

# LYNCHBURG COLLEGE CATALOGUE

One Hundred-Third Session 2005-06  
Lynchburg, Virginia 24501-3199



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, sexual orientation, color, or national and ethnic origin, and complies with the requirements of the American with Disabilities Act in administration of its educational policies, admissions policies, scholarship and loan programs, athletic, and other school administered programs.

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 2005****ACADEMIC CALENDAR**

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

Calendar Codes: [#] = Holiday – No classes     (#) = Examination Day

**CALENDAR OF EVENTS**

August	29	.....	First Day of Classes
September	5	.....	End of Add Period
	16	.....	End of 3-week Withdrawal Period
	23	.....	Pass/Fail Deadline
	23-25	.....	Parents and Family Weekend
October	7-9	.....	Homecoming Weekend
	14	.....	Midsemester
	15-18	.....	Midterm Vacation
November	8	.....	End of 10-week Withdrawal Period
	23-27	.....	Thanksgiving Holiday
December	9	.....	Last Day of Classes
	12-17	.....	Examination Period
January	13	.....	First Semester Graduation (No Ceremony)

**SPRING SEMESTER 2006****ACADEMIC CALENDAR**

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

Calendar Codes: [#] = Holiday – No classes (#) = Examination Day

January	16 .....	First Day of Classes
	23.....	End of Add Period
February	3.....	End of 3-week Withdrawal Period
	10.....	Pass/Fail Deadline
March	3 .....	Midsemester
	4-12.....	Midterm Vacation
	31.....	End of 10-week Withdrawal Period
April	14 .....	Academic Awards Banquet
May	2.....	Last Day of Classes
	3-9.....	Examination Period
	13 .....	Commencement Day
SUMMER SESSION	.....	May 15 - July 14
August	18.....	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 wholehearted 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/Membership

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: 404-679-4500) to award degrees at the baccalaureate and master's levels. The Virginia Department of Education approves its teacher preparation programs. Its nursing program is approved by the Virginia State Board of Nursing and accredited by the Commission on Collegiate Nursing Education. The athletic training major is accredited by the Commission on Accreditation of Allied Health Education Programs. It is on the approved list of the American Medical Association. Graduate and professional schools throughout the country accept its degrees and credits. 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 and Universities, the American Council on Education, the Association of Virginia Colleges, the National Association of Independent Colleges and Universities, the Council of Independent Colleges, the Council of Independent Colleges in Virginia, the Virginia Foundation for Independent Colleges, the Virginia Humanities Conference, the Virginia Academy of Science, and the Virginia Association of Colleges of Teacher Education.

## History

Dr. Josephus Hopwood came to Lynchburg, Virginia in 1903 from Milligan College in Tennessee, where he was president, to found Virginia Christian College (VCC.) 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. The College maintains its historical relationship to the Christian Church (Disciples of Christ), a denomination which values and celebrates all faith traditions. Dr. Hopwood and this group of supporters purchased the Westover Hotel, a resort facility, for use as the first campus building, Westover Hall.

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.

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. Together they worked to establish Lynchburg College as one of the oldest coeducational colleges in 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 (1958, 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 (1986); Daura Art Gallery (1990; addition 1995); Beaver Point Clubhouse (1990); Bell Tower (1993); the Claytor Nature Study Center (1998) and A. Boyd Claytor III Education and Research Facility (2003), located in Bedford County, Va.; Brewer, Rainsford, Warren, Huston, and Bullard townhouses (2003, 2004); Centennial Hall (2005); and an apartment-style residential

facility (2005).

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 more than a century old, the College maintains its commitment to co-education and the liberal arts and sciences. At the same time, it encourages professional preparation because it is convinced that a liberal arts 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 now has more than 100 full-time faculty members and more than 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/summer>.

## **The Campus**

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

The campus features forty buildings, predominantly of Georgian style, grouped on or near the main campus oval. Nearby 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 and located nearby in Bedford County, Va., includes an education, research, laboratory, and conference facility.



**LYNCHBURG**  
COLLEGE est. 1909

ACADEMICS

## 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 and productive lives. To achieve this goal, the 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 learning in liberal arts settings. In addition, General Education courses develop certain traits and abilities in students that enable them to succeed in whatever fields of endeavor they select after graduation. Finally, General Education courses instill in students an understanding of their own responsibility for continual intellectual development and a lifelong desire to continue building on the concepts learned in courses. Each of these factors is integral in assisting our students to become more productive citizens in an increasingly inter-related global society. The courses and other educational experiences in the General Education Program reflect our beliefs that:

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

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

The General Education Program curriculum embodies these beliefs and reflects the commitment of the faculty to ensure that students who graduate from Lynchburg College will be able to demonstrate the following:

- **Knowledge of various cultural, linguistic, and intellectual contexts and traditions** (Knowledge of the events, achievements, movements, and insights of the past is essential to an understanding to an understanding of the present and future, as is knowledge of

social structures and interactions and their many variations in the context of an increasingly globally interdependent society.);

- **Recognition of the value of achievements of imagination and creativity** (Informed appreciation of accomplishments in the arts and literature enriches lives, illuminates cultures, stimulates reflection, and inspires joy and beauty.);
- **Scientific and quantitative reasoning, including the ability to apply generally accepted processes of mathematical and scientific inquiry in addressing multidimensional problems/issues** (Scientific and mathematical knowledge gives us ways of understanding our world, our place in it, and our relationships to it.);
- **Ability to address problems/issues that require the integration of ideas from multiple sources and disciplines** (Integrating ideas from a wide range of sources and disciplines gives us ways to formulate coherent responses to life's challenges.);
- **Abilities for reading, oral and written communication, qualitative reasoning, technological applications, critical thinking and effective information retrieval, evaluation and use, all of which are essential for effective learning** (Certain abilities are essential for effective learning, working, and understanding, and they contribute to and develop from a wide range of intellectual activities.)

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**GENERAL EDUCATION REQUIREMENTS**

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		<b>Hours</b>
<b>WRITTEN COMPOSITION</b> (two courses required)		6
ENGL 111	Composition I	
ENGL 112	Composition I	
<b>FINE ARTS</b> (one course required)		3
ART 110	Introduction to Visual Art	
ART 118	Ceramics I	
ART 122	Sculpture I	
ART 156	Drawing I	
ART 162	Painting I	
ART 166	Photography I	
FILM 229	Introduction to Film	
MUSC 100	Music Appreciation	
MUSC 102	World Music and Culture	
THEA 101	Introduction to Theatre Arts	
THEA 102	Introduction to Technical Theatre and Design	
THEA 120	Introduction to Dance	
THEA 131	Fundamentals of Acting	
<b>FOREIGN LANGUAGE</b> (one course required)*		3
FREN 201	Intermediate French	
GRMN 201	Intermediate German	
LATN 201	Intermediate Latin	
SPAN 201	Intermediate Spanish	
<b>HISTORY</b> (two courses required)		6
HIST 101	History of Civilization	
HIST 102	History of Civilization	
<b>LABORATORY SCIENCE</b> (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 I	
PHYS 162	General Physics II	
PHYS 181	Solar System Astronomy	
PHYS 182	Stellar Astronomy	
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	

		Hours
<b>LITERATURE</b> (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 208	Contemporary and Hispanic Literature in English Translation	
THEA 211	Dramatic Literature I: Classical Greece to Renaissance	
THEA 212	Dramatic Literature II: Seventeenth Century to Present	
<b>MATHEMATICS</b> (one course required)		3
MATH 103	Calculus I	
MATH 106	Liberal Arts Math	
<b>ORAL COMMUNICATION</b> (one course required)		3
COMM 101	Argumentation and Practical Reasoning	
THEA 123	Voice and Diction	
<b>PHILOSOPHY</b> (one course required)		3
PHIL 200	Introduction to Philosophy	
PHIL 204	Introduction to Ethics	
<b>RELIGIOUS STUDIES</b> (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	
<b>SOCIAL SCIENCE</b> (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 110	Contemporary Political Problems	
POLI 111	Quest for Justice I	
POLI 112	Quest for Justice II	
SOCI 100	American Generations	
SOCI 201	Introduction to Sociology	
SOCI 221	Cultural Anthropology	
<b>WELLNESS</b> (one course required)		2
HLTH 102	Life Choices for Health and Wellness	
HPE 102	Concepts for Exercise and Lifetime Wellness	
<b>SENIOR SYMPOSIUM</b> (one course required)		2
G S 435	Senior Symposium	
G S 436	Senior Symposium	
<i>Total Hours Required</i>		<u>51</u>

\* 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 the great books to supplement regular class material and to provide elements of integration, depth, and broad perspectives within the context of regular courses. While acquainting the student with great works from a variety of world traditions, LCSR encourages critical thinking by engaging students in a variety of oral and written activities organized around the readings.

An "LCSR course" is a regular 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 ten-volume set, Lynchburg College Symposium Readings. LCSR courses may be General Education, major, or elective courses and may be taken as a freshman, sophomore, junior, and senior.

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

**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 and encourages the student to gain the special insights that a particular discipline has to offer. It also 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 School dean 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 Education

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 minimum quality point average of 2.00 on courses taken 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 minimum quality point average of 2.00 for minor courses taken at Lynchburg College in the minor area and for 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.

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**MAJOR FIELDS OF CONCENTRATION**

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<b>Majors</b>	<b>Degrees</b>	<b>School</b>
Accounting	BA	Business and Economics
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	BA	Sciences
Chemistry	BS	Sciences
Communication Studies	BA	Communication and the Arts
Emphases: Communication and Social Influence or Electronics Media or Public Relations/Journalism		
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 Physical Education	BS	Health Sciences and Human Performance
Health Promotion	BS	Health Sciences and Human Performance
History	BA	Humanities and Social Sciences
Emphases: American or European		
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
Emphases: Instrumental Education or Performance or Theory/Composition or Vocal Education		
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
Physics	BS	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: Criminology or General		
Spanish	BA	Humanities and Social Sciences
Emphases: General or Global Commerce		
Sport Management	BA	Health Sciences and Human Performance
Theatre	BA	Communication and the Arts

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## MINOR FIELDS OF CONCENTRATION

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**Minors**

Biology  
Business  
Chemistry  
Coaching  
Computer Science  
Computer Science Applications  
Communication and Social Influence  
Criminology  
Economics  
Electronic Media  
English: Literature Minor  
English: Writing Minor  
Environmental Science  
French  
Gender Studies  
Gerontology  
Graphic Design  
History  
Human Development and Learning  
International Relations  
Journalism  
Mathematics  
Medieval and Renaissance Studies  
Museum Studies  
Music  
Music for Children  
Music History  
Music Performance  
Outdoor Recreation  
Philosophy  
Political Science  
Psychology  
Public Relations/Journalism  
Religious Studies  
Secondary Education  
Sociology  
Spanish  
Special Education  
Speech Communication  
Sport Management  
Sports Medicine  
Studio Art  
Theatre

**School**

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

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## GENERAL STUDIES

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Dr. Nancy I. Whitman, Associate Dean of the College

General Studies courses are offerings of general interest.

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## HONORS PROGRAM

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Dr. Edward DeClair, Director

Dr. Katherine Gray, Assistant Director

Dr. Nancy Cowden, Assistant 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 interaction of individuals with shared values and vision. 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 (called "Fellows") 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
HONR	103	Advanced English Composition
HONR	111	Humanities Seminar
HONR	112	Humanities Seminar
HONR	121	Mathematics Seminar
HONR	131	Social Science Seminar
HONR	211	Humanities Seminar
HONR	212	Humanities Seminar
HONR	221	Fine Arts Seminar
HONR	233	Science Seminar
HONR	234	Science Seminar
FORL		Intermediate Foreign Language (201)
HPE	102	Concepts for Exercise and Lifetime Fitness

			Hours
Fifteen hours from:			15
HONR 341, 342, 343, 344, 345, 346	Honors Colloquia		3-12
HONR 435-436, with G S 435-436	Honors Symposium		0-6
HONR 451-452	Senior Honors Project		3-6
	<i>Total Hours Required</i>		<u>53</u>

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

	<u>FALL</u>			<u>SPRING</u>		
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			
	HPE	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.

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## PROFESSIONAL AND PRE-PROFESSIONAL CURRICULA

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

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

**Pre-Art Therapy**

Advisor: Mr. Pumphrey

The requirements for admission to graduate programs in art therapy vary. Students enrolled in a preparatory B.A. degree program should pursue the studio art major and a psychology minor. As part of the art major, at least six hours must be taken in two-dimensional studio courses and six hours in three-dimensional studio courses. The psychology minor must include PSYC 241 Developmental Psychology and PSYC 308 Abnormal Psychology. An internship is strongly recommended.

Students contemplating graduate training in art therapy are advised to review the website of the National Art Therapy Association for information about this field and contact prospective graduate schools for information relative to their entry requirements. Portfolios of artwork demonstrating competency may be required.

**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. Akubue-Brice, Dr. Dawson, Ms. Koring, Dr. Manian, Dr. McCabe, Dean Normyle, Mr. Robert, Ms. Rothermel, Dr. Roux, 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. Azzell and Dr. Price

Through its Advisory Committee on Pre-Ministerial Education (composed of the faculty of the religious studies program and the dean of religious life/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 has 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 dean of religious life/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 with 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.

**Pre-Museum Studies**

Advisor: Ms. Rothermel

Students interested in attending graduate school and beginning a career in museums should declare a minor in museum studies by the beginning of the junior year. The requirements for admission to graduate programs in museum studies include a discipline-specific emphasis; majors in art, history, communication studies, business, education, and the sciences are encouraged. The career opportunities in the museum field are extensive, and the American Association of Museums has a primary goal of leading the efforts to maintain professional standards by improving the quality of museum programs and operations, and training of personnel.

**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 biomedical science major website 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:

<b>Fall</b>	<b>Spring</b>
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. 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. 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, biochemistry 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.

<b>Required courses</b>	<b>Hours</b>
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. Reeve

The requirements for admission to the schools and colleges of optometry vary. All optometry schools require at least three years of undergraduate coursework 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. 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: Dr. Reeve

A major in one of the sciences or health and physical education 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 required by medical schools but often include additional upper-level biology electives and bio-chemistry.

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## SCHOOL OF BUSINESS AND ECONOMICS

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School Dean: Dr. Dan Messerschmidt

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

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

Management Program Faculty: Dr. Gupta, Dr. J. Merchant, Dr. S. Merchant, Herath, Dr. Nathan, Dr. Selden

Marketing Program Faculty: Dr. Jones, Ms. Melcher, Dr. Miaoulis, 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 improvement 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.

### Program Listing

Accounting Major	Economics Major-General Emphasis
Business Administration Major	Economics Minor
Business Minor	Management Major
Economics Major-Financial Emphasis	Marketing Major

### ACCOUNTING MAJOR

Accounting provides the foundation for all business decisions. It is the cornerstone upon which the utilization and allocation of resources within an organization rest. The four-year accounting major prepares the student for a career in 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	241	Business Statistics	3
BUAD	322	Legal Environment of Business	3
BUAD	352	Principles of International Business	3
BUAD	441	Integrated Application of Business Principles	3
BUAD	451	Global Policy and Strategy	3
FIN	317	Principles of Finance	3
MGMT	244	Operations Management	3
MGMT	260	Principles of Management and Organizational Behavior	3
MGMT	310	Management Information Systems	3
MKTG	309	Principles of Marketing	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	Governmental/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

			Hours
One of the following:*			3
ACCT	318	Corporations, Partnerships, Estates & Gift Taxation	
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. Virginia requires 150 hours to sit for CPA examinations administered on or after July 1, 2006.

### 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 with a 2.0 average on all major courses.

Courses in the business core:

ACCT	201-202	Principles of Accounting	6
BUAD	241	Business Statistics	3
BUAD	322	Legal Environment of Business	3
BUAD	352	Principles of International Business	3
BUAD	441	Integrated Application of Business Principles	3
BUAD	451	Global Policy and Strategy	3
FIN	317	Principles of Finance	3
MGMT	244	Operations Management	3
MGMT	260	Principles of Management and Organizational Behavior	3
MGMT	310	Management Information Systems	3
MKTG	309	Principles of Marketing	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>			<u>57-60</u>

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

### BUSINESS MINOR

The minor in business requires:

ACCT	201	Principles of Accounting I	3
ECON	201	Principles of Economics-Micro	3
MGMT	260	Principles of Management and Organizational Behavior	3
MKTG	309	Principles of Marketing	3

Two from the following:

FIN	150	Personal and Family Finance
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Other courses numbered 200 and above offered by the School of

Business and Economics

*Total Hours Required*

18

**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**

			<b>Hours</b>
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	308	International Economic Policy	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	<u>3</u>
<i>Total Hours Required</i>			43

**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>			37

**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

**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:			<b>Hours</b>
ACCT	201-202	Principles of Accounting	6
BUAD	241	Business Statistics	3
BUAD	322	Legal Environment of Business	3
BUAD	352	Principles of International Business	3
BUAD	441	Integrated Application of Business Principles	3
BUAD	451	Global Policy and Strategy	3
FIN	317	Principles of Finance	3

			Hours
MGMT	244	Operations Management	3
MGMT	260	Principles of Management and Organizational Behavior	3
MGMT	310	Management Information Systems	3
MKTG	309	Principles of Marketing	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	363	Managing Diversity within Organizations	3
MGMT	421	Organizational Change and Development	3
MGMT	470	Advanced Topics in Management	3
Two of the following:			
ACCT	325	Management Accounting	6
BUAD	399	Internship in Business	3
FIN	318	Financial Management	3
MGMT	377	International Management-Study Abroad	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.

			Hours
Courses in the business core:			
ACCT	201-202	Principles of Accounting	6
BUAD	241	Business Statistics	3
BUAD	322	Legal Environment of Business	3
BUAD	352	Principles of International Business	3
BUAD	441	Integrated Application of Business Principles	3
BUAD	451	Global Policy and Strategy	3
FIN	317	Principles of Finance	3
MGMT	244	Operations Management	3
MGMT	260	Principles of Management and Organizational Behavior	3
MGMT	310	Management Information Systems	3
MKTG	309	Principles of Marketing	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	372	Sales and Sales Management	3
MKTG	375	Consumer and Buyer Behavior	3
MKTG	451	Marketing Management	3
MKTG	452	International Marketing	3
Two of the following:			
BUAD	399 or 449	Internship in Business or Indep Study in Business	6
MKTG	374	Retailing and Merchandising	3
MKTG	379	Marketing Communications	3
<i>Total Hours Required</i>			<u>63</u>

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## SCHOOL OF COMMUNICATION AND THE ARTS

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School Dean:

Art Program Faculty:, Mr. Pumphrey, Ms. Rhoads, Mr. Cuenco, Dr. Bovenizer

Communication Program Faculty:Dr. Heywood Greenberg, Dr. Jorgensen-Earp, Mr. Noel, Dr. Rice, Dr. Robinson, Dr. Youra, Dr. Roux, Dr. Todd, Mr. Brown, Ms. McElhare

Museum Studies Faculty: Ms. Rothermel

Music Faculty: Dr. Hatcher, Dr. Kim, Ms. Ramsey

Theatre Faculty: Mr. Nowell, Mr. Wittman, Ms. Seay

The mission of the School of Communication and the Arts is to provide, through instructional and co-curricular programs, opportunities for students interested in communication 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 contributions in the disciplines of communications, music, theatre, and the visual arts.

### Program Listing

Art Major-Graphic Design Emphasis	Public Relations/Journalism Minor
Graphic Design Minor	Museum Studies Minor
Art Major-Studio Art Emphasis	Music Major-Instrumental Education Emphasis
Studio Art Minor	Music Major-Performance Emphasis
Communication Studies Major-Communication and Social Influence Emphasis	Music Major-Theory/Composition Emphasis
Communication and Social Influence Minor	Music Major-Vocal Education Emphasis
Communication Studies Major - Electronic Media Emphasis	Music Minor
Electronic Media Minor	Music for Children Minor
Communication Studies Major-Public Relations/Journalism Emphasis	Music History Minor
	Music Performance Minor
	Theatre Major
	Theatre Minor

### 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 are required to 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 studio art courses (100 level). Art History classes of any level can be taken without prerequisites, although ART 131-132 is recommended. 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. The Art major usually requires six consecutive semesters in an emphasis. Students are advised to begin the course of study at the beginning of their freshman year, if possible, but no later than their sophomore year.

### ART MAJOR-GRAPHIC DESIGN EMPHASIS

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

Core 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

			Hours
Emphasis requirements:			
ART	154, 254	Graphics I, II	6
ART	156, 256	Drawing I, II	6
ART	162	Painting I	3
ART	166	Photography I	3
ART	291	Computer Illustration	3
ART	195	Desktop Publishing	3
ART	395	Electronic Imaging	3
ART	400	Graphic Design Seminar	3
One of the following:			
ART	399	Internship	3
ART	480	Special Problems	
<i>Total Hours Required</i>			<u>48</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.

			Hours
ART	151	Design Fundamentals	3
ART	154, 254	Graphic Design I and II	6
ART	195	Desktop Publishing	3
ART	395	Electronic Imaging	<u>3</u>
<i>Total Hours Required</i>			<u>15</u>

### 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 either in painting and drawing, sculpture, or photography. Students choosing the studio emphasis must complete nine semester hours of coursework in their chosen area of emphasis beyond the foundation requirements. On occasion, a student may be expected to take courses through the Tri-College Consortium to complete an emphasis.

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

			Hours
Core requirements:			
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	122	Sculpture I	3
ART	156, 256	Drawing I and II	6
ART	162	Painting I	3

#### Studio concentration requirement:

The studio major will choose an area of concentration beyond the foundation requirements from the following options: sculpture, painting, drawing, and photography.

ART	402	Studio Art Seminar	3
		Art Elective	<u>3</u>
<i>Total Hours Required</i>			<u>42</u>

It is strongly recommended that the student majoring in studio art pursue additional art history study. 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.)

### STUDIO ART MINOR

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

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

### COMMUNICATION STUDIES MAJOR

The Communication Studies major is designed for students who wish to pursue careers in any professional setting requiring proficiency in and understanding of communication. These careers include, but are not limited to, Advertising Executive, Public Relations Officer, Magazine Editor, Art/Curator, Administrator, Human Resources Specialist, Journalist, Lawyer, Fashion/ Retail Manager, Sales Associate, Sports Announcer, News Anchor, Weather Reporter, College Student Personnel, Teacher, Political Analyst and Campaign Director, Press Secretary, Television News Director and Nonprofit Organization Director. All students follow a common core curriculum distributed over their four-year course of study. They also choose one of three emphases: Communication and Social Influence, Electronic Media Studies, or Public Relations/Journalism for a total of forty two to forty-eight credit hours. As part of their coursework, students participate regularly and actively in experiential learning including writing for the campus newspaper, producing programming for campus television, creating and presenting scholarly work at academic conferences, engage in service learning, internships, and leadership opportunities.

### COMMUNICATION STUDIES MAJOR-COMMUNICATION AND SOCIAL INFLUENCE EMPHASIS

Students selecting this emphasis are usually planning to enter careers where communication skills are essential, such as human resource manager, college admissions and enrollment specialist, sales associate, politician/political consultant, press secretary, art curator/administrator, fashion/retail merchandiser, lawyer, or teacher. 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 electronically, in research papers, and special projects

Core:

			Hours
COMM	112	Interpersonal Communication	3
COMM	171	Media and Culture	3
COMM	201	Writing for the Media I	3
COMM	203	Research Methods	3
COMM	230	Persuasion	3
COMM	401	Communication Theory	3

Required nine (9) credits from:

COMM	228	Public Presentation	3
COMM	301	Rhetorical Criticism	3
COMM	351	Intercultural Communication	3

Choose nine (9) hours from:

COMM	232	Argumentation and Debate	9
COMM	250	Political Communication	
COMM	260	Intro to Public Relations	
COMM	312	Small Group Communication	

			Hours
COMM	316	American Public Address	
COMM	321	Special Topics in Communication	
COMM	341	Organizational Communication	
COMM	403	Communication Ethics	
COMM	412	Communication and Leadership	
Choose six (6) hours from:			6
COMM	377	Study Abroad in Communication	
COMM	399	Internship in Communication	
COMM	495	Independent Study (limited to 3 credits)	
Courses in Communication Studies Program (excluding COMM 101).			
<i>Total Hours Required</i>			<u>42</u>

**COMMUNICATION and SOCIAL INFLUENCE MINOR**

Required courses (9) hours :

COMM	112	Interpersonal Communication	3
COMM	171	Media and Culture	3
COMM	230	Persuasion	3

Choose three (9) hours from:

COMM	228	Public Presentation	9
COMM	232	Argumentation and Debate	
COMM	250	Political Communication	
COMM	260	Intro to Public Relations	
COMM	301	Rhetorical Criticism	
COMM	312	Small Group Communication	
COMM	316	American Public Address	
COMM	321	Special Topics in Communication	
COMM	341	Organizational Communication	
COMM	351	Intercultural Communication	
COMM	377	Study Abroad in Communication	
COMM	412	Communication and Leadership	
<i>Total Hours Required</i>			<u>18</u>

**COMMUNICATION STUDIES MAJOR-ELECTRONIC MEDIA EMPHASIS**

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

Core (18 hours)

COMM	112	Interpersonal Communication	3
COMM	171	Media and Culture	3
COMM	201	Writing for the Media I	3
COMM	203	Research Methods	3
COMM	230	Persuasion	3
COMM	401	Communication Theory	3

Required fifteen (15) hours from:

COMM	202	Writing for the Media II	3
COMM	260	Introduction to Public Relations	3
COMM	362	Case Studies in Public Relations	3
COMM	372	Media Criticism	3
COMM	405	Media Law	3

		Hours
Choose nine (9) hours from:		9
COMM 280	Introduction to Studio Production	
COMM 304	Editing and Compositing I	
COMM 404	Editing and Compositing II	
COMM 381	Broadcast Journalism	
COMM 382	Documentary and Public Affairs Production	
COMM 385	Principles of Media Producing and A/V	
COMM 395	Case Studies in Media History	
COMM 480	Advanced Media Production	
COMM 485	Advanced Producing and Directing	
Choose six (6) hours from:		6
COMM 321	Special Topics in Communication	
COMM 341	Organizational Communication	
COMM 351	Intercultural Communication	
COMM 377	Study Abroad in Communication	
COMM 399	Internship in Communication	
COMM 403	Communication Ethics and Freedom of Speech	
COMM 411	Supervised Practicum	
COMM 450	Editing for Publication	
COMM 477	Senior Project	
	<i>Total Hours Required</i>	<u>48</u>

### ELECTRONIC MEDIA MINOR

Required courses: (12) Hours

COMM 171	Media and Culture	3
COMM 201	Media Writing I	3
COMM 204	Introduction to Media Technology	3
COMM 385	Principles of Media Producing and A/V	3

Choose six (6) hours from:

COMM 280	Introduction to Studio Production	6
COMM 304	Editing and Compositing I	
COMM 377	Study Abroad in Communication	
COMM 381	Broadcast Journalism	
COMM 382	Documentary and Public Affairs Production	
	<i>Total Hours Required</i>	<u>18</u>

### COMMUNICATION STUDIES MAJOR–PUBLIC RELATIONS / JOURNALISM EMPHASIS

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

Core (18 hours)

COMM 112	Interpersonal Communication	3
COMM 171	Media and Culture	3
COMM 201	Media Writing I	3
COMM 203	Research Methods	3
COMM 230	Persuasion	3

			Hours
COMM	401	Communication Theory	3
Required fifteen (15) hours from:			
COMM	202	Media Writing II	3
COMM	260	Introduction to Media Technology	3
COMM	362	Public Relations Case Studies	3
COMM	372	Media Criticism	3
COMM	405	Media Law	3
Choose nine (9) hours from:			
COMM	204	Introduction to Media Technology	9
COMM	301	Rhetorical Criticism	
COMM	312	Small Group Communication	
COMM	316	American Public Address	
COMM	341	Organizational Communication	
COMM	351	Intercultural Communication	
COMM	381	Broadcast Journalism	
COMM	403	Communication Ethics and Freedom of Speech	
Choose six (6) hours from:			
ART	195	Desktop Publishing	6
COMM	232	Debate and Freedom of Speech	
COMM	228	Public Presentation	
COMM	250	Political Communication	
COMM	320	Article and Feature Writing	
COMM	321	Special Topics	
COMM	322	Advanced Reporting and Writing	
COMM	377	Study Abroad in Communication	
COMM	399	Internship in Communication	
COMM	403	Communication Ethics and Freedom of Speech	
COMM	411	Supervised Practicum	
COMM	450	Editing for Publication	
COMM	477	Senior Project	
<i>Total Hours Required</i>			<u>48</u>

**PUBLIC RELATIONS / JOURNALISM MINOR**

Required courses: (6) Hours

COMM	201	Media Writing I	3
COMM	260	Introduction to Public Relations	3

Choose twelve (12) hours from:

COMM	171	Media and Culture	12
COMM	202	Media Writing II	
COMM	204	Introduction to Media Technology	
COMM	250	Political Communication	
COMM	322	Advanced Reporting and Writing	
COMM	341	Organizational Communication	
COMM	362	Public Relations Case Studies	
COMM	381	Broadcast Journalism	
COMM	382	Documentary and Public Affairs Production	
COMM	377	Study Abroad in Communication	
COMM	403	Communication Ethics and Freedom of Speech	

*Total Hours Required*18

**MUSEUM STUDIES MINOR**

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

**Required Courses:**

			<b>Hours</b>
MST	101	Introduction to Museum Studies	3
MST	201	Curatorial Practice	3
MST	301	Issues in Museum Studies	3
MST	302	Museums in the Public Dimension	3

Choose one from the following:

MGMT	260	Principles of Management and Organizational Behavior	3
COMM	260	Intro to Public Relations	3

Choose one from the following:

MST	306	Special Problems in Museum Studies	3
MST	377	Study Abroad/International Museums	3
MST	399	Internship in Museum Studies	3-6
Total Hours Required			18-21

**MUSIC MAJOR**

Within the liberal arts framework, the Music Program offers major leading to the Bachelor of Arts degree (B.A.), intended for students who wish a broad education in music. Students are expected to have a high level of musical competence in performance of their major instrument.

**MUSIC MAJOR FIELDS OF EMPHASIS**

Performance, Music Theory/Composition, Instrumental Education and Vocal Education

**TEACHER LICENSURE IN MUSIC EDUCATION**

Students who seek an endorsement in music education must complete the courses for a major in music and take additional courses to meet teaching certification requirements. Students may prepare to teach NK-12 vocal/general music or NK-12 instrumental music. They may also choose to specialize in 1) instrumental music in which the student's primary performance medium is usually an orchestral instrument or 2) choral and general music in which the student's primary performance medium is voice or the student opts to pursue both specializations. Many students choose electives in the specialization which is not their main focus so they can prepare to meet professional challenges.

**ADMISSION TO THE MUSIC MAJOR**

Freshmen who express interest in majoring/minoring in music should follow the appropriate music curriculum and receive advising from the Music Program coordinator. Students may apply for major standing as early as the end of the freshman year. A successful major standing jury will result in admission to the music major.

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

**MAJOR STANDING JURIES**

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

The jury for the B.A. in music will consist of a performance on the student's major instrument (except for composition). Several pieces should be fully prepared from which the jury can select two pieces to hear. The composition jury should ideally be the performance of an original work. In

lieu of that possibility, the presentation of a portfolio of theoretical papers and/or related class projects may be submitted to the jury. The result of a major standing jury may be 1) approval, 2) deferral, or 3) denial.

### MUSIC MAJOR-INSTRUMENTAL EDUCATION EMPHASIS

			Hours
MUSC	102	World Music	3
MUSC	104-105	Music Theory I-II	6
MUSC	106-107	Aural Skills I-II	2
MUSC	108-109	Piano Class I-II*	2
MUSC	111-112	Music Technology I-II	4
MUSC	204-205	Music Theory III-IV	6
MUSC	206-207	Aural Skills III-IV	2
MUSC	208-209	Piano Class III-IV*	2
MUSC	248-249	Conducting I-II	4
MUSC	302-303	Music History and Literature I-II	6
MUSC	306	Form and Analysis	3
MUSC	402	Senior Seminar in Music Performance	2

\* Piano Proficiency Test may substitute for these courses.

### Ensemble

7

Each music major/minor is required to participate for credit in at least one of the music program ensembles each semester for a total of eight semesters. A maximum of two ensembles may be taken for credit per semester.

#### Auditioned Ensemble:

MUSC	018	Orchestra
MUSC	020	Jazz Ensemble
or		

#### Large Ensemble:

MUSC	021	Wind Ensemble
MUSC	023	Handbell Choir

### Applied Music Lessons

8

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

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

### Instrumental Music Education Requirement:

MUSC	224	Woodwind Methods	1
MUSC	225	Brass Methods	1
MUSC	226	Percussion Methods	1
MUSC	227	String Methods	1
MUSC	360	Music in Secondary Education	3
**MUSC	361	Music in Secondary Education-Field Experience I	1
MUSC	369	Music in Elementary and Special Education	3

**MUSC	370	Music in Elementary and Special Education-Field Experience II	1
**		Education Requirement	

**Other requirements**

Concert Attendance Requirement  
Senior Recital

<i>Total Hours Required</i>	<hr/> 65-68
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**School of Education Requirement:** 7

HDVL	101	Education and Related Professions
PSYC	241	Development Psychology
HDVL	420	Field Experience III

**Licensure Requirement:** 12

MUSC	460	Student Teaching	12
		<i>Total Required</i>	19

**Vocal Competency Requirement:**

In addition to the stated curriculum, those seeking endorsement in either vocal/general or instrumental music K-12 must pass a piano proficiency test and demonstrate vocal competency as well. Vocal competency may be met by taking and passing (grade B or better) applied voice and voice class.

**MUSIC MAJOR-PERFORMANCE EMPHASIS**

			Hours
MUSC	102	World Music	3
MUSC	104-105	Music Theory I-II	6
MUSC	106-107	Aural Skills I-II	2
MUSC	108-109	Piano Class I-II	*2
MUSC	111-112	Music Technology I-II	4
MUSC	204-205	Music Theory III-IV	6
MUSC	206-207	Aural Skills III-IV	2
MUSC	208-209	Piano Class III-IV	*2
MUSC	248-249	Conducting I-II	4
MUSC	302-303	Music History and Literature I-II	6
MUSC	306	Form and Analysis	3
MUSC	402	Senior Seminar in Music Performance	2

\* Piano Proficiency Test may substitute for these courses.

**Ensemble** 8

Each music major/minor is required to participate for credit in at least one of the music program ensembles each semester for a total of eight semesters. A maximum of two ensembles may be taken for credit per semester.

## Auditioned Ensemble:

MUSC	018	Orchestra
MUSC	020	Jazz Ensemble
MUSC	022	Concert Choir
		or

## Large Ensemble:

MUSC	021	Wind Ensemble
MUSC	023	Handbell Choir
MUSC	025	Choral Union

**Applied Music Lessons**

8

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

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

## Other requirements

Concert Attendance Requirement  
Senior Recital

*Total Hours Required*54-58**MUSIC MAJOR-THEORY/COMPOSITION EMPHASIS**

		Hours
MUSC 102	World Music	3
MUSC 104-105	Music Theory I-II	6
MUSC 106-107	Aural Skills I-II	2
MUSC 111-112	Music Technology I-II	4
MUSC 204-205	Music Theory III-IV	6
MUSC 206-207	Aural Skills III-IV	2
MUSC 302-303	Music History and Literature I-II	6
MUSC 306	Form and Analysis	3
MUSC 307	Counterpoint	3
MUSC 308	Twentieth Century Music and Theory	3
MUSC 403	Senior Seminar in Theory/Composition	2

**Ensemble**

4

Each music major/minor is required to participate for credit in at least one of the music program ensembles each semester for a total of eight semesters. A maximum of two ensembles may be taken for credit per semester.

## Auditioned Ensemble:

MUSC 018	Orchestra
MUSC 020	Jazz Ensemble
MUSC 022	Concert Choir

or

## Large Ensemble:

MUSC 021	Wind Ensemble
MUSC 023	Handbell Choir
MUSC 025	Choral Union

**Applied Music Lesson**

8

Composition students are expected to take at least four credits in applied music (preferably 001 PIANO) and must take MUSC 008 for the four semesters during the junior and senior years following completion of Music Theory I & II.

		Hours
Other requirements		
Piano Proficiency Test or Piano Class I-IV (4 credits)		
Concert Attendance Requirement		
Senior Recital		
	<i>Total Hours Required</i>	<u>52-56</u>

**MUSIC MAJOR-VOCAL EDUCATION EMPHASIS**

MUSC 102	World Music	3
MUSC 104-105	Music Theory I-II	6
MUSC 106-107	Aural Skills I-II	2
MUSC 108-109	Piano Class I-II	*2
MUSC 111-112	Music Technology I-II	4
MUSC 204-205	Music Theory III-IV	6
MUSC 206-207	Aural Skills III-IV	2
MUSC 208-209	Piano Class III-IV	*2
MUSC 248-249	Conducting I-II	4
MUSC 302-303	Music History and Literature I-II	6
MUSC 306	Form and Analysis	3
MUSC 402	Senior Seminar in Music Performance	2

\* Piano Proficiency Test may substitute for these courses.

**Ensemble**

7

Each music major/minor is required to participate for credit in at least one of the music program ensembles each semester for a total of seven semesters. A maximum of two ensembles may be taken for credit per semester.

## Auditioned Ensemble:

MUSC 022	Concert Choir
or	

## Large Ensemble:

MUSC 025	Choral Union
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**Applied Music Lessons**

8

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

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

## Vocal/General Music Education Requirement:

MUSC 223	Choral Methods	2
MUSC 228	Instrumental Survey	2
MUSC 360	Music in Secondary Education	3
**MUSC 361	Music in Secondary Education-Field Experience I	1
MUSC 369	Music in Elementary and Special Education	3
**MUSC 370	Music in Elementary and Special Education-Field Experience II	1
** Education Requirement		

		Hours
<b>Other requirements</b>		
Concert Attendance Requirement		
Senior Recital		
	<i>Total Music Hours Required</i>	<u>65-69</u>
<b>School of Education Requirement:</b>		7
HDVL 101	Education and Related Professions	
PSYC 241	Development Psychology	
HDVL 420	Field Experience III	
Licensure Requirement:		12
MUSC 460	Student Teaching	
	<i>Total School of Education Hours Required</i>	<u>19</u>

**Vocal Competency Requirement:**

In addition to the stated curriculum, all those seeking endorsement in either vocal/general or instrumental music K-12 must pass a piano proficiency test and demonstrate vocal competency. Vocal competency may be met by taking and passing (grade B or better) applied voice and voice class.

**MUSIC MINOR**

MUSC 104-105	Music Theory I and II	6
MUSC 106-107	Aural Skills I and II	2
MUSC 108-109	Piano Class I and II	2
MUSC 302-303	Music History and Literature I and II	6

Minimum one semester hour of music ensemble (Each course earns .5 credits.):

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

Two semesters of applied music lessons (.5+.5):

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

Total Hours Required 18

**MUSIC FOR CHILDREN MINOR**

MUSC 100	Music Appreciation	3
MUSC 104-105	Music Theory I and II	6
MUSC 108-109	Piano Class I and II or III and IV	2
MUSC 248	Conducting I	2
MUSC 369	Music in Elementary School and Special Education	3

			Hours
Minimum one semester hour of music ensemble (Each course earns .5 credits.):			
MUSC	018	Orchestra	
MUSC	020	Jazz Band	
MUSC	021	LC Wind Ensemble	
MUSC	022	LC Concert Choir	
MUSC	023	LC Handbell Choir	
MUSC	025	Choral Union	
Two semesters of applied music lessons (.5 credit, 2 hrs.)			
MUSC	001	Piano	
MUSC	010	Guitar	
<i>Total Hours Required</i>			<u>18</u>

### MUSIC HISTORY MINOR

MUSC	102	World Music	3
MUSC	104-105	Music Theory I and II	6
MUSC	302-303	Music History and Literature I and II	6
MUSC	490	Special Topics in Music	<u>3</u>
<i>Total Hours Required</i>			<u>18</u>

### MUSIC PERFORMANCE MINOR

MUSC	104-105	Theory I and II	6
MUSC	106-107	Aural Skills I and II	2
MUSC	248	Conducting I	2

Minimum two semester hours of music ensemble: 2

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

MUSC	018	Orchestra	6
MUSC	020	Jazz Band	2
MUSC	021	LC Wind Ensemble	2
MUSC	022	LC Concert Choir	2
<i>Total Hours Required</i>			<u>18</u>

#### Recital Requirement:

Performance of at least a half solo recital consisting of representative works from various periods in classical musical literature (minimum of thirty-five minutes of actual music required).

### 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 thirty-six hour core curriculum spread over their four-year course of study that provides a well-rounded education of 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 dance-theatre showcases, and through scenic, lighting, cos-

tume, 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	3
THEA	131	3
THEA	202	3
THEA	211	3
THEA	212	3
THEA	232	3
THEA	301-302	6
THEA	390	3
THEA	410	3
THEA	Other courses	<u>6</u>
		<i>Total Hours Required</i>
		36

## THEATRE MINOR

Required courses:

One of the following:

THEA	101	Introduction to Theatre Arts	3
THEA	131	Fundamentals of Acting	
THEA	232	Script and Character Analysis	

One of the following:

THEA	102	Introduction to Technical Theatre and Design	3
THEA	202	Technical Theatre	
THEA		Other courses	<u>12</u>
			18

*Total Hours Required*

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## SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

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School Dean: Dr. Jan S. Stennette

Human Development and Learning Program Faculty: Dr. Booth, Dr. Buck, Dr. Cresson,

Dr. Farnsworth, Dr. Gordon-Scudder, Ms. Husted, Dr. L. Jones, Dr. R. Jones, Dr. Martin, Dr. McKenzie, Ms. Messerschmidt, Dr. Nielsen, Dr. Polloway, Dr. Thompson, Dr. Tiller, Ms. Tolbert, Dr. West

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 major in Human Development and Learning with emphasis in elementary education (grades PK-6) or special education (MR/grades K-12). The School also offers the professional education component (as a minor) for students who wish to become teachers in secondary schools (grades 6-12).

### Program Listing

Human Development and Learning Major- Elementary Education Emphasis ( PK-6)

Human Development and Learning Major-Special Education Emphasis (MR/K-12)

Human Development and Learning Minor

Secondary Education Minor

Special Education Minor

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

The Human Development and Learning (HDVL) program with an elementary education 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	Intro to 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
MATH	117-118	Introduction to School Mathematics	6

##### One of the following:

INTL	213	World Regional Geography	3
ENVS	211	Physical Geography	3

##### Eight hours of science courses (beyond general education requirements)

from the following:

BIOL	111-111L	Organisms, Ecology, and Evolution and Lab	8
BIOL	112-112L	Cells: Genetic and Molecular Perspectives and Lab	
CHEM	103-105L	Fundamentals of Chemistry and Lab	

			Hours
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	
ENGL	410	English Grammar	
<i>Total Hours Required</i>			<u>59</u>
Licensure requirement:			
HDVL	427	Student Teaching (PK-6)	11
HDVL	448	Student Teaching Seminar	<u>1</u>
<i>Total Hours Required</i>			12

**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 Program. 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	Intro to 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	234	Characteristics of Mental Retardation	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 Skills for Exceptional Learners	3
HDVL	432	Special Education Methods Workshop II	3

## Supplemental courses:

PSYC	212	Intro to 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:

MATH	117	Introduction to School Mathematics I	3
MATH	118	Introduction to School Mathematics II	

			Hours
One of the following (beyond general education requirements):			4
SCIE 101	Principles of Science I		
SCIE 102	Principles of Science II		
	<i>Total Hours Required</i>		<u>53</u>
Licensure requirement:			
HDVL 437	Student Teaching (MR)		11
HDVL 448	Student Teaching Seminar		<u>1</u>
	<i>Total Hours Required</i>		12
For LD endorsement:			
HDVL 334	Characteristics of Persons with Learning Disabilities		3
HDVL 422	Methods Workshop II (Science/Mathematics)		3
HDVL 423	Reading and Language Acquisitions II		3
HDVL 436	Student Teaching (LD)		<u>6-12</u>
	<i>Total Hours Required</i>		15-21
<b>HUMAN DEVELOPMENT AND LEARNING MINOR</b>			
HDVL 101	Intro to 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>

**SECONDARY EDUCATION MINOR (intended for students seeking teacher licensure)**

Core courses:

HDVL 101	Intro to 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 351	Content Reading	3
HDVL 352	Teaching in Middle/Secondary School	3
HDVL 444	Field Experience II (S)	<u>2</u>
	<i>Total Hours Required</i>	24

Licensure requirement:

HDVL 447	Student Teaching	11
HDVL 448	Student Teaching Seminar	<u>1</u>
	<i>Total Hours Required</i>	36

Note: 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 faculty advisor in the major area as well as with the coordinator of secondary education in the School of Education.

**SPECIAL EDUCATION MINOR**

PSYC 213	Psychology of Exceptionalities	3
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		Hours
One of the following:		
HDVL 234	Characteristics of Persons with Mental Retardation	3
HDVL 334	Characteristics of Persons with Learning Disabilities	
Three of the following: (depending upon career goals)		9
HDVL 331	Special Education Methods Workshop I	
HDVL 431	Language Development/Communication Skills for Exceptional Learners	
HDVL 432	Special Education Methods Workshop II	
PSYC 212	Behavior Modification	
PSYC 392	Tests and Measurements	
EDHD 445	Practicum in Disabilities Services	
	<i>Total Hours Required</i>	<u>15</u>

Note: Students who have taken PSYC 213, Psychology of Exceptionalities, as part of their major can substitute either a second Characteristics course or a fourth course from the third cluster.

### 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)
Mathematics	Theater Arts (PK-12) (add-on)
Music Education (PK-12)	
Vocal/Choral	
Instrumental Music	

The Teacher Preparation Council has advisory 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 school divisions. 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.

### 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 1 for fall semester application  
 March 20 for spring semester application

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.
3. Courses completed with grades of D+ or below must be retaken prior to application
4. 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 informed of the basis for this determination. If the student wishes to rectify the deficiency and re-apply, 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 "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 and secondary education minor, if applicable, 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.)
6. Submission of certificate of participation for Virginia Reading Assessment Test, as appropriate. (test required for licensure but passing scores not yet determined for elementary and special education 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 (including passing scores on Praxis I, Praxis II, Virginia Reading Assessment Test, and demonstrated technology competencies) will be recommended for licensure. To apply for a Virginia teacher's license, the student must submit a formal application and fee to the Teacher Licensure Officer who will 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 2002-03 academic year, LC's program is credited with having thirty-seven program completers with thirty-six confirmed by official matching with PRAXIS I score reports issued from the Educational Testing Service. For 2003-04, these figures are forty four with forty three confirmed. Passing rates on PRAXIS I for these program completers were reported as follows:

Type of Assessment	LC's Pass Rate 2002-03	State Pass Rate 2002-03
PPST Reading	86% *	92%
CBT Reading	89% *	97%
PPST Writing	100% *	82%
CBT Writing	79% *	83%
PPST Mathematics	85% *	86%
CBT Mathematics	89% *	90%
Aggregate - Basic Skills	89% *	96%

  

Type of Assessment	LC's Pass Rate 2003-04	State Pass Rate 2003-04
PPST Reading	92% *	92%
CBT Reading	100% *	95%
PPST Writing	82% *	82%
CBT Writing	83% *	84%
PPST Mathematics	75% *	86%
CBT Mathematics	90% *	91%
Aggregate - Basic Skills	98% *	99%

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

Of the 159 declared majors (freshmen through seniors) for 2003-04, forty four students were enrolled in the supervised student teaching experience that requires a minimum of 37.5 hours per week for thirteen weeks. Twelve faculty supervisors were assigned for the 2003-04 school year and were responsible for on-site consultation and evaluation, yielding a faculty/student ratio of 3.6 to 1. Formative and summative assessments are conducted on each student, and outcome measures are reviewed for program effectiveness.

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## SCHOOL OF HEALTH SCIENCES AND HUMAN PERFORMANCE

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School Dean: Dr. Linda Andrews

Athletic Training Program and Exercise Physiology Program Faculty: Ms. Aronson, Dr. Bradney,

Mr. Bowman, Dr. Laurent, Dr. Magyari, Ms. Evans

Health and Physical Education Program, Health Promotion Program and Sport Management Program Faculty: Dr. Kuchler, Dr. Olsen, Dr. Guynes, Mrs. Steele, Mr. Smith, Dr. Sperry

Nursing Program Faculty: Ms. Bently, Mrs. Breckenridge, Dr. Deluca, Ms. Johnson, Dr. Hale, Mrs. Hunter, Mrs. Lloyd-Fitzgerald, Dr. Rinker, Mrs. Schultze, Mrs. Warren

The School of Health Sciences and Human Performance provides curricular and co-curricular activities for students who have career interests in health and human services and sports-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.

### **Program Listing**

Athletic Training Major

Outdoor Recreation Minor

Sports Medicine Minor

Health Promotion Major

Exercise Physiology Major

Nursing Major

Health and Physical Education Major

Sport Management Major

Coaching Minor

Sport Management Minor

### **ATHLETIC TRAINING MAJOR**

Athletic training is an allied healthcare 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 healthcare 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 healthcare services to 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 students who apply may not be accepted into the program. Students must have a QPA of 2.5 or higher; completed (or in the process of completing) AT 100; fifty hours of observation in the Lynchburg College athletic training facility; completed the "observation check list"; and completed the technical standards form. Transfer students are welcome. Placement is based on admission criteria, competencies, and proficiencies completed at the prior institution.

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 2.50 QPA or higher, pass semester-end competency examinations associated with each clinical course, receive a grade of B- or higher in all athletic training major courses, and satisfactorily complete all clinical experiences and proficiencies assigned to each clinical course. Specific policies and regulations for athletic training majors are published in the course syllabi and/or the athletic training student handbook.

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. The Athletic Training Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAA-HEP).

<b>Support Courses</b>			<b>Hours</b>
BIOL	214-214L	Human Anatomy and Lab	4
BIOL	215-215L	Human Physiology and Lab	4
EXPH	255	Scientific Principles of Strength and Conditioning	2
EXPH	325	Physiology of Exercise	3
EXPH	340	Health and Fitness Appraisal and Programming	2
EXPH	380	Kinesiology	3
HLTH	300	Pharmacology	3
HPE	304	Sport Psychology	3
H P	270	Nutrition	3
MATH	222	Introductory Statistics	3
<b>Athletic Training</b>			
A T	100	Introduction to Athletic Training	3
A T	175	Basic Athletic Training Skills	3
A T	225	Safety and Management of Health Emergencies	3
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 for Athletic Injuries	3
A T	351	Therapeutic Modalities for Athletic Injuries	3
A T	425	Administration of Athletic Training Programs	3
A T	450	Current Issues and Research in Athletic Training	3
<b>Clinical Education</b>			
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>			<b>70</b>

### **SPORTS MEDICINE MINOR**

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

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

### **EXERCISE PHYSIOLOGY MAJOR**

The exercise physiology major provides 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.

<b>Support Courses</b>			<b>Hours</b>
A T	225	Safety and Management of Health Emergencies	3
BIOL	214-214L	Human Anatomy and Lab	4
BIOL	215-215L	Human Physiology and Lab	4
HPE	303	The Structure and Sequence of Developmental Human Movement	3
H P	224	Addiction and Behavior Management	2
H P	239	Dimensions of Health and Wellness	3
H P	270	Nutrition	3
MATH	222	Introductory Statistics	3
<b>Exercise Physiology</b>			
EXPH	255	Scientific Principles of Strength and Conditioning	2
EXPH	325	Physiology of Exercise	3
EXPH	340	Health and Fitness Appraisal and Programming	2
EXPH	328	Clinical Exercise Physiology	3
EXPH	380	Kinesiology	3
EXPH	382	Exercise Physiology of Special Populations	3
EXPH	395	Environmental Exercise Physiology	3
EXPH	425	Advanced Health and Fitness Evaluation and Programming	3
EXPH	415*	Internship in Exercise Physiology	3
EXPH	450	Issues and Research in Exercise Physiology	<u>3</u>
<i>Total Hours Required</i>			53

- \* This major requires students to take EXPH 415 Internship in Exercise Physiology Programming. Prerequisites for this course include junior or senior status and a minimum 2.25 QPA.

### **HEALTH AND PHYSICAL EDUCATION MAJOR**

The Health and Physical Education Program is committed to providing the highest quality educational experience for those preparing for professional careers in teaching health and physical education. The program is dedicated to the preparation of majors for teacher licensure at the PK-12 levels. The educational program for health and physical education incorporates the endorsement competencies required by the Virginia Department of Education and prepares students to teach health and movement from a humanistic philosophical perspective. The program enhances professional development by applying theory to practice through experiential learning, practice opportunities with children and youth, and peer teaching and learning.

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 grades of C- or above, overall QPA of 2.5 and major QPA of 2.75), and apply, and be admitted, to student teaching. Please refer to the Teacher Preparation Program for teacher licensure requirements.

<b>Support Courses</b>			<b>Hours</b>
BIOL	214-214L	Human Anatomy and Lab	4
BIOL	215-215L	Human Physiology and Lab	4
EXPH	325	Physiology of Exercise	3
EXPH	380	Kinesiology	3
HPE	312	Introduction to Research in Health and Human Performance	3

			Hours
H P	239	Dimensions of Health and Wellness	3
H P	270	Nutrition	3
H P	271	Foundations of Health Education	3
PSYC	241	Developmental Psychology	3

**Health and Physical Education**

HPE	100	Introduction to Health, Fitness, & Sports Professions	1
HPE	110L	Individual Sport Education Lab	1
HPE	111L	Life Sport Education Lab	1
HPE	112L	Team Sport Education Lab II	1
HPE	113L	Team Sport Education Lab I	1
HPE	201	Assessment of Teaching Behavior	3
HPE	219	Curriculum for PK-5 Physical Education	3
HPE	219L	Field Experience for HPE 219	1
HPE	220	Curriculum for 6-12 Physical Education	3
HPE	220L	Field Experience for HPE 220	1
HPE	303	Structure and Sequence of Developmental Human Movement	3
HPE	330	School Health Curriculum	3
HPE	330L	Field Experience for HPE 330	1
HDVL	351	Reading in the Content Area	3
HPE	362	Health and Physical Education for Exceptional Populations	3
HPE	365	Prescriptive Models for Teaching Health/Physical Education	<u>3</u>
<i>Total Hours Required</i>			61

**Teacher Licensure Requirement**

HPE	467	Student Teaching in Health and Physical Education	11
HDVL	448	Student Teaching Seminar	<u>1</u>
<i>Total Hours Required</i>			12

**COACHING MINOR**

This minor requires you choose 3-6 credits from:			3-6
HPE	205	Coaching Apprenticeship	<u>1</u>
(Students are encouraged to take several.)			

Choose 12 credits from the following:			12
A T	100	Introduction to Athletic Training	
EXPH	225	Scientific Principles of Strength and Conditioning	
HPE	110L	Individual Sport Education Lab	
HPE	112L	Team Sport Education Lab II	
HPE	113L	Team Sport Education Lab I	
HPE	304	Sport Psychology	
H P	270	Nutrition	
<i>Total Hours Required</i>			<u>15-18</u>

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

**OUTDOOR RECREATION MINOR**

This minor requires:

A T	225	Safety and Management of Health Emergencies	3
HPE	265	Philosophy of Outdoor Experiential Education	3
HPE	266	Outdoor Recreation Leadership	3
HPE	415*	Internship in Health and Physical Education	3

		Hours
Four hours from the following:		4
HPE 108	Intro to Adventure Activities	
HPE 109	Cooperative and Competitive Movement Challenges	
HPE 112	Intro to Basic Canoeing/Bicycling	
HPE 123	Basic Backpacking	
HPE 124	Hiking	
HPE 125	Rock Climbing and Vertical Rope Work	
HPE 126	Challenge Course and Adventure Training	
	<i>Total Hours Required</i>	<i>16</i>

\* Prerequisites for this course include junior or senior status and a minimum 2.25 QPA.

### HEALTH PROMOTION MAJOR

Students who select a health promotion major 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, and 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 credentialing by the National Commission on Health Education.

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

<b>Support Courses</b>		<b>Hours</b>
BIOL 214-214L	Human Anatomy and Lab	4
BIOL 215-215L	Human Physiology and Lab	4
EXPH 325	Physiology of Exercise	3
EXPH 340	Health and Fitness Appraisal and Programming	2
HPE 312	Introduction to Research in Health and Human Performance	3

  

<b>Health Promotion</b>		<b>Hours</b>
H P 224	Addiction and Behavior Management	2
H P 239	Dimensions of Health and Wellness	3
H P 270	Nutrition	3
H P 271	Foundations of Health Education	3
H P 315	Health Behavior and Communication	3
H P 372	Contemporary Health Issues	2
H P 420	Health Program Planning	3
H P 415*	Internship in Health Promotion	<u>.6</u>
	<i>Total Hours Required</i>	<i>41</i>

\* This major requires students to take H P 415 Internship in Health Promotion Programming. Prerequisites for this course include junior or senior status and a minimum 2.25 QPA.

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, to individual teacher/learner encounters, to the use of technology, and to 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 pre-requisite courses for the nursing major. Nursing prerequisite courses for the major include Chemistry 127, Biology 222 and Biology 222L, Biology 223 and Biology 223L, Psychology 241, Health Promotion 270 (Nutrition), Nursing 223 and Nursing 223L, Nursing 224 and Nursing 224L and Nursing 232 and Nursing 232L. Progression to the upper division major is competitive. All who apply may not progress.

**Student selection into the sophomore class is based on:**

1. Completion of Chemistry 127 with a minimum of C+
2. Score on a Pre-Nursing Assessment Test
3. Overall quality point average

**Student selection into the junior class is based on:**

1. Completion of all nursing and required prerequisite courses with a minimum of C+ in each course
2. Overall quality point average
3. Average grade for Biology 222 and 223 and their associated labs

**Preference will be given to:**

1. Students who have not retaken a prerequisite course
2. Students who entered Lynchburg College as freshman nursing majors
3. Students who have taken at least two semesters at LC.
4. Students who are not selected will be put on a waiting list.

To continue to progress in the nursing major, students must maintain a C+ or better in all nursing courses. If a nursing major fails to earn a grade of C+ on any two required nursing courses (NRSG or HLTH 300/300L) whether in the same semester or a course which is being repeated, the student must withdraw from the nursing major. If a student feels that he/she has not completed a nursing course with a C+ or better due to an extenuating circumstance, he or she may file a written appeal documenting these circumstances to the school dean.

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 or in the Office of Health and Counseling Services a complete list of immunizations, including hepatitis, prior to beginning the first clinical course, NRSG 224/224L, and a Criminal History Records Check. 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 Commission on Collegiate Nursing Education (CCNE) and approved by the Virginia State Board of Nursing.

**Following are the nursing major requirements:**

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

		<b>Hours</b>
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 Lab	4
HP 270	Nutrition	3
NRSG 223/223L	Contemporary Professional Nursing Practice and Lab	4
NRSG 224/224L	Nursing of the Older Adult and Lab	3
NRSG 232/232L	Health Assessment and Lab	3
PSYC 241	Developmental Psychology	3

**Nursing major-upper division**

HLTH 300/300L	Pharmacology and Lab	4
NRSG 310	Nursing Research	3
NRSG 331/331L	Nursing of Adults Experiencing Acute Illness and Lab	4
NRSG 332/332L	Nursing Care-Individuals & Families with Chronic Illness & Lab	4
NRSG 333/333L	Nursing of the Developing Family and Lab	4
NRSG 334/334L	Nursing of Families with Alterations in Health and Lab	4
NRSG 402	Professional Nursing Seminar	2
NRSG 407	Clinical Management	2
NRSG 408/408L	Care of Adults with Complex Illness and Lab	4
NRSG 413/413L	Community Health Nursing and Lab	4
NRSG 414/414L	Psychiatric mental Health Nursing and Lab	4
NRSG 416*	Synthesis Practicum	<u>2</u>
<i>Total Hours Required</i>		<u>69</u>

\* Prerequisite: Satisfactory score on the Assessment Test; see course description

**SPORT MANAGEMENT MAJOR**

This major is a professional program leading to careers in management and administration of college sports programs, 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 human 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 management positions, can no longer meet the global demand; 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 and interprets them in current sports settings via professional courses to be tested during the student's internship opportunities, and, ultimately, to be practiced in professional service.

<b>Supporting Courses</b>			<b>Hours</b>
ACCT	201-202	Principles of Accounting	6
A T	225	Safety and Management of Emergencies	3
HPE	110L, 111L 112L, or 113L	Education Lab (Individual, Life, or Team)	1
HPE	312	Introduction to Research in Health and Human Performance	3
HPE	250	Cultural Foundations of Movement, Sport, and Dance	3
MGMT	260	Principles of Management and Organizational Behavior	3
MKTG	309	Principles of Marketing	3
MKTG	379	Marketing Communication	3
<b>Sport Management</b>			
SPMG	260	Principles of Sport Management	3
SPMG	353	Sports Law	3
SPMG	368	Sports Facilities and Event Management	3
SPMG	441	Management and Administrative Processes in Fitness and Sport	3
SPMG	415*	Internship in Sport Management	<u>6</u>
<i>Total Hours Required</i>			43

\* This major requires students to take SPMG 415 Internship in Sport Management. Prerequisites for this course include junior or senior status and a minimum 2.25 QPA.

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

### **SPORT MANAGEMENT MINOR**

This minor requires:

MGMT	260	Principles of Management & Organizational Behavior	3
SPMG	260	Principles of Sport Management	3
SPMG	353	Sports Law	3
SPMG	368	Sports Facilities and Event Management	3
SPMG	441	Management and Administrative Processes in Fitness and Sport	<u>3</u>
<i>Total Hours Required</i>			15

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## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

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School Dean: Dr. Kimberly A. McCabe

English Program Faculty: Mr. Allen, Dr. R. Burke, Dr. Campbell, Dr. Clabough, Dr. Dickson, Mr. Guggenheimer, Dr. Hartman, Mr. Hoch, Dr. Koger, Dr. Layne, Dr. Lipani, Ms. Marello, Ms. Laird, Ms. Salmon, Dr. Tiner

French Program Faculty: Dr. Mayer, Dr. White

Gender Studies: Dr. Gray

German Program Faculty: Mr. Schwarzmann

History Program Faculty: Dr. Cardwell, Ms. McNulty, Dr. Owens, Dr. C. Potter, Dr. D. Potter, Dr. Sanders, Dr. Santos, Dr. Akubue-Brice, Dr. Stump, Dr. von Daacke

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

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

Political Science Program Faculty: Dr. Dawson, Dr. DeClair, Dr. Lang, Dr. Meinke

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

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

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

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.

### Program Listing

Criminology Minor	Medieval and Renaissance Studies Minor
English Major-Literature Emphasis	Philosophy Major
English Major-Writing Emphasis	Philosophy-Political Science Major
English-Literature Minor	Philosophy-Religious Studies Major
English-Writing Minor	Philosophy Minor
French Major-General Emphasis	Political Science Major
French Major-Global Commerce Emphasis	Political Science Minor
French Minor	Religious Studies Major
Gender Studies	Religious Studies Minor
Gerontology Minor	Sociology Major-Criminology Emphasis
History Major - American History Emphasis	Sociology Major-General Emphasis
History Major - European History Emphasis	Sociology Minor
History Minor	Spanish Major-General Emphasis
International Relations Major	Spanish Major-Global Commerce Emphasis
International Relations Minor	Spanish Minor

### CRIMINOLOGY MINOR

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

Required Courses (12 hours):		Hours
SOCI 241	Criminology	3
SOCI 243	Juvenile Delinquency	3
SOCI 244	Criminal Justice Process	3
SOCI 371	Research Methods	3
Three (3) hours from the following:		3
SOCI 222	Minority Groups	
SOCI 231	Marriage and the Family	
SOCI 342	Population Studies	

			Hours
SOCI	247	Sociology of Gender	
SOCI	370	Statistics	
SOCI	385	Class, Status, and Power	
SOCI	399	Internship	
SOCI	461	Independent Study	
<i>Total hours required</i>			<u>15</u>

## ENGLISH

Students who major in English may choose to concentrate in literature or writing. The literature emphasis offers courses in major, 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 forty-two semester hours of English courses covering four important areas of the discipline: 1) literary history, 2) major author, 3) literary theory, and 4) writing. Three courses, the introductory ENGL 220, *Introduction to Literary Studies*, ENGL 400, *Literary Criticism*, and the capstone, ENGL 420, *Senior Seminar in English*, are required of all majors. Normally, students take ENGL 220 when they begin major coursework, usually in the sophomore year. All other requirements are designed to ensure that majors cover each of the five areas listed below.

One course may meet the requirements in two areas, with the exception of *Major Author* courses. Any course counted toward the *Major Author* requirement cannot also count toward the *Literary History* requirement.

#### Introduction and Capstone

English majors with a literature emphasis must take these three courses:

		Hours	
ENGL	220	Introduction to Literary Studies	3
ENGL	400	Literary Criticism	3
ENGL	420	Senior Seminar in English	3

#### Areas of the Discipline

##### 1) Literary History

a) English Literature (one course from four of the five periods)	12
Medieval	
ENGL 306	Medieval Literature
ENGL 417	Chaucer

##### Renaissance

ENGL 353	Sixteenth-Century English Literature
ENGL 354	Seventeenth-Century English Literature
ENGL 451, 452	Shakespeare

##### Eighteenth Century

ENGL 355	Restoration and Early Eighteenth-Century British Literature
ENGL 356	Eighteenth-Century English Literature
ENGL 360	The English Novel

##### Nineteenth Century

ENGL 357	Literature of the Romantic Period
ENGL 358	Literature of the Victorian Period
ENGL 359	The End of an Age: 1880-1914
ENGL 360	The English Novel

Twentieth Century		
ENGL 365	Modern British and American Poetry	
ENGL 367	Modern British Novel	
ENGL 369	Modern British Drama	
		<b>Hours</b>
b) American Literature (two courses, including one American Survey course)		6
American Survey		
ENGL 302	American Literature: 1625-1865	
ENGL 303	American Literature: 1865-1950	
American Literature		
ENGL 302	American Literature: 1625-1865	
ENGL 303	American Literature: 1865-1950	
ENGL 365	Modern British and American Poetry	
ENGL 366	Southern Writers: Twentieth Century	
ENGL 368	Modern American Novel	
ENGL 370	Modern American Drama	
ENGL 373	Literature and Film of Vietnam	
2) Major Author (one course)		3
ENGL 405	Major American Authors	
ENGL 417	Chaucer	
ENGL 451, 452	Shakespeare	
3) Writing (two courses)		6
Note: ENGL 203 and ENGL 205 are prerequisites for their respective categories.		
Expository Writing		
ENGL 203	Expository Writing	
ENGL 210	Technical Writing	
ENGL 310	Advanced Technical Writing	
ENGL 345	Advanced Expository Writing	
Creative Writing		
ENGL 205	Introduction to Creative Writing	
ENGL 340	Thornton Writing Seminar	
ENGL 346	Creative Non-Fiction	
ENGL 349	Creative Writing: Poetry	
ENGL 350	Creative Writing: Fiction	
	<i>Total Hours Required</i>	<hr/> 42

Note: Although it is possible to meet all of the requirements under the four headings with fewer than forty-two 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 forty-two semester hours of English courses covering four important areas of the discipline: 1) literary history, 2) major author, 3) literary theory, and 4) writing. Three courses, the introductory ENGL 220, *Introduction to Literary Studies*, ENGL 400, *Literary Criticism*, and the capstone, ENGL 420, *Senior Seminar in English*, are required of all majors. Normally, students take ENGL 220 when they begin major coursework, usually in the sophomore year. All other requirements are designed to ensure that majors cover each of the four areas listed below.

One course may meet the requirements in two areas, with the exception of *Major Author* courses. Any course counted toward the *Major Author* requirement cannot also count toward the *Literary History* requirement.

**Introduction and Capstone**

English majors with a writing emphasis must take these three courses:

ENGL 220	Introduction to Literary Studies	3
ENGL 400	Literary Criticism	3
ENGL 420	Senior Seminar in English	3

**Areas of the Discipline**

## 1) Literary History

## a) English Literature (one course from three of five periods)

## Medieval

ENGL 306	Medieval Literature
ENGL 417	Chaucer

## Renaissance

ENGL 353	Sixteenth-Century English Literature
ENGL 354	Seventeenth-Century English Literature
ENGL 451, 452	Shakespeare

## Eighteenth Century

ENGL 355	Restoration and Early Eighteenth-Century British Literature
ENGL 356	Eighteenth-Century English Literature
ENGL 360	The English Novel

## Nineteenth Century

ENGL 357	Literature of the Romantic Period
ENGL 358	Literature of the Victorian Period
ENGL 359	The End of an Age: 1880-1914
ENGL 360	The English Novel

## Twentieth Century

ENGL 365	Modern British and American Poetry
ENGL 367	Modern British Novel
ENGL 369	Modern British Drama

## b) American Literature (one course)

ENGL 302	American Literature: 1625-1865
ENGL 303	American Literature: 1865-1950

## 2) Major Author (one course)

ENGL 405	Major American Authors
ENGL 417	Chaucer
ENGL 451, 452	Shakespeare

## 3) Writing (six courses)

Note: ENGL 203 and ENGL 205 are prerequisites for their respective categories.

## Expository Writing

ENGL 203	Expository Writing
ENGL 210	Technical Writing
ENGL 310	Advanced Technical Writing
ENGL 345	Advanced Expository Writing

## Creative Writing

ENGL 205	Introduction to Creative Writing
ENGL 340	Thornton Writing Seminar
ENGL 346	Creative Non-Fiction

		Hours
ENGL 349	Creative Writing: Poetry	
ENGL 350	Creative Writing: Fiction	
	<i>Total Hours Required</i>	<u>42</u>

**ENGLISH MAJOR-TEACHER LICENSURE**

Students planning to obtain teacher licensure for secondary education in English must do the following:

1. Take the following courses required for licensure in English:
  - a. Speech course (e.g. COMM 101, 128, or 200)
  - b. ENGL 401 (History of the English Language) or ENGL 410 (English Grammar)
  - c. ENGL 440 (Teaching Composition) or ENGL 450 (Teaching Creative Writing)
2. Contact School of Education and Human Development Licensure Officer for and advisor;
3. Obtain the booklet "Becoming a Licensed Teacher" from the School of Education and Human Development, and
4. Minor in Secondary Education—see program requirements in School of Education and Human Development section

**ENGLISH-LITERATURE MINOR**

The minor in English focusing on literature requires:

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

Twelve additional hours (four courses) of English Program courses

Numbered 300 or above	12
<i>Total Hours Required</i>	<u>18</u>

**ENGLISH-WRITING MINOR**

The minor in English focusing on writing requires six course.

Note: ENGL 203 and ENGL 205 are prerequisites for their respective categories.

ENGL 203	Expository Writing	3
ENGL 205	Introduction to Creative Writing	3
ENGL 310	Advanced Technical Writing	
ENGL 340	Thornton Writing Seminar	
ENGL 345	Advanced Expository Writing	
ENGL 346	Creative Non-Fiction	
ENGL 349	Creative Writing: Poetry	
ENGL 350	Creative Writing: Fiction	
	<i>Total Hours Required</i>	<u>18</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>	<u>30</u>

**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. Coursework 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 I	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):

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-18th century) or
FREN	313, 314	Survey of French Literature (19th and 20th 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	Intercultural Communication
FREN	277	French Culture and Civilization
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	377	International Management-Study Abroad
POLI	270	International Relations
SOCI	221	Cultural Anthropology
SOCI	242	Population Studies

*Total Hours Required*

57

**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)	3
		<i>Total Hours Required</i>	18

**TEACHER LICENSURE**

Students seeking teacher licensure in French should meet with their advisor and with the Licensure Officer in School of Education and Human Development. For additional information, see SECONDARY EDUCATION MINOR in School of Education and Human Development section.

**GENDER STUDIES MINOR**

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

This minor requires:

			<b>Hours</b>
G S	310	Introduction to Gender Studies	3
G S	410	Gender Studies Capstone Project	3
9 hours from the following (with no more than two courses from any one program):			
HIST	344	History of Women in the Americas	3
HIST	375	History of Love, Sex, and the Family in Modern Latin America	3
PSYC	261	Psychology of Gender	3
RELG	263	Women in Ministry - Pre-ministerial Practicum	1
SOCI	231	Marriage and the Family	3
SOCI	247	Sociology of Gender	3
SOCI	285	Class, Status, Power	3
SOCI	321	Minority Groups	<u>3</u>
<i>Total hours required</i>			<u>15</u>

**GERONTOLOGY MINOR**

Gerontology is an interdisciplinary minor that prepares students 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 address successfully and accurately 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:

H P	272	Adult Health and Development Program	3
H P	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>			<u>16</u>

**HISTORY MAJOR**

The purpose of history as a discipline is to examine all aspects of civilization, particularly humanity as the maker of institutions. Humanity is the creative force, 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 that it creates to give substance to its beliefs. This study of humanity relative to time provides students with the background they need to understand themselves and their culture.

The basic foundation course for the study of humanity is the freshman survey, History 101-102 (History of Civilization), and each potential major is normally expected to begin his/her study of history with this course. Those students wishing to major in history should earn at least an average grade of 2.0 in the course. History 200 should be taken during the sophomore year since the skills that form the core of this course are essential to success in all upper level work in this discipline.

History majors may declare an emphasis in American History or in European History.

### AMERICAN HISTORY EMPHASIS

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

		Hours
Historiography and Research Core:		6
HIST 200	Introduction to Historical Study and Writing	
HIST 402	Seminar in History	
American History Requirement:		6
HIST 255	America to 1877	
HIST 256	America since 1877	
European History requirement:		6
One of the following from pre-modern European History		
HIST 311	Medieval Culture	
HIST 312	Renaissance and Reformation	
HIST 323	Greek Civilization	
HIST 324	Roman Civilization	
One of the following from modern European History		3
HIST 305	England to 1603	
HIST 306	England Since 1603	
HIST 322	Europe Since 1914	
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	
Non-Western History Requirement:		3
One of the following:		
HIST 216	Modern Japan	
HIST 243	Contemporary Africa	
HIST 275	Latin American History	
HIST 344	History of Women in the Americas	
HIST 343	Apartheid, Diamonds and the Rainbow Nation: South Africa Past and Present	
HIST 375	History of Love, Sex, and the Family in Modern Latin America	
<b>American History Emphasis</b>		
Students in the American History emphasis take at least four courses in American History in addition to HIST 255-256:		
Required:		
HIST 347	African-American History to 1865	3
HIST 348	African-American History from 1865	3
Two of the following:		6
HIST 301	Rise of the American City	
HIST 303	The Antebellum South	
HIST 330	American Military History	
HIST 333	The Civil War and Reconstruction	
HIST 336	American Social History	

		Hours
HIST	370	Diplomatic History of the United States
HIST	380	America in the 1960's
Electives		3
Any HIST above 200 or		
HIST	390	Special Topics in History
HIST	399	Internship in History
HIST	412	Independent Study
		<i>Total Hours Required</i>
		<b>36</b>

**EUROPEAN HISTORY EMPHASIS**

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

Historiography and Research Core:	6	
HIST	200	Introduction to Historical Study and Writing
HIST	402	Seminar in History
American History Requirement:	6	
HIST	255	America to 1877
HIST	256	America since 1877
European History requirement:	6	
One of the following from pre-modern European History		
HIST	311	Medieval Culture
HIST	312	Renaissance and Reformation
HIST	323	Greek Civilization
HIST	324	Roman Civilization
One of the following from modern European History	3	
HIST	305	England to 1603
HIST	306	England Since 1603
HIST	322	Europe Since 1914
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
Non-Western History Requirement:	3	
One of the following:		
HIST	216	Modern Japan
HIST	243	Contemporary Africa
HIST	275	Latin American History
HIST	344	History of Women in the Americas
HIST	343	Apartheid, Diamonds and the Rainbow Nation: South Africa Past and Present
HIST	375	History of Love, Sex, and the Family in Modern Latin America

Students declaring the European History emphasis take at least four courses in European History beyond the core requirement and from the following:

HIST	305	England to 1603
HIST	306	England Since 1603
HIST	311	Medieval Culture
HIST	312	Renaissance and Reformation
HIST	322	Europe Since 1914

			Hours
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	
Or, no more than one of the following:			
ART	131	Survey of Art History, I	
ART	132	Survey of Art History, II	
RELG	308	Seminar in Archaeology and Biblical History	
RELG	329	Ancient History: The Near East	
SPAN	341	Culture and Civilization of Spain	
Electives			3
Any HIST above 200 or			
HIST 377		Study Abroad in History	
HIST 390		Special Topics in History	
HIST 399		Internship in History	
HIST 412		Independent Study	
<i>Total Hours Required</i>			<u>36</u>

## TEACHER LICENSURE

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

1. Major in history (including American history, Virginia history, English history, and world history);
2. Eighteen semester hours of political science, and
3. Six semester hours in economics, and
4. Six semester hours in geography (ENVS 211, INTL 213);
5. Contact School of Education and Human Development Licensure Officer for an advisor;
6. Obtain the booklet "Becoming a Licensed Teacher" from the School of Education and Human Development; and
7. Minor in Secondary Education—see program requirements in School of Education and Human Development section.

## 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 number 300 or above. The development of historical thinking and historical methods skills is a major objective of the history minor.

## 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:

<b>Required Core Courses</b>			<b>Hours</b>
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	United States Foreign Policy
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	Culture and Civilization of Spanish America

**Africa**

HIST	243	Contemporary Africa
HIST	343	Apartheid, Diamonds and the Rainbow Nation: South Africa Past and Present
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	<span style="float: right;">6</span>
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Required course in Religious Studies (one of the following)

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

Foreign Language (one of the following):

FREN	202	Intermediate French
SPAN	202	Intermediate Spanish

Electives (nine credit hours):

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).

HISR 377, INTL 377, INTL 399, POLI 303, POLI 304,  
 POLI 306, POLI 331, POLI 332

*Total Hours Required*

**INTERNATIONAL RELATIONS MINOR**

The minor in international relations requires:		<b>Hours</b>
INTL 101	Global Policies in the New Millennium	3
INTL 213	World Regional Geography	3
POLI 270	International Relations	3
POLI 301	Politics of Developing Nations	3
Two of the following:		6
HIST 216	Modern Japan	
HIST 243	Contemporary Africa	
HIST 275	Latin American History	
HIST 306	England Since 1603	
HIST 322	Europe Since 1914	
HIST 343	Apartheid, Diamonds and the Rainbow Nation: South Africa Past and Present	
INTL 377	Study Abroad	
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 Powers	
POLI 303	Terrorism and Revolution	
POLI 304	International Organization and World Politics	
POLI 306	Comparative Foreign Policy	
POLI 372	United States Foreign Policy	
POLI 375	U.S – Latin American Relations	
RELG 304	Seminar in Islam	
SPAN 340	Culture and Civilization of Spanish America	
SOCI 215	Introduction to Contemporary Asia	
SOCI 224	Japan: Gods, Warriors, and Businessmen	
<i>Total Hours Required</i>		<u>18</u>

**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	Sixteenth Century English Literature	
ENGL 354	Seventeenth Century English Literature	
ENGL 417	Chaucer	
ENGL 451-452	Shakespeare	
ENGL 401	History of the English Language	
FREN 311	Survey of French Literature	
SPAN 208	Contemporary and Hispanic Literature in English Translation	

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	

			Hours
Art/Music			3
ART	131	Survey of Art History	
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	
RELG	304	Seminar in Islam	
RELG	308	Seminar in Archaeology and Biblical History	
Two additional courses may be chosen from any of the above groups			<u>6</u>
<i>Total Hours Required</i>			<u>18</u>

**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 such as law, business and academics. 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:

PHIL	200	Introduction to Philosoph	3
PHIL	201	Introduction to Logic	3
PHIL	204	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>			<u>30</u>

**PHILOSOPHY-POLITICAL SCIENCE MAJOR**

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

PHIL	201	Introduction to Logic	3
PHIL	204	Introduction to Ethics	3
PHIL	311	Greek Philosophy	3
PHIL	312	Modern European Philosophy	3
PHIL	400	Senior Thesis Seminar	3
Other philosophy courses			6
POLI	220	American Political Experience	3
POLI	253	Classical Political Thought	3
POLI	254	Modern Political Thought	3
POLI	362	Recent Political Thought	3
POLI		Other political science courses	<u>6</u>
<i>Total Hours Required</i>			<u>39</u>

**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:

			Hours
PHIL	370	God, Faith, and Evil	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	3
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.

### **PHILOSOPHY MINOR**

The minor in philosophy requires:

PHIL	200	Introduction to Philosophy	3
PHIL	201	Introduction to Logic	3
PHIL	204	Introduction to Ethics	3
PHIL		Other courses	<u>9</u>
		<i>Total Hours Required</i>	18

### **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 six hours of work in the discipline including:

The following introductory sequence:	6
POLI 111-112 The Quest for Justice	6

The following upper level courses:

POLI 220	The American Political Experience	3
POLI 321	Political Science Research Methods	3
POLI 410	Senior Thesis Seminar	3

Six hours of American politics from:

POLI 221	American Political Culture
POLI 257	Campaigns, Elections, and Propaganda
POLI 258	State and Local Government and Politics
POLI 259	Power, State, and Bureaucracy
POLI 290	American Public Policy
POLI 311	The American Presidency
POLI 312	Legislatures and Lobbyists
POLI 325	Constitutional Law in the United States I
POLI 326	Constitutional Law in the United States II

Three hours of political philosophy from:

POLI 253	Political Theory: Classical and Medieval
POLI 254	Political Theory: Modern
POLI 362	Recent Political Thought

		Hours
Three hours of comparative politics from:		
POLI 260	Government and Politics of Southern Asia-	3
POLI 265	Politics of East Asia	
POLI 275	Latin American Politics	
POLI 283	Comparative Government: Major European Powers	
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 331	National Model United Nations I	
POLI 332	National Model United Nations II	
POLI 372	United States Foreign Policy	
POLI 375	U.S.-Latin American Relations	
POLI Electives		<u>6</u>
	<i>Total Hours Required</i>	36

The major should be declared by the second semester of the student's sophomore 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
2. Eighteen semester hours of history including American history, Virginia history, English history, and world history;
3. Six semester hours in economics; and
4. Six semester hours in geography (ENVS 211, INTL 213);
5. Contact School of Education and Human Development Licensure Office for and advisor;
6. Obtain the booklet "Becoming a Licensed Teacher" from the School of Education and Human Development;
7. Minor in Secondary Education—see program requirements in School of Education and Human Development section

#### POLITICAL SCIENCE MINOR

The minor in political science requires the following:

POLI 111-112	The Quest for Justice	6
POLI 220	The American Political Experience	3
POLI	Other Courses Numbered 200 and above	<u>9</u>
	<i>Total Hours Required</i>	18

#### 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	
Electives		6
HIST 311	Medieval Culture	
HIST 312	Renaissance and Reformation	
PHIL 370	God, Faith, and Evil	
RELG	Any 300 or 400 Level Course	
<i>Total Hours Required</i>		<u>30</u>

### RELIGIOUS STUDIES MINOR

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

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

al 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			Hours
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
One of the following:			
SOCI	399	Internship in Sociology	3
SOCI	461	Independent Study in Sociology	
Electives (choose six hours from 200+)			
SOCI	263	Urban Sociology	6
SOCI	321	Minority Groups	
SOCI	285	Class, Status, Power	
<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	3
SOCI	371	Methods of Social Research	3
SOCI	430	Senior Research Capstone One	3
SOCI	431	Senior Research Capstone Two	3

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

One of the following:			
SOCI	399	Internship in Sociology	3
SOCI	461	Independent Study in Sociology	

Electives:			
Three courses from 200 and above Sociology courses			<u>9</u>
<i>Total Hours Required</i>			<u>39</u>

### SOCIOLOGY MINOR

The minor in sociology requires:			
SOCI	100	American Generations	3

			Hours
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>	<u>18</u>

**SPANISH MAJOR-GENERAL EMPHASIS**

Students who major in Spanish should take supporting courses in Spanish and/or Spanish-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 Spanish 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	340	Culture and Civilization of Spanish America	3
SPAN	341	Culture and Civilization of Spain	3
SPAN	Literature:	One of the following:	
		SPAN 312, 319, 320	3
SPAN	300 level	Elective courses	6
SPAN	475	Research and Translation Methods	3
SPAN	476	Senior Thesis	<u>3</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	340	The Culture and Civilization of Spanish America	
Or			
SPAN	341	The Culture and Civilization of Spain	3
SPAN	389	Business Spanish	3
SPAN	476	Senior Capstone	3

Plus, at least six hours of electives, with at least three hours from SPAN 312, 319, 320, 377, or 399

Additional required interdisciplinary elective course (9 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
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>

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### SPANISH MINOR

The minor in Spanish requires:

SPAN	202	Intermediate Spanish	3
SPAN	221-222	Advanced Language Practice	6
SPAN	312	Special Topics in Hispanic Literature	3
SPAN	319	Hispanic Prose	3
SPAN	320	Hispanic Drama and Poetry	3
SPAN	340	The Culture and Civilization of Spanish America	3
SPAN	341	The Culture and Civilization	3
SPAN	300-level	Literature Course (1)	<u>3</u>
		<i>Total Hours Required</i>	18

### TEACHER LICENSURE

Students seeking teacher Licensure in Spanish should meet with their advisor and with the Licensure Officer in School of Education and Human Development. For additional information, see SECONDARY EDUCATION MINOR in School of Education and Human Development section.

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## SCHOOL OF SCIENCES

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School Dean: Dr. Julius Sigler

Sciences Resource Manager: Ms. Justis

Biology Program Faculty: Dr. Alerding, Dr. Benson, Dr. Cowden, Dr. Freier, Dr. Jablonski, Ms. Olah, Dr. Schuppin

Biomedical Sciences Faculty: Dr. Freier, Dr. Jablonski, Dr. Reeve

Chemistry Program Faculty: Dr. Gannicott, Dr. Lokar, Dr. Reeve, Dr. Sumerlin

Claytor Nature Study Center: Dr. Corney, Director

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

Environmental Science Program Faculty: Dr. Corney, Dr. Gannicott, Dr. Pavey, Dr. Perault, Dr. Shahady

Mathematics Program Faculty: Dr. Coco, Dr. Hatfield, Dr. Lobb, Dr. Peterson, Ms. Smotrel

Physics and Engineering Faculty: Dr. Goff, Dr. Sigler

Psychology Program Faculty: Dr. Corodimas, Dr. Cylke, Dr. Pittas, Dr. Southall, Dr. Sumutka Dr. Werner

The School of Sciences provides curricular and co-curricular activities for students interested in graduate study and careers in the physical and life sciences, mathematics, and computer science. The School also prepares students for advanced study in a health science such as medicine, dentistry, or veterinary medicine. Through the Center for Environmental Education and activities at the College's 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.

### **Program Listing**

Biology Major	Engineering
Biology Minor	Environmental Science Major
Biomedical Science Major	Environmental Science Minor
Chemistry Major-Bachelor of Sciences	Mathematics Major
Chemistry Major-Bachelor of Arts	Mathematics Minor
Chemistry Minor	Physics Major
Computer Science Major	Psychology Major
Computer Science Minor	Psychology Minor
Computer Science Applications Minor	

### **BIOLOGY MAJOR**

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

			Hours
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	222	Introductory Statistics	3
Fourteen hours (four hours maximum ENVS) from:			14
BIOL	210	Animal Biology	
BIOL	233	Tropical Biology	
BIOL	300+	300-level biology courses not selected above	
BIOM	300+	300-level biomedical sciences courses except BIOM 301	
CHEM	252-254L*	Organic Chemistry II and Lab	
CHEM	320	Introductory Biochemistry	
ENVS	300-Level Environmental Science Courses except 399 and 440		
	<i>Total Hours Required</i>		60

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

### BIOLOGY MINOR

A minor in biology requires:

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
			<i>Total Hours Required</i>
			18

### 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 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 bio-technology 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.

Since admission to graduate and professional programs in the health sciences is highly competitive, students will work closely with their academic advisors to ensure that all admission prerequisites are met and courses are properly sequenced. Biomedical science majors are required to conduct a research project as a capstone experience, and they must maintain excellent academic standing. To be eligible to continue in the biomedical science major beyond the sophomore year, students must have completed nineteen 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 and 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	8
CHEM	253L-254L	Organic Chemistry Lab	
MATH	103	Calculus I	3
PHYS	161-162	Physics I and II	8
or	141-142	College Physics	
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	
BIOM	312	Forensic Science	
BIOM	354	Immunology	
BIOM	380	Special Topics in Biomedical Science	
CHEM	320	Biochemistry	
H P	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 degree options. The B.A. 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 B.S. 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 to 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—BACHELOR OF SCIENCE			Hours
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	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 and II	6
MATH	211	Calculus III	3
PHYS	161-162	Physics I and II	<u>8</u>
		<i>Total Hours Required</i>	60

**CHEMISTRY MAJOR—BACHELOR OF ARTS**

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	Physics I and II	<u>8</u>
		<i>Total Hours Required</i>	43

**CHEMISTRY MINOR**

A minor in chemistry requires:

CHEM	103-104	Fundamentals of Chemistry	4
CHEM	105L-106L	Fundamentals of Chemistry Laboratory	2

Twelve hours chosen from: 12

CHEM		Courses excluding CHEM 127, 200, 399, 441, 442	<u>18</u>
		<i>Total Hours Required</i>	

**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	Computer Architecture and Assembly Language	4
C S	322	Programming Languages	3
C S	360	Operating Systems and Computer Organization	3
MATH	231	Mathematics of Computer Science	3
C S		Courses numbered 300 and above	12
C S	451-452	Senior Project	<u>4</u>
		<i>Total Hours Required</i>	45

## 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, Principles of Accounting, and MGMT 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. PHYS 161-162, Physics I and II, is also strongly recommended.

**COMPUTER SCIENCE MINOR**

A minor in computer science requires:	<b>Hours</b>
C S        141-142      Introduction to Computer Science and Structured Programming	8
C S        200 and above (excluding C S 399)	9
<i>Total Hours Required</i>	<b>17</b>

**COMPUTER SCIENCE APPLICATIONS MINOR**

A minor in computer science applications requires:	<b>Hours</b>
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)	10
<i>Total Hours Required</i>	<b>17</b>

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

Under special agreement with Old Dominion University (ODU), a student may earn a B.S. from Lynchburg College and a degree in engineering from ODU in a total of five years. Dual-degree candidates enroll at Lynchburg College for the first three years and transfer to the School of Engineering at ODU for approximately two years.

Students must complete prescribed courses, including General Education requirements, with an average grade of B or higher during the first three years at Lynchburg College, before they can transfer to ODU.

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 (U.Va.), a student may also earn a B.S. from Lynchburg College and a master of engineering from U.Va. 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 U.Va. 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 U.Va. Upon completion of specified courses and the total hour requirement, the student is awarded the B.S. 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 a master of engineering in either nuclear engineering or engineering physics. With some additional study, the student may earn a master of science in either field. See the dean of the School of Sciences for more detailed information on this program.

		Hours
Prescribed courses to be taken at Lynchburg College include the following:		
CHEM	103-104	Fundamentals of Chemistry
CHEM	105L-106L	Fundamentals of Chemistry Laboratory
MATH	103-104	Calculus I and II
MATH	211	Calculus III
MATH	301	Differential Equations
MATH	307	Linear Algebra
PHYS	161-162	Physics I and II
PHYS	211	Physics III
PHYS	300+	Elective
<i>Total Hours Required</i>		<u>4</u>
		<u>39</u>

### **ENVIRONMENTAL SCIENCE MAJOR**

The environmental science major is an interdisciplinary program for students wishing to pursue careers in the natural resources. LC students prepare to become foresters, wildlife or aquatic ecologists, hydrologists, geologists, meteorologists, and GIS technicians. Potential employers include government agencies, commercial environmental laboratories, private consulting firms, and teaching institutions. Graduate studies are also possible.

A key component of the Environmental Science Program is the opportunity to work closely with professors, as well as with professionals from the community. Diverse learning opportunities are available in the classroom, the laboratory, and in the field. Our students develop critical thinking and sound scientific reasoning abilities, as well as a general awareness of the physical and biological factors at work in the environment. Additionally, they engage in a research or intern project that integrates training into an analysis of an environmental problem.

Courses required for the major:

Biol	321	Ecology	4
CHEM	103/105L	Fundamentals of Chemistry and Lab	4
ENVS	101/101L	Earth and Environmental Science I and Lab	4
ENVS	102/102L	Earth and Environmental Science II and Lab	4
ENVS	380	Geographic Information Systems (GIS)	4
ENVS	490	Environmental Sciences Seminar	1
MATH	103	Calculus I	3
MATH	222	Introductory Statistics	3

And one of the following:

CHEM	104/106L	Fundamentals of Chemistry and Lab	4
CHEM	206	Environmental Chemistry	

And one of the following:

ENVS	240	Introduction to Environmental Research	3
ENVS	399	Internship in Environmental Science	
ENVS	440	Environmental Research	

And 16 hours of the following:

ENVS	320	Conservation Biology	16
ENVS	325	Landscape Ecology	
ENVS	331	Hydrology	
ENVS	333	Physical Oceanography	
ENVS	336	Physical Geology	
ENVS	337	Historical Geology	
ENVS	338	Environmental Geology	
ENVS	340	Remote Sensing	
ENVS	345	Meteorology	
ENVS	350	Environmental Law and Policy	
ENVS	355	Environmental Impact Assessment	

ENVS 375 Freshwater Ecology

		Hours
	Additional courses from the following (ten hours):	10
BIOL 205	Plant Biology	
BIOL 210	Animal Biology	
BIOL	Any 300+ Biology Courses (excluding 399 and 440)	
CHEM 206	Environmental Chemistry (if CHEM 104/106L is taken)	
CHEM 251/253L	Organic Chemistry and Lab	
ENVS	Any additional 300+ Environmental Science Courses	
PHYS 141 or 161	College Physics or Physics I	
	<i>Total Hours Required</i>	<u>60</u>

### ENVIRONMENTAL SCIENCE MINOR

For a minor in environmental science, a minimum of eighteen semester hours from ENVS courses (which must include ENVS 101/101L-102/102L) are required. The student should work closely with a Program advisor to select courses appropriate for his/her goals and interests. Course selections are open with the exceptions of ENVS 240, 399, and 440.

### MATHEMATICS MAJOR

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

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

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

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

The mathematics major requires:

C S	131	Fundamentals of Programming in Basic	3
MATH	103-104	Calculus I and II	6
MATH	211	Calculus III	3
MATH	260	Mathematical Reasoning and Proof	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	<u>9</u>
		<i>Total Hours Required</i>	<u>39</u>

**MATHEMATICS MINOR**

The minor in mathematics requires:			<b>Hours</b>
MATH	103-104	Calculus I and II	6
MATH	211	Calculus III	3
MATH	307	Linear Algebra	3
MATH		Other courses numbered 250 or above	<u>6</u>
		<i>Total Hours Required</i>	18

**PHYSICS MAJOR**

The physics 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 will provide a suitable path for local students who want to complete a four-year technical degree, but who cannot leave local employment to do so. In addition, the physics major provides an ideal path for students interested in pursuing careers in various types of engineering.

The mission of the program is to provide:

1. Through departmental support of the College 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 participating students in the core competencies expected of physics graduates; and
3. Physics curricula that stress the ability to read, calculate, write, and speak effectively about specific physics topics.

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

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

			<b>Hours</b>
CHEM	103-104	Fundamentals of Chemistry	6
CHEM	105L-106L	Fundamentals of Chemistry Lab	2
CHEM or PHYS	300+	Electives	6
MATH	103-104	Calculus I and II	6
MATH	211	Calculus III	3
MATH	301	Differential Equations	3
PHYS	141-142	College Physics or	
PHYS	161-162	Physics I and II	8
PHYS	211	Physics III	4
PHYS	309	Classical Mechanics	4
PHYS	312	Electromagnetic Theory	4
PHYS	333	Computational Physics	4
PHYS	403	Research Project or laboratory-based internship or	
CHEM		Research Project or laboratory-based internship	<u>2</u>
		<i>Total Hours Required</i>	52

**PSYCHOLOGY MAJOR**

Studies in the liberal arts provide the context in which psychology programs are conducted. The following

are guiding principles for programs in psychology:

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

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

			Hours
PSYC	103-104	General Psychology	6
PSYC	105L-106L	General Psychology Lab	2
PSYC	274	Statistics for Psychologists	4
PSYC	275	Research Methodology	4
PSYC	401	History and Systems of Psychology	3

One of the following: 4

PSYC	311	Sensory Processes and Perception
PSYC	355	Physiological Psychology and Lab

One of the following: 4

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

Two of the following: 6

PSYC	306	Theories of Personality
PSYC	308	Abnormal Behavior
PSYC	367	Child Psychopathology

Two of the following: 6

PSYC	241	Developmental Psychology
PSYC	302	Social Psychology
PSYC	344	Cognitive Psychology

One of the following concurrent with above course: 1

PSYC	241L	Developmental Psychology Laboratory
PSYC	302L	Social Psychology Laboratory
PSYC	344L	Cognitive Psychology Laboratory

*Total Hours Required*

40

Students are encouraged to take 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*.

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

## PSYCHOLOGY MINOR

The minor in psychology requires:

PSYC	103-104	General Psychology	6
PSYC	105L-106L	General Psychology Laboratory	2
PSYC	275	Research Methodology and Lab	4
PSYC		Other courses numbered 200 and above	6

*Total Hours Required*

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  
300-399 coursework, related experience, or intellectual maturity;  
primarily for freshmen and sophomores  
400-499 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 (C- or better).* This course reinforces and expands the introduction of basic financial accounting principles. It introduces basic managerial accounting concepts and their application to business decision-making.

**ACCT 301-302** **INTERMEDIATE ACCOUNTING (3, 3)** *Prerequisites: ACCT 201-202. (C- or better)* 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)** *Prerequisites: ACCT 201-202 (C- or better).* 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 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 is an introduction to tax research techniques.

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

**ACCT 325****MANAGEMENT ACCOUNTING (3)** *Prerequisite: ACCT 202.*

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 421****AUDITING I (3)** *Prerequisites: ACCT 301-302.* This course ex-

amines 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 judgment. 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 118****CERAMICS I (3)** This general survey course of pottery making

includes studio assignments in hand building, use of the potter's wheel, glaze formulation, elements of design and decoration, and firing of products. Lectures, demonstrations, critiques, and discussions of ceramicists, periods, and styles provide learning experiences. Second-semester work involves further studies of media, technique, and related overviews.

**ART 119****PRINTMAKING I (3)** This introduction to fundamentals of

relief processes includes woodcut, wood engraving, lion cut, holograph, and embossing. The course features lectures, demonstrations, and studio experience.

**ART 122****SCULPTURE I (3)** Studio assignments in this course 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 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 156**

**DRAWING I (3)** This course provides 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 162**

**PAINTING I (3)** This course provides experience in 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 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 218**

**CERAMICS II (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 219**

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

**ART 222**

**SCULPTURE II (3)** *Prerequisite: ART 122 or consent of instructor.* Studio assignments in this course 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 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 256**

**DRAWING II (3)** *Prerequisite: ART 156 or consent of instructor.* This course focuses 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 262****PAINTING II (3)** *Prerequisite: ART 162 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 266****PHOTOGRAPHY II (3)** *Prerequisite: ART 166, equivalent experience as determined by instructor through a pre-registration conference and portfolio review, or consent of instructor.*

Lectures, demonstrations, working assignments and laboratory practice are de-signed 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 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.

**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 the 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 395****ELECTRONIC IMAGING (3)** *Prerequisite: ART 154, 254,*

*291, 295, 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 pub-

lishing applications. Computer literacy required.

**ART 399**

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

**ART 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 pre-requisites in each area and are qualified for advanced study under faculty supervision.

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

**ART 402**

**STUDIO ART SEMINAR (3)** *Prerequisites: 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; and the related topics of marketing, ethics, resumes, graduate schools, and the like.

**ART 405**

**ART STUDIO WORKSHOP (1-3)** *Prerequisites: Basic art experience and approval of the instructor.* This course is an on- or off-campus activity in studio art workshops under specialized instruction (drawing, painting, printmaking, sculpture, ceramics, crafts, photography). The student will be responsible for related expenses. Satisfactory/Unsatisfactory credit only.

**ART 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 supervising instructor. 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 100****INTRODUCTION TO ATHLETIC TRAINING (3)**

This course is designed to introduce students to the profession of athletic training and other healthcare professions, so students will understand the similarities, differences, and relationship of athletic training to other healthcare professions.

**A T 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.

**AT 175****BASIC ATHLETIC TRAINING SKILLS (3)**

This course provides students with the skills and knowledge needed to maximize the benefit of athletic training clinical education. Some of the skills included in this course are taping, wrapping, protective padding fabrication, protective equipment fitting and modality application.

**A T 200****FIELD EXPERIENCE I (1)**

*Prerequisites: A T 100, A T 225 and permission of instructor.* This course is designed to enable students to become familiar with a variety of healthcare 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 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.)

**A T 240****CLINICAL EDUCATION I (2)**

*Co-requisites or Prerequisites: A T 100, A T 225 and permission of instructor.* Students will gain experience with the Lynchburg College athletic training staff in a traditional athletic training setting. Students will complete 150 hours of experience through three rotations. The purpose of the rotations is to give students an opportunity to gain experience with both male and female athletes and to become proficient in athletic training skills.

**A T 325****ASSESSMENT TECHNIQUES OF LOWER BODY INJURIES (3)**

*Co-requisite 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)**

*Prerequisite: 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 evaluate musculoskeletal injuries of the upper extremities accurately 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 affect 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)**

*Prerequisite: A T 240.* Students will gain experience with the Lynchburg College athletic training staff in a traditional athletic training setting and complete 150 hours of experience through two rotations. The purpose of the rotations is to give students an opportunity to gain experience 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)** *Prerequisite: A T 340.*

Students will gain experience with the Lynchburg College athletic training staff in a traditional athletic training setting and complete 150 hours of experience through two rotations. The purpose of the rotations is to give students an opportunity to gain experience 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, A T 100.* Therapeutic exercise and how it affects 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, A T 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 gain experience off campus in general medical settings. Students will complete 100 hours of experience through rotations. The purpose of this course is to give students an opportunity to experience health care in settings other than traditional athletic training settings. 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.

**A T 425****ADMINISTRATION OF ATHLETIC TRAINING PROGRAMS (3)**

*Prerequisite: 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)** *Prerequisite: A T 342.*

Students will gain experience in a traditional athletic training setting and complete 150 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" athletic training student, an experience which will help prepare them for the advanced responsibilities they will assume as graduate assistants or as employed certified athletic trainers. 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)**

*Prerequisite: 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)** *Co-requisite: 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)**

*Co-requisite: BIOL 111.* Three hours laboratory to accompany BIOL 111.

**BIOL 112****CELLS: GENETIC AND MOLECULAR PERSPECTIVES**

*(3) Co-requisite: 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 con-

trolled 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)** *Co-requisite: BIOL 112.* Three hours laboratory to accompany BIOL 112.

**BIOL 205****PLANT BIOLOGY (4)** *Prerequisite: BIOL 111/111L-112/112L or ENVS 101/101L-102/102L.*

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 or ENVS 101/101L-102/102L*

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 co-requisite: 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 co-requisite: 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)** *Pre-*

*requisite: 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 that plants experience by virtue of their predominantly sessile lifestyle. Populations dynamics, competition, plant-animal interactions, community structure, function, succession, and the influence of abiotic factors will be considered. Lab exercises emphasize problem-solving approaches to a series of field investigations. A small additional fee will be incurred for two field trips.

**BIOL 309****INSECTS AND THE ENVIRONMENT (4)** *Prerequisite: BIOL*

*111/111L-112/112L or ENVS 101/101L-102/102L; or by consent of instructor.* Three hours lecture and three hours laboratory. An introduction to insect structure, function, adaptation, and ecology, with an emphasis on insect interactions with their natural environments and with humans. Students will be trained in insect, sampling, curation, and identification during labs, lectures, and field trips. The utility of insects in assessing the health of terrestrial and aquatic ecosystems (biomonitoring) will be a key component of the course.

**BIOL 313****MARINE BIOLOGY (4)** *Prerequisite: BIOL 111/111L-112/112L*

*or 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: BIOL 111/111L-*

*112/112L or ENVS 101/101L-102/102L; 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: BIOL 111/111L-112/112L or ENVS*

*101/101L-102/102L; 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-112L/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: BIOL 111/111L-112L or ENVS 101/101L-102/102L; 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 399****INTERNSHIP IN BIOLOGY (1-6)** *Prerequisites: Juniors or seniors with a 2.25 minimum QPA; approval of written proposal by internship coordinator, and supervising faculty prior to registration.*

This course is offered to qualified students allowing them to gain personal and practical experience in various areas of the biological sciences. Internships include but are not limited to research projects with professionals, laboratory analysis and management, conservation management, statewide or regional conservation, fisheries, wildlife or botanical projects, and a variety of other possible on-site experiences. (See "Internships.")

**BIOL 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-112L/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 that 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 on 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 is designed to allow students to study specific topics in biology in depth. It utilizes case studies in biology and draws upon previous coursework in the biology major. Emphasis is placed on critical thinking and problem solving skills.

**BIOL 490****BIOLOGY SEMINAR (1)** *Prerequisite: Senior standing.*

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 QPA and MCAT scores for last year's entering class, demonstrations of interesting websites, and standardized test and interview preparation. Experimental design is also addressed. The grade is based on attendance, presentations, several short essays, and a final paper on which the student can base the essay required for professional school application.

**BIOM 312****FORENSIC SCIENCE (4)**

*Prerequisites: Satisfactory completion of the following: CHEM 104, 106L, BIOL 112, 112L.* This course introduces the student to the forensic science profession. Course topics include crime scene investigation, techniques used for the identification and analysis of body fluids, hair, glass, fibers, latent fingerprints, firearms, and narcotics. Laboratory experiments emphasize the collection/preservation of evidence, serology, wet chemical techniques, microscopy, and the use of spectroscopic instrumentation.

**BIOM 354****IMMUNOLOGY (4)**

*Prerequisite: BIOL 111/111L-BIOL 112/112L.* Three hours lecture and three hours laboratory. A study of the structure and function of the mammalian immune system from the perspective of cellular and developmental biology. This course will also address the biochemical and structural properties of antibodies and diseases of the immune system.

**BIOM 380****TOPICS IN BIOMEDICAL SCIENCE (3)**

*Prerequisite: BIOL 111/111L-BIOL 112/112L.* Three hours lecture. These topics are devoted to application of biomedical science to areas of specialty. Different topics may be available from time to time; consequently, more than one may be taken by a student during his/her matriculation.

**BIOM 399****INTERNSHIP IN A HEALTH PROFESSION (1-6)**

*Prerequisites: Juniors or seniors with a 2.25 minimum QPA; approval of written proposal by internship coordinator, and supervising faculty 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 course presents basic concepts and problems found in business. Topics such as marketing, organizational forms, management, production, finance, and economics are discussed. The business environment is also emphasized, including the global, social, ethical, political, legal, and regulatory business environment. Leading business executives bring the "real world" to the classroom, and a technological component emphasizing computer presentation software is presented. Team-building skills are strongly emphasized and developed.

**BUAD 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. (C- or better) Strongly Recommend 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 322****LEGAL ENVIRONMENT OF BUSINESS (3)**

Prerequisite: General Education PHIL. This course examines legal principles and ethics, the role of law in society, and the legal environment in which business operates.

**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 (all with C- or better) 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)**

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

**BUAD 399****INTERNSHIP IN BUSINESS (1-6)**

Prerequisites: *Juniors or seniors with a 2.25 minimum QPA; approval of written proposal by internship coordinator, and supervising faculty prior to registration.* Internships are offered in cooperation with a faculty sponsor responsible for academic quality who assigns the final grade. Student interns may or may not be paid for their work. (See "Internships.")

**BUAD 406****INTRODUCTION TO ENTREPRENEURSHIP (3)**

Prerequisites: ACCT 201-202 (C- or better) 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 are 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 441****INTEGRATED APPLICATION OF BUSINESS PRINCIPLES (3)**

Prerequisites: ECON 201-202 (C- or better) BUAD 322, FIN 317, MGMT 244, MGMT 260, and MKTG 309. This course focuses on integrating business theory and practice. Students apply core business concepts (accounting, economics, finance, law, management, marketing, and operations management) to develop a business plan. Students also explore topics associated with the strategic management and control of small- to medium-size business enterprises.

**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 coursework. A student may accumulate no more than six credit hours for BUAD 449.

**BUAD 451**

**GLOBAL POLICY AND STRATEGY (3)** *Prerequisites: ECON 201-202 (C- or better), BUAD 322, FIN 317, MGMT 244, MGMT 260 and MKTG 309.* 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 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)**

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 a maximum of three hours credit per semester can be earned.

**CHEM 201****ANALYTICAL CHEMISTRY I (5)**

*Prerequisites: CHEM 104 and 106L.* Three 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 (4)**

*Prerequisite: Satisfactory completion of CHEM 103 and 105L.* Three-hours lecture and three- hours laboratory This course can substitute for CHEM 104-106L for environmental science majors only. This course focuses on the application of fundamental chemical principles to environmental problems. Laboratory techniques and field collection methods used in modern environmental analysis are introduced to assess aspects of water quality, atmospheric chemical reactions, and soil chemistry.

**CHEM 251-252****ORGANIC CHEMISTRY (3, 3)**

*Prerequisites: CHEM 104 and 106; Corequisite: CHEM 253L-254L 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)**

*Prerequisites: 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.* Three hours lecture and six hours laboratory. 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)**

*Prerequisites: Juniors or seniors with a 2.25 minimum QPA; approval of written proposal by internship coordinator, and supervising faculty prior to registration.* This internship is offered to provide practical experience in applications of chemical knowledge while under the supervision of a qualified professional. Internship opportunities are limited. Only three hours of this course may be applied toward the chemistry major. (See "Internships.")

**CHEM 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 guidelines.

**CHEM 441****CHEMISTRY SEMINAR (3)**

*Prerequisite: 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 faculty member. A satisfactory oral presentation of this lab-based research project at the Tri-College Consortium meeting is a required component of this course.

**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 112****INTERPERSONAL COMMUNICATION (3)**

This course focuses on traditional and contemporary theory and research in interpersonal communication in formal and informal settings. Practical application with attention to communication concepts and behaviors such as self-concept, perception, verbal and non-verbal codes, relational development, maintenance, and termination are included.

**COMM 171****MEDIA AND CULTURE (3)**

Mass media play a predominant role in our lives, conveying cultural meaning that impacts us on many levels, from the global to everyday. This course examines the dynamic relationship between mass media and culture. Students will also explore the history, structure, and regulation of mass media industries.

**COMM 200****COMMUNICATION IN INSTRUCTIONAL SETTINGS (3)**

This course examines the nature of the human communication process, particularly as it occurs in the class-room 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 class-room communication environment in which interaction is open and productive.

**COMM 201****MEDIA WRITING I (3)**

A study of the principles and practices of writing for print, broadcast and online media. The emphasis is on acquiring skills in reporting, writing and the presentation of information.

**COMM 202****MEDIA WRITING II (3)**

*Prerequisite: COMM 201.* While writing for publication or broadcast in campus media, students will gain skills in news style and form. Students expand on the principles of media writing introduced in COMM 201 through classroom exercises, lectures and critiques of student writing.

**COMM 203****RESEARCH METHODS IN COMMUNICATION (3)**

*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 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 228****PUBLIC PRESENTATION (3)**

*Prerequisite: COMM 101.* This course moves beyond the basics of argument and persuasion to develop theoretical and strategic understanding and skill in the various forms of public address. Students may engage in a combination of any of the following: oral interpretation, persuasion, informative speaking (with PowerPoint), broadcast presen-

*tation, ceremonial address and business presentation.*

**COMM 230****PERSUASION (3)**

This course examines theory and practice in understanding persuasion as a means of advocacy and social influence. Persuasion theory will be applied to the areas of politics, advertising and public relations, media, interpersonal and other communication settings.

**COMM 232****DEBATE AND FREEDOM OF SPEECH (3)**

This performance course examines the substantive structure, strategic bases and freedom of speech issues associated with public forms of debate. Students examine political, constitutional and collegiate forms of debate. Students participate in formal debates.

**COMM 250****POLITICAL COMMUNICATION (3)**

*Prerequisite: COMM 101.* This course focuses on the theory, research, and practice of political communication. Students are involved in understanding the theories regarding political and campaign rhetoric including local levels of political rhetoric, state levels of political rhetoric and presidential rhetoric. Students locate and discuss candidate and office holder strategies through commercials, speeches, debates, print materials and appearances on television. Students serve as mock communication advisors to candidates and office holders and make recommendations on matters involving rhetorical style and content.

**COMM 260****INTRODUCTION TO PUBLIC RELATIONS (3)**

*Prerequisite: COMM 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.

**COMM 280****INTRODUCTION TO STUDIO PRODUCTION (3)**

This course introduces the aesthetics, technology, and practices of working in a television studio environment. Critical analysis of directing techniques and directorial problem solving are included. Students will engage in a series of training exercises and larger projects that develop basic skills in all the major duties associated with conducting a studio production. Additionally, they will be introduced to standard audio studio practices.

**COMM 301****RHETORICAL CRITICISM (3)**

This course analyzes various forms of public address including speeches, advertising, political communication, business communication, and ceremonial address according to classical and contemporary methodologies. Emphasis is placed on developing analytical and critical thinking skills.

**COMM 304****EDITING AND COMPOSITING I (3)**

*Prerequisites: COMM 204, or permission of the instructor.* This course introduces students to the technology of digital video manipulation and motion graphics. While learning basic image layering and control, students will engage in critical analysis of professional work.

**COMM 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 320****ARTICLE AND FEATURE WRITING (3)**

*Prerequisite: COMM 201 or permission of instructor.* This course involves the study and practice of writing major articles and features for the print or electronic media. Attention is given to the preparation of manuscripts or

scripts for submission to campus media or commercial publishers or broadcasters.

**COMM 321**

**SPECIAL TOPICS (3)** This course examines communication research, interdisciplinary connection, and/or practices not otherwise covered by regularly offered courses. Topics vary and may be taken twice for credit if course topics are not the same one taken previously.

**COMM 322****ADVANCED REPORTING AND WRITING (3)** *Prerequisite: COMM 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.

**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 performances for further self-assessment.

**COMM 341****ORGANIZATIONAL COMMUNICATION (3)**

This course introduces organizational theories and communication networks as they function in today's human organizations. Emphasis is on internal communication of the organization within itself and also on the abilities one needs in that environment such as interviewing, group discussion techniques and decision-making, and public presentation in a business setting.

**COMM 351****INTERCULTURAL COMMUNICATION (3)**

Students develop the knowledge and intercultural thinking approach necessary for today's global society. Emphasis is on conceptual tools needed to understand culture, communication theory, how culture influences communication, and the process of communication between people from different cultures including the rules and norms relating to verbal and nonverbal language. Values and communication systems of the U.S. are compared and contrasted with those of other countries and world religions. Diversity and identity within the U.S. is explored.

**COMM 362****PUBLIC RELATIONS CASE STUDIES (3)** *Prerequisites: COMM 260 or permission of the instructor.*

*Case studies and typical public relations problems in industry, labor, education, government, social welfare, and trade associations. Planning and preparation of communication materials for various media; applications of public relations techniques to manage crisis situations by identifying and prioritizing publics, designing, implementing and evaluation messages to those publics.*

**COMM 372****MEDIA CRITICISM (3)** *Prerequisite: COMM 171.*

As both future producers and consumers of mass media texts, students face a challenge creating and determining meaning in our society. By applying critical theory to popular culture texts, this course develops analytical skills needed to determine how meaning is placed in and taken from texts and to understand the cultural contexts of media messages.

**COMM 385****PRINCIPLES OF MEDIA PRODUCING AND AUDIOVISUAL COMMUNICATION (3)** *Prerequisite: COMM 204 or permission of instructor.*

This course explores the methods of organizing and executing media projects that utilize various audio, video, and multimedia techniques. Emphasis is placed on writing for and understanding the media as well as the message. Students prepare materials and gain experience with audio-visual devices and systems. The course is organized for students to explore the conceptualization of projects, research, writing, production, and distribution of media as well as a unified, interactive process.

**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 395****CASE STUDIES IN MEDIA HISTORY (3)**

*Prerequisite: COMM 171 or permission of instructor.* Mass media texts have a rich and varied history. In this course, students will explore the historical and cultural dimensions of particular genres and/or media. Students will also examine the role of popular memory through the study of media audiences and their experiences with media.

**COMM 399****INTERNSHIP IN COMMUNICATION (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 provides application of historical, critical, and/or theoretical knowledge under direct supervision of a practicing professional. Interns may work in radio and television stations, newspapers, advertising and public relations agencies and other areas approved by the faculty advisors. (See "Internships.")

**COMM 401****COMMUNICATION THEORY (3)**

*Prerequisites: Juniors or seniors with a 2.25 minimum QPA; approval of written proposal by internship coordinator, and supervising faculty prior to registration.* This course examines the process of theory creation and recent developments in communication theory and research. Emphasis is placed on important theories in the areas of rhetoric, media, and speech communication. Students will design, implement, and present in correct written form an original research study that serves as their senior thesis.

**COMM 403****COMMUNICATION ETHICS AND FREEDOM OF**

**SPEECH (3)** This course examines the moral and ethical responsibilities for communication choices in personal relationships, politics, advertising and public relations, organizations, and media. This course also examines the differences between ethical and legal constraints on communication. Key principles and court rulings will be examined that determine the limits of our right to speak and dissent.

**COMM 404****EDITING AND COMPOSITING II (3)**

*Prerequisite: COMM 304 or permission of instructor.* This course continues student progress in advanced digital media composition with particular emphasis on developing problem solving skills. The ability to deconstruct a creative idea into manageable components allows students to go beyond imitation and repetition and develop new creative projects.

**COMM 405****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.

**COMM 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.

**COMM 412****COMMUNICATION AND LEADERSHIP (3)**

*Prerequisite: COMM 241.* The study of principles, methods, and theories of effective leadership and its relationship to communication practices and organizational culture. Leadership is examined from both the professional or business environment and as applied to daily life through the study of classic films.

**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 450****EDITING FOR PUBLICATION (3)** *Prerequisite: COMM 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.

**COMM 477****SENIOR PROJECT (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.

**COMM 480****ADVANCED MEDIA PRODUCTION (3)** *Prerequisites:*

*COMM 204, 281, or permission of instructor.* This course examines advanced studio practices including programming of major studio components such as the broadcast switcher and live graphics workstations. Additionally, students will gain experience in the integration of studio, edit bay, audio, and multimedia elements. Critical analysis of directing techniques and directorial problem solving are also included.

**COMM 485****ADVANCED PRODUCING AND DIRECTING (3)**

*Prerequisites: COMM 204, 385, or permission of instructor.* Students in this course will develop and execute advanced productions ranging from live broadcasts to multimedia presentations. Emphasis will be on the organizational processes unique to producing and directing media projects. The course will also include seminar discussions of the media industry and help in building professional portfolios.

**COMM 495****INDEPENDENT STUDY (1-3)** *Pre-requisite: Written consent*

*of instructor and program approval of proposed study prior to registration.* With the guidance of a professor in the department, a student may pursue original research or a topic outside the normal 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)** *Co-req-*

*uisite: 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/labo-

ratory. 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, telneting, 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 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. Topics 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)** *Pre-requisite: 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 operating systems. Topics 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. The student studies a programming language appropriate for a business environment and uses this language to write programs that 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 that 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 covered 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 principal 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)**

*Prerequisites: Juniors or seniors with a 2.25 minimum QPA; approval of written proposal by internship coordinator, and supervising faculty prior to registration.* Internships occur in businesses or other institutions involved in computer science-related work. (See "Internships.")

**C S 451-452****SENIOR PROJECT (2,2)**

*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 are 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 a 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 the U.S.

**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 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 377** **STUDY ABROAD (3)** *Prerequisite:* Consent of instructor. This course offers students the opportunity to study economics in foreign settings.

**ECON 399** **MANAGERIAL ECONOMICS INTERNSHIP (1-6)**  
Prerequisites: Juniors or seniors with a 2.25 minimum QPA; approval of written proposal by internship coordinator, and supervising faculty prior to registration. Qualified students may earn credit for an internship with a business firm or agency while being supervised by an appropriate member of the economics faculty. (See "Internships.")

**ECON 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 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.* 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 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. In the course descriptions, areas of the discipline are indicated in brackets after course titles.

**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 ENGL 112. The course includes a significant amount of reading related to the writing, such as essays across the disciplines, classics, and modern literature. ENGL 111-112 must be completed as a sequence. That is, a student must take ENGL 111 until successful completion, and in the following semester, a student must take ENGL 112 until successfully completed.

**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)** *Prerequisite: ENGL 111-112 or equivalent.* This introduction to the study of literature emphasizes the analysis of selected works from the period. The course includes a significant amount of writing related to the readings, including response essays, critical and creative papers, and tests.

**ENGL 202 LITERATURE AND CULTURE II: WORKS FROM THE ENLIGHTENMENT TO THE PRESENT (3)** *Prerequisite: ENGL 111-112 or equivalent.* This introduction to the study of literature emphasizes the analysis of selected works from the period. The course includes a significant amount of writing related to the readings, including response essays, critical and creative papers, and tests.

**ENGL 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.]** *Prerequisite: ENGL 111-112 or equivalent.* This course focuses primarily on the writing of poetry and fiction and creative nonfiction and includes study of student and professional texts.

**ENGL 210 TECHNICAL WRITING (3) [Writing]** *Prerequisite: ENGL 111-112 or equivalent.* Technical writing furnishes knowledge of and practice in writing skills most often required in technical professions. Students gain instruction and experience in technical writing style; organizing, preparing, and revising short and long technical documents; using effective page design features, principles, and format elements; designing tables, charts, and graphs; and writing technical definitions, physical and process descriptions, and instructions.

**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 SPECIAL READINGS IN LITERATURE (3)** *Prerequisite: ENGL 201 or 202 or consent of instructor.* 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 or 202 and ENGL 220, 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 Bradstreet, Franklin, Emerson, Thoreau, Hawthorne, Melville, Poe, Dickinson, and others.

**ENGL 303 AMERICAN LITERATURE 1865-1950 (3) [American Survey, American Literature]** *Prerequisite: ENGL 201 or 202 and ENGL 220, 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 Whitman, Twain, James, Hemingway and others.

**ENGL 305 SHORT FICTION (3)** *Prerequisite: ENGL 201 or 202 and ENGL 220, 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]**

*Prerequisite: ENGL 201 or 202 and ENGL 220, 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 romance in secular and religious literature of the period, including Beowulf, Arthurian legend, mystery plays, Chaucerian poetry, and the courtly lyrics of the later Middle Ages. All Old and Early Middle English texts are read in translation.

**ENGL 310****ADVANCED TECHNICAL WRITING (3) [Writing]**

*Prerequisite: ENGL 210 or consent of instructor.* Advanced Technical Writing is the sequel to Technical Writing, and develops skills necessary for researching, planning, designing, writing, and editing full-length technical documents such as manuals. Students will apply techniques learned in Technical Writing, such as physical and process description, to put together a complete and detailed technical document.

**ENGL 340****THORNTON WRITING SEMINAR (1-3) [Writing] [Specific title changes annually.]**

*Prerequisite: ENGL 205 or consent of instructor.* 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 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****CREATIVE NON-FICTION (3) [Writing]**

*Prerequisite: ENGL 205 or consent of instructor.* 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 is placed on student writing and the study of models from contemporary writers in the genre.

**ENGL 349****CREATIVE WRITING: POETRY (3) [Writing]**

*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]**

*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]** *Prerequisite: ENGL 201 or 202 and ENGL 220 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]** *Prerequisite: ENGL 201 or 202 and ENGL 220 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]** *Prerequisite: ENGL 201 or 202 and ENGL 220 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]** *Prerequisite: ENGL 201 or 202 and ENGL 220 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]** *Prerequisite: ENGL 201 or 202 and ENGL 220 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]** *Prerequisite: ENGL 201 or 202 and ENGL 220 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]** *Prerequisite: ENGL 201 or 202 and ENGL 220 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]** *Prerequisite: ENGL 201 or 202 and ENGL 220 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]** *Prerequisite: ENGL 201 or 202 and ENGL 220 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]** *Prerequisite: ENGL 201 or 202 and ENGL 220 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]** *Prerequisite: ENGL 201 or 202 and ENGL 220 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]** *Prerequisite: ENGL 201 or 202 and ENGL 220 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]** *Prerequisite: ENGL 201 or 202 and ENGL 220 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]**

*Prerequisite: ENGL 201 or 202 and ENGL 220 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 or 202 and ENGL 220 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 373****LITERATURE AND FILM OF VIETNAM (3) [Prerequisite: ENGL 201 or 202 and ENGL 220, or consent of instructor.]**

This course will concentrate on the literature, feature films, and documentaries generated by the Vietnam War. In addition to offering the "facts" surrounding the war, it will incorporate a variety of uncommon perspectives on that war -- i.e. fiction and non-fiction written by women and by Vietnamese authors. Social/political commentary on the 60's and 70's and on the long-range effects of this Vietnam experience upon the American psyche will also be incorporated.

**ENGL 375****SPECIAL TOPICS IN ENGLISH (1-3) [applicability depends on topic]**

*Prerequisites: A wide background of work in English and prior consent of instructor.* Offered occasionally on topics not covered in regular courses, 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 377****STUDY ABROAD (3) [Prerequisite: ENGL 201 or 202 and ENGL 220 or permission of instructor.]****ENGL 381****INDEPENDENT STUDY (1-3) [Prerequisites: ENGL 201 or 202,**

*or ENGL 203 or 205, and ENGL 220, or consent of instructor.* 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) [Prerequisites: Juniors or**

*seniors with a 2.25 minimum QPA; approval of written proposal by internship coordinator, and supervising faculty prior to registration.* The internship program allows students practical experience in fields using their training as English majors. Interns may work in such settings as radio and television stations, advertising and public relations agencies, local industries and civic organizations, state and local governments, and individually designed situations. (See "Internships.")

**ENGL 400****LITERARY CRITICISM (3) [Theory] [Prerequisite: ENGL 201**

*or 202 and ENGL 220, 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) [Teacher**

**Licensure] [Prerequisite: ENGL 201 or 202 and ENGL 220, or consent of instructor.]** 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) [Prerequisite: ENGL 201 or 202 and**

*ENGL 220, or consent of instructor.* 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)** *Prerequisite: ENGL 201 or 202 and ENGL 220, or consent of instructor.* 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)** *Prerequisite: ENGL 201 or 202 and ENGL 220, or consent of instructor.* 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]** *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 410****ENGLISH GRAMMAR (3) [Teacher Licensure]** *Prerequisite:*

*ENGL 201 or 202 and ENGL 220, or consent of instructor.* Especially recommended for those planning to teach, this course meets Virginia State Department of Education certification requirements for the teaching of English. This course provides an introduction to the basic terms and forms used in traditional English grammar, including parts of speech, sentence types, agreement, parallelism, and punctuation. It also offers an introduction to the basic elements of linguistics, including phonology (sound patterns), morphology (word formation), syntax (sentence structure), semantics (vocabulary) and orthography (spelling). The course also explores ways of teaching grammar and its impact on writing, reading, and speaking.

**ENGL 414****CHILDREN'S LITERATURE (3)** *Prerequisite: ENGL 201 or*

*202 and ENGL 220, or consent of instructor.* 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)** *Prerequisite: ENGL 205 or*

*consent of instructor.* 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]** *Prerequisite: ENGL*

*201 or 202 and ENGL 220, 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)**

*Prerequisite: ENGL 201 or 202 and ENGL 220, or consent of instructor.* 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)**

*Prerequisite: ENGL 201 or 202 and ENGL 220, or consent of instructor.* 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 201 or 202 and ENGL 220, or consent of instructor.* 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)** *Prerequisite: ENGL*

*201 or 202 and ENGL 220, or consent of instructor.* 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 440****TEACHING COMPOSITION (3)**

*Prerequisite: ENGL 203 or consent of instructor.* 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)**

*Prerequisite: ENGL 201 or 202 and ENGL 220, or consent of instructor.* 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)**

*Prerequisite: ENGL 205 or consent of instructor.* Especially recommended for those planning to teach, this course meets Virginia State Department of Education certification requirements for the teaching of English. This course focuses on the development of writing poetry, fiction, and drama. The premise of the course is that to teach, one needs to write, and that from sensitivity to the processes of writing comes the ability to guide others. The course is process-oriented, moving from creative writing assignments to critiquing pedagogical techniques, and discussing and planning assignments for students.

**ENGL 451-452****SHAKESPEARE (3, 3) [Major Author, Renaissance]**

*Prerequisite: ENGL 201 or 202 and ENGL 220, 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 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-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 324****SUSTAINABLE FOREST MANAGEMENT (4)**

*Prerequisites (if any): satisfactory completion of the following: ENVS 101, 101L and ENVS 102, 102L; or BIOL 111, 111L.* This course teaches the principles and techniques of forest management from both economic and environmental standpoints. Students will be trained in silviculture, dendrology, and timber cruising and harvesting during lectures, labs, and field trips. Topics related to timber harvesting such as watershed management

ment, wildlife conservation, rangeland management, global climate change, and outdoor recreation will also be explored. The importance of managing forests so that they do not become depleted will be the overriding theme of the course.

**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 geographic 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 of 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 375****FRESHWATER ECOLOGY (4)**

*Prerequisite: BIOL 111/111L-112/112L or ENVS 101/101L-102/102L.* Three hours lecture and three hours laboratory. This course focuses on the physical, chemical and biological properties of the freshwater environment. A special emphasis will be placed on studying anthropogenic impacts on aquatic habitats and their organisms.

**ENVS 377****STUDY ABROAD (3)**

This course provides students with the opportunity to study principles of environmental science in foreign settings.

**ENVS 380****GEOGRAPHIC INFORMATION SYSTEMS (GIS) (4)**

*Prerequisite: Junior/ senior standing.* Three hours lecture and three hours laboratory. This course introduces students to the theory and practice of Geographic Information Systems (GIS) and prepares them for its use across numerous fields of study. Geographic Information Systems (GIS) is specially designed hard-ware 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, and supervising faculty prior to registration.* This internship is offered to qualified students allowing them to gain personal and practical experience in various areas of environmental science. Internships include but are not limited to working in environmental laboratories, natural resources conservation, restoration of natural areas, and help with research projects conducted by senior scientists and engineers.

**ENVS 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.

**EXERCISE PHYSIOLOGY COURSES (EXPH)****EXPH 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.

**EXPH 325****PHYSIOLOGY OF EXERCISE (3)**

*Prerequisites: 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.

**EXPH 328****CLINICAL EXERCISE PHYSIOLOGY (3)**

*Prerequisites: EXPH 340, EXPH 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 apply for certifications as Exercise Test Technologists or Exercise Specialist.



course is designed to meet the needs of individuals and married couples in their attempt to save, invest, and spend wisely. Primary emphasis is placed on buying a house, appropriate life insurance policies, and investing in the stock market.

**FIN 317****PRINCIPLES OF FINANCE (3)**

*Prerequisites: ACCT 201-202, ECON 201-202 and General Education Math (C- or better in all).* Course examines basic financial principles involving procurement, allocation and control of funds of the business firm. Topics include maximizing shareholder wealth, time value of money, stock and bond valuation, risk and expected return, capital budgeting and financial statement analysis.

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: FIN 317.* This course applies basic financial techniques and principles to financial administration, policy, and decision-making of the firm. This course also examines ethical issues involved in financial administration, policy, and decision-making. The case-study method is used.

A continuation of FIN 317. Through case analysis and discussion, students will gain increased sophistication in their knowledge and application of managerial models relevant to the topics covered in the Principles of Finance. The course will also introduce in-depth material in the areas of capital market behavior, mergers, acquisitions, divestitures, and international finance.

**FIN 405****INVESTMENT FUNDAMENTALS (3)**

*Prerequisites: FIN 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 oral proficiency level (ACTFL Guidelines). Work in the language laboratory is required.

**FREN 202****INTERMEDIATE FRENCH (3)**

*Prerequisite: FREN 201 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 Sartre.

**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, Valery, 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)**

*Prerequisites: Juniors or seniors with a 2.25 minimum QPA; approval of written proposal by internship coordinator, and supervising faculty prior to registration.* Students may earn college credit for participation in an internship with a business firm, 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. In the second semester students will be prepared to present orally and in writing a portfolio of their work, including a senior thesis to be written and defended in French.

**GENERAL STUDIES (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**

**RE-SEARCH (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. 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.

**G S 111****APPLIED INFORMATION LITERACY – BASIC 1 (1)**

This course provides an introduction to information retrieval skills needed for successful research and critical analysis of information on the scholarly setting as well as everyday life activities. Topics covered will include types of information and classification schemes, basic library research skills and strategies for finding monographic resources in Knight-Capron Library.

**G S 112****APPLIED INFORMATION LITERACY – BASIC 2 (1)**

This course introduces the student to types of information found in the periodical literature and their application to scholarly activities and life long learning situations. In addition to the exploring of different types of periodicals, print and electronic indexes that are used to locate appropriate resources will also be covered. The

course will provide an introduction to the issue of plagiarism and how to avoid it.

**GS 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.

**GS 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.

**GS 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.

**GS 220 EXPLORING SOCIAL ENTREPRENEURSHIP AND LEADERSHIP (1)** The course will explore what it means to be a social entrepreneur in a wide variety of fields. Guest lecturers will include entrepreneurs working in non-profit and for-profit settings who will discuss their personal experiences as leaders and entrepreneurs, and describe the qualities they feel are necessary for students to become effective leaders and successful entrepreneurs.

**GS 293 APPLIED INFORMATION LITERACY – ADVANCED (1)** This course focuses on the development and practical application skills necessary to find and evaluate efficiently a wide variety of information sources for major term papers, presentations and other student research courses, including the Senior Theses. It is designed to be taken concurrently with a course that involves a substantial student research project with the approval of the course professor. As the content is based on the nature of the specific research project, this course may be repeated in conjunction with additional research projects.

**GS 305 ADVANCED CAREER DEVELOPMENT: PLANNING FOR YOUR FUTURE (1)** Open to upperclassmen, this course will assist students in planning their entry into the world of work, creating resumes and cover letters, developing interviewing and networking skills, and exploring graduate/professional school and other options. Particular emphasis will be placed on activities that develop skills which will enhance the initial stage in one's career.

**GS 310 INTRODUCTION TO GENDER STUDIES (3) Prerequisite: HIST 101-102 or equivalent.** This course introduces students to gender theories as they emerge in a wide variety of disciplines, with an emphasis on gender as a social construction.

**GS 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.

**GS 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 inter-national 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 410****GENDER STUDIES CAPSTONE PROJECT (3)** Prerequisites:

*G S 310, 9 hours of Gender Studies approved coursework.* Students will apply appropriate theoretical models in gender studies in a research project that will demonstrate understanding of that application's usefulness as well as its limitations. The project will be evaluated by a committee (the "Research Committee") consisting of the Director of Gender Studies, the Research Advisor (in the student's field of interest), as well as one other committee member selected by the student.

**G S 415****SOCIAL ENTREPRENEURSHIP INTERNSHIP (1-6)**

Prerequisite: *GS 220 or permission of instructor.* Students will work as interns in the community at non-profit organizations or develop socially responsible initiatives in the community for non-profit organizations. This class will also serve as an opportunity for students to receive credit for developing their own non-profit programming. Many students will have previously observed and interacted with a variety of social entrepreneurs, determined the qualities that are common to them, and explored their own inclinations and capabilities as social entrepreneurs in the prerequisite class.

**G S 435****SENIOR SYMPOSIUM (2)** Open only to second-semester

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 101-102****ELEMENTARY GERMAN (3, 3)** Study of the fundamentals of

German grammar. Emphasis on oral expression. Work in the language laboratory constitutes part of the course.

**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 oral proficiency level (ACTFL Guidelines). Work in the language laboratory is required.

**HEALTH COURSES (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 AND PHYSICAL EDUCATION COURSES (HPE)****HPE 100****INTRODUCTION TO HEALTH, FITNESS, & SPORT PROFESSIONS (1)**

This course presents an overview of health education, physical education, sports management and exercise science as academic disciplines and professions. The student will gain an experiential understanding of health education, physical education, sports management and exercise science through observations of professionals in each of these fields.

**HPE 102****CONCEPTS FOR EXERCISE AND LIFETIME WELLNESS (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.

**HPE 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.

**HPE 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.

**HPE 110L****INDIVIDUAL SPORT EDUCATION LAB (1)**

This course addresses the development, teaching and analysis of skills in a variety of activities, specifically tennis, badminton, pickleball, racquetball, golf and weight training. Students learn to teach, analyze and assess skilled performance based on the learner's current skill level and developmental readiness. Students will gain an understanding of the appropriate teaching strategies and modes of assessment that should be utilized with the various activities.

**HPE 111****RACQUETBALL AND PADDLEBALL (1)**

This course provides instruction in skills of racket sports. Inter-class competition opportunity provided.

**HPE 111L****LIFE SPORT EDUCATION LAB (1)**

This course addresses the development, teaching and analysis of skills in a variety of activities, specifically cooperative games, rhythmic activities, dance, tumbling, aerobics and other appropriate contemporary activities. Students learn to teach, analyze and assess skilled performance based on the learner's current skill level and developmental readiness. Students will gain an understanding of the appropriate teaching strategies and modes of assessment that should be utilized with the various activities.

**HPE 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.

**HPE 112L****TEAM SPORT EDUCATION LAB II (1)**

This course addresses the development, teaching and analysis of skills in a variety of tactical approach activities, specifically basketball, hockey, lacrosse, rugby, football and track and field. Students learn to teach, analyze and assess skilled performance based on the learner's current skill level and developmental readiness. Students will gain an understanding of the appropriate teaching strategies and modes of assessment that should be utilized with the various activities.

**HPE 113L****TEAM SPORT EDUCATION LAB I (1)**

This course addresses the development, teaching and analysis of skills in a variety of tactical approach activities, specifically soccer, volleyball, softball, ultimate Frisbee and team handball. Students learn to teach, analyze and assess skilled performances based on the learner's current skill level and developmental readiness. Students will gain an understanding of the appropriate teaching strategies and modes of assessment that should be utilized with the various activities.

**HPE 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 weekend overnight backpacking trip.

**HPE 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.

**HPE 125****ROCK CLIMBING AND VERTICAL ROPE WORK (1)**

This course is designed to provide the student with the skills and experience to enjoy the sport of rock climbing and other vertical endeavors. The focus of the course is on rope work, anchor building, rappelling, and top rope climbing. Classes will be held in the classroom, on the ropes course, on local rock faces, and in local caves.

**HPE 126****CHALLENGE COURSE AND ADVENTURE TRAINING (1)**

This course is an overview of challenge course programming and adventure training. Classes will be taught in the classroom as well as utilizing the low and high elements of the New Horizons Adventure Course. Topics covered include group facilitation, debriefing, problem solving, initiatives, and trust building activities.

**HPE 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.

**HPE 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.

**HPE 141**

**ELEMENTARY TENNIS (1)** This course offers instruction and practice in forehand, backhand, serve, and volley with competition in singles and doubles.

**HPE 147**

**INDIVIDUALIZED AEROBICS (1)** Personally designed programs of flexibility and aerobic activities are implemented with instruction in principles of developing cardio-respiratory fitness.

**HPE 149**

**STRENGTH TRAINING (1)** This course provides instruction in principles of conditioning utilizing free weights, body resistance, and weight machines. Individualized programs of flexibility and strength are implemented.

**HPE 151**

**ELEMENTARY GOLF (1)** The mechanics of swing, approach shots, putting, and rules of play are introduced along with course play.

**HPE 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.

**HPE 190**

**HATHA YOGA (1)** This course emphasizes Iyengar-style and includes standing poses, forward bends, back bends, and inversions for the beginning student, as well as integration of the breath with asanas (postures).

**HPE 191**

**CONSCIOUS RELAXATION-TECHNIQUES FOR STRESS MANAGEMENT (1)** This course includes the techniques of visualization, slow-motion movement, Benson's relaxation response, and breath management.

**HPE 201**

**ASSESSMENT OF TEACHING BEHAVIOR (3)** The intent of this course is to introduce students to generic teaching, management and assessment strategies which have been linked to student learning; design of instructional materials and techniques to implement them; strategies for working with diverse learners in various environments; and integration of technological resources to enhance student learning. A secondary, yet equally important goal, is to develop sport and leisure professionals capable of reflecting upon their own teaching and its impact on learning.

**HPE 205**

**COACHING APPRENTICESHIP (1-6)** *Prerequisite: Consent of the instructor.* This course provides students with an apprenticeship experience in coaching a selected sport with emphasis on observation, leadership, and management of skill development. If more than one HPE 205 is taken it must be applied to experiences with different sports. Only one HPE 205 experience can be done within the Lynchburg College Intercollegiate Athletic Department.

**HPE 219**

**CURRICULUM FOR K-5 PHYSICAL EDUCATION (3)**  
*Prerequisite: HPE 201.* 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.

**HPE 219L**

**FIELD EXPERIENCE I (1)** *Co-requisite: HPE 219.* The intent of this course is to provide students with an opportunity to explore teaching through inquiry, field experience and group discussions at the elementary level. In addition, students will receive practical teaching experience in a public school under the supervision of a qualified teacher.

**HPE 220****CURRICULUM FOR 6-12 PHYSICAL EDUCATION (3)**

*Prerequisite: HPE 201 and 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.

**HPE 220L****FIELD EXPERIENCE II (1)** *Co-requisite: HPE 220.* The intent

of this course is to provide students with an opportunity to explore teaching through inquiry, field experience and group discussions at the middle and secondary levels. In addition, students will receive practical teaching experience in a public school under the supervision of a qualified teacher.

**HPE 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.

**HPE 265****PHILOSOPHY OF OUTDOOR EXPERIENTIAL EDUCATION (3)**

This course is designed to provide students with the philosophical background of Outdoor Experiential Education. Students will study readings including Plato and John Dewey, but also more current work from Outward Bound and the Association of Experiential Education. Topics will include the roles and responsibilities of the teacher and the instructor, the role of the natural world, confidence building, and the societal impact of experiential learning. Skills include lesson planning and group facilitation.

**HPE 266****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.

**HPE 303****THE STRUCTURE AND SEQUENCE OF DEVELOPMENTAL HUMAN MOVEMENT (3)**

*Prerequisite: BIOL 214, 214L, 215, 215L.* This course studies changes in movement throughout the lifespan as influenced by social, cognitive, and physical aspects of human development.

**HPE 304****SPORT PSYCHOLOGY (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.

**HPE 312****INTRODUCTION TO RESEARCH IN HEALTH AND**

**HUMAN PERFORMANCE (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.

**HPE 330****SCHOOL HEALTH CURRICULUM (3)** *Prerequisite: HP 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.

**HPE 330L****FIELD EXPERIENCE III (1)** *Co-requisite: HPE 330.* Students

will gain practical teaching experience in elementary, middle and secondary public schools under the supervision of a qualified teacher and university supervisor in the health education discipline.

**HPE 361****THE MEASUREMENT OF PERFORMANCE IN HEALTH**

**AND PHYSICAL EDUCATION (3)** *Prerequisites: HP 271.* This course focuses on analyzing performance from quantitative and qualitative perspectives and the proper use of various instruments in health and

movement.

**HPE 362****HEALTH AND PHYSICAL EDUCATION FOR EXCEPTIONAL POPULATIONS (3)**

*Prerequisites: HPE 201 or permission of instructor.* This course surveys individualization of instruction for persons with challenging conditions and provides on-site clinical experiences with special populations.

**HPE 365****PRESCRIPTIVE MODELS FOR TEACHING HEALTH**

**AND PHYSICAL EDUCATION (3)** *Prerequisite HPE 330/330L., Admission to teacher preparatory program.* This course applies instructional theories to the teaching of health and physical education. Students develop behavioral competence and utilize a variety of teaching styles and strategies. On-site clinical experiences are provided.

**HPE 409****INDEPENDENT STUDY IN HEALTH AND PHYSICAL**

**EDUCATION (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 is dependent on the nature of the work. May be repeated for no more than six credits.

**HPE 415****INTERNSHIP IN HEALTH AND PHYSICAL EDUCATION**

**(1-6)** *Prerequisites: Juniors or seniors with a 2.25 minimum QPA; approval of written proposal by internship coordinator, and supervising faculty prior to registration.* This course offers a professional internship with an appropriate health fitness organization/program. The student and faculty sponsor will agree 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.")

**HPE 467****STUDENT TEACHING IN HEALTH AND PHYSICAL EDUCATION K-12 (11)**

*Prerequisite: Admission to Student Teaching, co-requisite HDVL 448.* This supervised full-time, one semester field experience in K-12 culminates in full responsibility for teaching health and physical education under the direction of a cooperating teacher and College supervisor. All students will have placements in both elementary and secondary programs.

**HEALTH PROMOTION COURSES (H P)****H P 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.

**H P 239****DIMENSIONS OF HEALTH AND WELLNESS (3)**

This course surveys historical and philosophical perspectives of health issues including the identification of individual responsibility for the development of attitudes and patterns of health behavior.

**H P 270****NUTRITION (3)**

This course is a study of the science of food, its use within the body, and its relationship to a positive concept of good health.

**H P 271****FOUNDATIONS OF HEALTH 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.

**H P 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 part-

nered with a senior citizen, students receive special training to prepare them to work effectively with the older population.

**H P 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.

**H P 315** **HEALTH BEHAVIOR AND COMMUNICATION (3)**

*Prerequisite: H P 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.

**H P 322** **HEALTH ASPECTS OF AGING (3)** This course studies the biological, epidemiological, and social aspects of an aging population and the relationship to health and health care.

**H P 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.

**H P 409** **INDEPENDENT STUDY IN HEALTH PROMOTION (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 is dependent on the nature of the work. May be repeated for no more than six credits.

**H P 415** **INTERNSHIP IN HEALTH PROMOTION (1-6)**

*Prerequisites: Juniors or seniors with a 2.25 minimum QPA; approval of written proposal by internship coordinator, and supervising faculty prior to registration.* This course offers a professional internship with an appropriate health fitness organization/program. The student and faculty sponsor will agree 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.")

**H P**

**420** **HEALTH PROGRAM PLANNING (3)** *Prerequisite: H P 271 or consent of instructor.* This course prepares students to plan, develop, implement, and evaluate health education programs for a variety of settings, including community and worksite.

## HISTORY COURSES (HIST)

**HIST 101-102** **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)** *Prerequisite: HIST 101-102 or equivalent.* An introduction to historical methods and writing, this course exposes students to ways in which historians think and assists students in developing research topics, conducting original research, and presenting the results in the form of papers and reports. Normally taken in the sophomore year, it is required of all history majors and is open to any student interested in the historical perspective.

**HIST 216** **MODERN JAPAN (3)** *Prerequisite: HIST 101-102 or consent from instructor.* 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 contempo-

rare place of Japan in the modern world.

**HIST 243****CONTEMPORARY AFRICA (3)**

*Prerequisite: HIST 101-102 or consent from instructor.* This introduction to Africa from an interdisciplinary perspective includes geography, history, social structure, political development, and culture. Themes include the impact of colonialism and African nationalism, the role of women in society, the quest for social justice, leadership and politics since independence, and the role of Africa in world affairs.

**HIST 255****AMERICA TO 1877 (3)**

*Prerequisite: HIST 101-102 or consent from instructor.* 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)**

*Prerequisite: HIST 101-102 or consent from instructor.* 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 101-102 or consent from instructor.* 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)**

*Prerequisites: HIST 101-102 or consent from instructor.* 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)**

*Prerequisites: HIST 101-102 or consent from instructor.* 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)**

*Prerequisites: HIST 101-102 or consent from instructor.* 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)**

*Prerequisites: HIST 101-102 or consent from instructor.* 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)**

*Prerequisites: HIST 101-102 or consent from instructor.* 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)**

*Prerequisites: HIST 101-102 or consent from instructor.* This course presents the flowering of art, literature, music, sci-

ence, the emergence of the sovereign state, and the religious crisis of the sixteenth century.

**HIST 322 EUROPE SINCE 1914 (3)** *Prerequisite: HIST 101-102 or consent from instructor.* 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)** *Prerequisites: HIST 101-102 or consent from instructor.* 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)** *Prerequisites: HIST 101-102 or consent from instructor.* 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)** *Prerequisites: HIST 101-102 or consent from instructor.* 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)** *Prerequisites: HIST 101-102 or consent from instructor.* This course examines the period 1850-1877 including the causes and consequences of the war, the major battles, the changes in political parties, and the attempt to provide constitutional protection for the freedmen.

**HIST 336 AMERICAN SOCIAL HISTORY (3)** *Prerequisites: HIST 101-102 or consent from instructor.* 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)** *Prerequisites: HIST 101-102 or consent from instructor.* 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)** *Prerequisites: HIST 101-102 or consent from instructor.* 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)** *Prerequisites: HIST 101-102 or consent from instructor.* 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)** *Prerequisites: HIST 101-102 or consent from instructor.* 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)** *Prerequisites: HIST 101-102 or consent from instructor.* 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 APARTHEID, DIAMONDS, AND THE RAINBOW NATION: SOUTH AFRICA PAST AND PRESENT (3)** *Prerequisite: HIST 101-102 or equivalent.* This course focuses on the social, political cultural and economic life of contemporary South Africa and its changing role in the world, all set in the context of its history and character as a 'Rainbow Nation.' Students will consider South Africa's prospects for establishing a multiracial democracy while facing a host of social and

economic challenges: unemployment, crime and violence, and an HIV/AIDS epidemic that threatens social cohesion.

**HIST 344****HISTORY OF WOMEN IN THE AMERICAS (3) Prerequisite: HIST 101**

*& 102 or equivalent.* The course will use the lives of women in order to understand the shared American experience, as well as to determine which factors make each region of the Americas unique. Students will explore the historical forces that created “the Americas,” focusing on the commonalities and differences of the North American and Latin American regional histories. Students will look at transnational movements such as the abolitionism and feminism as well as Latin American responses to the U.S. and its policies.

**HIST 347****AFRICAN-AMERICAN HISTORY TO 1865 (3) Prerequisites:**

*HIST 101-102 or consent from instructor.* 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 348****AFRICAN-AMERICAN HISTORY FROM 1865 TO PRESENT (3) Prerequisites: HIST 101 - 102 or consent from instructor.**

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 370****DIPLOMATIC HISTORY OF THE UNITED STATES (3)**

*Prerequisites: HIST 101 - 102 or consent from instructor.* This course traces the history of American foreign relations from the Revolutionary period to the pre-sent within the context of national development and world politics.

**HIST 375****HISTORY OF LOVE, SEX, AND THE FAMILY IN MODERN LATIN AMERICA (3) Prerequisite: HIST 101 - 102 or equivalent.**

This course will examine the historical forces that affect the role definitions, institutions, and behaviors related to gender relationships, love and courtship, the formation of families (formally through marriage or informally through cohabitation), and sexual expression in Latin America from the 1870's to the present. Students will also examine the intersections of gender with class and race, to see how society has used these social constructions to create and reinforce hegemony.

**HIST 377****STUDY ABROAD IN HISTORY (3) Prerequisite: HIST 101 - 102 or equivalent.**

Through travel to another country, this course provides the student the opportunity to study the historical, political, economic, social, and cultural development of that country and compare it with the development of the United States.

**HIST 380****AMERICA IN THE 1960s (3) Prerequisite: HIST 101 - 102 or equivalent.**

This course addresses some of the problems, potentials, and legacies of the 1960s by sampling the opinions of historians and con-temporary 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 390****SPECIAL TOPICS IN HISTORY (3) Prerequisite: HIST 200 or consent of instructor.**

This course is an intensive study of a problem or topic in history or historiography. The focus will vary according to professor and term.

**HIST 399****INTERNSHIP IN HISTORY (1-6) Prerequisites: Juniors or**

*seniors with a 2.25 minimum QPA; approval of written proposal by internship coordinator, and supervising faculty prior to registration.* An internship is a planned work experience for academic credit under the supervision of a qualified 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 prepares a research paper in History on a topic to be chosen by the student in consultation with the instructor.

**HIST 412 INDEPENDENT STUDY (1-3)** *Prerequisites: HIST 200.* With consent of the instructor, students may pursue individual study in history during the junior or senior years. The course is given on a tutorial basis. Frequent conferences with faculty, reports, and a formal research paper may be assigned.

### 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 algorithms, geometry, probability, calculus, and mathematical foundations of computer science.

**HONR 131 SOCIAL SCIENCE SEMINAR (3)** This course is an inter-disciplinary 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: GS 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 including: 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 with mental retardation. 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)** *Pre-requisite: 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 351****READING IN THE CONTENT AREAS (3)**

*Prerequisite: HDVL 211 or HPE 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 to pre-service teachers of the methodologies and strategies for developing instruction and emphasizing the planning of lessons, units, and related materials to enhance the learning of content area subject matter across all disciplines while addressing the diverse needs of the middle and secondary school student population. Methods for meeting the developmental needs of students from grades 6-12 will be stressed

**HDVL 377****STUDY ABROAD (1)**

*Prerequisite: Consent of instructor.*

**HDVL 420****FIELD EXPERIENCE III (E) (1)**

*Prerequisites: HDVL 220, with a C- or above.* 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 427****STUDENT TEACHING (E) (11)**

*Prerequisites: Completion of all major course requirements, co-requisite HDVL 448.* This course is an application of effective teaching skills and content at the elementary level. Students are assigned to one semester, full time 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 437****STUDENT TEACHING (MR) (11)**

*Prerequisite: Completion of all major course requirements; Co-requisite HDVL 448.* This course is an application of all the effective teaching skills that have been learned in course work in mental retardation. Students are assigned to one semester, full time block under the supervision of College personnel and classroom teachers where they practice their teaching skills.

**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 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 444****FIELD EXPERIENCE II (S) (2)**

*Prerequisites: Admission to Teacher Preparation Program. Co-requisite: HDVL 352.* This course provides students with opportunities to apply instructional skills in controlled situations under the guidance of an experienced professional. Students participate in observations, video-taped lessons, and on-site practice teaching. On-campus and in-school seminars provide opportunities for analysis and reflection.

**HDVL 447****STUDENT TEACHING (SECONDARY) (11)**

*Prerequisites:*

*Completion of major course requirement, co-requisite HDVL 448.* This course is an application of all the effective teaching skills and content at the secondary level. Students are assigned to a one semester, full time block in school systems under the guidance of College personnel and classroom teachers where they practice their teaching skills.

**HDVL 448****STUDENT TEACHING SEMINAR (1)** *Co-requisite: HDVL 427, 437, 447, or HPE 467.*

This course will continue student teacher's study of best practices and engage in discussions and activities to help them acquire the professional values and practical strategies to make the successful transition from college student to student teacher to licensed professional teacher.

**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 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, and supervising faculty prior to registration.* Internships in international relations may be arranged with the U.S. Department of State (either in Washington, D.C. or at a U.S. Embassy abroad), with other U.S. Government agencies having an international orientation, certain types of Congressional positions having a foreign policy connection, international agencies (governmental or private), and businesses with significant international operations. (See "Internships.")

**INTL 400****SENIOR THESIS IN INTERNATIONAL RELATIONS (3)**

*Prerequisite: 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.

**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 244****OPERATIONS MANAGEMENT (3)**

*(C- or better).* This course introduces production and operations functions in business. Topics include forecasting, plant location, transportation models, inventory models, scheduling techniques, just-in-time, and other application uses for quantitative methodology.

**MGMT 260****PRINCIPLES OF MANAGEMENT AND ORGANIZATION-AL 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 310****MANAGEMENT INFORMATION SYSTEMS (3)**

*Prerequisite: MGMT 260.* This course examines information systems from a management perspective and surveys key topics of information systems including: computer software, hardware, communications, examples of applications, and information systems planning.

**MGMT 362****HUMAN RESOURCE 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)**

*Prerequisite: 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)**

*Prerequisite: 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)**

*Prerequisite: 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 309****PRINCIPLES OF MARKETING (3)**

*Prerequisites: ACCT 201 and ECON 201 (C- or better in both). Strongly recommended: junior standing.* This course provides a comprehensive study of the structure and function of marketing systems in the firm, the economy, and society. The course develops the analysis of target markets, the assessment of the firm's external environments, and the management of marketing practices both domestically and internationally.

**MKTG 371****MARKET RESEARCH (3)**

*Prerequisites: BUAD 241 and MKTG 309.* 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: MKTG 309.* This course examines direct sales environments with an emphasis on industrial goods selling. Students develop personal selling skills in concert with an understanding of buyer needs and requirements as expressed in the buying motion. Other topics include sales strategy development, organizational design, performance evaluation, compensation, and territory administration.

**MKTG 374****RETAILING AND MERCHANDISING (3)**

*Prerequisite: MKTG 309.* 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: MKTG 309.* 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: MKTG 309.* 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)**

*Prerequisite: MKTG 309.* 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 an 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.

**MKTG 451****MARKETING MANAGEMENT (3)**

*Prerequisite: MKTG 371 and MKTG 375.* This course focuses on the application of problem solving in the area of marketing management. Emphasis is placed upon the analysis of markets, planning the marketing effort, management of the marketing organization, and control of marketing operations. This course is taught using the case method and/or computer simulation.

**MKTG 452****INTERNATIONAL MARKETING (3)**

*Prerequisite: MKTG 309.* This course focuses on theory and applications of international marketing strategies for U.S. and multi-national concerns. It uses the case and/or computer simulation method to place students in a decision-making environment similar to that of a marketing manager who must respond to international issues and competitors.

**MATHEMATICS COURSES (MATH)****MATH 102**

**PRECALCULUS (3)** *Prerequisite: At least two years of high school algebra.* This course includes the study of a variety of functions and their graphs and transformations, including linear, quadratic, rational, polynomial, logarithmic, exponential and trigonometric functions. The study of trigonometry will include both the right triangle and the unit circle approach. The course is intended to strengthen the algebra and trigonometry skills required for the study of calculus.

**MATH 103**

**CALCULUS I (3)** *Prerequisite: MATH 102 or equivalent.* This course introduces the student to elementary differential calculus with applications.

**MATH 104**

**CALCULUS II (3)** *Strongly Recommended: MATH 103 or equivalent.* Differential and integral calculus of single variable transcendental functions, methods of integration, and applications are studied.

**MATH 106**

**LIBERAL ARTS MATHEMATICS (3)** This course introduces the student to the language and modeling capabilities of mathematics by providing a broad overview of several different fields of mathematics including logic, linear algebra, probability, statistics and the mathematics of finance with the purpose of developing an appreciation of the extent and usefulness of those ideas in our ordinary lives.

**MATH 117****INTRODUCTION TO SCHOOL MATHEMATICS I (3)**

*Prerequisites: MATH 102 or demonstration of the knowledge of MATH 102, and MATH 106.* A grade of "C" or higher in MATH 106 is highly recommended. This course covers key topics in school mathematics including an introduction to the central concepts of pre-secondary mathematics and the National Council of Teachers of Mathematics (NCTM) recommended standards. Topics include problem-solving methodologies, sets, elementary number theory, arithmetic of the whole and rational number systems, and pedagogy. This course may not be used to satisfy any of the requirements for the mathematics minor.

**MATH 118****INTRODUCTION TO SCHOOL MATHEMATICS II (3)**

*Prerequisites: MATH 117 or equivalent.* This is a continuation of MATH 117 and covers the basic concepts and operations of real numbers as well as various selected topics in mathematics from the recommended Standards of the National Council of Teachers of Mathematics (NCTM) and the PRAXIS exam. Topics include number theory, geometry and measurement, probability, and statistics. This course may not be used to satisfy any of the requirements for the mathematics minor or major.

**MATH 211****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 260****MATHEMATICAL REASONING & PROOF (3)** *Prerequisite:*

*MATH 104 or the consent of the instructor.* This course is an introduction to mathematical reasoning as exemplified in the proof methodology inherent to formal mathematics. This course will include a formal

study of logic and the different methods of proof and then use examples from various branches of mathematics to illustrate these ideas. Fields from which the examples will be taken include, but are not limited to, set theory, cardinality, relations and order, functions, elementary group theory, and elementary combinations.

**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 260*

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 260 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****MATHEMATICAL STATISTICS (3)** *Prerequisite: MATH 104*

*and MATH 311.* This course provides a theoretical background and an introduction to statistics by examining the topics of graphical displays and statistical measures, random samples, sampling distributions, expected value, the Central Limit Theorem, properties of the methods to determine point estimates, probability distributions (e.g., normal, t, F, Chi-squared), confidence intervals, hypothesis testing, Type I and II errors, the power of tests, determining sample sizes, correlation, simple and multiple linear regression and analysis of variance.

**MATH 399****INTERNSHIP IN MATHEMATICS (1-3)** *Prerequisites:*

*Juniors or seniors with a 2.25 minimum QPA; approval of written proposal by internship coordinator, and supervising faculty prior to registration.* Students may earn college credit for participation in an internship with a business firm or agency, jointly supervised by the program and the responsible organization administrator. The internship is expected to provide the student with an opportunity to apply, in a practical way, some of the mathematical skills acquired. (See "Internships.")

**MATH 405-406****ABSTRACT ALGEBRA (3, 3)** *Prerequisite: MATH 260*

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 260* 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 260.* 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 including (but not limited to): traditional books, journal articles, and web based materials. The student must write a research paper on the topic and present it to a faculty committee.

**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, and historical sites.

**MST 201****CURATORIAL PRACTICES (3)**

This course focuses on the identification and understanding of tangible objects within the historical perspective, their relevance and use by museums of all types, and the application of curatorial methodology and care of collections. Historical, artistic, decorative, and scientific objects will be examined for authenticity, composition, history, and value. The Daura Gallery will be used as a teaching resource.

**MST 301****LEGAL & ETHICAL ISSUES IN MUSEUMS (3)**

This course examines the ethical and legal issues of governance, administration and collections management facing museums in the new millennium. LCSR.

**MST 302****MUSEUMS IN THE PUBLIC DIMENSION (3)**

*Prerequisites: MST 101, or permission of the instructor.* A course focusing on the theory and practice of museum education, exhibitions, and programming. As part of this course, students will curate an exhibition for the Daura Gallery. LCSR.

**MST 306****SPECIAL PROBLEMS IN MUSEUM STUDIES (3)**

*Prerequisites: MST 101; Junior or senior museum studies minors.* This course is an individualized, research-based independent study for upper division museum students who wish to pursue advance study in museum studies or a specialized field.

**MST 377****STUDY ABROAD/INTERNATIONAL MUSEUMS (3)**

*Prerequisites: MST 101, or permission of the instructor.* This course is a specialized program for museum studies students to study abroad at museums in Europe, Asia, Australia, New Zealand, Africa, North America outside the U.S., or South America. Students will examine issues of cultural patrimony, and the similarities and differences between missions, collections, exhibitions, and public services of museums throughout the world.

**MST 399****INTERNSHIP IN MUSEUM STUDIES (3-6) P**

*Prerequisites: Juniors or seniors with a 2.25 minimum QPA; approval of written proposal by internship coordinator, and supervising faculty prior to registration.* This internship in a museum, gallery, historic site, or science center must be appropriately related to the student's major and career objectives. (See "internships".)

**MUSIC COURSES (MUSC)****APPLIED MUSIC**

Private instruction in applied music is available to all students. All work is adapted to the ability and needs of the individual student. An extra, non-refundable fee is required. For music majors whose applied lessons are in the area of their projected senior project, e.g., voice lessons toward a senior voice recital, the College will waive the lesson fee. Private lessons are courses that may be required of students to meet proficiency standards. Lessons begin in the second complete week of classes each semester. Normally, students will receive one lesson each week for thirteen weeks each semester. Private lessons are listed as "TBA" by the Office of the Registrar. The student will arrange his/her lesson time. There is no overload fee for any of the applied music courses (001-010).

MUSC 001 Piano (.5 or 1)

MUSC 002 Organ (.5 or 1)

The beginning student in organ must display technical proficiency at the piano to the satisfaction of the instructor.

MUSC 003 Voice (.5 or 1)

MUSC 004 Woodwinds (.5 or 1)

MUSC 005 Brass (.5 or 1)

MUSC 006 Percussion (.5 or 1)

MUSC 007 Strings (.5 or 1)

MUSC 008 Composition (.5 or 1)

MUSC 010 Guitar (.5 or 1)

**MUSIC ENSEMBLES**

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 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 020****JAZZ ENSEMBLE (1)**

An eighteen-piece ensemble comprised of saxophones, brass, percussion, and guitars. Membership is selected from the Wind Ensemble and/or by audition for interested students, faculty and staff members, alumni, and community musicians.

**MUSC 022****LYNCBURG 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 performs on campus and represents the College in concerts from New England to Florida. Open to all students by audition.

**LARGE ENSEMBLES**

The following ensembles are open to all students without 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 numerous times a semester on campus and within the Central Virginia area. Open to all students by audition.

**MUSC 023****LYNCHBURG COLLEGE HANDBELL CHOIR (0.5)**

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 presents concerts on campus at Christmas and in the spring. Open to all students. Basic music reading skills are required.

**MUSC 025****LYNCHBURG COLLEGE CHORAL UNION (1)**

The Choral Union is a non-auditioned large choral ensemble. The purpose of this choir to provide a quality choral music experience for all its members. Membership is open to all students and faculty/staff members of Lynchburg College as well as interested community members. Since this choir is an open-membership choir for singers with various levels of musical skills, members will have ample opportunity to develop concepts of proper singing, including proper breathing, placement, intonation, balance, blending, and interpretation, while experiencing a wide variety of musical styles from the Medieval Age to the twentieth-century with an emphasis on major choral/orchestral works.

**GENERAL MUSIC COURSES****MUSC 100****MUSIC APPRECIATION (3)**

This course is an introductory study of Western Art Music. Various elements, forms, and styles will be taught through listening, viewing videos, and discussing the great music of the Middle Ages, Renaissance, Baroque, Classical, Romantic, and Modern Periods.

**MUSC 102****WORLD MUSIC AND CULTURE (3)**

This introductory course on non-Western music explores the relationship of music of various cultures to events important to those cultures.

**MUSC 104-105****MUSIC THEORY I AND II (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****AURAL SKILLS I AND II (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****PIANO CLASS I AND II (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 111**

**MUSIC TECHNOLOGY I (2)** The purpose of this course is to provide a hands-on study of current technologies used in the elementary and secondary classroom, including office/music software, video/audio digital recording, and editing.

**MUSC 112**

**MUSIC TECHNOLOGY II (3)** *Prerequisite: must be able to read music.* This course is a hands-on-study of current music technologies using music software for writing music including, but not limited to, Sibelius and Finale.

**MUSC 204-205**

*Prerequisite: MUSC 105 or its equivalent.* This course is a continuation and elaboration of tonal harmony as begun in MUSC 104-105 with in-depth study of eighteenth-century counterpoint, chromatic harmony, rudiments of form and analysis, the large instrumental forms, extended harmony and twentieth-century com-positional techniques. Most assignments will be analytical in nature while a few will require the student to compose. These courses must be taken in sequence.

**MUSC 206-207**

**AURAL SKILLS III AND IV (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**

**PIANO CLASS III AND IV (1, 1)** *Prerequisite: MUSC 109 or its equivalent.* This sequence is a continuation of MUSC 108-109. 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 223****CHORAL METHODS (2)**

A hands-on study of vocal-choral pedagogy for secondary/elementary music educators. This course explores theories and practices of vocal pedagogy, repertoire, rehearsal procedures, and administration of choral music education.

**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 including basic playing techniques, teaching methods, and materials. (Required for licensure in public school vocal/general music.)

**MUSC 248-249****CONDUCTING I and II (2, 2)**

This course sequence is a study of the techniques of conducting instrumental and choral ensembles, including practical experience in conducting various ensembles.

**MUSC 302-303****MUSIC HISTORY AND LITERATURE I AND II (3, 3)**

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 307****COUNTERPOINT (3)** Prerequisite: *MUSC*

*205*. This course studies contrapuntal styles of the sixteenth and eighteenth centuries.

**MUSC 308****TWENTIETH CENTURY MUSIC AND THE-**

**ORY (3)** Prerequisite: *MUSC 205*. This course is an in-depth study of the music and theory of the twentieth century.

**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 361****FIELD EXPERIENCE I (LAB)-MUSIC IN**

**SECONDARY EDUCATION (1)** Corequisite: *MUSC 360*. This lab experience is designed to provide opportunities for application of pedagogical theories and techniques in the music classroom in secondary school.

**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****FIELD EXPERIENCE II (LAB)-MUSIC IN**

**ELEMENTARY AND SPECIAL EDUCATION (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 school.

**MUSC 399****INTERNSHIP IN MUSIC (1-6)** Prerequisites:

*Juniors or seniors with a 2.25 minimum QPA; approval of written proposal by internship coordinator, and supervising faculty prior to registration.* This course is a practical application of music in the professional world. Possible areas include music management, music merchandising, church music, music in the theatre, and music in some private educational settings. (See "Internship.")

**MUSC 402****SENIOR SEMINAR IN MUSIC PERFOR-**

**MANCE (2)** Pre-requisites: *MUSC 306* and permission of the program coordinator. This course introduces performance and analysis techniques in music with links to literature performed in senior recital for music performance and music education emphasis students. This course involves a substantial amount of oral presentation by students, in addition to writing program notes for the senior recital.

**MUSC 403****SENIOR SEMINAR IN MUSIC**

**THEORY/COMPOSITION (2)** Prerequisites: *MUSC 307, MUSC 308, and permission of the program coordinator*. This course introduces research techniques and analysis techniques in music with links to the senior project for music theory/composition emphasis students.

**MUSC 450****INDEPENDENT STUDY IN MUSIC (1-3)**

Program director approval required. This course provides opportunity for the 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)**

Prerequisite: *Per-mission of the program coordinator*. 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 sup-

port 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.

**MUSC 490** **SPECIAL TOPICS IN MUSIC (1-3)** This course can fill needs for students seeking instruction that is not available through other regularly scheduled courses in music. These include students who occasionally desire some type of non-traditional instruction or an unanticipated opportunity for instruction.

### 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 232** **HEALTH ASSESSMENT (2)** *Prerequisites: NRSG 223 and 223L, Prerequisite or concurrent BIOL 223/223L, NRSG 224/224L or consent 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 232L** **HEALTH ASSESSMENT LAB (1)** Three hour skills laboratory must be taken concurrently with NRSG 232.

**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 331** **NURSING CARE OF ADULTS EXPERIENCING ACUTE ILLNESS (2)** *Prerequisites: NRSG 232, 232L, 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.

**NRSG 331L****NURSING CARE OF ADULTS EXPERIENCING ACUTE**

**ILLNESS LAB (2)** Six-hour clinical laboratory must be taken concurrently with NRSG 331.

**NRSG 332****NURSING CARE OF INDIVIDUALS AND FAMILIES**

**WITH CHRONIC ILLNESS (3)** *Prerequisites: NRSG 331 and 331L, HLTH 300 and 300L.* 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.

**NRSG 332L****NURSING CARE OF INDIVIDUALS AND FAMILIES**

**WITH CHRONIC ILLNESS LAB (1)** Three-hour clinical laboratory must be taken concurrently with NRSG 332.

**NRSG 333****NURSING OF THE DEVELOPING FAMILY (3)**

*Prerequisites: NRSG 232, 232L, 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.

**NRSG 333L****NURSING OF THE DEVELOPING FAMILY LAB (1)**

Three-hour clinical laboratory must be taken concurrently with NRSG 333.

**NRSG 334****NURSING OF FAMILIES WITH ALTERATIONS IN**

**HEALTH (2)** *Prerequisites: HLTH 300 and 300L, NRSG 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 women with high-risk pregnancies.

**NRSG 334L****NURSING OF FAMILIES WITH ALTERATIONS IN**

**HEALTH LAB (2)** Six-hour clinical laboratory must be taken concurrently with NRSG 334.

**NRSG 399****INTERNSHIP IN NURSING (1-6)**

*Prerequisites: Juniors or seniors with a 2.25 minimum QPA; approval of written proposal by internship coordinator, and supervising faculty prior to registration.* A limited number of internships are available that allow junior and senior nursing majors to have additional opportunities to work in an agency setting under direct supervision. (See "Internships.")

**NRSG 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 for transition from the role of student to professional nurse are emphasized.

**NRSG 407****CLINICAL MANAGEMENT (2)**

*Prerequisites: NRSG 310, 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.

**NRSG 408****CARE OF ADULTS WITH COMPLEX ILLNESSES (2)**

*Prerequisites: NRSG 310, 332 and 332L, 334 and 334L.* This course prepares students to provide care to adults with moderate to severe alterations in health. Critical thinking is incorporated into written and verbal communications as students synthesize knowledge and integrate a variety of nursing skills.

**NRSG 408L****CARE OF ADULTS WITH COMPLEX ILLNESSES LAB (2)**

Six-hour clinical laboratory must be taken concurrently with NRSG 408.

**NRSG 409****INDEPENDENT STUDY IN NURSING (1-3)**

*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, 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.* 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 pre-requisite 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 204****INTRODUCTION TO ETHICS (3)**

This course introduces moral philosophy and its application to the problems of present-day living.

**PHIL 303****ART, TRUTH AND VALUE (3)**

*Prerequisites: PHIL 200 or PHIL 204 or consent of instructor.* 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 305****PHILOSOPHY OF SCIENCE (3)**

*Prerequisites: PHIL 200 or PHIL 204 or 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)***Prerequisites:*

*PHIL 200 or PHIL 204 or consent of instructor* 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)***Prerequisites: PHIL 200 or PHIL 204 or consent of instructor.*

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****MEANING AND EXISTENCE (3)***Prerequisites: PHIL 200 or*

*PHIL 204 or consent of instructor.* 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 or PHIL 204 or consent of instructor.* 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)***Prerequisites: PHIL 200 or PHIL*

*204 or consent of instructor* This introduction to Greek philosophy focuses primarily on Plato and Aristotle.

**PHIL 312****MODERN EUROPEAN PHILOSOPHY (3)***Prerequisites:*

*PHIL 200 or PHIL 204 or consent of instructor.* This study of seventeenth- and eighteenth- century European philosophers includes Descartes, Locke, Berkeley, Hume, and Kant.

**PHIL 313****SYMBOLIC LOGIC (3)***Prerequisites: PHIL 200 or PHIL 204*

*or consent of instructor* This beginning course in symbolic formal logic introduces students to the formalization of arguments and the formal nature of deduction.

**PHIL 314****THE MIND AND BRAIN (3)***Prerequisites: PHIL 200 or PHIL*

*204 or consent of instructor.* 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 or*

*PHIL 204 or consent of instructor.* 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)***Prerequisites: PHIL 200*

*or PHIL 204 or consent of instructor* 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)***Prerequisites: PHIL 200*

*or PHIL 204 or consent of instructor* 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)***Prerequisites: PHIL 200 or*

*PHIL 204 or consent 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** **GOD, FAITH, AND EVIL (3)** *Prerequisites: PHIL 200 or PHIL 204 or consent of instructor.* This course examines philosophical problems relating to religious faith.

**PHIL 400** **THESIS GUIDANCE (3)** *Prerequisites: PHIL 200 or PHIL 204 or consent of instructor and senior standing.* Supervision of senior thesis. Topic to be decided by student with approval of advisor.

**PHIL 408-409** **PHILOSOPHY SEMINAR (3,3)** *Prerequisite: Senior major and PHIL 200 or PHIL 204 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)** *Prerequisites: PHIL 200 or PHIL 204 or consent of instructor.* 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 141-142** **COLLEGE PHYSICS (4, 4)** Each semester: 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** **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 respective conservation principles; to rotational and angular quantities: and, if time allows, to the basic ideas of heat and thermodynamics.

**PHYS 162** **PHYSICS II (4)** *Prerequisites: PHYS 141 or 161, MATH 103, MATH 104 (or concurrent enrollment in MATH 104).* Three hours lecture and two hours laboratory. This continuation of a calculusbased survey of classical physics introduces students to the physics of waves, including sound, to basic electromagnetic theory and optics.

**PHYS 181** **SOLAR SYSTEM ASTRONOMY (4)** Three hours lecture and two hours lab. Basic overview of the properties of the planets, satellites, and minor members of the solar system. No prior experience in astronomy is required. Course meets the general education laboratory science requirement.

**PHYS 182** **STELLAR ASTRONOMY (4)** Three hours lecture and two hours lab. Basic overview of current knowledge about the universe beyond the solar system. No prior experience in astronomy is required; course meets the general education laboratory science requirement.

**PHYS 211** **PHYSICS III (4)** *Prerequisite: PHYS 142 or 162, MATH 211 (or concurrent enrollment in MATH 211).* Three hours lecture and three hours laboratory. 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 309** **CLASSICAL MECHANICS (4)** *Prerequisites: PHYS 162, MATH 211, MATH 301 (or concurrent enrollment in MATH 301).* Three hours lecture and one-hour problem session. This course introduces the study of kinematics, particle dynamics, central forces and planetary motion, oscillations, energy, and momentum. The Lagrange and Hamilton formulations of mechanics are also introduced.

**PHYS 312****ELECTROMAGNETIC THEORY (4)***Prerequisites:*

*PHYS 142 or 162, MATH 211, MATH 301 (or concurrent enrollment in MATH 301).* Three hours lecture and three hours laboratory. This course introduces students to DC and AC circuits, electrostatics and magnetostatics in free space and materials, Maxwell's equations, boundary conditions, and electromagnetic waves.

**PHYS 318****QUANTUM MECHANICS (4)** *Prerequisites: PHYS 211, MATH*

*211 and MATH 301 (or concurrent enrollment in MATH 301).* Three hours lecture and one-hour problem session. This course introduces the methods of quantum theory. The Schrodinger approach is developed and is applied to the hydrogen atom, angular momentum, scattering theory, time-independent perturbation theory, and other topics.

**PHYS 333****COMPUTATIONAL PHYSICS (4)** *Prerequisites: PHYS 211,*

*MATH 211, and MATH 301 (or concurrent enrollment in MATH 301).* Three hours lecture and one-hour problem session. This course develops the application of higher mathematics and the computer to the analysis and simulation of realistic physical systems. Topics covered typically include finite-difference approximations, Fourier analysis, Fourier transforms, Fast Fourier transforms, numerical integration, applications of Monte Carlo methods, solutions of differential equations, numerical solutions of Laplace's equation, and the application of matrix methods. Symbolic mathematical software is also introduced.

**PHYS 375****SPECIAL TOPICS- STATISTICAL THERMODYNAMICS**

**(4)** *Prerequisites: PHYS 211, MATH 211, and MATH 301 (or concurrent enrollment in MATH 301).* Three hours lecture and one-hour problem session. Microscopic analysis of the physical world is developed using statistical methods. Macroscopic thermodynamics is then developed from microscopic results. More formal ideas of classical statistical thermodynamics, including the partition function, are then studied. Quantum statistical mechanics is also introduced.

**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.

**PHYS 432****OPTICS (4)** *Prerequisites: PHYS 211, MATH 211, and MATH*

*301 (or concurrent enrollment in MATH 301).* Three hours lecture and three hours laboratory. A study is made of the properties of electromagnetic waves, particularly in the visible spectrum. Wave descriptions of scattering, reflection, interference, diffraction, and polarization are developed. The course also treats aspects of geometrical optics, including lenses and lens defects.

**POLITICAL SCIENCE COURSES (POLI)****POLI 111-112****THE QUEST FOR JUSTICE, I and II (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 220****THE AMERICAN POLITICAL EXPERIENCE (3)**

Students will explore the American constitutional order and political system in terms of two questions: what does the American government do? What should it do? This exploration will be conducted through the critical analysis of literature, primary historical sources, significant government documents, and social science research.

**POLI 221** **AMERICAN POLITICAL CULTURE (3)** *Prerequisite: one of the following courses: INTL 101, POLI 111, or POLI 112.* 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)** *Prerequisite: one of the following courses: INTL 101, POLI 111, or POLI 112, or consent of instructor.* 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)** *Prerequisite: one of the following courses: INTL 101, POLI 111, or POLI 112, or consent of instructor.* 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)**  
*Prerequisite: one of the following courses: INTL 101, POLI 111, or POLI 112, or consent of the instructor.* 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)**  
*Prerequisite: one of the following courses: INTL 101, POLI 110, POLI 111, or POLI 112, or consent of instructor.* An examination of the use of governmental power influences daily life in often unrecognized ways and how that power is exercised by administrators. Particular attention will be given to situations that appear to display breakdowns in policy or in its execution, and on conflicting values of democratic political practice and administrative effectiveness.

**POLI 259** **POWER, THE STATE, AND BUREAUCRACY (3)**  
*Prerequisite: one of the following courses: INTL 101, POLI 111, or POLI 112, or consent of instructor.* An examination of how the use of governmental power influences daily life in often unrecognized ways and how that power is exercised by administrators. Particular attention will be given to situations that appear to display breakdowns in policy or in its execution and on conflicting values of democratic political practice and administrative effectiveness.

**POLI 260** **GOVERNMENT AND POLITICS OF SOUTHERN ASIA (3)**  
*Prerequisite: one of the following courses: INTL 101, POLI 111, or POLI 112, or consent of instructor.* This course is a survey of contemporary political and governmental processes and institutions of southern Asia with particular attention given to the colonial legacy, post-independence political institutions, the processes of political evolution, the role of religion in politics, and foreign policy responses to big-power rivalry in the region.

**POLI 265** **GROWLING TIGERS, FIERY DRAGONS: THE ASIA PACIFIC (3)** *Prerequisite: one of the following courses: INTL 101, POLI 111, or POLI 112, or consent of instructor.* 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 inter-national conflict and cooperation.

**POLI 275**

**LATIN AMERICAN POLITICS (3)** *Prerequisite: one of the following courses: INTL 101, POLI 111, or POLI 112, or consent of instructor.* An analysis of the political systems of Latin America, this course examines political development from the colonial period to the present as well as the principal actors of the Catholic Church, the military, labor, and political parties. Study of links between politics and economic underdevelopment and the influence of the United States in the region are included. The history and future of democracy in the region are considered.

**POLI 283**

**COMPARATIVE GOVERNMENT: MAJOR EUROPEAN POWERS (3)** *Prerequisite: one of the following courses: INTL 101, POLI 111, or POLI 112, or consent of instructor.* This course analyzes the governmental structures and politics in France, Germany, and other European nations. Attention is also given to European organizations such as NATO, the European Union (EU), and the reforming political systems in southern and eastern Europe. Students participate in a simulation of the European Union.

**POLI 290**

**AMERICAN PUBLIC POLICY (3)** *Prerequisites: POLI 111, or POLI 112 (or equivalent courses).* This course will examine American public policy from three perspectives. First, students will explore the broad context of policy-making, including the historical, political, and economic contexts, with special emphasis placed on American federalism. Second, students will be introduced to models of the policy process, agenda setting and decision-making. Finally, students will learn about policy implementation and analysis.

**POLI 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)** *Prerequisite: one of the following courses: INTL 101, POLI 111, or POLI 112, or consent of instructor.* 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)** *Prerequisite: one of the following courses: INTL 101, POLI 111, or POLI 112, or consent of instructor.* 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)** *Prerequisite: one of the following courses: INTL 101, POLI 111, or POLI 112, or consent of instructor.* This course investigates the development, determinants, and direction of the foreign policies of key nation-states in contemporary international relations including Russia, Germany, China, India, Japan, and the United States. The course includes simulation exercises and is used to help prepare students for participation in model United Nations activities.

**POLI 311** **THE AMERICAN PRESIDENCY (3)** *Prerequisite: one of the following courses: INTL 101, POLI 111, or POLI 112, or consent of instructor.* This course explores the formal and informal powers of the American presidency in the American constitutional system. Students examine presidential elections; White House relationships with Congress, the public, the media, the courts, and the bureaucracy; and the practice of presidential leadership at home and abroad.

**POLI 312** **LEGISLATURES AND LOBBYISTS (3)** *Prerequisite: POLI 111, 112, 220, or consent of instructor.* This course will examine the constitutional foundation and historical development of Congress, with emphasis on institutional aspects of Congress, and the role of Congress in the legislative process, and electoral politics. The history of interest group politics, the effect these groups have on the legislative process and the impact of these groups on democracy will also be treated.

**POLI 321** **POLITICAL SCIENCE RESEARCH METHODS (3)** *Pre-requisite: POLI 220.* 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)** *Prerequisite: one of the following courses: INTL 101, POLI 111, or POLI 112, or consent of instructor.* This course sequence is a survey of constitutional interpretation by the U.S. Supreme Court using the case method. The structure and powers of the American governmental system will be treated during the first semester. The second semester is devoted to the study of individual rights.

**POLI 331-332** **NATIONAL MODEL UNITED NATIONS I, II (1, 2)** *Prerequisites: POLI 111, 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 re-searching the assigned country's foreign policy and to learning parliamentary procedure, debate, and caucusing skills.

**POLI 340** **INDEPENDENT STUDY IN POLITICAL SCIENCE (1-3)** *Prerequisite: POLI 220 or consent of instructor.* 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)** *Prerequisite: one of the following courses: INTL 101, POLI 111, or POLI 112, or consent of instructor.* 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: INTL 101, POLI 111, or POLI 112, or consent of instructor.* 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)** *Prerequisite: one of the following courses: INTL 101, POLI 111, or POLI 112, or consent of instructor.* 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, and supervising faculty prior to registration.* In a small number of cases, students may earn credit for participation in an internship with a government agency, law firm, political campaign, or nonprofit organization. Limited internship opportunities are available and must be jointly directed by a faculty sponsor and the responsible agency administrator. (See "Internships.")

**POLI 410**

**SENIOR THESIS SEMINAR (3)** *Prerequisites: POLI 220, POLI 321, and at least two other 300-level courses.* 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.

**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, bio-logical, 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 and 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 241L****DEVELOPMENTAL PSYCHOLOGY LABORATORY (1)**

An optional two-hour laboratory focused on research in developmental psychology. To be taken concurrently with PSYC 241. Students investigate a topic of interest, design a proposal, conduct research, analyze information, and present results.

**PSYC 261****PSYCHOLOGY OF GENDER (3)**

This course examines psychological approaches to the study of sex and gender. Issues of male and female psychology are examined

with a consideration of ways in which the similarities and differences between men and women influence behavior, cognitive abilities, and physical and psychological health. Theoretical perspectives on sex, gender, sex-role socialization and gender differences, and similarities across the lifespan are covered.

**PSYC 263**

**PSYCHOLOGY OF LAW (3)** This course examines the application of psychological principles, research, and knowledge to legal issues dealing broadly with the interface between psychology and the law. As such, the course will critically investigate the wide range of contemporary applications of psychology to a variety of topics including understanding the origins and treatments of criminally deviant behavior, psychological autopsies, criminal profiling, jury selection, eye witness testimony, repressed memory, persuasive communication in the courtroom, child abuse investigation, competence determination, and the insanity defense.

**PSYC 265****INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY (3)**

This course focuses on the application of psychological principles and research to a variety of human issues in industry. Research techniques applicable in the field, along with data associated with various concepts and theories, are covered. Additional topics covered are personnel selection, training and evaluation; human factors and engineering psychology; and the organizational and social context of human work.

**PSYC 267****THEORIES OF PSYCHOTHERAPY (3)**

Students are introduced to the theories and techniques used in therapeutic interventions with individuals and groups that provide a framework for the process of psychotherapy. The course will provide a systematic, comprehensive, and balanced overview of the leading theories and techniques.

**PSYC 274****STATISTICS FOR PSYCHOLOGISTS (4)**

Three hours lecture and two hours laboratory. This course introduces descriptive and inferential statistics with particular emphasis on applications to psychological research. A required laboratory supplements lectures.

**PSYC 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)** *Corequisites: 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. This course focuses on current approaches to human information processing, encoding, storage, retrieval, and models of forgetting and memory storage. Laboratory exercises are computer-based and demonstrate concepts studied in class.

**PSYC 306****THEORIES OF PERSONALITY (3)** *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 looks at 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. 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. 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 bases of drug action are presented as a basis for understanding the physiological and behavioral effects of drugs. The major classes of drugs are discussed with particular emphasis on popular drugs of abuse such as alcohol, nicotine, cocaine, and marijuana. The use of drugs in the treatment of mental disorders is also discussed.

**PSYC 344****COGNITIVE PSYCHOLOGY (3)**

The purpose of this course is to introduce students to the major areas of cognitive psychology including the current methodologies used to study it. The course explores cognitive psychology within the domain of human information processing and the ways in which people learn and think in an attempt to understand the nature of human thought processes. Topics covered include attention, decision-making, language acquisition and use, knowledge representation, problem solving, and reasoning. Current models of cognition are considered in relation to the evidence on human thinking capabilities.

**PSYC 344L****COGNITIVE PSYCHOLOGY LABORATORY (3)**

*Prerequisite: PSYC 344.* Two-hours laboratory. Focused on research in cognitive psychology. Students investigate a topic of interest, design a proposal, conduct research, analyze information, and present results.

**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 that mediate emotional, sexual, ingestive, and aggressive behaviors, as well as on the mechanisms mediating perceptual, learning, and memory processes. Laboratory exercises complement lectures and reading materials by providing hands-on experience with research techniques used in physiological psychology that illustrate the links between physiology and behavior.

**PSYC 367****CHILD PSYCHOPATHOLOGY (3)**

The goal of this course is to provide an overview of the field of child psychopathology. The etiology, assessment, and treatment of the major psychological disorders of childhood and adolescence will be discussed. Other topics covered include research methods, diagnosis and classification, child maltreatment, and cultural diversity.

**PSYC 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 for approval 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, psychopathology, and neurological functioning will be studied.

**PSYC 392L****INTRODUCTION TO EDUCATIONAL AND PSYCHO-**

**LOGICAL 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)** *Prerequisites: Eighteen hours of psychology exclusive of introductory psychology. Juniors or seniors with a 2.25 minimum QPA; approval of written proposal by internship coordinator and supervising faculty prior to registration. Internships occur in an agency or other institution involved in clinical services. (See "Internships.")*

**PSYC 401** **HISTORY AND SYSTEMS OF PSYCHOLOGY (3)** *Prerequisites: PSYC 103-104, 105L-106L, and 275. Three hours lecture. This course provides critical examination of historical antecedents and discernable systems of contemporary psychology. It is recommended for the senior year after considerable coursework in psychology.*

**PSYC 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 Quran, 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)**

*Prerequisites: Juniors or seniors with a 2.25 minimum QPA; approval of written proposal by internship coordinator, and supervising faculty prior to registration.* Internships are open to a limited number of students and are arranged individually under the supervision of the Advisory Committee on Pre-Ministerial Education. (See "Internships.")

**RELG 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)**

*Prerequisite: senior standing.* In this capstone course students explore issues within the study of religion and learn strategies for research culminating in the writing and presentation of a formal research paper.

**SCIENCE COURSES (SCIE)****SCIE 101****PRINCIPLES OF 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 121****CULTURAL ANTHROPOLOGY (3)**

This course compares how certain universal human patterns, e.g., the family, economy, religion, education and political systems, are approached by different peoples/cultures in the contemporary world. The course specifically considers how different peoples/cultures respond to the universal crises—birth, maturation, death, the need for food and shelter, etc. Additionally this course examines how large scale, complex peoples/cultures deal with intra-cultural variation and with the existence of the different cultural groups of each which may have different patterns for resolving the universal crises named above.

**SOCI 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 222****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 224****JAPAN: GODS, WARRIOR, 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 100 or consent of instructor.* 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 243****JUVENILE DELINQUENCY (3)**

*Prerequisite: Sociology 100 or consent of instructor.* 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 100 or consent of instructor.* 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 effective-ness 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 256****SOCIOLOGY OF DEVIANCE (3)** *Prerequisite: SOCI 100 or consent of instructor.*

The course provides a broad overview of theoretical treatments of deviance, deviant careers, and societal reaction to deviance. Attention is given to the role of power relations in the social construction of deviance and social control. The course will entertain such topics as the medicalization of deviance, drug use, sexual deviance, religious deviance, and the simulation of deviance in popular culture and media.

**SOCI 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 342****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 358****SOCIOLOGICAL THEORY (3)** *Prerequisite: Sociology 100 or consent of instructor.*

This course is designed to explore the literature of both classical and contemporary sociological theory. Attention is given to the major paradigms that characterize the discipline as well as more recent trends in social thought. The course will provide a survey and critique of major classical theorists such as Marx, Durkheim, and Weber. The exploration of contemporary theory may include forays into symbolic interactionism, structural functionalism, neo-functionalism, conflict theory, critical theory, feminism, and postmodernism. Students will be required to write extensively about an original work in the discipline. In addition special attention will be paid to the application of theory.

**SOCI 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****ADVANCED 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 377****STUDY ABROAD (3)**

*Prerequisite: consent of instructor.* This course provides students with the opportunity to study societal institutions and social organizations patterns in foreign settings.

**SOCI 385****CLASS, STATUS, POWER (3)**

*Prerequisite: Sociology 100 or consent of instructor.* This course analyzes the system of social stratification in the United States to-day 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 399****INTERNSHIPS IN SOCIOLOGY (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 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.

**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 oral proficiency level (ACTFL Guidelines). Work in the language laboratory is required.

**SPAN 202**

**INTERMEDIATE SPANISH (3)** *Prerequisite: SPAN 201, 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 208**

**SPANISH AMERICAN LITERATURE IN ENGLISH TRANSLATION (3)** *Prerequisite: none.* This course focuses on selected works of the most representative authors of the twentieth century in Spain and in Spanish 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 311**

**HISPANIC FILM (3)** *Prerequisite: SPAN 221, 222, or equivalent.* This course will explore a particular topic in depth through the use of Hispanic films and, when appropriate, literature. Possible topics include: Hispanic gender roles, the interpretation and representation of Hispanic history, contested Hispanic cultural and political questions, and the depiction of Hispanics in current U.S and other non-Hispanic films.

**SPAN 312****SPECIAL TOPICS IN HISPANIC LITERATURE (3).**

*Prerequisite: SPAN 221, 222, or equivalent.* This course will explore a particular topic in depth through close readings of Hispanic literary works. Readings will come from Hispanic and U. S. Latino/Latina novels, short stories, essays, drama, poetry, and other cultural products. Possible topics include: oppression and sexual dissidence, dictatorships and revolutions, (re)interpretations of history, (re)definitions of gender and family roles, representations of war, and questions of national identity.

**SPAN 319**

**HISPANIC PROSE (3)** *Prerequisite: SPAN 221, 222, or equivalent.* This course includes a study of representative works of prose from Spain and Spanish America. The content of this course will cross geographical and chronological borders. It will include works from Spain's Golden Age, the Generation of '98, and the twentieth century, as well as selected Spanish American works from the colonial period to the present day.

**SPAN 320****HISPANIC DRAMA AND POETRY (3)** *Prerequisite: SPAN 221,*

*222, or equivalent.* This course includes a as study of representative works of drama and poetry from Spain and Spanish America. The content for the course will cross geographic and chronological borders. It will include works by playwrights and poets from Spain's Golden Age and nineteenth and twentieth centuries, as well as selected Spanish American works from the colonial period to the present day.

**SPAN 340****THE CULTURE AND CIVILIZATION OF SPANISH AMERICA (3)**

*Prerequisite: SPAN 202 or equivalent (for Spanish majors or minors.)* **\*\* No prerequisite for non Spanish majors/minors.** This broad introduction to Spanish American culture focuses on the geography, environmental concerns, political systems, economics, and an abbreviated history of Spanish American culture, beginning with pre-Columbian cultures. Emphasis is placed on cultural contributions including, but

not limited to, art, music, film, food, and literature. The course is taught in English, but Spanish majors or double-majors, Global Commerce-Spanish majors or Spanish minors are required to do papers in Spanish.

**SPAN 341****THE CULTURE AND CIVILIZATION OF SPAIN (3)**

*Prerequisite: SPAN 202 or equivalent (for Spanish majors or minors.) \*\*No prerequisite for non Spanish majors/minors.* 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 papers 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****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****RESEARCH AND TRANSLATION METHODS (3).**

*Prerequisite: SPAN 221, 222, or equivalent.* This course prepares students to write papers in Spanish for upper-level courses and the senior thesis. It will also give a brief introduction to and practice with translation methodology. This course is required of all Spanish majors.

**SPAN 476****SENIOR THESIS (3). Prerequisites: SPAN 475 and at least**

*one culture course and one 300-level course.* This is the senior capstone course for Spanish and is required of all Spanish majors, and Global Commerce - Spanish majors. Students will write a thesis in Spanish, under the direction of a faculty member in Spanish, and will be required to present it in Spanish orally and in writing. Students will also present and defend a portfolio of their oral and written work accumulated during their time as students pursuing a specialization in Spanish. The defense will be conducted partly in Spanish and partly in English.

**SPORT MANAGEMENT COURSES****SPMG 260****PRINCIPLES OF SPORT MANAGEMENT (3)**

This course provides a survey of current practices of sports management as they apply to amateur, professional, informational, recreational, and school-related sports.

**SPMG 353****SPORTS LAW (3) Prerequisites: MGMT 260, SPMG 260.**

This course introduces legal principle application to a variety of sports settings. Issues related to risk management, individual rights of athletes and employees, and gender are explored.

**SPMG 368****SPORTS FACILITIES AND EVENT MANAGEMENT (3)**

*Prerequisites: MGMT 260 and SPMG 260.* This course focuses on the development of personal skills and competencies in the management and maintenance of movement and sport facilities and management of

sport and physical performance events.

**SPMG 409****INDEPENDENT STUDY IN SPORT MANAGEMENT (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.

**SPMG 415****INTERNSHIP IN SPORT MANAGEMENT (1-6)**

*Prerequisites: Juniors or seniors with a 2.25 minimum QPA; approval of written proposal by internship coordinator, and supervising faculty prior to registration.* This course offers a professional internship with an appropriate health fitness organization/program. The student and faculty sponsor will agree 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.")

**SPMG 441****MANAGEMENT AND ADMINISTRATIVE PROCESSES IN**

**FITNESS AND SPORT (3)** *Prerequisites: MGMT 260 and SPMG 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.

**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 120****INTRODUCTION TO DANCE (3)**

This beginning course in dance for the musical theatre stage focuses on basic foundations and techniques in ballet and jazz. Syntheses of these styles will be placed into basic musical theatre choreography.

**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)**

**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) *Prerequisites: Juniors or seniors with a 2.25 minimum QPA; approval of written proposal by internship coordinator, and supervising faculty prior to registration.***

This planned work experience for academic credit allows the student to explore the world of work as it relates to the student's theatre and career goals. (See "Internships.")

**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 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 48 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;
7. Comply with all College standards, regulations, and procedures from the date of enrollment through the date of graduation; and
8. May not include in the 124 hours for graduation more than 12 semester hours of internship courses; 6 semester hours in HPE 100 level activities courses; or 12 semester hours in private music lessons.

A student may wish to satisfy specific requirements for admission to a graduate or professional school, for teacher licensure, or for a specialized program of an outside agency. These credits may be included in the 124 hours as electives or may be 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

requirements. 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 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 B.A./B.S. Degree prior to advance registration for their final year (two semesters) of enrollment 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 twenty-seven hours at the beginning of spring may be degree candidates for August and be 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 achieve 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 tenth week of the semester are assigned grades for all classes (either W or F). These grades become part of the student record and are used to determine semester and/or cumulative QPA in the same manner as if the student had completed the semester.

### **Behavioral Standards for Learning Environments**

If an instructor believes that a student's behavior violates the Behavioral Standards for Learning Environments policy, the instructor should take action to stop the disruption, including directing the student to cease the disruptive behavior. If the student does not comply with the instructor's direction, or if the instructor considers the disruption to be of a more egregious nature, he/she may exercise any of the following options:

1. When deemed feasible by the instructor, he/she will initiate a private conversation with the student. At the discretion of the instructor, another member of the faculty/staff and/or the student's academic advisor may be asked to be present for the conversation. The conversation should include:
  - a. Identification of the problematic behavior;
  - b. Explanation of why the behavior is problematic;
  - c. A statement regarding expectations of future behavior; and
  - d. Explanation of the consequences of continued misconduct.

After the conversation, the instructor will create a written summary of the conversation and send copies to the student, the student's academic advisor, and any member of the Academic Advising Center responsible for monitoring the student's progress. If a faculty/staff member was asked to be present for the conversation, a copy of the summary will also be sent to him/her.

2. If the instructor believes that a private conversation will not be effective in resolving the misconduct, he/she may call a meeting with the student and any of the following:
  - The faculty member's School dean
  - The Dean of the College (or designee)
  - The Dean of Students (or designee)
  - The student's academic advisor

The meeting will address topics 1a – 1d listed above. After the meeting, the instructor and the ranking academic official in attendance will create a written summary of the meeting. Copies will be sent to the student, the student's academic advisor, any member of the Academic Advising Center responsible for monitoring the student's progress, and any other faculty/staff members who attended the meeting.

3. The instructor may submit a written report of the problematic behavior to the Office of the Associate Dean of Students for judicial review in accordance with policies and procedures described in the Honor and Student Conduct Codes (see "Judicial Procedures" in the student handbook).
4. If the instructor believes that the student's behavior is so disruptive as to require immediate action, he/she may require the student to leave the classroom immediately. If the student refuses to leave immediately, the instructor may summon Security to escort the student from the room.

After instructing the student to leave the classroom immediately, the faculty member will contact the dean of the College to recommend a course of action, which may include:

- Dismissal from the course with a grade of "F" (The grade of "F" cannot be changed by student-initiated withdrawal.)
- Suspension from the College (see "Academic Suspension")
- Referral of the matter to the Office of the Associate Dean of Students for judicial review in accordance with policies and procedures described in the Honor and Student Conduct Codes.

The dean of the College (or designee) will arrange a meeting with the student, the instructor, and the instructor's School dean. During the meeting, the dean of the College (or designee) will inform the student of the course of action deemed appropriate to address the reported disruption.

### **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:

#### Student Classification

Freshman

Sophomore

Academic probation students are

suspended when they have:

below 2.0 semester QPA

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, who are not demonstrating academic expectations as outlined under class attendance, or who consistently or egregiously violate the Behavioral Standards for Learning Environments 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; if suspension is for fall semester, the student 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 suspended student may not enroll at Lynchburg College without having been readmitted. After a second suspension, a student is not eligible for readmission.

### **Academic Recovery Program**

The Academic Recovery Program (ARP) provides individual academic support for students on academic probation. The program is mandatory for students returning from academic suspension, as well as for students who want to appeal the academic suspension ruling of the Academic Standing Committee. The program helps students succeed by helping them to develop critical skills such as time management, goal setting, organization, use of available resources, and balancing academic and social demands.

### **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**

A student may file a written appeal of suspension to the associate dean of the College only if the student believes that extenuating circumstances make suspension unwarranted. The extenuating circumstances must be beyond the student's control and of such nature as to affect significantly the student's academic performance. Also, an academic plan that specifically addresses the extenuating circumstances and largely negates their

effect on the student's academic performance must be feasible.

A student's written appeal must include the student's own statement documenting the extenuating circumstances and a specific plan for achieving the necessary academic improvements. In addition to the appeal letter, the student is encouraged to submit supporting documentation, such as relevant medical records, letters of support from faculty or staff who know the student well, or any other pertinent documentation. Upon receipt of a written appeal, the Academic Standing Committee determines whether the extenuating circumstances described by the student meet the criteria set forth above. If so, the committee examines documentation provided in support of the appeal and the student's improvement plan for adequate address of the extenuating circumstances and their impact on the student's academic performance. At its discretion, the committee may also consider other information, such as the student's class attendance and participation, academic and disciplinary records, and co-curricular involvements.

### **Reapplication after Suspension**

A suspended student may apply for readmission for 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 these students must be fully qualified to undertake the work for which they enroll. Continued enrollment in this status is subject to review by the dean of the College. Non-degree stu-

students who fall below 2.00 in any semester or fail to meet criteria for continuing enrollment are subject to review by the Academic Standing Committee. These students may be subject to additional criteria for continuing enrollment or may be suspended. Please refer to the “Non-Degree Admission” section under “Admissions” for additional information.

## Credit by Examination

### Advanced Placement Examinations

A degree-seeking student who attains the designated score on an Advanced Placement Examination of the College Entrance Examination Board (CEEB) 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
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	INTL 101
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 141-142
Physics C	4	8	PHYS 161-162
Psychology	3	3	PSYC 103
Spanish Language	3	6	SPAN 201-202
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 contact CLEP directly for information about testing sites. 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 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
Calculus	6	MATH 103-104
Chemistry	3	CHEM 103 (105L possible with approval)
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 309
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 Office of the Registrar. 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 Office of the Registrar will process the change when notified in writing of the request. The effective date of all changes is the date that 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 *sixth day of class* of the semester, schedule conflicts should be resolved and courses added.

**During First Three Weeks** - Courses dropped during the first three weeks do not become part of the student's permanent record. 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 Office of the Registrar. Overload fees are determined on the basis of enrollment at the end of this period.

**After Completion of Three Weeks–Before Expiration of Ten 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 Ten Weeks Until the End of the Semester** - A student may not with-

draw from a course or change from credit to audit during this period.

Students who withdraw from college or are suspended after the tenth week of the semester are assigned grades for all classes (either W or F). These grades become part of the student record and are used to determine semester and/or cumulative QPA in the same manner as if the student had completed the semester.

### **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 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 the specific form, signed by the faculty advisor, to the Registrar's Office by the end of the fourth week of the semester.

Students are expected to meet the same standards as graded students. A failure is recorded as an F and is computed in the 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 ten 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.

**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, specifying the criteria by which student achievement is to be assessed, and making decisions about the student's accomplishments according to those criteria. Thus, except in unusual circumstances, an instructor's decision about a grade may not be overruled. A student may, of course, request that his or her instructor review a grade for any

required work in a course.

A student who believes a final grade is in error should first discuss the matter with the instructor. If the student fails to persuade the instructor, the student may submit a written appeal within three weeks after the grade notifications are provided by the Registrar's Office to the dean of the 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 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. 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 applied toward graduation. Six credits may be applied 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 several agencies located in Washington, D.C. that can provide internships for all majors.

## **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 re-admission; 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 and receive 100 percent refund of the tuition for that semester. The room and board charges will be prorated for the time prior to the call to military service.

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."

## 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-residence 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 coursework 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. Forty-eight hours applying 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 to part-time students for a fee. Part-time students do not receive campus mailboxes. Only full-time students are eligible to live in the residence halls, to participate in varsity sports and other co-curricular activities, and to be eligible for student leadership positions. Many forms of financial aid are available only to full-time students.

## 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>
ENGL 111	3	A-	11.1
SOCI 100	3	B-	8.1
ENGL 201	3	A-	11.1
PHYS 161	4	B+	13.2
FREN 101	3	D+	3.9
HIST 101	3	A	12.0
C S 115	1	C	2.0
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 forty-eight 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 48-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 consti-

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

### **Policy Regarding Class Attendance**

Regular attendance, preparation for classes, and the prompt completion of assignments are obvious duties expected of students. Each instructor will inform students of the attendance policies in effect for each class. A statement about attendance policy will comprise a portion of the course syllabus.

## ACADEMIC SERVICES AND RESOURCES

### Academic Advising

The Academic Advising Center coordinates the academic advising program. All freshmen advisors work in partnership with a Connection Leader, a peer mentor who aids freshmen in the transition to college. New students meet with advisors during orientation, Welcome Week, and scheduled advising sessions throughout the year. 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.

Advisors provide students with assistance in making decisions about academic programs, career/graduate program direction, and other matters supporting student 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.

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 his or her individual progress to graduation. All students can find pertinent academic records online through "StudentsOnline" and the personalized graduation progress report supplied regularly to matriculated students by the Registrar's office. 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.

### Student Orientation and Registration Programs

New student transition programs at Lynchburg College provide entering degree-seeking students with opportunities to make a successful transition to the College and to connect in meaningful ways with campus colleagues and the Lynchburg community. The programs include New Student Orientation and Registration, Welcome Week, and the Freshman Success Seminar.

All degree-seeking students are required to participate in an orientation and registration program prior to enrolling. Orientation programs are designed to help new students become acquainted with college life and campus resources, while assisting them in completing course registration. Orientation sessions are provided during the summer for students enrolling in a fall semester and in January for students enrolling in a spring semester. Separate but concurrent orientation programs are available to parents and other guests of new students.

All full-time freshmen must participate in Welcome Week, a transition program occurring immediately prior to the first day of fall semester classes. 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-cred-

it-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 who are supervised by the First-Year Programs Coordinator in the Academic Advising Center.

### **Bookstore**

The bookstore, located in the Burton Student Center, is open 9 a.m. to 4 p.m. weekdays, and has extended hours at the beginning of each semester and on designated weekends. (Call 434-544-8239 for a voice recording of hours or visit the website at [www.lynchburg.edu/bookstore](http://www.lynchburg.edu/bookstore) for additional information on hours and special events and services.)

The Lynchburg College bookstore offers the following services and products to the campus community: student/ employee charge accounts and declining balance accounts, which may include the Westover Room (College snack bar), Hornet Shop and pizza delivery; deposit service to add money to vending cards used for laundry and copy machines; various school, art, computer, office and health supplies; course materials; LC imprinted gift and clothing items; film developing; College ring orders; check cashing (with proper student identification and a \$100 limit); special order clothing for teams, Greek life, intramurals, etc.; mail order service (434-544-8241; FAX 434-544-8243) and web catalog service at [www.lynchburg.edu/bookstore](http://www.lynchburg.edu/bookstore). Graduation caps, gown, and announcements are also ordered through the bookstore.

The bookstore also provides students an option of viewing information about course materials for each scheduled class at [www.lynchburg.edu/studentsonline](http://www.lynchburg.edu/studentsonline). (An active LC network password is required for access to this information.)

Visa, MasterCard, and Discover credit or debit/check cards, bookstore charge or declining balance accounts, personal checks, 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 lifelong career planning. Fresh-men 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. Juniors and seniors may enroll in an advanced career development course (GS 305) to plan for their transition from college to the world of work and/or graduate school.

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 will be well-suited. Comprehensive services available to students and alumni include career counseling, workshops, college-sponsor-ed career fairs, newsletters, research resources, on-campus interviewing, and credentials file service.

## **Centers of Lynchburg College**

The Centers of Lynchburg College provide interactive pro-grams 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 the 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 on curriculum and 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**

(Pat Price '95 and Lisa Whitaker '03 M. Ed., associate directors): The focus of this Center is the enhancement of student educational experiences through service to and partnerships with the Central Virginia community. The Center involves students, faculty, and staff in working with members of the local community to improve their quality of life. Activities include research on lead-burdened homes, a community outreach partnership center, community-based research, and social entrepreneurship. The Center also coordinates the Bonner Leaders Program.

- **Center for Family Studies and Educational Advancement**

(Dr. Ken West, director): 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 Lynchburg College graduate students and local teachers and counselors. In addition, the Center offers a variety of other specialized programs for teachers, counselors, and parents.

- **Center for the History and Culture of Central Virginia**

(Dr. Mike Santos, director): The Center is dedicated to the study of the history and culture of Central Virginia and to the dissemination of information to academic and popular audiences. College students and faculty preserve and promote a better understanding of local history.

- **Claytor Nature Study Center**

(Dr. Jeff Corney, director): The Center occupies 470 acres in Bedford County and includes the Claytor Educational and Research facility, the C.E. Richardson Field Station, the Big Otter River, two lakes, a federal wetlands reserve, and woodlands and fields. The Center offers a wide range of environmental education programs for Lynchburg College students, K - 12 students and teachers, and the broader community.

- **Center for Economic Education**

(Cheryl Ayers, '01 M.B.A., director): The Center provides training to area educators on incorporating economics within the curriculum. Regular workshops are provided for Lynchburg College students and educators from throughout the region.

- **Donovan Center for Media Development**

(Dr. Woody Greenberg, director): The Donovan Center involves students, faculty and staff in the development of media resources for non-profit agencies within the community. Project foci include videos/DVDs, brochures, logo designs, and websites.

- **Walter G. Mason Center for Business Development and Economic Education**

(Ben Mayhew '91, '02 M.B.A., director): The Mason Center promotes regional economic growth, education, and organizational development using the diverse resources of Lynchburg College. Through customized workshops, management institutes, learning forums, and business seminars, the Center offers opportunities to enhance organizational development and economic vitality throughout the region. It also offers specialized programs in entrepreneurship.

## **Information Technology and Resources**

The technology facilities at Lynchburg College include a campus-wide network that connects all campus buildings and provides services to off-campus, college-owned residences. The network provides Internet access for the College. Multi-platform resources are used for administrative and academic applications, hosting network support functions and web, and e-mail services. Connected to the network are more than 1,000 desktop computers located in faculty and staff offices, classrooms, and more than 20 laboratories designed to give students ready access to course-related software, pro-

ductivity 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 coursework and personal web pages.

### **Learning Resources**

A variety of 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 provides the services of qualified tutors at no charge. At the Wilmer Writing Center, students can receive help on papers at any stage of the writing process, including brain-storming, organizing, or editing. Grammar software, workbooks, networked computers, and a laser printer are available.

Writing Center 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/Study Sessions**

The Mathematics Lab offers 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. Mathematics Lab and study session hours are announced at the beginning of each semester. Appointments are not necessary for either resource.

#### **Modern Language Resource Center**

This self-paced learning center provides computers, headsets, DVDs, and computer based CD-ROM interactive learning programs to help students reinforce their foreign language skills outside of class. French, German, and Spanish tutors are available to assist students as needed. No appointment is necessary to use the computers, but appointments are suggested to schedule tutoring sessions.

#### **Communication Lab**

"Help & Never Harm" is the motto of the Communication Lab. Peer tutors offer **LIFE** support: we **L**isten and learn student needs, **I**nform, **F**oster confidence, and **E**mpower success. Students can use this lab to draft and organize speeches, practice delivery, and ultimately gain confidence. The communication Lab is open evenings, Sunday through Thursdays.

**Peer Assisted Study Sessions (PASS)**

Peer Assisted Study Sessions allow students to learn as a group outside scheduled classes. Trained tutors lead sessions twice weekly to accommodate students' schedules. The tutors also attend the lecture classes to stay current with the material students are learning. PASS is offered in courses that are considered highly difficult.

**Disability Support Services**

The Support Services Coordinator works with students who have documented disabilities arrange for academic and other accommodations on campus. Students are strongly encouraged to contact the office as soon as the decision is made to attend the College so the process can begin as early as possible and accommodations can be put into place in a timely fashion.

**Study Strategies (GS 104)**

This course, which is for freshmen only, encourages academic success by teaching students important college study skills and by exploring learning styles. It reinforces basic study habits including time management, active reading skills, and test preparation.

**Academic Coaching Assistance Program**

The Academic Coaching Assistance Program (ACAP) is offered on a limited basis as an academic support service to first-year students, in addition to their academic advisors and Connection Leaders. It is an opportunity for students to brainstorm about their concerns regarding their classes and/or other issues related to their academic progress on a weekly basis.

There are eight professional staff members and graduate assistants functioning as academic coaches on campus. The goal of ACAP is to help students meet the academic requirements of the College in a proactive manner instead of waiting until problems develop that could lead to unsatisfactory academic performance.

**Academic Recovery Program**

The Academic Recovery Program (ARP) is a voluntary program designed to assist students on academic probation as well as those students in need of additional academic support. The goal of the program is to allow students to become academically successful by encouraging the development of critical skills, such as time management, goal setting, organization, use of available resources, and balancing academic and social demands.

Students who participate in the ARP typically increase their QPA from the previous semester. (Spring 2003 data indicated their semester QPA increased by 0.94 vs. 0.26 for those student on academic probation who had not participated). Students also appear to continue this trend in future semester work. Data suggests that not only did students change their study habits for the semester in which they participated in the ARP, but also that those changes had an effect through the following semester, while "on their own."

## Library and Information Services

The mission of the Knight-Capron Library is to empower the Lynchburg College community to make effective use of global information resources as lifelong learners and thinkers. 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 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, GS 113, E-Research in the College Library, and GS293, Advanced Information Literacy).

The library's collection consists of print and media resources, as well as a variety of electronic information resources, 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 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 Christian Church (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 provide opportunities for learning, enjoyment, and personal growth, to complement and supplement the academic experience of students, and to encourage the interdisciplinary affiliation of the visual arts with diverse academic disciplines. Exhibitions are developed from the College collection, public and private sources, and include 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 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/currcal.htm](http://www.lynchburg.edu/currcal.htm). The following endowments support events in the arts, literature, drama, the sciences, business, religion, philosophy, and human diversity.

*Elisha K. Bennett Lectureship in Personal Growth and Development:* This lectureship is endowed by Elisha K. Bennett, a loyal alumnus who spent most of his adult years helping people discover their potential. It brings to the 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.

*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.

*Jennie Cutler Shumate Lectureship on Christian Ministry:* This endowed lectureship provides for an annual lecture on Christian ministry by a prominent minister or layperson. The purpose is to present the work of Christian ministry in an attractive and challenging way to young men and women of good character and intellectual ability. The lecture is given at the 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 D.H.L. and Rosel H. Schewel '71 M.Ed., '83 Ed.S., '00 D.Ed. in 1999.

*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 seven-teen 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.

*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 Levertov, James Baldwin, Tennessee Williams, Truman Capote, Ellen Gilchrist, 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 Wind Symphony is an ensemble for persons who play wind, string and percussion instruments. The group's purpose is to develop ensemble techniques, music reading ability, general musicianship, and to acquaint students with a wide variety of band literature. For music majors who will become teachers, the Wind Symphony provides experience in organization, music selection, and program planning. The Wind Symphony performs three major concerts per semester and additional performances on campus and in the Central Virginia area. Select members of the symphony tour during spring vacation. Membership is open to all students, and seating placement is determined by the director or by audition. Members of the Wind Symphony earn one academic credit hour per semester.

The Lynchburg College Jazz Ensemble is an eighteen-piece ensemble comprised of saxophones, brass, percussion, piano, and guitars. Membership is selected from the Wind Symphony and/or by audition for interested students, faculty and staff members, alumni, and community musicians. The Jazz Ensemble performs numerous times each semester on and off campus. One hour of academic credit per semester is offered for the activity.

The Lynchburg Chamber Orchestra welcomes students who are string players. Membership is open by audition. In addition to performing with the Wind Symphony, the orchestra performs in conjunction with College musicals and music program operas. 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.

The Lynchburg College Concert Choir is made up of approximately forty-five students, and membership is open to all students by audition. The choir presents three concerts on campus each year: one in the fall, one during the Christmas holiday season, and one in the spring. The group also performs on special occasions such as convocation, Parents and Family Weekend, Homecoming, and commencement. In the spring, the choir tours from New England to Florida 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 two hours each week. They perform in the programs presented by the Concert Choir, other events on campus, and in the community. No academic credit is offered for this activity.

The Lynchburg College Choral Union is a large choral ensemble. Its purpose is to provide a quality choral music experience for all its members. Membership is open to all students and faculty/staff members of Lynchburg College, as well as interested community members, but permission from the conductor is needed to join. The group performs one major concert per semester on a wide variety of musical styles from the Medieval to the twentieth century with an emphasis on major choral/orchestral works.

The Lynchburg College Handbell Choirs have a membership of approximately twenty persons. The groups perform selections at campus concerts presented by the Wind Symphony 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.

**THEATRE ACTIVITIES:** Students and the campus community benefit from activities sponsored by the Theatre Program. Three main stage theatre productions, as well as student generated studio theatre plays are produced each year. Auditions for theatre productions are open to the entire campus community. First-year students regularly appear in shows and in backstage positions. Recent productions include *Into the Woods*, *You Can't Take it with You*, *The Sound of Music*, *Spinning Into Butter*, *Guys and Dolls*, and *A Midsummer Night's Dream*. Academic credit may be earned by working on productions.

The facilities in the Dillard Fine Arts Center are well-equipped and up-to-date and include a Macintosh 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. A \$3 fee is charged 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. It is the student's responsibility to submit appropriate documentation that establishes the disability to the Support Services Coordinator. This documentation must be received no later than 45 days prior to the first day of classes in order to give the College time to put the accommodations in place. Late requests are not retroactive and may negatively impact the College's ability to provide accommodations in a given semester.

Documentation of learning disabilities must include a complete psycho-educational battery that has been completed within the past three (3) years including subtest scores, narrative, and diagnosis. In the majority of cases, a 504 Plan does not provide all of the information required, although it may be helpful in establishing accommodations.

For physical, health, psychiatric, vision, or hearing impairments, the documentation must have been completed within the previous twelve (12) months and include a diagnosis, complete description of the impairment and functional limitations, use of assistive devices or other services, current status (including medications being used), and an explanation of the anticipated impact upon the academic environment. In all cases, documentation must be prepared by an appropriately licensed or certified professional. The College reserves the right to request updates to determine if there has been any change in the status of the impairment.

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 are established on a case-by-case basis and 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 pro-

vides specific accommodations in the area of foreign languages and math for students with documented learning disabilities in these areas.

### **Students with Learning Disabilities: Foreign Language**

All students attending Lynchburg College are expected to enroll in the 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 expected to fulfill the aforementioned requirement, regardless of any waiver or accommodation granted in high school.

The following procedure is to be followed when a student has a documented learning disability which may preclude him/her from successfully completing a foreign language:

- The student must enroll 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 must request a meeting with the foreign language instructor and the Support Services Coordinator for the purpose of discussing the situation and to develop a learning plan that includes, but is not limited to, the following:
  1. utilization of all reasonable accommodations recommended in the student's psycho-educational evaluation;
  2. appropriate and consistent utilization of the Modern Language Resource Center and tutors located in Centennial Hall; and
  3. demonstrable effort on the part of the student through class attendance and the completion of class assignments as agreed to by the classroom instructor.

Students still unable to make satisfactory progress in the foreign language may petition the Support Services 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 no credit earned (W). For those course(s) completed, the transcript will indicate credit earned (S).

Depending upon their situation, students are required to complete a total of up to nine hours in the foreign language and/or approved substitution courses: COMM 351, FREN 207, FREN 208, INTL 213, SPAN 207, SPAN 208, SPAN 340, and SPAN 341. 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 stu-

dents 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/her instructor and who subsequently experiences difficulty in learning math, should request a meeting with the math instructor and the Support Services Coordinator. A learning plan containing the same elements as those listed under foreign languages is developed.

Students still unable to make satisfactory progress in the math course may petition the Support Services 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 College representatives to determine how the College can best serve the student's particular needs. The student must give the College a minimum of 45 days notification prior to the first day of classes in order 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 coursework are not options at Lynchburg College. The Americans with Disabilities Act does not require Lynchburg College to provide modified syllabi (including attendance policies), independent study or distance education courses, personal assistance, or individual tutors, although reasonable efforts are made to meet the needs of students with disabilities.

### **Right to File Grievance**

If a student feels he/she has experienced discrimination because of a disability, he/she has the right to file a grievance. Lynchburg College recognizes that issues with regard to ADA compliance may arise from time to time. It is in the best interests of the student, faculty, and staff to resolve such matters quickly. Lynchburg College has in place a Human Rights Policy that provides a means by which a student may file a grievance. Information about the Lynchburg College Human Rights Policy can be found in the Hornet and at: <http://www.lynchburg.edu/internal/policies/humanrights>.

### **International Programs**

Lynchburg College encourages its students to study abroad during some period of their undergraduate program. Study abroad opportunities at Lynchburg College provide an introduction to a cultural perspective other than one's own by way of off-campus foreign study and travel experiences, and by the discovery of and appreciation for the nature and scope of global interdepen-

dence - from a multiplicity of perspectives, including, but not limited to cultural, economic, historical, and political. 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 Assistant Dean of International Programs, Study Abroad Coordinator, the study abroad resource library (located in the Daura Gallery offices, Dillard Fine Arts 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 in many other academic disciplines including international relations, environmental science, literature, business, nursing, communications, and museum studies throughout Europe, the Americas, Australia and Japan. Spring break study programs, offered as part of semester-long courses, focus on Italy, France, and the Spanish-speaking countries of Argentina, Costa Rica, and Spain. The Biology Program also offers a marine biology course in San Salvador during the winter term.

Students may also consider study abroad programs offered by other providers with which Lynchburg College affiliates. These include Australearn, American Institute of Foreign Studies (AIFS), International Studies Abroad (ISA), and International University Studies (IUS). Study Aabroad options also include programs provided by other colleges and universities.

Students interested in studying abroad should begin the process early by working with their faculty advisor(s) and the study abroad coordinator. Certain required procedures before a study abroad leave of absence can be approved include academic/disciplinary clearances and coursework 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 College 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. A student may not take over 50 percent of coursework away from the home campus during a single term. On occasion, a student may be expected to take a specific course at one of the other colleges. Students are responsible for their own transportation. Tri-College courses are considered part of a stu-

dent'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); Intramural Sports; New Horizons; Wellness and Education Programs; and Safety and Security.

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 development and their personal lives.

Students are invited to participate in the governance of the Lynchburg College community through the Student Government Association or independently. Typically, students are appointed to 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* in the "Student Rights" section.

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 rear of Knight-Capron Library). For more information about Student Development and campus life, see *The Hornet* student handbook.

### 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 is open from 8:30 a.m. until 5 p.m., Monday through Friday. Three counselors provide individual and group counseling to full-time, undergraduate students. Graduate and

part-time students may also use these services for a fee, payable at the Cashier's Office before the start of each semester. Strict confidentiality is observed in accordance with professional standards. Students can schedule an appointment by calling 434-544-8616.

**HEALTH SERVICES:** The Student Health Center is open from 8:30 a.m. to 5 p.m., Monday through Friday. Student health services are available to all full-time, undergraduate students who have submitted a completed Health Information Form, including a record of required immunizations. Part-time undergraduate students and graduate students (both full- and part-time) may also use the student health services for a designated semester fee payable at the Cashier's Office prior to the beginning of each semester. These students must also complete a Health Information Form, including a record of required immunizations.

Students may be seen as walk-ins or may schedule appointments by calling the Student Health Center at 434-544-8357. A family practice physician is on campus two mornings per week and is on call at other times. Primary health care is provided by nurse practitioners and College health nurses. Referrals to physicians or other community health care providers are arranged when necessary or at the request of the student.

All consultations and medical records are kept completely confidential. No information is discussed with, or released to, anyone without the student's written consent. Routine visits to the Student Health Center are provided without charge. Charges for medication, lab tests, and special examinations can be billed to the student's college account or paid for by the student.

**STUDENT HEALTH INSURANCE:** All students should have medical insurance coverage. 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 also available in the Business Office. 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 local Lynchburg area and to ensure that coverage is provided for both routine and emergency medical care, as well as prescriptions.

### **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. Lynchburg College is authorized under Federal law to enroll nonimmigrant students.

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 MACS office serves as advisor to special interest groups such as the Association of Commuter Students, the Black Student Association, and International Society.

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 working full time or raising a family. Services for Access, as well as for commuter students, include a seasonal newsletter with information pertinent to these populations, a lounge with lockers, study tables, networked personal computers, kitchen area, message board, and a quarterly brown-bag lunch series for discussion of topics of interest.

For more information about MACS programs, contact the office at 434-544-8330 or via e-mail to [MACS@lynchburg.edu](mailto:MACS@lynchburg.edu).

### **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 most undergraduate students, and off-campus living is a privilege earned through progression towards degree completion. 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, townhouses, and College-owned houses). Students classified as seniors prior to a fall semester are eligible to live off campus during the next academic year as are students enrolled in post-baccalaureate studies and students age 25 or older. For complete details about residential requirements, see *The Hornet*.

### **Residence Life**

The Office of Residence Life is responsible for all aspects of residential living, including developing a safe and secure residential community that is conducive to learning and growth. The residence life student staff of nearly fifty graduate and undergraduate students serve as resident assistants (RAs), assistant hall directors (AHDs), and hall directors (AHDs), and live in the residence halls. There are also two full-time, professional Area Coordinators (ACs) that live on campus and assist staff and students with maintaining a positive community and achieving their goals. They are responsible for activities, programming, providing peer counseling, and maintaining community standards.

Each residence hall offers card-operated washers and dryers, coin operated soda and snack machines, and full kitchens that include 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 policies may result in disciplinary action. For a complete list of policies and procedures related to residence hall living, see *The Hornet* student handbook. Housing is available to Access (age 25 and older) and graduate students only as 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. Based on student wishes, all residence hall rooms are also designated as smoke free areas. Students that smoke are required to do so 15 feet or more away from the buildings.

For a complete list of residential living policies and information, please see *The Hornet* or contact the Office of Residence Life for *A Home Away from Home: Your Guide to Residential Living*.

## **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 and currently 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 campus reli-

gious organizations. 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 dean of religious life/College chaplain and associate chaplain function as pastors to the entire community and as coordinators of religious activities. The dean also serves as director of church relations and works closely with local congregations and clergy of different denominations. Both of these individuals, in cooperation with the cooperative campus ministers, 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.

The entire cooperative campus ministry staff is dedicated to helping students celebrate and grow in their own faith tradition while they attend Lynchburg College. They are also dedicated to helping students explore and identify their vocational calling in life.

## **Student Activities**

The Office of Student Activities is committed to enhancing the Department of Student Development's Mission Statement through leadership and co-curricular opportunities. Learning and development is achieved through intentional programs that promote involvement in adventure-based learning, the fraternity and sorority community, intramural and recreational activities, social and multicultural experiences, and campus governance.

Through a wide variety of programs and services, the Office of Student Activities helps students become involved in campus organizations and events. Full-time students pay an activity fee that is divided among the major programming areas and allocated to student organizations for programming. 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.

Leadership training is also offered through participation in regional and national conferences and the annual Anderson Leadership Conference held on campus. In addition to more than 80 clubs and organizations, the Office of Student Activities works with students in five major areas:

**STUDENT GOVERNMENT ASSOCIATION** - The Student Government Association serves as the official voice of the student body to the Lynchburg College administration. It is comprised of executive, legislative, and judicial branches, all of which have an active role in the establishment of College policies. In an effort to promote school spirit and student involvement, SGA sponsors a variety of events for the college community. These events include concerts, speakers, Homecoming, Freshman Class Formal, College Ring

Ceremony, and Senior Week.

*STUDENT ACTIVITIES BOARD* - The Student Activities Board is a volunteer, student-run organization responsible for creating, planning, and presenting a variety of activities such as magicians, hypnotists, novelty acts, coffee house performers, and concerts for the Lynchburg College community. SAB members are students that are dedicated to bringing quality, uniqueness, and fun to the campus. Volunteers have the chance to gain leadership and programming skills by serving on one of several committees: Traditions, Mainstage, One Night Stand, LC Expanded, and O.P.E.N.

*INTRAMURAL & CLUB SPORT PROGRAMS* - Intramural programs encourage students, faculty, and staff who are currently enrolled or employed at Lynchburg College to participate in a variety of organized recreational programs. Club sports are student organizations that are centered around particular recreational interests and provide an alternative to varsity sports. They hold practices and sometimes compete against club sport teams from other colleges.

*FRATERNITY/SORORITY LIFE* - Fraternity/Sorority Life was established at Lynchburg College in 1992, and since that time has provided leadership and social opportunities for all students. There are 11 nationally-recognized Greek-letter organizations at Lynchburg College, including four fraternities, four sororities, and three black Greek organizations. Currently there are 230 members of the fraternity/sorority community, which encompasses 12 percent of the student population. Under the governance of the Interfraternity (IFC), Panhellenic (PC), and Pan-Hellenic (PHC) councils, Greeks continue to expand their involvement in the Lynchburg College community through annual activities such as Greek Week, Special Olympics, Hike for Haiti, and Fraternity/Sorority Excellence awards.

#### **Panhellenic Council Sororities**

Alpha Chi Omega - AXΩ, Alpha Sigma Alpha - ΑΣΑ, Kappa Delta - KΔ,  
and Sigma Sigma Sigma - ΣΣΣ

#### **Interfraternity Council Fraternities**

Phi Delta Theta - ΦΔΘ, Sigma Nu - ΣΝ, Sigma Pi - ΣΠΙ,  
and Sigma Phi Epsilon - ΣΦΕ

#### **Pan-Hellenic Council Greek Organizations**

Alpha Kappa Alpha - AKA, Alpha Phi Alpha - ΑΦΑ,  
and Delta Sigma Theta - ΔΣΘ

*OUTDOOR RECREATION AND NEW HORIZONS PROGRAM* - The New Horizons program exists to develop leadership skills and support communi-

ty and personal growth through experiential learning. Development is achieved through the utilization of ropes courses, indoor/outdoor workshops, and adventure programming. Programs include rock climbing, caving, backpacking, hiking, and white water rafting, ranging from one to six days in length

### **General Responsibilities of Campus Organizations**

Campus organizations are expected to comply with the policy and procedural guidelines adopted by the Student Government Association, Campus Life Policies Committee, and the College Administration. 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.

### **Membership**

Membership in registered student organizations must be open to all persons without regard to race, color, creed, religion, national or ethnic origin, gender, sexual orientation, age, marital status, citizenship, or handicap (SA-302). Title IX of the Educational Amendment of 1972 provides an exemption of fraternities and sororities from the requirement that membership in their groups be open to all persons regardless of gender.

Membership should be comprised only of students, faculty, or staff of Lynchburg College. Non-students may not be members, hold office, or be responsible for any activity.

### **Supervisory Role of Institution in Student Activities**

Through involvement in student activities, including campus organizations and events, students gain personal, professional, social, recreational, and cultural development. The Office of Student Activities is charged with helping students become involved in campus organizations and events and with advising and supervising the Student Government Association, the Student Activities Board, and three fraternity and sorority governing boards. Additionally, the Office of Student Activities provides assistance and support to all recognized student organizations.

The Student Life Policies Committee, comprised of faculty, staff, and students, is a standing governing committee that reviews matters of policy pertaining to student activities. Policies and procedural guidelines adopted by the Student Life Policies Committee and the College are detailed in *The Hornet* student handbook or publicized by the offices of Student Development. These policies and procedural guidelines address matters such as responsibilities and privileges of recognized student organizations, reservation of campus facilities, admitting guests to events, posting, alcohol on campus, and freedom and order on the campus.

Campus organizations and individuals involved in student activities are expected to comply with all College policies; violation of College policy may result in judicial action, as outlined in the Honor and Student Conduct

Codes and Regulations. Additionally, the College reserves the right to intervene, and if necessary, to cancel a program, activity, and/or process if it is found to be in violation of stated policies or procedures or is in conflict with the mission of Lynchburg College.

### **Athletics: Intercollegiate**

Lynchburg College offers twenty-one intercollegiate sports of which nineteen compete at the NCAA Division III level. Varsity athletics integrates academic rigor with enthusiastic competition in ten women's sports: basketball, cross country, field hockey, lacrosse, soccer, softball, tennis, indoor track, outdoor track, and volleyball; nine men's sports: baseball, basketball, cross country, golf, lacrosse, soccer, tennis, indoor track, and outdoor track; and two coed sports: cheerleading and equestrian.

LC is a charter member of the Old Dominion Athletic Conference (ODAC), one of the most prestigious athletic and academic conferences in the country. The thirteen-member conference (twelve institutions in Virginia and one in North Carolina) is the second -largest multi-sport NCAA Division III conference in the country.

The director of Intercollegiate Athletics reports to the dean of the College.

### **Campus Media**

Three publications, a cable television show, and darkroom facilities compromise Lynchburg College's student media, providing opportunities for both news reporting and creative expression.

*ARGONAUT SENIOR RECORD* – LC's annual senior yearbook is produced by student volunteers and the Communication Studies Program.

*CRITOGRAPH* – The weekly campus newspaper is produced by students in journalism classes. Volunteer reporters and photographers are also invited to submit stories and photographs to *Critograph* editors. In addition, advertising sales staff, who work on commission, are needed.

*DARKROOM* – Journalism students and volunteers work with the photo editors to provide photographs for the *Critograph*, *Argonaut*, and *Prism*.

*HORNET TV* – Student-produced programs about life at Lynchburg College and beyond are seen on cable channels 2 and 5. Students in broadcast journalism classes write, tape, and edit the programs.

*PRISM* – The student literary magazine, produced by volunteers, includes works of prose, poetry, photography, and artwork submitted by LC students.

Any student media supported in whole or in part by College funds is subject to the *Lynchburg College Statement for Student Publications and Broadcast Media* which is printed in *The Hornet*.

## **Written Complaints**

Lynchburg College faculty and staff strive to provide each student with positive educational experiences and helpful services. Even so, it is understandable that complaints will arise from time to time. To address and resolve concerns as quickly as possible, all students are encouraged to address complaints to the office responsible for overseeing the area of concern.

If a student is uncertain about the appropriate contact for a complaint, he/she may submit a written complaint to the Office of the Dean of Students (116 Hundley Hall). The dean of students or his/her designee will review the written complaint and contact the student regarding address of the complaint. If another College office is better able to address the complaint, then the dean of students or his/her designee will forward the complaint to that office and notify the student where the complaint was directed. A representative of the office receiving the forwarded complaint will then contact the student regarding address of the complaint.

## STUDENTS 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 designed to maintain orderly conduct and an environment conducive to study, recreation, and personal growth. For a list of student rights and additional information on student responsibilities, see *The Hornet*, the annually updated student handbook. All students are expected to know and abide by Lynchburg College policies published in *The Hornet*.

### **Lynchburg College Honor and Student Conduct Codes and Regulations**

Standards of student conduct address three major areas of integrity. The Honor Code includes both academic and personal integrity. The Student Conduct Code addresses respect for the rights of the 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 so 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 results 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 may 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; student classification; 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, employment, or alumni records; financial information submitted by parents; and confidential letters and recommendations associated with admission, employment or job placement, or honors for which the rights 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

All non-resident (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 property at any time by students must be insured, have a valid state 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 and a valid operator's license at the time of registration. The annual registration fee is \$50 per year for full-time students and \$20 per year for part-time and graduate students.

Any resident freshman desiring special permission to park on campus must receive approval from the Director of Campus Safety and Security. A letter of need from a parent, guardian, employer, or doctor must accompany the request. The registration fee for freshmen requesting special parking privileges is \$80 per year or \$40 per semester.

All operators of motor vehicles are subject to abide by the Lynchburg College Traffic Code and Policies. Please refer to the Lynchburg College Student Traffic Code and Policies listed in the vehicle registration form and in *The Hornet Student Handbook*.

## 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 (Algebra I & II and Geometry), laboratory science, social science, and foreign language. In addition, a successful candidate has a strong B average (or better) and SAT or ACT scores. Advanced Placement, International Baccalaureate exams, and dual enrollment credits 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 in three different ways: the Lynchburg College application, the online Internet application, or the Common Application.

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

1. The application form
2. Official secondary school transcripts, including senior curriculum and any grades that may be available
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, 1501 Lakeside Drive, Lynchburg, VA 24501-3199 or call 434-544-8300.

### 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 score reports must be sent directly to Lynchburg College from the IB program for verification of the student's work and for credit to be given on the student's Lynchburg College transcript.

### **Transfer and Access Students**

A strong candidate for admission has completed at least twelve credit hours beyond the high school diploma from a regionally accredited college or university or GED. Access is the term designated for adult students who wish to enter or to return to college to pursue their education at the undergraduate level. To qualify as an Access student, an applicant must be a U. S. citizen and 25 years of age or older before the first day of classes.

Additional information about the transfer process:

1. All students must be socially and academically eligible to return in good standing to their former institution.
2. Admission to the College requires a minimum cumulative grade point average of 2.0
3. Transfer credits toward a degree will be allowed only for coursework 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.
4. Academic advising takes place after a student is admitted to the College and submits the reservation fee.
5. To qualify for graduation from Lynchburg College, a student must complete forty-eight semester hours in residence at Lynchburg College. (Refer to the "Academic Degree Requirements" section for further details.)

Transfer applications may be submitted by using the Lynchburg College application or by using the online Internet application at the College website ([www.lynchburg.edu](http://www.lynchburg.edu)). 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. Nursing applicants: If you will be applying with an interest in the nursing program, please call the Office of Enrollment Services at 434-544-8300 for application deadlines.

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 taken\*
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. GED documentation may also be required. 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.

### **International Students**

International students may submit applications by using the Lynchburg College application or by using the online Internet application at the College website ([www.lynchburg.edu](http://www.lynchburg.edu)). The Internet application is encouraged.

Applications should be submitted by the following: 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. Completion of the SAT or ACT for students whose first language is English
5. 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)
6. Solid content-based essay (strongly recommended, but not required)
7. An official Certification of Finances and certified letter from the student or sponsor's bank verifying the information supplied on the Certificate of Finance.\*
8. Transcript evaluation by World Education Services (WES) for students who have any post-secondary coursework completed at a non-United States college or university. Upon the student's request, a WES evaluation form can be provided.

- \* Students who are permanent residents of the United States are not required to submit the Certificate of Finance. The Certificate of Finances document may be requested from the Office of Enrollment Services.

### **Readmission**

Any student whose enrollment at the College has been interrupted without an approved leave of absence must apply for readmission. Along with the application for readmission, the student must submit a minimum 250-word statement of reflection on his/her time away from the College and plan for success if readmitted. Students who were academically suspended should refer to the "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 essay
2. A non-refundable \$30 application fee
3. Official transcripts for all coursework completed (if student attended any college(s) since last enrolled at Lynchburg College). Transcripts should be forwarded to the Office of Enrollment Services.

An interview may be required.

Submit all of the requested information directly to Office of Enrollment Services, Lynchburg College, 1501 Lakeside Drive, Lynchburg, VA 24501-3199. For further assistance, contact the Office 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 the 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) coursework completed. It is the responsibility of the student to request that official transcripts be forwarded from his/her college/university directly to the Office of Enrollment Services at Lynchburg College early in the application process in order to receive a timely admission decision.

Additional materials are required for some non-degree categories.

*See below for category descriptions.*

***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 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 enrolled students must demonstrate evidence that they possess the requisite knowledge, maturity, and ability to pursue the content in the chosen courses. Additional admission requirements include:

- 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 students who 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, at the College, and via the web at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). 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, transfer, and returning students should be received is March 1.

Awards are considered on the basis of financial need and/or a student's academic profile. Awards are "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 disbursed to the student's account 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 coursework 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 satisfactory 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):** This is 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 to 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 student's relative; an injury to 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 study abroad, 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, fulltime, 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 Scholarship (2.75)
- Presidential Transfer Scholarship (2.5)
- Dean's Transfer Scholarship (2.5)
- Alumni 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. The funding source for a student's merit scholarship may be identified during the academic year.

## 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 depending upon need level and other aid received by the student. Students filing the FAFSA are automatically considered for one of these awards. Need-based awards are renewable for an additional three years based on the results of the renewal FAFSA. The funding source for a student's Lynchburg College grant may be identified during the academic year.

### 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 \$4,050 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 offset 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 DEGREE-SEEKING STUDENTS

Lynchburg College limits the number of full-time students so it can maintain the highest possible quality education.

Individuals who have been accepted for admission to the College as traditional-age or Access (age 25 or older) full-time students must confirm their intention to enroll by making a deposit of \$300 by May 1 or within two weeks of admission if accepted after May 1. In addition, students who will reside 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 admitted through early decision, the \$300 deposit is non-refundable.

#### PART-TIME DEGREE-SEEKING 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.

Deposits will be refunded only if the Office of Enrollment Services is notified in writing prior to May 1.

### Contingency Deposit Refund

#### CURRENTLY ENROLLED STUDENTS

Students who are enrolled for the fall semester but elect not to continue their enrollment for the spring semester must notify the Business Office in writing on or before the last day of the fall semester examination period or forfeit the contingency deposit.

Students who are enrolled for the spring semester but elect not to return for the fall semester must notify the Business Office in writing prior to June 1 or forfeit the contingency deposit (if they have not paid the enrollment deposit for the fall).

**GRADUATING STUDENTS**

No application for the deposit refund is necessary. Refunds to graduating students will be mailed after the end of the semester. Any unpaid charges for property damage, loss of equipment, parking fines, library service, and the like will be deducted from the deposit and 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; if the student withdraws June 1 or later, no refund is given.

**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 2005-06 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.

2005-06 RATES:	Each Semester
Tuition .....	\$11,850.00

**Room:**

Residence hall room-double occupancy .....	\$1,600.00
Residence hall room-single occupancy* .....	\$1,900.00
Apartment/house room-double occupancy* .....	\$1,800.00
Apartment/house room-single occupancy* .....	\$2,000.00
Townhouse-double occupancy* .....	\$2,050.00
Townhouse/suites-single occupancy* .....	\$2,550.00

\* *Available only on a limited basis.*

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

10-meal plan .....	\$1,200.00
14-meal plan .....	\$1,400.00
19-meal plan .....	\$1,600.00

### **Overload Fees**

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

Rate (per semester hour) . . . . .	\$335.00
Rate for Auditing (per semester hour) . . . . .	\$167.50

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**

#### **2005-06 RATES:**

Tuition for 7 or fewer hours (per semester hour) . . . . .	\$335.00
Tuition for more than 7 hours (per semester hour) . . . . .	\$670.00
Tuition for Auditing (per semester hour) . . . . .	\$167.50

### **ACCESS STUDENTS (AGE 25 AND OLDER)**

#### **2005-06 RATES:**

Tuition (per semester hour) . . . . .	\$335.00
Tuition for Auditing (per semester hour) . . . . .	\$167.50

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

### **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.

#### **2005-06 RATES:**

Traditional-age students . . . . .	\$72.50
Access (age 25 and older) students . . . . .	\$25.00

**Special Fees (2005-06 Rates)****Private Music Fees**

Undergraduate full-time traditional-age credit students (per semester half-hour) . . . . .	\$225.00*
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 over-load charge.	
Access and part-time credit students (per semester half-hour) . . . . .	\$275.00
Non-credit lessons (per semester for half-hour of instruction) . . . . .	\$250.00
For non-credit lessons, register in the Music Program office 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 \$30 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 reenrollment. 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 obligations incurred for any other fee or fines will result in interest charges of 1.5 percent per month and may result in denial of class attendance, grade transcripts, diplomas, dining hall and residence hall privileges, and reenrollment. The College considers the charges for tuition, room, board, and other expenses to be joint obligations 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 (pro-rated 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, reimbursement 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 re-funded to the student.

**Student Accounts**

Students are encouraged to monitor their accounts by using [www.lynchburg.edu/studentsonline](http://www.lynchburg.edu/studentsonline), an extension of the College's Internet web page.

## 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 organization leaders, 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, Westover Alumni Society Weekend (for alumni who attended the College 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 fundraising 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 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 Week-end, 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.lynchburg.edu](http://www.lynchburg.edu).

## REGISTER

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Lynchburg, Virginia

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YUILLE HOLT III, Secretary

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## LEGAL COUNSEL

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BELL & SCHNEIDER, PLC, Attorneys at Law

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        Effectiveness, Planning, and Assessment

        Angela G. Rudd, B.A., Director of Institutional Research

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    Wendy L. Martin, B.A., Administrative Assistant to the Dean of the College

    Nancy I. Whitman, Ph.D., Associate Dean of the College

        J. Ann Furrow, A.A.S., Administrative Assistant, Academic Center/  
        Coordinator, Fine Arts and Lecture Series

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        Jean D. Deaner, Administrative Assistant

        Katherine M. Gray, Ph.D., Assistant Director of Westover Fellows Honors Program

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        Christine S. Payne, Administrative Assistant

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        Shawn M. Arnold, M.Ed., Support Services Coordinator

        Herbert R. Bruce, M.Ed., Freshmen Programs Coordinator

    Peggy S. Pittas, Ph.D., Director of Senior Symposium and LCSR

    Jay K. Webb, M.Ad., Registrar and Assistant Dean for Academic and Student

        Information

        Ashley R. Carwile, A.A., Academic Program Recorder

        M. Susan Kennon, B.S., Assistant Registrar

        Amy H. Laughlin, Records Coordinator

    Julius A. Sigler, Jr., Ph.D., Dean, School of Sciences

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        Director of the Donovon Media Development Center

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Kenna Ludwig, A.A., A.S., Costume Studio Supervisor (PT)  
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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.

**274      Lynchburg College**

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.

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. 1987-2003. 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

### DEGREES CONFERRED 2004

	Bachelor Degrees	Advanced Degrees
January 16, 2004	45	15
May 15, 2004	249	30
August 13, 2004	39	18
Total	333	63

### BACHELOR DEGREES CONFERRED ON JANUARY 16, 2004

Tennille Annette Berry, BA	Marketing
Kelly Anne Briceland, BS	Human Development & Learning
Sandy Lin Brown, BA	Accounting
Joshua Peyton Cannon, BA	Sociology
James Joseph Celano, BA	Economics
Kevin Matthew Connnelly, BA	History
Alyssa David, BA	Marketing
Ann-English Dillon, BA, Summa Cum Laude	Economics
Diana Maria Dominguez, BS	Biology
Carolyn Sue Driskill, BA, Cum Laude	Sociology
Clifton H. Dunford, BS	Computer Science
Christopher Noel Fuentes, BA	English
Kathleen Geier, BS	Environmental Science
Kelly Lea Hack, BS	Human Development & Learning
Stephanie Elizabeth Hale, BS	Human Development & Learning
Amanda Elizabeth Hiott, BA	Theatre
Jackie Renae Jennings, BA	Communication Studies
Elizabeth Ann Johnson, BS, Cum Laude	Human Development & Learning
Ian McKeag Johnson, BS	Computer Science
Joanne Frances Jordan, BA	Accounting
Mary Marcella Kingery, BS, Cum Laude	Psychology
Lauren Margaret Krayeski, BA	English
Brennan Michael Lee, BS	Computer Science
Christopher Scott Lydick, BA, Cum Laude	Philosophy-Political Science
Thor Alexander Lynch, BS	Biology
Megan Leah Maday, BS	Environmental Science
Andrew P. Mayhew, BA	Sports Management
Colleen Bernadette McBride, BS, Magna Cum Laude	Human Development & Learning
Richard Paul Monge, II, BS	Human Development & Learning
Jessica Meredith Naylor, BS, Summa Cum Laude	Human Development & Learning
Susan M. Nichols, BS	Computer Science
Erin H. Nielsen, BA	Marketing
Kelly Jean Parker, BA	Communication Studies

Christina Anne Pugh, BA, Magna Cum Laude . . . . .	Communication Studies
David Forest Rattner, BA. . . . .	Communication Studies
Mark Howard Reasor, BS . . . . .	Environmental Science
Mary Heather Roop, BA . . . . .	Theatre
Matthew Hogan Sheedy, BA . . . . .	Political Science
Jeremy Lynn Sink, BS . . . . .	Health & Movement Science
Brad Alan Vandermark, BS . . . . .	Mathematics
Paul Louis Venturella, BA. . . . .	Business Administration
Uththama Wijesinghe, BA. . . . .	Art
Christy Elizabeth Winn, BS . . . . .	Psychology
Sean Gregory Wood, BA . . . . .	Communication Studies
Joshua Allen Zobenica, BS . . . . .	Health & Movement Science

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## **ADVANCED DEGREES CONFERRED ON JANUARY 16, 2004**

---

### **Master of Business Administration**

Patrick Henry Gatti, MBA . . . . .	Business Administration
Michael Ireri Mugoh, MBA . . . . .	Business Administration
Dennis Khiro Munene, MBA . . . . .	Business Administration
Christopher Scott Powell, MBA . . . . .	Business Administration

### **Master of Education**

Kerry Lamphere Bowles, MED . . . . .	School Counseling
Carolyn H. Bush, MED . . . . .	School Counseling
Michelle Clark, MED . . . . .	Educational Leadership
Robert Keith Crawley, MED . . . . .	Community Counseling
Melissa Gaye Dotten, MED . . . . .	Special Education
Nathan Ashley Duff, MED. . . . .	School Counseling
Sarada C. Hester, MED . . . . .	School Counseling
Rosemarie Linn Huggins, MED. . . . .	School Counseling
Diane Little, MED . . . . .	School Counseling
Courtney Barrett Robbins, MED. . . . .	Special Education
Tracy C. Watts-Scott, MED . . . . .	School Counseling

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## **BACHELOR DEGREES CONFERRED ON MAY 15, 2004**

---

Heather Lee Adams, BA . . . . .	Communication Studies
Molly Webster Adams, BA . . . . .	Communication Studies
Jean Guy Kiwanuka Afrika, BA. . . . .	French, Management
Haroon Maqsud Ahmad, BS . . . . .	Computer Science
Melissa Kathleen Allen, BS . . . . .	Human Development & Learning
Melissa Paige Andrews, BS . . . . .	Human Development & Learning
William Everett Appleby, BA, Posthumously . . . . .	Theatre
Andrew John Baamonde, BA . . . . .	International Relations
Nissa Coleman Baity, BS, Cum Laude . . . . .	Human Development & Learning
Alison Eleanor Ballantyne, BA . . . . .	Communication Studies
Marcus R. Bates, BS . . . . .	Computer Science

Bryan Edward Beil, BA	Sports Management
Alisha Ann Bennett, BA, Cum Laude	Art
William James Bethune, III, BS	Biology
Noah John Blanchard, BS	Mathematics
Eric Nicholas Bland, BA	Art
Nicole Marie Boehme, BS	Human Development & Learning
Dedrick Kieron Bowe, BS	Biology, Biomedical Science
Nicholas Thresher Braun, BS	Environmental Science
Erica Acenath Brazee, BA	English
Lauren Nicole Brown, BS, Summa Cum Laude	Sports Medicine
Dani S. Bryant, BS, Summa Cum Laude	Human Development & Learning
Lindsey Ann Bull, BS, Magna Cum Laude	Human Development & Learning
Peyton Davis Burchell, BS, Cum Laude	Biomedical Science
Lindsay Elaine Burnette, BA	History
Marsha Clarkson Burton, BA	English
Nicole Elizabeth Cahill, BA, Cum Laude	Management
Donald Theodore Campbell, Jr, BA	Communication Studies
William Neal Campbell, IV, BA	Sports Management
Kimberly Michelle Cannon, BA	Music
Amanda Colette Carter, BA	International Relations, Spanish
Heather Jean Carver, BA	English
Dennis Charles Casper, Jr, BS	Computer Science
Susan Kathleen Casperson, BS	Health & Movement Science
Brandon Paul Childs, BA	Sports Management
James Hunter Cleland, BA, Cum Laude, High Honors in International Relations	International Relations
Dinora Lynn Collins, BA	Art
Kimberly Kay Collurafici, BS, Cum Laude	Nursing
Kevin John Conley, BA	Sports Management
Melissa Leigh Cooper, BS	Human Development & Learning
Rhonda Renee Cooper, BA	Sociology
Leanne Nicole Costa, BA	Communication Studies
Carmen Nicole Cox, BS	Human Development & Learning
Jamaal Alfonzo Crone, BA	Communication, Religious Studies
Meghan Ann Cronin, BA, Magna Cum Laude	Marketing
Michele Garnet Davis, BS	Human Development & Learning
Sherita Tujuan Dearing, BA	Business Administration
Ryan Scott Dehaven, BA	Sports Management
Jonathan Robert Demuth, BS	Environmental Science
Jennifer Faithe Devoe, BS	Biomedical Science
Laschae Teasha Dickerson, BS	Human Development & Learning
Jason Matthew Dooley, BS	Environmental Science
Jacob Mark Dorman, BS	Environmental Science
Jennifer Dianne Doss, BA	Management
Jason Michael Dugas, BS	Biology
Erin Michelle Durke, BS	Chemistry
Kevin William Dwan, BS	Psychology
Laura Virginia Eagle, BA	Art
Candace Marie Elliott, BA	Communication Studies
Charles Edward Enman, BA	Communication Studies
Shebbie J. Farmer, BA	Sociology

Michael C. Farris, BA, Magna Cum Laude	English
Dana Michelle Farthing, BS	Mathematics
Delaney Taren Fendo, BA	Communication Studies
Amy Elizabeth Ferguson, BS	Nursing
Meredith Anglin Fievet, BA	Communication, Sports Management
Adam Wesley Filbey, BA	Communication Studies
Bridget Margaret Flynn, BS	Nursing
Andre' William Frederic, BS	Environmental Science
John Stuart Freestate, BA	Political Science
John Francis Gallagher, III, BA, Cum Laude	International Relations
Carmen Frederick Garcia, II, BS	Environmental Science
Caroline L. Gardner, BA	Communication Studies
David Thomas Garland, BA	Management
Chelsea Lee Garrison, BA, Magna Cum Laude, High Honors in English	English
Kelly Lynn Garrison, BS	Athletic Training
Christopher James Gates, BS	Chemistry
Heather Nicole Gee, BS	Health Promotion
Brooke Hayden Gittings, BA	Management
Matthew Richard Golay, BA	Communication Studies
Laura Jean Gonder, BA	International Relations
Kathleen Marita Goworek, BS	Biomedical Science
Mary Jean Corinne Grothe, BS	Health & Movement Science
Heather Elizabeth Hale, BA, Cum Laude	French, Political Science
Lindsay Thompson Hall, BA	Communication Studies
Heather Lynn Hanye, BA	Marketing
Stacey Lynn Harris, BA, Magna Cum Laude	Sociology
Benjamin Philip Harrison, BA	Marketing
Mark Daniel Harter, BA	Communication Studies
Daniel Stephen Hartlaub, BS	Applied Physical Science
Jamar Michael Hawkins, BS	Health Promotion
Alvin Zhou He, BS	Athletic Training
Amie Lynn Heberlie, BS	Biomedical Science
Megan Lynn Heiser, BS, Summa Cum Laude	Exercise Physiology
Sonya Witt Hertig, BS	Human Development & Learning
Amanda K. Hesson, BA	History
Deborah Marie Hilse, BA, Magna Cum Laude	Accounting
Helen Molnar Hogy, BS	Psychology
Ryan Joseph Hudak, BA	English
Stefanie Lynn Huffer, BS	Biology
Heather Michelle Hunt, BA, Magna Cum Laude	Art
Jessica Anne Huntley, BA	Theatre
Lisa Blair Jacobsen, BS	Nursing
Nidhi Jaiswal, BS, Cum Laude	Computer Science
Steven Douglas Jefferson, BS	Health & Movement Science
Melissa Ivy Jewell, BS, Cum Laude	Human Development & Learning
Davelyn V. Johnson, BA	Accounting
Scott Bradley Jones, BS	Computer Science
Jennifer Leigh Keeler, BS	Athletic Training
John Michael Kirby, BS	Health Promotion
Sarah Elizabeth Kirby, BA	Sociology
Michael Daniel Klapper, BS	Exercise Physiology

Erik Alan Klingaman, BA	Sociology
Christopher Douglas Knowles, BA	Sports Management
Ellen Anne Konikowski, BA	Sports Management
Jodi Nicole Kordonski, BS, Cum Laude	Human Development & Learning
Melissa Lynn Krause, BS	Biomedical Science
Jacob A. Lacy, BS	Environmental Science
Kevin F. Lafferty, BA	Communication Studies
Barbara Surber Laprade, BS	Human Development & Learning
Melissa Bowles Lee, BS	Human Development & Learning
Daniel Eric Lenox, BS	Health Promotion
Jennifer Lynn Leslie, BA, Cum Laude	English
Lashara Inez Lifsey, BA	Management
Joseph William Linehan, BA	Political Science
Kimberly Renee Lipscomb, BS	Nursing
Margot Georgette Loewe, BA	Sociology
Whitney Lynn Logwood, BS	Human Development & Learning
Raygan Katherine Ludwig, BA	Art
Brandon James Luibl, BS	Psychology
Paula Nicole Manley, BA	Political Science
Christy D. Manspile, BS	Nursing
Kristina Mary Marchewka, BS	Human Development & Learning
Ashley Katherine Markovitch, BS, Magna Cum Laude,	
Highest Honors in Communication Studies	Communication, Psychology
David Jon Marple, BS	Computer Science
Lee H. Martin, BS, Cum Laude, High Honors in Nursing	Nursing
Kathleen Maria Mauro, BS	Human Development & Learning
Adam James May, BA	Art
Carla Lynn McAlister, BS	Health & Movement Science
Sarah Elizabeth McDonald, BS	Biomedical Science
Seth Owen Meeks, BA	English
Kristopher Craig Miller, BA	Business Admin, Political Science
Morgan Batten Miller, BA	Communication Studies
Meredith Kristin Milligan, BS	Human Development & Learning
David Maxwell Moore, Jr, BS	Exercise Physiology
Eric Gill Morgan, BA	Sports Management
Jennifer Crystal Morgan, BA	History
Brian Wayne Morris, BA	International Relations
Jeffrey Tyler Mullenix, BS	Health & Movement Science
Jacob James Mullins, BA	Sports Management
Robert F. Murach, Jr, BA	Management
April Michelle Murray, BS, Magna Cum Laude	Human Development & Learning
Carrie Brannon Neal, BA	English
Cecilia McClain Neas, BS	Nursing
Amy Renee Nordman, BS	Nursing
Jonathan Daniel Norris, BS	Health & Movement Science
Bonnie Belle O'Day, BA	Art
Caitlin Ann O'Leary, BS	Human Development & Learning
Christine Lee O'Rourke, BA	English
Sherry Ann Olsen, BS, Summa Cum Laude	Biomedical Science
Brooke O'Lisha Owens, BA	Political Science

Jason Nicholas Padgett, BA	Political Science
Jennifer Ryan Page, BS, Magna Cum Laude,	
Magna Cum Laude, High Honors in Biomedical Science	Biomedical Science
Amanda Jean Paton, BS	Nursing
Annette Lee Patterson, BS, Magna Cum Laude,	
High Honors in Human Development & Learning	Human Development & Learning
Brian David Paugh, BS	Exercise Physiology
Jesse J. Peros, BA	English, Philosophy
Elizabeth Blair Peters, BA	Business Administration
Jennifer Leigh Peters, BA	Sociology
Kristin Leigh Petty, BS, Cum Laude	Nursing
Melissa Lockhart Pewett, BA	English
Robert Matthew Phillips, BS, Cum Laude	Athletic Training
Jennifer Elyse Piccolomini, BS	Exercise Physiology
Carla Maria Pistorio, BS, Cum Laude	Human Development & Learning
Kristen Marie Pitner, BS, Cum Laude,	
Honors in Biomedical Science	Biomedical Science
Molly Beth Plogger, BS	Human Development & Learning
Jessica Lea Price, BA	Communication Studies
Joshua Michael Priester, BS	Human Development & Learning
Abby Rebecca Pyzik, BS, Cum Laude	Athletic Training
Angela Faith Queen, BS, Cum Laude	Psychology
Jeremy Shane Ramsey, BA	History, Political Science
Lindsay Lee Ranck, BA	Art
Kimberly Crank Rau, BA, Summa Cum Laude, High Honors in English	English
William Scott Reeder, BS	Human Development & Learning
Linda Lee Reid, BS	Psychology
Ashleigh Michelle Rempfer, BA, Magna Cum Laude	Accounting
Kristen Holly Riggs, BA	Communication Studies
Renee Thomas Roberts, BS, Cum Laude	Athletic Training
Sara Gilliam Robinson, BS, Magna Cum Laude	Psychology
Marc Anthony Rosson, BS	Health & Movement Science
Brian Mason Royal, BA, Cum Laude, Honors in Economics	Economics
Dawn Eileen Sandas, BS	Psychology
Katherine Jean Saunders, BS	Psychology
Mirandia Lea Schechterly, BS	Exercise Physiology
Carole Marie Rogers Schmick, BA	Communication Studies
Gregory Kyle Schmidt, BA	History
Frederick Peter Schmoyer, IV, BA	Marketing
Rebecca Jade Schultz, BS	Human Development & Learning
Andrea Levette Schwarting, BS	Athletic Training
Sandra Lavern Scott-Pannell, BS	Nursing
Kevin Daniel Shay, BS	Mathematics, Physics
Michael Brandon Shields, BA	English
Jennifer L. Shiflett, BS	Biology
Kimberly Dawn Shotwell, BA	Sociology
Jacquelyn Renee Sigler, BS	Human Development & Learning
Roger Nelson Silvers, BA	Accounting
Adam Glenn Smith, BA	International Relations
Kevin Scott Smith, BA	Management
Sherry Leigh Smith, BS, Magna Cum Laude	Human Development & Learning

Peter Thomas Smyth-Hammond, BA	History
Michael Coy Spellings, BA	Political Science
Samantha Lee Spradlin, BS	Mathematics
Lynn C. Stadelman, BS, Cum Laude	Psychology
Omar Adam Stoltzfus, BA	Management
Marcy Rebecca Stovall, BA	English
Matthew Ronald Strange, BA	English
Katherine Deneale Stuart, BS	Exercise Physiology
Krista Marie Talmage, BA, Summa Cum Laude	Sociology
Jeffrey Allen Tanner, BS, Summa Cum Laude	Athletic Training
D. Whitfield Tenent, BA	English, History
Meaghan Michael Terrien, BS	Environmental Science
Jana Joy Thoma, BS	Health Promotion
Kristen Renee Thomas, BS	Nursing
Karen Jean Thornton, BS	Nursing
Christopher Robin Tolley, BS	Computer Science
Deanna Grayson Tomlin, BS	Nursing
Annie Laura Torrence Bass, BA, Cum Laude	Political Science&Religious Studies
La'Kisha Renee Townes, BS	Psychology
Teesha Thelma Tubbs, BS	Human Development & Learning
Brian Matthew Tullock, BA	History
Amelia Sara Turney-Mela, BA, Magna Cum Laude	Communication Studies
Jill Ann Tyburski, BA	Communication Studies
Jamie Lynn Vest, BA	Spanish
Summer Ann Via, BS	Nursing
Ashley Nicole Walter, BA	Communication Studies
Jennifer Folden Walter, BS	Nursing
Elizabeth Ann Ward, BA	Accounting
Sara Elizabeth Wasko, BS	Human Development & Learning
Jacqueline Trent Weaver, BS	Nursing
Emily Ann Weed, BA	Communication Studies
Kimberly Toms Wilbur, BA	Marketing
Robert Lacy Wilbur, BA	Communication Studies
Carlton Lee Wilmer, BA	Business Administration
Jacquelyn Marie Wolf, BA	International Relations
Jennifer Lee Wooldridge, BS, Magna Cum Laude	Human Development & Learning
Lacey Davis Wright, BA	English
Nathalie Yabar, BS	Biology
Jeremy Carsen Young, BA	Music
Joseph Booth Young, BA	Business Administration
Caroleena Marika Zervas, BS	Biomedical Science

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ADVANCED DEGREES CONFERRED ON MAY 15, 2004

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**Master of Business Administration**

Nancy Kiger Campbell, MBA .....	Business Administration
Sandy H. Glass, MBA .....	Business Administration
Alison Michelle Shaner, MBA .....	Business Administration
Matthew R. Shealer, MBA .....	Business Administration

**Master of Education**

Camika Lynn Bailey, MED .....	Community Counseling
Joann Debra Benjamin, MED .....	English Education
Jeri Cheron Berger, MED .....	Educational Leadership
Anne Torrence Camden, MED .....	Educational Leadership
Martin Edward Chandler, MED .....	Curriculum & Instruction
Scott T. Douglass, MED .....	Educational Leadership
Dara Epperly, MED .....	Special Education
Richard Floyd Guill, MED .....	Community Counseling
Haywood M. Hand, Jr, MED .....	Educational Leadership
Matthew Markey Hayes, MED .....	Educational Leadership
Kelly Davis Jennings, MED .....	Special Education
Virginia L. Lucado, MED .....	Educational Leadership
Kitty L. McGann, MED .....	Agency Counseling
Lynn Carter Moore, MED .....	English Education
Regina Elice Phillips, MED .....	Educational Leadership
Laura Elizabeth Price, MED .....	Special Education
Melissa Marie Rowley, MED .....	Educational Leadership
Joseph Fredrick Schuppe, MED .....	English Education
Pamela K. Smith, MED .....	School Counseling
Karen Margaret Speier, MED .....	Special Education
Ellen A. Trappey, MED .....	Community Counseling
Mark S. Wheeler, MED .....	School Counseling
Brian S. White, MED .....	School Counseling
Seth A. Williams, MED .....	English Education
Jane Lynn Winston, MED .....	Special Education
Jonathan Mathias Woog, MED .....	English Education

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BACHELOR DEGREES CONFERRED AUGUST 13, 2004

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Robert Anthony Adrasto, Jr, BA .....	Marketing
Ryan Odell Andrews, BS .....	Human Development & Learning
Stacy Lynn Anthony, BA, Cum Laude .....	Accounting
Julie Dianne Austin, BA .....	Theatre
Amy Elizabeth Barber, BS .....	Nursing
Thomas Soren Bentson, BA .....	Communication Studies
Kimberly Watkins Burnette, BA .....	Art
Casey A. Claiborne, BS .....	Psychology
Brian David Davis, BA .....	Sports Management

April A. Day, BS . . . . .	Nursing
Melanie Tomlin Dunn, BA, Cum Laude . . . . .	Communication Studies
Pamela Renee' Forrest-Monroe, BA, Cum Laude . . . . .	Accounting
James Howard Fry, III, BS . . . . .	Psychology
Rachel Courtney Garrett, BA . . . . .	Communication Studies
Matthew Blake Greene, BS . . . . .	Health & Movement Science
Wayne Russell Gribble, BA . . . . .	Management
Terrie Ricardo Hamlett, BS . . . . .	Psychology
Holland Paige Hersey, BS . . . . .	Environmental Science
Elizabeth Glendenning Margeson, BS . . . . .	Health Promotion
Pamala Annette Michael, BA . . . . .	International Relations
Megan Elizabeth Morton, BA . . . . .	Art
Christy Michelle Moyers, BA . . . . .	Business Administration
Katie Elizabeth Parent, BS . . . . .	Health Promotion
Kenneth Wiley Patrick, BA . . . . .	Marketing
Faith Renee Payne, BA . . . . .	Business Administration
Jessica Shorter Puckette, BS . . . . .	Nursing
Cecily Elizabeth Raines, BS, Cum Laude . . . . .	Human Development & Learning
Paul Robert Riney, BA . . . . .	Art
Tabitha Wright Rowland, BS . . . . .	Human Development & Learning
Karen Geneva Shaw, BA . . . . .	English
Marshall Burton Sibley, BA . . . . .	Communication Studies
Price Blackburn Smith, BA . . . . .	Marketing
Sarah Blanks Smith, BA . . . . .	Management
Kerry Leigh Stalknecht, BA . . . . .	Communication Studies
Jess Adam Tabaka, BS . . . . .	Health & Movement Science
Lee Brandon Tami, BA . . . . .	Business Administration
Kenneth D. Vaughan, BS . . . . .	Mathematics
Elizabeth Chapron Walker, BA . . . . .	Political Science
Whitney Allison Yates, BS . . . . .	Health Promotion

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ADVANCED DEGREES CONFERRED ON AUGUST 13, 2004

---

**Master of Business Administration**

Jason Eric Brown, MBA .....	Business Administration
Angela Maria Bryant, MBA .....	Business Administration
Eric D. Greiner, MBA .....	Business Administration
Rex K. Hammond, MBA .....	Business Administration
Jason Christopher McDaniel, MBA .....	Business Administration
Kim Chi To, MBA .....	Business Administration

**Master of Education**

Jon R. Bunnell, MED .....	Special Education
Sallie Payne Carson, MED .....	Special Education
Tanya L. Christian, MED .....	Agency Counseling
Dianna L. Clemens, MED .....	Special Education
Jeffery James Foldesi, Jr, MED .....	Special Education
Courtney Sleeper Hood, MED .....	Special Education
N. Alexander Jackson, MED .....	Community Counseling
Kathleen K. Martin, MED .....	School Counseling
Yolanda Dionne Rose, MED .....	Special Education
Jeannine Alison Vogel, MED .....	Special Education
Erica Sharon Whitfield, MED .....	Community Counseling
Karrie Lewis Wilson, MED .....	Community Counseling

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ENROLLMENT-FALL SEMESTER 2004

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**UNDERGRADUATE PROGRAM**

FULL-TIME STUDENTS	Women	Men	Total
Seniors	201	115	316
Juniors	233	154	387
Sophomores	299	223	522
Freshmen	351	262	613
Non-Degree	0	1	1
TOTAL FULL-TIME STUDENTS	1,084	755	1,839
TOTAL PART-TIME STUDENTS	62	33	95
TOTAL UNDERGRADUATE STUDENTS	1,146	788	1,934

**GRADUATE PROGRAM**

	Full-time	Part-time	Total
Business	17	20	37
Education	86	101	187
Non-Degree	7	83	90
TOTAL GRADUATE STUDENTS	110	204	314

**TOTAL UNDERGRADUATE AND GRADUATE ENROLLMENT** 2,248

**STATES REPRESENTED BY FULL-TIME UNDERGRADUATE STUDENTS**

Alaska	2	Maine	9	Rhode Island	5
Arizona	1	Maryland	172	South Carolina	9
Arkansas	2	Massachusetts	30	Tennessee	4
California	2	Michigan	1	Texas	9
Colorado	1	Minnesota	1	Vermont	11
Connecticut	63	Mississippi	2	Virginia	1,163
Delaware	37	Missouri	2	West Virginia	5
Dist of Columbia	7	Nevada	2	Wisconsin	1
Florida	17	New Hampshire	5		
Georgia	13	New Jersey	100		
Illinois	1	New York	52	International	14
Indiana	2	North Carolina	29		
Kentucky	1	Ohio	10		
Louisiana	1	Pennsylvania	53		
				<b>TOTAL</b>	<b>1,839</b>

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