

LYNCHBURG COLLEGE CATALOGUE

One Hundredth Session 2002-03
Lynchburg, Virginia 24501-3199

LYNCHBURG COLLEGE IN VIRGINIA

This catalogue represents the most current information available at the time of publication for the academic year indicated on the cover. However, the College may elect to make changes in the curriculum regulations or other aspects of this program. Thus, the provisions of this catalogue are not to be regarded as an irrevocable contract between the College and the student.

Lynchburg College admits men and women students of any religion, race, color, and national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. It does not discriminate on the basis of race, religion, disability, gender, color, or national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, athletic, and other school.

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

Lynchburg College
Lynchburg, VA 24501-3199
434/544-8100

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FALL SEMESTER 2002**ACADEMIC CALENDAR**

	M	T	W	Th	F	Sa
August	26	27	28	29	30	
September	2	3	4	5	6	
	9	10	11	12	13	
	16	17	18	19	20	
	23	24	25	26	27	
Sept./Oct.	30	1	2	3	4	
	7	8	9	10	11	
	[14]	[15]	16	17	18	
	21	22	23	24	25	
Oct./Nov.	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]	
December	2	3	4	5	6	
	(9)	(10)	(11)	(12)	(13)	(14)

[#] = Holiday—No Classes (#) = Examination Day

CALENDAR OF EVENTS

August	.....26.....	First Day of Classes
September	.....2.....	End of Add Period
	13.....	End of 3-week Withdrawal Period
	20.....	Pass/Fail Deadline
	20-22.....	Parents and Family Weekend
October	.....4.....	End of 6-week Withdrawal Period
	4-6.....	Homecoming Weekend
	11.....	Mid-Semester
	12-15.....	Midterm Vacation
November	.....5.....	End of 10-week Withdrawal Period
Nov./Dec.	.....27-1.....	Thanksgiving Holiday
December	.....6.....	Last Day of Classes
	9-14.....	Examination Period
January	.....10.....	First Semester Graduation (No Ceremony)

WINTER TERM (Optional) Monday, December 16-Friday, January 10

SPRING SEMESTER 2003**ACADEMIC CALENDAR**

	M	T	W	Th	F	Sa
January	13	14	15	16	17	
	20	21	22	23	24	
	27	28	29	30	31	
February	3	4	5	6	7	
	10	11	12	13	14	
	17	18	19	20	21	
	24	25	26	27	28	
March	[3]	[4]	[5]	[6]	[7]	
	10	11	12	13	14	
	17	18	19	20	21	
	24	25	26	27	28	
Mar./Apr.	31	1	2	3	4	
	7	8	9	10	11	
	14	15	16	17	18	
	21	22	23	24	25	
Apr./May	28	29	(30)	(1)	(2)	(3)
	(5)	(6)				"10"

[#] = Holiday—No Classes (#) = Examination Day " " = Commencement

CALENDAR OF EVENTS

January.....	13.....	First Day of Classes
	20.....	End of Add Period
	31.....	End of 3-week Withdrawal Period
February	7.....	Pass/Fail Deadline
	21.....	End of 6-week Withdrawal Period
	28.....	Mid-Semester
March.....	1-9.....	Midterm Vacation
	28.....	End of 10-week Withdrawal Period
April	25.....	Academic Awards Banquet
	29.....	Last Day of Classes
Apr./May	30-6.....	Examination Period
	10.....	Commencement
SUMMER SESSION	May 19-July 25	
August	15.....	Summer Graduation (No Ceremony)

FALL SEMESTER 2003

CALENDAR OF EVENTS

September.....	1.....	First Day of Classes
	8.....	End of Add Period
	19.....	End of 3-week Withdrawal Period
	26.....	Pass/Fail Deadline
	26-28.....	Parents and Family Weekend
October.....	10.....	End of 6-week Withdrawal Period
	10-12.....	Homecoming Weekend
	17.....	Mid-Semester
	18-21.....	Midterm Vacation
November.....	11.....	End of 10-week Withdrawal Period
	26-30.....	Thanksgiving Holiday
December.....	12.....	Last Day of Classes
	15-20.....	Examination Period
January.....	16.....	First Semester Graduation (No Ceremony)
WINTER TERM (Optional).....	December 22-January 16	

SPRING SEMESTER 2004

CALENDAR OF EVENTS

January.....	19.....	First Day of Classes
	26.....	End of Add Period
February.....	6.....	End of 3-week Withdrawal Period
	13.....	Pass/Fail Deadline
	27.....	End of 6-week Withdrawal Period
March.....	5.....	Mid-Semester
	6-14.....	Midterm Vacation
April.....	2.....	End of 10-week Withdrawal Period
	16.....	Academic Awards Banquet
May.....	4.....	Last Day of Classes
	5-11.....	Examination Period
	15.....	Commencement
SUMMER SESSION.....	May 24-July 30	
August.....	13.....	Summer Graduation (No Ceremony)

AN INTRODUCTION TO LYNCHBURG COLLEGE

Mission

Lynchburg College, 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, scholarship, and service to the greater community.

The mission of Lynchburg College is to develop students with strong character and balanced perspectives and to prepare them for intelligent and whole-hearted participation in a global society and for effective leadership in the civic, professional, spiritual, and social dimensions of life.

Lynchburg College provides students with a wide range of rigorous educational experiences that are grounded in the liberal arts and sciences, enhanced by professional studies, and nurtured by a residential community. The College serves the region through its outreach programs, cultural opportunities, resources, services, and the expertise of faculty, staff, and students.

In support of its mission, Lynchburg College endeavors to create a learning environment that:

- develops the breadth of knowledge and other characteristics traditionally associated with liberal education;
- develops depth of knowledge within chosen fields of study;
- respects and supports broad diversity and global understanding;
- values and celebrates all faith traditions;
- fosters a student-centered environment; and
- sustains close working relationships among faculty, staff, and students.

Accreditation/Memberships

Lynchburg College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number: 404/679-4501) to award degrees at the baccalaureate and master's levels. Its teacher preparation programs are approved by the Virginia Department of Education. Its nursing program is approved by the Virginia State Board of Nursing and the National League for Nursing. It is on the approved list of the American Medical Association. Its degrees and credits are accepted by graduate and professional schools throughout the country. It is approved by the Virginia Department of Education for payment of educational benefits for veterans.

The College holds membership in the Association of American Colleges, the American Council on Education, the Association of Virginia Colleges, the Virginia Foundation for Independent Colleges, the Virginia Humanities Conference, the Virginia Academy of Science, the Virginia Asso-

ciation of Colleges of Teacher Education, Mid-Atlantic Consortium of Colleges, and the Virginia Consortium for Asian Studies.

History

Dr. Josephus Hopwood, who had come to Lynchburg, Virginia, from Milligan College in Tennessee, where he was president, founded Lynchburg College in 1903 as Virginia Christian College. He came at the request of a group of Christian Church (Disciples of Christ) ministers and businessmen who wanted to establish a Christian college in Virginia. Thus the College is historically related to the Christian Church (Disciples of Christ). Dr. Hopwood and this group of supporters purchased the Westover Hotel, a resort facility, for use as the first campus building, Westover Hall.

From its beginning the College has been both strongly liberal arts and sciences in orientation and coeducational, a rarity in the early twentieth century but a system in which Dr. Hopwood and his wife, Sarah Eleanor LaRue Hopwood, firmly believed. Lynchburg College is the second oldest college in Virginia to be founded as coeducational.

In 1919 the name of the College was changed to Lynchburg College to avoid confusion with another institution in the area with the VCC designation and because the College's church constituency had expanded beyond Virginia.

With financial assistance from industrialist and philanthropist Andrew Carnegie and others, the physical facilities were expanded in 1909 with the completion of Carnegie Hall and Hopwood Hall. Other major campus facilities include Hall Campus Center (formerly Memorial Gymnasium, 1923, renovated 1980); Hundley Hall (1954); Knight-Capron Library (1954, Capron addition 1969); Hobbs Hall (1959, renovated 1995; laboratory wing 1993); Shackelford Hall (1963); Freer Hall (1963); Crews and Reynolds Courts (1964); McWane Hall (1966); Snidow Chapel-Hebb Music Center (1966); Burton Student Center (1968); Tate Hall (1969); Turner Gymnasium (1969, renovated 2000); Wake Field House (1969); Montgomery Hall (1970); Dillard Fine Arts Center (1974); Psychology Building (1978); Alumni House (1985); McMillan Nursing Building (1987); Thompson Education Building (1987); Daura Art Gallery (1990; addition 1995); Beaver Point Clubhouse (1990); Bell Tower (1993); and the Claytor Nature Study Center (1998) located in Bedford County, Va.

The presidents of Lynchburg College and the dates of their tenure are as follows: Dr. Josephus Hopwood (1903-1911), Dr. S. T. Willis (1911-1912), Mr. G. O. Davis (1912-1914), Dr. George P. Coler (Acting 1914-1915), Dr. John T. T. Hundley (1915-1936), Dr. Riley B. Montgomery '19 (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), and Dr. Kenneth R. Garren (2001-).

Now ninety-nine years old, the College maintains its commitment to coeducation and the liberal arts and sciences. At the same time, it encourages professional preparation because it is convinced that a liberal arts and sciences education and professional preparation are mutually supportive.

Lynchburg College awards bachelor of arts, bachelor of science, master of business administration, and master of education degrees.

With only eleven faculty members and fifty-five students at its beginning, the College today has more than 100 full-time faculty members and nearly 2,000 undergraduate and graduate students who come from all over the United States and around the world.

Academic Sessions

Fall and Spring Semesters

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

Winter Term

A voluntary winter term during the winter break provides limited opportunities for pursuit of special interest courses. Courses taught during this term are intensive and may carry up to three hours of credit.

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 the Lynchburg College web site, <http://www.lynchburg.edu>.

The Campus

The grounds extend over 214 acres with a view and landscape of exceptional beauty. The Blue Ridge Mountains form the western skyline.

The campus features thirty buildings, predominantly of Georgian style, grouped on the main campus oval. Near them are the athletic fields and the tennis courts. Sloping away toward a small lake are wooded hills, part of an original forest of oak, hickory, poplar, pine, and dogwood.

The 470-acre Claytor Nature Study Center, overlooking the Peaks of Otter, is located nearby in Bedford County, Va.

ADMISSIONS

Requirements for Freshman Admission

A candidate for regular admission to Lynchburg College should be a graduate of an approved secondary school with a minimum of sixteen academic credits. The ideal candidate has earned twenty credits in English, mathematics, laboratory science, social science, and foreign language. In addition, a successful candidate has a strong B average (or better) and SAT or ACT scores. These exams are required, but more consideration is given to the quality of the academic profile of the student than to test scores. Achievement, Advanced Placement, and International Baccalaureate exams may be used for credit or placement. Finally, the College strongly encourages an on-campus interview. In all cases, final acceptance is subject to successful completion of the secondary school program or equivalent certification.

A student may apply to Lynchburg College two different ways: by using the Lynchburg College application or the on-line Internet application.

Before the admissions staff can consider an application, a candidate's file should include the following:

1. The application form.
2. Official secondary school transcripts.
3. The application fee of \$30, which is non-refundable and is not applied toward college expenses.
4. Official results of the SAT or ACT examinations.
5. *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.

Home-Schooled Applicants

In addition to the items listed above, home-educated applicants may be required to submit a bibliography of high school curriculum and portfolios or performance-based assessments to qualify for admission. (A GED may be required.)

Early Admission and Enrollment

Early admission to and enrollment at Lynchburg College is possible for outstanding secondary school students upon completion of their junior year. The College has special assistance available in the form of academic and personal counseling for students entering the college environment one year early. A high school junior interested in this type of admission should write to the Office of Enrollment Services, Lynchburg College, and 1501 Lakeside Drive, Lynchburg, VA 24501-3199 or call 434/544-8300.

Application information is available by contacting the Office of Enrollment Services, Lynchburg College, 1501 Lakeside Drive, Lynchburg,

Virginia 24501-3199, or by calling 800/426-8101 or 434/544-8300. Students can access the on-line application at www.lynchburg.edu.

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. The number of semester credit hours to be granted will correspond to the number of credit hours given for the course omitted. However, quality 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

Lynchburg College 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 (one course being equivalent to six semester hours) to a total of thirty semester hours of advance placement credit. Official documentation must be sent directly to Lynchburg College for verification of the student's work and for transfer to the student's Lynchburg College transcript.

Transfer Students

Transfer students are welcome at Lynchburg College. Several key factors should be considered by prospective transfer students prior to submitting an application. (If age 25 or older, see "Access" section.):

1. All transfer students must be socially and academically eligible to return in good standing to their former institution. The admissions staff requires a minimum 2.0 (C) average of all transfer candidates.
2. Transfer credits toward a degree will be allowed only for course work relevant to the degree. 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 Lynchburg College 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 and a reservation fee has been submitted to the College.
3. Transfer credits will be accepted only for those courses in which the student has a grade of C or better and which meet Lynchburg College curriculum requirements.
4. To qualify for graduation at Lynchburg College, a student must complete sixty-two semester hours in residence at Lynchburg College.

A transfer student may apply to Lynchburg College two different ways: by using the Lynchburg College application or the on-line Internet application.

Transfer 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 upon space availability in the class.

The application should be complete in all details including the following:

1. The application form and a non-refundable \$30 application fee.
2. Official transcripts from each college attended indicating all college courses undertaken.*
3. If fewer than twenty-four hours of college credit have been completed, the secondary school transcripts (and SAT or ACT scores, if available) must also be submitted. The SAT or ACT is not required for students who are two or more years past high school graduation.
4. Optional (strongly encouraged): One letter of recommendation from a former professor or employer and a personal essay.

* Official transcripts must be sent directly from the transfer institution to the Office of Enrollment Services, Lynchburg College, 1501 Lakeside Drive, Lynchburg, VA 24501-3199.

Access (Non-Traditional Age Students)

Access is the name designated to adult students who wish to enter or return to college to pursue their education at the undergraduate level. To qualify as an Access student, an applicant must be 25 years of age or older before the first day of classes and must be a U.S. citizen and a resident of Central Virginia (Lynchburg, Bedford, Campbell, Amherst, or Appomattox counties).

Applications should be submitted by 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 upon space availability in the class.

The application must be complete in all details including the following:

1. The application form and a non-refundable \$30 application fee.
2. Official transcripts from each college attended indicating all college courses undertaken.
3. If fewer than twenty-four hours of college credit have been completed, secondary school records or GED documentation may also be required.
4. Optional (strongly encouraged): One letter of recommendation from a former professor or employer and a personal essay.

Access students may enroll as full-time or part-time students and select courses offered during the academic year. Special support services designed to assist adult students in achieving their educational goals are available through the Multicultural, Access, and Commuter Services (MACS) office, 434/544-8330.

Adult students who are eligible to enroll at Lynchburg College as Access students may contact the Office of Enrollment Services at 434/544-8300 for additional information.

International Students

Lynchburg College actively encourages applications from international students.

Applications should be submitted by the following deadlines: **fall class (August entry) deadline is July 31; spring class (January entry) deadline is November 30**. All applications received after these deadlines will be considered based 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
 2. Non-refundable \$30 application fee
 3. Most current official secondary school transcript translated in 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.
 4. Students who have any post-secondary course work completed at a non-United States college or university must have their transcripts evaluated by World Education Services (WES). Upon the student's request, a WES evaluation can be provided.
 5. One letter of recommendation
 6. Solid content-based essay
 7. Proof of English language proficiency as demonstrated by Test of English as a Foreign Language (TOEFL) or successful completion of an English as a Second Language (ESL) program at the advanced level (required of non-native English speakers only)
 8. An official certification of finances and banker's letter verifying the information supplied on the Certificate of Finance.
- * Students who are permanent residents of the United States are not required to submit the Certificate of Finances and will be asked to submit Scholastic Aptitude Test (SAT) scores or American College Testing (ACT) scores.

Readmission

Any student whose enrollment at the College has been interrupted without an approved leave of absence must apply for readmission. The student must submit a statement of intent which includes a thorough explanation of the reason for leaving Lynchburg College. For students who were academically suspended, refer to "Academic Standing" Section.

All students applying for readmission to Lynchburg College 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 statement of intent
2. A non-refundable \$30 application fee
3. Official transcripts for all course work completed (if student attended any college(s) since last enrolled at Lynchburg College). Transcripts should be forwarded to the Office of Enrollment Services.
4. An interview may be required.

Submit all of the requested information directly to Office of Enrollment Services, Lynchburg College, 1501 Lakeside Drive, Lynchburg, VA 24501-3199. For further assistance, contact the Office of Enrollment Services at 800/426-8101 or 434/544-8300.

Non-Degree Admission

To ensure time for processing and review, application 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 signed non-degree application form verifying that all information supplied is valid
2. A non-refundable \$30 application fee
3. A statement of intent indicating the reasons why applicant is pursuing non-degree study
4. Official transcripts from each college (or high school for dual enrollment and early admission candidates) attended indicating all college (or high school) course work 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 Lynchburg College early in the application process in order to receive a timely admission decision.*
5. Additional materials are required for some non-degree categories. *See below for category descriptions.*

Note:

- 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.

- Credits earned are not always applicable towards a degree. Once admitted to a degree program, students should consult with their academic advisor to verify the credits that are applicable towards a degree.
- 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:

Dual-Enrollment

Dual enrollment in Lynchburg College (and a secondary institution) is possible for qualified high school students during their senior year on a space available basis. Dual enrollment 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:

- The submission of official secondary school transcripts and standardized test scores (SAT or ACT if available)
- A letter of permission from the high school principal or director of guidance

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 College.

Visiting Undergraduate

Students classified as “visiting undergraduate” are pursuing a degree at another institution and wish to enroll in classes at Lynchburg College with the intention of transferring credits back to their primary institution. Additional admission requirements include:

- The completion and submission of the Intercollegiate Request Form which gives permission for the applicant to be a visiting student at Lynchburg College. The Intercollegiate Request Form must be signed by the appropriate college or university official and sent directly to the Office of Enrollment Services. Visiting undergraduate students

are responsible for verifying with the registrar or appropriate academic advisor at their primary institution that the courses completed at Lynchburg College will transfer back to their primary institution.

Other Categories (Governors School, Private Music Lessons for Credit)

Additional admission requirements include securing written permission to enroll from the appropriate instructor. College credit in music is not offered to students who are pre-college in age and preparation.

SCHOLARSHIPS AND FINANCIAL AID

Lynchburg College is particularly proud to be an institution that has historically welcomed the qualified and motivated student, whatever his or her social or economic background. Within the limits of available resources, the College makes every effort to make financial aid opportunities available to needy and academically eligible students. Traditional-age students must be enrolled in a full-time undergraduate degree program to be considered for College merit scholarships, grants, and/or need-based financial aid.

With the exception of some merit scholarships described later in this section, students who wish to apply for grants, loans, or work should submit the Free Application for Federal Student Aid (FAFSA) available at most high schools and at the College. Returning students who wish to renew financial aid must complete the Renewal FAFSA each year aid is needed. The preferred deadline by which applications from entering freshmen and transfer 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 "packaged" using a combination of grants/scholarships, loans, and work assignments. Students must be in good academic and social standing and achieve the minimum quality point average requirement for aid to be renewed. Students accepted to the College will receive a financial aid package within two weeks of receiving the results of the FAFSA.

Continuing students will receive a package after the FAFSA results are received and their academic standing can be assessed. Once the student completes all required paperwork in his/her package, aid will be disbursed to the student's account at the beginning of each semester with the exception of the Stafford and PLUS Loan programs. These funds will be posted when received by the lending institution.

Access students from Central Virginia (25 years of age and older) pay a reduced rate for tuition. Access students may be eligible for some federal and/or state financial aid programs. Application materials to apply for these programs may be obtained from the Office of Financial Aid. Students are encouraged to apply at least six weeks before their entering semester to ensure that funds are available at the time of registration.

Federal regulations require institutions of higher education to establish minimum standards of "satisfactory academic progress" for students receiving federal financial aid. All college course work must be considered, regardless of whether or not the student received federal financial aid at the time.

Satisfactory Academic Progress Policy for Financial Aid Recipients

Financial aid at Lynchburg College is awarded to students for the entire academic year or summer session. If an aid recipient's quality point average falls below the minimum standards during the award year, the recipient is warned and placed on financial aid probation for the subsequent semester or school term. If a student on probation fails to meet the standards of satis-

factory academic progress outlined below, the student becomes ineligible for financial aid for the subsequent enrollment period and may not receive consideration for aid again until the standards have been met. A student may attend summer school to meet the standards of satisfactory academic progress to regain eligibility. The student should notify the Office of Financial Aid when standards for satisfactory academic progress have been met.

The standards for determining progress at Lynchburg College are composed of three separate measurements: quality point average, incremental progress, and accumulated hours.

- * **Quality Point Average (QPA):** The qualitative measure used for academic work at the College. The QPA requirements for financial aid recipients is as follows:

Freshman (first semester)	1.80 semester QPA
Freshman (second semester)	2.00 semester QPA
Sophomore-Senior	2.00 cumulative QPA

A student whose average drops below the minimum requirement will be placed on financial aid probation for the subsequent semester. The QPA requirements for the Lynchburg College merit awards and scholarships differ from the satisfactory academic progress requirements.

- * **Incremental Progress:** Lynchburg College students must complete at least 67 percent of all hours attempted toward graduation. Repeated courses and courses with a grade of W, F, I, IP, Z, or L do not count as hours toward graduation. Students should keep this in mind when planning a schedule to assure completion in enough credit hours to be considered making incremental progress.
- * **Accumulated Hours:** Students who receive financial aid at Lynchburg College are allowed up to 150 percent 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 his/her degree within 186 attempted hours.

Review Process: If, after the probationary period, a student is denied financial aid due to failure to meet any of the above standards for satisfactory academic progress, the student may request a review 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.

Requests must be made in writing to the financial aid staff, Office of Financial Aid, Lynchburg College, 1501 Lakeside Drive, Lynchburg, Virginia 24501-3199.

Questions should be addressed to the Lynchburg College Office of Financial Aid at 434/544-8228 or by a visit to the office on the second floor of the Alumni House. Office hours are Monday through Friday, 8:30 a.m. to 5 p.m.

Lynchburg College Merit Scholarships

All academic scholarships and grants listed below pertain to enrollment during the fall and spring semesters. Awards may NOT be applied to tuition costs for winter or summer terms.

MERIT SCHOLARSHIPS

Lynchburg College recognizes and rewards academic excellence by offering a range of merit scholarships for traditional-age students.

These scholarships are renewable for an additional three years to students who continue to meet eligibility requirements. If a student also demonstrates financial need, the amount of the merit scholarship will be counted toward satisfying that need. If a student is found eligible for more than one College merit scholarship, he or she is awarded the scholarship of the highest monetary value.

Freshmen and transfer applicants admitted to the College 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 QPA required to maintain the award include:

- Hopwood Scholarship (2.75)
- Trustee Scholarship (2.75)
- Presidential Scholarship (2.5)
- Dean's Scholarship (2.5)
- Centennial Scholarship (2.5)
- Alumni Award (2.0)
- Achievement Award (2.0)
- Trustee Transfer Award (2.75)
- Dean's Transfer Award (2.5)
- Transfer Achievement Award (2.0)

A student's QPA will be assessed at the end of each academic year. If a student falls below the QPA required by the award or scholarship, he/she will be placed on merit probation for the following academic year. If the student does not meet the QPA requirement after the probationary period, the student may request a review. See the review process under the satisfactory academic progress policy in this section.

Grants**LYNCHBURG COLLEGE GRANTS**

College 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 to obtain a breakdown of a student's cost of attendance. Awards will vary de-

pending 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 are renewable for an additional three years based on the results of the renewal FAFSA.

STATE GRANTS

Several state scholarship and grant programs are available to students who attend Lynchburg College. 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. Another program, the College Scholarship Assistance Program (CSAP), provides grants to students who demonstrate documented need for financial assistance to attend private Virginia colleges. Eligibility is determined by completing the Free Application for Federal Student Aid (FAFSA).

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 \$400 to \$4,000 according to financial need as demonstrated on the Free Application for Federal Student Aid (FAFSA).

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).

Loans

FEDERAL PERKINS LOAN

This need-based loan is made available through a campus-based program funded jointly by the federal government and the College. Major benefits are low interest, liberal repayment schedules, and cancellation of a portion of the loan(s) for certain employment categories. Consideration for this loan is given to students with exceptional financial need as demonstrated on the Free Application for Federal Student Aid (FAFSA).

FEDERAL STAFFORD LOAN PROGRAM

The Federal Stafford Loan Program offers low-interest, guaranteed student loans with a variable interest rate, capped at 8.25 percent, 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).

Further information about this program and other student loan programs is available from local banks or the Lynchburg College Office of Financial Aid.

FEDERAL PARENT LOAN FOR UNDERGRADUATE STUDENTS (PLUS) PROGRAM

This program allows credit-worthy parents to borrow the difference between the cost of attending Lynchburg College and any financial aid received by a student. The interest rate is variable, not to exceed 9 percent. 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 College.

MABEL A. TUGGLE LOAN FUND

This fund, established by the will of alumna Miss Mabel A. Tuggle, is used as an emergency loan fund for the assistance of students who have a sudden and short-term financial need.

Student Employment Opportunities

The College offers work opportunities funded by the Federal Work-Study Program and the College 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 off-set costs associated with college. The College 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 should be made to Personnel Services/Student Employment.

Ministerial Internships and Placements

Church Related Occupational Program (CROP) students may be given the opportunity to serve in area churches as student ministers, youth directors, music directors, and pastoral assistants. Some placements may qualify as internships and may be eligible for college course credit. The College chaplain is responsible for placement and supervision of students who work in local churches and related institutions. Students seeking college credit must work through faculty advisors as well. Students who are interested in this type of work should contact the Office of the Chaplain at the College.

Return of Financial Aid

Lynchburg College policy regarding the return of federal Title IV funds complies with regulations contained in Section 668.22 of the Higher Education Amendments of 1998. A student who withdraws from the College will be subject to the federal policy regarding the return of Title IV aid, state regulations regarding the return of any state funding, and Lynchburg College policy regarding the adjustment of any institutional aid received by the student. Students on a College leave of absence (except for Studies Abroad) are considered withdrawn students. A student's withdraw 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 Unsubsidized Stafford Loans
- Federal Subsidized Stafford Loans
- Federal Perkins Loans
- Federal PLUS Loans
- Federal Pell Grants
- Federal SEOG
- Other Title IV assistance

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. Return of Title IV aid worksheets can be obtained from the Office of Financial Aid.

State funding will be returned in compliance with that state's regulations.

Institutional 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 section for the amount of tuition credit a withdrawn student is eligible to receive.

EXPENSES

Application Fee

A non-refundable fee of \$30 is charged for processing each new application for admission. This fee is not applicable to other College expenses.

Reservation and Contingency Deposit

FULL-TIME TRADITIONAL-AGE STUDENTS

Lynchburg College limits the number of full-time students as part of its effort to maintain the highest possible quality education.

Individuals who have been accepted for admission to the College as 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. In addition, students who will be residing on campus must reserve their room by paying a second deposit of \$200 also due by May 1 or within two weeks of admission if accepted after May 1. These two deposits will serve to reserve a space for each new entering student for the first semester. At the beginning of that semester, the \$200 room deposit will be applied to that semester's room charge. The \$300 will serve as a contingency deposit for the duration of enrollment at Lynchburg College; 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 who are admitted through early decision, the \$300 deposit is non-refundable.

PART-TIME STUDENTS

Individuals who have been accepted for admission to the College 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. At the beginning of the semester, the \$100 deposit will be applied to that semester's tuition.

Deposits will be refunded only if the Office of Enrollment Services is notified in writing prior to May 1. For students who are admitted through early decision, the \$300 deposit is non-refundable.

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 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 (if they have not paid the enrollment deposit for the fall).

GRADUATING STUDENTS

No application for 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 the balance will be returned.

Continuing Student Enrollment Deposit

To serve returning students adequately, the College must know by spring of each year how many students will return in the fall. Therefore, each resident student should pay a \$600 enrollment deposit and each 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

If a student withdraws from the College prior to June 1, 100 percent of the enrollment deposit is refunded; June 1 and after, there is no refund.

Tuition, Room, and Meal Plan Rates

FULL-TIME TRADITIONAL-AGE STUDENTS

Fees are to be paid on or before August 1 and January 2 for the respective fall and spring semesters of the 2002-03 academic session. A late payment fee of \$50 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.

2002-03 RATES:	Each Semester
Tuition	\$10,020.00

Room:

Residence hall room—double occupancy.....	\$1,350.00
Residence hall room—single occupancy*	\$1,450.00
Apartment/house room—double occupancy.....	\$1,450.00
Apartment/house room—single occupancy*	\$1,550.00

* Available only on a limited basis.

Meal Plans: All students living in College housing must have a meal plan.

10-meal plan	\$950.00
14-meal plan	\$1,100.00
19-meal plan	\$1,250.00

Overload Fees

Students taking more than 18 hours in a semester are charged an additional fee per semester hour over 18 hours after the first three weeks.

Rate (per semester hour)..... \$300.00

Rate for Auditing (per semester hour)..... \$150.00

The tuition, supplemented by other College funds, covers the costs of the instruction, certain health services, recreational facilities, the Fine Arts and Lecture series, and many student activities including publications, athletics, theater productions, music groups, religious services, and medical refund insurance.

Students who live off campus are invited to participate in the College's dining program. The Business Office will provide information and rates upon request.

PART-TIME STUDENTS**2002-03 RATES:**

Tuition for 7 or fewer hours (per semester hour)..... \$300.00

Tuition for more than 7 hours (per semester hour)..... \$600.00

Tuition for Auditing (per semester hour)..... \$150.00

ACCESS STUDENTS (AGE 25 AND OLDER)**2002-03 RATES:**

Tuition (per semester hour) \$300.00

Tuition for Auditing (per semester hour)..... \$150.00

The above rates for Access students (age 25 and older) have already been reduced by the 50 percent discount they receive. (See the Access section under Admissions.)

Student Activities Fee

The Student Activities Fee provides support to student activities and organizations. The funds are managed by the Student Government Association in accordance with standard Lynchburg College accounting practices. The fee is charged on a semester basis to all full-time students and is refunded using the same guidelines as tuition refunds.

2002-03 RATES:

Traditional-age students \$72.50

Access (age 25 and older) students..... \$25.00

Special Fees (2002-03 Rates)**Private Music Fees**

Undergraduate full-time traditional-age credit students

(per semester half-hour)..... \$200.00*

This fee is in addition to the appropriate tuition and is refundable on the same basis as tuition. Private music charges are excluded from an overload charge.

Access and part-time credit students (per semester half-hour)	\$250.00
Non-credit lessons (per semester for half-hour of instruction)	\$225.00
For non-credit lessons, register in the music department only. (Do not register with the Registrar's Office.)	
Late Registration Fee	\$ 10.00
Out-of-Residence Graduation Fee.....	\$100.00

*** EXCEPTION**

For full-time music majors the cost is exempt for the one hour of instruction in their area of performance concentration; however, full-time non-traditional-age students must pay the tuition credit portion of the fee.

Dormitory 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, 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 Lynchburg College and sent along with a signed copy of the financial plan to the attention of the cashier in the Business Office.

The College also provides a monthly payment plan for a processing fee of \$25 per semester. Information concerning this deferred payment plan may be obtained by writing to the Business Office, Lynchburg College, 1501 Lakeside Drive, Lynchburg, Virginia 24501.

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 re-enrollment. A late payment fee of 1.5 percent will be charged for any monthly payment that is not received during the month it is due. The College 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 fees 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, and Discover.

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 re-enrollment. The College considers the charges for tuition, room, board, and other expenses to be a joint obligation of both parents and students.

Refund Policy

If a student withdraws or is separated from the College for any reason prior to the beginning of a semester, a refund in full will be made for that semester. If a student withdraws or is separated from the College for any reason other than a physical disability once the semester has started, a refund of the proportionate share of the fees including tuition, room and board is made on the following basis:

During the first two weeks of the semester	90 percent of total fees
During the second two weeks	50 percent of total fees
From the fifth week through the eighth week	25 percent of total fees
After the eighth week of the semester	No Refund

For medical withdrawal, in which students are physically disabled for the remainder of the semester (as certified by a legally qualified physician or surgeon), the refund is 100 percent of the unused portion of total fees (prorated for the semester). For mental and nervous disabilities (as certified by a legally qualified physician, psychiatrist, or surgeon), the refund is 60 percent of the unused portion of total fees (prorated for the semester). Drug abuse and normal pregnancies are not considered physical disabilities for refund purposes.

REFUND PROCEDURE

If the above referenced refund creates a credit balance on the student's account, payment of this credit balance must be requested in written form. A Refund Request Form can be obtained from the Cashier's Office. 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 long-distance telephone charges and Bookstore/Westover account balances will be deducted first.

Federal regulations governing Title IV financial aid programs require that the Lynchburg College 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 accounts by using www.lynchburg.edu/studentsonline, an extension of the College's Internet web page.

ACADEMIC REGULATIONS

The student—not the advisor, parent, or guardian—is responsible for course selection, appropriate academic progress, and fulfillment of academic requirements.

Academic Degree Requirements

Bachelor's Degree

To earn a baccalaureate degree from Lynchburg College, a student must

1. Complete a minimum of 124 semester hours of study with at least 62 semester hours, including the senior year, at Lynchburg College. (Fifty percent of all hours applying to the major or minor must be completed at Lynchburg College.);
2. Complete all Lynchburg College General Education requirements;
3. Complete the requirements for a major program as outlined in the catalogue;
4. Earn a 2.00 minimum quality point average on all work taken at Lynchburg College;
5. Earn a quality point average of at least 2.00 in the major;
6. Comply with all College standards, regulations, and procedures from the date of enrollment through the date of graduation; and
7. May not include in the 124 hours for graduation more than 12 semester hours of internship courses; 6 semester hours in movement science activities courses; or 12 semester hours in private music lessons;

A student may wish to satisfy certain 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 in addition to graduation requirements.

Second Degree

Candidates for a second baccalaureate degree must have earned their first degree from a regionally accredited college or university. A student pursuing a second degree must meet all major requirements and complete a minimum of thirty semester hours in residence beyond the requirements for the first degree. A comment referencing the first degree and indicating that Lynchburg College General Education requirements have not necessarily been met is applied to the Lynchburg College academic record for the second-degree student. Only transfer credits applicable to the major are applied to the record. Major courses are reviewed and approved by the program coordinator.

Governing Catalogue

The catalogue in effect defines each student's academic regulations at the time he/she entered the College. The regulations include General Education requirements, major/minor requirements, and cumulative point average re-

quirements. If a later catalogue includes requirements a student prefers, then that catalogue may be applied in its entirety (i.e., all General Education requirements or all major/minor requirements). An earlier catalogue may apply in the case of a transfer or readmitted student who chooses to be governed by the catalogue applicable to continuous full-time students with the same class standing (e.g., a junior transfer may choose to be governed by the catalogue in effect for the junior class).

A degree-seeking student who is studying predominantly part-time typically uses the catalogue in effect when junior status is reached. When part-time study is interrupted for more than two consecutive semesters, the student becomes subject to the provisions of the most recent catalogue.

Application to Graduate

All students are required to complete an Application for BA/BS Degree prior to advance registration for their final year (two semesters) of enrollment. This is intended to ensure that the student understands what requirements, if any, are yet to be fulfilled.

Graduation

Students are encouraged to participate in the official College commencement exercises in May. (January and August candidates are also recognized at the May commencement.) Undergraduate students needing up to forty-five semester hours at the beginning of fall or up to 27 hours at the beginning of spring may be degree candidates for August and allowed to participate in May commencement. The January graduation date is the Friday before official registration for second semester; the August date is the Friday following submission of the final grades for the summer session. If the graduation requirements have not been completed for a particular graduation date, students who have applied to graduate are automatically placed on the candidate list for the next graduation date.

Academic Standing

Regular Standing/Academic Probation

To maintain regular academic standing, students must reach the following quality point averages (QPA) on all work taken at Lynchburg College. 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.

<u>Student Classification</u>	<u>Minimum Required to Maintain Regular Academic Standing</u>
Freshman (first semester)	1.80 semester QPA
Freshman (second semester)	2.00 semester QPA
Sophomore	2.00 cumulative QPA
Junior	2.00 cumulative QPA
Senior	2.00 cumulative QPA

For purposes of determining academic standing, a full summer session (twelve hours) at Lynchburg College is considered to be a regular semester.

When fewer than twelve hours are earned during a summer, academic standing for freshmen is determined by averaging summer grades with the preceding semester grades. For all other students, academic standing is determined by averaging summer grades with all preceding grades to arrive at the cumulative QPA. 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 QPA but do not affect semester academic standings. Students who withdraw from college or are suspended after the sixth 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 QPA in the same way as if the student had completed the semester.

Academic Warning

A sophomore, junior, or senior whose semester quality point average (QPA) is below 2.0, but whose cumulative QPA remains at 2.0 or above, will be placed on academic warning for the next semester. Notification of academic warning is automatically included on the student's grade report.

Academic Suspension

Students are suspended when their semester quality point average (QPA) is below 1.0. For students on academic probation, suspension will occur when their semester and/or cumulative QPA is below established minimums according to the following:

<u>Student Classification</u>	<u>Academic Probation Students are Suspend when they have:</u>
Freshman	below 2.0 semester QPA
Sophomore	below 2.0 cumulative QPA and below 2.0 semester QPA
Junior	below 2.0 cumulative QPA and below 2.0 semester QPA
Senior	below 2.0 cumulative QPA and below 2.0 semester QPA

Students who fail to fulfill specific admission criteria stipulated by the dean of the College are also subject to academic suspension. Students whose quality point averages are extremely low may, at the discretion of the dean of the College, be suspended from college without having passed through the steps outlined above. A student suspended for poor academic performance will be placed on suspension for one semester and may not attend summer school.

Students placed on academic suspension receive a letter from the associate dean of the College informing them of their academic status. A sus-

pendent student may not enroll at Lynchburg College without having been readmitted. After a second suspension, a student is not eligible for readmission.

Regaining Regular Standing

A student regains regular standing by raising the semester QPA to 2.00 (for second-semester freshmen) or raising the cumulative QPA to 2.00 (for all upperclassmen).

Appeal of Suspension

Only if a student believes that extenuating circumstances make suspension unwarranted may he/she file a written appeal documenting those circumstances to the associate dean of the College. Those extenuating circumstances must be beyond the student's control and of such a nature as to significantly affect the student's academic performance. Finally, it must be possible to design an academic plan that specifically addresses the extenuating circumstances and largely negates their effect on the student's academic performance.

Upon receipt of an appeal, the Academic Standing Committee will determine whether the extenuating circumstances set forth in the student's written appeal meet the criteria set forth above. If so, the committee will examine evidence presented in support of the appeal. This evidence might include the student's own statement describing the extenuating circumstances, medical records, a letter from a family member if the extenuating circumstance is related to something in the student's home life or any other pertinent documentation. Finally, the committee will examine the academic plan submitted by the student to determine whether or not it adequately addresses the extenuating circumstances that have negatively affected the academic performance.

This plan should be drawn up after consultation with the faculty advisor or, alternatively, some other Lynchburg College faculty or staff member knowledgeable about the student's academic performance. Any student unable to reach his or her advisor should contact the Office of Academic Advising for assistance. After the plan has been developed, the student should request that the faculty or staff member send an evaluation and/or endorsement of the student's academic plan to the associate dean of the College. No appeal will be accepted without the evaluation and/or endorsement of a member of the Lynchburg College faculty or staff.

Reapplication after Suspension

A suspended student may apply for readmission for the 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 College.

The readmission committee includes the associate dean of the College (chair), the director of academic advising, the registrar, and the dean of students. The entire student record is considered at readmission.

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 twenty-five credit hours.

Sophomore - a student with at least twenty-five credit hours but not more than fifty-five.

Junior - a student with more than fifty-five credit hours but not more than ninety.

Senior - a student with more than ninety credit hours.

Second Undergraduate Program Student - A student with a bachelor's degree who is pursuing a second degree, second major, or minor.

Non-Degree Candidates

A student designated as a Special 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 they must be fully qualified to undertake the work for which they enroll. Continued enrollment in this status is subject to review by the dean of the College. Non-degree students who fall below 2.00 in any semester or fail to meet any 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) may be granted credit for a comparable course or courses after completion of one full semester of work at Lynchburg College with an average grade of C or better.

AP Subject Exams and Lynchburg College Credit Awards

<u>AP Examinations</u>	<u>AP Grade Required</u>	<u>Semester Hours</u>	<u>Lynchburg College Credit Course</u>
American History	3	6	HIST 255-256
Art History	3	6	ART 131-132
Art Studio: Drawing	3	3	ART Elective
Art Studio: General	3	3	ART Elective
Biology	3	8	BIOL 111-112

<u>AP Examinations</u>	<u>AP Grade Required</u>	<u>Semester Hours</u>	<u>Lynchburg College Credit Course</u>
Chemistry	3	3	CHEM 103 (105L possible with approval)
Computer Science A	3	3	C S 141
Computer Science AB	3	6	C S 141-142
Economics–Macro	3	3	ECON 202
Economics–Micro	3	3	ECON 201
English Language/Comp	3	6	ENGL 111-112
English Literature/Comp	3	6	ENGL 111-112
Environmental Science	3	8	ENVS 101-102
European History	3	6	HIST 102 + HIST elective
French Language	3	6	FREN 201-202
French Literature	3	6	FREN 311-312
German Language	3	6	GRMN 201-202
Govt./Politics: Comparative	3	3	POLI 109
Govt./Politics: American	3	3	POLI 110
Latin: Literature	3	3	Elective
Latin: Virgil	3	3	LATN 201
Math Calculus AB	3	6	MATH 102-103
Math Calculus BC	3	6	MATH 103-104
Music Listening and Literature	3	6	MUSC 100 + elective
Music Theory	3	6	MUSC 104-105
Physics B	3	8	PHYS 161-162
Physics C	4	8	PHYS 161-162
Psychology	3	3	PSYC 103
Spanish Language	3	6	SPAN 201-202
Spanish Literature	3	6	SPAN 315-316
Statistics	3	3	MATH 222

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 Lynchburg College. CLEP provides for recognition of college-level achievement acquired outside the conventional classroom. The policy of Lynchburg College 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 college course in that subject. CLEP credit will not be allowed for courses taken and failed by the student at Lynchburg College. 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 apply to the Office of Academic Advising. Lynchburg College 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 college course.

CLEP Subject Exams and Lynchburg College Credit Awards

<u>CLEP Subject Examinations</u>	<u>Semester Hours Credit</u>	<u>Lynchburg College Course</u>
Accounting, Principles	6	ACCT 201-202
Algebra, College	3	MATH 102
Algebra/Trigonometry, College	3	MATH 102
American Government	3	POLI 110
American Literature	6	ENGL 201-202
Analyzing and Interp. Literature	6	ENGL Elective
Biology	8	BIOL 111-112/ BIOL 111L-112L
Business Law, Introduction	3	BUAD 322 or 323
Calculus	6	MATH 103-104
Chemistry	3	CHEM 103 (105L possible with approval)
Educational Psychology, Intro	3	PSYC 264
English Literature	6	ENGL 201-202
French Language	6	FREN 201-202
Freshman College Composition	6	ENGL 111-112
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
Info. Systems and Computer Appl.	3	C S elective
Macroeconomics, Principles	3	ECON 202
Management, Principles	3	MGMT 260
Marketing, Principles	3	MKTG 251
Microeconomics, Principles	3	ECON 201
Psychology, Intro	3	PSYC 103
Sociology, Intro	3	SOCI 100
Spanish Language	6	SPAN 201-202
Trigonometry	3	Elective
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 Lynchburg College is to award credit, as recommended by the American Council on Education (ACE), for scores on the subject tests as specified by ACE.

Dean's List

A Dean's List of students with quality point averages of at least 3.50 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.

Dropping or Adding Courses

A student who wishes to drop or add a course or change to audit (i.e., attend without credit) must obtain the appropriate form from the Registrar's Office. For the change to be effective, the signature of the advisor and instructor must be obtained, and the form must be filed with the Registrar's Office within the specified time periods (stated below). If illness or extenuating circumstances preclude a student from personally processing a change form, the Registrar's Office will process the change when notified in writing of the request. The effective date of all changes is the date the schedule change form is received by the Registrar's Office. The grade of F is assigned for each course not completed and processed in this manner.

Add Period—Prior to the completion of the first full week 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. An administrative fee of \$5 will be charged for each student-initiated section or course change made after the Add Period. A student who wishes to audit a course (i.e., attend without credit) should apply to the Registrar's Office. Overload fees are determined on the basis of enrollment at the end of this period.

After Completion of Three Weeks—Before Expiration of Six Weeks—The grade of W will be assigned for all courses dropped during this period. A course is dropped only when the procedure outlined above is followed. A student may change from credit to audit during this period.

After Six Weeks—Before Expiration of Ten Weeks—A student may withdraw from a course using the above procedure. If the student is passing the course at the time of withdrawal, the grade of W will be assigned and the course will not be counted as work undertaken. If the student is failing the course, the grade F will be assigned, and the course will be counted as work undertaken. A student may change from credit to audit during this period only if passing.

After Ten Weeks—Until the End of Classes for the Semester—A student may not withdraw from a course or change from credit to audit during this period.

Final Examinations

The giving of a final exam is optional; however, when a final examination is not given, an alternative assessable exercise or assignment appropriate to the nature of the course is given. In either event, the relative importance of the examination, exercise, or assignment in determining the total course grade lies with the instructor.

Grading System

Progress reports showing grades for freshmen or first-year students who classify as sophomores, 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 and mailed to parents/guardians.

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 quality 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 quality point averages, failed courses are counted as work undertaken, but no credit and no quality points are 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. In each case, the instructor is required to report the reason for the I work and conditions for removal with the submission of course grades. All I work remaining at the end of the ensuing semester will become F unless the associate dean of the college has specifically approved an extension. I work must be removed prior to graduation.
- IP** In Progress. The grade of IP may be given in upper-level independent study courses and in certain other upper-level courses when an extension of time is justified. 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. Any IPs remaining at the end of that following semester will become F unless the associate dean of the College has granted an extension. IP must be removed prior to graduation.
- L** Late Grade. The grade of L 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 (school decision);
 2. elective status not being used to satisfy General Education, major, or minor requirements;
 3. junior standing;
 4. limit of two courses per semester;
 5. limit of four P/F grades; and
 6. submission of specific form, signed by faculty advisor, to 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 quality point average. P grades are not assigned quality 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 letter grade at a specified minimum level.

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 six weeks of a semester if a student drops a course with the written consent of the advisor, the instructor, and the dean of the College or registrar. The course is not counted as work undertaken.

The grade of W may be given after the first six weeks and before expiration of ten weeks if a student drops a course officially and is passing the course at the time of withdrawal. The course is not counted as work undertaken.

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 or grade received. If a student does not meet the professor's attendance requirements, the grade of WZ is assigned.

Grade Review

The principle of academic freedom gives an instructor broad discretion in establishing the goals for a course, the criteria by which student achievement is to be assessed, and in 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 School in which the course is listed in the catalogue. The School dean will, in turn, designate a review committee. The committee's recommendation will be forwarded to the dean of the College who will notify the instructor and the student, in writing, of the decision. Other than the course instructor, only the dean of the College may change a grade. (Detailed procedures are available from school deans and the Office of the Dean of the College.)

Honors at Commencement

Program honors 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 QPA for all courses required for the major, (b) a cumulative 3.0 QPA for all courses taken, (c) a cumulative 3.0 QPA for all courses taken at Lynchburg College, and (d) the senior year spent in residence at the College.

General Honors are designated as Cum Laude, Magna Cum Laude, and Summa Cum Laude. These refer to cumulative quality point averages of at least 3.50, 3.710 or 3.910 (or highest in the class) respectively, and are limited to students who have completed at least sixty-two hours at Lynchburg College and have earned at least the same or higher QPA at Lynchburg College as well.

All undergraduate work, including first degree, is considered for second degree candidates for general and program honors.

Independent Studies

Independent study courses allow capable students an opportunity to pursue interests that are not otherwise listed in courses for a given program. Students must have junior or senior status with a minimum QPA 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 dean of the College must be completed prior to beginning an independent study.

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 Career Development Center and the faculty Internship Committee manage the internship program. The internship coordinator, located in the Career Development 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 sponsor.

Registration for the internship cannot be completed without the application and written contract. Internship credit should be taken only in the major program or in General Studies and should be closely related to the major and/or career goals. Prerequisites are junior or senior standing with a minimum 2.25 QPA and approval of the faculty sponsor. A maximum of twelve credits may be counted toward graduation (six credits may be counted toward the major with school approval). Student interns may or may not be paid for their work. Internship credits must be earned during the term the internship is undertaken.

A full listing of internship opportunities (local, national, and international) is available in the Career Development Center. Lynchburg College is also affiliated with The Washington Center, an agency that provides internships for all majors, located in Washington, D.C.

Leaves of Absence

Leave of Absence

A student may obtain a leave of absence from the College 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 written request to the dean of students and the Registrar's Office 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 readmission to the College. To ensure that their enrollment is reactivated, students on leave should register for classes for the semester they plan to return to LC 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 dean of students.

Medical Leave of Absence

If a student needs to withdraw from the College for health reasons, he/she should contact the director of Health and Counseling Services at 434/544-8616 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; their enrollment is automatically activated for the semester they plan to return.

Military Leave of Absence

Students who are called to military service during the semester will be placed on Military Leave of Absence.

Students will receive one of the following marks at the end of the semester, depending on their individual situations:

1. "I," for Incomplete;
2. a letter grade; or
3. "W," for withdrawn.

Students will normally receive a grade of "I" and 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.

Faculty will submit these "I" grades to the registrar fully documenting the following:

- the individual and cumulative grades to date;
- the remaining requirements necessary for completion of the course; and
- possibilities for computation of a final grade.

A copy of this documentation should also be on file with the school dean.

For instances in which the major work of the course is completed at the time of deployment, the faculty member may provide an appropriate grade for the student.

In the case of course withdrawals, the student will receive a grade of "W" and a pro-rated tuition refund based on credit hours. When the student returns, he/she may re-enroll at the original tuition rate for one semester.

Out-of-Residence Studies

Completion of permission forms (available from the Registrar's Office) is required in advance for out-of-residence studies. Approval of out-of-resi-

dence study must be obtained from the dean of the School offering the major toward which the out-of-residence course is to apply or by the associate dean of the College 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 course work does not affect academic probation. Upon completion of courses taken out-of-residence, the student must have the official transcript sent directly to the Registrar's Office at Lynchburg College. Fifty percent (62 hours) of all work that applies toward a degree must be completed at Lynchburg College. Fifty percent of all major or minor hours must be completed at Lynchburg College.

Courses offered at Lynchburg College are not approved for out-of-residence study during the same term at any other institution.

Part-Time Students

Part-time students have limited use of College resources. Student Health Services are available only to full-time students. 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.

Quality Point Averages

A student's quality point average for a given semester is computed by dividing the number of quality points earned by the number of semester hours undertaken. The following illustrates the computation of a semester point average:

<u>Course</u>	<u>Semester Hours</u>	<u>Grade</u>	<u>Quality Points</u>
English 111	3	A-	11.1
Sociology 100	3	B-	8.1
English 111	3	A-	11.1
Biology 111	4	B+	13.2
French 101	3	D+	3.9
History 101	3	A	12.0
HMSR 141	<u>1</u>	<u>C</u>	<u>2.0</u>
Total	17	(total undertaken)	50.3

Dividing the number of quality points (50.3) by the number of semester hours undertaken (17) results in a point average of 2.95.

Repetition of Courses

If a student repeats a course at Lynchburg, only the most recent grade will be considered in the calculation of the cumulative quality point average. Repeated courses are indicated on the grade transcript with a suffix of R on the original grade, for example: "FR," "DR," etc. In the event the grade of F is received in the repetition of a course previously passed, the quality 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 allowed twice for the same course, out-of-residence repetition of a course originally passed at Lynchburg College 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 62 semester hours of credit (including 50 percent of credits for the major and minor) and must spend their senior year as regular students at Lynchburg College, 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 dean of the College. Credit by examination, through CLEP and Advanced Placement, cannot be counted in the 62-hour residence requirement.

Semester Hours

A semester-hour of credit, the unit in which courses are measured throughout a semester, is defined as one hour (historically defined as fifty minutes) per week of regular class or not fewer than two hours per week of laboratory. A three-credit-hour course at Lynchburg College 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.

Student Academic Load

A student's academic load is normally fifteen or sixteen credit hours per semester. No student carrying fewer than twelve 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 twelve credit hours per semester for purposes of living off campus.

No student may take more than eighteen hours of work during a semester without special permission from the coordinator of Learning Resources or associate dean of the College. An extra charge is made for hours that constitute an overload beyond eighteen 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 College

A student who withdraws from college must notify the College in writing. If withdrawal occurs during the semester, a withdrawal form is available from the Registrar's Office. Grades will be assigned according to the nor-

mal policy governing withdrawal from courses. Refund of fees will be made in accordance with the refund policy.

ACADEMIC PROGRAMS

The academic program of study at Lynchburg College consists of three elements: general education designed to give students breadth of knowledge in the liberal arts; 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.

General Education at Lynchburg College

One of the principal goals of liberal education is to prepare students for intellectually fulfilling lives. To achieve this goal, Lynchburg College 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 liberal learning. In addition, General Education courses develop certain traits and abilities that enable students to succeed in whatever fields of endeavor they select after graduation. Among these are intellectual curiosity, effective communication, and rational, informed decision making. Finally, General Education courses instill in students both an understanding that they are responsible for their own intellectual development after college and a desire to continue throughout their lives to build on the foundation that these courses have provided.

Students who graduate from Lynchburg College will have developed the ability to locate themselves in various cultural and intellectual contexts, make sense of achievements of imagination and creativity, understand how scientific methods and knowledge can inform choices and actions, and integrate ideas from a wide range of sources and disciplines into coherent responses to life's challenges.

Cultural and Intellectual Contexts: Knowledge of the events, achievements, movements, and insights of the past is essential to an understanding of the present, as is knowledge of social structures and interactions and their many variations.

Imaginative and Creative Achievements: Informed appreciation of accomplishments in the arts and literature enriches lives, illuminates cultures, stimulates reflection, and moves us with joy and beauty.

Scientific Methods and Knowledge: Scientific and mathematical knowledge gives us ways of understanding our world, our place in it, and our relationships to it.

Essential Abilities: Certain abilities are essential for effective learning, working, and understanding, and they contribute to and develop from a wide range of intellectual activities.

Students who graduate from Lynchburg College will have developed the ability to:

- **Locate themselves in various cultural and intellectual contexts**
 1. Students will understand the historical development of multiple cultures over time, as well as their contributions to the present. Students will:
 - A. Understand how history is constructed and communicated;
 - B. understand broad integrated outlines of historical events and make accurate connections over time and place;
 - C. recognize the importance of historical understanding to current political, economic, and social situations; and
 - D. gain knowledge of cultural geography.
 2. Students will understand the use of concepts from the social sciences to interpret the processes of social and cultural interaction. Students will:
 - A. understand the role and nature of inquiry in social science;
 - B. understand the use of theoretical concepts in social science;
 - C. understand the effects of cultural, social, economic, and political interactions on individuals, groups, and societies; and
 - D. interpret and draw conclusions from social science data presented in qualitative or quantitative formats.
 3. Students will have linguistic competence in a language other than English and will have insight into the importance of a second language and language differences in cross-cultural communication. They will:
 - A. attain “novice-mid to intermediate-low” listening and speaking proficiency levels (ACTFL Guidelines) in modern language, equivalent to a third semester language course;
 - B. attain “novice-mid to intermediate-low” reading and writing proficiency levels (ACTFL Guidelines) in their knowledge of a modern or classical language, equivalent to a third semester language course;
 - C. attain “novice-mid to intermediate-low” cultural proficiency levels (ACTFL Guidelines) in providing information appropriate to the culture and expressing themselves in a culturally appropriate fashion.

4. Students will understand the nature and functions of religious faith and experience in human life. Students will:
 - A. identify common elements of religious faith and experience;
 - B. understand religion as a force in human experience, including the intellectual, social, moral, and emotional domains;
 - C. identify the role of religion in history;
 - D. identify ways in which religions contribute to cultural identity; and
 - E. understand religious traditions as means of explaining the universe and humans' place in it.
 5. Students will understand how philosophical thought influences human experience, understanding, and intellectual inquiry. Students will:
 - A. understand the scope and purpose of philosophy;
 - B. address philosophical questions with appropriate rigor and logic; and
 - C. identify ethical dilemmas in various situations and articulate the philosophical basis for ethical decisions.
- **Make sense of achievements of imagination and creativity**
6. Students will understand the fine arts, their cultural contexts, and the aesthetic contributions that enrich personal lives. Students will:
 - A. critically describe representative artistic styles in terms of media, elements, design principles, and style;
 - B. express an informed qualitative judgment about artistic works and relate that judgment to the wide cultural context from which it emerges;
 - C. identify and describe social, ethical, and environmental matters relevant to the arts; and
 - D. identify relationships between ideas and creative products.
 7. Students will understand the nature and functions of literature and be able to read and analyze texts at an appropriate level. Students will:
 - A. describe the nature and functions of literature;
 - B. describe basic conventions of at least one major genre;
 - C. read works of literature critically and perceptively;
 - D. make qualitative judgments about texts; and
 - E. understand relationships between ideas and creative products through participation in the creative process.

- **Understand how scientific methods and knowledge can inform choices and actions**

8. Students will have an integrated understanding of scientific ways of knowing and applying scientific methods and theories. Students will:
 - A. understand the role and nature of scientific inquiry;
 - B. understand scientific theories and perspectives;
 - C. use systematic empirical approaches to solve problems as part of the scientific process; and
 - D. draw conclusions from empirical results in quantitative and qualitative formats as appropriate.
9. Students will analyze problems in a mathematical context, perform basic mathematical manipulations, interpret data intelligently, and apply mathematical concepts to everyday life. Students will:
 - A. reason quantitatively and recognize the value of such reasoning for other disciplines;
 - B. use the language of mathematics as well as its concepts and operations where appropriate;
 - C. understand the basic mathematical operations for problem solving in their personal and working lives; and
 - D. understand ways in which to draw appropriate inferences from data in various forms and in various disciplines.
10. Students will understand the importance of health and wellness and maintaining a healthy lifestyle. Students will:
 - A. differentiate healthy behaviors from behaviors that put an individual at risk for injury and illness; and
 - B. demonstrate knowledge of skills and principles that promote optimum health.

- **Integrate ideas from a wide range of sources and disciplines into coherent responses to life's challenges**

11. Students will employ critical thinking techniques to address issues. Students will:
 - A. analyze elements of an issue;
 - B. think objectively, logically, and reflectively about an issue;
 - C. recognize the sources and effects of individual and cultural biases; and
 - D. use reasoning and evidence to reach and justify conclusions about issues.

12. Students will address complex issues using the methods, theories, and values of two or more disciplines. Students will:
 - A. recognize the necessity of using multiple disciplinary perspectives to address complex human issues, problems, and themes that affect the world community;
 - B. use multiple disciplinary perspectives to explore appropriate issues, problems, and/or themes; and
 - C. reach conclusions after drawing on multiple disciplinary perspectives to address an issue, problem, or theme.
13. Students will work effectively as group members in decision-making projects across disciplines. Students will:
 - A. collaborate to set group goals;
 - B. interact as group members and perform responsibilities such as contributing, questioning, listening, and encouraging consensus decision-making;
 - C. effectively manage interpersonal conflict within the group; and
 - D. use an approach that employs thorough and logical methods of investigation and discussion before making a decision.
14. Students will communicate clearly in written English, demonstrating their comprehension, analysis, and critical questioning of texts and issues from various disciplines. Students will:
 - A. develop, support, and organize a topic fully and effectively;
 - B. comprehend and objectively analyze in writing their own compositions and the written work of others;
 - C. use basic research methods for searching, applying, and referencing electronic and written sources;
 - D. show an awareness of their intended audience and the ability to address it purposefully and effectively; and
 - E. use writing mechanics (grammar, punctuation, spelling) effectively.
15. Students will communicate clearly through oral presentations that demonstrate their comprehension, analysis, and response to a variety of texts and issues across the disciplines. Students will:
 - A. develop a topic fully and effectively;
 - B. show an awareness of the intended audience and the ability to address them purposefully and effectively;
 - C. organize and support their materials in ways appropriate to the topic and purpose;

- D. communicate with appropriate style, language, and coherence;
and
 - E. effectively use delivery skills (eye contact, appropriate gestures, and vocal quality).
16. Students will effectively use library resources, computers, the Internet, and other information sources. Students will:
- A. recognize the need for information to clarify issues and support conclusions and judgments.
 - B. identify and retrieve relevant information from resources in different formats including technological ones as appropriate to a variety of research tasks;
 - C. evaluate the applicability and accuracy of information retrieved;
 - D. comply with the ethical and legal practices of information retrieval and use;
 - E. demonstrate effective use of information technologies.

GENERAL EDUCATION REQUIREMENTS

			Hours
WRITTEN COMPOSITION (two courses required)			6
ENGL	111	Composition I	
ENGL	112	Composition II	
FINE ARTS (one course required)			3
ART	110	Introduction to Visual Art	
ART	217	Ceramics I	
ART	221	Sculpture I	
ART	255	Drawing	
ART	261	Painting	
ART	265	Photography I	
FILM	229	The Film as an American Art Form	
FILM	230	The European Film and Film Criticism	
MUSC	100	Music Appreciation	
MUSC	101	Listening: Music Masterpieces	
THEA	101	Introduction to Theatre Arts	
THEA	102	Introduction to Technical Theatre and Design	
THEA	120	Introduction to Dance	
THEA	131	Fundamentals of Acting	
FOREIGN LANGUAGE (one course required)*			3
FREN	201	Intermediate French	
GRMN	201	Intermediate German	
LATN	201	Intermediate Latin	
SPAN	201	Intermediate Spanish	
HISTORY (two courses required)			6
HIST	101	History of Civilization	
HIST	102	History of Civilization	
LABORATORY SCIENCE (two courses required)			8
BIOL	111-111L	Organisms, Ecology, and Evolution and Lab	
BIOL	112-112L	Cells: Genetic and Molecular Perspectives and Lab	
CHEM	103-105L	Fundamentals of Chemistry and Lab	
CHEM	104-106L	Fundamentals of Chemistry and Lab	
CHEM	127	Chemistry of Life	
ENVS	101-101L	Earth and Environmental Science I and Lab	
ENVS	102-102L	Earth and Environmental Science II and Lab	
PHYS	141	College Physics	
PHYS	142	College Physics	
PHYS	161	General Physics	
PHYS	162	General Physics	
PSYC	103-105L	General Psychology and Lab	
PSYC	104-106L	General Psychology and Lab	
SCIE	101	Principles of Science I	
SCIE	102	Principles of Science II	

LITERATURE (one course required)			3
ENGL	201	Literature Culture I	
ENGL	202	Literature Culture II	
FREN	207	French Literature in Translation I	
FREN	208	French Literature in Translation II	
SPAN	207	Spanish and Latin American Literature	
SPAN	208	Spanish and Latin American Literature	
THEA	211	Dramatic Literature I	
THEA	212	Dramatic Literature II	
MATHEMATICS (one course required)			3
MATH	103	Calculus I	
MATH	106	Liberal Arts Math	
ORAL COMMUNICATION (one course required)			3
COMM	101	Argumentation and Practical Reasoning	
THEA	123	Voice and Diction	
PHILOSOPHY (one course required)			3
PHIL	200	Introduction to Philosophy	
RELIGIOUS STUDIES (one course required)			3
RELG	201	Hebrew Bible/Old Testament	
RELG	202	New Testament	
RELG	205	Religions of Asia	
RELG	206	Judaism, Christianity and Islam	
SOCIAL SCIENCE (two courses required)			6
ECON	100	Economic Perspectives	
ECON	201	Principles of Economics–Micro	
ECON	202	Principles of Economics–Macro	
INTL	101	Global Politics in the New Millennium	
POLI	109	Contemporary Political Problems I	
POLI	110	Contemporary Political Problems II	
POLI	111	Quest for Justice I	
POLI	112	Quest for Justice II	
SOCI	100	American Generations	
SOCI	221	Cultural Anthropology	
WELLNESS (one course required)			2
HLTH	102	Life Choices for Health and Wellness	
HMSR	102	Concepts for Exercise and Lifetime Wellness	
SENIOR SYMPOSIUM (one course required)			2
G S	435	Senior Symposium	
G S	436	Senior Symposium	
			<hr/> 51

* The foreign language requirement may be waived if a student whose primary language is not English can demonstrate acceptable written and spoken proficiency in his/her native language to members of the foreign language faculty.

Lynchburg College Symposium Readings Program (LCSR)

The Lynchburg College Symposium Readings (LCSR) Program is an innovative approach to the integration of selections from classic works 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 classics.

An “LCSR Course” is a regular Lynchburg College 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 Lynchburg College Symposium Readings: *Classical Selections on Great Issues*. LCSR courses may be General Education, major, or elective courses and may be taken as a freshman, sophomore, junior, and senior.

“Classics” 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.

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 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. It encourages the student to gain the special insights that a particular discipline has to offer, and it affords a beginning specialization for advanced study and/or professional preparation. Each student chooses a major field consistent with personal interests and educational goals and must meet the specific course requirements listed for that major.

To declare or change a major, a student must process a Change or Declaration of Major form available in the Office of Academic Advising. The signature of the program coordinator is required.

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. No more than fifteen hours of General Edu-

cation courses may be counted in a single major; a maximum of eighteen hours (nine from each discipline) may be counted in a joint major.

A minimum of 50 percent of the hours applicable to the major must be earned at Lynchburg College; for joint majors, half the hours in each major discipline must be taken at Lynchburg College. A student must have a quality point average of 2.00 on all courses in the major.

Double majors may be earned by completing all course requirements listed for both majors. A minimum of twenty-four hours in the second major must be unique to that major and not applied to the first major.

No course may be used to satisfy more than two different programs (not including General Education). Up to six hours of course credit used to satisfy the major requirements may also be used to satisfy minor requirements.

Minor Programs

Minor fields of concentration are optional for programs and students. If chosen, the minor will be designated on the student's academic record. To declare or change a minor, a student must process a Change or Declaration of Minor form available through the Office of Academic Advising or the School office. During the last semester of enrollment in the minor, the student submits a Minor Certification form to the Registrar's Office. The appropriate School dean must approve it.

A minor consists of fifteen or more semester hours in conceptually related courses. Courses counted in the minor may not be taken on a pass/fail basis. No course will apply toward two different minor programs. General Education requirements may be included in the minor. A minimum of 50 percent of the hours applicable to the minor must be earned at Lynchburg College. A student must have a quality point average of 2.00 on all minor courses taken at Lynchburg College in the minor area and on all courses which apply to the minor. No course may be used to satisfy more than two different programs (not including General Education). Up to six hours of course credit used to satisfy the major requirements may also be used to satisfy minor requirements.

MAJOR FIELDS OF CONCENTRATION

Majors	Degrees	School
Accounting	BA	Business and Economics
Applied Physical Science	BS	Sciences
Art	BA	Communication and the Arts
Emphases: Graphic Design or Studio Art		
Athletic Training	BS	Health Sciences and Human Performance
Biology	BS	Sciences
Biomedical Science	BS	Sciences
Business Administration	BA	Business and Economics
Chemistry	BS	Sciences
Emphases: Professional or Technical		
Communication Studies	BA	Communication and the Arts
Emphases: Journalism or Speech Communication		
Computer Science	BS	Sciences
Economics	BA	Business and Economics
Emphases: Financial or General		
Engineering		Dual Program with ODU or UVA
English	BA	Humanities and Social Sciences
Emphases: Literature or Writing		
Environmental Science	BS	Sciences
Exercise Physiology	BS	Health Sciences and Human Performance
French	BA	Humanities and Social Sciences
Emphases: General or Global Commerce		
Health and Movement Science	BS	Health Sciences and Human Performance
Health Promotion	BS	Health Sciences and Human Performance
History	BA	Humanities and Social Sciences
Human Development and Learning	BS	Education and Human Development
Emphases: Elementary Education or Special Education		
International Relations	BA	Humanities and Social Sciences
Management	BA	Business and Economics
Marketing	BA	Business and Economics
Mathematics	BS	Sciences
Music	BA	Communication and the Arts
Nursing	BS	Health Sciences and Human Performance
Philosophy	BA	Humanities and Social Sciences
Philosophy-Political Science	BA	Humanities and Social Sciences
Philosophy-Religious Studies	BA	Humanities and Social Sciences
Political Science	BA	Humanities and Social Sciences
Psychology	BS	Sciences
Religious Studies	BA	Humanities and Social Sciences
Sociology	BA	Humanities and Social Sciences
Emphases: General or Criminology		
Spanish	BA	Humanities and Social Sciences
Emphases: General or Global Commerce		
Sports Management	BA	Health Sciences and Human Performance
Theatre	BA	Communication and the Arts

MINOR FIELDS OF CONCENTRATION

Minors

Asian Studies
 Biology
 Business
 Chemistry
 Coaching
 Computer Science
 Computer Science Applications
 Economics
 English
 Environmental Science
 French
 Gerontology
 Graphic Design
 History
 Human Development and Learning
 Journalism
 Learning Disabilities
 Mathematics
 Medieval and Renaissance Studies
 Museum Studies
 Music
 Music for Children
 Music History
 Music Performance
 Outdoor Recreation
 Philosophy
 Physical Education Teacher Certification
 Political Science
 Psychology
 Religious Studies
 Secondary Education
 Sociology
 Spanish
 Special Education
 Speech Communication
 Sports Management
 Sports Medicine
 Studio Art
 Theatre
 Writing

School

Humanities and Social Sciences
 Sciences
 Business and Economics
 Sciences
 Health Sciences and Human Performance
 Sciences
 Sciences
 Business and Economics
 Humanities and Social Sciences
 Sciences
 Humanities and Social Sciences
 Humanities and Social Sciences
 Communication and the Arts
 Humanities and Social Sciences
 Education and Human Development
 Communication and the Arts
 Education and Human Development
 Sciences
 Humanities and Social Sciences
 Communication and the Arts
 Communication and the Arts
 Communication and the Arts
 Communication and the Arts
 Communication and the Arts
 Health Sciences and Human Performance
 Humanities and Social Sciences
 Health Sciences and Human Performance
 Humanities and Social Sciences
 Sciences
 Humanities and Social Sciences
 Education and Human Development
 Humanities and Social Sciences
 Humanities and Social Sciences
 Humanities and Social Sciences
 Education and Human Development
 Communication and the Arts
 Health Sciences and Human Performance
 Health Sciences and Human Performance
 Communication and the Arts
 Communication and the Arts
 Humanities and Social Sciences

GENERAL STUDIES

Dr. Delores M. Wolfe, Associate Dean of the College

General Studies courses are offerings of general interest.

HONORS PROGRAM

Dr. Edward DeClair, Director
Dr. Scott Pike, Associate Director

The Lynchburg College Westover Honors Program, which includes a variety of curricular and co-curricular features, is open to approximately twenty students in each class. To be considered as a candidate for the program, students must have ranked in the top 10 percent of their high school graduating class, received superior admission test scores, completed advanced placement courses, and participated in a variety of extra-curricular activities. Students already enrolled at the College may apply to the program if their academic performance is outstanding.

The purpose of the Westover Honors Program is to attract, stimulate, challenge and fulfill academically-gifted students. The Program offers an innovative approach to general education and prepares students to excel in a world characterized by widespread and rapid change. The program 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 Program is a learning community that provides formal and informal opportunities for individuals with shared values and vision to interact. The program 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 Program students complete a special general education curriculum of fifty-three hours. As freshmen and sophomores, Westover students 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 students 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. Freshmen Westover Fellows live in a special residence hall area to facilitate group learning and community.

Students interested in applying for the program should contact the Office of Enrollment Services or the Westover Honors Program director.

Westover Fellows' General Education requirements include:			Hours
HONR	100	Freshman Seminar: The Honors Experience	1
HONR	103	Advanced English Composition	3
HONR	111	Humanities Seminar	3
HONR	112	Humanities Seminar	3
HONR	121	Mathematics Seminar	3
HONR	131	Social Science Seminar	3
HONR	211	Humanities Seminar	3
HONR	212	Humanities Seminar	3
HONR	221	Fine Arts Seminar	3
HONR	233	Science Seminar	4
HONR	234	Science Seminar	4
FORL		Intermediate Foreign Language (201)	3
HMSR	102	Concepts for Exercise and Lifetime Fitness	2
Fifteen hours from:			15
HONR	341, 342, 343, 344, 345,346	Honors Colloquia	3-12

HONR	435-436,	Honors Symposium	Hours
with			0-6
G S	435-436		
HONR	451-452	Senior Honors Project	<u>3-6</u>
		<i>Total Hours Required</i>	<u>53</u>

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

	FALL			SPRING		
Freshman:	HONR	100	1 hr	HONR	112	3 hrs
	HONR	103	3 hrs	HONR	131	3 hrs
	HONR	111	3 hrs	Major/Elect		10 hrs
	HONR	121	3 hrs			
	FORL	201	3 hrs			
	HMSR	102	1 hr			
	Major/Elect		3 hrs			
Sophomore:	HONR	211	3 hrs	HONR	212	3 hrs
	HONR	233	4 hrs	HONR	221	3 hrs
	Major/Elect		10 hrs	HONR	234	4 hrs
				Major/Elect		9 hrs

In the junior and senior years, Westover Fellows concentrate on their majors, but they must take a total of fifteen hours in Westover Honors courses. NOTE: 300-level Honors 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 program director.

PROFESSIONAL AND PRE-PROFESSIONAL CURRICULA

In addition to declaring a major and a minor, students who plan careers in the professional fields below should also declare their pre-professional intent at the time of admission or early in their academic careers. Students will be assigned an advisor, familiar with the appropriate pre-professional program, 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.

Pre-Art Therapy

Advisor: Mr. Pumphrey

The requirements for admission to graduate programs in art therapy vary. However, interested students should enroll in the studio art major and contact prospective graduate schools for information relative to their entry requirements. Students contemplating graduate training in art therapy are advised that portfolios of art work demonstrating competency may be required. At least six hours must be taken in two-dimensional studio courses and six hours in three-dimensional studio courses.

Psychology minor is recommended. PSYC 241 *Developmental Psychology* and PSYC 308 *Abnormal Psychology* must be included in the minor. An internship is strongly recommended for those wishing to pursue graduate studies.

Pre-Forestry and Wildlife

Advisor: Dr. Perault

Students planning careers in forestry, wildlife management, or conservation may study four years at Lynchburg College in a program that will prepare them for graduate work in these fields. Transfers to

schools offering special work in these fields are possible after one or more years at Lynchburg College. Required or recommended courses include biology, chemistry, physics, mathematics, and economics.

Pre-Law

Advisors: Dr. Brickhouse, Dr. Freeman, Ms. Koring, Dean Normyle, Mr. Robert, Ms. Rothermel, Dr. Roux, Dr. Smith-Akubue, Dr. Stump, Dr. Tiner

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 communication, 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 the Academic Advising Center. 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 Career Development Center. The pre-law advisors are readily available to help students learn more about law schools and the legal profession.

Pre-Library Science

Advisor: Mr. Millson-Martula

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: Rev. Azdell and Dr. Price

Through its Advisory Committee on Pre-Ministerial Education (composed of the faculty of the religious studies program and the College chaplain), Lynchburg College exercises a cooperative role with related church officials in supervising the pre-seminary education of students preparing for a ministerial vocation.

The Committee serves in an active advising capacity to Church-Related Occupation Program (CROP) students regarding their interest in the ministry, and students having such interests should make their intentions known as early as possible to the College Chaplain or to Dr. Price. The Committee seeks to assist each student with defining a special program of pre-seminary study.

The Committee appoints qualified students in supervised field education ("apprentices-in-ministry" and interns in religious studies). This field experience may entail service with church congregations, church-related agencies, or other service agencies. Eligibility for appointments is determined by the following minimum guidelines:

"Apprentices-in-Ministry" must:

1. be in good standing with College discipline boards and officers;
2. have at least a 2.25 cumulative quality 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; complete RELG 260 (for church settings) or RELG 261 (for non-congregational ministry settings).

Persons desiring to serve in churches or other agencies should seek to qualify and to apply for appointment as "Apprentices-in-Ministry." They will be eligible to receive college credit in religious studies 260-263 *Pre-Ministerial Practicum* upon satisfactory completion of the duties required by their appointments.

An alternate form of supervised field experience in religious studies is the internship in religious studies, open to a limited number of students who meet all the above requirements and the academic internship requirements listed below. Internships in religious studies are arranged individually under the supervision of the Advisory Committee on Pre-Ministerial Education. Prerequisites for RELG 399 *Internship in Religious Studies* are as follows:

1. juniors and seniors with a minimum QPA of 2.25;
2. approval of the Advisory Committee on Pre-Ministerial Education;

3. completion of an Academic Internship Contract obtained from the Career Development Center. Refer to the section on “Internships” in this chapter for additional information about internship procedures; and
4. complete RELG 260 (for church settings) or RELG 261 (for non-congregational ministry settings).

Because literary study is central to the work of the minister, persons interested in preparing for professional service in the clergy should elect a rich program of language study. Pre-seminarians are strongly advised to consult with members of the religious studies program about language requirements.

Health Profession Fields

Students planning to enter professional school in the healing arts should declare this interest as early as possible to obtain adequate advising.

A faculty advisory committee is in place to assist pre-health students in preparing schedules that meet the admission prerequisites, major requirements, and general education requirements. The School of Sciences bio-medical major web site provides a comprehensive pre-health sciences advisory manual. The committee will also prepare composite evaluation letters for those professional schools that require this format.

Students should select a major carefully; a high QPA 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 111, 111L	BIOL 112, 112L
or	or
CHEM 103, 105L	CHEM 104, 106L
ENGL 111	ENGL 112
HIST 101	HIST 102
MATH 102 or 103	MATH 103 (if not taken in the fall)
General Education Elective	General Education Elective

Pre-medical, pre-dental, pre-optometry, and pre-pharmacy students must have completed the biology, chemistry, and physics requirements listed in the pre-medical section by the end of the third year to be prepared for the MCAT, DAT, OAT, and PCAT tests.

Pre-Dental

Contact faculty: Dr. Jablonski, Dr. Leahy, Dr. Reeve

Pre-dental students normally complete an undergraduate degree and a program similar to pre-medical students before entering dental school. Students should be familiar with the individual requirements of the dental schools, but generally the requirements are similar to medical schools. Students must have some experience in the field of dentistry through volunteer work or an internship. Students apply to dental school between junior and senior years through a centralized service. The Dental Admission Test is also required.

In addition to the general requirements, students desiring the bachelor of science (B.S.) degree should complete courses in vertebrate anatomy, microbiology, biochemistry, and cell and molecular biology.

Pre-Medical (M.D., D.O., P.A.)

Contact faculty: Dr. Jablonski, Dr. Leahy, Dr. Reeve

Pre-medical students must complete an undergraduate degree before entering medical school. Admission is extremely competitive, so students should use all learning resources necessary to ensure that their QPA 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. The Medical College Admission Test, given in April or August, is also required.

The GRE is required for physician's assistant programs.

In addition to the general admission prerequisites listed below, bio-chemistry is strongly recommended. Other suggested upper-level science electives include cell biology and vertebrate anatomy and physiology. One year of biology, two years of chemistry, and one year of physics must be completed by the end of the third year.

Required courses	Credit Hours
BIOL 111, 112, 111L, 112L	8
CHEM 103, 104, 105L, 106L	8
CHEM 251, 252, 253L, 254L	8
ENGL 111, 112	6
PHYS 161, 162 OR 141, 142	8

Pre-Optometry

Contact faculty: Dr. Jablonski, Dr. Leahy, Dr. Reeve

The requirements for admission to the schools and colleges of optometry vary. All optometry schools require at least three years of undergraduate course work that must include the courses listed above for medical school. 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. Additional courses required by some schools include psychology, social science, microbiology, anatomy, and statistics. The Optometry Admission Test is required.

Pre-Pharmacy

Contact faculty: Dr. Jablonski, Dr. Leahy, Dr. Reeve

The amount of undergraduate pre-professional study accepted as transfer credit by a school of pharmacy varies. Many programs are phasing out the bachelor's degree in pharmacy in favor of a graduate-level program for which an undergraduate degree is required. Students should consult the pharmacy schools of choice to plan the undergraduate program. The minimum requirements are similar to medical school. Other requirements often include microbiology, statistics, and economics.

Pre-Physical Therapy, Pre-Occupational Therapy

Contact faculty: Ms. Aronson

A major in one of the sciences or health and movement science with appropriate electives is normally chosen. The admission prerequisites for physical therapy and occupational therapy vary at different schools, but generally include one year of biology, chemistry, and physics with additional math and science electives, including anatomy and physiology, other biology electives, psychology, calculus, and statistics. Admission is extremely competitive, so careful and early planning is necessary for the successful candidate; students should strive for a high QPA.

Pre-Veterinary Medicine

Contact faculty: Dr. Jablonski, Dr. Reeve

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. Veterinary schools require at least the number of courses as medical schools but often include additional upper-level biology electives and biochemistry.

SCHOOL OF BUSINESS AND ECONOMICS

School Dean: Dr. Daniel Messerschmidt

Accounting Program Faculty: Mr. Inlow, Dr. Murphy, Mr. Rosson, Mrs. Schneider

Economics Program Faculty: Dr. Mann, Dr. Prinzinger, Dr. Turek

Management Program Faculty: Dr. Gupta, Dr. Nathan, Dr. Selden

Marketing Program Faculty: Dr. Husted, Dr. Jones, Ms. Melcher, Dr. Omohundro, Mr. Whitehouse

Mission

The Lynchburg College School of Business and Economics strives to be one of the most innovative regional business schools in the country. The faculty and staff are committed to the continuous improve-

ment of academic programs, student support activities, and service to the local and regional business community.

The School is dedicated to developing marketable competencies and to laying the foundations for business leadership among students through curricula that develop general managers with functional specialties.

ACCOUNTING MAJOR

Accounting is the foundation of 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 managerial accounting, governmental accounting, accounting education, and other accounting-related careers.

Courses in the business core:			Hours
ACCT	201-202	Principles of Accounting	6
BUAD	100	Perspectives on Business	3
BUAD	241	Business Statistics	3
BUAD	301-302	Integrated Business Principles	12
BUAD	310	Management Information Systems	3
BUAD	451	Global Policy and Strategy	3
BUAD	465	Senior Seminar: Leadership and the Classics	3
FIN	317	Principles of Finance	3
Courses in General Education:			
ECON	201	Principles of Economics-Micro	3
ECON	202	Principles of Economics-Macro	3
Courses for the accounting major:			
ACCT	301-302	Intermediate Accounting	6
ACCT	310	Government/Non-Profit Accounting	3
ACCT	311	Personal Income Tax	3
ACCT	313	Cost Accounting	3
ACCT	401	Advanced Accounting	3
ACCT	421	Auditing I	3
ACCT	422	Auditing II	3
One of the following:*			3
ACCT	318	Corporations, Partnerships, Estates, and Trusts	
ACCT	323	Business Law for Accountants	
ACCT	325	Management Accounting	
ACCT	405	Accounting Theory	
<i>Total Hours Required</i>			<u>69</u>

- Students should see their advisors for recommendations in line with career goals. All courses in this group are recommended for students pursuing CPA certification (not required for degree) who must meet a 150-credit hour state requirement.

BUSINESS ADMINISTRATION MAJOR

The business administration degree prepares students for general administrative positions and allows students to customize their major by selecting a dual major or minor (15-18 hours) of their choice that is not accounting, marketing or management. The business administration major requires the forty-two-hour business core.

Courses in the business core:			Hours
ACCT	201-202	Principles of Accounting	6
BUAD	100	Perspectives on Business	3
BUAD	241	Business Statistics	3
BUAD	301-302	Integrated Business Principles	12

			Hours
BUAD	310	Management Information Systems	3
BUAD	451	Global Policy and Strategy	3
BUAD	465	Senior Seminar: Leadership and the Classics	3
FIN	317	Principles of Finance	3
Courses in General Education:			
ECON	201	Principles of Economics-Micro	3
ECON	202	Principles of Economics-Macro	3
		Minor or second major	<u>15-18</u>
		<i>Total Hours Required</i>	<i>57-60</i>

ECONOMICS MAJOR

Two emphases are offered in the economics program: financial economics and general economics. The economics major is designed to provide a 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 sufficient 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 financial economics emphasis 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. The degree in economics is not a business degree but rather a traditional social science degree.

ECONOMICS MAJOR—FINANCIAL EMPHASIS

ACCT	201-202	Principles of Accounting	6
ECON	201-202	Principles of Economics	6
ECON	250	Research Methods in Economics	4
ECON	301-302	Intermediate Economic Theory	6
ECON	305	Money, Credit, and Banking	3
ECON	361	Public Finance	3
ECON	450	Senior Seminar in Economics	3
FIN	317	Principles of Finance	3
FIN	318	Financial Management	3
FIN	405	Investment Fundamentals	3
ECON	308	International Economics Policy	<u>3</u>
		<i>Total Hours Required</i>	<i>43</i>

ECONOMICS MAJOR—GENERAL EMPHASIS

ECON	201-202	Principles of Economics	6
ECON	250	Research Methods in Economics	4
ECON	301-302	Intermediate Economic Theory	6
ECON	305	Money, Credit, and Banking	3
ECON	450	Senior Seminar in Economics	3
ECON		Other ECON Courses	<u>15</u>
		<i>Total Hours Required</i>	<i>37</i>

MANAGEMENT MAJOR

Management is the discipline responsible for directing organizations toward goals or objectives. The curriculum focuses on the nature and capabilities of human and other resources, as well as ways in which the manager plans, organizes, staffs, and evaluates those resources in an organization and its environment.

Courses in the business core:			
ACCT	201-202	Principles of Accounting	6
BUAD	100	Perspectives on Business	3
BUAD	241	Business Statistics	3
BUAD	301-302	Integrated Business Principles	12
BUAD	310	Management Information Systems	3

			Hours
BUAD	451	Global Policy and Strategy	3
BUAD	465	Senior Seminar: Leadership and the Classics	3
FIN	317	Principles of Finance	3
Courses in General Education:			
ECON	201	Principles of Economics-Micro	3
ECON	202	Principles of Economics-Macro	3
Courses for the management major:			
MGMT	362	Human Resource Management	3
MGMT	421	Organizational Change and Development	3
MGMT	470	Advanced Topics in Management	3
Two of the following:			6
BUAD	352	Principles of International Business	3
MGMT	363	Managing Diversity within Organizations	3
MGMT	377	International Management-Study Abroad	3
One of the following:			3
ACCT	325	Management Accounting	3
BUAD	399	Internship in Business	1-6
ENGL	343	Business Comm. and Report Writing	3
FIN	318	Financial Management	3
<i>Total Hours Required</i>			<u>60</u>

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:			
ACCT	201-202	Principles of Accounting	6
BUAD	100	Perspectives on Business	3
BUAD	241	Business Statistics	3
BUAD	301-302	Integrated Business Principles	12
BUAD	310	Management Information Systems	3
BUAD	451	Global Policy and Strategy	3
BUAD	465	Senior Seminar: Leadership and the Classics	3
FIN	317	Principles of Finance	3
Courses in General Education:			
ECON	201	Principles of Economics-Micro	3
ECON	202	Principles of Economics-Macro	3
Courses for the marketing major:			
MKTG	371	Market Research	3
MKTG	375	Consumer and Buyer Behavior	3
MKTG	451	Marketing Management	3
One of the following:			3
BUAD	399	Internship in Business	
BUAD	430	Practicum in Business	
BUAD	449	Independent Study in Business	
Two of the following:			6
BUAD	445	Special Topics in Business	
MKTG	372	Sales and Sales Management	

			Hours
MKTG	374	Retailing and Merchandising	
MKTG	379	Market Communications	
MKTG	452	International Marketing	
One of the following:			3
COMM	128	Public Speaking	
COMM	230	Persuasion	
COMM	351	Intercultural Communication	
ENGL	343	Business Communication and Report Writing	
<i>Total Hours Required</i>			<u>63</u>

BUSINESS MINOR

The minor in business requires:

ACCT	201	Principles of Accounting I	3
ACCT	202	Principles of Accounting II	3
BUAD	260	Principles of Management and Organizational Behavior	3
FIN	317	Principles of Finance	3
ECON	201	Principles of Microeconomics	3
MKTG	251	Principles of Marketing	<u>3</u>
<i>Total Hours Required</i>			18

ECONOMICS MINOR

The minor in economics requires:

ECON	201-202	Principles of Economics	6
ECON	301-302	Intermediate Economic Theory	6
ECON		Other courses (chosen with advice from program faculty)	<u>6</u>
<i>Total Hours Required</i>			18

SCHOOL OF COMMUNICATION AND THE ARTS

School Dean: Dr. Heywood Greenberg

Art Program Faculty: Ms. Lock, Mr. Pumphrey, Ms. Rhoads, Ms. Rothermel

Communication Program Faculty: Dr. Jorgensen-Earp, Mr. Noel, Dr. Rice, Dr. Robinson, Dr. Roux,

Dr. Todd, Ms. Vaughn, Dr. Youra

Music Faculty: Dr. Hatcher, Dr. Kim

Theatre Faculty: Mr. Nowell, Mr. Wittman

The mission of the School of Communication and the Arts is to provide, through instructional and co-curricular programs, opportunities for students interested in communications and/or 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 College, Central Virginia, the Commonwealth, and beyond by making significant contribution in the disciplines of communications, music, theatre, and the visual arts.

ART

The art program offers principles and practices of studio work, visual communication design, and the study of art history. Students participate actively and experience art in a significant manner so that their visual and cultural perceptions about art and design are challenged and broadened. Art majors participate in progress reviews at the end of each academic year with art faculty and staff to review student progress in the program.

Any student enrolled at the College may take introductory level art courses (100 level). Enrollment preference is given to art majors for any art course. 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.

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.

The graphic design emphasis usually requires six consecutive semesters in the emphasis. Students are advised to begin the course of study at the beginning of their sophomore year.

Core requirements:			Hours
ART	131, 132	Survey of Art History	6
ART	151-152	Design Fundamentals	6
ART	340	20th Century Art and Contemporary Issues	3
Emphasis requirements:			
ART	154-254	Graphics I, II	6
ART	156-256	Drawing I, II	6
ART	261	Painting	3
ART	265	Photography	3
ART	291	Computer Illustration	3
ART	295	Desktop Publishing	3
ART	296	Electronic Imaging	3
ART	396	Graphic Design Seminar	3
ART	399	Internship	3
<i>Total Hours Required</i>			<u>48</u>

Recommended electives include art history courses and additional studio courses. Students choosing this emphasis should take ECON 201-202 and PSYC 103-104 and 105L-106L to satisfy General Education requirements. Recommended electives may be chosen from C S 141, COMM 385, MKTG 351, PHYS 350.

ART MAJOR—STUDIO ART EMPHASIS

Students in the studio emphasis participate actively in studio art production, individual and group critiques, and various exhibition practices.

Students may choose to specialize in either painting and drawing, sculpture, ceramics, or photography. Students choosing the studio emphasis must complete nine semester hours of course work in their chosen area of emphasis beyond the introductory six hours. On occasion, a student may be expected to take courses through the Tri-College Consortium to complete an emphasis.

Core requirements:			Hours
ART	131,132	Survey of Art History	6
ART	151-152	Design Fundamentals	6
ART	340	20th Century Art and Contemporary Issues	3
Studio foundation requirements:			
ART	221	Sculpture I	3
ART	255-256	Drawing I and II	6
ART	261	Painting I	3
Studio concentration requirement:			9
The studio major will choose an area of concentration beyond the foundation level among the following: sculpture, ceramics, painting, drawing, and photography.			
ART	402	Studio Art Seminar	
		Art Electives at the 300 and 400 level	<u>3</u>
<i>Total Hours Required</i>			<u>42</u>

Recommended electives are to be chosen from ART 214, ART 217, ART 257, ART 282, or any of the studio foundation requirements are not part of the chosen concentration discipline. It is strongly recommended that the student majoring in studio pursue additional art history study, especially ART 340: 20th Century Art.

Students seeking teacher licensure in art (K-12) through the Lynchburg College Teacher Preparation Program must be an art major with an emphasis in studio art. (See "Teacher Preparation Program" section.)

COMMUNICATION STUDIES MAJOR

The communication studies major is designed for students who wish to pursue careers in any business or profession requiring proficiency in and understanding of communication. This includes, but is not limited to, the practice of public relations, reporting and editing for print media, reporting, editing and producing for broadcast media, human resources, sales, publishing, law, and teaching. All students follow a common core curriculum spread over their four-year course of study. They also choose one of two emphases—journalism/media or speech communication—for a total of 43 credit hours. As part of their course work, students participate actively in student media by writing for the campus newspaper and producing programming for campus television and radio. Students are also encouraged to create presentations of scholarly work and to engage in service learning, internship, and leadership opportunities.

COMMUNICATION STUDIES MAJOR—JOURNALISM/MEDIA EMPHASIS

Students selecting this emphasis are usually planning to enter careers in television, radio, newspapers, magazines, or public relations. Students will learn how to write for the print and electronic media, including the World Wide Web, and how to use various electronic tools to communicate effectively. Student work will be presented in the campus newspapers and on the campus cable network. Students will also engage in projects that allow faculty to evaluate their effectiveness as communicators.

Core:			Hours
COMM	128	Public Speaking	3
COMM	203	Research Methods in Communication	1
COMM	230	Persuasion	3
COMM	371-372	American Mass Media	6
COMM	401	Communication Theory	3
JOUR	201	Beginning News Reporting	3
Other:			
JOUR	202	News Reporting	3
JOUR	312	Advanced Reporting and Writing	3
JOUR	405	Media Law	3
Choose nine (9) hours from:			9
JOUR	320	Article and Feature Writing	
JOUR	360	Public Relations Writing	
JOUR	430	Community Journalism	
JOUR	450	Editing for Publication	
JOUR	381-382	Broadcast Journalism	
JOUR	481-482	Advanced Broadcast Journalism	
Choose up to six (6) hours from any courses NOT taken from the above journalism offerings			6
or			
ART	267	Photojournalism	
COMM	204	Introduction to Media Technology	
COMM	301	Rhetorical Criticism	
COMM	385	Audio Visual Communication	
(no credit if JOUR 381-382 are selected)			
COMM	403	Communication Ethics	
COMM	421	Special Topics in Communication	
COMM	495	Special Problems in Communication	
JOUR	399	Internship	

			Hours
JOUR	411	Supervised Practicum for Editors	
JOUR	477	Senior Project	
THEA	123	Voice and Diction	
<i>Total Hours Required</i>			<u>43</u>

COMMUNICATION STUDIES MAJOR—SPEECH COMMUNICATION EMPHASIS

Students selecting this emphasis are usually planning to enter careers in marketing, human resources, public relations, law, and teaching. Students will learn the theory and practice of effective communication by oral, written, and electronic means, with an emphasis on critical and analytical thought. Student work will be presented orally and in research papers, as well as electronically. Students will also engage in projects that allow faculty to evaluate their effectiveness as communicators.

Core:			
COMM	128	Public Speaking	3
COMM	203	Research Methods in Communication	1
COMM	230	Persuasion	3
COMM	371-372	American Mass Media	6
COMM	401	Communication Theory	3
JOUR	201	Beginning News Reporting	3
Other:			
COMM	212	Interpersonal Communication	3
COMM	301	Rhetorical Criticism	3
Choose three (3) hours from:			3
ENGL	343	Business Communication and Report Writing	
JOUR	202	News Reporting	
JOUR	360	Public Relations Writing	
Choose nine (9) hours from:			9
COMM	204	Introduction to Media Technology	
COMM	232	Argumentation and Debate	
COMM	241	Introduction to Organizational Communication	
COMM	312	Small Group Communication	
COMM	316	American Public Address	
COMM	328	Advanced Public Speaking	
COMM	351	Intercultural Communication	
COMM	385	Audio Visual Communication	
COMM	403	Communication Ethics	
COMM	412	Communication and Leadership	
COMM	421	Special Topics in Communication	
Choose six (6) hours from:			6
Courses in Communication Studies program (excluding COMM 100).			
A maximum of three (3) hours of COMM 399, Internship, or COMM 495,			
Special Problems, or any combination of the two, may be applied to this track.			
<i>Total Hours Required</i>			<u>43</u>

MUSIC MAJOR

Students with marked musical aptitude may select music as their major field of concentration. A major in music must include thirty-two semester hours in music theory and history of music, seven to eight* hours of ensemble, and eight hours in applied music. These must include:

MUSC	101	Listening to Music: Great Masterpieces	3
MUSC	104-105	Elementary Theory	6
MUSC	106-107	Sight-singing and Ear Training	2
MUSC	108-109	Keyboard Harmony	2

			Hours
MUSC	200	Recital Attendance	0
MUSC	204-205	Intermediate Theory	6
MUSC	206-207	Intermediate Sight-singing and Ear Training	2
MUSC	208-209	Intermediate Keyboard Harmony	2
MUSC	302-303	History of Music	6
MUSC	306	Form and Analysis	3
Eight hours of ensemble:			7-8*
MUSC	018	Orchestra	
MUSC	021	Lynchburg College Wind Ensemble	
MUSC	022	Lynchburg College Concert Choir	
MUSC	023	Lynchburg College Handbell Choir	

* Students seeking music teacher certification are not required to take ensemble during the student teaching semester.

Eight hours of applied music (1, .5 per semester):			8*
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	

Composition students are expected to take at least four credits in applied music and must take MUSC 008 for the four semesters during the junior and senior years (following completion of the intermediate theory block).

<i>Total Hours Required</i>	<u>47-48</u>
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At the beginning of their program in theory, students are urged to elect Music 001, Piano.

Related Requirement

Students majoring in music are required to choose one category in applied music as their performing specialty. It is expected that they will register for 1.0 credit in this applied area each semester that they are in residence at the College. Conducting students are expected to take eight credits in applied music and may elect to take MUSC 399: Internship in Music or MUSC 450: Independent Study in Music (1-3) for additional specialization experience.

Applied music students (both majors and non-majors) should appear in student recitals during each semester; the number of appearances will be left to an agreement between the student and the teacher. Juries are required of all music majors and music performance minors at the end of each semester during the examination period. Music majors and performance minors will perform individually and respond to questions from the music faculty. (Exception: During the final senior semester, students are subject to questions from the faculty but are not required to perform.)

Students majoring in music must successfully complete a qualifying review by the music faculty at the end of the sophomore year. All majors will be required to complete one of the following senior projects: (1) a full-length vocal or instrumental recital consisting of representative works from various music history periods (a minimum of fifty-five minutes of actual music required); (2) a music analysis, theoretical or historical thesis, and lecture recital or other performance based on the research; (3) research, plan, and conduct a major concert of choral or instrumental music; or (4) a full-length public performance of a student's compositions. Students may present a half recital or project during the junior year if approved by the music faculty. All music projects including recitals, lecture recitals, conducting projects, and composition performances must be successfully presented to three members of the music faculty a minimum of four weeks before the public presentation.

Each music major is required to participate for credit in at least one of the music program ensemble

each semester, for a total of eight semesters. For majors, a maximum of two ensembles may be taken for credit per semester. Student performances presented as part of a chamber music ensemble do not fulfill music project requirement for graduation.

A piano proficiency test including simple vocal accompaniments, simple piano compositions, and some improvisation of accompaniments to melodies must be completed successfully by each music major prior to the senior year. Examples may be obtained from the program office.

Music majors have a concert attendance requirement; see MUSC 200.

The College provides a number of practice rooms. Students may reserve a room for daily practice. Students in applied music are expected to practice a minimum of seven hours per week for one credit and four hours per week for .5 credit.

TEACHER LICENSURE IN MUSIC EDUCATION

To be licensed in Music Education, students complete a degree in music and add endorsement areas in vocal-general (PK-12) or instrumental music or both areas. Refer to "Teacher Preparation Program" section.

THEATRE MAJOR

The theatre major has been designed for students who wish to pursue careers in an array of arts and entertainment areas—including but not limited to commercial, educational and community theatre, theme parks, museums, mass media, sales, management, and teaching. The program also provides an excellent base for advanced study in graduate or professional schools of theatre.

All theatre majors follow a twenty-seven hour core curriculum spread over their four-year course of study. This provides a well rounded education and respect for the ensemble nature and totality of theatre art. Other elective courses allow a major to create an emphasis in a specific area of the discipline. Students actively apply their classroom education by participating in the College's main stage theatre productions, student-generated productions in the studio theatre, the Lynchburg College dance company, and through scenic, lighting, costume, and box office student employment opportunities. Majors are also encouraged to study in other disciplines in the School of Communication and the Arts, as well as in the English Program. Students regularly interview, audition for, and find work in professional summer theatres.

Auditions and backstage opportunities in theatre productions are open to all students regardless of major or year.

The major in theatre requires:			Hours
THEA	102	Introduction to Technical Theatre and Design	3
THEA	131	Fundamentals of Acting	3
THEA	202	Technical Theatre	3
THEA	211	Dramatic Literature: Classical Greece to Renaissance	3
THEA	212	Dramatic Literature: 17th Century to Present	3
THEA	232	Script and Character Analysis	3
THEA	301-302	History of Theatre I, II	6
THEA	410	Senior Project	3
THEA		Other courses	9
<i>Total Hours Required</i>			<u>36</u>

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.

ART	151	Design Fundamentals	3
ART	154-155	Graphic Design I and II	6
ART	295	Desktop Publishing	3
ART	296	Electronic Imaging	3
<i>Total Hours Required</i>			<u>15</u>

JOURNALISM MINOR

Required courses:			
JOUR	201	Beginning News Reporting	3
JOUR	202	News Reporting	3

			Hours
Choose twelve (12) hours from:			12
COMM	371	American Mass Media	
JOUR	312	Advanced Reporting and Writing	
JOUR	320	Article and Feature Writing	
JOUR	360	Public Relations Writing	
JOUR	405	Media Law	
JOUR	430	Community Journalism	
JOUR	450	Editing for Publication	
JOUR	381-382	Broadcast Journalism	
JOUR	481-482	Advanced Broadcast Journalism	
<i>Total Hours Required</i>			<u>18</u>

MUSEUM STUDIES MINOR

The museum studies minor is a multidisciplinary program that stresses theoretical concepts and develops practical skills that will prepare students to understand museums as a cultural and educational resource while providing basic knowledge that is essential to the varied professional emphases in museum careers. The museum studies minor is open to students in any major. Electives will be recommended by the museum studies advisor. The Daura Gallery is used as a primary teaching resource for museum studies courses.

MST	101	Introduction to Museum Studies	3
MST	301	Issues in Museum Studies	3
MST	302	Museums in the Public Dimension	3
MST	399	Internship in Museum Studies	3

Six hours (two or more discipline-specific courses) from the selection below and chosen in consultation with the program coordinator: 6

ART	131	Survey of Art History, Pre-Historic through Early Renaissance	
ART	132	Survey of Art History, Renaissance through Modern	
BIOL	200	The Environmental Revolution	
BUAD	210	Business, Government, and Society	
ENVS	101	Earth and Environmental Science I	
HIST	200	Introduction to Historical Study and Writing	
INTL	213	World Regional Geography	
MKTG	251	Principles of Marketing	
PHYS	211	Modern Physics	
POLI	221	American Political Culture	
SOCI	100	American Generations	
SOCI	221	Cultural Anthropology	
THEA	102	Introduction to Theatre Production	
<i>Total Hours Required</i>			<u>18</u>

MUSIC MINOR

Required courses:			
MUSC	104-105	Elementary Theory	6
MUSC	302-303	History of Music	6

Other requirements:			
Two semesters of applied music lessons (.5 + .5):			1
MUSC 001 (piano), 002 (organ), 003 (voice), 004 (woodwinds), 005 (brass), 006 (percussion), 007 (strings), or 010 (guitar).			

Two semester hours of music ensemble:			2
018 (Orchestra), 021 (LC Wind Ensemble), 022 (LC Concert Choir), 023 (LC Handbell Choir).			

			Hours
One course chosen from:			3
MUSC	100	Music Appreciation	
MUSC	101	Listening to Music: Great Masterpieces	
MUSC	259	Developing Creative and Critical Thinking through Music	
MUSC	269	Adapting Music for Individual Differences	
MUSC	369	Music in Elementary School and Special Education or the combination of MUSC 248 (Conducting) with either MUSC 106 (Sight-singing and Ear Training) or MUSC 108 (Keyboard Harmony)	
<i>Total Hours Required</i>			<u>18</u>

MUSIC FOR CHILDREN MINOR

Required courses:			
MUSC	104-105	Elementary Theory	6
MUSC	248	Conducting	
MUSC	100	Music Appreciation	
Other requirements-two courses chosen from			6
MUSC	259	Developing Creative and Critical Thinking through Music	
MUSC	269	Adapting Music for Individual Differences	
MUSC	369	Music in Elementary Schools and Special Education Settings	
Two semesters of applied music lessons (.5 credit, 2 hr.) in MUSC 001 (piano) or MUSC 010 (guitar).			
<i>Total Hours Required</i>			<u>18</u>

MUSIC HISTORY MINOR

Required courses:			
MUSC	101	Listening to Music: Great Masterpieces	3
MUSC	104-105	Elementary Theory	6
MUSC	302-303	History of Music	6
MUSC	450	Independent Study in Music	3
<i>Total Hours Required</i>			<u>18</u>

MUSIC PERFORMANCE MINOR

Required courses:			
MUSC	104-105	Elementary Theory	6
MUSC	248	Conducting	2
Applied music lessons:			6
MUSC 001,002,003,004,005,006,007, or 010			
Four semester hours of music ensemble:			4
MUSC 018,021,022 or 023			
Other requirements:			No Credit
Performance of at least a half solo recital consisting of representative works from various periods in classical musical literature (minimum of 35 minutes of actual music required).			
<i>Total Hours Required</i>			<u>18</u>

SPEECH COMMUNICATION MINOR

Required courses:			
COMM	100	Introduction to Communication	3
COMM	241	Introduction to Organizational Communication	3

			Hours
Choose three (3) hours from:			3
COMM	128	Public Speaking	
COMM	212	Interpersonal Communication	
Choose three (3) hours from:			3
COMM	230	Persuasion	
COMM	301	Rhetorical Criticism	
Choose six (6) hours from:			6
COMM	232	Argumentation and Debate	
COMM	312	Small Group Communication	
COMM	316	American Public Address	
COMM	328	Advanced Public Speaking	
COMM	351	Intercultural Communication	
COMM	412	Communication and Leadership	
COMM	421	Special Topics in Communication	
JOUR	360	Public Relations Writing	
<i>Total Hours Required</i>			<u>18</u>

STUDIO ART MINOR

Required courses:			
ART	151-152	Design Fundamentals	6
ART		Four courses in Art Studio chosen from both two- and three-dimensional disciplines	<u>12</u>
<i>Total Hours Required</i>			<u>18</u>

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

THEATRE MINOR

Required courses:			
One of the following:			3
THEA	101	Introduction to Theatre Arts	
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 courses	<u>12</u>
<i>Total Hours Required</i>			<u>18</u>

SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

School Dean: Dr. Loretta Jones

Human Development and Learning Program Faculty: Ms. Booth, Dr. Buck, Dr. Cresson, Dr. Eicher,
Dr. Farnsworth, Dr. Gordon-Scudder, Mrs. Husted, Dr. Martin, Dr. McKenzie, Mrs. Messerschmidt,
Dr. Nielsen, Dr. Polloway, Mrs. Ratliff, Dr. Tiller, Mrs. Tolbert, Dr. West, Dr. Wolfe

The mission of the School of Education and Human Development is to offer a teacher preparation program with several concentrations for undergraduate study. Students enrolled in the School can major in human development and learning with emphasis in elementary education (grades PK-6) or special education (MR/grades K-12). In the special education area, an add-on endorsement in learning disabilities is also possible. The School also offers the professional education component (as a minor) for students who wish to become teachers in secondary schools (grades 6-12).

HUMAN DEVELOPMENT AND LEARNING MAJOR—ELEMENTARY EDUCATION EMPHASIS (GRADES PK-6)

The human development and learning (HDVL) program (with an elementary education emphasis) is a major under the direction of the Teacher Preparation Council. This emphasis is designed for individuals who will work with younger children in teaching situations.

Requirements for Elementary Education Emphasis			
Courses in human development and learning core:			Hours
HDVL	101	Education and Related Professions	3
HDVL	201	The Instructional Context	3
HDVL	202	Field Experience I	1
PSYC	213	Psychology of Exceptionalities	3
PSYC	241	Developmental Psychology	3
Professional courses:			
HDVL	211	Instructional Strategies	3
HDVL	313	Reading and Language Acquisition I	3
HDVL	320	Field Experience II	1
HDVL	322	Methods Workshop (LA/SS)	3
HDVL	420	Field Experience III	1
HDVL	422	Methods Workshop II (SCI/MATH)	3
HDVL	423	Reading and Language Acquisition II	3
Supplemental courses:			
ENGL	414	Children's Literature	3
HIST	255-256	American History	6
INTL	213	Geography	3
MATH	117-118	Introduction to School Mathematics	6
Eight hours of science courses (beyond general education requirements) from the following:			8
BIOL	111-111L	Organisms, Ecology, and Evolution and Lab	
BIOL	112-112L	Cells: Genetic and Molecular Perspectives and Lab	
CHEM	103-105L	Fundamentals of Chemistry and Lab	
CHEM	104-106L	Fundamentals of Chemistry and Lab	
ENVS	101-101L	Earth and Environmental Science I and Lab	
ENVS	102-102L	Earth and Environmental Science II and Lab	
PHYS	161	General Physics	
PHYS	162	General Physics	
PSYC	103-105L	General Psychology and Lab	
PSYC	104-106L	General Psychology and Lab	
SCIE	101	Principles of Science I	
SCIE	102	Principles of Science II	
One of the following:			3
ENGL	203	Expository Writing	
ENGL	205	Creative Writing	
<i>Total Hours Required</i>			<u>59</u>
Licensure requirement:			
HDVL	429	Student Teaching (PK-6)	12

Note: Students must successfully complete core courses and be admitted to the Teacher Preparation Program before being allowed to enroll in any Professional courses. Prior to student teaching, an application process is also required. Please refer to the "Teacher Preparation Program" section.

HUMAN DEVELOPMENT AND LEARNING MAJOR–SPECIAL EDUCATION EMPHASIS (MR/K-12)

The human development and learning program (with a special education emphasis) is a major under the direction of the Teacher Preparation Council (TPC). This emphasis is designed for those who wish to work with individuals with disabilities.

Requirements for special education emphasis			
Courses in human development and learning core:			Hours
HDVL	101	Educational and Related Professions	3
HDVL	201	The Instructional Context	3
HDVL	202	Field Experience I	1
PSYC	213	Psychology of Exceptionalities	3
PSYC	241	Developmental Psychology	3

Professional courses:			
HDVL	211	Instructional Strategies	3
HDVL	234	Characteristics of MR	3
HDVL	313	Reading and Language Acquisition I	3
HDVL	330	Field Experience II	1
HDVL	331	Special Education Methods Workshop I	3
HDVL	430	Field Experience III	1
HDVL	431	Language Development/Communication	3
HDVL	432	Special Education Methods Workshop II	3

Supplemental courses:			
PSYC	212	Behavior Modification	3
PSYC	308	Abnormal Behavior	3
PSYC	392	Intro to Psychological Tests and Measurement	3
PSYC	392L	Tests and Measurement Laboratory	1
SOCI	231	Marriage and the Family	3

One of the following:			3
MATH	117	Introduction to School Mathematics I	
MATH	118	Introduction to School Mathematics II	

One of the following (beyond general education requirements):			4
SCIE	101	Principles of Science I	
SCIE	102	Principles of Science II	

Two of the following:			6
ART	214	Children's Art	
ENGL	414	Children's Literature	
ENGL	444	Adolescent Literature	
HMSR	362	HM for Exceptional Population	
MUSC	269	Adapting Music for Individual Differences	
<i>Total Hours Required</i>			<u>59</u>

Licensure requirement:			
HDVL	435	Student Teaching MR, K-12	6-12

Note: Students must successfully complete core courses and be admitted to the Teacher Preparation Program before being allowed to enroll in any professional courses. Prior to student teaching, an application process is also required. Please refer to the section entitled "Teacher Preparation Program."

For LD endorsement:			
HDVL	334	Characteristics of LD	3
HDVL	422	Methods Workshop II (Science/Mathematics)	3

HDVL	423	Reading and Language Acquisitions II	Hours 3
HDVL	436	Student Teaching (LD)	<u>6-12</u>
<i>Total Hours Required</i>			15-21

HUMAN DEVELOPMENT AND LEARNING MINOR

HDVL	101	Education and Related Professions	3
HDVL	201	The Instructional Context	3
PSYC	241	Developmental Psychology	3
Two or more from the following:			6
HDVL	211	Instructional Strategies	
HDVL	313	Reading and Language Acquisition I	
PSYC	213	Psychology of Exceptionalities	
<i>Total Hours Required</i>			<u>15</u>

LEARNING DISABILITIES MINOR

HDVL	334	Characteristics of LD	3
PSYC	212	Behavior Modification	3
PSYC	213	Psychology of Exceptionalities	3
PSYC	241	Developmental Psychology	3
PSYC	392	Intro to Psychological Tests and Measurements	<u>3</u>
<i>Total Hours Required</i>			15

SECONDARY EDUCATION MINOR

Core courses:			
HDVL	101	Education and Related Professions	3
HDVL	201	The Instructional Context	3
HDVL	202	Field Experience I	1
PSYC	213	Psychology of Exceptionalities	3
PSYC	241	Developmental Psychology	3
Professional courses:			
HDVL	211	Instructional Strategies	3
HDVL	342	Field Experience II	1
HDVL	351	Content Reading	3
HDVL	352	Teaching in Middle/Secondary School	3
HDVL	442	Field Experience III	<u>1</u>
<i>Total Hours Required</i>			24
Licensure requirement:			
HDVL	449	Student Teaching (6-12)	<u>12</u>
<i>Total Hours Required</i>			36

Note: Several secondary education teacher preparation programs have specific requirements beyond those listed above and in addition to those listed in the specific major. Students should consult with the TPC (Teacher Preparation Council) faculty representative in the major area or with the coordinator of secondary education in the School of Education and Human Development for additional information and clarification.

SPECIAL EDUCATION MINOR

HDVL	234	Characteristics of Persons with Mental Retardation	3
HDVL	334	Characteristics of Persons with Learning Disabilities	3
PSYC	213	Psychology of Exceptionalities	3

			Hours
PSYC	241	Developmental Psychology	3
PSYC	392	Introduction to Psychological Tests and Measurement	<u>3</u>
		<i>Total Hours Required</i>	15

TEACHER PREPARATION PROGRAM

The Teacher Preparation Program (TPP) of Lynchburg College (LC) includes the preparation of teachers in elementary, secondary, and special education.

The Virginia Department of Education has approved all programs within LC's TPP, 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 LC.

Approval has been received for the following programs:

Algebra I (add-on)	Science
Art (PK-12)	Biology
Elementary Education (PK-6)	Chemistry
English	Earth Science
Foreign Languages (PK-12)	Spanish
French	Special Education
Health and Physical Education (PK-12)	Learning Disabilities (K-12)
History and Social Science	(add-on at undergraduate level)
Journalism (add-on)	Mental Retardation (K-12)
Mathematics	Speech Communication (add-on)
Music Education (PK-12)	Theater Arts (PK-12) (add-on)
Vocal/Choral	
Instrumental Music	

The Teacher Preparation Council has oversight responsibility for administering the preparation program. The Council is comprised of representatives from the administration, academic programs, the School of Education and Human Development (the School), the student body, and local community agencies. The Council acts in an advisory capacity to assist the School in determining admission and retention criteria for the program, recommending changes in the program to the Virginia Department of Education (VDOE), ensuring that the program meets the standards established by the VDOE, and conducting continuing evaluation of the program. The Council meets on a regular basis throughout the academic year.

Admission to the Teacher Preparation Program

All students who plan to be licensed as teachers must apply for admission to the Teacher Preparation Program (TPP). The completed application must be submitted to the administrative office of the School and will be forwarded to the TPP Admissions Committee for review. The established application deadlines are:

November 1st for fall semester application

March 20th for spring semester application

February 1st for *junior transfers ONLY* who must submit application at the end of their first semester of study at LC

The following criteria must be met before a student can be fully admitted.

1. Overall QPA of 2.50 or above
2. Completion of (or currently enrolled in) core courses with grades of C- or above. Courses completed with grades of D+ or below must be retaken prior to application
3. Presentation of passing scores on Praxis I or a composite score above the state's minimum criteria

Formal applications are generally completed by the end of the sophomore year by traditional students and no later than February 1 of the junior year for transfer students or new majors. Applicants receive written notification of their admission status. Students who are denied admission to TPP are inform-

ed of the basis of this determination. If the student wishes to rectify the deficiency and reapply, he/she must do so in writing, usually after an interval of one semester.

Additional information about this process is included in the School's booklet entitled *Ten Steps to Becoming a Licensed Teacher* and is discussed with students and provided in the student's introductory course.

Admission to Student Teaching

Students completing the teacher licensure program must apply and be admitted to student teaching. All listed requirements must be satisfied:

1. prior acceptance into the Teacher Preparation Program
2. submission of a written application with three Lynchburg College faculty recommendations, including two from faculty members in the major
3. Completion of all major courses with grades of C- or above including completion of supplemental content courses and secondary education minor courses
4. Minimum overall QPA of 2.50 and minimum QPA in the major of 2.75
5. Submission of scores on PRAXIS II, as appropriate. (Passing scores are not required for student teaching but are required for licensure.)

After committee review, students receive written notification of their admissions status, including conditions resulting in a delayed decision or denial.

Following admission to student teaching, the director of field experiences with each local school division handles placement locations and arrangements. Students are notified in writing after placements are finalized. More specific information about this experience and its procedures are included in the Student Teaching Handbook distributed to each student teacher.

Teacher Licensure

Students who successfully complete one of LC's approved teacher preparation programs will be recommended for licensure. To apply for a Virginia teacher's license, the student must request that the Teacher Licensure Officer send the necessary information to the Virginia Department of Education. This request should be made just prior to graduation. Forms for this process are available in the School's office.

Federal and State Reporting

The Teacher Preparation Program of LC complies with federal and state-mandated reporting of individual program data, including information about the size of the program and the nature of some aspects of it, the number of program completers per year, and the PRAXIS testing performance of these completers referenced by percentage passing rates as compared with state averages. The data below summarize information on undergraduate- and graduate-level initial licensure candidates.

For the 1999-00 academic year, LC's program is credited with having forty-six program completers forty-five of which were confirmed by official matching with PRAXIS I score reports issued from the Educational Testing Service. For 2000-01, these figures are thirty-three with thirty-two confirmed. Passing rates on PRAXIS I for these program completers were reported as follows:

<u>Type of Assessment</u>	<u>LC's Pass Rate 1999-00</u>	<u>State Pass Rate 1999-00</u>
PPST Reading	79% *	93%
CBT Reading	94% *	94%
PPST Writing	67%	89%
CBT Writing	90% *	86%
PPST Mathematics	64%	88%
CBT Mathematics	86% *	88%
Aggregate B Basic Skills	74% *	80%
<u>Type of Assessment</u>	<u>LC's Pass Rate 2000-01</u>	<u>State Pass Rate 2000-01</u>
PPST Reading	67% *	94%
CBT Reading	95% *	98%

<u>Type of Assessment</u>	<u>LC's Pass Rate 2000-01</u>	<u>State Pass Rate 2000-01</u>
PPST Writing	69%	91%
CBT Writing	73% *	92%
PPST Mathematics	83% *	91%
CBT Mathematics	79% *	94%
Aggregate B Basic Skills	71% *	94%

* Meets Virginia Department of Education Standards of 70 percent passing.

Of the 140 declared majors (freshmen through seniors) for 2000-01, fifty-nine students were enrolled in the supervised student teaching experience that requires a minimum of 37.5 hours per week for thirteen weeks. Thirteen faculty supervisors were assigned for the 2000-01 school year and were responsible for on-site consultation and evaluation, yielding a faculty/student ratio of 1 to 4.5. Formative and summative assessments are conducted on each student, and outcome measures are reviewed for program effectiveness.

SCHOOL OF HEALTH SCIENCES AND HUMAN PERFORMANCE

School Dean: Dr. Nancy Whitman

Athletic Training Program Faculty: Dr. Laurent, Ms. Aronson, Dr. Bradney, Mr. Hannah, Ms. Wallin
Exercise Physiology Program, Health and Movement Science Program, Health Promotion Program

Faculty: Dr. Magyari, Dr. Olsen, Mrs. Steele

General Education Program Faculty: Mr. Koudelka

Nursing Program Faculty: Dr. Andrews, Mrs. Briceland, Dr. Deluca, Dr. Hale, Mrs. Hunter,

Mrs. Lloyd-Fitzgerald, Dr. Rinker, Mrs. Schultz

Sports Management Program Faculty: Dr. Ness

The School of Health Sciences and Human Performance provides curricular and co-curricular activities for students who have career interests in health and human service and sport-related professions. 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.

ATHLETIC TRAINING MAJOR

Athletic training is an allied health care profession focusing on the prevention, treatment, and rehabilitation of injuries and illnesses occurring to physically active individuals. Athletic trainers find employment in secondary schools, colleges and universities, sports medicine clinics, professional sports programs, industrial settings, and other health care environments.

This major combines didactic and clinical education so students can apply theoretical and practical athletic training knowledge in professional work settings. Students will assist in providing quality health care services to the Lynchburg College intercollegiate athletic teams, an educational experience that will prepare students to (1) take the National Athletic Trainers' Association Board of Certification Examination, which, in turn, will allow them to serve as entry-level certified athletic trainers and/or (2) pursue an advanced degree in athletic training or other health related field.

Entry into the athletic training major is competitive, and all who apply may not be accepted into the program. Students must have a QPA of 2.5 or higher; completed (or be in the process of completing) HMSR 100; fifty hours of observation in the Lynchburg College athletic training facility; completed the "observation check list;" and completed the technical standards form.

Applications, which may be obtained from the Athletic Training Program coordinator, must be completed before students can be considered for admission to the program. To maintain status as an athletic training major, students must maintain 2.25 QPA or higher, have a semester QPA of 2.5 or higher, pass semester-end competency examinations associated with each clinical course, and receive a grade of B- or higher in all athletic training major courses.

Students are expected to provide their own transportation to clinical education sites, and they must follow the dress code of their assigned clinical site. Students must also have a complete series of immunizations, including hepatitis B, on file with the Health Center prior to their first clinical education course, AT 240. A one-time professional fee is charged after acceptance into the Program major.

Health and Fitness			Hours
BIOL	214-214L	Human Anatomy and Lab	4
BIOL	215-215L	Human Physiology and Lab	4
HLTH	300	Pharmacology	3
HMSR	225	Safety and Management of Health Emergencies	3
HMSR	255	Scientific Principles of Strength and Conditioning	2
HMSR	270	Nutrition	3
HMSR	304	Psychology of Motor Behavior and Learning	3
HMSR	325	Exercise Physiology	3
HMSR	340	Health and Fitness Appraisal and Programming	2
Research			
HMSR	312	Introduction to Research in Health and Movement Science	3
Athletic Training			
A T	325	Assessment Techniques of Lower Body Injuries	3
A T	326	Assessment Techniques of Upper Body Injuries	3
A T	327	Assessment Techniques of General Medical Conditions	3
A T	350	Therapeutic Exercise	3
A T	351	Therapeutic Modalities	3
A T	425	Administration of Athletic Training Programs	3
A T	450	Issues and Research in Athletic Training	3
HMSR	100	Introduction to Athletic Training	3
HMSR	150	Prevention of Athletic Injuries	3
Clinical Education			
A T	200	Field Experience I	1
A T	240	Clinical Education I	2
A T	340	Clinical Education II	2
A T	342	Clinical Education III	2
A T	400	Field Experience II	1
A T	440	Clinical Education IV	2
<i>Total Hours Required</i>			<u>67</u>

EXERCISE PHYSIOLOGY MAJOR

The exercise physiology major is committed to providing accurate and current information to future health professionals who have career interests in working with the physically active population. Combined with a strong liberal arts foundation, the exercise physiology major provides theoretical and practical aspects of exercise health and fitness training and clinical exercise testing. The major also provides a pre-professional background for those interested in pursuing physical therapy, occupational therapy, medicine, and other health-related professions. Through varied practical learning opportunities, students experience “hands-on” application of the theory learned in the formal classroom setting.

Health and Fitness			
BIOL	214-214L	Human Anatomy and Lab	4
BIOL	215-215L	Human Physiology and Lab	4
HMSR	224	Addiction and Behavior Management	2
HMSR	225	Safety and Management of Health Emergencies	3
HMSR	239	Dimensions of Health and Wellness	3
HMSR	255	Scientific Principles of Strength and Conditioning	2
HMSR	270	Nutrition	3
HMSR	325	Exercise Physiology	3
HMSR	340	Health and Fitness Appraisal and Programming	2

Research			Hours
HMSR	312	Introduction to Research in Health and Movement Science	3
Exercise Physiology			
HMSR	303	The Structure and Sequence of Developmental Human Movement	3
HMSR	328	Clinical Exercise Testing	3
HMSR	380	Kinesiology	3
HMSR	382	Exercise Physiology, Assessment, and Programming-Spec Populations	3
HMSR	395	Environmental Exercise Physiology	3
HMSR	415	Internship in Health/Fitness and Sport Programming	3
HMSR	425	Advanced Health and Fitness Evaluation and Programming	3
<i>Total Hours Required</i>			<u>50</u>

HEALTH AND MOVEMENT SCIENCE MAJOR

The Health and Movement Science Program is committed to providing the highest quality educational experience for those preparing for professional careers in health and movement science settings. The Program is dedicated to preparing HMS majors with a broad background in health and movement science. Coupled with the physical education teacher certification minor, the major provides preparation for teacher licensure at the PK-12 levels. The educational program for health and movement science, along with the physical education teacher certification minor, incorporates the endorsement competencies required by the Virginia Department of Education and the National Association of Sport and Physical Education and prepares students to teach health and movement from a humanistic philosophy perspective. The program enhances professional development by applying theory to practice through experiential learning, practice opportunities with children, and peer teaching and learning.

Health and Fitness			
BIOL	214-214L	Human Anatomy and Lab	4
BIOL	215-215L	Human Physiology and Lab	4
HMSR	225	Safety and Management of Health Emergencies	3
HMSR	239	Dimensions of Health and Wellness	3
HMSR	270	Nutrition	3
HMSR	325	Physiology of Exercise	3
HMSR	340	Health and Fitness Appraisal and Programming	2
Research			
HMSR	312	Introduction to Research in Health and Movement Science	3
Health and Movement Science			
HMSR	128	Basic Team Sports Skills	1
HMSR	129	Basic Individual Sports Skills	1
HMSR	165	Folk and Social Dance	1
HMSR	250	Cultural Foundations of Movement, Sports, and Dance	3
HMSR	271	Foundations of Health Education	3
HMSR	303	Human Movement Patterns: Structure and Sequential Development	3
HMSR	304	The Psychology of Motor Behavior and Learning	3
HMSR	361	The Measurement of Performance in Health and Movement Science	3
HMSR	362	Movement Learning for Exceptional Populations	3
HMSR	380	Kinesiology	3
PSYC	241	Developmental Psychology	3
<i>Total Hours Required</i>			<u>52</u>

HEALTH PROMOTION MAJOR

Students who select a major in health promotion will explore the biological, social, behavioral, and environmental factors that influence the health and well-being of individuals and society. Students develop and implement health promotion and disease prevention programs through classroom activities, community outreach experiences, and required internships in community health agencies or fitness facilities. After graduation, students may seek careers in health agencies such as the American Cancer Society; the

American Red Cross; the American Heart Association; health care settings; corporate work sites; city, county, state, and federal public health programs; and a variety of other health and wellness-related programs in the private sector. Students may also pursue advanced degrees in health education or public health. Graduates are strongly encouraged to become certified health education specialists through the National Commission on Health Education Credentialing.

The mission of the health promotion program is to provide learning environments that support acquiring knowledge and the skills necessary for majors to perform compassionately and effectively as educators for health and wellness, whether working with individuals, schools, communities or policy makers.

Health and Fitness			Hours
BIOL	214-214L	Human Anatomy and Lab	4
BIOL	215-215L	Human Physiology and Lab	4
HMSR	224	Addiction and Behavior Management	2
HMSR	239	Dimensions of Health and Wellness	3
HMSR	270	Nutrition	3
HMSR	325	Exercise Physiology	3
HMSR	340	Health and Fitness Appraisal and Programming	2
Research			
HMSR	312	Introduction to Research in Health and Movement Science	3
Health Promotion			
HMSR	271	Foundations of Health Education	3
HMSR	315	Health Behavior and Communication	3
HMSR	372	Contemporary Health Issues	2
HMSR	415	Internship in Health/Fitness/Sport Programming	6
HMSR	420	Health Program Planning	3
<i>Total Hours Required</i>			<u>41</u>

It is highly recommended that health promotion majors choose additional courses to support core requirements of the major. Students may choose a minor from other disciplines such as biology, environmental science, gerontology, journalism, speech communication, psychology, or a combination of courses from various disciplines.

NURSING MAJOR

The educational program for professional nursing is based on an integration of liberal arts and sciences, nursing knowledge, and clinical practice which prepares the professional nurse to practice from a caring, holistic, and scientific foundation and to adhere to the American Nurses' Association Standards of Practice. Professional nurses become prepared to maximize the quality of nursing care through the application of theory and research to practice and to function in a variety of roles to assist individuals, families, groups, and communities to attain, maintain, and restore health. Faculty emphasize the importance of self-assessment, as well as self-directed lifelong learning. The faculty's dedication to excellence in teaching, individual teacher/learner encounters, use of technology, and role modeling of professional behaviors contributes to a broad range of individual and group learning experiences which establish a solid foundation for beginning nursing practice and graduate study.

Professional nurses serve to effect positive change in the delivery of health care and in the health of individuals, families, groups, and communities. Through progressive development of curricular concepts, students become increasingly independent in using critical thinking skills, nursing interventions, and communication skills. The goals of the Lynchburg College nursing program are to prepare graduates to:

1. Make appropriate nursing practice decisions for persons of various ages and health states;
2. Provide nursing care to promote optimum health responses in individuals, families, groups, communities, and populations representing a variety of ages, cultural backgrounds, and health states;
3. Effectively communicate orally and in writing;
4. Partner with others to accomplish health care goals;

5. Use research to support nursing practice to improve health care outcomes;
6. Demonstrate management skills useful for planning and coordinating care; and
7. Demonstrate professional behaviors and values.

Students participate in clinical learning experiences in various hospital and community health agencies. Hospital experience is obtained at Virginia Baptist Hospital and Lynchburg General Hospital. Ambulatory and home care experiences with families, the convalescing, and the chronically ill are directed from hospitals and community agencies.

During the first two years of the program, students take General Education courses and prerequisite courses for the nursing major. Progression to the upper division nursing major in the junior year is competitive. To be considered for progression, students need to meet College criteria for junior standing, have completed the prerequisite courses listed below with a quality point average of at least 2.5 and a minimum grade of C- in all courses with an NRSRG prefix. A student who does not earn a grade of at least 1.7 (C-) in a required NRSRG course may repeat a course only once. With any second NRSRG grade of below 1.7 (C-), the student is required to withdraw from the nursing major.

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 the Office of Health and Counseling Services a complete series of immunizations, including hepatitis, prior to beginning the first clinical course, NRSRG 224/224L. Students are also responsible for their own transportation to clinical sites. A one-time professional fee, charged upon entry to the major, covers some supplies and standardized testing. The program is accredited by the National League for Nursing and approved by the Virginia State Board of Nursing.

Following are the nursing major requirements:

In addition to other required General Education courses, these courses are prerequisites to the nursing major:

			Hours
BIOL	222-222L	Human Anatomy and Physiology I and Lab	4
BIOL	223-223L	Human Anatomy and Physiology II and Lab	4
CHEM	127	The Chemistry of Life and Laboratory	4
HMSR	270	Nutrition	3
NRSRG	223/223L	Contemporary Professional Nursing Practice	4
NRSRG	224/224L	Nursing of the Older Adult	3
NRSRG	230/230L	Health Assessment	2
PSYC	241	Developmental Psychology	3

Nursing major—upper division

HLTH	300/300L	Pharmacology	4
NRSRG	310	Nursing Research	3
NRSRG	325	Role Development in Nursing	1
NRSRG	331/331L	Nursing of Adults Experiencing Acute Illness	4
NRSRG	332/332L	Nursing of Adults and Families with Chronic Illness	4
NRSRG	333/333L	Nursing of the Developing Family	4
NRSRG	334/334L	Nursing of Families with Alterations in Health	4
NRSRG	402	Professional Nursing Seminar	2
NRSRG	407	Clinical Management	2
NRSRG	408/408L	Nursing of Adults with Complex Acute Illnesses	4
NRSRG	413/413L	Community Health Nursing	4
NRSRG	414/414L	Psychiatric-Mental Health Nursing	4
NRSRG	416	Synthesis Practicum	2
<i>Total Hours Required</i>			<u>69</u>

SPORTS MANAGEMENT MAJOR

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

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 occupy an increasing share of hu-

man endeavor throughout the world. Commerce in sports represents an expanding market that transcends age, gender, race, religion, language, nationality, and geography. Retiring athletes and coaches, the traditional wellspring of preparation for sports managers, can no longer meet the demand around the globe; nor do mere athletic experiences provide the breadth or depth of competencies necessary to succeed. Consequently, this program blends general education studies with business skills and concepts, 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.

Business			Hours
ACCT	201-202	Principles of Accounting	6
BUAD	260	Principles of Management	3
MKTG	251	Principles of Marketing	3
MKTG	379	Marketing Communication	3
Research			
HMSR	312	Introduction to Research in Health and Movement Science	3
Movement and Sports Foundation			
HMSR	128 or 129	Basic Team Sports Skills or Individual Sports Skills	1
HMSR	250	Cultural Foundations of Movement, Sport and Dance	3
HMSR	260	Principles of Sports Management	3
HMSR	225	Safety and Management of Emergencies	3
HMSR	353	Sports Law	3
HMSR	368	Sports Facilities and Event Management	3
HMSR	415	Internship in Health/Fitness/Sport Programming	6
HMSR	441	Management and Administrative Processes in Fitness and Sport	3
<i>Total Hours Required</i>			<u>43</u>

It is highly recommended that each sports management major have a supporting area, some examples of which are a coaching minor, journalism minor, and sports medicine minor.

COACHING MINOR

This minor requires:

BIOL	214-214L	Human Anatomy and Lab	4
BIOL	215-215L	Human Physiology and Lab	4
HMSR	205	Coaching Apprenticeship (Students are encouraged to take several)	1
HMSR	304	Psychology of Motor Behavior and Learning	3
HMSR	325	Exercise Physiology	3
HMSR	380	Kinesiology	<u>3</u>
<i>Total Hours Required</i>			18

OUTDOOR RECREATION MINOR

This minor requires:

EDHD	257	Human Diversity	2
HMSR	108	Adventure Activities	1
HMSR	109	Cooperative and Competitive Movement Challenges	1
HMSR	112	Basic Canoeing/Mountain or Road Biking	1
HMSR	123	Backpacking	1
HMSR	124	Hiking	1
HMSR	366	Outdoor Recreation Leadership	3
HMSR	415	Internship	3-4
ENVS	211	Physical Geography and Lab	<u>4</u>
<i>Total Hours Required</i>			17-18

PHYSICAL EDUCATION TEACHER LICENSURE MINOR

This minor, in addition to courses required in the HMSR major, completes the necessary competencies for teaching health and physical education, PK-12. Students seeking teacher licensure who do not declare this interest during freshman year will have difficulty completing requirements in four years.

Students must apply to the teacher preparation program by submitting an application to the School of Education and Human Development prior to November 1 or March 30 of the sophomore year and, if a junior transfer student, not later than February 1 of the junior year. Students must also complete designated courses, take Praxis I, and submit passing scores prior to applying to the teacher preparation program. Prior to student teaching, students must take Praxis II, meet QPA requirements (major and minor grades of C- or above, overall QPA of 2.5 and major/minor QPA of 2.75), apply, and be admitted to student teaching. All requirements listed in the Teacher Preparation section of the catalogue must be satisfied.

This minor requires:			Hours
HDVL	101	Introduction to Education and Related Fields	3
HMSR	219	Movement Curriculum for PK-5	3
HMSR	220**	Movement Curriculum for 6-12	3
HMSR	330	School Health Curriculum	3
HDVL	351*	Reading in the Content Area	3
HMSR	365**	Prescriptive Models for Teaching Movement and Health	3
<i>Total Hours Required</i>			<u>18</u>

* Must have taken or be concurrently enrolled in HMSR 219 and HMSR 220

** Admission to Teacher Preparation Program required for enrollment

Licensure Requirement

HMSR	465	Student Teaching in Health and Movement Science	12
Prerequisites: Admission to student teaching; completion of all courses in Physical Education Teacher Minor and HMSR 361, HMSR 362.			

SPORTS MANAGEMENT MINOR

This minor requires:			Hours
HMSR	260	Principles of Sports Management	3
HMSR	353	Sports Law	3
HMSR	368	Sports Facilities and Event Management	3
HMSR	441	Management and Administrative Processes in Fitness and Sport	3
MGMT	260	Principles of Management	3
<i>Total Hours Required</i>			<u>15</u>

SPORTS MEDICINE MINOR

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

This minor requires:			Hours
HMSR	100	Introduction to Athletic Training	3
HMSR	325	Exercise Physiology	3
HMSR	340	Health and Fitness Appraisal and Programming	2
HMSR	380	Kinesiology	3
Two courses from:			5-6
A T	327	Therapeutic Techniques of General Medical Conditions	
A T	350	Therapeutic Exercise for Athletic Injuries	
A T	351	Therapeutic Modalities for Athletic Injuries	
HMSR	255	Scientific Principles of Strength and Conditioning	
<i>Total Hours Required</i>			<u>16-17</u>

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

School Dean: Dr. Daniel Lang

English Program Faculty: Mr. Allen, Dr. R. Burke, Dr. Campbell, Dr. Clabough, Dr. Gray,

Dr. Hartman, Dr. Koger, Ms. Kuperman, Dr. Lipani, Ms. Nairn, Ms. Salmon, Dr. Tiner

French Program Faculty: Dr. Mayer, Dr. White

History Program Faculty: Mr. Amos, Ms. McNulty, Dr. Owens, Dr. C. Potter, Dr. D. Potter, Dr. Santos,

Dr. Smith-Akubue, Dr. Stump

International Relations Program Faculty: Dr. DeClair, Dr. Harding, Dr. Manian

Philosophy Program Faculty: Dr. Brickhouse, Dr. Friedman, Mr. R. Martin

Political Science Program Faculty: Dr. Dawson Knott, Dr. Freeman

Religious Studies Program Faculty: Dr. J. Burke, Dr. Price

Sociology Program Faculty: Ms. Gross, Dr. Jensen, Dr. McCabe, Mr. Shull

Spanish Program Faculty: Mr. Cedillo, Ms. Killian, Dr. Lunsford, Dr. Robinson

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/social sciences. Students and faculty are active participants in the College's cultural environment.

ENGLISH

Students who major in English may choose to concentrate in literature or writing. The literature emphasis offers courses in major genres, authors, historical periods, literary theory, writing, and special topics. Students may also select independent studies or work with the writer-in-residence. The writing emphasis offers courses in the writing of poetry, fiction, creative non-fiction, and expository prose, and at least four opportunities to work with a professional writer-in-residence under the auspices of the Richard H. Thornton Endowment.

ENGLISH MAJOR—LITERATURE EMPHASIS

An English major with an emphasis in literature requires thirty-nine semester hours of English courses covering the five basic areas of the major: literary history, genres, in-depth study of a major author, literary theory, and writing. Two courses, ENGL 220 and 420, are required of all majors; ENGL 220 meets the program's requirement in literary theory.

All other requirements are designed to ensure that majors cover each of the remaining four areas. Most courses will be used to meet two requirements. Even though some courses address three requirements, a student can apply a single course to no more than two. For example, a student who takes ENGL 205: *Introduction to Creative Writing* [writing, poetry, fiction] and ENGL 306: *Medieval Literature* [medieval, poetry] will have met four requirements: either medieval, writing, poetry, and fiction, or medieval, writing, and two poetrys.

Words in brackets give the designation used to identify the courses that meet that requirement; course descriptions given in the list of English courses include the appropriate designations.

English majors with a literature emphasis must take these two courses:			Hours
ENGL	220	Introduction to Literary Studies [theory]	3
ENGL	420	Senior Seminar in English	3

They must also meet the following requirements: 33

(One course can generally meet two requirements.)

Literary History:

Four courses that cover four of the five designated periods of English literature

[Medieval, Renaissance, Eighteenth Century, Nineteenth Century, Twentieth Century]

Two courses that meet the American literature requirement, including at least one survey

[American Survey, American Literature]

Genres:

Two courses that meet the poetry requirement [poetry]

Two courses that meet the fiction requirement [fiction]

Two courses that meet the drama requirement [drama]

Major Author:	Hours
One course that provides in-depth study of the works of a major author (cannot at the same time be counted as a period course) [major author]	
Writing:	
Two courses that meet the writing requirement [writing]	
<i>Total Hours Required</i>	<u>39</u>

Note: It is possible to meet all of the requirements under the four headings with fewer than thirty-nine hours of courses; students must nonetheless take the full number of hours.

ENGLISH MAJOR–WRITING EMPHASIS

An English major with an emphasis in writing requires students to take thirty-nine semester hours of English courses covering the five basic areas of the major: literary history, writing, genres, in-depth study of a major author, and literary theory. Particular attention is paid to writing courses. Two courses, ENGL 220 and 420, are required of all majors; ENGL 220 meets the program’s requirement in literary theory. All other requirements are designed to ensure that majors cover each of the remaining four areas. Most courses will be used to meet two requirements. Even though some courses address three requirements, a student can apply a single course to no more than two. For example, a student who takes ENGL 205: Introduction to Creative Writing [writing, poetry, fiction] and ENGL 306: Medieval Literature [medieval, poetry] will have met four requirements: either medieval, writing, poetry, and fiction, or medieval, writing, and two poetrys.

Words in brackets give the designation used to identify those courses that meet the requirement; course descriptions given in the list of English courses include the appropriate designations.

English majors with a writing emphasis must take these two courses:		
ENGL	220	Introduction to Literary Studies [theory]
ENGL	420	Senior Seminar in English
		3
		3
They must also meet the following requirements:		33
(One course can generally meet two requirements.)		
Literary History:		
Three courses that cover three of the five designated periods of English literature [Medieval, Renaissance, Eighteenth Century, Nineteenth Century, Twentieth Century]		
One course that meets the American literature survey requirement [American Survey]		
Genres:		
Two courses that meet the poetry requirement [poetry]		
Two courses that meet the fiction requirement [fiction]		
Two courses that meet the drama requirement [drama]		
Major Author:		
One course that provides in-depth study of the works of a major author (cannot at the same time be counted as a period course) [major author]		
Writing:		
Six courses that meet the writing requirement [writing]		
<i>Total Hours Required</i>		<u>39</u>

FRENCH MAJOR–GENERAL EMPHASIS

Students who intend to major in French will, upon consultation with the instructor, plan the series of courses on the various phases of the civilization, literature, and institutions of France which best fit their needs or which correlate best with their general courses of study. Study abroad is strongly encouraged.

For a major in French the student must complete thirty semester hours of work and must include:

FREN	202	Intermediate French	3
FREN	221-222	Advanced Language Practice	6
FREN	241-242	Conversation and Composition	6
FREN	300-level	Elective Courses (3)	9
FREN	475-476	Seminar	<u>6</u>
<i>Total Hours Required</i>			30

FRENCH MAJOR—GLOBAL COMMERCE EMPHASIS

This major is intended for French majors seeking focused preparation for careers in international commerce, government, and with non-profit institutions that require French language proficiency. Course work will develop an ability to work in cross-cultural settings and an understanding of the international environment of business. Required courses provide for the development of an integrated language/global commerce specialization within the major. Required elective courses (from which students must choose nine hours) reflect the interdisciplinary focus of the program.

Required courses from the School of Business and Economics (18 hours):			Hours
ACCT	201	Principles of Accounting	3
BUAD	352	Principles of International Business	3
ECON	201	Principles of Economics-Micro	3
ECON	202	Principles of Economics-Macro	3
ECON	308	International Economic Policy	3
MGMT	260	Principles of Management and Organizational Behavior	3

Required courses from French (School of Humanities and Social Sciences) (30 hours):			Hours
FREN	202	Intermediate French	3
FREN	221-222	Advanced Language Practice	6
FREN	241-242	Composition and Conversation	6
FREN	389-390	Business French	6
FREN	476	Senior Capstone	3

Plus, at least six hours of literature from the following:

FREN	311, 312	Survey of French Literature (Middle ages-18 th century)
		or
FREN	313, 314	Survey of French Literature (19 th and 20 th centuries)
		or
FREN	333, 334	Contemporary French Literature

Additional required interdisciplinary elective courses (nine hours): Study abroad and/or internship courses must be based at Lynchburg College and the total number of credit hours received may not exceed six hours.

BUAD	399	Internship in Business
COMM	351	International Communication
FREN	177	Study Abroad
FREN	377	Study Abroad
FREN	399	Internship in French
GS	399	Internship
HIST	322	Europe since 1914
INTL	101	Global Politics in the New Millennium
INTL	377	Study Abroad
MGMT	362	Human Resource Management
MGMT	377	International Management-Study Abroad
POLI	270	International Relations
POLI	275	Latin American Politics
SOCI	221	Cultural Anthropology
SOCI	242	Population Studies

Total Hours Required

57

HISTORY MAJOR

As a discipline, history examines all aspects of civilization, particularly humanity as the maker of institutions. Humanity is the creative force which 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, which it creates to give substance to its beliefs. This study of humanity relative to time provides students with the background needed to understand themselves and their culture. The basic foundation course is the freshman survey, History 101-102 (History of Civilization), and each potential

major is normally expected to begin his/her study with this course. Students wishing to major in history should earn at least a 2.0 in the course. History 200 should be taken no later than the second semester of the sophomore year, since the skills which form the core of this course are essential to success in all upper-level work in the discipline.

For a major in history, students are required to take a total of thirty-six hours as follows:

			Hours
HIST	200	Introduction to Historical Study and Writing	3
HIST	247	African-American History to 1865	3
HIST	248	African-American History from 1865-Present	3
HIST	255	America to 1877	3
HIST	256	America since 1877	3
HIST	402	Seminar in History	3
Two from the following in European history:			6
HIST	305	England to 1603	
HIST	306	England Since 1603	
HIST	311	Medieval Culture	
HIST	312	Renaissance and Reformation	
HIST	322	Europe Since 1914	
HIST	323	Greek Civilization	
HIST	324	Roman Civilization	
HIST	338	England Under the Tudors	
HIST	339	Atlantic World in the Seventeenth Century	
HIST	340	Atlantic World in the Eighteenth Century	
HIST	341	Age of Courts and Kings	
HIST	342	From Revolution to Armageddon	
One of the following:			3
HIST	216	Modern Japan	
HIST	243	Contemporary Africa	
HIST	275	Latin American History	
HIST	343	South Africa: New Citadel of Democracy	
INTL	213	World Regional Geography	
HIST		Other courses (numbered 200 or above)	<u>9</u>
<i>Total Hours Required</i>			36

TEACHER LICENSURE

Students seeking teacher licensure in history and social sciences must complete:

- 1) a major in history (including American history, Virginia history, English history, and world history) and eighteen semester hours of political science, and
- 2) six semester hours in economics, and
- 3) six semester hours in geography (ENVS 211, INTL 213).

INTERNATIONAL RELATIONS MAJOR

International relations 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 a geographical area of concentration from the following: the developed world, Latin America, Africa, or Asia.

Nine designated hours of courses meet General Education requirements. 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.

The major in international relations consists of fifty-one semester hours distributed as follows:

Required Core Courses			Hours
ECON	308	International Economic Policy	3
INTL	101	Global Politics in the New Millennium	3
INTL	213	World Regional Geography	3
INTL	321	Research Methods in International Relations	3
INTL	400	Senior Thesis in International Relations	3
POLI	270	International Relations	3
POLI	301	Politics of Developing Nations	3

Geographical area of concentration 9

(choose three courses within one geographical area for nine credit hours)

Developed World

HIST	306	England Since 1603 and the British Empire
HIST	322	Europe Since 1914
HIST	370	Diplomatic History of the United States
or		
POLI	372	U.S. Foreign Policy and National Security
POLI	283	Major European Powers

Latin America

HIST	275	Latin American History
POLI	275	Latin American Politics
POLI	375	U.S.-Latin American Relations
SPAN	340	Latin American Culture

Africa

HIST	243	Contemporary Africa
HIST	343	South Africa: New Citadel of Democracy
RELG	304	Seminar in Islam

Asia

HIST	216	Modern Japan
POLI	260	Government and Politics of Southern Asia
POLI	265	Politics of East Asia
SOCI	215	Introduction to Contemporary Asia
or		
SOCI	224	Japan: Gods, Warriors, Businessmen

Required courses in Economics

ECON	201-202	Principles of Economics	6
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Required courses in Religion

RELG	205	Religions of Asia	3
or			
RELG	206	Judaism, Christianity, and Islam	

Foreign Language (three credit hours): 3

Students must demonstrate competency in a foreign language at the 202 level through the appropriate course or by examination.

Electives (nine credit hours): 9

Elective courses must be selected in consultation with the student's advisor from courses listed above that are outside the student's area of concentration or from other approved international relations courses listed below. Electives must be chosen from at least two different programs (e.g., one from history and one from political science).

INTL 377, INTL 399, POLI 304, POLI 306, POLI 308, POLI 331

Total Hours Required

51

PHILOSOPHY MAJOR

In addition to providing a sound understanding of the major branches of philosophy, this program is intended for any student who wishes to develop his or her ability to analyze, interpret, evaluate, and communicate his or her conclusions persuasively. The philosophy major is excellent preparation for many careers. 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 his/her senior year.

For a major in philosophy, a student must complete thirty semester hours including the following:

			Hours
PHIL	200	Introduction to Philosophy	3
PHIL	201	Introduction to Logic	3
PHIL	304	Introduction to Ethics	3
PHIL	306	Knowledge and Reality	3
PHIL	311	Greek Philosophy	3
PHIL	312	Modern European Philosophy	3
PHIL	400	Thesis Guidance	3
PHIL		Other courses	<u>9</u>
		<i>Total Hours Required</i>	30

PHILOSOPHY-POLITICAL SCIENCE MAJOR

The philosophy-political science major is recommended for students who have an interest in pursuing law school study or a graduate degree in political science, philosophy, or political philosophy. 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 beginning of the junior year.

For a joint major in philosophy-political science, a student must complete eighteen semester hours in philosophy and eighteen semester hours of political science as listed below.

PHIL	201	Introduction to Logic	3
PHIL	304	Introduction to Ethics	3
PHIL	311	Greek Philosophy	3
PHIL	312	Modern European Philosophy	3
		Other philosophy courses	6
POLI	253	Classical Political Thought	3
POLI	254	Modern Political Thought	3
POLI	362	Recent Political Thought	3
POLI	410	Senior Thesis Seminar	3
POLI		Other political science courses	<u>6</u>
		<i>Total Hours Required</i>	36

PHILOSOPHY-RELIGIOUS STUDIES MAJOR

The philosophy-religious studies major is offered for students interested in the discipline or in graduate study in philosophy or religion. Courses such as philosophy of religion, ancient and medieval philosophy, and logic form some of the core classes in the program.

For a joint major in philosophy-religious studies, a student must complete:

PHIL	370	Philosophy of Religion	3
PHIL		Other courses	15
RELG	201	Hebrew Bible/Old Testament	3
RELG	202	New Testament	3
RELG	205	Religions of Asia	3
		or	
RELG	206	Judaism, Christianity, and Islam	
RELG		300 level and above	<u>9</u>
		<i>Total Hours Required</i>	36

These courses must be selected with the approval of advisors from the religious studies program and the philosophy program.

POLITICAL SCIENCE MAJOR

The Political Science Program 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 program emphasizes moral questions in politics and the place of fundamental ideas about human nature, justice, and the purposes of government.

For a major in political science, the student must complete thirty-three hours of work in the discipline including:

			Hours
One of the following introductory sequences:			6
POLI	109-110	Contemporary Political Problems	
POLI	111-112	The Quest for Justice	
POLI	109-111	Contemporary Political Problems/The Quest for Justice	
POLI	110-112	The Quest for Justice/Contemporary Political Problems	
The following upper level courses:			
POLI	290	American Public Policy	3
POLI	321	Political Science Research Methods	3
POLI	410	Senior Thesis Seminar	3
Six hours of American politics from:			6
POLI	221	American Political Culture	
POLI	257	Campaigns, Elections, and Propaganda	
POLI	258	State and Local Government and Politics	
POLI	259	Community, Utopia, and Problems of Public Life	
POLI	311	The American Presidency	
POLI	325	Constitutional Law in the United States I	
POLI	326	Constitutional Law in the United States II	
Three hours of political philosophy from:			3
POLI	253	Political Theory: Classical and Medieval	
POLI	254	Political Theory: Modern	
POLI	362	Recent Political Thought	
Three hours of comparative politics from:			3
POLI	260	Government and Politics of Southern Asia	
POLI	265	Politics of East Asia	
POLI	275	Latin American Politics	
POLI	283	Comparative Government: Major European Power	
POLI	301	Politics of Developing Nations	
POLI	303	Terrorism and Revolution	
Three hours of international relations and foreign policy from:			3
POLI	270	International Relations	
POLI	304	International Organization and World Politics	
POLI	306	Comparative Foreign Policy	
POLI	330	National Model United Nations I	
POLI	331	National Model United Nations II	
POLI	372	United States Foreign Policy	
POLI	375	U.S.-Latin American Relations	
POLI		Electives	3
<i>Total Hours Required</i>			<u>33</u>

The elective courses in the major must be appropriately distributed among the subfields of American politics and government (at least six hours); political philosophy (at least three hours); comparative politics (at least three hours); international relations and foreign policy (at least three hours). The major should be declared by the first semester of the student's junior year.

In cooperation with the School of Education and Human Development, the Political Science Program offers a program that will certify graduates to teach government in the public schools.

TEACHER LICENSURE

A student interested in teaching government in the public schools must identify himself/herself to the Political Science and Teacher Preparation Programs in his/her sophomore year.

Students seeking teacher licensure in history and social science must complete:

- 1) a major in political science and eighteen semester hours of history including American history, Virginia history, English history, and world history;
- 2) six semester hours in economics; and
- 3) six semester hours in geography (ENVS 211, INTL 213).

RELIGIOUS STUDIES MAJOR

The academic study of religion at Lynchburg College 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, Lynchburg College 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 the Senior Seminar.

			Hours
Biblical studies			9
RELG	201	Hebrew Bible/Old Testament	
RELG	202	New Testament	
RELG	308	Seminar in Archaeology and Biblical History	
RELG	316	Seminar in the New Testament Research	
RELG	317	Seminar in Hebrew Bible/Old Testament Research	
RELG	329	Ancient History: The Near East	
World religions			6
RELG	205	Religions of Asia	
RELG	206	Judaism, Christianity, and Islam	
RELG	303	Seminar in Religions of Asia	
RELG	304	Seminar in Islam	
Theological/ethical studies			6
RELG	305	Seminar in Religion in America	
RELG	322	Contemporary Religious Thinkers	
RELG	328	Seminar in Religious Ethics	
Senior seminar			3
RELG	410	Senior Seminar	

			Hours
Electives			6
HIST	311	Medieval Culture	
HIST	312	Renaissance and Reformation	
PHIL	370	Philosophy of Religion	
RELG		Any 300 or 400 Level Course	
<i>Total Hours Required</i>			<u>30</u>

SOCIOLOGY MAJOR

The Sociology Program offers courses designed to meet the needs and interests of students who choose sociology as a major or minor or who select sociology courses as electives. Two sociology courses fulfill one element of the General Education requirements.

A student who chooses to major or minor in sociology will increase his/her knowledge of the principles, processes, and problems involved in group relationships; the origins and interrelationships of the major social institutions; and the impact of these institutions on social behavior. The students will also acquire research skills sufficient to conduct a research project of any specific social phenomena. When appropriate and possible, sociology courses will include community-based learning experiences.

By completing this major, the student will build a body of knowledge and set of skills important for employment and/or entering graduate work in one or more of the areas of emphasis and related professional fields such as the social services, counseling, criminal justice, gerontology, and law.

The sociology major offers two emphases: 1) Core courses, to be completed by all majors, provide the central concepts and techniques of sociology. 2) Specifically required emphasis courses provide for the development of a specialty within sociology.

SOCIOLOGY MAJOR—CRIMINOLOGY EMPHASIS

Sociology core courses			
SOCI	201	Introduction to Sociology	3
SOCI	358	Sociological Theory	3
SOCI	370	Statistics for Social Research	3
SOCI	371	Methods of Social Research	3
SOCI	430	Senior Research Capstone One	3
SOCI	431	Senior Research Capstone Two	3
Criminology emphasis courses			
SOCI	241	Criminology	3
SOCI	243	Juvenile Delinquency	3
SOCI	244	Criminal Justice Process	3
SOCI	372	Applied Research Methods and Statistics	3
SOCI	413	Internship (Emphasis specific)	3
Electives (choose six hours)			6
SOCI	321	Minority Groups	
SOCI	285	Class, Status, Power	
SOCI	263	Urban	
<i>Total Hours Required</i>			<u>39</u>

SOCIOLOGY MAJOR—GENERAL EMPHASIS

Sociology core courses			
SOCI	201	Introduction to Sociology	3
SOCI	358	Sociological Theory	3
SOCI	370	Statistics for Social Research	4
SOCI	371	Methods of Social Research	4
SOCI	430	Senior Research Capstone One	3
SOCI	431	Senior Research Capstone Two	3

General emphasis courses			Hours
SOCI	209	Applied Sociology	3
SOCI	242	Population Studies	3
SOCI	245	Individual in Society	3
SOCI	413	Internship	3

Electives:

Three courses from 200 and above Sociology courses			9
<i>Total Hours Required</i>			<u>41</u>

SPANISH MAJOR—GENERAL EMPHASIS

Students who major in Spanish should take supporting courses in Spanish and/or Latin American history and civilization. It is also recommended that majors spend a year, a semester, a summer term, or even a spring break trip studying and living in Spain or Latin America.

For a major in Spanish the student must complete thirty semester hours including:

SPAN	202	Intermediate Spanish	3
SPAN	221-222	Advanced Language Practice	6
SPAN	241-242	Composition and Conversation	6
SPAN		300 Level Elective Courses	9
SPAN	475-476	Seminar	<u>6</u>
<i>Total Hours Required</i>			<u>30</u>

SPANISH MAJOR—GLOBAL COMMERCE EMPHASIS

This major is intended for Spanish majors seeking focused preparation for careers in international commerce, government, and with non-profit institutions that require Spanish language proficiency. Course work will develop an ability to work in cross-cultural settings and an understanding of the international environment of business. Courses provide for the development of an integrated language/global commerce specialization within the major. Required elective courses (from which students must choose nine hours) reflect the interdisciplinary focus of this program.

Required courses from the School of Business and Economics (18 hours):

ACCT	201	Principles of Accounting	3
BUAD	352	Principles of International Business	3
ECON	201	Principles of Economics-Micro	3
ECON	202	Principles of Economics-Macro	3
ECON	308	International Economic Policy	3
MGMT	260	Principles of Management and Organizational Behavior	3

Required courses from Spanish (School of Humanities and Social Sciences) (30 hours):

SPAN	202	Intermediate Spanish	3
SPAN	221-222	Advanced Language Practice	6
SPAN	241-242	Composition and Conversation	6
SPAN	340	Latin American Culture and Civilization	3
or			
SPAN	341	Spanish Culture and Civilization	3
SPAN	389	Business Spanish	3
SPAN	476	Senior Capstone	3

Plus, at least six hours of literature, not counting SPAN 207 or SPAN 208, from the following:

SPAN	315, 316	Survey of Spanish Literature
or		
SPAN	321, 322	Survey of Latin American Literature

Additional required interdisciplinary elective course (nine hours):

Study abroad and/or internship courses must be based at Lynchburg College and the total number of credit hours received may not exceed six hours.

			Hours
BUAD	399	Internship in Business	
COMM	351	International Communication	
GS	399	Internship	
HIST	322	Europe since 1914	
HIST	375	Latin American History	
INTL	101	Global Politics in the New Millennium	
INTL	377	Study Abroad	
MGMT	362	Human Resource Management	
MGMT	377	International Management-Study Abroad	
POLI	270	International Relations	
POLI	275	Latin American Politics	
SOCI	221	Cultural Anthropology	
SOCI	242	Population Studies	
SPAN	377	Study Abroad	
SPAN	399	Internship in Spanish	
<i>Total Hours Required</i>			<u>57</u>

ASIAN STUDIES MINOR

The minor in Asian studies requires eighteen hours of credits in Asian-related courses.

Focus on a sub-area of Asia; East Asia, Southeast Asia, or South Asia	9
Other courses related to Asian peoples and their cultures	<u>9</u>
<i>Total Hours Required</i>	18

Students are encouraged to take an Asian language. Credits up to six hours earned above the 200-level in the Asian language can be counted toward the minor. Students interested in the Asian studies minor should consult with the dean of the School of Humanities and Social Sciences for more specific minor requirements.

ENGLISH MINOR

The minor in English Literature requires:

ENGL	201	Literature and Culture I	3
or			
ENGL	202	Literature and Culture II	
ENGL	220	Introduction to Literary Studies	3

Twelve additional hours of English program courses numbered 300 or above	<u>12</u>
<i>Total Hours Required</i>	18

FRENCH MINOR

The minor in French requires:

FREN	202	Intermediate French	3
FREN	221-222	Advanced Language Practice	6
FREN	241-242	Composition and Conversation	6
FREN	300-level	Literature course (1)	<u>3</u>
<i>Total Hours Required</i>			18

GERONTOLOGY MINOR

Gerontology is an interdisciplinary minor that prepares the student to understand and address aging and the aged population. Students with professional career goals such as health promotion, business and marketing, nursing, social services, criminology, or religious studies will need this knowledge to successfully and accurately address the expectations, concerns, and needs of this rapidly growing segment of our population. Students in gerontology will acquire the knowledge necessary to understand the sociological, psychological, physiological, and biological realities of the aging process. Additionally, the student

will gain an understanding of social policy and programs related to aging as well as physical and mental health strategies for the promotion of positive aging.

This minor requires:

HMSR	272	Adult Health and Development Program	3
HMSR	322	Health Aspects of Aging	3
PSYC	230	Psychology of Aging	3
SOCI	240	Sociological Aspects of Aging	3
SOCI	415	Internship/Field Placement in Gerontology*	3
SOCI	470	Gerontology Capstone	<u>1</u>
<i>Total Hours Required</i>			16

- * The following may be substituted for SOCI 415 with the approval of the gerontology program director: 1) internship in another discipline with gerontology focus or 2) satisfactory completion of the nursing curriculum or 3) one year full-time employment in a gerontology setting.

HISTORY MINOR

The history minor consists of eighteen credit hours of courses in history (courses carrying the HIST designation), six hours of which must consist of courses numbered 300 or above. The development of historical thinking and historical methods skills is a major objective of the history minor.

MEDIEVAL AND RENAISSANCE STUDIES MINOR

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 eighteen semester hours in courses covering material prior to 1600 and English Renaissance literature through 1700.

One course must be chosen from each of the following groups:

Literature			3
ENGL	306	Medieval Literature	
ENGL	353	16th Century English Literature	
ENGL	354	17th Century English Literature	
ENGL	417	Chaucer	
ENGL	451-452	Shakespeare	
ENGL	501	History of the English Language	
FREN	311	Survey of French Literature	
SPAN	207	Spanish Literature in English Translation	
SPAN	315	Survey of Spanish Literature (Middle Ages and Renaissance)	
History/political science			3
HIST	305	England to 1603	
HIST	311	Medieval Culture	
HIST	312	Renaissance and Reformation	
HIST	338	England Under the Tudors	
POLI	253	Classical Political Thought	
Art/Music			3
ART	333	Renaissance Art	
ART	337	History of Western Architecture I	
MUSC	302	History of Music (from Plainsong through Bach)	
Philosophy/Religion			3
PHIL	319	Medieval Philosophy	
RELG	206	Judaism, Christianity, and Islam	
Two additional courses may be chosen from any of the above groups.			<u>6</u>
<i>Total Hours Required</i>			18

PHILOSOPHY MINOR

The minor in philosophy requires:

			Hours
PHIL	200	Introduction to Philosophy	3
PHIL	201	Introduction to Logic	3
PHIL	304	Introduction to Ethics	3
PHIL		Other courses	<u>9</u>
		<i>Total Hours Required</i>	18

The following courses from other disciplines also apply to the philosophy major:

POLI	253	Classical Political Thought
POLI	254	Modern Political Thought
POLI	362	Recent Political Thought

POLITICAL SCIENCE MINOR

The minor in political science requires one of the following sequences:

POLI	109-110	Contemporary Political Problems	6
POLI	111-112	The Quest for Justice	
POLI	109-111	Contemporary Political Problems/The Quest for Justice	
POLI	110-112	The Quest for Justice/Contemporary Political Problems	

Twelve hours of political science courses at or above the 200 level,
chosen with advice from program faculty

12
18

Total Hours Required

RELIGIOUS STUDIES MINOR

The minor in religious studies requires fifteen hours from the following courses:

Two of the following:

RELG	201	Hebrew Bible/Old Testament	6
RELG	202	New Testament	
RELG	205	Religions of Asia	
RELG	206	Judaism, Christianity and Islam	
RELG		Other Courses Numbered 300 and above	<u>9</u>
		<i>Total Hours Required</i>	15

Courses in related fields may be included with the consent of an advisor.

SOCIOLOGY MINOR

The minor in sociology requires:

SOCI	100	American Generations	3
SOCI	358	Sociological Theory	3
SOCI	371	Methods of Social Research	3
SOCI		Other Courses Numbered 200 and above	<u>9</u>
		<i>Total Hours Required</i>	18

SPANISH MINOR

The minor in Spanish requires:

SPAN	202	Intermediate Spanish	3
SPAN	221-222	Advanced Language Practice	6
SPAN	241-242	Composition and Conversation	6
SPAN	300-level	Literature Course (1)	<u>3</u>
		<i>Total Hours Required</i>	18

Note: Students wishing to take courses in Greek, Italian, Japanese, and Russian may do so at Randolph-Macon Woman's College and at Sweet Briar College under the auspices of the Tri-College Consortium agreement. Students should consult their academic advisors.

WRITING MINOR

The minor in English writing requires:

ENGL	203	Expository Writing	3
ENGL	205	Introduction to Creative Writing	3

Twelve hours from the following: 12

ENGL	340	Thornton Writing Seminar	
ENGL	343	Business Communications and Report Writing	
ENGL	345	Advanced Expository Writing	
ENGL	349	Creative Writing: Poetry	
ENGL	350	Creative Writing: Fiction	
ENGL	375	Special Topics in English (when applicable)	
ENGL	399	Internship (when applicable)	
ENGL	346	Creative Non-Fiction	
<i>Total Hours Required</i>			<u>18</u>

SCHOOL OF SCIENCES

School Dean: Dr. Clancy Leahy

Sciences Resource Manager: Ms. Justis

Applied Physical Science: Dr. Goff, Dr. Sigler

Biology Program Faculty: Dr. Benson, Dr. Cowden, Dr. Houghton, Dr. Jablonski, Dr. Leahy

Chemistry Program Faculty: Dr. Gannicott, Dr. Reeve, Mr. Smith, Dr. Sumerlin

Claytor Nature Study Center: Dr. Corney, Director

Computer Science Program Faculty: Dr. Briggs, Dr. Lobb, Mr. Purdy, Dr. Ribler, Dr. Roussos

Engineering: Dr. Goff, Dr. Sigler

Environmental Science Program Faculty: Dr. Gannicott, Dr. Perault, Dr. Pike, Dr. Shahady

Mathematics Program Faculty: Ms. Bruno, Mr. Kapanjie, Dr. Lobb, Dr. Peterson, Ms. Smotrel

Psychology Program Faculty: Dr. Corodimas, Dr. Fugere, Dr. Looney, Dr. Southall, Dr. Werner

The School of Sciences provides curricular and cocurricular 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 a health science such as medicine, dentistry, or veterinary medicine. Through the Center for Environmental Education and activities at the Claytor Nature Study Center, students, faculty, and staff are involved in initiatives that have a positive impact on the quality of the environment of the College and the community.

APPLIED PHYSICAL SCIENCE MAJOR

The applied physical science major is designed to provide solid preparation for technical employment or for graduate study in certain interdisciplinary programs such as materials science or textile science. The major will also prepare prospective secondary teachers to teach physics and chemistry and will provide an opportunity for locally employed students to complete a four-year technical degree while working. It will not necessarily prepare students for graduate study in physics or chemistry.

The mission of the program is to provide:

1. Through support of the General Education Program, an introduction to the history, thought, and techniques which distinguish physics as a discipline central to the sciences;
2. Physics curricula which thoroughly ground students in the core competencies expected of physics graduates; and

3. Physics curricula which stress the ability to read, calculate, write, and speak effectively about specific physics topics.

Students completing the B. S. major in applied physical science will:

1. Demonstrate conceptual knowledge in the core physics and chemistry courses outlined below;
2. Demonstrate competence in the application of the methods, techniques, and equipment used in physical and chemical 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 and chemistry 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 both orally and in writing.

			Hours
CHEM	103-104	Fundamentals of Chemistry	6
CHEM	105L-106L	Fundamentals of Chemistry Lab	2
CHEM	410-411	Physical Chemistry	6
CHEM	412L	Physical Chemistry Lab	2
CHEM		Electives	6
MATH	103-104	Calculus I-II	6
MATH	211	Calculus III	3
MATH	301	Differential Equations	3
PHYS	209	Experimental Physics	2
PHYS	211	Modern Physics	3
PHYS	309	Mechanics	3
PHYS	312	Electricity	3
PHYS	333	Computational Physics	3
One of the following:			8
PHYS	141-142	College Physics	
PHYS	161-162	General Physics	
One of the following:			2
PHYS		Research Project or Laboratory-based Internship	
CHEM		Research Project or Laboratory-based Internship	
<i>Total for Major</i>			<u>58</u>

BIOLOGY MAJOR

The purpose of the biology major is to promote learning of the basics of the discipline, and, through a modern curriculum, prepare students for careers in the biological sciences. 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 biology major provides the 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 population levels of analysis. Courses are taught in various styles including lecture, small group collaboration, and hands-on approaches that often involve a range of resources, including computer software, the World Wide Web, and field experiences.

A strong emphasis is placed on developing critical thinking and sound scientific reasoning skills. As part of the student's capstone experience, he/she will work with a faculty member on an independent project, typically a collaborative research project or an internship. Student interns gain practical work-related experience through affiliations with local laboratories, hospitals, physical therapy and veterinary clinics, industries, and government agencies responsible for natural resources.

It is strongly recommended that the student select MATH 103 (Calculus I) as the General Education math requirement. Most health-related careers require additional courses as prerequisites. Each student will need to meet with his/her advisor on a regular basis to ensure that the appropriate courses are being selected.

Biology courses required:			Hours
BIOL	111-111L	Organisms, Ecology, Evolution and Lab	4
BIOL	112-112L	Cells: Genetic and Molecular Perspectives and Lab	4
BIOL	205	Plant Biology	4
BIOL	321	General Ecology	4
BIOL	323	Genetics	4
BIOL	430	Molecular Cell Biology	4
BIOL	480	Case Studies in Biology	3
BIOL	490	Biology Seminar	1
One of the following:			3
BIOL	240	Introduction to Biological Research	
BIOL	399	Internship in Biology	
BIOL	440	Individual Research	
Allied science and math courses required:			
CHEM	103-104	Fundamentals of Chemistry	6
CHEM	105L-106L	Fundamentals of Chemistry Lab	2
CHEM	251-253L	Organic Chemistry I and Lab	4
MATH	111	Introductory Statistics	3
Fourteen hours (four hours maximum ENV5) from:			14
BIOL	210	Animal Biology	
BIOL	233	Tropical Biology	
BIOL	300+	300-level biology courses not selected above	
CHEM	252-254L*	Organic Chemistry II and Lab	
CHEM	320	Introductory Biochemistry	
ENV5	300-Level Environmental Science Courses except 399 and 440		
Total hours required			60

* (CHEM 252-254L is also required for most graduate/professional-level programs.)

BIOMEDICAL SCIENCE MAJOR

Biomedical science is an interdisciplinary program that includes courses in biology, chemistry, and physics. The core courses provide a foundation in each of the sciences, allowing students to develop broad-based knowledge and skills from both 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. A broad-based technical background, such as that offered by the biomedical science major, coupled with a business minor or an M.B.A. will provide students with an attractive background for employment in the administrative division of many health-related industries. Students are required to conduct a research project as a capstone experience. Students will work closely with their academic advisors to ensure all admission prerequisites for professional school are met and courses are properly sequenced.

Admission to graduate and professional programs in the health sciences is highly competitive. In order to ensure that students are well prepared for such a career, biomedical science majors must maintain excellent academic standing. Thus, to be eligible to continue in the biomedical science major beyond the sophomore year, students must have completed 19 hours in the core (four lab science courses and MATH 103) with a 3.0 average in the core courses and a 2.75 overall QPA. Submission of a formal application for progression to the junior year of the major is also required. The application form

may be obtained from the biomedical science program coordinator. Pre-physical therapy students are strongly encouraged to choose BIOL 332, 333 as electives and to seek a minor in sports medicine.

Biomedical science courses required:			Hours
BIOL	111, 111L	Organisms, Ecology, and Evolution	4
BIOL	112, 112L	Cells: Genetics and Molecular Perspectives	4
BIOM	301	Biomedical Science Seminar	1
CHEM	103, 104	Fundamentals of Chemistry	8
CHEM	105L, 106L	Fundamentals of Chemistry Lab	
CHEM	251, 252	Organic Chemistry	
CHEM	253L, 254L	Organic Chemistry Lab	8
MATH	103	Calculus I	3
PHYS	161-162	General Physics	4
	or		
	141-142	College Physics	4
Capstone course:			
BIOM	421	Research Project	3
Sixteen hours from:			16
BIOL	323	Genetics	
BIOL	332	Vertebrate Anatomy	
BIOL	333	Vertebrate Physiology	
BIOL	345	Animal Behavior	
BIOL	356	Neurobiology	
BIOL	424	Microbiology	
BIOL	430	Molecular Cell Biology	
CHEM	320	Biochemistry	
HMSR	270	Nutrition	
MATH	222	Statistics	
PSYC	241 or 308	Developmental Psychology or Abnormal Psychology	
PHIL	317	Ethical Issues in Medicine	
BIOM	399	Internship in a Health Profession	
PSYC	315	Drugs and Behavior	
<i>Total hours required</i>			<u>55</u>

CHEMISTRY MAJOR

The chemistry program offers two emphases within the chemistry major. The technical emphasis is primarily designed for students intending to work in chemical laboratories following graduation, for students planning to teach who need an endorsement in chemistry, and for pre-professional (pre-medical, pre-dental, pre-veterinary, pre-pharmacy) students. The professional emphasis 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 in their first year.

The courses listed with a hyphen are two-semester courses; they are not counted toward the major unless both semesters are completed. Satisfactory completion of the first semester of a two-semester course is a prerequisite for admission into the second semester. Both class and lab for sequences 103 and 105L, 104 and 106L, 251 and 253L, 252 and 254L must be taken or dropped simultaneously. The only exception made is for a student who previously passed one of them and is repeating the other.

CHEMISTRY MAJOR—PROFESSIONAL EMPHASIS

CHEM	103-104	Fundamentals of Chemistry	6
CHEM	105L-106L	Fundamentals of Chemistry Lab	2
CHEM	201	Analytical Chemistry I	5
CHEM	251-252	Organic Chemistry	6
CHEM	253L-254L	Organic Chemistry Lab	2

			Hours
CHEM	360	Analytical Chemistry II	5
CHEM		Another chemistry course numbered 200 or above	3
CHEM	410-411	Physical Chemistry	6
CHEM	412L	Physical Chemistry Lab	2
CHEM	441	Chemistry Seminar	3
CHEM	442	Chemical Research	3
MATH	103-104	Calculus I-II	6
MATH	211	Calculus III	3
PHYS	161-162	General Physics	8
<i>Total Hours Required</i>			<u>60</u>

CHEMISTRY MAJOR–TECHNICAL EMPHASIS

CHEM	103-104	Fundamentals of Chemistry	6
CHEM	105L-106L	Fundamentals of Chemistry Lab	2
CHEM	201	Analytical Chemistry I	5
CHEM	251-252	Organic Chemistry	6
CHEM	253L-254L	Organic Chemistry Lab	2
CHEM	360	Analytical Chemistry II	5
CHEM		Another chemistry course numbered 200 or above	3
CHEM	441	Chemistry Seminar	3
MATH	103	Calculus I	3
PHYS	161-162	General Physics	8
<i>Total Hours Required</i>			<u>43</u>

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.

C S	141-142	Introduction to Computer Science and Structured Programming	8
C S	241-242	Data Structures and Abstraction	8
C S	271	Assembly Language and Architecture	4
C S	322	Programming Languages	3
C S	360	Operating Systems	3
MATH	231	Mathematics of Computer Science	3
C S		Courses numbered 300 and above	12
C S	451,452	Senior Project	4
<i>Total Hours Required</i>			<u>45</u>

Recommended electives:

Students interested in pursuing careers as information system managers for businesses should take C S 370, Database Management, and C S 335, Computer Networks, as well as C S electives tailored to their individual interests. A minor in business is strongly recommended. At a minimum, business courses should include ACCT 201-202, Accounting, and BUAD 260, Principles of Management.

Students considering graduate study and/or careers as system developers should also take Principles of Digital Systems, Algorithms, and other C S electives tailored to their individual interests. They are strongly encouraged to minor in mathematics. Courses in mathematics should include calculus, differential equations, linear algebra, and probability. General Physics 161-162 is also strongly recommended.

ENGINEERING PROGRAM**DUAL-DEGREE PROGRAM WITH OLD DOMINION UNIVERSITY**

Under special agreement with Old Dominion University (ODU), a student may earn a B.S. degree from Lynchburg College and a degree in engineering from ODU in a total of five years. Dual-degree candi-

dates enroll at Lynchburg College for the first three years and transfer to the School of Engineering at ODU for approximately two years.

Upon completing the prescribed courses, including General Education requirements, with an average grade of B or higher during the first three years at Lynchburg College, the student transfers to the other institution.

Upon completing specified courses and meeting total hour requirements, the student is awarded the bachelor of science degree from Lynchburg College, usually at the end of the fourth year. At the conclusion of the fifth year, or when all requirements for a degree in engineering have been fulfilled, the appropriate degree is awarded from ODU: bachelor of science in civil, electrical, or mechanical engineering.

DUAL-DEGREE PROGRAM WITH THE UNIVERSITY OF VIRGINIA

Under special arrangement with the University of Virginia (UVA), a student may also earn a B.S. degree from Lynchburg College and a master of engineering degree from the UVA in five years. Dual-degree candidates enroll at Lynchburg College for the first three years and transfer as conditionally admitted graduate students to the School of Engineering and Applied Science at UVA for the final two years.

After completing the first three years, including all General Education requirements, with an overall quality point average of 3.3 or higher, the student transfers to the UVA. Upon completion of specified courses and the total hour requirement, the student is awarded the B.S. degree from Lynchburg College, usually at the end of the fourth year. At the conclusion of the fifth year, when all requirements have been met, the student earns the master of engineering degree in either nuclear engineering or engineering physics. With some additional study, the student may earn the master of science degree in either field. See the dean of the School of Sciences for more detailed information on this program.

Prescribed courses to be taken at Lynchburg College include the following:			Hours
CHEM	103-104	Fundamentals of Chemistry	6
CHEM	105L-106L	Fundamentals of Chemistry Laboratory	2
MATH	103-104	Calculus I and II	6
MATH	211-212	Calculus III and IV	6
MATH	301	Differential Equations	3
MATH	307	Linear Algebra	3
PHYS	161-162	General Physics	8
PHYS	311-312	Modern Physics and Electricity	8
<i>Total hours required</i>			<u>42</u>

Courses in drawing, engineering graphics, and applied mechanics are recommended when available.

ENVIRONMENTAL SCIENCE MAJOR

Environmental science has emerged in recent times as an interdisciplinary field which brings together various traditional disciplines that focus on an understanding of our environment and the elements which influence it. An important distinctive feature of the major at Lynchburg College is that most of the diverse elements of the discipline are presented in an environmental context and taught within the program rather than as a collection of unrelated courses scattered throughout other programs, as is the case in many university curricula. The curriculum is designed help the student develop an awareness of the physical and biological factors at work in the environment and ways in which cultural and political forces impinge upon the quality of the environment. Additionally, the student is required to engage in a research project that integrates training into an analysis of an environmental problem.

Sites for study in Central Virginia include diverse natural resources in the area such as streams, national forests, and a lake adjacent to the campus. Students also utilize various industrial and farming enterprises and government facilities to study problems related to natural resource use and modification. Special resources include GIS and remote sensing software, a digitizer, an online weather station, and a wide variety of environmental sampling equipment. Of particular importance is the advantage that the Claytor Nature Study Center, a 470-acre tract nearby in Bedford County recently donated to the College, provides to the student in the study of environmental science. Within the property are lakes, ponds, wetlands, and many other features including more than a mile of the Big Otter River.

Recent graduates have found employment with government agencies, commercial environmental laboratories, and environmental consulting firms. Many graduates have started their own businesses, while others have continued their training in graduate school.

It is strongly recommended that MATH 103 (Calculus I) be selected for the General Education math requirement. In addition to the courses listed below, it is strongly recommended that the student choose courses in economics and political science.

Environmental science courses required:			Hours
ENVS	101-101L	Earth and Environmental Science I and Lab	4
ENVS	102-102L	Earth and Environmental Science II and Lab (BIOL 111/111L-112/112L may be substituted)	4
ENVS	380	Geographic Information Systems (GIS)	4
ENVS	490	Environmental Sciences Seminar	1
BIOL	321	General Ecology	4
CHEM	103-105L	Fundamentals of Chemistry and Lab	4
CHEM	104-106L	Fundamentals of Chemistry and Lab	4
MATH	222	Introductory Statistics	3
Four of the following:			8
ENVS	320	Conservation Biology	
ENVS	325	Landscape Ecology	
ENVS	331	Principles of Hydrology	
ENVS	338	Environmental Geology	
ENVS	340	Remote Sensing	
ENVS	345	Meteorology	
ENVS	350	Environmental Law and Policy	
ENVS	355	Environmental Impact Assessment	
ENVS	420	Topics in Environmental Science	
And one of the following:			
ENVS	240	Environmental Projects	3
ENVS	399	Internship in Environmental Science	
ENVS	440	Environmental Research	
Allied science and environmental science electives:			21
ENVS		Any additional Environmental Science Courses	
BIOL	205	Plant Biology	
BIOL	210	Animal Biology	
BIOL	305	Plant Ecology	
BIOL	313	Marine Biology	
BIOL	314	Biology of West Indian Coral Reef Organisms	
BIOL	375	Freshwater Biology	
CHEM	206	Environmental Chemistry	
CHEM	251-253L	Organic Chemistry and Lab	
PHYS	161	General Physics	
<i>Total Hours Required</i>			<u>60</u>

MATHEMATICS MAJOR

The program seeks to adhere to the College mission by maintaining a strong commitment to the importance of the liberal arts. Mathematics has always played an important role in the study of the liberal arts. In fact, four of the seven original liberal arts (arithmetic, geometry, astronomy, and logic) were mathematical in nature. 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 degree);

- Those who intend to apply mathematics in other disciplines such as the physical sciences, the life sciences, or business and industry;
- Prospective teachers of mathematics at the elementary or secondary school levels;
- Those who seek fulfillment of a degree requirement;
- Those who seek fulfillment of a teaching certificate requirement; and
- Those who enjoy the stimulation and satisfaction derived from the study of mathematics.

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

A mathematics major requires:			Hours
C S	131	Fundamentals of Programming in Basic	3
MATH	103-104	Calculus I and II	6
MATH	211	Calculus III	3
MATH	301	Differential Equations	3
MATH	307	Linear Algebra	3
MATH	405	Abstract Algebra	3
MATH	407	Advanced Calculus	3
MATH	451	Senior Project Course	3
MATH		Other courses numbered 300 or above	9
<i>Total Hours Required</i>			<u>36</u>

PSYCHOLOGY MAJOR

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

- To provide the student with a well-rounded foundation based upon a theoretical and conceptual understanding of psychology as a science;
- To introduce the student to the various research methodologies and techniques used within the discipline to gain an understanding of behavior;
- To prepare the student for further graduate study in psychology and related disciplines; and
- To prepare the student for careers in psychology and related areas.

To meet these educational goals the major must include the following:

PSYC	103-104	General Psychology	6
PSYC	105L-106L	General Psychology Lab	2
PSYC	274	Statistics for Psychologists	4
PSYC	275	Research Methodology	4

One of the following: 4

PSYC	311	Sensory Processes and Perception	
PSYC	355	Physiological Psychology	

One of the following: 4

PSYC	305	Human Memory and Information Processing	
PSYC	312	Learning and Motivation	

Two of the following: 6

PSYC	308	Abnormal Behavior	
PSYC	212	Behavior Modification	
PSYC	392	Tests and Measurements	

Two of the following: 6

PSYC	302	Social Psychology	
PSYC	306	Theories and Personality	
PSYC	401	History and Systems	

Total Hours Required 36

Students are encouraged to select other electives available in the program to best meet individual goals. Students wishing to pursue doctoral studies in psychology are encouraged to consider one or more of the following: (1) PSYC 399 Internship, (2) PSYC 370 Independent Study, or (3) Honors in Psychology.

BIOLOGY MINOR

A minor in biology requires:			Hours
BIOL	111-111L	Organisms, Ecology, Evolution and Lab	4
BIOL	112-112L	Cells: Genetic and Molecular Perspectives and Lab	4
Ten hours chosen from:			10
BIOL	courses excluding BIOL 240, 399, 440, 480, 490		18

The student must work closely with an advisor in the program to select courses appropriate for his/her goals and interests.

CHEMISTRY MINOR

A minor in chemistry requires at least 18 hours from the following:

CHEM	103-104	Fundamentals of Chemistry
CHEM	105L-106L	Fundamentals of Chemistry Laboratory
CHEM	201	Analytical Chemistry I
CHEM	206	Environmental Chemistry
CHEM	251-252	Organic Chemistry
CHEM	253L-254L	Organic Chemistry Laboratory
CHEM	310	Special Topics in Chemistry
CHEM	320	Biochemistry
CHEM	352	Organic Spectroscopy
CHEM	360	Analytical Chemistry II
CHEM	410-411	Physical Chemistry
CHEM	412L	Physical Chemistry Laboratory

COMPUTER SCIENCE MINOR

C S	141-142	Introduction to Computer Science and Structured Programming	8
C S	200 and above (excluding C S 399)		<u>9</u>
	<i>Total Hours Required</i>		17

COMPUTER SCIENCE APPLICATIONS MINOR

C S	131	Fundamentals of Programming in Basic	3
C S	220	Business Computer Programming and File Systems	4
C S	200 and above (excluding C S 399)		<u>10</u>
	<i>Total Hours Required</i>		17

ENVIRONMENTAL SCIENCE MINOR

A minor in environmental science requires:

ENVS	101-101L	Earth and Environmental Science I and Lab	4
ENVS	102-102L	Earth and Environmental Science II and Lab	4
Ten hours chosen from:			10
ENVS	courses excluding ENVS 240, 399, 440, 490		18

The student must work closely with an advisor in the program to select courses appropriate for his/her goals and interests.

MATHEMATICS MINOR

The minor in mathematics requires:

			Hours
MATH	103-104	Calculus I and II	6
MATH	211	Calculus III	3
MATH	307	Linear Algebra	3
MATH		Other courses numbered 300 or above	<u>6</u>
		<i>Total Hours Required</i>	18

PSYCHOLOGY MINOR

The minor in psychology requires:

PSYC	103-104	General Psychology	6
PSYC	105L-106L	General Psychology Laboratory	2
PSYC	275-275L	Research Methodology and Lab	4
PSYC		Other Courses Numbered 200 and above	<u>6</u>
		<i>Total Hours Required</i>	18

The prerequisite for PSYC 275 does not count in the minor total. The prerequisite for PSYC 275 is PSYC 274, MATH 222, SOCI 370, or BUAD 241.

COURSE DESCRIPTIONS**Designation of Courses**

- 100-199 Introductory level: primarily for freshmen
- 200-299 Intermediate level: in some cases presupposes introductory
- 200-300 course work, related experience, or intellectual maturity; primarily for freshmen and sophomores
- 300-499 Advanced level: usually presupposes previous work and involves specialized study of a subject; primarily for juniors and seniors

In course descriptions, credit in semester hours is indicated by a number in parentheses.

ACCOUNTING COURSES (ACCT)

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.* 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 301-302 **INTERMEDIATE ACCOUNTING (3, 3)** *Prerequisite: ACCT 201-202.* This sequence is an advanced treatment of theory and techniques related to asset, liability, and capital accounts; statement of cash flows; financial statement analysis; and special accounting problems.

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 **COST ACCOUNTING (3)** *Prerequisite: ACCT 201-202.* 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 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: FIN 317.* This course addresses many accounting tools including cost behavior, budgeting, and performance reporting used by managers to assist them in operating business decisions.

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 405 **ACCOUNTING THEORY (3)** *Prerequisites: ACCT 301-302.* This course critically examines and evaluates accounting concepts and professional standards through examination of contemporary accounting literature.

ACCT 318 **CORPORATIONS, PARTNERSHIPS, ESTATES, TRUSTS AND GIFT TAXATION (3)** *Prerequisite: ACCT 311.* This course is a study of federal income tax as it applies to partnerships, corporations, estates, trusts, and gifts, and an introduction to tax research techniques.

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

ACCT 422 **AUDITING II (3)** *Prerequisite: ACCT 421.* This expanded study of auditing theory and generally accepted auditing standards emphasizes developing audit judgement. An audit case is included.

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 will experience the visual arts through hands-on learning, slide lectures, and small group activities.

ART 131, 132 **SURVEY OF ART HISTORY I, II (3, 3)** These courses survey 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.

ART 151-152 **DESIGN FUNDAMENTALS I, II (3, 3)** Enrollment preference given to art majors. Prerequisite: Successful completion of ART 151 before admission to ART 152 or consent of instructor. This sequence analyzes the relationship of visual components to organizational components and their use as agencies of expression in works of art through slide-illustrated lectures, discussions, critiques, studio assignments in two and three dimensions, and a field trip.

ART 154 **GRAPHICS I (3)** *Prerequisites: ART 151-152 or consent of instructor.* This course provides lectures, discussions, studio experiences in the fundamentals of graphic design, typography, principles of layout design, production, and media-related art.

ART 254 **GRAPHICS II (3)** *Prerequisite: ART 151, 154, 195, or consent of instructor.* This course focuses on the continuation of aesthetic principles and techniques in graphic design, the role of the designer and art director in working with contemporary technologies in image making, print processes, and typography. The course includes lectures and evaluations of contemporary graphic designs along with projects in art production.

ART 118-218 **CERAMICS I, II (3, 3)** *Prerequisite: Successful completion of ART 118 or consent of instructor before admission to ART 218.* These general survey courses of pottery making include 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.

ART 122-222 **SCULPTURE I, II (3, 3)** *Prerequisite: ART 122 for ART 222 or consent of instructor.* Studio assignments in these courses focus on the major sculptural processes: carving, casting, and modeling. Projects center around student design objectives. The course provides lectures, demonstrations, critiques, discussions of sculptors, periods, styles, and a field trip. Second semester work involves further study of media, technique, and related overviews.

ART 119 **PRINTMAKING I (3)** This introduction to fundamentals of relief processes includes woodcut, wood engraving, lino cut, collograph, and embossing. The course features lectures, demonstrations, and studio experience.

ART 219 **PRINTMAKING II (3)** *Prerequisite: ART 119.* This course introduces the fundamentals of intaglio printmaking, with processes to include etching, drypoint, aquatint, and embossing. Lectures, demonstrations, and studio experience provide learning experiences.

ART 156-256 **DRAWING I, II (3, 3)** *Prerequisite: ART 156 for ART 256 or consent of instructor.* These courses focus on experience in various techniques and materials of drawing including pencil, charcoal, ink, and wash as applied to landscape, still-life, figure drawing, and perspective. During the second semester, emphasis is placed on expressive and interpretive qualities of drawing as well as formal relationships in drawing composition. Learning involves demonstrations, critiques, and discussions of artists, periods, and styles.

ART 257 **FIGURE DRAWING (3)** *Prerequisite: ART 156, ART 256, or consent of instructor.* 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.

ART 162-262 **PAINTING I, II (3, 3)** *Prerequisite: ART 162 for ART 262 or consent of instructor.* These courses offer painting in various media and techniques with emphasis on oil and acrylics and an introduction to the expressive qualities of color and form in painting. During second semester, emphasis is placed on expressive concepts in painting, space, and form organization. Learning involves lectures, demonstrations, critiques, and discussions of artists, periods, and styles.

ART 166 **PHOTOGRAPHY I (3)** Assignments and studio practice are designed to give the student a knowledge of basic photography: cameras, film, composition, lighting, dark-room practice, etc. Emphasis is on black and white photography. Students are required to furnish camera, film, and printing paper. Lectures, demonstrations, critiques, and discussions of artists, periods, and styles provide learning experiences.

ART 266 **PHOTOGRAPHY II (3)** *Prerequisite: ART 166, equivalent experience as determined by instructor through a preregistration conference and portfolio review, or consent of instructor.* Lectures, demonstrations, working assignments and laboratory practice are designed to give the student a knowledge of advanced photographic techniques: composition and design, existing light photography, special effects, action and candid photography. Emphasis is on advanced black and white work. Student is required to furnish camera, film, and printing paper. Enrollment preference given to art majors.

ART 267 **PHOTOJOURNALISM (3)** *Prerequisite: ART 166 or consent of instructor.* 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.

ART 291 **COMPUTER ILLUSTRATION (3)** *Prerequisite: ART 156 or consent of instructor.* This course focuses on the theory and practice of freehand and computer-assisted illustration.

ART 195 **DESKTOP PUBLISHING (3)** This course focuses on the theory and practice of using computer-driven desktop software programs in the creation of media-related layouts.

ART 395 ELECTRONIC IMAGING (3) *Prerequisites: ART 154, 254, 291, 195, or consent of instructor.* This course focuses on the theory and practice of creating and manipulating photographically generated images, utilizing electronic imaging software as it relates to desktop publishing applications. Computer literacy required.

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.

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 of the fifteenth and sixteenth centuries.

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).

ART 337 HISTORY OF WESTERN ARCHITECTURE I (3) This course explores the development of architecture in Western European culture from the Paleolithic Era to the end of the Middle Ages.

ART 338 HISTORY OF WESTERN ARCHITECTURE II (3) This course examines the changes in Western architecture during the Renaissance and follows the development of these ideas and the ultimate rejection of them in the twentieth century.

ART 340 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.

ART 345 AMERICAN ART TO 1913 (3) This course follows the development of the arts in the United States from the Jamestown colony to the Armory Show of 1913. Particular attention is devoted to the interrelationship of the arts and American literature and history.

ART 400 GRAPHIC DESIGN SEMINAR (3) *Prerequisites: ART 154, 195, 254, 395, or consent of instructor.* This course is designed as a capstone experience for seniors in the graphic design emphasis. Graphic Design Seminar focuses on student portfolio building, refinement, and documentation; professional graphic design business procedures and etiquette; and self-promotional strategies. Discussion, demonstration, studio experience, and field trips provide learning experiences.

ADVANCED STUDY

The courses listed below are offered to advanced students who have completed two semesters of prerequisites in each area and are qualified for advanced study under faculty supervision.

ART	319	ADVANCED PRINTMAKING (3) <i>Prerequisite: ART 219</i>
ART	419	ADVANCED PRINTMAKING (3) <i>Prerequisite: ART 319</i>
ART	456	ADVANCED DRAWING (3) <i>Prerequisite: ART 255, ART 356</i>
ART	356	ADVANCED DRAWING (3) <i>Prerequisite: ART 256</i>
ART	357	ADVANCED FIGURE DRAWING (3) <i>Prerequisite: ART 257</i>
ART	462	ADVANCED PAINTING (3) <i>Prerequisite: ART 261, ART 362</i>
ART	362	ADVANCED PAINTING (3) <i>Prerequisite: ART 262</i>
ART	466	ADVANCED PHOTOGRAPHY (3) <i>Prerequisite: ART 366</i>
ART	366	ADVANCED PHOTOGRAPHY (3) <i>Prerequisite: ART 266</i>

ART 399 INTERNSHIP IN ART (1-6) *Prerequisite: Juniors or seniors with a 2.25 minimum QPA; approval of written proposal by internship coordinator, supervising faculty, and School Dean 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 STUDIO ART SEMINAR (3) *Prerequisite: Faculty approval and a faculty advisor/sponsor.* For junior and senior art majors with fifteen hours completed in major. This course is intended for art majors to facilitate their transition from the undergraduate to the graduate level art program or to the world of work in the arts that exists outside academia. The course will review portfolio issues associated with format, development, and applications; presentation considerations involving exhibitions, competitions, and installations; professional issues associated with employment in public and private education, the design fields and business; the related topics of marketing, ethics, resumes, graduate schools, and the like.

ART 405 ART STUDIO WORKSHOP (1-3) *Prerequisite: 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 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 SPECIAL PROBLEMS (1-3) Students with special interest in art who have reason to undertake studies not included in regular courses may undertake special problems in art with the consent of the instructor involved. The work is planned and implemented on an individual basis under faculty supervision to include research, special projects, and conferences.

ART 491 SPECIAL PROBLEMS IN ART HISTORY (3) *Prerequisite: Permission of the instructor.* This individualized study program is open to students with eighteen hours of art history. It permits the student to explore a specific topic in greater depth and detail.

ATHLETIC TRAINING COURSES (A T)

A T 200 FIELD EXPERIENCE I (1) *Prerequisites: HMSR 100 or permission of instructor.* This course is designed to enable students to become familiar with a variety of health care professionals with whom athletic trainers interact. This experience will help students understand each professional's role in caring for injured athletes and physically active individuals.

A T 240 CLINICAL EDUCATION I (2) *Prerequisites: HMSR 100 and permission of instructor.* Students will work with the Lynchburg College athletic training staff in a traditional athletic training setting. Students will complete 250 hours of experience through three rotations. The purpose of the rotations is to give students an opportunity to work with both male and female athletes and to become proficient in athletic training skills.

A T 325 ASSESSMENT TECHNIQUES OF LOWER BODY INJURIES (3) *Corequisites or Prerequisites: BIOL 214, BIOL 215.* Students will learn appropriate injury assessment techniques for the lower extremity. The anatomy of the lower extremities will be reviewed, mechanisms of injury analyzed, basic concepts in assessment will be discussed, and skills necessary to accurately evaluate musculoskeletal injuries of the lower extremities will be practiced. Documentation in athletic training will be discussed and practiced.

A T 326 ASSESSMENT TECHNIQUES FOR UPPER BODY INJURIES (3) *Prerequisites: A T 325 or permission of the instructor.* Students will learn appropriate injury assessment techniques for the upper extremity. The anatomy of the upper extremities will be

reviewed, mechanisms of injury analyzed, basic concepts in assessment will be discussed, and skills necessary to accurately evaluate musculoskeletal injuries of the upper extremities will be practiced. Documentation in athletic training will be discussed and practiced.

A T 327 ASSESSMENT TECHNIQUES OF GENERAL MEDICAL CONDITIONS (3) *Prerequisites: BIOL 214, BIOL 215.* This course is designed to provide students with the knowledge and skill necessary to recognize and treat a variety of non-orthopedic injuries/illness which may effect physically active people. Athletic training students will learn basic recognition of these pathologies to ensure prompt, appropriate referral of such conditions.

A T 340 CLINICAL EDUCATION II (2) *Prerequisites: A T 240.* Students will work with the Lynchburg College athletic training staff in a traditional athletic training setting and complete 250 hours of experience through two rotations. The purpose of the rotations is to give students an opportunity to work with athletic teams considered at high and low risk for developing injuries. Students are also given an opportunity to become proficient in athletic training skills.

A T 342 CLINICAL EDUCATION III (2) *Prerequisites: A T 340.* Students will work with the Lynchburg College athletic training staff in a traditional athletic training setting and complete 250 hours of experience through two rotations. The purpose of the rotations is to give students an opportunity to work with athletes who usually incur upper extremity and lower extremity injuries. This course provides the students with the opportunity to become proficient in athletic training skills.

A T 350 THERAPEUTIC EXERCISE FOR ATHLETIC INJURIES (3) *Prerequisites: BIOL 214, BIOL 215, HMSR 100.* Therapeutic exercise and how it effects tissue healing and its role in the treatment of athletic injuries will be examined. Basic components, design, and implementation of rehabilitation programs will be discussed and practiced.

A T 351 THERAPEUTIC MODALITIES FOR ATHLETIC INJURIES (3) *Prerequisites: BIOL 214, BIOL 215, HMSR 100.* This course provides advanced study of the use of therapeutic modalities in the field of athletic training. The indications, contraindications, and effects of physical agents such as ice, heat, electrical stimulation, and ultrasound will be studied. Students will have an opportunity to practice skills necessary to use modalities effectively.

A T 400 FIELD EXPERIENCE II (1) *Prerequisites: A T 200, A T 240.* Students will work off campus in a traditional or nontraditional athletic training setting. Students will complete 250 hours of experience through one to two rotations. The purpose of this course is to give students an opportunity to experience athletic training in an environment other than Lynchburg College. This helps to prepare students for the infinite variety of situations they will face as certified athletic trainers. This course also gives them an opportunity to explore a work environment other than the collegiate athletic training setting. Students have the opportunity to improve their athletic training skills without having assigned proficiencies.

A T 425 ADMINISTRATION OF ATHLETIC TRAINING PROGRAMS (3) *Prerequisites: A T 342 or permission of instructor.* This course is designed to cover a wide range of athletic training administrative topics. At the conclusion of the course students should be familiar with the multitude of issues which face the athletic trainer who administers an athletic training program. The student should have a plan for addressing administrative issues.

A T 440 CLINICAL EDUCATION IV(2) *Prerequisites: A T 342.* Students will work in a traditional athletic training setting and complete 250 hours of experience through a single rotation. The purpose of this course is to give students an opportunity to assume the responsibility of serving as "head" student athletic trainer. This helps to prepare them for the advanced responsibilities they will assume as a graduate assistant or an employed certified athletic trainer. This course also allows students an opportunity to become proficient in athletic training skills.

A T 450 CURRENT ISSUES AND RESEARCH IN ATHLETIC TRAINING (3) *Prerequisites: A T 342 or permission of instructor.* This capstone course is designed to familiarize students with current issues in athletic training and to acquaint them with athletic training research. Students will be expected to integrate knowledge obtained from prior courses to discuss and write on many issues and research topics in athletic training.

BIOLOGY COURSES (BIOL)

BIOL 111 ORGANISMS, ECOLOGY, AND EVOLUTION (3) *Corequisite: BIOL 111L.* Three hours lecture. The emphasis of this course is on the fundamentals of the relationships among organisms and their environment.

BIOL 111L ORGANISMS, ECOLOGY, AND EVOLUTION LABORATORY (1) *Corequisite: BIOL 111.* Three hours laboratory to accompany BIOL 111.

BIOL 112 CELLS: GENETIC AND MOLECULAR PERSPECTIVES (3) *Corequisite: BIOL 112L.* Three hours lecture. 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.

BIOL 112L CELLS: GENETIC AND MOLECULAR PERSPECTIVES (1) *Corequisite: BIOL 112.* Three hours laboratory to accompany BIOL 112.

BIOL 205 PLANT BIOLOGY (4) *Prerequisite: BIOL 111/111L-112/112L.* Three hours lecture and three hours laboratory. This is a study of the morphology, anatomy, life histories, function, evolutionary relationships, ecological, and economic aspects of selected plant groups including algae, mosses, ferns and fern allies, gymnosperms, and flowering plants.

BIOL 210 ANIMAL BIOLOGY (4) *Prerequisite: BIOL 111/111L-112/112L.* Three hours lecture and three hours laboratory. This course examines the major groups of protists and animals regarding their structure, function, adaptation, ecology, and the evolutionary relationships among the groups.

BIOL 214 HUMAN ANATOMY (3) Three hours lecture. This course is a study of the structures of the body with emphasis on the organ systems involved in movement. Introductory material focuses on terminology, examining the hierarchical organization of the body and study of the four major tissues of the body. Subsequently, the interrelationships among the bones, joints, muscles, nerves, and blood supply of each body region are examined using a regional approach. This course is designed to meet the outcomes expected for pursuing upper-level courses in the HMSR majors.

BIOL 214L HUMAN ANATOMY LABORATORY (1) *Prerequisite or corequisite: BIOL 214.* Three hours laboratory. The primary goal of the laboratory course is to provide a hands-on opportunity for students to apply the terminology and concepts covered during lecture. Accordingly, physical models, dissection, computer software, and Internet resources are used as part of a problem-solving pedagogy in which collaborative learning is emphasized.

BIOL 215 HUMAN PHYSIOLOGY (3) Three hours lecture. This course is a study of the function, integration, and interaction of various organ systems in the body. Introductory material focuses on an overview of organ systems, the concepts of homeostasis and negative feedback, and fundamental chemical, physical, and cellular concepts. Subsequently, the physiology of the systems involved in movement and exercise, particularly the nervous, endocrine, muscular, cardiovascular, pulmonary, digestive, and urinary systems are emphasized. This course is designed to meet the outcomes expected for pursuing upper-level HMSR major courses.

BIOL 215L **HUMAN PHYSIOLOGY LABORATORY (1)** *Prerequisite or corequisite: BIOL 215.* Three hours laboratory. The primary goal of the laboratory course is to provide a hands-on opportunity for students to apply the principles and concepts covered during lecture. Accordingly, physiological experiments, physical models, computer software, and Internet resources are used as part of inquiry-based, problem-solving pedagogies in which collaborative learning is emphasized.

BIOL 222 **HUMAN ANATOMY AND PHYSIOLOGY I (3)** Three hours lecture. 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

BIOL 222L **HUMAN ANATOMY AND PHYSIOLOGY LABORATORY I (1)** *Prerequisite or corequisite: BIOL 222.* Three-hour laboratory to accompany BIOL 222.

BIOL 223 **HUMAN ANATOMY AND PHYSIOLOGY II (3)** *Prerequisite: BIOL 222.* Three hours lecture. 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

BIOL 223L **HUMAN ANATOMY AND PHYSIOLOGY LABORATORY II (1)** *Prerequisite or corequisite: BIOL 223.* Three-hour laboratory to accompany BIOL 223.

BIOL 233 **TROPICAL BIOLOGY (1-3)** *Prerequisites: BIOL 111/111L, 112/112L, ENVS 101/101L-102/102L 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 240 **INTRODUCTION TO BIOLOGICAL RESEARCH (1-3)** *Prerequisite: BIOL 111/111L-112/112L and approval of the sponsoring instructor.* This course provides an independent opportunity to conduct literary research on a biological topic of interest. Credit is dependent upon the scope of the work but may not exceed three credit hours.

BIOL 305 **PLANT ECOLOGY (4)** *Prerequisite: BIOL 205/205L.* Three hours lecture and three hours laboratory. This course focuses on ecological constraints 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 small additional fee will be incurred for two field trips.

BIOL 313 **MARINE BIOLOGY (4)** *Prerequisite: BIOL 111/111L-112/112L, ENVS 101/ 101L-102/102L.* Three hours lecture and three hours laboratory. This introduction to the marine environment emphasizes the occurrence and distribution of marine organisms. Oceanographic principles are discussed, and special consideration is given to the biology of common plants inhabiting beaches, estuaries, and near-ocean waters in Atlantic, Caribbean, and Bahamian biota. The laboratory is conducted at a selected site on the ocean and in the estuary. A small additional cost will be incurred for a field trip.

BIOL 314 **BIOLOGY OF WEST INDIAN CORAL REEF ORGANISMS (3) (Winter Term)** *Prerequisite: BIOL 111 / 111L or ENVS 101 / 101L or consent of instructor.* 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 321 **GENERAL ECOLOGY (4)** *Prerequisite: Junior standing or higher.* 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.

BIOL 323 **GENETICS (4)** *Prerequisite: Junior standing or higher.* 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, gene expression, mutation, gene regulation, recombinant DNA technology and the molecular basis of disease. Lab exercises utilize bacteria, plants, and animals as model systems.

BIOL 332 **VERTEBRATE ANATOMY (4)** *Prerequisite: BIOL 111/111L-112/112L.* 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.

BIOL 333 **VERTEBRATE PHYSIOLOGY (4)** *Prerequisite: BIOL 111/111L-112/112L, CHEM 103-104, CHEM 105L-106L.* 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.

BIOL 345 **ANIMAL BEHAVIOR (4)** *Prerequisite: Junior standing or permission of the instructor.* 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.

BIOL 356 **NEUROBIOLOGY (4)** *Prerequisite: BIOL 111/111L-112/112L.* Three hours lecture and three hours laboratory. This course serves primarily as a companion course to Physiological Psychology (PSYC 355) but can also serve as a "stand-alone" course for anyone interested in the biology of the human nervous system. Introductory material focuses on an overview of the organization of the nervous system and on cellular aspects of neural function. Subsequent emphasis is on reflexes, sensory function, motor function, and sensorimotor integration.

BIOL 375 **FRESHWATER BIOLOGY (4)** *Prerequisite: BIOL 111/111L-112/112L.* Three hours lecture and three hours laboratory. This course focuses on the interactions among living components of the freshwater habitat and the effects of physical and chemical properties on the living inhabitants of this environment.

BIOL 399 **INTERNSHIP IN BIOLOGY (1-6)** *Prerequisite: Juniors or seniors with a 2.25 minimum QPA; approval of written proposal by internship coordinator, supervising faculty, and School dean 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 424 **MICROBIOLOGY (4)** *Prerequisite: Junior standing or higher.* Three hours lecture and three hours laboratory. This course focuses on morphology, taxonomy, physiology, and ecology of bacteria and viruses and the theory and techniques of gene transfer. Immunology includes the mechanisms of pathogenicity, host defense, and humoral and cellular responses. The laboratory includes techniques for the culturing, isolation, and identification of microorganisms.

BIOL 430 **MOLECULAR CELL BIOLOGY (4)** *Prerequisite: BIOL 111/111L-112/112L; CHEM 103-104, CHEM 105L-106L, 251-253L.* 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 which cause DNA mutations.

BIOL 440 **INDIVIDUAL RESEARCH (3-6)** *Prerequisite: Approval of the sponsoring instructor.* This independent opportunity to conduct a field or laboratory project culminates in a research paper and presentation. Credit is dependent upon the nature of the work but may not exceed three credit hours per semester.

BIOL 480 **CASE STUDIES IN BIOLOGY (3)** *Prerequisite: Senior standing.* Three hours lecture. This course is intended as a capstone course and designed to allow students to study specific topics in biology in depth. It utilizes case studies in biology and draws upon previous course work in the biology major. Emphasis is placed on critical thinking and problem solving skills.

BIOL 490 **BIOLOGY SEMINAR (1)** *Prerequisite: Senior standing.* One hour lecture. This seminar is intended as a capstone course and provides an opportunity for students to study a range of biological questions presented by outside speakers. Additionally, students' communication skills are assessed through oral presentations on internships or individual research projects, as well as other topics.

BIOMEDICAL SCIENCE COURSES (BIOM)

BIOM 301 **BIOMEDICAL SCIENCE SEMINAR (1)** *Prerequisite: Junior or senior standing or consent of instructor.* 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 QPAs and MCAT scores for last year's entering class, demonstrations of interesting web sites, 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.

BIOM 399 **INTERNSHIP IN A HEALTH PROFESSION (1-6)** *Prerequisite: Juniors or seniors with a 2.25 minimum QPA; approval of written proposal by internship coordinator, supervising faculty, and School dean prior to registration.* This internship provides practical experience in the health professions under supervision of a qualified professional. A final written report is required of the student intern. (See "Internships.")

BIOM 421 **RESEARCH PROJECT (3)** *Prerequisites: Senior standing; consent of faculty mentor and biomedical science program chair.* This course is a laboratory or field based research project under the supervision of an appropriate faculty mentor. Students choose a research problem based on their own interest and collaboration with a faculty mentor. A written proposal and final report are required. Students present their work as directed by the faculty mentor.

BUSINESS ADMINISTRATION COURSES (BUAD)

BUAD 100 **PERSPECTIVES ON BUSINESS (3)** This Lynchburg College Symposium Readings (LCSR) course presents the 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 102 CAREER PLANNING/DEVELOPMENT FOR BUSINESS

(1) This introductory course is designed to assist students in the selection of a business career and to provide ways in which they can plan and develop a successful career, thereby integrating the advising system and the career development program. The course explores careers in management, accounting, marketing, finance, economics, and international business.

BUAD 210 BUSINESS, GOVERNMENT, AND SOCIETY (3) This interdisciplinary course is designed to survey the changing economic, social, and political environment while emphasizing the need for managers to adapt constantly to new realities.

BUAD 241 BUSINESS STATISTICS (3) *Prerequisite: General Education MATH. (Strongly recommended: MATH 103).* 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: School of Business and Economics majors will not meet the statistics requirement by substituting MATH 222 for BUAD 241.

BUAD 244 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.

BUAD 301 INTEGRATED BUSINESS PRINCIPLES I (6) *Prerequisites: ACCT 201, ACCT 202, ECON 201-202, BUAD 100, and BUAD 241.* In addition, students must have a grade of C- or better in ACCT 201-202, ECON 201-202, BUAD 241, and General Education math. This course is the equivalent of Principles of Management and Organizational Behavior, Principles of Marketing, Operations Management, and Legal Environment of Business. Using an integrated approach to the discipline of business, this Lynchburg College Symposium Readings (LCSR) course emphasizes marketing, organizational behavior, business law, and operations management. Additional topics include international business/trade, workplace diversity, business communications, business ethics, the ever-changing work environment, and technology. The use of technology continues to increase the student's computer skills, including demonstration of an understanding of computer systems and jargon. A significant component of the course revolves around a yearlong, team-based entrepreneurial project which includes building an innovative business plan to be presented formally to the class.

BUAD 302 INTEGRATED BUSINESS PRINCIPLES II (6) *Prerequisite: BUAD 301 and FIN 317.* This Lynchburg College Symposium Readings (LCSR) course is a continuation of BUAD 301. BUAD 301 and 302 are designed to be taken in two consecutive semesters. Emphasis is on integrated business principles, basic core competencies, and a team project.

BUAD 310 MANAGEMENT INFORMATION SYSTEMS (3) *Prerequisite: BUAD 301 or MGMT 260 or equivalent.* 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.

BUAD 322 LEGAL ENVIRONMENT OF BUSINESS (3) This course examines legal principles, the role of law in society, and the legal environment in which business operates. (For non-accounting majors.)

BUAD 344 BUSINESS INFORMATION SYSTEMS (3) This course examines management aspects of data processing, including an introduction to types of hardware and their operation, systems design and analysis, and problems associated with planning for and introducing a computer into the organization.

BUAD 352 PRINCIPLES OF INTERNATIONAL BUSINESS (3) *Prerequisites: ACCT 201, ECON 201, ECON 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 INTERNATIONAL STUDY TOURS FOR BUSINESS (3)

Prerequisites: Permission of instructor. This course is a study course experience, normally lasting one week, which will take students outside the United States. The fundamental purpose of the course is to deepen students' understanding of other cultures as they learn how the requirements for operating a successful enterprise differ from those in the U.S. This is accomplished through a series of papers completed both prior to and following the study tour experience.

BUAD 399 INTERNSHIP IN BUSINESS (1-6) *Prerequisite:* Juniors or seniors with a 2.25 minimum QPA; approval of written proposal by internship coordinator, supervising faculty, and School dean 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 406 INTRODUCTION TO ENTREPRENEURSHIP (3) *Prerequisites:* ACCT 201-202 or equivalent or permission of instructor. This course emphasizes aggressive strategic planning of entrepreneurial projects. The course integrates professional management and entrepreneurial values, concepts, and tools. Students will be coached through development of strategic plans for their projects.

BUAD 430 PRACTICUM IN BUSINESS (3) *Prerequisite:* Senior standing in a School 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 449 INDEPENDENT STUDY IN BUSINESS (1-6) *Prerequisite:* Senior standing with a minimum QPA of 2.5 in a business major plus approval by the student's academic advisor and dean of the School of Business and Economics. This study is planned on an individual basis with the professor to include research, special activities, and conferences to permit in-depth study in an academic area in which the student has had prior experience or study, or in an area in which the College does not offer specific course work. A student may accumulate no more than six credit hours for BUAD 449.

BUAD 451 GLOBAL POLICY AND STRATEGY (3) *Prerequisites:* BUAD 302 or the equivalent, FIN 317. This integrative capstone experience for all business majors is a semester-long case method course that requires students to develop decision-making and written and oral communication skills for a structured variety of global business problems. Students also enhance their skills in strategy and policy development and implementation. Cases include international business problems.

BUAD 465 SENIOR SEMINAR: LEADERSHIP AND THE CLASSICS (3) *Prerequisite:* Senior standing. This Lynchburg College Symposium Readings (LCSR) 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.

CHEMISTRY COURSES (CHEM)

CHEM 103-104 FUNDAMENTALS OF CHEMISTRY (3, 3) Each semester: Three hours lecture. *Corequisite:* MATH 102 or 103 or equivalent or consent of the instructor; CHEM 105L-106L. This course covers fundamental principles and concepts necessary for a successful understanding of major aspects of chemistry. Major topics include atomic structure, periodicity, bonding, thermodynamics, kinetics, equilibrium, acid/base chemistry, and electrochemistry.

CHEM 105L-106L FUNDAMENTALS OF CHEMISTRY LABORATORY (1, 1) *Corequisite: MATH 102 or 103 or equivalent or consent of the instructor; CHEM 103-104.* Three-hour laboratory to accompany CHEM 103-104.

CHEM 127 THE CHEMISTRY OF LIFE (4) Three hours lecture, three hours laboratory. This is an introductory course in general, organic, and biological chemistry recommended for, but not restricted to, those who are preparing for health-related careers. Major concepts include atomic structure, chemical bonding, acid/base chemistry, carbon-containing compounds, and biomolecules (carbohydrates, proteins, and lipids). The laboratory is designed to investigate the role chemistry plays in biological life processes.

CHEM 200 INDEPENDENT STUDY (1-3) *Prerequisite: Consent of instructor.* This course provides an opportunity for independent research by a student under the supervision of a faculty member. A written report is required at the end of each semester of work. The course may be repeated and there is a maximum of three hours credit per semester.

CHEM 201 ANALYTICAL CHEMISTRY I (5) *Prerequisites: CHEM 104 and 106L.* Two hours lecture and six 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.

CHEM 206 ENVIRONMENTAL CHEMISTRY (3) *Prerequisite: CHEM 104 and 106L.* Two hours lecture and three hours laboratory. Emphasis is placed on the analysis of environmental samples, including both wet chemical and instrumental methods. Principles of tropospheric, aquatic, and soil chemistry are developed in this course. The sources, fate, and transport of inorganics, organics, and metals in the environment are investigated. The laboratory work is designed to complement this study.

CHEM 251-252 ORGANIC CHEMISTRY (3, 3) *Prerequisites: CHEM 104 and 106; Corequisite: CHEM 253-254 must accompany the lecture.* Three hours lecture. The fundamentals of organic chemistry are presented with emphasis on the reaction mechanism and functional group reactivity. Biological examples are used to illustrate important concepts. In-class group problem solving is a key component of this course.

CHEM 253L-254L ORGANIC CHEMISTRY LABORATORY (1, 1) *Prerequisites: CHEM 104 and 106; Corequisite: CHEM 251-252 must accompany the laboratory.* Three hours laboratory. This course is an introduction to the laboratory techniques used to synthesize, purify, and analyze organic compounds. Spectroscopic and instrumental methods of analysis are emphasized. Multi-step synthesis is explored in the second semester.

CHEM 310 TOPICS IN CHEMISTRY (3) *Prerequisite: Consent of instructor.* Three hours lecture. This course offers an opportunity to pursue a program-approved topic in an area of chemistry outside the scope of regular course offerings.

CHEM 320 INTRODUCTORY BIOCHEMISTRY (4) *Prerequisites: CHEM 251-252 and 253L-254L.* Three hours lecture and three hours laboratory. This course is a study of the structure and function of biological macromolecules and the relation of chemistry to metabolic processes. Biochemistry is especially recommended for biology majors and pre-health science students.

CHEM 352 ORGANIC SPECTROSCOPY (3) *Prerequisite: CHEM 252 and 254L or consent of instructor.* Three hours lecture. This course provides an in-depth discussion of modern spectroscopic methods, including mass spectrometry, infrared spectroscopy, and one- and two-dimensional nuclear magnetic resonance spectroscopy. Structure determination of organic compounds utilizing a combination of spectroscopic methods is emphasized. This course is especially recommended for students intending to pursue graduate work in chemistry.

CHEM 360 **ANALYTICAL CHEMISTRY II (5)** *Prerequisite: CHEM 201.*
This course examines theoretical and experimental aspects of instrumental analysis with an emphasis on modern chromatographic, spectroscopic, and electrochemical methods.

CHEM 399 **INTERNSHIP IN CHEMISTRY (1-6)** *Prerequisite: Juniors or seniors with a 2.25 minimum QPA; approval of written proposal by internship coordinator, supervising faculty, and School dean 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 410-411 **PHYSICAL CHEMISTRY I-II (3, 3)** *Prerequisites: CHEM 201, PHYS 161-162, MATH 211. Corequisite: CHEM 412L must accompany CHEM 411. Strongly recommended: MATH 301.* Three hours per semester. This course focuses on theoretical principles of chemistry that are used to explain and interpret observations made on states of matter: discussion of bulk properties in terms of thermodynamics, the use of spectroscopy to explore the behavior of individual atoms and molecules, and the analysis of the rates and mechanisms of chemical change.

CHEM 412L **PHYSICAL CHEMISTRY LABORATORY (2)** *Corequisite: CHEM 411 must accompany CHEM 412L.* Six hours laboratory. This course provides experimental investigation of the principles of physical chemistry and of the techniques of physicochemical measurement. Students keep a journal-style laboratory notebook and submit reports consistent with American Chemical Society style guidelines.

CHEM 441 **CHEMISTRY SEMINAR (3)** *Prerequisites: Senior standing or consent of instructor.* Three hours lecture. This capstone course focuses on advanced scientific written and oral communication skills, scientific philosophy, research methodology, and scientific reasoning.

CHEM 442 **CHEMICAL RESEARCH (3)** *Prerequisite: Chemistry major with senior standing, or by special permission.* This course gives the chemistry major experience in initiating and executing an independent chemical investigation. The student's work is supervised by a staff member. Satisfactory participation in the discussions and reports of the seminar is required of all chemistry majors.

COMMUNICATION COURSES (COMM)

COMM 100 **INTRODUCTION TO COMMUNICATION (3)** This course examines theories related to and factors which enhance or inhibit effective communication in a variety of settings, along with the development of skills required to work competently with those factors.

COMM 101 **ARGUMENTATION AND PRACTICAL REASONING (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 128 **PUBLIC SPEAKING (3)** This course provides guidance and practice in the delivery of speeches for both formal and informal occasions.

COMM 200 **COMMUNICATION IN INSTRUCTIONAL SETTINGS (3)**
This course examines the nature of the human communication process, particularly as it occurs in the classroom and other youth environments. It is designed to prepare prospective teachers or youth group leaders to employ communication effectively as a medium of teaching and learning and to create a classroom communication environment in which interaction is open and productive.

COMM 203 **RESEARCH METHODS IN COMMUNICATION (1)** *Prerequisite: Must be taken prior to or concurrently with COMM 401.* This introduction to communication research methodologies emphasizes the areas of documentation and writing as well as information retrieval, organization, and management.

COMM 204 **INTRODUCTION TO MEDIA TECHNOLOGY (3)** This course will introduce basic technologies that are vital to success in communication courses requiring video and multi-media production and will serve as a foundation for the advanced study of media production techniques. Students will receive instruction in the aesthetics and hands-on application of various technologies related to the communication field including video camera operation, digital video editing, and media presentation software.

COMM 205 **INTRODUCTION TO DESKTOP PUBLISHING (1)** This course introduces students to principles of publication design, including appropriate use of fonts, headings, and graphics.

COMM 212 **INTERPERSONAL COMMUNICATION (3)** This course focuses on 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 225 **ORAL INTERPRETATION (3)** This course provides opportunities for individual and group performances of prose, poetry, dramatic literature, and children's literature as well as introduction to reader's theatre and choral reading.

COMM 230 **PERSUASION (3)** This course examines theory and practice in understanding persuasion as a means of advocacy and social influence and how it applies to the areas of politics, advertising, public speaking, and other communication settings.

COMM 232 **ARGUMENTATION AND DEBATE (3)** This performance course examines the substantive structure and strategic bases of argumentation and debate. Students participate in formal debates.

COMM 241 **INTRODUCTION TO ORGANIZATIONAL COMMUNICATION (3)** This course introduces the nature and theory of communication within complex human organizations including theory and analysis of formal and informal communication networks in business and industry; oral presentations of technical material; project group planning, presentation, and evaluation strategies; resume writing; and interviewing techniques.

COMM 250 **PRESIDENTIAL CAMPAIGN RHETORIC (3)** This course follows campaigns of all candidates in presidential elections. Students are involved in understanding the theories regarding political and presidential rhetoric. Students talk about and showcase candidates' strategies through commercials, speeches, debates, and appearances on television. Students serve as mock communication advisors (spinners) to candidates and make recommendations to candidates on matters involving rhetorical style and content.

COMM 301 **RHETORICAL CRITICISM (3)** This course analyzes speeches, advertising campaigns, and popular culture according to classical and contemporary methodologies, including those of Aristotle and Kenneth Burke; and metaphoric, genre, and situational analysis. Emphasis is placed on developing analytical and critical thinking skills.

COMM 312 **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, effective group participation including group influence, leadership, role behavior, attraction, cohesiveness, interaction networks, decision making, problem solving, and discussion agenda systems.

COMM 316 **AMERICAN PUBLIC ADDRESS (3)** 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 321 **SPECIAL TOPICS IN COMMUNICATION I (3)** This course examines an aspect of communication theory, research, and/or practice not otherwise covered by regularly offered courses. Specific content varies and covers topics such as gender communication, the rhetoric of politics, religious communication, women's rhetoric, classical periods of rhetoric, communication technology, and communication research methods.

COMM 328 **ADVANCED PUBLIC SPEAKING (3)** *Prerequisite: COMM 128.* This study of advanced public speaking techniques emphasizes improving speech content, organization, style, and delivery. Students examine model speeches and are videotaped during their own performances for further self-assessment.

COMM 351 **INTERCULTURAL COMMUNICATION (3)** This course helps students develop the knowledge and skills necessary to become intercultural persons. Emphasis is on conceptual tools needed to understand culture, communication, 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.

COMM 371 **AMERICAN MASS MEDIA I (3)** This seminar focuses on the various media and their history with emphasis on their structure and development. The course stresses interdisciplinary methods, and students employ such resources as radio, television, films, magazines, and field trips to supplement seminar discussions and readings. Open to all students.

COMM 372 **AMERICAN MASS MEDIA II (3)** *Prerequisite: COMM 371.* A continuation of COMM 371. This seminar deals primarily with the content and impact of American mass media, both from a historical context and in contemporary presentations. Emphasis is placed on American popular culture and its role in mass media.

COMM 385 **AUDIO-VISUAL COMMUNICATION (3)** This course explores the problems of communicating through modern audio-visual media. Emphasis is placed on writing for/understanding the media as well as the message. Students prepare materials and gain experience with audio-visual devices and systems. The course includes script writing for video and presentations, research methods for script preparation, and web page development.

COMM 391 **MEDIA LITERACY I (3)** This seminar deals with the ways visual representations of American ideas and cultural values are received into daily life through repeated mass media images. Emphasis is placed on print media channels such as book and magazine illustration, mass-produced art reproductions, popular architecture, and many forms of advertising. In addition to readings and samples of the above, selected slides, films, and videos are viewed and discussed.

COMM 392 **MEDIA LITERACY II (3)** A continuation of COMM 391. This seminar focuses on the moving imagery of electronic media, particularly popular films, television, and advertising. Emphasis is placed on the changing depictions of American life through these media, how the depictions affect perceptions and attitudes, and some of the methods employed in creating these images. Readings, selections from numerous movies, television shows, and mass-market advertising are employed as reference aids.

COMM 399 **INTERNSHIP IN COMMUNICATION (1-6)** *Prerequisite: Juniors or seniors with a 2.25 minimum QPA; approval of written proposal by internship coordinator, supervising faculty, and School Dean prior to registration.* This internship provides practical application of historical, critical, and/or theoretical knowledge under direct supervision of a practicing professional. (See "Internships.")

COMM 401 **COMMUNICATION THEORY (3)** *Prerequisite: Communication majors or minors only, senior standing or permission of the instructor.* Must have taken, or be enrolled in, COMM 203. This course is a study of the scientific and psychological aspects of human communication in relation to the individual and mass media and recent developments in human communication theory and research.

COMM 403 **COMMUNICATION ETHICS (3)** This course examines the moral and ethical responsibilities for communication choices in personal relationships, groups, and organizations.

COMM 412 **COMMUNICATION AND LEADERSHIP (3)** This course is a study of in-sight into principles, methods, and theories of leadership and related areas with assistance in the development of leadership and planning skills.

COMM 421 **SPECIAL TOPICS IN COMMUNICATION II (3)** This course examines an aspect of communication theory, research, and/or practice not otherwise covered by regularly offered courses.

COMM 495 **SPECIAL PROBLEMS IN COMMUNICATION (1-3)** *Prerequisite: Written consent of instructor and program approval of proposed study prior to registration.* By registering for a special problems course in communication, the mature student may, with the guidance of the instructor, pursue work not provided in regular course offerings.

COMPUTER SCIENCE COURSES (C S)

C S 100 **INTRODUCTION TO COMPUTER CONCEPTS (3)** Two hours lecture and one hour lab. This hands-on computer literacy course is designed to introduce students to computer concepts and applications in today's world. Topics include word processing, spreadsheet software, database management, computer communications, and networking. Important historical, moral, and social issues related to computing are covered.

C S 112 **PERSONAL COMPUTER WORD PROCESSING (1)** *Corequisite: C S 113 and C S 114.* Combined one-hour lecture/laboratory. This five-week hands-on course is designed to teach the non-computer professional the basics of word processing on a personal computer. Topics include filing, cut and paste, margins, footnotes, pagination, window editing, form letters, print formatting, and many other features.

C S 113 **PERSONAL COMPUTER SPREADSHEET (1)** *Corequisite: C S 112 and C S 114.* Combined one-hour lecture/laboratory. This five-week, hands-on course is designed to teach the non-computer professional the basics of using a spreadsheet on a personal computer. Topics include creating and manipulating the spreadsheet and the use of related database and graphics modules.

C S 114 **PERSONAL COMPUTER DATABASE MANAGEMENT (1)** *Corequisite: C S 112 and C S 114.* Combined one-hour lecture/laboratory. This five-week hands-on course is designed to teach the non-computer professional the basics of database management on a personal computer. Topics will include database design and creation, data manipulation, query formation, and report generation.

C S 115 **USING THE INTERNET (1)** Combined one-hour lecture/laboratory. This five-week hands-on course will teach non-computer professionals basic use of the Internet. Topics may include use of E-Mail, use of a World Wide Web browser, telnetting, and file transfer protocol (FTP), and HTML authoring to create home pages on the World Wide Web.

C S 121 **PERSONAL COMPUTER GRAPHICS (1)** *Corequisite: C S 122 and C S 123.* Combined one-hour lecture/laboratory. This five-week hands-on course is designed to teach the non-computer professional the use of a graphics package on a personal computer. Topics will include standard business graphic devices, graphic text fonts and special symbols, and the creation of computer graphic "slide" presentations.

C S 122 **PERSONAL COMPUTER BASIC PROGRAMMING (1)** *Corequisite: C S 121 and C S 123.* Combined one-hour lecture/laboratory. This five-week, hands-on course is designed to give the non-computer professional an introduction to the BASIC programming language on a personal computer. The emphasis is on graphics displays.

C S 123 **PERSONAL COMPUTER STATISTICS (1)** *Corequisite: C S 121 and C S 122.* Combined one-hour lecture/laboratory. This five-week, hands-on course is designed to teach the non-computer professional the use of a statistical package on a personal computer. Topics include the preparation and use of data; computation of mean, mode, and standard deviation; and the presentation of obtained results.

C S 131 **FUNDAMENTALS OF PROGRAMMING IN BASIC (3)** Three hours lecture. This course is an introduction to the high-level programming language BASIC. Students learn fundamentals of programming, including use of variables, arrays, various control structures, subroutines, and file I/O. (Strongly recommended before C S 141 for students with no previous programming experience who are considering a major in computer science.)

C S 141-142 **INTRODUCTION TO COMPUTER SCIENCE AND STRUCTURED PROGRAMMING (4, 4)** 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 structured programming language. The topics covered include computer organization, debugging and testing techniques, structured programming, string processing, searching and sorting techniques, an introduction to data structures, and recursion. It is strongly recommended that students without any prior programming experience complete C S 131 before enrolling in C S 141.

C S 201 **SYSTEM AND NETWORK ADMINISTRATION (3)** *Prerequisite: C S 131 or 141.* Three hours lecture. Students experience a hands-on approach to system and network administration. General network and system administration is explored using two or more different operating systems. Topics covered include system configuration, network planning, routine system maintenance, firewalls and security, Internet connectivity, system optimization, troubleshooting, and scripting languages.

C S 220 **BUSINESS COMPUTER PROGRAMMING AND FILE SYSTEMS (4)** *Prerequisite: C S 131 or 141.* Three hours lecture and two hours lab. In this course the student studies a programming language appropriate for a business environment and uses this language to write programs which have applications to business and information systems. The student studies the creation and use of sequential, direct access, indexed, and indexed-sequential files.

C S 241-242 **DATA STRUCTURES AND ABSTRACTION I-II (3)** *Prerequisite: C S 142 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 abstraction as they relate to the efficient storage and retrieval of data in digital computer systems. Topics may include lists and inverted lists, queues, stacks, trees, networks, hashing, various key structures, and the use of data structures to implement common file organizations, along with techniques of object-oriented analysis and programming.

C S 271 **COMPUTER ARCHITECTURE AND ASSEMBLY LANGUAGE PROGRAMMING (4)** *Prerequisite: C S 131, 141 or 220.* Three hours lecture and two hours lab. 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 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 322 **PROGRAMMING LANGUAGES (3)** *Prerequisite: C S 142.* 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 PASCAL, LISP, BASIC, FORTRAN, COBOL, ALGOL, ADA, APL, SNOBOL, PROLOG and MODULA II.

C S 335 **COMPUTER NETWORKS (3)** *Prerequisite: C S 142.* 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 major networks currently in use. Students can experiment in a laboratory setting.

C S 343 **DESIGN AND ANALYSIS OF ALGORITHMS (3)** *Prerequisite: MATH 231 (or equivalent) and C S 142.* Three hours lecture. This course is an introduction to the design and analysis of problem-solving techniques. Students are required to compute the complexity of algorithms and implement those algorithms in a high level language using the appropriate data structures.

C S 350 **SOFTWARE SYSTEMS ANALYSIS AND DESIGN (3)** *Prerequisite: C S 142 or 220.* Three hours lecture. This course involves the study and implementation of the strategies and techniques of structured software systems development. Topics include system specification and documentation. Data management systems, structures, and applications are also covered.

C S 360 **OPERATING SYSTEMS AND COMPUTER ORGANIZATION (3)** *Prerequisite: C S 142.* Three hours lecture. This course is a study of the hardware and software systems and subsystems which make the basic components of a computer system accessible to the managers and users of that system. Topics include processes, scheduling, resource allocation, protection, virtual memory, parallel processing, input/output processing, data encoding, accessing techniques, communications, compilers, and utilities.

C S 370 **DATABASE MANAGEMENT SYSTEMS (3)** *Prerequisite: C S 142 or 220.* Three hours lecture. This course studies the fundamental principles and roles of database management systems. Database models to be covered will include the relational, entity-relationship, hierarchical, and network models with primary emphasis on the relational model. Other topics include database design and physical storage management. Although database theory is an important part of this course, students are expected to become proficient in an actual DBMS.

C S 375 **PRINCIPLES OF DIGITAL SYSTEMS (4)** Three hours lecture and two hours lab. The principle concepts of digital systems and their applications to computer science are studied. Topics include number representations, codes, switching theory, sequential circuits, comparators, arithmetic circuits, counters, memory implementation, and integrated circuit logic families.

C S 380 **ARTIFICIAL INTELLIGENCE (3)** *Prerequisite: C S 241.* 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-BASED SYSTEMS (3)** *Prerequisite: C S 370.* Three hours lecture. In this course students develop an intermediate level proficiency in the use of HTML, Access, Visual Basic, VBScript, and SQL as applied to accessing databases over the world wide web. The student uses these development tools together to develop interactive web-based applications that access databases. Applications developed in the course utilize graphic images, tables, forms, frames, ASP, CGI programming and database interfaces in an interactive GUI environment.

C S 391-392 SPECIAL PROBLEMS IN COMPUTER SCIENCE (1-3)

Prerequisite: C S 142. Three hours lecture. This course is designed to give students the opportunity to pursue projects in certain computer science topics with the approval of a supervising faculty member. The student, with the help of the supervising faculty member, must produce a statement of purpose for the project and outline expected results the semester prior to registration.

C S 399 INTERNSHIP IN COMPUTER SCIENCE (1-6) *Prerequisite:*

Juniors or seniors with a 2.25 minimum QPA; approval of written proposal by internship coordinator, supervising faculty, and School dean prior to registration. Internships occur in businesses or other institutions involved in computer science-related work. (See "Internships.")

C S 451 SENIOR PROJECT (2) *Prerequisite:* C S 242 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 full system specifications, system design and analysis, user documentation, and complete, well-documented source code.

C S 491-492-493-494 SPECIAL TOPICS IN COMPUTER SCIENCE (3, 3, 3, 3)

Prerequisite: Consent of instructor. Course content varies from year to year and is dependent on the needs and interests of students. Topics may be selected from Graph Theory, Artificial Intelligence, Information Retrieval, Computation Theory, Computer Networks, and Database Management.

ECONOMICS COURSES (ECON)**ECON 100 ECONOMIC PERSPECTIVES ON CURRENT ISSUES (3)**

This course applies economic thinking to contemporary issues using a non-technical approach. Topics include environmental issues, crime, poverty, health care, the global economy, and the role of government. This is an introductory course and is not a substitute for ECON 201 or 202.

ECON 201 PRINCIPLES OF ECONOMICS-MICRO (3)

This study of basic economic principles and the structure and functioning of a modern economy serves as an introductory-level course to microeconomics.

ECON 202 PRINCIPLES OF ECONOMICS-MACRO (3)

This study of basic economic principles and the structure/functioning of a private enterprise economy serves as an introduction to macroeconomics and is a prerequisite for all economics courses numbered 301 and above.

ECON 250 RESEARCH METHODS IN ECONOMICS (4) *Prerequisite:*

MATH 103 or 106. Three hours lecture and two-hour lab. Basic mathematical and statistical analysis tools, used in economics, are developed in this course. Topics include hypothesis testing and introductory regression analysis. Basic calculus, linear and matrix algebra, and other mathematical tools used in economic analysis are also developed. Emphasis is on applications of statistical and mathematical tools for economics.

ECON 301 INTERMEDIATE MICROECONOMIC THEORY (3) *Prerequisites:*

ECON 201-202 and ECON 250. 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. Quantitative skills important.

ECON 302 INTERMEDIATE MACROECONOMIC THEORY (3) *Prerequisites:*

ECON 201-202 and ECON 250. 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 303 **MANAGERIAL ECONOMICS (3)** *Prerequisites: ECON 201-202, ECON 250, and MATH 103 or MATH 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 important areas of study.

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 and the federal reserve banks. Emphasis is placed on money creation by the depository institutions and the Federal Reserve System of this nation.

ECON 308 **INTERNATIONAL ECONOMIC POLICY (3)** *Prerequisites: ECON 201-202.* Focus is on important areas in current international economic policy and international trade policy issues, international monetary relationships, and operations of transnational corporations in the world economy. Microeconomics and macroeconomics analysis tools are used in the study of these issues.

ECON 330 **HISTORY OF ECONOMIC THOUGHT (3)** This course is a study of the economic theory development from scholastic to classical writers (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 340 **INDUSTRIAL ORGANIZATION AND PUBLIC POLICY (3)** *Prerequisites: ECON 201-202.* This course is a theoretical and empirical study of ways in which industry structure and firms' behavior within an industry affect economic performance and economic social welfare. Anti-trust laws, business regulation, social control of the modern corporation, and the scope of corporate social responsibility are addressed at length.

ECON 361 **PUBLIC FINANCE (3)** *Prerequisites: ECON 201-202.* This course is a theoretical and institutional study of government revenue generating and expenditure activities, as well as effects of these activities 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 399 **MANAGERIAL ECONOMICS INTERNSHIP (1-6)** *Prerequisites: Juniors or seniors with a 2.25 minimum QPA; approval of written proposal by internship coordinator, supervising faculty, and School dean prior to registration.* Qualified students may earn credit for an internship with a business firm or agency that is jointly supervised by the program and the responsible organization administrator. (See "Internships.")

ECON 407 **SELECTED TOPICS IN ECONOMICS (3)** *Prerequisites: ECON 201-202 and 301 or consent of the instructor.* This course explores a variety of broad economics topics including such diverse areas as health economics, forensic economics, economic history, comparative economic systems, and public choice economics.

ECON 440 **ECONOMETRICS (3)** *Prerequisite: BUAD 241, ECON 201-202, and MATH 103.* This course examines the statistical techniques used to test economic theory. Emphasis is placed on regression analysis and the problems associated with such estimations.

ECON 445 **INDEPENDENT STUDY IN ECONOMICS (1-3)** *Prerequisite: ECON 201-202 and senior standing with QPA of 3.0 or higher in the major.* In this course the student undertakes study of an economics area of interest under the guidance of an instructor who has special competence in the area.

ECON 450 **SENIOR SEMINAR IN ECONOMICS (3)** *Prerequisites: ECON 250, 301, 302.* This seminar is an introduction to economic research. Topics include research project design, literature reviews, and research using economic literature and databases. Students are required to undertake a research project using mathematical and statistical methods introduced in ECON 250.

EDUCATION AND HUMAN DEVELOPMENT COURSES (EDHD)

EDHD 241 **PARENT EDUCATION (1)** This course explores the predictable misbehavior of childhood and appropriate discipline techniques for parents to use in the home. The course also examines a systematic way to raise children to become responsible, cooperative, and caring adults.

EDHD 257 **HUMAN DIVERSITY (2)** This course develops an appreciation for the diversity of human culture and inheritance with specific attention given to the following topics related to education: race/ethnicity, disability, religion, gender, and family systems. Emphasis is placed on the importance of individualizing instruction to meet the differing needs, talents, and abilities of public school students.

EDHD 300 **INTRODUCTION TO COUNSELING (3)** This course presents overviews of counseling principles and practices, exploring current counseling theories, the helping relationship, community mental health, and the role of the counselor in school and agency settings.

EDHD 400 **SPECIAL PROBLEMS IN EDUCATION (1-3)** *Prerequisite: Consent of instructor.* This course, designed for those who have a special interest in education not covered by the regular courses, is planned on an individual basis with the instructor to include research, special activities, and conferences.

EDHD 440 **PRACTICUM IN CHILD DEVELOPMENT (3-9)** *Prerequisite: Consent of instructor.* This course provides choices for specialized learning in education outside the traditional classroom teaching experience, including preschool education, school libraries, school-community relations, homebound instruction, and educational support programs such as tutorial services for students with special needs. Open to senior students taking the non-licensure option.

EDHD 445 **PRACTICUM IN DISABILITY SERVICES (3-9)** *Prerequisite: Consent of instructor.* This course provides placement within the disabilities community, including vocational training, case management, early intervention, related therapies, specific disabilities, and advocacy. Open to seniors taking the non-licensure option.

ENGLISH COURSES (ENGL)

Words in brackets following credit hours indicate which major requirements a course can be used to meet; a student may apply one course to no more than two requirements.

ENGL 111 **COMPOSITION I (3)** In this introduction to the writing process, students learn how to write, revise, and edit papers using a variety of expository forms to prepare for research and analytical writing done primarily in 112. The course includes a significant amount of reading related to the writing, such as essays across the disciplines, classics, and modern literature.

ENGL 112 COMPOSITION II (3) In this continued work on the writing process, students learn how to take command of an argument and support it effectively. Students learn to read and interpret texts containing language with multiple levels of meaning, develop techniques of writing research papers using argument and analysis with multiple sources, and to research topics efficiently and effectively using the full range of resources, tools, and methodologies. Students who have taken ENGL 111 normally stay in the same section for 112.

ENGL 201 LITERATURE AND CULTURE I: MASTERPIECES FROM ANTIQUITY THROUGH THE RENAISSANCE (3) 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 202 LITERATURE AND CULTURE II: WORKS FROM THE ENLIGHTENMENT TO THE PRESENT (3) This introduction to the study of literature emphasizes the analysis of selected works from the periods. The course includes a significant amount of writing related to the readings, including response essays, critical and creative papers, and tests.

ENGL 203 EXPOSITORY WRITING (3) [Writing] *Prerequisite: ENGL 111/112 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) [Writing, Poetry, Fiction] *Prerequisite: ENGL 111/112 or equivalent.* This course focuses primarily on the writing of poetry and fiction and includes study of student and professional texts.

ENGL 220 INTRODUCTION TO LITERARY STUDIES (3) [Theory] *Prerequisite: ENGL 111/112 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 275, 276 SPECIAL READINGS IN LITERATURE (3) *Prerequisite: ENGL 201 or 202.* Intended primarily for students not majoring in English, these courses explore a selected theme, author(s), genre, or period of interest to readers wishing to enhance their understanding and enjoyment of literature.

ENGL 302 AMERICAN LITERATURE 1625-1865 (3) [American Survey, American Literature] *Prerequisite: ENGL 201/202, or consent of instructor.* This course is a study of major literary movements and writers from the time of the earliest settlers to the Civil War. Authors include Mather, Woolman, Franklin, Emerson, Thoreau, Hawthorne, Melville, Poe, and Whitman.

ENGL 303 AMERICAN LITERATURE 1865-1950 (3) [American Survey, American Literature] *Prerequisite: ENGL 201/202, or consent of instructor.* This course is a study of major literary movements and writers from the end of the Civil War to the end of World War II, including poetry and short fiction by Dickinson, Twain, James, Frost, Eliot, Cummings, Fitzgerald, Hemingway, and Faulkner.

ENGL 305 SHORT FICTION (3) [Fiction] *Prerequisite: ENGL 201/202, or consent of instructor.* This study of short fiction written by masters of the genre emphasizes the careful and accurate reading that leads to comprehending and appreciating the subtleties and nuances of fiction as well as the larger concerns of theme, character, and plot.

ENGL 306 MEDIEVAL LITERATURE (3) [Medieval, Poetry] *Prerequisite: ENGL 201/202, or consent of instructor.* 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 ro-

mance 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 340 THORNTON WRITING SEMINAR (1-3) [Writing, Poetry, Fiction] [Specific title changes annually.] *Prerequisite: Designation by English program.* This course in writing is taught by the Thornton Writer-in-Residence. Enrollment is limited to specially selected students; prospective enrollees should apply to the Thornton Committee and be prepared to submit writing samples for admittance. The course is usually structured as a workshop and may be repeated for credit if the specific title and instructors are different.

ENGL 343 BUSINESS COMMUNICATION AND REPORT WRITING (3) *Prerequisite: ENGL 111/112 or equivalent.* This course offers study and practice in the components of effective written communication in business. Students gain experience in analyzing various writing situations and selecting the appropriate format, style, and tone for each. Requirements include the composition of a variety of documents tailored to specific situations. Other exercises may include oral and collaborative work. A thorough review of grammar and mechanics provides the basis of the course. This course may be counted toward the major in English only if the student is completing a double major in English and business administration.

ENGL 345 ADVANCED EXPOSITORY WRITING (3) [Writing] *Prerequisite: ENGL 203 or consent of instructor.* This course emphasizes the preparation of different kinds of essays for submittal for publication by the students. Development of style, adjustment to audience, analysis of rhetorical means, and control of greater range of material are among the topics covered.

ENGL 346 CREATE NON-FICTION (3) *Prerequisite: ENGL 205.* Application of the “tools of the fiction writer” (i.e. structure, characterization, sensory detail) to the writing of non-fiction commonly known as “immersion journalism.” Major emphasis on student writing and the study of models from contemporary writers in the genre.

ENGL 349 CREATIVE WRITING: POETRY (3) [Writing, Poetry] *Prerequisite: ENGL 205 or consent of instructor.* This course helps students develop as writers of poetry. It provides an analysis of professional and student-written poetry and focuses on critical standards and facility with creative expression. Students improve their reading and writing skills, expand the scope of their literary perception by envisioning a work from an author’s point of view, and intensify their knowledge of literary standards by submitting bi-weekly written assignments which are shared and evaluated by all members of the class. This course may be repeated if subjects of study vary and the English Program approves.

ENGL 350 CREATIVE WRITING: FICTION (3) [Writing, Fiction] *Prerequisite: ENGL 205 or consent of instructor.* This course helps students to develop as writers of fiction. It provides an analysis of professional and student-written fiction and focuses on critical standards and facility with creative expression. Students improve their reading and writing skills, expand the scope of their literary perception by envisioning a work from an author’s point of view, and intensify their knowledge of literary standards by offering bi-weekly written assignments which are shared and evaluated by all members of the class. This course may be repeated if subjects of study vary and the English program approves.

ENGL 353 SIXTEENTH-CENTURY ENGLISH LITERATURE (3) [Renaissance, Poetry] *Prerequisite: ENGL 201/202 or consent of instructor.* This course is a study of prose, poetry, and drama of the Tudor period, excluding the drama of Shakespeare. It is also a study of the English Renaissance with concentration on More, Sidney, Spenser, and Shakespeare’s sonnets.

ENGL 354 SEVENTEENTH-CENTURY ENGLISH LITERATURE (3) [Renaissance, Poetry] *Prerequisite: ENGL 201/202 or consent of instructor.* This study of prose, poetry, and drama during the century of the English Civil War emphasizes Milton, Jacobean drama, the poetry of Donne and Johnson, and the prose of Bacon and Bunyan.

ENGL 355 RESTORATION AND EARLY EIGHTEENTH-CENTURY BRITISH LITERATURE (3) [Eighteenth-Century, Poetry, Drama] *Prerequisite: ENGL 201/202 or consent of instructor.* This course deals with Restoration and eighteenth-century drama and the poetry and prose of such writers as Dryden, Pope, Swift, Defoe, Addison, Steele, and Thompson.

ENGL 356 EIGHTEENTH-CENTURY ENGLISH LITERATURE (3) [Eighteenth-Century, Poetry, Fiction] *Prerequisite: ENGL 201/202 or consent of instructor.* This study of the major writers and texts of the second half of the eighteenth century emphasizes the development of the novel (Defoe, Richardson, Fielding, Sterne, and Smollett) and the works of Samuel Johnson.

ENGL 357 LITERATURE OF THE ROMANTIC PERIOD (3) [Nineteenth-Century, Poetry] *Prerequisite: ENGL 201/202 or consent of instructor.* This course focuses on the principal writers of the Romantic Period in Britain, including Wordsworth, Blake, and Keats, and on the essential elements of British Romanticism.

ENGL 358 LITERATURE OF THE VICTORIAN PERIOD (3) [Nineteenth-Century, Poetry] *Prerequisite: ENGL 201/202 or consent of instructor.* This course examines the literature and life of the Victorian period through the works of such writers as Dickens, Eliot, Carlyle, Tennyson, Arnold, the Brownings, and the Brontës. The course commonly explores a specific theme or trend as presented in several representative works.

ENGL 359 THE END OF AN AGE: 1880-1914 (3) [Nineteenth-Century, Fiction] *Prerequisite: ENGL 201/202 or consent of instructor.* This course is a study of British poetry, drama, and fiction from this transitional period as the Victorian Age evolves into the Modern Age. Writers such as Hardy, Shaw, Conrad, Yeats, and Ford are included.

ENGL 360 THE ENGLISH NOVEL (3) [Eighteenth-Century, Nineteenth-Century, Fiction] *Prerequisite: ENGL 201/202 or consent of instructor.* This study of representative novels from the earliest examples through the nineteenth century considers both the general characteristics of novels and the distinctive characteristics of English novels from different periods.

ENGL 365 MODERN BRITISH AND AMERICAN POETRY (3) [Twentieth-Century, American Literature, Poetry] *Prerequisite: ENGL 201/202 or consent of instructor.* This study of poetry in the twentieth century (with notable exceptions from the nineteenth century-Dickinson and Whitman) emphasizes poetry written after World War I. The course focuses on the elements of poetry and traces major themes. Recommended for those who wish to understand better the nature of poetry and for those desiring specific knowledge of poetry's relationship to twentieth-century thought.

ENGL 366 SOUTHERN WRITERS (20TH CENTURY) (3) [American Literature, Fiction] *Prerequisite: ENGL 201/202 or consent of instructor.* An intensive reading and analysis of major writers of the twentieth-century "Southern Renaissance," this course includes such major figures as Faulkner, Capote, Williams, Styron, McCullers, Welty, Percy, Porter, Warren, as well as recent authors in the Southern tradition.

ENGL 367 MODERN BRITISH NOVEL (3) [Twentieth-Century, Fiction] *Prerequisite: ENGL 201/202 or consent of instructor.* This course examines major British novels from the beginning of World War I to the present and includes the works of such authors as Conrad, Forster, Lawrence, Joyce, Woolf, and others.

ENGL 368 MODERN AMERICAN NOVEL (3) [American Literature, Fiction] *Prerequisite: ENGL 201/202 or consent of instructor.* This course examines major American novels from the beginning of World War I to the present.

ENGL 369 MODERN BRITISH DRAMA (3) [Twentieth-Century, Drama] *Prerequisite: ENGL 201/202 or consent of instructor.* This study of twentieth-century British drama includes major stylistic movements with emphasis on the plays of Shaw, Yeats, Synge, O'Casey, Eliot, Beckett, Osborne, Pinter, Stoppard, and others.

ENGL 370 MODERN AMERICAN DRAMA (3) [American Literature, Drama] *Prerequisite: ENGL 201/202 or consent of instructor.* This study of twentieth-century American drama includes major stylistic movements with emphasis on the plays of O'Neill, Williams, Miller, Albee, and others.

ENGL 371 CONTEMPORARY LITERATURE (3) [American Literature, Fiction, Drama] *Prerequisite: ENGL 201/202 or consent of instructor.* This study of fiction, poetry, and drama written primarily since 1970 in English (or in translation) by authors from Europe and North and South America focuses on techniques and common concerns that mark this literature as distinctly contemporary.

ENGL 375-376 SPECIAL TOPICS IN ENGLISH (1-3) [applicability depends on topic] *Prerequisites: A wide background of work in English and prior consent of instructor.* This course is offered occasionally on topics not covered in regular courses.

ENGL 377 STUDY ABROAD (3) *Prerequisite: ENGL 201, 202, equivalent, or permission of instructor.*

ENGL 381 INDEPENDENT STUDY (1-3) This course provides for pursuit of individual interests and projects not covered in existing courses. The mature student may, with the guidance of the instructor, study materials not covered in regular course offerings.

ENGL 399 INTERNSHIP IN ENGLISH (1-6) *Prerequisite: Juniors or seniors with a 2.25 minimum QPA; approval of written proposal by internship coordinator, supervising faculty, and School dean 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 400 LITERARY CRITICISM (3) [Theory] *Prerequisite: ENGL 201/202 or consent of instructor.* Using a predominantly historical approach, this course surveys major works of literary criticism of the Western world from Plato to the present. In the latter part of the course, attention is directed toward recent schools of criticism and critical approaches.

ENGL 401 HISTORY OF THE ENGLISH LANGUAGE (3) 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 402 SEMINAR IN FICTION (3) This study of fiction as a genre emphasizes the process of reading and interpreting novels and short stories and the development of the genre.

ENGL 403 SEMINAR IN POETRY (3) This study of poetry as a genre emphasizes the process of reading and interpreting poems and the means by which a poem creates its meaning.

ENGL 404 SEMINAR IN DRAMA (3) This study of the genre of drama emphasizes the interpretation of the various types of plays from different periods as well as related dramatic criticism.

ENGL 405 MAJOR AMERICAN AUTHORS (3) [Major Author, American Literature, Fiction] *Prerequisite: ENGL 201/202 or consent of instructor.* Content varies from year to year. The focus is typically on one or two major writers of the twentieth century such as Faulkner or Hemingway. Classes are conducted as seminars and are suitable for undergraduate and graduate studies.

ENGL 406 **SPECIAL TOPICS IN ENGLISH (3)** This course is an intensive study of a problem or topic or a detailed examination of a single author's work. The topic will vary according to professor and term.

ENGL 414 **CHILDREN'S LITERATURE (3)** This advanced course is designed for classroom teachers and librarians or administrators wishing to extend their knowledge of literature available for children and to understand the criteria for evaluating books. Emphasis is on integrating trade books with all aspects of the curriculum in the modern school.

ENGL 415-416 **SUPERVISED PRACTICUM (1-3)** These courses enroll students in major editorial positions with the *Prism* and involve work in the gathering, selecting, and presenting of written work and art for issues of the *Prism*.

ENGL 417 **CHAUCER (3) [Major Author, Medieval, Poetry]** *Prerequisite: ENGL 201/202 or consent of instructor.* 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 418 **ROMANTICISM AND REALISM IN AMERICAN LITERATURE (3)** This course is an intensive study of selected writers whose works illustrate the Romantic and Realist movements in nineteenth-century American literature.

ENGL 419 **MODERNISM IN AMERICAN LITERATURE (3)** This course is an intensive study of selected writers whose works illustrate the Modernist movement in twentieth-century American literature.

ENGL 420 **SENIOR SEMINAR IN ENGLISH (3) [Theory]** *Prerequisite: ENGL 220 and senior standing.* Focusing on literary texts, the course gives seniors a chance to use knowledge of literary history, form, and technique, as well as expertise in writing and interpretation to read, analyze, discuss, and write about literature.

ENGL 423 **MULTICULTURAL LITERATURE (3)** Using 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 different peoples, and other peoples' attitudes toward America.

ENGL 430 **ADVANCED ENGLISH GRAMMAR AND LINGUISTICS (3)** Especially recommended for those planning to teach. This course meets Virginia State Department of Education certification requirements for the teaching of English. The course is an introductory study of various aspects of the English language, including recent developments, theories, and approaches.

ENGL 440 **TEACHING COMPOSITION (3)** This course is designed for teachers and prospective teachers in secondary schools and colleges. It will include studying, practicing, and evaluating a wide range of methods of teaching composition. Class time will be devoted to discussion, student presentations, and in-class writing and evaluation. Research in the field is required, culminating in a paper.

ENGL 444 **ADOLESCENT LITERATURE (3)** This is an advanced course designed for teachers, librarians, and administrators. Intensive study will be given to select traditional and contemporary books, which have an appeal for most adolescents. Emphasis will be interdisciplinary rather than literary so that wider use of texts can be employed in contemporary schools.

ENGL 450 **TEACHING CREATIVE WRITING (3)** This course focuses on methods of teaching poetry and story writing to children, adolescents, and young adults. Students study the criteria for adolescent literature, practice poetry and fiction making, and plan units dealing with character development, point of view, and dialogue.

ENGL 451-452**SHAKESPEARE (3, 3) [Major Author, Renaissance, Drama]**

Prerequisite: ENGL 201/202 or consent of instructor. English 451 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. English 452 focuses on the romantic comedies, the problem plays, and the romances. References are made to plays studied in 451, but 451 is not a prerequisite.

ENVIRONMENTAL SCIENCE COURSES (ENVS)**ENVS 101-102****EARTH AND ENVIRONMENTAL SCIENCE I-II (3, 3)**

Corequisite: ENVS 101L-102L. Three hours lecture. This course sequence offers an interdisciplinary introduction to the scientific study of the earth's physical and biological systems with an emphasis on environmental changes and their implications.

ENVS 101L-102L**EARTH AND ENVIRONMENTAL SCIENCE LABORATORY I-II (1, 1)**

Corequisite: ENVS 101-102. Three hours laboratory to accompany ENVS 101-102.

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 240**INTRODUCTION TO ENVIRONMENTAL RESEARCH (3)**

Prerequisite: Approval of sponsoring instructor. This course provides an independent opportunity to be involved with research on an environmental topic of interest. Students conduct literature reviews and/or assist in equipment preparation and maintenance, field and laboratory work, and data collection and assessment.

ENVS 320**CONSERVATION BIOLOGY (2)**

Prerequisites: ENVS 101/101L-102/102L or BIOL 111/111L-112/112L (or permission of instructor). Three hours lecture and three hours laboratory. One-half semester modular course paired with another related half-semester modular course. This multi-disciplinary course addresses biological diversity at the genetic, population, and species levels. In particular, human impacts on diversity are studied and practical approaches to understanding and preventing extinction are explored.

ENVS 325**LANDSCAPE ECOLOGY (2)**

Prerequisites: ENVS 101/101L-102/102L or BIOL 111/111L-112/112L (or permission of instructor). Three hours lecture and three hours laboratory. One-half semester modular course paired with another related half-semester modular course. This course examines the mechanisms underlying large-scale ecological processes and their changes across space and time. The relationships among landscape structure, resource distributions, and populations are studied with an emphasis at the ecosystem level.

ENVS 331**PRINCIPLES OF HYDROLOGY (4)**

Prerequisite: MATH 103, CHEM 104-105 (or permission of instructor). Three hours lecture and three hours laboratory. 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 hydrological systems.

ENVS 333**PHYSICAL OCEANOGRAPHY (4)**

Prerequisites: ENVS 101/101L-102/102L or BIOL 111/111L-112/112L (or permission of instructor). Three hours lecture and three hours laboratory. This course focuses on ways in which oceans function and ocean interaction with earth systems. Consideration is given to ocean currents and vertical mixing, water chemistry, heat and energy transfer, sea floor geology, and coastal processes.

ENVS 336**PHYSICAL GEOLOGY (4)**

Prerequisites: ENVS 101/101L-102/102L or BIOL 111/111L-112/112L (or permission of instructor). 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 buildings, volcanoes, earthquakes, and the weathering and erosional effects of wind, water, and ice.

ENVS 337 HISTORICAL GEOLOGY (4) *Prerequisites: ENVS 101/101L-102/102L or BIOL 111/111L-112/112L (or permission of instructor).* 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.

ENVS 338 ENVIRONMENTAL GEOLOGY (4) 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 fluvial, atmospheric, mass-wasting, glacial, volcanic and tectonic systems on the environment. Mitigation strategies to prevent environmental degradation will also be discussed.

ENVS 340 REMOTE SENSING (2) *Prerequisites: ENVS 101/101L-102/102L or BIOL 111/111L-112/112L (or permission of instructor).* Three hours lecture and three hours laboratory. One-half semester modular course paired with another, related half-semester modular course. Fundamental principles of remote sensing from satellites and other sources for environmental science are examined in this course.

ENVS 345 METEOROLOGY (2) *Prerequisites: ENVS 101/101L-102/102L or BIOL 111/111L-112/112L (or permission of instructor).* Three hours lecture and three hours laboratory. One-half semester modular course paired with another related half-semester modular course. This study of the earth's atmosphere and all of its associated characteristics is designed for environmental scientists.

ENVS 350 ENVIRONMENTAL LAW AND POLICY (2) *Prerequisites: ENVS 101/ 101L-102/102L or BIOL 111/111L-112/112L (or permission of instructor).* Three hours lecture and three hours laboratory. One-half semester modular course paired with another related half-semester modular course. This course is a study of national and local laws and their application to the policies formulated by governments.

ENVS 355 ENVIRONMENTAL IMPACT ASSESSMENT (2) *Prerequisites: ENVS 101/101L-102/102L or BIOL 111/111L-112/112L (or permission of instructor).* Three hours lecture and three hours laboratory. One-half semester modular course paired with another related half-semester modular course. This course examines the methods of conducting an environmental impact assessment and the preparation of an environmental impact statement.

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.

ENVS 399 INTERNSHIP IN ENVIRONMENTAL SCIENCE (1-6) *Prerequisites: Juniors or seniors with a 2.25 minimum QPA; approval of written proposal by internship coordinator, supervising faculty, and School dean 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 420 TOPICS IN ENVIRONMENTAL SCIENCE (2) *Prerequisites: ENVS 101-102 or BIOL 111 and senior status or consent of instructor.* Three hours lecture and three hours laboratory. These half-semester topics are devoted to practical application of environmental science in the workplace and community. Several different topics may be available from time to time; consequently, more than one may be taken by a student during his/her career.

ENVS 430 ENVIRONMENTAL PROBLEMS AND SOLUTIONS (4)

Prerequisite: At least forty hours from the environmental science major curriculum. This course addresses the problems and controversies of the various forms of soil, air, and water pollution. Modern methods of control are studied. Weekly field trips include visits to local industry and municipalities having particular pollution problems or that have recently installed modern pollution abatement or control equipment. Problems associated with energy generation will be emphasized.

ENVS 440 ENVIRONMENTAL RESEARCH (3) *Prerequisite:* At least

forty hours in the environmental science major curriculum and approval of sponsoring instructor. Students conduct a specially designed research project devoted to solving an environmental science problem. A paper is submitted and a seminar presented on the study results.

ENVS 490 ENVIRONMENTAL SCIENCE SEMINAR (1) *Prerequisite:*

At least forty hours from the environmental science major curriculum. This seminar course provides an opportunity for students to study a range of biological questions presented by outside speakers. Additionally, student communication skills are assessed through oral presentations on internships or individual research projects, as well as other topics. Intended as a capstone course.

FILM COURSES (FILM)**FILM 229 THE FILM AS AN AMERICAN ART FORM (3)**

In this course, emphasis is placed on film history and the appreciation of film as a contemporary art. Basic critical approaches to films are explored and representative American films of various styles and periods are screened.

FILM 230 THE EUROPEAN FILM AND FILM CRITICISM (3)

This course is a study of the international motion picture as an art form with special emphasis on the European cinema, its directors, and the various schools of critical theory of film. Representative films of major European directors and film movements are screened.

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) *Prerequisite:* ACCT 201-202.

This first of two case-based courses introduces the broad range of concerns in managerial finance. Topics include ratio analysis, projection of funds requirements, working capital management, lending relationships, capital budgeting, and long-term capital structure. Case analyses allow students to acquire basic skills and perspectives in each area.

FIN 318 FINANCIAL MANAGEMENT (3) *Prerequisite:* BUAD 317.

A continuation of BUAD 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 405 INVESTMENT FUNDAMENTALS (3) *Prerequisites:* FIN 317

(previously BUAD 317), ECON 201-202, and ECON 250 or BUAD 241. 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.

FRENCH COURSES (FREN)

Students who enter Lynchburg College directly from high school, and who have had two years of a foreign language in high school, may qualify for enrollment at the intermediate level if they wish to continue with the same language. All students entering the 102 and 201 language levels will be required to take a placement test to determine the level at which the student should succeed.

Work in the language laboratory constitutes part of the elementary and intermediate language courses. It is designed to teach and test listening-comprehension and speaking skills, the components of which are: auditory discrimination, auditory memory, pronunciation, and fluency.

The foreign language requirements may be waived for a student whose native language is not English if that student demonstrates to the faculty in the program an acceptable proficiency in speaking and writing in the native language.

FREN 101-102**ELEMENTARY FRENCH (3,3)**

This course sequence introduces four language skills in French: listening comprehension, speaking, reading, and writing with emphasis on basic grammar and oral proficiency. Work in the language laboratory is required.

FREN 201**INTERMEDIATE FRENCH (3)**

Prerequisite: FREN 101-102 or equivalent. (Each student's level is determined by a placement test that is given at the beginning of the course.) This review of grammar and intensive reading and conversational practice emphasizes the speaking of French. This course should bring students to the novice high/intermediate low conversational level (ACTFL Guidelines). Work in the language laboratory is required.

FREN 202**INTERMEDIATE FRENCH (3)**

Prerequisite: FREN 101-102 or equivalent. This review of grammar and intensive reading practice of French is based on selected literary and civilization texts. Work in the language laboratory is required.

FREN 203-204**FRENCH INTERMEDIATE CONVERSATION (3,3)**

Prerequisite: FREN 101-102, or equivalent. This course sequence involves the spoken use of practical, day-to-day French.

FREN 207**FRENCH LITERATURE IN TRANSLATION I (3)**

With readings and lectures entirely in English, this course covers French writers from the Middle Ages through the eighteenth century. Representative works and writers include the "Song of Roland," "Tristan and Yseult," Montaigne, Pascal, Moliere, Corneille, Racine, Voltaire and Rousseau.

FREN 208**FRENCH LITERATURE IN TRANSLATION II (3)**

With readings and lectures entirely in English, this course covers French writers from the nineteenth and twentieth centuries. Writers include: Balzac, Maupassant, Flaubert, Proust, Camus, and Satre.

FREN 221-222**ADVANCED LANGUAGE PRACTICE (3,3)**

Prerequisite: FREN 202 or equivalent. This course sequence provides intensive practice in oral and written French to develop fluency and correctness of expression. Special emphasis is on vocabulary building, development of style, and cultural awareness.

FREN 241-242**CONVERSATION AND COMPOSITION (3,3)**

Prerequisite: FREN 202 or equivalent. This course sequence provides intensive practice in oral and written French 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 French cultural topics and include an introduction to French literature and literary criticism.

FREN 277**FRENCH CULTURE AND CIVILIZATION (3)**

An introduction to French culture and civilization that includes an excursion to Paris and surrounding regions during spring break. Students will participate in weekly seminars that will be essential to the spring break study/travel trip which is a required element of the course. Open to all students; no prior knowledge of French is required. This course requires an extra fee to cover the costs of the excursion to France.

FREN 311-312 **SURVEY OF FRENCH LITERATURE (3,3)** *Prerequisite: FREN 222, FREN 242, or equivalent.* This course sequence focuses on readings in French covering the Middle Ages through the eighteenth century.

FREN 313-314 **SURVEY OF FRENCH LITERATURE (3,3)** *Prerequisite: FREN 222, FREN 242, or equivalent.* This course sequence focuses on readings in French from the nineteenth and twentieth centuries.

FREN 333-334 **CONTEMPORARY FRENCH LITERATURE (3,3)** *Prerequisite: FREN 222, FREN 242, or equivalent.* In this course sequence readings focus on the works of Proust, Gide, Valéry, Alain, Sartre, Camus, Claudel, and others. Surrealism and existentialism are discussed.

FREN 377 **STUDY ABROAD (3)** *Prerequisite: FREN 202 or equivalent.* This course, offered in Paris during the summer, involves intensive French instruction in oral communication, civilization, culture, and language.

FREN 389-390 **BUSINESS FRENCH (3,3)** *Prerequisite: Consent of instructor.* A survey of business concepts in France, this course is approached both in terms of study of daily French business practices and as training in vocabulary skills to permit such study. Most standard aspects of commerce in France are covered.

FREN 399 **INTERNSHIP IN FRENCH (1-6)** *Prerequisite: Juniors and seniors with a 2.25 minimum QPA; 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 French. (See "Internships.")

FREN 427-428 **FRENCH PHILOSOPHERS AND THINKERS IN ENGLISH TRANSLATION (3,3)** *Prerequisite: FREN 222, FREN 242, or equivalent.* This course covers the principal philosophical works written in French in the last four centuries. Emphasis is on opposing tendencies in a given century—Montaigne/Rabelais, Descartes/Pascal, Voltaire/Rousseau, and others. Religious thought in France is also studied—from the total submission of the Jansenists to the atheism of some contemporary existentialists.

FREN 440 **SPECIAL PROBLEMS IN FRENCH (1-3)** This course is for students who have taken the courses offered in French and who wish to pursue tutorial study in French. Special permission of the instructor is required.

FREN 475-476 **SEMINAR (3,3)** This capstone course sequence is required of all French majors. The first semester focuses on stylistics, advanced translation, and aspects of literary criticism, based on knowledge acquired in previous course work. It prepares students to write a senior thesis and present—orally and in writing—a portfolio of their work in the second semester.

GENERAL STUDIES COURSES (G S)

G S 100 **FRESHMAN SUCCESS SEMINAR (1)** This seminar is designed to help freshmen make a successful transition to Lynchburg College. Emphasis is placed on educating new students about campus policies and resources as well as helping new students make sound decisions relative to their academic and co-curricular lives. Specific topics addressed include goal setting, time management, and working with advisors and other faculty members.

G S 103 **INTRODUCTION TO EFFECTIVE COLLEGE LIBRARY RESEARCH (1)** This course provides an introduction to research skills and information retrieval techniques in libraries at the college level. Emphasis is placed on evaluating information sources, regardless of format or subject matter, and developing efficient research strategies. The primary focus is on in-house resources at Knight-Capron Library.

G S 104 **STUDY STRATEGIES (1)** Open only to freshmen, this course reviews basic study strategies such as note taking, test preparation, and time management. Course objectives and expectations can be accessed through Learning Resources on the College web pages at www.lyncburg.edu/public/advising/gsl04.htm. Satisfactory/Unsatisfactory credit only.

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 and the job search process.

G S 113 **E-RESEARCH IN THE COLLEGE LIBRARY (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 135 **FRESHMAN SYMPOSIUM (3)** This course is designed to link with existing General Education courses to create a learning community. Interdisciplinary in nature, the course uses collaborative learning processes to explore a variety of topics that enrich the General Education offerings to which they are linked. Specific topics vary based on faculty interests and current issues.

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 310 **ISSUES IN GENDER STUDIES (3)** *Prerequisite: HIST 101-102 or equivalent.* This interdisciplinary course surveys a full range of issues centering upon gender identities. Students study the relationships between (1) gender and self, the body and authority; (2) gender and systems of thought; and (3) gender and postmodern culture.

G S 311 **INDEPENDENT STUDY (1-3)** With consent of the instructors and the associate dean of the College, students may pursue individual programs in general studies during the junior and senior years. In each case, the course must comprise a broad range of interdisciplinary topics. Instruction is on a tutorial basis, requiring frequent reports, papers, and conferences with the instructor.

G S 350 **CENTRAL VIRGINIA RESEARCH PROJECT (3)** *Prerequisites: Minimum QPA of 3.0 and at least sophomore standing.* Research Fellows work under the auspices of the Center for the History and Culture of Central Virginia and have full access to its resources. They are assigned a mentor who helps them define an original research project in local history and see it through to completion.

G S 360, 361 **WASHINGTON CENTER SEMINARS (2, 3)** *Prerequisites: 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 399 **INTERNSHIP (1-12)** *Prerequisite: Juniors or seniors with a 2.25 minimum QPA; approval of written proposal by internship coordinator, supervising faculty, and associate dean prior to registration.* This internship is career-focused and bridges more than one academic discipline. (See "Internships.")

G S 435 SENIOR SYMPOSIUM (2) Open only to juniors and seniors, 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. Themes include: Tyranny and Freedom, War and Peace, Imagination and Creativity, Faith and Morals, Society and Solitude, Poverty and Wealth, The Nature of the Universe, Science, Technology and Society, and Education: Ways and Means and Human Nature.

G S 436 SENIOR SYMPOSIUM (2) Open only to seniors and second-semester juniors, this course is a continuation of G S 435. (Need not be preceded by G S 435.)

GERMAN COURSE (GRMN)

GRMN 201 INTERMEDIATE GERMAN (3) *Prerequisites: GRMN 101-102 or equivalent.* (Each student's level is determined by a placement test administered at the beginning of the course.) This course is a review of grammar and intensive reading and conversational practice with emphasis on speaking German. This course should bring students to the novice high/intermediate low conversational level (ACTFL Guidelines). Work in the language laboratory is required.

HEALTH (HLTH)

HLTH 102 LIFE CHOICES FOR HEALTH AND WELLNESS (2) This course explores the various factors influencing health. Students differentiate between healthy behaviors and those which place individuals at risk; investigate resources for health information; and become knowledgeable about and practice lifestyle health management skills.

HLTH 300 PHARMACOLOGY (3) *Prerequisites: BIOL 214-214L and 215-215L or BIOL 222-222L and 223-223L.* This course establishes a knowledge base in pharmacology and provides an opportunity to investigate pharmacological principles. Students will focus on the relationship between pharmacological knowledge, nursing practice, and athletic training. Drug prototypes, mechanisms of action, and the implications for clinical management are discussed.

HLTH 300L NURSING PHARMACOLOGY LAB (1) *Prerequisites: Completion of nursing prerequisite courses; pre- or corequisite: HLTH 300; concurrent enrollment in 300 level clinical nursing courses required.* The pharmacology lab focuses on principles of safe medication administration. It provides psychomotor skill development opportunities as well as clinical practice simulations.

HEALTH, MOVEMENT SCIENCE, AND RECREATION COURSES (HMSR)

Note: Not more than six hours from activity courses numbered 103-200 may be counted in the 124 hours required for graduation.

ACTIVITY COURSES

HMSR 108 INTRODUCTION TO ADVENTURE ACTIVITIES (1) This course is an introduction to adventure activities as an experiential approach to developing self confidence, trust, team building, and open communication. Activities include the low and high elements of the adventure course, climbing on rocks and walls, rappelling, caving, and orienteering.

HMSR 109 COOPERATIVE AND COMPETITIVE MOVEMENT CHALLENGES (1) These instruction and problem solving activities involve participation, success, equity, and trust with emphasis on challenges that develop fitness. The purpose of the course is to emphasize success in skill performance, acceptance of other performers' abilities, and cooperation to achieve goals.

HMSR 111 RACQUETBALL AND PADDLEBALL (1) This course provides instruction in skills of racket sports. Inter-class competition opportunity provided.

HMSR 112 INTRODUCTION TO BASIC CANOEING/BICYCLING (1)

This course is divided into two equal units. Basic canoeing focuses on strokes, safety, portaging, and map reading skills for lake canoeing. Students canoe a two-day interpretive overnight trip to demonstrate skill application. Bicycling consists of road and mountain biking on area roads and trails. Topics include skills such as cornering, stopping, drafting, navigational skills in maneuvering around objects, bicycle adjustment, first aid, and trip planning. Skills are applied on an overnight trip.

HMSR 123 BASIC BACKPACKING (1) (Fee required) This course includes field experiences, lectures, and demonstrations in backpacking fundamentals. Topics include cooking fire and stove use, equipment, safety, nutrition, and map reading skills. Participants hike on area trails. Application of experiential learning is made by planning, organizing, and participating in a week-end overnight backpacking trip.

HMSR 124 HIKING (1) (Fee required) This course offers hiking on the nearby National Forest trails and Blue Ridge Parkway to gradually build capability and knowledge of natural surroundings. Topics include safety, map/compass reading, nutrition, leadership skills, and environmental awareness.

HMSR 128 BASIC TEAM SPORTS SKILLS (1) This course provides instruction and practice in basic mechanics of skills in soccer, basketball, volleyball, softball, hockey, and lacrosse. Competency levels are stressed.

HMSR 129 BASIC INDIVIDUAL SPORTS SKILLS (1) This course includes instruction and practice in the basic skills of individual sports including tennis, golf, swimming, gymnastics, and track and field. Competency levels or ability to analyze skill performance required.

HMSR 141 ELEMENTARY TENNIS (1) This course offers instruction and practice in forehand, backhand, serve, and volley with competition in singles and doubles.

HMSR 147 INDIVIDUALIZED AEROBICS (1) Personally designed programs of flexibility and aerobic activities are implemented with instruction in principles of developing cardio-respiratory fitness.

HMSR 149 WEIGHT 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.

HMSR 151 ELEMENTARY GOLF (1) The mechanics of swing, approach shots, putting, and rules of play are introduced along with course play.

HMSR 165 FOLK AND SOCIAL DANCE (1) This course provides instruction and participation in line dancing, big circle and square dances, eastern round dances, line and couple folk dances, and traditional social dance forms.

HMSR 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).

HMSR 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.

OTHER HMSR COURSES

HMSR 100 INTRODUCTION TO ATHLETIC TRAINING (3) This course is designed to introduce students to the profession of athletic training and other health care professions, so students will understand the similarities, differences, and relationship of athletic training to other health care professions.

HMSR 102 **CONCEPTS FOR EXERCISE AND LIFETIME WELL-NESS (2)** This course is designed to assist students in establishing the basis for a healthy lifestyle. Emphasis is placed on the possible consequences of lifestyle choices; utilizing technology to become aware of fitness and nutrition; and how to make appropriate choices for positive changes.

HMSR 150 **PREVENTION OF ATHLETIC INJURIES (3)** This course introduces students to injury prevention including equipment fitting, conditioning, biomechanics, protective padding fabrication, and pre-participation examination.

HMSR 205 **COACHING APPRENTICESHIP (1)** This course provides students with an apprenticeship experience in coaching a selected sport with emphasis on observation, leadership, and management of skill development. Students participating in a sport are not eligible for sport apprenticeship in the same sport.

HMSR 219 **MOVEMENT CURRICULUM FOR K-5 (3)** This course focuses on fundamental concepts and methods of inquiry associated with developmental movement education for the young child. The appropriate inclusion of educational gymnastics, fundamental movement patterns, games, and dance are emphasized. Some observation and experience in the application of instructional theories to the teaching of movement are implemented in on-site clinical experiences.

HMSR 220 **MOVEMENT CURRICULUM FOR 6-12 (3)** *Prerequisite: Admission to teacher preparatory program.* This course provides fundamental concepts and methods of inquiry associated with the middle and high school curriculum in fitness, dance, gymnastics, and sports. Some observation and experience in the application of instructional theories to the teaching of movement are implemented in on-site clinical experiences.

HMSR 224 **ADDICTION AND BEHAVIOR MANAGEMENT (2)** This course surveys addictive substances and the causes of addictive behavior. Various theories of prevention and treatment are researched.

HMSR 225 **SAFETY AND THE MANAGEMENT OF HEALTH EMERGENCIES (3)** This course surveys safety principles, accident prevention, professional liability, and appropriate techniques for managing emergencies. (Course fee required.)

HMSR 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.

HMSR 250 **CULTURAL FOUNDATIONS OF MOVEMENT, SPORTS AND DANCE (3)** This course is a study of historical, philosophical, and sociological constructs underlying the meaning and function of human movement.

HMSR 255 **SCIENTIFIC PRINCIPLES OF STRENGTH AND CONDITIONING (2)** 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.

HMSR 260 **PRINCIPLES OF SPORTS 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.

HMSR 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.

HMSR 271 FOUNDATIONS OF HEALTH EDUCATION (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.

HMSR 272 ADULT HEALTH AND DEVELOPMENT PROGRAM (3) This course is an interdisciplinary experiential learning course that provides one-on-one interaction with senior citizens from the local community. Students and senior citizens will engage in a variety of activities and educational projects to promote healthy and positive aging. Students, together with their senior partner, participate in fitness activities and workshops on topics related to aging and human performance. Students have an opportunity to learn through hands-on experience. In addition, this course directs attention toward a better understanding of issues of diversity as stereotypes related to aging are explored. Prior to being partnered with a senior citizen, students receive special training to prepare them to work effectively with the older population.

HMSR 301 NON-MEDICAL HEALING (3) This course examines the role of health services which deviate from or compete with the medical model. Social and legal issues, reliability of information, and the development of guidelines for utilization of services are studied.

HMSR 303 THE STRUCTURE AND SEQUENCE OF DEVELOPMENTAL HUMAN MOVEMENT (3) This course studies changes in movement throughout the lifespan as influenced by social, cognitive, and physical aspects of human development.

HMSR 304 THE PSYCHOLOGY OF MOTOR BEHAVIOR AND LEARNING (3) This course examines how people learn movement skills and the factors enhancing and detracting from the performance of these skills. Motor development refers to the study of maturational changes which are relatively stable, genetically defined, and non-modifiable by practice or experience. Motor learning refers to the set of processes associated with practice or experience leading to relatively permanent changes in skilled behavior.

HMSR 312 INTRODUCTION TO RESEARCH IN HEALTH AND MOVEMENT SCIENCE (3) This course provides an introduction to the nature and methods of the research process with an emphasis on study design, data collection, and basic statistical analysis of research data.

HMSR 315 HEALTH BEHAVIOR AND COMMUNICATION (3) *Prerequisite: HMSR 271.* This course examines health behavior theories; models and frameworks from health and social sciences; marketing and communication; and their applications to individual, group, or community health education initiatives.

HMSR 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.

HMSR 325 PHYSIOLOGY OF EXERCISE (3) *Recommended: BIOL 214, 215.* 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.

HMSR 328 CLINICAL EXERCISE TESTING (3) *Prerequisites: HMSR 340, HMSR 325.* This course involves the study of techniques and practical applications to enable students to administer exercise testing protocols, evaluations, and prescriptions to healthy as well as diseased populations in a clinical setting. Students may to apply for certifications as Exercise Test Technologists or Exercise Specialist.

HMSR 330 **SCHOOL HEALTH CURRICULUM (3)** *Prerequisite: HMSR 271.* The focus of this course is curriculum development and instruction in school health education. It includes health concerns of school-age populations, curriculum resources and unit and lesson plan development.

HMSR 340 **HEALTH AND FITNESS APPRAISAL AND PROGRAMMING (2)** *Prerequisite: HMSR 325.* This course explores theory and ethical practices related to information gained through exercise testing and health promotion tools.

HMSR 353 **SPORTS LAW (3)** *Prerequisites: BUAD 260, HMSR 260.* This course introduces legal principle application to a variety of sport settings. Issues related to risk management, individual rights of athletes and employees, and gender are explored.

HMSR 361 **THE MEASUREMENT OF PERFORMANCE IN HEALTH AND MOVEMENT (3)** *Prerequisites: HMSR 128 or HMSR 129.* This course focuses on analyzing performance from quantitative and qualitative perspectives and the proper use of various instruments in health and movement.

HMSR 362 **HEALTH AND MOVEMENT LEARNING FOR EXCEPTIONAL POPULATIONS (3)** *Prerequisites: HMSR 361 or permission of instructor.* This course surveys individualization of instruction for persons with challenging conditions and provides on-site clinical experiences with special populations.

HMSR 365 **PRESCRIPTIVE MODELS FOR TEACHING MOVEMENT AND HEALTH (3)** *Prerequisite: Admission to teacher preparatory program.* This course applies instructional theories to the teaching of movement and health. Students develop behavioral competence and utilize a variety of teaching styles and strategies. On-site clinical experiences are provided.

HMSR 366 **OUTDOOR RECREATION LEADERSHIP (3)** This course includes teaching principles and planning, implementing, leading, supervising, and evaluating outdoor recreational programs. Emphasis is given to wilderness leadership techniques and programming. Practical application is gained through planning and implementing a group trip.

HMSR 368 **SPORT FACILITIES AND EVENT MANAGEMENT (3)** *Prerequisites: BUAD 260, HMSR 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.

HMSR 372 **CONTEMPORARY HEALTH ISSUES (2)** This course is directed toward current health problems and concerns and includes the topics of fitness, environmental health, and health careers.

HMSR 380 **KINESIOLOGY (3)** *Recommended: Biology 214, 215.* This course is a study of the origin, mechanics, and effectiveness of human motion.

HMSR 382 **EXERCISE: THE PHYSIOLOGY, EVALUATION AND PROGRAMMING FOR SPECIAL POPULATIONS (3)** *Prerequisites: HMSR 240, HMSR 325.* This course focuses on the physiology, exercise prescription, and programming for exceptional populations such as older adults, children, and athletes as well as the diseased or clinically impaired.

HMSR 395 **ENVIRONMENTAL EXERCISE PHYSIOLOGY (3)** *Prerequisites: HMSR 340 and HMSR 325.* This course introduces the study of acute and chronic adaptations to different environmental conditions. The effects of both short and long term exposure to different temperatures, altitudes, toxins, and ergogenic aids that may effect physiological capacity are explored.

HMSR 409 INDEPENDENT STUDY IN HEALTH AND MOVEMENT SCIENCE (1-3) *Prerequisites: Approval of faculty sponsor and school dean.* This course provides an opportunity to pursue individual interests and projects not covered in other available courses. The area for investigation is developed in consultation with a faculty member and credit dependent on the nature of the work. May be repeated for no more than six credits.

HMSR 415 INTERNSHIP IN HEALTH/FITNESS AND SPORT PROGRAMMING (1-6) *Prerequisites: Juniors or seniors with a 2.25 minimum QPA; approval of written proposal by internship coordinator, supervising faculty, and School dean prior to registration.* This course offers a professional internship with an appropriate health fitness organization/program. The student and faculty sponsor will agree upon the location and responsibilities of the intern. The number of credits will depend upon the nature of the project and the number of hours involved in the project. (See "Internships.")

HMSR 420 HEALTH PROGRAM PLANNING (3) *Prerequisites: HMSR 271 or consent of instructors.* This course prepares students to plan, develop, implement, and evaluate health education programs for a variety of settings, including community and worksite.

HMSR 425 ADVANCED HEALTH AND FITNESS EVALUATION AND PROGRAMMING (3) *Prerequisites: HMSR 340, HMSR 325.* This course involves a review of basic exercise testing and programming for healthy populations. Emphasis is placed upon practical fitness assessment and individualized exercise programming for effective change. The course is the foundation for the American College of Sports Medicine Certification for Health and Fitness.

HMSR 441 MANAGEMENT AND ADMINISTRATIVE PROCESSES IN FITNESS AND SPORT (3) *Prerequisites: BUAD 260, HMSR 260.* This course involves a study of the management and administration procedures utilized in movement and sport programs. Competency development in personnel, business and finance, and risk management is emphasized.

HMSR 465 STUDENT TEACHING IN HEALTH AND MOVEMENT SCIENCE K-12 (12) *Prerequisites: Admission to Student Teaching; HDVL 101 and 351. HMSR 219, 220, 324, 361, 362, 365.* This supervised full-time (twelve weeks, six in elementary and six in secondary) field experience in K-12 culminates in 200 hours of "in charge" teaching in health and physical education under the direction of a cooperating teacher and College supervisor.

HISTORY COURSES (HIST)

HIST 101-102 A HISTORY OF CIVILIZATION (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 200 INTRODUCTION TO HISTORICAL STUDY AND WRITING (3) 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 216 MODERN JAPAN (3) This course will deal with the socio-political and historical development of Japan during the period between 1600 and 2000. An examination of the changing economic and political patterns affecting class, ethnic and gender relations will be the primary foci. All of this will be studied in the context of Japan's interactions with both its Asia-Pacific neighbors and the West in order to understand the contemporary place of Japan in the modern world.

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 247 **AFRICAN-AMERICAN HISTORY TO 1865 (3)** This course details the history of African Americans from their first arrival in 1619 to the end of the Civil War. Topics include fifteenth century explorations by Blacks, West African capture and slavery, Black impact on the development of American culture and society, and the way mainstream and revisionist scholars have treated these subjects.

HIST 248 **AFRICAN-AMERICAN HISTORY FROM 1865 TO PRESENT (3)** This course is a study of African Americans in the United States from the Civil War to the present. Themes include economic and social development, relationship with the Federal Government, and the evolution of varying political, literary, and philosophical thought, including that of Booker T. Washington, W.E.B. DuBois, Marcus Garvey, A. Philip Randolph, Dr. Martin Luther King Jr., Malcolm X, Thomas Sowell, and Derrick Bell.

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 275 **LATIN AMERICAN HISTORY (3)** *Prerequisites: HIST 101 and HIST 102.* 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 301 **THE 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 303 **THE ANTEBELLUM SOUTH (3)** This course is a study of all aspects of Southern life and civilization from the colonial period to secession.

HIST 305 **ENGLAND TO 1603 (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, and England's turning to the sea in the age of Elizabeth I.

HIST 306 **ENGLAND SINCE 1603 (3)** This course covers the struggle between King and Parliament, the Glorious Revolution, the duel with France, and the Empire and the Pax Britannica.

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, and art, music, and literature.

HIST 312 **RENAISSANCE AND REFORMATION (3)** This course presents the flowering of art, literature, music, 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 AMERICAN MILITARY HISTORY (3) This course is a survey of the military in American history from the Revolution 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 334 FOREIGNERS IN A NEW LAND (3) Each ethnic group that has come to the United States has in some way influenced the way America lives and thinks of itself. This course considers the ethnic history of America focusing on the motives for migration, patterns of assimilation, and lasting legacies of immigrants.

HIST 335 WORK AND CLASS IN AMERICAN SOCIETY (3) This examination of the interrelationship of work and class in American society from the Colonial period to the present concentrates on such issues as labor-management relations, the impact of new technologies and managerial structures on the work force, and changing attitudes and perceptions of work and leisure.

HIST 336 AMERICAN SOCIAL HISTORY (3) This course is an examination of the experience of Americans in such social contexts as 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 338 ENGLAND UNDER THE TUDORS (3) This course is a study of the evolution of English institutions and culture from the time of national renewal under Henry VII to the glorious reign of Elizabeth I.

HIST 339 ATLANTIC WORLD IN THE SEVENTEENTH CENTURY (3) This course is a study of England and her American colonies in the century that saw the genesis of the British Empire as well as the Civil Wars and the Revolution of 1688.

HIST 340 ATLANTIC WORLD IN THE EIGHTEENTH CENTURY (3) This study of Great Britain and America in the age of enlightenment and revolution emphasizes the institutions that first bound the British Empire together but eventually tore it apart.

HIST 341 AGE OF COURTS AND KINGS (3) This course is a survey of modern Europe from the death of Philip II of Spain in 1598 to the fall of the ancient regime in France in 1789 with particular emphasis on the expansion of European civilization and its transformation by the scientific and intellectual revolutions.

HIST 342 FROM REVOLUTION TO ARMAGEDDON (3) This course focuses on the emergence of a new Europe during the French Revolution and its steady progress until the tragedy of World War I.

HIST 343 SOUTH AFRICA: NEW CITADEL OF DEMOCRACY (3)

The course begins with an historical overview of the struggle between Black South Africans and Afrikaner settlers. It examines how apartheid was used to defeat the nationalist movement and make South Africans strangers in their own land. It then traces the struggle against apartheid and the role played by children, women, and clergy in helping to bring about its defeat. The course next examines the international dimensions of the struggle against apartheid and how it dominated African diplomacy for three decades. The course concludes with recent developments, including the role of the United States in helping to bring about the repudiation of apartheid, the subsequent constitutional talks, the birth of South African democracy, and the nature of the new society coming into existence.

HIST 370 DIPLOMATIC HISTORY OF THE UNITED STATES (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 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 399 INTERNSHIP IN HISTORY (1-6) *Prerequisites: Juniors or seniors with a 2.25 minimum QPA; approval of written proposal by internship coordinator, supervising faculty, and School dean 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.")

HIST 402 SEMINAR IN HISTORY (3) *Prerequisites: HIST 200 and senior standing or consent of instructor.* In this course the students prepare a research paper in History on a topic to be chosen by the student in consultation with the instructor.

HONORS COURSES (HONR)**HONR 100 FRESHMAN SEMINAR: THE HONORS EXPERIENCE (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 103 ADVANCED ENGLISH COMPOSITION (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.

HONR 111-112 HUMANITIES SEMINAR (3,3) These seminars explore topics in Western civilization from an essentially historical perspective including consideration of questions relating to political stability, war and revolution, economic development, social conditions, and significant ideas and movements in the arts, sciences, philosophy, and religion. First semester generally comprises studies from the ancient Near East, Greece, and Rome through the Middle Ages and the Renaissance. Second semester treats topics from the Age of Discovery and the Reformation through the French Revolution and Napoleonic Wars, the Industrial Revolution, and the twentieth century.

HONR 121 MATHEMATICS SEMINAR (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 the algorithms, geometry, probability, calculus, and mathematical foundations of computer science.

HONR 131 SOCIAL SCIENCE SEMINAR (3) This course is an interdisciplinary analysis of economic, political, and social issues including issues related to methods of social research.

HONR 211 HUMANITIES SEMINAR (3) This course is a comparative study of selected texts from world literature that provides students with multiple perspectives on significant human issues.

HONR 212 HUMANITIES SEMINAR (3) This seminar examines major schools of philosophy and/or major religious traditions with discussion of varied specific topics within these disciplines.

HONR 221 FINE ARTS SEMINAR (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 233-234 SCIENCE SEMINAR (4, 4) Three hours lecture and two hours laboratory. This two-course sequence presents an integrated approach to the study of the sciences. Seminars focus on the principles that form a seamless web of knowledge about the natural universe. Students gain an understanding of the scientific process and will learn to read and appreciate popular accounts of major discoveries in the sciences.

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 435-436 HONORS SYMPOSIUM (1,1) *Corequisite: G S 435-436.* Students in Honors Symposium enroll in the regular Senior Symposium (GS 435-436) and attend the lectures and a discussion section with the other students in that class. They then meet separately for an additional hour of discussion.

HONR 451-452 SENIOR HONORS PROJECT (3,3) 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 DEVELOPMENT AND LEARNING COURSES (HDVL)

HDVL 101 INTRODUCTION TO EDUCATION AND RELATED PROFESSIONS (3) With particular attention to American public education and the role of the licensed professional teacher, the course examines historical, philosophical, and current social influences on contemporary practice, institutional development, and public attitudes about children and education. The course concludes with an exploration of the expanding range of career paths open to teaching and human development professionals and introduces teacher licensing requirements and procedures. Professional vocabulary, attitudes, and performance expectations will be introduced as an integral and functional component of the course.

HDVL 201 THE INSTRUCTIONAL CONTEXT (3) *Prerequisites: Core courses taken sequentially or concurrently, but not out of sequence.* This course introduces the primary task model used by effective teachers. Students study the ongoing cycle of planning, implementation, and assessment and how these are linked.

HDVL 202 FIELD EXPERIENCE I (1) This course is designed to provide pre-service teachers with initial opportunities to observe and participate in the dynamics of a classroom and to share, question, and reflect upon those experiences in campus seminars.

HDVL 211 INSTRUCTIONAL STRATEGIES (3) *Prerequisites: HDVL 101, HDVL 201, HDVL 202, PSYC 213, PSYC 241.* This course deals with the specific instructional strategies teachers develop to include: establishing rapport with faculty and staff; becoming familiar with school policies and routines; reviewing cumulative folders to find out required accommodations for individual students; introducing themselves to parents; arranging classrooms, organizing and ordering materials; mentoring; working with aides and paraprofessionals; setting up grade books; becoming familiar with community resources; and setting behavioral expectations.

HDVL 234 CHARACTERISTICS OF MENTAL RETARDATION (3) *Prerequisite: PSYC 213.* This course focuses on the study of intellectual, cognitive, social, emotional, and physical characteristics of individuals who are mentally retarded. It includes attention to the causes of retardation, an overview of programs and services, and current issues and future directions in the field.

HDVL 313 READING AND LANGUAGE ACQUISITION I (3) *Prerequisite: HDVL 211.* This course is designed to impart a thorough understanding of the complex nature of language acquisition and the reading process to pre-service teachers. It develops their comprehension of sound/ symbol relationships, phonemic awareness, word attack skills, and a wide variety of comprehension and instructional strategies.

HDVL 320 FIELD EXPERIENCE II (E) (1) *Prerequisites: HDVL 201 and HDVL 211.* 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 classrooms in local school districts. Seminars and other activities provide opportunities for analysis and reflection.

HDVL 322 METHODS WORKSHOP I (3) *Prerequisite: HDVL 211.* This course is designed to help pre-service teachers gain the necessary knowledge, skills, and processes which foster students' success on the Virginia Standards of Learning tests in language arts and social studies. Major goals are to promote intellectual curiosity and support life-long learning.

HDVL 330 FIELD EXPERIENCE II (SE) (1) *Prerequisites: HDVL 202 and HDVL 211.* 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.

HDVL 331 SPECIAL EDUCATION METHODS WORKSHOP I (3) *Prerequisites: HDVL 211; PSYC 213.* This course is designed to impart an advanced understanding of curriculum and instruction for persons with mild to moderate disabilities. It provides pre-service teachers with knowledge regarding IEP and Section 504 Plan writing, designing self-contained, resource, and inclusive classrooms (in terms of room arrangement, scheduling, and grouping of students), adapting materials, and designing curriculum in the areas of math, written language, science, and social studies. It also includes a focus on instructional methods including Direct Instruction, Precision Teaching, Mastery Learning, Strategy Instruction, Study Skills Instruction, and Student-directed Instructions.

HDVL 334 CHARACTERISTICS OF PERSONS WITH LEARNING DISABILITIES (3) *Prerequisite: PSYC 213.* This introductory course focuses on the theories, characteristics, etiology and cognitive functioning of students with specific learning disabilities. Also included are age span issues and social/emotional and medical aspects. Individualized educational needs, levels of severity, and specialized methods and programs for students with LD are studied.

HDVL 342 FIELD EXPERIENCE II (S) (1) *Prerequisites: HDVL 202; HDVL 211.* 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 classrooms in local school districts. Seminars and other activities provide opportunities for analysis and reflection.

HDVL 351 READING IN THE CONTENT AREAS (3) *Prerequisite: HDVL 211 or HMSR 219.* 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.

HDVL 352 TEACHING IN MIDDLE/SECONDARY SCHOOL (3) *Prerequisite: HDVL 211.* 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.

HDVL 420 FIELD EXPERIENCE III (E) (1) *Prerequisite: HDVL 220, HDVL 320.* This course provides students with opportunities to apply instructional skills in controlled situations under the guidance of an experienced professional. Students participate in two hours of observations, tutorial, and small and large group instructional activities per week in classrooms in local school districts. On-campus and in-school seminars provide opportunities for analysis and reflection.

HDVL 422 METHODS WORKSHOP II (3) *Prerequisite: HDVL 211.* This course is an integrated workshop offering an active inquiry approach to model practices recommended by the National Science Education Standards and National Council on Teaching Mathematics Strategies. Methods for teaching knowledge and skills based on the Virginia Standards of Learning are offered from a student-centered approach. Multiple forms of assessment are modeled and the effective use of technology as a tool for learning is stressed.

HDVL 423 READING AND LANGUAGE ACQUISITION II (3) *Prerequisite: HDVL 313.* Taken the semester prior to student teaching, this course builds on knowledge acquired in Reading and Language Acquisition I (HDVL 313). It introduces additional skills to achieve proficiency in a wide variety of comprehension strategies, including a repertoire of questioning strategies, understanding the dimensions of word meanings, teaching summarizing and retelling skills, and guiding students to make connections beyond the text.

HDVL 429 STUDENT TEACHING (E) (12) *Prerequisites: Completion of all major course requirements.* This course is an application of effective teaching skills and content at the elementary level. Students are assigned to a 300-hour (minimum) block in school systems under the guidance of College personnel and classroom teachers where they practice their teaching skills.

HDVL 430 FIELD EXPERIENCE III (SE) (1) *Prerequisite: HDVL 330.* This course provides students with opportunities to apply instructional skills in controlled situations under the guidance of an experienced professional. Students participate in two hours of observations, tutorial, and small and large group instructional activities per week in classrooms in local public and private schools. Students have the opportunity to experience the structure and organization of general education classrooms and other instructional settings representing the continuum of special education services. On-campus and in-school seminars provide opportunities for analysis and reflection.

HDVL 431 LANGUAGE DEVELOPMENT AND COMMUNICATION SKILLS FOR EXCEPTIONAL LEARNERS (3) *Prerequisites: HDVL 211, PSYC 213.* This course provides a study of language development and communication problems in students with disabilities. Remedial methods and intervention programming in speech, language and communication are explored. Attention is directed to the sociocultural variations and alternative communication problems in this population. The course also includes attention to curricula, methods, materials, and adaptations in language arts.

HDVL 432 SPECIAL EDUCATION METHODS WORKSHOP II (3) *Prerequisite: HDVL 331.* This course provides a study of language development and communication problems in students with disabilities. Remedial methods and intervention programming in speech, language and communication are explored. Attention is directed to the sociocultural variations and alternative communication problems in this population. The course also includes attention to curricula, methods, materials, and adaptations in language arts.

HDVL 435 **STUDENT TEACHING (MR) (6-12)** *Prerequisites: Completion of all major course requirements.* This course is an application of all the effective teaching skills that have been learned in course work in mental retardation. The student is assigned to classrooms full time for a 300 clock-hour experience with at least half of the time spent in direct teaching activities supervised by College personnel and classroom teachers.

HDVL 436 **STUDENT TEACHING (LD) (6-12)** *Prerequisites: Completion of all major course requirements.* This course is an application of all the effective teaching skills that have been learned in course work in specific learning disabilities. The student is assigned to classrooms full time (300 hours) experience with at least half of the time spent in direct teaching activities supervised by College personnel and classroom teachers.

HDVL 442 **FIELD EXPERIENCE III (S) (1)** *Prerequisites: HDVL 202; 342.* This course provides students with opportunities to apply instructional skills in controlled situations under the guidance of an experienced professional. Students participate in two hours of observations, tutorial, and small and large group instructional activities per week in classrooms in local school districts. On-campus and in-school seminars provide opportunities for analysis and reflection.

HDVL 449 **STUDENT TEACHING (SECONDARY) (12)** *Prerequisites: Completion of major course requirements.* This course is an application of all the effective teaching skills and content at the secondary level. Students are assigned to a 300-hour (minimum) block in school systems under the guidance of College personnel and classroom teachers where they practice their teaching skills.

INTERNATIONAL RELATIONS COURSES (INTL)

INTL 101 **GLOBAL POLITICS IN THE NEW MILLENNIUM (3)** This course is an introduction to the study of interstate relations in the post-Cold War era. Emphasis is on global policy making with respect to issues of global concern. Special attention is paid to global environmental issues, human rights, globalization of the international economy, and the promotion of global peace and security.

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 250 **INTRODUCTION TO RESEARCH METHODS (3)** This course provides an introduction to research methods and writing covering such concepts as hypotheses, research designs, and techniques of quantitative and qualitative data analysis. Required of all majors, it may be taken in either the sophomore or junior year.

INTL 321 **RESEARCH METHODS IN INTERNATIONAL RELATIONS (3)** *Prerequisites: INTL 101 and INTL 213.* This course provides an introduction to 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 399 **INTERNSHIP IN INTERNATIONAL RELATIONS (1-6)** *Prerequisites: Juniors or seniors with a 2.25 minimum QPA; approval of written proposal by internship coordinator, supervising faculty, and School dean 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 400 SENIOR THESIS IN INTERNATIONAL RELATIONS (3)

Prerequisite: INTL 250 and INTL 321. The senior thesis is designed to be a capstone course in which the student, working under the supervision of one of the members of the International Relations Program Committee, 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.

JOURNALISM COURSES (JOUR)

JOUR 201 BEGINNING NEWS REPORTING (3) This introduction to the principles and practices of journalism emphasizes acquiring reporting and writing skills for newspaper and broadcast journalism.

JOUR 202 NEWS REPORTING (3) *Prerequisite:* JOUR 201. While writing for publication in the campus newspaper, students cover campus beats and gain expertise in news style and form. Students expand on the principles of journalism introduced in JOUR 201 through classroom exercises, lectures, and critiques of student writing.

JOUR 312 ADVANCED REPORTING AND WRITING (3) *Prerequisite:* JOUR 202 or permission of instructor. This course provides rigorous in-depth instruction and critiques of students' news and feature assignments for campus publication with emphasis on public affairs. Writing uses different reporting methodologies: interviewing, official records research, direct and participant observation, and survey research.

JOUR 320 ARTICLE AND FEATURE WRITING (3) *Prerequisite:* JOUR 201 or permission of instructor. This course involves the study and practice of writing major articles and features for the print media. Attention is given to the preparation of manuscripts for submission to commercial publishers and campus publications.

JOUR 360 PUBLIC RELATIONS WRITING (3) *Prerequisite:* JOUR 201 or permission of instructor. 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.

JOUR 381-382 BROADCAST JOURNALISM (3,3) *Prerequisite:* JOUR 201 or permission of the instructor. This course sequence is a study of reporting, writing, and producing radio and television broadcast news. Attention is given to the preparation of video news reports. The history of broadcast news and legal aspects of broadcast communication are discussed.

JOUR 399 INTERNSHIP IN JOURNALISM (1-6) *Prerequisite:* Juniors or seniors with a 2.25 minimum QPA; approval of written proposal by internship coordinator, supervising faculty, and School dean prior to registration. The internship program enables students to gain practical experience by using their training in journalism and writing in the marketplace. Interns may work in radio and television stations, newspapers, advertising and public relations agencies, and other areas approved by the faculty advisors. (See "Internships.")

JOUR 405 MEDIA LAW (3) This course examines media law and First Amendment responsibilities and privileges. Content includes libel, privacy, free press/fair trial, advertising and broadcast regulations, and prior restraint.

JOUR 411 SUPERVISED PRACTICUM-EDITORS (1-3) Enrollment in these courses is limited to students holding major editorial positions on the *Critograph* or *Argonaut* staff. Requirements are established between instructor and student on an individual basis.

JOUR 450 EDITING FOR PUBLICATION (3) *Prerequisite: JOUR 202.*

This course provides study and practice in copy editing, headline writing, and proofreading, with attention given to printing terminology, page makeup and design, type structure, computer use in editing, and analysis of newspaper content. This course is primarily for students holding leadership positions with campus media.

JOUR 477 SENIOR PROJECT (1-3) *Prerequisite: Permission of instructor.*

This course allows journalism students to gain practical experience in the field of public relations or newspaper, magazine, or broadcast reporting. Independent study on or off campus is usually required. The nature of the project determines the credit given.

JOUR 481-482 ADVANCED BROADCAST JOURNALISM (3,3) *Prerequisites: JOUR 381-382 and consent of instructor.* Students gain experience in reporting, writing, producing, directing, and editing for the electronic media. The courses include principles of in-depth reporting and issues and techniques involved in producing news and feature segments and documentaries.

LATIN COURSES (LATN)

Students who enter Lynchburg College directly from high school, and who have had two years of a foreign language in high school, may qualify for enrollment at the intermediate level if they wish to continue with the same language.

LATN 201 INTERMEDIATE LATIN (3) *Prerequisite: LATN 101-102, or equivalent.* (Each student's level is determined by a placement test that is given at the beginning of the course.) This course reviews Latin grammar and intensive reading. This course brings students to the novice high/ intermediate low level (ACTFL Guidelines).

MANAGEMENT COURSES (MGMT)

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 362 HUMAN RESOURCES MANAGEMENT (3) This introduction to personnel administration includes selection and training of personnel, wage administration, communication and motivation of employees, personnel policies and methods, and recent trends in employment practices.

MGMT 363 MANAGING DIVERSITY WITHIN ORGANIZATIONS (3) This course introduces students to diversity in organizations, focusing on three levels of analyses: 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 377 STUDY ABROAD: INTERNATIONAL MANAGEMENT (3) *Prerequisites: BUAD 302 or MGMT 260.* This course focuses on management challenges associated with business activity across national boundaries. It aims to provide students with the knowledge, understanding, and skills that will help them manage more effectively in an international environment. Included in this course is a ten-day study abroad experience in a foreign country such as Spain, France, or Great Britain.

MGMT 421 ORGANIZATIONAL CHANGE AND DEVELOPMENT (3) *Prerequisites: BUAD 302 or MGMT 260.* This course is designed to help students understand how to

manage in times of profound change and innovation. This course develops an in-depth understanding of key concepts in organizational development and change. It focuses on developing the diagnostic skill

necessary for effective management of organizational change. The course explores different intervention approaches, including, but not limited to, human processes, technostuctural, human resource management, and strategic interventions.

MGMT 470**ADVANCED TOPICS IN MANAGEMENT (3)** *Prerequisites:*

BUAD 302 or MGMT 260. This capstone course develops forecasting, decision making, planning, and control for general managers. Students will learn and apply the tools and techniques required to construct useful scenario descriptions and make effective decisions under conditions of either uncertainty or risk. Students will design the organizational structures and processes required to pursue opportunities and/or solve problems, and design the measures and control processes necessary for effectively guiding subsequent efforts.

MARKETING COURSES (MKTG)**MKTG 251****PRINCIPLES OF MARKETING (3)**

This survey course provides students with an overview of marketing as a line management discipline; the elements of the marketing mix and their use in the construction of organized marketing efforts; and the environment at variables to which managers must attend and adapt.

MKTG 371**MARKET RESEARCH (3)** *Prerequisite: BUAD 241 and BUAD*

302 or MKTG 251. This quantitative course provides students with the tools and knowledge required to acquire data in product development or product management situations, to analyze the data appropriately, and to generate useful recommendations on the basis of their analysis.

MKTG 372**SALES AND SALES MANAGEMENT (3)** *Prerequisite:*

BUAD 302 or MKTG 251. 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: BUAD*

302 or MKTG 251. 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 375**CONSUMER AND BUYER BEHAVIOR (3)** *Prerequisite:*

BUAD 302 or MKTG 251. 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 379**MARKETING COMMUNICATIONS (3)** *Prerequisite: BUAD*

302 or MKTG 251. 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 425**FUNDAMENTALS OF ONLINE BUSINESS (3)** *Prereq-*

uisites: BUAD 302 or MKTG 251. This course focuses on the theory and applications of online/Internet based business strategies. The course is designed to introduce the student to the current trends and aspects of developing a business on the Internet. The topics to be covered include, but are not limited to: basic development and implementation issues of an online business, registering and promoting and online business, legal issues associated with an online business, design issues associated with a web site, user based issues, and current issues within the realm of online business and the consumers.

MARKETING MANAGEMENT (3) *Prerequisite: BUAD 302*

INTERNATIONAL MARKETING (3) *Prerequisite: BUAD*

PRECALCULUS (3) *Prerequisite: At least two years of high*

CALCULUS I (3) *Prerequisite: MATH 102 or equivalent.* This

CALCULUS II (3) *Strongly Recommended: MATH 103 or*

LIBERAL ARTS MATHEMATICS (3) This course introduces

MATHEMATICS FOR LIBERAL ARTS (3) This course pro-

INTRODUCTION TO SCHOOL MATHEMATICS I (3)

INTRODUCTION TO SCHOOL MATHEMATICS II (3)

CALCULUS III (3) *Prerequisite: MATH 104 or equivalent.*

Polar coordinates, infinite series and sequences, multivariable calculus, partial differentiation, multiple integration, three-dimensional analytic geometry and applications are studied.

MATH 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.

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 301 **DIFFERENTIAL EQUATIONS (3)** *Strongly Recommended: MATH 211.* 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 211.* 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 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 211.* 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 211 or consent of instructor.* 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)** *Strongly Recommended: MATH 211.* 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 333 **INTERMEDIATE STATISTICS (3)** *Prerequisite: Math 104.* This calculus-based introduction to statistics covers a variety of topics including: data collection, exploratory data analysis, summary measures, sample variability, basic probability, distribution of random variables, sampling distributions, estimation, confidence intervals, hypothesis and significance testing, analysis of variance, contingency tables, correlation, and least squares regression.

MATH 399 **INTERNSHIP IN MATHEMATICS (1-3)** *Prerequisite: Juniors or seniors with a 2.25 minimum QPA; 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 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: At least one 300-level course.* 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 occupy a central place. Mappings, especially homomorphisms, are introduced fairly early and emphasized throughout.

MATH 407-408 **ADVANCED CALCULUS (3, 3)** *Prerequisite: MATH 212.* 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)** *Prerequisites: MATH 212, junior standing.* This course explores basic concepts of a topological space; continuous functions and mappings; separation axioms; metric spaces; deformations; and topology of plane sets.

MATH 440 **TOPICS IN MATHEMATICS (3)** *Prerequisites: Senior standing and a minimum of nine hours of advanced mathematics, as well as consent of the instructor and advisor.* This course is designed for those students who desire work not offered in the regular advanced courses in mathematics and who wish to work on an individual project under the supervision of a mathematics professor.

MATH 451 **SENIOR PROJECT (3)** *Prerequisites: 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 does an intensive study of a mathematics topic of his/her choice under a supervising professor. This study must involve a synthesis of available material on the topic to include (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.

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. Slides, text, and additional readings comprise the primary teaching aids, and the Daura Gallery is used as a teaching resource 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, historical sites, etc.

MST 301 **ISSUES IN MUSEUM STUDIES (3)** This course examines the ethical and legal issues of governance, administration and collections management facing museums. The course focuses on an understanding of issues facing all types of museums including art, material culture, natural history, anthropology, historical sites, etc. Texts and additional readings comprise the primary teaching aids, and the Daura Gallery is used as a teaching resource.

MST 302 **MUSEUMS IN THE PUBLIC DIMENSION (3)** This course focuses on the theory and practice of museum education, exhibitions, and programming pertaining to museums of all types including art, material culture, natural history, anthropology, historical sites, etc. Texts and additional readings comprise the primary teaching aids, and the Daura Gallery is used as a teaching resource. As part of this course, students curate an exhibition and develop ancillary interdisciplinary programs for the Daura Gallery.

MST 399 **INTERNSHIP IN MUSEUM STUDIES (3-6)** *Prerequisite: Juniors or seniors with a 2.25 minimum QPA; approval of written proposal by internship coordinator, supervising faculty, and School dean 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 fee, non-refundable, is required. There is no overload fee involved with any of the applied music courses (001-012). See discussion under "Music Major" for practice requirements.

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)
MUSC	011	RECORDER (.5 or 1)
MUSC	012	HARPSICHORD (.5 or 1)

MUSIC ENSEMBLES

The College music ensembles are available to all students. Overload fees, if applicable, are waived by the College for any ensemble participation.

MUSC 018 ORCHESTRA (1) The Lynchburg Symphony Orchestra is composed of both professional musicians and qualified non-professional musicians from the Lynchburg area. The ensemble rehearses weekly and performs several times a year both in classical and pops concerts. Major works in the orchestral literature are studied and performed and ensemble techniques developed. Available to qualified students by audition.

MUSC 021 LYNCHBURG COLLEGE WIND ENSEMBLE (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 several times a year on campus and within the Central Virginia area. Open to all students without audition.

MUSC 022 LYNCHBURG COLLEGE 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 is made up of approximately thirty-five members. The Concert Choir sings on campus and represents the College in concerts from New England to Florida. Open to all students by audition.

MUSC 023 LYNCHBURG COLLEGE HANDBELL CHOIR (.5) The purpose of this ensemble is to rehearse and perform handbell music. Emphasis is also placed on the techniques of directing handbell choirs. The handbell choir performs in College concerts at Christmas and in the spring. Open to all students. Basic music reading skills are required.

GENERAL MUSIC COURSES

MUSC 100 MUSIC APPRECIATION (3) This course is an introductory study of music in its various elements, forms, and styles.

MUSC 101 LISTENING TO MUSIC: GREAT MASTERPIECES (3) This course is an introduction to music literature with emphasis on representative masterpieces from the Western tradition.

MUSC 104-105 **ELEMENTARY THEORY (3,3)** This study of the basic harmonic practices of tonal composers includes scales, intervals, chords, notation, rhythms, figured bass, harmonic progression, melody writing, and modulation. These courses must be taken in sequence. (Music majors must include MUSC 106-107 and MUSC 108-109 as correlative requirements.)

MUSC 106-107 **SIGHT-SINGING AND EAR TRAINING (1,1)** This 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. These courses must be taken in sequence. (Required for music majors; to be taken concurrently with MUSC 104-105.)

MUSC 108-109 **KEYBOARD HARMONY (1,1)** This 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. (Required for music majors; to be taken along with MUSC 104-105.)

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.

MUSC 200 **RECITAL ATTENDANCE (NC)** Attendance is required at 75 percent of all musical events posted in the music program office. Credit for other concerts, including off-campus presentations, may be given with program director approval. Music majors must register for this course and receive a satisfactory grade in it in all but one of the semesters in which they are registered as full-time students and music majors for a maximum of seven semesters.

MUSC 204-205 **INTERMEDIATE THEORY (3,3)** *Prerequisite: MUSC 105 or its equivalent.* This course is a continuation and elaboration of tonal harmony as begun in MUSC 104-105 with an introduction to twentieth century compositional practices and rudiments of form and analysis. These courses must be taken in sequence.

MUSC 206-207 **INTERMEDIATE SIGHT-SINGING AND EAR TRAINING (1, 1)** *Prerequisite: MUSC 107 or its equivalent.* This course sequence is a continuation of MUSC 106-107. These courses must be taken in sequence.

MUSC 208-209 **INTERMEDIATE KEYBOARD HARMONY (1,1)** *Prerequisite: MUSC 109 or its equivalent.* This sequence is a continuation of MUSC 108-109. Required for music majors. These courses must be taken in sequence.

MUSC 215 **JAZZ AND THE ORIGINS OF ROCK MUSIC (3)** A study of the various styles of jazz and the blues and the development of rock music.

MUSC 216 **MUSIC IN POPULAR CULTURE (3)** A study of the types of popular music found in contemporary American culture. The course is designed to distinguish characteristics of music such as country, country and western, gospel, Broadway, bluegrass, Latin American, rap and current rock music.

MUSC 224 **WOODWIND METHODS (1)** Class instruction in woodwind instruments includes basic playing techniques, teaching methods, and materials. (Required for public school music licensure in instrumental music.)

MUSC 225 **BRASS METHODS (1)** Class instruction in brass instruments includes basic playing techniques, teaching methods, and materials. (Required for public school music licensure in instrumental music.)

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.)

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.)

MUSC 228 **INSTRUMENTAL SURVEY (2)** Class instruction in brass, woodwinds, string, and percussion instruments includes basic playing techniques, teaching methods, and materials. (Required for licensure in public school vocal/general music.)

MUSC 248-249 **CONDUCTING (2,2)** This course sequence is a study of the techniques of conducting instrumental and choral ensembles, including practical experience in conducting various ensembles. Emphasis in second semester is placed on choral pedagogy and rehearsal techniques. (Required for public school music licensure.)

MUSC 259 **DEVELOPING CREATIVE AND CRITICAL THINKING THROUGH MUSIC (3)** This course is a study of methods and materials used in the development of rhythmic training, musicianship, music appreciation, and creative activities in the elementary classroom.

MUSC 269 **ADAPTING MUSIC FOR INDIVIDUAL DIFFERENCES (3)**
This course is a study of music materials and implementation techniques for exceptional children in the general classroom and in special education groupings. Attention is given to integration and correlation of music activities within the special education curriculum as well as the intrinsic values of music as a major resource for self-identity.

MUSC 302-303 **HISTORY OF MUSIC (3,3)** Previous completion of MUSC 205 is recommended. 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 306 **FORM AND ANALYSIS (3)** *Prerequisite: MUSC 205.* This course is a study of the structure of musical composition from the basic components to large composite units.

MUSC 360 **MUSIC IN SECONDARY EDUCATION (3)** *Prerequisite: MUSC 105.* This study of the philosophy of music education and the principles 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 369 **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 370 **MUSIC CLASSROOMS LAB (1)** *Corequisite: MUSC 369.* This lab experience is designed to provide opportunities for application of pedagogical theories and techniques in the music classroom in elementary, middle, and secondary schools. (Required for music teacher licensure)

MUSC 399 **INTERNSHIP IN MUSIC (1-6)** *Prerequisite: Juniors or seniors with a 2.25 minimum QPA; approval of written proposal by internship coordinator, supervising faculty, and School dean 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 "Internships.")

MUSC 450 **INDEPENDENT STUDY IN MUSIC (1-3)** Program director approval required. This course provides opportunity for pursuit of individual interests and projects not covered in existing courses. Credit is dependent upon the nature of the work.

MUSC 460 **STUDENT TEACHING IN MUSIC (12)** 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. Bi-weekly 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.

NURSING COURSES (NRSG)

NRSG 100 **NURSING AS A CAREER (1)** In this course, students explore nursing as a career. Nursing is examined from contemporary and historical perspectives. The contributions of nursing leaders from the past and the present are explored as a basis for understanding the roles of nurses in the health care system. A variety of self-assessment tools are used to help students identify personal strengths and potential career interests.

NRSG 223 **CONTEMPORARY PROFESSIONAL NURSING PRACTICE (3)** This course introduces the student to concepts, theories, and standards of nursing practice in today's evolving health care systems. Critical thinking is examined as a basis for decision-making in nursing and emphasis is placed on developing therapeutic nursing interventions and communication skills. Laboratory learning activities provide the student opportunities to practice and demonstrate skill proficiency in a simulated setting.

NRSG 223L **CONTEMPORARY PROFESSIONAL NURSING PRACTICE LAB (1)** Three-hour skills laboratory which must be taken concurrently with NRSG 223.

NRSG 224 **NURSING OF THE OLDER ADULT (2)** *Prerequisites: NRSG 223 and 223L, Nine hours designated as NRSG prerequisites.* In this course, students use the nursing process to examine normal developmental changes in older adults. Students will provide nursing care to healthy older adults and those with alterations in health.

NRSG 224L **NURSING OF THE OLDER ADULT LAB (1)** Three-hour clinical laboratory which must be taken concurrently with NRSG 224.

NRSG 230 **HEALTH ASSESSMENT (1.5)** *Prerequisites: NRSG 223 and 223L, Prerequisite or concurrent BIOL 223/223L, NRSG 224 and 224L or permission of instructor.* In this course students are introduced to a comprehensive, systematic approach to health assessment. Students learn the components of a complete health history, including interviewing and documentation. In addition, students are introduced to the techniques of physical assessment and practice in a laboratory setting.

NRSG 230L **HEALTH ASSESSMENT LAB (.5)** One and one half hour skills laboratory must be taken concurrently with NRSG 230.

NRSG 310 **NURSING RESEARCH (3)** *Prerequisites: NRSG 331/331L and NRSG 333/ 333L* In this course, students are introduced to the research process in nursing. Content focuses on problem identification, research design and sampling, data collection and analysis, and interpretation of findings. Selected examples of nursing research are critiqued and evaluated for application to clinical settings. Students develop the beginning skills needed to be a consumer of research.

NRSG 325 **ROLE DEVELOPMENT IN NURSING (1)** *Pre- or corequisite: NRSG 332 and 332L, NRSG 334 and 334L.* This course, taken when the student is concurrently working or providing voluntary services in a health care agency, provides the opportunity to examine the professional behaviors, skills, and roles of professional nurses in a selected health agency. Students assess and compare their own abilities to what is demonstrated by practicing nurses.

NRSG 331 **NURSING CARE OF ADULTS EXPERIENCING ACUTE ILLNESS (2)** *Prerequisites: NRSG 230, 230L, 224 and 224L.* This course focuses on care of the adult individual who is experiencing an acute illness. Students integrate the nursing process as preparation for

care of individuals in acute care settings. The student functions in a variety of roles and partners with health team members to provide appropriate care to assigned clients.

NRSRG 331L NURSING CARE OF ADULTS EXPERIENCING ACUTE ILLNESS LAB (2) Six-hour clinical laboratory must be taken concurrently with NRSRG 331.

NRSRG 332 NURSING CARE OF INDIVIDUALS AND FAMILIES WITH CHRONIC ILLNESS (3) *Prerequisites: 331 and 331L, HLTH 300.* This course focuses on care of individuals and families with alterations in health. Students explore the impact of illness on individuals and families in home health and community-based settings. In addition, students examine the influence of political, economic, and social factors on the delivery of home health care.

NRSRG 332L NURSING CARE OF INDIVIDUALS AND FAMILIES WITH CHRONIC ILLNESS LAB (1) Three-hour clinical laboratory must be taken concurrently with NRSRG 332.

NRSRG 333 NURSING OF THE DEVELOPING FAMILY (3) *Prerequisites: NRSRG 230, 230L, 224 and 224L.* This course emphasizes the promotion of health of developing families. Students use critical thinking to explore concepts of growth and development of healthy children and their families while providing nursing care to pregnant women and healthy children.

NRSRG 333L NURSING OF THE DEVELOPING FAMILY LAB (1) Three-hour clinical laboratory must be taken concurrently with NRSRG 333.

NRSRG 334 NURSING OF FAMILIES WITH ALTERATIONS IN HEALTH (2) *Prerequisites: HLTH 300, NRSRG 333 and 333L.* This course emphasizes the care of pregnant women and children with alterations in health. Students use critical thinking to analyze the impact of acute and chronic conditions on individuals and families while providing nursing care to children and high-risk pregnant women.

NRSRG 334L NURSING OF FAMILIES WITH ALTERATIONS IN HEALTH LAB (2) Six-hour clinical laboratory must be taken concurrently with NRSRG 334.

NRSRG 399 INTERNSHIP IN NURSING (1-6) *Prerequisites: Juniors or seniors with a 2.25 minimum QPA; approval of written proposal by internship coordinator, supervising faculty, and School dean 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.")

NRSRG 402 PROFESSIONAL NURSING SEMINAR (2) *Prerequisites: Senior Standing.* The student examines historical, legal, ethical, and economic factors which impact contemporary nursing practice. Students explore ways nursing professionals can impact health care delivery and policy, and analyze selected issues relevant to contemporary nursing. Strategies to transition from the role of student to professional nurse are emphasized.

NRSRG 407 CLINICAL MANAGEMENT (2) *Prerequisites: NRSRG 310, 325, 332 and 332L, 334 and 334L.* In this course, students examine their roles as leaders and managers in a variety of health care settings. Concepts such as organizational theory, leadership style, change, time management, finance, quality improvement, and conflict resolution are discussed. Teaching strategies emphasize the use of student teams and computer technology to complete course objectives.

NRSRG 408 NURSING OF ADULTS WITH COMPLEX ACUTE ILLNESSES (2) *Prerequisites: NRSRG 310, 332 and 332L, 334 and 334L.* This course prepares students to provide care to adults with moderate to severe alterations in health or acute complex illnesses. Critical thinking is incorporated into written and verbal communications as students synthesize knowledge and integrate a variety of nursing skills.

NRSRG 408L NURSING OF ADULTS WITH COMPLEX ACUTE ILLNESSES LAB (2) Six-hour clinical laboratory must be taken concurrently with NRSRG 408.

NRSG 409 **INDEPENDENT STUDY IN NURSING (1-3)** *Prerequisites:* Approval of faculty sponsor and School dean. This course provides opportunity for pursuit of individual interests and projects not covered in other available courses. The area for investigation is developed in consultation with a faculty member and credit is dependent on the nature of the work. May be repeated for no more than six credits.

NRSG 413 **COMMUNITY HEALTH NURSING (2)** *Prerequisites:* NRSG 310, 325, 332 and 332L, 334 and 334L. This course expands the scope of nursing care as it is provided to population groups and communities. Concepts from epidemiology, public health and nursing of aggregates are integrated into the nursing knowledge base. The influence of political, socio-economic, and environmental factors on the health of patients is examined. Students partner with other health team members to meet the health care needs of families and groups within the community. Clinical practice occurs in selected community agencies.

NRSG 413L **COMMUNITY HEALTH NURSING LAB (2)** Six-hour clinical laboratory which must be taken concurrently with NRSG 413.

NRSG 414 **PSYCHIATRIC MENTAL HEALTH NURSING (3)** *Prerequisites:* NRSG 332 and 332L, 334 and 334L, 325. This course emphasizes application of concepts and theories in the care of persons with alterations in mental health. Students develop therapeutic nurse-client relationships with individuals and groups with a variety of acute and chronic problems. Clinical practice takes place in hospital and community settings.

NRSG 414L **PSYCHIATRIC MENTAL HEALTH NURSING LAB (1)** Three-hour clinical laboratory must be taken concurrently with NRSG 414.

NRSG 416 **SYNTHESIS PRACTICUM (2)** *Prerequisites:* NRSG 407, 408 and 408L, 413 and 413L. *Satisfactory Score on the Assessment Test; Corequisite:* NRSG 414 & 414L. This course emphasizes the synthesis and application of concepts, principles, and skills learned in prerequisite nursing courses. Students are given the opportunity to have intensive clinical experiences in selected clinical settings. Clinical experience is directed by faculty and supervised by clinical preceptors in a variety of clinical settings.

PHILOSOPHY COURSES (PHIL)

PHIL 200 **INTRODUCTION TO PHILOSOPHY (3)** 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 303 **ART, TRUTH AND VALUE (3)** 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 304 **INTRODUCTION TO ETHICS (3)** This course introduces the philosophy of conduct with application to the problems of present-day living.

PHIL 305 **PHILOSOPHY OF SCIENCE (3)** *Prerequisites:* PHIL 200 and consent of instructor. 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 306 **KNOWLEDGE AND REALITY (3)** *Prerequisite:* PHIL 200. 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 307 **ANALYTIC PHILOSOPHY (3)** *Prerequisite: PHIL 200.* This study of contemporary linguistic philosophy as a major reaction to nineteenth century idealism includes the work of G.E. Moore, Bertrand Russell, A.J. Ayer, and Ludwig Wittgenstein.

PHIL 308 **EXISTENTIALISM (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 310 **CLASSIC AMERICAN PHILOSOPHERS (3)** *Prerequisite: PHIL 200.* 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 311 **GREEK PHILOSOPHY (3)** *Prerequisite: PHIL 200.* This introduction to Greek philosophy focuses primarily on Plato and Aristotle.

PHIL 312 **MODERN EUROPEAN PHILOSOPHY (3)** *Prerequisite: PHIL 200.* This study of seventeenth and eighteenth century European philosophers includes Descartes, Locke, Berkeley, Hume, and Kant.

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 314 **THE PHILOSOPHY OF MIND (3)** *Prerequisites: PHIL 200 and one course in psychology.* This course is an examination of various theories of what the mind is and its relation to the body. Key concepts such as consciousness, belief, sensation, perception, and desire are discussed.

PHIL 315 **THE PHILOSOPHY OF LAW (3)** *Prerequisites: PHIL 200 and one course in political science, preferably POLI 362.* 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 316 **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 317 **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 319 **MEDIEVAL PHILOSOPHY (3)** *Prerequisite: PHIL 200 and approval of instructor.* Philosophical themes of the Middle Ages are related to the Neoplatonic and Aristotelian traditions as they influenced major thinkers of the period. Themes 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. Problems are explored in relation to the two traditions and contributions by major philosophers of the period.

PHIL 370 **PHILOSOPHY OF RELIGION (3)** *Prerequisites: PHIL 200; six hours of religion.* This course examines philosophical problems relating to religious faith.

PHIL 400 **THESIS GUIDANCE (3)** Supervision of senior thesis. Topic to be decided by student with approval of advisor.

PHIL 408-409 **PHILOSOPHY SEMINAR (3,3)** *Prerequisite: Senior major or consent of instructor.* This seminar course sequence in the writings of a particular philosopher is open to philosophy majors and to majors in other programs with special interest in the philosopher or problem under consideration.

PHIL 411 **INDEPENDENT STUDY (1-3)** With consent of the instructor, students may pursue individual study in philosophy during the junior and senior years. The course is given on a tutorial basis. Frequent conferences with instructors, reports, and formal term papers are required.

PHYSICS COURSES (PHYS)

PHYS 125 **CLASSICAL PHYSICS AND THE NEWTONIAN WORLD VIEW (4)** Three hours lecture and two hours laboratory. This quantitative and historical survey studies the development of physical thought from ancient times through the end of the nineteenth century. Topics include motion from Aristotle to Newton, the great conservation principles of energy and momentum, the behavior of gases, the nature of heat and thermodynamics, chemical reactions, the periodic table and atoms, and an introduction to electricity.

PHYS 126 **TOPICS IN CONTEMPORARY PHYSICS (4)** Three hours lecture and two hours laboratory. This introduction to twentieth-century physics includes electromagnetism, waves, radioactivity, the nuclear atom, quantum phenomena, relativity, nuclear physics, and elementary particles. The course includes discussion of the fundamental forces of nature and grand unified theories.

PHYS 141-142 **COLLEGE PHYSICS (4,4)** Three hours lecture and two hours laboratory. This intensive algebra and trigonometry based physics course sequence is for students majoring in the natural sciences. The course is designed to meet the needs of students preparing for MCATS. Content of the course includes mechanics, properties of matter, thermodynamics, waves and sound, electricity and magnetism, optics, quantum physics, and nuclear physics. One laboratory per week.

PHYS 161 **GENERAL PHYSICS I (4)** *Prerequisite: MATH 103 or concurrent enrollment in MATH 103.* Three hours lecture and two hours laboratory. This course is a calculus-based survey of classical physics, providing a background for persons who intend to use physics as a base for the physics major or for other science disciplines. The first semester introduces the student to Newton's laws including their application to statics and dynamics; to momentum and energy and their concurrent conservation principles; and to the basic ideas of heat and thermodynamics.

PHYS 162 **GENERAL PHYSICS II (4)** *Prerequisite: MATH 103 or concurrent enrollment in MATH 103.* Three hours lecture and two hours laboratory. This continuation of a calculus-based survey of classical physics introduces students to the physics of waves, including sound, to basic electromagnetic theory and optics. Selected topics from modern physics will be treated if time allows.

PHYS 180 **ASTRONOMY (3)** Three hours lecture. This course is a study of the earth, sun, moon, stars, eclipses, ocean tides, the calendar, planets, comets, meteors, the nature and structure of our own galaxy, and the distant galactic systems. This course is descriptive in nature and is designed primarily for non-science majors who wish to broaden their comprehension of the physical universe.

PHYS 209 **EXPERIMENTAL PHYSICS (2)** *Prerequisite: PHYS 142 or PHYS 162.* One two-hour laboratory session per week. An introduction to modern experimental techniques, data collection, and analysis, this course includes studies in the areas of mechanics, thermodynamics, optics, electric circuits, and nuclear particle detection.

PHYS 211 **MODERN PHYSICS (3)** *Prerequisite: PHYS 142 or PHYS 162.* Three hours lecture. This study of twentieth century developments in physics, includes an introduction to condensed-matter physics, relativity, atomic physics, radioactivity, waves and particles, and nuclear processes.

PHYS 250 **LASERS, LIGHT AND MATTER (3)** *Prerequisite: PHYS 211 or one year of physics and chemistry.* Three hours lecture. This course emphasizes physical principles over theory and is designed for students of biology/pre-med, chemistry, and physical and quantum

optics. Study focuses on the principles of laser operation and properties of laser light; the interaction of light with matter; the study of various kinds of lasers and their applications to fields such as spectroscopy, fiber optics, biology and medicine, and holography. This course is a prerequisite for advanced work in laser physics.

PHYS 250L LASERS, LIGHT AND MATTER LABORATORY (1) *Prerequisite: PHYS 211 or one year of physics and chemistry.* This course provides extensive hands-on experience with lasers, optical components, and related instrumentation. Lasers to be studied include Helium-Neon lasers, semi-conductor diode lasers, and pulsed dye lasers. Experiments focus on properties of light, principles of laser operation, and various applications.

PHYS 309 INTRODUCTION TO MECHANICS (3) *Prerequisites: PHYS 142 or PHYS 162; MATH 211-212.* Three hours lecture. This course introduces the study of kinematics, particle dynamics, central forces and planetary motion, oscillations, energy, and momentum.

PHYS 312 ELECTRICITY (3) *Prerequisite: PHYS 142 or PHYS 162.* Three hours lecture. This course introduces students to electrostatics, DC and AC circuits, magnetostatics, and electromagnetic waves.

PHYS 318 QUANTUM THEORY (3) *Prerequisites: PHYS 211 and MATH 211-212.* Three hours lecture. This course introduces the methods of quantum theory. By examining the implications of the wave-particle duality of matter, solutions to the Schrodinger equation for standard problems are obtained and the theory is applied to angular momentum, scattering, theory, and other topics.

PHYS 333 COMPUTATIONAL PHYSICS (3) *Prerequisites: PHYS 141-142 or PHYS 161-162 and MATH 211-212 or consent of instructor.* Three hours lecture. This course introduces the student to the application of the computer to the analysis and simulation of physical systems that are more realistic and complex than those studied in the introductory course. Emphasis is placed on the fundamentals of physics, enhancing student intuition, and providing research experience through student projects. Topics covered in the course include practical uses of power series expansions, Fourier analysis, complex numbers, and exponentials; introduction to fast Fourier transforms, numerical integration; application of Monte Carlo methods to problems in statistical physics and quantum mechanics; solutions of first and second order differential equations, numerical solution of Laplace's equation; and the application of matrix methods in optics.

PHYS 403 INDEPENDENT STUDY IN PHYSICS (1-3) *Prerequisites: Approval of faculty sponsor and School dean.* This course provides opportunity for pursuit of individual interests and projects not covered in other available courses. The area for investigation is developed in consultation with a faculty member and credit dependent on the nature of the work. May be repeated for no more than six credits.

POLITICAL SCIENCE COURSES (POLI)

POLI 109-110 CONTEMPORARY POLITICAL PROBLEMS (3,3) This course sequence provides an overview of such major issues as institutions and practices of modern nation-states; the interrelationship of politics and economics; the role of power in politics; sources of change in domestic and international systems; and continuing questions of basic political values. The first semester focuses primarily on comparative and international politics; the second semester on American national government. Throughout, there will be careful analysis of current events.

POLI 111-112 THE QUEST FOR JUSTICE (3,3) A sequence of readings and discussions develop the student's grasp of the basic issues that underlie the political dynamism of Western society. Special emphasis is given to the moral and philosophical dimensions of these issues and their relationship to current political questions and the concerns of other academic disciplines. Reading, class discussions, and written assignments are drawn from classic works in politics, economics, philosophy, and literature.

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 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)** This examination of the role of the states and localities in American government and politics emphasizes federal-state relations, state legislatures, governors, state courts, and the structure of local government.

POLI 259 **COMMUNITY, UTOPIA, AND THE PROBLEM OF PUBLIC LIFE (3)** This course provides a critical review of the major concepts of community that have shaped the discussion of public life in the United States and the relationship of these concepts to underlying expectations of a perfectible future with particular attention given to the light shed on these topics by direct experience. Materials used include classic readings in politics, fictional accounts of community life, and contemporary accounts of community-based governance.

POLI 260 **GOVERNMENT AND POLITICS OF SOUTHERN 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 **POLITICS OF EAST ASIA (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 270 **INTERNATIONAL RELATIONS (3)** *Prerequisites: One of the following courses: INTL 101, POLI 111, or POLI 112, or consent of instructor.* 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.

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. Studies 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 **COMPARATIVE GOVERNMENT: MAJOR EUROPEAN POWERS (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

Community (EC), and the reforming political systems in southern and eastern Europe. Students participate in a simulation of the European Union.

POLI 290 AMERICAN PUBLIC POLICY (3) *Prerequisites: One of the following courses: POLI 109, POLI 110, POLI 111, or POLI 112 (or equivalent transfer course).* This review of the policy-making and policy-execution processes in contemporary American governance focuses on the workings of Congress and federal administrative agencies, particularly on the linkages between legislation and administration. Problems of public participation and knowledge are critically reviewed as well as the necessary environment for effective public administration.

POLI 301 POLITICS OF DEVELOPING NATIONS (3) *Prerequisites: One of the following courses: INTL 101, POLI 111, or POLI 112, or consent of instructor.* This course provides an examination of developing nations with a view toward understanding problems inherent in social, economic, and political change including the creation of nationalist sentiments, calls for democracy, improving the conditions of life, and promoting security and stability.

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) 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 321 POLITICAL SCIENCE RESEARCH METHODS (3) *Prerequisite: POLI 290.* 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 330-331 NATIONAL MODEL UNITED NATIONS (1, 1) *Prerequisites: POLI 109, POLI 112, or instructor's permission.* This course sequence prepare students to participate in the College's National Model United Nations activities in New York. Special attention is paid to researching the assigned country's foreign policy and to learning parliamentary procedure, debate, and caucusing skills.

POLI 340 INDEPENDENT STUDY IN POLITICAL SCIENCE (1-3)

For independent study credit, a student may undertake specialized reading, research, and writing, but only with approval in advance from the supervising instructor.

POLI 362 RECENT POLITICAL THOUGHT (3) This course provides a systematic examination of the principal political ideas which influenced the politics of the twentieth century: constitutional democracy, democratic socialism, Nazism, Marxism, Leninism, Communitarianism, and Anarchism.

POLI 372 UNITED STATES FOREIGN POLICY (3) *Prerequisites: One of the following courses: POLI 109, POLI 110, POLI 111, or POLI 112 (or equivalent transfer course).* 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 policy-makers 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 analyses of current topics such as immigration, NAFTA, and the growing Hispanic influence within the United States society and politics.

POLI 399 INTERNSHIP (1-6) *Prerequisites: Juniors or seniors with a 2.25 minimum QPA; approval of written proposal by internship coordinator, supervising faculty, and School dean 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 410 SENIOR THESIS SEMINAR (3) 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.

POLI 411 THE PRESIDENCY IN THE POLITICAL SYSTEM (3) This course examines the role of the presidency in the American political system. Emphasis is placed on presidential selection, recent interpretations of presidential power, and proposals to reform the office.

PSYCHOLOGY COURSES (PSYC)

PSYC 103-104 GENERAL PSYCHOLOGY (3, 3) *Corequisite: PSYC 105L-106L.* Three hours lecture per semester. This course sequence provides an overview of the subfields of psychology.

PSYC 105L-106L GENERAL PSYCHOLOGY LABORATORY (1, 1) Two hours laboratory per semester. This course serves as an introduction to the laboratory techniques of psychology.

PSYC 212 INTRODUCTION TO BEHAVIOR MODIFICATION (3) *Strongly Recommended: PSYC 106L or consent of instructor.* 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).

PSYC 215 **HEALTH PSYCHOLOGY (3)** *Strongly Recommended: PSYC 103-104 or consent of instructor.* 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.

PSYC 230 **PSYCHOLOGY OF AGING (3)** *Strongly Recommended: SOCI 240.* Three hours lecture. This introductory overview course examines the conceptual and theoretical approaches to the psychological aspects of aging. Personality variables, adaptive as well as maladaptive behavioral patterns are also studied.

PSYC 241 **DEVELOPMENTAL PSYCHOLOGY (3)** Three hours lecture. Growth, development, and associated behavioral change from conception through aging are studied in this course.

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 275 **RESEARCH METHODOLOGY (4)** *Prerequisites: PSYC 103-104, 105L-106L, PSYC 274, or consent of instructor.* 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 302 **SOCIAL PSYCHOLOGY (3)** *Prerequisites: PSYC 103-104 or consent of instructor.* 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 302L **SOCIAL PSYCHOLOGY RESEARCH LABORATORY (1)** *Prerequisite: PSYC 302.* Two hours laboratory. An optional laboratory focused on research in social psychology. Students investigate a topic of interest, design a proposal, conduct research, analyze information, and present results.

PSYC 305 **HUMAN MEMORY AND INFORMATION PROCESSING (4)** *Prerequisites: PSYC 103-104, 105L-106L, PSYC 275, or consent of instructor.* Three hours lecture and two hours laboratory. Students must enroll in both the laboratory and lecture sections of this course which is a study of 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)** *Prerequisites: PSYC 103-104, 105L-106L, or consent of instructor.* Three hours lecture. A study of both the historical roots and the contemporary bases of personality theory are studied.

PSYC 308 **ABNORMAL BEHAVIOR (3)** *Prerequisites: PSYC 103-104, 105L-106L, or consent of instructor.* Three hours lecture. This course studies a variety of disturbing behaviors as well as determining factors, symptoms, and methods of treatment.

PSYC 311 **SENSORY PROCESSES AND PERCEPTION (4)** *Prerequisites: PSYC 103-104, 105L-106L, PSYC 275, or consent of instructor.* Three hours lecture and two hours laboratory. Students must enroll in both the laboratory and lecture sections. 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. Laboratory exercises are computer-based and demonstrate concepts studied in class.

PSYC 312 **LEARNING AND MOTIVATION (4)** *Prerequisites: PSYC 275 or consent of instructor.* Three hours lecture and two hours laboratory. Students must enroll in both the laboratory and lecture sections of the course as in the case of Psychology 275. 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)** *Prerequisites: PSYC 103-104 or consent of instructor.* Three hours lecture. The biochemical and physiological basis of drug action is 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 355 **PHYSIOLOGICAL PSYCHOLOGY AND LABORATORY (4)** *Prerequisites: PSYC 103-104, 105L-106L, PSYC 275, or consent of instructor.* 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 which 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 which illustrate the links between physiology and behavior.

PSYC 370 **READINGS OR RESEARCH IN PSYCHOLOGY (1-3)** *Prerequisite: Consent of instructor.* This course is offered to psychology majors who have a special interest in areas of psychology not covered by the regular courses. The applicant must select his/her own reading area and submit it to the instructor before registration.

PSYC 392 **INTRODUCTION TO PSYCHOLOGICAL TESTS AND MEASUREMENT (3)** *Prerequisites: PSYC 103-104, 105L-106L, and 308 or permission of instructor.* 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, psycho-pathology, 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 399 **INTERNSHIP (2-6)** *Prerequisite: Eighteen hours of psychology exclusive of introductory psychology.* Juniors or seniors with a 2.25 minimum QPA; approval of written proposal by internship coordinator, supervising faculty, and School dean 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 103-104, 105L-106L, and 275.* Three hours lecture. This course provides critical examination of both historical antecedents and discernable systems of contemporary psychology. It is recommended for the senior year after considerable course work in psychology.

PSYC 430 **SPECIAL TOPICS IN PSYCHOLOGY (2-4)** *Prerequisite: Senior status and/or consent of instructor.* The purpose of this course is to provide a forum for faculty and students to pursue a more specialized course of study in psychology not covered by regular course offerings.

RELIGIOUS STUDIES COURSES (RELG)

RELG 201 **HEBREW BIBLE/OLD TESTAMENT (3)** 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 202 NEW TESTAMENT (3) This survey of the literature of the earliest Church pays special attention to its historical development and the major themes of its teachings.

RELG 205 RELIGIONS OF ASIA (3) 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 and contemporary indigenous peoples.

RELG 206 JUDAISM, CHRISTIANITY, AND ISLAM (3) 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 260 CONGREGATIONAL MINISTRIES—PRE-MINISTERIAL PRACTICUM 1 (1) This course is designed to introduce pre-ministerial students to the practical skills needed to serve in a church-related setting. Students develop and practice basic ministry skills and have the opportunity to learn about a variety of topics from guest speakers.

RELG 261 MINISTRY VOCATIONS—PRE-MINISTERIAL PRACTICUM 2 (1) This course introduces students to a variety of ministry opportunities. Students explore chaplaincy, social service work, non-profit administration, and other ministry-related vocations. Students have the opportunity to meet with guest speakers who work in various areas of ministry.

RELG 262 SEMINARY EXPLORATIONS—PRE-MINISTERIAL PRACTICUM 3 (1) This course allows students to examine seminary options and further theological studies in the areas of religion and ministry. Students have the opportunity to meet with seminary representatives. Students also have the opportunity to "match" their individual needs with a specific seminary or divinity school.

RELG 263 WOMEN IN MINISTRY—PRE-MINISTERIAL PRACTICUM 4 (1) This course explores issues related to women serving in ministry settings. Men and women students have the opportunity to learn and discuss this topic in a classroom setting. Guest speakers share their experiences and explore ways of dealing with stereotyping in a variety of ministry settings.

RELG 303 SEMINAR IN RELIGIONS OF ASIA (3) *Prerequisite: RELG 201, 202, 205, or 206.* The seminar examines Hinduism, Jainism, Buddhism, and Sikhism in South Asia and the spread of Buddhism into Southeast Asia, China, Korea, and Japan. Topics include the relationship of religious norms to those of the modern secular state and its obligations to society; "fundamentalism"; the role of women; and new religious movements which spring from Eastern teachings (TM, Meher, Baba, Sai Baba) and Western teachings with Eastern roots (e.g. Theosophy, Gurdjieff). Some attention will be given to the self-religions including Rajneeshism and "est" (Erhard Seminars Training), also known as "the forum."

RELG 304 SEMINAR IN ISLAM (3) *Prerequisite: RELG 201, 202, 205, or 206.* The seminar examines the development of Islam in seventh century Arabia to the present. Topics will include the life and influences of Muhammad; the importance of the Qu-ran, 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) *Prerequisite: RELG 201, 202, 205, or 206.* This course provides an investigation of significant individuals, movements, institutions, and ideas of the American religious experience.

RELG 308 SEMINAR IN ARCHAEOLOGY AND BIBLICAL HISTORY (3) *Prerequisite: RELG 201, 202, 205, or 206.* This course is a survey of the relevant archaeological discoveries in the Middle East and their relationship to the history of the Biblical period. Some sites

examined include Ur, Jerico, Hazor, Shechem, Ashdod, Gibeon, Petra, Masada, Qumran, Jerusalem, Susa, Ecbatana, Nush-I-jan, Persepolis, Pasargadae, Ebla, Tell El Amarna, Ephesus, Athens, Pompeii, Herculaneum, and Rome.

RELG 316 SEMINAR IN NEW TESTAMENT RESEARCH (3) *Prerequisite: RELG 201, 202, 205, or 206.* This seminar focuses on a selected issue in current New Testament research taken from the following and other relevant topics: the historical Jesus and the Christological formulations of the New Testament; the Pauline interpretation of Christianity; and the role and status of women in early Christianity. May be repeated for credit when topic varies.

RELG 317 SEMINAR IN HEBREW BIBLE/OLD TESTAMENT RESEARCH (3) *Prerequisite: RELG 201, 202, 204, or 206.* This seminar focuses on a selected issue in current Hebrew Bible/Old Testament and Inter-testamental research from the following topics: The Torah; the Prophets; the Wisdom Literature; the Apocrypha; the Dead Sea Scrolls; and other relevant topics that may be added. May be repeated for credit when topic varies.

RELG 322 CONTEMPORARY RELIGIOUS THINKERS (3) *Prerequisite: RELG 201, 202, 205, or 206.* This course is a critical assessment of the contribution of representative theological thinkers based on readings in their major works. May be repeated for credit when topic varies.

RELG 328 SEMINAR IN RELIGIOUS ETHICS (3) *Prerequisite: RELG 201, 202, 205, or 206.* This seminar focuses on the writings of selected ethical thinkers and on specific social and moral issues in present-day society.

RELG 329 ANCIENT HISTORY: THE NEAR EAST (3) *Prerequisite: HIST 101 or consent of instructor.* This course focuses upon the formative cultures from which Western civilization has sprung. Archaeological and historiographic studies are used in a detailed examination of the Ancient Near East with emphasis on the cultures of the ancient Tigris and Euphrates and the Nile river valleys.

RELG 376 SPECIAL TOPICS IN RELIGIOUS STUDIES (3) *Prerequisite: RELG 201, 202, 205, or 206.* This course explores special topics in religious studies not normally offered in regular courses. The course is taught in tutorial sessions and independent study.

RELG 399 INTERNSHIP IN RELIGIOUS STUDIES (1-3) *Prerequisite: Juniors or seniors with a 2.25 minimum QPA; approval of written proposal by internship coordinator, supervising faculty, and School dean 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 401 INDEPENDENT STUDY IN RELIGIOUS STUDIES (1-3)
In the senior year, qualified students may be approved for independent study of some major theme or area of investigation. This independent study is carried out in consultation with an appropriate faculty advisor and supervisory committee.

RELG 410 SENIOR SEMINAR (3) 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 SCIENCE I (4) Three hours lecture and two hours lab. This course provides an integrated study of approximately two dozen principles that underlie science and form a seamless web of knowledge about the natural world. Students will gain an understanding of science as a process through classroom and laboratory activities.

SCIE 102 **PRINCIPLES OF SCIENCE II (4)** Three hours lecture and two hours lab. This course is a continuation of SCIE 101 which is not necessary for enrollment in this course. Overarching principles of science and scientific thought are considered in light of their contributions to the advancement of science. Primary emphasis is on understanding the scientific principles associated with these ideas.

SOCIOLOGY COURSES (SOCI)

SOCI 100 **AMERICAN GENERATIONS (3)** In this course students analyze the past three generations of American society, exploring the issues of: Who were we? Who are we? Who are we going to be? This course considers how societal, economic, and political patterns of the past have produced the life experiences of the contemporary American people and explore how an understanding of those factors might be used to predict the characteristics of the American society for the next century.

SOCI 201 **INTRODUCTION TO SOCIOLOGY (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 202 **SOCIOLOGY OF SOCIAL PROBLEMS (3)** *Prerequisite: Sociology 100 or consent of instructor.* 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.

SOCI 209 **APPLIED SOCIOLOGY (3)** *Prerequisite: Sociology 100 or consent of instructor.* This review of the uses of sociology in practical affairs includes providing theory and data for public policy, institutional reform, social action programs, and social inventions. Sociology's contributions to architectural design, industrial engineering, community planning, and the marketing of goods and services will also be explored.

SOCI 215 **INTRODUCTION TO CONTEMPORARY ASIA (3)** *Prerequisite: Sociology 100 or consent of instructor.* This course acquaints participants with the geography, population, and languages of the major regions of Asia. It is a general survey of cultural traditions, social patterns, economic developments, and contemporary political issues that people in the Orient confront in their own countries as well as in relation to other nations of the world.

SOCI 221 **CULTURAL ANTHROPOLOGY (3)** *Prerequisite: Sociology 100 or consent of instructor.* 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 224 **JAPAN: GODS, WARRIORS, BUSINESSMEN (3)** *Prerequisite: Sociology 100 or consent of instructor.* This course offers an ethnographic consideration of Japanese culture. During the first part of the semester, primary consideration is given to major cultural eras (pre-historical, Kyoto, Kanto Plains, Restoration, and Post-WWII). The second part of the course focuses more closely on the kinship system and political, economic, and religious institutions. The approach is meant to develop an understanding of a major Asian culture contrasted against the background of our own society.

SOCI 231 **MARRIAGE AND THE FAMILY (3)** *Prerequisite: Sociology 100 or consent of instructor.* Contemporary American marriage and family patterns are viewed in historical and cross-cultural perspectives and interpreted against the modern urbanized environment in

light of current value systems. Analysis is made of the cultural, psychological, and social factors involved in the changing American family.

SOCI 240 **SOCIOLOGICAL ASPECTS OF AGING (3)** *Prerequisite: Sociology 100 or consent of instructor.* This course uses a sociological frame of reference to examine the interrelationships between aging and society. The primary objectives are to familiarize the student with (1) the field of aging, (2) the issues and problems of aging, (3) the theories and methods of gerontologists, (4) the approaches, attitudes and social conditions relative to the aging process and experience, and (5) individual aging experiences. The course provides the foundation for the gerontology minor and for future courses in gerontology.

SOCI 241 **CRIMINOLOGY (3)** *Prerequisite: Sociology 201.* 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.

SOCI 242 **POPULATION STUDIES (3)** *Prerequisite: Sociology 100 or consent of instructor.* This course provides a study of the growth, distribution, and composition of population and the associated social and cultural factors in the United States, with some consideration of world population. The course acquaints the student with U.S. Census materials, immigration trends and policies, age, and sex structure. It also stresses the effects and selective factors of migration and differential fertility and mortality rates.

SOCI 243 **JUVENILE DELINQUENCY (3)** *Prerequisite: Sociology 201.* 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.

SOCI 244 **CRIMINAL JUSTICE PROCESS (3)** *Prerequisite: Sociology 201.* This course presents a sociological analysis of the various practices and institutions that modern societies have created to deal with criminal behavior. The practices examined include probation, other community-based techniques, jail, prison, parole, and capital punishment. The consequences and effectiveness of each are analyzed.

SOCI 245 **THE INDIVIDUAL IN SOCIETY (3)** *Prerequisite: Sociology 100 or consent of instructor.* A sociological study of the impact of society on the individual, this course analyzes the social development of personality including attitudes, values, and individual differences in social behavior and the processes of socialization.

SOCI 247 **SOCIOLOGY OF GENDER (3)** *Prerequisite: Sociology 100 or consent of instructor.* This course investigates ways in which gender structures human lives and relationships and approaches gender stratification from interpersonal, interactional, institutional, historical, and cross-cultural points of view.

SOCI 251 **SOCIOLOGY OF HUMAN SEXUAL BEHAVIOR (3)** *Prerequisite: Sociology 100 or consent of instructor.* A cross-cultural examination of the social aspects of human sexual behavior, the course analyzes types and patterns of sexual behavior contrasted with social mechanisms which prescribe or proscribe such activity.

SOCI 255 **SOCIAL PROCESSES AND SOCIAL RELATIONSHIPS (3)** *Prerequisite: Sociology 100 or consent of instructor.* This course takes an in-depth look at social relationships from a symbolic interactionist perspective. A research component engages the student in the process of analysis of social relationships and how they are socially constructed, transformed, and destroyed.

SOCI 263 **URBAN SOCIOLOGY (3)** *Prerequisite: Sociology 100 or consent of instructor.* This course provides an intensive study of the drastic effects of rapidly expanding urban areas on social organization. Attention is given to the origin, development, and changing patterns of the city. The influence that urbanization and industrialization have on social institutions and personal relationships is considered.

SOCI 265 **SOCIAL CHANGE (3)** *Prerequisite: Sociology 100 or consent of instructor.* This course is a systematic analysis of various aspects of social change and their sources, patterns, and consequences. This course analyzes theories of different schools and examines social change in terms of spheres, levels, processes, and the modernization of traditional society.

SOCI 285 **CLASS, STATUS, POWER (3)** *Prerequisite: Sociology 100 or consent of instructor.* This course analyzes the system of social stratification in the United States today and its consequences, as seen in variations of life-chances and life-styles for members of the society. Theories of development and the social processes that maintain social stratification are examined. Cross-cultural and historical comparisons of its form and scope are also made.

SOCI 321 **MINORITY GROUPS (3)** *Prerequisite: Sociology 100 or consent of instructor.* The focus of this course is on the analysis of minority group relationships, especially in the United States. Issues include the nature/range of problems and prejudices as viewed in relation to economic and social class organization; political alignments; regional traditions; and psychological tensions. Course work includes a comparative study of world race relations; the geography and ecology of race relations; the idea of race; and race conflict.

SOCI 358 **SOCIOLOGICAL THEORY (3)** *Prerequisite: Sociology 100 or consent of instructor.* This course provides a study and critique of the major schools and approaches of sociology such as mechanism, behaviorism, operationalism, organicism, sociologism, and psychologism. The course addresses the principal types of theory as reflected in the work of important contemporary writers and develops the outlines of an adequate theoretical framework. Special study of the contribution of Talcott Parsons, his school, and the influence of the newest formulations of theory in the progress toward a scientific sociology will be included.

SOCI 370 **STATISTICS FOR SOCIOLOGISTS (3)** *Prerequisite: Sociology 100 or consent of instructor.* This course and the accompanying laboratory provide a survey of quantitative techniques in sociological research with particular attention given to nonparametric tests, measures of association, and the development of quantitative models.

SOCI 371 **METHODS OF SOCIAL RESEARCH (3)** *Prerequisite: 100 or consent of instructor.* This course analyzes methods and techniques employed in sociological research. Attention is given to selection and formulation of research problems, sampling, data collection and analysis, and interpretation of research findings. Selected examples of major research areas of sociology are examined.

SOCI 372 **APPLIED RESEARCH METHODS AND STATISTICS (3)** *Prerequisites: SOCI 201, SOCI 370 and 371.* 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, linking data to geographic information systems software, focus groups, and action research.

SOCI 399 **INTERNSHIPS IN SOCIOLOGY AND SOCIAL WORK (1-6)** *Prerequisite: Juniors or seniors with a 2.25 minimum QPA; 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 415 **FIELD PLACEMENT/INTERNSHIP IN GERONTOLOGY (3-12)** *Prerequisite: Juniors or seniors with a 2.25 minimum QPA; approval of written proposal by internship coordinator, supervising faculty, and associate dean of the College prior to registration.* This course provides supervised experience in a variety of organizations involved in planning or delivering services for older persons. The student is exposed to a sample of community-based settings under private and public auspices. (See "Internships.")

SOCI 430 **SENIOR RESEARCH CAPSTONE I (3)** *Prerequisite: SOCI 201, SOCI 358, SOCI 370, SOCI 371.* 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.

SOCI 431 **SENIOR RESEARCH CAPSTONE II (3)** *Prerequisite: SOCI 201, SOCI 358, SOCI 370, SOCI 371, SOCI 430.* Senior Research Seminar: In this semester the student continues the research project begun in SOCI 430. The student collects the appropriate information and data and reports it in appropriate written and oral form. Additionally, this semester's work includes the building of a minimal professional portfolio which includes a resume, a vita, and other appropriate career-focused materials.

SOCI 440 **SPECIAL TOPICS IN SOCIOLOGY (1-3)** *Prerequisite: Consent of instructor.* The purpose of this course is to provide a forum for faculty and students to pursue courses of study in sociology not covered by regular course offerings.

SOCI 461 **INDEPENDENT STUDY IN SOCIOLOGY (1-3)** With consent of the instructor, students may pursue individual study in sociology, providing an opportunity to cover areas of sociology not included in available courses. Courses are given on a tutorial basis.

SOCI 470 **GERONTOLOGY CAPSTONE COURSE (1)** *Prerequisite: Completion of all other courses required for the gerontology minor.* In this course students integrate all that they have learned to date in gerontology with a focus on how those concepts, ideas, theories and practical experiences relate to their career or higher education goals. Each student creates a portfolio and resume that reflect their experience and understanding.

SPANISH COURSES (SPAN)

Students who enter Lynchburg College directly from high school, and who have had two years of a foreign language in high school, may qualify for enrollment at the intermediate level if they wish to continue with the same language. All students entering the 102 and 201 language levels will be required to take a placement test. The results of this test will determine the level of the language at which the student should succeed.

Work in the language laboratory constitutes part of the elementary and intermediate language courses. It is designed to teach and test listening-comprehension and speaking skills, the components of which are: auditory discrimination, auditory memory, pronunciation, and fluency.

The foreign language requirements may be waived for a student whose native language is not English if that student demonstrates to the faculty in the program an acceptable proficiency in speaking and writing in the native language.

SPAN 101-102 **ELEMENTARY SPANISH (3,3)** This course sequence introduces four language skills in Spanish: listening comprehension, speaking, reading, and writing with emphasis on basic grammar and oral proficiency. Work in the language laboratory is required.

SPAN 201 **INTERMEDIATE SPANISH (3)** *Prerequisite: SPAN 101-102, or equivalent (each student's level is determined by a placement test that is given at the beginning of the course).* This course provides a review of grammar and intensive reading and conversational practice, with emphasis on speaking, in Spanish. This course brings students to the novice high/intermediate low conversational level (ACTFL Guidelines). Work in the language laboratory is required.

SPAN 202 **INTERMEDIATE SPANISH (3)** *Prerequisite: SPAN 101-102, or equivalent.* This course reviews fundamental principles of grammar with an introduction to Spanish and Latin American civilization through readings in contemporary prose and poetry. Emphasis is on oral practice and vocabulary building based on readings.

SPAN 203-204 **SPANISH INTERMEDIATE CONVERSATION (3,3)** *Prerequisite: SPAN 101-102, or equivalent.* This course sequence provides cultural immersion and intensive practical language experience.

SPAN 207 **SPANISH LITERATURE IN ENGLISH TRANSLATION (3)** This course features selected works of the major Spanish authors from the Renaissance and Baroque periods in Spain and satisfies the literature requirement in general education.

SPAN 208 **SPANISH AND LATIN AMERICAN LITERATURE IN ENGLISH TRANSLATION (3)** This course focuses on selected works of the most representative authors of the twentieth century in Spain and in Latin America and satisfies the literature requirement in general education.

SPAN 221-222 **ADVANCED LANGUAGE PRACTICE (3)** *Prerequisite: SPAN 202 or equivalent.* This course offers intensive practice in oral and written Spanish to develop fluency and correctness of expression. Special emphasis is on vocabulary building, development of style, and cultural awareness.

SPAN 241-242 **COMPOSITION AND CONVERSATION (3, 3)** *Prerequisite: SPAN 202 or equivalent.* This course sequence provides intensive practice with oral and written Spanish to develop fluency and correctness of expression. Special emphasis is on vocabulary building and development of style. The course uses a political and historical approach to Spanish cultural topics and includes an introduction to Spanish literature and literary criticism.

SPAN 250 **SPANISH CULTURE AND CIVILIZATION (1, 2)** This course offers a study trip to Seville, Spain, for Holy Week, the hub of activity around which other facets of Spanish history, art, and culture are studied. Included are visits to the great Gothic Cathedral of Seville and to other churches in Seville that are of religious and historical significance; lectures on Holy Week; flamenco dancing and singing; bullfighting; Roman Spain; visits to the shops that carve and decorate the figures used in Holy Week; Italica (a Roman city near Seville); and to the Museum of Fine Arts which houses important collections of Baroque painting.

SPAN 315-316 **SURVEY OF SPANISH LITERATURE (3, 3)** *Prerequisite: SPAN 222, 242 or equivalent.* This course sequence is an introduction to Spanish literature. First semester focuses on selections from the Middle Ages, Renaissance and the Baroque. Second semester focuses on representative writers of the nineteenth and the twentieth centuries.

SPAN 321-322 **SURVEY OF LATIN AMERICAN LITERATURE (3, 3)** *Prerequisite: SPAN 222, 242 or equivalent.* This course sequence introduces the most important works of Latin American authors and offers a panoramic view of Latin American literature including descriptions of main periods and figures and literary works in connection with the history and political situation of the times.

SPAN 325 **CONTEMPORARY LATIN AMERICAN SHORT STORY (3)** *Prerequisite: SPAN 222, SPAN 242, or equivalent.* This course examines the short stories of contemporary Latin American authors beginning with works from the early twentieth century and passing through the Latin American "Boom" literature, magical realism, and contemporary realism. Readings and lectures are in Spanish.

SPAN 326 **WOMEN WRITERS: ARGENTINA (3)** *Prerequisite: SPAN 222, SPAN 242, or equivalent.* This seminar acquaints participants with the works of some of the best women authors of Argentina. A study and critique of the major works of contemporary writers such a

Griselda Gambaro, Elvira Orphee, Angelica Gorodischer, Georgelina Loubet, Olga Orozco, and Ana Maria Shua are included. The major emphasis is on the literary aspects of the works considered.

SPAN 333-334 CONTEMPORARY SPANISH LITERATURE (3, 3) *Prerequisite: SPAN 222, SPAN 242, or equivalent.* Contemporary trends in the novel, drama, and poetry are examined in this sequence. First semester addresses the generations of 1898 and 1927. Second semester features Spanish writers from 1940 to the present. This course is offered every third year.

SPAN 340 LATIN AMERICAN CULTURE (3) *Prerequisite: SPAN 222, SPAN 242, or equivalent.* This broad introduction to Latin American culture focuses on the geography, political systems, economics, and history of Latin America. Emphasis is placed on cultural contributions such as art and literature. The course is taught in English, but readings and assignments, papers and exams must be in Spanish.

SPAN 341 THE CULTURE AND CIVILIZATION OF SPAIN (3) 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. The classroom instruction is in English, but Spanish majors or minors are required to do readings and papers in Spanish and discuss the texts with the professor in Spanish.

SPAN 377 STUDY ABROAD (3) *Prerequisite: SPAN 202 or equivalent.* This course features intensive Spanish instruction in oral communication, civilization, culture, and language during the summer term.

SPAN 389-390 BUSINESS SPANISH (3, 3) *Prerequisite: SPAN 222, SPAN 242, or equivalent.* A survey of business concepts in Spanish speaking countries, this course is approached both in terms of study of daily Spanish business practices and as training in vocabulary skills to permit such study. Most standard aspects of commerce in Spanish speaking countries are covered.

SPAN 399 INTERNSHIP IN SPANISH (1-6) *Prerequisites: Juniors and seniors with a 2.25 minimum QPA; 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 440 SPECIAL PROBLEMS IN SPANISH (1-3) This course is for students who have taken the courses offered in Spanish and who wish to pursue tutorial study in Spanish. Special permission of the instructor is required.

SPAN 475-476 SEMINAR (3,3) This capstone course sequence is required of all Spanish majors. The first semester focuses on stylistics, advanced translation, and aspects of literary criticism based on knowledge acquired in previous course work. It prepares students to write a senior thesis and present, orally and in writing, a portfolio of their work in the second semester.

THEATRE COURSES (THEA)

THEA 101 INTRODUCTION TO THEATRE ARTS (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 lecture, discussion, and a scene project and is recommended for students who have had little participatory experience in theatre.

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.

THEA 123 VOICE AND DICTION (3) This course includes physical and vocal exercises, as well as the organization, preparation and execution of a variety of oral presentations. A persuasive speech is the culminating project. This is not a course for the identification and correction of chronic vocal problems, dialect reduction, or for the practice of English as a second language.

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.

THEA 202 TECHNICAL THEATRE (3) *Prerequisite: THEA 102 or consent of instructor.* 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.

THEA 211 DRAMATIC LITERATURE: CLASSICAL GREECE TO RENAISSANCE (3) This course is a study of the great literary works of the theatre during the major periods of the Greek, Roman, Medieval, and Renaissance eras.

THEA 212 DRAMATIC LITERATURE: SEVENTEENTH CENTURY TO PRESENT (3) This course is a study of the great literary works of the theatre during the major periods of the late seventeenth century to the present.

THEA 232 SCRIPT AND CHARACTER ANALYSIS (3) *Prerequisite: THEA 131 or consent of instructor.* This course provides a variety of methods for analyzing plays, scenes, and characters. Course work includes oral reports and performance projects.

THEA 250 STAGE MAKEUP (3) *Prerequisite: Theatre major or consent of instructor.* 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 301-302 HISTORY OF THE THEATRE I, II (3, 3) A history of performance and production in the great theatre epochs.

THEA 311 DIRECTING (3) *Prerequisite: THEA 232 or consent of instructor.* This study of the director's function in staging and producing plays for schools, churches, and community organizations includes script interpretation and analysis, production organization, composition, and communication with actors. The final project involves the direction of a one-act play, from casting through rehearsal and performance.

THEA 315 ADVANCED ACTING (3) *Prerequisite: THEA 232 or consent of instructor.* This course is a continuation of THEA 232 and includes a study of advanced performance techniques and theatrical career preparation.

THEA 331 SCENE DESIGN (3) *Prerequisite: THEA 102 or consent of instructor.* 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.

THEA 333 LIGHTING DESIGN (3) *Prerequisite: THEA 102 or consent of instructor.* 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.

THEA 340 **THEATRE MANAGEMENT (3)** 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.

THEA 370 **SPECIAL WORK IN THEATRE (1-3)** *Prerequisites: Consent of the instructor, academic advisor and School dean.* This course is offered for those who have a special interest in theatre not covered by the regular courses.

THEA 390 **THEATRE 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. A maximum of eight hours of practicum credit is allowed over a student's career at the College.

THEA 399 **INTERNSHIP IN THEATRE (3-12)** *Prerequisite: Juniors or seniors with a 2.25 minimum QPA; approval of written proposal by internship coordinator, supervising faculty, and School dean 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.")

THEA 410 **SENIOR PROJECT (3)** *Prerequisite: 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.

ACADEMIC SERVICES AND RESOURCES

Academic Advising

The Office of Academic Advising coordinates the Freshman Advising program through which all freshmen are assigned to advisors trained and focused on the needs of first-year students. When a student declares a major (in the freshman or sophomore year), he/she is assigned an advisor in the discipline. Transfer students who have indicated their major are assigned directly to advisors in their discipline.

Students meet with advisors during orientation, Welcome Week, and scheduled advising sessions. Advisors provide students with assistance in making decisions about academic programs, career/graduate program direction, and other matters supporting success. Students are encouraged to meet with advisors regularly and to utilize the Four-Year Plan to discuss short- and long-term goals and issues of academic difficulty.

The Academic Advising Center assigns each entering student an advisor who helps the student select an appropriate academic program. Advisors of freshmen work in partnership with a peer mentor, a Connection Leader. Although academic advisors monitor advisees' educational progress, each student is responsible for complying with all academic requirements as listed in the catalogue and in tracking progress to graduation. All students can find pertinent academic records on line through "StudentsOnline" or can request them through the Office of the Registrar. Students are encouraged to visit regularly with advisors and with the director of Academic Advising to discuss academic problems as well as short- and long-term goals.

Bookstore

The bookstore is open extended hours at the beginning of each semester and on designated weekends. (Call 434/544-8239 for a voice recording of hours.) Standard hours are 9 a.m. to 4 p.m. weekdays.

The following services are offered to the campus community: student/employee charge accounts/declining balance accounts, which may include the Westover Room (College snack bar) and pizza delivery; film developing; College ring orders; check cashing (with proper student identification); and mail order service (434/544-8241; FAX 434/544-8243). Graduation caps, gowns, and announcements are also ordered through the bookstore. Students may view information about course materials for each scheduled class at www.lynchburg.edu/studentsonline/, for which a network pass-word is required.

For convenience to students, the bookstore stocks general books and magazines; health and beauty items; school, office, and computer supplies; academically priced computer software by special order; clothing; music/CDs; gifts; and other insignia items. For merchandise ordering, see the Bookstore's web catalog at <http://www.Lynchburg.edu/bookstore>.

Visa, MasterCard, and Discover credit cards, bookstore charge or declining balance accounts, personal checks/debit cards, and cash are accepted for payment.

Career Development Center

The Career Development Center offers resources, services, and counseling to assist students in the career planning process. The Four-Year Plan is utilized as a guide for student decision making about academic programs, co-curricular activities, and experiential education opportunities that will allow students to maximize their opportunities throughout their entire college career to establish a foundation for life-long 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 are exploring several major possibilities are encouraged to use this course to help create a focus for their academic interests.

All students are encouraged to utilize the Career Development Center to help prepare them for an after-college position or graduate program for which they are well suited. Comprehensive services available to students and alumni include career counseling, workshops, college-sponsored career fairs, newsletters, research resources, on-campus interviewing, and credentials file service.

Centers of Distinction

The Centers of Distinction at Lynchburg College provide interactive programs that support the College mission by offering unique learning opportunities for students and by strengthening the College commitment to community outreach. The Centers are interdisciplinary in nature, build on areas of curricular strength, and are oriented toward specific needs within our broader community. They affirm the importance of student learning as well as faculty and staff involvement beyond the traditional academic environment.

- **Belle Boone Beard Center on Aging and the Life Course**
(Dr. Rose Jensen, director): The Center, named in honor of a 1923 alumna and former faculty member, reflects the College's commitment to understanding and addressing issues of aging and needs of older citizens. The focus is in curriculum (offering a gerontology minor) and in outreach, with an annual symposium and specific initiatives involving students and faculty, to support older individuals within the broader community.
- **Center for Community Development and Social Justice**
(Dr. Tom Seaman '63, director): The focus of this Center is the enhancement of student educational experiences through service to and partnership with the Central Virginia community. The Center uses College resources to assist local communities to improve their quality of life. Activities include welfare reform initiatives, a service-learning se-

mester for students, research on lead-burdened homes, and a community outreach partnership center.

- **Center for Environmental Education**

(Dr. Julius Sigler '62, director): The focus of the Center is on the natural environment. Students, faculty, and staff are involved in planned initiatives that will have a positive impact on the College environment and the environment of the broader community. Particular emphasis is placed on projects planned in conjunction with the College's Claytor Nature Study Center.

- **Center for Family Studies and Educational Advancement**

(Dr. Ken West and Dr. Ed Polloway, co-directors): The Center's primary purpose is to train educational professionals to help parents expand their discipline and communication skills. The Center works with local schools to provide special parenting courses that are co-taught by LC graduate students and local teachers and counselors. In addition, the Center offers specialized programs for teachers and administrators.

- **Center for History and Culture of Central Virginia**

(Dr. Mike Santos, director): The Center is dedicated to the study of and research on the history and culture of Central Virginia and to the dissemination of information to academic and popular audiences. College students and faculty preserve and propagate a better understanding of local history.

Information Technology and Resources

The technology facilities at Lynchburg College include a campus-wide network that connects all campus buildings and off-campus, college-owned residences. This campus-wide network provides Internet access for the College. Multi-platform resources are available on the campus network and are used for administrative and academic applications, hosting network support functions and web, and e-mail services. Connected to the network are more than 900 desktop computers located in faculty and staff offices, classrooms, and sixteen laboratories designed to give students ready access to course-related software, productivity software such as word-processing and spreadsheets, the campus Intranet, and the Internet. Four of these laboratories are located in Hopwood Hall Learning Center, a staffed facility that supports the educational programs of the College by providing extended access to technological and educational resources. All on-campus housing is equipped with network access for students who own personal computers. All students are provided an e-mail account and shared file space for course work and personal web pages.

Learning Resources

Numerous learning resources are available on campus to support students' academic progress. Students are encouraged to become familiar with these resources and to utilize them fully.

Alton J. Wilmer Writing Center

The Wilmer Writing Center, located on the terrace level of Hopwood Hall, provides the services of qualified tutors at no charge. Students can receive help on papers at any stage of the writing process including brainstorming, organizing, or editing. Grammar software and workbooks are also available as practice and learning tools. The facility has networked computers and a laser printer.

Services are offered during specific hours each week, Sunday through Friday. Priority is given to students with appointments, but walk-ins are also welcome.

Mathematics Lab

Located on the terrace level of Hopwood Hall, this lab offers the assistance of student tutors for individualized help with different levels of math. Math-study sessions are also organized for select courses to encourage collaborative learning among students. Lab and study session hours are announced at the beginning of each semester. Appointments are not necessary for either resource.

Foreign Language Lab

This self-paced learning center, located on the terrace level of Hopwood Hall, provides cassette players, headsets, and CD-ROM interactive learning programs to help students reinforce their foreign language skills outside class. French and Spanish tutors are available to assist as needed. No appointment is necessary.

Peer Assisted Study Sessions (PASS)

Peer Assisted Study Sessions allow students to learn as a group outside scheduled classes. Trained tutors lead sessions numerous times each week to accommodate students' schedules. Tutors also attend the lecture classes to stay current with the material students are learning. PASS is offered in several introductory courses in both the School of Sciences and the School of Business and Economics.

Study Strategies Course (G S 104)

This seven-week course encourages academic success by teaching students important study skills and exploring learning styles. Basic study habits including time management, active reading skills, and test preparation are reinforced. The class is for freshmen only.

Library and Information Services

The mission of the Knight-Capron Library is to support learning by providing information services to meet the needs of students and faculty. To remain relevant to these needs, the library is evolving to the state of a virtual library that provides information resources and services regardless of location.

In both formal and informal settings, librarians enable students to develop information literacy competencies by teaching them how to identify, access, and evaluate resources in electronic or print formats. These competencies serve students well during their academic careers and in their professional and personal lives after college. Instruction and consultation are available at the reference desk on an appointment basis with liaison librarians or on a walk-in basis, through course-integrated instruction sessions, and in one-hour credit courses (GS 103, *Introduction to Effective College Library Research* and GS 113, *E-Research in the College Library*).

The library's collection consists of print and media resources, as well as a variety of electronic information resources (with appropriate hardware and software) including an online catalog, a dictionary and general encyclopedia, bibliographic and other databases, electronic journals, and the full text of thousands of periodicals. Depending on licensing agreements, electronic resources can be accessed from the library, from any networked computer on campus, or from off-campus computers. A special feature of the library is the Electronic Information Resources Center where students use computers to access any of the available electronic resources.

As a virtual library, a truly limitless collection is offered. In addition to electronic resources, the library relies heavily on cooperative arrangements for print resources available in other library collections at the local, state, and national levels. The Lynchburg Information Online Network (LION), a shared online catalog, links the holdings of Jones Memorial Library, Lynchburg College, Lynchburg Public Library, Randolph-Macon Woman's College, and Sweet Briar College. A courier service enables the libraries to offer enhanced interlibrary loan and document delivery services. The College library also has access to the resources of the Lynchburg Area Library Cooperative.

The Saxton Room houses 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; Lynchburg College faculty and alumni publications; the Bagby Videotape Archives; and the Disciples of Christ Historical Collection for Virginia. The library also houses the Lynchburg College Archives, which serves as the official repository for materials dealing with College history from 1903 to the present. The Archives contains resources such as publications and photographs; retrospective office files of continuing value; the papers of faculty, staff, students, organizations, and alumni; and memorabilia.

The library maintains a normal schedule of ninety-five hours per week, with extended hours during final examinations. To learn more about library services, consult the staff and *The Guide to Services* or view the World Wide Web page at <http://www.lynchburg.edu/library>.

Public Presentations

DAURA GALLERY: The Daura Gallery presents a wide variety of changing exhibitions and related educational programs designed to interact with and supplement the academic experience of students. These programs also encourage the interdisciplinary affiliation of the visual arts with other disciplines of the humanities, sciences, business, and education. Exhibitions are developed from the College collection, public and private sources, and include frequent installations of works by Catalan-American artist Pierre Daura. The Daura Gallery also serves as a primary teaching facility for the museum studies minor.

FINE ARTS AND LECTURE SERIES: Each year this series, coordinated by the Office of the Associate Dean of the College, sponsors numerous 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 the campus intranet at www.lynchburg.edu/currcl.htm. The following endowments support events in the arts, literature, drama, the sciences, business, religion, philosophy, and human diversity.

The 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 College 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.

The 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: The Ida Wise East Memorial Lectureship in the Humanities was established in 1979 by an endowment gift to Lynchburg College by 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 Lynchburg College, who retired after thirty-one years of teaching. Each year a guest lecturer explores a specific aspect of chemistry. The presentation is expressed in layman's terms and is open to the public.

Clifton W. Potter Jr. Lecture in History: The Clifton W. Potter Jr. Lectureship was established in 1982 by an endowment gift to Lynchburg College by 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 College. Income from this fund is used to bring guest lecturers and speakers in the fields of American and European history to the campus each year.

The Jennie Cutler Shumate Lectureship on Christian Ministry: This endowed lectureship provides for an annual lecture on "The 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 College each year on a day near March 10—the birth date of Mrs. Jennie Cutler Shumate in whose honor the lectureship was established.

Abe Schewel Fund. This fund honors the memory and contributions of Abe Schewel to the Lynchburg community. Mr. Schewel was a successful businessman and well-known humanitarian. The fund, which reflects his interests by providing support to programs, including an annual lecture, promoting Jewish culture and religious tolerance, was established by his daughter, Frances Schewel Heiner, and his son and daughter-in-law, Elliot S. '00 LHD and Rosel H. Schewel '71 M.Ed., '83 Ed.S., '00 D.Ed. in 1999.

The Rosel Schewel Lecture Fund: This lectureship was established in 1991 by an endowment gift from Rosel H. and Elliot S. Schewel, long-time members of the College's Governing Board. Mrs. Schewel taught in the College School of Education and Human Development for seventeen years. The income from this fund supports an annual lecture series or other like event on a topic of interest chosen from a field of education or human development.

The Clifton L. Snidow Lectureship: In recognition of Clifton L. Snidow's deep interest in the program of Lynchburg College and the gifts he made to the permanent funds of the College, the Board of Trustees declared

that once each year a lecture known as the Snidow Lecture shall 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. Mr. Knibb is an attorney and alumnus of the Class of 1933.

Richard H. Thornton Fund: The Richard H. Thornton Endowment of the English program honors Richard H. Thornton, a 1907 graduate who was distinguished in the fields of writing and publishing. The fund brings notable writers, journalists, and others to campus several times each year to lecture and teach courses. Students have frequent opportunities to meet, socialize, and study with these visitors. Writers who have visited Lynchburg College in recent years include Ann Beattie, Denise Lever-tov, James Baldwin, Tennessee Williams, Truman Capote, Ellen Gil-christ, Susan Sheehan, Howard Nemerov, John Barth, Joan Aiken, and Stephen Spender.

Zaidee Creel Williams Lectureship: This fund was established in 1987 by endowment gifts to Lynchburg College 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.

MUSICAL GROUPS: The Lynchburg College Concert Choir is made up of approximately thirty-five students, and membership is open to all students by audition. The choir presents two concerts on campus each year: one at Christmas and one in the spring. The group also performs on special occasions such as Parents and Family Weekend, Homecoming, and commencement. In alternate years, the choir tours cities along the Atlantic seaboard during spring vacation. Members of the choir earn one academic credit hour per semester.

The Hopwood Singers is a chamber choir that performs music composed for a smaller choral group. The selections range in variety from madrigals to jazz. Members are drawn from the Concert Choir and rehearse one hour each week. They perform in the programs presented by the Concert Choir and other events on campus and in the community. No academic credit is offered for this activity.

The Choral Society is organized during the spring semester. Its membership includes the Concert Choir, other students on campus, faculty, staff, and friends of the College. The group usually performs a large choral work such as a cantata or oratorio, often with an instrumental ensemble. The performance is given in late spring. Membership is open to all without audition. No academic credit is offered for this activity.

The Lynchburg College Gospel Ensemble performs traditional and contemporary gospel music, and membership is open to LC students, faculty, and staff. This group presents two concerts on campus each year and per-

forms for special events on campus and in the community. No auditions are required, and no academic credit is offered for this activity.

The Lynchburg College Wind Ensemble is a chamber ensemble for persons who play wind and percussion instruments. 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. The Wind Ensemble performs two major concerts per semester and additional performances on campus and in the Central Virginia area. Membership is open to all students with seating placement determined by the director or by audition (if desired).

The Lynchburg College Handbell Choirs have a membership of approximately twenty persons. The groups perform selections in campus concerts presented by the Concert Choir each year and present their own spring concert. Membership is open to students and townspeople who have some skill in reading music. Academic credit offered is .5 hours per semester.

The Lynchburg Symphony Orchestra welcomes students who are string players. Membership is open by audition. In addition to a series of public concerts, the orchestra presents youth concerts for Lynchburg City Schools and the surrounding counties. One hour of academic credit per semester is offered for the activity.

The Tri-College Chamber Orchestra at Sweet Briar College is open to students from Randolph Macon Woman's College and Lynchburg College. This group presents one concert each semester. Audition is required. One hour of academic credit per semester is offered for the activity.

THEATRE AND DANCE ACTIVITIES: Students and the campus community benefit from activities sponsored by the Theatre Program. Two main stage theatre productions, two dance concerts, and six studio theatre plays are produced each year. Auditions for theatre productions and the Dance Company are open to the entire campus community. First-year students regularly appear in shows and in backstage positions. Advanced directing and design students may propose their own projects for production in the studio theatre. Recent productions include *Guys and Dolls*, *A Midsummer Night's Dream*, *Moon Over Buffalo*, *The Fantasticks*, and *The Diary of Anne Frank*. Academic credit may be earned by working on productions.

The Dance Company prepares two concerts each year. Faculty and upper-level students choreograph pieces in modern, musical theatre, jazz, tap, and ballet. Dance students are also encouraged to audition for the Theatre Program's musical productions. The facilities in the Dillard Fine Arts Center are well equipped and up-to-date and include a Macintosh G-3 based CAD computer laboratory. A dance studio and private music studios are short walks from the building. The College Student Employment Program offers positions in technical theatre, costuming, and box office management.

Visiting theatre and dance professionals enhance the classroom and production arenas. Recent guests have included the acclaimed Aquila Theatre Company and The Alvin Ailey Dance Company.

VISUAL ARTS ACTIVITIES: Art activities sponsored by the Art Program 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

All course registrations and drop/adds are processed in the Registrar's Office. Academic record transcripts are available to students upon written request. Transcript requests are frequently processed within two to three days; however, students should plan ahead to allow at least five working days for the processing of transcript requests. There is a \$3 charge for each transcript. Student transcripts and diplomas may be withheld when students have unfulfilled obligations to the College.

Students with Disabilities

In compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, Lynchburg College supports students in obtaining reasonable accommodations at the College; however, self-disclosure by the student and official documentation are required to determine eligibility for assistance. No student will be excluded from any course or curriculum of study on the basis of a disability if the student can perform the essential functions of the course or curriculum with reasonable accommodations. Accommodations may include, but are not limited to, extended time for testing, alternate testing and evaluation methods for students with impaired sensory, manual, or speaking skills, use of calculators, environmental control, sign language interpreters, accessible housing and classrooms, and utilization of tape recorders. In addition, the College provides the following specific accommodations in the area of foreign languages and math for students with documented learning disabilities in these areas.

It is the student's responsibility to provide current documentation that establishes a disability with enough advance notice that accommodations can be put into place. Late requests may negatively impact the College's ability to provide accommodations in a given semester.

Students with Learning Disabilities: Foreign Language

All students attending Lynchburg College are expected to enroll in an appropriate level of a foreign language sequence of their choice, provided they have not tested out of the requirement. Students with documented learning disabilities are also expected to fulfill the aforementioned requirement, regardless of any waiver or accommodation granted in high school. Documentation must include a complete psycho-educational battery including subtest scores and narrative.

The following procedure is to be followed when a student has a documented learning disability which may preclude him or her from learning a foreign language:

- The student enrolls in the appropriate level of the foreign language sequence and discloses the need for accommodations to his or her instructor.
- If difficulty is experienced in learning the foreign language, the student requests a meeting with the foreign language instructor and the Learning Resources coordinator for the purpose of discussing the situation and developing a learning plan that includes, but is not limited to, the following:
 1. Utilization of all accommodations recommended in the student's psycho-educational evaluation;
 2. Appropriate and consistent utilization of the modern language laboratory and tutors located in Hopwood Hall; and
 3. Demonstrable effort on the part of the student through class attendance and the completion of class assignments.

Students still unable to make satisfactory progress in the foreign language may petition the Learning Resources coordinator to withdraw from the course without penalty. Upon receiving approval to withdraw from a foreign language course sequence, the course(s) in which the student has been enrolled will subsequently appear on the transcript with an indication of credit (S) for those courses completed or no credit (W), as applicable.

Students are then required to complete a total of nine hours in the foreign language and/or approved substitution courses: COMM 351, FREN 207, FREN 208, INTL 213, SPAN 207, SPAN 208, and SPAN 340. Literature-in-translation courses used to meet the General Education foreign language requirement may not also be used to meet the literature portion of the General Education requirement. Students may not substitute alternatives for the foreign language requirement within a specific major (i.e., International Relations).

Students with Learning Disabilities: Math Requirement

The accommodation for the math requirement for students with learning disabilities parallels the accommodation for foreign languages in that all students are expected to enroll in the appropriate math course regardless of any waiver or accommodation granted in high school, provided they have not tested out of the requirement. A student with a documented learning disability who has disclosed the need for accommodation to his or her instructor and who subsequently experiences difficulty in learning math, should request a meeting with the math instructor and the Learning Resources coordinator. A learning plan containing the same elements as listed under foreign languages is drawn up.

Students still unable to make satisfactory progress in the math course may petition the Learning Resources coordinator to have the course graded on a satisfactory/withdraw (S/W) basis. A student wanting credit in a course

for which he/she has received a “W” must repeat the course and pass it to receive an “S.” Students enrolled in math classes required by his/her major may not utilize the aforementioned grade accommodations.

Students with Physical Disabilities

Prospective students with physical disabilities are encouraged to visit Lynchburg College prior to making a decision about attendance. A personal visit enables the student and the College representatives to determine how the College can best serve the student’s particular needs. The student must give the College reasonable notification for appropriate accommodations to be put into place.

Regardless of the nature of the disability, students should note that accommodations that reduce academic expectations, standards, or eliminate essential components of course work are not options at Lynchburg College. The Americans with Disabilities Act does not require Lynchburg College to provide personal assistance or individual tutors, although reasonable efforts are made to meet the needs of students with disabilities.

Studies Abroad

Lynchburg College encourages its students to study abroad during some period of their undergraduate program. In particular, all foreign language and international relations majors are encouraged to spend at least one summer term or one semester studying and living in a foreign country.

Information about study abroad opportunities can be obtained from the study abroad coordinator, the study abroad resource library (located in the Academic Center, Hall Campus Center), and faculty who are knowledgeable about study abroad programs and opportunities.

In recent years Lynchburg College has offered its own courses as study abroad opportunities. Summer offerings include language programs in France and Spain, as well as literature, art, and cultural programs in Australia and England. Spring break study trips, offered as part of semester-long courses, focus on the Spanish-speaking countries of Argentina, Costa Rica, and Spain. Students may also consider study abroad programs offered by other providers with which Lynchburg College affiliates. These include Austra-learn, American Institute of Foreign Studies (AIFS), International Studies Abroad (ISA), and International University Studies (IUS). Options also include study abroad through programs provided by other colleges and universities such as Arcadia University, Boston University, and Butler University.

Students interested in studying abroad should begin the process early by working with their faculty advisor(s) and the study abroad coordinator. Certain procedures, required before a study abroad leave of absence can be approved, include academic/disciplinary clearances and course work approval (to be completed by the Office of the Registrar prior to the student’s departure).

Students studying abroad may be eligible for federal and state financial aid. College-funded scholarships are awarded for study at Lynchburg Col-

lege only and are not available for study abroad. Students should contact the Office of Financial Aid to discuss availability of funding for study abroad programs.

Tri-College Consortium

The Tri-College Consortium of Virginia includes Lynchburg College, Randolph-Macon Woman's 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 own college) without payment of additional tuition. 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 Registrar's Office.

STUDENT DEVELOPMENT AND CAMPUS LIFE

While academic life is basic to education, Lynchburg College students also grow as individuals and as citizens through participation in out-of-classroom, co-curricular activities. The Offices of Student Development work together to create a campus climate that supports and challenges students to develop as whole persons: to help students discover who they are, what they can be, and ways in which they may begin to fulfill their potential. Student Development includes the Offices of Residence Life, Student Activities, Health and Counseling Services, Judicial Affairs, Volunteer Services, Chaplain, Multicultural, Access, and Commuter Services (MACS), New Horizons, and Wellness and Education Programs.

Student Development offers students ways to get involved in campus life and to experience self-discovery and personal development. Through residence hall programs, cultural and social activities, membership in clubs and organizations, workshops and retreats, counseling, spiritual life activities, and participation in intramural sports, students enhance their intellectual ability; social maturity; emotional and physical well-being; aesthetic sensibilities; spiritual fulfillment; personal values; career goals; commitment to community involvement; service, leadership, and membership skills; and appreciation of cultural diversity.

Students are invited to participate in the governance of the Lynchburg College community through the Student Government Association or independent participation. Typically students are appointed to various committees and task forces established by the faculty, staff, and other constituents of the College. Students appointed to these committees represent the interests and views of their organizations, residence halls, 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* under section "Student Rights," numbers 9 and 11.

All Student Development offices are located on the terrace level and first floor of Hundley Hall, with the exception of the Office of the Chaplain, located at 500 Brevard Street (across the street from the back of Knight-Capron Library).

Wellness and Education Programs

The Office of Wellness and Education Programs coordinates the College's substance abuse prevention efforts and promotes general health and wellness for the entire campus community. Through education about choices and their impact, the office encourages students to make low-risk choices regarding substance use. It also attempts to create a campus environment that promotes healthy lifestyle choices for all students, faculty, and staff.

The office is involved with several campus programs and initiatives including:

- Alcohol Awareness Week
- Friday Night Series
- O.P.E.N. (Options Providing Enjoyable Nights)
- One in Four/The Men's Program
- Operation Undergrad
- Smoking Prevention Programs
- Stinger's Coffee and Such
- The Health and Wellness Fair

Located in Room 104 in Hundley Hall, the office is part of the Dean of Students Office. For more information, call the office at 434/544-8164 or visit the website which is accessible from the LC home page.

Health and Counseling Services

Student health and counseling services are offered to promote the emotional, mental, and physical well being of students.

COUNSELING SERVICES: The Counseling Center, located on the ground floor of Hundley Hall, is open from 8:30 a.m. until 5 p.m., Monday through Friday. Three counselors provide individual and group counseling to full-time, traditional students under age 25. Students may seek counseling for a variety of 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. Students can arrange an appointment, usually within one to two days, by calling 434/544-8616 or stopping by the Counseling Center.

HEALTH SERVICES: The Student Health Center is located on the ground floor of Hundley Hall. Full-time students under age 25 who have submitted a completed health history form may receive health care from 8 a.m. to 5 p.m., Monday through Friday. Students may schedule an appointment by dropping by the Center or calling 434/544-8357 during operating hours.

A College physician is on campus two mornings per week (Mondays and Thursdays from 8 a.m. to 9 a.m.) and is on call at other times. Because the physician's time on campus is limited, students are seen on a priority basis. Primary health care, including routine women's health care, is provided by nurse practitioners and student health nurses. Referrals to physicians or other community health care providers are arranged when necessary or at the request of the student.

All health records and conversations are confidential, and information can be released only with the written consent of the student. Most services are free except charges for laboratory tests, vaccines, gynecological exams, and medications. These charges can be billed through the regular monthly billing system of the College.

All full-time, undergraduate students under age 25 and all nursing majors are required to submit a health history form. Students who fail to do so are dropped from all registered classes.

STUDENT HEALTH INSURANCE: Every full-time student is responsible for having insurance coverage for health care. Students may enroll in a student health insurance plan offered through the College. The College Business Office mails brochures describing this plan to new students during the summer. Information about the plan is available at the Business Office, Student Health Services, or the Office of the Dean of Students. Students who choose another plan, especially one from an out of town health maintenance organization, are urged to review their policy carefully to determine which physicians and medical services are covered in the Lynchburg area and to ensure that there is coverage for both routine and emergency medical care.

Judicial Affairs

The Honor and Student Conduct Codes and Regulations help students learn to be responsible contributors to the College community by upholding standards of academic integrity and behavior maturity. All students are expected to know and abide by Lynchburg College policies published in *The Hornet*, the Lynchburg College student handbook.

Leadership Development

The Office of Leadership Development, located on the terrace level of Hundley Hall (434/544-8107), offers programs designed specifically to help students gain skills and attitudes that will help them become effective leaders and citizens.

ANDERSON LEADERSHIP CONFERENCE: The annual Anderson Leadership Conference exposes students to expertise and insights of nationally-known leaders and to hands-on workshops that help students discover and develop their leadership skills. The conference, made possible by an endowment established in 1990 by Crantford V. Anderson '59 and his wife, Jeri, in honor of their son, Chip '85, is open to Lynchburg College students who have demonstrated an interest in developing their leadership abilities and desire to be involved in campus activities. The 2002 Conference included a keynote address and workshop by Michael Farley, Greek life coordinator at the University of South Florida. Distinguished alumni, faculty, administrators, and other friends of Lynchburg College presented sessions, as well.

LEADERSHIP CONFERENCES: Delegations of Lynchburg College students are sent to selected regional and national conferences to expand leadership knowledge and to contribute to the campus community. A limited number of scholarships are available to assist students who wish to attend national and regional leadership training conferences.

NEW HORIZONS: OUTDOOR ADVENTURE AND LEADERSHIP PROGRAMS: New Horizons is the experiential education program that serves the dual roles of offering leadership development programs and recreational adventures for the Lynchburg College campus community. Activities are organized and facilitated by Lynchburg College students and include hiking, backpacking, rock climbing, caving, whitewater rafting, and ropes course workshops.

All activities are “Challenge by Choice” and no experience is necessary. The only prerequisites are a willingness to explore, a desire to challenge yourself, and the curiosity to seek the adventures that lie in the nearby Blue Ridge Mountains and beyond.

New Horizons offers a variety of staff positions throughout the academic year. Staff members are trained in ropes course facilitation, rock climbing, caving, hiking, backpacking, and emergency medicine. The staff spend their first year training in the basics of adventure education and then build upon that foundation by leading wilderness and adventure course programs.

For more information about New Horizons adventures, workshops, or becoming a facilitator, visit the New Horizons Office on the terrace level of Hundley Hall or call the coordinator at 434/544-8224.

Multicultural, Access, and Commuter Services

The Office of Multicultural, Access, and Commuter Services (MACS) offers a variety of educational programs and support services intended to meet the needs of multicultural and non-traditional populations within the student body, including international students, minority students, students age 25 and older (Access), and commuter students.

For example, international students receive an extended orientation program designed to help them get settled in a new country, become acclimated to the College and community, register for classes, move into residence halls, and meet new friends. Immigration advising occurs through the MACS office as well. Minority students are offered participation in the Summer Transition Program, an early-arrival program that supplements their orientation experience.

The Access program is designed to serve students age 25 and older who enter or return to college to pursue their education at the undergraduate level, often while balancing other responsibilities such as full-time employment or raising a family. Services for Access, as well as for commuter students, include a seasonal newsletter filled with information pertinent to these populations, a lounge with lockers, study tables, a networked personal computer, fully-equipped kitchen, and a brown-bag lunch series.

The MACS office also provides the campus community with educational programs that enhance knowledge and appreciation of diversity on campus and throughout the world. Such events include International Week and Black History Month.

For more information about MACS programs, contact the office located on the first floor of Hundley Hall, 434/544-8330, via e-mail to macs@lynchburg.edu, or visit our website at <http://www.lynchburg.edu/public/MACS/index.htm>

New Student Orientation and Transition Programs

New student orientation and transition programs at Lynchburg College provide entering degree-seeking students with opportunities to make a successful transition to Lynchburg College and to connect in meaningful ways with campus colleagues and the Lynchburg community. The programs include New Student Registration and Orientation, Welcome Week, and the Freshman Success Seminar.

All degree-seeking students are required to participate in an orientation and registration program prior to matriculation. Orientation programs are designed to help new students become acquainted with college life, campus resources, and to complete course registration. Orientation sessions are provided during the summer for students matriculating in a fall semester and in January for students entering Lynchburg College for a spring semester. Separate but concurrent orientation programs are available to parents and other guests of new students.

All full-time freshmen must participate in Welcome Week, a four-day transition program occurring immediately prior to the first day of classes for the fall semester. Sessions offered during Welcome Week address a variety of topics including alcohol education, involvement opportunities, community service, a common academic experience, and New Student Convocation.

Also available to freshmen is the Freshman Success Seminar, a one-credit-hour elective course addressing such topics as goal setting, academic success strategies, policies and procedures, and adjustments to college life. This course is taught during the fall semester by student Connection Leaders.

Residential Requirements

Lynchburg College values on-campus living, which exposes students to a variety of meaningful out-of-class learning opportunities. Accordingly, on-campus living is required of undergraduate students, and off-campus living is a privilege earned through progression towards degree completion. For complete details about residential requirements, see *The Hornet*.

Single, full-time freshman, sophomore, and junior students, other than those living at home with parents or Access students (age 25 and older), are required to live in College housing (i.e., residence halls, Courts apartments, and College-owned houses). Only students classified as seniors prior to a fall semester are eligible to live off campus during the next academic year. Prior to making commitments off campus, students must apply for and receive authorization to live off campus from the associate dean of students by the date specified each year. To receive and maintain off-campus approval, a student must provide the Office of the Associate Dean of Students with accurate and up-to-date address, telephone, and landlord

information. A traditional-age student admitted for full-time enrollment cannot acquire authorization to reside off campus by dropping to part-time status (below twelve credit hours per semester).

While encouraging students who reside off campus to exercise responsible self-regulation, the College retains the authority to adjudicate incidents that occur off campus and are in violation of the Honor Code or the Student Conduct Code. Off-campus living is a privilege that may be revoked at any time at the discretion of the College.

Violations of this policy, including but not limited to living off campus without proper authorization and failure to provide current contact information, may result in revocation of eligibility to reside off campus and other judicial actions deemed appropriate.

Residence Life

The Office of Residence Life is responsible for all aspects of residential living. The goal is to develop a safe, secure residential community that is conducive to learning and growth. A variety of residence hall programs are sponsored throughout the year on crucial topics such as alcohol and other drugs, AIDS and other health issues, involvement, study skills, and social and cultural activities.

The residence life student staff of forty graduate and undergraduate students serve as resident assistants (RAs), hall directors (HDs), and assistant hall directors (AHDs) and live in the residence halls. They are responsible for activities programming, providing peer counseling, and maintaining community standards. Questions about roommates, room changes, policies, organizations and activities, counseling, academic services, or other aspects of campus life should be addressed to an RA, HD, or the associate dean of students.

Each residence hall offers coin-operated washers, dryers, soda and snack machines, and full kitchens that include oven, refrigerator, stove, and microwave. All buildings have lounges with televisions and cable hook-up.

Residence life policies exist to enhance the safety and comfort of all students in the residence halls. Failure to adhere to these policies may result in disciplinary action. Please refer to *The Hornet* (student handbook) for a complete list of policies and procedures related to residence hall living. Housing is only available to Access (age 25 and older) and graduate students when space permits.

Firearms and/or Weapons – Firearms and/or weapons of any type, including concealed weapons for which the carrier has a legal permit, are strictly prohibited in the residence halls and on campus. Possession and/or use of a weapon will result in immediate disciplinary action that may include separation from Lynchburg College. Weapons include, but are not limited to, firearms, BB guns, air guns, knives, bows and arrows, and martial arts weapons.

Liability for Loss – Generally, each individual is responsible for his/her personal belongings. Students are encouraged to purchase insurance that will cover losses and/or theft. Some homeowners' insurance policies cover losses at school. Insurance is also available to students through an independent carrier who mails information to students during the summer.

Smoke-Free Policy – All common areas within the residence halls are designated as smoke-free areas. Individual rooms may be used for smoking only if the door is closed and all occupants of that room consent to smoking in the room.

SERVE

Students, faculty, and staff are changing the Lynchburg area through service, continuing LC's long tradition of community involvement. The SERVE (Students Engaged in Responsible Volunteer Experiences) Office, located on the first floor of Hundley Hall, facilitates community service and service learning by helping students and organizations find opportunities for involvement in the greater Lynchburg area and by assisting professors in developing service learning components for their classes.

While the primary purpose of the SERVE Office is to provide service to individuals and the community, volunteers benefit personally as well. Students and members of the community develop meaningful partnerships by coming together and getting to know each other through common-cause projects.

Since 1987 LC students have contributed more than 175,000 volunteer service hours, most of which were given in the local Lynchburg community. Volunteer opportunities include Habitat for Humanity, Camp Virginia Jaycee, Big Brothers/ Big Sisters, area nursing homes, tutoring/ mentoring in area schools, Special Olympics, White Rock Hill, and many others.

Call the SERVE Office at 434/544-8470 to find out how you can become part of these life-changing endeavors.

Spiritual Life

The Lynchburg College community appreciates and encourages its rich spiritual and cultural diversity. In the strong ecumenical tradition of the Christian Church (Disciples of Christ), to which the College is historically related, this diversity is viewed not as a divisive factor but as an opportunity to learn from other faith traditions.

The important, special relationship between the College and the Christian Church is based on shared humanitarian, moral, cultural, educational, and spiritual values. Members of the student body, faculty, staff, and administration represent many denominations and faith traditions. Diversity and religious freedom are highly valued.

The spiritual life of the community is expressed in a variety of ways including community worship (both Protestant and Roman Catholic), special services during the liturgical year, community service opportunities on campus and in the wider Lynchburg area, and through a number of cam-

pus religious organizations in this section. The Spiritual Life Center provides a meeting place for several campus faith groups, each of which is open to all members of the campus community. These faith groups are also welcomed in local congregations of various denominations, the local synagogue, and in the fellowships of other faith traditions.

The College chaplain and associate chaplain function as pastors to the entire community and as coordinators of religious activities. The chaplain also serves as director of church relations and works closely with local congregations and clergy of different denominations. Both chaplains are available for pastoral counseling and crisis intervention on a twenty-four hour basis. In the event of a family member's sudden illness or death, notification to the student can be made by the chaplain-on-call at the request of a family member.

Student Activities

The Office of Student Activities, located on the terrace level of Hundley Hall, 434/544-8254, helps students become involved in campus organizations and events and seeks to increase interaction and understanding among numerous diverse groups within the multicultural campus community.

Activities Fee

A student activity fee is assessed each semester to full-time students to provide additional funding for on-campus activities and co-curricular opportunities. The funds are distributed among the Student Activities Board, the Student Government Association, and the Intramural Program. Recognized student organizations may request funding from the SGA Senate to support organizational programs.

Specific opportunities for involvement are listed below.

Athletics: Intramural

The Intramural Program is dedicated to providing quality and inclusive sports-related activities for students, faculty, and staff at Lynchburg College. Current team sports include flag football, 3 on 3 basketball, indoor soccer, 5 on 5 basketball, and volleyball. Special events include quickball and floor hockey tournaments, frisbee golf, and 3-sport challenge. The Intramural Program also co-sponsors activities such as Turkey Bowl, a one day flag football tournament. In addition, Intramurals sponsors team participation in regional tournaments. Tournaments have included flag football at the University of Maryland and 5 on 5 basketball at the University of North Carolina at Chapel Hill.

Athletics: Intercollegiate

Lynchburg College offers twenty-one intercollegiate sports that compete at the NCAA Division III level. Varsity athletics integrates academic rigor with enthusiastic competition in ten women's sports in basketball, cross country, field hockey, lacrosse, soccer, softball, tennis, indoor track, outdoor track, and volleyball; nine men's sports in baseball, basketball, cross

country, golf, lacrosse, soccer, tennis, in-door track, and outdoor track; and two coed sports in cheerleading and equestrian.

LC is a member of the Old Dominion Athletic Conference (ODAC), a thirteen-member conference (twelve institutions in Virginia and one in North Carolina), that is the second largest multi-sport NCAA Division III conference in the country.

Greek Council

The Greek Council (GC) oversees all Greek service organizations (GSOs) and addresses issues of governance and guidance of the organizations, helping to empower them to operate in an efficient and self-governing manner.

Publications and Media (Student)

Students publish a weekly newspaper, *The Critograph*. They also publish a College annual, the *Argonaut*, and a literary magazine, the *Prism*.

Eye on LC is an extracurricular activity for communication studies students who produce two or three newsmagazines each semester. Using digital video equipment, students produce, write, shoot, and edit the programs.

The *Argonaut* is a record of the year's activities for Lynchburg College and members of the College community and serves as a memory book for students, a public relations medium for the College, and a historical document. It also provides students with opportunities to develop leadership and journalism skills through managing and publishing a permanent record. Students who wish to work on the publication may apply each year for one of the following positions: editor, section editor, photographer, and staff writer. The *Argonaut* is overseen by the Office of Student Activities.

Student Activities Board

The Student Activities Board (SAB) is the primary programming organization at Lynchburg College. SAB is a student-operated group that strives to provide the campus community with diversified programs of a cultural, social, educational, and recreational nature.

The *Concert Committee* works to bring a variety of musical acts to LC. The Committee implements all plans necessary for a successful concert. Past events include concerts by the Pat McGee Band, Weekend Excursion, Carbon Leaf and Fighting Gravity. The Committee has also organized theme events around musical acts such as Irish Pub Night with Cuillin.

The *Film/Travel Committee* organizes several film screenings each semester and handles the details of these screenings including booking the films, working the film projectors, and popcorn for the viewers' enjoyment! The Committee also plans off-campus trips to such places as Busch Gardens, Kings Dominion, and Wintergreen Ski Resort.

The *Publicity Committee* develops creative ways to promote SAB events including newspaper ads, signs, banners, and sidewalk writing.

The *Special Events Committee* plans Sibb 'n Kids and helps plan Homecoming. This Committee also sponsors variety acts and noontime entertain-

ment. Successful past events include “Make Your Own Video” night, Old Tyme Photos, and free noontime massages.

The *Spotlight Committee* identifies great comedians, variety acts, and more. It often uses its imagination to create homemade programs such as The Roommate Game, The Gong Show, and Family Feud. Past events include Barry Williams (a.k.a. Greg Brady,) Hilby, the Skinny German Juggle Boy, comedian, Spanky and Stevie Starr, the Regurgitator.

The *Tech Committee* operates the sound system for all events and projector for movies.

Student Government Association

The Student Government Association (SGA) is an active part of the campus community. Its role is to maintain internal order and to provide an organization through which student interests may be channeled.

SGA invites the participation of interested students. Each year, positions in the legislative, judicial, and administrative branches are filled by elections and appointments. Additionally, the SGA nominates students to serve as members of most standing committees of the general faculty.

Student Organizations

The Office of Student Activities provides assistance and support to all student organizations, a list of which is available from Student Activities.

The Student Organization Handbook, which includes information on resources available to recognized groups as well as tips for forming a new organization, is available from the Office of Student Activities.

Campus organizations are expected to comply with the policy and procedural guidelines adopted by the Student Life Policies Committee and the College. Obstruction of, or interference with, any regularly sponsored or official function of the College may be considered an act of disorderly conduct and may lead to appropriate disciplinary action.

GENERAL INTEREST CLUBS AND ORGANIZATIONS

- Accounting Club
- Amnesty International
- Best Buddies
- Black Student Association
- Class Councils
- College Democrats
- College Republicans
- Concert Choir
- Connection Leaders
- Delta Sigma Pi (Business Fraternity)
- English Club
- Enrollment Student Association
- Explore
- Gamma Sigma Sigma
- Greek Council

Habitat for Humanity
Haitian Partnership
Hall Councils
Hunger Task Force
International Society
Iota Beta Gamma (Biology Club)
Investment Club
Istoria
LC Emergency Medical Services
LC Gaming Association
LC Step Club
Model UN
New Horizons: Outdoor Adventure and Leadership
Development Programs
O.P.E.N. (Options Providing Enjoyable Nights)
S.E.R.V.E.
S.A.D.D.
Sigma Pi
S.I.S. (Sisterhood Initiative Society)
Society for the Advancement of Management
Spanish Club
Student Activities Board
Student Government Association
Students in Free Enterprise (S.I.F.E.)
Student Judicial Boards
Student Nurses Association
Student Senate
Theoria
U.N.I.T.Y.

GREEK SERVICE ORGANIZATIONS

Alpha Chi Omega Sorority
Alpha Kappa Alpha Sorority
Alpha Phi Alpha Fraternity
Alpha Sigma Alpha Sorority
Delta Sigma Theta Sorority
Greek Council (GC)
Kappa Delta Sorority
National Interfraternity Conference (IFC)
National Panhellenic Conference (NPC)
National Pan-Hellenic Council (NPHC)
Phi Delta Theta Fraternity
Sigma Nu
Sigma Pi
Sigma Phi Epsilon Fraternity

HONOR ORGANIZATIONS

Alpha Psi Omega (Theatre)
Kappa Delta Pi (Education)
Alpha Kappa Delta (Sociology)
Lambda Pi Eta (Communication Studies)
Omicron Delta Kappa (Leadership)
Phi Alpha Theta (History)
Phi Eta Sigma (Freshmen)
Phi Kappa Phi (Academic)
Phi Sigma Iota (Foreign Language)
Pi Sigma Alpha (Political Science)
Psi Chi (Psychology)
Sigma Phi Omega (Gerontology)
Sigma Tau Delta (English)
Sigma Theta Tau (Nursing)
Society of Westover Fellows

MUSIC GROUPS

Concert Choir
Dance Company
Gospel Ensemble
Handbell Choir
Hopwood Singers
Wind Ensemble

RELIGIOUS ORGANIZATIONS

Bahai Faith
Baptist Student Union
Catholic Community of LC
Disciples on Campus (DoC)
Episcopal Student Gathering
InterVarsity Christian Fellowship
Jewish Student Organization
Methodist Student Fellowship
Quaker Meeting
ReJOYce in Jesus

SERVICE ORGANIZATIONS AND OPPORTUNITIES

Best Buddies
Gamma Sigma Sigma
Habitat for Humanity
LC Emergency Medical Services
LC Hunger Task Force
Neighborhood Watch
S.E.R.V.E.

STUDENT RIGHTS AND RESPONSIBILITIES

Lynchburg College expects every member of the campus community to share in its historic commitment to academic honesty, personal integrity, and behavioral maturity. The College is committed to the formal, in-class education of its students as well as to their growth into mature men and women who conduct themselves as responsible citizens.

The uniqueness of the academic community requires particular sensitivity to the individual rights of students and the rights of the College community as a whole. Rules and regulations are for orderly conduct 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.

Lynchburg College Honor and Student Conduct Codes and Regulations

Standards of student conduct address three major areas of integrity. The Honor Code includes academic as well as personal integrity, and it addresses respect for the rights of the College and the people within the community. These standards of conduct are intended to encourage honesty in academic achievement, to facilitate personal growth and development, and to create sound living and learning conditions for all members of the campus community.

In accepting enrollment at Lynchburg College, each student agrees to become aware of and to abide by all policies and procedures of the College. 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. College policies are set forth in writing to give students general notice of prohibited conduct; they are not designed to define misconduct in exhaustive terms—they should be read broadly.

When a violation of College policy is believed to have occurred, appropriate College officials or members of the student judicial board investigate the alleged infraction. If confirmed, the violation will result in educational sanctions intended to facilitate the positive growth and development of those involved. See *The Hornet* for the full text of the Lynchburg College Honor and Student Conduct Codes and Regulations.

Student Records: Practices, Rights, and Privacy

Lynchburg College annually informs students about the Family Educational Rights and Privacy Act of 1974 (FERPA). This Act, with which the institution complies fully, was designated 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 the Act.

A student's permanent record consists of his/her Lynchburg College academic record transcript. These permanent course and grade records, whether paper or electronic, are kept in perpetuity and are safeguarded in fireproof cabinets or vaults. Temporary records are the supportive records of an applicant's or enrolled student's progress that are kept in various offices whose functions dictate the record retention and disposal schedule.

Information contained in student records is maintained primarily for educational purposes and is for the use of faculty and staff within the College who have a legitimate need for information. Except for information sent to parents or guardians of dependent students, information is not released outside the College without the written request or consent of the student, except as noted below and as might be required by law. The physical examination and 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; campus, off-campus, e-mail, and permanent addresses; telephone numbers; names and addresses of parents and guardians; dates of attendance; full-time or part-time status; years in college; institutions previously attended; 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; and date and place of birth may be released without consent to those who have a reasonable and legitimate need for the information. Students who wish to prevent disclosure of directory information to persons other than parents or guardians outside the College 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 include student health record, 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 have 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 the Office of the Dean of Students for other education records. When records are not amended as requested following such discussion, appeal may be made to other administrative offices of the College.

Those needing further 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 the Office of the Dean of Students concerning other education records.

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 College property or as part of any College 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, or rehabilitation or re-entry programs; and
5. a clear statement of the disciplinary sanctions the College will impose on students and employees for violation of the College's applicable standards of conduct with respect to the unlawful possession, use, or distribution of illicit drugs or alcohol.

Lynchburg College complies with this legislation and supports all the provisions included in the Drug-Free Schools and Communities Act. Specific information and relevant policies regarding prevention of the use of illicit drugs and the misuse of alcohol are included in the student handbook, *The Hornet*.

Motor Vehicles

Nonresident (commuting) freshmen and all sophomores, juniors, seniors, and graduate students are eligible to register their motor vehicles for use on campus.

All motor vehicles parked or driven on campus at any time by any student must be insured, have a valid license and inspection, and bear a valid LC parking decal. Decals may be obtained during check-in periods at the beginning of the fall semester and at all other times at the Information Desk located on the first floor of Hall Campus Center. Students must present a current state registration, operator's license, and proof of insurance at the time of registration. The annual registration fee is \$30 through the first week of each semester and \$40 thereafter.

Any resident freshman desiring special permission to park on campus must receive approval from the coordinator of campus safety and security. A letter of need from a parent, guardian, employer, or doctor must accompany the request. This is required each semester for which special permission parking privileges are requested.

All operators of motor vehicles are subject to campus traffic regulations. See the Lynchburg College Student Traffic Code available in *The Hornet*.

ALUMNI AND PARENTS PROGRAMS

The Lynchburg College 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 College. Student Government Association (SGA), Student Activities Board (SAB), Greek Council, Appeals Board chairperson, and Class leaders serve as student members of the Alumni Board and report their activities to members of the Alumni Board and Parents Council. Programs sponsored by the Alumni Association include Homecoming, Pioneer Weekend (for alumni who attended the College prior to forty-one or more years ago), class reunions, alumni club activities (East Coast of the United States, South Korea, and Japan), career networking, student recruitment volunteer programs, alumni awards, and activities for current students to introduce them to the Alumni Association.

The Office of Alumni Programs acts as coordinator for these activities and serves as liaison among the College, students, and all organized alumni events. This office is also responsible for the maintenance of alumni records, the publication of an alumni directory, and the development of Class Notes for the *Lynchburg College Magazine*. The Alumni Association encourages alumni to support The Annual Fund and other fund-raising projects.

Parents Activities

The Lynchburg College Parents Association, under the leadership of a representative Parents Council, strives to develop and strengthen the bonds between the College and the parents of its students and to serve the needs of parents. Members of the Parents Council may help with admitted student open houses, parents orientations and receptions, and also offer support to the Career Development Center by providing internship information or sharing knowledge about their career fields, when requested, with interested students. Parents Council members also solicit gifts from and encourage financial support by parents to the Annual Fund. Programs sponsored by the Parents Association include Parents and Family Weekend, prospective student open houses, and special parent gatherings.

The Office of Parents Programs acts as coordinator for these activities and serves as a liaison between the College and all organized parents events. The Office of Public Relations publishes *Getting Started at LC* with information especially for parents and new students. Parents also receive the *Lynchburg College Magazine*, and can obtain information of special interest to them on the Parents Programs website connected to the LC home page at: www.lyncburg.edu

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Charlotte Rognmoe-Gilbar, B.A., Director of the Dance Company (PT)
 Kenna Ludwig, A.A., A.S., Costume Studio Supervisor (PT)
 Daniel C. Messerschmidt, Ph.D., Dean, School of Business and Economics
 Sue Driskill, Secretary for Graduate Program
 Virginia M. Kern, Administrative Assistant, Undergraduate Program
 Loretta C. Jones, Ed.D., Dean, School of Education and Human Development
 Dixie D. McClain, Secretary (RPT)
 Cheryl B. Pendergraft, B.S., Administrative Assistant
 Daniel G. Lang, Ph.D. Dean, School of Humanities and Social Sciences
 Diana M. Ayers, B.S., Academic Secretary (RPT)
 M. Berkey Vicks, M.Ed., Academic Secretary (RPT)
 Mary E. Weisman, B.A., Academic Secretary (RPT)
 Nancy I. Whitman, Ph.D., Dean, School of Health Sciences and Human
 Performance
 Linda L. Ahles, A.A. & S., Administrative Assistant
 Christine K. O'Donnell, Administrative Assistant
 Thomas C. Tiller, Ph.D., College Marshal
 Jack M. Toms, Ed.D., Director of Athletics
 Kelley W. Gunter, Administrative Assistant
 Michael J. Carpenter, B.S., Director of Sports Information
 Jong H. Kim, Ph.D., Director of the Choir
 Miriam V. Taylor, B.A., Accompanist (PT)
 Nancy L. Van Zant, Accompanist (PT)
 Christopher Millson-Martula, M.A., M.S., Director of the Library
 Carolyn P. Austin, Administrative Assistant
 Linda Carder, M.A., Public Services Librarian-Electronic Resources
 Ferenc Varga, B.A., Circulation and Access Services Supervisor
 Belinda L. Carroll, Periodicals Associate
 B. Jayne Geris, B.S., Acquisitions Associate
 Linda R. Harwell, M.S.L.S., Public Services Librarian/Reference
 Collection/Curriculum Materials (RPT)
 Elizabeth F. Henderson, M.A., Public Services Librarian/Instructional
 Services
 Vacant, Head of Technical Services
 Ariel K. Myers, M.L.I.S., Public Services Librarian, Interlibrary Loan/
 Archives
 Barbara A. Rothermel, M.L.S., Director of the Daura Gallery
 Steven Riffie, M.F.A., Assistant to the Director (RPT)
 Katherine M. Gray, Ph.D., Director of the Wilmer Writing Center

INFORMATION TECHNOLOGY AND RESOURCES

Howard J. Ramagli Jr., Ph.D., Associate Vice President for Information
 Technology and Resources
 Richard W. Bourne, Network Support Specialist
 Angela S. Evans, Webmaster
 Vickie A. Faria, B.A., Telephone Systems Analyst
 Nathan L. Formo, A.S., Computer Hardware Technician
 Harold R. Inge, PC Networking/Software Support Specialist
 Sharon F. Keefe, B.S., Technology Business Analyst
 Susan G. McBee, M.S., PC Software Support Manager
 Lisa M. Murray, A.A.S., PC Networking/Software Support Technician
 Thomas O. Murray, Ph.D., Coordinator of Technology Training

Susan P. Nichols, A.A.S., Database Analyst
 Wendall E. Russell, B.A., Technical Coordinator
 Sherri L. Singleton, Administrative Assistant
 W. Paul Spaulding, Network Manager
 Kipp F. Teague, B.S., Administrative Systems Manager
 J. Scott Twisdale, Network Support Specialist
 Gale L. Weisman, Ph.D., Database Analyst (RPT)

BUSINESS AND FINANCE

MITCH WESOLOWSKI, M.B.A., Vice President for Business and Finance

Shirley D. Bates, B.A., Director of Personnel Services

Brenda R. Farmer, Personnel Assistant

Linda M. Hall, B.A., Student Employment Coordinator

Julie A. Williams, A.A.S., Personnel Employment Assistant

Linda M. Wood, Payroll Coordinator

John C. Lewis, C.P.A., M.Ad., Business Manager

Brenda C. Watts, A.S., Secretary to the Business Office

Lisa B. Womack, Administrative Assistant to the Business Office

Jill C. Farley, M.B.A., Bookstore Manager

Bonnie S. Brooks, Shipping and Receiving Coordinator

Michelle C. Ellinwood, M.Ed., Cashier (RPT)

Charles V. McCombie, Textbook Purchasing Agent

Golda Y. Winnagle, Accounting Clerk

Carolyn D. Gilley, B.A., Senior Accountant-General Ledger, Audit and Grant

Joan G. Harris, Accountant

Jane W. White, Accounts Payable Clerk

Mary B. Hunt, Senior Accountant and Manager of Student Accounts

Sarah L. Blanks, A.A.S., Student Billing and Perkins Loan Coordinator

Amy H. Laughlin, Cashier/Student Account Representative

Robin E. Smith, Cashier/Student Account Representative

Carol W. Key, B.S., Senior Accountant-Endowment and Investments Mail Services

Rawley L. Milstead Jr., B.A., Mail Services Clerk

Earl N. Talley Jr., Mail Services Clerk

Kimberly D. Shelton, Duplicating Center Operator

Jimmy C. Stamey, B.S., Director of Dining Services

Richard W. Cash, M.Ed., Dining Service Manager-Service

Shaun P. Dearden, Dining Service Manager-Production

Olivia K. Downey, Office Manager, Dining Services

Donna G. Evans, Service Coordinator

Angela J. Jamerson, A.A. & S., Dining Services Supervisor

D. Michelle Johnson, Stockroom/Purchasing Coordinator

Michial C. Neal, Chef

Stephen P. Smith, M.Ed., Media Delivery/Facilities Support Supervisor

William N. Wallace, Manager of Westover Room

Jeff W. Welsh, Assistant Manager of Westover Room

Sandra H. Stites, B.A., Director of Purchasing

Rhonda W. Johnson, Purchasing Assistant

Paul Gorman, M.E.A., P.E., Director of Physical Plant
Vicki K. Garrett, B.A., Secretary to the Physical Plant (RPT)
Emily G. Jones, Secretary to the Physical Plant (RPT)
John R. Driskill, Coordinator, Campus Safety and Security
Lelia R. Brownfield, B.S., Stockroom/Warehouse Coordinator
Cheryl C. Mays, Campus Information Receptionist III
Sherry A. Riley, Campus Information Receptionist I
Jack Sandas, Campus Information Receptionist II
Boyce Hamlet, Maintenance Supervisor
James D. Herward, Maintenance Supervisor
Jesse J. Jennings, B.S., P.E., Project Engineer
Curtis E. Layne Jr., B.S., Grounds Supervisor
Evelyn K. Littlefield, Environmental Services Manager
Wesley K. Royall, Maintenance Supervisor

ENROLLMENT SERVICES

RITA A. DETWILER, M.A.L.S., Vice President for Enrollment Management
Thomas H. Burrowes, B.A., Associate Director of Admissions
Cindy L. Childress, B.A., Enrollment Database and Communications Coordinator
Michelle G. Davis, Director of Financial Aid
Deborah L. Rush, M.S., Secretary, Office of Financial Aid
Nancy E. Schmidt, Financial Aid Specialist
Mary M. Walker, Financial Aid Specialist
Catherine J. Eagle, Data Entry/Applications Assistant (PT)
Amy T. Edwards, B.S., Assistant Director of Admissions
Nancy B. Grimes, Application Manager/Reports Specialist
Emma G. Hensley, Receptionist/Administrative Assistant
Ruth E. Meyer, B.A., Assistant Director of Admissions
Stacy M. Ramsey, Data Entry Specialist/Secretary
Bruce A. Reid, M.Ed., Assistant Director of Admissions
Katherine E. Saunders, B.A., Associate Director of Admissions
Hugh M. Scroggum, M.Ed., Associate Vice President for Enrollment Management
Sharon J. Walters-Bower, M.Div., Director of Admissions
Jean D. Deaner, College Calendar Coordinator/Enrollment Receptionist

EXTERNAL AFFAIRS

EUGENE G. FRANTZ, M.Ed., Vice President for Development and External Affairs
Melinda D. Bull, B.S., Administrative Assistant
Ann B. Childress, Office Services Specialist
Thomas L. Cassidy, B.A., Director, Alumni Programs
George E. Grzenda, M.Ed., Associate Director of Alumni Programs
Elizabeth W. Howell, Administrative Assistant
Pamela S. Hall, Coordinator of Prospect Research and Donor Stewardship
Carol T. Hardin, B.A., Prospect Research Assistant (PT)
Allethia J. Ingram, M.Ed., Associate Vice President for Institutional Change and Advancement
Denise A. McDonald, B.A., Associate Vice President for Development
John M. Cardwell, B.S., Major Gifts Officer
Elizabeth R. Cash, B.A., Director of the Annual Fund
Karen T. Danos, A.S., Secretary, Office of External Affairs (PT)
Lorie A. Hoover, B.S., Assistant Director of the Annual Fund

Stephen M. McKinney, M.Ed., Major Gifts Officer
Janet C. Sigler, B.A., Coordinator of Parents Programs
Nancy L. Westerman, Secretary, Office of External Affairs (PT)

GRADUATE STUDIES AND COMMUNITY ADVANCEMENT

EDWARD A. POLLOWAY, Ed.D., Vice President for Graduate Studies and Community Advancement

Anne Pingstock, Administrative Assistant, Graduate Studies and Community Advancement
Betty D. Shelton, Secretary, Graduate Studies and Community Advancement (RPT)
D. Bennett Mayhew, B.A., Director, Walter G. Mason Center for Business Development and Economic Education
Cheryl A. Ayers, M.B.A., Director of Economic Education
Lisa R. Buttram, A.S., Assistant Director, Walter G. Mason Center (RPT)
Rose M. Jensen, Ph.D., Director, Beard Center on Aging and the Life Course
Dorothy V. Hoffman, Secretary, Beard Center on Aging and the Life Course (RPT)
Rehan D. Overton-McNeil, M.A., Jessie Ball duPont Faculty Fellow
Michael W. Santos, Ph.D., Director, Center for the History and Culture of Central Virginia
Alfreda E. Kendall, Assistant Director, Center for the History and Culture of Central Virginia
Thomas W. Seaman, Ph.D., Director, Center for Community Development and Social Justice
Christopher Barrett, M.R.E., Liaison Coordinator, Community Outreach Partnership Center
Patricia D. Price, B.S., Project Coordinator, Community Outreach Partnership Center
Julius A. Sigler Jr., Ph.D., Director, Center for Environmental Education
G. Kenneth West, Ph.D., Co-Director, Center for Family Studies and Educational Advancement

STUDENT DEVELOPMENT

JOHN G. ECCLES, M.A., Dean of Students

Karen J. Zongrone, A.A.S., Secretary
Grant L. Azdell, M.Div., Dean of Religious Life and Chaplain of the College
Anne A. Gibbons, M.Div., Associate Chaplain and SERVE Director
Christie S. Rapp, B.A., Secretary (RPT)
M. Carole Chenault, M.A., Associate Dean of Students
Shirley W. Hughes, Secretary
Teresa W. Caswell, M.B.A., Coordinator of Judicial Affairs
Annette B. Stadtherr, B.S., Coordinator of Multicultural, Access, and Commuter Services
Sandra C. Taliaferro, Secretary, Student Development Programs
John F. Carmack, M.D., College Physician
Charles Coggin III, M.D., College Physician
Brian Dietz, M.A., Coordinator of Prevention and Wellness Programs
Jarrett S. Dodd, M.D., College Physician

Carol A. England, LPC, Ed.S., College Counselor (RPT)
Thomas W. Eppes Jr., M.D., Medical Director
Hayward B. Guenard, M.Ed., Associate Dean of Students
 Heidi K. Scheusner, M.A.Ed., Director of Student Activities
 Deborah H. Brown, Office Manager
 Paul J. Hutchinson, M.S., Coordinator of Outdoor Adventure and
 Leadership Development Programs
 Carrie J. Peak, M.Ed., Coordinator of Student Activities
 Gregory J. Naylor, M.Ed., Coordinator of Residence Life
Leah Hinkle, M.D., College Physician
Donna McGill, LPC, M.Ed., Director of Health and Counseling Services
 Belinda H. Milam, Secretary (RPT)
 Carmi Weiner, R.N., F.N.P., M.S.N., Nurse Practitioner-Clinical Director
 (RPT)
 Kristy Corkran, Office Assistant (RPT)
 Brenda B. Doss, R.N., Staff Nurse (PT)
 Laura S. Glover, R.N., Staff Nurse (PT)
 Cinda T. Herman, R.N., B.S.N., Staff Nurse (PT)
 Dorothy M. Perrow, CNA, Nursing Assistant/Receptionist (RPT)
 April P. Scruggs, R.N., F.N.P., M.S.N., Nurse Practitioner (PT)
 Sandra I. Wolanski, R.N., B.S.N., Head Nurse (RPT)
Donald W. Werner, Ph.D., College Counselor (PT)

CLAYTOR NATURE STUDY CENTER

JEFFREY R. CORNEY, Ph.D., Director, Claytor Nature Study Center and
 Assistant Professor of Environmental Science/Biology
 Robert G. Simpkins, Manager, Claytor Nature Study Center

FACULTY 2002-03

THOMAS C. ALLEN, M.A., Associate Professor of English

B.A., Texas Christian University; M.A. and further graduate study,
Rice University. 1985-.

LINDA L. ANDREWS, Ed.D., Associate Professor of Nursing

B.S.N., Medical College of Virginia; M.S.N., Medical College of Georgia;
Ed.D., University of Virginia. 1981-.

PATRICIA ARONSON, M.Ed., Associate Professor of Health, Movement
Science, and Recreation

B.S., Canisius College; M.Ed., University of Virginia. 1988-.

KARI E. BENSON, Ph.D., Assistant Professor of Biology and Environmental
Science

B.S., Muhlenberg College; M.S., University of Mississippi; Ph.D.,
University of Nebraska. 1998-.

JEANNE D. BOOTH, M.Ed., Assistant Professor of Education and Human
Development

B.A., M.Ed., Lynchburg College. 2000-.

DEBBIE A. BRADNEY, D.P.E., Assistant Professor of Athletic Training

B.A., Ohio Wesleyan University; M.S., Ohio University; D.P.E., Springfield
College. 2002-.

GAIL J. BRICELAND, M.S., Associate Professor of Nursing

B.S., University of Connecticut; M.S., Yale University. 1985-.

THOMAS C. BRICKHOUSE, Ph.D., John Franklin East Distinguished Professor
of Humanities, Professor of Philosophy

B.A., Washington and Lee University; M.A., Ph.D., Vanderbilt University.
1974-.

WILL BRIGGS, Ph.D., Assistant Professor of Computer Science

B.S., Mercer University; M.S., Georgia Institute of Technology; Ph.D.,
University of Texas at Arlington. 1998-.

GLENN H. BUCK, Ed.D., Elizabeth Forsyth Distinguished Professor of Education
and Human Development; Associate Professor of Education and Human
Development

B.S., Nazareth College; M.Ed., George Peabody College; Ed.D., University
of Florida. 1993-.

JEFFREY C. BURKE, Ph.D., Assistant Professor of Religious Studies
B.A., Hastings College; M.Div., Princeton Seminary; M.A., Ph.D., McGill University. 2001-.

RICHARD C. BURKE, Ph.D., Professor of English
A.B., Fairfield University; M.A., Pennsylvania State University; Ph.D., University of Illinois. 1985-.

LINDA CARDER, M.A., Public Services Librarian, Associate Librarian
B.A., Central Methodist College; M.A., University of Missouri; M.A., Southeast Missouri State University. 2000-.

JEFFREY R. CORNEY, Ph.D., Director Claytor Nature Study Center, Assistant Professor of Environmental Science and Biology
B.S., Hope College; M.A., Colorado State University; M.S., Ph.D., Ohio State University. 2002-.

KEITH P. CORODIMAS, Ph.D., Associate Professor of Psychology
A.B., Boston College; Ph.D., Rutgers University. 1998-.

NANCY E. COWDEN, Ph.D., Assistant Professor of Biology
A.B., Oberlin College; M.S., Ph.D., Miami University, Oxford, Ohio. 2000-.

JOANNA LYNN CRESSON, Ed.D., Coordinator of Secondary Education, Assistant Professor of Education and Human Development
B.S., M.S., Ed.D., Baylor University. 1999-.

LORNA DAWSON KNOTT, Ph.D., Assistant Professor of Political Science
B.A., M.A., University of Alberta, Canada; Ph.D., Boston College. 2002-.

EDWARD G. DECLAIR, Ph.D., Director of Westover Fellows Honors Program, Associate Professor of Political Science
B.A., University of South Florida; M.A., Ph.D., Florida State University. 1998-.

B. KEITH EICHER, Ed.D., Teacher Licensure Officer, Professor of Education and Human Development
B.S., M.S., Southern Illinois University; Ed.D., Northern Illinois University. 2000-.

ELIZABETH B. FARNSWORTH, Ph.D., Assistant Professor of Education and Human Development
B.A., M.Ed., Lynchburg College; Ph.D., Virginia Polytechnic Institute and State University. 1999-.

- LESLEY A. FRIEDMAN, Ph.D., Associate Professor of Philosophy
B.A., Union College; M.A., University of Albany; Ph.D., University of Buffalo. 1993-.
- MADELEINE A. FUGÈRE, Ph.D., Assistant Professor of Psychology
B.A., Fairfield University; M.A., Ph.D., University of Connecticut. 2000-.
- PRISCILLA J. GANNICOTT, Ph.D., Associate Professor of Chemistry
A.B., Randolph-Macon Woman's College; Ph.D., University of Tennessee. 1994-.
- KENNETH R. GARREN, Ph.D., President of the College
B.S., Roanoke College; M.A., The College of William and Mary; Ph.D., Virginia Polytechnic Institute and State University. 2001-.
- JOHN ERIC GOFF, Ph.D., Assistant Professor of Physics
B.S., Vanderbilt University; M.S. and Ph.D., Indiana University. 2002-.
- MARY ELLEN GORDON-SCUDDER, Ed.D., Professor of Education and Human Development
B.A., The College of William and Mary; M.S., Radford College; Ed.D., University of Virginia. 1977-.
- HEYWOOD L. GREENBERG, Ed.D., Dean of the School of Communication and the Arts, Professor of Communication Studies
B.A., Brown University; M.A., Ed.D., Teachers College, Columbia University. 1983-.
- ATUL GUPTA, D.B.A., Associate Professor of Business and Economics
B.E., University of Delhi; M.B.A., University of Northern Iowa; D.B.A., Cleveland State University. 1997-.
- PATTY J. HALE, Ph.D., Professor of Nursing
B.S.N., University of Wisconsin; M.S.N., University of Virginia; Ph.D., University of Maryland. 1997-.
- COREY M. HANNAH, M.S., Assistant Athletic Trainer, Instructor of Health, Movement Science, and Recreation
B.S., Mount Union College; M.S., University of Tennessee at Chattanooga. 2001-.
- ROBERT C. HARDING II, Ph.D., Assistant Professor of Spanish and International Relations
B.A., M.A., University of Louisville; M.A., Ph.D., University of Miami. 2000-.

TERESE B. HARTMAN, Ph.D., Assistant Director of L.C.S.R., Professor of English

B.A., University of Wisconsin; M.A., Edinboro University of Pennsylvania; Ph.D., State University of New York at Buffalo. 1987-.

OEIDA M. HATCHER, D.M.A., Assistant Professor of Music

B.A., Clearwater Christian College; M.M.E. and D.M.A., Shenandoah University. 2001-.

ELIZABETH F. HENDERSON, M.A., Reference and Interlibrary Loan Librarian, Assistant Librarian

B.A., University of Missouri; M.A. University of South Florida. 1990-.

DAVID C. HOUGHTON, Ph.D., Assistant Professor of Biology

B.S. University of Wisconsin at Stevens Point; M.S., University of North Texas; Ph.D., University of Minnesota. 2002-.

FAYE C. HUNTER, M.S., Assistant Professor of Nursing

B.S., M.S., University of Virginia. 1985-.

STEWART W. HUSTED, Ph.D., Donaldson Brown Professor of Marketing

B.S., Virginia Polytechnic Institute and State University; M.Ed., University of Georgia; Ph.D., Michigan State University. 1989-. (On sabbatical leave of absence, academic year 2002-03).

NEELY S. INLOW, J.D., Associate Professor of Business and Economics

B.A., Auburn University; J.D., Cumberland School of Law, Sanford University. 1985-.

ALLISON B. JABLONSKI, Ph.D., Assistant Professor of Biology and Environmental Science

B.S., The College of William and Mary; Ph.D., Medical College of Virginia, Virginia Commonwealth University. 1998-.

KEITH C. JONES, Ph.D., Associate Professor of Business and Economics

B.S., Northeast Missouri State University; M.B.A., Northwest Missouri State University; Ph.D., Memphis State University. 1996-.

LORETTA C. JONES, Ed.D., Dean of the School of Education and Human Development, Associate Professor of Education and Human Development

B.S., Lynchburg College; M.Ed., Ed.S., James Madison University; Ed.D., University of Virginia. 1990-.

CHERYL R. JORGENSEN-EARP, Ph.D., Associate Professor of Communication Studies

B.A., M.A., University of North Carolina at Chapel Hill; M.A., Ph.D., University of Washington. 1993-.

ELENA S. KILLIAN, M.H.S., Instructor of Spanish

B.A., University of Tennessee; M.H.S., Auburn University; further graduate study, Florida State University. 2000-.

JONG H. KIM, Ph.D., Associate Professor of Music

B.M., M.M. (Composition), Chung-Ang University, KOREA; M.M. (Choral Conducting) Eastman School of Music; Ph.D., Michigan State University. 2002-.

JAMES A. KOGER, Ph.D., Geraldine Lyon Owen Professor of English, Professor of English

B.A., The University of the South; Ph.D., Rice University. 1986-.

STEPHEN R. KOUDELKA, M.S., Instructor of Health, Movement Science, and Recreation, Men's Lacrosse Coach

B.A., Gettysburg College; M.S., Western Maryland College. 1996-.

DANIEL G. LANG, Ph.D., Dean of the School of Humanities and Social Sciences, Professor of Political Science

B.A., Augustana College; M.A., Ph.D., University of Virginia. 1984-.

TIMOTHY G. LAURENT, Ed.D., Program Coordinator of Athletic Training and Exercise Science, Assistant Professor of Health, Movement Science, and Recreation

B.S., Indiana University; M.S., University of Arizona; Ed.D., Ball State University. 2000-.

J. CLANCY LEAHY, Ph.D., Dean of the School of Sciences, Associate Professor of Biology and Environmental Science

B.S., LeMoyne College; Ph.D., State University of New York. 1994-.

DAVID J. LIPANI, Ph.D., Professor of English

B.A., State University of New York; M.A., Ph.D., Bowling Green State University. 1976-.

BARRY L. LOBB, Ph.D., Professor of Computer Science and Mathematics

B.S., Lafayette College; M.A., Ph.D., Duke University; M.S.C.S., Indiana University-Purdue University in Indianapolis. 1985-.

ALEXANDRE M. LOCK, M.F.A., Assistant Professor of Graphic Design

B.S., North Carolina State University; M.F.A., Boston University. 2002-.

THOMAS A. LOONEY, Ph.D., Professor of Psychology

B.A., Texas Technological University; M.S., Ph.D., Florida State University. 1975-. (On sabbatical leave of absence, Spring 2003).

KERN L. LUNSFORD, Ph.D., Professor of Spanish
B.A., M.A., Florida State University; Ph.D., University of Maryland. 1969-.

PETER M. MAGYARI, M.S., Assistant Professor of Exercise Physiology
B.S., M.S., Florida International University. 2002-.

SABITA MANIAN, Ph.D., Associate Professor of Asian Studies
B.A., St. Xavier's College, University of Calcutta, India; M.A., Ph.D.,
Tulane University. 2001-.

THOMAS L. MANN, Ph.D., Assistant Professor of Finance
B.A., M.S., University of Illinois; M.S., Northern Illinois University; Ph.D.,
Iowa State University. 2001-.

GREGORY M. MARTIN, Ed.D., Assistant Professor of Education and Human
Development
B.A., Roanoke College; M.Ed., University of Virginia; Ed.D., Virginia
Polytechnic Institute and State University. 2001-.

RONALD E. MARTIN, M.L.A., Associate Professor of Philosophy
B.A., Lynchburg College; M.L.A., The Johns Hopkins University; further
graduate study, Case Western Reserve University, The Johns Hopkins
University. 1965-1967 and 1969-.

BRUCE H. MAYER, Ph.D., Professor of French
B.A., Wesleyan University; M.A., Ph.D., University of Texas. 1984-.

KIMBERLY A. MCCABE, Ph.D., Associate Professor of Sociology
B.A., Virginia Polytechnic Institute and State University; M.C.J., Ph.D.,
University of South Carolina. 2001-.

WOODROW L. MCKENZIE, Ph.D., Assistant Professor of Education and Human
Development
B.S., Concord College; M.A., Northern Arizona University; Ph.D., Virginia
Polytechnic Institute and State University. 1998-.

DANIEL C. MESSERSCHMIDT, Ph.D., Dean of the School of Business and
Economics, Professor of Business and Economics
B.S., Ph.D., Iowa State University. 1985-.

VERNON G. MILES, Ph.D., Dean of the College, Professor of English
B.A., Belhaven College; M.A., Ph.D., University of Arkansas. 2002-.

CHRISTOPHER MILLSON-MARTULA, M.A., M.S., Director of the Library,
Associate Librarian
B.A., Tufts University; M.S., Columbia University; M.A., Trinity College.
1995-.

DAVID S. MURPHY, Ph.D., Associate Professor of Accounting
B.A., Central Washington State University; M.A. and Ph.D., Washington State University. 2002-.

THOMAS O. MURRAY JR., Ph.D., Coordinator of Technology Training,
Professor of Business and Economics
B.S., U.S. Naval Academy; M.S., U.S. Naval Postgraduate School; Ph.D., Occidental University; further graduate study, University of Maryland. 1985-.

ARIEL K. MYERS, MLIS, Public Services Librarian, Instructor Librarian
B.A., Alfred University; MLIS, University of Pittsburgh. 1999-.

MARIA L. NATHAN, Ph.D., Associate Professor of Management
B.A., M.A., University of Akron; M.A., University of Missouri; Ph.D., University of Southern California. 2000-.

R. GARY NESS, Ph.D., Professor of Health, Movement Science, and Recreation
B.S., M.A., University of New Mexico; Ph.D., Stanford University. 1997-.

STEVEN K. NIELSEN, Ed.D., Associate Professor of Education and Human Development
B.A., University of Colorado; M.A., Ed.D., Northern Arizona University. 1994-.

WILLIAM D. NOEL, M.F.A., Assistant Professor of Journalism
B.A., University of Texas at Arlington; M.F.A., Southern Methodist University. 2000-.

THOMAS R. NOWELL, M.F.A., Associate Professor of Theatre
B.A., M.A., University of Alabama; M.F.A., University of Virginia. 1977-.

TERRANCE P. O'TOOLE, Ph.D., Associate Professor of Health, Movement Science, and Recreation
B.S., University of South Carolina; M. Div., Southern Seminary; M.Ed., University of Louisville; Ph.D., Indiana University. 2002-.

TODD L. OLSEN, Ph.D., Women's Soccer Coach, Associate Professor of Health, Movement Science, and Recreation
B.S., Slippery Rock University of Pennsylvania; M.S., Loughborough University, England UK; M.P.H., Ph.D., University of Pittsburgh. 1994-.

JAMES L. OWENS, Ph.D., Professor of History
B.A., Presbyterian College; M.A., Texas A&M University; Ph.D., University of Georgia; post-doctoral study, Duke University, Emory University. 1969-.

DAVID R. PERAULT, Ph.D., Assistant Professor of Biology and Environmental Science

B.A., University of Virginia; M.S., Utah State University; Ph.D., University of Oklahoma. 1998-.

KEVIN M. PETERSON, Ph.D., Assistant Professor of Mathematics

B.S., University of Central Florida; M.S., Ph.D., University of Florida. 2000-.

SCOTT H. PIKE, Ph.D., Assistant Professor of Environmental Science and Geology

B.A., Oberlin College; Ph.D., University of Georgia. 2001-.

PEGGY S. PITTAS, Ph.D., Assistant Dean for Faculty Development, Director of L.C.S.R., and Coordinator of Senior Symposium, Associate Professor of Psychology

B.A., Bridgewater College; M.A., Dalhousie University; Ph.D., University of Virginia. 1971-.

EDWARD A. POLLOWAY, Ed.D., Vice President for Graduate Studies and Community Advancement, Professor of Education and Human Development

B.A., Dickinson College; M.Ed., Ed.D., University of Virginia. 1976-.

CLIFTON W. POTTER JR., Ph.D., Turner Distinguished Professor in the Humanities, Professor of History

B.A., Lynchburg College; M.A., Ph.D., University of Virginia; post-graduate study, Oxford University, University of North Carolina, The Johns Hopkins University. 1965-. (On sabbatical leave of absence, Fall 2002).

JAMES J. H. PRICE, Ph.D., Professor of Religious Studies

B.A., Hampden-Sydney College; B.D., Th.M., Union Theological Seminary, Richmond; Faculte de Theologie Protestante, Montpelier, France; M.A., Ph.D., Vanderbilt University. 1965-.

JOSEPH M. PRINZINGER, Ph.D., Professor of Business and Economics

B.S., Rider College; Ph.D., Georgia State University. 1988-.

RICHARD G. PUMPHREY, M.F.A., Professor of Art

B.A., Lynchburg College; M.F.A., University of Georgia. 1981-.

ANNE M. REEVE, Ph.D., Associate Professor of Chemistry

B.S., Clemson University; Ph.D., The Johns Hopkins University. 1996-. (on sabbatical leave of absence, academic year 2002-03).

BEVERLY RHOADS, M.F.A., Assistant Professor of Art

B.F.A., Western Carolina University; M.F.A., University of Pennsylvania. 1997-.

- RANDY L. RIBLER, Ph.D., Assistant Professor of Computer Science
B.S., University of Maryland; M.S., George Mason University; Ph.D.,
Virginia Polytechnic Institute and State University; post-doctoral study,
University of Illinois. 1998-.
- JANICE RICE, Ph.D., Professor of Communication Studies
B.S., University of Alabama; M.A., Ph.D., Northwestern University. 1988-.
- SYLVIA M. RINKER, Ph.D., Professor of Nursing
B.S.N., Oklahoma Baptist University; M.S., Oklahoma University; further
graduate study, Southwestern Baptist Theological Seminary; Ph.D.,
University of Virginia. 1986-.
- MICHAEL G. ROBINSON, Ph.D., Assistant Professor of Communication Studies
B.A. and B.S., University of Maryland at College Park; M.A., Indiana
University; Ph.D., Bowling Green State University. 2000-.
- SHARON D. ROBINSON, Ph.D., Assistant Professor of Spanish
B.A., Radford University; M.A., Ph.D., University of North Carolina at
Chapel Hill. 2000-.
- GERALD W. ROSSON, M.B.A., CPA, Associate Professor of Business and
Economics
B.S., M.B.A., Virginia Polytechnic Institute and State University. 1980-.
- CONSTANTINE ROUSSOS, Ph.D., Professor of Computer Science
B.A., Old Dominion University; M.S., The College of William and Mary;
Ph.D., University of Virginia. 1981-.
- JAMES ROUX, Ph.D., Assistant Professor of Communication Studies
B.S., Nicholls State University; M.A., Ph.D., Bowling Green State
University. 1999-.
- MICHAEL W. SANTOS, D.A., Director of the Center for the History and Culture
of Central Virginia, Professor of History
B.A., Stonehill College; M.A., D.A., Carnegie-Mellon University. 1984-.
- NANCY W. SCHNEIDER, M.P.A., CPA, CMA, Associate Professor of Accounting
B.S., University of Florida; M.P.A., Georgia State University. 1990-.
- SALLY C. SELDEN, D.P.A., Associate Professor of Management
B.A., M.A.P.A., University of Virginia; D.P.A., University of Georgia.
Jan. 2001 -.
- THOMAS D. SHAHADY, Ph.D., Assistant Professor of Environmental Science
B.S., Guilford College; M.S.P.H., University of North Carolina at Chapel
Hill; Ph.D., North Carolina State University. 2000-.

CHARLES L. SHULL, M.A., Associate Professor of Sociology

B.A., M.A., Syracuse University; further graduate study, University of Virginia, Virginia Polytechnic Institute and State University. 1969-.

JULIUS A. SIGLER JR., Ph.D., Director of the Center for Environmental Education, Professor of Physics

B.S., Lynchburg College; M.S., Ph.D., University of Virginia; further graduate study, University of North Carolina at Chapel Hill. 1967-.

DOROTHY A. SMITH-AKUBUE, Ph.D., Associate Professor of History

B.S., Bluefield State College; M.A., Marshall University; Ph.D., West Virginia University. 1993-.

JUDITH H. SMOTREL, M.A.A., Associate Professor of Mathematics

B.A., Westhampton College; M.A.A., University of Virginia. 1974-.

STEPHEN D. SOUTHALL, Ph.D., Professor of Psychology

B.A., M.A., University of Richmond; Ph.D., University of Virginia. 1974-.

ENZA I. STEELE, M.S., Associate Professor of Health, Movement Science, and Recreation, Field Hockey Coach

B.A., William Paterson College; M.S., Ithaca College. 1979-.

PHILLIP H. STUMP, Ph.D., Associate Professor of History

A.B., Ph.D., University of California at Los Angeles. 1980-.

NEAL G. SUMERLIN, Ph.D., Professor of Chemistry

B.S., Ouachita Baptist University; Ph.D., University of Arkansas. 1976-.

THOMAS C. TILLER, Ph.D., Professor of Education and Human Development, College Marshal

B.A., Lynchburg College; M.Ed., University of Virginia; Ph.D., Florida State University. 1958-.

ELZA C. TINER, Ph.D., Professor of English

B.A., Seton Hall University; M.A., M.S.L., Ph.D., University of Toronto. 1989-. (On sabbatical leave of absence, Spring 2003).

CANDACE E. TODD, Ph.D., Assistant Professor of Communication Studies

B.A., Manchester College; M.A., California State University at Sacramento; Ph.D., University of Iowa. 1999-.

MERRILL P. TOLBERT, Ed.S., Associate Professor of Education and Human Development

B.S., Slippery Rock State College; M.Ed., Duquesne University; Ed.S., University of Miami; further graduate study, Virginia Polytechnic Institute and State University. 1980-.

JACK M. TOMS, Ed.D., Director of Intercollegiate Athletics, Professor of Health, Movement Science, and Recreation, Men's and Women's Cross Country and Track Coach

B.A., Lynchburg College; M.Ed., University of Virginia; Ed.D., West Virginia University. 1979-.

JOSEPH H. TUREK, Ph.D., Associate Professor of Business and Economics

B.A., M.P.A., Syracuse University; M.A., Ph.D., State University of New York at Albany. (1986-88) 1990-.

SUSAN M. VAUGHN, M.S., Assistant Professor of Communication Studies-Journalism

B.A., Coe College; M.S., Columbia University. 2001-.

EMILY I. WALLIN, M.S., Head Athletic Trainer, Instructor of Health, Movement Science, and Recreation

B.S., University of Minnesota; M.S., Indiana University. 1999-.

DONALD W. WERNER, Ph.D., College Counselor, Associate Professor of Psychology

B.A., Queens College; M.S., University of Kansas; M.A., Ph.D., Michigan State University. 1981-.

G. KENNETH WEST, Ph.D., Co-Director of the Center for Family Studies and Educational Advancement, Professor of Education and Human Development

B.A., Wake Forest University; M.Div., Princeton Theological Seminary; Ph.D., Florida State University. 1976-.

ROBERT H. WHITE, Ph.D., Professor of French, Instructor of Music

B.A., Rollins College; graduate study, Boston University; Diplome De Litterature Francaise Contemporaine, The Sorbonne; Ph.D., University of Colorado; license d'Enseignement de Piano, Diplome Superieur d'Execution de Musique de Chambre, Ecole Normale De Musique De Paris; further study, Jewish Theological Seminary of America, New York City. 1966-.

FRANCIS R. WHITEHOUSE JR., M.B.A., Associate Professor of Business and Economics

B.A., University of North Carolina; M.A., Drake University; M.B.A., University of Virginia; further graduate study, University of Maine, Virginia Polytechnic Institute and State University. 1980-. (On sabbatical leave of absence, fall 2002).

NANCY I. WHITMAN, Ph.D., Dean of the School of Health Sciences and Human Performance, Professor of Nursing

B.S., Alfred University; M.S.N., University of Virginia; Ph.D., University of Texas. 1991-.

JEFFREY K. WITTMAN, M.F.A., Professor of Theatre
B.A., West Virginia Wesleyan College; M.A., Bowling Green State
University; M.F.A., National Theatre Conservatory, Denver. 1988-.

DELORES M. WOLFE, Ed.D., Associate Dean of the College, Professor of
Education and Human Development
B.A., University of North Carolina at Greensboro; M.Ed., University of
North Carolina at Charlotte; Ed.D., University of North Carolina at
Greensboro. 1987-.

PAULA WILSON YOURA, Ph.D., Associate Professor of Communication Studies
B.A., California State University at Sacramento; M.A., University of
California at Davis; Ph.D., Pennsylvania State University. 1991-.

REGULAR PART-TIME FACULTY

N. SCOTT AMOS, Th.M., Instructor of History
 B.A., Old Dominion University; M.A., The College of William and Mary;
 M.Div., Th.M., Westminster Theological Seminary; course work toward
 Ph.D. (to be awarded Summer 2002), University of St. Andrews. 2002-.

JAMES L. CAMPBELL, Ph.D., Professor of English
 B.A., Berea College; M.A., Ohio University; Ph.D., University of Virginia.
 1967-.

MARCO T. CEDILLO, M.A., Instructor of Spanish
 B.A., Universidad Pedagógica Nacional, Honduras; M.A., East Carolina
 University. 1999-.

CASEY H. CLABOUGH II, Ph.D., Assistant Professor of English
 B.A., The College of William and Mary; M.A., Ph.D., University of South
 Carolina. 2001-.

ELLEN K. DELUCA, Ph.D., Assistant Professor of Nursing
 B.S., St. Louis University; M.S.N., Catholic University of America; Ph.D.,
 University of Maryland. 1998-.

JOSEPH F. FREEMAN III, Ph.D., Professor of Political Science
 A.B., Indiana University; M.A., Ph.D., University of Virginia. 1970-.

KATHERINE GRAY, Ph.D., Director of the Wilmer Writing Center, Assistant
 Professor of English
 A.B., Randolph-Macon Woman's College; M.A., University of Virginia;
 Ph.D., George Washington University. 1989-.

CAROLYN E. GROSS, M.A., Assistant Professor of Sociology
 B.A., University of Maryland; M.A. and further graduate study, State
 University of New York at Stony Brook. 1998-.

LINDA R. HARWELL, M.S., Reference Librarian, Assistant Librarian
 B.A., Mississippi State College for Women; M.S., Florida State University.
 1981-.

KATHLEEN L. HUSTED, M.A., Assistant Professor of Education and Human
 Development
 B.S., Taylor University; M.A., Michigan State University; further graduate
 study, Lynchburg College. 1999-.

DARIN T. KAPANJIE, M.Ed., Instructor of Mathematics

B.A., University of Delaware; M.Ed., Widener University; further graduate study, Shippensburg University. 2001-.

JENNIFER K. LLOYD-FITZGERALD, B.S.N., R.N., Instructor of Nursing

B.S.N, Lynchburg College; further graduate study at the University of Virginia. 2002-.

JACQUELINE W. MCNULTY, M.A., Assistant Professor of History

B.S., Radford University; M.A., Virginia Polytechnic Institute and State University. 2001-.

CAROL F. MELCHER, M.B.A., Instructor of Marketing

B.A., Penn State University; M.B.A., George Washington University. 2002-.

CONNIE A. MESSERSCHMIDT, M.Ed., Instructor of Education and Human Development

B.S., Iowa State University; M.Ed., Westminster College. 1985-.

LYNDALL NAIRN, M.A., Assistant Professor of English

B.A., Macquarie University, Australia; M.A., University of Pittsburgh. 1998-.

DOROTHY BUNDY POTTER, Ph.D., Assistant Professor of History

B.A., Lynchburg College; M.A., Ph.D., University of Virginia. 1984-.

JAMES R. PURDY, M.B.A., Associate Professor of Computer Science

B.S., Fitchburg State College; M.B.A., University of New Haven. 1997-.

KAREN C. RATLIFF, M.Ed., Assistant Professor of Education and Human Development

B.A., M.Ed., Lynchburg College. 1992-.

NINA V. SALMON, M.Ed., Assistant Professor of English

A.B., Randolph-Macon Woman's College; M.Ed., Lynchburg College. 1997-.

SANDRA L. SCHULTZE, M.S., Assistant Professor of Nursing

B.S., Calvin College; M.S., University of Michigan; further graduate study, Widener University. 2001-.

GEORGE T. SCHUPPIN, Ph.D., Assistant Professor of Biology

B.S. and M.S., Virginia Polytechnic Institute and State University; Ph.D., East Carolina University. 2002-.

KENNETH M. SMITH, B.S., Assistant Professor of Chemistry

B.S. Shippensburg University; further graduate course work toward Ph.D. (to be granted Summer 2002) University of Tennessee. 2002-.

RETIRED FACULTY

KAMAL M. ABOUZEID, Ph.D., Professor of Business and Economics
B.A., University of Cairo, Egypt; M.A., Ph.D., University of Texas at Austin.
1978-2001. Emeritus.

DAWN ARRINGTON, M.Ed., M.S.N., Associate Professor of Nursing
B.S.N., University of Virginia; M.Ed., Lynchburg College; M.S.N. and
further graduate study, University of Virginia. 1980-1999. Emerita.

JACQUELINE W. ASBURY, Ed.D., Dean of the College, Professor of Health,
Movement Science, and Recreation
B.S., Longwood College; M.S., University of Tennessee; Ed.D., University
of Virginia. 1960-2002. Emerita.

NICANOR M. BANDUJO, M.A., Associate Professor of Spanish
Dr. in Law, University of Havana; M.A., Middlebury College; M.Ed.,
Lynchburg College; further graduate study, University of Virginia, Duke
University. 1962-1998. Emeritus.

NILS I. BATEMAN, Ph.D., Professor of Sociology
B.S., M.S., Ph.D., Florida State University. 1975-1997. Emeritus.

VIRGINIA B. BERGER, M.A., Associate Professor of Music
B.S., Juilliard School of Music; M.A., University of Rochester; M.A.,
Harvard University. 1948-1981. Emerita.

EVELYN P. BICKHAM, Ed.D., Professor of Education and Human Development
B.S., M.Ed., Ed.D., University of Virginia; post-doctoral study, University
Of Maryland; study tours, British Isles, Eastern Europe, Asia. 1972-1989.
Emerita.

ANNE H. BISHOP, Ed.D., Professor of Nursing
B.S.N., University of Virginia; M.Ed., Lynchburg College; Ed.D., M.S.N.,
University of Virginia. 1979-1997. Emerita.

S. MILES BOUTON JR., M.S., M.D., Professor of Medical Technology (Part-Time)
M.S., Wayne University; M.D., University of Berlin. 1955-1968.

JAMES E. CARICO, Ph.D., Dean of the School of Sciences, Professor of Biology
and Environmental Science
B.S., East Tennessee State University; M.S., Ph.D., Virginia Polytechnic
Institute and State University; Research Fellow in Arachnology, Harvard
University. 1964-2002. Emeritus.

ROBERT D. CARTER, Ph.D., Associate Professor of Psychology
B.A., Lynchburg College; M.S.S.W., University of Tennessee; Ph.D.,
University of Michigan. 1981-1998.

VIRGINIA I. DAVIS, M.Ed., Associate Professor of Art
B.S., Roanoke College; A.B., Randolph-Macon Woman's College; M.Ed.,
Lynchburg College; graduate study, New York University, University of
Georgia, Art Students League of New York City, European Travel-Art Study.
1968-1998. Emerita.

PAUL C. DEACON, M.Ed., Associate Professor of Education and Human
Development
A.B., Tufts University; M.Ed., Boston University; further graduate study,
Rhode Island College, Boston University, University of Virginia. 1970-1998.
Emeritus.

ROBERT S. ELLINWOOD, D.M.A., Professor of Music
B.A., Lynchburg College; M.M., Performer's Certificate in Voice and Opera;
D.M.A. in Performance and Literature, Eastman School of Music, University
of Rochester. 1964-2002. Emeritus.

CHARLES F. FLAUGHER, Ed.S., Associate Professor of Education and Human
Development
B.A., Lynchburg College; M.A., George Peabody College; Ed.S., University
of Virginia. 1966-1994. Emeritus.

ROBERT D. FLOYD JR., M.S., Associate Professor of Physics
B.S., Lynchburg College; M.S. and further graduate study, Virginia
Polytechnic Institute and State University. 1964-2000. Emeritus.

JAMES C. FOX, Ed.D., Professor of Health and Physical Education
A.B., M.A., University of Missouri; Ed.D., University of Virginia; post-
doctoral studies, University of Oregon. 1946-1979. Emeritus.

SAMUEL J. R. GAMBLE, M.S., Associate Professor of Chemistry
B.S., M.S., and further graduate study, Virginia Polytechnic Institute and
State University; NIH Fellow, Pasteur Institute, Paris; Research Associate,
Harvard University. 1958-1982. Emeritus.

MARY B. GARBEE, M.Ed., Assistant Professor of English as a Second Language
B.A., B.S., M.Ed., Lynchburg College. 1966-1980 and 1985-1995. Emerita.

DELPHINE GIERS, M.A., Assistant Professor of Modern Languages
B.A., M.A., Peabody College; further graduate study, University of
Alabama. 1947-1954.

WILLIAM R. GOODMAN JR., Ph.D., Professor of Religious Studies
 B.A., Washington and Lee University; M.Div., Union Theological Seminary;
 graduate study, New College, University of Edinburgh; Ph.D., Duke
 University. 1969-2001. Emeritus.

FRANK T. HANENKRAT, Ph.D., Professor of English
 A.B., M.A., University of Richmond; Ph.D., Emory University; post-doctoral
 study, University of Virginia. 1971-2000. Emeritus.

CHARLES J. HANSROTE JR., Ph.D., Professor of Chemistry
 B.S., Virginia Military Institute; M.S., University of Richmond; Ph.D.,
 University of Virginia; post-doctoral study, Duke University. 1965-1995.
 Emeritus.

ANNE F. HENDERSON, M.Ed., Associate Professor of Health, Movement
 Science, and Recreation
 B.S., Virginia Commonwealth University; M.Ed., University of Virginia.
 1969-1993. Emerita.

BELLE MORTON HILL, M.A., Associate Professor of English
 A.B., Lynchburg College; B.D., Yale University; M.A., University of
 Virginia; further study, University of Birmingham at Stratford-upon-Avon,
 University of Wyoming, Drake University, Wordsworth Summer School.
 1957-1980. Emerita.

HARVEY D. HUINER, Ph.D., Director of the Choir, Professor of Music
 A.B., Calvin College; M.Mus., Syracuse University; Ph.D., University of
 Iowa; further graduate study, Westminster Choir College. 1975-2002.
 Emeritus.

JOANN P. HUNT, Ed.D., Professor of Music
 B.M., Greensboro College; M.A., Ed.D., Teachers College, Columbia
 University; further graduate study, Indiana University. 1963-1997. Emerita.

ANNE MARSHALL HUSTON, Ed.D., Professor of Education and Human
 Development
 A.B., M.Ed., The College of William and Mary; Ed.D., University of
 Virginia. 1970-1992. Emerita.

JAMES A. HUSTON, Ph.D., Dean of the College, Professor of History and
 International Relations
 A.B., A.M., Indiana University; graduate study, University of Oxford; Ph.D.,
 New York University; post-graduate study, University of Fribourg,
 Switzerland. 1972-1984. Emeritus.

DONALD W. JOHNSON, M.A., Associate Professor of Business and Economics
B.S., United States Military Academy; M.A., George Washington University.
1975-1996. Emeritus.

THOMAS V. D. LEE, M.Ad., Assistant Professor of Business and Economics
M.B.A., M.Ad., Lynchburg College. 1981-1996. Emeritus.

HELGA N. LEFTWICH, M.A., Associate Professor of Modern Languages
B.A., Lynchburg College; M.A.T., Duke University; M.A., Middlebury
College; further graduate study, University of Freiburg, Germany. 1963-1990.
Emerita.

DEANNA MARIE LEWIS, Ed.D., Professor of Health, Movement Science, and
Recreation, Women's Volleyball Coach
B.S., Wake Forest University; M.Ed., University of North Carolina; Ed.D.,
University of Virginia. 1972-2002. Emerita.

JANE MELBOURNE, Ph.D., Associate Professor of English
B.A., Hiram College; M.A., Ph.D., Case Western Reserve University. 1987-
1996.

AUBREY R. MOON JR., Ed.D., Professor of Health, Movement Science, and
Recreation
B.A., Lynchburg College; M.S. and further graduate study, University of
Tennessee; Ed.D., West Virginia University; post-graduate study, Colorado
State University. 1961-1997. Emeritus.

JOSEPH L. NELSON JR., Ph.D., East Distinguished Professor of the Humanities,
Professor of Religious Studies and Greek
B.S., A.B., Hampden-Sydney College; B.D., Union Theological Seminary,
Richmond; Th.M., Harvard University; Ph.D., Union Theological Seminary,
Richmond. 1952-1994. Emeritus.

THOMAS RAY NICELY, Ph.D., Professor of Mathematics
B.S., M.S., West Virginia University; Ph.D., University of Virginia. 1968-
2000. Emeritus.

NANCY H. PHILLIPS, Ed.D., Professor of Education and Human Development
B.A., University of Richmond; M.Ed., Virginia Commonwealth University;
further graduate study, The College of William and Mary; Ed.D., University
of Michigan-Ann Arbor. 1989-2001. Emerita.

ROBERT B. PHILLIPS JR., Ed.D., Professor of Mathematics
B.S., Lynchburg College; M.Ed., Ed.D., University of Virginia; further
graduate study, The College of William and Mary. 1961-1996. Emeritus.

CAROL J. POLLOCK, M.S.L.S., Public Services Librarian, Associate Librarian
B.A., Virginia Commonwealth University; M.S.L.S., University of North
Carolina. 1980-1999. Emerita.

GWYNN W. RAMSEY, Ph.D., Professor of Biology, Curator of the Herbarium
B.S., M.A., Appalachian State Teachers College; Ph.D., University of Ten-
nessee; post-doctoral study at the National Herbarium of the Smithsonian
Institution and Arizona State University. 1965-1997. Emeritus.

ROBERT JERE REAL, M.A., Professor of English
B.A., Virginia Military Institute; M.A., University of Mississippi; M.A. and
further graduate study, University of Virginia. 1969-1995. Emeritus.

WALTER GUY RIVERS, Ph.D., Professor of Biology
B.S., M.S., University of Georgia; Ph.D., University of Houston; graduate
study, Stanford University; post-doctoral study, University of Miami, Uni-
versity of New Hampshire, University of California at San Diego. 1971-
1998. Emeritus.

ROSEL SCHEWEL, Ed.S., Associate Professor of Education and Human
Development
A.B., Hood College; M.Ed., Ed.S., Lynchburg College. 1975-1992. Emerita.

JOHN R. SCUDDER JR., Ed.D., Professor of Philosophy and Education
B.A., Vanderbilt University; M.A., University of Alabama; M.Div., Lexing-
ton Theological Seminary; Ed.D., Duke University. Visiting Scholar at
Vanderbilt University. 1967-1993. Emeritus.

MARY C. SCUDDER, M.L.S., Director of the Library, Professor
B.S., University of Alabama; M.L.S., George Peabody College of Vanderbilt
University. 1969-1994. Emerita.

THOMAS W. SEAMAN, Ph.D., Professor of Sociology
B.A., Lynchburg College; M.A., Ph.D., University of Maryland. 1966-2001.
Emeritus.

RICHARD G. SEYMANN, Ph.D., Director of Academic Assessment, Director of
the Westover Fellows Honors Program, Professor of Business and Economics
B.A., Washington and Jefferson College; Ph.D., Emory University. 1969-
2002. Emeritus.

WILLIAM H. SHELLENBERGER, M.Ed., Associate Professor of Health,
Movement Science, and Recreation
B.A., M.Ed., Pennsylvania State University; further graduate study,
Pennsylvania State University, Louisiana State University. 1952-1989.
Emeritus.

WILLIAM A. SHERWOOD, Ph.D., Professor of Biology

B.S., Wake Forest College; M.Ed., Ph.D., University of North Carolina; graduate study, Peabody College, Vanderbilt University, University of Tennessee; post-doctoral research fellowship, The New York Botanical Garden. 1969-1989. Emeritus.

M. WESLEY SHOEMAKER, Ph.D., Professor of History

B.A., Waynesburg College; M.A., Ph.D., Syracuse University. 1971-2000. Emeritus.

RICHARD JAMES SHORES, Ph.D., Professor of Mathematics

B.S., Randolph-Macon College; M.S.C.S., Ph.D., University of Mississippi. 1966-1998. Emeritus.

JAMES KENNETH SHUMAKER, M.A., Associate Professor of Mathematics

B.S., M.A., Appalachian State University; further graduate study, Virginia Polytechnic Institute and State University, University of Virginia. 1962-1998. Emeritus.

HAN KYU SONG, Ph.D., Professor of Sociology

B.A. Yonsei University; M.A., University of North Carolina at Chapel Hill; Ph.D., American University. 1971-2002. Emeritus.

ORRIE O. STENROOS, Ph.D., Professor of Biology and Environmental Science

B.A., University of Minnesota; M.S., North Dakota State University; graduate study, Florida State University; Ph.D., Medical College of Georgia; N.I.H. post-doctoral Research Fellowship, Florida State University. 1972-2002. Emeritus.

GERALD R. THOMAS, Ed.S., Associate Professor of Health, Movement Science, and Recreation, Baseball Coach

B.A., Lynchburg College; M.Ed., University of Virginia; Ed.S., Lynchburg College. 1968-1995. Emeritus.

THELMA L. TWERY, M.Ed., Associate Professor of Art

B.A., Randolph-Macon Woman's College; study at Carnegie Institute of Technology, Skowhegan School of Painting and Sculpture, State University of Iowa, Tulane University, Longwood College, University of Georgia, study abroad in France and Italy; M.Ed., Lynchburg College; further study, New York University, Art Students League of New York, Printmaking Workshop in New York. 1962-1992. Emerita.

CHARLES O. WARREN JR., Ph.D., President of the College, Professor of Biology

B.S., M.S., Virginia Polytechnic Institute and State University; Ph.D., University of Florida. 1993-2001.

D. L. WARREN, Ed.D., Professor of Counseling and Human Development
A.B., Phillips University; M.A., East Carolina University; Ed.D., Oklahoma
State University. 1969-1994. Emeritus.

WILMA A. WASHBURN, A.B., Assistant Professor of English and Journalism
A.B., Syracuse University. 1962-1985. Emerita.

ALBERT J. E. WILSON III, Ph.D., Professor of Sociology
B.S., Florida State University; M.R.C., Ph.D., University of Florida. 1983-
1994. Emeritus.

MARIE WINKS, M.Ed., CPA, Associate Professor of Business and Economics
B.S., M.Ed., University of Colorado; further graduate study, University of
Nevada. 1974-2000. Emerita.

LOUISE C. WOMACK, M.A.T., Associate Professor of Education and Human
Development
B.S., M.A.T., Lynchburg College. 1970-1992. Emerita.

WILLIAM H. YOUNG, Ph.D., Professor of Communication Studies
B.A., The College of William and Mary; M.A.T., Duke University; Ph.D.,
Emory University. 1964-2000. Emeritus.

MATTERS OF RECORD

HONORARY DEGREES CONFERRED ON MAY 12, 2001

Charles O. WarrenDoctor of Humane Letters

DEGREES CONFERRED 2001

	Bachelor Degrees	Advanced Degrees
January 12, 2001	36	15
May 12, 2001	253	28
August 10, 2001	<u>45</u>	<u>31</u>
Total	334	74

BACHELOR DEGREES CONFERRED ON JANUARY 12, 2001

Teresa Moore Arrowood, BS Child Development
 Hilarie S. Baldock, BA Communication Studies
 Erin Christine Campbell, BS Child Development
 Courtney Wolcott Clark, BA Communication Studies
 Melanie Danielle Copeland, BS Psychology
 Rosemary Hill Dolgner, BA Theatre
 Jeffrey Michael Fazio, BA Sociology
 Carolyn Anne Fenton, BA Communication Studies
 Kimberly Ann Goff, BA Child Development
 Ryan Andrew Goodwin, BS Computer Science
 Christopher Humberto Grohs, BA Finance
 Terri Lynn Hancock, BA, Cum Laude Business Administration
 Jason Edward Heath Hart, BA Accounting
 Matthew Michael Hoffmann, BA History
 Robert Matthew Hooper, BA Communication Studies
 Amy Rebecca Huffman, BA Marketing
 Tomomi Ikezaki, BS Health Promotion
 Kimberly Lynn Jones, BA Marketing
 Pamela Michelle Jones, BS Business Administration
 Kermit Alan Lacy, BS Business Administration
 Danielle Kristin Laverne, BA Child Development
 Stuart Martin, BA Accounting
 Kristie Anne McDaniel, BS Child Development
 D'Any Marcine Mortimer, BS Psychology
 Sean Daniel Murray, BA Communication Studies
 Kristin Detoia Nowlin, BA Child Development
 Shawna E. Owens, BA Sociology
 John Charles Peterson, BA Communication Studies
 Stacey Gerwig Rial, BA Political Science
 Jeffrey Harrison Roop, BA Communication Studies, Theatre
 Seika Senda, BA Economics

Phyllis Lynn Spiece, BA	Music
Frank S. Stransky, BA	Accounting
Kristy Lynn Valcich, BA	Child Development
Beth Louise Wheeler, BA	Social Studies
Wendy Hackett Wilkerson, BA, Summa Cum Laude	Marketing

ADVANCED DEGREES CONFERRED ON JANUARY 12, 2001

Master of Business Administration

Alicia Pannell Hubbard, MBA	Business Administration
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Master of Education

Cherra D. Barbour, MED	Community Counseling
Tonya Yvonne Bradley, MED	Agency Counseling
Michael Bremer, MED	Curriculum and Instruction
Robert Norman Cooper, MED	Educational Leadership
Theresa J. Foss, MED	School Counseling
Meredith A. Gardner, MED	English Education
Andrea West Jenkins, MED	Educational Leadership
Paul Maxwell Langley, MED	Agency Counseling
Angela Phillips Maddox, MED	Curriculum and Instruction
Linda Helen Pelikan, MED	Agency Counseling
Annyce Raye Saunders, MED	Curriculum and Instruction
Susan Smith-Bullock, MED	Curriculum and Instruction
Adela E. Tordai, MED	Special Education
Traci Lynn Wille, MED	School Counseling

BACHELOR DEGREES CONFERRED ON MAY 12, 2001

Karen Renee Adams, BS	Nursing
Matthew David Adinolfi, BS	Business Administration
Leslie Peery Allen, BA, Cum Laude	Art
Sarah Nichole Allen, BS	Sports Medicine
Julie Anne Allender, BS	Biology
Shaun Michael Arden, BA	Theatre
Robert Andrew Artz, BA	International Relations
Meghann O'Neil Atkinson, BA	Management
Walter Taylor Bailey, BA, Magna Cum Laude	History
Erin Leigh Baldwin, BA	Communication Studies
Stacey Dunn Barbour, BA, Highest Honors in English, Magna Cum Laude	English
Courtney Ann Barr, BA, Highest Honors in Art, Cum Laude	Art
Sarah Katherine Barron, BS, Cum Laude	Psychology
Courtney Elizabeth Barth, BA	Marketing
Julia Helen Bays, BS	Nursing

Rebecca Wood Benedict, BA.....	Political Science
Jessica Lynn Bernardi, BS, Honors in Psychobiology	Psychobiology
Silvia Bertetti, BA.....	Business Administration
John Aaron Bethune, BA	Accounting
Carrie Anne Beuchert, BS.....	Nursing
Cali L. Biggers, BA	Management
Michael Kevin Binder, BA	History
Steven Austin Blewett, BA	Business Administration
Rebecca Debra Bonner, BS.....	Psychology
Lucas Lee Boring, BS	Sports Medicine
Sandra Lynn Bridges, BA	Business Administration
Susan Faye Brooks, BA, Cum Laude.....	Accounting
Alyson Lisbeth Brown, BA, Cum Laude	Communication Studies
Erin Michelle Bryant, BS.....	Environmental Science
Jill Nicole Bryant, BS	Child Development
Terry Stinson Bumgarner, BS, Summa Cum Laude	Child Development
Selena Michelle Byers, BS.....	Business Administration
K. Imogen Byrd, BA.....	Communication Studies
Jamie Leigh Campbell, BS.....	Health Promotion
Laura Sue Campbell, BS	Nursing
Travis Colin Campbell, BA.....	Business Administration
Drew Adam Carlson, BS, Cum Laude	Health and Movement Science
Angelica Ann Carollo, BS	Sports Medicine
Chris Ellsworth Carpenter Jr, BA	Business Administration
Jessica G. Carrico, BA	Accounting
Bradford Niles Carroll, BA.....	Communication Studies
Rodolfo O. Castro, BA, Honors in Spanish	Political Science, Spanish
David Allen Cherry, BA	Business Administration
Troy Allen Childress, BS	Nursing
Brita Neilson Christiansen, BA.....	Business Administration
Adrienne Buttafuoco Cimins, BS.....	Biology
Christina Brianne Clark, BA	Accounting
Michael Roger Clark, BA	Art
Eric Cocca, BS	Computer Science
Kristen Rebecca Cohen, BA	English
Christine Marilyn Colas, BS	Sports Medicine
Dorshey Maria Coleman, BA.....	Child Development
Stacy Ann Colucci, BA.....	Communication Studies
Amanda Marie Connors, BS	Psychology
Kacey Mechelle Crabbe, BA, Cum Laude	Psychology-Special Education
Saran Craig, BA, Cum Laude	Sociology
Crystal Hope Crickenberger, BA	Child Development
Kristen Kay Currier, BA	Communication Studies
Tiana Chyvonne Dailey, BA	Psychology
Jessica Ann Dauer, BA	Economics, Marketing
Christopher Guy Davis, BA	Marketing
Liam Joseph Dawson, BA.....	Marketing
Jessica Erin Delk, BA, Honors in English, Summa Cum Laude	English
Kristen Frances Dennis, BA.....	English
Krista Depew, BS.....	Psychology

Kristy Morgan Di Giacomo, BA	Child Development
Jane Barham Dickinson, BA	Psychology-Special Education
Kathryn Eller Dillard, BA	Marketing
Patrick Carroll Doherty, BA	Management
Michael Brian Eagle, BA	Marketing
Keith Alan Elmy, BA	Communication Studies
Elizabeth Michelle English, BA	Accounting
Douglas Allen Ensinger, BA	Sports Management
Tracy Karie Epps, BA	French-Business Management
Jeffrey Diebold Erkert, BA	Marketing
Daniel Jackson Evans, BS	Sports Management
Richard John Eyre, Iv, BA	International Relations
Julie Lynne Fariss, BA	Art
Joseph Matthew Fedders, BA	Business Administration
Jessica A. Felty, BS	Sports Management
Kandance White Ferguson, BS, Magna Cum Laude	Child Development
Dwayne Michael Fitts, BS	Physics
Kimberly Cristin Fitzgerald, BA	Psychology
Dawn Marie Florance, BA	Business Administration
Meghan Elizabeth Francis, BS	Nursing
David Earl Fry, Jr, BS	Nursing
Wanda O. Gardner, BA	Accounting
Elizabeth Pendelton Garth, BA, Cum Laude	Art
Halina Buczak Geier, BS	Nursing
Cathy Ware Glass, BS	Nursing
Kristi Lauren Gossom, BS	Nursing
Charles Douglas Green Sr., BA	History
Richard Floyd Guill, BA, Cum Laude	English
Megan Caroline Harker, BA	English
Robert Van Arsdale Harra, BA	Management
Megan Susanne Harris, BA	Communication Studies
Trevor Van Hedgepeth, BS	Political Science
Carrie Epperson Heindl, BS	Nursing
Ryan Hunter Hendricks, BA	Communication Studies
Angela Danielle Henry, BS	Psychology
Sarah Elizabeth Hervey, BA	English
Matthew Hester, BA	Art
Katie Lynn Hohing, BS, Cum Laude	Health and Movement Science
Mindy Gayle Hohing, BS, Magna Cum Laude	Sports Management
Donald Allen Holman, Jr, BA	Management
Melinda Sue Horrocks, BA	Economics
Angela Michele Huffer, BS	Sports Medicine
Kristin Mary Humenny, BS	Psychology
Jamie K. Humphres, BA	Accounting
Susan Dalton Humphrey, BA	Marketing
Stephanie M. Hunt, BS	Psychology
Elizabeth Whitney Iversen, BA	Communication Studies
Amanda Carol Jackson, BA	Communication Studies
Terea Tameka James, BS, Magna Cum Laude	French, Psychology
Kerrie Susan Jenkins, BS, Cum Laude	Sports Medicine

Nicholas Scott Jenkins, BA.....	Political Science
Sophie A. Jenkins, BA.....	Sociology
Stefanie Marie Johnson, BS, Cum Laude.....	Physics, Political Science
Beth Ann Jurczykowski, BS.....	Biology
Melanie Dawn Kahler, BA.....	Child Development
Nicole Lynn Kawalec, BA.....	History
Robyn Nichole Keefer, BS.....	Sports Medicine
Brett Steven King, BS.....	Chemistry
Tracy Ellen Klimaytis, BS, Cum Laude.....	Psychology
Kristen Paige Kowit, BS.....	Health Promotion
Lindsay Hope Kramer, BS, Magna Cum Laude.....	Biology
Kristine Ann Krtausch, BS.....	Psychology
Courtney Erin Krug, BS, Cum Laude.....	Biomedical Science, Spanish
Michael Irwin Kurland, BA.....	Sports Management
Graeme Justin Kutt, BA, High Honors in Theatre.....	Theatre
Janet Wittenberg Laing, BA, Cum Laude.....	Child Development
Gary Anthony Lamb, BS, Magna Cum Laude.....	Child Development
Monika Anne Last, BA, Magna Cum Laude.....	Marketing
Frank Edward Lavender, BS, Cum Laude.....	Environmental Science
Lisa Carter Law, BA.....	Accounting
James W. Layne, BA, Highest Honors in History, Summa Cum Laude..	History
Crystal Lee Leadbetter, BS.....	Nursing
Leah Marie Leavens, BA.....	Marketing
Tamera Carr Lederer, BA.....	Child Development
Melissa Beth Lee, BS.....	Psychology
Christian Lynn Legner, BS.....	Biology
Peter Charles Lehmann-Saba, BA.....	Business Administration
Michelle Lemonda, BS.....	Health and Movement Science
Eryn Elizabeth Libby, BA.....	International Relations
Ashley Witherspoon Light, BS.....	Psychology-Special Education
Julie Ann Litchfield, BA.....	Child Development
Matt Don Long, BA.....	Business Administration
Jesse Tyler Ludwick, BS.....	Nursing
Kristin Myers Lynch, BA, Magna Cum Laude.....	Art, Psychology
Tara Bess Macy, BA, Cum Laude.....	Psychology
Bonnie Carol Maedgen, BS, Cum Laude.....	Nursing
Andrea Rae Marks, BS.....	Psychology-Special Education
Janice Earlene Martin, BA, Honors in Religious Studies.....	Religious Studies
Jonathan David Martin, BS.....	Health and Movement Science
Janice Brown Martinez, BS.....	Nursing
Abbie Kate Marvel, BA.....	Child Development
Erika Nicole Masters, BS, Magna Cum Laude.....	Chemistry
Julie Elizabeth McClure, BA.....	Marketing
Tina Marie McCraw, BS.....	Psychology
Chessie Lee McGarity, BS.....	Marketing
Karen Kerney McKay, BA, Magna Cum Laude.....	International Business
Melissa Sue McKeown, BA.....	English
Ruth Elaine Meyer, BA, Magna Cum Laude.....	Communication Studies
Henry Kyle Midkiff III, BS.....	Biology

Gary Kevin Miller Jr, BA.....	Accounting
Joanne Marie Mulder, BA, Highest Honors in Sociology, Summa Cum Laude.....	Sociology
Tyson Edward Murphy, BA, Highest Honors in International Relations, Magna Cum Laude.....	International Business
Virginia Etchegaray Murray, BA.....	Business Administration
Carolyn Noel Neil, BS.....	Mathematics
David Arthur Nickels, BA.....	Philosophy-Political Science
Casey Patrick Norris, BS.....	Sports Medicine
Karen Elizabeth O'Connor, BS.....	Health Promotion
Kensey Olsen, BS.....	Psychology
Vincent William Perrone, BA.....	Communication Studies
Jaime F. Petitti, BA.....	Business Administration
Ira Petric, BS.....	Chemistry, Mathematics
Tonya Tennille Pickett, BA.....	Art
Rebecca Todman Plough, BA.....	Political Science
Scott Matthew Pomerico, BA, High Honors in Theatre.....	Theatre
William Eric Privott, BA.....	Marketing
Jennifer Carrie Pruitt, BS.....	Psychology
Erin Bethany Przylepa, BA, Magna Cum Laude	Psychology-Special Education
Noah Charles Quist, BA.....	Political Science
Kelly Elizabeth Rambo, BS.....	Psychology
Michael Finlin Randler, Jr, BA.....	Business Administration
Amy Elizabeth Read, BA.....	Management
Kiley Dawn Revis, BS, Cum Laude.....	Biology
Catherine Ann Reynolds, BS.....	Child Development
Terri Rice, BS, Cum Laude.....	Psychology
Elizabeth M. Rivers, BA.....	Communication Studies
John Edward Robertson, Jr, BA.....	Business Administration
Aisha Zoe Rodriguez, BA.....	Psychology
Kelly Lynn Rose, BS, Honors in Biology, Cum Laude.....	Biology
Jae Lee Rouse, BA.....	Marketing
Melissa Marie Rowley, BS.....	Psychology-Special Education
Sean Benjamin Rucker, BA.....	Communication Studies
Albert Saguirian, BA.....	Accounting
Kristi Lyn Saltzman, BA.....	Sociology
Daniel Christopher Santimore, BA.....	Accounting
Anthony Christopher Scire, Jr, BA.....	Psychology
Joseph Anthony Scopin, BA.....	Communication Studies
Christopher J. Securchar, BA.....	Business Administration
Nicholas John Sfakianos, BA, Cum Laude.....	Sports Management
Erin Elizabeth Sheetz, BS.....	Psychology
John W. Simon, BA.....	Communication Studies
Latisha Vynette Sinkford, BA.....	Communication, Political Science
Elizabeth Brooke Smith, BA.....	Child Development
Kaprece Dana Smith, BA, Cum Laude.....	History
Sheri Moore Smith, BS.....	Nursing
Amy Lee Smith-Thomas, BS, Summa Cum Laude.....	Psychology
Kathleen Mary Snellinger, BA.....	Child Development
Whitney Daryl Southall, BA.....	Communication Studies

Jared P. Srsic, BA, Cum Laude	Management
Julie Rinker St. John, BA	Child Development
Jennifer Elisabeth Staton, BA	Business Admin, Sports Management
Monica Jean Steiner, BA	English
Catherine Blair Stephens, BS, Summa Cum Laude	Nursing
Regina Marie Stinnette, BS	Nursing
Megan Elizabeth Stufflebeem, BA	Communication Studies
Michelle D. Suchodolski, BA	English
Satoshi Sugiura, BS	Computer Science
Nathaniel Surles, BS	Psychobiology
Stephanie Lee Suter, BS	Environmental Science
Andrew John Swistak, BA	Political Science
Joalenn Tabor, BS, Magna Cum Laude	Psychology-Special Education
Mark Adrien Theriault, BA	Political Science
John Ernest Thomas, Iv, BA, Summa Cum Laude	Psychology
Danielle Dare Thompson, BA	Psychology-Special Education
Nicole Elise Thurman, BA	Communication Studies
Hideaki Tomita, BS	Psychobiology
Leasa Helfrich Torrence, BA	Child Development
Lindsey M. Treon, BS, Highest Honors in Biology, Magna Cum Laude	Biology
Monica Rochelle Tucker, BS	Health Promotion
Matthew Benjamin Turnauer, BA, Cum Laude	Business Administration
Melanie Nicole Tweedy, BS	Nursing
Alicia Dawn Vassar, BA	Accounting
Katherine Brooke Volman, BA, Magna Cum Laude	Marketing
Stuart Allison Wandrei, BA	History
Benjamin D. Ward, BA	Communication Studies
Blaine Tierney Ward, BA	English
James Edward Watson, BA, Highest Honors in Theatre	Economics, Theatre
Erica Sharon Whitfield, BS	Psychology
Lora Whitt, BS	Nursing
Christopher K. Williams, BS	Nursing
Christopher Thomas Williams, BA	Accounting
Mia Courtney Wingfield, BA	Communication Studies
James Joseph Wirges, BS, Cum Laude	Chemistry
Tricia Anne Wittenberg, BA	Accounting
Elizabeth Cowan Wood, BA	Management
Benjamin Frederick Woodson, BA	Business Administration
Gordon Bennett Worcester II, BA	English
Deborah Ann Wrona, BA	Accounting
Deanna Yeatts, BS	Nursing

ADVANCED DEGREES CONFERRED ON MAY 12, 2001

Master of Business Administration

Lisa A. Coleman, MBA	Business Administration
George Morgan Lupton III, MBA	Business Administration
Sharon M. Sinclair, MBA	Business Administration

Master of Education

Michelle Cherie Amos, MED.....	School Counseling
Carole Susanne Bolan, MED	Community Counseling
Susan W. Cash, MED.....	School Counseling
Brandi Lynne Creasy, MED.....	Community Counseling
Melinda Ryanne Day, MED.....	Community Counseling
William Channing Dubec, MED.....	School Counseling
Laura L. Emery, MED	Educational Leadership
Michael McKinley Goad, MED	Educational Leadership
Lori Jean Huckaby, MED	Educational Leadership
Jennifer Anne Kennedy, MED	School Counseling
David Locascio, Jr, MED.....	Curriculum and Instruction
Melissa Lynn Lucy, MED	Community Counseling
Eleanor Taylor Earl Mikkelson, MED	School Counseling
Kimberly Beth Ogden, MED	School Counseling
Mark Christopher Petrone, MED	Educational Leadership
Tonya Lynn Phelps, MED.....	School Counseling
Marica Ann Philpott, MED	Community Counseling
Cynthia Lynn Pruitt, MED	Agency Counseling
Kirby Ann Purcell, MED	Community Counseling
Toshinori Sakamoto, MED	Educational Leadership
Lisa C. Brightwel Schneider, MED.....	Special Education
Paula J. Sloan, MED	Curriculum and Instruction
Jennifer Michelle Smith, MED	School Counseling
Katherine Eddy Tolton, MED	Special Education
Barbara Verser, MED.....	School Counseling

BACHELOR DEGREES CONFERRED ON AUGUST 10, 2001

Ann Marie Abdelzاهر, BS	Psychology-Special Education
Ashley Seifried Bahl, BA.....	Child Development, Psychology
Dee Blackstock, BA	French
Nathaniel John Bonovitz, BA.....	Philosophy, Spanish
Arnetha Ann Booker, BA.....	Child Development
Dennis Andre Brown, BA	Business Administration
Enrique Leon Campbell-Stone, BA.....	History
Melissa Anne Caruso, BS	Child Development
Theresa Conder, BA, Magna Cum Laude	Social Studies
Kenda Nicole Cook, BA	Child Development
Paul B. Douglas, BA	Management
Kerri Elizabeth Douthat, BA	Art
Noelle Saraceno Greene, BS	Nursing
Martha Ann Gunter, BS	Sociology
Rebecca Irene Haertel, BS	Psychology
Heather Leigh Hill, BA	Marketing
Jacob Franklin Hull, BS	Sports Management
Jennifer Sandidge Hull, BA	Psychology-Special Education
Johnny McClurkin Hunter, III, BA	Child Development

Christine Cooper Hutchison, BA	Mathematics
Jason Michael Jeffries, BA	Communication Studies
Sherry Lynn Johnson, BA	Psychology-Special Education
Lisa A. Jones, BA	Child Development
Anthony John Kelly, BA	Sports Management
William Russell Liberty, BA	Art
Christopher Neil Mitts, BA	Theatre
Michelle Moats, BA	Child Development
Bryan William Muller, BA	Psychology-Special Education
Erik Sean Olson, BA	English
Keung-Woo Park, BA	Economics
William Bradley Parr, BA	Chemistry
Erica Lynn Perdue, BS	Sports Medicine
Amy Lynn Piester, BA	Business Administration
Jeffrey Seth Pixton, BS	Physics
Kelly Pollard, BS	Nursing
Mary Virginia Salmon, BA	Child Development
Steven Paul Schaaff, BA	Communication Studies
David Scott Shepherd, BA	Business Administration
Felicia Renee Spratley, BS	Biology
Steven Louis Taylor, BA	Accounting
Zann Michelle Tweedy, BA	Psychology-Special Education
Elicia Michele Wagner, BA	Child Development
Laurie Catherine Ward, BA	Communication Studies
Mary Emily Winn, BS	Health Promotion
Olivia Lynn Witt, BS, Cum Laude	Child Development

ADVANCED DEGREES CONFERRED ON AUGUST 10, 2001

Master of Business Administration

Cheryl Ann Ayers, MBA	Business Administration
Benjamin L. Fischhoff, MBA	Business Administration
Chun-Hao Huang, MBA	Business Administration
Graeme Michael Leiser, MBA	Business Administration
Nevada Paige Longshore, MBA	Business Administration
Brenda C. Maddox, MBA	Business Administration
Claude Letcher Newcomb, MBA	Business Administration
Barbara Moss Owen, MBA	Business Administration
Eric James Thomas, MBA	Business Administration
Juana Leticia Vance, MBA	Business Administration
Leah Jane Wahl, MBA	Business Administration
Thomas V. Wixted, MBA	Business Administration

Master of Education

Tamara Leigh Alexander, MED	Curriculum and Instruction
Sharon Jean Anderson, MED	Educational Leadership
Elizabeth Sydnor Blevins, MED	Community Counseling

Kimberly M. Candler, MED	Educational Leadership
Kelly Jane Cook, MED	Special Education
Elizabeth B. Curry, MED.....	Community Counseling
Eileen Courtney Gardner, MED.....	Special Education
Thalia S. Harvey, MED.....	Community Counseling
Ann Summerson Houck, MED	Special Education
Cynthia Coffey McKinney, MED	Educational Leadership
Yvonne W. Nowlin, MED	Special Education
Jean M. Oscarson, MED	English Education
Traci Lynn Schmincke, MED	Curriculum and Instruction
Pamela A. Shufeldt, MED.....	Special Education
John Shumate, MED	Community Counseling
Ruth K. Smith, MED.....	Special Education
Thomas Michael Taheny, MED	Curriculum and Instruction
Thomas Lawrence White, MED.....	Educational Leadership
Melinda Ann Wickline, MED	Educational Leadership

ENROLLMENT—FALL SEMESTER 2001

UNDERGRADUATE PROGRAM

FULL-TIME STUDENTS	Women	Men	Total
Seniors	200	113	313
Juniors	245	127	372
Sophomores	219	186	405
Freshmen	296	220	516
Non-Degree	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL FULL-TIME STUDENTS	960	646	1606
TOTAL PART-TIME STUDENTS	<u>93</u>	<u>34</u>	<u>127</u>
TOTAL UNDERGRADUATE STUDENTS	1053	680	1733

GRADUATE PROGRAM	Full-time	Part-time	Total
Business	12	24	36
Education	52	79	131
Non-Degree	<u>10</u>	<u>27</u>	<u>37</u>
TOTAL GRADUATE STUDENTS	74	130	204

TOTAL UNDERGRADUATE AND GRADUATE ENROLLMENT 1937

STATES REPRESENTED BY FULL-TIME UNDERGRADUATE STUDENTS

Alabama	2	Louisiana	1	Oregon	2
Arizona	2	Maine	7	Pennsylvania	84
Arkansas	1	Maryland	152	Rhode Island	2
California	3	Massachusetts	17	South Carolina	3
Colorado	6	Michigan	5	Tennessee	6
Connecticut	63	Minnesota	1	Texas	5
Delaware	23	Mississippi	2	Vermont	3
Dist. of Columbia	4	Missouri	1	Virginia	850
Florida	22	New Hampshire	5	West Virginia	3
Georgia	5	New Jersey	127		
Illinois	2	New York	63	International	14
Indiana	2	North Carolina	24		
Kentucky	6	Ohio	9	TOTAL	1531

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