. (Required for public school music licensure in instrumental music.) Lab fee required. Attendance at three outside-of-class percussion rehearsals required.

**MUSC 227 STRING METHODS (1)** Class instruction in string instruments emphasizes the violin including basic playing techniques, teaching methods, and materials. (Required for public school music licensure in instrumental music.) Lab fee required. Attendance at three outside-of-class string rehearsals required.

**MUSC 228 INSTRUMENTAL SURVEY (1)** Class instruction in brass, woodwinds, string, and percussion instruments including basic playing techniques, teaching methods, and materials. (Required for licensure in public school vocal/general music.) Lab fee required. Attendance at three outside-of-class instrumental rehearsals required.

**MUSC 230 MARCHING BAND TECHNIQUES (2)** This course will address the administration and management of high school marching bands as a part



of the total public school instrumental music program. Students will be exposed to philosophical, educational, and musical techniques used in producing a superior performance ensemble. The course will emphasize rehearsal techniques and the application of pedagogical skills to the marching ensemble. Show design, computer-aided charting, marching and maneuvering, rehearsal planning, equipment selection, personnel management, color guard units, percussion sections, discipline, and performance preparation will be addressed. Lab fee required. Attendance at three outside-of-class marching band rehearsals required.

**MUSC 233 INSTRUMENTAL METHODS AND TECHNIQUES I (1)** Class instruction in woodwind and brass instruments includes basic playing techniques, teaching methods, and materials. (Required for public school music licensure in instrumental music education). Lab fee required. Attendance at three outside-of-class instrumental rehearsals required.

**MUSC 234 INSTRUMENTAL METHODS AND TECHNIQUES II (1)** *Prerequisite: MUSC 233.* Class instruction in woodwind and brass instruments includes intermediate playing techniques, teaching methods, and materials. (Required for public school music licensure in instrumental music education). Lab fee required. Attendance at three outside-of-class instrumental rehearsals required.

**MUSC 249 REHEARSING FROM THE PODIUM (3)** *Prerequisite: Music or Music Education major or permission of instructor.* This course includes a study of techniques of instrumental and choral conducting as well as practical experience in conducting ensembles. Lab fee required. Attendance at three outside-of-class instrumental/choral rehearsals required.

**MUSC 261 LITERATURE OF MUSICAL THEATRE (3)** Literature of Musical Theatre will explore the canon of musical theatre repertoire. Students will investigate and identify the vocal and performance demands of specific musicals through the lens of a director and a performer, including the process of staging, planning rehearsals, and vocal coaching. Lab fee, personal computer and group projects required. Vocal coaching outside of class required.

**MUSC 263 CURRICULUM AND ASSESSMENT IN MUSIC (3)** *Prerequisite: MUSC 163.* A study of curriculum and assessment methods applicable to music education settings including principal and techniques of teaching music in the secondary school. Offers observation, demonstration, and individual guidance in the areas of vocal, instrumental, and general music.

**MUSC 264 FIELD EXPERIENCE SECONDARY (LAB)-MUSIC IN SECONDARY EDUCATION (2)** *Prerequisite: MUSC 263.* This lab experience is designed to provide opportunities for application of pedagogical theories and techniques in the music classrooms in high school and middle school. Bi-weekly observation in area secondary school classrooms required. Students are responsible for their transportation to and from field experience sites.

**MUSC 302W-303 MUSIC HISTORY AND LITERATURE I [Writing Enriched], II (3, 3)** *Prerequisite: Grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* This survey of music literature acquaints the student with the musical styles of important periods and with the composers from the age of plainsong to the present.

**MUSC 307 COUNTERPOINT (3)** *Prerequisite: MUSC 210W.* This course studies contrapuntal styles of the sixteenth and eighteenth centuries.

**MUSC 308 TWENTIETH CENTURY MUSIC AND THEORY (3)** *Prerequisite: MUSC 210W.* This course is an in-depth study of the music and theory of the twentieth century.

**MUSC 363 MUSIC IN ELEMENTARY AND SPECIAL EDUCATION (3)** *Prerequisite: MUSC 105.* This course provides materials and methods for pre-kindergarten through elementary school and for special populations in public schools and special settings.

**MUSC 364 FIELD EXPERIENCE ELEMENTARY (LAB)-MUSIC IN ELEMENTARY AND SPECIAL EDUCATION (2)** *Prerequisite: MUSC 363.* This lab experience is designed to provide opportunities for application of pedagogical theories and techniques in the music classroom in elementary school. Bi-weekly observation in area elementary school classrooms required. Students are responsible for their transportation to and from field experience sites.

**MUSC 387 DOMESTIC STUDY AWAY (3)** Domestic Study Away is a parallel experience to study abroad as an experiential learning opportunity that allows students to earn academic credits toward the completion of a degree in an off-campus location using domestic destinations around the United States. Study away programs expose students to diverse perspectives and multiple modes of inquiry in ways not ordinarily achieved in a classroom setting.

**MUSC 397 INDEPENDENT STUDY IN MUSIC (1-3)** *Prerequisites: Approval of faculty sponsor and school dean; junior or senior standing.* This course provides students the opportunity to pursue individual study of topics not covered in other available courses. The area for investigation is developed in consultation with a faculty sponsor and credit is dependent on the nature of the work. May be repeated for no more than six credits.

**MUSC 398 SPECIAL TOPICS IN MUSIC (1-3) [credit depends on topic]** *Prerequisite: A background of work in the discipline.* This course will focus on an aspect of the discipline not otherwise covered by the regularly offered courses. The topic will vary according to professor and term; consequently, more than one may be taken by a student during his/her matriculation.

**MUSC 399 INTERNSHIP IN MUSIC (1-12)** *Prerequisites: Juniors or seniors with a 2.25 minimum GPA; approval of written proposal by internship coordinator, and supervising faculty prior to registration.* This course is a practical application of music in the professional world. Possible areas include music management, music merchandising, church music, music in the theatre, and music in some private educational settings. (See "Internship.")

**MUSC 400 ARRANGING AND ORCHESTRATION (2)** *Prerequisites: Successful completion of MUSC 210W.* This course introduces the musical craft of arranging as related to the setting of music for various combinations of instruments and voices. Topics will include transpositions and practical ranges for instruments and voice. Students will participate in class exercises, prepare weekly arrangements, and complete a final project.

**MUSC 402W SENIOR SEMINAR IN MUSIC PERFORMANCE [Writing Enriched] (2)** *Prerequisites: MUSC 210W and grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* Students in this course will produce a written, researched document in conjunction with either (1) a senior, lecture, or composition recital or (2) a musical, theoretical, and historical analysis of selected works. For music majors with a performance emphasis and music education majors, the document will focus on the music to be performed on the senior recital. For music majors with a liberal arts emphasis, the document will focus on either (1) music to be performed in a senior, lecture, or composition recital or (2) music selected with approval of the instructor for musical, theoretical, and historical analysis. This course involves a substantial amount of oral presentation by students. For music majors with a performance emphasis and music education majors, this course culminates with the performance of a senior recital. For music majors with a liberal arts emphasis, this course culminates with the presentation of either a senior recital or presentation of the musical, theoretical, and historical analysis.

**MUSC 460 STUDENT TEACHING IN MUSIC (12)** *Prerequisite: Admission to student teaching.* This course is a culminating, full-time, supervised field

experience at two levels of music instruction, for a minimum of 200 hours of “in charge” teaching. Vocal/general or instrumental classes are assigned to satisfy the desired endorsement area. Biweekly support team meetings with fellow student teachers, College supervisor, and clinical faculty consider such issues as planning, classroom, management, and interaction with parents. Required for music teacher licensure. This course requires a mandatory Criminal and Social Services background check conducted at the end of the prior semester at the student’s expense. Teacher candidates are responsible for their transportation to and from field experience sites. Teacher candidates must dress in professional attire for the duration of the student teaching experience.

#### NURSING COURSES (NRSG)

**NRSG 300 NURSING PHARMACOLOGY (2)** *Prerequisites: First 2-years of pre-nursing classes completed with a GPA 3.0 or better and: BIOL 224, 225, 227, CHEM 127, H P 270, 275, PSYC 241, STAT 222 (C or better for all).* Nursing Pharmacology provides nursing theory used in the study of pharmacology. The course introduces foundational concepts related to pharmacotherapeutics that are applied in all nursing courses. The course connects nursing theory, pathophysiology, and foundational knowledge for safe pharmacological care to diverse patients across the lifespan.

**NRSG 306 FOUNDATIONS OF NURSING (6)** *Prerequisites: First 2 years of pre-nursing classes completed with a GPA 3.0 or better and: BIOL 224, 225, 227, CHEM 127, H P 270, 275, PSYC 241, STAT 222 (C or better for all).* Foundations of Nursing introduces basic concepts necessary for safe, patient-centered nursing care for patients with well-defined healthcare concerns. Nursing content and theory are acquired and applied in the classroom and skills laboratory for application to patient care in various healthcare settings.

**NRSG 314 CLINICAL JUDGEMENT IN NURSING (2)** *Prerequisites: First 2-years of pre-nursing classes completed with a GPA 3.0 or better and a C or better in: BIOL 224, 225, and 227, CHEM 127, H P 270, 275, PSYC 241, and STAT 222.* This course teaches clinical judgment used to provide safe care in nursing. The components of clinical judgment are taught organized in a clinical judgment framework used to make safe patient care decisions. Students learn specific clinical judgment competencies used to carry out the nursing process as well as to deal with aspects of safe practice in the current healthcare environment. This course teaches the detailed clinical judgment processes used in all patient care environments across the curriculum as well as for preparation for the cognitive processes tested on the NCLEX.

**NRSG 318 MENTAL HEALTH (3)** *Prerequisites: NRSG 300, 306, 314, 326, 330/330L (B- or better). Minimum overall GPA of 3.0. Corequisite: NRSG 318L.* Three-hour lecture must be taken concurrently with NRSG 318L. Mental Health Nursing builds on and applies concepts of nursing practice to the care of patients with various mental health needs. The course also expands on professional nursing concepts including clinical judgment and collaboration with members of the healthcare team. Nursing content and theory are acquired and applied in the classroom then further applied to patient care in various healthcare settings.

**NRSG 318L MENTAL HEALTH LAB (1)** *Prerequisites: NRSG 300, 306, 314, 326, 330/330L (B- or better). Minimum overall GPA of 3.0. Corequisite: NRSG 318.* Three hour per week clinical must be taken concurrently with NRSG 318. Mental Health Nursing builds on and applies concepts of nursing practice to the care of patients with various mental health needs. The course also expands on professional nursing concepts including clinical judgment and collaboration with members of the healthcare team. Nursing content and theory are acquired and applied to patient care in various healthcare settings.

**NRSG 319 NURSING RESEARCH (2)** *Prerequisites: NRSG 300, 306, 314, 318, 326, 330, 343 (B- or better); grade of C- or higher in ENGL 123W, HONR 103W, or equivalent; STAT 222 (C or better), and minimum overall GPA of 3.0.* Nursing Research focuses on the interpretation and use of research evidence to inform nursing practice. The course applies previously learned nursing concepts to the research process. Concepts of interest to nursing research are covered and include information management systems, evidence-based practice, patient-centered care, collaboration, and communication. Clinical judgment is used to develop a research proposal related to contemporary nursing practice.

**NRSG 326 PATHOPHYSIOLOGY (3)** *Prerequisites: First 2-years of pre-nursing classes completed with a GPA 3.0 or better and: BIOL 224, 225, 227, CHEM 127, H P 270, 275, PSYC 241, STAT 222 (C or better for all).* This course explores pathophysiology as alteration in normal functioning and ways pathologies present in diverse individuals across the lifespan. Students study common pathologies then apply nursing care using clinical judgment for the purpose of case finding, patient education, health counseling, disease prevention, disease treatment, and health promotion and well-being. Professional nursing concepts are addressed in relation to the nurse’s role in helping individuals and populations move toward optimum health.

**NRSG 330 HEALTH ASSESSMENT (2)** *Prerequisites: First 2-years of pre-nursing classes completed with a GPA 3.0 or better and: BIOL 224, 225, 227, CHEM 127, H P 270, 275, PSYC 241, STAT 222 (C or better for all). Corequisite: NRSG 330L.* Two-hour lecture must be taken concurrently with NRSG 330L. Health Assessment teaches the knowledge base and nursing skills necessary for a systematic and comprehensive health history and physical assessment at a beginning level. Normal assessment findings, differences related to diversity, common alterations from normal, and variations across the lifespan are considered.

**NRSG 330L HEALTH ASSESSMENT LAB (1)** *Prerequisites: First 2-years of pre-nursing classes completed with a GPA 3.0 or better and: BIOL 224, 225, 227, CHEM 127, H P 270, 275, PSYC 241, STAT 222 (C or better for all). Corequisite: NRSG 330.* Three-hour per week skills lab must be taken concurrently with NRSG 330. Health Assessment teaches the knowledge base and nursing skills necessary for a systematic and comprehensive health history and physical assessment at a beginning level. Normal assessment findings, differences related to diversity, common alterations from normal, and variations across the lifespan are considered. Students demonstrate skill proficiency.

**NRSG 343 CARE OF ADULTS I (7)** *Prerequisites: NRSG 300, 306, 314, 326, 330/330L (B- or better). Minimum overall GPA of 3.0.* Adult Health Nursing builds on nursing concepts necessary for safe, compassionate, patient-centered nursing care applied to patients with stable and unstable conditions. The course also expands on professional nursing concepts including clinical judgment and collaboration with members of the healthcare team. Nursing theory is acquired and applied in the classroom and then further applied to patient care in various healthcare settings.

**NRSG 387 DOMESTIC STUDY AWAY (3)** Domestic Study Away is a parallel experience to study abroad as an experiential learning opportunity that allows students to earn academic credits toward the completion of a degree in an off-campus location using domestic destinations around the United States. Study away programs expose students to diverse perspectives and multiple modes of inquiry in ways not ordinarily achieved in a classroom setting.

**NRSG 397 INDEPENDENT STUDY IN NURSING (1-3)** *Prerequisites: Approval of faculty sponsor and school dean; junior or senior standing.* This course provides students the opportunity to pursue individual study of topics not covered in other available courses. The area for investigation is developed in consultation with a faculty sponsor and credit is dependent on the nature of the work. May be repeated for no more than six credits.

**NRSG 398 SPECIAL TOPICS IN NURSING (1-3) [credit depends on topic]** *Prerequisite: A background of work in the discipline.* This course will focus on an aspect of the discipline not otherwise covered by the regularly offered courses. The topic will vary according to professor and term; consequently, more than one may be taken by a student during his/her matriculation.



**NRSG 399**      **INTERNSHIP IN NURSING (1-12)** *Prerequisites: Juniors or seniors with a 2.25 minimum GPA; approval of written proposal by internship coordinator, and supervising faculty prior to registration. A limited number of internships are available that allow junior and senior nursing majors to have additional opportunities to work in an agency setting under direct supervision. (See "Internships.")*

**NRSG 411**      **IMPROVING PATIENT OUTCOMES (2)** *Prerequisites: NRSG 300, 306, 314, 330/330L (B- or better), and grade of C- or higher in ENGL 123W, HONR 103W, or equivalent, and overall minimum of GPA 3.0.* This course focuses the role of the nurse in various areas of healthcare practice for the purpose of improving patient outcomes. Areas of study include individual patient care, quality improvement, transitional care, sentinel events, and other matters that affect patient outcomes. Related concepts studied include safety, evidenced-based practices, healthcare organizations, health policy, and social determinants of health.

**NRSG 419**      **TRANSITION TO PRACTICE (6)** *Prerequisites: NRSG 300, 306, 314, 318, 319, 326, 330/330L, 343, 435/435L, 436/436L (B- or better). Corequisite: 411.* Three-hour lecture and nine hours clinical per week. This advanced, comprehensive course provides high level application of clinical judgment to apply nursing concepts and content taught throughout the program to individual patient situations. This course enables the individual student to recognize areas of nursing and thinking that need enhancement prior to entering professional nursing practice. Also included is a review of content and strategies for success on the NCLEX-RN®.

**NRSG 421**      **POPULATION CARE (3)** *Prerequisites: NRSG 300, 306, 314, 318/318L, 319, 326, 330/330L, 343, 435/435L, 436/436L (B- or better). Minimum overall GPA of 3.0. Corequisite: NRSG 421L.* Three-hour lecture must be taken concurrently with NRSG 421L. Population Care expands and applies concepts previously learned in nursing courses to diverse populations in various community settings including examining public health nursing. The course includes social determinants of health and illness present in the community. Nursing content and theory acquired and applied in the classroom is then applied in various community and out-patient settings.

**NRSG 421L**      **POPULATION CARE LAB (1)** *Prerequisites: NRSG 300, 306, 314, 318/318L, 319, 326, 330/330L, 343, 435/435L, 436/436L (B- or better). Minimum overall GPA of 3.0. Corequisite: NRSG 421.* Three hour per week clinical must be taken concurrently with NRSG 421. Population Care expands and applies concepts previously learned in nursing courses to diverse populations in various community settings including examining public health nursing. The course includes social determinants of health and illness present in the community. Nursing content and theory acquired and applied in various community and out-patient settings.

**NRSG 435**      **MATERNAL/NEWBORN NURSING (3)** *Prerequisites: First 2-years of pre-nursing classes completed with a GPA 3.0 or better and: BIOL 224, 225, 227, CHEM 127, H P 270, 275, NRSG 300, 306, 314, 318/318L, 319, 326, 330/330L, 343 (B- or better); PSYC 241, STAT 222 (C or better for all). Minimum overall GPA of 3.0. Corequisite: NRSG 435L.* Three-hour lecture must be taken concurrently with NRSG 435L. Maternal/Newborn Nursing expands on nursing concepts necessary for safe, compassionate, patient-centered nursing care applied to maternal/newborn care. The course expands on professional nursing concepts including clinical judgment and collaboration with members of the healthcare team. Nursing theory is acquired and applied in the classroom then further applied to patient care in various healthcare settings.

**NRSG 435L**      **MATERNAL/NEWBORN NURSING LAB (1)** *Prerequisites: First 2-years of pre-nursing classes completed with a GPA 3.0 or better and: BIOL 224, 225, 227, CHEM 127, H P 270, 275, NRSG 300, 306, 314, 318/318L, 319, 326, 330/330L, 343 (B- or better); PSYC 241, STAT 222 (C or better for all). Minimum overall GPA of 3.0. Corequisite: NRSG 435.* Three hour per week clinical must be taken concurrently with NRSG 435. Maternal/Newborn Nursing expands on nursing concepts necessary for safe, compassionate, patient-centered nursing care applied to maternal/newborn care. The course expands on professional nursing concepts including clinical judgment and collaboration with members of the healthcare team. Nursing theory is acquired and applied to patient care in various healthcare settings.

**NRSG 436**      **PEDIATRIC NURSING (3)** *Prerequisites: First 2-years of pre-nursing classes completed with a GPA 3.0 or better and: BIOL 224, 225, 227, CHEM 127, H P 270, 275, NRSG 300, 306, 314, 318, 319, 326, 330, 343 (B- or better); PSYC 241, STAT 222 (C or better for all). Minimum overall GPA of 3.0. Corequisite: NRSG 436L.* Three-hour lecture must be taken concurrently with NRSG 436L. Pediatric Nursing expands on nursing concepts necessary for safe, compassionate, patient-centered nursing care applied to the care of children. The course expands on professional nursing concepts including clinical judgment and collaboration with members of the healthcare team. Nursing theory is acquired and applied in the classroom then further applied to patient care in various healthcare settings.

**NRSG 436L**      **PEDIATRIC NURSING LAB (1)** *Prerequisites: First 2-years of pre-nursing classes completed with a GPA 3.0 or better and: BIOL 224, 225, 227, CHEM 127, H P 270, 275, NRSG 300, 306, 314, 318, 319, 326, 330, 343 (B- or better); PSYC 241, STAT 222 (C or better for all). Minimum overall GPA of 3.0. Corequisite: NRSG 436.* Three hour per week clinical must be taken concurrently with NRSG 436. Pediatric Nursing expands on nursing concepts necessary for safe, compassionate, patient-centered nursing care applied to the care of children. The course expands on professional nursing concepts including clinical judgment and collaboration with members of the healthcare team. Nursing theory is acquired and further applied to patient care in various healthcare settings.

**NRSG 437**      **NURSING LEADERSHIP (3)** *Prerequisites: NRSG 300, 306, 314, 318, 319, 326, 330, 343, 435, 436 (B- or better), grade of C- or higher in ENGL 123W, HONR 103W, or equivalent. Minimum overall GPA of 3.0.* Nursing Leadership provides the opportunity for students to apply nursing content to the leadership role of the professional nurse. Students complete a leadership project that demonstrates the ability to synthesize previous learning experiences from across the curriculum applied to an identified area of nursing leadership with a selected patient population.

**NRSG 443**      **CARE OF ADULTS II (7)** *Prerequisites: NRSG 300, 306, 314W, 318/318L, 319, 326, 330/330L, 343 (B- or better). Overall minimum of GPA 3.0.* Care of Adults II expands on the nursing concepts necessary for safe, compassionate, patient-centered nursing care applied to the care of patients with complex healthcare issues. The course expands on professional nursing concepts including clinical judgment and collaboration with members of the healthcare team. Nursing theory is acquired and applied in the classroom then further applied to patient care in various healthcare settings.

## PHILOSOPHY COURSES (PHIL)

**PHIL 200W**      **INTRODUCTION TO PHILOSOPHY [Writing Enriched] (3)** *Corequisite or prerequisite: Grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* This course examines traditional philosophy problems with readings from major works in the history of Western philosophy. The basic principle of logic and major approaches to ethical decision-making are important parts of the course.

**PHIL 201**      **INTRODUCTION TO LOGIC (3)** This beginning course focuses on aspects of valid and invalid reasoning. Topics include definition, fallacious argumentation, the various uses to which language may be put, and elementary deduction.

- PHIL 204W ETHICS [Writing Enriched] (3)** *Prerequisite: Grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* This course introduces moral philosophy and several applications to the problems of present-day living.
- PHIL 214W GREEK PHILOSOPHY [Writing Enriched] (3)** *Prerequisite: Grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* This introduction to Greek philosophy focuses primarily on Plato and Aristotle.
- PHIL 215 MEDIEVAL PHILOSOPHY (3)** Philosophical themes of the Middle Ages are related to the Neoplatonic and Aristotelian traditions as they influenced major thinkers of the period. Topics include wisdom as the goal of inquiry; the relation between faith and reason; the existence of God; the nature of humanity; and the immortality of the soul.
- PHIL 216 MODERN EUROPEAN PHILOSOPHERS (3)** This study of seventeenth- and eighteenth-century European philosophers includes Descartes, Locke, Berkeley, Hume, and Kant.
- PHIL 217 CLASSIC AMERICAN PHILOSOPHERS (3)** This course is an analysis of the philosophy writings of major American philosophers from the Pragmatic and Idealistic schools including Charles Sanders Peirce, William James, and John Dewey.
- PHIL 220W ART, TRUTH, AND VALUE [Writing Enriched] (3)** *Prerequisite: Grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* An introduction to the philosophy of the fine arts, this course includes an examination of various definitions of art, discussions of the value of art to society, and an analysis of emotions found in the esthetic experience.
- PHIL 221 MEANING AND EXISTENCE (3)** This course examines the existential nature of human beings as they encounter and search for meaning in existence. Topics for discussion include such existential themes as authenticity, guilt, personal freedom, and the meaning of death. Course readings include the writings of theistic and atheistic existentialists.
- PHIL 222W GOD, FAITH, AND EVIL [Writing Enriched] (3)** *Prerequisite: Grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* This course examines philosophical problems relating to religious faith.
- PHIL 223 ETHICAL ISSUES IN BUSINESS (3)** This course examines moral issues related to business, including conflicts of interest, the social responsibility of corporations, affirmative action, and preferential treatment.
- PHIL 224 ETHICAL ISSUES IN MEDICINE (3)** This course analyzes moral issues related to the areas of health care such as informed consent, abortion, physician-patient relationship, and the just distribution of health care.
- PHIL 225 ENVIRONMENTAL ETHICS (3)** An introduction to ethical issues and approaches concerning environmental studies. Topics to be addressed include the application of moral theory to various significant environmental issues, ethical treatment of animals, private ownership versus the common good, public policy and environmental concerns, and justice to current and future generations of humans.
- PHIL 226 ETHICS OF WAR (3)** The ethics of war is the study of ethics related to and within war. The purpose of this course is to give students a broad overview of many of the basic issues in the ethics of war. For example, when is it okay for a country to go to war? Can non-combatants (non-soldiers) ever justifiably be killed in war? What is owed to the victims of war after it is over?
- PHIL 227W JUSTICE, FREEDOM, AND EQUALITY [Writing Enriched] (3)** *Prerequisite: Grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* This course introduces social/political philosophy and its application to the problems of present-day society.
- PHIL 305 PHILOSOPHY OF SCIENCE (3)** This introduction to the philosophy of science includes a study of the concepts of the empirical sciences, their methods and procedures, and their philosophical implications.
- PHIL 306W KNOWLEDGE AND REALITY [Writing Enriched] (3)** *Prerequisite: Grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* This examination of the nature of knowledge places emphasis on the distinction between knowledge and belief, different types of knowing, the problem of skepticism, the role of perception in knowledge, and the nature of truth.
- PHIL 313 SYMBOLIC LOGIC (3)** This beginning course in symbolic formal logic introduces students to the formalization of arguments and the formal nature of deduction.
- PHIL 314W THE MIND AND BRAIN [Writing Enriched] (3)** *Prerequisite: Grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* This course is an examination of various theories of what the mind is and its relation to the body. Concepts such as consciousness, belief, sensation, perception, and desire are discussed.
- PHIL 315W THE PHILOSOPHY OF LAW [Writing Enriched] (3)** *Prerequisite: Grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* This course is an examination of various theories of what a legal system is. Attention is given to a number of related issues including the role of morality in the formation of a legal system, legal justice, the proper limits of state authority over an individual citizen's autonomy, and theories of punishment.
- PHIL 330W LAW ENFORCEMENT AND MORALITY (3)** *Prerequisite: Grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* This course focuses primarily on the philosophical issues inherent in law enforcement. Included are different views of the justification of the state's power to coerce, the duty to enforce unjust laws, rights against the state and the limits of those rights, victimless crimes, strict liability, types of punishment, fairness and proportionality in the application of punishment, and the bearing of developments in medical and psychological sciences on the notion of criminality.
- PHIL 377 STUDY ABROAD (3)** *Prerequisite: Consent of instructor.* This course provides students with the opportunity to study individual philosophers and various philosophical traditions in foreign settings.
- PHIL 387 DOMESTIC STUDY AWAY (3)** Domestic Study Away is a parallel experience to study abroad as an experiential learning opportunity that allows students to earn academic credits toward the completion of a degree in an off-campus location using domestic destinations around the United States. Study away programs expose students to diverse perspectives and multiple modes of inquiry in ways not ordinarily achieved in a classroom setting.
- PHIL 397 INDEPENDENT STUDY IN PHILOSOPHY (1-3)** *Prerequisites: Approval of faculty sponsor and school dean; junior or senior standing.*

This course provides students the opportunity to pursue individual study of topics not covered in other available courses. The area for investigation is developed in consultation with a faculty sponsor and credit is dependent on the nature of the work. May be repeated for no more than six credits.

**PHIL 398 SPECIAL TOPICS IN PHILOSOPHY (1-3) [credit depends on topic]** *Prerequisite: A background of work in the discipline.* This course will focus on an aspect of the discipline not otherwise covered by the regularly offered courses. The topic will vary according to professor and term; consequently, more than one may be taken by a student during his/her matriculation.

**PHIL 399 INTERNSHIP IN PHILOSOPHY (1-12)** *Prerequisites: Juniors or seniors with a 2.25 minimum GPA; approval of written proposal by internship coordinator, and supervising faculty prior to registration.* In a small number of cases, students may earn credit for participation in an internship with a government agency, law firm, political campaign, or nonprofit organization. Limited internship opportunities are available and must be jointly directed by a faculty sponsor and the responsible agency administrator. (See "Internships.")

**PHIL 400W THESIS GUIDANCE (3) [Writing Enriched]** *Prerequisites: Grade of C- or higher in ENGL 123W, HONR 103W, or equivalent, PHIL 201 and 204W, and senior standing.* Supervision of senior thesis. Topic to be decided by student with approval of advisor.

## PHYSICS COURSES (PHYS)

**PHYS 131 PHYSICS OF SPORTS (4)** Three hours lecture and two hours laboratory. Physics and sports will feed off each other as students learn introductory physics concepts and how physicists understand the wide world of sports. On the one hand, sports will provide the setting for mastering ideas from physics. On the other hand, physics will be the tool used to better understand what happens in various sports. As a general education science course, students will see how scientists perform their craft. In the spirit of the DELL General Education program, "The University of Lynchburg's vision and mission lead us to affirm that liberal education equips students to seek larger meaning and purposeful lives through a broad education." This course will help students achieve a minimum level of scientific literacy so that they may be productive citizens who recognize that science is the best means we have to understand our natural world. A proficiency in algebra and trigonometry is required to be successful in this course. A lab fee is required.

**PHYS 141 COLLEGE PHYSICS I (4)** Designed for students majoring in the natural sciences, this course will cover classical mechanics, properties of matter, waves, sound, and thermodynamics. Applications of these topics connected to issues facing society will be discussed. Students will develop testable ideas and will use experimental results to draw conclusions about the natural world. The skills gained in this course will help students become responsible citizens who make evidence-based decisions. A proficiency in algebra and trigonometry is required to be successful in this course. A lab fee is required.

**PHYS 142 COLLEGE PHYSICS II (4)** *Prerequisite: PHYS 141 or 161.* Three hours lecture and two hours laboratory. Designed for students majoring in the natural sciences, this course will cover electricity, magnetism, optics, and modern physics. A proficiency in algebra and trigonometry is required to be successful in this course. A lab fee is required.

**PHYS 161 PHYSICS I (4)** *Prerequisite or corequisite: MATH 103.* Three hours lecture, two hours laboratory, and one-hour problem session. Physics is the most basic of the sciences. It is likely that biologists, chemists, and other scientists will make use of physics concepts at some point in their work. Skills needed to think like a physicist are also useful to people in other disciplines like business, history, law, etc. Under-class students may use this course as a springboard into a physics or engineering major (via the 3-2 program). Upper-class students may use this course to learn physics concepts needed in another scientific field. Much of Chapters 1-15 in the course textbook will be covered. Newtonian mechanics is the focus of this calculus-based course, with applied topics such as vibrations, waves, and fluids covered as well. In the spirit of the DELL General Education program, "The University of Lynchburg's vision and mission lead us to affirm that liberal education equips students to seek larger meaning and purposeful lives through a broad education." This course will help student achieve a minimum level of scientific literacy so that they may be productive citizens who recognize that science is the best means we have to understand our natural world. A proficiency in algebra and trigonometry is required to be successful in this course. A lab fee is required.

**PHYS 162 PHYSICS II (4)** *Prerequisite: MATH 103, 104 (or concurrent enrollment in MATH 104), PHYS 141 or 161.* Three hours lecture, two hours laboratory, and one-hour problem session. This continuation of a calculus-based survey of classical physics introduces students to basic electromagnetic theory and optics. A lab fee is required.

**PHYS 181 ASTRONOMY: SOLAR SYSTEM (4)** This course provides a basic overview of the properties of the planets, satellites, and minor members of the solar system. Students will become familiar the night sky, astronomical instruments/measurements, and a broad brush of astronomical topics focused on planetary phenomena. Students will be able to demonstrate scientific and quantitative reasoning, including the ability to apply generally accepted processes of mathematical and scientific inquiry in addressing problems. Students are required to have some knowledge of basic algebra for this course. Prior knowledge of astronomy is not required for this course. This course is part of the DELL General Education Program and meets the general education scientific literacy requirement. A lab fee is required.

**PHYS 182 ASTRONOMY: UNIVERSE (4)** This course provides a basic overview of the current knowledge about our Universe. Students will become familiar with the night sky, astronomical instruments/measurements, and various components of our Universe. Students will be able to demonstrate scientific and quantitative reasoning, including the ability to apply generally accepted processes of mathematical and scientific inquiry in addressing problems. Students are required to have some knowledge of basic algebra for this course. Prior knowledge of astronomy is not required for this course. This course is part of the DELL General Education Program and meets the general education scientific literacy requirement. A lab fee is required.

**PHYS 211 PHYSICS III (4)** *Prerequisite: MATH 211 (or concurrent enrollment in MATH 211) and PHYS 162.* Three hours lecture and three hours laboratory. Topics include thermodynamics and what is called traditionally "modern physics." This latter topic is a study of twentieth century developments in physics including an introduction to condensed matter physics, relativity, atomic physics, radioactivity, wave-particle duality, and nuclear processes. Symbolic mathematical software is also introduced. A lab fee is required.

**PHYS 302 PHYSICS IV (4)** *Prerequisites: MATH 211, PHYS 211. Corequisite: MATH 301.* Three hours lecture and three hours laboratory. This course prepares physics majors for the study of physics at the intermediate and advanced levels. We introduce and develop the following: new mathematical methods of physics, computational techniques, laboratory skills, and scientific writing. The aforementioned skills will be developed in the course theme of vibrations and waves, a topic that touches every area of science and one that is seen again and again in physics. A lab fee is required.

**PHYS 309 CLASSICAL MECHANICS (4)** *Prerequisite: PHYS 302.* Three hours lecture and two-hour problem session. This course introduces the study of kinematics, particle dynamics, central forces and planetary motion, and rigid-body motion. The Lagrange formulations of mechanics is also introduced.

**PHYS 312 ELECTROMAGNETIC THEORY (4)** *Prerequisite: PHYS 302.* Three hours lecture and two-hour problem session. This course introduces students to electrostatics and magnetostatics in free space and materials, magnetism derived via special relativity, and Maxwell's equations with necessary boundary conditions.

**PHYS 318 QUANTUM MECHANICS (4)** *Prerequisite: PHYS 302.* Three hours lecture and two-hour problem session. This course introduces the methods of quantum theory. The Schrodinger approach is developed and applied to the hydrogen atom, angular momentum, scattering theory, time-independent perturbation theory, and other topics.

**PHYS 333W COMPUTATIONAL PHYSICS [Writing Enriched] (4)** *Prerequisites: PHYS 302 and grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* Three-hour lecture and two-hour problem session. This course develops the application of higher mathematics and the computer to the analysis and simulation of realistic physical systems. Topics covered typically include finite-difference approximations, Fourier analysis, Fourier transforms, Fast Fourier transforms, numerical integration, applications of Monte Carlo methods, solutions of differential equations, numerical solutions of Laplace's equation, and the application of matrix methods. A lab fee is required.

**PHYS 355 ELECTRONICS (2)** *Prerequisite: PHYS 333W.* One-hour lecture and three-hour laboratory. This course introduces students to microcontroller electronics. Students will learn how to use advanced circuit elements such as diodes, photoresistors, potentiometers, thermistors, transistors, and relays. Students will also gain experience in developing software to interface with hardware.

**PHYS 387 DOMESTIC STUDY AWAY (3)** Domestic Study Away is a parallel experience to study abroad as an experiential learning opportunity that allows students to earn academic credits toward the completion of a degree in an off-campus location using domestic destinations around the United States. Study away programs expose students to diverse perspectives and multiple modes of inquiry in ways not ordinarily achieved in a classroom setting.

**PHYS 397 INDEPENDENT STUDY IN PHYSICS (1-4)** *Prerequisites: Approval of faculty sponsor and school dean; junior or senior standing.* This course provides students the opportunity to pursue individual study of topics not covered in other available courses. The area for investigation is developed in consultation with a faculty sponsor and credit is dependent on the nature of the work. May be repeated for no more than six credits.

**PHYS 398 SPECIAL TOPICS IN PHYSICS (1-4) [credit depends on topic]** *Prerequisite: A background of work in the discipline.* This course will focus on an aspect of the discipline not otherwise covered by the regularly offered courses. The topic will vary according to professor and term; consequently, more than one may be taken by a student during his/her matriculation.

**PHYS 432 OPTICS (4)** *Prerequisite: PHYS 312.* Three hours lecture and two-hours laboratory. A study is made of the properties of electromagnetic waves, particularly in the visible spectrum. Wave descriptions of scattering, reflection, interference, diffraction, and polarization are developed. The course also treats aspects of geometrical optics, including lenses and lens defects. A lab fee is required.

**PHYS 436 STATISTICAL THERMODYNAMICS (4)** *Prerequisite: PHYS 302.* Three hours lecture and two-hour problem session. Microscopic analysis of the physical world is developed using statistical methods. Macroscopic thermodynamics is developed simultaneously with the microscopic results. More formal ideas of classical statistical thermodynamics, including the partition function, are then studied. Quantum statistical mechanics is also introduced.

## POLITICAL SCIENCE COURSES (POLI)

**POLI 111 QUEST FOR JUSTICE (3)** Students in this course examine the concept of justice as practiced in selected political systems from classical Greece—the cradle of democracy—to the contemporary United States. Throughout the course, students will take up one of the central challenges confronting anyone who wishes to establish a just political order: whether and how best to address inequalities of wealth and power. In so doing, students come to understand better the complex relationship between the individual and society and deepen their understanding of the United States' political system.

**POLI 112 QUEST FOR POWER (3)** This course offers students a broad introduction to the subjects of political philosophy and ethics by concentrating on Western political thought. We begin with readings on the individual and the law, then capitalism and justice, move on to explore theoretical communism and then see it as it was practiced in reality and end the semester with readings on the relationship between religion and politics. We will discover that while political philosophy is a broad and varied subject, it rests on a foundation of perennial questions such as: What is justice? Who should rule? Should the law always be obeyed? What is the nature of human beings? How much power should government have? How much power should the individual citizen have? And, what is the good life? The focus of this class will be to identify, examine, think, and talk about these perennial questions by reading and discussing classic works in politics, economics, philosophy, and literature that have also struggled with these questions. Such a focus will support the students' overall liberal education at Lynchburg College.

**POLI 207 COMPARATIVE POLITICS (3)** An introduction to political cultures and systems around the world, with emphasis on political behavior, competing ideologies, government institutions, and historical roots and contemporary manifestations of societal conflicts and divisions. Issues of political development, continuity and change will be addressed throughout the course, with brief case studies used to explore the above concepts more in depth.

**POLI 220 THE AMERICAN POLITICAL EXPERIENCE (3)** Students will explore the American constitutional order and political system in terms of two questions: what does the American government do? What should it do? This exploration will be conducted through the critical analysis of literature, primary historical sources, significant government documents, and social science research.

**POLI 221 AMERICAN POLITICAL CULTURE (3)** This course is a survey and critique of the meanings attributed to various aspects of the American constitutional order and the politics associated with it. Classic American literature including fiction and non-fiction, films, primary historical sources, significant government documents, and social science research are assigned to promote student debate and discussion of each aspect of the course.

**POLI 253 CLASSICAL POLITICAL THOUGHT (3)** This course is a study of the leading classical and medieval political thinkers including Plato, Aristotle, and Augustine with emphasis on reading and discussing their works.

**POLI 254 MODERN POLITICAL THOUGHT (3)** This course is a study of the leading modern political thinkers including Machiavelli, Hobbes, Locke, Rousseau, and Marx with emphasis on reading and discussing their works.

**POLI 255 RECENT POLITICAL THOUGHT (3)** This course examines some of the leading political thinkers of the twentieth century in order to understand the difficulties that may stand in the way of achieving justice in the political sphere. We will examine how justice may be achieved within a liberal political order; how the demands of justice impact the family; whether justice can be confined to the political sphere, or whether it must apply also within the private; and



possible limitations of liberal democratic conceptions of justice.

**POLI 257 CAMPAIGNS, ELECTIONS, AND PROPAGANDA (3)** This course reviews the place of elections in American constitutional order as the principal mode of citizen participation and of campaigns to influence those elections. Particular attention is given to contemporary reliance on paid advertising, including direct mailing and television, and questions of campaign finance and corruption. Critical attention is directed to the replacement of public policy debate by the images and rhetoric of celebrity culture.

**POLI 258 STATE AND LOCAL GOVERNMENT AND POLITICS (3)** An examination of the use of governmental power influences daily life in often unrecognized ways and how that power is exercised by administrators. Particular attention will be given to situations that appear to display breakdowns in policy or in its execution, and on conflicting values of democratic political practice and administrative effectiveness.

**POLI 259 POWER, THE STATE, AND BUREAUCRACY (3)** An examination of how the use of governmental power influences daily life in often unrecognized ways and how that power is exercised by administrators. Particular attention will be given to situations that appear to display breakdowns in policy or in its execution and on conflicting values of democratic political practice and administrative effectiveness.

**POLI 260 HONOR AND TERROR POLITICS: SOUTH ASIA (3)** This course is a survey of contemporary political and governmental processes and institutions of southern Asia with particular attention given to the colonial legacy, post-independence political institutions, the processes of political evolution, the role of religion in politics, and foreign policy responses to big-power rivalry in the region.

**POLI 265 GROWLING TIGERS, FIERY DRAGONS: THE ASIA PACIFIC (3)** This course offers a survey of the political traditions and contemporary political practice of major East Asian societies including those of China, Japan, and Korea. The primary focus is a comparison of contemporary political development, government institutions, domestic issues, and foreign policies within and among the countries of the region.

**POLI 275 LATIN AMERICAN POLITICS (3)** An analysis of the political systems of Latin America, this course examines political development from the colonial period to the present as well as the principal actors of the Catholic Church, the military, labor, and political parties. Study of links between politics and economic underdevelopment and the influence of the United States in the region are included. The history and future of democracy in the region are considered.

**POLI 283 EUROPEAN UNION POLITICS (3)** This course analyzes the governmental structures and politics in France, Germany, and other European nations. Attention is also given to European organizations such as NATO, the European Union (EU), and the reforming political systems in southern and eastern Europe. Students participate in a simulation of the European Union. There is a field trip fee associated with this course.

**POLI 285 EUROPEAN UNION LEADERSHIP (1)** *Prerequisites: POLI 283 and permission of instructor.* The course offers an in-depth exploration of the functions, institutions, and decision-making procedures of the European Union. The emphasis will be on a realistic representation of members of the major institutions and bodies of the EU: the Commission, the European Council, and the Council of Ministers. There is a field trip fee associated with this course.

**POLI 290 AMERICAN PUBLIC POLICY (3)** This course will examine American public policy from three perspectives. First, students will explore the broad context of policy-making, including the historical, political, and economic contexts, with special emphasis placed on American federalism. Second, students will be introduced to models of the policy process, agenda setting and decision-making. Finally, students will learn about policy implementation and analysis.

**POLI 296 RUSSIA AND THE EUROPEAN NEIGHBORHOOD (3)** *Prerequisites: INTL 101 or POLI 112.* The course analyzes the political cultures, governmental institutions, and political behavior in European countries that are not members of the European Union, mostly in Eastern and Southeastern Europe, especially Russia. The emphasis is on explaining contemporary developments in this rapidly evolving region against the backdrop of long-term trends and recent transitions. Russia's growing role in the region and around the globe will be discussed.

**POLI 303 TERRORISM AND REVOLUTION (3)** This course is a comparative analysis of two major forms of political violence. Major revolutions of the twentieth century are the focus with particular attention to the Communist revolutions in Russia and China, the anti-colonial revolutions in Vietnam and Algeria, and the recent democratic revolutions in Eastern Europe and the former Soviet Union. Theories and explanations of terrorism are explored with attention given to the ways terrorists and the media influence each other and to various proposals for controlling terrorism.

**POLI 304 INTERNATIONAL ORGANIZATION AND WORLD POLITICS (3)** This course examines the role of international organizations in world affairs. Study includes the United Nations, major regional political and economic organizations, and the impact of non-governmental international organizations. Current events are heavily emphasized. The course is also used to prepare students for model United Nations exercises.

**POLI 306 COMPARATIVE FOREIGN POLICY (3)** This course investigates the development, determinants, and direction of the foreign policies of key nation-states in contemporary international relations including Russia, Germany, China, India, Japan, and the United States. The course includes simulation exercises and is used to help prepare students for participation in model United Nations activities.

**POLI 311 THE AMERICAN PRESIDENCY (3)** *Prerequisite: INTL 101, POLI 111, or 112.* This course explores the formal and informal powers of the American presidency in the American constitutional system. Students examine presidential elections; White House relationships with Congress, the public, the media, the courts, and the bureaucracy; and the practice of presidential leadership at home and abroad.

**POLI 312 MONEY AND POWER: CONGRESS AND INTEREST GROUPS (3)** This course will examine the constitutional foundation and historical development of Congress, with emphasis on institutional aspects of Congress, and the role of Congress in the legislative process, and electoral politics. The history of interest group politics, the effect these groups have on the legislative process, and the impact of these groups on democracy will also be treated.

**POLI 321W POLITICAL SCIENCE RESEARCH METHODS [Writing Enriched] (3)** *Prerequisites: POLI 111 or 112 and grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* This junior-level course prepares students to write their senior theses. Required of all political science majors, the course examines how disciplined political knowledge (political science) is developed and reported. Students learn to develop and test hypotheses, prepare research designs, collect data, and use statistical analysis.

**POLI 325-326 CONSTITUTIONAL LAW IN THE UNITED STATES (3, 3)** This course sequence is a survey of constitutional interpretation by the U.S. Supreme Court using the case method. The structure and powers of the American governmental system will be treated during the first semester. The second semester is devoted to the study of individual rights.

**POLI 331-332 NATIONAL MODEL UNITED NATIONS I, II (3, 2)** This course provides a survey of the United Nations and of the designated UN member

state assigned for representation at the National Model United Nations in New York, by preparing students in an Experiential Learning course, with researching the assigned country's history, economics, politics and foreign policy, while learning UN policymaking procedure, negotiation, writing, debating and caucusing skills. There is a field trip fee associated with this course.

**POLI 372W UNITED STATES FOREIGN POLICY [Writing Enriched] (3)** *Prerequisites: INTL 101, POLI 111, or 112 and grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* This course examines the distinctive heritage of the United States in foreign affairs, the strengths and weaknesses of American foreign policy-making processes, and the means at the disposal of policymakers to carry out foreign policy in contemporary world affairs.

**POLI 375 U. S. - LATIN AMERICAN RELATIONS (3)** An examination of relations between the countries of Latin America and the United States, this course considers the historical influence of the United States on Latin American countries' political, social, and economic development and how these relations have changed from Latin American independence to present-day. It includes analysis of current topics such as immigration, NAFTA, and the growing Hispanic influence within the United States society and politics.

**POLI 377 STUDY ABROAD (1-6)** *Prerequisite: INTL 101, POLI 111, or 112.* The course provides students the opportunity to study political science concepts, principles, and theories in foreign settings.

**POLI 387 DOMESTIC STUDY AWAY (3)** Domestic Study Away is a parallel experience to study abroad as an experiential learning opportunity that allows students to earn academic credits toward the completion of a degree in an off-campus location using domestic destinations around the United States. Study away programs expose students to diverse perspectives and multiple modes of inquiry in ways not ordinarily achieved in a classroom setting.

**POLI 397 INDEPENDENT STUDY IN POLITICAL SCIENCE (1-3)** *Prerequisites: Approval of faculty sponsor and school dean; junior or senior standing.* This course provides students the opportunity to pursue individual study of topics not covered in other available courses. The area for investigation is developed in consultation with a faculty sponsor and credit is dependent on the nature of the work. May be repeated for no more than six credits.

**POLI 398 SPECIAL TOPICS IN POLITICAL SCIENCE (1-3) [credit depends on topic]** *Prerequisite: A background of work in the discipline.* This course will focus on an aspect of the discipline not otherwise covered by the regularly offered courses. The topic will vary according to professor and term; consequently, more than one may be taken by a student during his/her matriculation.

**POLI 399 INTERNSHIP IN POLITICAL SCIENCE (1-12)** *Prerequisites: Juniors or seniors with a 2.25 minimum GPA; approval of written proposal by internship coordinator; and supervising faculty prior to registration.* In a small number of cases, students may earn credit for participation in an internship with a government agency, law firm, political campaign, or nonprofit organization. Limited internship opportunities are available and must be jointly directed by a faculty sponsor and the responsible agency administrator. (See "Internships.")

**POLI 410W SENIOR THESIS SEMINAR [Writing Enriched] (3)** *Prerequisites: POLI 220, 321W, at least two other 300-level courses, and grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* The senior seminar is designed to be a capstone course in which the student, utilizing substantive and methodological knowledge accumulated through previous course work, develops and tests a relevant political hypothesis or closely related set of hypotheses. The course culminates with the writing and presentation of a formal research paper.

## PSYCHOLOGICAL SCIENCE COURSES (PSYC)

**PSYC 111 AN INTRODUCTION TO PSYCHOLOGICAL SCIENCE (4)** This course provides an overview of the science of psychology, including its' many specializations. It is required of psychology majors, and satisfies the University's laboratory science requirement. This course includes a laboratory component completed in addition to lecture. In this class the student will become familiar with the scientific method, research methods in behavioral science, and a sample of the research upon which our knowledge of human thought and behavior is based. This course will emphasize the development of critical thinking skills in order to prepare the student to be an informed consumer of information proclaimed to be scientific. A lab fee is required.

**PSYC 151 CAREERS IN PSYCHOLOGY (1)** A course for those majoring in Psychological Science in their first year of the program. This course will serve as an introduction to careers one can pursue after completing a degree in Psychological Science. It will highlight opportunities and resources in the major and help students develop a plan for the future.

**PSYC 212 INTRODUCTION TO BEHAVIOR MODIFICATION (3)** Three hours lecture. This course studies the use of principles of learning and experimental design in the modification of a wide variety of human behaviors.

**PSYC 213 PSYCHOLOGY OF EXCEPTIONALITIES (3)** Three hours lecture. This course is designed to impart a basic understanding of persons with disabilities. It provides pre-service teachers with knowledge regarding disability-related laws, rules, and regulations (both state and federal), as well as definitions, causes, and characteristics of disability (all within a social-cultural, political, medical, psychological, and educational context). It is recommended that students take PSYC 111 before taking this class.

**PSYC 215 HEALTH PSYCHOLOGY (3)** Three hours lecture. This course examines the psychological, biological, and social factors involved in the promotion and maintenance of health and the prevention and treatment of illness. Students learn about the interaction of mind and body while exploring such topics as nutrition and eating disorders; cancer and heart disease; chronic illness and pain management; AIDS; smoking and alcoholism; and stress and coping. It is recommended that students take PSYC 111 before taking this class.

**PSYC 230 PSYCHOLOGICAL ASPECTS OF AGING (3)** Three hours lecture. This introductory overview course examines the conceptual and theoretical approaches to the psychological aspects of aging. Personality variables and adaptive as well as maladaptive behavioral patterns are also studied.

**PSYC 238 INTRODUCTION TO RESEARCH (1-3)** *Prerequisite: Consent of supervising instructor.* This course provides the beginning student the opportunity to conduct lab, field, or library research under the supervision of a faculty member. Credit is dependent upon the scope of the work.

**PSYC 241 DEVELOPMENTAL PSYCHOLOGY (3)** Three hours lecture. Growth, development, and associated behavioral change from conception through aging are studied in this course. Psychological science majors are advised to take PSYC 341W, which counts as a requirement in the major.

**PSYC 243 PSYCHOLOGY OF DIVERSITY (3)** This course covers psychological research relating to diversity. All major sub-disciplines of psychology (cognitive, social, developmental, clinical, neuroscience, etc.) have research-based insights to offer; our goal will be to synthesize the material through a close study



of primary sources in all of these sub-disciplines and integrative reviews that connect them. We will focus closely on applications of basic psychological science (paying special attention, for example, to how psychological research informs the justice system) as well as on emerging issues (for example, the controversy over recent advances in lie detection via brain scanning).

**PSYC 261 PSYCHOLOGY OF SEX AND GENDER (3)** This course examines psychological approaches to the study of sex and gender. Issues of male and female psychology are examined with a consideration of ways in which the similarities and differences between men and women influence behavior, cognitive abilities, and physical and psychological health. Theoretical perspectives on sex, gender, sex-role socialization and gender differences, and similarities across the lifespan are covered.

**PSYC 263 PSYCHOLOGY OF LAW (3)** This course examines the application of psychological principles, research, and knowledge to legal issues dealing broadly with the interface between psychology and the law. As such, the course will critically investigate the wide range of contemporary applications of psychology to a variety of topics including understanding the origins and treatments of criminally deviant behavior, psychological autopsies, criminal profiling, jury selection, eye witness testimony, repressed memory, persuasive communication in the courtroom, child abuse investigation, competence determination, and the insanity defense.

**PSYC 265 INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY (3)** This course focuses on the application of psychological principles and research to a variety of human issues in industry. Research techniques applicable in the field, along with data associated with various concepts and theories, are covered. Additional topics covered are personnel selection, training and evaluation; human factors and engineering psychology; and the organizational and social context of human work.

**PSYC 267 THEORIES OF PSYCHOTHERAPY (3)** Students are introduced to the theories and techniques used in therapeutic interventions with individuals and groups that provide a framework for the process of psychotherapy. The course will provide a systematic, comprehensive, and balanced overview of the leading theories and techniques.

**PSYC 274 STATISTICS FOR PSYCHOLOGISTS (4)** Three hours lecture and two hours laboratory. This course introduces descriptive and inferential statistics with particular emphasis on applications to psychological research. A required laboratory supplements lectures.

**PSYC 275W RESEARCH METHODOLOGY [Writing Enriched] (4)** *Prerequisites: PSYC 111 and grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* Three hours lecture and two hours laboratory. This course examines experimental and non-experimental strategies used in psychology and other scientific disciplines. Studies are critiqued, designed, and conducted. Students are required to use the writing style of the American Psychological Association for their reports.

**PSYC 288 POSITIVE PSYCHOLOGY (3)** This course will introduce the scientific study and practical applications of positive psychology. Topics will include strengths, resilience, well-being, hope, optimism, gratitude, positive emotional states, cognitive processing, and environmental factors.

**PSYC 302 SOCIAL PSYCHOLOGY (3)** Three hours lecture. This course analyzes the effects of others in the social environment on individual behavior. Topics include group dynamics, attitude theory, aggressive and pro-social behavior, and person perception.

**PSYC 305 HUMAN MEMORY AND INFORMATION PROCESSING (3)** *Prerequisite: PSYC 111.* Three hours lecture. This course focuses on current approaches to human information processing, encoding, storage, retrieval, and models of forgetting and memory storage. Laboratory exercises are computer-based and demonstrate concepts studied in class.

**PSYC 306 THEORIES OF PERSONALITY (3)** *Prerequisite: PSYC 111.* Three hours lecture. A study of both the historical roots and the contemporary bases of personality theory.

**PSYC 308 ABNORMAL BEHAVIOR (3)** Three hours lecture. This course looks at a variety of disturbing behaviors, as well as determining factors, symptoms, and methods of treatment.

**PSYC 310 INSIDE THE MIND OF A PSYCHOPATH (3)** This course will study how people become serial killers. We will discuss the science of empathy and examine aggression from the gene-environment interplay perspective, brain and behavior, and developmental psychology. We will discuss the effects of stress from difficult life conditions, damage to brain regions, genes, and compare the proactive and reactive psychopaths. Conversely, we will also discuss the six levels of empathy and look into the neural basis of empathy among individuals with autism spectrum disorder, narcissism, and borderline personality disorder.

**PSYC 311 SENSORY PROCESSES AND PERCEPTION (3)** *Prerequisite: PSYC 111.* Three hours lecture. This course examines cognitive information processing which occurs in the reception, integration, and interpretation of incoming sensory stimuli and the physiological and anatomical bases of these processes.

**PSYC 312 LEARNING AND BEHAVIOR (3)** *Prerequisite: PSYC 111.* Three hours lecture. The course focuses on a detailed analysis of data pertaining to theories of learning and to the determinants of behavior change.

**PSYC 315 DRUGS AND BEHAVIOR (3)** *Prerequisite: PSYC 111.* Three hours lecture. The biochemical and physiological bases of drug action are presented as a basis for understanding the physiological and behavioral effects of drugs. The major classes of drugs are discussed with particular emphasis on popular drugs of abuse such as alcohol, nicotine, cocaine, and marijuana. The use of drugs in the treatment of mental disorders is also discussed.

**PSYC 341W PSYCHOLOGY OF DEVELOPMENT [Writing Enriched] (3)** *Prerequisites: PSYC 111 and grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* This course in developmental psychology is intended for majors in psychology and critically examines the psychological theories and research that describe and explain human development.

**PSYC 344 COGNITIVE PSYCHOLOGY (3)** *Prerequisites: PSYC 111.* The purpose of this course is to introduce students to the major areas of cognitive psychology including the current methodologies used to study it. The course explores cognitive psychology within the domain of human information processing and the ways in which people learn and think in an attempt to understand the nature of human thought processes. Topics covered include attention, decision-making, language acquisition and use, knowledge representation, problem solving, and reasoning. Current models of cognition are considered in relation to the evidence on human thinking capabilities.

**PSYC 353 SLEEP AND CIRCADIAN RHYTHMS (3)** This course provides the basic neuroscience of sleep and how sleep affects our daily lives (e.g., physical health, emotional health, and cognition). The course will cover theories of why we dream (e.g. activation synthesis). The mechanisms of NREM and REM sleep will be discussed along with highly prevalent sleep disorders and identification of these disorders. The last part of the course will discuss research related to

cognitive deficits after an acute or chronic sleep loss.

**PSYC 355 BEHAVIORAL NEUROSCIENCE (4)** *Prerequisites: PSYC 111.* Three hours lecture and two hours laboratory. This course involves the study of the biological bases of behavior. The focus is on the physiological mechanisms that mediate emotional, sexual, ingestive, and aggressive behaviors, as well as on the mechanisms mediating perceptual, learning, and memory processes. Laboratory exercises complement lectures and reading materials by providing hands-on experience with research techniques used in physiological psychology that illustrate the links between physiology and behavior. A lab fee is required.

**PSYC 356 HUMAN NEUROPSYCHOLOGY (4)** *Prerequisite: PSYC 111.* This course examines the structure and function of the brain as they relate to specific psychological processes and behaviors. This course will familiarize you with functional neuroanatomy, principles of neuroscience, brain development, neurological disorders and etiologies, brain-based treatments such as ECT, medications and neurofeedback, normal and abnormal brain functioning, and neuropsychological and behavioral manifestations of neurological disorders. Students will learn how behavior and cognition are influenced by brain functioning and will apply the acquired knowledge to hypothetical clinical cases where students will identify which brain region is damaged based on behavioral and cognitive deficits. A lab fee is required.

**PSYC 367W CHILD PSYCHOPATHOLOGY [Writing Enriched] (3)** *Prerequisite: Grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* The goal of this course is to provide an overview of the field of child psychopathology. The etiology, assessment, and treatment of the major psychological disorders of childhood and adolescence will be discussed. Other topics covered include research methods, diagnosis and classification, child maltreatment, and cultural diversity.

**PSYC 373 ADVANCED METHODS: CLINICAL (1)** *Prerequisite: PSYC 275W.* A two-hour laboratory focused on research in clinical psychology. Students investigate a topic of interest through aspects of the research process that may include the design of a proposal, conducting research, analyzing information, and presenting results.

**PSYC 374 ADVANCED METHODS: SOCIAL (1)** *Prerequisite: PSYC 275W.* A two-hour laboratory focused on research in social psychology. Students investigate a topic of interest through aspects of the research process that may include the design of a proposal, conducting research, analyzing information, and presenting results.

**PSYC 375 ADVANCED METHODS: DEVELOPMENTAL (1)** *Prerequisite: PSYC 275W.* A two-hour laboratory focused on research in developmental psychology. Students investigate a topic of interest through aspects of the research process that may include the design of a proposal, conducting research, analyzing information, and presenting results.

**PSYC 376 ADVANCED METHODS: COGNITIVE (1)** *Prerequisite: PSYC 275W.* A two-hour laboratory focused on research in cognitive psychology. Students investigate a topic of interest through aspects of the research process that may include the design of a proposal, conducting research, analyzing information, and presenting results.

**PSYC 387 DOMESTIC STUDY AWAY (3)** Domestic Study Away is a parallel experience to study abroad as an experiential learning opportunity that allows students to earn academic credits toward the completion of a degree in an off-campus location using domestic destinations around the United States. Study away programs expose students to diverse perspectives and multiple modes of inquiry in ways not ordinarily achieved in a classroom setting.

**PSYC 392 PSYCHOLOGICAL ASSESSMENT (3)** *Prerequisite: PSYC 111.* Three hours lecture. This study of psychological testing includes theories of test construction, the nature of psychological testing, and the kinds of tests available. General types of tests for assessment of personality, abilities/intelligence, psychopathology, and neurological functioning will be studied.

**PSYC 392L INTRODUCTION TO EDUCATIONAL AND PSYCHOLOGICAL TESTS AND MEASUREMENT LAB (1)** *Prerequisite or corequisite: PSYC 392.* This course will be an application of the administration, scoring, and interpretation of educational and psychological tests for diagnostic purposes.

**PSYC 397 INDEPENDENT STUDY IN PSYCHOLOGICAL SCIENCE (1-3)** *Prerequisites: Approval of faculty sponsor and school dean; junior or senior standing.* This course provides students the opportunity to pursue individual study of topics not covered in other available courses. The area for investigation is developed in consultation with a faculty sponsor and credit is dependent on the nature of the work. May be repeated for no more than six credits.

**PSYC 398 SPECIAL TOPICS IN PSYCHOLOGICAL SCIENCE (1-3) [credit depends on topic]** *Prerequisite: A background of work in the discipline.* This course will focus on an aspect of the discipline not otherwise covered by the regularly offered courses. The topic will vary according to professor and term; consequently, more than one may be taken by a student during his/her matriculation.

**PSYC 399 INTERNSHIP IN PSYCHOLOGY (1-12)** *Prerequisites: Eighteen hours of psychology exclusive of introductory psychology. Juniors or seniors with a 2.75 minimum GPA; approval of written proposal by internship coordinator and supervising faculty prior to registration.* Internships occur in an agency or other institution involved in clinical services. (See "Internships.")

**PSYC 401 HISTORY AND SYSTEMS OF PSYCHOLOGY (3)** *Prerequisites: PSYC 111, 275W.* Three hours lecture. This course provides critical examination of historical antecedents and discernable systems of contemporary psychology. It is recommended for the senior year after considerable coursework in psychology.

**PSYC 473W PSYCHOLOGY NON-RESEARCH CAPSTONE I [Writing Enriched] (3)** *Prerequisites: PSYC 111, 274, and grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* In this course, students will synthesize the knowledge gained about the discipline of psychology while studying the psychological science major. This course is specifically designed to prepare students for careers in the field of psychology. Students will read a variety of sources related to their career of interest. They will read and analyze current literature in their field. Additionally, students will research careers and graduate programs in psychology and will write a resume, cover letter, and personal statement.

**PSYC 474 PSYCHOLOGY NON-RESEARCH CAPSTONE II (2)** *Prerequisites: PSYC 111, 274, and grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* For this continuation course, students will continue to professional development specifically designed to prepare students for careers in the field of psychology. Students will meet guest speakers who have completed a degree in psychology or who are currently employed in various occupations related to psychology. Additionally, students will practice interview skills and learn how to apply for jobs and graduate school.

**PSYC 475W PSYCHOLOGY RESEARCH CAPSTONE I [Writing Enriched] (3)** *Prerequisites: PSYC 111, 274, 275W, and grade of C- or higher in ENGL 123W, HONR 103W, or equivalent, and overall QPA of 3.0 and major QPA of 3.5, or permission of the instructor.* In this course, students will apply and expand

their knowledge of careers and research in psychology. They will synthesize the knowledge they have gained throughout their undergraduate experience. They will discuss ethics, professional writing, and develop a CV. This course is to be taken during the final year of the program.

**PSYC 476W PSYCHOLOGY RESEARCH CAPSTONE II [Writing Enriched] (2)** *Prerequisites: PSYC 111, 274, 275W, 475W, and grade of C- or higher in ENGL 123W, HONR 103W, or equivalent, and overall QPA of 3.0 and major QPA of 3.5, or permission of the instructor.* For this continuation course, students will continue to develop their capstone paper, whether it be a career path or research paper. In addition, students will continue to explore professional development topics and be expected to present their capstone findings both within the context of the class and a local or regional conference.

## RELIGIOUS STUDIES COURSES (RELG)

**RELG 110 LIFELONG WELLNESS THROUGH YOGA AND MEDITATION (2)** This course explores and critically examines different styles of yoga and meditation as integral practices for lifelong wellness. Students will learn about and engage in a variety of yoga and meditative practices during the course of class meetings. Through a combination of readings, writing assignments, oral presentations, and participatory activities, students become aware of the multiple interrelated dimensions of wellness, such as emotional, occupational, physical, social, intellectual, and spiritual wellness, and how they contribute to healthy living.

**RELG 115 GREEN SPIRITUALITY FOR LIFELONG WELLNESS (2)** Green spirituality is a new term for ancient practices and views about the spiritual relationship between humanity and the environment. This course will offer a critical exploration of how human spiritual well-being is inextricably intertwined with that of the earth. Course readings and discussions will explore elements of the new green spirituality movement with particular attention to its roots in Celtic spirituality and Native American wisdom. The class will also have a practical component involving spiritual and contemplative practices that enhance lifelong wellness for humans and the planet.

**RELG 201W OLD TESTAMENT [Writing Enriched] (3)** *Corequisite or prerequisite: Grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* This course is an introduction to literary and historical study of the Hebrew Bible/Old Testament, a collection of religious literature central in the canons of Judaism, Christianity, and Islam.

**RELG 202W NEW TESTAMENT [Writing Enriched] (3)** *Corequisite or prerequisite: Grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* This survey of the literature of the earliest church pays special attention to its historical development and the major themes of its teachings.

**RELG 205W RELIGIONS OF ASIA [Writing Enriched] (3)** *Corequisite or prerequisite: Grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* This course presents the central features of Hinduism, Buddhism, Taoism, Confucianism, and Shinto within the framework of an historical survey of the religions from early times to the present. The course includes an introductory unit that seeks to construct a descriptive definition of "religion" through a study of the religions of prehistoric peoples and contemporary indigenous peoples.

**RELG 206W JUDAISM, CHRISTIANITY, AND ISLAM [Writing Enriched] (3)** *Corequisite or prerequisite: Grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* This course considers those religions originating in the Near East in an historical perspective, looking at the main stages of their development. Relevant passages from the sacred writings are examined for their original meaning in their textual context and for their importance for religious faith and practice today.

**RELG 207W RELIGION, BODY, AND HEALTH [Writing Enriched] (3)** *Corequisite or prerequisite: Grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* How does religion affect the treatment of and attitudes toward the human body? How have religious and philosophical assumptions about the body affected the development of contemporary health care? This course explores these fundamental questions with a special focus on suffering. While introducing students to the analytical study of religion, this class explores the connections between religion, spirituality, the body, and illness. Students will investigate a range of religious attitudes and practices designed to make sense of illness and suffering, such as those developed by Jewish, Christian, and Buddhist thought. Students will also explore the challenges of integrating healthcare and religion in a pluralistic and multi-cultural environment.

**RELG 211W COMPARATIVE RELIGIOUS ETHICS [Writing Enriched] (3)** *Prerequisite: Grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* This course explores and examines the nature of various religious ethical traditions and how these ethical perspectives are grounded in texts, cultures, and traditions.

**RELG 213W READING, GODS, WORDS [Writing Enriched] (3)** *Prerequisite: Grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* In this class, students will analyze, debate, and evaluate classical texts from around the world discussing their impact on contemporary readers and historical audiences. They will explore key features of this literature-- how it employs different genres of writing (history, myth, poetry, fiction, etc.) and media forms serve to condition and constrain the ways readers interpret and apply the contents.

**RELG 303W SEMINAR IN RELIGIONS OF ASIA [Writing Enriched] (3)** *Prerequisite: Grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* The seminar will examine texts from one of the following religions: Hinduism, Jainism, Buddhism, Sikhism or Confucianism. Selected topics will be chosen from the following: textual analysis, the relationship of religious norms to those of the modern secular state and its obligations to society; "fundamentalism"; the role of women; religious movements which spring from Eastern teachings, and Western teachings with Eastern roots.

**RELG 304W SEMINAR IN ISLAM [Writing Enriched] (3)** *Prerequisite: Grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* The seminar examines the development of Islam in seventh-century Arabia. Topics will be chosen from the following: the life and influences of Muhammad; the importance of the Qur'an (as Islam's sacred text); the Sunni and Shia split in Islam; the development of Islam as a coherent socio-religious system and the relevance of that system to the modern world; "fundamentalism;" the role of women in the Islamic world; and Islam in the United States.

**RELG 305 SEMINAR IN RELIGION IN AMERICA (3)** This course provides an investigation of significant individuals, movements, institutions, and ideas of the American religious experience.

**RELG 316 JESUS AND JUDAISM (3)** This seminar focuses on current New Testament research dealing with issues such as the historical Jesus and his ministry in his Jewish context; the development of early Christian thinking about Jesus; the teachings of Jesus, especially the parables; contemporary Jewish-Christian relations and dialogue concerning Jesus.

**RELG 318 THE BIOGRAPHY OF SATAN (3)** The figure of Satan as a fallen angel and embodiment of evil has long held a pre-eminent place in popular culture and theology. But to what extent is contemporary popular thinking about Satan rooted in biblical texts? This course will examine the literary and historical origins of this character in the Old and New Testaments and the intertestamental literature and will consider the lasting impact of stories about Satan. This course

will also examine the development of hell and the political and cultural uses of Satan.

**RELG 322W CONTEMPORARY RELIGIOUS THINKERS [Writing Enriched] (3)** *Prerequisite: Grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* This course critically examines the work of representative religious thinkers by close reading of their major texts.

**RELG 328 SEMINAR IN RELIGIOUS ETHICS (3)** This seminar focuses on the writings of selected ethical thinkers and on specific social and moral issues in present-day society.

**RELG 377 STUDY ABROAD (3)** This course provides students with the opportunity to study religious practices, ideas, and traditions in foreign settings.

**RELG 387 DOMESTIC STUDY AWAY (3)** Domestic Study Away is a parallel experience to study abroad as an experiential learning opportunity that allows students to earn academic credits toward the completion of a degree in an off-campus location using domestic destinations around the United States. Study away programs expose students to diverse perspectives and multiple modes of inquiry in ways not ordinarily achieved in a classroom setting.

**RELG 397 INDEPENDENT STUDY IN RELIGION (1-3)** *Prerequisites: Approval of faculty sponsor and school dean; sophomore, junior or senior standing.* This course provides students the opportunity to pursue individual study of topics not covered in other available courses. The area for investigation is developed in consultation with a faculty sponsor and credit is dependent on the nature of the work. May be repeated for no more than nine credits.

**RELG 398 SPECIAL TOPICS IN RELIGION (1-3) [credit depends on topic]** This course will focus on an aspect of the discipline not otherwise covered by the regularly offered courses. The topic will vary according to professor and term; consequently, more than one may be taken by a student during his/her matriculation.

**RELG 399 INTERNSHIP IN RELIGIOUS STUDIES (1-3)** *Prerequisites: Juniors or seniors with a 2.25 minimum GPA; approval of written proposal by internship coordinator, and supervising faculty prior to registration.* Internships are open to a limited number of students and are arranged individually under the supervision of the Advisory Committee on Pre-Ministerial Education. (See "Internships.")

**RELG 410W SENIOR SEMINAR [Writing Enriched] (3)** *Prerequisites: Grade of C- or higher in ENGL 123W, HONR 103W, or equivalent, and senior standing.* In this capstone course students explore issues within the study of religion and learn strategies for research culminating in the writing and presentation of a formal research paper.

## SCIENCE COURSES (SCIE)

**SCIE 101 PRINCIPLES OF PHYSICAL SCIENCE (4)** This course provides an integrated study of science principles with an emphasis on the physical sciences (physics, chemistry, earth, and space). The underlying principles help to connect knowledge of the natural world to the context of everyday life, including topical issues. Three hours lecture integrated with three hours laboratory. A lab fee is required.

**SCIE 102 PRINCIPLES OF LIFE SCIENCE (4)** Completion of SCIE 101 is not required for this course. This course provides an integrated study of science principles with an emphasis on the life sciences (biology, environmental, human biology). These underlying principles help to connect knowledge of the natural world to the context of everyday life, including topical issues. Lecture and lab are integrated. Three hours lecture and three hours lab. A lab fee is required.

**SCIE 387 DOMESTIC STUDY AWAY (3)** Domestic Study Away is a parallel experience to study abroad as an experiential learning opportunity that allows students to earn academic credits toward the completion of a degree in an off-campus location using domestic destinations around the United States. Study away programs expose students to diverse perspectives and multiple modes of inquiry in ways not ordinarily achieved in a classroom setting.

**SCIE 397 INDEPENDENT STUDY IN SCIENCE (1-3)** *Prerequisites: Approval of faculty sponsor and school dean; junior or senior standing.* This course provides students the opportunity to pursue individual study of topics not covered in other available courses. The area for investigation is developed in consultation with a faculty sponsor and credit is dependent on the nature of the work. May be repeated for no more than six credits.

**SCIE 398 SPECIAL TOPICS IN SCIENCE (1-3) [credit depends on topic]** *Prerequisite: A background of work in the discipline.* This course will focus on an aspect of the discipline not otherwise covered by the regularly offered courses. The topic will vary according to professor and term; consequently, more than one may be taken by a student during his/her matriculation.

## SOCIOLOGY COURSES (SOCI)

**SOCI 103 SOCIAL PROBLEMS (3)** This course provides an examination of social problems within present-day society with attention directed to the strains and tensions within society and the resulting modifications. Throughout the course, students will apply ethical perspectives and concepts to examine relevant social problems, articulate their core beliefs, and evaluate diverse perspectives on social issues.

**SOCI 201 SOCIAL LIFE IN AMERICA (3)** This course provides an introduction to the fundamentals of sociology including an analysis of culture, society, and personality and their relationship with one another. Attention is given to developing a sociological frame of reference that enables the student to gain a new perspective of modern society. Attention is also given to the multiple career patterns which allow for the use of sociological training.

**SOCI 203 CULTURE, IDENTITY, AND CONSUMPTION (3)** This course serves as an introduction to cultural studies. Students will explore the conceptual framework of cultural studies to include key concepts such as: mass culture, the culture industry, cultural production, consumption, cultural identities, representation, multiculturalism, hegemony, and postmodernism. The course will emphasize the critical analysis of the production and consumption of mass culture, interpretive strategies, and the role of mass culture in everyday life. Students should emerge from the course with an elevated level of cultural literacy and as more well-informed consumers of culture.

**SOCI 209 APPLIED SOCIOLOGY (3)** Applied sociologists use sociological concepts, theories, and methods in a variety of settings to work toward social change. As practitioners committed to social justice, applied sociologists work in collaboration with individuals and groups to identify and address social needs in an effort to create a more equitable society. This course focuses on the application of sociological knowledge in the three main areas of applied sociology: clinical helping processes, community organizing, and community-based research.



**SOCI 214 RELIGION, SYMBOLS, AND CULTURE (3)** This course examines the varied functions of religion in culture with special attention focused on the use of symbols and rituals that serve to distinguish the sacred from the profane. Students will examine the role that religion and religious institutions have had in shaping other cultural aspects of society. The course will also address varied religious social movements and highlight the construct of religious identity.

**SOCI 221 CULTURAL ANTHROPOLOGY (3)** This course compares how certain universal human patterns, e.g., the family, economy, religion, education and political systems, are approached by different peoples/cultures in the contemporary world. The course specifically considers how different peoples/cultures respond to the universal crises—birth, maturation, death, the need for food and shelter, etc. Additionally, this course examines how large scale, complex peoples/cultures deal with intra-cultural variation and with the existence of the different cultural groups of each which may have different patterns for resolving the universal crises named above.

**SOCI 222 SOCIOLOGY OF RACE AND ETHNICITY (3)** This course examines race relations in the United States from the sociological perspective. Particular attention is paid to the social construction of race; racial conflict and inequality; white privilege; colorblind ideology; institutional racism; and the intersection of race, gender, and social class. Students will also explore racial and ethnic inequality within major social institutions such as education, work, housing, criminal justice, health care, politics, and the media.

**SOCI 225 POVERTY, HOMELESSNESS, AND SOCIAL JUSTICE (3)** This course introduces students to the major issues, areas of research, and theoretical perspectives in the sociological study of poverty and homelessness in America. Areas of study include the nature, extent, and causes of poverty and homelessness; cultural representations of the poor and homeless; and public attitudes about these social groups. Students will explore the roots of prejudice, discrimination, hate, and violence against the poor and homeless. In addition, students will engage in a critical examination of the American opportunity structure and its effects on such issues as Access to affordable housing, jobs that pay a living wage, and social mobility. Finally, the course will cover initiatives aimed at reducing or eliminating poverty and homelessness.

**SOCI 231 MARRIAGE AND THE FAMILY (3)** The institutions of marriage and the family will be discussed in social and historical context. Research and analysis will be directed toward the strengths and weaknesses of these two primary social institutions. Topics will address the role of family members, the nature of the interactions within marriages and families, and how such experiences shape societal members over the life course.

**SOCI 233 MUSIC, CULTURE, AND REPRESENTATION (3)** This course offers a foray into the sociology of music wherein students will explore the multifarious cultural contexts in which music emerges and come to understand the varied functions of music in society. The course will focus on the means of production, creative process, and means of consumption with respect to music. Moreover, the course will deal with concepts central to the sociology of music to include: genres, music subcultures, authenticity, cultural resistance, co-optation, representation, stratification, cultural identities, professionalism vs. amateurism, and the relationship between music, media, and technology. A survey of genres will include: jazz, blues, rock, electronic, rap, country, soul, funk, punk, and indie. Lastly, the course will provide the student with a means to understand the various ways in which music permeates everyday life, whether as art, entertainment, background noise, or as a prop for a variety of rituals central to social life.

**SOCI 245 THE INDIVIDUAL IN SOCIETY (3)** In this course students examine how society affects individuals and how individuals affect society. Specific areas of study include socialization and the development of the self; personal and social identities; labeling theory and social stigma; interpersonal relationships; group processes; and the sociology of emotions. In addition, students will explore contemporary issues related to the individual in the age of social media and the digital world, such as the presentation of self in social media; the construction of digital identities and virtual selves; and social interactions within virtual environments.

**SOCI 247 GENDER AND SOCIETY (3)** This course introduces students to theoretical approaches in the sociological study of gender, including gender socialization; gender roles and stereotypes; the social construction of gender and gender identities; sexuality; and gendered violence. Focusing on the United States and globally, students will investigate gender and gender inequality within major social institutions, such as the family, education, work, politics, media, and sports.

**SOCI 253 GLOBALIZATION AND CINEMA (3)** This course examines how the cinema form became part of and helped to speed the processes linked with globalization. The course also explores how the values of any specific national culture leads to the representation of certain human types and how those values are/are not transmitted to other national cultures. The course will additionally investigate how national-culture representations do/do not become global stereotypes and how those stereotypes do/do not influence local behaviors.

**SOCI 256 DEVIANCE, CRIME, AND SOCIAL CONTROL (3)** The course provides a broad overview of theoretical treatments of deviance, deviant careers, and societal reaction to deviance including the formalization of deviant behavior within legal systems. Attention is given to the role of power relations in the social construction of deviance and social control. The course will entertain such topics as the medicalization of deviance, drug use, sexual deviance, religious deviance, and the simulation of deviance in popular culture and media.

**SOCI 264 SOCIAL INEQUALITY AND OPPRESSION (3)** With a focus on social stratification, structural inequality, and oppression, this course introduces students to the historical and theoretical foundations of understanding social inequality in a global age and provides students with opportunities to engage in critical thinking around the intersectionality of poverty, social mobility, power and politics, oppressed group statuses, and the globalization of race, class, and gender.

**SOCI 267 FAMILY VIOLENCE: A SOCIOLOGICAL PERSPECTIVE (3)** Family Violence will be presented from a sociological perspective. Its various forms (i.e., intimate partner violence, violence against children, violence against women, violence against men, and violence against the elderly) will be researched and analyzed. Discussion will also include the prevalence of violence within families along with its causes and societal consequences. Implications for future research and strategies for preventing family violence will also be explored.

**SOCI 277 SOCIAL RESEARCH METHODS AND STATISTICS (3)** *Prerequisite: SOCI 201.* Students will analyze methods and techniques employed in sociological research. Attention is given to identification and formulation of research problems, sampling, data collection and analysis, and the interpretation of findings. Students will be introduced to descriptive and inferential statistics, including the analysis of quantitative data using statistical computer software.

**SOCI 339 SOCIOLOGY OF THE SOUTH (3)** This course examines the relationship between the South and the rest of the United States. Students will apply sociological perspectives to the analysis of the South's unique history and continued role in American culture. Areas of study will include such topics as race relations, social change, media representations of the South, collective memory and memorialization, social identities, and the cultural distinctiveness of the region.

**SOCI 358W SOCIAL THEORY [Writing Enriched] (3)** *Prerequisites: SOCI 201 and grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* This course is designed to explore the literature of both classical and contemporary sociological theory. Attention is given to the major paradigms that characterize the discipline as well as more recent trends in social thought. The course will provide a survey and critique of major classical theorists such as Marx, Durkheim, and Weber. The exploration of contemporary theory may include forays into symbolic interactionism, structural functionalism, neo-functionalism, conflict theory, critical

theory, feminism, and postmodernism. Students will be required to write extensively about an original work in the discipline. In addition, special attention will be paid to the application of theory.

**SOCI 363**      **SOCIOLOGY OF THE CITY (3)** This course provides an intensive study of the sociological issues associated with suburbanization, urbanization, and globalization as it informs social life in the city. The course examines the impact that architecture, transportation, and communication have on urban communities, social networks, and individual identities. Special attention is given to theories of place, in addition to the constructs of race, class, housing, work, and consumption.

**SOCI 374**      **FIELDWORK (3)** *Prerequisite: SOCI 201 and 277.* Qualitative researchers explore questions related to groups and individuals in social settings, human interactions, the meanings people attach to their experiences, and how people make sense out of the social world through the use of symbols, norms, social roles, and social structures. This course introduces students to the fundamentals of qualitative research, with a focus on field research, in-depth interviewing, focus groups, and content analysis. Students will learn how to formulate research questions, design research studies, and collect and analyze qualitative data.

**SOCI 377**      **STUDY ABROAD (3)** *Prerequisite: consent of instructor.* This course provides students with the opportunity to study societal institutions and social organizations' patterns in foreign settings.

**SOCI 387**      **DOMESTIC STUDY AWAY (3)** Domestic Study Away is a parallel experience to study abroad as an experiential learning opportunity that allows students to earn academic credits toward the completion of a degree in an off-campus location using domestic destinations around the United States. Study away programs expose students to diverse perspectives and multiple modes of inquiry in ways not ordinarily achieved in a classroom setting.

**SOCI 397**      **INDEPENDENT STUDY IN SOCIOLOGY (1-3)** *Prerequisites: Approval of faculty sponsor and school dean; junior or senior standing.* This course provides students the opportunity to pursue individual study of topics not covered in other available courses. The area for investigation is developed in consultation with a faculty sponsor and credit is dependent on the nature of the work. May be repeated for no more than six credits.

**SOCI 398**      **SPECIAL TOPICS IN SOCIOLOGY (1-3) [credit depends on topic]** *Prerequisite: A background of work in the discipline.* This course will focus on an aspect of the discipline not otherwise covered by the regularly offered courses. The topic will vary according to professor and term; consequently, more than one may be taken by a student during his/her matriculation.

**SOCI 399**      **INTERNSHIP IN SOCIOLOGY (1-6)** *Prerequisite: Juniors or seniors with a 2.25 minimum GPA; approval of written proposal by internship coordinator, supervising faculty, and school dean prior to registration.* This course provides the student with a supervised work experience in a setting in which sociology is applied. Examples of work settings include, but are not limited to, advertising agencies, personnel departments in large businesses, market research firms, municipal planning offices, correctional agencies, and social service departments. Internships are developed by the student with assistance from the sociology staff and/or the internship coordinator. (See "Internships.")

**SOCI 430W**      **SENIOR RESEARCH CAPSTONE [Writing Enriched] (3)** *Prerequisites: SOCI 201, 277, 358W, 374, and grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* Contemporary Issues in Sociology. This course is designed to synthesize the student's sociology program experiences. During the semester each student chooses a research topic, carries out the appropriate literature review, and designs the research method to be used to investigate the topic chosen.

#### SPANISH COURSES (SPAN)

All students entering the 102, 201 and 202 language levels will be required to take a placement test. The results of this test will determine the highest level of the language in which a student may enroll: i.e. 0-24 = SPAN 101, 25-40 = SPAN 102, 41-52 = SPAN 201 and 53-60 requires an oral interview to determine proper upper-level placement. Class level placement is also based upon the successful completion of the prerequisite language course at the college level, earned AP credit or by consent of the instructor.

To waive the general education requirement for SPAN 201, students must score 53 or above and pass an additional evaluation that includes an oral interview and a written component.

Work in the MLRC constitutes part of the elementary and intermediate language courses. It is designed to furnish peer language tutors for review and to teach and test listening comprehension and speaking skills, the components of which are auditory discrimination, auditory memory, pronunciation and fluency.

For students whose native language is not English, the foreign language general education requirement may be waived using the substitution waiver form based on documentation of proficiency in the native language provided to the Department of Modern and Classical Languages. In cases in which students are foreign nationals, documentation of their international student status from a country where English is not the native language is sufficient for the department to waive the foreign language requirement.

**SPAN 101**      **ELEMENTARY SPANISH I (3)** This introductory course is for students with no previous instruction in Spanish. It aims to begin to develop students' Spanish proficiency in listening, speaking, reading, and writing, with an emphasis on building an understanding of the cultures of the Spanish-speaking world. Students learn to communicate using the present tense.

**SPAN 102**      **ELEMENTARY SPANISH II (3)** *Prerequisite: SPAN 101, a corresponding score on the University's online Spanish placement test (required of all students who have not had Spanish at the University of Lynchburg), or its equivalent in officially approved transfer hours.* This introductory course aims to further develop students' Spanish proficiency in listening, speaking, reading, and writing, with an emphasis on increasing their understanding of the cultures of the Spanish-speaking world. Students build on the skills learned in SPAN 101 as they continue to express themselves in the present and learn to narrate past events using the preterite and imperfect forms and to express volition with commands and the subjunctive mode.

**SPAN 201**      **INTERMEDIATE SPANISH I (3)** *Prerequisite: SPAN 102, a corresponding score on the University's online Spanish placement test (required of all students who have not had university-level Spanish courses), or its equivalent in officially approved transfer hours.* This intermediate course continues to help students develop their Spanish proficiency in listening, speaking, reading and writing, with an emphasis on building their understanding of the cultures of the Spanish-speaking world. This course will be taught in Spanish and emphasizes oral proficiency while presenting a balanced-skills approach for attaining proficiency in speaking, listening, reading, writing and culture, according to guidelines established by The American Council on the Teaching of Foreign Languages. By the end of this course, students should be at the novice high/intermediate low proficiency level in each skill area. The successful completion of Spanish 201 (or equivalent) is a prerequisite for all courses that lead to the major or minor.

**SPAN 202**      **INTERMEDIATE SPANISH II (3)** *Prerequisite: SPAN 201, a corresponding score on the University's online Spanish placement test (required of all students who have not had university-level Spanish courses), or its equivalent in officially approved transfer hours.* This intermediate course continues to help students develop their Spanish proficiency in listening, speaking, reading and writing, with an emphasis on building their understanding of the cultures of the



Spanish-speaking world. This course will be taught in Spanish and emphasizes oral proficiency while presenting a balanced-skills approach for attaining proficiency in speaking, listening, reading, writing and culture, according to guidelines established by The American Council on the Teaching of Foreign Languages. By the end of this course, students should be at the novice high/intermediate low proficiency level in each skill area.

**SPAN 205 INTERMEDIATE SPANISH - MEDICAL (3)** *Prerequisite: SPAN 101 and 102, or other courses equivalent to those two. Students may also place directly into this course by means of the official University of Lynchburg online Spanish placement test.* There are already more than 37 million Hispanics in the U.S., and students completing this section of Spanish 205 will be able to address their health-related, social, linguistic, and cultural needs better than their non-Spanish-speaking colleagues in their fields of expertise. This course provides a review of grammar and intensive reading and conversational practice, with emphasis on speaking, of Spanish. This special section of Intermediate Spanish focuses on medical and health-related terminology, contexts and situations. With this in mind, although the same grammatical concepts and linguistic functions will be taught and practiced as in all sections of SPAN 201, the vocabulary studied and correlating role-play situations and lab activities will differ from sections of SPAN 201. This unique class seeks to prepare students planning careers in health care fields to better function among an increasingly growing population of Hispanics. Work in the Modern Language Resource Center is required.

**SPAN 208W HISPANIC LITERATURE IN ENGLISH TRANSLATION [Writing Enriched] (3)** *Prerequisite: Grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* This course focuses on selected works of the most representative Spanish and Spanish American authors, and satisfies the literature requirement in general education. It aims to develop students' analytical skills, aesthetic appreciation, and global awareness of Hispanic literary traditions and trends. It will include a selection of representative works from the Medieval, Renaissance, Baroque, Enlightenment, Romanticism, and Realism periods, as well as works from the 20th and 21st centuries in the genres of prose, poetry and drama. Students will also learn strategies for conducting analysis of a literary text. All readings will be in English translation.

**SPAN 221 ADVANCED LANGUAGE PRACTICE: CONVERSATION (3)** *Prerequisite: SPAN 202.* This course offers intensive practice in both oral and written Spanish to develop fluency and correctness expression. While this course has both writing and speaking components, emphasis will be given to developing oral fluency with grammatical accuracy in class discussions and speaking assignments based on cultural readings.

**SPAN 222W ADVANCED LANGUAGE PRACTICE: COMPOSITION (3)** *Prerequisites: SPAN 202 and grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* This course offers intensive practice in both oral and written Spanish to develop fluency and correctness expression. While this course has both writing and speaking components, emphasis will be given to developing writing ability through frequent compositions based on cultural readings and class discussions.

**SPAN 277 STUDY ABROAD: INTRODUCTION TO THE CULTURE AND CIVILIZATION OF SPAIN (3)** This course features the study of the history, culture, and civilization of Spain and is taught in Spain as part of the summer Study Abroad Program. There is no prerequisite and is taken as elective credit.

**SPAN 311 CINEMA IN SPANISH (3)** *Prerequisite: SPAN 221 or 222W.* This course will explore a particular topic in depth through the use of Hispanic films and, when appropriate, literature. Possible topics include: Hispanic gender roles, the interpretation and representation of Hispanic history, contested Hispanic cultural and political questions, and the depiction of Hispanics in current U.S. and other non-Hispanic films.

**SPAN 340 THE CULTURE AND CIVILIZATION OF LATIN AMERICA (3)** *Prerequisite: SPAN 202.* This broad introduction to Spanish American culture focuses on the geography, environmental concerns, political systems, economics, and an abbreviated history of Spanish American culture, beginning with pre-Columbian cultures. Emphasis is placed on cultural contributions including, but not limited to, art, music, film, food, and literature.

**SPAN 341 THE CULTURE AND CIVILIZATION OF SPAIN (3)** *Prerequisite: SPAN 202.* This course is a study of the cultures, history, geography, politics, society, and the economy of Spain. Although the focus for the course will be contemporary, an overview of Spanish history is necessary to understand modern Spain.

**SPAN 351 INTRODUCTION TO SPANISH LINGUISTICS (3)** *Prerequisite: SPAN 221 or 222W.* This course is an introduction to the basic linguistic issues concerning the Spanish language, from the point of view of contemporary linguistics theory. It will familiarize students with the basic concepts of the principle areas of linguistics: syntax, semantics, morphology, phonetics, phonology, historical linguistics, dialectology, psycholinguistics, first and second language acquisition and sociolinguistics.

**SPAN 377 STUDY ABROAD (3)** This course is designed for students studying abroad in a Spanish speaking country for linguistic and cultural immersion. The course will include language instruction or cultural/literary instruction pertaining to the region where the travel takes place in order to help students gain proficiency in the Spanish language and the cultural practices of the location. This course may be taught in English or Spanish

**SPAN 387 DOMESTIC STUDY AWAY (3)** Domestic Study Away is a parallel experience to study abroad as an experiential learning opportunity that allows students to earn academic credits toward the completion of a degree in an off-campus location using domestic destinations around the United States. Study away programs expose students to diverse perspectives and multiple modes of inquiry in ways not ordinarily achieved in a classroom setting.

**SPAN 397 INDEPENDENT STUDY IN SPANISH (1-3)** *Prerequisites: Approval of faculty sponsor and school dean; junior or senior standing.* This course provides students the opportunity to pursue individual study of topics not covered in other available courses. The area for investigation is developed in consultation with a faculty sponsor and credit is dependent on the nature of the work. May be repeated for no more than six credits.

**SPAN 398 SPECIAL TOPICS IN SPANISH (1-3) [credit depends on topic]** *Prerequisite: A background of work in the discipline.* This course will focus on an aspect of the discipline not otherwise covered by the regularly offered courses. The topic will vary according to professor and term; consequently, more than one may be taken by a student during his/her matriculation.

**SPAN 399 INTERNSHIP IN SPANISH (1-6)** *Prerequisites: Juniors and seniors with a 2.25 minimum GPA; approval of written proposal by internship coordinator, supervising faculty and school dean prior to registration.* Students may earn college credit for participation in an internship with a business firm, a government agency or a private non-profit organization; jointly supervised by the program and the responsible organization administrator. The internship is expected to provide the student with an opportunity to apply, in a practical way, some of the language skills acquired in the study of Spanish. (See "Internships.")

**SPAN 441 ADVANCED CONVERSATION AND CULTURE THROUGH SPANISH LANGUAGE RESISTANCE MUSIC (3)** *Prerequisite: SPAN340 or 341.* This course will introduce students to major resistance movements in the Spanish speaking world and the role that music has played within these movements. The course will focus on music and resistance movements from the latter half of the 20th century to the present, and students will study the song lyrics and musical strategies that have been used to combat censorship and oppression.

**SPAN 442**      **ADVANCED CONVERSATION AND CULTURE THROUGH DOCUMENTARY FILM IN SPANISH (3)** *Prerequisite: SPAN340 or 341.* This course focuses on helping students improve their Spanish language skills while at the same time increasing their understanding of Spanish-speaking cultures. Students view, analyze and discuss documentary films that focus on contemporary and historical themes from the Spanish-speaking world.

**SPAN 460W**      **LITERATURE IN SPANISH: LATIN AMERICA [Writing Enriched] (3)** *Prerequisites: SPAN 221 or 222W and grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* This course includes a broad survey of Latin American literature written in Spanish from the colonial period to the present. It will include a selection of the most representative works from the Colonial period, the 19th century, as well as works from the 20th and 21st centuries in the genres of prose, poetry and drama. Students will also learn strategies for conducting literary analysis of a text in Spanish.

**SPAN 461W**      **LITERATURE IN SPANISH: SPAIN [Writing Enriched] (3)** *Prerequisites: SPAN 221 or 222W and grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* This course includes a broad survey of Peninsular Spanish literature from the medieval period to the present. It will include a selection of the most representative works from the Middle Ages, Spain's Golden Age, the Generation of '98, as well as works from the 20th and 21st centuries in the genres of prose, poetry and drama. Students will also learn strategies for conducting literary analysis of a text in Spanish.

**SPAN 470**      **METHODOLOGY OF TEACHING SECOND LANGUAGES (3)** *Prerequisite: Junior or senior status.* This course is designed for students interested in teaching French, Spanish or English as a second language (ESL). The course provides a thorough introduction to contemporary theories of second language acquisition, methods of language teaching and assessment, and current issues in second language teaching. Additional work will be required for graduate credit.

**SPAN 478**      **HONORS THESIS (3)** *Prerequisites: Spanish majors with senior standing and consent of instructor.* This course provides supervision and guidance of an Honors Thesis. Students will write a thesis in Spanish on a topic relating to Spanish or Latin American culture, literature or linguistics using sources originally written in Spanish, under the direction of a faculty member in Spanish. Students will also be required to present their thesis orally in a thesis defense conducted entirely in Spanish.

### SPECIAL EDUCATION COURSES (SPED)

**SPED 220**      **INTRODUCTION TO EXCEPTIONALITIES (3)** This course introduces candidates to the principles, values, and policies that serve as a foundation for how individuals with exceptionalities are often perceived and served in American schools and communities. Course content focuses on the foundation for educating students with special needs, including historical perspectives, legal and regulatory aspects, service delivery models, educational theories, philosophies, and trends. National and state laws and regulatory policies are reviewed, along with characteristics/definitions, causation, learning, behavior, age span issues, and other major aspects of exceptionalities. Special attention is given to theories and controversies about the inclusion and/or segregation of students with exceptionalities in educational and community settings in combination with an overview of the design of services and programs serving students with exceptionalities. Educational implications, ethical/cultural/environmental issues and family rights/responsibilities are also addressed. Further, the course provides practical, real-life opportunities for candidates to apply what they learn in class in educational/community environments to interact, support, and engage individuals with exceptionalities.

**SPED 231**      **COLLABORATION (3)** *Prerequisite: SPED 220.* This course is designed to provide knowledge and skills to enhance collaborative partnerships among general and special educators, families, and related service providers to facilitate and support meaningful membership and participation of students with diverse abilities in schools. This course includes, but is not limited to: (1) professional relationships among families, educators, para-educators, related service providers, and community agencies; (2) factors that affect collaborative partnerships; (3) effective collaborative models to enhance team efforts in planning, implementing, and evaluating; and (4) general roles and responsibilities of each member of the collaborative team. Further, the course provides opportunities for candidates to apply learned knowledge during practical experiences in schools.

**SPED 232**      **CHARACTERISTICS OF LOW INCIDENCE DISABILITIES (3)** *Prerequisite: SPED 220.* This course focuses on the IDEA definitions and eligibility requirements, characteristics, theories, etiologies, and accommodations and modifications to support needs of individuals with low incidence disabilities in schools and communities. Candidates examine how chronological and developmental age, levels of severity, family and cultural factors, and medical and health aspects impact the functioning and development of individuals with low incidence disabilities. This knowledge is applied as each candidate learns to meet the functional and developmental needs of students with these disabilities, including differentiated instruction and use of assistive technology. Further, the course provides opportunities for candidates to apply learned knowledge during practical on-site experiences in schools and communities.

**SPED 330**      **FIELD EXPERIENCE II (SE) (1)** *Prerequisites: EDUC 202, 240; Corequisite: EDUC 310W.* This course provides pre-service teachers with opportunities to apply instructional skills in controlled situations under the guidance of experienced professionals. Students participate in two hours of observations and tutorial instructional activities per week in special education classrooms in local public and private schools. There will be opportunities to view the structure of general education classrooms and other instructional settings representing the continuum of special education services. Seminars and other activities will provide opportunities for analysis and reflection. This course may be retaken only once with the permission of the instructor. A grade of B- or above is required in this course before taking SPED 430. Enrollment in SPED 330 is limited to students enrolled in a teacher licensure program. This course requires a mandatory Criminal and Social Services background check conducted at the end of the prior semester at the student's expense.

**SPED 332**      **CHARACTERISTICS OF HIGH INCIDENCE DISABILITIES (3)** *Prerequisite: SPED 220.* This course focuses on the IDEA definitions and eligibility requirements, characteristics, theories, etiologies, accommodations, and modifications to support needs of individuals with high incidence disabilities in schools and communities. Candidates examine how chronological and age and developmental age, levels of severity, family and cultural factors, and medical and health aspects impact the functioning and development of individuals with high incidence disabilities. Further, the course provides opportunities for candidates to apply learned knowledge during practical on-site experiences in schools and communities.

**SPED 337**      **METHODS FOR ACADEMIC CONTENT (3)** *Prerequisites: SPED 220, 231, 232, 332.* This course provides the skills to develop instruction, methods, materials for individual student special needs in academic subjects including reading, language arts, math, science, and social studies. Alternate methods/strategies for teaching in the general education curriculum, with models such as differentiated instruction, direct instruction, student directed instruction, CBA etc., will be addressed. Best practice teaching methods in the continuum of special/general services models will be adapted for students.

**SPED 338**      **ADVANCED ASSESSMENT AND IEP DEVELOPMENT (4)** *Prerequisites: EDUC 220, SPED 220.* This course prepares candidates to take an active role in the comprehensive assessment process, the determination of eligibility for special education services within public schools, and the design of individualized education programs (IEPs) for students with disabilities across K-12 grade levels. Candidates will apply tests and measurements concepts to the administration, scoring, and interpretation of norm-referenced, criterion-referenced, and curriculum-based assessments and will focus on technical report-writing for educational purposes and the interpretation of assessment results for a variety of audiences, including school-based committees, educational professionals, and

parents. In addition, this course requires candidates to integrate their knowledge of characteristics and educational implications of disabilities, laws associated with special education, ethical considerations, processes, procedures, and assessment results to the development of IEPs with consideration of student-specific levels of performance, academic and behavioral goals, appropriate service delivery models, classroom environments, and appropriate accommodations and modifications, including the adaptation of teaching materials and use of technology to enhance learning.

**SPED 387 DOMESTIC STUDY AWAY (3)** Domestic Study Away is a parallel experience to study abroad as an experiential learning opportunity that allows students to earn academic credits toward the completion of a degree in an off-campus location using domestic destinations around the United States. Study away programs expose students to diverse perspectives and multiple modes of inquiry in ways not ordinarily achieved in a classroom setting.

**SPED 397 INDEPENDENT STUDY IN SPECIAL EDUCATION (1-3)** *Prerequisites: Approval of faculty sponsor and school dean; junior or senior standing.* This course provides students the opportunity to pursue individual study of topics not covered in other available courses. The area for investigation is developed in consultation with a faculty sponsor and credit is dependent on the nature of the work. May be repeated for no more than six credits.

**SPED 398 SPECIAL TOPICS IN SPECIAL EDUCATION (1-3) [credit depends on topic]** *Prerequisite: A background of work in the discipline.* This course will focus on an aspect of the discipline not otherwise covered by the regularly offered courses. The topic will vary according to professor and term; consequently, more than one may be taken by a student during his/her matriculation.

**SPED 400 ADVANCED BEHAVIOR MANAGEMENT (3)** *Prerequisites: SPED 220, 231, 232, and 332.* This course will provide teacher candidates with the skills they need to support the specific needs of students with disabilities in the classroom and schoolwide. Teacher candidates will gain knowledge about how to effectively use a variety of evidence-based practices, multi-tiered system of supports, functional behavior assessments, positive behavioral interventions and supports, and behavioral intervention plans.

**SPED 402 TRANSITION IN SPECIAL EDUCATION (3)** *Prerequisites: SPED 220, 232, and 332.* This course prepares teacher candidates to work with children-to-adults with disabilities and their families in order to plan for successful life transitions. Knowledge and skills related to transition-related curriculum, instructional methods and materials, and technologies are focused upon. Topics include postsecondary education, training, employment, and independent living and addresses an understanding of long-term planning, transition assessments, career development, life skills, community experiences and resources, self-advocacy, and self-determination, guardianship, and legal considerations. Teacher candidates will practice writing IEPs, ITPs, and Person-Centered Plans.

**SPED 403 FIELD EXPERIENCE FOR SPECIAL EDUCATION (3)** *Prerequisites: Acceptance into Gateway I and successful completion of all major courses per program requirements: EDUC 110, 120, 210, 240, 220, 309, 310W, SPED 220, 231, 232, 332, and 338.* This course provides candidates with opportunities to apply instructional skills in controlled situations under the guidance of an experienced professional in a local school setting. Candidates will spend 6 hours (one full day) per week in the assigned classroom. Candidates will conduct classroom observations, tutor students, as well as plan and implement small and large group instruction. On-campus seminars will provide opportunities for analysis and reflection. A grade of B- or above is required in this course before student teaching. This course may be retaken only once with the permission of the instructor. Enrollment in SPED 403 is limited to candidates accepted into Gateway I. This course may require a mandatory Criminal and Social Services background check conducted at the student's expense.

**SPED 423 SPECIAL EDUCATION PRACTICUM FOR ADD-ON ENDORSEMENT (2)** *Prerequisites: Completion of all major course requirements, acceptance into the Educator Preparation Program (EPP), and admission to student teaching. Co-requisite EDUC 477.* This two-week full-time practicum provides experience for the elementary education major who is interested in earning the Special Education-General Curriculum Elementary Education (K-6) Add-On Endorsement. This course is an application of effective teaching skills and content for special education studied throughout the candidate's Educator Preparation Program and Elementary Education major and will be taken during the same semester as the 12-week student teaching experience. Candidates are assigned to work with special education cooperating teachers in local elementary schools under the guidance of University supervisors. Candidates demonstrate their understanding and skills in professional knowledge, instructional planning, instructional delivery, assessment of and for learning, learning environment and professionalism. This course will require a mandatory Criminal and Social Services background check conducted at the candidate's expense.

**SPED 445 ADVANCED FIELD EXPERIENCE IN DISABILITY SERVICES (3-6)** *Prerequisite: Successful completion of field experiences, minimum 2.5 GPA overall, consent of instructor for 3 credit hours and consent of dean for 6 credit hours.* This course provides a non-school placement within the disabilities community, including vocational training, case management, early intervention, related therapies, specific disabilities, and advocacy. Open only to senior students taking the non-licensure option. Application required.

**SPED 495 STUDENT TEACHING (12)** *Prerequisites: Acceptance into the Educator Preparation Program and successful completion of all major courses per program requirements.* This course is an application of effective teaching skills and content studied throughout the candidate's Educator Preparation Program and major. Candidates are assigned to full-time teaching blocks in local school systems under the guidance of University supervisors and classroom cooperating teachers. Candidates demonstrate their understanding and skills in professional knowledge, instructional planning, instructional delivery, assessment of and for learning, learning environment and professionalism. This course may require a mandatory Criminal and Social Services background check conducted at the candidate's expense.

#### SPORT MANAGEMENT COURSES (SPMG)

**SPMG 160 SPORTS BROADCASTING (3)** Basic skills are taught in video production & broadcasting with emphasis on sports, audio, video, lighting, graphics, single and multi-camera technique and operation. Students gain "hands on" experience with fundamentals, terminology, production equipment and methodology as related to the world of sports broadcasting. Theoretical foundations relating to facility and event production are also incorporated in this class.

**SPMG 215 SPORT MANAGEMENT PRACTICUM (3)** *Prerequisite: SPMG 260.* This course will examine the numerous career opportunities that exist in the field of Sport Management and develop the professional skills necessary to pursue a career in the sport industry. The course will also introduce students to the work environment through observational learning and minimal practice of skills and tasks.

**SPMG 260 PRINCIPLES OF SPORT MANAGEMENT (3)** This course provides a survey of current practices of sports management as they apply to amateur, professional, informational, recreational, and school-related sports.

**SPMG 265 GENDER AND SPORT: ISSUES AND CONTROVERSIES (3)** This course offers an introduction to the scholarship and debates that surround historical and contemporary issues of gender and gender identity in sport. A critical perspective will be used to examine sport as a significant and symbiotic social institution that constructs, reflects, and interprets gender and various related identities, including race, class, and sexuality. This course is intended to help students develop and improve critical analysis of various texts, as well as to aid undergraduates in the learning and understanding of the historical and social contexts

that underlie the current state of gender in sport.

**SPMG 270W GOVERNANCE OF SPORT ORGANIZATIONS [Writing Enriched] (3)** *Prerequisites: SPMG 260 and grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* This course is designed to expose the student to various governing bodies in professional and amateur sport. Students will study the organizational structure and functions of a variety of governing entities. There will be an examination of sport as a cultural product and the relationships within sport that affect sport organizational structures with emphasis given to the dynamics of sport organizations in professional, collegiate, scholastic, recreational, and corporate settings as they relate to mission, strategic planning, and the development of human resources. This course will introduce students to the constitutions and by-laws of various agencies governing sport at the various levels. Special emphasis is placed on how governmental agencies influence and sanction sport organizations and the route of appeal of a decision by a governing body.

**SPMG 275 HISTORY OF SPORT IN AMERICA (3)** This course will explore the major historical and philosophical developments in sport and recreation, including interscholastic, intercollegiate, and professional sport. Students will address sport as a pervasive facet of our popular culture, as a social institution, as an arena of human activity, and as a drama; sports and cultural values and values conflict; and the relationship of sport to social change throughout American history. Students will explore the timeline of sport in America considering the rise and fall of popularity for certain sporting activities in relation to the cultural framework at the time.

**SPMG 285 SPORT IN AMERICAN SOCIETY (3)** This course is a study of sport as social phenomena with discussion of issues in sports and sport-related behaviors as they occur in social and cultural contexts. It includes an introduction to sociological issues, practices, and phenomena associated with sport. This course is designed to make students aware of the impact of sport upon American culture. Course content explores such areas as social theories, the social significance of sport in society, social problems related to sport, the interaction of sport and other social institutions (e.g., family, education, economy, politics, mass media, and religion), and international cultures and sport. Analysis of the past, present, future impact of sports on contemporary society is applied to the transformation of sport into the present commercial enterprise. Course content includes theoretical positions in the sociology of sport and the significance of viewing sport from various social perspectives.

**SPMG 340 SPORT FINANCE (3)** *Prerequisites: ECON 201, SPMG 260.* This course is an in-depth study of financial analysis processes utilized in decision making by sport managers. The focus of the course is on basic principles of microeconomics, business structures in sport organizations, basic tools of financial management, e-commerce, sources of revenue, and stadium finance. As an introduction to the fundamentals of finance as it relates to the sport industry, students are introduced to financial statement analysis, the time/value of money, investments, the player's contract, fund-raising, and the development of organizational budgets.

**SPMG 353 SPORT LAW (3)** *Prerequisites: SPMG 260 and junior standing.* This course introduces legal principle application to a variety of sports settings. Issues related to risk management, individual rights of athletes and employees, and gender are explored.

**SPMG 368 SPORT FACILITIES AND EVENT MANAGEMENT (3)** *Prerequisites: MGMT 260, SPMG 260.* This course focuses on the development of personal skills and competencies in the management and maintenance of movement and sport facilities and management of sport and physical performance events.

**SPMG 370 SPORT PROMOTIONS AND MARKETING (3)** *Prerequisites: MKTG 209, SPMG 260.* This course will compare and contrast the field of sport marketing with the practices and applications of mainstream marketing. The course will examine the application of marketing principles with the sport industry. Topics will include SWOT analysis, market segmentation, distribution, packaging, promotion, positioning, and pricing. This course explores the marketing process relative to sports in collegiate, recreational, commercial, and professional environments. Include in this study are market research techniques, pricing, promotional developments and strategies, identifying target markets, and advertising. This class builds on the general principles of marketing by discussing the unique aspects of sport marketing and applying marketing concepts to sport as a product and the promotion of sports activities. This course is designed to assist students in understanding and appreciating the multifaceted components of sport marketing, including sport consumer behavior, promotion, sponsorship and licensing, and media relations.

**SPMG 377 STUDY ABROAD (3)** This course focuses on sport management issues for spectator and participative sport events and facilities across the global sport environment. The student will be afforded the opportunity to observe and experience sport settings through travel excursions in foreign countries.

**SPMG 387 DOMESTIC STUDY AWAY (3)** Domestic Study Away is a parallel experience to study abroad as an experiential learning opportunity that allows students to earn academic credits toward the completion of a degree in an off-campus location using domestic destinations around the United States. Study away programs expose students to diverse perspectives and multiple modes of inquiry in ways not ordinarily achieved in a classroom setting.

**SPMG 397 INDEPENDENT STUDY IN SPORT MANAGEMENT (1-3)** *Prerequisites: Approval of the faculty sponsor and school dean; junior or senior standing.* This course provides students the opportunity to pursue individual study of topics not covered in other available courses. The area for investigation is developed in consultation with a faculty sponsor and credit is dependent on the nature of the work. May be repeated for no more than six credits.

**SPMG 398 SPECIAL TOPICS IN SPORT MANAGEMENT (1-3) [credit depends on topic]** *Prerequisite: A background of work in the discipline or prior consent of instructor.* This course will focus on an aspect of the discipline not otherwise covered by the regularly offered courses. The topic will vary according to professor and term; consequently, more than one may be taken by a student during his/her matriculation.

**SPMG 415 INTERNSHIP IN SPORT MANAGEMENT (3)** *Prerequisites: SPMG 215 and juniors or seniors with a 2.25 minimum GPA; approval of written proposal by internship coordinator, and supervising faculty prior to registration.* This course offers a professional internship with an appropriate sport industry organization/program. The student and faculty sponsor will agree upon the location and responsibilities of the intern. May be repeated for up to 12 credits. (See "Internships.")

**SPMG 420 SPORT ETHICS AND CURRENT ISSUES (3)** *Prerequisites: PHIL 204W, SPMG 260, and SPMG 265, 275, or 285.* This course will explore the concepts of ethical decision-making processes as applied to issues found in sport settings. Areas such as fair play, equitable opportunity, exclusive membership policies, health and wellness concerns, and others will be explored. In particular, students will be exposed to concepts of morality and theories of ethical thought while developing a personal philosophy of social responsibility and professional codes of ethics. This course will focus on the ethical issues impacting sport organization policy formation and practice. Topics include moral and ethical development theories, models of ethical analysis, code of professional ethics, personal and management values, and situational analysis. Specifically, students explore critical issues related to professional ethics, rights and responsibilities

**SPMG 441 APPLIED LEADERSHIP PRINCIPLES IN SPORT ADMINISTRATION (3)** *Prerequisites: MGMT 260, SPMG 260, and SPMG 265, 275, or 285.* This course involves a study of the management and administration procedures utilized in sport programs. Competency development in personnel, business and finance, and risk management is emphasized.



## STATISTICS COURSES (STAT)

**STAT 222 INTRODUCTORY STATISTICS (3)** This is an introductory statistics course without a calculus prerequisite. Topics include probability, samples, distributions, sampling theory, estimation, hypothesis testing, two-sample tests, Chi-square and contingency tables, regression and correlation, analysis of variance, and decision theory. Additional topics include experimental design, z-test, t-test, proportions tests, and confidence intervals.

**STAT 300 APPLIED DATA SCIENCE (3)** *Prerequisite: MATH 104 or STAT 222.* The purpose of this course is to give students an introduction to the data science toolbox using computer software. Topics include data visualization, a grammar for graphics, data wrangling, tidy data and iteration, statistical foundations (sample statistics, bootstrap, outliers, confounding), statistical learning and predictive analytics, unsupervised learning (clustering, dimensional reduction), simulation, interactive data graphics, and database querying using SQL.

**STAT 302 INTRODUCTION TO STATISTICAL INFERENCE (3)** *Prerequisite: STAT 222.* This course is a continuation of STAT 222. The purpose of this course is the development of statistical techniques including statistical inference. Topics include basic probability theory, discrete and continuous sampling distributions, and confidence intervals and hypothesis tests (proportions, more than one mean, variance, and correlation/regression). Additional topics may include one-way analysis of variance and nonparametric methods (Kruskal-Wallis test and Mann-Whitney test).

**STAT 305 DATA HANDLING FOR STATISTICS (3)** *Prerequisite: MATH 311 or STAT 222.* In this course students will learn the fundamentals of operating on data sets using R, SPSS, and MS Excel. Topics include writing functions, basic graphical display of data, and data and control structures. Applications may include measures of location, dispersion, and strength of relationship; parametric and nonparametric tests of location; one-way analysis of variance; complete block designs; simple and multiple regression; correlation; and measures of association for categorical data.

**STAT 325 APPLIED REGRESSION (3)** *Prerequisite: STAT 300 or 302.* Topics include simple linear regression, multiple regression, and residual analysis. Multicollinearity issues, regression on dummy variables, extensions to dependent errors and introduction to elementary time series, including auto-regressive and moving-average models will also be discussed. Emphasis will be on fitting and interpreting models using statistical software for real data.

**STAT 333 MATHEMATICAL STATISTICS (3)** *Prerequisites: MATH 104, 311.* This course provides a theoretical background and an introduction to statistics by examining the topics of graphical displays and statistical measures, random samples, sampling distributions, expected value, the Central Limit Theorem, properties of the methods to determine point estimates, probability distributions (e.g., normal, t, F, Chi-squared), confidence intervals, hypothesis testing, Type I and II errors, the power of tests, determining sample sizes, correlation, simple and multiple linear regression and analysis of variance.

**STAT 387 DOMESTIC STUDY AWAY (3)** Domestic Study Away is a parallel experience to study abroad as an experiential learning opportunity that allows students to earn academic credits toward the completion of a degree in an off-campus location using domestic destinations around the United States. Study away programs expose students to diverse perspectives and multiple modes of inquiry in ways not ordinarily achieved in a classroom setting.

**STAT 397 INDEPENDENT STUDY IN STATISTICS (1-3)** *Prerequisites: Approval of faculty sponsor and school dean; junior or senior standing.* This course provides students the opportunity to pursue individual study of topics not covered in other available courses. The area for investigation is developed in consultation with a faculty sponsor and credit is dependent on the nature of the work. May be repeated for no more than six credits.

**STAT 398 SPECIAL TOPICS IN STATISTICS (1-3)** *Prerequisite: A background of work in the discipline.* This course will focus on an aspect of the discipline not otherwise covered by the regularly offered courses. The topic will vary according to professor and term; consequently, more than one may be taken by a student during his/her matriculation.

**STAT 399 INTERNSHIP IN STATISTICS (1-12)** *Prerequisites: Juniors or seniors with a 2.25 minimum GPA; approval of written proposal by internship coordinator, and supervising faculty prior to registration.* Students may earn college credit for participation in an approved internship, jointly supervised by the program and the responsible organization administrator. The internship is expected to provide the student with an opportunity to apply, in a practical way, some of the mathematical and statistical skills acquired.

**STAT 400W STATISTICAL METHODS [Writing Enriched] (3)** *Prerequisite: STAT 333 and grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* Basic statistical methodology: exploratory data techniques, estimation, inference, comparative analysis by parametric, nonparametric, and robust procedures. Analysis of variance, multiple comparisons, and categorical data, simple and multiple, linear and nonlinear regression, analysis of covariance, measures of fit regarding multiple regression models, omnibus F-test, incremental F-test.

**STAT 451W SENIOR DATA SCIENCE PROJECT [Writing Enriched] (3)** *Prerequisites: Senior standing and minimum of three STAT courses 300-level or higher and grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* This course serves as a capstone for those students with a major in Statistics. The student does an intensive study of a topic of his/ her choice under a supervising professor. This study must involve a synthesis of available material on the topic including (but not limited to): traditional books, journal articles, and web-based materials. The student must write a research paper on the topic and present it to a faculty committee.

## SUSTAINABILITY STUDIES COURSES (SUST)

**SUST 340 ENVIRONMENTAL AND CLIMATE JUSTICE (3)** *Prerequisite: ENVS 111 or 112.* The study of environmental justice focuses on the disproportionate impacts of environmental decisions and policies on underprivileged social groups, including but not limited to racial and ethnic minorities and people living in poverty. As an elective in environmental science and sustainability studies, this course emphasizes the social and economic justice components of environmental sustainability. It also explores issues of climate justice and equitable Access to environmental benefits. Students will explore foundational theory in environmental justice and apply it to real-world case studies. They will have an opportunity to engage in service learning to contribute to resolving environmental injustices.

**SUST 350 ENVIRONMENTAL LAW (4)** *Prerequisites: ENVS 111 or 112.* This course provides an introduction to the laws and policies governing pollution, hazardous wastes, the use of natural resources, etc. Environmental policy formulation and implementation and the role of the judicial system will be topics of focus. A lab fee is required.

**SUST 360 SUSTAINABILITY IN PRACTICE (4)** *Prerequisites: ENVS 111 or 112.* This course examines the impact of personal and collective choices on natural resources and the sustainability of communities. Integration of service learning opportunities allows student teams to extend course principles to the local community. A lab fee is required.

**SUST 365 ENVIRONMENTAL ARCHAEOLOGY (3)** This course will provide students with new ways to understand the past, and offer opportunities to approach the environmental challenges faced today from a deeper historical perspective. Archaeological method and theory will be discussed alongside case studies, from the earliest cultures to historic times, illustrating key discoveries that have been made by archaeologists about the relationship between past people and their landscapes through such evidence as artifacts, ecofacts, archaeological features, historic maps, soil layers, and written remains.

**SUST 377 STUDY ABROAD (3)** This course provides students with the opportunity to study principles of sustainability in foreign settings.

**SUST 387 DOMESTIC STUDY AWAY (3)** Domestic Study Away is a parallel experience to study abroad as an experiential learning opportunity that allows students to earn academic credits toward the completion of a degree in an off-campus location using domestic destinations around the United States. Study away programs expose students to diverse perspectives and multiple modes of inquiry in ways not ordinarily achieved in a classroom setting.

**SUST 397 INDEPENDENT STUDY IN SUSTAINABILITY STUDIES (1-3)** *Prerequisites: Approval of faculty sponsor and school dean; junior or senior standing.* This course provides students the opportunity to pursue individual study of topics not covered in other available courses. The area for investigation is developed in consultation with a faculty sponsor and credit is dependent on the nature of the work. May be repeated for no more than six credits.

**SUST 398 SPECIAL TOPICS IN SUSTAINABILITY STUDIES (1-3)** *Prerequisite: A background of work in the discipline.* This course will focus on an aspect of the discipline not otherwise covered by the regularly offered courses. The topic will vary according to professor and term; consequently, more than one may be taken by a student during his/her matriculation.

**SUST 399 INTERNSHIP IN SUSTAINABILITY STUDIES (1-12)** *Prerequisites: Juniors or seniors with a 2.25 minimum GPA; approval of written proposal by internship coordinator and supervising faculty prior to registration.* This internship is offered to qualified students, allowing them to gain personal and practical experience in various areas of the environmental field. Internships include but are not limited to working in environmental laboratories, natural resources conservation, environmental law and policy, restoration of natural areas, and help with research projects conducted by senior researchers.

## THEATRE COURSES (THEA)

**THEA 101 INTRODUCTION TO THEATRE (3)** This course provides an introduction to all areas of theatre including acting, directing, design and history, focusing on the role of the audience and performer, and emphasizing the collaborative nature of theatre. The course includes discussion, group work, and an experiential scene project and is recommended for students who have had little participatory experience in theatre. During the semester, students must attend one performance by the Theatre Department outside of class.

**THEA 102 INTRODUCTION TO TECHNICAL THEATRE AND DESIGN (3)** This course offers an introduction to the theatre organization, the theatre facility and its equipment, and to the basic design and visual environments of the stage. A study of materials, equipment, and techniques used in the construction of scenery is included. During the semester, students must attend one performance by the Theatre Department outside of class.

**THEA 120 INTRODUCTION TO DANCE (3)** Students will engage in a variety of movement and viewing experiences, writing, and lively discussion to develop a critical framework for appreciation of human, physical expression. Basic foundations, dance vocabulary and concepts will be taught in ballet, jazz and musical theatre styles. Students will research, write and give oral presentations on cultural influences of dance artists, and will experience and reflect on live dance performance events. Lab fee required. During the semester, students must attend one performance by the Theatre Department outside of class.

**THEA 123 VOICE AND DICTION (3)** This course includes physical and vocal exercises and techniques that lead to a more expressive voice. Through the preparation and execution of oral presentations, students will develop their skills for use in stage, screen, and media applications.

**THEA 131 FUNDAMENTALS OF ACTING (3)** This course presents concepts and exercises that set an actor in motion physically, verbally, and emotionally, leading to character development and scene study. This is an active, participatory course focusing on physical and vocal exercises, improvisation, and performance projects. During the semester, students must attend one performance by the Theatre Department outside of class.

**THEA 202 TECHNICAL THEATRE (3)** A study of materials, equipment, and techniques used in the construction and finishing of scenery, this course also includes principles of drafting, lighting, sound, and special effects. Lab fee required. During the semester, students must attend one performance by the Theatre Department outside of class.

**THEA 211 THEATRE HISTORY AND LITERATURE I (3)** This course is a study of the great literary works of the theatre and their historical context during the major periods of the Greek, Roman, Medieval, and Renaissance eras. During the semester, students must attend one performance by the Theatre Department outside of class.

**THEA 212W THEATRE HISTORY AND LITERATURE II [Writing Enriched] (3)** *Prerequisite: Grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* Great plays are significant literary expressions of the history, culture and traditions of humanity. An analysis of dramatic literature creates an engaging collaboration with author, text and reader. The study and analysis of dramatic works in the last two centuries leads to informed interpretation in writing, speaking and performance. Plays by authors such as Shepard, Simon, Wilson, Auburn and Schaffer will be studied in their historical context and in relation to contemporary times. During the semester, students must attend one performance by the Theatre Department outside of class.

**THEA 215 3-D PRINTING (3)** *Prerequisite: THEA 202.* A study of current 3-D printing technology as it applies to theatrical design and production. Students will use software, problem-solving logic and techniques to design and create functional scenic elements and stage properties utilizing FFF (filament) and resin 3-D printing.

**THEA 225 INTERMEDIATE DANCE (3)** *Prerequisite: THEA 120.* Focusing on the creative process, group work and performance, this course expands on the techniques learned in THEA 120 incorporating ballet, jazz, and musical theatre techniques and beginning choreographic techniques that will conclude with the opportunity for student choreography. Lab fee required. During the semester, students must attend one performance by the Theatre Department outside of class.

**THEA 232 SCRIPT AND CHARACTER ANALYSIS (3)** *Prerequisite: THEA 131.* This course includes various methods for analyzing plays, scenes, and characters. Includes oral and written projects and performances of Shakespeare, classical and contemporary drama.

**THEA 240 STAGE COMBAT (3)** This course is a basic overview of violence for the stage and film. The course will involve analysis and interpretation of



violence in scenes, plays and film. Students will be instructed in hand-to-hand combat, rapier and dagger, and broadsword techniques for use in theatrical productions and films. Lab fee required.

**THEA 250 STAGE MAKEUP (3)** This course is an exploration of the techniques of stage makeup including traditional, corrective, old age, facial hair, prosthetics, and fantasy characters. It includes color theory, facial anatomy, and character analysis. Learning activities involve lectures, demonstrations, and studio participation. Students must purchase a make-up kit.

**THEA 260W MUSICAL THEATRE HISTORY AND LITERATURE (3)** *Prerequisite: Grade of C- or higher in ENGL 123W, HONR 103W, or equivalent.* This course is a study of the great literary works of the American musical theatre and their historical contexts from the mid-nineteenth century to the present. During the semester, students must attend one performance by the Theatre Department outside of class.

**THEA 275 MUSICAL THEATRE TECHNIQUE (3)** An overview of the musical theatre genre, including the study and practice of singing, dancing, acting, style, interpretation, and audition techniques. During the semester, students must attend one performance by the Theatre Department outside of class.

**THEA 311 DIRECTING (3)** *Prerequisite: Theatre major, THEA 131, THEA 232 and consent of instructor.* This study of the director's function in staging and producing plays for schools and community organizations includes script analysis and interpretation, production organization, and communication with actors. The final project involves the direction of a one-act play, from casting through rehearsal and performance. Lab fee required. During the semester, students must attend one performance by the Theatre Department outside of class.

**THEA 315 ADVANCED ACTING (3)** *Prerequisite: THEA 131, 232.* This course is a continuation of THEA 232 and includes a study of advanced performance techniques and theatrical career preparation. During the semester, students must attend one performance by the Theatre Department outside of class.

**THEA 325 ADVANCED DANCE (3)** *Prerequisite: THEA 225.* Focusing on the creative process, group work and performance, this course will engage the student in advanced ballet, jazz, or musical theatre techniques, and may include the opportunity for student choreography. Lab fee required. During the semester, students must attend one performance by the Theatre Department outside of class.

**THEA 330 DRAFTING FOR THE THEATRE (3)** *Prerequisite: THEA 202.* An overview of drawing and drafting for the theatre. This will include practical and theoretical practices used in all areas of design. Lab fee required.

**THEA 331 SCENE DESIGN (3)** *Prerequisite: THEA 202.* This course is an introduction to the theory, esthetics, and practice of scenery design for the theatre. It includes the study of line and form for visual presentation in ground plans, elevations, and three-dimensional models. Learning activities include lecture, discussion, individual projects, and CAD applications. Lab fee required. During the semester, students must attend one performance by the Theatre Department outside of class.

**THEA 333 LIGHTING DESIGN (3)** *Prerequisite: THEA 202.* This course is an introduction to the theory, esthetics, and practice of lighting design for the theatre and includes study of lighting instruments, electricity, and control systems. Learning activities include lecture, discussion, individual projects, and CAD applications. During the semester, students must attend one performance by the Theatre Department outside of class.

**THEA 335 SCENIC PAINTING (3)** *Prerequisite: THEA 202.* This is an introductory course in the art and craft of scenic painting. Students will learn: a scenic painting vocabulary, color theory, color mixing, gridding, cartooning, textures, surfaces, and numerous brush (painting) techniques. Learning activities include lecture, discussion, individual and group projects, and realized production painting. Lab fee required. During the semester, students must attend one performance by the Theatre Department outside of class.

**THEA 340 THEATRE MANAGEMENT (3)** *Prerequisites: THEA 131, 202.* This course is an introduction to the economic and managerial aspects of American theatre, specifically professional resident theatre and non-professional educational and community theatre. Topics include the physical theatre plant, finances, public relations, audience development, box office procedures, and house management. During the semester, students must attend one performance by the Theatre Department outside of class.

**THEA 350 ADVANCED STAGE MAKEUP (3)** *Prerequisite: THEA 250.* The study of advanced stage makeup techniques to include but not limited to prosthetics, beards and mustaches, hair and wigs, and nonrealistic makeup. Lab fee required.

**THEA 377 STUDY ABROAD (3)** This course allows students the opportunity to explore theatre in the international community. Students will read plays, examine playwrights, and gain knowledge of the theatrical heritages and current trends generating from particular countries. During excursions, students will be immersed in theatrical performance by participation in workshops, academies, and other experiential activities. Students will have multiple opportunities to observe and examine theatrical performances. Additional fees for passport, transportation, lodging, meals, tickets, reading materials and supplies for recording experiences.

**THEA 387 DOMESTIC STUDY AWAY (3)** Domestic Study Away is a parallel experience to study abroad as an experiential learning opportunity that allows students to earn academic credits toward the completion of a degree in an off-campus location using domestic destinations around the United States. Study away programs expose students to diverse perspectives and multiple modes of inquiry in ways not ordinarily achieved in a classroom setting. Additional fees for identification, transportation, lodging, meals, tickets, reading materials and supplies for recording experiences.

**THEA 390 THEATRE AND DANCE PRACTICUM (.5 or 1)** *Prerequisites: Consent of the instructor, academic advisor and school dean. Satisfactory/Unsatisfactory credit only.* May be repeated for credit. Specific assigned production responsibilities broaden a student's knowledge and practice in theatre and dance. A maximum of eight hours of practicum credit is allowed over a student's career at the University. During the semester, students must attend one performance by the Theatre Department outside of class.

**THEA 394 MUSICAL THEATRE ENSEMBLE (1)** *Prerequisite: Approval of instructor and successful initial audition.* The Musical Theatre Ensemble is a select group of University performers dedicated to high quality experiences in cabaret and revue musical styles. Music is tailored to fit the students and the performance schedule each semester. During the semester, students must attend one performance by the Theatre Department outside of class.

**THEA 397 INDEPENDENT STUDY IN THEATRE (1-3)** *Prerequisites: Approval of faculty sponsor and school dean; junior or senior standing.* This course provides students the opportunity to pursue individual study of topics not covered in other available courses. The area for investigation is developed in consultation with a faculty sponsor and credit is dependent on the nature of the work. May be repeated for no more than six credits. Lab fee required. During the semester, students must attend one performance by the Theatre Department outside of class.

**THEA 398**      **SPECIAL TOPICS IN THEATRE (1-3) [credit depends on topic]** *Prerequisite: A background of work in the discipline.* This course will focus on an aspect of the discipline not otherwise covered by the regularly offered courses. The topic will vary according to professor and term; consequently, more than one may be taken by a student during his/her matriculation. Lab fee required. During the semester, students must attend one performance by the Theatre Department outside of class.

**THEA 399**      **INTERNSHIP IN THEATRE (1-12)** *Prerequisites: Juniors or seniors with a 2.25 minimum GPA; approval of written proposal by internship coordinator, and supervising faculty prior to registration.* This planned work experience for academic credit allows the student to explore the world of work as it relates to the student's theatre and career goals. (See "Internships.") Additional fees for identification, transportation, lodging, meals, tickets, reading materials and supplies for recording experiences.

**THEA 410**      **SENIOR PROJECT (3)** *Prerequisites: Senior theatre majors only, consent of instructor, academic advisor and school dean.* In this capstone course, the student will complete a theatre production project demonstrating proficiency in the field. The project is designed to employ the principles stressed in upper-level theatre courses and will include research, documentation, and practical application. The body of work must be completed under faculty supervision. Lab fee required. During the semester, students must attend one performance by the Theatre Department outside of class.

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## ACADEMIC REGULATIONS

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Students are responsible for their own course selection, academic progress, and the fulfillment of all academic requirements. It is strongly recommended that students consult with an academic advisor when making course selections and schedule adjustments.

### Academic Degree Requirements

#### Bachelor Degree

To earn a baccalaureate degree from University of Lynchburg, a student must

1. Complete a minimum of 124 semester hours of study with at least 48 semester hours, including the senior year (last 33 semester hours), at University of Lynchburg. (Fifty percent of all hours applying to the major or minor must be completed at University of Lynchburg.);
2. Complete all University of Lynchburg General Education requirements;
3. Complete all University of Lynchburg Writing Enriched Program requirements;
4. Complete the requirements for a major program as outlined in the catalog;
5. Earn a 2.00 minimum grade point average on all work taken at University of Lynchburg;
6. Earn a grade point average of at least 2.00 in the major;
7. Comply with all University standards, regulations, and procedures from the date of enrollment through the date of graduation; and
8. May not include in the 124 hours for graduation more than 12 semester hours of internship courses; six semester hours in HPE 100 level activities courses; or 12 semester hours in private music lessons.

A student may wish to satisfy specific requirements for admission to a graduate or professional school, for teacher licensure, or for a specialized program of an outside agency. These credits may be included in the 124 hours as electives or may be taken in addition to those required for graduation.

#### Second Degree

Candidates for a second baccalaureate degree must have earned their first degree from a college or university approved by the registrar, usually a regionally accredited college or university. A student pursuing a second degree must meet all requirements for a major and complete a minimum of 30 semester hours in residence beyond the requirements for the first degree. In addition to the minimum of 30 semester hours, the student must complete a minimum of 50% of the major coursework through the university. A comment referencing the first degree is applied to the University of Lynchburg academic record for the second-degree student. Only transfer credits applicable to the major are applied to the record, up to a maximum of 50% of total credit hours needed for the major. Major courses are reviewed and approved by the department chair.

#### Governing Catalog

The catalog in effect defines each student's academic regulations at the time he/she entered the University. The regulations include General Education requirements, major/minor requirements, and Writing Enriched requirements. If a later catalog includes requirements that a student prefers, then that catalog may be applied. A degree-seeking student who is studying predominantly part time typically uses the catalog in effect when junior status is reached. When study is interrupted for more than two consecutive semesters, the student becomes subject to the provisions of the most recent catalog.

### Application to Graduate

All eligible students are required to complete a graduation application in order for their degree to be awarded. Students must complete the application via their student portal by the published deadline for that specific academic year or they risk not being included in the commencement program. Once the application is completed, the Registrar's Office will review the application to determine if the student is an eligible candidate and on track to graduate.

### Graduation

Students are encouraged to participate in the official University commencement exercises in May. January, August, and October candidates are also recognized at the May commencement. Undergraduate students can have no more than 9 credit hours of outstanding coursework in order to participate in the commencement exercises in May.

If the graduation requirements have not been completed for the specified graduation date, students who have applied to graduate are automatically placed on the candidate list for the nearest future graduation date. If more than two consecutive semesters elapse with no communication from the student regarding completion plans, the student is taken out of degree tracking and they will be required to apply for readmission and must follow degree requirements for the year they are readmitted.

### Behavioral Standards for Learning Environments

The values and attitudes that should guide student behavior consistent with maintaining an environment conducive to learning are set forth in the University of Lynchburg catalog and The Hornet. Responsibility and authority for maintaining order in the learning environment are assigned to faculty.

The following standards and procedures apply to all learning environments. However, each School and each instructor may have codes to specify additional standards suitable for learning environments or activities.

No student in University of Lynchburg classes, laboratories, performances, lectures, and/or organizations shall behave in any way that obstructs or disrupts the normal functioning of the environment. Such behavior includes, but is not limited to, behaviors that persistently or grossly (1) inhibit the ability of other students to learn; (2) interfere with the meaningful participation of other students; or (3) inhibit the ability of an instructor or presenter to do his/her job. Specifically, students should foster an optimal learning environment by doing the following:

- Arriving on time.
- Being seated when it is time to begin and being attentive throughout.
- Refraining from engaging in conversations with others unless participating in group activities.
- Using courteous tone when speaking.
- Refraining from leaving the event while it is in progress (except for illness or with prior approval).
- Treating others with respect.
- Refraining from eating.
- Respecting the process of discussion and group activity.
- Leaving the facility in a neat and clean condition.

Problem behavior may be identified through direct observation by a faculty or staff member or through a complaint brought by a student to a faculty or staff member.

#### Violations of the Behavioral Standards for Learning Environments

Behavioral issues may be addressed by faculty, departmental deans, Academic Affairs, or Student Judicial Affairs. If an instructor believes that a student's

behavior violates the Behavioral Standards for Learning Environments policy, the instructor should act to stop the disruption, including directing the student to cease the disruptive behavior. If the student does not comply with the instructor’s direction, or if the instructor considers the disruption to be of a more egregious nature, he/she may exercise any of the following options:

1. When deemed feasible by the instructor, he/she will initiate a private conversation with the student. At the discretion of the instructor, another member of the faculty/staff and/or the student’s academic advisor may be asked to be present for the conversation. The conversation should include
  - a. Identification of the problematic behavior;
  - b. Explanation of why the behavior is problematic;
  - c. A statement regarding expectations of future behavior; and
  - d. Explanation of the consequences of continued misconduct.

After the conversation, the instructor will create a written summary of the conversation and send copies to the student, the student’s academic advisor, and any staff member of the Academic Achievement Center responsible for monitoring the student’s progress. If a faculty/staff member was asked to be present for the conversation, a copy of the summary will also be sent to him/her.

2. If the instructor believes that a private conversation will not be effective in resolving the misconduct, he/she may call a meeting with the student and any of the following
  - The faculty member’s college dean;
  - The provost and vice president (or designee);
  - The vice president and dean of student development (or designee); and
  - The student’s academic advisor.

The meeting will address topics 1a – 1d listed above. After the meeting, the instructor and the ranking academic official in attendance will create a written summary of the meeting. Copies will be sent to the student, the student’s academic advisor, any staff member of the Academic Achievement Center responsible for monitoring the student’s progress, and any other faculty/staff members who attended the meeting.

3. The instructor may submit a written report of the problematic behavior to Community Expectations and Restorative Practices for judicial review in accordance with policies and procedures described in the Honor and Student Conduct Codes (see “Judicial Procedures” in the student handbook).
4. If the instructor believes that the student’s behavior is so disruptive as to require immediate action, he/she may require the student to leave the classroom immediately. If the student refuses to leave immediately, the instructor may summon security to escort the student from the room. After instructing the student to leave the classroom immediately, the faculty member will contact the provost and vice president to recommend a course of action, which may include
  - Dismissal from the course with a grade of “F” (The grade of “F” cannot be changed by student-initiated withdrawal.);
  - Suspension from the University (see “Academic Suspension”); and
  - Referral of the matter to Community Expectations and Restorative Practices for judicial review in accordance with policies and procedures described in the Honor and Student Conduct Codes.

The Provost and Vice President (or designee) will arrange a meeting with the student, the instructor, and the instructor’s college dean. During the meeting, the Provost and Vice President (or designee) will inform the student of the course of action deemed appropriate to address the reported disruption.

**Academic Standing**

**Regular Standing**

To maintain regular academic standing, students must achieve the grade point averages (GPA) on all work taken at University of Lynchburg shown in the table below. Students who do not maintain regular standing are placed on academic probation. Notification of academic probation is automatically included on the student’s grade report.

Academic standing is determined by averaging summer grades with all preceding grades to arrive at the cumulative GPA. For repeated courses, grades earned in summer courses replace grades earned earlier and are then used to determine academic standing. Grades earned in winter term courses become part of the cumulative GPA but do not affect semester academic standings. Students who withdraw from the university or are suspended after the tenth week of the semester are assigned grades for all classes (either W or F). These grades become part of the student record and are used to determine semester and/or cumulative GPA in the same manner as if the student had completed the semester.

**Academic Warning**

The status of academic warning applies to any student whose grade point average for a semester is below 2.0. A student who is placed on academic warning at the conclusion of a semester is encouraged to contact his or her advisers to develop strategies for improving academic performance.

**Academic Probation**

Academic probation is an indication of serious academic difficulty and applies whenever a student’s cumulative grade point average falls below the minimum standards for regular standing. Students who are placed on academic probation are restricted to a course load of no more than 16 credit hours each semester until they are removed from academic probation. A student on academic probation should meet regularly with his or her academic adviser(s) and participate in the Academic Coaching Program.

**Undergraduate Degree Candidates’ Academic Standing  
Based on Credit Hour and GPA Requirements**

Hours Completed at University of Lynchburg	Regular Standing Cumulative GPA	Academic Probation or Academic Suspension if 2 consecutive semesters Cumulative GPA
0-18	1.00 - 4.00	0.00 - 0.99
19-36	1.60 - 4.00	0.00 - 1.59
37-54	1.70 - 4.00	0.00 - 1.69
55-72	1.80 - 4.00	0.00 - 1.79
73-90	1.90 - 4.00	0.00 - 1.89
90+	2.00 - 4.00	0.00 - 1.99

### Academic Suspension

A student will be placed on academic suspension if that student's cumulative grade point average falls below the minimum required for regular standing for two consecutive semesters.

A suspended student in the spring semester who wishes to raise his/her cumulative GPA may enroll in University of Lynchburg's summer school following their suspension. If the student uses summer session to raise his or her cumulative grade point average to the minimum required for regular standing as defined in the above table, then that student will be eligible to enroll at the university for the fall semester. Students enrolled in summer school who are unable to raise their grade point average to the minimum required for regular standing as stipulated in the above table will be academically suspended and ineligible to appeal their suspension for fall semester. Students who enroll in the university's summer session to improve their GPA are still eligible to appeal their suspension, and are encouraged to do so because decisions regarding appeals are made during the first summer term.

A first academic suspension is for a period of one academic semester. A second academic suspension is for a period of two academic semesters (i.e., one fall semester and one spring semester). A student who is suspended a third time for academic reasons is normally not readmitted to the university even after serving the three-semester suspension.

Students placed on academic suspension receive a letter from the Associate Provost and Dean of General Studies informing them of their academic status. After serving a suspension, students wishing to return to University of Lynchburg must reapply to the University following the readmission policy. Readmission after suspension is not automatic and is contingent upon review by the Readmission Committee. To be considered for readmission, a student must document in writing how his or her circumstances have improved and provide a plan for future academic success to persist toward graduation from University of Lynchburg. The Readmission Committee review may result in denial or conditional readmission.

### Regaining Regular Standing

A student regains regular standing by raising the cumulative GPA to the minimum required for regular standing as defined in the above table.

### Academic Coaching Program

The Academic Coaching Program (ACP) provides individual academic support for students on academic probation. The program is mandatory for students returning from academic suspension, students wanting to appeal the academic suspension ruling of the Academic Standing Committee, as well as students on academic probation and on academic warning. The program helps students succeed by helping them to develop critical skills such as time management, goal setting, organization, use of available resources, and balancing academic and social demands.

### Appeal of Suspension

A student may file a written appeal of suspension to the Associate Provost and Dean of General Studies only if the student believes that extenuating circumstances make suspension unwarranted. The extenuating circumstances must be beyond the student's control and of such nature as to affect significantly the student's academic performance. Also, an academic plan that specifically addresses the extenuating circumstances and largely negates their effect on the student's academic performance must be feasible.

A student's written appeal must include the student's own statement documenting the extenuating circumstances and a specific plan for achieving the necessary academic improvements. In addition to the appeal letter, the student is encouraged to submit supporting documentation, such as relevant medical records, letters of support from faculty or staff who know the student well, or any other pertinent documentation.

Upon receipt of a written appeal, the Academic Standing Committee determines whether the extenuating circumstances described by the student meet the criteria set forth above. If so, the committee examines documentation provided in support of the appeal and the student's improvement plan for adequately addressing the extenuating circumstances and their impact on the student's academic performance. At its discretion, the committee may also consider other information, such as the student's class attendance and participation, academic and disciplinary records, and co-curricular involvements.

### Reapplication after Suspension

A suspended student may apply for readmission for an eligible following semester. If readmitted, the student returns on academic probation and must participate in the support program for readmitted students. A student applying for readmission must demonstrate that achievement and motivation have sufficiently improved and that he/she will be able to meet the academic standards of the University. The readmission committee includes the Associate Provost and Dean of General Studies (chair), the Director of Academic Advising, the Registrar, and the Vice President and Dean of Student Development. The entire student record is considered at re-admission.

### Classification of Students

#### Degree Candidates

A student admitted as a candidate for the baccalaureate degree will be classified at the beginning of each semester as follows:

**Freshman** - a student who has not earned 25 credit hours;

**Sophomore** - a student with at least 25 credit hours but not more than 55;

**Junior** - a student with more than 55 credit hours but not more than 90;

**Senior** - a student with more than 90 credit hours;

**Second Undergraduate Program Student** - a student with a bachelor's degree who is pursuing a second degree, second major, or minor.

#### Part-Time Students

A student is considered part-time if taking less than 12.0 hours in a semester (fall and spring). Part-time students have limited use of university resources. Student Health Services are available to part-time students for a fee. Part-time students do not receive campus mailboxes. Only full-time students are eligible to live in the residence halls, to participate in varsity sports and other co-curricular activities, and to be eligible for student leadership positions. Many forms of financial aid are available only to full-time students.

#### Non-Degree Students

A student designated as a Non-degree Student (SP) or a Visiting Undergraduate (VU) is not a candidate for a degree. Requirements specified for degree candidates do not apply to such students, but these students must be fully qualified to undertake the work for which they enroll. Continued enrollment in this status is subject to review by the provost and vice president. Non-degree students who fall below 2.00 in any semester or fail to meet criteria for continuing enrollment are subject to review by the Academic Standing Committee. These students may be subject to additional criteria for continuing enrollment or may be suspended. Please refer to the "Non-Degree Admission" section under "Admissions" for additional information.

## Credit by Examination

**Advanced Placement Examinations**

A degree-seeking student who attains the designated score on an Advanced Placement Examination of the College Entrance Examination Board (CEEB) will be granted transfer credit. Credit by exam credits do not apply to writing enriched graduation requirements.

**AP Subject Exams and University of Lynchburg Credit Awards**

<u>AP Examinations</u>	<u>AP Score Required</u>	<u>Semester Hours</u>	<u>Credit Course</u>
Art History	3	3	ART 203
Art Studio: 2-D Design	3	3	ART 125
Art Studio: 3-D Design	3	3	ART 225
Art Studio: Drawing	3	3	ART 156
Biology	3	4	BIOL 101
Biology	4	4	BIOL 114
Biology	5	8	BIOL 113-114
Calculus AB	3	6	MATH 102-103
Calculus BC	3	6	MATH 103-104
Chemistry	4	4	CHEM 111
Computer Science A	3	3	C S 141
English Language/Comp.	4	3	ENGL 123
English Language/Comp.	5	6	ENGL 110, 123
English Literature/Comp.	4	3	ENGL 201
English Literature/Comp.	5	6	ENGL 201-202
Environmental Science	4	8	ENVS 111-112
German Language/Culture	3	3	GRMN 201
German Language/Culture	4	6	GRMN 201-202
Govt./Politics: Comparative	3	3	INTL 101
Govt./Politics: U.S.	3	3	POLI 221
History: European	4	3	HIST 103
History: U.S.	3	6	HIST 255-256
History: World	4	3	HIST 103
Human Geography	3	3	Elective
Latin	3	3	LATN 201
Latin	4	6	LATN 201-202
Macroeconomics	3	3	ECON 202
Microeconomics	3	3	ECON 201
Music Theory	3	3	MUSC 104
Music Theory	4	6	MUSC 104-105
Physics I	3	4	PHYS 141
Physics II	3	4	PHYS 142
Physics C: Mechanics	4	4	PHYS 161
Physics C: Electricity/Magnetism	4	4	PHYS 162
Psychology	4	4	PSYC 111
Spanish Language/Culture	3	3	SPAN 201
Spanish Language/Culture	4	6	SPAN 201-202
Statistics	3	3	STAT 222

**International Baccalaureate Program (IB)**

University of Lynchburg awards academic credit for work completed in an International Baccalaureate program to students on an individual basis. After review, credit is generally awarded for completion of higher-level courses and achievement of 4 or above on the International Baccalaureate Examination. Credit by exam credits do not apply to writing enriched graduation requirements.

**International Baccalaureate: Higher-Level IB Subject Exams and University of Lynchburg Credit Awards**

<u>IB Examinations</u>	<u>IB Score Required</u>	<u>Semester Hours</u>	<u>Univ. of Lynchburg Credit Course</u>
Anthropology, Social/Cultural	4	3	SOCI 201
Biology	4	4	BIOL101
Biology	5	4	BIOL 114
Biology	6	8	BIOL 113, 114
Business Management	4	3	MGMT 260
Chemistry	5	4	CHEM 111
Computer Science	4	3	C S 131
Dance	4	3	THEA 120
Economics	4	6	ECON 201, 202
English A: Literature	4	6	ENGL 201, 202
Film	4	3	COMM 229
Geography	4	3	INTL 213
History Americas	4	3	Elective
History Europe	5	3	HIST 103
History of Africa and the Middle East	5	3	HIST 103
History of Asia and Oceania	5	3	HIST 103



<u>IB Examinations</u>	<u>IB Score Required</u>	<u>Semester Hours</u>	<u>Univ. of Lynchburg Credit Course</u>
Language and Literature	5	6	ENGL 110, 123
Language B (Modern Languages)	4	6	201-202
Literature	4	6	ENGL 201-202
Mathematics	4	3	MATH 106
Music	4	6	MUSC 100, 102
Philosophy	4	3	PHIL 200
Physics	4	8	PHYS 141, 142
Psychology	4	3	PSYC 111
Spanish A	4	3	SPAN 201
Spanish B	4	6	SPAN 201, 202
Theatre	4	3	THEA 101
Visual Arts	3	3	ART 110

### College-Level Examination Program (CLEP)

The College-Level Examination Program, also sponsored by the College Entrance Examination Board, enables students to establish, by examination, college credit at University of Lynchburg. CLEP provides for recognition of college-level achievement acquired outside the conventional classroom. The policy of University of Lynchburg is to award credit to individuals who achieve a score on a CLEP Subject Examination equal to the average scores on that examination of students who have earned a grade of C in a regular university course in that subject. CLEP credit will not be allowed for courses taken and failed by the student at University of Lynchburg. The amount of credit is determined by the relevant program according to the coverage of their courses. Students who wish to take one or more of these examinations should contact CLEP directly for information about testing sites. University of Lynchburg does not award credit for the CLEP General Exam. The minimum required score for all CLEP computer-based exams is 50, which represents the performance of students who earn a grade of C in the corresponding university course. Credit by exam credits do not apply to writing enriched graduation requirements.

### CLEP Subject Exams and University of Lynchburg Credit Awards

<u>CLEP Subject Examinations</u>	<u>Semester Hours Credit</u>	<u>Univ. of Lynchburg Course</u>
Accounting, Financial	3	ACCT 201
Algebra, College	3	MATH 102
American Government	3	POLI 221
American Literature	6	ENGL 201-202
Biology	4	BIOL 101
Calculus	3	MATH 103
Chemistry	4	CHEM 111
College Composition Modular w/essay	6	ENGL 110, 123
English Literature w/essay	6	ENGL 201-202
German Language	6	GRMN 201-202
History of the U.S. I	3	HIST 255
History of the U.S. II	3	HIST 256
Human Growth and Development	3	PSYC 241
Macroeconomics, Introduction	3	ECON 202
Management, Principles	3	MGMT 260
Marketing, Principles	3	MKTG 209
Mathematics, College	3	MATH 106
Microeconomics, Intro	3	ECON 201
Psychology, Intro.	3	PSYC 111
Sociology, Intro.	3	SOCI 201
Spanish Language	6	SPAN 201-202
Western Civ. I: to 1648	3	HIST 101
Western Civ. II: 1648 to Present	3	HIST 102

### DANTES Subject Standardized Tests

The Department of Defense agency known as Defense Activity for Non-Traditional Education Support (DANTES) offers a series of examinations in traditional academic areas. The policy of University of Lynchburg is to award credit, as recommended by the American Council on Education (ACE), for scores on the subject tests as specified by ACE.

### Dropping or Adding Courses

A student who wishes to drop or add a course or change to audit (i.e., attend without credit) may process a course change on-line through their student portal (valid through the Add Period of the academic term). A course change may also be processed with a Drop/Add/Audit form. The form is available at [www.lynchburg.edu/registrar/forms](http://www.lynchburg.edu/registrar/forms).

Class schedule changes must be processed within the specified time periods (stated below). If illness or extenuating circumstances preclude a student from personally processing a change, the Office of the Registrar will process the change when notified in writing or by email of the request. The effective date of all changes is the date that the on-line transaction is submitted or the change form is received by the Office of the Registrar. For course withdrawals, the last day of academic participation in the course is marked as the effective date of withdrawal.

It is University policy that approval by an academic advisor is required for all student course changes, processed by traditional-aged (less than 25 years of age) undergraduate students. During the Add Period, course adds also require the instructor's signature for closed classes. After the Add Period all course changes require the instructor's signature.

It is a student's responsibility to attend class. A student who cannot attend class needs to withdraw from the class. Simply not attending a class does not accomplish a class withdrawal. Because student class enrollment information, including the prompt reporting of last date of attendance, is required by internal and external sources, an instructor may withdraw a student from class. Following are the two ways this can occur:

- 1) A student fails to attend the first class of the term.
- 2) A student has missed so many classes and is unlikely to be able to complete the course. The faculty member can withdraw the student as part

of the mid-term grading process, the final grading process, or at the point in the semester or term when the faculty member realizes that the student has stopped participating in class activities, has missed two or more weeks of class, and cannot likely complete the course. When processing the withdrawal, the faculty member must record the student's last day of attendance or participation.

**Add Period** - Prior to the completion of the sixth day of class of the semester, schedule conflicts should be resolved and courses added.

**During First Three Weeks** - Courses dropped during the first three weeks do not become part of the student's permanent record unless student is dropping all courses for the semester. After day one, the drop of all courses will be reflected on the student's permanent record with a grade of W. A student who wishes to audit a course (i.e., attend without credit) should apply to the Office of the Registrar. Overload fees are determined on the basis of enrollment at the end of this period.

**Mid-term Grades** - Faculty will review their classes at the mid-term and withdraw students, with a final grade of W, if the students have not had sufficient academic participation in the class to be able to complete the course.

**After Completion of Three Weeks/Before Expiration of Ten Weeks** - The final grade of W will be assigned for all courses dropped during this period. A student may change from credit to audit during this period.

**After Ten Weeks Until the End of the Semester** - A student may not withdraw from a course or change from credit to audit during this period. After the 10th week, if a student stops participating in and attending class, a faculty member may record that the student unofficially withdrew (UW) from the class and submit a UW as a final grade. The faculty member must record the student's last day of participation or attendance. If the student is unofficially withdrawn from all classes, the University will assume that the student has unofficially withdrawn from the University unless it can document that the student completed the semester or term. If a student earns a grade in at least one course offered over the semester or term and the last date of attendance is after the 10th week, the University will assign a grade of F for the classes assigned the grade of UW. Students who withdraw from the university, or are suspended, after the tenth week of the semester will be withdrawn as of the last day of attendance.

### Final Examinations

The University of Lynchburg faculty affirms the value of assessments of student learning. Thus a final examination, or other form of assessment, occurs in all courses for which such activities are deemed appropriate. Except for laboratory finals, final examinations will not be given during the final week of the semester.

In-class final examinations will be given at the scheduled examination hour. Take-home examination or final papers will normally be due at the scheduled examination hour, although an instructor may allow the work to be handed in at other times, either before or after the scheduled examination hour.

Students who have three scheduled examinations on the same day may petition the associate provost and dean of general studies to move one scheduled exam to another day. The associate provost and dean of general studies will work with the registrar and the instructors to determine which of the three examinations may most conveniently be rescheduled.

### Grade Point Averages

A student's grade point average for a given semester is computed by dividing the number of grade points earned by the number of semester hours undertaken. The following illustrates the computation of a semester point average:

Course	Semester Hours	Grade	Grade Points
SOCI 201	3	B-	8.1
ENGL 123W	3	A-	11.1
PHYS 161	4	B+	13.2
ASL 101	3	D+	3.9
MATH 102	3	A	12.0
C S 135	1	C	2.0
Total	17	(total undertaken)	50.3

Dividing the number of grade points (50.3) by the number of semester hours undertaken (17) results in a point average of 2.95.

### Grading System

Progress reports showing grades for all students in their first-year at University of Lynchburg, all students on academic probation, and other students whose work is below the level of C-, are issued at the middle of each semester. Final grades are given at the end of each semester to all students. Progress reports and final grades are distributed to students.

The grades used to indicate the quality of a student's work are relative, not absolute; their significance varies according to the level, the objectives, the materials, and the procedures of a given course. Instructors are guided by the following definitions in evaluating the achievement of their students:

- A** The grade of A is awarded for excellence. According to the nature of the course, the grade may indicate one or more of the following: deep and extensive scholarly mastery of the materials, genuine critical thought, clear insight into problems and understanding of values involved, notable originality and creativity, and unusual distinction in the acquisition of appropriate skills.  
(Quality points per semester hour: A+, 4.0; A, 4.0; A-, 3.7)
- B** The grade of B indicates that the student's work, while not excellent, is distinguished in many ways. The work shows a depth of understanding of content and proficiency in skills, and it indicates initiative, enthusiasm, and creative thought.  
(Quality points per semester hour: B+, 3.3; B, 3.0; B-, 2.7)
- C** The grade of C references a broad range of generally satisfactory work, signifies that the student has learned the basic materials and skills of the course, and that class performance is acceptable and adequate. In large classes with unselected enrollments, C would normally indicate the average attainment expected.  
(Quality points per semester hour: C+, 2.3; C, 2.0; C-, 1.7)
- D** The grade of D indicates that the student's work has been acceptable in some respects but has noticeable deficiencies. It denotes that the class performance has barely met the minimum standards considered necessary for passing the course and receiving credit.  
(Quality points per semester hour: D+, 1.3; D, 1.0; D-, .7)
- E** The grade of E, conditional failure, may be assigned to a student who fails a final examination or does not satisfactorily complete assigned work and where failure to achieve minimal objectives is sufficiently limited to warrant a reasonable expectation of success through re-examination or through completion of assigned work. The E counts as an F in computing the semester and cumulative grade point average until such time as it

is removed. A student has until the end of the first two weeks of the following semester to remove a grade of E. If not removed within that time, an E automatically becomes an F.

- F** The grade of F signifies that the student's work is below the minimum standard and that the student has failed to pass the course. In computing grade point averages, failed courses are counted as work undertaken, but no credit is awarded.
- I** Work Incomplete. The grade of I will be given in a course only for reasons of illness or other unavoidable conditions acceptable to the instructor. The student will be granted a reasonable time, not later than the end of the semester immediately following (excluding summer session), in consultation with the instructor to remove an incomplete. All incomplete I grades remaining at the end of the ensuing semester will become F grades unless the associate provost and dean of general studies has specifically approved an extension. I grade must be changed prior to a student's program completion and degree conferral.
- NG** No Grade. The grade of NG is given when a faculty member is unable to submit a grade to the registrar's office during the designated time period. The student should personally contact the faculty member for the grade.
- P/F** Pass Fail. Eligibility for P/F courses is based on
1. specific designation as P/F on course listing (University decision);
  2. elective status not being used to satisfy General Education, Writing Enriched, major, or minor requirements;
  3. junior standing;
  4. limit of two courses per semester;
  5. limit of four P/F grades; and
  6. the specific pass/fail form, with a contracted grade must be signed by the faculty advisor and submitted to the registrar's office by the end of the fourth week of the semester. Students are expected to meet the same standards as graded students. A failure is recorded as an F and is computed in the grade point average.
- P grades are not assigned grade points but are counted in total hours.
- The instructor is not told of a student's enrollment under the P/F option and reports a regular letter grade. The student may opt for the contracted letter grade at a specified minimum level.
- S/NC** Satisfactory/No Credit. In certain designated courses in which regular letter grades are not appropriate, grades of S or NC may be given. No grade points are given for an S, but credit is earned and it is counted as work undertaken. No grade points or credit is given for an NC grade and the course is not included in hours attempted when computing GPA.
- S/U** Satisfactory/Unsatisfactory. In certain designated courses in which regular letter grades are not appropriate, grades of S and U may be given. No quality points are given for an S, but in computing quality point averages, a grade of U is counted as work undertaken and treated as an F.
- W** Withdrew. The grade of W is given after the first three weeks and within the first ten weeks of a semester if a student withdraws from a course with the written consent of the advisor and the instructor. After the withdrawal, the course is not included in hours attempted when computing GPA. However, the course is included in hours attempted when computing hours attempted for "Satisfactory Academic Progress for Financial Aid" (see section on Scholarships and Financial Aid). If a faculty member submits a Drop Submission for a student, due to lack of class attendance or participation, the grade of W will be listed as the final grade for the course, prior to the 10-week withdrawal period.
- UW** Unofficial Withdrew. The grade of UW is given when an enrolled student stops participating in course activities and attending class, after the first ten weeks of the semester. Faculty members submitting the grade of UW during the final grading process must also record the last day of participation or attendance. After the 10th week, if a student earns a grade in at least one course offered over the semester or term, the University will assign a grade of F for the class or classes graded UW.
- Z** Audit. The grade of Z is given to students who have registered for a course on an audit basis and who have met the professor's attendance requirements. No credit is granted. If a student does not meet the professor's attendance requirements, the grade of WZ is assigned.

### Grade Review/Appeal a Grade

The principle of academic freedom gives an instructor broad discretion in establishing the goals for a course, specifying the criteria by which student achievement is to be assessed, and making decisions about the student's accomplishments according to those criteria. Thus, except in unusual circumstances, an instructor's decision about a grade may not be overruled. A student may, of course, request that his or her instructor review a grade for any required work in a course.

A student who believes a final grade is in error should first discuss the matter with the instructor. If the student fails to persuade the instructor, the student may submit a written appeal within three weeks after the grade notifications are provided by the registrar's office to the dean of the college in which the course is listed in the catalog. The college dean will, in turn, designate a review committee. The committee's recommendation will be forwarded to the dean of the University who will notify the instructor and the student, in writing, of the decision. Other than the course instructor, only the provost and vice president may change a grade. (Detailed procedures are available from College deans and the Office of the Provost and Vice President.)

### Honors at Commencement

Program honors for undergraduate students include designation as Honors, High Honors, and Highest Honors in the major field. Seniors must apply to complete either (a) a research paper in the major area with an oral defense before a faculty committee of at least three members or (b) a comprehensive written and oral examination in the area judged by a faculty committee of at least three members. Qualifications for program honors include (a) a cumulative 3.5 GPA for all courses required for the major, (b) a cumulative 3.0 GPA for all courses taken, (c) a cumulative 3.0 GPA for all courses taken at University of Lynchburg, and (d) the senior year spent in residence at the University.

General Honors for undergraduate students are designated as Cum Laude, Magna Cum Laude, and Summa Cum Laude. These refer to cumulative grade point averages of at least 3.50, 3.710 or 3.910 (or highest in the class) respectively.

### Independent Studies

Independent study courses allow capable students an opportunity to pursue interests that are not otherwise available in courses for a given program. Students must have junior or senior status with a minimum GPA of 2.25. An independent study may also provide opportunity for a field experience or study trip to earn academic credit.

Special registration forms with the signature of the student, instructor, program coordinator, and Associate Provost and Dean of General Studies must be completed prior to beginning an independent study and by the end of the add period.

## Internships

An internship is a planned work experience for academic credit that allows the student to explore the world of work as it relates to the student's major and career goals. Under the direction of a faculty sponsor and a qualified site supervisor, the student enters into an internship contract that establishes the goals, activities, and assessment for the internship experience. The internship office, located in the Career and Professionalism Center, provides administrative support and career planning guidance for all undergraduate interns. The goals of the internship program are to help students

- acquire practical knowledge in a professional discipline;
- increase the use of workplace communication skills;
- clarify career interests and goals; and
- enhance productive and professional work habits.

The number of credits granted will depend on the projected number of hours to be worked, the nature of the work to be performed, and individual program requirements. Internships offered by academic programs are described in the course listings for each program. Internships that cross normal program lines or which cannot be appropriately assigned to a particular program may be taken for credit under the General Studies Internship with a faculty sponsor suggested by the internship coordinator. The General Studies Internship (G S 399) is described in the list of courses.

An internship should be approved the semester before it is to be taken. An internship application and contract must be completed prior to beginning the internship assignment. The means of evaluation will be mutually agreed upon in advance by the intern, the site supervisor, and the faculty grading the internship.

Registration for the internship cannot be completed without the application and written contract. Prerequisites are junior or senior standing with a minimum 2.25 GPA and approval of the faculty sponsor. A maximum of twelve credits may be applied toward graduation. Student interns may or may not be paid for their work. Internship credits must be earned during the term the internship is undertaken and should be registered for by the deadline specified.

A full listing of internship opportunities (local, national, and international) is available in the Career and Professionalism Center. University of Lynchburg is also affiliated with several agencies located in Washington, D.C. that can provide internships for all majors.

## Leaves of Absence

### Leave of Absence

A student may be granted a personal leave for one semester from the university for personal reasons such as illness, to study abroad, or to complete an internship. To request a leave of absence for non-medical reasons, a student should speak with his/her academic advisor and submit a personal leave of absence request form online to the Director of Learning Resources stating the reason for the leave and the date of return. To request a medical leave of absence, a student should follow the procedures described in the section "Medical Leave of Absence."

If a leave of absence begins while a semester is in progress, grades will be assigned for that semester according to the normal policy governing withdrawal from courses. Refund of fees will be made in accordance with the refund policy.

Students granted a leave of absence do not need to apply for re-admission to the University. To ensure that their enrollment is reactivated, students on leave should register for classes for the semester they plan to return to the university at the first opportunity made available by the registrar's office. If the date of return needs to be changed, the student must submit a written request for an extension of leave to the Director of Learning Resources. A student cannot request an extension for more than two individual semesters.

### Medical Leave of Absence

If a student needs to leave the university, for health reasons, they should contact Case Management at 434.544.8839 to request a medical leave of absence and to provide medical documentation supporting the request.

If a medical leave of absence begins while a semester is in progress, grades will be assigned for that semester according to the normal policy governing withdrawal from courses. Refund of fees will be made in accordance with the refund policy. Students who are academically eligible to continue enrollment for the next semester do not have to apply for readmission; however, they do need to provide medical documentation, supporting their return, to Case Management.

### Military Leave of Absence

Students who are called to military service while actively attending the University will be placed on military leave of absence and will receive 100 percent refund of the tuition for that semester. Upon notification of deployment the student should notify the University Registrar as soon as is reasonably possible, providing a copy of military orders or verification of a new duty assignment. If the service student's time of deployment is short-term, beginning and ending within an academic term segment, the student may arrange with their professors and advisors to remain actively engaged academically during the period of deployment. All active duty military students who are unable to complete course requirements due to change in employment duties, work schedule, or deployment to a duty assignment may be administratively withdrawn from some or all current semester courses. Students will receive one of the following marks at the end of the semester, depending on their individual situations: I (for incomplete), a letter grade of A, B, C, D, F; or a grade of W (for withdrawn). For students that receive a grade of I, the ten-week withdrawal period will be suspended. Incomplete grades will be continued beyond one semester, as conditions warrant, and must be completed within one year after the student returns from service. The University Registrar will notify other administrative offices so that refunds for tuition, fees, housing, and meals can be processed as appropriate. The University Registrar will maintain records of administrative withdrawals completed under this policy.

### Reinstatement after a Military Leave of Absence

Withdrawn students returning from military service should contact the Office of the Registrar to verify their student status and to reactivate their record, if necessary, prior to re-enrolling in classes. Service member students who leave the University in good standing remain eligible to re-enroll. A student service member who has left the University for more than one year, but not more than five cumulative years, does not have to requalify for admission, but they must reapply for attendance with the Office of Admissions to ensure a smooth transition to active student status. If the separation from the University was longer than five years, the applicant may be required to resubmit all official transcripts and necessary credentials. There are no additional fees if the student has previously paid the admission fee.

## Other Categories of Courses

### CIC Online Course Sharing Consortium

The University of Lynchburg is a member of the CIC Online Course Sharing Consortium which gives students access to courses via the Acadeum platform. The CIC Consortium allows us to extend our curriculum and provide course options for students primarily during the summer and winter terms when a specific course is not offered. These courses are vetted by school/college deans and department chairs, and must be approved by the Registrar's Office. The grades that students earn will appear on their University of Lynchburg transcript. The primary function of the consortium is to allow students to have more access to courses to fulfill a prerequisite, replace a grade, move toward academic recovery, or fulfill a graduation requirement.

Consortium courses that have been approved will count as a University of Lynchburg equivalent. The grades that students earn in these classes will be a part of a student's University of Lynchburg transcript and will be reflected in the GPA. During the summer and winter terms, students will be allowed to take up to nine credits through the consortium. Students seeking to take courses during the fall and spring semesters must have the approval of the as-

sociate provost and will be limited to four credits per semester. No more than two consortium courses may be applied to a single major, minor, or general education requirement without the approval of the associate provost. Courses taken via the CIC Consortium will be charged the standard University of Lynchburg per-credit rate.

#### **Out-of-Residence Study**

Out-of-residence requests will only be considered if the University is unable to identify an appropriate course through the CIC Consortium, or in other extenuating circumstances deemed appropriate by the associate provost. All coursework completed during a semester abroad must go through the out-of-residence approval process. To ensure that the course will transfer for credit at the University of Lynchburg, students must first seek approval by completing the permission form (available from the Registrar's Office). Approval of out-of-residence study must be obtained from the dean of the college or school offering the major toward which the out-of-residence course is to apply or by the associate provost and dean of general studies if the course will apply to general education or elective requirements. Credit will not be allowed for courses with a grade below C. Out-of-residence coursework does not affect academic probation. In addition, out-of-residence coursework will not replace grades earned at the university. Upon completion of courses taken out of residence, the student must have the official transcript sent directly to the registrar's office at University of Lynchburg. Forty-eight hours applying toward a degree must be completed at University of Lynchburg. Fifty percent of all major or minor hours must be completed at University of Lynchburg.

#### **Tri-College Consortium**

The Tri-College Consortium of Virginia includes University of Lynchburg, Randolph College, and Sweet Briar College. Students at each of the colleges are granted Access to libraries on all three campuses. A full-time undergraduate student may enroll in a course offered on either of the other campuses during fall or spring terms (provided the course is not being offered by the student's home college) without payment of additional tuition. A student may not take more than 50 percent of coursework away from the home campus during a single term. On occasion, a student may be expected to take a specific course at one of the other colleges. Students are responsible for their own transportation. Tri-College courses are considered part of a student's academic load for payment purposes. Tri-College enrollment forms are available from the Office of the Registrar.

#### **Policy Regarding Class Attendance**

Regular attendance, preparation for classes, and the prompt completion of assignments are obvious duties expected of students. Each instructor will inform students of the attendance policies in effect for each class. A statement about attendance policy will comprise a portion of the course syllabus.

#### **Presidents and Dean's List**

A President's List of students with grade point averages of at least 3.75 and Dean's List of students with grade point averages between 3.50 and 3.749 and an Honorable Mention listing of all students who have earned between 3.00 and 3.49 is published each semester. These averages must be achieved on at least twelve hours in a given semester of which nine must be graded (A, B, C, D, F) hours. Any ungraded courses must have received S or P grades.

#### **Repetition of Courses**

If a student repeats a course, that is not eligible for repeated credit, only the most recent grade will be considered in the calculation of the cumulative grade point average. Repeated courses are indicated on the transcript with a letter of R beside the original grade. In the event the grade of F is received in the repetition of a course previously passed, the grade points will be lost, though the previously established credit will remain. If a student fails a course more than once, the previous grades of F will be disregarded in computing the cumulative average. No additional credit may be granted for a repeated course.

Since credit is not given twice for the same course, out-of-residence repetition of a course originally passed at University of Lynchburg has the effect of increasing the hours required for graduation by that number of hours. The above policy does not apply to courses repeated after the degree has been granted.

#### **Residence Requirement**

All degree candidates must earn at least forty-eight semester hours of credit (including fifty percent of credits for the major and minor) and must spend their senior year (last 33 credits) as regular students at University of Lynchburg, except those students who complete the fourth year of the degree program in professional schools or who, for special reasons, are excused from the requirement by the Provost and Vice President of the University. Credit by examination, through CLEP, IB, and Advanced Placement, cannot be counted in the forty-eight hour residence requirement.

#### **Semester Hours**

A credit hour at University of Lynchburg is the amount of work represented in intended student learning outcomes and verified by evidence of student achievement. To maximize learning, students are expected to engage in the course material for at least 40 hours over the course of the 15-week semester for every credit awarded. One academic credit hour is traditionally accepted as 50 minutes to allow for passage to classes. This means 37.5 hours of seat time for a three-credit course.

A three-credit-hour course at University of Lynchburg generally meets for periods of fifty minutes on Monday, Wednesday, and Friday or for seventy-five minutes on Tuesday and Thursday of the academic week.

Students who transfer work from an institution using the quarter system should note that the number of quarter hours is multiplied by two-thirds to calculate the equivalent number of semester hours at University of Lynchburg.

#### **Student Academic Load**

A student's academic load is normally 15 or 16 credit hours per semester. No undergraduate student carrying fewer than 12 credit hours of work per semester will be classified as a full-time student. A traditional-age student from outside the Central Virginia region may not drop below 12 credit hours per semester for purposes of living off campus.

No student may take more than 18 hours of work during a semester without special permission from the director of advising or associate provost and dean of general studies. An extra charge is made for hours that constitute an overload beyond 18 hours for each semester. Overload charges are determined on the basis of enrollment at the end of the three-week drop period. Please refer to the "Expenses" section for information regarding these fees.

#### **Withdrawal from the University**

A student who withdraws from university must notify the University in writing. In extreme circumstances, the Provost and Vice President may withdraw the student from the University. If withdrawal occurs during the semester, an electronic withdrawal form is available at <https://www.lynchburg.edu/academics/registrar/forms/>. Refund of fees will be made in accordance with the refund policy.



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## ACADEMIC SERVICES AND RESOURCES

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### Academic Advising

The Advising and Academic Resource Center (AARC) coordinates the academic advising program. New students meet with advisors during summer orientation and schedule advising sessions throughout the year. In their first year, students are also assigned a Connection Leader and transfers are assigned a Link Leader, peer mentors who aid in the students' successful transition. Transfer students will be advised by the Program and Advising Coordinator for Transfer and Commuter Initiatives. When a student declares a major, they will also be assigned a faculty advisor.

Advisors provide students with assistance in making decisions about academic programs, career/graduate program direction, and other matters supporting student success. Although academic advisors monitor advisees' educational progress, each student is responsible for complying with all academic requirements as listed in the catalog and in tracking their individual progress to graduation. All students can find pertinent academic records, including the Graduation Progress Report (GPR), on their MyLynchburg.edu portal. Students are encouraged to meet regularly with their advisors to discuss academic progress as well as short- and long-term academic goals.

### Campus Store

The Campus Store, located on the 2nd floor of the Drysdale Student Center, is open 10 a.m. to 5 p.m. weekdays and has extended hours at the beginning of each semester. Saturday hours during the semester are 10 a.m. to 4 p.m. For additional information on hours and special events and services, call 434.544.8239, option 1, for a voice recording of hours or visit the website at [www.lynchburg.edu/student-life/campus-store](http://www.lynchburg.edu/student-life/campus-store).

The University of Lynchburg Campus Store offers the following services and products to the campus community: school, office, household and health supplies, imprinted gift and clothing items, University rings and diploma frames. Visit the University's merchandise online web catalog at [www.lynchburg.edu/student-life/campus-store](http://www.lynchburg.edu/student-life/campus-store). Graduation caps, gowns, degree hoods and announcements are ordered through the Campus Store. Visa, MasterCard, American Express, and Discover credit/debit/check cards, Google and Apple Pay, personal checks, and cash are accepted for payment in the Campus Store.

**Textbook Information:** See and purchase the course materials you need for class at the online bookstore [www.lynchburg.textbookx.com](http://www.lynchburg.textbookx.com). (an active university network user name and password are required for Access to this information.) Debit and credit cards may be used for online purchases. To pay with scholarship funds and financial aid, choose the charge to student account option. Students will be billed for balances not covered by scholarships and financial aid. The online textbook link can be found at the Campus Store website and MyLynchburg. Textbook information is also available to non-enrolled students at [lconline.lynchburg.edu/courseofferings/](http://lconline.lynchburg.edu/courseofferings/), click on the book icon beside each course. Books are not available in the Campus Store. Books may be shipped to campus and picked up in the University Mailroom.

### Career and Professionalism Center

Career and Professionalism Center offers resources, services, and counseling to assist students in the career planning process. Students are guided through decision making about academic programs, cocurricular activities, and experiential education opportunities that allow students to maximize opportunities throughout their entire university career in order to establish a foundation for lifelong career planning. Freshmen and sophomores may enroll in a career development course (GS 105) to provide a structure for the process. Students who have not declared a major or who are exploring several major possibilities are encouraged to use this course to help create a focus for their academic interests. Juniors and seniors may enroll in additional courses: GS 303 Professional and Business Etiquette in the Workplace, GS 304 Resumes and Mock Interviews, and GS 306 Career Networking.

All students are encouraged to utilize the Career and Professionalism Center to help prepare them for an after-university position or graduate program for which they will be well-suited. Comprehensive services available to students and alumni include career counseling, career testing, workshops, university-sponsored career fairs, research resources, on-campus interviewing, internship referral, and career-readiness resources and services.

### Center for Accessibility and Disability Resources

University of Lynchburg guarantees the rights of all students with documented disabilities equal access to an education, in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Americans with Disabilities Amendments Act of 2008. Limited only by personal ability and not by disability, the faculty and staff support students in obtaining reasonable academic and non-academic adjustments and auxiliary aides/services necessary to participate in the University's programs. Post-secondary institutions are not required to adjust or provide aids or services that would result in a fundamental alteration of a recipient's program or impose an undue burden.

University of Lynchburg makes no preadmission inquiry about disability. We recognize disclosure of disability is a personal choice students may or may not exercise. Students who choose not to disclose this information will not be able to take advantage of services offered through the Center for Accessibility and Disability Resources (CADR). Students who choose not to disclose this information will not be able to take advantage of services offered through the Center for Accessibility and Disability Resources (CADR). CADR is also available to meet with prospective students and share general information about the services and support we provide.

University of Lynchburg does not offer programs and courses specifically designed for students with disabilities; however, in addition to reasonable accommodations, the University offers all students a wide range of support services such as mentoring, tutoring, advising, academic coaching, career services and therapeutic counseling. These services, along with small classes and an intimate connection to our faculty and staff, contribute to an exceptional experience for all students. Students with disabilities can benefit from these services, as well as accommodations for equal access approved on a case through CADR. A key to success at University of Lynchburg is effective self-advocacy. Resources and assistance are available when students actively advocate for themselves.

The purpose of accommodations for accessibility and disability at the post-secondary level is to provide equal access. Reasonable accommodations do not negate requirements for successful completion of a program, course, service and/or activity; adherence to generally acceptable standards of behavior; the University's general and academic student rights and responsibilities; or adherence to faculty/staff directions and instructions. University of Lynchburg is not required to modify syllabi, provide independent study, personal aides and equipment, personal coaching or individual tutors. Regardless of the nature of the disability, students should note that accommodations that reduce academic expectations and standards, or eliminate essential components of coursework are not provided. All students are expected to follow the University's Student Code of Conduct and Honor Code regardless of disability.

The staff of CADR work to assist students with disabilities in the pursuit of their educational goals. CADR works with faculty, staff, administrators and students toward the objective of promoting equal access and equal opportunity. CADR works with students to consider and approve reasonable accommodations, provide support services, training, consultation, collaboration, and technical assistance. We strive to ensure University of Lynchburg courses, programs, services, activities and facilities are equally accessible to all students. Our Center endeavors to assist students to become effective self-advocates and to facilitate an inclusive, supportive campus atmosphere, which fosters respect and promotes independence.

Students who wish to seek academic, housing, or dietary accommodations should contact the Center for Accessibility and Disability Resources. Accommodations and services are offered for eligible students with cognitive, medical, mental health and physical disabilities, including temporary disabilities (such as injury, short-term conditions, or surgery). Additional information about accessibility and disability services is available at [www.lynchburg.edu/academics/disability-services](http://www.lynchburg.edu/academics/disability-services) and by contacting Julia Timmons, Director, Center for Accessibility and Disability Resources at [timmons.j@lynchburg.edu](mailto:timmons.j@lynchburg.edu), 434.544.8687.



### Timely Notification of Disability

Students are encouraged to meet with CADR as soon as possible in their college search/application/enrollment process. We encourage students to self-disclose disability information to CADR and provide reasonable documentation as soon as possible after deposit to attend the University. CADR will facilitate coordination with various departments to provide reasonable accommodations for equal access to activities of daily living (academic, housing, dietary, etc). Students are required to provide the University with no less than six weeks notification of disability which may impact time-sensitive arrangements for both academic and non-academic accommodations (scheduling, class locations, housing, alternative form materials, adaptive equipment, etc.).

Prospective students with physical disabilities are encouraged to visit University of Lynchburg prior to deciding about enrollment. A personal visit enables the student and University representatives to determine how the University can best serve the student's particular needs.

### Notification Guidelines

In some cases, advanced notification is required for timely implementation of accommodations:

- A minimum of six weeks notification (excluding University holidays) prior to the first day of classes must be provided for
  - Specific class location
  - Alternative Format Textbooks, excluding braille
  - Housing Accommodations
- A minimum of eight weeks notification (excluding University holidays) prior to the first day of classes must be provided for
  - Specialized furniture, equipment or technology
  - Sign Language Interpreters

### Accommodation for Language and Intercultural Competence

As a Liberal Arts institution, University of Lynchburg places great value in providing students with a broad base of general education courses. Students attending the University are expected to enroll in the appropriate level of a modern or classical language sequence of their choice and successfully complete two sequential courses in a modern or classical language of their choice to meet the general education requirement.

Students may appeal to the Center for Accessibility and Disability Resources (CADR) for an Accommodation for Language and Intercultural Competence (ALIC). Students must provide appropriate documentation of a disability that significantly impacts language learning to be eligible for this accommodation. Information about the criteria for documentation of disabilities can be found on the University website at the following location: <https://www.lynchburg.edu/academics/disability-services/registration-intake-accommodations/academic-accommodations-2/>.

In order for a student to be approved for the ALIC for their general education foreign language requirement, CADR will prepare a letter for the Associate Provost and Dean of General Studies recommending approval of ALIC for the student to complete the modern and classical language requirement. Copies of the letter will be sent to the Registrar's Office and the student. It is the student's responsibility to provide this information to their advisor. A copy will also be placed in the student's accommodation file. CADR will consult with the Associate Dean of General Studies case by case in consideration of exceptions to this policy.

ALIC is not a waiver of the general education requirement for language and intercultural competence. The general education requirement for language and intercultural competence must still be met through successful completion of six credit hours in a modern or classical language and/or approved substitution courses. Eligible students will be provided with a list of courses. If granted the ALIC, a student must take at least one course at the 200-level or above of the approved substitution courses. Courses may not be used to meet two general education requirements simultaneously. Students enrolled in modern or classical language classes required by their major may not utilize the aforementioned grade accommodations

Students approved for the ALIC may choose one of the following options to complete their foreign language general education requirement:

1. Students may elect to move directly into substitution courses.
2. Students who still wish to pursue a modern or classical language should enroll in the desired course. If a student is unable to earn a C- or better, yet pass the course, the modern or classical language course will be graded on a satisfactory (S) basis. If a student is unable to pass the course the student will receive a grade of (W) for the course. The general education requirement for language and intercultural competence must still be met through approved modern or classical language accommodation courses. Students enrolled in modern or classical language classes required by their major may not utilize the aforementioned modern or classical language accommodation.

### Math Accommodation

As a Liberal Arts institution, University of Lynchburg places great value in providing students with a broad base of general education courses. Students are expected to enroll in and successfully complete one of the general education mathematics courses.

Students with disabilities may appeal to CADR for a math accommodation. Students must provide appropriate documentation of a disability, which significantly impacts math learning to be eligible for this accommodation. Information about the criteria for documentation of disabilities can be found on the University website at the following location: <https://www.lynchburg.edu/academics/disability-services/registration-intake-accommodations/academic-accommodations-2/>.

Students who qualify for a mathematics accommodation must still meet the general education requirement for mathematics. If a student is unable to earn a C- or better, yet passes the course, the math course will be graded on a satisfactory (S) basis. If a student is unable to pass the course the student will receive a grade of (W) for the course. Students enrolled in math classes required by their major may not utilize the aforementioned math accommodations.

In order for a student to be approved for the math accommodation for their general education math requirement, CADR must provide documentation regarding the student's disability to the Associate Provost and Dean of General Studies who will then approve or deny the request. CADR will prepare a letter for the Associate Provost and Dean of General Studies explaining the circumstances and recommendation to allow the student to use the math accommodation to complete the math general education requirement. Copies of the letter will be sent to the Registrar's Office and the student. It is the student's responsibility to provide this information to their advisor. A copy will also be placed in the student's accommodation file..

### ADA Resolution and Grievance Policy

The Center for Accessibility and Disability Resources (CADR) has the responsibility of determining a student's need for accommodation. This determination is made through a two-part process: review of documentation of disability and an intake interview. If CADR staff determines a student is eligible for accommodations, CADR is responsible for coordinating the accommodations with the student, the faculty, and third party service providers.

Title II of the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act (1973) were intended to prevent discrimination against individuals with disabilities. They provide that:

*"No otherwise qualified person with a disability in the United States...shall, solely by reason of...disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity sponsored by a public entity."*

University of Lynchburg faculty and staff strive to provide each student with positive educational experiences and helpful services. Even so, it is understandable that complaints will arise from time to time. To address and resolve concerns as quickly as possible, all students are encouraged to address complaints to the office responsible for overseeing the area of concern.

If a student believes they have experienced discrimination due to a disability or perceives an issue with ADA compliance, they have the right to seek resolution or file a grievance. Prompt resolution of such matters is in the best interest of the student, faculty, staff, and the University. Detailed Policy and

Procedure information is available online at <https://www.lynchburg.edu/academics/disability-services/ada-resolution-and-grievance-resolution/>. Questions regarding the University's compliance with Section 504 or ADA, can be addressed to: ADA/Section 504 Coordinator, Margaret Pierre, JD, Director of Title XI Compliance/Equal Opportunity Officer, University of Lynchburg, Hunley Hall, Office 107, [pierre\\_m@lynchburg.edu](mailto:pierre_m@lynchburg.edu), 434.544.8482.

## Center for Global Education

### Study Abroad

The mission of University of Lynchburg is to develop students with strong character and balanced perspectives and to prepare them for engagement in a global society. To this end, students at University of Lynchburg are encouraged to include study abroad as an integral part of their academic experience, earning academic credit in an international setting through study, work, service, or an internship abroad. While overseas, and by participating in thoughtfully designed multi-discipline programs, students discover and learn to appreciate their world and its peoples and environments, and the scope of global interdependence from cultural, economic, historical, social, and political perspectives. All majors are encouraged to spend at least a summer, January, or one semester studying and living in another country.

University of Lynchburg offers different types of study abroad experiences: faculty-led short-term programs, exchange, and third-party programs. Students have the option to study abroad during the fall or spring semester, for an academic year, and during January-term, spring break, and summer. Experienced University of Lynchburg faculty members lead faculty-lead programs. Program offerings encompass a wide range of academic disciplines and opportunities around the world. Experiential Learning Grants are available for faculty-led programs and offer students a 50% reduction in tuition fees. Students may spend a semester or academic year abroad on an exchange program with partner institutions located in Austria, Canada, Italy, Kazakhstan, Mexico, the Netherlands, and South Korea. Students also have the option to study abroad with third-party providers such as American Institute for Foreign Study (AIFS), International Studies Abroad (ISA), CIS Abroad, and other providers. Other third-party study abroad options include programs sponsored by other colleges and universities, and students are encouraged to speak with staff in the Center for Global Education to discern which program option best fits their academic and professional goals. Students who are interested in studying abroad should contact the Center for Global Education by email at [studyabroad@lynchburg.edu](mailto:studyabroad@lynchburg.edu) or call 434.544.8742 for more information. Students should begin the process early by working with their academic advisor(s) and the staff in the Center for Global Education, who advise students throughout the entire study abroad process.

The University has multiple endowed scholarship funds for international engagement and faculty-led study abroad opportunities. Additionally, it is highly recommended that students should apply for the various national-level scholarships available to assist in making study abroad as affordable as possible. Please contact the Center for Global Education for more information on scholarship opportunities. Students may also be eligible for federal and state financial aid. University-funded financial aid (i.e. Hopwood Scholarship, Presidential Scholarship, etc.) is awarded for study at the University of Lynchburg only and is not available for third-party study abroad programs. Please contact the Office of Financial Aid to discuss availability of financial aid and other funding for study abroad programs.

### Domestic Study Away

Domestic Study Away offers a unique opportunity for faculty and students to engage in high impact learning outside the classroom. In support of the mission and vision of the college, domestic study away courses will provide structured opportunities for comparative analysis, critical and creative thinking, and problem solving. These off-campus programs offer the opportunity to explore topical issues on location within the United States. Students can participate in a faculty-led short-term program or a program with a third-party provider. These programs are typically offered during the summer, January-term, spring break, or during the fall/spring semester. Similar to study abroad, Experiential Learning Grants are available for faculty-led programs and offer students a 50% reduction in tuition fees. Students may also be eligible for federal and state financial aid. University-funded financial aid (i.e. Hopwood Scholarship, Presidential Scholarship, etc.) is awarded for study at the University of Lynchburg only and is not available for third-party study away programs. For more information, contact the director of the Center for Global Education ([studyabroad@lynchburg.edu](mailto:studyabroad@lynchburg.edu)).

### International Student Services

International students bring the world directly to the University of Lynchburg. Designated School Officials (DSOs) in the Center for Global Education and other departments, in collaboration with other colleagues, provide support services for international students on F-1 and J-1 visas who are enrolled as matriculating students at University of Lynchburg, including, but not limited to: student orientation and transition; compliance with US Department of Homeland Security; advising on immigration rules, regulations, forms, and application processes; on-an-off campus employment authorization; travel and visa application processes; health insurance; income tax filing, etc. For more information on the above and other services for international students, please contact the Center for Global Education ([global@lynchburg.edu](mailto:global@lynchburg.edu)).

### Visiting Scholars Program

The Center for Global Education collaborates with various schools and departments at University of Lynchburg and other institutions in sponsoring visiting scholars from around the world. The Visiting Scholars Program includes short-term professors, researchers, and exchange students on J-1 visa. For more information on the visiting scholars program, please contact the Center for Global Education ([global@lynchburg.edu](mailto:global@lynchburg.edu)).

## Centers of University of Lynchburg

The Centers of University of Lynchburg provide interactive programs that support the University mission by offering unique learning opportunities for students and by strengthening the University commitment to community outreach. The Centers are interdisciplinary in nature and are oriented toward specific needs within the broader community.

### Belk Astronomical Observatory

(Dr. Crystal Moorman, director) Located at one of the highest points of the Claytor Nature Center, the observatory features a 177 sq-ft dome housing a 20" research-grade telescope, an observation deck equipped with twelve piers for mounting smaller telescopes, and a single-story, five-room structure with an insulated control room. The Observatory hosts and supports University and collaborative research and education projects in astronomy, physics, and environmental sciences. The observatory also offers astronomy-based educational programs both on-site and off-site for University of Lynchburg students, K-12 students and teachers, and the broader community.

### Belle Boone Beard Center on Aging at the University of Lynchburg

(Denise Scruggs, director) The Center is named in honor of 1923 alumnae and former faculty member Belle Boone Beard. Its mission is to prepare students to live and work in an aging society, promote positive aging along the life course, and address the needs of older adults on and off-campus. The focus is on community outreach, education, and intergenerational engagement.

### Center for Community Development and Social Justice (CCDSJ)

(Vacant, director) The Center for Community Development and Social Justice (CCDSJ) provides support, consultation, and resources for civic-engaged learning opportunities among members of the University of Lynchburg and greater Lynchburg communities. Its offerings include, among other things, supporting faculty efforts to develop service learning courses, oversight for the approval of credit-bearing service-learning courses, civic-engaged pedagogy and teaching methods, and infusion of high-impact, community-engaged practices in the study of social justice topics

across the undergraduate and graduate curricula. Center staff collaborate frequently with colleagues in the Center for Community Engagement (CCE), located in the Division of Student Affairs. CCDSJ and CEC are co-awardees of a multi-year Community-Engaged Learning (CEL) Initiative grant from the Bonner Foundation.

#### **Center for Economic Education**

(Anne Chamberlin, M. Ed. director) The Center provides training to area educators on incorporating economics within the curriculum. Workshops are provided for University of Lynchburg students and educators from throughout the region.

#### **Center for Family Studies and Educational Advancement**

(Dr. Jeanne Booth, director) The primary mission of the Center is to offer training to educational professionals, parents, civic groups, and other audiences on a variety of issues relevant to respectful relationships, healthy family dynamics, fostering resilient youth, and essential communication skills. Center staff also work collaboratively with community organizations to provide service and consultation regarding initiatives related to the Center's mission. The emphasis in all programming is on interactive content that has relevance and direct application in everyday living. Individuals, school divisions, and other organizations interested in the Center's programming or seeking consultation may contact Dr. Booth at 434.544.8551 or booth@lynchburg.edu.

#### **Center for Water Quality**

(Dr. Thomas Shahady, director) The Center is located at Beaver Point, along the shores of College Lake. We provide educational, consulting, and management services to Central Virginia and other locations, both nationally and internationally. The Center specializes in the following areas: watershed management; reservoir water quality; stream ecology and management; environmental health, policy and sustainability; and stormwater management.

#### **Claytor Nature Study Center**

(Jennifer Wills, director) The center occupies 491 acres in Bedford County and includes the Claytor Education and Research facility with classrooms, laboratories, libraries, other research and meeting spaces, the Ramsey-Freer Herbarium, the outdoor Husted Pavilion, the C.E. Richardson Laboratory Annex, the Belk Astronomical Observatory, the Claytor Research and Demonstration Garden, the Otter Space natural play area, the Chandler Eco-Lodge and Campground, the Cloverlea Farmhouse and Virginia Claytor Memorial Gardens, as well as more than 7 miles of hiking trails, the Big Otter River, two lakes, a federal wetlands reserve, and woodlands and fields. The center offers a wide range of environmental education programs for the University of Lynchburg students, K-12 students and teachers, and the broader community. The center hosts and supports University and collaborative research and education projects in the natural sciences and other disciplines, on-site, and at other field research stations. The center also hosts faculty, staff, and student retreats, with meeting and overnight accommodations, and provides special event and outdoor recreation opportunities for the University and broader community.

#### **Donovan Center for Media Development**

(Professor William Noel, director) The Donovan Center involves students, faculty, and staff in the development of media resources for non-profit agencies within the community.

The Donovan Center supports regional non-profit organizations with planning and executing media productions, as well as offering training and consultation; university students benefit from direct engagement, and case study exploration of center projects – many of which test new technologies and evolving media workflow options.

#### **Historic Sandusky**

(Greg Starbuck, director) Historic Sandusky is a ca. 1808 property located near University of Lynchburg. Its mission is the enhancement of academics by providing hands-on experience for University of Lynchburg students. Through the use of Sandusky's restored house and its archaeology laboratory, museum, and historical landscapes, students are able to explore topics related to archaeology, education, history, environmental sciences, museum studies, historical interpretation, and historic site management.

### **First-Year Initiatives**

#### **First-Year Students**

First-Year Engagement at the University of Lynchburg provides entering degree-seeking students with opportunities to make a successful transition and to connect in meaningful ways with campus colleagues and the Lynchburg community. The programs include Student Orientation and Registration (SOAR), College Success Strategies, and programs specifically designed for first-year residential and commuter students.

All incoming students are required to participate in the Student Orientation and Registration program before attending classes. Orientation programs are designed to help new students become acquainted with university life and campus resources while assisting them in completing course registration. Orientation sessions are provided during the summer for students enrolling in a fall semester and in January for students enrolling in a spring semester. Separate but concurrent orientation programs are available to families and other guests of new students.

Hornet Days, a transition program occurring immediately prior to the first day of fall semester classes, provides new students with information on a variety of topics including risk prevention, social and involvement opportunities, and community service, as well as providing students with a common academic experience, and student convocation, the first official ceremony of the academic year.

Additionally, all first-year students will be encouraged to enroll in a one credit hour elective course that covers the following topics: goal setting, time management, policies and procedures, study skills, and financial management. Connection Leaders will be assigned to each course to help students transition to the demands of college life. Connection Leaders are supervised by the Program and Advising Coordinator of First-Year Initiatives in the Advising and Academic Resource Center.

#### **Transfer Students**

The University of Lynchburg offers an exclusive program to help support and guide all transfer students. The program provides opportunities to transition successfully to the school academically and socially through Transfer-specific paths at Student Orientation and Hornet Days. The combination of these two programs, in addition to the Link Program, blends academics, social opportunities, and campus policies - all tools that help ease the transition to the university.

At Student Orientation, transfer students are provided a transfer-specific path to explore and to meet current University of Lynchburg students, and become acquainted with the campus policies and facilities. This path allows transfer students to have more pertinent institutional information during their orientation. Orientation is held in June and August for students who start in the fall semester and in January for those who plan to start in the spring semester.

Hornet Days, held the days before fall classes begin, is designed to help students get connected to the campus community through programs that explore campus life, community service, and the role and values of a University of Lynchburg student. Transfer students are required to participate.

An important component of these orientation programs is the Link Program. Each new transfer student will work with a Link Coordinator, a student who serves as a peer mentor. Link Coordinators are trained to serve as a primary resource to help the student become acquainted with and connected to

the campus community.

For additional information regarding Transfer Initiatives, please visit [www.lynchburg.edu](http://www.lynchburg.edu) or call the Advising & Academic Resource Center at 434.544.8339.

### **Access, Second-Degree, and Second Year Students**

The University of Lynchburg offers demographic-specific support for Access, Second-Degree, and Second Year students through the Advising and Academic Resource Center.

An asynchronous, online Onboarding course is made available on the Moodle platform for all newly enrolled ccess students. Providing a comprehensive orientation to campus resources and support services, this course is available for students to complete at their convenience and can be reviewed at any time. Meet-and-greet and social networking opportunities are hosted specifically for Access students throughout the academic year. In addition, a designated academic advisor works with all Access students on course preference, registration, and program planning processes. This advisor also serves as an initial contact and academic resource for second-degree students as they transition to faculty advisors within the new major program.

Second year students who have yet to declare a major also receive advising support through the AARC; events are hosted that encourage exploration of majors and minors, facilitate connection with faculty mentors, and support academic success.

### **Pre-Health Students**

Pre-Health Engagement at the University of Lynchburg seeks to provide academic and professional support, guidance, and resources to all students who are considering following a career path in a health care setting. Whether this includes Graduate Health programs offered by the university (Physician Assistant, Physical Therapy, Athletic Training, Public Health) or other Graduate Health programs (Medical, Dentistry, Optometry, Veterinary, Occupational Therapy, etc.), the mission of the Pre-Health Engagement Program is to ensure that students are academically and mentally prepared for the rigors associated with their respective Grad Health programs, and ultimately, their career goals.

The Pre-Health Engagement Program also facilitates a seamless transition from the undergraduate to the graduate level through the implementation and use of the Graduate Pathway program (previously titled the Direct Admit Pathway program) wherein 10 seats are set aside in every incoming cohort for students who are able to meet strict QPA and prerequisite requirements set by the respective Graduate Health Program. For students who meet these academic requirements, not only is a seat reserved for them (thereby negating the need to compete against the hundreds of yearly applicants), but the application process itself is shortened and simplified to promote a seamless and less stressful transition.

The Pre-Health Advisor collaborates with undergraduate science/pre-health departments (BIOL, BIOM, CHEM, EXPH, H P) and the graduate health programs (A T, P A, P T, MPH) to serve as the liaison between these programs and their expectations, and the interested students. They ensure that the most accurate and updated information (including course prerequisite, GPA requirements, required observation hours, projected timelines, etc.) is organized and available to all interested students via the creation and maintenance of a Pre-Health Moodle page. The Pre-Health Advisor also serves as the faculty advisor for the Pre-Health Club and helps facilitate and oversee club activities including but not limited to: Grad Health Program tours, Grad Health Information sessions, Meet & Greets, Medical Bingo nights, etc.

For additional information regarding the Pre-Health Engagement Program, please contact the Pre-Health Advisor via email ([francisj@lynchburg.edu](mailto:francisj@lynchburg.edu)) or call at 434.544.8524.

### **Information Technology and Resources**

The technology at University of Lynchburg includes a campus-wide network that connects all campus buildings and most of the off-campus, university-owned residences. There are more than 16 computer labs which provide ready Access to course-related software, productivity software such as word processing and spreadsheets, the campus learning management system and the Internet. Each student is provided with a Google Workspace for Education account which includes email, word processing software and file storage space.

### **Learning Resources**

A variety of learning resources are available on campus to support our students' academic progress. Students are encouraged to become familiar with these resources and to utilize them fully.

#### **Alton L. Wilmer Writing Center**

The Wilmer Writing Center, located on the terrace level of Hopwood Hall in room 4, provides qualified tutors at no charge to students seeking assistance with written assignments. At the Wilmer Writing Center, students can receive help on papers at any stage of the writing process, including brainstorming, organizing ideas, using sources, and learning editing skills. Handouts on writing skills and networked computers are available as well. Writing Center services are available during specified hours each week, Sunday through Friday. Priority is given to students with appointments, but walk-ins are also welcome. The center offers both online and in-person tutoring. The online appointment book can be found at <https://www.lynchburg.edu/academics/writing-center/how-to-make-an-appointment/>. Questions about the Writing Center should be addressed to the director, Jeremy Bryant at [bryant.j@lynchburg.edu](mailto:bryant.j@lynchburg.edu).

#### **Center for Accessibility and Disability Resources**

The Center for Accessibility and Disability Resources works with students who have documented disabilities to arrange for accommodations on campus. Students with cognitive, mental health, medical and physical disabilities which impact activities of daily living may qualify for services. The Center works in partnership with faculty, residence life, dining services, and other campus partners in the approval and implementation of reasonable accommodations. Students are strongly encouraged to contact the Center as soon as the decision is made to attend the University so the process can begin as early as possible and accommodations can be implemented in a timely fashion. Visit <https://www.lynchburg.edu/academics/disability-services/> or contact Julia Timmons at [timmons.j@lynchburg.edu](mailto:timmons.j@lynchburg.edu), or call 434.544.8687 for additional information.

#### **Modern Language Resource Center**

The Modern Language Resource Center, located in 366 Schewel Hall, offers cost-free tutoring and conversation practice in Latin and Spanish to all currently enrolled students. Individual or two-person sessions, led by qualified students recommended by faculty, are available at 30-minute intervals. Both in-person and virtual appointments are available. Walk-in visits are also accommodated when possible. Additionally, the Modern Language Resource Center offers 26 student workstations and language videos that can be checked out by faculty and students.

#### **Peer Assisted Study Sessions (PASS)**

Peer Assisted Supplemental Study sessions allow students to learn individually or as a group outside of their scheduled classes. We offer PASS in historically difficult subjects - Accounting, Biology, Business Statistics, Chemistry, Economics, Math, Nursing, and Psychology. Trained tutors attend the lectures and work with faculty to stay current with the material and lead weekly study sessions. Additionally, PASS leaders offer "drop-in hours" outside of their PASS sessions. Please direct any questions regarding PASS to Dr. Edith L. Simms, Director of the Learning Resource Center at [simms.e@lynchburg.edu](mailto:simms.e@lynchburg.edu).



### Additional Academic Support Programs

#### Academic Coaching Program

The Academic Coaching Program (ACP) is a mandatory program designed to assist students returning from academic suspension, wanting to appeal the academic suspension ruling of the Academic Standing Committee, or striving to regain regular academic standing after being placed on academic probation or academic warning. The goal of the program is to allow students to become academically successful by assisting in the development of critical skills such as time management, goal-setting, organization, use of available resources, and balancing academic and social demands. Questions about academic coaching should be sent to the program coordinator, Karen Hatter, at [hatter@lynchburg.edu](mailto:hatter@lynchburg.edu).

#### College Success Strategies (G S 104)

College Success Strategies is a course designed to help first year students transition into college. Students learn to navigate conversations with professors, academic professionalism, to identify and navigate barriers to success, and to find their place in the University of Lynchburg community. There is an emphasis on individual strengths, goals, and self awareness. Ultimately, students will begin to develop an individual development plan to help them set goals and return to the values that define them. The work in this course helps students understand their abilities in leadership; innovating and working collaboratively; and recognizing and supporting diversity, equity, and inclusion. Questions about G S 104 should be sent to the Coordinator for First-Year Initiatives Alison Tuck at [tuck\\_a@lynchburg.edu](mailto:tuck_a@lynchburg.edu).

#### Peer Academic Coaching

The Peer Academic Coaching (PAC) Program provides individual, short-term, targeted assistance to students to help them develop better organizational skills, including but not limited to, improved organization of their course materials and study habits, time management, priorities, connections to resources, and steps for completing a selected task. By utilizing this service, students can address their concerns in a timely manner, preventing the loss of good academic standing and motivating them to persevere through challenges. Appointments can be made with PACs through the Peer Academic Coaching Program website which can be Accessed by searching "GO Mentoring" on the University of Lynchburg website. Questions about the Peer Academic Coaching (PAC) Program should be sent to Dr. Edith L. Simms, Director of the Learning Resource Center at [simms.e@lynchburg.edu](mailto:simms.e@lynchburg.edu).

### Library and Information Services

The Knight-Capron Library supports the learning environment at University of Lynchburg by providing information sources and services to students and faculty. By focusing on users' needs, the library staff will acquire and organize information resources to guide users toward information literacy and lifelong learning in traditional and innovative ways.

The Floyd L. Knight Memorial Library was completed in 1954 and renovated in 1969 to include the John A. Capron addition behind the original structure. The library boasts an ever-growing collection with more than 500,000 total print and electronic volumes, over 6,500 unique multimedia titles, and more than 200 electronic database resources. Through cooperative arrangements with libraries nationwide students and faculty have access to nearly unlimited print and digital resources available through interlibrary loan.

Unique collections within the library include:

- Saxton Room: a valuable collection of materials dealing with many subjects including the early iron industries in Europe and the United States; fifteenth- and sixteenth-century illuminated manuscripts; seventeenth- to twentieth- century maps of North America; and University of Lynchburg faculty and alumni publications.
- University of Lynchburg Archives: the official repository for materials dealing with University history from 1903 to the present.
- Summers-Clopper Curriculum Lab: a collection of nearly 7,000 titles in children's and young adult literature, and teaching resources for use by students and faculty.

A staff of engaged librarians enable students to develop competencies to identify, Access, and evaluate resources in diverse formats and settings. Services are provided in many formats including individual research consultations, classroom-based instruction, and a credit-bearing general studies course: Strategies for College Research and Presentations (G S 113), available Fall/Spring.

In addition to collections, a wide array of small group and individual study spaces, equipped with technology, are available throughout the library for student use in quiet study or collaborative efforts.

During the academic year, the library operates a total of 98 hours per week, closing at 12:00 a.m. five nights per week, with extended hours during final examinations. The adjacent computer lab is available 24/7 with card access when the library is closed.

The Knight-Capron Library maintains a social media presence on Facebook, Instagram, and YouTube. Access to library resources is most easily achieved through the website: <http://libraryguides.lynchburg.edu/knight-capron-library>.

### Public Presentations

#### Daura Museum of Art

The Daura Museum of Art is a teaching museum that enhances the University of Lynchburg academic mission, transforms learning through encounters with art, advances creative interdisciplinary collaboration with all fields of study, and furthers the appreciation and enjoyment of the visual arts and cultural heritage by being a resource for teaching and learning through the collection, interpretation, exhibition, and educational experiences.

#### Fine Arts and Lecture Series

Each year this series, coordinated by the Office of the Associate Provost for Academic Affairs, sponsors events to complement and enhance student learning and to expand the diversity of cultural and intellectual offerings in the greater Lynchburg community. The series brings outstanding performers to campus for concerts, plays, dance presentations, and interactive events. Distinguished speakers are invited for classroom discussions, panel presentations, and keynote lectures for special events. The master calendar of events is available on [www.lynchburg.edu](http://www.lynchburg.edu). The following endowments support events in the arts, literature, drama, the sciences, business, religion, philosophy, and human diversity.

*Elisha K. Bennett Lectureship in Personal Growth and Development:* This lectureship is endowed by Elisha K. Bennett, a loyal alumnus who spent most of his adult years helping people discover their potential. It brings to the University outstanding authorities in the field of personal growth and development with the aim of assisting students to achieve their fullest capacities. The lectureship was established by Mr. Bennett in honor of his parents, John Elisha and Mollie Edwards Bennett.

*Class of 1994 Senior Symposium Lectureship:* This lectureship was established in 1994 by the members of the Class of 1994 as part of their senior class gift. The income from this fund supports an annual lecture for the Senior Symposium.

*Ida Wise East Memorial Lecture Fund:* This lectureship in the humanities was established in 1979 by an endowment gift to University of Lynchburg from Mrs. Margaret East Nelson of Norfolk, Virginia, in memory of her mother, Ida Wise East, and in recognition of the lifelong interest of the East and Nelson families in the humanities. This fund is used to support an annual lecture, lecture series, or seminar in the humanities.

*Harold Garretson Lecture:* This lecture series was established in 1976 to honor Dr. Harold Garretson, a professor of chemistry at University of

Lynchburg, who retired after thirty-one years of teaching. The fund provides an annual lecture on a topic appropriate for both the humanities and the sciences.

*Clifton W. Potter Jr. Lectureship:* This lectureship was established in 1982 by an endowment gift to University of Lynchburg from Mrs. Harold C. Turner of Waynesboro, Virginia, in honor of her son-in-law, Clifton W. Potter Jr., a 1962 graduate and a professor of history at the University. Income from this fund is used to bring guest lecturers and speakers in the fields of American and European history to the campus.

*Jennie Cutler Shumate Lectureship on Christian Ministry:* This endowed lectureship provides for an annual lecture on Christian ministry by a prominent minister or layperson. The purpose is to present the work of Christian ministry in an attractive and challenging way to young men and women of good character and intellectual ability. The lecture is given at the University each year on a day near March 10, the birth date of Mrs. Jennie Cutler Shumate, in whose honor the lectureship was established.

*The Richard P. Gifford Endowment Lecture:* The late Richard P. Gifford was a vice president for General Electric and a leader in the business, civic, educational, and religious life of the Lynchburg community. After his death, friends and business colleagues established the Richard P. Gifford Endowment in his honor and memory. The endowment helps fund the Gifford lectures, which feature outstanding executives and scholars in business, leadership, and economics.

*Rosel Schewel Lecture Fund in Education and Diversity:* This lectureship was established in 1991 by an endowment gift from Rosel H. Schewel '71 M.Ed., '83 Ed.S., '00 D.Ed. and Elliot S. Schewel '00 D.H.L. The Schewels were longtime members of the University's governing boards, and Rosel Schewel taught seventeen years in the School of Education and Human Development. The income from this fund supports an annual lecture or other similar event on a topic of interest in education or human development.

*Clifton L. Snidow Lectureship:* In recognition of Clifton L. Snidow's deep interest in the program of University of Lynchburg and the gifts he made to the permanent funds of the University, the Board of Trustees declared that once each year a lecture known as the Snidow Lecture will be given on an appropriate theme dealing with the Christian life by an outstanding interpreter of Christianity. The Snidow Lectureship was endowed in 1987 through a generous gift from Mr. and Mrs. J. Clopton Knibb of Goochland, Virginia. The late Mr. Knibb was an attorney and a member of the Class of 1933.

*Richard H. Thornton Fund:* Established in 1973, the Richard H. Thornton Endowment of the English Department brings distinguished writers, journalists, and others to campus several times each year to lecture, give readings of their works, and teach courses. Students have frequent opportunities to meet, socialize, and study with these visitors. Visiting writers in past years include Denise Levertov, James Baldwin, Tennessee Williams, Truman Capote, Christian Wiman, Sonia Sanchez, Ron Rash, Joy Harjo, Nikky Finney, and Celeste Ng. Dr. Thornton, a graduate of the Class of 1907 and member of the University's Board of Overseers, was president of the Henry Holt Publishing Company from 1932-39 and director/head of the college division at Ginn and Company Publishers from 1939-56.

*John M. Turner Distinguished Chair in the Humanities:* Established in 1992, this fund honors the contributions of John M. Turner Jr., Class of 1929, to his alma mater. Dr. Turner served University of Lynchburg forty-one years as professor of English, dean of the University, and vice president for academic affairs from 1933 to 1974. The funding for the chair was provided by a grant from the National Endowment for the Humanities and matched 3:1 by alumni, faculty, staff, and friends of the institution. Income from the fund provides salary support in professional development for distinguished members of the University faculty selected for a three-year term, as well as support for a yearly Turner Humanities Lecture.

*Zaidee Creel Williams Lectureship:* This fund was established in 1987 by an endowment gift from Austin B. Creel and other family members and friends to University of Lynchburg in memory of Zaidee Creel Williams, a 1924 graduate who taught in the public schools of Virginia, Maryland, and West Virginia. Income from this endowment is used to support a lecture program in the area of religious studies.

### Music Performance Ensembles

The University of Lynchburg Percussion Ensemble (MUSC 016) performs a wide variety of literature, including works by seminal composers such as John, Cage, Steve Reich, Alan Hovhannes, Lou Harrison, and George Crumb. The ensemble, comprised of students, faculty, staff, and community members, performs challenging percussion literature for 4 to 8 players. The ensemble rehearses once each week (two hours) and is open by audition and/or permission of instructor. Students earn one academic credit hour per semester.

The University of Lynchburg Orchestra (MUSC 018) performs literature in both the classical and contemporary traditions including works by Ludwig van Beethoven, Antonin Dvorak, Igor Stravinsky, John Williams, and Hans Zimmer. The ensemble, comprised of students, faculty, staff, and community members, performs chamber and orchestral music in addition to music for University of Lynchburg musicals and other music department/community events. The ensemble rehearses twice each week (three hours total) and is open by audition and/or permission of conductor. Students earn one academic credit hour per semester.

Chamber Music Ensembles (MUSC 019) are offered for interested students. Each ensemble consists of three or more students and may be student-initiated and faculty-approved or faculty formed. Each ensemble rehearses at least twice each week: once with a faculty coach and once independently. Typical chamber ensembles include (but are not limited to) to string quartets, chamber orchestra, guitar ensemble, hornet combo, and Steel Drum Band. Students earn one academic credit hour per semester.

The University of Lynchburg Jazz Ensemble (MUSC 020) performs a wide variety of jazz literature including blues, 'New Orleans' jazz, swing, be-bop, and cool jazz. The eighteen-piece ensemble, comprised of saxophones, brass, percussion, piano, and guitars, is open to interested students, faculty and staff members, alumni, and community musicians. The ensemble rehearses once each week (two hours) and is open by audition and/or permission of conductor. Membership also requires participation in the Wind Symphony (MUSC 021). Students earn one academic credit hour per semester.

The University of Lynchburg Wind Symphony (MUSC 021) performs literature in both the traditional and contemporary traditions including works by Percy Grainger, Vincent Persichetti, David Holsinger, and Stephen Sondheim. The ensemble consists of wind, string, and percussion instruments and develops technical skills, sight-reading, and musicianship. For instrumental music education majors, the Wind Symphony provides experience in organization, music selection, and program planning. The ensemble rehearses twice each week (three hours total) and is open to all students, faculty, and staff members with seating placement determined by the director. Students earn one academic credit hour per semester.

The University of Lynchburg Concert Choir (MUSC 022) performs a wide variety of choral literature from the Medieval era through the twenty-first century. This large choral ensemble provides a high quality experience with membership open to all students who meet basic vocal and musicianship competencies, with interviews with the conductor held during the first week of each semester. The ensemble meets three times each week (three hours total) with three concert performance scheduled per semester. Students earn one academic credit hour per semester.

The University of Lynchburg Handbell Choir (MUSC 023) performs a variety of literature composed for the handbells including the works of Arnold Sherman, Cynthia Dobrinski, and Cathy Moklebust. The ensemble has a membership of 10 ringers and is open to students faculty, staff, and community members who possess skills in reading music. The ensemble meets two times each week (two hours total) and performs selections at campus concerts presented by the Wind Symphony and Concert Choir in addition an end-of-semester concert. Students earn one academic credit hour per semester.



The Chamber Singers (MUSC 024), a university choral ensemble, performs contemporary vocal works which are performed a cappella or with instrumental accompaniment. The ensemble is selected through an audition process (by director) and rehearses twice a week. Students earn one academic credit hour per semester.

The Choral Union (MUSC 025), a university/community choral ensemble, performs large-scale works composed for chorus and orchestra with past performances including *Messiah* by George Handel; *Coronation Mass, Requiem*, and *Te Deum* by Wolfgang A. Mozart; *Mass in Time of War* by Franz J. Haydn; and *Elijah* by Felix Mendelssohn. The ensemble is open to students, faculty, staff, and community vocalists with permission of the conductor. The ensemble rehearses once a week (Tuesday night, two hours). Students earn one academic credit hour per semester.

The University of Lynchburg Jazz Orchestra (MUSC 026) performs a variety of standard and contemporary Big Band and Jazz literature. The ensemble is open to students, faculty, and community members by audition and/or permission of conductor. The ensemble holds a two-hour rehearsal once a week. Membership also requires participation in the Jazz Ensemble (MUSC 020). Students earn one academic credit hour per semester.

The Opera Workshop (MUSC 027) performs selected opera literature from both the past and the present. Both individual and ensemble repertoire is included. The ensemble is open to all students by audition. Students earn one academic credit hour per semester.

### Theatre Activities

Students and the campus community benefit from activities sponsored by the Theatre Department. There are ten productions per year, including classical, contemporary, musical, and film, using our main stage, black-box theatre, and television studio. Student one-act play festivals, original works, and senior project plays are also developed each year.

Auditions for theatre productions are open to the entire campus community. First-year students regularly appear in shows and work in backstage positions. Recent productions include *Cabaret*, *A Piece of My Heart*, *Into the Woods*, *Clybourne Park*, *The Laramie Project*, *Peter and the Starcatcher*, *Anything Goes*, *A Midsummer Night's Dream*, *Pride & Prejudice*, and *These Shining Lives*. Academic credit may be earned by working on productions.

*Curtain Call* is an auditioned, selective group of musical theatre students who serve as ambassadors for the Theatre Department and the University with performances at special events on and off campus. Students can gain specific training in cabaret and revue styles and perform the latest Broadway and film music. This group also partners with emerging NYC Broadway composers and lyricists that write songs specifically for the ensemble.

*Dance Works* is a troupe of eight to twelve dancers who perform ballet, modern, jazz, tap, Broadway, and contemporary styles choreographed by our faculty, students, and guest artists.

The Dillard Fine Arts Center facilities are well-equipped and include a scenic-lighting shop, costume studio, 3D printers, and a Macintosh computer design lab. A dance studio, television studio, and private music studios are short walks from the building. The University Student Employment Program offers positions in technical theatre, costuming, and box office management.

Visiting theatre and dance professionals enhance the classroom and production arenas. Guest artists have included the acclaimed Aquila Theatre Company and The Alvin Ailey Dance Company.

### Visual Arts Activities

Art activities sponsored by the Art Department enrich students enrolled in art classes, the entire student body, and the campus community. Activities include lectures and classroom critiques by visiting artists and the annual student art exhibition.

## Registrar's Office

The registrar's office maintains the official academic record for students of the University.

### Registration

Online course preference scheduling is completed in April for the coming Fall and Spring terms. After which, students may adjust their schedules on their student portal. The drop/add form is available online at [www.lynchburg.edu/academics/registrar/forms/](http://www.lynchburg.edu/academics/registrar/forms/).

### Transcripts

An official record of all academic coursework can be obtained by written request. Mailed paper transcripts or electronic transcripts may be requested by former and current students in person at the Registrar's office or with the online National Student Clearinghouse service available at <https://www.lynchburg.edu/academics/registrar/order-a-transcript/>. Students should plan ahead to allow at least five working days for the processing of transcript requests. A fee is charged for each transcript and varies depending on delivery mode of the record. Transcripts and diplomas may be withheld when students have unfulfilled obligations to the University. Unofficial transcripts, called academic summaries, are available to current students only on their student portal.

### Degree and Enrollment Verifications

Enrollment verifications may be required for insurance, employment, etc. Verifications are available to students upon written request. The request should include what information is needed and to whom the verification should be sent. An enrollment verification request form is available at <https://www.lynchburg.edu/academics/registrar/forms/>.

### Graduation Progress Review

All current students have Access to graduation progress reports through their student portal. Students are responsible for ensuring that they are registering for the correct courses for degree completion and should use the graduation progress report to monitor their progress. Questions concerning the degree completion should be addressed with their advisor(s).

### Application to Graduate

All students are required to complete a graduation application. The application is to be completed as students advance register for their final year (two semesters) of enrollment. A student will be notified if there are outstanding deficiencies that must be resolved before he/she is considered a candidate for the upcoming graduation.

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## STUDENT DEVELOPMENT AND CAMPUS LIFE

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At the University of Lynchburg, active participation in academic life is essential to each student's education. Similarly, active engagement in campus life, out-of-classroom learning opportunities, and recreation is essential to students' development as individuals, community contributors, and leaders. Consistent with the University's educational mission, the offices of Student Development promote student success through engaged co-curricular learning and by fostering an inclusive, dynamic campus community.

Student Development offers diverse opportunities for students to engage in campus life and to experience self-discovery and personal development. Through on-campus living, cultural and social activities, membership in clubs and organizations, community service, intramural sports, spiritual life activities, and promotion of personal wellness, students enhance their intellectual abilities, physical and mental well-being, teamwork, inclusion, communication and leadership skills, commitment to community engagement, and readiness to achieve personal and career goals.

Student Development staff endeavor to enhance campus life and students' University experiences in three primary areas:

- Community Development provides transformative experiences through active living-learning opportunities in the University's varied on-campus residential facilities for undergraduate students. Community Development also includes intentional engagement in the campus and greater Lynchburg City communities, as well as upholding community expectations through personal responsibility and accountability, conflict resolution and alternative dispute resolution services, and reparation of harm caused to the community.
- Student Involvement and Leadership facilitates students' engagement in the University's diverse campus community through participation in clubs, organizations, and intramural sports; development of leadership skills; welcoming new students to the campus community; and building connections with students' parents and families.
- Well-being and Belonging promotes both individual and community well-being through proactive and preventive education, intervention, and support. This collaborative model of integrative wellness includes Case Management, the Counseling Center, the Health Center, the Spiritual Life Center, and Wellness Education.

Central to the University of Lynchburg's effective educational environment and enjoyable campus life is a shared commitment to integrity, diversity, and an inclusive community in which all students, faculty, and staff are welcomed and respected. Student Development collaborates with campus partners, such as Campus Safety and Security and the Office of Equity and Inclusion, to enhance students' opportunities for co-curricular learning and engagement in campus life.

Students are eligible to participate in the governance of the University of Lynchburg community through the Student Government Association or through independent participation. Typically, students are appointed to various committees and task forces established by the faculty, staff, and other constituents of the University. Students appointed to these committees represent the interests and views of their organizations, on-campus residential facility, graduation class, or specific populations within the general student body. In almost all cases, students serving on these committees enjoy full voting privileges as they participate in decision-making processes that affect policies, planning, programming, budgeting, academic offerings, dining, and other student services. Specifics related to a student's role and participation in institutional decision-making are noted in *The Hornet* student handbook in "Student Rights." For more information about Student Development and campus life, see *The Hornet* student handbook.

### Athletics: Intercollegiate

University of Lynchburg offers twenty-four intercollegiate sports of which twenty-three compete at the NCAA Division III level. Varsity athletics integrates academic rigor with enthusiastic competition in thirteen women's sports: basketball, beach volleyball, cross country, field hockey, golf, lacrosse, soccer, softball, swimming, tennis, indoor track and field, outdoor track and field, and volleyball; ten men's sports: baseball, basketball, cross country, golf, lacrosse, soccer, swimming, tennis, indoor track and field, and outdoor track and field; and one coed sport: equestrian.

University of Lynchburg is a charter member of the Old Dominion Athletic Conference (ODAC), one of the most prestigious athletic and academic conferences in the country. The 16-member conference, including one associate member, stands as the third-largest multi-sport NCAA Division III conference in the country.

### Campus Media

Three publications comprise University of Lynchburg's student media, providing opportunities for both news reporting and creative expression.

**The Aurous** - The student journal of visual arts and creative writing publication is juried, edited and designed by undergraduate students. It includes students' artwork from various mediums including photography, illustration, painting, drawing, sculpture, ceramics, mixed media, printmaking, graphic design and digital art. Works also include creative writing such as short stories, poems and creative non-fiction.

**The Critograph** - A student-run multimedia organization committed to providing objective, accurate, relevant, and timely news to the University of Lynchburg community. *The Critograph* and *TheCritograph.com* are produced weekly by University of Lynchburg students. Freelance reporters and content creators are invited to submit their content for print or online media. Faculty and staff contributions are also welcomed for publication. *The Critograph* offers student opportunities in journalism, marketing, advertising, and sales.

**The Prism** - The student literary magazine since 1903, *The Prism* is edited by undergraduates and features students' original poetry, fiction, and creative nonfiction.

### Health and Counseling Services

Health and counseling services are offered to promote the emotional, mental, and physical well-being of students. Services are located in Hundley Hall on the terrace level.

#### Health Services

The Health Center, located on the terrace level of Hundley Hall, is open from 8:30 a.m. to 5 p.m., Monday through Friday during fall and spring semesters. The Health Center is also open to students participating in J-term or summer classes with limited hours. Services are available to all actively enrolled students. All students must complete the necessary health forms by logging into the student health portal at [lynchburg.studenthealthportal.com](http://lynchburg.studenthealthportal.com) by logging in with their University network account username and password. Full-time undergraduate students who do not submit their required health information are subject to a \$200 fine.

Students can schedule appointments by going to the student health portal or calling the Health Center at 434-544-8357, walk-in appointments are also available. A family practice physician is on campus one hour per week. Primary health care is provided by nurse practitioners and registered nurses. Referrals to other community health care providers are arranged when necessary or at the request of the student.

All consultations and medical records are kept confidential. No information is discussed with, or released to, anyone without the student's written consent. Routine visits to the Health Center are provided without charge. Charges for medication, lab tests, and special examinations are billed to the student's university account.

The Health Center does not have on-call or after hours coverage and is closed during scheduled university breaks. It is the student's responsibility

to verify the need for prescription refills prior to university breaks. If you require medical assistance when the clinic is closed, the following is a list of emergency and after hours resources available to you.

Campus Safety and Security 434-544-5555  
 Walk-In Care 434-473-7700  
 Physician's Treatment Center 434-239-3949  
 Centra Urgent Care 434-200-7210  
 Lynchburg Virginia Ortho On-Call 434-485-8500

All students are strongly encouraged to have medical insurance coverage. Visit [www.healthcare.gov](http://www.healthcare.gov) for additional information. Students are urged to review their policy carefully to determine which physicians and medical services are covered in the local Lynchburg area and to ensure that coverage is provided for both routine and emergency medical care, as well as prescriptions.

### Counseling Services

The Counseling Center, located on the terrace level of Hundley Hall, is open from 8:30 a.m. until 5 p.m., Monday through Friday during fall and spring semesters. Counseling is also available by appointment for students participating in J-term or summer classes. Counseling services are available to all actively enrolled students. Students may schedule appointments by visiting the Counseling Center or by calling 434.544.8616.

Licensed mental health professionals provide individual and group counseling to full-time students for a variety of student issues such as roommate and relationship issues, grief, anxiety, adjustment difficulties, substance abuse, eating issues, depression, and other needs. Strict confidentiality is observed in accordance with professional standards.

### Intramural and Campus Recreation

Intramural programs encourage students, faculty, and staff who are currently enrolled or employed at University of Lynchburg to participate in a variety of organized recreational programs.

### Office of Equity and Inclusion (OEI)

OEI offers a variety of educational programs and support services intended to meet the needs of first-generation college students, and historically marginalized student populations, including students of various races, religions, ethnicities, sexual orientation, and socioeconomic status. Please visit our website at OEI or <https://www.lynchburg.edu/about/office-of-equity-and-inclusion/> for more information.

The Summer Transition Program (STP), is recommended to help students get settled in their new environment, become acclimated to the University and community, introduce them to resources available to assist them, and meet student leaders.

The CHAMPS Program is a dynamic comprehensive program for incoming Students of Color, First Generation, and Pell Grant eligible students. The program provides students with the guidance and opportunities needed to be successful in their first year academic journey, transitioning to the rest of the students' academic experience.

There are 11 student affinity groups, such as the Black Student Association, Gender and Sexuality Alliance/GSA, Hispanic Student Society, Man-2Man, African Caribbean Union, Neurodiverse Student Alliance, and the Native American Student Association, etc. to which students can become engaged socially and have the opportunity to hold leadership roles.

OEI seeks to create an environment that embraces individual differences, sustains inclusion, and cultivates a campus atmosphere of belonging and free of bias. We are located in Flynn Center for Equity and Inclusion on the second floor of Drysdale Student Center. For more information, contact the office at 434.544.8330 or via e-mail to [oei@lynchburg.edu](mailto:oei@lynchburg.edu).

### Outdoor Leadership Program

The Outdoor Leadership Program exists to develop leadership skills and support community and personal growth through experiential learning. Development is achieved through the utilization of ropes courses, indoor/outdoor workshops, and adventure programming. Programs include rock climbing, caving, backpacking, hiking, tree climbing, paddling, and whitewater rafting, ranging from one to six days in length.

### Residence Life

The Office of Housing and Residence Life is responsible for all aspects of undergraduate and graduate student residential living, including developing a safe and secure residential community that is conducive to learning and growth. The housing and residence life student staff consists of six graduate hall directors (HDs) and forty undergraduate resident assistants (RAs) that live within each residential community. There are also two full-time, professional staff members who live on campus and assist staff and students with maintaining a positive community and achieving their goals. They are responsible for activities, programming, providing peer counseling, and maintaining community standards.

Each residence hall offers card-operated washers and dryers, coin operated soda and snack machines, and full kitchens that include an oven, refrigerator, stove, and microwave. All buildings have lounges with televisions and cable hook-up.

Housing and Residence life policies exist to enhance the safety and comfort of all students in the residential areas. Failure to adhere to policies may result in disciplinary action. For a complete list of policies and procedures related to residence hall living, see *The Hornet* student handbook.

For a complete list of residential living policies and information, please see *The Hornet* or contact the Office of Housing and Residence Life.

### Residential Requirements

University of Lynchburg values on-campus living, which exposes students to a variety of meaningful out-of-class learning opportunities. Accordingly, on-campus living is required of most undergraduate students, and off-campus living is a privilege earned through progression toward degree completion.

Single, full-time freshman, sophomore, and junior students, other than those living at home with parents and students age 23 and older, are required to live in University of Lynchburg housing. Students who have completed eighty-five or more credit hours (either at University of Lynchburg or another accredited institution) prior to the fall semester are eligible to live off campus during the next academic year, as are undergraduates continuing as second-degree students, non-degree seeking graduate students continuing their studies immediately after baccalaureate degree completion, and students age 23 or older. For complete details about residential requirements, see *The Hornet* student handbook.

### Spiritual Life at the University of Lynchburg

The Spiritual Life Center's vision is an inclusive, open, and interreligious office helping students explore the spiritual, ethical, and meaning-making dimensions of life. We do not seek to convert students to a particular faith tradition, but instead, equip them as they pursue their own spiritual path. The Spiritual Life Center seeks to create safe environments on campus where all students, of any religious or secular tradition, feel safe and welcomed at all religious programming and events. We are committed to inclusivity, higher education, and interfaith dialogue. Affiliated with the mainline Protestant denomination, Christian Church (Disciples of Christ), we value inclusivity, higher education, interfaith dialogue, and religious freedom. The Spiritual Life Center and its chaplains are charged with identifying and meeting the pastoral needs of all University of Lynchburg students, faculty, and staff, whether as members of the general population, within particular academic programs or communities, or on an individual basis.

Our office provides: pastoral care, spiritual guidance, and grief support; offers a safe place to explore the spiritual dimensions of life; hosts religious programming and services on campus; develops local congregational connections and partnerships; cares for students during on-call hours; responds to

crisis situations on campus; maintains complete confidentiality; and manages the Lynchburg Cares Fund to financially help students or faculty/staff in need or crisis. Current on campus spiritual life groups and organizations include the Catholic Campus Community, Jewish Community, Humanist Community, Earth Spirituality, Q&Spiritual (LGBTQIA+), Buddhist Community, Lynchburg Christian Fellowship, Muslim Student Association, Garam Marsala (Hindu), and Sangha (Meditation). The office also collaborates with outside organizations to provide spiritual services to students.

### Student Activities

The Office of Student Activities is committed to enhancing the Office of Student Development's mission statement through leadership and co-curricular opportunities. Learning and development are achieved through intentional programs that promote involvement in social and multicultural experiences, clubs and organizations, the fraternity and sorority community, and campus governance.

Through a wide variety of programs and services, the Office of Student Activities helps students become involved in campus organizations and events. Full-time students pay an activity fee that is divided among the major programming areas and allocated to student organizations for programming. Recognized student organizations may request funding from the SGA Senate to support organizational programs.

Leadership training is also offered through participation in regional and national conferences and the Emerging Leaders Retreat (a freshman and sophomore emerging leader program) held on campus. In addition to more than eighty clubs and organizations, the Office of Student Activities works with students in five major areas:

**Fraternity/Sorority Life** - Fraternity/Sorority Life was established at University of Lynchburg in 1992 and since that time has provided leadership and social opportunities for all students. There are ten nationally-recognized Greek-letter organizations at University of Lynchburg, including three fraternities, four sororities, and two historically black Greek organizations. Approximately 16 percent of the student population are members of fraternities and sororities. Under the governance of the Interfraternity (IFC), Panhellenic (PC), and National Pan-Hellenic (NPHC) councils, Greeks continue to expand their involvement in the University of Lynchburg community through annual activities such as St. Baldricks and Special Olympics.

#### Pan-Hellenic Council Sororities

Alpha Chi Omega - ΑΧΩ, Alpha Sigma Alpha - ΑΣΑ, Kappa Delta - ΚΔ, and Sigma Sigma Sigma - ΣΣΣ

#### Interfraternity Council Fraternities

Phi Kappa Tau - ΦΚΤ, Sigma Nu - ΣΝ, and Sigma Phi Epsilon - ΣΦΕ

#### National Pan-Hellenic Council Greek Organizations

Alpha Kappa Alpha - ΑΚΑ, and Alpha Phi Alpha - ΑΦΑ, while not a NPHC organization member, Alpha Psi Lambda Fraternity ΑΨΛ (Latin X fraternity) is another Multicultural Greek Organization represented on campus.

**Student Activities Board** - The Student Activities Board is a student-run organization responsible for creating, planning, and presenting a variety of activities such as magicians, hypnotists, novelty acts, coffeehouse performers, off-campus trips, and concerts for the University of Lynchburg community. SAB members are students who are dedicated to bringing quality, uniqueness, and fun to the campus.

**Student Government Association** - The Student Government Association serves as the official voice of the student body to the University of Lynchburg administration. In an effort to promote school spirit and student involvement, SGA sponsors a variety of events for the University community. These events include campus public forums, late night breakfasts, Crabfest, and Senior Week.

### General Responsibilities of Campus Organizations

Campus organizations are expected to comply with the policy and procedural guidelines adopted by the Student Government Association and the University administration. Obstruction of, or interference with, any regularly sponsored or official function of the University may be considered an act of disorderly conduct and may lead to appropriate disciplinary action.

### Membership

Membership in registered student organizations must be open to all persons without regard to race, color, creed, religion, national or ethnic origin, gender, sexual orientation, age, marital status, citizenship, or handicap (SA-302). Title IX of the Educational Amendment of 1972 provides an exemption of fraternities and sororities from the requirement that membership in their groups be open to all persons regardless of gender.

Membership should comprise only of students, faculty, or staff of University of Lynchburg. Non-students may not be members, hold office, or be responsible for any activity.

### Supervisory Role of Institution in Student Activities

Through involvement in student activities, including campus organizations and events, students gain personal, professional, social, recreational, and cultural development. The Office of Student Activities is charged with helping students become involved in campus organizations and events and with advising and supervising the Student Government Association, the Student Activities Board, and two fraternity and sorority governing boards. Additionally, the Office of Student Engagement and Leadership Development provides assistance and support to all recognized student organizations.

Policies and procedural guidelines adopted by the University are detailed in *The Hornet* student handbook or publicized by the offices of Student Development. These policies and procedural guidelines address matters such as responsibilities and privileges of recognized student organizations, reservation of campus facilities, admitting guests to events, posting, alcohol on campus, and freedom and order on the campus.

Campus organizations and individuals involved in student activities are expected to comply with all University policies; violation of University policy may result in judicial action, as outlined in the "Honor and Student Conduct Codes and Regulations". Additionally, the University reserves the right to intervene, and if necessary, to cancel a program, activity, and/or process if it is found to be in violation of stated policies or procedures or is in conflict with the mission of University of Lynchburg.

### Wellness Services

The process of achieving wellness is constant and dynamic, involving change and growth, but practicing wellness is fundamental to our happiness and success as students, friends, and community members. Wellness Services offers students the opportunity to engage in a campus culture encouraging lifelong well-being through enhanced wellness services, outreach programs, and prevention resources.

### Wellness and Health Promotion

The Office of Wellness and Health Promotion provides students with the opportunity to engage in a campus culture encouraging lifelong well-being through enhanced wellness services, outreach programs, and prevention resources. The process of achieving wellness is constant and dynamic, involving change and growth. Practicing wellness is fundamental to our happiness and success as students, friends, and community members. Our office is located in the Wellness House, 504 Brevard Street next to Spiritual Life. You can contact us via email at [wellness@lynchburg.edu](mailto:wellness@lynchburg.edu) or by calling 434-544-8700.

**Written Student Complaint Policy and Procedures**

University of Lynchburg faculty and staff strive to provide each student with positive educational experiences and helpful services. Even so, it is understandable that complaints will arise from time to time. To address and resolve concerns as quickly as possible, please address complaints to the office responsible for overseeing the area of concern.

If resolution of the student's complaint cannot be accomplished using the above protocol or established grievance or appeal procedures, the student may file a written student complaint. The policy for filing written student complaints is located on the University's web site: <https://www.lynchburg.edu/about/policies/>.

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## STUDENTS' RIGHTS AND RESPONSIBILITIES

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The University of Lynchburg expects every member of the campus community to share in the University's historic commitment to academic honesty, personal integrity, and behavioral maturity. As an educational institution, the University is concerned with both the formal, in-class education of its students and their growth into mature individuals who conduct themselves as responsible citizens.

The uniqueness of the academic community requires particular sensitivity to both the individual rights of students and the rights of the University community. Rules and regulations are imperative as a basis for the orderly conduct of University activities and for maintaining an environment conducive to study, recreation, and personal growth. For a list of student rights and additional information on student responsibilities, see *The Hornet*, the annually-updated student handbook. All students are expected to know and abide by University of Lynchburg policies published in *The Hornet*.

### Drug-Free Environment Statement

The Drug-Free Schools and Communities Act amendments of 1989, Public Law 101-226, require that higher education institutions adopt and implement a program to prevent unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees of the institution. This legislation calls for the publication of:

1. Standards of conduct that clearly prohibit, at a minimum, the unlawful possession, use, or distribution of illicit drugs or alcohol by students and employees on University property or as part of any University activity;
2. A description of applicable legal sanctions under local, state, or federal law;
3. A description of health risks associated with the use of illicit drugs and the abuse of alcohol;
4. A description of available drug or alcohol counseling, treatment, rehabilitation, or re-entry programs; and
5. A clear statement of the disciplinary sanctions the University will impose on students and employees for violation of the University's applicable standards of conduct with respect to the unlawful possession, use, or distribution of illicit drugs or alcohol.

The University of Lynchburg complies with this legislation and supports all the provisions included in the Drug-Free Schools and Communities Act. Policies prohibiting the use of illicit drugs and the misuse of alcohol by students are published in the student handbook, *The Hornet*. A publication addressing the topics enumerated above is distributed annually to students.

### Honor and Student Conduct Codes and Regulations

The University's standards of student conduct address three major areas of integrity. The Honor Code includes both academic and personal integrity. The Student Conduct Code addresses respect for the rights of the University and the people within the community. These standards of conduct are intended to encourage honesty in academic achievement as well as personal growth and development.

In accepting admission to the University of Lynchburg, a student agrees to learn and to abide by all University policies and procedures. In addition to controlling their own behavior, students are expected to do their utmost to help maintain a high level of conduct among fellow students. University policies are set forth in writing to give students general notice of prohibited conduct; they are not designed to define misconduct in exhaustive terms and should be read broadly.

When a violation of University policy is believed to have occurred, appropriate University officials or members of the Student Judicial Board review the alleged infraction. If confirmed, the violation results in educational outcomes intended to facilitate the positive growth and development of those involved. See *The Hornet* student handbook for the full text of the Honor and Student Conduct Codes and Regulations.

### Motor Vehicles

All vehicles parked on campus by any student, faculty, or staff member must be registered with Campus Safety and Security, and bear a valid University of Lynchburg parking decal. All vehicles parked on campus must also be insured and have valid state license and inspection tags.

#### Eligibility

All non-resident (commuting) freshmen and all sophomores, juniors, seniors, and graduate students are eligible to register motor vehicles for use on campus. Registration options include a one-day permit, a temporary permit valid for two to 30 days, and an annual permit. Visit the University of Lynchburg Vehicle Registration page and click on MyParking to add, view, or edit vehicle information.

All resident first-year students desiring parking privileges must receive prior approval through the Campus Safety and Security Office. Available parking spaces are limited to 190. Spaces are offered on a first-come first serve basis. Visit the University of Lynchburg Vehicle Registration page and click on Please Register for Your Space. Once completed, a response email will direct you to the vehicle registration process.

#### Registration

All vehicles driven and parked on campus by any student, faculty, or staff member must be insured, have valid state license and inspection tags, be registered with Campus Safety and Security, and bear a valid University of Lynchburg parking decal. LC decals may be obtained during fall semester check-in periods and at other times at the Campus Safety and Security Office, located on the first floor of Hall Campus Center.

The following documents are required at the time of vehicle registration:

- current state vehicle registration card;
- valid operator's license; and
- valid proof of insurance.

Registration will be delayed if any of these required items is not presented.

Registration fees are as follows. All fees are non-refundable.

- \$100 annual registration for all full-time, non-resident students (commuting)
- \$75 annual registration for part-time and graduate students
- \$10 registration for commuting, part-time, and graduate students registering a second vehicle
- A fee of \$20 will be assessed for the issuance of a temporary registration (2-30 days) for full-time non-resident (commuting) freshmen and all sophomores, juniors, and seniors
- \$300 annual registration for approved, first-year, resident students.

A student may not register a vehicle owned by another student or for the use of another student. Adjudication of violations of this regulation or any other shall be left to the discretion of the appropriate judicial body.

By completing vehicle registration, the vehicle owner indicates that he/she has read and understood the University of Lynchburg Traffic Code. Failure to comply with the University of Lynchburg Traffic Code and any posted vehicle regulations will result in issuance of a citation.

Parking decals are to be placed on the left bottom exterior corner of the vehicle's rear glass. For vehicles such as pick-up trucks, jeeps (soft top), convertibles, and vehicles with dark-tinted windows, decals should be placed in a location visible to Campus Safety and Security officers. Most state codes prohibit application of decals to the front windshield other than state inspection or city/county decals. Individuals concerned about proper placement of a University of Lynchburg decal should contact Campus Safety and Security for advice.



If a registered vehicle is sold or traded for another vehicle, the original University of Lynchburg decal needs to be removed and presented at the Information Desk. The replacement vehicle will be registered and a new decal issued for a \$1 fee.

Each registered vehicle owner/operator is responsible for maintaining proper insurance coverage to protect his/her vehicle from such damage as vandalism, theft, and acts of nature. University of Lynchburg is not responsible for such acts that may occur while a vehicle is driven or parked on University of Lynchburg property.

### Traffic and Parking Regulations

All parking areas on campus are designated for use by specific constituents; these designations are indicated by color-coded parking lines and decal type:

<u>Line Color</u>	<u>Parking Designation</u>
White	Student*/Special Event
Yellow	Faculty/Staff/Visitor/Special Event
Yellow Fire Lane	No parking at any time
Blue	Handicapped
Green	Reserved 24/7 for University vehicles/Visitor

\*Student parking designations are further specified by decal type:

<u>Decal Type</u>	<u>Parking Designation</u>
Resident	Student spaces outside residence hall
Commuter	Student spaces in parking lots designated as "Commuter" or "Open" lots (Thompson Hall, Dillard rear lot, gravel lot at corner of Westwood St. and College St.)
Southside	Student spaces designated for one's assigned University house, apartment, or townhouse; Southside vehicles are not allowed to park on the main campus during the academic year, Monday – Friday, 7 a.m. – 5 p.m.
First Year	Limited spaces are available. All resident first year students are required to park 24/7 in the Nest lot (located at 611 Thomas Road) by scanning your valid university ID at the lift gate entrance. Pedestrian ID Accessible gates are located at each end of the lot for walk-in Access. Surveillance cameras monitor this lot 24/7/365.

### Parking Regulations

All faculty/staff spaces designated by yellow lines are reserved from 7 a.m. to 5 p.m. Monday through Friday. At other times (i.e., 5 p.m. to 7 a.m. Monday through Friday and throughout Saturday and Sunday), faculty/staff spaces designated by yellow lines are available for use by students (except those with freshman decals) unless indicated otherwise (e.g., by traffic cone). If a vehicle is parked in a space other than its assigned area, the vehicle registrant will be cited for parking in an undesignated space.

All campus parking spaces indicated by blue lines are reserved for individuals who have received disability parking privileges through their local Division of Motor Vehicles or state agency. Individuals desiring on-campus parking accommodation for a short-term, temporary disability may request permission from the Director of Title IX Compliance and Equal Opportunity Officer to park in faculty, staff, or student spaces as convenient. (Approval of a request does not permit parking in spaces designated in blue for disabled drivers.) A state issued disability mirror tag provided for approved short-term requests must be displayed while the vehicle is parked on campus.

The University reserves the right to change or otherwise restrict parking designations and traffic patterns as conditions warrant. Parking in areas reserved by traffic cones/barrier tape or moving either of these will result in the issuance of a parking citation.

Lack of convenient parking or lack of a space in any particular area on campus do not excuse violation of the University of Lynchburg Traffic Code. The campus-wide speed limit is 15 MPH, and drivers must yield to all pedestrian traffic.

Failure to stop as directed by a campus security officer or other University official and driving in a reckless manner (including speeding) will result in issuance of a citation. Also, an incident report will be written for review by the appropriate judicial body. Adjudication of violations of the University of Lynchburg Traffic Code may result in loss of privileges to use a vehicle on campus.

Any individual receiving an excessive number of parking citations is subject to loss of his/her on campus parking privileges. All vehicles will be subject to tow at the owner's expense after receipt of two citations or more. University of Lynchburg is not responsible for any damage resulting from towing and/or storage of the vehicle. All towed vehicles will be held in the Bee Line Towing, Inc. impound lot located at 155 Airpark Drive, Lynchburg, Virginia 24502. Bee Line can be reached at 434.239.5386.

All vehicle accidents occurring on campus property and adjacent roadways are required to be reported immediately to Campus Safety and Security. An incident report will be filed. Failure to provide accurate information regarding an accident may violate state and local laws, as well as University policies.

A vehicle that becomes inoperable or disabled must be reported to Campus Safety and Security. The owner will be given a reasonable amount of time to repair or remove the vehicle from campus.

### Parking and Traffic Fines

Unauthorized parking in areas designated for fire lanes and for handicapped parking results in the following fines:

- Fire lane – \$100 each offense
- Handicapped space – \$100-\$500 each offense\*\*

All fines for parking and traffic violations listed below are \$50 per each offense:

- Unregistered vehicle
- Parking in a faculty/staff space
- Parking in a student space
- Parking in a visitor space
- Parking in a 24-hour reserved space (indicated by green lines)
- Parking in a reserved space – coned off
- Parking in a loading zone
- Parking in an undesignated space\*
- Parking on the grass\*
- Blocking driveway/roadway\*
- Overtime parking\*
- Expired temporary tag\*
- Improperly displayed Lynchburg parking decal\*
- Reckless Driving\*
- Speeding/exceeding the posted campus-wide speed limit (15 MPH)\*
- Failure to stop at a stop sign\*

\*\*Enforceable by Campus Safety and Security officers, other designated University staff and local/state law enforcement officers.

**Payment of Fines**

All parking and traffic fines will be billed automatically to faculty, staff, and student accounts. Payments may be made at the Cashier's Office, located on the fourth floor of Hall Campus Center, during regular business hours or mailed along with the monthly bill.

Students wishing to appeal a parking citation may do so by visiting their *MyParking* and completing the online appeal form. All appeals must be submitted within 72 hours of the date and time the citation was issued. Appeals received after 72 hours will not be considered. Appeal outcomes will be reflected under the ticket section in MyParking. If a fine is reduced or dismissed upon appeal, the amount will be adjusted accordingly on the appropriate student account.

**Student Records: Practices, Rights, and Privacy**

On a regular basis, the Registrar of University of Lynchburg informs students about the Family Educational Rights and Privacy Act of 1974 (FERPA). This Act, with which the University complies fully, was designed to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with The Family Policy Compliance office, U.S. Department of Education, concerning alleged failures by the institution to comply with FERPA.

A student's permanent record consists of the student's University of Lynchburg academic transcript. Whether paper or electronic, a student's academic transcript is safeguarded in perpetuity. Temporary records are the supportive records of an applicant's or enrolled student's progress and are kept in various offices whose functions dictate the record retention and disposal schedule. Temporary records include, but are not limited to, financial aid and billing records and disciplinary records.

FERPA protected student records are maintained primarily for educational purposes and are for the use of faculty and staff within the University who have a legitimate need. Information is not released outside the University without the written request or consent of the student, except for directory-type information as noted below, in accordance with the policies "Notification of Parents Concerning Student Discipline" and "Student Health or Safety Emergencies" published in The Hornet student handbook, and as might be required by law. The health history record and other pertinent medical information submitted directly to the Student Health Service and maintained there are not available to any non-medical personnel.

Directory-type information such as name; whether a student resides in University housing; enrollment dates; full- or part-time status; degrees and major fields of study; awards and honors; anticipated graduation dates; past and present participation in officially recognized sports and activities; physical description; photographic or videotaped image may be released without consent to those who have a reasonable and legitimate need for the information. The institution also provides current student email addresses to contracted vendors who have been hired to perform the business of the university. Students who wish to prevent disclosure of directory information to persons other than parents or guardians outside the University may do so by completing the proper form at the Office of the Registrar.

Students may inspect certain portions of their education records within a reasonable time of presenting a request. Records not available for inspection by students may include student health records, employment records, alumni records, financial information submitted by parents, and confidential letters and recommendations associated with admission, employment or job placement, or honors for which the right of inspection and review has been waived.

Students who believe that their education records contain information that is inaccurate or misleading or is otherwise in violation of their privacy or other rights may discuss this with the Office of the Registrar for academic records or Community Expectations and Restorative Practices for other education records. When records are not amended as requested following such discussion, appeal may be made to other administrative offices of the University.

Those needing additional information or those wishing to complete forms to exercise any of the options outlined above may contact the Office of the Registrar concerning academic records or Community Expectations and Restorative Practices concerning other education records.

## ADMISSIONS

### Requirements for Freshman Admission

A candidate for regular admission to University of Lynchburg should be in the final year of an approved secondary school with a minimum of sixteen academic credits. The ideal candidate has earned twenty credits in English, mathematics (Algebra I and II and Geometry), laboratory science, social science, and at least two years of the same foreign language. In addition, a successful candidate has a strong B average. Advanced Placement, International Baccalaureate exams, and dual enrollment credits may be used for credit or placement. In all cases, final acceptance is subject to successful completion of the secondary school program or equivalent certification.

A student may apply to University of Lynchburg by submitting the University of Lynchburg application at [www.lynchburg.edu](http://www.lynchburg.edu) or the Common Application.

Before the admissions staff can consider an application, a candidate's file should include the following:

1. The application form;
2. High school transcripts;
3. Optional SAT or ACT scores; and
4. Optional (strongly encouraged): One letter of recommendation and a personal essay or graded writing sample from junior or senior year

Applicants may be required by the Office of Enrollment Services to submit additional documentation.

### Early Action

Early admission and enrollment into University of Lynchburg is possible for outstanding secondary school students upon completion of their junior year. Please contact the office of admissions at 434 544-8302 for detailed information.

### Advanced Placement Scholars Program

Students who have acceptable scores (3, 4, or 5) on College Entrance Examination Board Advanced Placement tests are granted college credit. However, grade points will not be computed for the credit given. For a listing of acceptable scores and credit allowed, refer to the Credit by Examination section under "Academic Regulations."

### International Baccalaureate Program

University of Lynchburg awards academic credit for work completed in an International Baccalaureate program to students on an individual basis. After review, credit is generally awarded for completion of higher-level courses and achievement of 4 or above on the International Baccalaureate Examination. Official score reports must be sent directly to University of Lynchburg from the IB program for verification of the student's work and for credit to be given on the student's University of Lynchburg transcript.

### Transfer and Access Students

A strong candidate for admission has completed a minimum of twelve credit hours beyond the high school diploma from a regionally accredited college or university. Access is the term designated for adult students who wish to enter or to return to college to pursue their education at the undergraduate level. To qualify as an Access student, an applicant must be a U. S. citizen and 25 years of age or older before the first day of classes. *\*Students that begin as a traditional aged-student (18 to 24 years) will be considered traditional-aged students throughout their time at the University of Lynchburg.*

Additional information about the transfer process:

1. All students must be socially and academically eligible to return to their former institution in good standing;
2. Admission to the University requires a minimum cumulative grade point average of 2.0 and a minimum of 12 credits after high school;
3. Transfer credits toward a degree will be allowed only for coursework relevant to the degree with grades of C or higher (not C-). Decisions regarding the acceptance of credits will depend on the appropriateness and applicability of credits to the degree program and on the comparability of the credit earned. Decisions regarding the awarding of credits are made by qualified University of Lynchburg faculty members and by the Office of the Registrar according to approved procedures and standards. Transfer evaluations are completed once the applicant has been admitted;
4. Academic advising takes place after a student is admitted to the University and submits the reservation fee; and
5. To qualify for graduation from University of Lynchburg, a student must complete a minimum of 48 semester hours in residence at University of Lynchburg. (Refer to the "Academic Degree Requirements" section for further details.)

Transfer candidates may apply at [www.lynchburg.edu](http://www.lynchburg.edu) or the Common Application. Students seeking to complete a degree at University of Lynchburg must complete at least 50 percent of the major requirements in residence.

Applications should be submitted according to the following deadlines: July 31 for fall semester; November 30 for spring semester; and April 1 for summer sessions. Applications received after these deadlines will be considered based on space availability in the class. Nursing applicants: If you will be applying with an interest in the nursing program, please call the Office of Enrollment Services at 434.544.8302 for application deadlines.

The application should be complete in all details including the following:

1. The application;
2. Official transcripts from each college attended indicating all college courses taken\*;
3. Submission of secondary school transcripts if fewer than twenty-four hours of college credit have been completed. GED documentation may also be required.

\*Official transcripts must be sent directly from the transfer institution to the Office of Enrollment Services, University of Lynchburg, 1501 Lakeside Drive, Lynchburg, VA 24501-3113.

### Transfer for Qualifying VCCS Associate Degree Students

The Articulation Agreement between University of Lynchburg and the Virginia Community College system allows guaranteed admission to students with associate degrees in Arts, Science, or Arts and Science. Students who have a grade point average of 2.0 or higher are eligible for the guaranteed transfer of up to seventy-six credit hours. Such degrees will fulfill the University of Lynchburg's general education requirement except for the Language and Intercultural Competence Area of Study and the Senior-Year Integrative Seminar (DELL 400W-level seminar).

### University of Lynchburg and Central Virginia Community College Co-Enrollment Program

This co-enrollment program is available for students, who have graduated, or are about to graduate from high school and enroll at CVCC in either the Associate of Arts and Sciences or the Associate of Science degree program. Students admitted as part of this program can enroll at the University of Lynchburg to take two courses each semester based upon space availability and completion of any prerequisite courses.

### Transfer for Qualifying VCCS Passport and UCGS Students

The University of Lynchburg is a partner with the Virginia Community College System in accepting partial general education credit for the Passport and the Uniform Certificate of General Studies (UCGS) programs. Passport and UCGS are micro-articulation agreements wherein students are awarded a portion of their DELL general education credits based on their completion of respective “blocks” in the distinct programs. The Passport program consists of six blocks or 16 credit hours. Students who complete the Passport program will receive credits toward graduation for ENG 111 (Block I-Written Communication) but will be required to successfully complete ENGL 123W with a minimum grade of C- to fulfill DELL general education requirements. The UCGS program consists of seven blocks or 30-32 credit hours. Students who complete the UCGS program will be advised to complete six hours of ASL or foreign language for Block VII at their VCCS institution if they wish to fulfill the Language and Intercultural Competence requirement for DELL.

### International Students

International students may apply at [www.lynchburg.edu](http://www.lynchburg.edu) or the Common Application.

Applications should be submitted by the following: fall class (August to December) deadline is June 1; spring class (January to May) deadline is December 1. All applications received after these deadlines will be considered on space availability in the class.

All applications for admission will be carefully reviewed after all of the following documents have been received:

1. Completed application form ([www.lynchburg.edu/apply](http://www.lynchburg.edu/apply));
2. Most current official secondary school transcript, translated into English. (Transcript must include all secondary school course-work.) Non-English transcripts and documents must be submitted in their original form, accompanied by a certified English translation. Unofficial documents and documents without accompanying English translations will not be accepted.;
3. Proof of English language proficiency as demonstrated by Test of English as a Foreign Language (TOEFL/IELTS), successful completion of an English as a Second Language (ESL) program at the advanced level (required of non-native English speakers only), transfer of an approved English course, or approval by a virtual interviewer;
4. Solid content-based essay;
5. An official Certification of Finance and certified letter from the student or sponsor’s bank verifying the information supplied on the Certificate of Finance\*; and
6. Transcript evaluation for coursework completed outside the United States by an accredited educational evaluation service, such as WES or Joseph Silney & Associates.
7. Letter of Recommendation

\* Students who are permanent residents of the United States are not required to submit the Certificate of Finance. The Certificate of Finance document may be requested from the Office of Enrollment Services on our website [www.lynchburg.edu/admission](http://www.lynchburg.edu/admission).

### Readmission

Any student whose enrollment at the University has been interrupted without an approved leave of absence must apply for readmission. Along with the application for readmission, the student must submit a minimum 250-word statement of reflection on his/her time away from the University and plan for success if readmitted. Those who were academically suspended should refer to the “Academic Standing” Section. Students must be in good financial standing with the University to be considered for readmission.

All students applying for readmission to University of Lynchburg should submit their applications according to these deadlines: July 31 for fall semester; November 30 for spring semester; and April 1 for summer sessions. Applications received after these deadlines will be considered based upon space availability in the class.

The following items must also be included with the application:

1. A 250-word essay;
2. Official transcripts for all coursework completed (if the student attended any college(s) since last enrolled at University of Lynchburg). Transcripts should be forwarded to the Office of Enrollment Services.

An interview may be required.

Submit all of the requested information directly to Office of Enrollment Services, University of Lynchburg, 1501 Lakeside Drive, Lynchburg, VA 24501-3113. For further assistance, contact the Office at 800.426.8101 or 434.544.8302.

### Non-Degree Admission

To ensure time for processing and review, applications for non-degree study should be completed no later than July 31 for fall term, November 30 for spring term, and April 1 for summer term. All undergraduate and graduate non-degree applicants should submit the following:

1. A non-degree application at [www.lynchburg.edu](http://www.lynchburg.edu); and
2. Official transcripts from each college (or high school for dual enrollment and early admission candidates) attended indicating all college (or high school) coursework completed. It is the responsibility of the student to request that official transcripts be forwarded from his/her college/university directly to the Office of Enrollment Services at University of Lynchburg early in the application process in order to receive a timely admission decision.

Additional materials are required for some non-degree categories. See below for category descriptions.

1. Students completing the non-degree application form may not become candidates for a degree unless a formal application for regular undergraduate or graduate admission is submitted and approved.
2. Credits earned are not always applicable towards a degree. Once admitted to a degree program, students should consult with their academic advisor to verify credits that are applicable towards a degree.
3. Non-degree students are typically not registered for classes until degree-seeking students have registered for fall and spring semesters.

### Categories of Non-Degree Admission

Students in the following categories must complete the non-degree application for admission.

#### Call Me MiSTER®

The Call Me MiSTER® program prepares young men for impactful careers as elementary, middle or high school teachers, providing resources and support that move them toward successfully securing positions in classrooms where they will positively impact the lives of their students. Program applicants can be admitted into the Call Me MiSTER® program as a freshmen or transfer students, if space is available, once admitted to the University of Lynchburg. Selected student participants, known as MiSTER® s, must pursue a program of study in a teacher education major leading to a baccalaureate degree. The university offers teacher education majors, that lead to state licensure in, multiple areas: Elementary Education, Special Education, English Education, History and Social Science Education, Mathematics Education, Earth Science Education, Chemistry Education, Biology Education, Health and Physical Education, Music Education (instrumental and vocal), and Spanish Education. For more information, email the Office of Admissions at [admissions@lynchburg.edu](mailto:admissions@lynchburg.edu).

**Dual-Enrollment**

Dual enrollment in University of Lynchburg is possible for qualified high school students during their junior or senior year on a space available basis. Dual-enrolled students must demonstrate evidence that they possess the requisite knowledge, maturity, and ability to pursue the content in the chosen courses. Additional admission requirements include:

1. The submission of official secondary school transcripts and non-degree application at [www.lynchburg.edu](http://www.lynchburg.edu).
2. A minimum of a 3.0 cumulative GPA.
3. A letter of permission from the high school principal or director of guidance.

**Grow Your Own (GYO)**

The Grow Your Own program (GYO) is a partnership between the University of Lynchburg, Central Virginia Community College (CVCC) and the local public school divisions. GYO aims to attract quality transfer students into teaching while elevating the teaching profession. To participate in the program, local high school students must apply, and be admitted, to both CVCC and the University of Lynchburg. Students will be co-enrolled and have an advisor at both institutions.

Students will take the four core education courses, EDUC 110, EDUC 120, EDUC 210 and EDUC 220 while they are getting their associate's degree at CVCC. For detailed information see: <https://www.lynchburg.edu/academics/college-of-education-leadership-studies-counseling/education/grow-your-own-gyo-teachers-initiative/>.

**Non-Degree Undergraduate**

Students classified as "non-degree undergraduate" may enroll for personal enrichment or professional development only. Non-degree undergraduate students must demonstrate evidence that they possess the requisite knowledge, maturity, and ability to pursue the content in the chosen courses. Privileges to enroll as a non-degree undergraduate may be revoked at any time if the student fails to maintain the normal academic and social standards set by the University.

**Teachers for Tomorrow (TfT)**

Teachers for Tomorrow is Virginia's statewide program for recruiting high school students into the teaching profession. For detailed information and curriculum see: [http://www.doe.virginia.gov/teaching/educator\\_preparation/teachers\\_for\\_tomorrow/index.shtml](http://www.doe.virginia.gov/teaching/educator_preparation/teachers_for_tomorrow/index.shtml).

In this dual enrollment program, high school students may earn four undergraduate credits with the University of Lynchburg; four credits for EDUC 210.

Virginia's Teachers for Tomorrow program candidates must submit the Teachers for Tomorrow application through their local high school. The high school will verify the qualifications for each candidate then the applications will be submitted to the Office of Enrollment Services for processing. Students will receive an official letter of admission to the Teachers For Tomorrow program from the University of Lynchburg.

**Visiting Undergraduate**

Students classified as "visiting undergraduate" are students who are pursuing a degree at another institution and wish to enroll in classes at University of Lynchburg with the intention of transferring credits back to their primary institution. Students who enroll at University of Lynchburg as visiting undergraduate students must apply for each semester they wish to be enrolled. Students must submit a non-degree application and send an official transcript from the college or university in which they are currently enrolled.

**Other Categories (Governors School, Private Music Lessons for Credit)**

Additional admission requirements include securing written permission to enroll from the appropriate instructor. University credit in music is not offered to students who are pre-college in age and preparation.

The University has an academic consortium agreement with the Central Virginia Governor's School (CVGS), located in Lynchburg, Virginia. CVGS offers dual-enrollment, University of Lynchburg courses to its high school students. The courses, which are taught by faculty of the University of Lynchburg at the CVGS campus, have been approved and will count as University of Lynchburg equivalents. The grades that students earn in these classes will be listed on their University of Lynchburg transcript and will be reflected in their cumulative GPA.

## SCHOLARSHIPS AND FINANCIAL AID

University of Lynchburg is particularly proud to be an institution that has historically welcomed students with diverse backgrounds, regardless of their ability to pay. The University makes every effort to provide financial aid opportunities to all students. Traditional-age students must be enrolled in a full-time undergraduate degree program to be considered for University academic scholarships, grants, and/or need-based financial aid.

With the exception of some academic scholarships described later in this section, students who wish to apply for grants, loans, or work-study should submit the Free Application for Federal Student Aid (FAFSA) via the web at [www.fafsa.gov](http://www.fafsa.gov). Returning students who wish to renew financial aid must complete the FAFSA on the web each year aid is needed. The preferred deadline by which applications from entering freshmen, transfer, and returning students should be received is March 1.

Awards are considered on the basis of financial need and/or a student's academic profile. Awards are determined using a combination of grants and scholarships, loans, and work-study. Students must be in good academic standing and achieve the minimum grade point average required for aid to be renewed. Continuing students will receive a package after the FAFSA results are received and their academic standing is assessed.

Once the student completes all required paperwork, aid will be disbursed to the student's account at the beginning of each semester.

Access students (age 25 years and older) pay a reduced rate for tuition and may be eligible for some federal and/or state financial aid programs. Students are encouraged to apply using the FAFSA on the web at [www.fafsa.gov](http://www.fafsa.gov) as soon as possible or at least six weeks before their entering semester to ensure that funds are available at the time of registration.

### Satisfactory Academic Progress Policy for Financial Aid Recipients

Federal regulations require institutions of higher education to establish minimum standards of satisfactory academic progress (SAP) for students receiving Title IV federal aid. All college course work must be considered, regardless of whether the student received federal financial aid at the time.

Financial aid at University of Lynchburg is awarded to students for the entire academic year or summer session. If an aid recipient's grade point average falls below the minimum standards during the award year, the recipient will be placed on financial aid warning for the subsequent semester or school term. If a student on warning fails to meet the standards of satisfactory academic progress outlined below, the student will be ineligible for financial aid for the subsequent enrollment period and will not receive consideration for aid again until the standards have been met.

The standards for determining progress at University of Lynchburg are composed of three separate measurements. These measurements are: grade point average (qualitative), incremental progress (quantitative), and accumulated hours (maximum timeframe). A student whose average drops below the minimum requirement will be placed on financial aid warning for the subsequent semester.

Grade Point Average: Hours Completed Minimum Required

	(UL and Transfer)	Cumulative GPA (4.0 scale)
<i>Undergraduate</i>	0 – 18	1.00
	19 – 36	1.60
	37 – 54	1.70
	55 – 72	1.80
	73 – 90	1.90
	90 +	2.00
<i>Graduate/Advanced Degree Student</i>		3.0

**Incremental Progress:** University of Lynchburg students must complete at least 67% of all hours attempted towards graduation. Repeated courses and courses with a grade of W, F, I, IP, Z, NG, or E will count as attempted coursework and not as completed coursework. A grade of S/NC or Z will not be counted in attempted coursework; they are not eligible for financial aid. This should be kept in mind when planning a schedule to assure completion in enough credit hours to be considered making incremental progress. Students repeating a course, previously passed may do so only once. A course repeated more than once will not be included when determining enrollment status.

**Accumulated Hours:** Students that receive financial aid at University of Lynchburg are allowed up to 150% of the published credit hours needed to graduate in their program. For example, if the chosen program requires 124 credits to graduate, the student must complete their degree within 186 attempted hours. For example a graduate program that requires 60 hours is allowed up to 90 credits to graduate.

**Review Process:** If after the warning period, a student is denied financial aid for failure to meet any of the above standards for satisfactory academic progress, the student may request an appeal of the decision. Such a request must be caused by one of the following reasons:

- the death of a relative of the student;
- an injury or illness of the student; or
- other special circumstances.

If the appeal is approved, a student will receive financial aid on a probationary status and an academic plan may be required. At the end of the semester, the student will be evaluated according to the SAP Policy to determine if financial aid will be awarded for the next semester.

Please make your appeal request in writing and it should be addressed to the Financial Aid Review Committee, c/o University of Lynchburg, Office of Financial Aid, 1501 Lakeside Drive, Lynchburg, VA. 24501-3113. If you have questions, please contact the Office of Financial Aid at 434.544.8228.

### University of Lynchburg Academic Scholarships

All academic scholarships and grants listed below pertain to enrollment during the fall and spring semesters. University scholarships and grants may NOT be applied to tuition costs for study abroad, winter or summer terms.

University of Lynchburg recognizes and rewards academic excellence by offering a range of merit scholarships for traditional-age undergraduate students and may include scholarships awarded through an invitational scholarship program. This may impact certain tuition exchange benefits.

These scholarships are renewable for an additional three years to full-time students who continue to meet eligibility requirements. If a student also demonstrates financial need, the amount of the academic scholarship will be counted toward satisfying that need. If a student is found eligible for more than one University academic scholarship, he or she is awarded the scholarship of the highest monetary value.

Freshman and transfer applicants admitted to the University as traditional age, full-time, degree-seeking students for the fall or spring terms will be notified automatically if they meet the requirements for nomination or selection for any award.

Examples of these awards and the GPA required to maintain this award and invitational scholarship competition awards, if applicable, include:

- Hopwood Scholarship (2.75)
- Founders Scholarship (2.75)
- Trustee Scholarship (2.5)
- Presidential Scholarship (2.5)
- Dean's Scholarship (2.5)



Alumni Award (2.0)  
 Achievement Award (2.0)  
 Trustee Transfer Scholarship (2.75)  
 Dean's Transfer Scholarship (2.5)  
 Alumni Transfer Award (2.5)  
 Achievement Transfer Award (2.0)

A student's GPA will be assessed at the end of each academic year. If a student falls below the GPA required to maintain the award or scholarship, he/she will be placed on merit probation for the following academic year. If the student does not meet the GPA requirement after the probationary period, the student may request a review. See the review process under the satisfactory academic progress policy in this section. The funding source for a student's academic scholarship may be identified during the academic year.

### University of Lynchburg Grants

University grants are need-based awards included in financial aid packages of students who have demonstrated financial need. Need is determined by the student's cost of attendance (i.e., tuition, room, board, activity fee, etc.) less the expected family contribution determined by the Free Application for Federal Student Aid (FAFSA). Contact the Office of Financial Aid or visit the webpage at [www.lynchburg.edu/financial-aid](http://www.lynchburg.edu/financial-aid) to obtain a breakdown of a student's cost of attendance. Awards will vary depending upon need level and other aid received by the student. Students filing the FAFSA are automatically considered for one of these awards. Need-based awards may be renewable for an additional three years as a full-time student based on the results of the FAFSA. The funding source for a student's University of Lynchburg grant may be identified during the academic year.

#### State Grants

Several state scholarship and grant programs are available to students who attend University of Lynchburg. The amounts of awards and eligibility requirements vary by state. State agencies should be contacted to determine the eligibility criteria and portability of such grants.

Virginia residents may be eligible for assistance from the State Council of Higher Education for Virginia. One program, the state-funded Virginia Tuition Assistance Grant (VTAG), provides tuition grants to full-time students attending private colleges in Virginia. Applications are available from the Office of Financial Aid, and the deadline is July 31. This award is renewable provided the student maintains full-time enrollment for up to eight semesters for undergraduate academic work. In addition, transfer students from Virginia Community Colleges who meet certain criteria may also qualify for state funding called Two Year College Transfer Grant.

#### Federal Pell Grant

The Federal Pell Grant Program is a federal aid program designed to provide financial assistance to exceptionally needy undergraduate students. Grants covered in this program range from from \$750 to \$7,395 for 2023-24 according to financial need as demonstrated on the Free Application for Federal Student Aid (FAFSA), and the expected family contribution (EFC).

#### Federal Supplemental Educational Opportunity Grant

These grants, funded annually by the federal government, are for undergraduate students who demonstrate exceptional financial need and are eligible for the Federal Pell Grant. The amount of the grant varies from \$100 to \$4,000, according to financial need as documented on the Free Application for Federal Student Aid (FAFSA) and is subject to allocated funding from the Department of Education.

#### Teach Grant

The Teacher Education Assistance for College and Higher Education (TEACH) Grant Program provides up to \$4,000 a year in grant assistance to students completing coursework needed to begin a career in teaching. The TEACH Grant is available to undergraduate, graduate, and post baccalaureate teacher program students who 'Agree to Serve' as a full-time teacher at certain low-income schools and within certain high-need fields for at least four academic years within eight years after completing the program. If the TEACH Grant recipient fails or refuses to carry out the teaching obligation, the amounts of the TEACH Grant received are treated as Federal Unsubsidized Stafford Loan and must be repaid with interest.

### Student Loans

#### Federal Direct Loan Program

The Federal Direct Loan Program offers low-interest, guaranteed student loans that do not require repayment until the student graduates, leaves college, or ceases to be enrolled at least half time. Repayment may also be deferred while attending graduate school, for economic hardship/unemployment up to three years, and for participation in a rehabilitation training program for the disabled. Qualified students may receive federal interest subsidy on their loans while attending college (i.e., the government pays the interest on the loan each year the student is in school at least half time). The Free Application for Federal Student Aid (FAFSA) must be filed to determine Federal Direct Loan eligibility from the subsidized (need-based) and/or the unsubsidized (non-need-based) programs. Additional information about this program and other student loan programs is available from the University of Lynchburg Office of Financial Aid.

#### Federal Direct Parent Loan for Undergraduate Students (PLUS) Program

This program allows credit-worthy parents to borrow the difference between the cost of attending University of Lynchburg and any financial aid received by a student. The interest rate is variable. Depending on the amount borrowed, the parent(s) will have up to ten years to repay. Repayment typically begins within sixty days of the second disbursement of the loan proceeds to the University; however, other repayment options are available from certain lenders.

### Student Employment Opportunities

The University offers work opportunities funded by the Federal Work-Study Program and the University Work Program. Student wages are paid directly to the student. The Federal Work-Study Program (FWS) is a federally funded, need-based student employment program intended to develop job skills, encourage community service activities, and assist students who need extra earnings from employment to help offset costs associated with university. The University Work Program is similarly designed, but the student does not have to demonstrate need. Opportunities in both programs include work in the library, science laboratories, administrative and academic offices, food service, maintenance, athletic department, Information Technology and Resources, etc. Applications are available from the Office of Human Resources/Student Employment or by visiting the website.

### Return of Financial Aid

University of Lynchburg policy for the return of federal Title IV funds complies with regulations contained in Section 668.22 of the Higher Education Amendments of 2010. A student who withdraws from the University will be subject to the federal policy regarding the return of Title IV aid, state regulations regarding the return of any state funding, and University of Lynchburg policy regarding the adjustment of any institutional aid received by the student. Students on a University leave of absence (except for studies abroad) are considered withdrawn students. A student's withdrawal date is the date the student began the withdrawal process, the student's last date of academic attendance, or the midpoint of the semester for a student who does not

provide official notification of his or her intent to withdraw.

The return of federal Title IV aid will be determined by the amount of unearned Title IV assistance awarded to the student. Title IV aid includes the programs listed below, and any funds that must be returned will be allocated in the order listed below:

- Federal Direct Unsubsidized Stafford Loans
- Federal Direct Subsidized Stafford Loans
- Federal Direct PLUS Loans (Graduate or Parent)
- Federal Pell Grants
- Other Title IV assistance
- Federal SEOG
- TEACH Grant

A withdrawn student will be allowed to retain only the amount of federal Title IV aid earned during the semester. The percentage of earned aid is determined by the number of days the student completed during the semester. The complement of this percentage is applied to the total amount of Title IV assistance that was disbursed or that could have been disbursed to calculate the amount that must be returned to the federal programs. Once a student completes 60 percent of the semester, the student is considered to have earned 100 percent of the Title IV aid awarded to him/her. In addition to any funds the institution may be required to return, the student may also be responsible for returning any funds that were disbursed directly to him/her for which the student was determined ineligible to receive.

State funding will be returned in compliance with that state's regulations. University grants and scholarships will be adjusted based on the percentage of tuition paid. For example, a student who withdraws and receives a 25 percent tuition credit will lose 25 percent of his/her institutional aid. See the "Refund Policy" in the Expense section for the amount of tuition credit a withdrawn student is eligible to receive.

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**EXPENSES**


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**Reservation Deposit****Full-Time Degree-Seeking Students**

Individuals who have been accepted for admission to the University as traditional-age or Access (age 25 or older) full-time students must confirm their intention to enroll by making a deposit of \$300 by May 1 or within two weeks of admission if accepted after May 1. This deposit will serve to reserve a space for each new entering student for the first semester. The \$300 will serve as a contingency deposit for the duration of enrollment at University of Lynchburg; therefore, this \$300 may not be used for any other purpose. Under certain circumstances, students may receive an extension of the deposit due date. The request must be made in writing and submitted to the Office of Enrollment Services.

Deposits will be refunded only if the Office of Enrollment Services is notified in writing prior to May 1. For students admitted through early decision, the \$300 deposit is non-refundable.

**Part-Time Degree-Seeking Students**

Individuals who have been accepted for admission to the University as traditional age or Access (age 25 and older) part-time students must confirm their intention to enroll by making a deposit of \$100 by May 1 or within two weeks of admission if accepted after May 1. This deposit will serve to reserve a space for each new entering student for the first semester.

Deposits will be refunded only if the Office of Enrollment Services is notified in writing prior to May 1.

**International Students**

International students will be required to submit the standard deposit for their academic program (if applicable) to receive their I-20 paperwork. Once they receive a visa, they will receive a bill on the standard billing dates. The first bill will be adjusted to add a \$2,000 deposit toward the second semester of study. This deposit will be non-refundable, and will be applied to the student's second semester fees.

**Contingency Deposit Refund****Currently Enrolled Students**

Students who are enrolled for the fall semester but elect not to continue their enrollment for the spring semester must notify the Business Office in writing on or before the last day of the fall semester examination period or forfeit the contingency deposit.

Students who are enrolled for the spring semester but elect not to return for the fall semester must notify the Business Office in writing prior to June 1 or forfeit the contingency deposit.

**Graduating Students**

No application for the deposit refund is necessary. Refunds to graduating students will be mailed after the end of the semester. Any unpaid charges for property damage, loss of equipment, parking fines, library service, and the like will be deducted from the deposit and any remaining balance will be returned.

**Continuing Student Enrollment Deposit**

To serve returning students adequately, the University must know by spring of each year how many students will return in the fall. Therefore, each resident and non-resident student should pay a \$200 enrollment deposit by February 28. This deposit will be applied to tuition, room, and board charges for the fall and must be repaid each year a student plans to enroll.

**Continuing Student Enrollment Deposit Refund**

A student who withdraws from the University prior to June 1 will receive a refund of 100 percent of the enrollment deposit; a student who withdraws June 1 or later is not entitled to any refund.

**Tuition, Room, and Meal Plan Rates****Full-Time Traditional-Age Students**

All charges are to be paid on or before August 1 and January 2 for the respective fall and spring semesters of the 2023-2024 academic session. A late payment fee of \$75 will be added if payment is not received (or other arrangements made with the Business Office) by that date.

The rates for full-time students (those taking twelve to eighteen hours a semester) normally increase each year by action of the Board of Trustees.

<b>Rates</b>	<b>Each Semester</b>
Tuition	\$17,770.00
Room:	
Residence hall room-double occupancy	\$3,560.00
Residence hall room-single occupancy*	\$3,869.00
Residence hall pod-double occupancy*	\$3,663.00
Apartment/house room-double occupancy*	\$3,766.00-\$3,972.00
Apartment/house room-single occupancy*	\$4,075.00-\$4,281.00
Townhouse-double occupancy*	\$4,281.00
Townhouse-single occupancy*	\$4,796.00
Peaksview Hall - single occupancy*	\$4,796.00

\* Available only on a limited basis

Meal Plans: All students living in University housing must have a meal plan.

Unlimited meal plan	\$3,065.00
Hornet Plan 500	\$500.00
Hornet Plan 750	\$750.00

**Overload Fees**

Students taking more than eighteen hours in a semester are charged an additional fee per semester hour over eighteen hours after the first three weeks.

Rate (per semester hour) .....	\$555.00
Rate for Auditing (per semester hour) .....	\$277.50

Tuition, supplemented by other University funds, covers the costs of instruction, certain health services, certain recreational facilities, the Fine Arts and Lecture series, and many student activities including publications, athletics, theater productions, music groups, and religious services.

Students who live off campus may participate in the University's dining program. The Business Office will provide information and rates upon request.

**Part-Time Students**

2023-2024 Rates	
Tuition for 7 or fewer hours (per semester hour).....	\$555.00
Tuition for more than 7 hours (per semester hour).....	\$1,110.00
Tuition for auditing (per semester hour).....	\$277.50

**Access Students (Age 25 And Older)**

The below rates for Access students (age 25 and older) have already been reduced by the 50 percent discount they receive. (See the Transfer and Access students section under Admissions.)

2023-2024 Rates	
Tuition (per semester hour).....	\$515.00
Tuition for auditing (per semester hour).....	\$257.50

**Second Degree Nursing**

2023-2024 Rates	
Tuition (per semester hour).....	\$572.00

**January And Summer Tuition**

The above tuition rates apply to the fall and spring semesters. Winter (J-term) and summer terms are optional and incur a separate tuition fee for those students who elect to participate. During the winter and summer terms all students (full-time, part-time, or Access) are charged tuition on a credit-hour basis as follows:

Summer 2023 (per credit hour).....	\$555.00
January 2024 (per credit hour).....	\$555.00

**Special Fees**

2023-2024 Rates	
Out-of-Residence Graduation Fee .....	\$100.00
International Student Orientation Fee.....	\$100.00

Residence hall damages, parking fines, library fines, and the like are payable when invoiced.

Several programs require fees in addition to tuition. Among these are the equestrian team, nursing, music, athletic training, art, lab, and certain specialized courses in other programs. These fees are typically noted on the course syllabus and in individual course descriptions.

Tuition, room, board, and other fees may be subject to change by the Board of Trustees at its discretion.

**Method of Payment****Full-Time Traditional-Age Students**

Payment of all fees is required by August 1 for the fall semester and by January 2 for the spring semester. All checks should be made payable to University of Lynchburg and sent with a signed copy of the financial plan invoice to the attention of student accounts in the Business Office.

The University also provides a monthly payment plan through automatic bank drafts. Information concerning this payment plan may be obtained online at the following website: [www.lynchburg.edu/business-finance/bank-drafts](http://www.lynchburg.edu/business-finance/bank-drafts). The website to make online payments is [www.lynchburg.edu/payments](http://www.lynchburg.edu/payments).

Failure to satisfy general obligations, as well as those incurred for any other fee or fines, will result in interest charges of 1.5 percent per month and may result in denial of class attendance, grade transcripts, diplomas, dining hall and residence hall privileges, and reenrollment. The University considers the charges for tuition, room, board, and other expenses to be a joint obligation of both parents and students.

**Access and Part-Time Students**

Payment of all charges is required by August 1 for the fall semester and by January 2 for the spring semester. Methods of payment include cash, check, MasterCard, VISA, Discover, and American Express. A service fee may be charged for all credit card payments, including debit card payments.

Failure to satisfy general obligations, as well as obligations incurred for any other fee or fines, will result in interest charges of 1.5 percent per month and may result in denial of class attendance, grade transcripts, diplomas, dining hall and residence hall privileges, and reenrollment. The University considers the charges for tuition, room, board, and other expenses to be joint obligations of both parents and students.

**Withdrawal Refund Policy**

A student who withdraws or is separated from the University for any reason prior to the beginning of a semester will receive a credit in full for that semester. A student who withdraws or is separated from the University for any reason other than a physical disability once the semester has started will receive a credit of the proportionate share of the fees including tuition, room and board on the following basis:

Within week one of the semester .....	90 percent of total fees
Within weeks two and three of the semester.....	50 percent of total fees
Within weeks four and five of the semester.....	25 percent of total fees
After the fifth week of the semester.....	No Credit

In the event the University takes a recess from classes during a pandemic, students will continue to be enrolled. There would be no credit for the semester charges for tuition, room or board unless a student officially withdraws. In those cases, the credit would be based on which week in the semester the student officially withdraws.

**Refund Procedure**

If a credit balance is created on the student's account, reimbursement of this credit balance will be processed as soon as possible. The refund procedure is an involved process that requires a minimum of one week to complete, except at the beginning of each semester when a minimum of two weeks is necessary.

All unpaid charges including University account balances will be deducted first.

Federal regulations governing Title IV financial aid programs require that the University of Lynchburg Office of Financial Aid determine the amount of the refund that must be paid back to the financial aid programs if the student received aid for educational expenses. Therefore, some or all of a student's refund may be allocated to financial aid programs and not refunded to the student.

**Student Accounts**

Students are encouraged to monitor their account information by visiting <https://portal.lynchburg.edu>.

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**MILITARY STUDENTS AND STUDENTS USING VETERANS ADMINISTRATION EDUCATION BENEFITS**

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**Veterans and Dependents Benefits**

Information about the administration of education assistance under the Veterans Administration may be obtained from the VA website: [www.vba.va.gov](http://www.vba.va.gov). Students wishing to use their VA benefits at the University of Lynchburg may find further information on the University Veterans web page: <https://www.lynchburg.edu/academics/registrar/veterans/>.

The Records and Veterans Affairs Coordinator in the Office of the Registrar can be reached for assistance by phone: 434-544-8219; by FAX: 434-544-8220; or by email at [veteransbenefits@lynchburg.edu](mailto:veteransbenefits@lynchburg.edu). The University Registrar and Records and Veterans Affairs Coordinator are designated as points of contact for covered individuals and the family of such individuals needing assistance with respect to academic counseling, financial counseling, disability counseling, and other information regarding completing a course of education at the University of Lynchburg.

**Grievance Policy**

The Virginia State Approving Agency (SAA) is the approving authority of education and training programs for Virginia. The SAA office investigates the complaints of GI Bill® beneficiaries. Most complaints should initially follow the standard university grievance policy for written complaints, listed in the Hornet Student Handbook. However, if the situation cannot be resolved at the university, the beneficiary should contact the SAA office via email [saa@dvs.virginia.gov](mailto:saa@dvs.virginia.gov).

**Using Veterans Education Benefits at the University of Lynchburg**

The University of Lynchburg is fully approved by the Commonwealth of Virginia to offer college level courses to applicants who qualify for veterans' benefits. Veterans who have received specialized training through military service should present their official military transcripts to the Office of Admissions for evaluation. Coursework recommended for academic college credit at the lower or upper-division level by the American Council of Education (ACE) will be considered for transfer provided that the coursework is applicable to the student's degree program. Military coursework is not included in the transfer GPA, and transfer credit will not be awarded until after the student has enrolled at the University of Lynchburg. The Office of the Registrar will notify the student of any academic credit for prior training that has been applied to the student's academic record. With the certification of enrollment, the School Certifying Official (SCO) will indicate to the VA that prior training was evaluated. The SCO will maintain a printed and electronic copy of the student's previous education and training as well as any credit that was transferred.

**Tuition Deferment for Students using Veterans Education Benefits**

The University of Lynchburg tuition rates are standardized and are not affected by a student's home state, financial source, or education benefits. Any student participating in any educational program through the Department of Veterans Affairs (VA) may qualify for a deferment of tuition and fees after producing a copy of a Statement of Benefits or a Certificate of Eligibility. Interested students should contact the Office of the University Registrar for more information. Deferments are only granted prior to the tuition deadline for each semester, provided all past due debts are satisfied. The University of Lynchburg offers a deferment for students using Veteran Administration Education benefits, which extends the payment deadline for students whose veterans' benefits are not available by the tuition deadline. Generally, the deferment period extends the date of payment until 90 days after tuition and fees are certified by the institution or until funds become available, whichever comes first. Deferments are a separate program and should not be confused with other University payment arrangements. Such students will be permitted to enroll and attend courses and access all school facilities during the deferment period. Charges not covered by the VA must be paid by the tuition deadline to prevent penalty fees. Penalties will not be imposed on charges covered by the VA, but may be imposed on charges that are past due and not covered by the VA.

**Policies and Procedures Regarding Active Military Service Members**

Students who are called to military service while actively attending the University will be placed on military leave of absence and will receive 100 percent refund of the tuition for that semester. Upon notification of deployment the student should notify the University Registrar as soon as is reasonably possible, providing a copy of military orders or verification of a new duty assignment. If the service member student's time of deployment is short-term, beginning and ending within an academic term segment, the student may make arrangements with their professors and advisors to remain actively engaged academically during the period of deployment. All active duty military students who are unable to complete course requirements due to change in employment duties, work schedule, or deployment to a duty assignment may be administratively withdrawn from some or all current semester courses. Students will receive one of the following marks at the end of the semester, depending on their individual situations: I (for incomplete), a letter grade of A, B, C, D, F, or a grade of W (for withdrawn). For students that receive a grade of I the ten-week withdrawal period will be suspended. Incomplete grades will be continued beyond one semester, as conditions warrant, and must be completed within one year after the student returns from service. The University Registrar will notify other administrative offices so that refunds for tuition, fees, housing, and meals can be processed as appropriate. The University Registrar will maintain records of administrative withdrawals completed under this policy.

**Reinstatement after a Military Leave of Absence**

Withdrawn students returning from military service should contact the Office of the Registrar to verify their student status and to reactivate their record, if necessary, prior to re-enrolling in classes. Service member students who leave the University in good standing remain eligible to re-enroll. A student service member who has left the University for more than one year, but not more than five cumulative years, does not have to requalify for admission, but they must reapply for attendance with the Office of Admissions to ensure a smooth transition to active student status. If the separation from the University was longer than five years, the applicant may be required to resubmit all official transcripts and necessary credentials. There are no additional fees if the student has previously paid the admission fee.

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**ALUMNI AND PARENTS, FAMILY, AND NEW STUDENT CONNECTIONS**

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**Alumni Relations**

The Lynchburg Alumni Association, under the leadership of officers and a board of directors, strives to develop and strengthen the relationships among current students, alumni, and the University. The Student Government Association President, or his/her representative, is invited to attend the fall and spring meeting of the Alumni Association Board of Directors. He/she will also serve on the Student Life Committee. Programs sponsored by the Alumni Association include Homecoming, class reunions, affinity group programming, alumni activities, career networking, alumni awards, and activities for current students to introduce them to the Alumni Association.

The Senior Director of Engagement in the Office of Advancement coordinates these activities and serves as a liaison among the University, students, and organized alumni events. The Office of Advancement is also responsible for the oversight of all alumni-related social media and alumni records, alumni specific communications, and the development of class notes for the University of Lynchburg Magazine. The Alumni Association encourages alumni to support The Lynchburg Fund and other fundraising projects.

**Parent, Family and New Student Connections**

Parent, Family and New Student Connections onboards new students and their family members by developing and facilitating programs, initiatives, and services to support them throughout their tenure at Lynchburg. The office partners with key stakeholders to design orientation and welcome week (Hornet Days) programs that engage, challenge, develop, and support all incoming students and help prepare them for experiencing college life, as well as the challenges and opportunities that lie ahead—academically, intellectually, emotionally, and socially.

In addition, we engage with parents as partners knowing they play a key role in the success of our students. Our primary form of communication with parents and families is through our weekly newsletter, the Hornet Family Hive, that can be accessed at [lynchburg.campusesp.com](http://lynchburg.campusesp.com). Programming for families includes our annual Parents and Family Weekend which takes place in the fall and we, in association with the Vice President for Student Development, oversee the Parents and Family Advisory Council. Our contact and social media information can be found on our webpage at Lynchburg.edu/alumni-friends/parents-and-family-programs/. Email us at [Parents@lynchburg.edu](mailto:Parents@lynchburg.edu).



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**ADMINISTRATION AND STAFF 2023-2024**


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Alison Morrison-Shetlar, PhD, President

Debra C. Wyland, Executive Assistant to the President

Amanda N. McGovern, BA, JD, Coordinator of Special Projects (RPT)

Margaret Pierre, J.D, Equal Opportunity Officer and ADA Coordinator

Christine Cole, PhD, Vice President for University Data, Analytics, & Effectiveness

Aurelia W. Kollasch, PhD, Director of Institutional Research and Analytics

Steven A. Brown, BS, University Data Specialist

Jonathan S. Waters, BS, MA, Director of Athletics

Kelley W. Gunter, Coordinator of Athletic Operations

Benjamin T. Smith, MBA, Director of Club Sports

Caroline A. Wesley, MS, Assistant Athletic Director for Student-Athletic Wellness

Travis Beazley, MEd, Assistant Baseball Coach

Olivia Becker-Killelea, Assistant Volleyball Coach

Dane Bower, BS, Athletic Trainer

Amie Chenault, Equestrian Facility Manager

Adeline Callihan, Assistant Equestrian Coach

Tim LaDuca, MEd, Director of Digital Media

Natalie Deacon, MA, Assistant Women's Soccer Coach

Bradley Dunn, Director of Swimming

Hannah Givens, MA, Director of Volleyball

Dylan Hall, BA, Assistant Men's Basketball Coach

Josh Hinkle, MBA, Assistant Men's Soccer Coach

Christopher Johnson, Director of Men's and Women's Tennis

Ryan Johnson, MBA, Assistant Men's Lacrosse Coach

Lucas Jones, BA, Head Baseball Coach

Stephen Koudelka, /Assistant Athletic Director/Head Men's Lacrosse Coach

Colin McGuire, MBA, Assistant Softball Coach

Allison Nichols, Head Women's Basketball Coach

Todd Olsen Head Coach Women's Soccer

Samuel "Jake" Reed, Head Coach Men's and Women's, Cross Country/Assistant Track & Field Coach

Jennifer Releford, MEd, Associate Head Field Hockey Coach

Ally Repko, Assistant Softball Coach

Hilliary Scott, MEd, Head Coach, Men's Basketball

Dawn Simmons, BS, Head Softball Coach

Brittany Smith, Director of Athletic Training Services

Edward Smith, Assistant Athletic Director for Sports Performance

James Sprecher, BA, Director of Cross Country and Track and Field

Enza Steele, Head Field Hockey Coach

Anitra Thomas, Assistant Women's Basketball Coach

Michael Veverka, Director of Men's and Women's Golf

Phillip Williamson, Director of Equestrian

Chris Yeager, Head Men's Soccer Coach

Emily Zimcosky, Assistant Men's and Women's Swimming Coach

Vacant, Head Women's Lacrosse Coach

Linda M. Hall, MEd, Director of Human Resources

Khadaga Crawford, Human Resources Generalist

Michele K. Dix, BS, Payroll Coordinator

Shaimaa Eldeihy, BS, Benefits Specialist

Amy Porter, Human Resources Generalist

Estaban Soto, MPA, Chief of Campus Safety and Security

Thurman "Dee" Brown, EDD, Campus Safety and Security Officer III

Dean Caifano, Deputy Director

Jarvis Carden, Campus Safety and Security Officer

Daniel Dunn, Campus Safety and Security Officer

Terry L. Eagle, Training Supervisor

Galen Garrett, Campus Safety and Security Officer

William Giles, Campus Safety and Security Officer

Teresa Y. Harris, Campus Information Officer/Dispatcher I (PT)

Ernest Hoppe, Campus Safety and Security Officer

Monica M. Howe, AS, Shift Supervisor

Michael Lynch, Campus Safety and Security Officer

Rita Mitchell, Campus Safety and Security Officer

Cheryl Murphy-Anderson, BS, Information Officer/Dispatcher

Jessica Paige, BA, Campus Information Officer/Dispatcher

Simon Ramsey, Campus Safety and Security Officer (PT)

Kevin Shroyer, BS, Campus Safety and Security Officer

Vacant, Campus Safety and Security Officer

Jeremy Welsh, PA-C, EM-CAQ, CMI, CFC, DFAAPA, CHEP, Vice President of Strategy and Dean of the College of Medical Science/Professor of PA Medicine and Doctor of Medical Science

Gemma D'Addezio, Executive Assistant

**ENROLLMENT, MARKETING & COMMUNICATIONS**

Aaron Basko, MA, Vice President for Enrollment Marketing and Communications

- Janika S. Carey, BA, Executive Director of Communications
- Dustin Haase, BA, Administrative Assistant, Marketing and Communications
- Rachel Mahoney, BS, Marketing Writer
- Katharine S. McCann, BFA, Art Director
- Barbara McCarthy, BA, Digital Content Specialist
- John McCormick, BS, Photographer
- Christopher Peterson, BFA, Graphic Designer
- Suzanne D. Ramsey, BS, Writer/Editor (RPT)
- Ashlie M. Walter, BS, Social Media and SEO Strategist
- Andrew W. Young, MA, Executive Director of Marketing
- Elisabeth R. Mahler, BA, Web Designer and Digital Communication Strategist
- Timothy J. Russon, Video Producer
- Nicole A. Smith, MA, Office Manager and Project Manager
- David F. Woody, BS, Web Developer

**ENROLLMENT SERVICES**

Aaron Basko, Associate Vice President for Enrollment Management

- Nicole M. Cone, MEd, Senior Director of Graduate Enrollment
- Matthew Johnston, Senior Associate Director of Graduate Admissions
- Susan Hogg, MEd, Assistant Vice President for Enrollment Mangement
- Maggie Flynn, Director of Admissions
- Cindy L. Childress, BA, Enrollment Database and Communications Coordinator
- Nicole M. Cone, MEd, Associate Director of Admissions and Events Coordinator
- Nycocol Contreras, BA, Admissions Counselor
- Kellie Cooper, Assistant Applications Manager (RPT)
- Yvonne D. Dell'Olio, Receptionist/Visit Coordinator
- Kevin Gelok, BS, Admissions Counselor
- Elisabeth Goad, BS, Admissions Counselor
- Savannah Oxner, MA, Associate Director of Admissions
- Gloria Simon, MEd, Assistant Director of Admissions (RPT)
- Vacant, Associate Director of Domestic and International Admissions
- Vacant, Admissions Counselor
- Melena Verity, MA, Director of Financial Aid
- Seisha Cunningham, BA, Student Employment Coordinator
- Miranda Dean, BA, Financial Aid Counselor
- David A. Ellenburg, BS, Associate Director of Financial Aid Systems
- Peter Kinney, BA, Financial Aid Counselor
- Dara Logan, MEd, Senior Assistant Director of Financial Aid
- Denise Rindler, BS, Associate Director of Financial Aid

**ACADEMIC AFFAIRS**

Allison B. Jablonski, PhD, Provost and Vice President

- Sandra Perez, BS, Executive Assistant
- Charles E. Walton, PhD, Associate Provost & Associate Vice President Academic Affairs, Professor of Sociology
- Vacant, Senior Administrative Assistant II
- Heather Ryan-Sigler, Director of Study Abroad & Domestic Study Away
- Charley Butcher, Director of Instructional Design & Faculty Development
- Julie Allen, MA, MEd, Registrar
- Ashley R. Carwile, BS, Academic Program Recorder
- Kiana Downing, BA, Records and Veterans Affairs Coordinator
- Timothy Pandorf, MEd, Assistant Registrar
- Megan Pickett, Academic Records Specialist
- Jay K. Webb, MAd, Assistant Dean for Academic and Student Information (PT)
- Jeremy P. Bryant, MA, Director of the Wilmer Writing Center/Assistant Professor
- Jenny Horton MSIS, Director of the Library/Librarian
- Belinda L. Carroll, Circulation and Resource Sharing Supervisor
- Jefferson Harbin, MSLS, Access Services Librarian
- Anna Nelson, Access Services Assistant II
- KJ Ryan, Acquisitions & Collection Management Associate
- Abigail Skinner, MSLIS, Information Literacy Librarian
- Megan Wade, MSIS, Systems & Technical Services Librarian
- Vacant, Librarian/Electronic Resources Librarian
- Beverly C. Reid, MEd, Director of Career and Pro+ Center
- Kara Douglas, MS, Career and Internship Counselor
- Joseph Caleb Simon, Community Relations Coordinator
- Vacant, Director of the Daura Museum of Art
- Steven S. Riffie, MFA, Assistant Director of the Daura Museum of Art
- Meg Dillon, MEd, Executive Director, Advising and Academic Resource Center
- Terry Bodine, Program and Advising Coordinator – 2nd Year Programs
- Johnny Francis, Program & Advising Coordinator – Pre-Health Student Initiatives
- Teresa P. Gunter, BA Accessibility and Disability Resources Support Specialist BA 2020
- Katen Hatter, Academic Coaching Program Coordinator (RPT)
- Christina Olsen, BA, Transfer and Commuter Student Program and Advising Coordinator

Edith L. Simms, PhD, Director of Learning Resource  
 Julia R. Timmons, MEd, Director of the Center for Accessibility and Disability Resources  
 Vacant, Dean Lynchburg College of Arts and Sciences  
 Allison Schroeder, MA, Senior Administrative Assistant  
 Gregory H. Starbuck, MA, Director of LC Historic Sandusky  
 Michael A. Coco, PhD, Associate Dean, Lynchburg College of Arts and Sciences, School of Sciences  
 Steve A. Burris, MEd, Sciences Resource Manager  
 Dylan Elliott, BS, Lab Instructor  
 Jennifer Monroe, Administrative Assistant  
 Jennifer Wills, Director, Claytor Nature Center  
 Beckham Stanley, Outreach Coordinator, Claytor Nature Center  
 Vacant, Sciences Laboratory Coordinator  
 Cheryl Coleman, PhD, Associate Dean, School of Humanities and Social Sciences  
 Julie A. Williams, AAS, Senior Administrative Assistant  
 Vacant, Director, Center for Community Development & Social Justice  
 William Noel, MFA, Director, Donovan Media Development Center  
 Paula Youra, PhD, Director, Center for Professional Communication  
 Ursula Bryant, Associate Dean, Lynchburg College of Arts and Sciences, School of Visual and Performing Arts  
 Melissa Brooks, Administrative Assistant  
 Jeremy Craft, MA, MEd, Director of the Choir  
 Savannah Ketchum, Costume Studio Supervisor (RPT)  
 Vacant, Art, Administrative Assistant (RPT)  
 Nancy A. Hubbard, DPhil, FRSA, Dean, College of Business  
 Cathy Phillips, BA, Senior Administrative Assistant  
 Anne Chamberlin, Director, Center for Economic Education  
 Elizabeth Savage, PhD, Dean, Westover Honors College  
 Price Blair, PhD, Assistant Director of Westover Honors Program  
 Amy W. Enneking, Administrative Assistant (RPT)  
 Laura Kicklighter, PhD, Associate Director of Westover Honors Program  
 Emma Savage-Davis, Dean, College of Education, Leadership Studies and Counseling  
 Jeanne D. Booth, PhD, Director, Center for Family Studies and Educational Advancement  
 Irene Foster, Administrative Assistant  
 Deb Bradney, PhD, Interim Dean, College of Health Sciences  
 Lisa Scott, Administrative Assistant, College of Health Science  
 Vacant, Director, Master of Science, Athletic Training  
 W. Allen Moore, PhD, Associate Dean, College of Health Sciences, DPT  
 Max DeVillie, Admissions Coordinator, DPT  
 Whitney Grim, Administrative Assistant, DPT  
 Vacant, Associate Dean, College of Health Sciences, Nursing  
 Karen Bresach, Administrative Assistant, Nursing (RPT)  
 Denise R. Scruggs, MA, Director, Beard Center on Aging and the Life Course  
 Jeremy M. Welsh, DHSc, PA-C, EM-CAQ, CMI, CFC, DFAAPA, CHEP, Dean, College of Medical Sciences, PA Medicine/Doctor of Medical Science  
 Tripp Jones, Admissions Coordinator, CoMS  
 Richard Bushey, Instructional Design and Technology Specialist, PA/DMSc  
 James Shuler, Associate Program Director, CoMS  
 Virgil Oxendine, Administrative Assistant, CoMS  
 Vacant, Enrollment Coordinator, PA/DMSc  
 Vacant, Experiential Learning Coordinator, CoMS  
 Vacant, Fellowship Coordinator, PA/DMSc  
 Vacant, Marketing Director/Coordinator  
 Vacant, Operations Manager, CoMS  
 Vacant, Project Specialist, PA/DMSc  
 Francis R. Whitehouse, Jr., MBA, College Marshal

#### **BUSINESS AND FINANCE**

Christopher Burnley, MBA, Vice President for Business and Finance  
 Jane-Ellen Miller, Interim Chief Information Officer  
 Martha Jo (MJ) Clark, Information Technology Coordinator  
 Wesley Carton, Information Technology Support/Instructional Specialist  
 Bryson A. Childress, MBA, Help Desk Manager  
 Lynda L. Ahles, BA, Technology Support Services Analyst  
 Samuel Corbett, Desktop Support Technician  
 Sidewendin Kafando, Desktop Support Technician  
 Trayvon Simmons, Technology Support Services Analyst  
 E. Owen Grubbs, BS, Database Analyst  
 Brian D. Hudson, BS, Deputy Chief Information Officer  
 Sharon F. Keefe, BS, Technology Business Manager  
 Vacant, Network Services Manager  
 Vacant, Network Support Specialist  
 Vacant, System Administrator 1  
 Jill C. Farley, M.B.A., Campus Store Manager  
 Lisa M. Woodall, Head Cashier  
 Billy Lee Smith, Interim Director of Environmental Services  
 Lisa Womack, Office Manager  
 Jesse Case, BS, Capital Projects Manager

Solomon Harrington, Director of Environmental Services  
 Carol W. Key, BS, Controller  
 Carrie Nash, MEd, Cashier/Student Account Representative  
 Lauren Merck, MBA, Financial Analyst and Grant Accountant  
 Tracey E. Garrett, Assistant Controller, General Ledger and Audit  
 Joan M. Ochs, Manager of Student Accounts  
 Catherine Peters, Accounts Payable Coordinator  
 Cynthia L. Ponton, BA, Director of Purchasing and Logistics  
 LaTashia C. Revely, MEd, Student Account Representative and Student Refund Coordinator  
 Audrey O. Revis, BA, Senior Accountant- Budget and Internal Reporting  
 Kimberly D. Shelton, Duplicating Center Operator  
 Robin E. Whorley, Cashier/Student Account Representative II  
 Vacant, Accountant  
 Vacant, Senior Accountant - Endowment and Investments  
 Curtis E. Layne Jr., BS, Director of Campus Grounds  
 Tim Z. Mason, Grounds Supervisor  
 Michael Vaughan, Director of Conferences, Events, and Support Services  
 Richard W. Cash, MEd, Assistant Director, Dining Services Auxiliary Services  
 Terry Hudson, Mail Services Specialist  
 Colin Miller, BA, Events Specialist  
 Vacant, Mail Services Specialist  
 Vacant, Campus Logistics Specialist  
 Shaun P. Dearden, Dining Services Co-Director and Operations Manager  
 Michial C. Neal, Dining Services Co-Director and Chef  
 Andrew Bray, BA, Office Manager, Dining Services  
 Joshua Brown, BA, Service Coordinator - Catering Supervisor  
 Blake Neal, Catering and Events Supervisor  
 Noah Shepard, Catering and Events Supervisor  
 Laura E. Sprouse, Stockroom/Purchasing Coordinator  
 Jeff Welsh, Stockroom Assistant

#### ADVANCEMENT

J. Michael Bonnette, PhD, Vice President for Advancement  
 Christine S. Priller, BA, Executive Assistant  
 Marcy S. Farris, BA, Data Entry Specialist  
 Cameron Lohr, MA, Advancement Specialist  
 Dawn Marie Marfil, Assistant Director of Advancement  
 Vacant, Database Manager and Analyst  
 Vacant, Prospect Development Analyst  
 Thomas H. Burrowes, MA, Interim Senior Director of Engagement  
 Rebecca F. Hatchers, MBA, Assistant Director of Annual Giving  
 Sarah M. Rhodes, Director of Donor Relations  
 Shawn P. Wood, Assistant Vice President for Development  
 Kerry Kinnson, BA, Major Gifts Officer  
 Vacant, Leadership Annual Gifts Officer  
 Vacant, Major Gifts Officer

#### STUDENT DEVELOPMENT

Eric Baldwin, Vice President for Student Development  
 Carole C. Furter, MA, Assistant Vice President for Student Development  
 Annette B. Stadtherr, BS, Director of Parent, Family, and New Student Connections  
 Karen J. Zongrone, AAS, Executive Assistant  
 Kristen Cooper, MEd, Associate Vice President for Student Development  
 Gloria Braxton, Project Director, OVW/DOJ  
 Vacant, Heart Advocate  
 Jamie M. Smith, MEd, Wellness Coordinator, Counseling Services  
 Danielle Sarchet, International Student Support Coordinator  
 Andrew Devening, Director of Case Management  
 Kevin Ring, MEd, Case Manager (RPT)  
 Steven P. Bradney, BA, Director of Recreation  
 Timothy Slusser, Assistant Director of Recreation (RPT)  
 Lisa B. Geier, MSN, Clinical Director of Health Services  
 Bradley Hauphright, MD, Medical Director  
 Jessica K. Melin, BSN, MSN, Nurse Practitioner (PT)  
 Celena M. Miller, Administrative Assistant  
 Jennifer Phillips, Nurse Practitioner (RPT)  
 Katherine K. Richards, RN, BSN, Registered Nurse (RPT)  
 Heidi S. Satterfield, RN, BSN, Registered Nurse (RPT)  
 Sarah C. Sorenson, RN, BSN, Registered Nurse (PT)  
 Amy Scott, MEd, Clinical Director of Counseling Services, (RPT)  
 Julian Rodgers, MA, University Counselor and Group Coordinator (RPT)  
 Christina Cunningham, University Counselor (RPT)  
 Julian Rodgers, MA, University Counselor and Group Coordinator (RPT)  
 Caroline Shull, Administrative Assistant  
 Emily L. Woody, MEd, Assistant Clinical Director (RPT)

Nathan Albert, MDiv, University Chaplain

Christie S. Rapp, BA, Administrative Assistant (RPT)

Matthew W. Scruggs, EDD, Assistant Dean for Student Development

Erika Reiss, ME, Assistant Director of Community Expectations and Restorative Practices

Courtney M. Kelsey, MA, Director of Housing and Resident Life

Holden Cash, Area Coordinator

Sarah Capps, Area Coordinator

Jarod H. Kirby, MEd, Assistant Director for Community Connections

Vacant, Assistant Director for Staff Engagement

Vacant, Housing Coordinator

Cynthia D. Ferguson, MEd, Director, Center for Community Engagement

Tasha M. Gillum, MS, Coordinator of Bonner Leader Program (RPT)

Cory Schutter, Community Engagement Coordinator

Emily Ostrowski, Director of Student Activities and Leadership Programs

#### **OFFICE OF DIVERSITY AND INCLUSION**

Robert L. Canida, PhD, Vice President for Inclusive Excellence

Jennifer Reichard, Executive Assistant

Vacant, Director of Diversity and Belonging



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**FACULTY**

---

NORTON SCOTT AMOS, PhD, Professor of History

BA, Old Dominion University; MA, College of William and Mary; MDiv, ThM, Westminster Theological Seminary; PhD, University of St. Andrews. 2005-.

JOHN ANGELIS, PhD, Assistant Professor of Operations Management

BS, Youngstown State University; PhD, Case Western Reserve University. 2021-.

KEVIN ARRINGTON, MAcc, MEd., CMA, Associate Professor of Accounting

AAS, CVCC; BS, Liberty University; MACC, Med, University of Lynchburg; 2020-.

PATRICIA ARONSON, PhD, Professor of Athletic Training

BS, Canisius College; MEd, University of Virginia; EDD, University of Virginia. 1988-.

SARA W. BAILEY, PhD, Assistant Professor of Counseling

BA, University of North Carolina – Chapel Hill; MA, Wake Forest University; PhD, University of North Carolina – Greensboro. Jan. 2019-.

SUSAN BARLOW, DPT, PhD, Associate Professor of Physical Therapy

BS, Villanova University; PhD, University of Kentucky; DPT, University of Tennessee. 2018-.

ROBIN E. BATES, PhD, Turner Distinguished Professor in the Humanities, Professor of English

BA, Appalachian State University; MEd, Georgia Southwestern State University; PhD, Auburn University. 2008-.

ANDREA BEAM, EDD, Associate Professor of Elementary Education

BA, Old Dominion University; MAT, Norfolk State University; EDS, EDD, George Washington University. 2022-.

SARA BENNETT, PhD, Associate Professor of Finance

BBA, MBA, Augusta State University; PhD, Kent State University. 2011-.

KARI E. BENSON, PhD, Professor of Biology

BS, Muhlenberg College; MS, University of Mississippi; PhD, University of Nebraska. 1998-.

PRICE S. BLAIR, PhD, Associate Professor of Physical Therapy/PA Medicine

BA, Washington and Lee University; PhD, Boston University. 2010-.

JEREMIAH BLANKENSHIP, PT, DPT, MS, OCS, CSCS, OMT-C, Assistant Clinical Professor of Physical Therapy

BS, Lander University; MS, University of South Carolina; PT, Western Carolina University; DPT, Arcadia University. 2021-.

KATHERINE L. BOWMAN, EDD, Assistant Professor, Health & Physical Education

BS, Mount Union College; MS, California University of Pennsylvania; EDD, University of North Carolina – Greensboro. 2015-.

THOMAS G. BOWMAN, PhD, ATC, Professor of Athletic Training

BS, California University of Pennsylvania; MEDDAT, PhD University of Virginia. 2004 -.

WILLIAM JOSEPH BOWMAN, Maj., SP, DSc, PA-C, EMPA, APA, Assistant Professor of PA Medicine

BS, University of Texas-San Antonio; MPAS, University of Nebraska Medical Center; DSC, Baylor University. 2015-.

DEBBIE A. BRADNEY, DPE, Interim Dean, College of Health Sciences, Director, MSAT Program, Professor of Athletic Training

BA, Ohio Wesleyan University; MS, Ohio University; DPE, Springfield College. 2002-.

SUSAN BRAUD, DNP, CCRN, RN, Assistant Professor of Nursing

BSN, MSN, Liberty University; DNP, American Sentinel University. 2015-.

DEVON BRICKHOUSE-BRYSON, PhD, Assistant Professor of Philosophy

BA, Pepperdine University; PhD, University of Tennessee. 2017-.

WILL BRIGGS, PhD, Professor of Computer Science

BS, Mercer University; MS, Georgia Institute of Technology; PhD, University of Texas at Arlington. 1998-.

JAMIE BROOKS, PhD, Assistant Professor of Biology

BS, University of Lynchburg; PhD, Virginia Commonwealth University. 2018-.

ANDREW BRUCE, PhD, Associate Professor of Special Education

BS, MAT, Liberty University; PhD, University of Virginia. 2015-.

JEREMY BRYANT, MFA, Director of the Wilmer Writing Center/Assistant Professor

BA, MA, University of Lynchburg; MFA, West Virginia Wesleyan College. 2010-.

URSULA BRYANT, MFA, Associate Dean, School of Visual and Performing Arts/Professor of Art

BA, James Madison University; MFA, East Tennessee State University. 2006-.

SIOBHAN BYRNS, MAT, MFA, Professor of Art

BFA, Maryland Institute – College of Art; MFA, School of the Art Institute of Chicago; MAT, Eastern Kentucky University. 2010- (sabbatical leave of absence, Spring 2024).

- MATTHEW BRYNTESON, PhD, Associate Professor of Chemistry  
BS, Rockford College; PhD, University of Chicago. 2022-.
- MYRA L. CAREW, PHD, Interim Associate Dean and Director of Nursing  
BS, Mercer University, MS, North Georgia College and State University, PhD, University of Virginia. 2023-.
- ALICIA CARTER, PhD, Associate Professor of German and Spanish  
BA, College of Wooster; MA, New York University in Madrid; MA, PhD, Ohio State University. 2012-.
- DEANNA CASH, PhD, Associate Professor of Education and Human Development  
BA, University of Virginia; MS, Radford University; PhD, University of Virginia. 2004-.
- MEGAN CASTRO, DMSc, Director of Clinical Education/Assistant Professor of PA Medicine  
BS, James Madison University; MPAM, DMSc, University of Lynchburg. 2022-.
- MARCO T. CEDILLO, MA, Assistant Professor of Spanish  
BA, Universidad Pedagógica Nacional, Honduras; MA, East Carolina University; further graduate study, University of Virginia. 1999-.
- DANNY O. CLINE, PhD, Professor of Mathematics  
BA, BS, West Virginia University; MS, PhD, Virginia Polytechnic Institute and State University. 2005-.
- MICHAEL A. COCO, PhD, Associate Dean, School of Sciences/Professor of Mathematics  
BA, Mercyhurst College; PhD, University of South Carolina. 2003-.
- CHERYL D. COLEMAN, PhD, Associate Dean, School of Humanities and Social Sciences, Professor of English  
BS, Liberty University; MEd, University of Lynchburg; PhD, University of Mississippi. 2008-.
- THOMAS P. COLLETTI, DHSc, Professor of PA Medicine  
BS, City College of New York; PA Cert., US Public Health Service Hospital – St. John’s University; DHSc, AT Still University. 2018-.
- SEAN M. COLLINS, PhD, Professor of Exercise Physiology  
BS, University of Massachusetts; MS, PhD, Springfield College. 2010-.
- STEFANIE B. COPP, EDD, Forsythe Professorship/Associate Professor of Curriculum & Instruction  
BA, MT, EDD, University of Virginia; MEd, University of Lynchburg. 2017-.
- KEITH P. CORODIMAS, PhD, Professor of Psychology  
AB, Boston College; PhD, Rutgers University. 1998-.
- JEREMY CRAFT, PhD, Assistant Professor of Music  
BA, Concord University; MA, MEd, University of Lynchburg; PhD, Auburn University. 2015-.
- BRIAN E. CRIM, PhD, John Franklin East Distinguished Professor of Humanities, Professor of History  
BA, James Madison University; MA, Old Dominion University; PhD, Rutgers University. 2008-.
- JASON CRUMPTON, PhD, Associate Professor of Chemistry  
BS, Appalachian State University; PhD, Virginia Polytechnic Institute and State University. 2012-.
- LISA L. CRUTCHFIELD, PhD, Associate Professor of History  
BA, James Madison University; MA, University of Georgia; PhD, College of William and Mary. 2019-.
- VIRGINIA CYLKE, PhD, Professor of Psychology  
BA, Saint Vincent College; PhD, University of Maine. 2005 -.
- LORNA M. DAWSON, PhD, Associate Professor of Political Science  
BA, MA, University of Alberta, Canada; PhD, Boston College. 2002-.
- STEPHEN DAWSON, PhD, Associate Professor of Religious Studies  
BA, George Mason University; MTS, PhD, Boston University. 2010-.
- NIKOLETA “NIKI” DELIS, PA-C, Assistant Professor of PA Medicine  
BS, VPI&SU; MPAS, James Madison University. 2019-.
- ALAN CHIDSEY DICKSON, PhD, Professor of English  
BA, Union College; PhD, University of Texas at Austin. 2003- (sabbatical leave of absence, Spring 2024).
- AUTUMN M. DODGE, PhD, Associate Professor of Curriculum and Instruction  
BA, Albion College; MA, Monterey Institute of International Studies; PhD, Michigan State University. 2017-.
- FREDRICK “MAC” DUIS, JR., EdD, Program Director, MEd in PreK-12 Administration and Supervision and EdD in Leadership Studies graduate programs/Assistant Professor of Education  
BA, College of William and Mary; MAE, Ball State University; EdD, University of Virginia. 2023-.
- RANDALL DUNN, EDD, Associate Professor of Education  
BA, MED, James Madison University; MA, Liberty University; EDD, University of Bath. 2022-.

- LEE ANN EAGLER, DPT, Academic Coordinator of Clinical Education, Clinical Associate Professor of Physical Therapy  
BA, Roanoke College; MPT, DPT, Shenandoah University. 2009-.
- PENELOPE S. ELAM, DPT, Director of Clinical Education/ Clinical Associate Professor of Physical Therapy  
BA, MA, DPT, College of St. Scholastica. 2012-.
- STEPHEN W. ELAM, EDD, Associate Professor of Physical Therapy  
BA, College of St. Scholastica; MPT, Institute of Physical Therapy – St. Augustine; DPT, University of St. Augustine; EDD, University of Lynchburg. 2011-.
- EMILY I. EVANS, EDD, Assistant Professor of Athletic Training  
BS, University of Minnesota; MS, Indiana University; EDD, University of Lynchburg. 1999-.
- DOMENICA FAVERO, PsyD, Associate Professor of Psychology  
BS, College of William and Mary; PsyD, Virginia Consortium Program in Clinical Psychology. 2011-.
- SHARON B. FOREMAN, PhD, Associate Professor of Sociology  
BA, University of Richmond; MSW, Washington University – St. Louis; PhD, Virginia Commonwealth University. 2011-.
- JILL T. FOSTER, MS, Associate Professor of Nursing  
BS, University of Lynchburg; MSN, Old Dominion University. 2006-.
- ANNETTE FRANCIS, MSN, RN, CDR, NC, USNR (ret), Assistant Professor of Nursing  
BS, MSN, Hampton University. 2023-.
- NICOLAS FRANK, PhD, Associate Professor of Philosophy  
BA, Bethel University; MA, Western Michigan University; PhD, University of Virginia. 2015-.
- DAVID O. FREIER, PhD, Professor of Biomedical Science  
BS, University of Richmond; PhD, Medical College of Virginia; further coursework at the University of Minnesota. 2003- (sabbatical leave of absence, Fall 2023).
- ERIN J. FRIEDMAN, PhD, Associate Professor of Biology  
BS, Trinity University; PhD, University of North Carolina – Chapel Hill. 2013-.
- SANDY GLASS, MBA, Assistant Professor of Accounting  
BS, MBA, Liberty University. 2022-.
- JOHN ERIC GOFF, PhD, Professor of Physics  
BS, Vanderbilt University; MS, PhD, Indiana University. 2002-.
- DAVID GOSLING, PhD, Assistant Professor of Counselor Education  
BA, University of Colorado – Boulder; MS, Loyola University – Maryland; PhD, College of William and Mary. 2021-.
- HOLLY C. GOULD, PhD, Professor of Curriculum & Instruction  
BS, State University of New York – Geneseo; MA, Columbia University; PhD, University of Virginia, 2015-.
- JASON GRANDEO, PT, DPT, OCS, Associate Professor of Physical Therapy  
BS, Lock Haven University; MS, Ohio University; MPT, MCP Hahnemann University; DPT, Shenandoah University. 2014-.
- BROOKE K. HAIAR, PhD, Professor of Environmental Sciences and Sustainability  
BS, MS, Virginia Polytechnic Institute and State University; PhD, University of Oklahoma. 2008-.
- DANIEL P. HALL, PhD, Chair of Faculty, Associate Professor of Counseling  
BS, PhD, University of North Carolina – Greensboro; MA, Wake Forest University. 2018-.
- JENNIFER L. HALL, EDD, MCHES, Associate Professor of Health Promotion/Public Health  
BA, MA, EDD, University of Northern Iowa. 2015-.
- OEIDA M. HATCHER, DMA, Professor of Music  
BA, Clearwater Christian College; MME, DMA, Shenandoah Conservatory of Shenandoah University. 2001-.
- LESLIE D. HATFIELD, PhD, Professor of Math  
BS, Virginia Polytechnic Institute and State University; PhD, University of Virginia. 2003- (sabbatical leave of absence, Spring 2024).
- LAURA HENRY-STONE, PhD, Associate Professor of Environmental Sciences and Sustainability  
BA, St. Mary's College – Maryland; MA, Saint Mary-of-the-Woods – Indiana; PhD, University of Alaska Fairbanks. 2012-.
- JEFFREY E. HERRICK, PhD, Director, University Research Center/Associate Professor of Exercise Physiology  
BA, Utica College of Syracuse University; BIS, MS, James Madison University; PhD, Virginia Commonwealth University. 2018-.
- TAMMY HERTEL, PhD, Professor of Spanish  
BA, University of Wisconsin- La Crosse; MA, University of Wisconsin-Madison; PhD, Pennsylvania State University. 2006-.
- EI HLAING, PhD, Associate Professor of Psychology  
BA, University of Maine; MA, PhD, Southern Illinois University. 2016-.

- DAVID HOBART, PhD, Assistant Professor of Chemistry  
BS, PhD, Virginia Polytechnic Institute and State University. 2022-.
- VICTORIA HOBSON, EDD, Assistant Professor of Elementary Education  
BA, MT, EDD, University of Virginia. 2022-.
- JOSEPH HOFT, PhD, Assistant Professor of Criminology  
BA, MPA, MS, Florida Gulf Coast University; PhD, University of Florida. 2022-.
- JENNIFER HORTON, MSIS, Director of the Library, Librarian  
A.A.S., Virginia Highlands Community College; BA, Virginia Intermont College – Bristol; MS, University of Tennessee. 2012-.
- NANCY A. HUBBARD, DPhil, FRSA, Dean, College of Business, Professor of Management  
BSc, Georgetown University; MSc, DPhil, University of Oxford – England. 2018-.
- ALLISON B. JABLONSKI, PhD, Provost and Vice President for Academic Affairs, Professor of Biology and Biomedical Science  
BS, College of William and Mary; PhD, Medical College of Virginia, Virginia Commonwealth University. 1998-.
- KELLY JACOBSON, PhD, Assistant Professor of English  
BA, George Washington University; MA, Johns Hopkins University; PhD, Florida State University. 2022-.
- ALISSA R. KEITH, MA, Instructor of English  
BA, MEd, Liberty University; MA, University of Lynchburg; MA, University of Texas. 2018-.
- LAURA KICKLIGHTER, PhD, Associate Director, Westover Honors /Associate Professor of Westover Honors  
BA, Stetson University; MTS, Emory University; PhD, University of Texas - Medical Branch. 2005-.
- DUANN E KREMER, PhD, Associate Professor of Exercise Physiology  
BS, Stetson University; MS, PhD, Auburn University. 2006-.
- MOHAMAD ZAKARIA KURDI, PhD, Associate Professor of Computer Science  
BA, Universite Lumiere – France; MS, Institut National Polytechnique – France; PhD, Universite Joseph Fourier – France. 2016-.
- ERIC KYPER, PhD, Professor of Management Information Systems  
BA, MBA, University of Minnesota; PhD, University of Rhode Island. 2008-.
- JEREMY J. LANGETT, PhD, Professor of Communications/Public Relations  
BS, Ohio University; MA, PhD, Duquesne University. 2010-.
- PEDRO LARREA RUBIO, PhD, Associate Professor of Spanish  
BA, Universidad Complutense de Madrid; MA, PhD, University of Virginia. 2017-. (sabbatical leave of absence, Spring 2024).
- LESLIE S. LAYNE, PhD, Coordinator of College Writing, Associate Professor of English  
BA, College of William and Mary; MA, La Trobe University – Melbourne, Australia; PhD, Melbourne University – Melbourne, Australia. 2007-.
- GHISLAINE LEWIS, PhD, Associate Professor of Communication Studies  
BA, Randolph-Macon Woman's College; MS, Florida A&M University; PhD, University of Canterbury. 2017-. (sabbatical leave of absence, AY 23-24).
- JILL M. LUCAS, PhD, Assistant Professor of Exercise Physiology  
BS, Furman University; MA, University of North Carolina – Chapel Hill; PhD, University of Georgia – Athens. 2013-.
- CHRIS E. MAGEE, DMA, Associate Professor of Music  
BM, MM, James Madison University; DMA, University of Iowa. 2013-.
- ALISHA R. MARCIANO, PhD, Professor of Psychology  
BA, Randolph-Macon Woman's College; MA, Marshall University; MS, PhD, Pennsylvania State University. 2006-.
- KIMBERLY A. MCCABE, PhD, Professor of Criminology  
BA, Virginia Polytechnic Institute and State University; MCJ, PhD, University of South Carolina. 2001-.
- PAUL K. MCCLURE, PhD, Assistant Professor of Sociology  
BA, Washington & Lee University; MA, Regent College – Vancouver, BC; MA, PhD, Baylor University. 2018-.
- MEGHAN H. MCGUIRE, PhD, Geraldine Lyon Owens Professor, Assistant Professor of English  
BA, University of North Carolina – Asheville; MA, Wake Forest University; PhD, University of North Carolina – Greensboro. 2019-.
- BETH A. MCKINNEY, PhD, Associate Professor of Health Promotion  
BS, Longwood University; MPH, University of North Carolina – Greensboro; PhD, University of Florida. 2007-.
- JOSEPH T. MEEHEAN, PhD, Professor of Computer Science  
BS, University of Wisconsin – Eau Claire; MS, PhD, University of Wisconsin – Madison. 2011-.
- TIMOTHY S. MEINKE, PhD, Professor of Political Science  
BA, MA, Case Western Reserve University; MA, PhD, University of Maryland-College Park. 2003-. (sabbatical leave of absence, Spring 2024).

AMY C. MERRILL WILLIS, PhD, Interim Director of General Education, Coordinator of Integrative Seminars and LCSR, Professor of Religious Studies  
AB, Erskine College; MDiv, Union Theological Seminary; PhD, Emory University. 2010-. (sabbatical leave of absence, Spring 2024).

LINDSAY W. MICHIE, PhD, Professor of History  
BA, University of Keele - England; PhD, University of St. Andrews, Scotland. 2009-.

WAYNE ALLEN MOORE, Jr., PhD, Associate Dean, College of Health Sciences/Associate Professor of Physical Therapy  
BS, Appalachian State University; MPT, Western Carolina University; PhD, Virginia Commonwealth University. 2011-.

CRYSTAL M. MOORMAN, PhD, Associate Professor of Physics  
BS, University of Lynchburg; MS, PhD, Drexel University. 2015-. (sabbatical leave of absence, Spring 2024).

ALISON MORRISON-SHETLAR, PhD, President of the University/Professor of Biology  
BS, PhD, Abertay University (Dundee College). 2020-.

DANIEL G. MURPHY, MCJ, Assistant Professor of Criminology  
BA, Westfield State College; MJA, Norwich University. 2011-.

MARIA L. NATHAN, PhD, Professor of Management  
BA, MA, University of Akron; MA, University of Missouri; PhD, University of Southern California. 2000-.

STEFAN NICOVICH, PhD, Associate Professor of Marketing  
BA, University of Colorado; MBA, Memphis State University; PhD, University of Memphis. 2005-.

WILLIAM D. NOEL, MFA, Professor of Journalism  
BA, University of Texas at Arlington; MFA, Southern Methodist University. 2000-.

TODD L. OLSEN, PhD, Women's Soccer Coach, Professor of Health Promotion  
BS, Slippery Rock University of Pennsylvania; MS, Loughborough University, England UK; MPH, PhD, University of Pittsburgh. 1994-.

CHRISTOPHER OTWELL, MFA, Associate Professor of Theatre  
BA, Albion College; MFA, Wayne State University. 2014-.

DAVID R. PERAULT, PhD, Professor of Biology and Environmental Studies and Sustainability  
BA, University of Virginia; MS, Utah State University; PhD, University of Oklahoma. 1998-.

KEVIN M. PETERSON, PhD, Professor of Mathematics  
BS, University of Central Florida; MS, PhD, University of Florida. 2000-.

LINDSAY PIEPER, PhD, Associate Professor of Sport Management  
BA, Virginia Tech; MA, PhD, Ohio State University. 2012-.

AUBREY PLOURDE, PhD, Assistant Professor of English  
BA, Rollins College; MA, PhD, University of Texas – Austin. 2020-.

AMY POPKO, DMSc, PA-C, Clinical Assistant Professor of Pediatrics for the Community Access Network  
BSN, State University of New York; MPAM, DMSc, University of Lynchburg. 2022-.

GERALD T. PRANTE, PhD, Associate Professor of Economics  
BA, MS, Southern Illinois University – Edwardsville; PhD, George Mason University. 2012-.

AMANDA J. PRIBBLE, MSN, FNP-C, Assistant Professor of Nursing  
BSN, University of Lynchburg; MSN, University of Virginia. 2015-.

TONYA PRICE, DHed, Director, Masters of Public Health/Assistant Professor of Health Promotion  
BS, Virginia Tech; MS, James Madison University; DHed, AT Still University. Jan. 2015-.

CYNTHIA RAMSEY, DMA, Associate Professor of Music, Staff Accompanist  
BMEd, James Madison University; MMEd, DMA, Shenandoah Conservatory of Shenandoah University. 2004-.

LYNETTE REINA, DPT, Clinical Assistant Professor of Physical Therapy  
BS, University of California – Davis; DPT, University of Southern California; graduate certificate, University of Indianapolis. 2021-.

RANDY L. RIBLER, PhD, Professor of Computer Science  
BS, University of Maryland; MS, George Mason University; PhD, Virginia Polytechnic Institute and State University; post-doctoral study, University of Illinois. 1998-.

DAVID H. RICHARDS, PhD, Associate Professor of International Relations & Security Studies/Political Science  
BA, Kenyon College; MA, PhD, American University. 2007-.

WILLIAM ROACH, PhD, Associate Professor of Physics  
BS, Virginia Commonwealth University; MS, PhD, College of William and Mary. 2013-.

MICHAEL G. ROBINSON, PhD, Professor of Communication Studies  
BA, BS, University of Maryland at College Park; MA, Indiana University; PhD, Bowling Green State University. 2000-.

- SHARON D. ROBINSON, PhD, Director of the Modern Language Resource Center, Associate Professor of Spanish  
BA, Radford University; MA, PhD, University of North Carolina at Chapel Hill. 2000-.
- JENNA ROLFS, DMSc, MPAS, Associate Dean, College of Medical Science, Program Director of Doctor of Medical Science//Associate Professor of PA Medicine. Associate Professor of PA Medicine.  
BS, MPAS, Butler University; DMSc, University of Lynchburg. 2018-.
- JAMES ROUX, PhD, Professor of Communication Studies  
BS, Nicholls State University; MA, PhD, Bowling Green State University. 1999-.
- NINA V. SALMON, PhD, Associate Professor of English  
AB, Randolph-Macon Woman's College; MEd, University of Lynchburg; PhD, Virginia Polytechnic Institute and State University. 1997-. (sabbatical leave of absence, Fall 2023).
- NICHOLE SANDERS, PhD, Professor of History  
BA, University of Texas at Austin; MA, Southwest Texas State University; PhD, University of California-Irvine. 2003-. (sabbatical leave of absence, Spring 2024).
- ELIZABETH A. SAVAGE, PhD, Dean, Westover Honors College, Professor of Westover Honors/English  
BA, Agnes Scott College; MA, PhD, University of Illinois – Urbana- Champaign. 2008-.
- EMMA SAVAGE-DAVIS, EDD, Dean, College of Education, Leadership Studies, and Counseling  
BSEd, Eastern Illinois University; MEd, Chicago State University; EdD, Illinois State University. 2021-.
- TIMOTHY SCHAUER, DBA, Associate Professor of Marketing  
BS, Immaculata University; MBA, University of Lynchburg; DBA, Walden University. 2020-.
- LEON SCHIMMOELLER, DBA, Professor of Business Administration  
BT, University of Dayton; MBA, Oakland University; DBA, Nova Southeastern University. 2003-.
- ERIC SCHMIDT, JR, PhD, Associate Professor of PA Medicine.  
BS, Pennsylvania State University; MS, University of Chicago; PhD, University of Calgary, Canada. 2015-.
- MICHAEL SCHNUR, DBA, Assistant Professor of Economics  
BS, Adelphia University; MBA, C.W. Post College; DBA, Northcentral University. 2001-.
- F. JOHNSON SCOTT, DMA, Assistant Professor of Music  
BS, James Madison University; MM, Shenandoah Conservatory of Shenandoah University. 2007-.
- THOMAS D. SHAHADY, PhD, Professor of Environmental Studies and Sustainability  
BS, Guilford College; MSPH, University of North Carolina-Chapel Hill; PhD, North Carolina State University. 2000-.
- CHRIS SHARP, PhD, Visiting Assistant Professor of Music  
BA, PhD, University of Florida; MA, University of Miami. 2015-.
- JACINDA SHIN, MSN, Clinical Assistant Professor of Nursing  
AA, BS Emmanuel College; BSN, MSN, Liberty University. 2018-.
- JAMES SHULER, DMSc, Associate Program Director of Doctor of Medical Science/Assistant Clinical Professor for the College of Medical Science  
BS, Salisbury University; MPAM, University of Nebraska Medical Center; DMSc, University of Lynchburg. 2022-.
- MIRANDA SLUSSER, MA, Assistant Professor of Modern Languages  
MA, Flagler College. 2020-.
- STEPHEN SMITH, EDD, Associate Professor of Health and Physical Education  
BS, MEd, University of Lynchburg; EDD, University of Virginia. 2003 -.
- LUCINDA S. SPAULDING, PhD, Associate Professor of Special Education  
BS, Houghton College; Med, Roberts Wesleyan College; PhD, Regent University. 2021-.
- LEAH P. STEVENS, MEd, Instructor of Biology  
BA, Radford University; MEd, Averett University. 2014-.
- JOHN D. STYRSKY, PhD, Professor of Biology  
BS, Southwestern University; MS, Illinois State University; PhD, Auburn University. 2006-.
- COLBY M. TAKACS, MPH, Instructor of Health Promotion  
BA, Hollins University; BS, University of Lynchburg; MPH, Liberty University. 2015-.
- ALLEN TENBUSSCHEN, MFA, Visiting Assistant Professor of Art  
BFA, Brigham Young University; MFA, University of Massachusetts. 2021-.
- CHRISTINE TERRY, PhD, Associate Professor of Biology  
BS, University of Massachusetts- Amherst; PhD, University of Wisconsin – Madison. 2011-.



- SAMRAT B. THAPA, PhD, Associate Professor Chemistry  
BS, Lyon College; PhD, University of Arkansas. 2014-. (sabbatical leave of absence, Spring 2024).
- DOUGLAS H. THOMASEY, MS, Assistant Professor of Mathematics  
BS, University of Lynchburg; MS, University of Florida. 2008-.
- ELZA C. TINER, PhD, Professor of Latin  
BA, Seton Hall University; MA, MSL, PhD, University of Toronto. 1989-. (sabbatical leave of absence, AY 23-24).
- CHELSEA TINKLENBERG, MFA, Assistant Professor of Art  
BSEd, BFA, North Arizona University; MFA, University of North Carolina – Greensboro. 2019-.
- KENNETH E. WAGNER, PhD, JD, Associate Professor of Criminology  
BS, MS, PhD, Virginia Commonwealth University; JD, Taft Law School. 2006-.
- JU WANG, PhD, Assistant Professor of Mathematics  
BS, Sun Yat-sen University, China; MS, University of Washington (Seattle); PhD, North Carolina State University. 2023-.
- ELYSE WATKINS, DHSc, Associate Clinical Professor of PA Medicine/Doctor of Medical Science  
BA, Virginia Commonwealth University; BS, George Washington University; MS, California State University; DHSc, Nova Southwestern University. 2018-.
- CHARLES E. WALTON, PhD, Associate Provost and Vice President Academic Affairs, Professor of Sociology  
BA, Virginia Wesleyan College; MS, Virginia Commonwealth University; PhD, Virginia Polytechnic Institute and State University. 2003-.
- JEREMY WELSH, DHSc, JD, PA-C, EM-CAQ, CMI, CFC, DFAAPA, CHEP  
Vice President, Academic Strategies/Dean, College of Medical Science/Professor of PA Medicine/DMSc, Founder, Doctor of Medical Science; Professor of PA Medicine  
BS, Utica College of Syracuse University; MPA, University of Nebraska Medical Center; DHSc, AT Still University; post-graduate certificate, Seton Hall University School of Law; post-graduate certificate, Philadelphia University; post-graduate certificate, American College of Forensic Examiners; Certified Medical Investigator; Certified Medical Consultant. 2013-.
- FRANCIS R. WHITEHOUSE JR., MBA, University Marshall/Professor of Business  
BA, University of North Carolina; MA, Drake University; MBA, University of Virginia; further graduate study, University of Maine, Virginia Polytechnic Institute and State University. 1980-.
- KATHRYN J. WILLIAMSON, DPT, Assistant Professor of Biology  
BS, University of Virginia; MPT, DPT, Shenandoah University. 2015-.
- RACHEL WILLIS, MA, Instructor of Westover Honors/English  
BA, MEd, Liberty University; MA, University of Lynchburg. 2012-.
- JEFFREY K. WITTMAN, MFA, Professor of Theatre  
BA, West Virginia Wesleyan College; MA, Bowling Green State University; MFA, National Theatre Conservatory, Denver. 1988 -.
- LORETTA L. WITTMAN, MALS, Associate Professor of Theatre  
BFA, Syracuse University; MALS, Hollins College. 2015-.
- PAULA YOURA, PhD, Professor of Communication Studies  
BA, California State University at Sacramento; MA, University of California at Davis; PhD, Pennsylvania State University. 1991-.
- JURGEN ZIESMANN, RND, Associate Professor of Biology  
BS, MS, RND, University of Bayreuth – Germany. 2015-.

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## REGULAR PART-TIME FACULTY

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- OWEN C. CARDWELL, Jr., PhD, Rosel Schewel Distinguished Professor of Education and Human Development  
BA, Virginia Seminary and College; MTS, School of Theology, Boston University; PhD, Union Institute and University. 2018-.
- REBECCA DILLING, EdD, EdS, Assistant Professor of Modern and Classical Languages  
EdD, EdS, Liberty University. 2022-.
- KATHY F. JOHNSON, EDD, Clinical Coordinator/Assistant Professor of Nursing  
BSN, University of Lynchburg; MSN, University of Virginia; EDD, Walden University. 2014-.
- DANIEL G. LANG, PhD, Professor of Political Science  
BA, Augustana College; MA, PhD, University of Virginia. 1984-.
- JOSEPH NIGRO, BM, Instructor of Music  
BM, Manhattan School of Music. 2021-.
- MITRA NAFISSIAN-RASH, MA, Assistant Professor of International Relations  
BA, Manhattanville College; MA, New York University. 2023-.

JANELL U. STINNETT, MEd, Director of Field Placement/Instructor of Education  
BA, MEd, University of Lynchburg; MS, Longwood University. 2021-.

JENNIFER STYRSKY, PhD, Assistant Professor of Westover Honors/School of Sciences  
BA, University of Chicago; PhD, University of Illinois – Urbana. 2014-.

MOLLY YUILLE, MSN, Instructor of Nursing  
MSN, Walden University. 2017-.

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## RETIRED FACULTY

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KAMAL M. ABOUZEID, PhD, Professor of Business and Economics  
BA, University of Cairo, Egypt; MA, PhD, University of Texas at Austin. 1978-2001. Emeritus.

DOROTHY A. AKUBUE-BRICE, PhD, Professor of History  
BS, Bluefield State College; MA, Marshall University; PhD, West Virginia University. 1993-2009. Emerita.

LINDA L. ANDREWS, EDD, Dean of the School of Health Sciences and Human Performance, Professor of Nursing  
BSN, Medical College of Virginia; MSN, Medical College of Georgia; EDD, University of Virginia. 1981-2013. Emerita.

DAWN ARRINGTON, MEd, MSN, Associate Professor of Nursing  
BSN, University of Virginia; MEd, University of Lynchburg; MSN and further graduate study, University of Virginia. 1980-1999. Emerita.

JACQUELINE W. ASBURY, EDD, Dean of the College, Professor of Health, Movement Science, and Recreation  
BS, Longwood College; MS, University of Tennessee; EDD, University of Virginia. 1960-2002. Emerita.

NICANOR M. BANDUJO, MA, Associate Professor of Spanish  
DR in Law, University of Havana; MA, Middlebury College; MEd, University of Lynchburg; further graduate study, University of Virginia, Duke University. 1962-1998. Emeritus.

EUGENA BARNHILL, PhD, Associate Professor of Special Education  
BS, Hunter-Bellevue School of Nursing; MA, Rider University; MA, EdS, University of South Florida; PhD University of Kansas. 2006-2017. Emerita.

ANNE H. BISHOP, EDD, Professor of Nursing  
BSN, University of Virginia; MEd, University of Lynchburg; EDD, MSN, University of Virginia. 1979-1997. Emerita.

JEANNE DAVIDSON BOOTH, PhD, Professor of Counselor Education  
BA, MEd, University of Lynchburg; PhD, Capella University. 2000-2023.

THOMAS C. BRICKHOUSE, PhD, Professor of Philosophy  
BA, Washington and Lee University; MA, PhD, Vanderbilt University. 1974-2019. Emeritus.

GLENN H. BUCK, EDD, Elizabeth Forsyth Distinguished Professor of Education and Human Development, Professor of Special Education  
BS, Nazareth College; MEd, George Peabody College; EDD, University of Florida. 1993-2020. Emeritus

RICHARD C. BURKE, PhD, Richard H. Thornton Chair, Professor of English  
AB, Fairfield University; MA, Pennsylvania State University; PhD, University of Illinois. 1985-2020. Emeritus

JAMES L. CAMPBELL, PhD, Professor of English  
BA, Berea College; MA, Ohio University; PhD, University of Virginia. 1967-2006. Emeritus.

ROBERT D. CARTER, PhD, Associate Professor of Psychology  
BA, University of Lynchburg; MSSW, University of Tennessee; PhD, University of Michigan. 1981-1998.

GLEND A. CASH, MA, Instructor of French  
BA, East Carolina University; MA, University of Virginia. 2004-2018.

EDWARD G. DECLAIR, PhD, Associate Professor of Political Science  
BA, University of South Florida; MA, PhD, Florida State University. 1998-2023.

ELLEN K. DELUCA, PhD, Professor of Nursing  
BS, St. Louis University; MSN, Catholic University of America; PhD, University of Maryland. 1998-2017. Emerita.

ROBERT S. ELLINWOOD, DMA, Professor of Music  
BA, University of Lynchburg; MM, Performer's Certificate in Voice and Opera; DMA in Performance and Literature, Eastman School of Music, University of Rochester. 1964-2002. Emeritus.

ANNETTE N. EVANS, PhD, Associate Professor of Religious Studies  
BA, Rhodes College; MA, University of Arkansas; PhD, University of Virginia. 2007-2019. Emerita.

ELIZABETH B. FARNSWORTH, PhD, Assistant Professor of Education and Human Development  
BA, MEd, University of Lynchburg; PhD, Virginia Polytechnic Institute and State University. 1999-2015.

JOSEPH FREEMAN, III, PhD, Professor of Political Science

AB, Indiana University; MA, PhD, University of Virginia. 1970-2005 and 2007-2019. Emeritus.

PRISCILLA J. GANNICOTT, PhD, Professor of Chemistry

AB, Randolph-Macon Woman's College; PhD, University of Tennessee. 1994-2022. Emerita.

MARY B. GARBEE, MEd, Assistant Professor of English as a Second Language

BA, BS, MEd, University of Lynchburg. 1966-1980 and 1985-1995. Emerita.

KENNETH R. GARREN, PhD, President of the College, Professor of Mathematics

BS, Roanoke College; MA, College of William and Mary; PhD, Virginia Polytechnic Institute and State University. 2001-2020. Emeritus.

WILLIAM R. GOODMAN JR., PhD, Professor of Religious Studies

BA, Washington and Lee University; MDiv, Union Theological Seminary; graduate study, New College, University of Edinburgh; PhD, Duke University. 1969-2001. Emeritus.

MARY ELLEN GORDON-SCUDDER, EDD, Professor of Education and Human Development

BA, College of William and Mary; MS, Radford College; EDD, University of Virginia. 1977-2010. Emerita.

CARLOS GOROSTIAGA, MEd, Instructor of Spanish

BA, MEd, University of Lynchburg. 2011-2021.

KATHERINE GRAY, PhD, Assistant Director of Westover Honors Program, Associate Professor of English

AB, Randolph-Macon Woman's College; MA, University of Virginia; PhD, George Washington University. 1989-2015. Emerita.

HEYWOOD L. GREENBERG, EDD, Professor of Communication Studies

BA, Brown University; MA, EDD, Teachers College, Columbia University. 1983-2010. Emeritus.

CAROLYN E. GROSS, MA, Associate Professor of Sociology

BA, University of Maryland; MA and further graduate study, State University of New York at Stony Brook. 1998-. Emerita.

GEORGE GRZENDA, MEd, Associate Professor of Health & Physical Education

BS, MEd, University of Lynchburg. 1972-2017.

CHARLOTTE GUYNES, PhD, CHES, Professor of Health Promotion

BSEd, MEd, Stephen F. Austin State University; PhD, Texas A & M University. 2005-2019. Emerita.

SANDRA L. HAHN, MS, Assistant Professor of Nursing

BS, Calvin College; MS, University of Michigan; further graduate study, Widener University. 2001-2015.

TERESE B. HARTMAN, PhD, Professor of English

BA, University of Wisconsin; MA, Edinboro University of Pennsylvania; PhD, State University of New York at Buffalo. 1987-2010. Emerita.

FRANK T. HANENKRAT, PhD, Professor of English

AB, MA, University of Richmond; PhD, Emory University; post-doctoral study, University of Virginia. 1971-2000. Emeritus.

LINDA R. HARWELL, MS, Reference Librarian, Assistant Librarian

BA, Mississippi State College for Women; MS, Florida State University. 1981-2003.

DANIEL G. HEDRICK, EDD, Assistant Professor of Sport Management

BS, Clemson University; MS, Georgia Southern University; EDD, University of Lynchburg. 2006-2022.

ELIZABETH F. HENDERSON, MA, Reference and Interlibrary Loan Librarian, Assistant Librarian

BA, University of Missouri; MA, University of South Florida. 1990-2016.

JOANN P. HUNT, EDD, Professor of Music

BM, Greensboro College; MA, EDD, Teachers College, Columbia University; further graduate study, Indiana University. 1963-1997. Emerita.

FAYE C. HUNTER, MS, Assistant Professor of Nursing

BS, MS, University of Virginia. 1985-2008. Emerita.

KATHLEEN L. HUSTED, MA, Assistant Professor of Education and Human Development

BS, Taylor University; MA, Michigan State University; further graduate study, University of Lynchburg. 1999-2011. Emerita.

STEWART W. HUSTED, PhD, Donaldson Brown Professor of Marketing

BS, Virginia Polytechnic Institute and State University; MEd, University of Georgia; PhD, Michigan State University. 1989-2003. Emeritus.

ANNE MARSHALL HUSTON, EDD, Professor of Education and Human Development

AB, MEd, College of William and Mary; EDD, University of Virginia. 1970-1992. Emerita.

NEELY S. INLOW, JD, Associate Professor of Business and Economics

BA, Auburn University; JD, Cumberland School of Law, Sanford University. 1985-2004. Emeritus.

- ROSE JENSEN, PhD, Associate Professor of Sociology  
BA, Luther College; MA, Marquette University; PhD, University of Iowa. 1994-2008. Emerita.
- DONALD W. JOHNSON, MA, Associate Professor of Business and Economics  
BS, United States Military Academy; MA, George Washington University. 1975-1996. Emeritus.
- ROBBIE JOHNSON, MSN, Assistant Professor of Nursing  
BSN, University of Kentucky; MSN, University of Virginia. 2004 -2015.
- LORETTA C. JONES-GAFFORD, EDD, Associate Professor of Counselor Education  
BS, University of Lynchburg; MEd, EdS, James Madison; EDD, University of Virginia. 1990-2013. Emerita.
- ROGER E. JONES, EDD, Program Director of Leadership Studies, Professor of Education Leadership  
AA, Brevard College; BSE, Western Carolina University; MSE., Arkansas State University; EDD, University of Virginia. 2003-2023.
- CHERYL R. JORGENSEN-EARP, PhD, Professor of Communication Studies  
BA, MA, University of North Carolina-Chapel Hill; MA, PhD, University of Washington. 1993-2021. Emerita.
- DELANE KARALOW, PhD, Associate Professor of Art  
BA, MA, PhD, Virginia Commonwealth University. 2005-2019. Emerita.
- JONG H. KIM, D.MA, Professor of Music  
BM, MM (Composition), Chung-Ang University - Korea; MM (Choral Conducting) Eastman School of Music; DMA, Michigan State University. 2002-2017. Emeritus.
- JAMES A. KOGER, PhD, Professor of English  
BA, University of the South; PhD, Rice University. 1986-2008. Emeritus.
- DAVID J. LIPANI, PhD, Professor of English  
BA, State University of New York; MA, PhD, Bowling Green State University. 1976-2021. Emeritus.
- BARRY L. LOBB, PhD, Professor of Computer Science and Math  
BS, Lafayette College; MA, PhD, Duke University; MSCS, Indiana University-Purdue University in Indianapolis. 1985-2021. Emeritus.
- LAURA D. LONG, PhD, Professor of English  
BA, Oberlin College; MA, University of Texas; PhD, University of Houston. 2006-2022. Emerita.
- KERN L. LUNSFORD, PhD, Professor of Spanish  
BA, MA, Florida State University; PhD, University of Maryland. 1969-2017. Emeritus.
- DEANNA MARIE LEWIS, EDD, Professor of Health, Movement Science, and Recreation, Women's Volleyball Coach  
BS, Wake Forest University; MEd, University of North Carolina; EDD, University of Virginia. 1972-2002. Emerita.
- LAURA MARELLO, MA, Professor of English  
BA, University of California-Santa Cruz; MA, University of Colorado- Boulder; further coursework taken at Stanford University; Stegner Fellowship . 2003-2021. Emerita.
- GREGORY M. MARTIN, EDD, Associate Professor of Education and Human Development  
BA, Roanoke College; MEd, University of Virginia; CAGS, EDD, Virginia Polytechnic Institute and State University; Post-Doctoral work at Harvard University. 2001-2022.
- BRUCE H. MAYER, PhD, Professor of French  
BA, Wesleyan University; MA, PhD, University of Texas. 1984-2022. Emeritus.
- WOODROW L. MCKENZIE, PhD, Associate Professor of Education and Human Development  
BS, Concord College; MA, Northern Arizona University; PhD, Virginia Polytechnic Institute and State University. 1998-2016. Emeritus.
- JANE MELBOURNE, PhD, Associate Professor of English  
BA, Hiram College; MA, PhD, Case Western Reserve University. 1987-1996. Emerita.
- CONNIE A. MESSERSCHMIDT, MEd, Assistant Professor of Education and Human Development  
BS, Iowa State University; MEd, Westminster College. 1985-2011. Emerita.
- DANIEL C. MESSERSCHMIDT, PhD, Interim Dean, College of Business, Professor of Economics  
BS, PhD, Iowa State University. 1985-2013, 2017-2018. Emeritus.
- CHRISTOPHER MILLSON-MARTULA, MA, MS, Director of the Library, Librarian  
BA, Tufts University; MS, Columbia University; MA, Trinity College. 1995-2017. Emeritus.
- DAVID S. MURPHY, PhD, CPA, CFS, Professor of Accounting  
BA, Central Washington State University; MBA, PhD, Washington State University. 2002-2023.
- LYNDALL NAIRN, MA, Director of the Alton Wilmer Writing Center, Assistant Professor of English  
BA, Macquarie University, Australia; MA, University of Pittsburgh. 1997-2013. Emerita.

- STEVEN K. NIELSEN, EDD, Associate Professor of Education and Human Development  
BA, University of Colorado; MA, EDD, Northern Arizona University. 1994-2011. Emeritus.
- WILLIAM A. NORCO, JR., MS, Assistant Professor of Mathematics  
BA, MS, University of Connecticut. 2006-2016.
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