

# LYNCHBURG COLLEGE CATALOGUE

One Hundred-Eighth Session 2010-11  
Lynchburg, Virginia 24501-3113



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 Office of Enrollment Services, describes campus safety practices; crime statistics, reporting, and prevention education; and policies and education programs on alcohol, illegal drugs, and sexual assault.

**Lynchburg College  
Lynchburg, VA 24501-3113  
434-544-8100**

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**FALL SEMESTER 2010****ACADEMIC CALENDAR**

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

Calendar Codes: [#] = Holiday, No Classes (#) = Examination Day

**CALENDAR OF EVENTS**

August	26	.....	First Day of Classes
September	2	.....	End of Add Period
	15	.....	End of 3 week Withdrawal Period
	22	.....	Pass/Fail Deadline
October	24-26	.....	Parents and Family Weekend
	8-10	.....	Homecoming Weekend
	13	.....	Mid semester
	14-17	.....	Midterm Vacation
November	5	.....	End of 10 week Withdrawal Period
	20-28	.....	Thanksgiving Holiday
December	10	.....	Last Day of Classes
	11-17	.....	Examination Period
January	14	.....	January Degree Granted Date

**SPRING SEMESTER 2011****ACADEMIC CALENDAR**

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

Calendar Codes: [#] = Holiday, No Classes (#) = Examination Day

**CALENDAR OF EVENTS**

January	17	.....	First Day of Classes
February	24	.....	End of Add Period
	4	.....	End of 3 week Withdrawal Period
March	11	.....	Pass/Fail Deadline
	4	.....	Mid semester
April	5-13	.....	Midterm Vacation
	1	.....	End of 10 week Withdrawal Period
	8-10	.....	Westover Alumni Society Weekend
	15	.....	Academic Awards Banquet
May	3	.....	Last Day of Classes
	4-10	.....	Examination Period
	14	.....	Commencement Day

SUMMER SESSION	.....	May 16 - July 15
August	19	.....

August Degree Granted Date

## 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, 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 to award the baccalaureate, master, and doctorate level degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Lynchburg College.

The School of Business and Economics at Lynchburg College is accredited by the Association of Collegiate Business Schools and Programs based on standards that require the school to demonstrate teaching excellence. The Virginia Department of Education approves the college's teacher preparation programs. The Nursing Department is approved by the Virginia State Board of Nursing and accredited by the Commission on Collegiate Nursing Education. The Exercise Physiology Department is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The Sport Management Department is approved by the North American Society for Sport Management. The athletic training major is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The College 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 Church college in Virginia. The College maintains its historical relationship to the Christian Church (Disciples of Christ), a denomination with an ecumenical tradition of welcoming persons of all faiths and denominations. 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 and because the College's church constituency had expanded beyond Virginia.

From its beginning the College has been both strongly oriented toward liberal arts and coeducation, a rarity in the early twentieth century but a system in which Dr. Hopwood and his wife and professional colleague, 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 (1959; laboratory wing 1993; renovated 1995); 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, addition 2008); Daura Art Gallery (1990; addition 1995); Beaver Point Clubhouse (1990); Victory Bell Tower (1993); the Claytor Nature Study Center (1998), A. Boyd Claytor III Education and Research Facility (2003), and Belk Observatory (2007), located in Bedford County, Va.; Brewer, Rainsford, Warren, Huston, and Bullard townhouses (2003, 2004); Elliot and Rosel Schewel Hall (formerly Centennial Hall, 2005); Peaksview Hall, (2005); Shellenberger Field (renovated, 2007); and Moon Field (renovated, 2006, 2007).

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 well into its second century, 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 arts, master of business administration, master of education, master of science in nursing, and doctor of physical therapy degrees.

With only eleven faculty members and fifty-five students at its beginning, the College now has 165 full-time faculty members and 2,600 undergraduate and graduate students who come from across 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 and with the Blue Ridge Mountains forming the western skyline.

The campus features more than 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 Clayton Nature Study Center, overlooking the Peaks of Otter and located nearby in Bedford County, Va., includes an education, research, laboratory, and conference facility and an astronomical observatory.

## 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.

#### Core Goals

The fundamental purpose of a Lynchburg College education is to prepare students for lives that are intellectually and culturally rich, socially engaged and productive, and personally fulfilling.

To accomplish this, the College addresses the following core goals, and students learn to:

- **Inquire** by framing questions that address issues and uncertainties across a range of disciplines through recognition of the need to seek further information when necessary; asking essential questions; and identification of potential sources of pertinent information
- **Explore** by investigating issues in depth and detail through use of methods and tools of multiple disciplines to gather information and ideas; evaluation of the quality of information sources; comprehension of written and other sources; thinking creatively about issues; examination of issues from global perspectives; employment of knowledge from a range of disciplines; and employment of specialized knowledge in at least one discipline
- **Conclude** by developing informed responses to issues through marshaling of evidence to support a conclusion; integration of relevant information from a wide range of sources; and articulation of a conclusion
- **Persuade** by convincing others of the validity and value of conclusions through construction of effective written arguments based in evidence, reason, and understanding and delivering effective oral arguments based in evidence, reason, and understanding
- **Engage** by using knowledge and abilities for the good of self and society through description of applications of course learning beyond the classroom; valuation of intellectual and aesthetic achievements for their intrinsic worth; preparation for a life as an effective steward of self, family, community, work, and the environment; and cooperation with others to achieve shared goals

Effective use of the five Core Goals depends on the following:

- wide-ranging knowledge and understanding of the natural and human worlds for which the liberal arts and sciences provide the foundation
- an open mind and a willingness to make decisions when an appropriate basis exists for doing so
- the capacity for sophisticated work and the ability to employ the Core Goals across a range of human experiences

- intellectual honesty and ethical behavior in all these processes
- global awareness and environmental awareness to achieve these goals fully

### 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 interrelated global society. The courses and other educational experiences in the General Education program reflect our beliefs that:

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

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

The 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 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.); and
- **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.)

## GENERAL EDUCATION REQUIREMENTS

		Hours
WRITTEN COMPOSITION (two courses required)		6
ENGL 111	Composition I	
ENGL 112	Composition II	
FINE ARTS (one course required)		3
ART 110	Introduction to Visual Art	
ART 118	Ceramics I	
ART 122	Sculpture I	
ART 156	Drawing I	
ART 162	Painting I	
ART 166	Photography I	
COMM 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	
FOREIGN LANGUAGE (one course required)*		3
FREN 201	Intermediate French	
GRMN 201	Intermediate German	
LATN 201	Intermediate Latin	
SPAN 201	Intermediate Spanish	
SPAN 205	Intermediate Spanish - Medical	
HISTORY (two courses required)		6
HIST 101	History of Civilization	
HIST 102	History of Civilization	
LABORATORY SCIENCE (two courses required)		8
BIOL 101	Biological Inquiry	
BIOL 111-111L	Organisms, Ecology, and Evolution and Lab	
BIOL 112-112L	Cells: Genetic and Molecular Perspectives and Lab	
CHEM 111	Fundamentals of Chemistry I	
CHEM 112	Fundamentals of Chemistry II	
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	

LITERATURE (one course required)			Hours
ENGL 201	Literature Culture I		3
ENGL 202	Literature Culture II		
FREN 207	French Literature in Translation I		
FREN 208	French Literature in Translation II		
GRMN 208	German Literature in Translation		
LATN 208	Classical Latin Literature in English Translation		
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		
MATHEMATICS (one course required)			3
MATH 103	Calculus I		
MATH 105	Problem Solving in Mathematics		
MATH 106	Liberal Arts Math		
MATH 222	Introductory Statistics		
ORAL COMMUNICATION (one course required)			3
COMM 101	Argumentation and Practical Reasoning		
COMM 112	Interpersonal Communication		
COMM 114	Small Group Communication		
THEA 123	Voice and Diction		
PHILOSOPHY (one course required)			3
PHIL 100	Introduction to Philosophy		
PHIL 101	Introduction to Ethics		
RELIGIOUS STUDIES (one course required)			3
RELG 201	Hebrew Bible/Old Testament		
RELG 202	New Testament		
RELG 205	Religions of Asia		
RELG 206	Judaism, Christianity, and Islam		
SOCIAL SCIENCE (two courses required)			6
ECON 100	Economic Perspectives		
ECON 201	Principles of Economics-Micro		
ECON 202	Principles of Economics-Macro		
INTL 101	Global Politics in the New Millennium		
POLI 111	Quest for Justice I		
POLI 112	Quest for Justice II		
SOCI 121	Cultural Anthropology		
SOCI 201	Introduction to Sociology		
WELLNESS (one course required)			2
HLTH 102	Life Choices for Health and Wellness		
HPE 102	Concepts for Exercise and Lifetime Wellness		
SENIOR SYMPOSIUM (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 of Declaration of Major form available in the Office of Academic Advising.

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.

**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. Students declare or change a minor through the Office of Academic Advising.

A minor consists of fifteen or more semester hours in conceptually related courses. Courses that are prerequisite or corequisite for required minor courses are clearly disclosed as requirements of the minor. Credit hours used to satisfy major requirements may also be used to satisfy up to 50 percent of minor requirements. No courses will apply toward two different minor programs. Courses counted in the minor may not be taken on a pass/fail basis. 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 that apply to the minor. A minimum of 50 percent of the hours applicable to the minor must be earned at Lynchburg College. General Education courses may be used in the minor.

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MAJOR FIELDS OF CONCENTRATION

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Majors	Degrees	School
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, Convergent Journalism, Electronics Media, or Public Relations		
Computer Science	BS	Sciences
Criminology	BA	Humanities and Social Sciences
Economics	BA	Business and Economics
Emphases: Financial or General Economic Crime Prevention and Investigation		
Engineering	BA	Business and Economics
English	BA	Dual Program with ODU or UVA
Emphases: Literature or Writing		
Environmental Science	BS	Sciences
Environmental Studies	BA	Sciences
Exercise Physiology	BS	Health Sciences and Human Performance
French	BA	Humanities and Social Sciences
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		
Interdisciplinary Studies - Teacher Education	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, Performance, 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: Cultural Studies, Deviance and Crime, or Human Services		
Spanish	BA	Humanities and Social Sciences
Sport Management	BA	Health Sciences and Human Performance
Theatre	BA	Communication and the Arts
Emphases: Design/Technical, General, or Performance		

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MINOR FIELDS OF CONCENTRATION

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Minors	School
Art History	Communication and the Arts
Biology	Sciences
Business	Business and Economics
Chemistry	Sciences
Civic Engagement	Humanities and Social Sciences
Coaching	Health Sciences and Human Performance
Computer Science	Sciences
Computer Science Applications	Sciences
Communication and Social Influence	Communication and the Arts
Criminology	Humanities and Social Sciences
Economics	Business and Economics
Electronic Media	Communication and the Arts
English	Humanities and Social Sciences
Environmental Science	Sciences
Environmental Studies	Sciences
French	Humanities and Social Sciences
Gender Studies	Humanities and Social Sciences
German	Humanities and Social Sciences
Graphic Design	Communication and the Arts
Health Promotion	Health Sciences and Human Performance
History	Humanities and Social Sciences
International Relations	Humanities and Social Sciences
Leadership Studies	Business and Economics
Mathematics	Sciences
Medieval and Renaissance Studies	Humanities and Social Sciences
Museum Studies	Communication and the Arts
Music	Communication and the Arts
Music for Children	Communication and the Arts
Music History	Communication and the Arts
Music Performance	Communication and the Arts
Outdoor Recreation	Health Sciences and Human Performance
Philosophy	Humanities and Social Sciences
Physics	Sciences
Political Science	Humanities and Social Sciences
Popular Culture	Communication and the Arts
Psychology	Sciences
Public Relations/Journalism	Communication and the Arts
Religious Studies	Humanities and Social Sciences
Secondary Education	Education and Human Development
Sociology	Humanities and Social Sciences
Spanish	Humanities and Social Sciences
Special Education	Education and Human Development
Sport Management	Health Sciences and Human Performance
Sports Medicine	Health Sciences and Human Performance
Studio Art	Communication and the Arts
Theatre	Communication and the Arts

**GENERAL STUDIES**

Dr. Timothy G. Laurent, Associate Dean for Academic Affairs

General Studies courses are offerings of general interest.

**WESTOVER HONORS PROGRAM**

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 extracurricular 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. Freshman 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

One of the following Intermediate Foreign Language courses:

FREN	201	Intermediate French
GRMN	201	Intermediate German
LATN	201	Intermediate Latin
SPAN	201	Intermediate Spanish
SPAN	205	Intermediate Spanish - Medical

Eight hours from the following laboratory science courses:

BIOL	101	Biological Inquiry
BIOL	111-111L	Organisms, Ecology, and Evolution and Lab
BIOL	112-112L	Cells: Genetic and Molecular Perspectives and Lab
CHEM	111	Fundamentals of Chemistry I
CHEM	112	Fundamentals of Chemistry II
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

One of the following wellness courses:

HLTH	102	Life Choices for Health and Lifetime Fitness
HPE	102	Concepts for Exercise and Lifetime Fitness

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>	53

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

	<u>FALL</u>			<u>SPRING</u>		
	HONR	100	1 hr	HONR	112	3 hrs
Freshman:	HONR	103	3 hrs	HONR	131	3 hrs
		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
					Major/Elect	4 hrs
						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.

**Health Profession Fields**

Students planning to enter professional schools 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, since a high QPA must be maintained for the student to be a competitive applicant. Non-science majors are acceptable as long as the student has met the science requirements of the chosen field. A suggested first-year schedule for pre-health students follows:

Fall	Spring
BIOL 111, 111L	BIOL 112, 112L
or	or
CHEM 111	CHEM 112
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. Freier, Dr. Schuppin

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. Freier, Dr. Schuppin

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 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.

Required courses	Hours
BIOL 111, 112, 111L, 112L	8
CHEM 111, 112	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. Freier, Dr. Schuppin

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. Freier, Dr. Schuppin

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**

Contact faculty: Dr. Aronson

Physical therapy is a doctoral level curriculum. Students may choose any undergraduate major but must satisfy all prerequisite requirements in order to be admitted. The Lynchburg College Doctor of Physical Therapy entrance requirements include: baccalaureate degree, minimum 3.0 cumulative GPA, 40 hours of practical experience under the direct supervision of a licensed physical therapist, 4 semester hours of biology with lab, 8 semester hours of chemistry with lab, 8 semester hours of physics with lab (non-calculus based), 4 semester hours of human anatomy with lab, 4 semester hours of human physiology with lab, 3 semester hours of advanced biology (e.g. histology, cell biology, micro-biology), 6 semester hours of psychology, 9 semester hours of writing, intensive courses, 3 semester hours of pre-calculus or above, 3 semester hours of statistics. These entrance requirements are similar to the prerequisites of other schools; however, students are encouraged to check the specific requirements of each school of interest. Admission is competitive so careful and early planning is necessary.

**Pre-Occupational Therapy**

Contact faculty: Dr. Aronson

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

**Pre-Veterinary Medicine**

Contact faculty: Dr. Jablonski, Dr. Freier, Dr. Schuppin

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.

**Other Pre-Professional Fields****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 should 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 jobs or graduate work in these fields. Required or recommended courses include biology, chemistry, physics, mathematics, and economics.

**Pre-Law**

Advisors: Dr. Cylke, Dr. Dawson, Dr. Gray, Ms. Koring, Dean Normyle, Mr. Robert, Mr. Schnur, Dr. Shahady, Dr. Stump, Dr. Wagner

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

Students interested in attending law school upon graduation should declare pre-law as a pre-professional interest by the end of the sophomore year and be assigned an advisor by contacting 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 Office of Academic and Career Development Services. 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. McLemore and Dr. Price

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

The committee 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 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" or 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 options.

**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.

## SCHOOL OF BUSINESS AND ECONOMICS

School Dean: Dr. Joseph Turek

Accounting Department Faculty: Dr. Murphy, Mr. Rosson, Mrs. Schneider

Economics Department Faculty: Dr. Messerschmidt, Dr. Prinzinger, Mr. Schnur, Dr. Klein

Management Department Faculty: Dr. Gupta, Dr. Kyper, Dr. Nathan, Dr. Schimmoeller, Dr. Selden

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

The Lynchburg College School of Business and Economics is committed to being one of the top ten private schools for student learning, scholarship, and character development, providing innovative, challenging professional education firmly rooted in a liberal arts tradition.

The Lynchburg College School of Business and Economics offers high-quality professional programs designed to prepare students to excel in a global, rapidly changing, uncertain environment. By integrating theory and practice throughout its educational programs, the School helps students develop effective and ethical management and decision-making skills, including the ability to integrate multi-disciplinary perspectives in pursuit of organizational goals. The School strives for excellence by providing a professional, character-building education built upon a liberal arts foundation.

The School of Business and Economics continuously improves programs and processes to:

### Student Centered Goals:

1. Develop student competencies in basic business disciplines, critical thinking, oral and written communications, quantitative reasoning, teamwork, leadership, entrepreneurship, and information technology.
2. Stress integrity and ethics, reinforcing the personal and professional responsibilities of leadership and good citizenship.
3. Increase student awareness and experience of a diverse and dynamic world environment.
4. Develop the skills, attitudes, and values that support life-long learning.

### Supporting Goals:

1. Develop and provide high quality curricula and instruction in a learning-centered environment.
2. Recruit, retain, and develop highly qualified faculty members for whom student learning is the highest priority.
3. Contribute to the base of knowledge as appropriate for a liberal arts college where student learning is the primary mission.
4. Support scholarship and professional activities that allow faculty to develop in-depth areas of expertise, explore new dimensions of their fields of study, or integrate across disciplines.
5. Develop and maintain strong links to the local, regional, or international communities through focused service and consulting activities.

### Majors and Minors Listing

Accounting Major  
Business Administration Major

Business Minor

Economics Major-Financial Emphasis  
Economics Major-General Emphasis

Economics Minor  
Economic Crime Prevention and Investigation Major  
Leadership Studies Minor  
Management Major  
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:

ACCT	201-202	Principles of Accounting I, II	6
BUAD	100	Perspectives on Business	3
BUAD	241	Business Statistics	3
BUAD	322	Legal Environment of Business	3
BUAD	441	Integrated Application of Business Principles	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

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**BUSINESS MINOR**

			Hours
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:			6
FIN	150	Family and Personal Finance	
Other courses 200 and above from ACCT, BUAD, ECON, FIN, MGMT, MKTG			—
<i>Total Hours Required</i>			<u>18</u>

**ECONOMICS MAJOR**

Two emphases are offered in the economics program: financial economics and general economics. The economics major is designed to provide a well-rounded knowledge of the theoretical and institutional structure of economic activities with specific emphasis on the free market system. Course work is available to give economics majors the knowledge and skill to conduct professional economic research and analysis and to provide a firm basis for continuation of study at the graduate level. The financial economics emphasis incorporates the study of economic processes involved in capital formulation and the theory and practice of financial decision making through the study of financial markets and institutions. The degree in economics is not a business degree but rather a traditional social science degree.

**ECONOMICS MAJOR-FINANCIAL EMPHASIS**

ACCT	201-202	Principles of Accounting I, II	6
ECON	201-202	Principles of Economics	6
ECON	250	Research Methods in Economics	4
ECON	300-301	Intermediate Economic Theory	6
ECON	305	Money, Credit, and Banking	3
ECON	308	International Economic Policy	3
ECON	450	Senior Seminar in Economics	3
ECON or FIN		Other ECON or FIN courses 100 and above	3
FIN	317	Principles of Finance	3
FIN	318	Financial Management	3
FIN	405	Investment Fundamentals	3
PHIL	101	Introduction to Ethics	<u>3</u>
<i>Total Hours Required</i>			<u>46</u>

**ECONOMICS MAJOR-GENERAL EMPHASIS**

ECON	201-202	Principles of Economics	6
ECON	250	Research Methods in Economics	4
ECON	300-301	Intermediate Economic Theory	6
ECON	308	International Economics Policy	3
ECON	330	History of Economic Thought	3
ECON	400	Information, Uncertainty, and Risk	3
ECON	450	Senior Seminar in Economics	3
ECON		Other ECON courses 100 and above	9
PHIL	101	Introduction to Ethics	<u>3</u>
<i>Total Hours Required</i>			<u>40</u>

**ECONOMICS MINOR**

ECON	201-202	Principles of Economics	6
ECON	250	Research Methods in Economics	4
ECON	300 or 301	Intermediate Economic Theory	3
ECON		Other ECON courses 100 and above	<u>6</u>
<i>Total Hours Required</i>			<u>19</u>

**ECONOMIC CRIME PREVENTION AND INVESTIGATION MAJOR**

This interdisciplinary major equips students for entry-level financial forensic investigation positions in both public and private sectors organizations, and instills in them a passion for using their skills, talents and knowledge to detect and prevent economic and financial corruption and abuse.

			Hours
Required courses:			
ACCT	201-202	Principles of Accounting I, II	6
ACCT	360	Accounting Information Systems	3
ACCT	370	Fraud and White Collar Crime	3
ACCT	470	Forensic Accounting	3
C S	235	Computer Networks	3
C S	355	Computer Forensics	3
CRIM	241	Criminology	3
CRIM	244	Criminal Justice Process	3
ECON	201	Principles of Economics - Micro	3
ECON	202	Principles of Economics - Macro	3
ECON	365	Economics of Terrorism	3
PHIL	101	Introduction to Ethics	3
PSYC	263	Psychology of Law	3
One of the following:			3
BUAD	399	Internship in Business	
ECON	399	Managerial Economics Internship	
MGMT	399	Internship in Management	
SOCI	399	Internship in Sociology	
One of the following:			3-4
BUAD	241	Business Statistics	
ECON	250	Research Methods in Economics	
SOCI	370	Statistics for Sociologists	
Six hours from:			6
ACCT		Other ACCT courses 200 and above	
CRIM		Other CRIM courses 200 and above	
ECON		Other ECON courses 200 and above	
<i>Total Hours Required</i>			<u>54-55</u>
<b>LEADERSHIP STUDIES MINOR</b>			
BUAD	222	Ethical Dilemmas in Business and Leadership	3
BUAD	465	Leadership and the Classics	3
G S	330	Leadership in Action Practicum	3
MGMT	260	Principles of Management and Organizational Behavior	3
Electives:			6
COMM	362	Crisis Communication	
COMM	412	Communication and Leadership	
MGMT	363	Managing Diversity Within Organizations	
MGMT	421	Organizational Change and Development	
PSYC	265	Industrial/Organizational Psychology	
<i>Total Hours Required</i>			<u>18</u>

**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:

			Hours
ACCT	201-202	Principles of Accounting I, II	6
BUAD	100	Perspectives on Business	3
BUAD	241	Business Statistics	3
BUAD	322	Legal Environment of Business	3
BUAD	441	Integrated Application of Business Principles	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 in management:

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

## Six hours from:

MGMT	377	Study Abroad: International Management	6
MGMT	399	Internship in Management	
MKTG	380	Services Marketing	
MKTG	425	E-Marketing	

*Total Hours Required**57***MARKETING MAJOR**

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

## Courses in the business core:

ACCT	201-202	Principles of Accounting I, II	6
BUAD	100	Perspectives on Business	3
BUAD	241	Business Statistics	3
BUAD	322	Legal Environment of Business	3
BUAD	441	Integrated Application of Business Principles	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 in marketing:

MKTG	371	Market Research	3
MKTG	375	Consumer and Buyer Behavior	3
MKTG	379	Marketing Communications	3
MKTG	451	Marketing Management	3

**Academic Programs**

## Two of the following:

BUAD	397 or 399	Independent Study in Business or Internship in Business
MKTG	372	Sales and Sales Management
MKTG	374	Retailing and Merchandising
MKTG	377	Study Abroad: International Marketing
MKTG	380	Services Marketing
MKTG	425	E-Marketing

*Total Hours Required***Hours****6****57**

**SCHOOL OF COMMUNICATION AND THE ARTS**

School Dean: Dr. Daniel Lang  
 Art Department Faculty: Ms. Bryant, Ms. Byrns, Dr. Karalow, Mr. Pumphrey, Ms. Rhoads  
 Communication Department Faculty: Mr. Dean, Dr. Jorgensen-Earp, Mr. Langett, Ms. Lynch, Mr. Noel, Dr. Robinson, Dr. Roux, Ms. Smith, Dr. Todd, Dr. Youra

Museum Studies Program Faculty: Ms. Rothermel

Music Department Faculty: Dr. Hatcher, Dr. James, Dr. Kim, Dr. Ramsey, Mr. Scott

Theatre Department Faculty: Mr. Jachimiak, Mr. Nowell, Mr. Wittman

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

**Majors and Minors Listing**

Art Major-Graphic Design Emphasis

Graphic Design Minor

Art Major-Studio Art Emphasis

Studio Art Minor

Art History Minor

Communication Studies Major - Communication and Social Influence Emphasis

Communication and Social Influence Minor

Communication Studies Major - Convergent Journalism Emphasis

Convergent Journalism Minor

Communication Studies Major - Electronic Media Emphasis

Electronic Media Minor

Communication Studies Major - Public Relations Emphasis

Public Relations/Journalism Minor

Museum Studies Minor

Music Major - Instrumental Education Emphasis

Music Major - Performance Emphasis

Music Major - Theory/Composition Emphasis

Music Major - Vocal Education Emphasis

Music Minor

Music History Minor

Music for Children Minor

Music Performance Minor

Popular Culture Minor

Theatre Major - Design/Technical Emphasis

Theatre Major - Design/Technical Emphasis

Theatre Major - General Emphasis

Theatre Major - Performance Emphasis

Theatre Minor

**ART MAJOR**

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. All art majors must have an art advisor to help facilitate progress in the major.

**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.

**Academic Programs**

## Core courses:

ART 131-132	Survey of Art History I, II	6
ART 151-152	Design Fundamentals I, II	6
ART 156, 256	Drawing I, II	6
ART 166	Photography I	3
ART 340	20th Century Art and Contemporary Issues	3

## Hours

6  
6  
6  
3  
3

## Emphasis courses:

ART 154	Graphics: Process and Technique	3
ART 274	Graphics: Methods and Practice	3
ART 294	Graphics: Innovation and Analysis	3
ART 354	Web Design	3
ART 394	Type and Visual Communication	3
ART 407	Portfolio Preparation	2
ART 408	Graphic Design Studio I	1
ART 409	Graphic Design Studio II	3

3  
3  
3  
3  
3  
2  
1  
3

## One of the following:

ART 399	Internship in Art	
ART 480	Design Practicum	

3

## One of the following:

ART 122	Sculpture I	
ART 162	Painting I	

3

*Total Hours Required*

51

**GRAPHIC DESIGN MINOR**

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

ART 151, 152	Design Fundamentals I, II	6
ART 154	Graphics: Process and Technique	3
ART 156	Drawing I	3
ART 274	Graphics: Methods and Practice	3

6  
3  
3  
3

## One of the following:

ART 294	Graphics: Innovation and Analysis	
ART 354	Web Design	
ART 480	Design Practicum	

3

*Total Hours Required*

18

**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 core requirements. On occasion, a student may be expected to take courses through the Tri-College Consortium to complete an emphasis.

## Core courses:

ART 122	Sculpture I	3
ART 131-132	Survey of Art History I, II	6
ART 151-152	Design Fundamentals I, II	6
ART 156-256	Drawing I, II	6
ART 162	Painting I	3
ART 340	20th Century Art and Contemporary Issues	3

6  
6  
6  
6  
3  
3

## Studio concentration requirement:

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

## Painting and Drawing:

ART 257	Figure Drawing	Hours	9
ART 262	Painting II		
ART 356, 456	Advanced Drawing		
ART 362, 462	Advanced Painting		
ART 397	Independent Study in Art		

## Sculpture:

ART 222	Sculpture II
ART 322	Advanced Sculpture
ART 397	Independent Study in Art

## Photography:

ART 266	Photography II
ART 366, 466	Advanced Photography
ART 397	Independent Study in Art

## Additional art courses:

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

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

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

ART 151-152	Design Fundamentals I, II	6
Twelve hours from:		
ART 118, 218	Ceramics I, II	12
ART 119, 219	Printmaking I, II	
ART 122, 222	Sculpture I, II	
ART 156, 256	Drawing I, II	
ART 162, 262	Painting I, II	
ART 166, 266	Photography I, II	
ART 257	Figure Drawing	
<i>Total Hours Required</i>		18

## ART HISTORY MINOR

ART 131-132	Survey of Art History I, II	6
Six hours from:		
ART 329	Art of Classical Antiquity	6
ART 333	Renaissance Art	
ART 335	Toward a Modern World	
ART 340	20th Century Art and Contemporary Issues	

Hours

9

Six hours from:

HIST 200	Introduction to Historical Study and Writing
HIST 312	Renaissance and Reformation
MST 201	Curatorial Practices
PHIL 220	Art, Truth, and Value
RELG 206	Judaism, Christianity, and Islam

*Total Hours Required*

Hours

6

## COMMUNICATION STUDIES MAJOR

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

## COMMUNICATION STUDIES MAJOR—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 courses:

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

## Communication and Social Influence courses:

COMM 101	Argumentation and Practical Reasoning	3
COMM 228	Public Presentation	3
COMM 251	Intercultural Communication	3
COMM 301	Rhetorical Criticism	3

## Nine hours from:

COMM 114	Small Group Communication
COMM 232	Debate and Freedom of Speech
COMM 316	American Public Address
COMM 341	Professional and Organizational Communication
COMM 350	Political Communication
COMM 405	Communication Law and Ethics
COMM 412	Communication and Leadership

		Hours		Hours
Three hours from:				
COMM 232	Debate and Freedom of Speech	3	COMM 405	Communication Law and Ethics
COMM 322	Advanced Reporting and Writing		COMM 450	Producing and Editing Across Media
COMM 377	Study Abroad		Three hours from:	
COMM 381	Convergence Media: Broadcasting in an Internet World		COMM 180	Stage and Studio Television
COMM 382	Documentary Design and Production		COMM 322	Advanced Reporting and Writing
COMM 397	Independent Study in Communication		COMM 372	Media Criticism
COMM 398	Special Topics in Communication		COMM 382	Documentary Design and Production
COMM 399	Internship in Communication		COMM 395	Cultural Impact of Popular Media
COMM 411	Supervised Practicum - Editors		COMM 480	Advanced Stage and Studio Television
COMM 477	Senior Project		Three hours from:	
COMM 480	Advanced Stage and Studio Television		COMM 232	Debate and Freedom of Speech
COMM 499	Donovan Media Development Center Practicum		COMM 377	Study Abroad
	<i>Total Hours Required</i>	42	COMM 397	Independent Study in Communication
			COMM 399	Internship in Communication
			COMM 411	Supervised Practicum - Editors
			COMM 477	Senior Project
			COMM 499	Donovan Media Development Center Practicum
				<i>Total Hours Required</i>
				42

**COMMUNICATION and SOCIAL INFLUENCE MINOR**

Core courses:				
COMM 112	Interpersonal Communication	3	COMM 232	Debate and Freedom of Speech
COMM 171	Media and Culture	3	COMM 377	Study Abroad
COMM 230	Persuasion	3	COMM 397	Independent Study in Communication
Nine hours from:			COMM 399	Internship in Communication
COMM 114	Small Group Communication	9	COMM 411	Supervised Practicum - Editors
COMM 228	Public Presentation		COMM 477	Senior Project
COMM 232	Debate and Freedom of Speech		COMM 499	Donovan Media Development Center Practicum
COMM 251	Intercultural Communication			<i>Total Hours Required</i>
COMM 260	Introduction to Public Relations			42
COMM 301	Rhetorical Criticism			
COMM 316	American Public Address			
COMM 341	Professional and Organizational Communication			
COMM 350	Political Communication			
COMM 377	Study Abroad			
COMM 398	Special Topics in Communication			
COMM 405	Communication Law and Ethics			
	<i>Total Hours Required</i>	18		

**COMMUNICATION STUDIES MAJOR-CONVERGENT JOURNALISM EMPHASIS**

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

Core courses		
COMM 112	Interpersonal Communication	3
COMM 171	Media and Culture	3
COMM 201	Media Writing I	3
COMM 230	Persuasion	3
COMM 303	Research Methods in Communication	3
COMM 401	Advanced Communication Theory and Senior Thesis	3
Convergent Journalism courses:		
COMM 104	Introduction to Media Technology	3
COMM 202	Media Writing II	3
COMM 301	Rhetorical Criticism	3
COMM 381	Convergence Media: Broadcasting in an Internet World	3

**CONVERGENT JOURNALISM MINOR**

Core Courses		
COMM 104	Introduction to Media Technology	3
COMM 171	Media and Culture	3
COMM 201	Media Writing I	3
Nine hours from:		
COMM 180	Stage and Studio Television	9
COMM 202	Media Writing II	
COMM 322	Advanced Reporting and Writing	
COMM 377	Study Abroad	
COMM 381	Convergence Media: Broadcasting in an Internet World	
COMM 382	Documentary Design and Production	
COMM 405	Communication Law and Ethics	
COMM 411	Supervised Practicum - Editors	
COMM 450	Producing and Editing Across Media	
	<i>Total Hours Required</i>	18

**COMMUNICATION STUDIES MAJOR-ELECTRONIC MEDIA EMPHASIS**

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

Core courses:		
COMM 112	Interpersonal Communication	3
COMM 171	Media and Culture	3
COMM 201	Media Writing I	3
COMM 230	Persuasion	3
COMM 303	Research Methods in Communication	3
COMM 401	Advanced Communication Theory and Senior Thesis	3
Electronic Media courses:		
COMM 104	Introduction to Media Technology	3
COMM 206	Promotional Writing and Production Design	3

			Hours				Hours
COMM 372	Media Criticism		3	COMM 201	Media Writing I		3
COMM 405	Communication Law and Ethics		3	COMM 230	Persuasion		3
COMM 485	Producing and Directing for Electronic Media		3	COMM 303	Research Methods in Communication		3
Six hours from:			6	COMM 401	Advanced Communication Theory and Senior Thesis		3
COMM 180	Stage and Studio Television			Public Relations/Journalism courses:			
COMM 304	Digital Editing and Motion Graphics			COMM 206	Promotional Writing and Production Design		3
COMM 381	Convergence Media: Broadcasting in an Internet World			COMM 260	Introduction to Public Relations		3
COMM 382	Documentary Design and Production			COMM 372	Media Criticism		3
COMM 395	Cultural Impact of Popular Media			COMM 405	Communication Law and Ethics		3
COMM 404	Advanced Digital Editing and Motion Graphics			COMM 440	Public Relations Media and Campaigns		3
COMM 480	Advanced Stage and Studio Television			Six hours from:			
Three hours from:			3	COMM 104	Introduction to Media Technology		6
COMM 232	Debate and Freedom of Speech			COMM 341	Professional and Organizational Communication		
COMM 322	Advanced Reporting and Writing			COMM 362	Crisis Communication		
COMM 377	Study Abroad			COMM 381	Convergence Media: Broadcasting in an Internet World		
COMM 381	Convergence Media: Broadcasting in an Internet World			Three hours from:			
COMM 382	Documentary Design and Production			COMM 232	Debate and Freedom of Speech		3
COMM 397	Independent Study in Communication			COMM 322	Advanced Reporting and Writing		
COMM 398	Special Topics in Communication			COMM 377	Study Abroad		
COMM 399	Internship in Communication			COMM 381	Convergence Media: Broadcasting in an Internet World		
COMM 411	Supervised Practicum - Editors			COMM 382	Documentary Design and Production		
COMM 477	Senior Project			COMM 397	Independent Study in Communication		
COMM 480	Advanced Stage and Studio Television			COMM 398	Special Topics in Communication		
COMM 499	Donovan Media Development Center Practicum			COMM 399	Internship in Communication		
<i>Total Hours Required</i>			42	COMM 411	Supervised Practicum - Editors		
				COMM 477	Senior Project		
				COMM 480	Advanced Stage and Studio Television		
				COMM 499	Donovan Media Development Center Practicum		
<i>Total Hours Required</i>				<i>Total Hours Required</i>			42

**ELECTRONIC MEDIA MINOR**

COMM 104	Introduction to Media Technology	3	COMM 171	Media and Culture	3	
COMM 171	Media and Culture	3	COMM 201	Media Writing I	3	
COMM 201	Media Writing I	3	COMM 206	Promotional Writing and Production Design	3	
COMM 206		3	<b>PUBLIC RELATIONS / JOURNALISM MINOR</b>			
Six hours from:		6	COMM 171	Media and Culture	3	
COMM 180	Stage and Studio Television		COMM 201	Media Writing I	3	
COMM 304	Digital Editing and Motion Graphics		COMM 260	Introduction to Public Relations	3	
COMM 377	Study Abroad		Nine hours from:			
COMM 381	Convergence Media: Broadcasting in an Internet World		COMM 104	Introduction to Media Technology	3	
COMM 382	Documentary Design and Production		COMM 202	Media Writing II	3	
COMM 405	Communication Law and Ethics		COMM 322	Advanced Reporting and Writing	3	
COMM 499	Donovan Media Development Center Practicum		COMM 341	Professional and Organizational Communication	3	
<i>Total Hours Required</i>		18	COMM 350	Political Communication	3	
			COMM 362	Crisis Communication	3	
			COMM 377	Study Abroad	3	
			COMM 382	Documentary Design and Production	3	
			COMM 405	Communication Law and Ethics	3	
			COMM 440	Public Relations Media and Campaigns	3	
<i>Total Hours Required</i>			<i>Total Hours Required</i>			18

**COMMUNICATION STUDIES MAJOR–PUBLIC RELATIONS EMPHASIS**

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

Core:		
COMM 112	Interpersonal Communication	3
COMM 171	Media and Culture	3

**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.

			Hours
MST	101	Introduction to Museum Studies	3
MST	201	Curatorial Practice	3
MST	301	Legal and Ethical Issues in Museum Studies	3
MST	302	Museums in the Public Dimension	3
One from the following:			3
COMM	260	Introduction to Public Relations	
MGMT	260	Principles of Management and Organizational Behavior	
Three hours from the following:			3
MST	102	The Great American Museum	
MST	377	Study Abroad/International Museums	
MST	397	Independent Study in Museum Studies	
MST	399	Internship in Museum Studies	
<i>Total Hours Required</i>			<u>18</u>

**MUSIC MAJOR**

Within the liberal arts framework, the music major offers a Bachelor of Arts degree, 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.

## Teacher Licensure in Music

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 PK-12 vocal/general music or PK-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**

MUSC	102	World Music and Culture	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

Each music major 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	021	Wind Symphony
MUSC	023	Handbell Choir

## Applied Music Lessons:

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:

MUSC	224	Woodwind Methods	1
MUSC	225	Brass Methods	1
MUSC	226	Percussion Methods	1
MUSC	227	String Methods	1
MUSC	363	Music in Elementary and Special Education	3
MUSC	364	Field Experience I (Lab) - Music in Elementary and Special Education	1
MUSC	365	Music in Secondary Education	3
MUSC	366	Field Experience II (Lab) - Music in Secondary Education	2

## Other requirements:

Concert Attendance Requirement  
Senior Recital

*Total Hours Required*

71

## Education Licensure Requirements:

EDUC	101	Introduction to Education and Related Professions	3
EDUC	351	Reading in the Content Areas	3
MUSC	460	Student Teaching in Music	12
PSYC	241	Developmental Psychology	3
<i>Total Hours Required</i>			<u>21</u>

## Vocal Competency:

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

\* Piano Proficiency Test may substitute for these courses.

## Ensemble

Each music major 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	021	Wind Symphony
MUSC	022	Concert Choir
MUSC	023	Handbell Choir
MUSC	025	Choral Union

## Applied Music Lessons

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  
Senior Recital

*Total Hours Required*

8

8

58

## MUSIC MAJOR-THEORY/COMPOSITION EMPHASIS

		Hours
MUSC	102	World Music and Culture
MUSC	104-105	Music Theory I, II
MUSC	106-107	Aural Skills I, II
MUSC	108-109*	Piano Class I, II
MUSC	111-112	Music Technology I, II
MUSC	204-205	Music Theory III, IV
MUSC	206-207	Aural Skills III, IV
MUSC	208-209	Piano Class III, IV
MUSC	302-303	Music History and Literature I, II
MUSC	306	Form and Analysis
MUSC	307	Counterpoint
MUSC	308	Twentieth Century Music and Theory
MUSC	403	Senior Seminar in Theory/Composition

\* Piano Proficiency Test may substitute for these courses.

## Ensemble

Each music major 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

## Large Ensemble:

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

## Applied Music Lesson

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.

## Other requirements:

Concert Attendance

Senior Recital

*Total Hours Required*

60

## MUSIC MAJOR-VOCAL EDUCATION EMPHASIS

MUSC	102	World Music and Culture	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

Each music major 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 022 Concert Choir

## Large Ensemble:

MUSC 025 Choral Union

## Applied Music Lessons

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.

## Hours

8

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

## Vocal/General Music Education:

MUSC 223	Choral Methods	2
MUSC 228	Instrumental Survey	2
MUSC 363	Music in Elementary and Special Education	3
MUSC 364	Field Experience I (Lab) - Music in Elementary and Special Education	1
MUSC 365	Music in Secondary Education	3
MUSC 366	Field Experience II (Lab) - Music in Secondary Education	2

## Other requirements:

Concert Attendance  
Senior Recital

*Total Hours Required*

2

3

1

3

2

71

## Education Licensure Requirements:

EDUC 101	Introduction to Education and Related Professions	3
EDUC 351	Reading in the Content Areas	3
MUSC 460	Student Teaching in Music	12
PSYC 241	Developmental Psychology	3
<i>Total Hours Required</i>		21

## Vocal Competency:

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.

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	302-303	Music History and Literature I, II	6

## Hours

6

2

2

6

## Music Ensemble:

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

1

## Applied Music Lessons:

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

1

*Total Hours Required*

18

MUSC	100	Music Appreciation	3
MUSC	104-105	Music Theory I, II	6
MUSC	108-109	Piano Class I, II or III, IV	2
MUSC	248	Conducting I	2
MUSC	363	Music in Elementary and Special Education	3

3

6

2

2

3

## Music Ensemble:

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

1

## Applied Music Lessons:

MUSC 001	Piano
MUSC 010	Guitar

1

*Total Hours Required*

18

MUSC	102	World Music and Culture	3
MUSC	104-105	Music Theory I, II	6
MUSC	302-303	Music History and Literature I, II	6
MUSC	398	Special Topics in Music	3

3

6

6

3

*Total Hours Required*

18

**MUSIC PERFORMANCE MINOR**

			Hours
MUSC	104-105	Theory I, II	6
MUSC	106-107	Aural Skills I, II	2
MUSC	248	Conducting I	2
Music Ensemble:			2
MUSC	018	Orchestra	
MUSC	020	Jazz Band	
MUSC	021	Wind Symphony	
MUSC	022	Concert Choir	
MUSC	023	Handbell Choir	
MUSC	025	Choral Union	
Applied Music Lessons:			6
MUSC	001	Piano	
MUSC	002	Organ	
MUSC	003	Voice	
MUSC	004	Woodwinds	
MUSC	005	Brass	
MUSC	006	Percussion	
MUSC	007	Strings	
MUSC	010	Guitar	
<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).

**POPULAR CULTURE MINOR**

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

**Required courses:**

COMM	171	Media and Culture	3
COMM	372	Media Criticism	3
SOCI	201	Introduction to Sociology	3
SOCI	203	Introduction to Cultural Studies	3

**Six hours from:**

ART	340	20th Century Art and Contemporary Issues	6
COMM	229	Introduction to Film	
COMM	395	Cultural Impact of Popular Media	
MST	201	Curatorial Practices	
MUSC	215	Jazz and the Origins of Rock Music	
SOCI	233	Music, Culture, and Representation	
SOCI	253	Globalization and Cinema	
SOCI	374	Qualitative Methodology	
SPMG	250	Sport in American Society	
SPMG	350	Gender and Sport: Issues and Controversies	
THEA	212	Dramatic Literature: Seventeenth Century to Present	

*Total Hours Required*

18

**Academic Programs****School of Communication and the Arts****THEATRE MAJOR**

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

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

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

Students actively apply their classroom education by participating in the College's main stage theatre productions, student-generated productions in the studio theatre, dance concerts, and through scenic, lighting, costume, and box-office student employment opportunities. Majors are also encouraged to study in other disciplines in the School of Communication and the Arts. Students regularly interview, audition for, and find work in professional summer theatres. Auditions and backstage opportunities in productions are open to all students regardless of major or year.

**THEATRE MAJOR-DESIGN/TECHNICAL EMPHASIS**

		Hours	
THEA	131	Fundamentals of Acting	3
THEA	202	Technical Theatre	3
THEA	212	Dramatic Literature: Seventeenth Century to Present	3
THEA	250	Stage Makeup	3
THEA	301-302	History of Theatre I, II	6
THEA	330	Technical Theatre II	3
THEA	331	Scene Design	3
THEA	333	Lighting Design	3
THEA	340	Theatre Management	3
THEA	390	Theatre Practicum	6
THEA	410	Senior Project	3

**Theatre electives:**

THEA	311	Directing
THEA	397	Independent Study in Theatre
THEA	398	Special Topics in Theatre
THEA	399	Internship in Theatre

*Total Hours Required*

45

**THEATRE MAJOR-GENERAL EMPHASIS**

THEA	131	Fundamentals of Acting	3
THEA	202	Technical Theatre	3
THEA	211	Dramatic Literature: Classical Greece to Renaissance	3
THEA	212	Dramatic Literature: Seventeenth Century to Present	3
THEA	301-302	History of Theatre I, II	6
THEA	390	Theatre Practicum	3
THEA	410	Senior Project	3
THEA		Other courses	12

*Total Hours Required*

36

**THEATRE MAJOR-PERFORMANCE EMPHASIS**

THEA	120	Introduction to Dance	3
THEA	123	Voice and Diction	3
THEA	131	Fundamentals of Acting	3
THEA	202	Technical Theatre	3

		Hours	
THEA	211	Dramatic Literature: Classical Greece to Renaissance	3
THEA	212	Dramatic Literature: Seventeenth Century to Present	3
THEA	232	Script and Character Analysis	3
THEA	250	Stage Makeup	3
THEA	301-302	History of Theatre I, II	6
THEA	315	Advanced Acting	3
THEA	390	Theatre Practicum	3
THEA	410	Senior Project	3
Theatre electives:		6	
THEA	275	Musical Theatre	
THEA	311	Directing	
THEA	340	Theatre Management	
THEA	390	Theatre Practicum	
THEA	398	Special Topics in Theatre	
THEA	399	Internship in Theatre	
<i>Total Hours Required</i>		<u>45</u>	

**THEATRE MINOR**

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

**SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT**

School Dean: Dr. Jan S. Stennette

Department Faculty: Dr. Barnhill, Dr. Booth, Dr. Buck, Ms. Cash, Dr. Farnsworth, Ms. Husted, Dr. L. Jones, Dr. R. Jones, Dr. Martin, Dr. McKenzie, Ms. Messerschmidt, Dr. Nielsen, Dr. Perryman, Dr. Polloway, Dr. Thompson, Ms. Tolbert, Dr. Walker, Dr. Watts, 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 Interdisciplinary Studies - Teacher Education with emphasis in elementary education (grades PK-6) or special education (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).

**Majors and Minors Listing**

Interdisciplinary Studies - Teacher Education Major: Elementary Education Emphasis (PK-6)

Interdisciplinary Studies - Teacher Education Major: Special Education Emphasis (K-12)

Secondary Education Minor

Special Education Minor

**INTERDISCIPLINARY STUDIES-TEACHER EDUCATION****ELEMENTARY EDUCATION EMPHASIS (GRADES PK-6)**

The interdisciplinary studies - teacher education major with an elementary education emphasis is designed for individuals who will work with younger children in teaching situations.

## Core courses:

		Hours	
^EDUC	101	Introduction to Education and Related Professions	3
^EDUC	201	Classroom Management in the Instructional Context	3
^EDUC	202	Field Experience I	1
^PSYC	241	Developmental Psychology	3

## Professional courses:

EDUC	211	Instructional Strategies	3
EDUC	313	Reading and Language Acquisition I	3
^EDUC	320	Field Experience II	1
EDUC	324	Methods: Social Studies Instruction	2
EDUC	325	Methods: Language Arts Instruction	2
EDUC	424	Methods: Science Instruction	2
EDUC	425	Methods: Math Instruction	2
EDUC	423	Reading and Language Acquisition II	3

## Supplemental courses:

ENGL	414	Children's Literature	3
HIST	255	America to 1877	3
HIST	256	America Since 1877	3
MATH	117-118	Introduction to School Mathematics I, II	6

## One of the following:

ENVS	211	Physical Geography
INTL	213	World Regional Geography

## One of the following:

ECON	100	Economic Perspectives on Current Issues
ECON	201	Principles of Economics - Micro
ECON	202	Principles of Economics - Macro

		Hours
Twelve hours of science courses from the following:		12
BIOL 111-111L	Organisms, Ecology, and Evolution and Lab	
BIOL 112-112L	Cells: Genetic and Molecular Perspectives and Lab	
CHEM 111	Fundamentals of Chemistry I	
CHEM 112	Fundamentals of Chemistry II	
ENVS 101-101L	Earth and Environmental Science I and Lab	
ENVS 102-102L	Earth and Environmental Science II and Lab	
PHYS 141	College Physics I	
PHYS 142	College Physics II	
PHYS 161	Physics I	
PHYS 162	Physics II	
PHYS 181	Solar System Astronomy	
PHYS 182	Stellar Astronomy	
SCIE 101	Principles of Science I	
SCIE 102	Principles of Science II	

One of the following:

ENGL 203	Expository Writing	3
ENGL 205	Introduction to Creative Writing	
ENGL 315	English Grammar	
<i>Total Hours Required</i>		

Licensure requirement:

^EDUC 420	Field Experience III	1
EDUC 427	Student Teaching (E)	11
EDUC 448	Student Teaching Seminar	1
<i>Total Hours Required</i>		

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

**INTERDISCIPLINARY STUDIES-TEACHER EDUCATION****SPECIAL EDUCATION EMPHASIS (K-12)**

The interdisciplinary studies - teacher education major with a special education emphasis is under the direction of the Teacher Preparation Program. This emphasis is designed for those who wish to work with individuals with disabilities.

Core courses:

^EDUC 101	Introduction to Education and Related Professions	3
^EDUC 201	Classroom Management in the Instructional Context	3
^EDUC 202	Field Experience I	1
^PSYC 241	Developmental Psychology	3
^SPED 213	Introduction to Special Education	3

Professional courses:

EDUC 211	Instructional Strategies	3
EDUC 313	Reading and Language Acquisition I	3
SPED 234	Characteristics of Developmental Disabilities	3
^SPED 330	Field Experience II	1
SPED 331	Program Design in Special Education	3
SPED 334	Characteristics of Learning and Related Disabilities	3
SPED 336	Collaboration with Families, Educators, and Related Service Providers	3
SPED 432	Methods for Reading and Academic Content	3
SPED 433	Transition, Life Skills, and Communication	3
SPED 464	Introduction to Assessment in Special Education	3

Supplemental course:

PSYC 212	Introduction to Behavior Modification	3
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		Hours
One of the following:		3
MATH 117	Introduction to School Mathematics I	
MATH 118	Introduction to School Mathematics II	
One of the following (beyond general education requirements):		4
SCIE 101	Principles of Science I	
SCIE 102	Principles of Science II	
<i>Total Hours Required</i>		<u>51</u>
Licensure requirement:		
^SPED 430	Field Experience III	1
SPED 437	Student Teaching (SPED)	11
EDUC 448	Student Teaching Seminar	<u>1</u>
<i>Total Hours Required</i>		<u>13</u>

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

**SECONDARY EDUCATION MINOR** (This minor is limited to students seeking teaching licensure)

Core courses:

^EDUC 101	Introduction to Education and Related Professions	3
^EDUC 201	Classroom Management in the Instructional Context	3
^EDUC 202	Field Experience I	1
^PSYC 241	Developmental Psychology	3

Professional courses:

EDUC 351	Reading in the Content Area	3
EDUC 352	Teaching in Middle/Secondary School	<u>3</u>
<i>Total Hours Required</i>		

Licensure requirement:

^EDUC 444	Field Experience II (S)	2
EDUC 447	Student Teaching (Secondary)	11
EDUC 448	Student Teaching Seminar	<u>1</u>
<i>Total Hours Required</i>		

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

Note: Some 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 their major area as well as with the Dean of the School of Education. The dean will assign an education minor advisor.

**SPECIAL EDUCATION MINOR**

SPED 213	Introduction to Special Education	3
SPED 234	Characteristics of Developmental Disabilities	3
SPED 334	Characteristics of Learning and Related Disabilities	3

Two of the following: (depending upon career goals)		6
PSYC 212	Introduction to Behavior Modification	
SPED 331	Program Design in Special Education	
SPED 336	Collaboration with Families, Educators, and Related Service Providers	
<i>Total Hours Required</i>		

15

**TEACHER PREPARATION PROGRAM**

The Teacher Preparation Program (TPP) of Lynchburg College 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)	Health and Physical Education (PK-12)
Art (PK-12)	History and Social Science
Biology	Mathematics
Chemistry	Music Education (PK-12) Instrumental
Earth Science	Music Education (PK-12) Vocal
Elementary Education (PK-6)	Physics
English	Special Education (K-12)
Foreign Languages (PK-12)	Science
French	Theatre Arts (PK-12) (add-on)
Spanish	

The Council of Teacher Preparation has advisory responsibilities. The Council is comprised of representatives from the administration, academic programs, and the School of Education and Human Development. The Council acts in an advisory capacity to assist the School in meeting licensure 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 programs.

**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) during spring of sophomore year or fall of junior year. 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, and
4. Passing test scores on VCLA and Praxis I: Math or combined test scores on Praxis I: Reading, Writing, and Math of 352 or approved exemption based on SAT or ACT scores.

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 "Teacher Preparation Handbook" 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. Student teaching is offered to qualified individuals within the first year of graduating from Lynchburg College

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 Communications and Literacy Assessment (VCLA), Virginia Reading Assessment Test (VRA), and demonstrated technology and child abuse and neglect competencies will be recommended for licensure. To apply for a Virginia teacher's license, the student must submit a formal application, fee, and required test documents 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.

**SCHOOL OF HEALTH SCIENCES AND HUMAN PERFORMANCE**

School Dean: Dr. Linda Andrews

Athletic Training Department and Exercise Physiology Department Faculty: Dr. Aronson, Mr. Bengtson, Mr. Bowman, Dr. Bradney, Ms. Evans, Dr. Kremer

Health and Physical Education Department, Health Promotion Department and Sport Management Department Faculty: Dr. Guynes, Mrs. Hamilton, Mr. Hedrick, Dr. B. Johnson, Dr. Kuchler, Dr. Olsen, Dr. Smith, Mrs. Steele

Nursing Department Faculty: Ms. Ayscue, Dr. Deluca, Mrs. DeLauder, Dr. Ferguson, Mrs. Foster, Mrs. Hahn, Mrs. Harris, Ms. R. Johnson, Mrs. Kraje, Mrs. Otey, Mrs. Saunier, Dr. St. Clair, Dr. Taylor

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.

**Majors and Minors Listing**

Athletic Training Major	Nursing Major
Coaching Minor	Outdoor Recreation Minor
Exercise Physiology Major	Sport Management Major
Health and Physical Education Major	Sport Management Minor
Health Promotion Major	Sports Medicine Minor
Health Promotion 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 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 fields.

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; thirty 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 Department chair, must be completed before students can be considered for admission to the major. 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 required athletic training major courses, and satisfactorily complete all clinical experiences 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 physical examination and a complete series of immunizations, including hepatitis B, on file with the department chair prior to their first clinical education course. A one-time non-refundable professional fee is charged after acceptance into the athletic training major. The athletic training program is accredited by the Commission on Athletic Training Education (CAATE).

**Academic Programs**

			Hours
	Support Courses:		
^BIOL	214-214L	Human Anatomy and Lab	4
^BIOL	215-215L	Human Physiology and Lab	4
^EXPH	325	Physiology of Exercise	3
^EXPH	330	Assessment and Treatment of General Medical Conditions	3
^EXPH	342	Measurement Techniques in Exercise Physiology	3
^EXPH	380	Kinesiology	3
^H P	270	Nutrition	3
^MATH	222	Introductory Statistics	3
	Athletic Training:		
^AT	100	Introduction to Athletic Training	3
^AT	175	Basic Athletic Training Skills	3
^AT	225	Safety and Management of Health Emergencies	2
^AT	325	Assessment Techniques of Lower Body Injuries	3
^AT	326	Assessment Techniques of Upper Body Injuries	3
^AT	350	Therapeutic Exercise for Athletic Injuries	3
^AT	351	Therapeutic Modalities for Athletic Injuries	3
^AT	425	Administration of Athletic Training Programs	3
^AT	450	Current Issues and Research in Athletic Training	3
	Clinical Education:		
^AT	200	Field Experience I	2
^AT	240	Clinical Education I	2
^AT	340	Clinical Education II	2
^AT	342	Clinical Education III	2
^AT	344	General Medical Clinical Rotation in Athletic Training	1
^AT	415	Internship In Athletic Training	2
^AT	440	Clinical Education IV	2
		Total Hours Required	65

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

**COACHING MINOR**

HPE	205*	Coaching Apprenticeship	3-6
		Electives:	
A T	100	Introduction to Athletic Training	
EXPH	355	Scientific Principles of Strength and Conditioning	
HPE	106L	Invasion Sport Lab I	
HPE	107L	Invasion Sport Lab II	
HPE	114L	Net/Wall Sport Lab	
HPE	304	Sports and Exercise Psychology	
H P	270	Nutrition	
		Total Hours Required	15-18

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

**EXERCISE PHYSIOLOGY MAJOR**

The Exercise Physiology Department is committed to providing accurate and current information for majors to prepare them to be future health professionals with career interests in the application of physical activity to address issues of health, fitness, and performance.

When combined with a strong liberal arts foundation, the major provides comprehensive coverage of theoretical and practical information necessary to pursue graduate school and/or careers in exercise physiology, strength and conditioning, and fitness. The curriculum also provides pre-professional background for

students interested in pursuing physical therapy, occupational therapy, medicine, and other health-related professions.

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

Support Courses:			Hours
A T	100	Introduction to Athletic Training	3
A T	225	Safety and Management of Health Emergencies	2
BIOL	214-214L	Human Anatomy and Lab	4
BIOL	215-215L	Human Physiology and Lab	4
HPE	303	Motor Development	3
HPE	304	Sports and Exercise Psychology	3
H P	270	Nutrition	3
MATH	222	Introductory Statistics	3
Exercise Physiology:			
EXPH	325	Physiology of Exercise	3
EXPH	326	Advanced Physiology of Exercise	3
EXPH	330	Assessment and Treatment of General Medical Conditions	3
EXPH	342	Measurement Techniques in Exercise Physiology	3
EXPH	355	Scientific Principles of Strength and Conditioning	3
EXPH	370	Sports Nutrition	3
EXPH	380	Kinesiology	3
EXPH	382	Exercise Physiology of Special Populations	3
EXPH	425	Advanced Health and Fitness Evaluation and Programming	3
EXPH	415*	Internship in Exercise Physiology	3
EXPH	450	Advanced Issues and Research in Exercise Physiology	3
<i>Total Hours Required</i>			58

\* This major requires students to take EXPH 415 Internship in Exercise Physiology. 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 Department 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 major 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.

Support Courses:			Hours
BIOL	214-214L	Human Anatomy and Lab	4
BIOL	215-215L	Human Physiology and Lab	4
EDUC	351	Reading in the Content Area	3
EXPH	325	Physiology of Exercise	3
EXPH	380	Kinesiology	3
H P	239	Dimensions of Health and Wellness	3
H P	270	Nutrition	3

			Hours
H P	300	Drugs and Behavior Management	3
PSYC	241	Developmental Psychology	3
Health and Physical Education:			
HPE	105L	Elementary Physical Education Content Lab	1
HPE	106L	Invasion Sport Lab I	1
HPE	107L	Invasion Sport Lab II	1
HPE	114L	Net/Wall Sport Lab	1
HPE	115L	Fielding/Target/Fitness Sport Lab	1
HPE	223	Behavior Management in Health and Physical Education	1
HPE	258	Foundations of Health and Physical Education	3
HPE	303	Motor Development	3
HPE	304	Sports and Exercise Psychology	3
HPE	310	PK-5 Physical Education Methods Practicum	4
HPE	320	6-12 Physical Education Methods Practicum	4
HPE	335	Comprehensive School Health Practicum	4
HPE	361	The Measurement of Performance in Health and Physical Education	3
HPE	362	Health and Physical Education for Exceptional Populations	3
<i>Total Hours Required</i>			62
Teacher Licensure Requirement:			
EDUC	448	Student Teaching Seminar	1
HPE	467	Student Teaching in Health and Physical Education K-12	11
<i>Total Hours Required</i>			12

#### HEALTH PROMOTION MAJOR

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

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

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

The department chair, who meets with practitioners in career programs, will determine the best courses for developing needed skills. Students must maintain an above-average grade point in the major and designated science/technical courses. Students must also demonstrate sincere, concerned interest in society's mental and physical health and welfare and achieve the objectives of the clinical internship.

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

Support Courses:			Hours
BIOL	214-214L	Human Anatomy and Lab	4
BIOL	215-215L	Human Physiology and Lab	4
EXPH	325	Physiology of Exercise	3
MATH	222	Introductory Statistics	3
SOCI	371	Methods of Social Research	3
Health Promotion:			
H P	239	Dimensions of Health and Wellness	3
H P	270	Nutrition	3
H P	271	Foundations of Health Promotion	3
H P	275	Medical Terminology	3
H P	300	Drugs and Behavior Management	3
H P	325	Human Diseases	3
H P	372	Contemporary Health Issues	3
H P	415	Internship in Health Promotion	6
H P	420	Health Program Planning	<u>3</u>
<i>Total Hours Required</i>			47

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, journalism, speech communication, psychology, sports medicine, or a combination of courses from various disciplines.

#### HEALTH PROMOTION MINOR

H P	239	Dimensions of Health and Wellness	3
H P	271	Foundations of Health Promotion	3
Choose four courses from the following:			
H P	270	Nutrition	
H P	275	Medical Terminology	
H P	290	Spirituality and Health	
H P	300	Drugs and Behavior Management	
H P	322	Health Aspects of Aging	
H P	325	Human Diseases	
H P	340	Women's Health Issues	
H P	372	Contemporary Health Issues	
<i>Total Hours Required</i>			18

#### NURSING MAJOR

The educational program for professional nursing is based on an integration of liberal arts and sciences, nursing knowledge, and clinical practice that 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 prerequisite 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); Math 222; Nursing 220; Nursing 225 and Nursing 225L; 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, Biology 222 and Biology 222L with a minimum of a C
2. overall quality point average ranking

Student selection into the junior class is based on:

1. completion of all nursing courses with a minimum of B- (NRSG 220, 225/225L, and 232/232L)
2. completion of all non-nursing prerequisite courses with a minimum of C (CHEM 127, BIOL 222, 222L, 223, 223L, H P 270, MATH 222, PSYC 241)
3. achievement of a minimum QPA of 3.0 in nursing and non-nursing prerequisite courses as listed above
4. overall quality point average
5. average grade for Biology 222 and 223 and their associated labs

Preference will be given to:

1. students who have not retaken nursing or non-nursing prerequisite courses
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 B- or better in all nursing courses. If a student is not successful in obtaining the required grade, he or she may repeat the course once if space is available. If a nursing major fails to earn a grade of B- on any two required nursing courses the student must withdraw from the nursing major. If a student feels that he/she has not completed a nursing course with a B- or better due to an extenuating circumstance, he or she may file a written appeal documenting these circumstances to the nursing program director.

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 B, prior to beginning the first clinical course, and a Criminal History Records Check. Students are also responsible for their own transportation to clinical sites. A professional fee, charged upon entry to the pre-nursing courses and at the beginning of the junior year, covers some skills lab supplies and standardized testing. There may be additional charges related to equipment or testing; these are listed in the Nursing Student Handbook. During the sophomore, junior, and senior years, the student will take a variety of tests to prepare for the NCLEX RN exam, which is required to practice. The program is accredited by the Commission on Collegiate Nursing Education (CCNE) and approved by the Virginia State Board of Nursing.

The following are the nursing major requirements:

Prerequisites to the nursing major:	Hours
#BIOL 222-222L Human Anatomy and Physiology I and Lab	4
#BIOL 223-223L Human Anatomy and Physiology II and Lab	4
#CHEM 127 The Chemistry of Life	4
#HP 270 Nutrition	3
#MATH 222 Introductory Statistics	3
^NRSG 220 Pathophysiology	2

			Hours
^NRSG	225/225L	Nursing Fundamentals and Lab	4
^NRSG	232/232L	Health Assessment and Lab	3
#PSYC	241	Developmental Psychology	3
Nursing major-upper division:			
^NRSG	300/300L	Pharmacology and Lab	4
^NRSG	341/341L	Nursing of Adults Experiencing Acute Illness and Lab	5
^NRSG	342/342L	Nursing Care of Adults and Families with Chronic Illness and Lab	5
^NRSG	335/335L	Nursing Care of Childbearing Family and Lab	4
^NRSG	336/336L	Nursing Care of Children and Families and Lab	4
^NRSG	402	Professional Nursing Seminar	2
^NRSG	410	Clinical Management and Research Project	3
^NRSG	412	Nursing Research and Evidence Based Practice	2
^NRSG	418/418L	Community Health and Psychiatric Mental Health Nursing and Lab	4
^NRSG	419	Synthesis Practicum	3
^NRSG	420	Seminar in Public Health	1
^NRSG	428/428L	Care of Adults with Complex Illnesses and Lab	5
<i>Total Hours Required</i>			72

# Minimum of C is required for this course.

^ Minimum of B- is required for this course.

#### OUTDOOR RECREATION MINOR

A T	225	Safety and Management of Health Emergencies	2
HPE	265	Philosophy of Outdoor Experiential Education	3
HPE	266	Outdoor Recreation Leadership	3
HPE	415	Internship in Health and Physical Education	3
Electives:			4
HPE	108	Introduction to Adventure Activities	
HPE	109	Cooperative and Competitive Movement Challenges	
HPE	125	Rock Climbing and Vertical Rope Work	
HPE	126	Challenge Course and Adventure Training	
HPE	127	Basic Backpacking and Hiking	
HPE	128	Basic Canoeing and Kayaking	
HPE	129	Mountain Biking	
<i>Total Hours Required</i>			15

#### SPORT MANAGEMENT MAJOR

The sport management major is a professional program leading to careers in management and administration of college 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.

			Hours
Business courses:			
ACCT	201	Principles of Accounting I	3
ECON	201	Principles of Microeconomics	3
MGMT	260	Principles of Management and Organizational Behavior	3
MKTG	309	Principles of Marketing	3
School of Business and Economics courses:			
ACCT		Other ACCT courses 200 and above	6
ECON		Other ECON courses 200 and above	
MGMT		Other MGMT course 200 and above	
MKTG		Other MKTG courses 200 and above	
Sport management core:			
SPMG	250	Sport in American Society	3
SPMG	260	Principles of Sport Management	3
SPMG	270	Governance of Sport Organizations	3
SPMG	340	Sport Finance	3
SPMG	353	Sports Law	3
SPMG	368	Sports Facilities and Event Management	3
SPMG	370	Sport Promotions and Marketing	3
SPMG	415	Internship in Sport Management	12
SPMG	420	Sport Ethics and Current Issues	3
SPMG	441	Management and Administrative Processes in Fitness and Sport	3
<i>Total Hours Required</i>			57

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

#### SPORT MANAGEMENT MINOR

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

			Hours
Required courses:			
MGMT	260	Principles of Management and Organizational Behavior	3
SPMG	260	Principles of Sport Management	3
SPMG	353	Sports Law	3
Sport management elective:			
SPMG	250	Sport in American Society	3
SPMG	275	History of Sport in America	
SPMG	350	Gender and Sport: Issues and Controversies	
Additional sport management electives:			
SPMG	270	Governance of Sport Organizations	6
SPMG	340	Sport Finance	
SPMG	368	Sports Facilities and Event Management	
SPMG	370	Sport Promotions and Marketing	
SPMG	420	Sport Ethics and Current Issues	
SPMG	441	Management and Administrative Processes in Fitness and Sport	
<i>Total Hours Required</i>			18

**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.

			Hours
AT	100	Introduction to Athletic Training	3
EXPH	325	Physiology of Exercise	3
EXPH	342	Measurement Techniques in Exercise Physiology	3
EXPH	380	Kinesiology	3
Electives:			6
AT	350	Therapeutic Exercise for Athletic Injuries	
AT	351	Therapeutic Modalities for Athletic Injuries	
EXPH	330	Assessment and Treatment of General Medical Conditions	
EXPH	355	Scientific Principles of Strength and Conditioning	
<i>Total Hours Required</i>			<u>18</u>

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

School Dean: Dr. Kimberly A. McCabe

Assistant Dean: Dr. Charles Walton

English Department Faculty: Dr. Bates, Dr. Burke, Dr. Clabough, Dr. Coleman, Dr. Dickson, Dr. Gray, Dr. Layne, Dr. Lipani, Dr. Long, Ms. Marello, Ms. Miles, Ms. Nairn, Ms. Salmon, Dr. Savage, Ms. Seay, Dr. Stevens, Dr. Tiner, Ms. Wilkins

French Department Faculty: Ms. Cash, Dr. Mayer, Dr. White

German Department Faculty: Dr. Schwarzmann, Dr. White

History Department Faculty: Dr. Amos, Dr. Crim, Dr. Eades, Mr. Hageman, Dr. Owens, Dr. C. Potter, Dr. D. Potter, Dr. Sanders, Dr. M. Santos, Dr. Stump, Dr. von Daacke

International Relations/Political Science Department Faculty: Dr. L. Dawson, Dr. DeClair, Dr. Friedman, Dr. Lang, Dr. Manian, Dr. Meinke, Dr. Payerhin, Dr. Richards

Philosophy Department Faculty: Dr. Brickhouse, Dr. S. Dawson, Dr. Friedman, Dr. Kicklighter, Mr. R. Martin

Religious Studies Department Faculty: Dr. Evans, Dr. Kicklighter, Dr. Price, Dr. Willis

Sociology/Criminology Department Faculty: Ms. Gross, Dr. McCabe, Dr. G. Santos, Mr. Shull, Dr. Thompson, Dr. Wagner, Dr. Walton

Spanish Department Faculty: Mr. Cedillo, Dr. Hertel, Ms. Kummetz, Dr. Lunsford, Dr. Robinson, Ms. Rojas, Dr. Schwarzmann

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.

**Majors and Minors Listing**

Civic Engagement Minor	Medieval and Renaissance Studies Minor
Criminology Major	Philosophy Major
Criminology Minor	Philosophy - Political Science Major
English Major - Literature Emphasis	Philosophy - Religious Studies Major
English Major - Writing Emphasis	Philosophy Minor
English Minor	Political Science Major
French Major	Political Science Minor
French Minor	Religious Studies Major
Gender Studies Minor	Religious Studies Minor
German Minor	Sociology Major - Deviance and Crime Emphasis
History Major - American History Emphasis	Sociology Major - Cultural Studies Emphasis
History Major - European History Emphasis	Sociology Major - Human Services Emphasis
History Minor	Sociology Minor
International Relations Major	Spanish Major
International Relations Minor	Spanish Minor

**CIVIC ENGAGEMENT MINOR**

The civic engagement minor encourages students to participate as citizens in the democratic process by providing opportunities for active engagement in public policy and direct service to the community. After completing this minor, students are equipped for complex thinking about social issues through opportunities for reflection on issues of poverty, diversity, and social justice. They integrate civic engagement principles with their specific academic disciplines through research in the community and are guided by the culminating capstone and reflection coursework to find ways of putting their knowledge into action in a variety of contexts.

	Required courses:		Hours
G S	220	Exploring Social Entrepreneurship and Leadership	1
G S	307	Introduction to Civic Participation and Community Based Research	1
*G S	397	Independent Study in General Studies	3
#G S	415	Social Entrepreneurship Internship	3

			Hours
G S	430	Putting Civic Engagement into Perspective	1
SOCI	201	Introduction to Sociology	3
^SOCI	209	Applied Sociology	3
One from the following:			3
PHIL	101	Introduction to Ethics	
POLI	111	The Quest for Justice I	
One from the following:			3
POLI	220	The American Political Experience	
<POLI	258	State and Local Government and Politics	
>POLI	290	American Public Policy	
<i>Total Hours Required</i>			<u>21</u>

\*G S 397 or the student's major capstone course with thesis project approved by the minor steering committee

#G S 415 or any internship approved by the minor steering committee

^NRSG 412 can be substituted for SOCI 209 (for nursing majors only) with approval of the minor steering committee.

<One of the following is the prerequisite for POLI 258: INTL 101, POLI 111 or 112.

>One of the following is the prerequisite for POLI 290: POLI 111, POLI 112 (or equivalent course).

#### CRIMINOLOGY MAJOR

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

Specific goals are:

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

Core courses:

CRIM	241	Criminology	3
CRIM	244	Criminal Justice Process	3
CRIM	301	Comparative Criminal Justice	3
CRIM	430	Senior Research Capstone	3
HIST	203	Crime and Punishment in America	3
INTL	101	Global Politics in the New Millennium	3
PHIL	101	Introduction to Ethics	3
SOCI	370	Statistics for Sociologists	3
SOCI	371	Methods of Social Research	3
SOCI	372	Quantitative Methodology	3

One from the following:

CRIM	243	Juvenile Delinquency	3
POLI	303	Terrorism and Revolution	
PSYC	263	Psychology of Law	
SOCI	256	Sociology of Deviance	

One from the following:		
FREN	202	Intermediate French
GRMN	202	Intermediate German
SPAN	202	Intermediate Spanish

One from the following:		
CRIM	397	Independent Study in Criminology
CRIM	399	Internship in Criminology
SOCI	377	Study Abroad

*Total Hours Required*

#### 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.

CRIM	241	Criminology	3
CRIM	243	Juvenile Delinquency	3
CRIM	244	Criminal Justice Process	3
SOCI	371	Methods of Social Research	3
SOCI	Other SOCI course 200 and above		<u>3</u>

*Total hours required*

#### ENGLISH

Students who major in English may choose to concentrate in literature or writing. English majors start and finish their courses together regardless of emphasis, with ENGL 220 and ENGL 420 as their introductory and capstone courses. All students gain historical perspective from the required time period courses, with Period A covering literature up through the Renaissance, Period B beginning after the Renaissance (roughly the 1640s) and running through the Victorian era (roughly 1900), and Period C covering literature of the 20th and 21st centuries. Literature students take an additional theory course in Literary Criticism (ENGL 320). They also take an introductory writing course to gain perspective into the processes that produce literature. Writing students must take five writing courses. Remaining credit hours in both emphases may be composed of any courses from the 300 or 400 level which have not already been applied to the above requirements.

#### ENGLISH MAJOR-LITERATURE EMPHASIS

Theory courses:

ENGL	220	Introduction to Literary Studies	3
ENGL	320	Literary Criticism	3
ENGL	420	Senior Seminar in English	3

One course from each of the periods

Period A:

ENGL	306	Medieval Literature	3
ENGL	353	Literature of the Tudor Dynasty	
ENGL	354	The Golden Age	
ENGL	405	Major Author(s): Period A	
ENGL	417	Chaucer	
ENGL	421	Shakespeare I	
ENGL	422	Shakespeare II	

Period B:		
ENGL	302	American Literature: 1607-1865
ENGL	355	Interregnum, Restoration, and Revolution
ENGL	356	Enlightenment, Expansion, and Empire
ENGL	357	Literature of the Romantic Period
ENGL	358	Literature of the Victorian Period
ENGL	360	The English Novel
ENGL	407	Major Author(s): Period B

Hours  
3

ENGL	366	Southern Literature
ENGL	368	Modern Fiction
ENGL	369	Modern Drama
ENGL	371	Contemporary Literature
ENGL	408	Major Author(s): Period C

Hours

Period C:		
ENGL	303	American Literature: 1865-1950
ENGL	337	American Multi-Ethnic Literature
ENGL	365	Modern Poetry
ENGL	366	Southern Literature
ENGL	368	Modern Fiction
ENGL	369	Modern Drama
ENGL	371	Contemporary Literature
ENGL	408	Major Author(s): Period C

3

Fifteen hours of writing courses:		
ENGL	203	Expository Writing
ENGL	205	Introduction to Creative Writing
ENGL	209	Nature Writing
ENGL	210	Writing in the Workplace
ENGL	340	Thornton Writing Seminar
ENGL	346	Creative Writing: Non-Fiction
ENGL	349	Creative Writing: Poetry
ENGL	350	Creative Writing: Fiction
ENGL	384	Copyediting
ENGL	445	Advanced Creative Writing: Fiction
ENGL	446	Advanced Creative Writing: Non-Fiction
ENGL	447	Advanced Creative Writing: Poetry

15

One from the following Introductory Writing courses:

ENGL	203	Expository Writing
ENGL	205	Introduction to Creative Writing
ENGL	209	Nature Writing
ENGL	210	Writing in the Workplace

3

Six hours from:

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

6

Fifteen hours from:

ENGL	Other ENGL courses above 300 level
<i>Total Hours Required</i>	

15

36

36

#### ENGLISH MAJOR-WRITING EMPHASIS

Theory courses:		
ENGL	220	Introduction to Literary Studies
ENGL	420	Senior Seminar in English

3

One course from each of the periods

Period A:		
ENGL	306	Medieval Literature
ENGL	353	Literature of the Tudor Dynasty
ENGL	354	The Golden Age
ENGL	405	Major Author(s): Period A
ENGL	417	Chaucer
ENGL	421	Shakespeare I
ENGL	422	Shakespeare II

3

#### ENGLISH MINOR

ENGL	220	Introduction to Literary Studies
<i>Total Hours Required</i>		3
Fifteen hours from:		15
ENGL	203	Expository Writing
ENGL	205	Introduction to Creative Writing
ENGL	210	Writing in the Workplace
ENGL		Other ENGL courses 300 and above
<i>Total Hours Required</i>		<u>18</u>

Period B:

ENGL	302	American Literature: 1607-1865
ENGL	355	Interregnum, Restoration, and Revolution
ENGL	356	Enlightenment, Expansion, and Empire
ENGL	357	Literature of the Romantic Period
ENGL	358	Literature of the Victorian Period
ENGL	360	The English Novel
ENGL	407	Major Author(s): Period B

3

#### FRENCH MAJOR

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
FREN	221-222	Advanced Language Practice
FREN	241-242	Conversation and Composition
FREN	475-476	Seminar
FREN		Other FREN courses 300 level
<i>Total Hours Required</i>		30

Period C:		
ENGL	303	American Literature: 1865-1950
ENGL	337	American Multi-Ethnic Literature
ENGL	365	Modern Poetry

3

9

**FRENCH MINOR**

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

## Teacher Licensure

Students seeking teacher licensure in French are required to take FREN 470, Methodology of Teaching Second Languages. Students should meet with their advisor and with the licensure officer in the School of Education and Human Development. For additional information, see SECONDARY EDUCATION MINOR in the 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.

GNDR	210	Introduction to Gender Studies	3
GNDR	410	Gender Studies Capstone Project	3

Nine hours from the following (no more than two courses from any one discipline): 9

ENGL	334	Gender and Literature	
GNDR	397	Independent Study in Gender Studies	
H P	340	Women's Health Issues	
HIST	336	American Social History	
HIST	344	History of Women in the Americas	
HIST	345	Tudor England	
HIST	375	History of Love, Sex, and the Family in Modern Latin America	
PSYC	261	Psychology of Gender	
RELG	263	Women in Ministry - Pre-Ministerial Practicum	
SOCI	222	Minority Groups	
SOCI	231	Marriage and the Family	
SOCI	247	Sociology of Gender	
SOCI	315	Class, Status, Power	
SPMG	350	Gender and Sport: Issues and Controversies	
		<i>Total Hours Required</i>	15

**GERMAN MINOR**

GRMN	201	Intermediate German	3
GRMN	202	Intermediate German II	3
GRMN	208	German Literature in Translation	3
GRMN	241	Conversation and Composition	3
GRMN	313	Survey of German Literature	<u>3</u>
		<i>Total Hours Required</i>	15

**HISTORY MAJOR**

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

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 200 should be taken during the sophomore year and by transfer students in their first fall semester at Lynchburg College, since the skills that form the core of this course are essential to success in all upper-level work in this discipline. Additionally, History 201 and History 202 should also be taken in the sophomore year (for transfer students, in their first year) to round out the common core all history majors will have at the beginning of their program, and provide a broad framework for all subsequent courses. History 402 should be taken in the fall semester of the senior year by all students.

History majors must declare an emphasis in American history or in European history.

**HISTORY-AMERICAN EMPHASIS**

		Hours	
	Historiography and Research:		
HIST	200	The Historian's Craft	3
HIST	402	Seminar in History	3
	Atlantic Basin:		
HIST	201	The Atlantic Basin to 1800	3
HIST	202	The Atlantic Basin Since 1800	3
	Pre-Modern European History:		
HIST	311	Medieval Culture	
HIST	312	Renaissance and Reformation	
HIST	323	Greek Civilization	
HIST	324	Roman Civilization	
	Modern European History:		
HIST	305	England to 1603	3
HIST	306	England Since 1603	
HIST	322	Europe Since 1914	
HIST	341	Age of Courts and Kings	
HIST	342	From Revolution to Armageddon	
HIST	345	Tudor England	
HIST	346	The Stuart Century	
	Non-Western History:		
HIST	216	Modern Japan	3
HIST	243	Contemporary Africa	
HIST	275	Latin American History	
HIST	343	South African History	
HIST	344	History of Women in the Americas	
HIST	375	History of Love, Sex, and the Family in Modern Latin America	
	Race, Ethnicity, and Empire:		
HIST	347	Slavery and Race in the Early Americas	3
HIST	348	Racism and Empire in the American Context	
	One from the following:		
HIST		Other HIST courses 200 and above	3
	Additional Courses:		
HIST	203	Crime and Punishment in America	9
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
HIST	339	Colonial British North America
HIST	340	The Era of American Revolutions
HIST	344	History of Women in the Americas
HIST	347	Slavery and Race in the Early Americas
HIST	348	Racism and Empire in the American Context
HIST	370	The U.S. and the World
HIST	380	America in the 1960s

*Total Hours Required***Hours****36**

HIST	324	Roman Civilization
HIST	341	Age of Courts and Kings
HIST	342	From Revolution to Armageddon
HIST	345	Tudor England
HIST	346	The Stuart Century
<*SPAN	341	The Culture and Civilization of Spain

*Total Hours Required***Hours****36****HISTORY-EUROPEAN EMPHASIS**

## Historiography and Research:

HIST	200	The Historian's Craft	3
HIST	402	Seminar in History	3

## Atlantic Basin:

HIST	201	The Atlantic Basin to 1800	3
HIST	202	The Atlantic Basin Since 1800	3

## Pre-Modern European History:

HIST	311	Medieval Culture	3
HIST	312	Renaissance and Reformation	
HIST	323	Greek Civilization	
HIST	324	Roman Civilization	

## Modern European History:

HIST	305	England to 1603	3
HIST	306	England Since 1603	
HIST	322	Europe Since 1914	
HIST	341	Age of Courts and Kings	
HIST	342	From Revolution to Armageddon	
HIST	345	Tudor England	
HIST	346	The Stuart Century	

## Non-Western History:

HIST	216	Modern Japan	3
HIST	243	Contemporary Africa	
HIST	275	Latin American History	
HIST	343	South African History	
HIST	344	History of Women in the Americas	
HIST	375	History of Love, Sex, and the Family in Modern Latin America	

## Race, Ethnicity, and Empire:

HIST	347	Slavery and Race in the Early Americas	3
HIST	348	Racism and Empire in the American Context	

## One from the following:

HIST		Other HIST courses 200 and above	3
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## Additional History Courses:

*ART	131	Survey of Art History I	9
*ART	132	Survey of Art History II	
HIST	305	England to 1603	
HIST	306	England Since 1603	
HIST	311	Medieval Culture	
HIST	312	Renaissance and Reformation	
HIST	322	Europe Since 1914	
HIST	323	Greek Civilization	

HIST	324	Roman Civilization
HIST	341	Age of Courts and Kings
HIST	342	From Revolution to Armageddon
HIST	345	Tudor England
HIST	346	The Stuart Century
<*SPAN	341	The Culture and Civilization of Spain

**Hours****36**

\*Only one course is allowed from these.

&lt; SPAN 202 is the prerequisite for SPAN 341.

## 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 the 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 the School of Education and Human Development section

**HISTORY MINOR**

HIST	101-102	History of World Civilization	6
HIST		HIST courses 300 and above	6
HIST		Other HIST courses	6
		<i>Total Hours Required</i>	18

**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 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.

Core Courses:			
ECON	308	International Economic Policy	3
INTL	101	Global Politics in the New Millennium	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

Foreign Language (one of the following):			
FREN	202	Intermediate French	3
GRMN	202	Intermediate German	
SPAN	202	Intermediate Spanish	

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

Economics courses:  
ECON 201-202 Principles of Economics

Hours  
6

HIST	343	South African History
INTL	377	Study Abroad
POLI	260	Honor and Terror Politics: South Asia
POLI	265	Growling Tigers, Fiery Dragons: The Asia Pacific
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	303	Seminar in Religions of Asia
RELG	304	Seminar in Islam
SOCI	215	Introduction to Contemporary Asia
SOCI	224	Japan: Gods, Warriors, and Businessmen
SPAN	340	The Culture and Civilization of Spanish America

Hours  
18

Geographical area of concentration:  
(choose three courses from the same geographical area)

9

Developed World		
HIST	322	Europe Since 1914
HIST	370	The U.S. and the World
POLI	283	Comparative Government: Major European Powers
POLI	372	United States Foreign Policy

Latin America		
HIST	275	Latin American History
POLI	275	Latin American Politics
POLI	375	U.S.-Latin American Relations
SPAN	340	The Culture and Civilization of Spanish America

Africa		
HIST	243	Contemporary Africa
HIST	343	South African History
RELG	304	Seminar in Islam

Asia		
HIST	216	Modern Japan
POLI	260	Honor and Terror Politics: South Asia
POLI	265	Growling Tigers, Fiery Dragons: The Asia Pacific
RELG	303	Seminar in Religions of Asia
SOCI	215 or 224	Introduction to Contemporary Asia or Japan: Gods, Warriors, and Businessmen

Electives.*		6
INTL	213	World Regional Geography
INTL	377	Study Abroad
INTL	399	Internship in International Relations
POLI	303	Terrorism and Revolution
POLI	304	International Organization and World Politics
POLI	306	Comparative Foreign Policy
POLI	331	National Model United Nations I
POLI	332	National Model United Nations II

Total Hours Required

42

\* Elective courses must be selected in consultation with the student's advisor and must be chosen from at least two different programs.

#### INTERNATIONAL RELATIONS MINOR

INTL	101	Global Politics in the New Millennium	3
POLI	270	International Relations	3
POLI	301	Politics of Developing Nations	3

Three of the following:	9	
HIST	216	Modern Japan
HIST	243	Contemporary Africa
HIST	275	Latin American History
HIST	306	England Since 1603
HIST	322	Europe Since 1914

#### MEDIEVAL AND RENAISSANCE STUDIES MINOR

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

Literature:		3
ENGL	201	Literature and Culture I: Masterpieces from Antiquity Through the Renaissance
ENGL	306	Medieval Literature
ENGL	353	Sixteenth Century English Literature
ENGL	354	Seventeenth Century English Literature
ENGL	401	History of the English Language
ENGL	417	Chaucer
ENGL	421-422	Shakespeare I, II
FREN	311	Survey of French Literature
THEA	211	Dramatic Literature: Classical Greece to Renaissance

History-Political Science:		3
HIST	305	England to 1603
HIST	311	Medieval Culture
HIST	312	Renaissance and Reformation
HIST	338	England Under the Tudors
POLI	253	Classical Political Thought

Art-Music:		3
ART	131	Survey of Art History I
ART	333	Renaissance Art
ART	337	History of Western Architecture I
MUSC	302	Music History and Literature I

Philosophy-Religion:		3
PHIL	215	Medieval Philosophy
RELG	206	Judaism, Christianity, and Islam
RELG	304	Seminar in Islam
RELG	308	Seminar in Archaeology and Biblical History

Two additional courses must be chosen from any of the above groups  
Total Hours Required

6  
18

**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 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 the senior year.

			Hours
PHIL	100	Introduction to Philosophy	3
PHIL	101	Introduction to Ethics	3
PHIL	201	Introduction to Logic	3
PHIL	214	Greek Philosophy	3
PHIL	216	Modern European Philosophy	3
PHIL	306	Knowledge and Reality	3
PHIL	400	Thesis Guidance	3
PHIL		Other PHIL courses 200 and above	<u>9</u>
		<i>Total Hours Required</i>	30

**PHILOSOPHY-POLITICAL SCIENCE MAJOR**

The philosophy-political science major is recommended for students who have an interest in 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.

			Hours
PHIL	101	Introduction to Ethics	3
PHIL	201	Introduction to Logic	3
PHIL	214	Greek Philosophy	3
PHIL	216	Modern European Philosophy	3
PHIL	400	Thesis Guidance	3
PHIL		Other PHIL courses 200 and above	6
POLI	220	The American Political Experience	3
POLI	253	Classical Political Thought	3
POLI	254	Modern Political Thought	3
POLI	362	Recent Political Thought	3
POLI		Other POLI courses 200 and above	<u>6</u>
		<i>Total Hours Required</i>	39

**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.

			Hours
PHIL	222	God, Faith, and Evil	3
PHIL		Other PHIL courses 100 and above*	15
RELG	201	Hebrew Bible/Old Testament	3
RELG	202	New Testament	3
RELG		Other RELG courses 300 and above*	9
Three hours from:			3
RELG	205	Religions of Asia	
RELG	206	Judaism, Christianity, and Islam	
		<i>Total Hours Required</i>	<u>36</u>

\* These courses must be selected with the approval of advisors from the Religious Studies department and the Philosophy Department.

**PHILOSOPHY MINOR**

		Hours	
PHIL	100	Introduction to Philosophy	3
PHIL	101	Introduction to Ethics	3
PHIL	201	Introduction to Logic	3
PHIL	214	Greek Philosophy	3
PHIL	216	Modern European Philosophy	3
PHIL	306	Knowledge and Reality	3
PHIL	400	Thesis Guidance	3
PHIL		Other PHIL courses 200 and above	<u>9</u>
		<i>Total Hours Required</i>	18

**POLITICAL SCIENCE MAJOR**

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

Introductory sequence:		6	
POLI	111-112	The Quest for Justice I, II	
Upper-level courses:			
POLI	220	The American Political Experience	3
POLI	321	Political Science Research Methods	3
POLI	410	Senior Thesis Seminar	3
American politics:		6	
POLI	221	American Political Culture	
POLI	257	Campaigns, Elections, and Propaganda	
POLI	258	State and Local Government and Politics	
POLI	259	Power, the State, and Bureaucracy	
POLI	290	American Public Policy	
POLI	311	The American Presidency	
POLI	312	Money and Power: Congress and Interest Groups	
POLI	325	Constitutional Law in the United States I	
POLI	326	Constitutional Law in the United States II	
Political philosophy:		3	
POLI	253	Classical Political Thought	
POLI	254	Modern Political Thought	
POLI	362	Recent Political Thought	
Comparative politics:		3	
POLI	260	Honor and Terror Politics: South Asia	
POLI	265	Growling Tigers, Fiery Dragons: The Asia Pacific	
POLI	275	Latin American Politics	
POLI	283	Comparative Government: Major European Powers	
POLI	301	Politics of Developing Nations	
POLI	303	Terrorism and Revolution	
International relations and foreign policy:		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		Other POLI courses not listed above	
		<i>Total Hours Required</i>	<u>6</u>

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 major 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 the School of Education and Human Development licensure office for an 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 the School of Education and Human Development section

#### POLITICAL SCIENCE MINOR

			Hours
POLI	111-112	The Quest for Justice	6
POLI	220	The American Political Experience	3
POLI		Other POLI courses 200 and above	<u>9</u>
		Total Hours Required	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	316	Seminar in the New Testament Research
RELG	317	Seminar in Hebrew Bible/Old Testament Research

#### World religions:

RELG	205	Religions of Asia	6
RELG	206	Judaism, Christianity, and Islam	
RELG	303	Seminar in Religions of Asia	
RELG	304	Seminar in Islam	

Theological/ethical studies:		Hours
RELG	305	Seminar in Religion in America
RELG	322	Contemporary Religious Thinkers
RELG	328	Seminar in Religious Ethics
Senior seminar:		6
RELG	410	Senior Seminar
Electives:		3
HIST	311	Medieval Culture
HIST	312	Renaissance and Reformation
PHIL	222	God, Faith, and Evil
RELG		Other RELG courses 300 and above
		Total Hours Required
		30

#### RELIGIOUS STUDIES MINOR

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
Nine hours from:		9
RELG		Other RELG courses 300 and above
HIST	311 or 312	Medieval Culture or Renaissance and Reformation
PHIL	222	God, Faith, and Evil
		Total Hours Required
		15

#### SOCIOLOGY MAJOR

The Sociology and Criminology Department 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. In addition, two sociology courses fulfill one element of the General Education requirements.

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

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

The sociology major offers three emphases: a deviance and crime emphasis, a human services emphasis, and a cultural studies emphasis. All majors are required to complete "core courses" which cover the conceptual framework and standard research methods germane to sociology. In addition, students are required to complete "emphasis courses" which contribute to the development of a specialty within sociology.

#### SOCIOLOGY MAJOR-CULTURAL STUDIES EMPHASIS

Sociology core courses:		
SOCI	201	Introduction to Sociology
SOCI	358	Sociological Theory
SOCI	370	Statistics for Sociologists
SOCI	371	Methods of Social Research
SOCI	430	Senior Research Capstone I
		3
		3
		3
		3
		3

## Cultural Studies emphasis courses:

SOCI 203	Introduction to Cultural Studies	3
SOCI 214	Ritual, Power, Salvation: Religion in Sociological Perspective	3
SOCI 233	Music, Culture, and Representation	3
SOCI 253	Globalization and Cinema	3
SOCI 374	Qualitative Methodology	3

## Hours

## One of the following:

SOCI 377	Study Abroad	3
SOCI 397	Independent Study in Sociology	
SOCI 399	Internship in Sociology	

## Electives:

SOCI	Other SOCI course 200 and above	6
<i>Total Hours Required</i>		39

## Hours

## One of the following:

SOCI 377	Study Abroad
SOCI 397	Independent Study in Sociology
SOCI 399	Internship in Sociology

## Hours

3

## Electives:

SOCI	Other SOCI course 200 and above	6
<i>Total Hours Required</i>		39

6

39

## SOCILOGY MINOR

SOCI 201	Introduction to Sociology	3
SOCI 358	Sociological Theory	3
SOCI 370	Statistics for Sociologists	3
SOCI 371	Methods of Social Research	3

3

SOCI 371	Methods of Social Research	3
SOCI 430	Senior Research Capstone I	3

3

SOCI 201	Introduction to Sociology	3
SOCI 358	Sociological Theory	3
SOCI 370	Statistics for Sociologists	3
SOCI 371	Methods of Social Research	3

3

SOCI 371	Methods of Social Research	3
SOCI 430	Senior Research Capstone I	3

9

18

## SOCILOGY MAJOR-DEVIANCE AND CRIME EMPHASIS

## Sociology core courses:

SOCI 201	Introduction to Sociology	3
SOCI 358	Sociological Theory	3
SOCI 370	Statistics for Sociologists	3
SOCI 371	Methods of Social Research	3
SOCI 430	Senior Research Capstone I	3

## SPANISH MAJOR

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.

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	Other SPAN courses 300 level	6
SPAN 475	Research and Translation Methods	3
SPAN 476	Senior Thesis	3

3

## One of the following:

SPAN 319	Hispanic Prose	
SPAN 320	Hispanic Drama and Poetry	
SPAN 398	Special Topics in Spanish	

3

SPAN 319	Hispanic Prose	
SPAN 320	Hispanic Drama and Poetry	
SPAN 398	Special Topics in Spanish	

30

## One of the following:

SOCI 377	Study Abroad	3
SOCI 397	Independent Study in Sociology	
SOCI 399	Internship in Sociology	

## SPANISH MINOR

SPAN 202	Intermediate Spanish	3
SPAN 221-222	Advanced Language Practice	6
SPAN	Other SPAN course 300 level	3

3

6

3

## Electives:

SOCI	Other SOCI course 200 and above	6
<i>Total Hours Required</i>		39

## SOCILOGY MAJOR-HUMAN SERVICES EMPHASIS

## Sociology core courses:

SOCI 201	Introduction to Sociology	3
SOCI 358	Sociological Theory	3
SOCI 370	Statistics for Sociologists	3
SOCI 371	Methods of Social Research	3
SOCI 430	Senior Research Capstone I	3

## Literature:

SPAN 319	Hispanic Prose	
SPAN 320	Hispanic Drama and Poetry	
SPAN 398	Special Topics in Spanish	

3

## Culture and Civilization:

SPAN 340	The Culture and Civilization of Spanish America	
SPAN 341	The Culture and Civilization of Spain	

3

## Human Services emphasis courses:

SOCI 209	Applied Sociology	3
SOCI 222	Minority Groups	3
SOCI 231	Marriage and the Family	3
SOCI 240	Sociological Aspects of Aging	3

6

18

## One of the following:

SOCI 372	Quantitative Methodology	3
SOCI 374	Qualitative Methodology	

## Teacher Licensure

Students seeking teacher licensure in Spanish are required to take SPAN 470, Methodology of Teaching Second Languages. Students should meet with their advisor and with the Licensure officer in the School of Education and Human Development. For additional information, see SECONDARY EDUCATION MINOR in the School of Education and Human Development section.

**SCHOOL OF SCIENCES**

School Dean: Dr. Barry Lobb  
 Sciences Resource Manager: Ms. Justis  
 Sciences Laboratory Coordinators: Ms. Beckner, Mr. Burris, Mr. Kane, Ms. Marsh  
 Biology Department Faculty: Dr. Benson, Dr. Blair, Dr. Cowden, Dr. Freier, Dr. Jablonski, Dr. Muir, Ms. Olah, Dr. Sasaki, Dr. Schuppin, Dr. Styrsky  
 Biomedical Sciences Department Faculty: Dr. Freier, Dr. Jablonski  
 Chemistry Department Faculty: Dr. Gannicott, Dr. Lokar, Dr. Sumerlin, Dr. Williams  
 Claytor Nature Study Center: Dr. Eaton, Director, Dan Cohen  
 Computer Science Department Faculty: Dr. Briggs, Dr. Lobb, Mr. Norko, Dr. Ribler, Dr. Roussos  
 Environmental Science Department Faculty: Dr. Eaton, Dr. Gannicott, Dr. Pavay, Dr. Perault, Dr. Shahady, Dr. Haier  
 Mathematics Department Faculty: Dr. Cline, Dr. Coco, Dr. Hatfield, Dr. Lobb, Mr. Norko, Dr. Peterson, Mr. Thomasey  
 Physics Department and Engineering Program Faculty: Dr. Goff, Dr. Liyanage, Dr. Sigler, Dr. Sumerlin  
 Psychology Department Faculty: Dr. Corodimas, Dr. Cylke, Dr. Marciano, 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 health sciences such as medicine, dentistry, or veterinary medicine. Through 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.

**Majors and Minors Listing**

Biology Major	Environmental Science Major
Biology Minor	Environmental Science Minor
Biomedical Science Major	Environmental Studies Major
Chemistry Major - Bachelor of Arts	Environmental Studies Minor
Chemistry Major - Bachelor of Sciences	Mathematics Major
Chemistry Minor	Mathematics Minor
Computer Science Major	Physics Major
Computer Science Minor	Physics Minor
Computer Science Applications Minor	Psychology Major
Engineering (Dual-Degree Program)	Psychology 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.

Students majoring in biology normally must select MATH 103 (Calculus I) as the General Education math requirement. Most health-related careers require additional courses as prerequisites. Each student meets with his/her advisor on a regular basis to ensure that the appropriate courses are being selected.

Required courses:			Hours
BIOL	111-111L	Organisms, Ecology, Evolution and Lab	4
BIOL	112-112L	Cells: Genetic and Molecular Perspectives and Lab	4
BIOL	480	Case Studies in Biology	3
BIOL	490	Biology Seminar	1
CHEM	111	Fundamentals of Chemistry I	4
CHEM	112	Fundamentals of Chemistry II	4
CHEM	221	Organic Chemistry I	4
MATH	103	Calculus I	3
MATH	222	Introductory Statistics	3
One of the following:			4
BIOL	205	Plant Biology	
BIOL	210	Animal Biology	
BIOL	220	Cellular Diversity	
One of the following:			4
BIOL	305	Plant Ecology	
BIOL	321	General Ecology	
BIOL	345	Animal Behavior	
One of the following:			4
BIOL	323	Genetics	
BIOL	360	Molecular Cell Biology	
One of the following:			3
BIOL	399	Internship in Biology	
*BIOL	428	Individual Research in Biology	
Electives:			15
BIOL	Other BIOL courses		
BIOM	Up to eight hours of BIOM courses		
CHEM	Up to eight hours of CHEM courses		
ENVS	Up to four hours of ENVS courses		
<i>Total Hours Required</i>			<u>60</u>

\* Students fulfilling their experiential requirement using BIOL 428 will be required to enroll in at least two semesters for three hours each, totaling six hours of research. The additional three hours will qualify as elective hours in the major.

**BIOLOGY MINOR**

BIOL	111-111L	Organisms, Ecology, Evolution and Lab	4
BIOL	112-112L	Cells: Genetic and Molecular Perspectives and Lab	4
BIOL	Other BIOL courses, excluding BIOL 240, 399, 428, 480, 490		<u>10</u>
<i>Total Hours Required</i>			<u>18</u>

**BIO MEDICAL 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.

Applications for the biomedical science major, which may be obtained from the Biomedical Sciences Department coordinator, must be completed before students can be considered for admission to the program. In order to apply, the student must have completed nineteen hours in the core curriculum with a 3.0 QPA and a 2.75 overall QPA from BIOL 111/111L, 112/112L, CHEM 111, 112, and MATH 103. Typically, application for admission would occur in the spring of the sophomore year. Entry into the major is competitive, and all students who apply may not be accepted into the program.

To maintain status as a biomedical science major, students must maintain a C+ or better in all courses taken to fulfill the major requirements, and a 2.75 QPA overall. If a student is not successful in obtaining the required grade, he or she may repeat the course. If a biomedical science major fails to earn a grade of C+ on any two required major courses, the students must withdraw from the biomedical science major. If a student feels that he/she has not obtained the required grade in a biomedical science major course due to an extenuating circumstance, he or she may file a written appeal, documenting these circumstances to the school dean. Transfer students are welcome. Placement is based on program admission criteria.

Biomedical science courses:		Hours
BIOL	111-111L	Organisms, Ecology, and Evolution
BIOL	112-112L	Cells: Genetics and Molecular Perspectives
BIOL	220	Cellular Diversity
BIOM	301	Biomedical Science Seminar
CHEM	111	Fundamentals of Chemistry I
CHEM	112	Fundamentals of Chemistry II
CHEM	221	Organic Chemistry I
CHEM	222	Organic Chemistry II
MATH	103	Calculus I

Choose one from:		3
BIOM	428	Individual Research in Biomedical Science
BIOM	399	Internship in a Health Profession

Physics courses:		8
PHYS	141-142	College Physics
PHYS	161-162	Physics I and II

Biomedical Electives:		10-16
BIOL	323	Genetics
BIOL	332	Vertebrate Anatomy
BIOL	333	Vertebrate Physiology
BIOL	345	Animal Behavior
BIOL	356	Neurobiology
BIOL	360	Molecular Cell Biology
BIOL	424	Microbiology
BIOM	238	Introduction to Research
BIOM	312	Forensic Science
BIOM	354	Immunology
BIOM	420	Cancer Biology
CHEM	320	Introductory Biochemistry

Additional Electives:		0-6
BIOL	480	Case Studies in Biology
BIOM	398	Special Topics in Biomedical Science
H P	270	Nutrition
MATH	222	Introductory Statistics
PHIL	224	Ethical Issues in Medicine
PSYC	308 or 341	Abnormal Behavior or Psychology of Development
PSYC	315	Drugs and Behavior

*Total Hours Required*

### CHEMISTRY MAJOR

The Chemistry Department offers two degree options. The B.A. is primarily designed for students intending to work in chemical laboratories following graduation, students planning to teach who need an endorsement in chemistry, and pre-professional (pre-medical, pre-dental, pre-veterinary, pre-pharmacy) students. The 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 their first year.

#### CHEMISTRY MAJOR–BACHELOR OF ARTS

		Hours
CHEM	111	Fundamentals of Chemistry I
CHEM	112	Fundamentals of Chemistry II
CHEM	221	Organic Chemistry I
CHEM	222	Organic Chemistry II
CHEM	241	Research Methodology in Chemistry
CHEM	359	Analytical Chemistry I
CHEM	360	Analytical Chemistry II
CHEM		Other CHEM course 200 and above
CHEM	441	Chemistry Seminar
MATH	103	Calculus I
PHYS	141-142	College Physics
or		
PHYS	161-162	Physics I, II
		<i>Total Hours Required</i>
		<u>41</u>

#### CHEMISTRY MAJOR–BACHELOR OF SCIENCE

		Hours
CHEM	111	Fundamentals of Chemistry I
CHEM	112	Fundamentals of Chemistry II
CHEM	221	Organic Chemistry I
CHEM	222	Organic Chemistry II
CHEM	241	Research Methodology in Chemistry
CHEM	359	Analytical Chemistry I
CHEM	360	Analytical Chemistry II
CHEM		Other CHEM course 200 and above
CHEM	421	Physical Chemistry I
CHEM	422	Physical Chemistry II
CHEM	428	Individual Research in Chemistry
CHEM	441	Chemistry Seminar
MATH	103-104	Calculus I, II
MATH	211	Calculus III
PHYS	141-142	College Physics
or		
PHYS	161-162	Physics I, II
		<i>Total Hours Required</i>
		<u>58</u>

#### CHEMISTRY MINOR

		Hours
CHEM	111	Fundamentals of Chemistry I
CHEM	112	Fundamentals of Chemistry II
CHEM		Other CHEM courses excluding CHEM 127, 397, 399, 428, 441
		<i>Total Hours Required</i>
		<u>10</u>

**COMPUTER SCIENCE MAJOR**

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

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

## 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**

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

**COMPUTER SCIENCE APPLICATIONS MINOR**

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

**DUAL-DEGREE 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 (usually in physics) 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 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. in physics from Lynchburg College and a master of engineering degree from U.Va. in five years. Dual-degree candi-

**Academic Programs**

dates 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 the appropriate engineering discipline. 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. The program can be individually tailored to lead to dual degrees in computer science and computer engineering, as well as in chemistry and chemical engineering.

			Hours
CHEM	111	Fundamentals of Chemistry I	4
CHEM	112	Fundamentals of Chemistry II	4
MATH	103-104	Calculus I, II	6
MATH	211	Calculus III	3
MATH	301	Differential Equations	3
MATH	307	Linear Algebra	3
PHYS	161-162	Physics I and II	8
PHYS	211	Physics III	4
PHYS		Other PHYS courses 300 and above	<u>4</u>
		<i>Total Hours Required</i>	<i>39</i>

**ENVIRONMENTAL SCIENCE MAJOR**

The environmental science major is an interdisciplinary program for students wishing to pursue careers in 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.

BIOL	321	General Ecology	4
CHEM	111	Fundamentals of Chemistry I	4
ENVS	101/101L	Earth and Environmental Science I and Lab	4
ENVS	102/102L	Earth and Environmental Science II and Lab	4
ENVS	201	History of Earth and Life	4
ENVS	380	Geographic Information Systems (GIS)	4
ENVS	490	Environmental Science Seminar	1
MATH	103	Calculus I	3
MATH	222	Introductory Statistics	3
		<i>One of the following:</i>	<i>4</i>

CHEM	112	Fundamentals of Chemistry II	4
CHEM	206	Environmental Chemistry	4
		<i>One of the following:</i>	<i>3</i>

ENVS	238	Introduction to Research	3
ENVS	377	Study Abroad	3
ENVS	399	Internship in Environmental Science	3
ENVS	428	Individual Research in Environmental Science	3
		<i>Electives:</i>	<i>12</i>

ENVS	320	Conservation Biology	3
ENVS	324	Sustainable Forest Management	3

			Hours			Hours
ENVS	325	Landscape Ecology		ENST	210	People and the Environment
ENVS	331	Principles of Hydrology		ENST	480	Capstone Course in Environmental Studies
ENVS	333	Physical Oceanography		ENVS	101-101L	Earth and Environmental Science I and Lab
ENVS	336	Physical Geology		ENVS	102-102L	Earth and Environmental Science II and Lab
ENVS	337	Historical Geology		ENVS		Other ENVS courses 300 and above excluding 399 and 428
ENVS	338	Environmental Geology				
ENVS	340	Remote Sensing				Two of the following:
ENVS	345	Meteorology		ENST	350	Environmental Law and Policy
ENVS	365	Wetlands		ENST	360	Sustainable Living
ENVS	375	Freshwater Ecology		ENST	370	Environmental Management
Additional Electives:			10			
BIOL	205	Plant Biology				One of the following:
BIOL	210	Animal Biology		ENVS	211	Physical Geography
BIOL		Other BIOL courses 300 and above, excluding 399 and 428		INTL	213	World Regional Geography
CHEM	206	Environmental Chemistry (if CHEM 112/106L is taken)				
CHEM	221	Organic Chemistry I				One of the following:
ENST		Other ENST courses 300 and above, excluding 399 and 428		MATH	222	Introductory Statistics
ENVS		Other ENVS courses 300 and above		PSYC	274	Statistics for Psychologists
PHYS	141 or 161	College Physics or Physics I		SOCI	370	Statistics for Sociologists
PHYS	181	Solar System Astronomy				
	<i>Total Hours Required</i>		60			

## ENVIRONMENTAL SCIENCE MINOR

<b>Required courses:</b>		
ENVS	101-101L	Earth and Environmental Science I and Lab
ENVS	102-102L	Earth and Environmental Science II and Lab
<b>Electives:</b>		
ENVS	201	History of Earth and Life
ENVS	211	Physical Geography
ENVS	320	Conservation Biology
ENVS	324	Sustainable Forest Management
ENVS	325	Landscape Ecology
ENVS	331	Principles of 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	365	Wetlands
ENVS	375	Freshwater Ecology
ENVS	380	Geographic Information Systems (GIS)

## **ENVIRONMENTAL STUDIES MAJOR**

The Environmental Studies curriculum encompasses natural sciences, social sciences, humanities, law and business, and includes interdisciplinary core courses, senior seminar, and electives. This major offers the opportunity to build on efforts at Lynchburg College to develop connections between disciplines (via learning communities) and to promote critical thinking skills. Successful completion of an Environmental Studies major opens up to students a wide variety of career and public service options related to environmental protection, conservation, and sustainable growth. Students would also emerge well-prepared for the critical thinking demands of graduate or professional programs in a variety of fields, including law, political science, economics, and sociology.

## ENVIRONMENTAL STUDIES MINOR

ENST	210	People and the Environment	3
ENVS	101-101L	Earth and Environmental Science I and Lab	4
ENVS	102-102L	Earth and Environmental Science II and Lab	4
Choose from:			4
ENST	350	Environmental Law and Policy	
ENST	360	Sustainable Living	
ENST	370	Environmental Management	

It is highly recommended that each environmental studies major have a supporting area, some examples of which are an economics minor, political science minor, international studies minor, sociology minor, history minor, etc.

Elective:		Hours
ECON	255	Environmental Economics
ENGL	209	Nature Writing
ENST		Other ENST courses 300 and above, excluding 399 and 428
HIST	301	The Rise of the American City
PHIL	225	Environmental Ethics
POLI	258	State and Local Government and Politics
SOCI	203	Introduction to Cultural Studies
SOCI	209	Applied Sociology
SOCI	342	Population Studies
<i>Total Hours Required</i>		<u>18</u>

**MATHEMATICS MAJOR**

The mathematics major 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.

C S	131	Fundamentals of Programming in Basic	3
MATH	103-104	Calculus I, 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 or 399	Senior Project or Internship in Mathematics	3
MATH		Other MATH courses 300 and above	9
<i>Total Hours Required</i>		<u>39</u>	

**MATHEMATICS MINOR**

MATH	103-104	Calculus I, II	6
MATH	211	Calculus III	3
MATH	307	Linear Algebra	3
MATH		Other MATH courses 250 and above	6
<i>Total Hours Required</i>		<u>18</u>	

**PHYSICS MAJOR**

The physics major is designed to provide solid preparation for technical employment or for graduate study in physics. The major will also prepare prospective secondary teachers to teach physics and will provide a suitable path for local students who want to complete a four-year technical degree, but who cannot leave

local employment to do so. In addition, the physics major provides an ideal path for students interested in pursuing careers in various types of engineering.

The mission of the program is to provide:

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

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

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

	Hours
CHEM 111	4
CHEM 112	4
MATH 103-104	6
MATH 211	3
MATH 301	3
PHYS 211	4
PHYS 302	4
PHYS 309	4
PHYS 312	4
PHYS 333	4

Additional chemistry and physics courses:

CHEM	Other CHEM courses 300 and above
PHYS	Other PHYS courses 300 and above

Additional physics courses:

PHYS 141-142	College Physics
PHYS 161-162	Physics I and II

Additional electives:

CHEM	Any CHEM research project or laboratory-based internship
PHYS	Independent Study in Physics
<i>Total Hours Required</i>	

**PHYSICS MINOR**

MATH 103	Calculus I	3
MATH 104	Calculus II	3
MATH 211	Calculus II	3
MATH 301	Differential Equations	3
PHYS 161	Physics I	4
PHYS 162	Physics II	4
PHYS 211	Physics III	4
PHYS	Other PHYS courses 300 and above	4

*Total Hours Required*

28

**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.

			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	4
PSYC	355	Physiological Psychology and Lab	4
One of the following:			4
PSYC	305	Human Memory and Information Processing	4
PSYC	312	Learning and Motivation	4
Two of the following:			6
PSYC	306	Theories of Personality	6
PSYC	308	Abnormal Behavior	6
PSYC	367	Child Psychopathology	6
Two of the following:			6
PSYC	302	Social Psychology	6
PSYC	341	Psychology of Development	6
PSYC	344	Cognitive Psychology	6
One of the following concurrent with above course:			1
PSYC	374	Advanced Methods: Social	1
PSYC	375	Advanced Methods: Developmental	1
PSYC	376	Advanced Methods: Cognitive	1
<i>Total Hours Required</i>			<hr/> 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**

PSYC	103-104	General Psychology	6
PSYC	105L-106L	General Psychology Laboratory	2
PSYC	275	Research Methodology	4
PSYC	Other PSYC courses 200 and above		6
<i>Total Hours Required</i>			<hr/> 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 coursework, related experience, or intellectual maturity;
300-399	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.* 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 STRATEGIC COST MANAGEMENT (3)** *Prerequisites: ACCT 201-202.* This course deals with concepts and objectives of cost accounting; cost information systems and accumulation procedures; planning and control of factory overhead; materials and labor planning and control; planning of profits, costs, and sales; controlling costs and profits; and costs and profit analysis.

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

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

**ACCT 325 MANAGEMENT ACCOUNTING (3)** *Prerequisite: ACCT 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 360 ACCOUNTING INFORMATION SYSTEMS (3)** *Prerequisite: ACCT 202.* Accounting information systems comprise interrelated activities, documents, and technologies designed to collect data, process them, and report information to a diverse group of internal and external decision makers in organizations. This course covers the design, management and control, and audit of computer-based accounting systems.

**ACCT 370 FRAUD AND WHITE COLLAR CRIME (3)** *Prerequisite: ACCT 202.* This course examines the various types of fraud and white collar crime, the criminals who commit fraud and white collar crime, legal, law enforcement, and prosecutorial issues associated with investigating and prosecuting these crimes and their financial impact on organizations and society.

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

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

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

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

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

**ACCT 470 FORENSIC ACCOUNTING (3)** *Prerequisite: ACCT 202.* Forensic accounting is the application of investigative and analytical skills for the purpose of resolving financial issues in a manner that meets standards required by courts of law. This course covers the accounting and legal foundations of forensic accounting, forensic accounting tools and standards, and common applications of forensic accounting including fraud investigation, organized crime and terrorism.

#### ART COURSES (ART)

**ART 110 INTRODUCTION TO VISUAL ART (3)** Students will become familiar with the significance of the visual arts through the study of its themes, artists, styles, and forms. In this course, students may experience the visual arts through hands-on learning, slide lectures, or small group activities.

**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 and non-Western art and architecture and focus on works of art as expressions of the cultures which produced them. Survey of Art History I focuses on the art of prehistory through the early Renaissance. Survey of Art History

II focuses on the art of the early Renaissance up to the beginning of the Modern Age. Courses include slide lectures, discussions, and projects.

**ART 151-152 DESIGN FUNDAMENTALS I, II (3, 3)** *Prerequisite: ART 151.* Enrollment preference given to art majors. 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: PROCESS AND TECHNIQUE (3)** This is an introductory studio level course exploring fundamental graphic design concepts. Basic design principles and the invention of casual and spatial form within contexts relevant to the design of communication and products will be introduced. Students will gain a working knowledge of the graphic design process through skill building techniques and software applications. Project assignments will coincide with lecture materials, and will enable students to develop critical thinking and visual problem solving skills. Students will acquire a basic skill set for developing graphic design elements.

**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. Students are required to furnish digital camera and accessories. Lectures, demonstrations, critiques, and discussions of artists, periods, and styles provide learning experiences.

**ART 218 CERAMICS II (3)** *Prerequisite: ART 118.* 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.* 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 256 DRAWING II (3)** *Prerequisite: ART 156.* 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)** *Prerequisites: ART 156, 256.* This course involves drawing from a model and employing various media and ranges of interpretation of the figure in art from quick studies to finished portraits and figure groupings.

**ART 262 PAINTING II (3)** *Prerequisite: ART 162.* 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)** *Prerequisites: ART 166, equivalent experience as determined by instructor through a pre-registration conference and portfolio review.* Lectures, demonstrations, working assignments, and laboratory practice are designed to give the student a knowledge of advanced photographic techniques: composition and design, existing light photography, special effects, action, and candid photography. Student is required to furnish camera and accessories. Enrollment preference given to art majors.

**ART 267 PHOTOJOURNALISM (3)** *Prerequisite: ART 166.* This introduction to the principles and practices of journalistic photography includes a study of the history of newspaper and magazine photography. Major emphasis will be placed on the techniques of taking, developing, and printing photographs for newspapers and magazines. Students may serve as staff photographers for the Critograph, Argonaut, and/or other campus publications.

**ART 274 GRAPHICS: METHODS AND PRACTICE (3)** *Prerequisites: ART 151 and 154.* This intermediate level course provides students with a survey of graphic design from concept through production. The emphasis on visual problem solving and focus on the theory of design methods will help students further refine visual thinking and integrate basic studies through applied problems. Through experimentation, design problems are defined and organized, and students will manipulate imagery, typography, and message to arrive at successful design solutions. Students will gain an awareness of potential solutions and will make informed design decisions.

**ART 294 GRAPHICS: INNOVATION AND ANALYSIS (3)** *Prerequisites: ART 152, 156, and 274.* This advanced level course will focus on graphic design problem solving and promote analysis of solutions. Students will concentrate on the relationship between message and media, and the exploration of both digital and traditional production techniques. Studio projects will be student driven and include problems integrating typographic, photographic, and historical concepts in graphic communication. Students will be expected to explore, experiment, and make decisions as they relate to standards of professional practice.

**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 354 WEB DESIGN (3)** *Prerequisites: ART 152, 156, and 274.* This course provides experience in basic web design and development principles. The course will focus on the theory and practice of using computer-driven software programs in the creation of effective multi-page interface design. Students will explore web design concepts, including project planning, layout, usability, accessibility, information design, site structure, site management, and graphic design in context of the web. Students will produce and publish basic websites using HTML, cascading style sheets (CSS), forms, and tables.

**ART 394 TYPE AND VISUAL COMMUNICATION (3)** *Prerequisites: ART 152, 156, and 274.* This course involves the use of typography to create meaning. Students will experiment with typographic composition, contrast, text, and value in combination with language. Students will learn the technical aspects of typography and will be exposed to historical developments in typography. An intensive introduction to the fundamentals of type from individual letterforms to large bodies of textual information will be introduced and evaluated as they relate to visual communications. Students will learn the principles of typography and utilize them as vehicles for visual communication.

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

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

**ART 399 INTERNSHIP IN ART (1-12)** *Prerequisites: Juniors or seniors with a 2.25 minimum 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, and 395.* This course is designed as a capstone experience for seniors in the graphic design emphasis. Graphic Design Seminar focuses on student portfolio building, refinement, and documentation; professional graphic design business procedures and etiquette; and self-promotional strategies. Discussion, demonstration, studio experience, and field trips provide learning experiences.

#### ADVANCED STUDY

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

ART 319	ADVANCED PRINTMAKING (3) <i>Prerequisite: ART 219</i>
ART 322	ADVANCED SCULPTURE (3) <i>Prerequisite: ART 222</i>
ART 356	ADVANCED DRAWING (3) <i>Prerequisite: ART 256</i>
ART 362	ADVANCED PAINTING (3) <i>Prerequisite: ART 262</i>
ART 366	ADVANCED PHOTOGRAPHY (3) <i>Prerequisite: ART 266</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 407** **PORTFOLIO PREPARATION (2)** *Prerequisites: ART 152, 156, and 294.* This course focuses on student development of building a professional portfolio (print and electronic). Students will explore self-promotion and prepare for a career or further study in graphic design.

**ART 408** **GRAPHIC DESIGN STUDIO I (1)** *Prerequisites: ART 152, 156, and 294.* This advanced studio course focuses on independently solving design problems. This course gives students the freedom and responsibility to pursue practical project work and research, to reflect their personal direction. It also prepares students for the capstone Graphic Design Studio II course.

**ART 409** **GRAPHIC DESIGN STUDIO II (3)** *Prerequisites: ART 152, 156, 294, 394, 407, and 408.* This culminating course in graphic design explores issues pertaining to design and society while concentrating on the development of creativity, emphasis on pre-professional training in advanced design problems, research, writing, presentation, and related professional skills. This course gives students the freedom and responsibility to pursue practical project work and research, to reflect their personal direction. Interdisciplinary course work may be appropriate.

**ART 411** **SUPERVISED PRACTICUM: CAMPUS PUBLICATIONS (1-3)** Enrollment in these courses is limited to students holding art offices on the editorial or related staffs of the *Critograph*, *Argonaut*, or *Prism*. Requirements and hour designations are established between instructor and student on an individual basis. Satisfactory/Unsatisfactory credit only.

**ART 480** **DESIGN PRACTICUM (3)** *Prerequisite: a background of working in the discipline and consent of instructor.* This course provides students with professional practice in graphic design. Practical work experience in the course includes client work approved by art faculty. The course functions much like a professional design agency where students maintain clients, and learn about account management, and production. Students will gain an understanding of professionalism and business knowledge while providing a service that would strengthen their portfolio.

#### ATHLETIC TRAINING COURSES (A T)

**AT 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. Course fee required.

**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. Course fee required.

**AT 200** **FIELD EXPERIENCE I (2)** *Corequisites or Prerequisites: A T 100, 225 and permission of instructor.* This course is designed to allow students to become familiar with certified athletic trainers (ATCs) and healthcare professionals with whom athletic trainers interact. Students will complete one hundred hours of experience through two or more rotations. This experience will help students understand each professional's role in caring for injured athletes and physically active individuals. Students will become proficient in injury prevention skills as part of this course.

**AT 225** **SAFETY AND THE MANAGEMENT OF HEALTH EMERGENCIES (2)** This course surveys safety principles, accident prevention, professional liability, and appropriate techniques for managing emergencies (Course fee required).

**AT 240** **CLINICAL EDUCATION I (2)** *Corequisites or prerequisites: A T 100, A T 225 and permission of instructor.* Students will gain experience with athletic trainers in a traditional athletic training setting and/or with physical therapists in a clinical setting. Students will complete one hundred hours of

experience through two or more rotations. The purpose of the rotations is to give students an opportunity to observe ATs and/or PTs in traditional and clinical settings, gain experience observing and treating both male and female athletes, and become proficient in acute care athletic training skills.

**A T 325** **ASSESSMENT TECHNIQUES OF LOWER BODY INJURIES (3)** *Corequisite or prerequisites: BIOL 214, 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 discussed, and skills necessary to accurately evaluate musculoskeletal injuries of the lower extremities practiced. Documentation in athletic training will be discussed and practiced.

**A T 326** **ASSESSMENT TECHNIQUES FOR UPPER BODY INJURIES (3)** *Prerequisite: A T 325.* 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 discussed, and skills necessary to evaluate musculoskeletal injuries of the upper extremities accurately practiced. Documentation in athletic training will be discussed and practiced.

**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 which is to give students an opportunity to gain experience with athletes who may incur upper-extremity and lower-extremity injuries. This course provides the students with the opportunity to become proficient in athletic training skills.

**A T 344** **GENERAL MEDICAL CLINICAL ROTATION IN ATHLETIC TRAINING (1)** *Prerequisite: AT 340. Corequisite or prerequisite: EXPH 330.* Students will gain experience through observation and interaction with medical professionals that assess and treat general medical illnesses and injuries. Students will observe physicians, nurse practitioners, and/or physician assistants who work in primary care settings.

**A T 350** **THERAPEUTIC EXERCISE FOR ATHLETIC INJURIES (3)** *Prerequisites: AT 100, BIOL 214, 215.* 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: A T 100, BIOL 214, 215.* 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 397** **INDEPENDENT STUDY IN ATHLETIC TRAINING (1-3)** *Prerequisites: Approval of faculty sponsor and school dean; junior or senior standing.* This course provides students the opportunity to pursue individual study of topics not covered in other available courses. The area for investigation is developed in consultation with a faculty sponsor and credit is dependent on the nature of the work. May be repeated for no more than six credits.

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

**A T 415** **INTERNSHIP IN ATHLETIC TRAINING (1-12)** *Prerequisites: AT 342 and approval of faculty sponsor.* This course offers a professional internship within an appropriate athletic training/healthcare setting. The student and the faculty sponsor will agree on the location and the responsibilities of the intern.

**AT 425****ADMINISTRATION OF ATHLETIC TRAINING PROGRAMS (3)**

*Prerequisite: A T 342.* 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 directs an athletic training program. The student should have a plan for addressing administrative issues.

**AT 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.

**AT 450****CURRENT ISSUES AND RESEARCH IN ATHLETIC TRAINING (3)**

*Prerequisite: A T 342.* 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 in discussion and writing on many issues and research topics in athletic training.

**BIOLOGY COURSES (BIOL)****BIOL 101****BIOLOGICAL INQUIRY (4)**

In this course, students will explore a topic in biology as impetus to learning about scientific discovery. The primary emphases in this course include scientific ways of knowing, causal and correlational relationships, reasoning, and interpreting data from either personal or published data.

**BIOL 111****ORGANISMS, ECOLOGY, AND EVOLUTION (3)**

*Corequisite: BIOL 111L.* Three hours lecture. The emphasis of this course is on the fundamentals of the relationships among organisms and their environment. This course serves primarily as the first part of a two-semester introduction for those students planning to major in biology or biomedical sciences.

**BIOL 111L****ORGANISMS, ECOLOGY, AND EVOLUTION LABORATORY (1)**

*Corequisite: BIOL 111.* Three hours laboratory to accompany BIOL 111.

**BIOL 112****CELLS: GENETIC AND MOLECULAR PERSPECTIVES (3)**

*Corequisite: BIOL 112L.* Three hours lecture. Understanding of organismal structure and function is based on knowledge of the underlying cellular and molecular structure and function. These in turn are controlled by the genetic mechanisms that determine cellular structure and behavior. The relationships among cells, molecules, and their genetic controls are the focus of this course. This course serves primarily as the second part of a two-semester introduction for those students planning to major in biology or biomedical sciences.

**BIOL 112L****CELLS: GENETIC AND MOLECULAR PERSPECTIVES (1)**

*Corequisite: BIOL 112.* Three hours laboratory to accompany BIOL 112.

**BIOL 205****PLANT BIOLOGY (4)**

*Prerequisites: BIOL 111/111L-112/112L or ENVS 101/101L-102/102L.* Three hours lecture and three hours laboratory. This course examines the evolution, structure, function, physiology, basic ecology, and life histories of organisms traditionally studied in the context of botany, including photosynthetic bacteria, protists, plants, and fungi. Labs complement lecture content, providing opportunities to gain skills in microscopy, morphology, ecology, and classification.

**BIOL 210****ANIMAL BIOLOGY (4)**

*Prerequisites: BIOL 111/111L-112/112L or ENVS 101/101L-102/102L.* Three hours lecture and three hours laboratory. Introduction to the structure, function, and ecology of the major groups of protozoans and animals within the context of a modern phylogenetic perspective. Special emphasis is placed on the modification of structure and function by natural selection within different animal groups as adaptations to specific physiological and ecological constraints.

**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 HMSC majors.

**BIOL 214L****HUMAN ANATOMY LABORATORY (1)**

*Corequisite or prerequisite: 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 HMSC major courses.

**BIOL 215L****HUMAN PHYSIOLOGY LABORATORY (1)**

*Corequisite or prerequisite: 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 220****CELLULAR DIVERSITY (4)**

*Prerequisites: C- or better grade in BIOL 111 & 112, CHEM 111.* Three hours lecture and three hours lab. This course introduces the student to the connectivity between all cellular forms of life, with its primary focus being the kingdoms of fungi and protists and their evolution from and parallel to prokaryotic organisms (bacteria and archaea). Specific topics include systematics and evolution, endosymbiosis, evolution from single to multi-celled life, and molecular aspects of communication and cell structure. Students will integrate a cellular view into their understanding of biology. Laboratories focus on microscopy, histology, and basic culture, molecular and biochemical techniques for cells.

**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)**

*Corequisite or prerequisite: 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)**

*Corequisite or prerequisite: 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 238****INTRODUCTION TO RESEARCH (1-3)**

*Prerequisite: Consent of supervising instructor.* This course provides the beginning student the opportunity to conduct lab, field, or library research under the supervision of a faculty member. Credit is dependent upon the scope of the work.

**BIOL 305****PLANT ECOLOGY (4)**

*Prerequisites: BIOL 205/205L, MATH 103 and 222.* Three hours lecture and three hours laboratory. This course focuses on ecological constraints that plants experience by virtue of their predominantly sessile lifestyle. Populations dynamics, competition, plant-animal interac-

tions, 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.

**BIOL 309 ENVIRONMENTAL ENTOMOLOGY (4)** *Prerequisites: BIOL 111/111L-112/112L or ENVS 101/101L-102/102L, and BIOL 210 recommended.* Three hours lecture and three hours laboratory. An introduction to insect structure, function, adaptation, and ecology, with an emphasis on insect interactions with their natural environments and with humans. Students will be trained in insect, sampling, curation, and identification during labs, lectures, and field trips. The utility of insects in assessing the health of terrestrial and aquatic ecosystems (biomonitoring) will be a key component of the course.

**BIOL 310 ORNITHOLOGY (4)** *Prerequisites: BIOL 111/111L-112/112L or ENVS 101/101L-102/102L, and BIOL 210 recommended.* Three hours lecture and three hours laboratory. Introduction to avian biology with an emphasis on the evolution, classification, physiology, behavior, ecology, natural history, and conservation of birds. Laboratory focuses on anatomical adaptations and biodiversity, as well as on field identification of birds of the Mid-Atlantic States with field trips to local and regional areas.

**BIOL 313 MARINE BIOLOGY (4)** *Prerequisites: 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 influence of oceanographic, evolutionary, and ecological principles on marine organisms and ecosystems. Discussion of the diversity of marine life focuses on the constraints of different marine ecosystems. Students gain experience in field identification of marine organisms during the laboratory. The laboratory is conducted at selected sites on the ocean and in the estuary. A small additional cost will be incurred for a field trip.

**BIOL 314 BIOLOGY OF WEST INDIAN CORAL REEF ORGANISMS (3) (Winter Term)** *Prerequisites: BIOL 111/111L or ENVS 101/101L.* 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, ENVS 101/101L-102/102L, or MATH 103 and 222.* 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)** *Prerequisites: BIOL 111/111L-112/112L, ENVS 101/101L-102/102L, or CHEM 111-112.* 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)** *Prerequisites: BIOL 111/111L-112/112L and BIOL 210 recommended.* Three hours lecture and three hours laboratory. This course provides a comparative study of the development, structure, and relationships of different organ systems in various vertebrate groups. Recommended for pre-medical, pre-dental, and medical technology students.

**BIOL 333 VERTEBRATE PHYSIOLOGY (4)** *Prerequisites: BIOL 111/111L-112/112L, CHEM 111-112 and BIOL 210 recommended.* Three hours lecture and three hours laboratory. This course is a study of the cellular and molecular bases of organ system function in vertebrates, primarily humans. Emphasis is placed on nervous and endocrine control systems and the coordination of body functions. Clinical examples are frequently used.

**BIOL 345 ANIMAL BEHAVIOR (4)** *Prerequisites: BIOL 111/111L-112/112L, ENVS 101/101L-102/102L or MATH 103 and 222.* Three hours lecture and three hours laboratory. This course includes a review of concepts of animal behavior and the methods employed to study behavior including an analysis of mechanistic and adaptive aspects of behavior in a variety of animal taxa. Emphasis is placed on analysis of current primary literature and development of critical tests of behavior.

**BIOL 356 NEUROBIOLOGY (4)** *Prerequisites: BIOL 111/111L-112/112L and BIOL 220 recommended.* 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 360 MOLECULAR CELL BIOLOGY (4)** *Prerequisites: BIOL 111/111L-112/112L; CHEM 111-112, 221, and BIOL 220 recommended.* Three hours lecture and three hours laboratory. This course introduces the student to the complex events occurring in the nucleus of the cell, resulting in cell division and the continuation of species. It also examines the molecular processes of cell differentiation, cell signaling, cancer, and events that cause DNA mutations.

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

**BIOL 398 SPECIAL TOPICS IN BIOLOGY (1-4) [credit depends on topic]** *Prerequisite: A background of work in the discipline.* This course will focus on an aspect of the discipline not otherwise covered by the regularly offered courses. The topic will vary according to professor and term; consequently, more than one may be taken by a student during his/her enrollment.

**BIOL 399 INTERNSHIP IN BIOLOGY (1-12)** *Prerequisites: Juniors or seniors with a 2.25 minimum 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 405 EVOLUTION (3)** *Prerequisites: BIOL 111/111L-112/112L or ENVS 101/101L-102/102L and CHEM 111-112 and BIOL 323.* Evolutionary biology addresses fundamental questions whose answers influence all other levels of biological understanding, from molecular and cellular biology to ecological processes. This course will provide a survey of the basic concepts of evolutionary biology, address empirical methods in evolutionary biology, and examine the importance of an evolutionary understanding across other sub-disciplines.

**BIOL 424 MICROBIOLOGY (4)** *Prerequisites: BIOL 111/111L, 112/112L, CHEM 111-112 with a C- or better in all, and BIOL 220 recommended.* Three hours lecture and three hours laboratory. The ecological, genetic and molecular basis of the microscopic world is studied with an emphasis on the prokaryotes; the bacteria and archaea. Human microbial disease investigation includes virology, mycology (fungi), and bacterial infections as well as drug treatments, and case studies of infection and epidemiology. Labs concentrate on classic microbiological techniques, microscopy, biochemistry and genetics of prokaryotic organisms.

**BIOL 428 INDIVIDUAL RESEARCH IN BIOLOGY (1-6)** *Prerequisites: Junior or senior standing; consent of supervising instructor.* This independent opportunity to conduct a field, laboratory, or literary study project culminates in a formal paper and/or presentation as directed by the supervising instructor. Credit is dependent on the nature of the work but may not exceed three credit hours per semester.

**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 238 INTRODUCTION TO RESEARCH (1-3)** *Prerequisite: Consent of supervising instructor.* This course provides the beginning student the opportunity to conduct lab, field, or library research under the supervision of a faculty mentor. Credit is dependent on the scope of the work.

**BIOM 301 BIOMEDICAL SCIENCE SEMINAR (1)** *Prerequisite: Junior or senior standing.* 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: BIOL 112/112L, CHEM 112.* This course introduces the student to the forensic science profession. Course topics include crime scene investigation, techniques used for the identification and analysis of body fluids, hair, glass, fibers, latent fingerprints, firearms, and narcotics. Laboratory experiments emphasize the collection/preservation of evidence, serology, wet chemical techniques, microscopy, and the use of spectroscopic instrumentation.

**BIOM 354 IMMUNOLOGY (4)** *Prerequisites: BIOL 111/111L-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 397 INDEPENDENT STUDY IN BIOMEDICAL SCIENCE (1-3)** *Prerequisites: Approval of faculty sponsor and school dean; junior or senior standing.* This course provides students the opportunity to pursue individual study of topics not covered in other available courses. The area for investigation is developed in consultation with a faculty sponsor and credit is dependent on the nature of the work. May be repeated for no more than six credits.

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

**BIOM 399 INTERNSHIP IN A HEALTH PROFESSION (1-12)** *Prerequisites: Juniors or seniors with a 2.25 minimum QPA, approval of written proposal by internship coordinator, and supervising faculty prior to registration.* This 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 420 CANCER BIOLOGY (3)** *Prerequisites: BIOL 111/111L, 112/112L; recommended BIOL 360.* Three hours lecture. This course will address current issues in cancer: the genesis and progression of a tumor, types of tumors, mechanisms of tumorigenicity and effective treatment strategies.

**BIOM 428 INDIVIDUAL RESEARCH IN BIOMEDICAL SCIENCE (1-6)** *Prerequisites: Junior or senior standing; consent of supervising instructor.* This independent opportunity to conduct a field, laboratory, or literary study project culminates in a formal paper and/or presentation as directed by the supervising instructor. Credit is dependent on the nature of the work but may not exceed three credit hours per semester.

**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 222 ETHICAL DILEMMAS IN BUSINESS AND LEADERSHIP (3)** This course examines moral and ethical dilemmas related to business and leadership, including ethical decision making and core decision making skills in the business environment. Close attention will be paid to contemporary ethical dilemmas faced by business, political and world leaders.

**BUAD 241 BUSINESS STATISTICS (3)** *Prerequisite: General Education MATH; 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: business and economics majors will not meet the statistics requirement by substituting MATH 222 for BUAD 241.

**BUAD 322 LEGAL ENVIRONMENT OF BUSINESS (3)** This course examines legal principles and ethics, the role of law in society, and the legal environment in which business operates.

**BUAD 352 PRINCIPLES OF INTERNATIONAL BUSINESS (3)** *Prerequisites: ACCT 201, ECON 201-202, and MGMT 260.* An introduction to the study of the theory and practice of the field of international business that focuses on managerial, operational, strategic, and environmental factors. The roles of intercultural communications and cross-cultural awareness in successful global strategies are emphasized. Analysis of the procedures and processes of international business and alternative modes of entry are also stressed.

**BUAD 377 STUDY ABROAD (3)** *Prerequisite: Permission of instructor.* This course is a study-course experience, normally lasting one week, that takes students outside the United States. The purpose is to deepen students' understanding of other cultures as they learn how the requirements for operating a successful enterprise differ from those in the U.S. This is accomplished through a series of papers completed prior to and following the study-tour experience.

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

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

**BUAD 399 INTERNSHIP IN BUSINESS (1-12)** *Prerequisites: Juniors or seniors with a 2.25 minimum 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.* 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, FIN 317, MGMT 244, 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 451 GLOBAL POLICY AND STRATEGY (3)** *Prerequisites: ECON 201-202, FIN 317, MGMT 244, MGMT 260 and MKTG 309.* This integrative course uses the case method to teach students decision-making and written and oral communication skills for a 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 111 FUNDAMENTALS OF CHEMISTRY I (4)** *Prerequisite or corequisite: MATH 103.* Three hours lecture and three hours laboratory. This course covers fundamental principles and concepts necessary for a successful understanding of major aspects of chemistry. Major topics include atomic structure, periodicity, bonding, and intermolecular forces.

**CHEM 112 FUNDAMENTALS OF CHEMISTRY II (4)** *Prerequisite or corequisite: MATH 102 or 103.* Three hours lecture and three hours laboratory. This course is a continuation of CHEM 111 and continues to cover fundamental principles and concepts necessary for a successful understanding of major aspects of chemistry. Major topics for this course include chemical reactions, thermodynamics, kinetics, equilibrium, acid/base chemistry, and electrochemistry.

**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 nursing. 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 206 ENVIRONMENTAL CHEMISTRY (4)** *Prerequisite: Satisfactory completion of CHEM 111.* Three hours lecture and three hours laboratory. This course can substitute for CHEM 112 for environmental science majors only. This course focuses on the application of fundamental chemical principles to environmental problems. Laboratory techniques and field collection methods used in modern environmental analysis are introduced to assess aspects of water quality, atmospheric chemical reactions, and soil chemistry.

**CHEM 221 ORGANIC CHEMISTRY I (4)** *Prerequisites: CHEM 111-112 with a grade of C- or better.* Three hours of lecture and three hours of lab. The fundamentals of organic chemistry are presented with an emphasis on the nomenclature, stereochemistry and reaction mechanisms that functional groups undergo. Specifically, the reactions of alkyl halides, alkenes and alkynes are reviewed. Laboratory techniques used to synthesize, purify, and analyze organic compounds are investigated. Spectroscopic and instrumental methods of analysis are also examined with a focus on IR spectroscopy.

**CHEM 222 ORGANIC CHEMISTRY II (4)** *Prerequisite: CHEM 221 with a grade of C- or better.* Three hours of lecture and three hours of laboratory. The fundamentals of organic chemistry are further explored in this course. The nomenclature, stereochemistry and reaction mechanisms of specific functional groups are expanded upon. Specifically, the reactions of aromatic compounds and carbonyl chemistry

are explored. This course emphasizes the multistep synthesis of small organic compounds and an exploration into retrosynthetic analysis. More advanced organic laboratory techniques used to synthesize, purify, and analyze organic compounds are investigated. Spectroscopic and instrumental methods of analysis are examined with emphasis on H1 and C13 NMR and MS.

**CHEM 238 INTRODUCTION TO RESEARCH (1-3)** *Prerequisite: Consent of supervising instructor.* This course provides the beginning student the opportunity to conduct lab, field, or library research under the supervision of a faculty member. Credit is dependent upon the scope of the work.

**CHEM 241 RESEARCH METHODOLOGY (2)** *Prerequisites: CHEM 111-112.* One hour lecture and three hours laboratory. This course introduces the student to chemistry research protocols including experimental design, conducting a literature review, and introductory instrumentation. Students will participate in a research project designed by the instructor(s) of the course.

**CHEM 320 INTRODUCTORY BIOCHEMISTRY (4)** *Prerequisites: CHEM 221-222.* 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 ADVANCED ORGANIC CHEMISTRY (3)** *Prerequisite: CHEM 222.* Three hours lecture. This course explores advanced topics in organic chemical bonding and reactivity, including molecular orbital theory, stereochemistry, stereoelectronic effects, molecular rearrangements, structure-reactivity relationships, pericyclic reactions, additions, and condensations. These concepts are applied in the study of organic synthesis and determination of mechanisms. Modern spectroscopic methods, including mass spectrometry, infrared spectroscopy, and one- and two-dimensional nuclear magnetic resonance spectroscopy will be emphasized. Structure determination using a combination of methods will also be emphasized.

**CHEM 359 ANALYTICAL CHEMISTRY I (4)** *Prerequisite: CHEM 112.* Three hours lecture and three hours laboratory. This course focuses on the theory and practice of modern analytical chemistry including volumetric and electrochemical methods, sample collection, preparation, and sample validation. Laboratory work is designed to complement this study.

**CHEM 360 ANALYTICAL CHEMISTRY II (4)** *Prerequisite: CHEM 359.* Three hours lecture and three hours laboratory. This course examines theoretical and experimental aspects of instrumental analysis with an emphasis on modern chromatographic, spectroscopic, and electrochemical methods.

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

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

**CHEM 399 INTERNSHIP IN CHEMISTRY (1-12)** *Prerequisites: Juniors or seniors with a 2.25 minimum 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 421 PHYSICAL CHEMISTRY I (4)** *Prerequisites: CHEM 241, MATH 211, and PHYS 141-142 or 161-162.* Three hours lecture and three hours laboratory. This course focuses on theoretical and experimental principles of chemistry that are used to explain and interpret observations made on states of matter. This course focuses on an in-depth understanding of equilibrium thermodynamics and chemical kinetics. Key topics include internal energy, work, enthalpy, entropy, Helmholtz free energy, Gibb's free energy, chemical potential as they relate to the solids, liquids, gases, and mixtures. Students keep a journal-style laboratory notebook and submit reports consistent with American Chemical Society style guidelines.

**CHEM 422 PHYSICAL CHEMISTRY II (4)** *Prerequisite: CHEM 421.* Three hours lecture and three hours laboratory. This course focuses on the theoretical and experimental principles of chemistry that are used to explain and interpret chemical data. This course will focus on chemical quantum mechanics with a particular emphasis on the Schrodinger equation and the postulates of quantum mechanics. Quantum mechanical models will be developed for the particle-in-a-box, harmonic oscillator, rigid rotor, and hydrogen atom. These models will be studied as they relate to spectroscopic properties of atoms and molecules. In addition, computational methods in chemistry will be investigated. Students keep a journal-style laboratory notebook and submit reports consistent with American Chemical Society style guidelines.

**CHEM 428 INDIVIDUAL RESEARCH IN CHEMISTRY (1-6)** *Prerequisites: Junior or senior standing; consent of supervising instructor.* This independent opportunity to conduct a field, laboratory, or literary study project culminates in a formal paper and/or presentation as directed by the supervising instructor. Credit is dependent on the nature of the work but may not exceed three credit hours per semester.

**CHEM 441 CHEMISTRY SEMINAR (1)** *Prerequisite: Senior standing.* Two hours lecture. This capstone course focuses on advanced scientific written and oral communication skills, scientific philosophy, research methodology, and scientific reasoning.

#### COMMUNICATION COURSES (COMM)

**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 104 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 112 INTERPERSONAL COMMUNICATION (3)** This course focuses on traditional and contemporary theory and research in interpersonal communication in formal and informal settings. Practical application with attention to communication concepts and behaviors such as self-concept, perception, verbal and non-verbal codes, relational development, maintenance, and termination are included.

**COMM 114 SMALL GROUP COMMUNICATION (3)** This course focuses on theory and research relevant to the communication process in formal and informal small group settings. It provides practical application through participation in structured and unstructured group simulations, and effective group participation, including group influence, leadership, role behavior, attraction, cohesiveness, interaction networks, decision making, problem solving, and discussion agenda systems.

**COMM 171 MEDIA AND CULTURE (3)** Mass media play a prominent role in our lives, conveying cultural meaning that impacts us on many levels, from the global to everyday. This course examines the dynamic relationship between mass media and culture. Students will also explore the history, structure, and regulation of mass media industries.

**COMM 180 STAGE AND STUDIO TELEVISION (3)** This course introduces the aesthetics, technology, and practices of working in a television studio environment. Critical analysis of directing techniques and directorial problem solving are included. Students will engage in a series of training exercises and larger projects that develop basic skills in all the major duties associated with conducting a studio production. Additionally, they will be introduced to standard audio studio practices.

**COMM 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 206 PROMOTIONAL WRITING AND PRODUCTION DESIGN (3)** *Prerequisites: COMM 104 and 201.* This course focuses student activity on the development of planning, writing, and production techniques for promotional media including commercials and public service announcements for radio and television, as well as other forms of promotional electronic media. Students will analyze professional examples of promotional media, formulate scripts based on desired client messages, and then design and execute productions of their scripts.

**COMM 228 PUBLIC PRESENTATION (3)** *Prerequisite: COMM 101, 112, or 114.* 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 Power Point), broadcast presentation, ceremonial address, and business presentation.

**COMM 229 INTRODUCTION TO FILM (3)** For over a century, film has played an important role in both American and global popular culture. In this course, that role is examined through screenings of films and through the study of film aesthetics, theories, and genres.

**COMM 230 PERSUASION (3)** *Prerequisite: COMM 101, 112, or 114.* This course examines theory and practice in understanding persuasion as a means of advocacy and social influence. Persuasion theory will be applied to the areas of politics, advertising and public relations, media, and interpersonal and other communication settings.

**COMM 232 DEBATE AND FREEDOM OF SPEECH (3)** *Prerequisite: COMM 101.* This 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 251 INTERCULTURAL COMMUNICATION (3)** *Prerequisite: COMM 101, 112, or 114.* Students develop the knowledge and intercultural thinking approach necessary for today's global society. Emphasis is on conceptual tools needed to understand culture, communication theory, how culture influences communication, and the process of communication between people from different cultures, including the rules and norms relating to verbal and nonverbal language. Values and communication systems of the U.S. are compared and contrasted with those of other countries and world religions. Diversity and identity within the U.S. is explored.

**COMM 260 INTRODUCTION TO PUBLIC RELATIONS (3)** *Prerequisite: COMM 201.* 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 301 RHETORICAL CRITICISM (3)** *Prerequisite: COMM 228 or 251.* 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 303 RESEARCH METHODS IN COMMUNICATION (3)** *Prerequisites: COMM 112, 171.* This introduction to communication research methodologies emphasizes the areas of documentation and writing as well as information retrieval, organization, and management.

**COMM 304 DIGITAL EDITING AND MOTION GRAPHICS (3)** *Prerequisite: COMM 104.* This course introduces students to the technology of digital video manipulation and motion graphics. While learning basic image layering and control, students will engage in critical analysis of professional work.

**COMM 316 AMERICAN PUBLIC ADDRESS (3)** *Prerequisite: COMM 101, 112, or 114.* This course introduces the rich diversity of American oratory, past and present, emphasizing the historical and critical study of principal speakers and speeches and of their relationship to American political, social, and intellectual life.

**COMM 322 ADVANCED REPORTING AND WRITING (3)** *Prerequisite: COMM 202.* 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 341 PROFESSIONAL AND ORGANIZATIONAL COMMUNICATION (3)** *Prerequisite: COMM 101, 112, or 114.* This course introduces organizational theories and communication networks as they function in today's human organizations. Emphasis is on internal communication of the organization within itself and also on the abilities one needs in that environment, such as interviewing, group discussion techniques and decision-making, and public presentation in a business setting.

**COMM 350 POLITICAL COMMUNICATION (3)** *Prerequisite: COMM 101, 112, or 114.* 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 362 CRISIS COMMUNICATION (3)** *Prerequisites: COMM 171, 260.* This course offers students the opportunity to study crisis communication theory applied to a variety of contexts including the significance of crisis communication in businesses, politics, entertainment, and social advocacy. Course content includes the components of crisis communication, forming a crisis management team, communication responses to crisis, effectively employing crisis communication strategies, and structuring organizational crisis communication.

**COMM 372 MEDIA CRITICISM (3)** *Prerequisite: COMM 171.* As both future producers and consumers of mass media texts, students face the challenge of creating and determining meaning in our society. By applying critical theory to popular culture texts, this course develops analytical skills needed to determine how meaning is placed in and taken from texts and to understand the cultural contexts of media messages.

**COMM 377 STUDY ABROAD (1-6)** *Prerequisite: Consent of instructor.* This course provides students with the opportunity to study principles of communication in foreign settings.

**COMM 381 CONVERGENCE MEDIA: BROADCASTING IN AN INTERNET WORLD (3)** *Prerequisites: COMM 104, 201.* This course is a study of reporting, writing, and producing radio, television, and internet-based media. Attention is given to the preparation of audio and video news reports. The history of broadcast news and legal aspects of broadcast communication are discussed in the context of evolving cultural interests, changing business paradigms, and emerging technologies.

**COMM 382 DOCUMENTARY DESIGN AND PRODUCTION (3)** *Prerequisites: COMM 201, 202, 206.* This course provides students with the opportunity to examine documentary film, video, and audio forms while researching and producing projects in those fields. Projects will blend field taping and editing with studio production.

**COMM 395 CULTURAL IMPACT OF POPULAR MEDIA (3)** *Prerequisite: COMM 171.* Mass media has 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 397 INDEPENDENT STUDY IN COMMUNICATION (1-3)** *Prerequisites: Approval of faculty sponsor and school dean; junior or senior standing.* This course provides students the opportunity to pursue individual study of topics not covered in other available courses. The area for investigation is developed in consultation with a faculty sponsor and credit is dependent on the nature of the work. May be repeated for no more than six credits.

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

**COMM 399 INTERNSHIP IN COMMUNICATION (1-12)** *Prerequisites: Juniors or seniors with a 2.25 minimum 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 ADVANCED COMMUNICATION THEORY AND SENIOR THESIS (3)** *Prerequisite: COMM 301, 303, 372.* This course examines the process of theory creation and recent developments in communication theory and research. Emphasis is placed on important theories in the areas of rhetoric, media, and speech communication. Students will design, implement, and present in correct written form an original research study that serves as their senior thesis.

**COMM 404 ADVANCED DIGITAL EDITING AND MOTION GRAPHICS (3)** *Prerequisite: COMM 304.* This course continues student progress in advanced digital media composition with particular emphasis on developing problem solving skills. The ability to deconstruct a creative idea into manageable components allows students to go beyond imitation and repetition and develop new creative projects.

**COMM 405 COMMUNICATION LAW AND ETHICS (3)** *Prerequisites: COMM 101, 112 or 114, and 201.* This course examines both legal responsibilities and ethical decisions in communication. Key principles and court rulings will be examined that define our First Amendment responsibilities and our rights to speak, publish, and dissent. Content includes libel, privacy, free press/fair trial, fighting words, obscenity, advertising and broadcast regulations, symbolic dissent, and prior restraint. This course also examines ethical theories and moral responsibilities for communication choices in personal relationships, politics, advertising and public relations, organizations, and media.

**COMM 411 SUPERVISED PRACTICUM - EDITORS (1-3)** *Prerequisite: COMM 202.* 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 341.* 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 440 PUBLIC RELATIONS MEDIA AND CAMPAIGNS (3)** *Prerequisites: COMM 202, 260.* This course is an intensive experience in "real world" public relations problems. Students will draw on communication theory and engage in experiential learning while they produce "authentic" public relations campaign (or communication) materials and proposals for practical analysis. It also serves as the capstone course for the Public Relations track within the major.

**COMM 450 PRODUCING AND EDITING ACROSS MEDIA (3)** *Prerequisites: COMM 381, COMM 405.* This course provides study and practice in multimedia production and news-flow oversight. Students gain practical experience working across a range of media while applying analytical and theoretical approaches to fact-based digital storytelling. Audience, legal and ethical considerations are also emphasized. Student work will be assessed through a semester long e-portfolio that includes projects in text, photography, video and audio.

**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 STAGE AND STUDIO TELEVISION (3)** *Prerequisites: COMM 104, 180.* This course examines advanced studio practices including programming of major studio com-

ments such as the broadcast switcher and live graphics workstations. Additionally, students will gain experience in the integration of studio, multi-camera field production, and multimedia elements. Critical analysis of directing techniques and directorial problem solving are also included.

**COMM 485 PRODUCING AND DIRECTING FOR ELECTRONIC MEDIA (3)** *Prerequisites: COMM 104, 206.* Students in this course will develop and execute advanced productions ranging from live broadcasts to multimedia presentations. Emphasis will be on the organizational processes unique to producing and directing media projects. The course will also include seminar discussions of the media industry. Students will develop material for professional portfolios.

**COMM 499 DONOVAN MEDIA DEVELOPMENT CENTER PRACTICUM (3-6)** *Prerequisites: COMM 104, 206.* This practicum provides for the application of multimedia production knowledge and skills to produce work commissioned by the Donovan Media Development Center under the direct supervision of a faculty member. The Donovan Center solicits projects from non-profit clients and others to create video and audio productions, PowerPoint presentations, and graphic designs that promote the aims of those organizations. Students create portfolios of their work for these clients that may be used for evaluation purposes and in their search for employment upon graduation.

#### 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 115 USING THE INTERNET (1)** Combined one-hour lecture/laboratory. This five-week hands-on course will teach non-computer professionals basic use of the Internet. Topics may include use of E-Mail, use of a World Wide Web browser, telneting, file transfer protocol (FTP), and HTML authoring to create home pages on the World Wide Web.

**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)** *Prerequisite: C S 131 or 141.* Three hours lecture. Students experience a hands-on approach to system and network administration. General network and system administration is explored using two or more 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 235 COMPUTER NETWORKS (3)** 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, network protocols, routing algorithms, and computer security.

**C S 241-242 DATA STRUCTURES AND ABSTRACTION I-II (3)** *Prerequisites: 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 345 WINDOWS PROGRAMMING (3)** *Prerequisites: C S 141, 142.* Three hours lecture. This course will provide the student with the tools needed to create modern graphical user interfaces using a number of different tools and paradigms. Core topics include the event-driven programming model, graphical coordinate systems, libraries for creating, managing and rendering windows, and simple animation and graphics. Students will create graphical user interfaces for a number of programs.

**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 355 COMPUTER FORENSICS (3)** *Prerequisite: C S 142 or 235.* Securing relevant evidence from computer systems and other electronic devices requires a range of skills and a deep understanding of how data is stored and organized electronically. This course serves as an introduction to the technologies relevant to computer forensics and provides the student with hands-on experience collecting and analyzing electronic data.

**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 365 GAME PROGRAMMING (3)** *Prerequisite: C S 142.* Three hours lecture. This course introduces the concepts of 3-D graphics and modeling and realtime interaction in an event-driven environment. Topics include geometric transformations, light models, texture mapping, special effects, 3-D sound, physics modeling, and graphics engines.

**C S 370 DATABASE MANAGEMENT SYSTEMS (3)** *Prerequisite: C S 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 man-

agement. Although database theory is an important part of this course, students are expected to become proficient in an actual DBMS.

**CS 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.

**CS 380 ARTIFICIAL INTELLIGENCE (3)** *Prerequisite: CS 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.

**CS 385 INTERNET-BASED SYSTEMS (3)** *Prerequisite: CS 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.

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

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

**CS 399 INTERNSHIP IN COMPUTER SCIENCE (1-12)** *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.")

**CS 451-452 SENIOR PROJECT (2,2)** *Prerequisites: CS 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.

#### CRIMINOLOGY COURSES (CRIM)

**CRIM 241 CRIMINOLOGY (3)** This course is a sociological analysis of the nature and extent of criminal behavior in the United States and around the world. It reviews the past and current theories that attempt to explain the causes of criminal behavior. In addition, society's response to crime, the criminal justice system, and its various components are examined.

**CRIM 243 JUVENILE DELINQUENCY (3)** The course examines the nature and extent of juvenile delinquency in the United States and other modern societies. It explores how juvenile delinquency differs from adult criminal behavior in its legal status, causes, and the ways society reacts to it. The juvenile justice system and its various components are examined.

**CRIM 244 CRIMINAL JUSTICE PROCESS (3)** This course presents a sociological analysis of the various practices and institutions that modern societies have created to deal with criminal behavior.

The practices examined include probation, other community-based techniques, jail, prison, parole, and capital punishment. The consequences and effectiveness of each are analyzed.

**CRIM 301 COMPARATIVE CRIMINAL JUSTICE (3)** This course examines the world's major criminal justice systems. In particular it analyzes the effects of history, culture and politics on the policies and operations of law enforcement, judicial and correctional institutions in common law, civil law, Islamic and socialist legal systems.

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

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

**CRIM 399 INTERNSHIP IN CRIMINOLOGY (1-12)** *Prerequisites: Juniors or seniors with a 2.25 minimum QPA; approval of written proposal by internship coordinator, supervising faculty, and School dean prior to registration.* This internship provides the student with a supervised work experience in a setting in which criminology is applied. Examples of work setting include, but are not limited to, law enforcement agencies, correctional agencies, and social service departments. Internships are developed by the student with the assistance from the criminology staff and/or the internship coordinator. (See "Internships.")

**CRIM 430 SENIOR RESEARCH CAPSTONE (3)** *Prerequisite: SOCI 372.* This course is designed to be the capstone course in which the student, utilizing substantive and methodological knowledge accumulated through previous course work, will develop and test relevant research questions related to crime theories. The course culminates with the writing and presentation of a formal research paper.

#### 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 introduction to microeconomics.

**ECON 202 PRINCIPLES OF ECONOMICS-MACRO (3)** This study of basic economic principles and the structure and functioning of a private enterprise economy serves as an introduction to macroeconomic.

**ECON 250 RESEARCH METHODS IN ECONOMICS (4)** *Prerequisite: General Education Math.* Three hours lecture and two-hour lab. Basic mathematical and statistical tools 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 economic analysis and on preparation for writing the senior thesis.

**ECON 255 ENVIRONMENTAL ECONOMICS (3)** An examination of environmental issues from an economic perspective, this course helps students understand environmental problems by applying a rational choice framework to resource allocation decisions in the presence of externalities. Significant attention is paid to the discrepancy between market allocations that are economically efficient and regulated allocations that are socially optimal. Topics covered include the Tragedy of the Commons, production and consumption externalities, pollution abatement strategies (including regulation, corrective taxation, pollu-

tion credits, and property rights delineation), as well as the political and economic foundations of optimal environmental policy.

**ECON 300 INTERMEDIATE MACROECONOMIC THEORY (3)** *Prerequisites: ECON 201-202. Corequisite 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 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.

**ECON 303 MANAGERIAL ECONOMICS (3)** *Prerequisites: ECON 201- 202, 250, and General Education Math.* This course introduces the use of economic theory and new techniques of decision-making in the management of business enterprise. Cost and demand analysis, economic forecasting, profit management, capital budgeting, and pricing policies are among the topics covered.

**ECON 305 MONEY, CREDIT, AND BANKING (3)** *Prerequisites: ECON 201-202.* The nature and functions of money and the role played by financial intermediaries are studied with focus on full-service commercial banks and the federal reserve banks. Emphasis is placed on money creation by the depository institutions and the Federal Reserve System of the 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, international monetary relationships, and operations of transnational corporations in the world economy. Microeconomic and macroeconomic tools are used in the study of these issues.

**ECON 330 HISTORY OF ECONOMIC THOUGHT (3)** This course studies the development of economic theory from scholasticism to classical thought (including Malthus, Mill, Ricardo, Smith, and Marx) to Neo-Classical economics. Each writer's contribution is evaluated in light of the development of modern economic theory.

**ECON 331 ECONOMIC HISTORY OF THE UNITED STATES: PART I (3)** *Prerequisites: ECON 201-202.* This course studies the historical development of the United States economic system and its role in the growth of the nation. Emphasis is placed on the eighteenth and first half of the nineteenth centuries. Micro and macro economic factors are analyzed. Topics include mercantilism, the economic determinants and consequences of the American Revolution, slavery, and the Civil War.

**ECON 332 ECONOMIC HISTORY OF THE UNITED STATES: PART II (3)** *Prerequisites: ECON 201-202.* This course studies the United States economy from the end of the Civil War to the present. Both macro and micro economic theory are applied to period events. Topics include labor unions, the rise of big government, and the Great Depression.

**ECON 361 PUBLIC FINANCE (3)** *Prerequisites: ECON 201-202.* This course is a theoretical and institutional study of government and its effects on resources allocation, income distribution, resource employment level, and economic growth.

**ECON 364 URBAN AND REGIONAL ECONOMICS (3)** *Prerequisites: ECON 201-202.* This study of location theory, land use, and regional development emphasizes policy problems in urban housing, transportation, crime, and pollution.

**ECON 365 ECONOMICS OF TERRORISM (3)** *Prerequisites: ECON 201-202.* This course explores the causes and consequences of terrorism from an economic perspective. In addition to studying the economic implications of terrorism and gaining an understanding of the fundamentals of political risk assessment, students will use principles of competitive strategy to develop and evaluate alternative responses to the terrorist threat.

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

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

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

**ECON 399 MANAGERIAL ECONOMICS INTERNSHIP (1-12)** *Prerequisites: Juniors or seniors with a 2.25 minimum 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 400 INFORMATION, UNCERTAINTY, AND RISK (3)** *Prerequisites: ECON 300 or 301.* This course offers an introduction to the tools and techniques for making decisions under conditions of risk and uncertainty, including such topics as risk analysis, scenario planning, game theory, decision trees, and contingency management. Heavy emphasis will be placed on real-world applications, e.g., information management, competitive intelligence, and security issues associated with political conflict. Students will be exposed to the challenges of dealing with ill-defined problems through a variety of case studies.

**ECON 450 SENIOR SEMINAR IN ECONOMICS (3)** *Prerequisites: ECON 300-301.* Students are required to undertake a research project using mathematical and statistical methods introduced in ECON 250.

#### EDUCATION COURSES (EDUC)

**EDUC 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 includes 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 are introduced as an integral and functional component of the course.

**EDUC 201 CLASSROOM MANAGEMENT IN THE INSTRUCTIONAL CONTEXT (3)** 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. Classroom and behavior management theory and strategies are developed as integral components of the instructional cycle.

**EDUC 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. This course may be retaken only once with the permission of the instructor. A grade of C- or above is required before taking EDUC 320, 444, or SPED 330.

**EDUC 211 INSTRUCTIONAL STRATEGIES (3)** *Prerequisite: EDUC 201.* 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.

**EDUC 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.

**EDUC 313 READING AND LANGUAGE ACQUISITION I (3)** *Prerequisite: EDUC 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.

**EDUC 320 FIELD EXPERIENCE II (E) (1)** *Prerequisites: EDUC 201 and 211. Corequisite or prerequisite: EDUC 313.* 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. This course may be retaken only once with the permission of the instructor. A grade of C- or above is required before taking EDUC 420. Enrollment in EDUC 320 is limited to students enrolled in a teacher licensure program.

**EDUC 324 METHODS: SOCIAL STUDIES INSTRUCTION (2)** *Prerequisite: EDUC 201, 211. Corequisite: EDUC 325 second half of the semester.* This is a linked course with EDUC 325 and is taught the first half of the semester. It is an interactive approach designed to help pre-service teachers gain the necessary knowledge, skills, and processes in social studies based on the Virginia Standards of Learning and practices recommended by the National Council for the Social Studies.

**EDUC 325 METHODS: LANGUAGE ARTS INSTRUCTION (2)** *Prerequisite: EDUC 201, 211. Corequisite: EDUC 324 first half of the semester.* This is a linked course with EDUC 324 Methods: Social Studies and is taught the second half of the semester. 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. Major goals are to promote intellectual curiosity and support lifelong learning.

**EDUC 345 CURRICULUM IN EARLY CHILDHOOD EDUCATION (3-5) (3)** *Prerequisites: EDUC 101, 201, 211, PSYC 241.* This course is designed for prospective early childhood teachers at the undergraduate level. Current policies, theories, and practices in early childhood education will be presented. Students will learn historical aspects of early education, learning and developmental theories (such as the impact of brain development on learning), developmentally appropriate practices (DAP), social and cultural contexts, creative appropriateness, importance of play for young children, curriculum planning and evaluation, early childhood schedules and routines, and ways to communicate with parents.

**EDUC 351 READING IN THE CONTENT AREAS (3)** *Prerequisites: EDUC 201 or HPE 310.* This course is designed to impart a thorough understanding of the methodologies and strategies for developing literacy skills to enhance the learning of content area subject matter across all disciplines while addressing the diverse needs of the secondary student population.

**EDUC 352 TEACHING IN MIDDLE/SECONDARY SCHOOL (3)** *Prerequisite: EDUC 201.* 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.

**EDUC 377 STUDY ABROAD (1)** *Prerequisite: Consent of instructor.* This course provides students with the opportunity to study principles of education in foreign locations.

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

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

**EDUC 420 FIELD EXPERIENCE III (E) (1)** *Prerequisites: EDUC 202, 320, with a C- or above and passing scores on Praxis I.* 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. This course may be retaken only once with the permission of the instructor. Enrollment in EDUC 420 is limited to students enrolled in a teacher licensure program.

**EDUC 423 READING AND LANGUAGE ACQUISITION II (3)** *Prerequisite: EDUC 313.* Taken the semester prior to student teaching, this course builds on knowledge acquired in Reading and Language Acquisition I (EDUC 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.

**EDUC 424 METHODS: SCIENCE INSTRUCTION (2)** *Prerequisites: EDUC 201, 211. Corequisite: EDUC 425 second half of the semester.* This is a linked course with EDUC 425 Methods: Math and is taught the first half of the semester. It is an active inquiry approach to model practices recommended by the National Science Education Standards. 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.

**EDUC 425 METHODS: MATH INSTRUCTION (2)** *Prerequisites: EDUC 201, 211. Corequisite: EDUC 424 first half of the semester.* This is a linked course with EDUC 424 Methods: Science and is taught the second half of the semester. This course uses model practices recommended by the National Council on Teaching Mathematics. 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.

**EDUC 427 STUDENT TEACHING (E) (11)** *Prerequisites: Completion of all major course requirements, and admission to student teaching. Corequisite EDUC 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.

**EDUC 440 ADVANCED FIELD EXPERIENCE IN CHILD DEVELOPMENT (3-6)** *Prerequisites: Successful completion of field experiences, minimum 2.5 GPA overall, consent of instructor for 3 credit hours and consent of dean for 6 credit hours.* This course provides an opportunity for a pre-professional learning experience in a non-school setting. Possibilities include preschool education, libraries, educational support programs (e.g. tutorial services) for students with special needs, and social service organizations. Open only to senior students taking the non-licensure option. Application required.

**EDUC 444 FIELD EXPERIENCE II (S) (2)** *Prerequisite: Admission to Teacher Preparation Program and passing scores on Praxis I. Corequisite: EDUC 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, videotaped lessons, and on-site practice teaching. On-campus and in-school seminars provide opportunities for analysis and reflection. This course may be retaken only once with the permission of the instructor. Enrollment in EDUC 444 is limited to students enrolled in a teacher licensure program.

**EDUC 447 STUDENT TEACHING (SECONDARY) (11)** *Prerequisites: Completion of major and minor course requirements and admission to student teaching. Corequisite EDUC 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.

**EDUC 448 STUDENT TEACHING SEMINAR (1)** *Prerequisite: EDUC 427, 447, SPED 437, HPE 467, or MUSC 460.* This course will continue the student teachers' 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.

**ENGLISH COURSES (ENGL)**

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

**ENGL 209 NATURE WRITING (3) [Writing]** *Prerequisite: ENGL 111.* Students advance their writing skills and their understanding of the natural world by reading model texts and writing creatively in at least two genres (such as poetry, creative nonfiction, and fiction). Students explore an array of approaches for writing about nature and the environment, including detailed personal observations, and students analyze how nature writing presents complex relationships between the human and natural worlds. Field trips to nearby sites may be required.

**ENGL 210 WRITING IN THE WORKPLACE (3) [Writing]** *Prerequisite: ENGL 111.* Students in this course will engage core professional writing concepts, including audience analysis, research, document design, usability, and ethical composing practices. Students will produce works including feasibility reports, usability tests, and public relations documents. Individual and group projects are a feature of this course, as is directed service-learning interaction with community partners.

**ENGL 220 INTRODUCTION TO LITERARY STUDIES (3) [Theory]** *Prerequisites: ENGL 111-112.* 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 302 AMERICAN LITERATURE 1607-1865 (3) [B]** *Prerequisite: ENGL 220.* This course is a study of major literary movements and writers from the time of the earliest settlers to the Civil War. Authors of the period may include Bradstreet, Franklin, Rowson, Sedgwick, Emerson, Thoreau, Hawthorne, Melville, Stowe, and Dickinson.

**ENGL 303 AMERICAN LITERATURE 1865-1950 (3) [C]** *Prerequisite: ENGL 220.* 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. Authors of the period may include Alcott, Twain, Crane, Wharton, Cather, Dreiser, Chopin, Jewett, Steinbeck, and Faulkner.

**ENGL 306 MEDIEVAL LITERATURE (3) [A]** *Prerequisite: ENGL 220.* 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 314 HISTORY OF THE ENGLISH LANGUAGE (3) [Teacher Licensure]** *Prerequisites: ENGL 111-112.* 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 315 ENGLISH GRAMMAR (3) [Teacher Licensure]** *Prerequisites: ENGL 111-112.* Especially recommended for those planning to teach, this course meets Virginia State Department of Education certification requirements for the teaching of English. This course offers an introduction to the basic elements of the study of language, including phonology (sound patterns), morphology (word formation), syntax (sentence structure), semantics (vocabulary), and orthography (spelling). The course also explores ways of teaching grammar and its impact on writing, reading, and speaking.

**ENGL 317 TEACHING WRITING (3) [Teacher Licensure]** *Prerequisite: 203, 205.* Especially recommended for those planning to teach, this course meets Virginia State Department of Education certification requirements for the teaching of English. This course includes elements of teaching composition as well as teaching creative writing. The premise of the course is that to teach writing, 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 writing assignments to critiquing pedagogical techniques, and discussing and planning assignments for students.

**ENGL 320 LITERARY CRITICISM (3) [Theory]** *Prerequisite: ENGL 220.* Surveying a range of theoretical approaches, this course focuses on the application of theory to literature.

**ENGL 323 MULTICULTURAL LITERATURE (3)** *Prerequisite: ENGL 220.* 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 various peoples, and other peoples' attitudes toward America.

**ENGL 334 GENDER AND LITERATURE (3)** *Prerequisite: ENGL 220.* This course focuses on representations of women and men, constructions of femininity and masculinity, and sexual politics. Major issues include constructions of gender, and intersections of gender with race, class, and nationality, and the role of reading and writing in processes of social change.

**ENGL 337 AMERICAN MULTI-ETHNIC LITERATURE (3) [A]** *Prerequisite: ENGL 220.* An examination of multi-ethnic literature by American authors in order to study and appreciate the collective construction of American identity by different cultural traditions.

**ENGL 340 THORNTON WRITING SEMINAR (1-3) [Writing] [Specific title changes annually]** *Prerequisite: 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 instructor are different.

**ENGL 346 CREATIVE WRITING: NONFICTION (3) [Writing]** *Prerequisite: ENGL 205.* This workshop deepens the student's familiarity with the craft of creative nonfiction. Course content includes readings in literary nonfiction that demonstrate a range of formal and aesthetic styles, workshop discussion of student works-in-progress, and writing assignments culminating in a portfolio or series of completed works. Upon course completion, the student will have made satisfactory progress in writing a

personal essay, memoir, portrait, travel essay, or other work of creative nonfiction. The student will demonstrate competence in the workshop peer review process.

**ENGL 349      CREATIVE WRITING: POETRY (3) [Writing]** *Prerequisite: ENGL 205.* This workshop deepens the student's familiarity with the craft of poetry. Students read model texts, write to practice a variety of poetic techniques and forms, and share their own work. Students complete a portfolio of revised poems.

**ENGL 350      CREATIVE WRITING: FICTION (3) [Writing]** *Prerequisite: ENGL 205.* This workshop deepens the student's familiarity with the craft of fiction. Students read model texts, write to practice a variety of fictional techniques, and share their own work. Students complete a portfolio that includes revised fiction.

**ENGL 353      LITERATURE OF THE TUDOR DYNASTY (3) [A]** *Prerequisite: ENGL 220.* A survey of the literature in England during the turbulent reigns of the Tudor kings and queens, this course includes works shaped by Humanism, the Reformation, scientific empiricism, and an emerging independent British identity. Readings may include poetry, prose, and drama, and will explore developments in literary forms in a nation entering the early modern world.

**ENGL 354      THE GOLDEN AGE (3) [A]** *Prerequisite: ENGL 220.* A survey of the literature of late-Tudor and Stuart England, beginning in the 1580's and ending on the eve of the English Civil War, this course explores literature written during a time when public theatres, mass printing, and drastic changes in religious and political leadership changed the audience of English literature. The course will focus on the developments in poetry, prose, and drama of the period.

**ENGL 355      INTERREGNUM, RESTORATION, AND REVOLUTION (3) [B]** *Prerequisite: ENGL 220.* This course begins with readings from the often neglected period of the English Civil War and Interregnum, including non-canonical writings by religious radicals and Milton's arguments about monarchical rule. Students will read literature responding to a variety of political upheavals, including the "Glorious Revolution" and the various Catholic "threats" to the throne. Readings include the major satire and comedy of the period as well as early novels.

**ENGL 356      ENLIGHTENMENT, EXPANSION, AND EMPIRE (3) [B]** *Prerequisite: ENGL 220.* This course concentrates on poetry, prose, drama, philosophy and periodical literature which reflects and creates British identity in this period of rapid social and economic change. Students will consider the development of the English novel and the rise of sentimentalism. Readings include literature about slavery, abolition, and women's rights as well as literature by poets of the laboring class.

**ENGL 357      LITERATURE OF THE ROMANTIC PERIOD (3) [B]** *Prerequisite: ENGL 220.* This course focuses on the principal writers of the Romantic Period in Britain such as Coleridge, Shelley, Byron, Wordsworth, Blake, and Keats, and on the essential elements of British Romanticism.

**ENGL 358      LITERATURE OF THE VICTORIAN PERIOD (3) [B]** *Prerequisite: ENGL 220.* This course examines the literature of the Victorian period through the works of such writers as Dickens, Eliot, Carlyle, Tennyson, Arnold, the Brownings, the Brontës, and Hardy, and may include transitional authors such as Shaw, Conrad, and Yeats.

**ENGL 360      THE ENGLISH NOVEL (3) [B]** *Prerequisite: ENGL 220.* This course allows students to study the development of the novel through the Eighteenth and Nineteenth centuries in England. The course considers the novel as a genre and narrative and thematic innovations in English novels through the different periods.

**ENGL 365      MODERN POETRY (3) [C]** *Prerequisite: ENGL 220.* This course focuses on poetry through the twentieth and twenty-first centuries. The course considers poetry as a genre and examines the innovations in poetic conventions through different modern literary periods.

**ENGL 366      SOUTHERN LITERATURE (3) [C]** *Prerequisite: ENGL 220.* An overview and analysis of the seminal prose and poetry of the American South from the twentieth and twenty-first centuries. Writers under examination will include such figures as William Faulkner, the fugitive poets, Eudora Welty, Alice Walker, and Lee Smith.

**ENGL 368      MODERN FICTION (3) [C]** *Prerequisite: ENGL 220.* This course explores fiction through the twentieth and twenty-first centuries. The course considers fiction as a genre and examines the narrative and thematic innovations in fiction through different modern literary periods.

**ENGL 369      MODERN DRAMA (3) [C]** *Prerequisite: ENGL 220.* This course examines drama through the twentieth and twenty-first centuries. The course considers dramatic literature as a genre and examines innovations in the writing and staging of dramatic literature through different modern literary periods.

**ENGL 371      CONTEMPORARY LITERATURE (3) [C]** *Prerequisite: ENGL 220.* An examination of literature written in English from the second half of the twentieth century to the present.

**ENGL 373      LITERATURE AND FILM OF VIETNAM (3)** *Prerequisite: ENGL 220.* 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 377      STUDY ABROAD (3)** *Prerequisite: ENGL 220.* This course provides students with the opportunity to study in foreign settings.

**ENGL 384      COPYEDITING (3) [Writing]** *Prerequisite: ENGL 203 or 205.* This course is intended for students who are considering a career in publishing and/or for those who want to improve their writing style. Topics include the role of the editor in producing books and journals, the rhetorical context of the author's purpose, the language of the text, and the interests of the audience, standard editing techniques, such as style sheet generation, levels of editing, querying, and use of reference materials; and identifying and correcting common problems in English grammar, punctuation, and style. Assignments will include editing submissions from the current year's *Agora*, the interdisciplinary journal of the LCSR program.

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

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

**ENGL 399      INTERNSHIP IN ENGLISH (1-6)** *Prerequisites: Juniors or seniors with a 2.25 minimum 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 402      SEMINAR IN FICTION (3)** *Prerequisite: ENGL 220.* 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 220.* 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 220.* 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 AUTHOR(S): PERIOD A (3)** *Prerequisite: ENGL 220.* Content varies. The focus is typically on one or two major writers of the given time period. Classes are conducted as seminars.

**ENGL 407 MAJOR AUTHOR(S): PERIOD B (3)** *Prerequisite: ENGL 220.* Content varies. The focus is typically on one or two major writers of the given time period. Classes are conducted as seminars.

**ENGL 408 MAJOR AUTHOR(S): PERIOD C (3)** *Prerequisite: ENGL 220.* Content varies. The focus is typically on one or two major writers of the given time period. Classes are conducted as seminars.

**ENGL 414 CHILDREN'S LITERATURE (3)** *Prerequisites: ENGL 111-112.* 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. Note: This course does not count for credit for the English Major.

**ENGL 417 CHAUCER (3) [A]** *Prerequisite: ENGL 220.* This course introduces students to the range of works by the poet Geoffrey Chaucer (c. 1343-1400), as well as the cultural context in which he lived. The course explores the poet's longer narrative works, including the Canterbury Tales, and a sampling of his prose and short lyrics with emphasis on the impact of Chaucer's writings on modern audiences. All texts are available in translation.

**ENGL 420 SENIOR SEMINAR IN ENGLISH (3) [Theory]** *Prerequisite: ENGL 220.* 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 421-422 SHAKESPEARE I, II (3, 3) [A]** *Prerequisites: ENGL 201 or 202 and ENGL 220.* English 421 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 422 focuses on the romantic comedies, the problem plays, and the romances. References are made to plays studied in 421, but 421 is not a prerequisite.

**ENGL 445 ADVANCED CREATIVE WRITING: FICTION (3)** *Prerequisite: ENGL 350.* Students advance their abilities to write and revise fiction by studying model texts, editing each other's writing, and completing a portfolio of polished fiction. Students will refine their abilities in fictional techniques and choices, and topics may include a variety of fictional forms.

**ENGL 446 ADVANCED CREATIVE WRITING: NONFICTION (3)** *Prerequisite: ENGL 346.* This course focuses on writing and revising a portfolio or series of nonfiction works, with workshop discussion advancing concepts and practices of revision. In addition to writing, workshop discussion, and revision, course content will include outside reading that demonstrates a breadth of formal and aesthetic styles. The student will demonstrate competence in writing literary nonfiction in a range of forms that may include both traditional and innovative structures.

**ENGL 447 ADVANCED CREATIVE WRITING: POETRY (3)** *Prerequisite: ENGL 349.* Students advance their abilities to write and revise poetry by studying model poems and texts about poetry, editing each other's writing, and completing a portfolio of polished work. Students refine their abilities in poetic technique and choices, and topics may include a variety of poetic forms, lyrical prose, translation, and creating a body of work such as a linked sequence or chapbook.

#### 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 201 HISTORY OF EARTH AND LIFE (4)** *Prerequisites: ENVS 101/101L-102/102L.* This course provides an overview of the Earth's composition, structure, and the geologic processes that continually shape the planet. Special attention will be given to rocks, minerals, plate tectonics, and the history of the geology. The biological evolution of life on Earth will be studied by examination of fossils and the fossil record.

**ENVS 211 PHYSICAL GEOGRAPHY (3)** Three hours lecture. This course provides a broad natural science background for students. The interrelationship of the lithosphere-hydrosphere-atmosphere, climate-soil-vegetation, and landforms of the world bring into perspective observable natural phenomena.

**ENVS 238 INTRODUCTION TO RESEARCH (1-3)** *Prerequisite: Consent of supervising instructor.* This course provides the beginning student the opportunity to conduct lab, field, or library research under the supervision of a faculty member. Credit is dependent upon the scope of the work.

**ENVS 320 CONSERVATION BIOLOGY (2)** *Prerequisites: BIOL 111/111L-112/112L or ENVS 101/101L-102/102L.* 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: satisfactory completion of the following: BIOL 111/111L, or ENVS 101/101L and 102/102.* This course teaches the principles and techniques of forest management from both economic and environmental standpoints. Students will be trained in silviculture, dendrology, and timber cruising and harvesting during lectures, labs, and field trips. Topics related to timber harvesting such as watershed management, wildlife conservation, rangeland management, global climate change, and outdoor recreation will also be explored. The importance of managing forests so that they do not become depleted will be the overriding theme of the course.

**ENVS 325 LANDSCAPE ECOLOGY (2)** *Prerequisites: BIOL 111/111L-112/112L or ENVS 101/101L-102/102L.* 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)** *Prerequisites: CHEM 111, MATH 103.* Three hours lecture and three hours laboratory. This course is a study of the principles and theory of surface water and groundwater flow, chemistry, and quality; understanding and determination of water budget, hydrologic cycle, and Darcy's law; social, political, and economic issues related to hydro-logical systems.

**ENVS 333 PHYSICAL OCEANOGRAPHY (4)** *Prerequisites: BIOL 111/111L-112/112L or ENVS 101/101L-102/102L.* Three hours lecture and three hours laboratory. This course focuses on ways in which oceans function and interact with earth systems. Consideration is given to ocean currents and vertical mixing, water chemistry, heat and energy transfer, sea floor geology, and coastal processes.

**ENVS 336 PHYSICAL GEOLOGY (4)** *Prerequisites: BIOL 111/111L-112/112L or ENVS 101/101L-102/102L, 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 building, volcanoes, earthquakes, and the weathering and erosional effects of wind, water, and ice.

**ENVS 337 HISTORICAL GEOLOGY (4)** *Prerequisites: BIOL 111/111L-112/112L or ENVS 101/101L-102/102L.* Three hours lecture and three hours laboratory. This course looks through the earth's past through the record hidden in the rocks and the fossils contained within and includes a study of the development of life on earth as well as the climate and geologic changes of the earth's surface from the Precambrian until the present.

**ENVS 338 ENVIRONMENTAL GEOLOGY (4)** Three hours lecture and three hours laboratory. This course is a systematic study of processes that operate at or near earth's surface and influence the

development, preservation, and destruction of natural environments. Topics covered include the influence of fluvial, atmospheric, mass-wasting, glacial, volcanic and tectonic systems on the environment. Mitigation strategies to prevent environmental degradation will be discussed.

**ENVS 340            REMOTE SENSING (2)** *Prerequisites: BIOL 111/111L-112/112L or ENVS 101/101L-102/102L.* 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: BIOL 111/111L-112/112L or ENVS 101/101L-102/102L.* 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 365            WETLANDS (4)** *Prerequisites: ENVS 101/101L-102/102L.* This course provides an overview of the general ecology, hydrology, vegetation types, wildlife habitats, biogeochemistry, and conservation issues of wetlands. Special attention will be given to the legal and mitigation issues surrounding wetland conservation and preservation.

**ENVS 375            FRESHWATER ECOLOGY (4)** *Prerequisites: 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 hardware and software for the analysis and display of spatially explicit data. With intelligent digital maps, such systems allow users to store, query, and retrieve information based on desired parameters.

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

**ENVS 398            SPECIAL TOPICS IN ENVIRONMENTAL SCIENCE (1-4) [credit depends on topic]** *Prerequisite: A background of work in the discipline.* This course will focus on an aspect of the discipline not otherwise covered by the regularly offered courses. The topic will vary according to professor and term; consequently, more than one may be taken by a student during his/her matriculation.

**ENVS 399            INTERNSHIP IN ENVIRONMENTAL SCIENCE (1-12)** *Prerequisites: Juniors or seniors with a 2.25 minimum QPA; approval of written proposal by internship coordinator and supervising faculty prior to registration.* This internship is offered to qualified students allowing them to gain personal and practical experience in various areas of environmental science. Internships include but are not limited to working in environmental laboratories, natural resources conservation, restoration of natural areas, and help with research projects conducted by senior scientists and engineers.

**ENVS 428            INDIVIDUAL RESEARCH IN ENVIRONMENTAL SCIENCE (1-6)** *Prerequisites: Junior or senior standing; consent of supervising instructor.* This independent opportunity to conduct a field, laboratory, or literary study project culminates in a formal paper and/or presentation as directed by the supervising instructor. Credit is dependent on the nature of the work but may not exceed three credit hours per semester.

**ENVS 490            ENVIRONMENTAL SCIENCE SEMINAR (1)** *Prerequisite: 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.

#### ENVIRONMENTAL STUDIES COURSES (ENST)

**ENST 210            PEOPLE AND THE ENVIRONMENT (3)** *Prerequisites: ENVS 101, 101L and 102, 102L.* This course provides an introduction to the various dimensions of human interaction with the environment and natural resources. Topics include environmental management, economics, law, policy, and global issues, as well as environmental education, communication, recreation, eco-tourism, values, and ethics.

**ENST 238            INTRODUCTION TO RESEARCH (1-3)** *Prerequisite: consent of supervising instructor.* This course provides the beginning student the opportunity to conduct lab, field, or library research under the supervision of a faculty mentor. Credit is dependent on the scope of the work.

**ENST 350            ENVIRONMENTAL LAW AND POLICY (4)** *Prerequisites: ENVS 101/101L and 102/102L.* This course provides an introduction to the laws and policies governing pollution, hazardous wastes, the use of natural resources, etc. Environmental policy formulation and implementation and the role of the judicial system will be topics of focus.

**ENST 360            SUSTAINABLE LIVING (4)** *Prerequisites: ENVS 101/101L-102/102L.* This course examines the impact of personal and collective choices on natural resources and the sustainability of communities. Integration of service learning opportunities allows student teams to extend course principles to the local community.

**ENST 370            ENVIRONMENTAL MANAGEMENT (4)** *Prerequisites: ENVS 101/101L and 102/102L.* This course is a survey of management techniques and topics in the environmental field. Land use planning and ecosystem management are emphasized.

**ENST 377            STUDY ABROAD (3)** This course provides students with the opportunity to study principles of environmental science in foreign settings.

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

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

**ENST 399            INTERNSHIP IN ENVIRONMENTAL STUDIES (1-12)** *Prerequisites: Juniors or seniors with a 2.25 minimum QPA; approval of written proposal by internship coordinator and supervising faculty prior to registration.* This internship is offered to qualified students, allowing them to gain personal and practical experience in various areas of the environmental field. Internships include but are not limited to working in environmental laboratories, natural resources conservation, environmental law and policy, restoration of natural areas, and help with research projects conducted by senior researchers.

**ENST 428            INDIVIDUAL RESEARCH IN ENVIRONMENTAL STUDIES (1-6)** *Prerequisites: Junior or Senior Standing; consent of supervising instructor.* This independent opportunity to conduct a field, laboratory, or literary study project culminates in a formal paper and/or presentation as directed by the supervising instructor. Credit is dependent on the nature of the work but may not exceed three credit hours per semester.

**ENST 480            CAPSTONE COURSE IN ENVIRONMENTAL STUDIES (3)** *Prerequisites: ENVS 101/101L, 102/102L, junior or senior standing.* This course serves as the capstone course for the

Environmental Studies major. A current environmental issue will be chosen for in-depth study from various perspectives (policy, economics, sociology, history, science, etc.).

#### EXERCISE PHYSIOLOGY COURSES (EXPH)

**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 326 ADVANCED PHYSIOLOGY OF EXERCISE (3)** *Prerequisite: EXPH 325.* This course is designed to provide students with an in-depth study of physiological and biochemical alterations occurring in the human body as a result of exercise. Topics will include control of bioenergetics, exercise metabolism, acute and chronic adaptations to aerobic and resistance training programs, physiology of performance, environmental effects, hormonal responses, and temperature regulation.

**EXPH 330 ASSESSMENT AND TREATMENT OF GENERAL MEDICAL CONDITIONS (3)** *Prerequisite: EXPH 325.* This course is designed to provide students with the knowledge and skill necessary to recognize and treat a variety of systemic pathologies.

**EXPH 342 MEASUREMENT TECHNIQUES IN EXERCISE PHYSIOLOGY (3)** *Prerequisite: EXPH 325.* This course provides the opportunity for students to learn the instrumentation, techniques, protocols, and methodologies used in physiological testing.

**EXPH 355 SCIENTIFIC PRINCIPLES OF STRENGTH AND CONDITIONING (3)** *Prerequisites: BIOL 214, 215.* 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 370 SPORTS NUTRITION (3)** *Prerequisite: HPE 102 or HLTH 102.* This course will discuss the six fundamental nutrients - carbohydrates, fats, proteins, vitamins, minerals, and water - in relation to physical activity. Additional topics include ergogenic aids, weight loss/gain/maintenance, eating disorders, nutritional fads, pre/during/post activity nutrition, and food labeling.

**EXPH 380 KINESIOLOGY (3)** *Recommended: BIOL 214, 215.* This course is a study of the origin, mechanics, and effectiveness of human motion.

**EXPH 382 EXERCISE PHYSIOLOGY OF SPECIAL POPULATIONS (3)** *Prerequisites: EXPH 325, 342.* This course involves the study of the origin of several cardiovascular and metabolic diseases, the limitations that these diseases place on a person's lifestyle, and the role of exercise in prevention, diagnosis, and treatment of disease.

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

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

**EXPH 415 INTERNSHIP IN EXERCISE PHYSIOLOGY (1-12)** *Prerequisites: Juniors or seniors with a 2.25 minimum 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 agree on the location and responsibilities of the intern. The number of credits depends on the number of hours involved. (See "Internships.")

**EXPH 425 HEALTH AND FITNESS EVALUATION AND PROGRAMMING (3)** *Prerequisites: EXPH 325, 342.* This course involves a review of basic exercise testing and programming for healthy populations. Emphasis is placed upon practical fitness assessment and individualized exercise programming for effective change. The course is the foundation for the American College of Sports Medicine Certification for Health and Fitness.

**EXPH 450 ADVANCED ISSUES AND RESEARCH IN EXERCISE PHYSIOLOGY (3)** *Prerequisite: EXPH 325; Corequisite or prerequisite: MATH 222.* This capstone course is designed to familiarize students with current issues in exercise physiology and to acquaint them with research in exercise physiology. Students will be expected to integrate knowledge obtained from prior courses to discuss and write on many issues and research topics in exercise physiology.

#### FINANCE COURSES (FIN)

**FIN 150 FAMILY AND PERSONAL FINANCE (3)** This functional course is designed to meet the needs of individuals and married couples in their attempt to save, invest, and spend wisely. Primary emphasis is placed on buying a house, appropriate life insurance policies, and investing in the stock market.

**FIN 317 PRINCIPLES OF FINANCE (3)** *Prerequisites: ACCT 201, ECON 201-202, and General Education Math.* 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 analysis 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 397 INDEPENDENT STUDY IN FINANCE (1-3)** *Prerequisites: Approval of faculty sponsor and school dean; junior or senior standing.* This course provides students the opportunity to pursue individual study of topics not covered in other available courses. The area for investigation is developed in consultation with a faculty sponsor and credit is dependent on the nature of the work. May be repeated for no more than six credits.

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

**FIN 405 INVESTMENT FUNDAMENTALS (3)** *Prerequisites: ECON 201-202, FIN 317, and BUAD 241 or ECON 250.* 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 or more 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 I, II (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)** *Prerequisites: FREN 101-102.* (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 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.* 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)** *Prerequisites: FREN 101-102.* 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.* 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.* 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 STUDY ABROAD (3)** *Prerequisite: consent of instructor.* This course, offered in a francophone country, involves intensive French instruction in oral communication, civilization, culture, and language. This course is open to all students with consent of instructor; no prior knowledge of French is required.

**FREN 300 THE CULTURE AND CIVILIZATION OF FRANCE: 400BC -1789 (3)** *Prerequisite: French 202 for French majors and minors or \*\*no prerequisite but simply consent of instructor for those taking this course as an elective.* This broad introduction to French culture and civilization focuses on the significant historical events, political movements, philosophic schools, and social phenomena which contributed to the formation of France and French culture. Through a careful analysis of geographic, economic, cultural, and political phenomena, the evolution of the French state and its people from the beginnings of Celtic tribal culture to the dominant intellectual, artistic, political, and cultural nation of the Enlightenment period of the 18th century will be studied. Please note that any term in which there are non-French majors and minors enrolled in this course it would be taught in English (to attract a broader target public). In this case only French majors, minors, and specialists (and those who so desire) would perform all their written work in French.

**FREN 311-312 SURVEY OF FRENCH LITERATURE (3,3)** *Prerequisite: FREN 222, 242.* 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, 242.* This course focuses on readings in French from the nineteenth and twentieth centuries.

**FREN 333-334 CONTEMPORARY FRENCH LITERATURE (3,3)** *Prerequisite: FREN 222, 242.* 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: Consent of instructor.* This course, offered in a francophone country 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 397 INDEPENDENT STUDY IN FRENCH (1-3)** *Prerequisites: Approval of faculty sponsor and school dean; junior or senior standing.* This course provides students the opportunity to pursue individual study of topics not covered in other available courses. The area for investigation is developed in consultation with a faculty sponsor and credit is dependent on the nature of the work. May be repeated for no more than six credits.

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

**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 470 METHODOLOGY OF TEACHING SECOND LANGUAGES (3)** *Prerequisite: Junior or senior status.* This course is designed for students interested in teaching French, Spanish or English as a second language (ESL). The course provides a thorough introduction to contemporary theories of second language acquisition, methods of language teaching and assessment, and current issues in second language teaching. Additional work will be required for graduate credit.

**FREN 475-476 SEMINAR (3,3)** This capstone course sequence is required of all French majors. The first semester focuses on stylistic, 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.

#### GENDER STUDIES COURSES (GNDR)

**GNDR 210 INTRODUCTION TO GENDER STUDIES (3)** *Prerequisite: HIST 101-102.* This course introduces students to gender theories as they emerge in a wide variety of disciplines, with an emphasis on gender as a social construction.

**GNDR 397 INDEPENDENT STUDY IN GENDER STUDIES (1-3)** *Prerequisite: Approval of faculty sponsor and school dean; junior or senior standing.* This course provides students the opportunity to pursue individual study of topics not covered in other available courses. The area for investigation is developed in consultation with a faculty sponsor and credit is dependent on the nature of the work. May not be repeated.

**GNDR 410 GENDER STUDIES CAPSTONE PROJECT (3)** *Prerequisites: GNDR 210 and nine hours of Gender Studies approved coursework.* Students will apply appropriate theoretical models in gender studies in a research project that will demonstrate understanding of that application's usefulness as well as its limitations. The project will be evaluated by a committee (the "Research Committee") consisting of the director of gender studies, the research advisor (in the student's field of interest), as well as one other committee member selected by the student.

#### GENERAL STUDIES COURSES (G S)

**GS 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.

**GS 104 STUDY STRATEGIES (1)** This support course teaches the skills and strategies, and encourages the attitudes a student needs to achieve the academic goals the College set forth for its students as part of its mission. Goal-setting, time management, note-taking, active reading, and other important study skills and strategies are addressed. The course also provides students with opportunities for self-reflection and development of decision-making strategies to help them make a smoother transition into college. Attention is also devoted to student understanding of basic academic rules and regulations.

**GS 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.

**GS 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 in the scholarly setting as well as everyday life activities. Topics covered will include types of information and classification schemes, basic library research skills, and strategies for finding monographic resources in Knight-Capron Library.

**GS 112 APPLIED INFORMATION LITERACY – BASIC 2 (1)** This course introduces the student to types of information found in the periodical literature and their application to scholarly activities and life-long learning situations. In addition to exploring different types of periodicals, print and electronic indexes that are used to locate appropriate resources will also be covered. The course will 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 (1-3)** 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 277 STUDY ABROAD: CROSS-CULTURAL EXPLORATIONS (1)** This course prepares students to participate in an international, cross-cultural experience. Students will address issues related to the cultural and practical side of international travel.

**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 307 INTRODUCTION TO CIVIC PARTICIPATION AND COMMUNITY BASED RESEARCH (1)** *Prerequisite: NRSG 310, SOCI 209.* In this course students learn about opportunities for meaningful engagement in the community. Instruction focuses on differentiating community based research from other research methodologies. By the end of the course students will be able to design a community-based research study.

**GS 330 LEADERSHIP IN ACTION PRACTICUM (3)** *Prerequisites: MGMT 260, BUAD 223, 465; junior or senior status required; approval of written proposal by internship coordinator and supervising faculty must be obtained prior to registration.* This course provides a capstone experience for students pursuing the Leadership minor. In accordance with the College's strategic emphasis on experiential learning, students will apply leadership principles in a variety of real-world settings while under the guidance of an academic advisor. In the course of this experience, they will develop their own personal leadership style and demonstrate leadership action through the initiation or support of an organizational initiative.

**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.

**GS 360, 361 WASHINGTON CENTER SEMINARS (2,3)** *Prerequisite: Students in good academic standing with consent of faculty sponsor.* Washington Center seminars provide short-term programs in which participants explore selected topics in depth. Students attend lectures and participate in panel discussions and small group discussions. Past topics have included international relations, business, politics, law, leadership, women's issues, and communication. Evaluation is based on participation, journal entries, and written work. Grades are determined cooperatively by the Washington Center and faculty sponsor. GS 360 involves a seven- to nine-day program granting two credits; GS 361 involves a twelve- to fifteen-day program granting three credits.

**GS 377 STUDY ABROAD (3)** *Prerequisite: Permission of instructor.* This course provides students with foreign study and travel experience. The course develops multiple perspectives, including, but not limited to, cultural, economic, historical, and political.

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

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

GS 399

**INTERNSHIP (1-12)** *Prerequisites: 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.")

GS 415

**SOCIAL ENTREPRENEURSHIP INTERNSHIP (1-6)** *Prerequisite: GS 220.* Students will work as interns in the community at non-profit organizations or develop socially responsible initiatives in the community for non-profit organizations. This class will also serve as an opportunity for students to receive credit for developing their own non-profit programming. Many students will have previously observed and interacted with a variety of social entrepreneurs, determined the qualities that are common to them, and explored their own inclinations and capabilities as social entrepreneurs in the prerequisite class.

GS 430

**PUTTING CIVIC ENGAGEMENT INTO PERSPECTIVE (1)** *Prerequisite or corequisite: GS 397 or capstone research course in the major. Prerequisites: GS 307 and consent of the instructor.* This course, in a seminar format, allows students to develop collegiality with other students involved in the civic engagement minor. It also provides a forum for students in the minor to learn from each other about strategies for completing community-based research. There is an opportunity for reflection on the CBR experience, and, as a result of this, students are able to integrate civic participation with their academic studies.

GS 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 covering a variety of topics.

#### GERMAN STUDIES COURSES (GRMN)

**GRMN 101-102 ELEMENTARY GERMAN I, II (3, 3)** Study of the fundamentals of German grammar. Emphasis on oral expression. Work in the Modern Language Resource Center (MLRC) constitutes part of the course.

**GRMN 201 INTERMEDIATE GERMAN (3)** *Prerequisites: GRMN 101-102.* (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 Modern Language Resource Center (MLRC) is required.

**GRMN 202 INTERMEDIATE GERMAN (3)** *Prerequisite: GRMN 201.* This review of grammar and intensive reading and conversational practice is based on selected literary and civilization texts. Work in the Modern Language Resource Center (MLRC) is required.

**GRMN 208 GERMAN LITERATURE IN TRANSLATION (3)** With readings and lectures entirely in English, this course covers German writers from the nineteenth and twentieth centuries. Writers include Heine, Hauptmann, Kafka, Grass, Mann, Brecht, etc.

**GRMN 241 CONVERSATION AND COMPOSITION (3)** *Prerequisite: GRMN 202.* This course provides intensive practice in oral and written German to develop fluency and correctness of expression. Special emphasis is on vocabulary building and development of style. The course will use a political and historical approach to German cultural topics and include an introduction to German literature and literary criticism.

**GRMN 313 SURVEY OF GERMAN LITERATURE (3)** *Prerequisite: GRMN 241.* This course focuses on readings of original texts in German literature from the nineteenth and twentieth century.

**GRMN 397 INDEPENDENT STUDY IN GERMAN (1-3)** *Prerequisites: Approval of faculty sponsor and school dean; junior or senior standing.* This course provides students the opportunity to pursue individual study of topics not covered in other available courses. The area for investigation is developed in

consultation with a faculty sponsor and credit is dependent on the nature of the work. May be repeated for no more than six credits.

GRMN 398

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

#### HEALTH 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 397

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

HLTH 398

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

#### HEALTH AND PHYSICAL EDUCATION COURSES (HPE)

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 105L

**ELEMENTARY PHYSICAL EDUCATION CONTENT LAB (1)** This course addresses the development, teaching, and analysis of skills in educational dance, gymnastics, games, and skill concepts. Students will learn to design, teach, and assess learning experiences in these areas.

HPE 106L

**INVASION SPORT LAB I (1)** This course involves the development of skill, tactics, teaching, and analysis of soccer, field hockey, team handball, and football. Students develop their skills and tactical play to a competent level and acquire the ability to teach, analyze, and assess skilled performance based on a learner's developmental level. Students will demonstrate skill and tactics in authentic environments as well as plan, instruct, and assess learners in these sports.

HPE 107L

**INVASION SPORT LAB II (1)** This course involves the development of skill, tactics, teaching, and analysis of basketball, lacrosse, ultimate frisbee, and floor hockey. Students develop their skills and tactical play to a competent level and acquire the ability to teach, analyze, and assess skilled performance based on a learner's developmental level. Students will demonstrate skill and tactics in authentic environments as well as plan, instruct, and assess learners in these sports.

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 114L** **NET/WALL SPORT LAB** This course involves the development of skill, tactics, teaching, and analysis of volleyball, tennis, badminton, and pickle ball. Students develop their skills and tactical play to a competent level and acquire the ability to teach, analyze, and assess skilled performance based on a learner's developmental level. Students will demonstrate skill and tactics in authentic environments as well as plan, instruct, and assess learners in these sports.

**HPE 115L** **FIELDING/TARGET/FITNESS SPORT LAB (1)** This course involves the development of skill, tactics, teaching, and analysis of golf, baseball, and softball as well as skills in strength training and personal fitness. Students develop their skills to a competent level and tactical play in golf, baseball, and softball to a competent level and acquire the ability to teach, analyze, and assess skilled performance based on a learner's developmental level. Students will demonstrate skill and tactics in authentic environments as well as plan, instruct, and assess learners in these sports.

**HPE 125** **ROCK CLIMBING AND VERTICAL ROPE WORK (1)** This course is designed to provide the student with the skills and experience to enjoy the sport of rock climbing and other vertical endeavors. The focus of the course is on rope work, anchor building, rappelling, and top rope climbing. Classes will be held in the classroom, on the ropes course, on local rock faces, and in local caves.

**HPE 126** **CHALLENGE COURSE AND ADVENTURE TRAINING (1)** This course is an overview of challenge course programming and adventure training. Classes will be taught in the classroom as well as utilizing the low and high elements of the New Horizons Adventure Course. Topics covered include group facilitation, debriefing, problem solving, initiatives, and trust building activities.

**HPE 127** **BASIC BACKPACKING AND HIKING (2)** This course is designed to teach the basic skills and concepts of backpacking and hiking. Topics will include: camping, cooking, fire and stove use, equipment, safety, nutrition, map reading skills, first aid, trail etiquette, campsite selection, pace, tents, packing skills, and bear hand construction. Additional fee is required.

**HPE 128** **BASIC CANOEING AND KAYAKING (2)** This course is designed to teach the basic skills and concepts of flat water canoeing and kayaking. Topics will include individual canoeing and kayaking skills such as: various strokes, safety, portaging, entering and exiting a canoe and kayak safely, map reading skills, interpreting water and weather conditions, and trip planning. Students will be required to participate in off-campus trips to the James River, Smith Mountain Lake, and/or Holiday Lake. An additional fee may be required.

**HPE 129** **MOUNTAIN BIKING (1)** This course is designed to teach the basic skills and concepts of mountain biking. Topics will include group and individual biking skills such as braking, climbing, shifting, and navigating over rough terrain. Other topics will include bike repair and adjustments, basic first aid, safety, map reading, and trip planning. Students will be required to have their own mountain bike and helmet. An additional fee is required.

**HPE 141** **ELEMENTARY TENNIS (1)** This course offers instruction and practice in forehand, backhand, serve, and volley with competition in singles and doubles.

**HPE 149** **STRENGTH TRAINING (1)** This course provides instruction in principles of conditioning utilizing free weights, body resistance, and weight machines. Individualized programs of flexibility and strength are implemented.

**HPE 190** **HATHA YOGA (1)** This course emphasizes Iyengar-style and includes standing poses, forward bends, back bends, and inversions for the beginning student, as well as integration of the breath with asanas (postures).

**HPE 191** **CONSCIOUS RELAXATION TECHNIQUES FOR STRESS MANAGEMENT (1)** This course includes the techniques of visualization, slow-motion movement, Benson's relaxation response, and breath management.

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

**HPE 223** **BEHAVIOR MANAGEMENT IN HEALTH AND PHYSICAL EDUCATION (1)** Students will explore basic principles of discipline and behavior management as they apply to health and physical education teaching. Students will explore prevention techniques, as well as environmental, multidimensional, and systemic approaches to assessment and intervention in behavior management.

**HPE 258** **FOUNDATIONS OF HEALTH AND PHYSICAL EDUCATION (3)** This course addresses the foundation of health and physical education, including historical, philosophical, and sociological influences on educational practices in the United States. The class will also examine education as an institution in America from a cultural and organizational perspective and address how health and physical education are part of the process.

**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** **MOTOR DEVELOPMENT (3)** *Prerequisites: BIOL 214/214L, 215/215L.* This course describes and analyzes normal motor development across the lifespan, from prenatal development through older adulthood. It emphasizes identifying and classifying motor behaviors across the lifespan, as well as understanding the interaction of environmental and biological factors that affect acquisition of these movement behaviors. Laboratory experiences are included.

**HPE 304** **SPORTS AND EXERCISE PSYCHOLOGY (3)** Sports and exercise psychology are the scientific study of people and their behaviors in sport and exercise contexts. This course focuses on the social and motivational theories, as well as on identifying and understanding psychological interventions that can be applied to sport and exercise to enhance the performance and personal growth of athletes and physical participants.

**HPE 310** **PK-5 PHYSICAL EDUCATION METHODS PRACTICUM (4)** *Prerequisite: HPE 303.* This course is designed to develop the knowledge and practical experience necessary to help individuals, grades K-5, achieve optimum growth and potential. The concepts of motor development, skills acquisitions, psycho-social development, and pedagogy will be linked to the curricular areas of skill themes, gymnastics, dance, games, and physical fitness. Observation and experience in the application of instructional theories to the teaching of movement are implemented during field practicum.

**HPE 320** **6-12 PHYSICAL EDUCATION METHODS PRACTICUM (4)** *Prerequisites: HPE 310 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 335** **COMPREHENSIVE SCHOOL HEALTH PRACTICUM (4)** *Prerequisites: HLTH 102 or HPE 102, and H P 239, 270, and 300, and admission to teacher preparatory program.* 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 361** **THE MEASUREMENT OF PERFORMANCE IN HEALTH AND PHYSICAL EDUCATION (3)** *Prerequisite: MATH 222.* 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)** *Prerequisite: Admission to teacher preparatory program..* This course surveys individualization of instruction for persons with challenging conditions and provides on-site clinical experiences with special populations.

HPE 397

**INDEPENDENT STUDY IN HEALTH AND PHYSICAL EDUCATION (1-3)**

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

HPE 398

**SPECIAL TOPICS IN HEALTH AND PHYSICAL EDUCATION (1-3) [credit depends on topic]**

*Prerequisite: A background of work in the discipline.* This course will focus on an aspect of the discipline not otherwise covered by the regularly offered courses. The topic will vary according to professor and term; consequently, more than one may be taken by a student during his/her matriculation.

HPE 415

**INTERNSHIP IN HEALTH AND PHYSICAL EDUCATION (1-12)**

*Prerequisites: Juniors or seniors with a 2.25 minimum QPA; approval of written proposal by internship coordinator and supervising faculty prior to registration.* This course offers a professional internship with an appropriate health fitness organization/program. The student and faculty sponsor will agree on the location and responsibilities of the intern. The number of credits will depend on the nature of the project and the number of hours involved in the project. (See "Internships.")

HPE 467

**STUDENT TEACHING IN HEALTH AND PHYSICAL EDUCATION K-12**

**(11)** *Prerequisite: Admission to Student Teaching; corequisite EDUC 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 239

**DIMENSIONS OF HEALTH AND WELLNESS (3)**

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

H P 270

**NUTRITION (3)**

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

H P 271

**FOUNDATIONS OF HEALTH PROMOTION (3)**

This course examines foundations of the profession and the concepts and principles underlying the use of educational strategies to promote health in school, worksite, health care, or community settings. Identification of theoretical frameworks from behavioral and social sciences and their relationship to designing health education programs are discussed.

H P 275

**MEDICAL TERMINOLOGY (3)**

This course will familiarize students entering the public health fields with fundamental medical terms, medical instrumentation, and medical exams used for a diagnosis, while also providing essential spelling and grammatical skills for the medical workplace.

H P 290

**SPIRITUALITY AND HEALTH (3)**

Spiritual health is one of the six dimensions of wellness and is a vital component in the development and maintenance of overall health and well-being. Spiritual health can be defined as the experience of connection to self, others, and the community at large, providing a sense of purpose and meaning. The course is an exploration of current knowledge about the intersection of human spirituality and health. It is intended for health promotion and other health professionals and endeavors to address such questions as, What is spirituality? What is health? How are they related and how is spirituality currently being integrated into primary health care?

H P 300

**DRUGS AND BEHAVIOR MANAGEMENT (3)**

*Prerequisites: BIOL 214, 215 or 222, 223.* This course surveys addictive substances and the causes of addictive behavior, theories of prevention, and treatment.

H P 322

**HEALTH ASPECTS OF AGING (3)**

This course studies the biological, epidemiological, and social aspects of an aging population and the relationship to health and health care.

H P 325

**HUMAN DISEASES (3)**

*Prerequisites: BIOL 214/214L, 215/215L, H P 239.* This course is a study of communicable and chronic diseases with regard to disease description, etiology, signs and symptoms, diagnostic procedures, treatment, prognosis, and prevention.

H P 340

**WOMEN'S HEALTH ISSUES (3)**

Much of previous health research has focused on health-related issues solely as they relate to the male population. This course will explore current health research, which has taken a more intentional look at health-related issues as they relate to the female population. The course will look at women's health issues, with particular attention to their relevance for health promotion and education. Topics covered will focus on several dimensions of wellness, including the physical, mental, emotional, and spiritual and include: gender bias in health research; leading causes of death for women; body image and the media; eating disorders; depression; stress from multiple roles; violence and abuse; nutrition for pregnancy & breastfeeding; exercise and pregnancy; alcoholism among women; alcohol use and pregnancy; impact of tobacco, caffeine, and illegal drug use on women and on pregnancy; complications of sexually transmitted infections in women; cardiovascular disease as the leading cause of death among women; osteoporosis among women; pregnancy and asthma, epilepsy, lupus, and multiple sclerosis; cancers of the lung, breast, cervix, uterus, ovaries, skin, colon, and rectum.

H P 372

**CONTEMPORARY HEALTH ISSUES (3)**

This course is directed toward current health problems and concerns and includes the topics of fitness, environmental health, and consumer health.

H P 397

**INDEPENDENT STUDY IN HEALTH PROMOTION (1-3)**

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

H P 398

**SPECIAL TOPICS IN HEALTH PROMOTION (1-3) [credit depends on topic]**

*Prerequisite: A background of work in the discipline.* This course will focus on an aspect of the discipline not otherwise covered by the regularly offered courses. The topic will vary according to professor and term; consequently, more than one may be taken by a student during his/her matriculation.

H P 415

**INTERNSHIP IN HEALTH PROMOTION (6-12)**

*Prerequisites: H P 239, 270, 271, 420; senior status with a minimum 2.25 QPA; approval of written proposal by internship coordinator prior to registration.* This course offers a professional internship with an appropriate health fitness organization/program. The student and internship coordinator will agree on 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)**

*Prerequisites: H P 239, 271, 372.* 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 I, II (3,3)**

This is the basic course sequence in history designed to provide the student with a knowledge of world cultures and an introduction to the nature of historical thinking. A two-semester sequence, the first semester encompasses the period from prehistory to about 1600 C.E., the second from 1600 to the present.

HIST 200

**THE HISTORIAN'S CRAFT (3)**

*Prerequisites: HIST 101-102.* 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 201

**THE ATLANTIC BASIN TO 1800 (3)**

*Prerequisites: HIST 101-102.* An integrative survey of the history of civilizations that developed around the Atlantic Basin, drawing particular attention to the ways in which Europe, Africa, and the Americas were drawn together into an Atlantic Civilization, with its own distinctive features that sets it apart from the Mediterranean and Pacific Civilizations. This

course covers Atlantic history from its beginnings in the Age of Exploration to the period of revolutions at the end of the 18th century. This course, along with HIST 202, forms a core sequence for all history majors.

**HIST 202 THE ATLANTIC BASIN SINCE 1800 (3)** *Prerequisites: HIST 101-102.* This course covers Atlantic history from the period of revolutions down to the present, which saw fissures in the Atlantic World but during which time Atlantic Civilization nevertheless persisted. This course, along with HIST 201, forms a core sequence for all history majors.

**HIST 203 CRIME AND PUNISHMENT IN AMERICA (3)** *Prerequisites: HIST 101-102.* The course is an overview of changing attitudes concerning legal and extralegal issues in crime and law enforcement in America. Among the issues it will address are the roles of race, gender, religion, ethnic origin, and sexuality in the interplay of cultural and legal perceptions in defining, policing, and punishing crimes. It may include such topics as punishment of chattel slaves and penal servitude in the eighteenth and nineteenth centuries, the use of chain gangs and prison farms in the nineteenth and twentieth centuries, rise of the ethnic gangs in the nineteenth and twentieth centuries, the use of civil disobedience in the 20th and 21st centuries, and the rise of anarchism and terrorism in the nineteenth and twentieth centuries.

**HIST 216 MODERN JAPAN (3)** *Prerequisites: HIST 101-102.* This course will deal with the socio-political and historical development of Japan during the period between 1600 and 2000. An examination of the changing economic and political patterns affecting class, ethnic, and gender relations will be the primary foci. All of this will be studied in the context of Japan's interactions with both its Asia-Pacific neighbors and the West in order to understand the contemporary place of Japan in the modern world.

**HIST 243 CONTEMPORARY AFRICA (3)** *Prerequisites: HIST 101-102.* 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)** *Prerequisites: HIST 101-102.* 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)** *Prerequisites: HIST 101-102.* 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.* 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.* 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.* 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.* 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.* 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.* This course covers the breakup of the Roman Empire, development of feudal institutions, growth of the Church, rise of towns, the development of commerce, political theory, art, music, and literature.

**HIST 312 RENAISSANCE AND REFORMATION (3)** *Prerequisites: HIST 101-102.* This course presents the flowering of art, literature, music, and science; the emergence of the sovereign state; and the religious crisis of the sixteenth century.

**HIST 322 EUROPE SINCE 1914 (3)** *Prerequisites: HIST 101-102.* 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.* 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.* 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.* 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.* 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.* This course is an examination of the experience of Americans in such social contexts as gender roles, family, work, and leisure from the Colonial period to the present. The impact of historical factors on American attitudes and lifestyles are of particular interest.

**HIST 339 COLONIAL BRITISH NORTH AMERICA (3)** *Prerequisites: HIST 101-102.* This course is a study of England and her North American colonies, covering the years 1607-1754.

**HIST 340 THE ERA OF AMERICAN REVOLUTIONS (3)** *Prerequisites: HIST 101-102.* This course examines the American Revolution in the Atlantic context of the Age of Enlightenment and Revolution, covering the years 1754-ca. 1825.

**HIST 341 AGE OF COURTS AND KINGS (3)** *Prerequisites: HIST 101-102.* 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.* This course focuses on the emergence of a new Europe during the French Revolution and its steady progress until the tragedy of World War I.

**HIST 343 SOUTH AFRICAN HISTORY (3)** *Prerequisites: HIST 101-102.* 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)** *Prerequisites: HIST 101-102.* The course will use the lives of women to understand the shared American experience, as well as to determine which factors make each region of the Americas unique. Students will explore the historical forces that created “the Americas,” focusing on the commonalities and differences of the North American and Latin American regional histories. Students will look at transnational movements such as the abolitionism and feminism as well as Latin American responses to the U.S. and its policies.

**HIST 345 TUDOR ENGLAND (3)** *Prerequisites: HIST 101-102.* 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 346 THE STUART CENTURY (3)** *Prerequisites: HIST 101-102.* A survey of England from the accession of James I to the death of Queen Anne with an emphasis on the birth of the British Empire, the Civil Wars, the Restoration, the Revolution of 1688, and the emergence of political parties.

**HIST 347 SLAVERY AND RACE IN THE EARLY AMERICAS (3)** *Prerequisites: HIST 101-102.* An examination of the roles slavery and emerging European understandings about racial difference played in the social, cultural, and political development of settler societies in the Americas. By studying the economic structures, cultural interactions, and moral quandaries created by the African slave trade, the course will lead to a fuller appreciation of the culturally embedded and historically constructed intertwining of economics, ideas, race, and identities in the early Americas.

**HIST 348 RACISM AND EMPIRE IN THE AMERICAN CONTEXT (3)** *Prerequisites: HIST 101-102.* The continuation of HIST 347 Slavery and Race in the Early Americas, this course examines the practice of modern racism and imperialism in the Americas during the nineteenth and twentieth centuries. The course investigates how conceptions of race and national identity influenced the European and American pursuit of empire during the era of “new imperialism”. Topics covered include racism in America after the Civil War, eugenics and “scientific” racism, anti-semitism, and American and European involvement in Latin America and Asia.

**HIST 370 THE U.S. AND THE WORLD (3)** *Prerequisites: HIST 101-102.* This course traces the history of American foreign relations from the Revolutionary period to the present within the context of national development and world politics.

**HIST 375 HISTORY OF LOVE, SEX, AND THE FAMILY IN MODERN LATIN AMERICA (3)** *Prerequisites: HIST 101-102.* This course will examine the historical forces that affect the role definitions, institutions, and behaviors related to gender relationships, love and courtship, the formation of families (formally through marriage or informally through cohabitation), and sexual expression in Latin America from the 1870s to the present. Students will also examine the intersections of gender with class and race to demonstrate how society has used these social constructions to create and reinforce hegemony.

**HIST 377 STUDY ABROAD (3)** *Prerequisites: HIST 101-102.* 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)** *Prerequisites: HIST 101-102.* This course addresses some of the problems, potentials, and legacies of the 1960s by sampling the opinions of historians and contemporary observers about such issues as the women’s movement, the civil rights movement, the Kennedy and Johnson presidencies, the counter culture, New Left, and Vietnam.

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

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

**HIST 399 INTERNSHIP IN HISTORY (1-6)** *Prerequisites: Juniors or seniors with a 2.25 minimum 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.* 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.

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

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

**HONR 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.

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

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

**INTL 399 INTERNSHIP IN INTERNATIONAL RELATIONS (1-6)** *Prerequisites: Juniors or seniors with a 2.25 minimum 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 an international relations faculty member, designs and executes a research program in some aspect of international relations. The course culminates with the writing and presentation of a formal research paper.

#### LATIN COURSES (LATN)

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 composition and reading skills in Latin.

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 the native language.

**LATN 101 ELEMENTARY LATIN I (3)** This is the first part of a two-course sequence in basic Latin. The course covers vocabulary and fundamentals of Latin grammar with simple sentence translation and composition together with aspects of Roman culture, including history and daily life. Placement in this course will be determined by score range on the Latin Placement Test required of all students wishing to register for Latin at Lynchburg College.

**LATN 102 ELEMENTARY LATIN II (3)** This is the second part of a two-course sequence in basic Latin. The course continues the study of vocabulary and Latin grammar from Elementary Latin I, with simple passage translation and composition, together with aspects of Roman culture and history. Placement in this course will be determined by score range on the Latin Placement Test required of all students wishing to register for Latin at Lynchburg College.

**LATN 201 INTERMEDIATE LATIN (3)** *Prerequisites: LATN 101-102.* (Each student's level is determined by a placement test that is given at the beginning of the course.) The course reviews Latin grammar and intensive reading and course brings students to the novice high/intermediate low level (ACT-FL Guidelines).

**LATN 202 INTERMEDIATE LATIN II (3)** *Prerequisite: LATN 201, a 3 or higher for AP Credit, or Latin placement test score 90-100 with successful additional sight translation of two short passages (1 of prose and 1 of poetry) with the aid of a dictionary.* The course focuses on the reading of classical Latin prose and poetry, with attention to comprehension, interpretation, and accurate translation into coherent English, with an introduction to manuscript studies, the contexts in which the classical authors were preserved.

**LATN 208 CLASSICAL LATIN LITERATURE IN ENGLISH TRANSLATION (3)** This course focuses on selected works from classical latin literature, from the Early Republic to the High Empire of Rome, c. 240 B.C. - 200 A.D. Genres include epic, comedy and tragedy, lyric, elegiac and pastoral poetry, history, biography, orations, and letters.

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

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

**MANAGEMENT COURSES (MGMT)**

**MGMT 244 OPERATIONS MANAGEMENT (3)** *Prerequisite: BUAD 241.* This course introduces production and operations functions in business. Topics include forecasting, plant location, transportation models, inventory models, scheduling techniques, just-in-time, and other application uses for quantitative methodology.

**MGMT 260 PRINCIPLES OF MANAGEMENT AND ORGANIZATIONAL BEHAVIOR**

(3) This course studies the common activities of managers and includes planning, problem solving, organizational theory and application, direction of personnel utilizing organizational behavior theories, and control principles and their application.

**MGMT 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 analysis: organizational, team, and individual. The intent is to assist students, as future managers, to lead a diverse workforce and to manage diversity as a business strategy. The course is designed to develop both individual and organizational competencies for managing diversity through the medium of different theories, approaches, and images. Students will survey theory, research, and practices associated with diversity. The course will supplement assigned readings with exercises, case studies, debates, and simulations to improve student's analytical and reasoning skills.

**MGMT 377 STUDY ABROAD: INTERNATIONAL MANAGEMENT (3)** *Prerequisite: MGMT 260.* This course offers students the opportunity to study management challenges associated with business activity in foreign settings. It aims to provide students with knowledge, understanding, and skills that will help them manage more effectively in an international environment.

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

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

**MGMT 399 INTERNSHIP IN MANAGEMENT (1-12)** *Prerequisites: Juniors or seniors with a 2.25 minimum QPA; approval of written proposal by internship coordinator and supervising faculty prior to registration.* Internships are offered in cooperation with a member of the management faculty who is responsible for holding a weekly class meeting and assigning the final course grade. Student interns may or may not be paid for their work. (See "Internships.")

**MGMT 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)** *Prerequisites: ECON 201-202, FIN 317, MGMT 244, 260, 362, MKTG 309.* 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, ECON 201.* 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, 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 377 STUDY ABROAD (3)** *Prerequisite: MKTG 309.* This course focuses on marketing challenges associated with business activity across national boundaries. It aims to provide students with the knowledge, understanding, and skills that will help them market more effectively in an international environment. Included in this course is a field study experience in a foreign country.

**MKTG 379 MARKETING COMMUNICATIONS (3)** *Prerequisite: MKTG 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 380 SERVICES MARKETING (3)** *Prerequisite: MKTG 309.* The course examines dimensions of the services sector, including the structural differences between services and consumer/industrial products. It explores service marketers' difficulties in using traditional marketing concepts and focuses on new marketing approaches for service sectors in the information age economy.

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

**MKTG 398 SPECIAL TOPICS IN MARKETING (1-3) [credit depends on topic]** *Prerequisites: A background of work in the discipline.* This course will focus on an aspect of the discipline not

otherwise covered by the regularly offered courses. The topic will vary according to professor and term; consequently, more than one may be taken by a student during his/her matriculation.

**MKTG 425 E-MARKETING (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)** *Prerequisites: MKTG 371, 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.

#### 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.* This course introduces the student to elementary differential calculus with applications.

**MATH 104 CALCULUS II (3)** *Strongly Recommended: MATH 103.* Differential and integral calculus of single variable transcendental functions, methods of integration, and applications are studied.

**MATH 105 PROBLEM SOLVING IN MATHEMATICS (3)** This course introduces students to the true nature of mathematics, what mathematicians really do, how they think, and what they try to accomplish. The focus is on using quantitative reasoning and intuitive logical thought techniques to solve problems rather than formal rigid processes. Selected topics may include, but are not limited to, number estimation, number theory, probability, mathematical modeling, regression, infinity, strange geometries, chaos and fractals, and famous math problems. This course meets the general education mathematics requirement.

**MATH 106 LIBERAL ARTS MATHEMATICS (3)** This course introduces the student to the language and modeling capabilities of mathematics by providing a broad overview of several different fields of mathematics 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 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)** *Prerequisite: MATH 117.* 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.* 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 AND PROOF (3)** *Prerequisite: MATH 104.* 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 310 HISTORY OF MATHEMATICS (3)** *Corequisite: MATH 260 or permission of instructor.* This course will introduce students to mathematics from a historical perspective. Course topics will include number theory, algebra, geometry and calculus.

**MATH 311 PROBABILITY THEORY (3)** *Prerequisite: MATH 104.* This course introduces mathematical probability theory using an axiomatic approach and considering numerous applications.

**MATH 313 COMPLEX VARIABLES (3)** *Prerequisite: MATH 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.* 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, 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 350** **EXPERIMENTAL MATHEMATICS (3)** *Prerequisites: CS 131 or programming ability, and consent of the instructor.* This course will introduce students to the fine art of problem solving. The focus is on using computers, models, and examples to investigate problems rather than formal rigid processes to uncover a solution. Selected topics will include, but are not limited to, number theory, probability, mathematical modeling, graph theory, fractals, real analysis, and open math problems. This course will fulfill a math elective requirement.

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

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

**MATH 399** **INTERNSHIP IN MATHEMATICS (1-12)** *Prerequisites: Juniors or seniors with a 2.25 minimum 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)** *Prerequisite: 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 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 102** **THE GREAT AMERICAN MUSEUM (1)** Since the early 20th Century, American museums have been centers of education and interpretation (teaching through the use of original objects).

This course focuses on one significant American museum through the examination of its history, mission, interpretation of its collection, and current educational and social roles. The course will be taught in the Fall semester from the opening day of classes through Fall Break. The course will culminate with travel to a selected museum over Fall Break. The trip and travel fee are required.

**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 AND 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)** *Prerequisite: MST 101.* 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 377** **STUDY ABROAD (3)** *Prerequisite: MST 101.* This course is a specialized program for museum studies students to study abroad at museums in Europe, Asia, Australia, New Zealand, Africa, North America outside the 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 397** **INDEPENDENT STUDY IN MUSEUM STUDIES (1-3)** *Prerequisites: Approval of faculty sponsor and school dean; junior or senior standing.* This course provides students the opportunity to pursue individual study of topics not covered in other available courses. The area for investigation is developed in consultation with a faculty sponsor and credit is dependent on the nature of the work. May be repeated for no more than six credits.

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

**MST 399** **INTERNSHIP IN MUSEUM STUDIES (1-12)** *Prerequisites: Juniors or seniors with a 2.25 minimum 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 Woodwind (.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 016 PERCUSSION ENSEMBLE (1)** The purpose of this organization is to develop ensemble techniques by studying and performing both standard and contemporary percussion literature. The ensemble is open to all students and faculty/staff members of Lynchburg College as well as interested community members. An audition is required. Repeatable for credit.

**MUSC 017 BRASS ENSEMBLE (1)** The purpose of this organization is to develop ensemble techniques by studying and performing both standard and contemporary brass literature. The ensemble is open to all students and faculty/staff members of Lynchburg College as well as interested community members. An audition is required. Repeatable for credit.

**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 019 CHAMBER MUSIC ENSEMBLE (1)** This is an opportunity to be involved with the smaller, more intimate forms of music called chamber music. Instrumentalists and vocalists may create their own ensembles, which may include duo-piano or accompanying, but must meet two hours a week with music faculty supervision. Singers must have an ensemble with two or more instruments. Involvement must include a public performance each semester and, if one ensemble member is a music major, an appearance before the music faculty at the end of the semester.

**MUSC 020 JAZZ ENSEMBLE (1)** 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 021 WIND SYMPHONY (1)** The purpose of this organization is to develop ensemble techniques, music reading ability, and general musicianship and to acquaint students with a wide variety of band music. For music majors who will become teachers, the Wind Ensemble will provide experience in organization, music selection, and program planning. The Wind Ensemble performs numerous times a semester on campus and within the Central Virginia area. Open to all students by audition.

**MUSC 022 CONCERT CHOIR (1)** The purpose of this ensemble is to rehearse and perform choral music from all major periods of choral literature, to learn some basic rudiments of singing and diction, and to develop general musicianship. The Concert Choir performs on campus and represents the College in concerts from New England to Florida. Open to all students by audition.

**MUSC 023 HANDBELL CHOIR (1)** The purpose of this ensemble is to rehearse and perform handbell music. 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 CHORAL UNION (1)** The Choral Union is a non-auditioned large choral ensemble. The purpose of this choir is to provide a quality choral music experience for all its members. Membership is open to all students and faculty/staff members of 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, 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, 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, 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 (2)** *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 MUSIC THEORY III, IV (3, 3)** *Prerequisite: MUSC 105.* 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 compositional 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, IV (1, 1)** *Prerequisite: MUSC 107.* This course sequence is a continuation of MUSC 106-107. These courses must be taken in sequence.

**MUSC 208-209 PIANO CLASS III, IV (1, 1)** *Prerequisite: MUSC 109.* 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, 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, 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 THEORY (3)** *Prerequisite: MUSC 205.* This course is an in-depth study of the music and theory of the twentieth century.

**MUSC 363 MUSIC IN ELEMENTARY AND SPECIAL EDUCATION (3)** *Prerequisite: MUSC 105.* This course provides materials and methods for pre-kindergarten through elementary school and for special populations in public schools and special settings.

**MUSC 364 FIELD EXPERIENCE I (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 365 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 366 FIELD EXPERIENCE II (LAB)-MUSIC IN SECONDARY EDUCATION (2)** *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 397 INDEPENDENT STUDY IN MUSIC (1-3)** *Prerequisites: Approval of faculty sponsor and school dean; junior or senior standing.* This course provides students the opportunity to pursue individual study of topics not covered in other available courses. The area for investigation is developed in consultation with a faculty sponsor and credit is dependent on the nature of the work. May be repeated for no more than six credits.

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

**MUSC 399 INTERNSHIP IN MUSIC (1-12)** *Prerequisites: Juniors or seniors with a 2.25 minimum 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 PERFORMANCE (2)** *Prerequisites: 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. This course will culminate with the performance of a senior recital.

**MUSC 403 SENIOR SEMINAR IN MUSIC THEORY/COMPOSITION (2)** *Prerequisites: MUSC 307, 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. This course will culminate with the performance of a senior recital.

**MUSC 460 STUDENT TEACHING IN MUSIC (12)** *Prerequisite: Permission 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. Biweekly support team meetings with fellow student teachers, College supervisor, and clinical faculty consider such issues as planning, classroom, management, and interaction with parents. Required for music teacher licensure.

#### NURSING COURSES (NRSG)

**NRSG 220 PATHOPHYSIOLOGY (2)** *Prerequisites or corequisites: BIOL 222/222L, BIOL 223/223L, CHEM 127.* This course introduces the student to major concepts and commonly used terminology related to pathology in each organ system. Selected pathophysiological phenomena, common disease processes, conditions and injuries are analyzed relative to their clinical manifestations and implications for nursing management.

**NRSG 225 NURSING FUNDAMENTALS (3)** *Prerequisites or corequisites: BIOL 222/222L, 223/223L, CHEM 127.* This course introduces students to concepts, theories, and standards of nursing practice in today's evolving health care systems. Students use the nursing process to examine normal developmental changes across the lifespan from childhood to older adult. 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 225L NURSING FUNDAMENTALS LAB (1)** *Prerequisites or corequisites: BIOL 222/222L, 223/223L, CHEM 127, NRSG 225.* Laboratory learning activities provide the student opportunities to practice and demonstrate skill proficiency in a simulated setting.

**NRSG 232 HEALTH ASSESSMENT (2)** *Prerequisites or corequisites: BIOL 223/223L, NRSG 225/225L.* 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 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.

**NRSG 300L NURSING PHARMACOLOGY LAB (1)** *Prerequisites: Completion of nursing prerequisite courses; corequisite or prerequisite: NRSG 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.

**NRSG 335 NURSING CARE OF CHILDBEARING FAMILY (3)** *Prerequisites: NRSG 220, 225/225L, 232/232L; corequisite or prerequisite: NRSG 300/300L.* This course applies the nursing process to the care of well and high-risk pregnant women and their families within the context of their environment. Students will use critical thinking to explore concepts of normal pregnancy, growth and development, the childbirth process, and women with high-risk pregnancies. Theory, research, and evidence-based practice are foundations.

**NRSG 335L NURSING CARE OF CHILDBEARING FAMILY LAB (1)** *Prerequisites: NRSG 220, 225/225L, 232/232L; corequisite or prerequisite: NRSG 300/300L.* Students apply concepts, principles, theories, and skills in the nursing care of well, acutely ill and high-risk pregnant women and their families in the hospital and community settings. Students are exposed to a wide variety of clinical skills gaining beginning practice in planning and facilitating nursing care for pregnant women and their families.

**NRSG 336 NURSING CARE OF CHILDREN AND FAMILIES (3)** *Prerequisites: NRSG 220, 225/225L, 232/232L; corequisite or prerequisite: NRSG 300/300L.* This course applies the nursing process to the care of well, acutely and chronically ill, and special needs children and their families within the context of their environment. Emphasis is on anatomical, physiological and developmental differences among neonates, infants, children and adolescents that influence care. Theory, research, evidenced-based practice and critical thinking are foundations.

**NRSG 336L NURSING CARE OF CHILDREN AND FAMILIES LAB (1)** *Prerequisites: NRSG 220, 225/225L, 232/232L; corequisite or prerequisite: NRSG 300/300L.* Students apply concepts, principles, theories, and skills in the nursing care of well, acutely or chronically ill children and families. In hospital and community settings, students are exposed to a wide variety of clinical skills gaining beginning practice in planning and facilitating nursing care for children and their families.

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

**NRSG 341 NURSING CARE OF ADULTS EXPERIENCING ACUTE ILLNESS (3)** *Prerequisites: NRSG 220, 225/225L, 232/232L.* 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 341L NURSING CARE OF ADULTS EXPERIENCING ACUTE ILLNESS LAB (2)** Six-hour clinical laboratory must be taken concurrently with NRSG 341.

**NRSG 342 NURSING CARE OF ADULTS AND FAMILIES WITH CHRONIC ILLNESS (3)** *Prerequisites: NRSG 300/300L, 341/341L.* 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 342L NURSING CARE OF ADULTS AND FAMILIES WITH CHRONIC ILLNESS LAB (2)** Three-hour clinical laboratory must be taken concurrently with NRSG 342.

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

**NRSG 399 INTERNSHIP IN NURSING (1-12)** *Prerequisites: Juniors or seniors with a 2.25 minimum 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)** *Prerequisite: 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 410 CLINICAL MANAGEMENT AND RESEARCH PROJECT (3)** *Prerequisites: NRSG 335/335L, 336/336L, 342/342L, 412.* 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 412 NURSING RESEARCH AND EVIDENCE BASED PRACTICE (2)** *Prerequisites: NRSG 335/335L, 336/336L, 342/342L; corequisite or prerequisite: MATH 222.* In this course students are introduced to evidence based practice and the research process in nursing. Content focuses on critically evaluating research evidence and applying it to nursing problems. Students develop the beginning skills in critiquing evidence through quantitative and qualitative methodologies.

**NRSG 418 COMMUNITY HEALTH AND PSYCHIATRIC MENTAL HEALTH NURSING (2)** *Prerequisites: NRSG 335/335L, 336/336L, 342/342L.* Students expand the use of the nursing process with a focus on health promotion/disease prevention as it relates to psychiatric-mental health and community nursing. Students explore the use of evidenced based practice through the use of research studies to promote health for individuals in the psychiatric-mental health and community settings.

**NRSG 418L COMMUNITY HEALTH AND PSYCHIATRIC MENTAL HEALTH NURSING LAB (2)** *Prerequisites: NRSG 335/335L, 336/336L, 342/342L.* This is a six hour laboratory experience encompassing community health and psychiatric mental health settings. It must be taken concurrently with NRSG 418. The roles and activities of the nurse will vary depending on the agency and population served.

**NRSG 419 SYNTHESIS PRACTICUM (3)** *Prerequisites: NRSG 412, 418/418L, 420, 428/428L; corequisite: NRSG 410; corequisite or prerequisite: NRSG 402.* This course emphasizes the synthesis and application of concepts, principles, and skills learned in prerequisite nursing courses. Students are given the opportunity to have intensive clinical experiences in selected clinical settings. Clinical experience is directed by faculty and supervised by clinical preceptors in a variety of settings.

**NRSG 420 SEMINAR IN PUBLIC HEALTH (1)** *Prerequisites: NRSG 335/335L, 336/336L, 342/342L.* This public health course provides a theoretical basis for practice in the field of population and societal health. Public Health nursing content covers public and private health care systems, epidemiology, chronic and communicable disease prevention and control, environmental health, emergency preparedness, and nursing care of community based populations. Current trends and issues in local, national, and international public health are examined.

**NRSG 428 CARE OF ADULTS WITH COMPLEX ILLNESSES (3)** *Prerequisites: NRSG 335/335L, 336/336L, 342/342L.* 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 428L CARE OF ADULTS WITH COMPLEX ILLNESSES LAB (2)** Six-hour clinical laboratory must be taken concurrently with NRSG 428.

**PHIL 100 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 101** **INTRODUCTION TO ETHICS (3)** This course introduces moral philosophy and its application to the problems of present-day living.

**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 214** **GREEK PHILOSOPHY (3)** *Prerequisite: PHIL 100 or 101.* This introduction to Greek philosophy focuses primarily on Plato and Aristotle.

**PHIL 215** **MEDIEVAL PHILOSOPHY (3)** *Prerequisite: PHIL 100 or 101.* Philosophical themes of the Middle Ages are related to the Neoplatonic and Aristotelian traditions as they influenced major thinkers of the period. Topics include wisdom as the goal of inquiry; the relation between faith and reason; the existence of God; the nature of humanity; and the immortality of the soul.

**PHIL 216** **MODERN EUROPEAN PHILOSOPHY (3)** *Prerequisite: PHIL 100 or 101.* This study of seventeenth- and eighteenth-century European philosophers includes Descartes, Locke, Berkeley, Hume, and Kant.

**PHIL 217** **CLASSIC AMERICAN PHILOSOPHERS (3)** *Prerequisite: PHIL 100 or 101.* 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 220** **ART, TRUTH, AND VALUE (3)** *Prerequisite: PHIL 100 or 101.* An introduction to the philosophy of the fine arts, this course includes an examination of various definitions of art, discussions of the value of art to society, and an analysis of emotions found in the esthetic experience.

**PHIL 221** **MEANING AND EXISTENCE (3)** *Prerequisite: PHIL 100 or 101.* 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 222** **GOD, FAITH, AND EVIL (3)** *Prerequisite: PHIL 100 or 101.* This course examines philosophical problems relating to religious faith.

**PHIL 223** **ETHICAL ISSUES IN BUSINESS (3)** *Prerequisite: PHIL 100 or 101.* This course examines moral issues related to business, including conflicts of interest, the social responsibility of corporations, affirmative action, and preferential treatment.

**PHIL 224** **ETHICAL ISSUES IN MEDICINE (3)** *Prerequisite: PHIL 100 or 101..* This course analyzes moral issues related to the areas of health care such as informed consent, abortion, physician-patient relationship, and the just distribution of health care.

**PHIL 225** **ENVIRONMENTAL ETHICS (3)** *Prerequisite: PHIL 100 or 101.* An introduction to ethical issues and approaches concerning environmental studies. Topics to be addressed include the application of moral theory to various significant environmental issues, ethical treatment of animals, private ownership versus the common good, public policy and environmental concerns, and justice to current and future generations of humans.

**PHIL 305** **PHILOSOPHY OF SCIENCE (3)** *Prerequisite: PHIL 100 or 101.* This introduction to the philosophy of science includes a study of the concepts of the empirical sciences, their methods and procedures, and their philosophical implications.

**PHIL 306** **KNOWLEDGE AND REALITY (3)** *Prerequisite: PHIL 100 or 101.* This examination of the nature of knowledge places emphasis on the distinction between knowledge and belief, different types of knowing, the problem of skepticism, the role of perception in knowledge, and the nature of truth.

**PHIL 313** **SYMBOLIC LOGIC (3)** *Prerequisite: PHIL 100 or 101.* 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)** *Prerequisite: PHIL 100 or 101.* This course is an examination of various theories of what the mind is and its relation to the body. Concepts such as consciousness, belief, sensation, perception, and desire are discussed.

**PHIL 315** **THE PHILOSOPHY OF LAW (3)** *Prerequisite: PHIL 100 or 101.* 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 397** **INDEPENDENT STUDY IN PHILOSOPHY (1-3)** *Prerequisites: Approval of faculty sponsor and school dean; junior or senior standing.* This course provides students the opportunity to pursue individual study of topics not covered in other available courses. The area for investigation is developed in consultation with a faculty sponsor and credit is dependent on the nature of the work. May be repeated for no more than six credits.

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

**PHIL 400** **THESIS GUIDANCE (3)** *Prerequisites: PHIL 100 or 101, and senior standing.* Supervision of senior thesis. Topic to be decided by student with approval of advisor.

**PHIL 408** **PHILOSOPHY SEMINAR (3)** *Prerequisites: PHIL 100 or 101, and senior standing.* This seminar course 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.

#### PHYSICS COURSES (PHYS)

**PHYS 141-142** **COLLEGE PHYSICS (4, 4)** Three hours lecture and two hours laboratory each semester. 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)** *Prerequisite: MATH 103, 104 (or concurrent enrollment in MATH 104), PHYS 141 or 161.* Three hour lecture and two hours laboratory. This continuation of a calculus based survey of classical physics introduces students to the physics of waves, including sound, to basic electromagnetic theory and optics.

**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: MATH 211 (or concurrent enrollment in MATH 211) and PHYS 162.* Three hours lecture and three hours laboratory. Topics include thermodynamics, waves, and what is called traditionally "modern physics." This latter topic is a study of twentieth century developments in physics including an introduction to condensed matter physics, relativity, atomic physics, radioactivity, waves and particles, and nuclear processes.

**PHYS 302 PHYSICS IV (4)** *Prerequisites: MATH 103, 104, 211, PHYS 161, 162, 211. Corequisite: MATH 301.* This course prepares physics majors for the study of physics at the intermediate and advanced levels. We introduce and develop the following: new mathematical methods of physics, computational techniques, laboratory skills, and scientific writing. We also introduce students to physics research currently being carried on at Lynchburg College.

**PHYS 309 CLASSICAL MECHANICS (4)** *Prerequisites: MATH 211, 301 (or concurrent enrollment in MATH 301), and PHYS 162.* 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: MATH 211, 301 (or concurrent enrollment in MATH 301), and PHYS 142 or 162.* 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: MATH 211, 301 (or concurrent enrollment in MATH 301), and PHYS 211.* 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: MATH 211, 301 (or concurrent enrollment in MATH 301), and PHYS 211.* 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 397 INDEPENDENT STUDY IN PHYSICS (1-4)** *Prerequisites: Approval of faculty sponsor and school dean; junior or senior standing.* This course provides students the opportunity to pursue individual study of topics not covered in other available courses. The area for investigation is developed in consultation with a faculty sponsor and credit is dependent on the nature of the work. May be repeated for no more than six credits.

**PHYS 398 SPECIAL TOPICS IN PHYSICS (1-4) [credit depends on topic]** *Prerequisite: A background of work in the discipline.* This course will focus on an aspect of the discipline not otherwise covered by the regularly offered courses. The topic will vary according to professor and term; consequently, more than one may be taken by a student during his/her matriculation.

**PHYS 432 OPTICS (4)** *Prerequisites: MATH 211, 301 (or concurrent enrollment in MATH 301), PHYS 211.* 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.

**PHYS 436 STATISTICAL THERMODYNAMICS (4)** *Prerequisites: MATH 211, 301 (or concurrent enrollment in MATH 301), PHYS 211.* 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.

#### POLITICAL SCIENCE COURSES (POLI)

**POLI 111-112 THE QUEST FOR JUSTICE I, 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: INTL 101, POLI 111, or 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: INTL 101, POLI 111, or 112.* 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: INTL 101, POLI 111, or 112.* 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: INTL 101, POLI 111, or 112.* 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: INTL 101, POLI 111, or 112.* 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: INTL 101, POLI 111, or 112.* An examination of how the use of governmental power influences daily life in often unrecognized ways and how that power is exercised by administrators. Particular attention will be given to situations that appear to display breakdowns in policy or in its execution and on conflicting values of democratic political practice and administrative effectiveness.

**POLI 260 HONOR AND TERROR POLITICS: SOUTH ASIA (3)** *Prerequisite: INTL 101, POLI 111, or 112.* 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: INTL 101, POLI 111, or 112.* 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)** *Prerequisite: INTL 101, POLI 111, or 112.* This course analyzes the politics among nation-states with particular attention to the political, military, technological, and economic forces at work shaping the post-Cold War world. Students also explore theories of international conflict and cooperation.

**POLI 275 LATIN AMERICAN POLITICS (3)** *Prerequisite: INTL 101, POLI 111, or 112.* 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: INTL 101, POLI 111, or 112.* 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 285 EUROPEAN UNION LEADERSHIP (1)** *Prerequisites: POLI 283 and permission of instructor.* The course offers an in-depth exploration of the functions, institutions, and decision-making procedures of the European Union. The emphasis will be on a realistic representation of members of the major institutions and bodies of the EU: the Commission, the European Council, and the Council of Ministers.

**POLI 290 AMERICAN PUBLIC POLICY (3)** *Prerequisite: POLI 111 or 112.* 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)** *Prerequisite: INTL 101, POLI 111, or 112.* 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: INTL 101, POLI 111, or 112.* 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: INTL 101, POLI 111, or 112.* 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: INTL 101, POLI 111, or 112.* This course investigates the development, determinants, and direction of the foreign policies of key nation-states in contemporary international relations including Russia, Germany, China, India, Japan, and the United States. The course includes simulation exercises and is used to help prepare students for participation in model United Nations activities.

**POLI 311 THE AMERICAN PRESIDENCY (3)** *Prerequisite: INTL 101, POLI 111, or 112.* This course explores the formal and informal powers of the American presidency in the American constitutional system. Students examine presidential elections; White House relationships with Congress, the public, the media, the courts, and the bureaucracy; and the practice of presidential leadership at home and abroad.

**POLI 312 MONEY AND POWER: CONGRESS AND INTEREST GROUPS (3)** *Prerequisite: POLI 111, 112, or 220.* 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)** *Prerequisite: 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: INTL 101, POLI 111, or 112.* 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, 112.* This course sequence prepares 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.* 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: INTL 101, POLI 111, or 112.* This course examines some of the leading political thinkers of the twentieth century in order to understand the difficulties that may stand in the way of achieving justice in the political sphere. We will examine how justice may be achieved within a liberal political order; how the demands of justice impact the family; whether justice can be confined to the political sphere, or whether it must apply also within the private; and possible limitations of liberal democratic conceptions of justice.

**POLI 372 UNITED STATES FOREIGN POLICY (3)** *Prerequisite: INTL 101, POLI 111, or 112.* This course examines the distinctive heritage of the United States in foreign affairs, the strengths and weaknesses of American foreign policy-making processes, and the means at the disposal of policymakers to carry out foreign policy in contemporary world affairs.

**POLI 375 U. S. - LATIN AMERICAN RELATIONS (3)** *Prerequisite: INTL 101, POLI 111, or 112.* An examination of relations between the countries of Latin America and the United States, this course considers the historical influence of the United States on Latin American countries' political, social, and economic development and how these relations have changed from Latin American independence to present-day. It includes analysis of current topics such as immigration, NAFTA, and the growing Hispanic influence within the United States society and politics.

**POLI 377 STUDY ABROAD (1-6)** *Prerequisite: INTL 101, POLI 110, 111, or 112.* The course provides students the opportunity to study political science concepts, principles, and theories in foreign settings.

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

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

**POLI 399 INTERNSHIP (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, 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)** *Corequisites: 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.* 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 215 HEALTH PSYCHOLOGY (3)** *Strongly recommended: PSYC 103-104.* Three hours lecture. This course examines the psychological, biological, and social factors involved in the promotion and maintenance of health and the prevention and treatment of illness. Students learn about the interaction of mind and body while exploring such topics as nutrition and eating disorders; cancer and heart disease; chronic illness and pain management; AIDS; smoking and alcoholism; and stress and coping.

**PSYC 230 PSYCHOLOGY OF AGING (3)** *Strongly recommended: SOCI 240.* Three hours lecture. This introductory overview course examines the conceptual and theoretical approaches to the psychological aspects of aging. Personality variables and adaptive as well as maladaptive behavioral patterns are also studied.

**PSYC 238 INTRODUCTION TO RESEARCH (1-3)** *Prerequisite: Consent of supervising instructor.* This course provides the beginning student the opportunity to conduct lab, field, or library research under the supervision of a faculty member. Credit is dependent upon the scope of the work.

**PSYC 241 DEVELOPMENTAL PSYCHOLOGY (3)** Three hours lecture. Growth, development, and associated behavioral change from conception through aging are studied in this course. Psychology majors are advised to take PSYC 341, which counts as a requirement in the major.

**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 103/105L-104/106L, 274.* 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.* Three hours lecture. This course analyzes the effects of others in the social environment on individual behavior. Topics include group dynamics, attitude theory, aggressive and pro-social behavior, and person perception.

**PSYC 305 HUMAN MEMORY AND INFORMATION PROCESSING (4)** *Prerequisites: PSYC 103/105L, 104/106L, 275.* 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 103/105L, 104/106L.* 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 103/105L, 104/106L.* 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 103/105L, 104/106L, 275.* 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)** *Prerequisite: PSYC 275.* 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 103/105L-104/106L.* 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 341 PSYCHOLOGY OF DEVELOPMENT (3)** *Prerequisites: PSYC 274, 275.* This course in developmental psychology is intended for majors in psychology and critically examines the psychological theories and research that describe and explain human development.

**PSYC 344 COGNITIVE PSYCHOLOGY (3)** 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 355 PHYSIOLOGICAL PSYCHOLOGY AND LABORATORY (4)** *Prerequisites: PSYC 103/105L-104/106L, 275.* 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 374 ADVANCED METHODS: SOCIAL (1)** *Prerequisite: PSYC 275.* A two-hour laboratory focused on research in social psychology. Students investigate a topic of interest through aspects of the research process that may include the design of a proposal, conducting research, analyzing information, and presenting results.

**PSYC 375 ADVANCED METHODS: DEVELOPMENTAL (1)** *Prerequisite: PSYC 275.* A two-hour laboratory focused on research in developmental psychology. Students investigate a topic of interest through aspects of the research process that may include the design of a proposal, conducting research, analyzing information, and presenting results.

**PSYC 376 ADVANCED METHODS: COGNITIVE (1)** *Prerequisite: PSYC 275.* A two-hour laboratory focused on research in cognitive psychology. Students investigate a topic of interest through aspects of the research process that may include the design of a proposal, conducting research, analyzing information, and presenting results.

**PSYC 392 INTRODUCTION TO PSYCHOLOGICAL TESTS AND MEASUREMENT**

**(3) Prerequisites:** PSYC 103/105L, 104/106L, 308. 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 397 INDEPENDENT STUDY IN PSYCHOLOGY (1-3)** *Prerequisites: Approval of faculty sponsor and school dean; junior or senior standing.* This course provides students the opportunity to pursue individual study of topics not covered in other available courses. The area for investigation is developed in consultation with a faculty sponsor and credit is dependent on the nature of the work. May be repeated for no more than six credits.

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

**PSYC 399 INTERNSHIP (1-12)** *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 103/105L, 104/106L, 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.

**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.

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

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

**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 410** **SENIOR SEMINAR (3)** *Prerequisite: senior standing.* This capstone seminar is an intensive study and discussion of scholarly articles related to recent developments in three areas of study required for religious studies majors: Biblical Studies, World Religions, and Theological/Ethical Studies. Students will submit a paper in each of the three areas of study that demonstrates their critical engagement with contemporary scholarship.

#### 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.

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

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

#### SOCIOLOGY COURSES (SOCI)

**SOCI 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: SOCI 201.* 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 203** **INTRODUCTION TO CULTURAL STUDIES (3)** *Prerequisite: SOCI 201.* This course serves as a foundation course for cultural studies. Students will be introduced to the conceptual framework of cultural studies to include key concepts such as: mass culture, the culture industry, cultural production, the means of cultural consumption, cultural identities, representation, multiculturalism, hegemony, deconstruction, and ideology. The course will also provide a theoretical understanding of cultural studies with an emphasis on critical theory highlighting the work of such theorists as Pierre Bourdieu, Theodor Adorno, Walter Benjamin, Fredric Jameson, bell hooks, Jean Baudrillard, and Stuart Hall. The course will emphasize the critical analysis of the production and consumption of mass culture, interpretive strategies, and the role of mass culture in everyday life. Students should emerge from the course with an elevated level of cultural literacy and be more well informed consumers of culture.

**SOCI 209** **APPLIED SOCIOLOGY (3)** *Prerequisite: SOCI 201.* 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 214** **RITUAL, POWER, SALVATION: RELIGION IN SOCIOLOGICAL PERSPECTIVE (3)** *Prerequisite: SOCI 201.* This course introduces the student to classical theoretical approaches to the study of religion, with special attention to the work of Max Weber and Emile Durkheim, and to the contemporary, culturally oriented perspectives of Peter Berger, Robert Wuthnow, and others. The empirical focus will include both the contemporary United States and a comparative look at other societies. Employing a multi-dimensional approach, the course will tackle micro, meso, and macro level religious phenomena. As such, the course will address the following: the manner in which religion functions to provide a sense of orientation and direction to cognitions, desires, and bodily practices; people's capacity for religious commitment and belonging; the types and dynamics of religious collectivities in specific political contexts; and the impact of religion on social cohesion, conflict, and change. In addition, students will engage in a sociologically rich exploration of ritual, secularization and secularism, and the re-emergence of religion in the public sphere.

**SOCI 215** **INTRODUCTION TO CONTEMPORARY ASIA (3)** *Prerequisite: SOCI 201.* 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: SOCI 201.* The focus of this course is on the analysis of minority group relations, 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 racial conflict.

**SOCI 224** **JAPAN: GODS, WARRIOR, AND BUSINESSMEN (3)** *Prerequisite: SOCI 201.* 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: SOCI 201.* 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 233 MUSIC, CULTURE, AND REPRESENTATION (3)** *Prerequisite: SOCI 201.* This course offers a foray into the sociology of music wherein students will explore the multifarious cultural contexts in which music emerges and come to understand the varied functions of music in society. The course will focus on the means of production, creative process, and means of consumption with respect to music. Moreover, the course will deal with concepts central to the sociology of music to include: genres, music subcultures, authenticity, cultural resistance, co-optation, representation, stratification, cultural identities, professionalism vs. amateurism, and the relationship between music, media, and technology. A survey of genres will include: jazz, blues, rock, electronic, rap, country, soul, funk, punk, and indie. Lastly, the course will provide the student with a means to understand the various ways in which music permeates everyday life, whether as art, entertainment, background noise, or as a prop for a variety of rituals central to social life.

**SOCI 240 SOCIOLOGICAL ASPECTS OF AGING (3)** *Prerequisite: SOCI 201.* 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 245 THE INDIVIDUAL IN SOCIETY (3)** *Prerequisite: SOCI 201.* 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: SOCI 201.* 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: SOCI 201.* 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 253 GLOBALIZATION AND CINEMA (3)** *Prerequisite: SOCI 201.* This course examines how the Cinema form became part of and helped to speed the processes linked with Globalization. The course also explores how the values of any specific national culture leads to the representation of certain human types and how those values are/are not transmitted to other national cultures. The course will additionally investigate how national-culture representations do/do not become global stereotypes and how those stereotypes do/do not influence local behaviors.

**SOCI 256 SOCIOLOGY OF DEVIANCE (3)** *Prerequisite: SOCI 201.* 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: SOCI 201.* 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 315 CLASS, STATUS, POWER (3)** *Prerequisite: SOCI 201.* This course analyzes the system of social stratification in the United States today and its consequences, as seen in variations of life-chances and lifestyles for members of 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 342 POPULATION STUDIES (3)** *Prerequisite: SOCI 201.* 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: SOCI 201.* 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: SOCI 201.* 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: SOCI 201.* 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 QUANTITATIVE METHODOLOGY (3)** *Prerequisites: SOCI 201, 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 374 QUALITATIVE METHODOLOGY (3)** *Prerequisite: SOCI 201.* This course introduces and provides basic training in qualitative research, including the identification and framing of research questions, interview instrument construction, measurements of reliability, validity, data collection, and analysis. More specifically, students will learn how to convert a sociological question into a topic appropriate for qualitative study, gain access into a research site, establish rapport, and other methods associated with conducting successful fieldwork. Instruction in methods of analysis may include grounded theory, content analysis, narrative analysis, and discourse analysis.

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

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

**SOCI 399 INTERNSHIP IN SOCIOLOGY (1-6)** *Prerequisite: Juniors or seniors with a 2.25 minimum 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)** *Prerequisites: SOCI 201, 358, 370, 371, 372 or 374.* Contemporary Issues in Sociology. This course is designed to synthesize the student's Sociology Program experiences. During the semester each student chooses a research topic, carries out the appropriate literature review, and designs the research method to be used to investigate the topic chosen.

#### SPANISH COURSES (SPAN)

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)** *Prerequisites: SPAN 101-102 (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.* 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 205 INTERMEDIATE SPANISH - MEDICAL (3)** *Prerequisites: SPAN 101-102 (each student's level is determined by a placement test that is given at the beginning of the course).* This special section of Intermediate Spanish focuses on medical and health-related terminology, contexts, and situations. The course offers practice of the same grammatical concepts and linguistic functions as in all other sections of Intermediate Spanish, but the vocabulary and correlating role-play situations and lab activities will focus on health-related situations. This course will bring students to the novice high/intermediate low conversational level (ACTFL guidelines). By taking this course, students planning for careers in health sciences fields should be better able to address the health-related social, linguistic, and cultural needs of the Hispanic population. Work in the Modern Language Resource Center is required. This course fulfills the General Education requirement for Foreign Languages.

**SPAN 208 HISPANIC LITERATURE IN ENGLISH TRANSLATION (3)** 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.* 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 277 STUDY ABROAD: INTRODUCTION TO THE CULTURE AND CIVILIZATION OF SPAIN (3)** This course features the study of the history, culture, and civilization of Spain and is taught in Spain as part of the summer Study Abroad Program. There is no prerequisite and is taken as elective credit.

**SPAN 311 HISPANIC FILM (3)** *Prerequisite: SPAN 221 or 222.* 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 319 HISPANIC PROSE (3)** *Prerequisite: SPAN 221 or 222.* 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 or 222.* This course includes a 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.* This broad introduction to Spanish American culture focuses on the geography, environmental concerns, political systems, economics, and an abbreviated history of Spanish American culture, beginning with pre-Columbian cultures. Emphasis is placed on cultural contributions including, but not limited to, art, music, film, food, and literature.

**SPAN 341 THE CULTURE AND CIVILIZATION OF SPAIN (3)** *Prerequisite: SPAN 202.* This course is a study of the cultures, history, geography, politics, society, and the economy of Spain. Although the focus for the course will be contemporary, an overview of Spanish history is necessary to understand modern Spain.

**SPAN 377 STUDY ABROAD (3)** *Prerequisite: SPAN 202.* 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.* 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 397 INDEPENDENT STUDY IN SPANISH (1-3)** *Prerequisites: Approval of faculty sponsor and school dean; junior or senior standing.* This course provides students the opportunity to pursue individual study of topics not covered in other available courses. The area for investigation is developed in consultation with a faculty sponsor and credit is dependent on the nature of the work. May be repeated for no more than six credits.

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

**SPAN 399 INTERNSHIP IN SPANISH (1-6)** *Prerequisites: Juniors and seniors with a 2.25 minimum 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 470 METHODOLOGY OF TEACHING SECOND LANGUAGES (3)** *Prerequisite: Junior or senior status.* This course is designed for students interested in teaching French, Spanish or English as a second language (ESL). The course provides a thorough introduction to contemporary theories of second language acquisition, methods of language teaching and assessment, and current issues in second language teaching. Additional work will be required for graduate credit.

**SPAN 475 RESEARCH AND TRANSLATION METHODS (3)** *Prerequisite: Senior standing, SPAN 340 or 341, and at least one other 300-level course in Spanish.* 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)** *Prerequisite: SPAN 475.* 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.

#### SPECIAL EDUCATION COURSES (SPED)

**SPED 213 INTRODUCTION TO SPECIAL EDUCATION (3)** This course is the first to be taken in the study of special education. It provides understanding of disability –related laws, legislative/judicial mandates, rules and regulations on the federal, state and local level. Course content will focus on knowledge of the foundation for educating students with special needs including historical perspectives, models, theories, philosophies and trends in special education. Characteristics, definitions causation, behaviors, levels of severity, age span issues, and medical aspects of the major disability groups will be discussed and demonstrated. Educational implications, ethical /cultural/environmental issues and family rights/responsibilities are also addressed.

**SPED 234 CHARACTERISTICS OF DEVELOPMENTAL DISABILITIES (3)** *Prerequisite: SPED 213.* This course focuses on the study of the definitions, characteristics, theories, etiology and learning/behavioral support needs of students with disabilities who are accessing the general education curriculum at K-12 school levels. Included are students with intellectual and developmental disabilities, autism, other health impairments, traumatic brain injury and multiple/physical disabilities. Knowledge of characteristics as it relates to age, levels of severity and developmental differences in all areas of functioning are studied. Additional attention is directed to causes, programs/services, current issues and future directions in the field.

**SPED 330 FIELD EXPERIENCE II (SE) (1)** *Prerequisites: EDUC 202, 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. This course may be retaken only once with the permission of the instructor. A grade of C- or above is required in this course before taking SPED 430. Enrollment in SPED 330 is limited to students enrolled in a teacher licensure program.

**SPED 331 PROGRAM DESIGN IN SPECIAL EDUCATION (3)** *Prerequisites: EDUC 211, SPED 213.* This course provides training in program design for students with disabilities who are accessing the general education curriculum across the K-12 grade levels. It provides knowledge regarding IEP and Section 504 plans, inclusion with nondisabled peers, service delivery, designing classroom environments and management, adapting materials and technology. Program accommodations, placement, scheduling, grouping, curriculum development/models (both general and special education) will also be addressed.

**SPED 334 CHARACTERISTICS OF LEARNING AND RELATED DISABILITIES (3)** *Prerequisite: SPED 213.* This course focuses on the study of the definitions, characteristics, theories, etiology and learning/behavioral support needs of students with disabilities who are accessing the general education curriculum at K-12 school levels. Included are students with learning disabilities, emotional disturbance and behavior disorders. Knowledge of characteristics as it relates to age, levels of severity, and developmental differences in all areas of functioning are studied. Attention is directed to causes, educational needs and specialized methods/ programs/services as well as current issues and future directions in the field.

**SPED 336 COLLABORATION WITH FAMILIES, EDUCATORS, AND RELATED SERVICE PROVIDERS (3)** *Prerequisites: EDUC 101, 201, 202, PSYC 213, 241.* Students in this course are introduced to the issues and practices of educators who deal with students with diverse learning challenges. Students learn effective collaboration strategies that will help them deal with para-educators, peer teachers, families, related service providers, and community agency staff members. Attention is given to issues such as integrated services, coordination between general and special educators, teaming, family-focused collaboration, community resources, and models of service delivery.

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

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

**SPED 430 FIELD EXPERIENCE III (SE) (1)** *Prerequisites: SPED 330 and passing scores on Praxis I.* 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. This course may be retaken only once with the permission of the instructor. Enrollment in SPED 330 is limited to students enrolled in a teacher licensure program.

**SPED 431 LANGUAGE DEVELOPMENT AND COMMUNICATION SKILLS FOR EXCEPTIONAL LEARNERS (3)** *Prerequisites: EDUC 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.

**SPED 432 METHODS FOR READING AND ACADEMIC CONTENT (3)** *Prerequisite: SPED 331.* This course provides the skills to develop instruction, methods, materials for individual student special needs in academic subjects including reading, language arts, math, social studies. Alternate methods/strategies for teaching in the general education curriculum with models such as differentiated instruction, direct instruction, student directed instruction, CBA etc. will be addressed. Best practice teaching methods in the continuum of special/general services models will be adapted for students.

**SPED 433 TRANSITION, LIFE SKILLS AND COMMUNICATION (3)** *Prerequisites: SPED 234, 331, 334.* This course introduces preservice teachers in special education to transitions in the life of a student with special needs. Curriculum, instruction, methods, materials and technology for helping students to learn transition, training, employment, career/independent life skills and community experiences will be addressed. Writing of IEPs, ITPs and Person Centered Plans will be practiced. Skills and strategies of communication and language in the areas of social, pragmatics and alternative/assistive technology are explored.

**SPED 437 STUDENT TEACHING (SPED) (11)** *Prerequisite: Completion of all major course requirements; Corequisite EDUC 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.

**SPED 445 ADVANCED FIELD EXPERIENCE IN DISABILITY SERVICES (3-6)** *Prerequisite: Successful completion of field experiences, minimum 2.5 GPA overall, consent of instructor for 3 credit hours and consent of dean for 6 credit hours.* This course provides a non-school placement within the disabilities community, including vocational training, case management, early intervention, related therapies, specific disabilities, and advocacy. Open only to senior students taking the non-licensure option. Application required.

**SPED 464 INTRODUCTION TO ASSESSMENT IN SPECIAL EDUCATION (3)** *Prerequisites: SPED 213, 234, 334.* This course prepares students to take an active role in the determination of eligibility for special education services within public schools. The primary focus will be directed toward the administration, scoring, and interpretation of educational and individual achievement measures.

#### **SPORT MANAGEMENT COURSES (SPMG)**

**SPMG 215 SPORT MANAGEMENT PRACTICUM (1-3)** Practica are part-time work experiences in the sport industry introducing the student to the work environment and exploring particular dimensions of the sport industry. The primary purpose is introductory with observational learning and minimal practice of skills and tasks. This course may not be taken for more than three total credit hours.

**SPMG 250 SPORT IN AMERICAN SOCIETY (3)** *Prerequisite: SOCI 121 or 201.* This course is a study of sport as social phenomena with discussion of issues in sports and sport-related behaviors as they occur in social and cultural contexts. It includes an introduction to sociological issues, practices, and phenomena associated with sport. This course is designed to make students aware of the impact of sport upon the American culture. Course content explores such areas as social theories, the social significance of sport in society, social problems related to sport, the interaction of sport and other social institutions (e.g., family, education, economy, politics, mass media, and religion), and international cultures and sport. Analysis of the past, present, future impact of sports on contemporary society is applied to the transformation of sport into the present commercial enterprise. Course content includes theoretical positions in the sociology of sport and the significance of viewing sport from various social perspectives.

**SPMG 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 270 GOVERNANCE OF SPORT ORGANIZATIONS (3)** *Prerequisite: SPMG 260.* This course is designed to expose the student to various governing bodies in professional and amateur sport. Students will study the organizational structure and functions of a variety of governing entities. There will be an examination of sport as a cultural product and the relationships within sport that affect sport organizational structures with emphasis given to the dynamics of sport organizations in professional, collegiate, scholastic, recreational, and corporate settings as they relate to mission, strategic planning, and the development of human resources. This course will introduce students to the constitutions and by-laws of various agencies governing sport at the various levels. Special emphasis is placed on how governmental agencies influence and sanction sport organizations and the route of appeal of a decision by a governing body.

**SPMG 275 HISTORY OF SPORT IN AMERICA (3)** This course will explore the major historical and philosophical developments in sport and recreation, including interscholastic, intercollegiate, and professional sport. Students will address sport as a pervasive facet of our popular culture, as a social institution, as an arena of human activity, and as a drama; sports and cultural values and values conflict; and the relationship of sport to social change throughout American history. Students will explore the timeline of sport in America considering the rise and fall of popularity for certain sporting activities in relationship to the cultural framework at the time.

**SPMG 340 SPORT FINANCE (3)** *Prerequisites: ECON 201, SPMG 260.* This course is an in-depth study of financial analysis processes utilized in decision making by sport managers. The focus of the course is on basic principles of micro-economics, business structures in sport organizations, basic tools of financial management, e-commerce, sources of revenue, and stadium finance. As an introduction to the fundamentals of finance as it relates to the sport industry, students are introduced to financial statement analysis, the time/value of money, investments, the player's contract, fund-raising, and the development of organizational budgets.

**SPMG 350 GENDER AND SPORT: ISSUES AND CONTROVERSIES (3)** *Prerequisites: junior standing and consent of instructor.* This course will expose students to obvious and subtle issues in the sport domain that contribute to different opportunities and experiences for males and females. The history of men's and women's participation patterns with American sport activities will be presented. There will be an exploration of the portrayal of the sporting images within the popular media that help shape the meanings of masculinity and femininity in America. In addition, the concepts of competitiveness and success will be explored with emphasis on the application to what this means for men and women. The issue of race/ethnicity on gender definition will be pursued as it is expressed in sport.

**SPMG 353 SPORTS LAW (3)** *Prerequisites: SPMG 260 and junior standing.* This course introduces legal principle application to a variety of sports settings. Issues related to risk management, individual rights of athletes and employees, and gender are explored.

**SPMG 368 SPORTS FACILITIES AND EVENT MANAGEMENT (3)** *Prerequisites: MGMT 260, SPMG 260.* This course focuses on the development of personal skills and competencies in the management and maintenance of movement and sport facilities and management of sport and physical performance events.

**SPMG 370 SPORT PROMOTIONS AND MARKETING (3)** *Prerequisites: MKTG 309, SPMG 260.* This course will compare and contrast the field of sport marketing with the practices and applications of mainstream marketing. The course will examine the application of marketing principles with the sport industry. Topics will include SWOT analysis, market segmentation, distribution, packaging, promotion, positioning, and pricing. This course explores the marketing process relative to sports in collegiate, recreational, commercial, and professional environments. Include in this study are market research techniques, pricing, promotional developments and strategies, identifying target markets, and advertising. This class builds on the general principles of marketing by discussing the unique aspects of sport marketing and applying marketing concepts to sport as a product and the promotion of sports activities. This course is designed to assist students in understanding and appreciating the multifaceted components of sport marketing, including sport consumer behavior, promotion, sponsorship and licensing, and media relations.

**SPMG 377 STUDY ABROAD (3)** This course focuses on sport management issues for spectator and participative sport events and facilities across the global sport environment. The student will be afforded the opportunity to observe and experience sport settings through travel excursions in foreign countries.

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

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

**SPMG 415 INTERNSHIP IN SPORT MANAGEMENT (1-12)** *Prerequisites: Juniors or seniors with a 2.25 minimum QPA; approval of written proposal by internship coordinator, and supervising faculty prior to registration.* This 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 420 SPORT ETHICS AND CURRENT ISSUES (3)** *Prerequisites: PHIL 101 and junior standing.* This course will explore the concepts of ethical decision-making processes as applied to issues found in sport settings. Areas such as fair play, equitable opportunity, exclusive membership policies, health and wellness concerns, and others will be explored. In particular, students will be exposed to concepts of morality and theories of ethical thought while developing a personal philosophy of social responsibility and professional codes of ethics. This course will focus on the ethical issues impacting sport organization policy formation and practice. Topics include moral and ethical development theories, models of ethical

analysis, code of professional ethics, personal and management values, and situational analysis. Specifically, students explore critical issues related to professional ethics, rights and responsibilities

**SPMG 441 MANAGEMENT AND ADMINISTRATIVE PROCESSES IN FITNESS AND SPORT (3)** *Prerequisites: MGMT 260, 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)** A study of materials, equipment, and techniques used in the construction and finishing of scenery, this course also includes principles of drafting, lighting, sound, and special effects.

**THEA 211 DRAMATIC LITERATURE: CLASSICAL GREECE TO RENAISSANCE (3)** This course is a study of the great literary works of the theatre during the major periods of the Greek, Roman, Medieval, and Renaissance eras.

**THEA 212 DRAMATIC LITERATURE: SEVENTEENTH CENTURY TO PRESENT (3)** This course is a study of the great literary works of the theatre during the major periods of the late seventeenth century to the present.

**THEA 220 ADVANCED DANCE (3)** *Prerequisite: THEA 120.* Focusing on the creative process, group work and performance, this course will engage the student in advanced ballet, jazz, or musical theatre techniques, and may include the opportunity for student choreography.

**THEA 232 SCRIPT AND CHARACTER ANALYSIS (3)** *Prerequisite: THEA 131.* 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.* 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 275 MUSICAL THEATRE (3)** *Prerequisite: THEA 131.* An overview of the musical theatre genre, including the study and practice of singing, dancing, acting, style, interpretation, and audition techniques.

**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 and 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 rehearsals and performance.

**THEA 315 ADVANCED ACTING (3)** *Prerequisite: THEA 232.* This course is a continuation of THEA 232 and includes a study of advanced performance techniques and theatrical career preparation.

**THEA 330 TECHNICAL THEATRE II (3)** *Prerequisite: THEA 202.* An overview of drawing and drafting for the theatre. This will include practical and theoretical practices used in all areas of design.

**THEA 331 SCENE DESIGN (3)** *Prerequisite: THEA 202.* This course is an introduction to the theory, esthetics, and practice of scenery design for the theatre. It includes the study of line and form for visual presentation in ground plans, elevations, and three-dimensional models. Learning activities include lecture, discussion, individual projects, and CAD applications.

**THEA 333 LIGHTING DESIGN (3)** *Prerequisite: THEA 202.* This course is an introduction to the theory, esthetics, and practice of lighting design for the theatre and includes study of lighting instruments, electricity, and control systems. Learning activities include lecture, discussion, individual projects, and CAD applications.

**THEA 340 THEATRE MANAGEMENT (3)** *Prerequisites: THEA 131 and 202.* This course is an introduction to the economic and managerial aspects of American theatre, specifically professional resident theatre and non-professional educational and community theatre. Topics include the physical theatre plant, finances, public relations, audience development, box office procedures, and house management.

**THEA 350 ADVANCED STAGE MAKEUP (3)** *Prerequisite: THEA 250.* The study of advanced stage makeup techniques to include but not limited to prosthetics, beards and mustaches, hair and wigs, and nonrealistic makeup.

**THEA 377 STUDY ABROAD (3)** This course allows students the opportunity to explore theatre in the international community. Students will read plays, examine playwrights, and gain knowledge of the theatrical heritages and current trends generating from particular countries. During excursions, students will be immersed in theatrical performance by participation in workshops, academies, and other experiential activities. Students will have multiple opportunities to observe and examine theatrical performances.

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

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

**THEA 399      INTERNSHIP IN THEATRE (1-12)** *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)** *Prerequisites: Senior theatre majors only; consent of instructor, academic advisor and school dean.* In this capstone course, the student will complete a theatre production project demonstrating proficiency in the field. The project is designed to employ the principles stressed in upper-level theatre courses and will include research, documentation, and practical application. The body of work must be completed under faculty supervision.

## 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 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 forty-eight semester hours, including the senior year, at Lynchburg College. (Fifty percent of all hours applying to the major or minor must be completed at Lynchburg College.);
2. Complete all Lynchburg College General Education requirements;
3. Complete the requirements for a major program as outlined in the catalogue;
4. Earn a 2.00 minimum quality point average on all work taken at Lynchburg College;
5. Earn a quality point average of at least 2.00 in the major;
6. Comply with all College standards, regulations, and procedures from the date of enrollment through the date of graduation; and
7. May not include in the 124 hours for graduation more than twelve semester hours of internship courses; six semester hours in HPE 100 level activities courses; or twelve semester hours in private music lessons.

A student may wish to satisfy specific requirements for admission to a graduate or professional school, for teacher licensure, or for a specialized program of an outside agency. These credits may be included in the 124 hours as electives or may be taken in addition to those required for graduation.

#### Second Degree

Candidates for a second baccalaureate degree must have earned their first degree from a regionally accredited college or university. A student pursuing a second degree must meet all requirements for a major 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 department chair.

#### Governing Catalogue

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

quirements. If a later catalogue includes requirements that 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 the fall semester or up to twenty-seven hours at the beginning of the spring semester 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.

Student Classification	Minimum Required to Maintain Regular Academic Standing
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 session, 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

The values and attitudes that should guide student behavior consistent with maintaining an environment conducive to learning are set forth in the Lynchburg College catalogue and The Hornet. Responsibility and authority for maintaining order in the learning environment are assigned to faculty.

The following standards and procedures apply to all learning environments. However, each School and each instructor may have codes to specify additional standards suitable for learning environments or activities.

No student in Lynchburg College classes, laboratories, performances, lectures, and/or organizations shall behave in any way that obstructs or disrupts the normal functioning of the environment. Such behavior includes, but is not limited to, behaviors that persistently or grossly (1) inhibit the ability of other students to learn; (2) interfere with the meaningful participation of other students; or (3) inhibit the ability of an instructor or presenter to do his/her job. Specifically, students should foster an optimal learning environment by doing the following:

- Arriving on time.
- Being seated when it is time to begin and being attentive throughout.
- Refraining from engaging in conversations with others unless participating in group activities.
- Using courteous tone when speaking.
- Refraining from leaving the event while it is in progress (except for illness or with prior approval).
- Treating others with respect.
- Refraining from eating.
- Respecting the process of discussion and group activity.
- Leaving the facility in a neat and clean condition.

Problem behavior may be identified through direct observation by a faculty or staff member or through a complaint brought by a student to a faculty or staff member.

#### Violations of the Behavioral Standards for Learning Environments

If an instructor believes that a student's behavior violates the Behavioral Standards for Learning Environments policy, the instructor should take ac-

tion to stop the disruption, including directing the student to cease the disruptive behavior. If the student does not comply with the instructor's direction, or if the instructor considers the disruption to be of a more egregious nature, he/she may exercise any of the following options:

1. When deemed feasible by the instructor, he/she will initiate a private conversation with the student. At the discretion of the instructor, another member of the faculty/staff and/or the student's academic advisor may be asked to be present for the conversation. The conversation should include
  - a. identification of the problematic behavior;
  - b. explanation of why the behavior is problematic;
  - c. a statement regarding expectations of future behavior; and
  - d. explanation of the consequences of continued misconduct.

After the conversation, the instructor will create a written summary of the conversation and send copies to the student, the student's academic advisor, and any staff member of the Academic 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 Vice President and Dean for Academic Affairs (or designee);
  - the Vice President and Dean of Student Development (or designee); and
  - the student's academic advisor.

The meeting will address topics 1a – 1d listed above. After the meeting, the instructor and the ranking academic official in attendance will create a written summary of the meeting. Copies will be sent to the student, the student's academic advisor, any staff member of the Academic 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 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 vice president and dean for academic affairs 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"); and
- referral of the matter to the Office of the Dean of Students for judicial review in accordance with policies and procedures described in the Honor and Student Conduct Codes.

The vice president and dean for academic affairs (or designee) will arrange a meeting with the student, the instructor, and the instructor's School dean. During the meeting, the vice president and dean for academic affairs (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

Junior

Senior

Academic probation students are suspended when they have  
below 2.0 semester QPA  
below 2.0 cumulative QPA  
and  
below 2.0 semester QPA  
below 2.0 cumulative QPA  
and  
below 2.0 semester QPA  
below 2.0 cumulative QPA  
and  
below 2.0 semester QPA

Students who fail to fulfill specific admission criteria stipulated by the vice president and dean for academic affairs 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 vice president and dean for academic affairs, be suspended from the 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 for academic affairs informing them of their academic status. A suspended student may not enroll at Lynchburg College without having been re-admitted. After a second suspension, a student is not eligible for re-admission.

### 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 for academic affairs only if the student believes that extenuating circumstances make suspension unwarranted. The extenuating circumstances must be beyond the student's control and of such nature as to affect significantly the student's academic performance. Also, an academic plan that specifically addresses the extenuating circumstances and largely negates their effect on the student's academic performance must be feasible.

A student's written appeal must include the student's own statement documenting the extenuating circumstances and a specific plan for achieving the necessary academic improvements. In addition to the appeal letter, the student is encouraged to submit supporting documentation, such as relevant medical records, letters of support from faculty or staff who know the student well, or any other pertinent documentation.

Upon receipt of a written appeal, the Academic Standing Committee determines whether the extenuating circumstances described by the student meet the criteria set forth above. If so, the committee examines documentation provided in support of the appeal and the student's improvement plan for adequately addressing the extenuating circumstances and their impact on the student's academic performance. At its discretion, the committee may also consider other information, such as the student's class attendance and participation, academic and disciplinary records, and co-curricular involvements.

### Reapplication after Suspension

A suspended student may apply for re-admission for the following semester. If re-admitted, the student returns on academic probation and must participate in the support program for re-admitted students.

A student applying for re-admission 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 re-admission committee includes the associate dean for academic affairs (chair), the director of academic advising, the registrar, and the vice president and dean of student development. The entire student record is considered at re-admission.

### Classification of Students

#### Degree Candidates

A student admitted as a candidate for the baccalaureate degree will be classified at the beginning of each semester as follows:

**Freshman** - a student who has not earned 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 Non-degree Student (SP) or a Visiting Undergraduate (VU) is not a candidate for a degree. Requirements specified for degree candidates do not apply to such students, but these students must be fully qualified to undertake the work for which they enroll. Continued enrollment in this status is subject to review by the vice president and dean for academic affairs. Non-degree students who fall below 2.00 in any semester or fail to meet criteria for continuing enrollment are subject to review by the Academic Standing Committee. These students may be subject to additional criteria for continuing enrollment or may be suspended. Please refer to the "Non-Degree Admission" section under "Admissions" for additional information.

### Credit by Examination

#### Advanced Placement Examinations

A degree-seeking student who attains the designated score on an Advanced Placement Examination of the College Entrance Examination Board (CEEB) 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

AP Examinations	AP Grade Required	Semester Hours	Lynchburg College Credit Course
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, 111L
			BIOL 112, 112L
Chemistry	3	3	CHEM 111
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

AP Examinations	AP Grade Required	Semester	Lynchburg College Credit Course
		Hours	
English Literature/Comp.	3	6	ENGL 111-112
Environmental Science	3	8	ENVS 101, 101L ENVS 102, 102L
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: American	3	3	Gen. Ed. Soci. Scie.
Govt./Politics: Comparative	3	3	Gen. Ed. Soci. Scie.
Human Geography	3	3	Elective
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 + MUSC 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
World History	3	3	Elective

### 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

CLEP Subject Examinations	Semester	Lynchburg College Course
	Hours	Accounting, ACCT 201-202
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, 111L BIOL 112, 112L
Business Law, Introduction	3	BUAD 322
Calculus	6	MATH 103-104
Chemistry	3	CHEM 111
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 201
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 withdraw 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.

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 for academic affairs 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 for academic affairs has granted an extension. IP must be removed prior to graduation.

**L** Late Grade. The grade of L is given when a faculty member is unable to submit a grade to the registrar's office during the designated time period. The student should personally contact the faculty member for the grade.

**P/F** Pass Fail. Eligibility for P/F courses is based on
 

1. specific designation as P/F on course listing (School decision);
2. elective status not being used to satisfy General Education, major, or minor requirements;
3. junior standing;
4. limit of two courses per semester;
5. limit of four P/F grades; and
6. submission of 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** Withdraw. 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. 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 available 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 and by the end of the add period.

### Internships

An internship is a planned work experience for academic credit that allows the student to explore the world of work as it relates to the student's major and career goals. Under the direction of a faculty sponsor and a qualified site supervisor, the student enters into an internship contract that establishes the goals, activities, and assessment for the internship experience. The internship 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 and should be registered for by the deadline specified.

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 re-admission 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 the student was in residence at the College 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 Study

Completion of permission forms (available from the registrar's office) is required in advance for out-of-residence study. 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.

#### 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.

#### 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:

Course	Semester Hours	Grade	Quality Points
SOCI 201	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 College, 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 given 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 fifty 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 forty-eight 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 at Lynchburg College.

**Student Academic Load**

A student's academic load is normally fifteen or sixteen credit hours per semester. No student carrying fewer than twelve credit hours of work per semester will be classified as a full-time student. A traditional-age student from outside the Central Virginia region may not drop below twelve credit hours per semester for purposes of living off campus.

No student may take more than eighteen hours of work during a semester without special permission from the coordinator of Learning Resources or associate dean of the College. An extra charge is made for hours that constitute an overload beyond eighteen hours for each semester. Overload charges are determined on the basis of enrollment at the end of the three-week drop period. Please refer to the "Expenses" section for information regarding these fees.

**Withdrawal from College**

A student who withdraws from college must notify the College in writing. If withdrawal occurs during the semester, a withdrawal form is available from the registrar's office. Grades will be assigned according to the normal policy governing withdrawal from courses. Refund of fees will be made in accordance with the refund policy.

**ACADEMIC SERVICES AND RESOURCES****Academic Advising**

Academic and Career Services coordinates the academic advising program. All freshman advisors work in partnership with a Connection Leader, a peer mentor who aids freshmen with their transition to college. Transfer/Access advisors work in partnership with a Links mentor who provides support to transfer/Access students. 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 that discipline. Transfer students who have indicated their major are assigned directly to advisors in the School of their discipline.

Advisors provide students with assistance in making decisions about academic programs, career/graduate program direction, and other matters supporting student success. Although academic advisors monitor advisees' educational progress, each student is responsible for complying with all academic requirements as listed in the catalogue and in tracking his/her individual progress to graduation. All students can find pertinent academic records, including the Graduation Progress Report (GPR), online through "myLC". Students are encouraged to meet regularly with advisors or with the director of academic advising to discuss academic problems as well as short- and long-term academic goals and to utilize the Four Year Plan to guide their educational planning.

**Bookstore**

The bookstore, located in 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 include the bookstore, Brewed Awakening in Schewel Hall, Roly Poly, campus post office, campus dining facilities, the Hornet Shop, and pizza delivery. The bookstore also offers school, art, computer, office and health supplies; course materials; LC imprinted gift and clothing items; College ring orders; check cashing and debit cash with purchase (\$100 limit with proper identification); 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, gowns, and announcements are also ordered through the bookstore.

The bookstore provides students an option to view information about course materials for each enrolled class online at [www.lynchburg.edu/studentsonline](http://www.lynchburg.edu/studentsonline). (An active LC network password and pin are required for access to this information.)

Visa, MasterCard, American Express, and Discover credit or debit/check cards, College charge or declining balance accounts, personal checks, and

cash are accepted for payment. College accounts may be set up online at <http://www.lynchburg.edu/bookstore>.

### **Career Development**

Career Development and the Internship Program, located in the Center for Academic and Career Services offer 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, cocurricular activities, and experiential education opportunities that allow students to maximize opportunities throughout their entire college career to establish a foundation for lifelong career planning. Freshmen and sophomores may enroll in a career development course (GS 105) to provide a structure for the process. Students who have not declared a major or who are exploring several major possibilities are encouraged to use this course to help create a focus for their academic interests. Juniors and seniors may enroll in 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 Academic and Career Services 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-sponsored career fairs, newsletters, research resources, on-campus interviewing, internship referral, and credentials file service.

### **Centers of Lynchburg College**

The Centers of Lynchburg College provide interactive programs that support the College mission by offering unique learning opportunities for students and by strengthening the College commitment to community outreach. The Centers are interdisciplinary in nature, build on areas of curricular strength, and are oriented toward specific needs within 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 at Lynchburg College**

(Denise Scruggs, director) Named in honor of a 1923 alumna and former faculty member, this Center 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. The Center is part of the School of Humanities and Social Sciences.

- **Center for Community Development and Social Justice**

(Pat Price '95, '05 M.Ed., interim director) 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 working with members of the local community to improve 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 and is under the Dean of Graduate Studies.

- **Center for Family Studies**

(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. A variety of other specialized programs for teachers, counselors, and parents are offered. The Center is part of the School of Education and Human Development.

- **Claytor Nature Study Center**

(Dr. Gregory Eaton, director) The Center occupies 470 acres in Bedford County and includes the Claytor Educational and Research facility, the Husted Educational Pavilion, the C. E. Richardson Field Station, and the Belk Astronomical Observatory, 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. The Center is part of the School of Sciences.

- **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. The Center is part of the School of Business and Economics.

- **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/DVD's, brochures, logo designs, and websites. The Center is part of the School of Communication and the Arts.

- **Walter G. Mason Center for Business Development**

(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. The Center is part of the School of Business and Economics.

### 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, as well as web and e-mail services. Connected to the network are more than 1,300 desktop computers located in faculty and staff offices, classrooms, and more than twenty computer laboratories designed to give students ready access to course-related software, productivity software such as word processing and spreadsheets, the campus Intranet, and the Internet. Three of these laboratories are located in Hopwood Hall Learning Center, a facility that supports the educational programs of the College by providing extended access to technological and educational resources. All 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.

### 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 through off-campus foreign study and travel experiences and by the discovery of and appreciation for the nature and scope of global interdependence 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, Croatia, and other locations and the Spanish-speaking countries of Argentina, Costa Rica, and Spain. Winter term programs are offered in locations such as Vietnam, India, South Africa, and San Salvador.

Students may also consider study abroad programs offered by other providers with which Lynchburg College affiliates. These include Austra-Learn, American Institute of Foreign Studies (AIFS), International Studies Abroad (ISA), and International University Studies (IUS). Study abroad 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 procedures are required before a study abroad leave of absence can be approved, including 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.

### 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.

### 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 the fall semester. The ACAP program is intertwined with sections of GS 104 (see College Success Strategies below) as an opportunity for students to brainstorm on a weekly, individual basis with their instructor/advisor about issues related to their academic progress. Students are notified before Student Orientation and Registration (SOAR) about their eligibility to participate in ACAP.

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. Data suggest ACAP participants perform better and retain at a higher rate than students who choose not to participate in the program. Questions about ACAP should be directed to the Director of Learning Resources at [baldwin@lynchburg.edu](mailto:baldwin@lynchburg.edu).

### Academic Recovery Program

The Academic Recovery Program (ARP) is a voluntary program designed to assist students on academic probation and those in need of additional academic support. The goal of the program is to allow students to become academically successful by assisting in the development of critical skills such as time management, goal setting, organization, use of available resources, and balancing academic and social demands.

Students who participate in ARP typically increase their QPA from the previous semester. Data also suggest that participating students not only changed their study habits during the semester in which they participated in the ARP, but that those changes also had an impact on their performance during subsequent semesters when they were "on their own". Questions about ARP should be directed to the Director of Learning Resources at [baldwin@lynchburg.edu](mailto:baldwin@lynchburg.edu).

### Alton L. Wilmer Writing Center

The Wilmer Writing Center, located on the terrace level of Hopwood Hall

provides qualified tutors at no charge to students seeking assistance on written assignments. Students can receive help on papers at any stage of the writing process including brainstorming, organizing ideas, using sources, and editing. Grammar software, handouts on writing skills, and networked computers are available.

Writing Center services are available during specific hours each week, Sunday through Friday. Priority is given to students with appointments, but walk-ins are also welcome. The online appointment book can be found under "Online Forms" on MyLC. Questions about the Writing Center should be addressed to the director, Professor Lyndall Nairn, at [nairn@lynchburg.edu](mailto:nairn@lynchburg.edu).

#### **College Success Strategies (G S 104)**

This course explores both the internal and external factors that contribute to college success. It reinforces basic study habits including time management, note-taking, active reading, and test preparation. G S 104 is a support course designed to teach students that they need to be successful and achieve their goals at the College. Additionally, students should be able to understand the basic academic rules and regulations, as well as identify and use academic support services. Questions about G S 104 should be sent to the Director of Learning Resources at [baldwin@lynchburg.edu](mailto:baldwin@lynchburg.edu).

#### **Disability Support Services**

The Support Services Coordinator, Mrs. Shawn Arnold, works with students who have documented disabilities to 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. Visit [www.lynchburg.edu/disabilityservices.xml](http://www.lynchburg.edu/disabilityservices.xml), e-mail [arnold.sm@lynchburg.edu](mailto:arnold.sm@lynchburg.edu), or call 434-544-8687 for additional information.

#### **History Tutoring**

Located in Schewel Hall, individual tutors are available to work with students who are enrolled in History 101 and 102. Students can receive assistance with course content as well as learn a new perspective on methods for successfully completing history classes. Appointments are not necessary for this resource. Lab hours are established at the beginning of each new semester. Questions about the history lab should be directed to the Director of Learning Resources at [baldwin@lynchburg.edu](mailto:baldwin@lynchburg.edu).

#### **Math Tutoring**

Located in Schewel Hall, the Math Lab has student tutors who are trained to work with individual students from Pre-Calculus to Calculus II. Math study sessions are also organized for select courses to encourage collaborative learning among students. Math Lab and study session hours are announced at the beginning of each semester. Appointments are not needed for either resource. Questions about math tutoring should be directed to the Director of Learning Resources at [baldwin@lynchburg.edu](mailto:baldwin@lynchburg.edu).

#### **Modern Language Resource Center**

This self-paced learning center, located in Schewel Hall, provides computers, headsets, DVDs with microphones, and computer based and CD-ROM interactive learning programs to help students reinforce their foreign language skills outside of class. French, German, Latin, and Spanish tutors are also available to assist students with their assignments and will practice conversation skills as requested. No appointment is necessary to use the computers, but appointments are strongly recommended to schedule tutoring sessions. Questions about the MRLC should be directed to [robinson.s@lynchburg.edu](mailto:robinson.s@lynchburg.edu).

#### **Peer Assisted Study Sessions (PASS)**

Peer Assisted Study Sessions allow students to learn as a group outside of their scheduled classes. Trained tutors lead weekly study sessions. They also attend the lectures to stay current with the material students are learning. PASS is offered in subjects that are considered historically difficult - accounting, biology, chemistry, economics, math, music theory, physics, and psychology. Study session times are identified at the beginning of each semester with input from the students enrolled in the classes. Additionally, many PASS leaders offer "office hours" in the Tutoring Center (SHWL 370) on a weekly basis. Questions about PASS should be sent to the Director of Learning Resources at [baldwin@lynchburg.edu](mailto:baldwin@lynchburg.edu).

#### **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, via email and chat, 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 GS 111 and 112, Applied 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 that provides access to print and electronic books, a dictionary, an encyclopedia, bibliographic and other databases, statistical and image databases, and the full text of thousands of journals, magazines, and newspapers. 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-four hours per week with extended hours during final examinations. To learn more about library services, consult the staff or view the World Wide Web page at <http://www.lynchburg.edu/library.xml>.

#### **New Student Programs**

##### **FRESHMEN**

New student 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 Student Orientation and Registration, Welcome Week, and the Freshman Success Seminar.

All incoming students are required to participate in the Student Orientation and Registration program prior to attending classes. 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.

Welcome Week, a transition program occurring immediately prior to the first day of fall semester classes, provides new students with information on a variety of topics including risk prevention, social and involvement opportunities and community service, as well as providing students with a common academic experience, and student convocation, the first official ceremony of the academic year.

Also available to freshmen is the Freshman Success Seminar, a one-credit-hour elective course addressing such topics as goal setting, academic success strategies, policies and procedures, and adjustments to college life. This course is taught by student Connection Leaders who are supervised by the director of First-Year Programs in Academic and Career Services.

#### **TRANSFER AND ACCESS STUDENTS**

Lynchburg College offers an exclusive program to help support and guide all transfer and Access students. The program provides opportunities to transition successfully to the school academically and socially through the *Tracks to LC* Program and Welcome Week. The combination of these two programs, in addition to the Link Program, blends academics, social opportunities, and campus policies - all tools that help ease the transition to college.

*Tracks to LC* provides new transfer and Access students with the opportunity to meet their academic advisor and Link Leader. Students also receive their confirmed class schedules, meet current LC students, and become acquainted with the campus facilities. Two orientations are held in August: one for Access students and one for transfer students who wish to start in the fall semester. An orientation is also held in January for those who plan to start in the spring semester.

Welcome Week, held the week before fall classes begin, is designed to help students get connected to the campus community through programs that explore campus life, community service, and the role and values of a Lynchburg College student. Access students are highly encouraged to attend these events, and transfer students are required to participate.

An important component of these orientation programs is the Link Program. Each new transfer and Access student will work with a Link Leader, a student who serves as a peer mentor from the new student's area of academic interest. Link Leaders are trained to work closely with the new student's academic advisor and serve as a primary resource to help the student become acquainted with and connected to the campus community.

#### **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, and public and private sources and include installations of works by Catalan-American artist Pierre Daura. The Daura Gallery serves as the Lynchburg College museum and as 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 for Academic Affairs, sponsors events to complement and enhance student learning and to expand the diversity of cultural and intellectual offerings in the greater Lynchburg community. The series brings outstanding performers to campus for concerts, plays, dance presentations, and interactive events. Distinguished speakers are invited for classroom discussions, panel presentations, and keynote lectures for special events. The master calendar of events is available on the campus intranet at [www.lynchburg.edu/events.xml](http://www.lynchburg.edu/events.xml). 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:* This lectureship in the humanities was established in 1979 by an endowment gift to Lynchburg College from Mrs. Margaret East Nelson of Norfolk, Virginia, in memory of her mother, Ida Wise East, and in recognition of the lifelong interest of the East and Nelson families in the humanities. This fund is used to support an annual lecture, lecture series, or seminar in the humanities.

*Harold Garretson Lecture:* This lecture series was established in 1976 to honor Dr. Harold Garretson, a professor of chemistry at Lynchburg College, who retired after thirty-one years of teaching. The fund provides an annual lecture on a topic appropriate for both the humanities and the sciences.

*Clifton W. Potter Jr. Lectureship:* This lectureship was established in 1982 by an endowment gift to Lynchburg College from Mrs. Harold C. Turner of Waynesboro, Virginia, in honor of her son-in-law, Clifton W. Potter Jr., a 1962 graduate and a professor of history at the College. Income from this fund is used to bring guest lecturers and speakers in the fields of American and European history to the campus.

*Jennie Cutler Shumate Lectureship on Christian Ministry:* This endowed lectureship provides for an annual lecture on Christian ministry by a prominent minister or layperson. The purpose is to present the work of Christian ministry in an attractive and challenging way to young men and women of good character and intellectual ability. The lecture is given at the 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, reflecting his interests by providing support to programs, promotes Jewish culture and religious tolerance and was established in 1999 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.

*Rosel Schewel Lecture Fund in Education and Diversity:* This lectureship was established in 1991 by an endowment gift from Rosel H. Schewel '71 M.Ed., '83 Ed.S., '00 D.Ed. and Elliot S. Schewel '00 D.H.L. The Schewels are longtime members of the College's governing boards, and Rosel Schewel taught seventeen years in the School of Education and Human Development. The income from this fund supports an annual lecture or other similar event on a topic of interest in education or human development.

*Clifton L. Snidow Lectureship:* In recognition of Clifton L. Snidow's deep interest in the program of 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 will be given on an appropriate theme dealing with the Christian life by an outstanding interpreter of Christianity. The Snidow Lectureship was endowed in 1987 through a generous gift from Mr. and Mrs. J. Clopton Knibb of Goochland, Virginia. The late Mr. Knibb was an attorney and a member of the Class of 1933.

*Richard H. Thornton Fund:* Established in 1973, the Richard H. Thornton Endowment of the English Department brings distinguished writers, journalists, and others to campus several times each year to lecture, give readings of their works, and teach courses. Students have frequent opportunities to meet, socialize, and study with these visitors. Visiting writers in past years include Ann Beattie, Denise Levertov, James Baldwin, Tennessee Williams, Truman Capote, Ellen Gilchrist, Susan Sheehan, Howard Nemerov, John Barth, Joan Aiken, and Stephen Spender. Dr. Thornton, a graduate of the Class of 1907 and member of the College's Board of Overseers, was president of the Henry Holt Publishing Company from 1932-39 and director/head of the college division at Ginn and Company Publishers from 1939-56.

*Zaidee Creel Williams Lectureship:* This fund was established in 1987 by an endowment gift from Austin B. Creel and other family members and friends to 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 concerts and additional performances on campus and in the Central Virginia area. Selected members of the symphony tour during the year. 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 open to interested students, faculty and staff members, alumni, and community musicians. Seat placement is determined by the director or by an audition. 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 College Orchestra is an ensemble for students, faculty, staff, and community members interested in performing chamber and orchestral music. In addition to performing with the Wind Symphony, the orchestra performs in conjunction with College musicals and other music program offerings. One hour of academic credit per semester is offered for the activity. Membership is open to all students, and seating placement is determined by the director or by audition.

The Lynchburg College Percussion Ensemble (MUSC 016) is an ensemble for students, faculty, staff, and community members who are interested in performing both standard and contemporary percussion literature. The purpose of this organization is to develop ensemble techniques by studying and performing both standard and contemporary percussion literature. An audition is required. One academic credit hour per semester may be earned for successful participation in this ensemble.

The Lynchburg College Brass Ensemble (MUSC 017) is an ensemble for students, faculty, staff, and community members who are interested in performing both standard and contemporary brass literature. The purpose of this organization is to develop ensemble techniques by studying and performing. An audition is required. One academic credit hour per semester may be earned for successful participation in this ensemble.

The Concert Choir (MUSC 022) is a large choral ensemble designed to provide a high quality choral experience to all students at Lynchburg College. Membership is open to all students who meet the minimum requirements of voice and musicianship. Interviews are held during the first week of each semester. This choir prepares and performs various choral literature from Medieval to twentieth century. The choir presents three concerts on campus each year: one in the fall, the Carols by Candlelight service, and one in the spring. The group also performs on special occasions such as convocation, Parents and Family Weekend, and commencement. Members of the choir earn one academic credit hour per semester. Rehearsals are held on Mondays and Wednesdays 5-6 p.m.

The Lynchburg Singers, a highly selective chamber ensemble, is comprised of sixteen to twenty singers, both music and non-music majors at Lynchburg College. Membership is by audition only. Students must meet the demands of voice, sight-reading, overall musicianship, and commitment. Members are expected to have some formal voice training. This choir per-

forms vocal chamber music of every musical period, but devotes its energies to performance of twentieth-century choral works with a vision to promote understanding among peoples of different cultures. Membership in the Lynchburg Singers also requires membership in the Concert Choir. The choir tours frequently throughout the region, East Coast, and abroad. No academic credit is offered for this activity.

The Choral Union (MUSC 025) is a college/community choral ensemble providing a high quality choral experience of choral/orchestral literature to the general student body, faculty, staff, and interested community singers. Membership is open to all singers, but permission from the conductor is needed to join. The Choral Union performs Handel's Messiah annually in the fall semester and another choral/orchestral work in the spring. Recent musical selections include Mozart's Coronation Mass, Requiem, and TeDeum; Hayden's Mass in Time of War, and Mendelssohn's Elijah. Rehearsals are held on Tuesdays from 7:30-9:30 p.m.

The Lynchburg College Handbell Choir has a membership of approximately twenty persons. The group performs selections at campus concerts presented by the Wind Symphony each year and presents its own spring concert. Membership is open to students faculty, staff, and community members 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 Department. Three main stage theatre productions and two dance concerts are presented annually. Student-generated plays are produced each year in the studio theatre. Auditions for theatre productions are open to the entire campus community. First-year students regularly appear in shows and work in backstage positions. Recent productions include *Thoroughly Modern Millie*, *The Tempest*, *Oklahoma!*, *Eurydice*, and *the Man Who Came to Dinner*. 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 Department enrich students enrolled in art classes, the entire student body, and the campus community. Activities include lectures and classroom critiques by visiting artists and the annual student art exhibition.

### Registrar's Office

The registrar's office maintains the official academic record for students of the College.

**REGISTRATION:** Online course preference scheduling for the next academic year is completed in April. Students may process drop/adds to adjust their schedules. Drop/add forms are available in the registrar's office or online at <http://www.lynchburg.edu/x4334.xml>. Please see the "Dropping or Adding Courses" section for the rules governing the process.

**TRANSCRIPTS:** An official record of all academic coursework can be obtained by written request. 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. Transcripts and diplomas may be withheld when students have unfulfilled obligations to the College. Unofficial transcripts, called academic summaries, are available online to current students.

**VERIFICATIONS:** Enrollment verifications may be required for insurance, employment, etc. Verifications are available to students upon written request. The request should include what information is needed and to whom the verification should be sent.

**GRADUATION PROGRESS REVIEW:** All current students have access to graduation progress reports through their StudentsOnLine account. Students are responsible for ensuring that they are registering for the correct courses for degree completion and should use the graduation progress report to monitor their progress. Questions concerning the degree completion should be addressed with their advisor.

**APPLICATION TO GRADUATE:** All students are required to complete a graduation application. The application is to be completed as students advance register for their final year (two semesters) of enrollment. The student is notified if there are outstanding deficiencies that must be resolved before he/she is considered a candidate for the upcoming graduation.

### 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 forty-five 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, completed within the past three 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 identifying past accommodations.

For physical, health, psychiatric, vision, or hearing impairments, the documentation must have been completed within the previous twelve months and include a diagnosis, complete description of the impairment and func-

tional 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. Students are also expected to follow the College's Honor Code, regardless of disability. 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, sign language interpreters, accessible housing and classrooms, and utilization of tape recorders. In addition, the College provides 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 Requirement

As a liberal arts institution, Lynchburg College places great value on providing students with a broad base of general education courses. Among these is the foreign language requirement. Students attending LC are expected to enroll in the appropriate level of a foreign language sequence of their choice and proceed to successful completion of a 201 level course. We recognize, however, that there are instances when taking a foreign language is not in the student's best interest due to certain learning disabilities. As such, LC provides a substitution policy for these students. Students must fall into one of the two eligibility groups as described below.

1. Students may petition the Support Services Coordinator to move directly into substitution courses provided they have submitted appropriate documentation of learning disability that significantly impacts the student's ability to acquire foreign language skills. Appropriate documentation includes a psycho-educational evaluation, no more than three years old, that provides information regarding testing, test results, and a summary including a specific recommendation for substitution of the foreign language requirement. Information about the criteria for documentation of learning disabilities can be found on the LC website at the following location: <http://www.lynchburg.edu/x4426.xml>
2. Students with learning disabilities and appropriate documentation who still wish to pursue a foreign language, should utilize the following process:
  - Enroll in the appropriate level of foreign language sequence and disclose the need for accommodations to the Support Services Coordinator and his or her instructor.
  - If difficulty is experienced in learning the foreign language, the student must request a meeting with the instructor (and notify 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:

- a. utilization of all reasonable accommodations as detailed on the student's Accommodation Letter;
- b. appropriate and consistent utilization of the Modern Language Resource Center and tutors located in Schewel Hall; and
- c. 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, upon recommendation from the instructor, may petition the Support Services Coordinator to withdraw from the course. The Support Services Coordinator will prepare a letter for the Associate Dean for Academic Affairs explaining the circumstances and requesting approval to use substitution courses to complete the foreign language general education requirement. Once approved, copies will be sent to the Registrar's Office, the student's advisor, the instructor, the student, and the student's accommodation file held by the Support Services Coordinator.

Provided the student follows the College policy for withdrawal and requests the withdrawal prior to the end of the tenth week of classes, the course in which the student has been enrolled will subsequently appear on the transcript with an indication of no credit earned (W). If the student has not requested withdrawal from a course following College policy, but completed and passed the course, the grade will be changed to indicate credit earned (S). Students may also request the substitution option if they completed but did not pass (F) the course; however, the grade will not be eligible to be changed.

Students are required to take nine credit hours in foreign language and/or approved substitution courses:

COMM	251	Intercultural Communication
FREN	207-208	French Literature in Translation I and/or II
GRMN	208	German Literature in Translation
HIST	216	Modern Japan (prerequisite HIST 101-102)
HIST	243	Contemporary Africa (prerequisite HIST 101-102)
HIST	275	Latin American History (prerequisite HIST 101-102)
LATN	208	Classical Latin Literature in Translation
RELG	205	Religions of Asia
SPAN	208	Spanish Literature in Translation
SOCI	215	Introduction to Contemporary Asia (prerequisite SOCI 201)
SOCI	224	Japan: Gods, Warriors, and Businessmen (prerequisite SOCI 201)

Literature in translation courses used to meet the General Education foreign language requirement may not be used to meet the literature or religious studies portion of the General Education requirements. Students may not substitute the foreign language requirement within a specific major (e.g., International Relations).

#### Students with Learning Disabilities: Math Requirement

The accommodation for the math requirement for students with learning disabilities requires them 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 forty-five days notification prior to the first day of classes in order for appropriate accommodations to be put into place. If the accommodations require the purchase of special equipment or technology, the College requires a minimum of sixty days notification prior to the first day of classes. Requests for alternative text formats should be made a minimum of one semester in advance.

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, 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 that he/she has experienced discrimination because of a disability, he/she has the right to file a grievance. Lynchburg College recognizes that issues regarding 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>.

### Tri-College Consortium

The Tri-College Consortium of Virginia includes Lynchburg College, Randolph College, and Sweet Briar College. Students at each of the colleges are granted access to libraries on all three campuses. A full-time undergraduate student may enroll in a course offered on either of the other campuses during fall or spring terms (provided the course is not being offered by the student's home college) without payment of additional tuition. A student may not take more than 50 percent of coursework away from the home campus during a single term. On occasion, a student may be expected to take a specific course at one of the other colleges. Students are responsible for their own transportation. Tri-College courses are considered part of a student's academic load for payment purposes. Tri-College enrollment forms are available from the Office of the Registrar.

## 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, in collaboration with students, faculty and staff, enhance the educational mission of the College and provide learning opportunities by creating an inclusive campus community that provides social awareness and fosters community development, educating students to become effective leaders, involved citizens, and critical thinkers, as well as nurturing the personal, physical, academic, and spiritual development of students. Student Development includes the offices of the Dean of Students; Residence Life; Student Activities; Health and Counseling Services; Judicial Affairs; SERVE (community service); Multicultural, Access, and Commuter Services (MACS); and Campus Safety and Security. In addition, a special collaborative relationship is maintained with the Spiritual Life Center and College chaplains.

Whatever a student's background and goals, the offices of Student Development offer students ways to get involved in campus life and to experience self-discovery and personal development. Through residence hall programs, cultural and social activities, membership in clubs and organizations, workshops and retreats, counseling, spiritual life activities, and participation in intramural sports, students enhance their intellectual ability, social maturity, emotional and physical well-being, aesthetic sensibilities, spiritual fulfillment, personal values, career goals, commitment to community involvement and service, leadership and membership skills, and appreciation of cultural diversity.

Students are invited to participate in the governance of the Lynchburg College community through the Student Government Association or through independent participation. Typically, students are appointed various 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* student handbook in the "Student Rights" section.

Most Student Development offices are located on the terrace level and first floor of Hundley Hall. The Office of Campus Safety and Security is located on the first floor of Hall Campus Center. The Spiritual Life Center is located at 500 Brevard Street. 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 Services, located on the terrace level of Hundley Hall, is open from 8:30 a.m. until 5 p.m., Monday through Friday, except the noon lunch hour. Licensed mental health professionals provide individual and group counseling to full-time students for a variety of student issues such as roommate and relationship issues, grief, anxiety, adjustment difficulties, substance abuse, eating issues, depression, and other needs. Strict confidentiality is observed in accordance with professional standards. Part-time students who submit a completed Health Information Form may also use these services for a fee, payable at the Cashier's Office before the start of each semester. Students may arrange appointments by visiting the Counseling Center or 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. Services are available to all full-time students who have submitted a completed Health Information Form, including a record of required immunizations. Part-time students 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 Thursday mornings from 8:30 to 9:30 a.m. 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.

The Student Health Center does not provide medical excuses for class absences or tardiness but will, upon request with a student's written permission, notify instructors that the student was seen by a health professional at the Health Center. This notification will be sent to the specified faculty via e-mail only.

When the Student Health Center is closed, the Lynchburg College Emergency Medical Service is usually available to provide first-aid and emergency care for students on campus. Students can access this service by contacting Campus Safety and Security (emergency extension 5555). Student Health Services are not available during academic breaks and summer sessions.

**STUDENT HEALTH INSURANCE:** All students are expected to have medical insurance coverage. The College Business Office has a list of local insurance agents if you do not have medical insurance. Students are urged to review their policy carefully to determine which physicians and medical services are covered in the local Lynchburg area and to ensure that coverage

is provided for both routine and emergency medical care, as well as prescriptions.

### 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 non-immigrant 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 the 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 suggestion box. The lounge is located in Bullard House (townhouse #5) and is accessible by ID card.

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 toward degree completion.

Single, full-time freshman, sophomore, and junior students, other than those living at home with parents and students age 23 and older, are required to live in Lynchburg College housing. Students who have completed eighty-five or more credit hours (either at Lynchburg College or another accredited institution) prior to the fall semester are eligible to live off campus during the next academic year, as are undergraduates continuing as second-degree students, non-degree seeking graduate students continuing their studies immediately after baccalaureate degree completion, and students age 23 or older. For complete details about residential requirements, see The Hornet student handbook.

### 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 consists of nearly fifty graduate and undergraduate students serving as resident assistants (RAs), assistant hall directors (AHDs), and hall directors (HDs), and live in the residence halls. There are also two full-time, professional area coordinators (AC's) who live on campus and assist staff and students with maintaining a positive community and achieving their goals. They are responsible for activities, programming, providing peer counseling, and maintaining community standards.

Each residence hall offers card-operated washers and dryers, coin operated soda and snack machines, and full kitchens that include 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 students age 23 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.

**Smoke-Free Policy** – All common areas within the residence halls, Peaks View, and townhouses are designated as smoke-free areas. Based on student wishes, all residence hall rooms are also designated as smoke-free areas. Students who smoke are required to do so fifty 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.

### Spiritual Life

While Lynchburg College is affiliated with The Christian Church (Disciples of Christ), a mainline Protestant denomination, diversity and religious freedom are highly valued. Ecumenical and Inter-faith dialogue are both an important tenets of the Disciples of Christ tradition and central to the institution's educational goals. The College has historically been served by a Disciples of

Christ Chaplain and the denomination remains an important partner in mission, funding and recruiting. The Spiritual Life 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.

The spiritual life community is comprised of faculty, staff, and students from varied faith traditions. Each year a number of campus ministry groups are active on campus, depending on student interest. Current groups include the Disciples on Campus, the Catholic Community, [lcf] or Lynchburg Christian Fellowship (Baptist), the Jewish Student Organization, InterVarsity Christian Fellowship, ReJoyce in Jesus, BaHai Fellowship, Quaker Meeting, Methodist Student Fellowship, and Canterbury Club (Episcopal). The Chaplain and Associate Chaplain function as pastors to the entire community and as coordinators of religious activities. There are weekly worship opportunities available on campus and rides are available to several local congregations. The local synagogue makes provisions for Jewish students to attend High Holy Day celebrations. Special services are held for events such as Parents' Weekend, Alumni Weekend, Holy Week, and Baccalaureate.

The Chaplains provide pastoral care to the entire community. Emergency pastoral care is available on a 24 hour basis through the Minister on Call system. In the event of an emergency, a sudden illness or death, notification can be made to a student by a Chaplain by calling the Information Desk.

### Student Activities

The Office of Student Activities is committed to enhancing the Office of Student Development's mission statement through leadership and co-curricular opportunities. Learning and development are achieved through intentional programs that promote involvement in 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, the Intramural and Club Sport Program, New Horizons, and Lynchburg Late Nights and weekend programming. Recognized student organizations may request funding from the SGA Senate to support organizational programs.

Leadership training is also offered through participation in regional and national conferences, LC LEADS (a freshman and sophomore emerging leader program) and the annual Anderson Leadership Conference held on campus. In addition to more than eighty 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 composed 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 campus public forums, speakers, Homecoming, Freshman Class Celebration, Junior Rites of Passage 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, coffeehouse performers, and concerts for the Lynchburg College community. SAB members are students who 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, O.P.E.N., and Public Relations and Marketing.

**INTRAMURAL AND 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 centered around particular recreational interests and provide an alternative to varsity sports. They hold practices and 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 ten nationally-recognized Greek-letter organizations at Lynchburg College, including three fraternities, four sororities, and three historically black Greek organizations. Approximately 13 percent of the student population are members of fraternities and sororities. 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, Homecoming, Relay for Life, 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, and Sigma Phi Epsilon - ΣΦΕ

#### **Panhellenic 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 community and personal growth through experiential learning. Development is achieved through the utilization of ropes courses, indoor/outdoor workshops, and adventure programming. Programs include rock climbing, caving, backpacking, hiking, tree climbing, paddling, and whitewater rafting, ranging from one to six days in length.

#### **General Responsibilities of Campus Organizations**

Campus organizations are expected to comply with the policy and procedural guidelines adopted by the Student Government Association, Student 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 comprise 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, composed 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 vice president and dean for academic affairs.

#### **Campus Media**

Three publications, a cable television show, and darkroom facilities comprise 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, a yearbook coordinator, and the Office of Student Activities.

*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 are subject to the Lynchburg College Statement for Student Publications and Broadcast Media which is printed in The Hornet student handbook.

#### **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 (113 Hundley Hall). The vice president and dean for student development or his 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 vice president and dean for student development or his 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 that every member of the campus community to share in the College's historic commitment to academic honesty, personal integrity, and behavioral maturity. As an educational institution, the College is concerned with both the formal, in-class education of its students and their growth into mature men and women who conduct themselves as responsible citizens.

The uniqueness of the academic community requires particular sensitivity to both the individual rights of students and the rights of the College community. Rules and regulations are imperative as a basis for the orderly conduct of College activities and for maintaining an environment conducive to study, recreation, and personal growth. For a list of student rights and additional information on student responsibilities, see *The Hornet*, the annually updated student handbook. All students are expected to know and abide by 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, a student agrees to learn and to abide by all policies and procedures. In addition to controlling their own behavior, students are expected to do their utmost to help maintain a high level of conduct among fellow students. 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 review 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. 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; gender; 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 outside the College may do so by completing the proper form at the Registrar's Office.

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 Registrar's Office 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 additional information or those wishing to complete forms to exercise any options outlined above, may contact the Registrar's Office 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, 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 motor vehicles for use on campus. Registration options include a one-day permit, a temporary permit valid for two to thirty days, and an annual permit. Resident freshmen desiring "special permission" parking privileges must receive approval from the director of Campus Safety and Security. A letter of need from a parent or legal guardian and a confirmation letter from an employer or attending physician must accompany the request.

All vehicles driven and parked on campus by any student, faculty, or staff member must be insured, have valid state license and inspection tags, be registered with Campus Safety and Security, and bear a valid Lynchburg College parking decal. LC decals may be obtained during fall semester check-in periods, and at other times, at the Campus Information Desk, located on the first floor of Hall Campus Center. A current state vehicle registration card, valid operator's license, and valid proof of insurance are required at the time of vehicle registration. Each registered vehicle owner/operator is responsible for maintaining proper insurance coverage to protect his/her vehicle from damage such as vandalism, theft, and acts of nature. Lynchburg College is not responsible for such acts that may occur while a vehicle is driven or parked on Lynchburg College property. Registration will be delayed if any of these required items is not presented.

Registration fees are \$50 annual registration for full-time non-resident (commuting) freshmen and all sophomores, juniors, seniors, \$20 annual registration for part-time and graduate students, \$10 registration for commuting, part-time, and graduate students registering a second vehicle, \$20 temporary registration (2-30 days) for full-time non-resident (commuting) freshmen and

all sophomores, juniors, seniors, and \$250 per semester or \$500 annual registration for "special permission" parking for resident freshmen.

A student may not register a vehicle owned by another student or for the use of another student. Adjudication of violations of this regulation or any other shall be left to the discretion of the appropriate judicial body. By completing vehicle registration, the vehicle owner indicates that he/she has read and understood the Lynchburg College Traffic Code. Failure to comply with the Lynchburg College Traffic Code and any posted vehicle regulations will result in issuance of a citation.

Parking decals are to be placed on the left bottom exterior corner of the vehicle's rear glass. For vehicles such as pick-up trucks, Jeeps (soft top), convertibles, and vehicles with dark-tinted windows, decals should be placed in a location visible to Campus Safety and Security officers. Most state codes prohibit the application of a decal to the front windshield other than state inspection or city/county decals. Individuals concerned about proper placement of a Lynchburg College parking decal should contact Campus Safety and Security for advice.

If a registered vehicle is sold or traded for another vehicle, the original Lynchburg College decal needs to be removed and presented to the Campus Information Desk. The replacement vehicle will be registered and a new decal issued for a \$1 fee.

#### Traffic and Parking Regulations

All parking areas on campus are designated for use by specific constituents; these designations are indicated by color-coded parking lines and decal type:

<u>Line Color</u>	<u>Parking Designation</u>
White	Student*/Special Event
Yellow	Faculty/Staff/Visitor/Special Event
Yellow Fire Lane	No parking at any time
Blue	Handicapped
Green	Reserved 24/7 for College vehicles/Visitor

\*Student parking designations are further specified by decal type:

<u>Decal Type</u>	<u>Parking Designation</u>
Resident/Commuter	Student spaces outside residence hall and academic buildings
Non-resident Hall	Student spaces designated for one's assigned College house, Courts apartment, or townhouse
Freshman	Limited 24/7 parking in "special permission" lot

All faculty/staff spaces designated by yellow lines are reserved from 7 a.m. to 5 p.m. Monday through Friday. At other times (i.e., 5 p.m. to 7 a.m. Monday through Friday and throughout Saturday and Sunday), faculty/staff spaces designated by yellow lines are available for use by students (except those with freshman decals) and visitors, unless indicated otherwise (e.g., by traffic cone). If a vehicle is parked in a space other than its assigned area, the vehicle registrant will be cited for parking in an undesignated space. All cam-

pus parking spaces indicated by blue lines are reserved for individuals who have received handicapped parking privileges through their local Division of Motor Vehicles or state agency. Lack of convenient parking and lack of space in any particular area on campus do not excuse violation of the Lynchburg College Traffic Code.

Individuals desiring on-campus parking accommodation for a short-term, temporary handicap may request permission from Campus Safety and Security to park in faculty, staff, or student spaces as convenient. (Approval of a request does not permit parking in spaces designated in blue for handicapped drivers.) A mirror tag provided for approved short-term requests must be displayed while the vehicle is parked on campus. The College reserves the right to change or otherwise restrict parking designations and traffic patterns as conditions warrant. Parking where orange-, yellow-, or lime-colored cones have been placed will result in a parking citation.

The campus-wide speed limit is 15 MPH, and drivers must yield to all pedestrian traffic. Failure to stop as directed by a campus security officer or other College official, failure to drive on the proper side of the gate house, and driving in a reckless manner (including speeding) will result in issuance of a citation. Also, an incident report will be written for review by the appropriate judicial body. All vehicle accidents occurring on campus are required to be reported immediately to Campus Safety and Security. An incident report will be filed. Failure to provide accurate information regarding an accident may violate state and local laws, as well as College policies. Adjudication of violations of the Lynchburg College Traffic Code may result in loss of privileges to use a vehicle on campus. Any student receiving an excessive number of parking citations is subject to loss of his/her on-campus parking privileges. Wheel locks may be used at the discretion of the College for repeat offenses of the Lynchburg College Traffic Code. Lynchburg College is not responsible for damage resulting from installation of a wheel lock, which will not be removed until all fines are properly paid. All vehicles will be subject to tow at the owner's expense, after the receipt of four citations or more. Lynchburg College is not responsible for any damage resulting from towing and/or storage of the vehicle. All towed vehicles will be held in the Bee Line Towing, Inc impound lot located at 155 Airpark Dr., Lynchburg, VA 24502. Bee Line can be reached at 434/239-5386.

#### **Parking and Traffic Fines**

Unauthorized parking in areas designated for fire lanes and for handicapped parking results in the following fines: \*Fire Lane - \$100 each offense; \*Handicapped Space - \$100-\$500 each offense. All fines for the parking and traffic violations listed are \$50 per each offense: Unregistered vehicle, parking in a faculty/staff space, parking in a student space, parking in a visitor's space, parking in a 24-hour reserved space (indicated by green lines), parking in a reserved space – Coned off, parking in a loading zone, \*parking in an undesignated space, \*parking on the grass, \*blocking driveway/roadway, \*overtime parking, \*expired temporary tag, \*improperly displayed LC parking decal, \*reckless driving, \*speeding/ exceeding the posted Campus Wide Speed Limit (15 MPH), and \*failure to stop at a stop sign. The violations marked

with an asterisk (\*) are enforceable by Campus Safety and Security officers, other designated college staff and local/state law enforcement officers.

#### **Payment of Fines**

All parking and traffic fines will be billed automatically to faculty, staff, and student accounts. Payments may be made at the Cashier's Office, located on the fourth floor of Hall Campus Center, during regular business hours or mailed along with the monthly bill. Anyone wishing to appeal a parking citation must obtain an appeal form from the Campus Information Desk, located on the first floor of Hall Campus Center. All appeals must be completed and returned to the Campus Information Desk within seventy-two hours of the date and time the citation was issued. Appeals received after seventy-two hours will not be considered. If a fine is reduced or dismissed upon appeal, the amount will be adjusted accordingly on the appropriate faculty, staff, or student account.

## 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. Only critical reading and math scores are used in admission and scholarship decisions. Advanced Placement, International Baccalaureate exams, and dual enrollment credits may be used for credit or placement. In all cases, final acceptance is subject to successful completion of the secondary school program or equivalent certification.

A student may apply to 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 not applied toward college expenses
4. Official results of the SAT or ACT examinations. Only critical reading and math scores are used in admission and scholarship decisions
5. Optional (strongly encouraged): An on-campus interview
6. 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, official transcripts from any community college or other college/university courses, 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). 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 to their former institution in good standing.
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 with grades of C or higher (not C-). Decisions regarding the acceptance of credits will depend on the appropriateness and applicability of credits to the degree program and on the comparability of the credit earned. Decisions regarding the awarding of credits are made by qualified 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.lynnchburg.edu](http://www.lynnchburg.edu)). Competitive applicants should have taken at least one college-level course in core academic areas such as English, mathematics, or history. Students seeking to complete a degree at Lynchburg College must complete at least 50 percent of the major requirements in residence.

Applications should be submitted according to the following deadlines: July 31 for fall semester; November 30 for spring semester; and April 1 for summer sessions. Applications received after these deadlines will be considered based on space availability in the class. Nursing applicants: If you will be applying with an interest in the nursing program, please call the Office of Enrollment Services at 434-544-8300 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.

#### Transfer for Qualifying VCCS Associate Degree Students

The Articulation Agreement between Lynchburg College and the Virginia Community College system allows guaranteed admission to students with associate degrees in Arts, Science, or Arts and Science. Students who have a grade point average of 2.0 or higher are eligible for the guaranteed transfer of up to seventy-six credit hours. Such degrees will fulfill LC's general education requirement except for a foreign language and a two-semester-hour senior symposium course.

#### 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.lynnchburg.edu](http://www.lynnchburg.edu)). The Internet application is encouraged.

Applications should be submitted by the following: fall class (August entry) deadline is March 15; spring class (January entry) deadline is October 15. All applications received after these deadlines will be considered on space availability in the class.

All applications for admission will be carefully reviewed after all of the following documents have been received:

1. Completed application form
2. Non-refundable \$30 application fee
3. Most current official secondary school transcript, translated into English. (Transcript must include all secondary school course-

work.) Non-English transcripts and documents must be submitted in their original form, accompanied by a certified English translation. Unofficial documents and documents without accompanying English translations will not be accepted.

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 Finance 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 Finance 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.

- 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 knowl-

edge, 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. Students who enroll at Lynchburg College as visiting undergraduate students must apply for each semester they wish to be enrolled. Students must submit a non-degree application and send an official transcript from the college or university in which they are currently enrolled.

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

Additional admission requirements include securing written permission to enroll from the appropriate instructor. 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 academic scholarships, grants, and/or need-based financial aid.

With the exception of some academic scholarships described later in this section, students who wish to apply for grants, loans, or work-study should submit the Free Application for Federal Student Aid (FAFSA) via the web at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Returning students who wish to renew financial aid must complete the FAFSA on the web each year aid is needed. The preferred deadline by which applications from entering freshmen, transfer, and returning students should be received is March 1.

Awards are considered on the basis of financial need and/or a student's academic profile. Awards are determined using a combination of grants and scholarships, loans, and work-study assignments. Students must be in good academic and social standing and achieve the minimum quality point average required for aid to be renewed. New students accepted to the College will receive a financial aid package within two weeks of receiving the results of the FAFSA after March 1. Continuing students will receive a package after the FAFSA results are received and their academic standing is assessed.

Once the student completes all required paperwork in his/her package, aid will be disbursed to the student's account at the beginning of each semester.

Access students (age 25 years and older) pay a reduced rate for tuition and may be eligible for some federal and/or state financial aid programs. Students are encouraged to apply using the FAFSA on the web at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) as soon as possible or at least six weeks before their entering semester to ensure that funds are available at the time of registration.

Federal regulations require institutions of higher education to establish minimum standards of Satisfactory Academic Progress (SAP) 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 eli-

gibility. 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 to measure academic work at the College. The QPA requirements for financial aid recipients are 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 academic awards and scholarships differ from the satisfactory academic progress requirements for financial aid.

- Incremental Progress: Lynchburg College students must complete at least 67 percent of all hours attempted at Lynchburg College 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 with 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; the student's injury or illness; 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 visit 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 Academic Scholarships

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

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

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

Freshman and transfer applicants admitted to the College as traditional age, full-time, degree-seeking students for the fall or spring terms will be notified automatically if they meet the requirements for nomination or selection for any award.

Examples of these awards and the QPA required to maintain the award include:

- Hopwood Scholarship (2.75)
- Founders 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)
- Dean's Transfer Scholarship (2.5)
- Alumni Transfer Award (2.5)

A student's QPA will be assessed at the end of each academic year. If a student falls below the QPA required to maintain the award or scholarship, he/she will be placed on merit probation for the following academic year. If the student does not meet the 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 academic scholarship may be identified during the academic year.

### 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 as a full-time student based on the results of the 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. This award is renewable provided the student maintains full-time enrollment for up to eight semesters for undergraduate academic work. 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 \$1,176 to \$5,550 for 2010-11 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).

### Academic Competitiveness Grant (ACG)

The Academic Competitiveness Grant (ACG) is a federal aid program awarded to Federal Pell Grant eligible students who are in the first or second year of an undergraduate program and have completed a rigorous secondary school program of study. Eligibility is determined after the final secondary school transcript is received. Renewal for the second year is based on a 3.0 cumulative QPA for the first year and continued eligibility for the Federal Pell Grant. The application for ACG is the Free Application for Federal Student Aid (FAFSA). This program will end after 2010-2011.

### National Smart Grant (SMART)

The National SMART Grant is a federal aid program awarded to Federal Pell Grant eligible students who are enrolled in the third or fourth year of an eligible undergraduate program and pursuing an eligible major (physical, life, or computer sciences, mathematics, technology, engineering or critical foreign languages) with at least a 3.0 cumulative QPA. The application for SMART is the Free Application for Federal Student Aid (FAFSA). This program will end after 2010-2011.

### Teach Grant

The Teacher Education Assistance for College and Higher Education (TEACH) Grant Program provides up to \$4,000 a year in grant assistance to students completing coursework needed to begin a career in teaching. The TEACH Grant is available to undergraduate, graduate, and post baccalaureate teacher program students who 'Agree to Serve' as a full-time teacher at certain low-income schools and within certain high-need fields for at least four academic years within eight years after completing the program. If the TEACH Grant recipient fails or refuses to carry out the teaching obligation, the amounts of the TEACH Grant received are treated as Federal Unsubsidized Stafford Loan and must be repaid with interest.

### Student Loans

#### Federal 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 (5 percent), 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 Direct Stafford Loan Program

The Federal Stafford Loan Program offers low-interest, guaranteed student loans that do not require repayment until the student graduates, leaves college, or ceases to be enrolled at least half time. Repayment may also be deferred while attending graduate school, for economic hardship/unemployment up to three years, and for participation in a rehabilitation training program for the disabled. Qualified students may receive federal interest subsidy on their loans while attending college (i.e., the government pays the interest on the loan each year the student is in school at least half time). The Free Application for Federal Student Aid (FAFSA) must be filed to determine Federal Stafford Loan eligibility from the subsidized (need-based) and/or the unsubsidized (non-need-based) programs. Additional information about this program and other student loan programs is available from the Lynchburg College Office of Financial Aid.

#### Federal Direct Parent Loan For Undergraduate Students (PLUS) Program

This program allows credit-worthy parents to borrow the difference between the cost of attending Lynchburg College and any financial aid received by a student. The interest rate is fixed at 7.9 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; however, other repayment options are available from certain lenders.

### 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 are available from the Office of Human Resources/Student Employment or by visiting [www.lynchburg.edu/x5758.xml](http://www.lynchburg.edu/x5758.xml).

### 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 for 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 withdrawal date is the date the student began the withdrawal process, the student's last date of academic attendance, or the midpoint of the semester for a student who does not provide official notification of his or her intent to withdraw.

The return of federal Title IV aid will be determined by the amount of unearned Title IV assistance awarded to the student. Title IV aid includes the programs listed below, and any funds that must be returned will be allocated in the order listed below:

- Federal Direct Unsubsidized Stafford Loans
- Federal Direct Subsidized Stafford Loans
- Federal Perkins Loans
- Federal Direct PLUS Loans (Graduate or Parent)
- Federal Pell Grants
- Federal SEOG
- Federal Academic Competitiveness Grant
- Federal National Smart Grant

**Other Title IV assistance****TEACH Grant**

A withdrawn student will be allowed to retain only the amount of federal Title IV aid earned during the semester. The percentage of earned aid is determined by the number of days the student completed during the semester. The complement of this percentage is applied to the total amount of Title IV assistance that was disbursed or that could have been disbursed to calculate the amount that must be returned to the federal programs. Once a student completes 60 percent of the semester, the student is considered to have earned 100 percent of the Title IV aid awarded to him/her. In addition to any funds the institution may be required to return, the student may also be responsible for returning any funds that were disbursed directly to him/her for which the student was determined ineligible to receive. Return of Title IV aid worksheets may 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 in the Expense 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**

A student who withdraws from the College prior to June 1 will receive a refund of 100 percent of the enrollment deposit; a student who withdraws June 1 or later is not entitled to any refund.

**Tuition, Room, and Meal Plan Rates****FULL-TIME TRADITIONAL-AGE STUDENTS**

Fees are to be paid on or before August 1 and January 2 for the respective fall and spring semesters of the 2010-11 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.

2010-11 Rates	Each Semester
Tuition	\$14,480.00
Room:	
Residence hall room-double occupancy	\$2,035.00
Residence hall room-single occupancy*	\$2,035.00
Residence hall pod-double occupancy*	\$2,135.00
Apartment/house room-double occupancy*	\$2,235.00-\$2,435.00
Apartment/house room-single occupancy*	\$2,535.00-\$2,735.00
Townhouse-double occupancy*	\$2,735.00
Townhouse-single occupancy*	\$3,235.00
Peak View Hall - single occupancy*	\$3,235.00

\* Available only on a limited basis

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

10-meal plan.....	\$1,575.00
12-meal plan.....	\$1,675.00
14-meal plan.....	\$1,775.00
16-meal plan.....	\$1,875.00
19-meal plan.....	\$1,975.00

**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).....	\$400.00
Rate for Auditing (per semester hour).....	\$200.00

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

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

**PART-TIME STUDENTS**

## 2010-11 Rates

Tuition for 7 or fewer hours (per semester hour) .....	\$400.00
Tuition for more than 7 hours (per semester hour).....	\$800.00
Tuition for auditing (per semester hour) .....	\$200.00

**ACCESS STUDENTS (AGE 25 AND OLDER)**

## 2010-11 Rates

Tuition (per semester hour) .....	\$400.00
Tuition for auditing (per semester hour) .....	\$200.00

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.)

**WINTER AND SUMMER TUITION**

The above tuition rates apply to the fall and spring semesters. Winter and summer terms are optional and incur a separate tuition fee for those students who elect to participate. During the winter and spring terms all students (full-time, part-time, or Access) are charged tuition on a credit-hour basis as follows:

Summer 2010 (per credit hour) .....	\$400.00
Winter 2010-11 (per credit hour).....	\$400.00
Summer 2011 (per credit hour) .....	*TBA
*TBA - to be announced in March 2011	

**Student Activities Fee**

The Student Activities Fee provides support for 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.

2010-11 Rates	
Traditional-age students .....	\$92.50
Access (age 25 and older) students .....	\$25.00

#### Comprehensive Technology Fee (Resident Students)

The comprehensive technology fee is used to provide technology-related services to resident students including network access, computer labs, telephone service, and cable television.

2010-11 Rate	
Full-time resident students (per semester).....	\$300.00

#### Technology Fee

The technology fee is used to purchase or upgrade computers for classrooms and computer labs, and the cost of operating the computer labs.

2010-11 Rates	
Full-time non-resident students (per semester) .....	\$60.00
Part-time non-resident students (per credit hour).....	\$5.10

#### Facilities Fee

The facilities fee is used for the construction, maintenance, and operation of new facilities for student activities.

2010-11 Rate	
Full-time traditional-age students (per semester).....	\$80.00

#### Special Fees

2010-11 Rates	
Private Music Fees	
Undergraduate full-time traditional-age credit students (per semester half-hour) .....	\$255.00*
This fee is in addition to the appropriate tuition and is refundable on the same basis as tuition. Private music charges are excluded from an overload charge.	
Access and part-time credit students (per semester half-hour) .....	\$305.00
Non-credit lessons (per semester for half-hour of instruction) .....	\$280.00
For non-credit lessons, register in the Music Department. Do not register with the registrar's office.	
Late Registration Fee.....	\$ 10.00
Out-of-Residence Graduation Fee.....	\$100.00
International Student Orientation 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 with a signed copy of the financial plan invoice to the attention of the cashier in the Business Office.

The College also provides a monthly payment plan for a processing fee of \$50 per semester. Information concerning this deferred payment plan may be obtained online at the following website: [www.lynchburg.edu/payments.xml](http://www.lynchburg.edu/payments.xml). For your convenience, the College now offers automatic bank drafts and will waive the \$50 fee if you select the bank draft option. In addition, you may make your payments online at [www.lynchburg.edu/payments](http://www.lynchburg.edu/payments).

Failure to satisfy general obligations, as well as those incurred for any other fee or fines, will result in interest charges of 1.5 percent per month and may result in denial of class attendance, grade transcripts, diplomas, dining hall and residence hall privileges, and reenrollment. 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, Discover, and American Express.

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

A student who withdraws or is separated from the College for any reason prior to the beginning of a semester will receive a refund in full for that semester. A student who withdraws or is separated from the College for any reason other than a physical disability once the semester has started will receive a refund of the proportionate share of the fees including tuition, room and board 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 withdrawals, in which students are disabled for the remainder of the semester (as certified by a legally qualified physician), the refund is 100 percent of the unused portion of total fees (pro-rated for the semester). Drug abuse and normal pregnancies are not considered disabilities for refund purposes.

In the event the College takes a recess from classes during a pandemic, students will continue to be enrolled. There would be no refund for the semester charges for tuition, room or board unless a student officially withdraws. In those cases, the refund would be based on which week in the semester the student officially withdraws.

#### **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. 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 College account balances will be deducted first.

Federal regulations governing Title IV financial aid programs require that the Lynchburg College Office of Financial Aid determine the amount of the refund that must be paid back to the financial aid programs if the student received aid for educational expenses. Therefore, some or all of a student's refund may be allocated to financial aid programs and not refunded to the student.

#### **Student Accounts**

Students are encouraged to monitor their account information by visiting "myLC" at <https://myLC.lynchburg.edu> and clicking the Students Online icon.

## **ALUMNI AND PARENTS PROGRAMS**

#### **Alumni 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, 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), an alumni travel program, 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 the Alumni Online Community and alumni records, the publication of an alumni directory, and the development of Class Notes for the Lynchburg College Magazine. The Alumni Association encourages alumni to support The Annual Fund and other fund-raising projects.

#### **Parents Programs**

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, calling of accepted students, and offer support to the Office of Academic and Career Services by providing internship information or sharing knowledge about their career fields through career networking, when requested, with interested students. Parents Council members also solicit gifts from and encourage financial support by parents to the Annual Fund. Programs supported by the Parents Association include Parents and Family Weekend, prospective student open houses, and special parent gatherings.

The Office of Parents Programs acts as coordinator for these activities and serves as a liaison between the College and many 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 may obtain information of special interest to them on the Parents Programs website connected to the LC home page at <http://www.lynchburg.edu>, and on the Hopwood Highway at <http://hopwood-highway.lynchburg.edu>

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B.S.N., M.S.N., Old Dominion University; Ph.D., University of Virginia. 2008-.

DOUGLAS H. THOMASEY, M.S., Instructor of Mathematics  
B.S., Lynchburg College; M.S., University of Florida. 2008-.

ASHLEY B. THOMPSON, Ph.D., Assistant Professor of Sociology  
B.A., University of North Carolina-Asheville; M.A., Ph.D., Vanderbilt University. 2008-.

SUSAN THOMPSON, Ph.D., Associate Professor of Curriculum, Instruction and Reading  
B.S., M.Ed., Lamar University; Ph.D., Texas A&M University. 2005 -.

ELZA C. TINER, Ph.D., Professor of English and Latin  
B.A., Seton Hall University; M.A., MSL, Ph.D., University of Toronto. 1989-.

CANDACE E. TODD, Ph.D., Assistant Professor of Communication Studies  
B.A., Manchester College; M.A., California State University at Sacramento; Ph.D., University of Iowa. 1999-.

MERRILL P. TOLBERT, Ed.S., Associate Professor of Education and Human Development  
B.S., Slippery Rock State College; M.Ed., Duquesne University; Ed.S., University of Miami; further graduate study, Virginia Polytechnic Institute and State University. 1980-.

JACK M. TOMS, Ed.D., Director of Intercollegiate Athletics, Professor of Health and Movement Science, Men's and Women's Cross Country and Track Coach B.A., Lynchburg College; M.Ed., University of Virginia; Ed.D., West Virginia University. 1979-.

JOSEPH H. TUREK, Ph.D., Dean of the School of Business and Economics, Professor of Economics  
B.A., M.P.A., Syracuse University; M.A., Ph.D., State University of New York at Albany. (1986-88) 1990-.

KIRT VON DAACKE, Ph.D., Associate Professor of History  
B.A., University of Virginia; M.A., Ph.D., John's Hopkins University. 2004 -.

KENNETH E. WAGNER, Ph.D., J.D., Assistant Professor of Sociology and Criminology  
B.S., M.S., Ph.D., Virginia Commonwealth University; J.D., Taft Law School. 2006-.

CHARLES E. WALTON, Ph.D., Assistant Dean of the School of Humanities and Social Sciences, Associate Professor of Sociology and Criminology  
B.A., Virginia Wesleyan College; M.S., Virginia Commonwealth University; Ph.D., Virginia Polytechnic Institute and State University. 2003-.

JOHN C. WALKER, Ed.D., Associate Professor of Education Leadership  
B.S., University of Virginia; M.Ed., Lynchburg College; Ed.D., University of Virginia. 2008-.

JERI H. WATTS, Ed.D., Assistant Professor of Education and Human Development  
B.A., College of William and Mary; M.Ed., Ed.D. University of Virginia. 2006-.

DONALD W. WERNER, Ph.D., College Counselor, Associate Professor of Psychology  
B.A., Queens College; M.S., University of Kansas; M.A., Ph.D., Michigan State University. 1981-.

G. KENNETH WEST, Ph.D., Director of the Center for Family Studies and Educational Advancement, Professor of Education and Human Development  
B.A., Wake Forest University; M.Div., Princeton Theological Seminary; Ph.D., Florida State University. 1976-.

ROBERT H. WHITE, Ph.D., Professor of French and German, Instructor of Music  
B.A., Rollins College; graduate study, Boston University; Diplome De Litterature Francaise Contemporaine, The Sorbonne; Ph.D., University of Colorado; license d'Enseignement de Piano, Diplome Superieur d'Execution de Musique de Chambre, Ecole Normale De Musique De Paris; further study, Jewish Theological Seminary of America, New York City. 1966-.

FRANCIS R. WHITEHOUSE JR., M.B.A., Professor of Business  
B.A., University of North Carolina; M.A., Drake University; M.B.A., University of Virginia; further graduate study, University of Maine, Virginia Polytechnic Institute and State University. 1980-.

ALLISON WILKINS, M.F.A., Assistant Professor of English  
B.F.A., University of North Carolina – Wilmington; M.F.A., University of Las Vegas – Nevada. 2008-.

ROBYN J. WILLIAMS, M.S., Public Services Librarian/Cataloguer  
 Assistant Librarian  
 B.A., Alice Lloyd College; M.S., University of Tennessee. 2006-.

DWIGHT A. WILLIAMS, Ph.D., Assistant Professor of Chemistry  
 B.S., Coastal Carolina University; Ph.D., Virginia Commonwealth University. 2008-.

AMY C. MERRILL WILLIS, Ph.D., Assistant Professor of Religious Studies  
 A.B., Erskine College; M.Div., Union Theological Seminary; Ph.D., Emory University. 2010-.

JEFFREY K. WITTMAN, M.F.A., Professor of Theatre  
 B.A., West Virginia Wesleyan College; M.A., Bowling Green State University; M.F.A., National Theatre Conservatory, Denver. 1988-.

DIANE M. WRISLEY, Ph.D., P.T., N.C.S., Associate Professor of Physical Therapy  
 B.S., University of New York – Buffalo; M.S., Old Dominion University; Ph.D., University of Pittsburgh; post-doctoral fellow, Neurological Sciences Institute, Oregon Health and Sciences University. 2010-.

PAULA YOURA, Ph.D., Professor of Communication Studies  
 B.A., California State University at Sacramento; M.A., University of California at Davis; Ph.D., Pennsylvania State University. 1991-.

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## REGULAR PART-TIME FACULTY

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GLENDIA CASH, M.A., Instructor of Modern Languages  
 B.A., East Carolina University; M.A., University of Virginia. 2004-.

STEPHEN DAWSON, Ph.D., Assistant Professor of Philosophy  
 B.A., George Mason University; M.T.S., Ph.D., Boston University. 2010-.

STEPHANIE FERGUSON, Ph.D., Professor of Nursing  
 B.S.N., University of Virginia; M.S., Virginia Commonwealth University-Medical College of Virginia; Ph.D., University of Virginia. 2010-.

DAVID HAGEMAN, B.S., Instructor of History  
 B.A., Miami University; Ph.D. candidate, University of Illinois. 2008-.

LESLIE HARRIS, M.S., Assistant Professor of Nursing  
 B.S., Lynchburg College; M.S., Liberty University. 2010-.

LORETTA C. JONES, Ed.D., Associate Professor of Education and Human Development  
 B.S., Lynchburg College; M.Ed., Ed.S., James Madison; Ed.D., University of Virginia. 1990-.

WENDY MILES, M.F.A., Assistant Professor of English  
 B.A., Lynchburg College; M.F.A., Bowling Green State University. 2009-.

SUSAN M. OLAH, M.S., Instructor of Biology  
 B.S., Radford University; M.S., Lynchburg College. 2003-.

JAMES J. H. PRICE, Ph.D., Professor of Religious Studies  
 B.A., Hampden-Sydney College; B.D., Th.M., Union Theological Seminary, Richmond; Faculte de Theologie Protestante, Montpelier, France; M.A., Ph.D., Vanderbilt University. 1965-.

GERALD W. ROSSON, M.S.A., CPA, Associate Professor of Business and Economics  
 B.S., M.S.A., Virginia Polytechnic Institute and State University. 1980-.

CONSTANTINE ROUSSOS, Ph.D., Professor of Computer Science  
 B.A., Old Dominion University; M.S., the College of William and Mary; Ph.D., University of Virginia. 1981-.

HEATHER RYAN-SIGLER, M.S., Instructor of Science  
 B.S., Rutgers University; M.S., East Tennessee State. 2004-.

ALLISON SEAY, M.F.A., Assistant Professor of English  
 B.A., University of Mary Washington; M.F.A., University of North Carolina - Greensboro. 2009-.

BONNIE STEVENS, Ph.D., Assistant Professor of English  
 B.A., Kenyon College; Ph.D., Boston College. 2009-.

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## RETIRED FACULTY

---

KAMAL M. ABOUZEID, Ph.D., Professor of Business and Economics  
 B.A., University of Cairo, Egypt; M.A., Ph.D., University of Texas at Austin. 1978-2001. Emeritus.

DOROTHY A. AKUBUE-BRICE, Ph.D., Professor of History  
 B.S., Bluefield State College; M.A., Marshall University; Ph.D., West Virginia University. 1993-2009. Emerita.

DAWN ARRINGTON, M.Ed., M.S.N., Associate Professor of Nursing  
 B.S.N., University of Virginia; M.Ed., Lynchburg College; M.S.N. and further graduate study, University of Virginia. 1980-1999. Emerita.

JACQUELINE W. ASBURY, Ed.D., Dean of the College, Professor of Health, Movement Science, and Recreation  
 B.S., Longwood College; M.S., University of Tennessee; Ed.D., University of Virginia. 1960-2002. Emerita.

NICANOR M. BANDUJO, M.A., Associate Professor of Spanish

Dr. in Law, University of Havana; M.A., Middlebury College; M.Ed., Lynchburg College; further graduate study, University of Virginia, Duke University. 1962-1998. Emeritus.

EVELYN P. BICKHAM, Ed.D., Professor of Education and Human Development

B.S., M.Ed., Ed.D., University of Virginia; post-doctoral study, University of Maryland; study tours, British Isles, Eastern Europe, Asia. 1972-1989. Emerita.

ANNE H. BISHOP, Ed.D., Professor of Nursing

B.S.N., University of Virginia; M.Ed., Lynchburg College; Ed.D., M.S.N., University of Virginia. 1979-1997. Emerita.

M. CAREY BREWER, Ph.D., President Emeritus, Professor of Political Science

B.A., Lynchburg College; M.P.A., Ph.D., Harvard University. 1964-1983.

JAMES L. CAMPBELL, Ph.D., Professor of English

B.A., Berea College; M.A., Ohio University; Ph.D., University of Virginia. 1967-2006. Emeritus.

ROBERT D. CARTER, Ph.D., Associate Professor of Psychology

B.A., Lynchburg College; M.S.S.W., University of Tennessee; Ph.D., University of Michigan. 1981-1998.

VIRGINIA I. DAVIS, M.Ed., Associate Professor of Art

B.S., Roanoke College; A.B., Randolph-Macon Woman's College; M.Ed., Lynchburg College; graduate study, New York University, University of Georgia, Art Students League of New York City, European Travel-Art Study. 1968-1998. Emerita.

PAUL C. DEACON, M.Ed., Associate Professor of Education and Human

Development

A.B., Tufts University; M.Ed., Boston University; further graduate study, Rhode Island College, Boston University, University of Virginia. 1970-1998. Emeritus.

ROBERT S. ELLINWOOD, D.M.A., Professor of Music

B.A., Lynchburg College; M.M., Performer's Certificate in Voice and Opera; D.M.A. in Performance and Literature, Eastman School of Music, University of Rochester. 1964-2002. Emeritus.

CHARLES F. FLAUGHER, Ed.S., Associate Professor of Education and Human

Development

B.A., Lynchburg College; M.A., George Peabody College; Ed.S., University of Virginia. 1966-1994. Emeritus.

ROBERT D. FLOYD JR., M.S., Associate Professor of Physics

B.S., Lynchburg College; M.S. and further graduate study, Virginia Polytechnic Institute and State University. 1964-2000. Emeritus.

JOSEPH FREEMAN, III, PH.D., Professor of Political Science

A.B., Indiana University; M.A., Ph.D., University of Virginia. 1970-2005. Emeritus.

MARY B. GARBEE, M.Ed., Assistant Professor of English as a Second Language

B.A., B.S., M.Ed., Lynchburg College. 1966-1980 and 1985-1995. Emerita.

WILLIAM R. GOODMAN JR., Ph.D., Professor of Religious Studies

B.A., Washington and Lee University; M.Diva., Union Theological Seminary; graduate study, New College, University of Edinburgh; Ph.D., Duke University. 1969-2001. Emeritus.

MARY ELLEN GORDON-SCUDDER, Ed.D., Professor of Education and Human Development

B.A., The College of William and Mary; M.S., Radford College; Ed.D., University of Virginia. 1977-2010.

HEYWOOD L. GREENBERG, Ed.D., Professor of Communication Studies B.A.,

Brown University; M.A., Ed.D., Teachers College, Columbia University. 1983-2010.

TERESE B. HARTMAN, Ph.D., Professor of English

B.A., University of Wisconsin; M.A., Edinboro University of Pennsylvania; Ph.D., State University of New York at Buffalo. 1987-2010. Emerita.

FRANK T. HANENKRAT, Ph.D., Professor of English

A.B., M.A., University of Richmond; Ph.D., Emory University; post-doctoral study, University of Virginia. 1971-2000. Emeritus.

CHARLES J. HANSROTE JR., Ph.D., Professor of Chemistry

B.S., Virginia Military Institute; M.S., University of Richmond; Ph.D., University of Virginia; post-doctoral study, Duke University. 1965-1995. Emeritus.

LINDA R. HARWELL, M.S., Reference Librarian, Assistant Librarian

B.A., Mississippi State College for Women; M.S., Florida State University. 1981-2003.

ANNE F. HENDERSON, M.Ed., Associate Professor of Health, Movement Science, and Recreation

B.S., Virginia Commonwealth University; M.Ed., University of Virginia. 1969-1993. Emerita.

HARVEY D. HUINER, Ph.D., Director of the Choir, Professor of Music  
 A.B., Calvin College; M. Mus., Syracuse University; Ph.D., University of Iowa; further graduate study, Westminster Choir College. 1975-2002. Emeritus.

JOANN P. HUNT, Ed.D., Professor of Music  
 B.M., Greensboro College; M.A., Ed.D., Teachers College, Columbia University; further graduate study, Indiana University. 1963-1997. Emerita.

FAYE C. HUNTER, M.S., Assistant Professor of Nursing  
 B.S., M.S., University of Virginia. 1985-2008. Emerita

STEWART W. HUSTED, Ph.D., Donaldson Brown Professor of Marketing  
 B.S., Virginia Polytechnic Institute and State University; M.Ed., University of Georgia; Ph.D., Michigan State University. 1989-2003. Emeritus.

ANNE MARSHALL HUSTON, Ed.D., Professor of Education and Human Development  
 A.B., M.Ed., The College of William and Mary; Ed.D., University of Virginia. 1970-1992. Emerita.

JAMES A. HUSTON, Ph.D., Dean of the College, Professor of History and International Relations  
 A.B., A.M., Indiana University; graduate study, University of Oxford; Ph.D., New York University; post-graduate study, University of Fribourg, Switzerland. 1972-1984. Emeritus.

NEELY S. INLOW, J.D., Associate Professor of Business and Economics  
 B.A., Auburn University; J.D., Cumberland School of Law, Sanford University. 1985-2004. Emeritus.

ROSE JENSEN, Ph.D., Associate Professor of Sociology  
 B.A., Luther College; M.A., Marquette University; Ph.D., University of Iowa. 1994-2008. Emerita.

DONALD W. JOHNSON, M.A., Associate Professor of Business and Economics  
 B.S., United States Military Academy; M.A., George Washington University. 1975-1996. Emeritus.

JAMES A. KOGER, Ph.D., Professor of English  
 B.A., The University of the South; Ph.D., Rice University. 1986-2008. Emeritus.

HELGA N. LEFTWICH, M.A., Associate Professor of Modern Languages  
 B.A., Lynchburg College; M.A.T., Duke University; M.A., Middlebury College; further graduate study, University of Freiburg, Germany. 1963-1990. Emerita.

DEANNA MARIE LEWIS, Ed.D., Professor of Health, Movement Science, and Recreation, Women's Volleyball Coach  
 B.S., Wake Forest University; M.Ed., University of North Carolina; Ed.D., University of Virginia. 1972-2002. Emerita.

JANE MELBOURNE, Ph.D., Associate Professor of English  
 B.A., Hiram College; M.A., Ph.D., Case Western Reserve University. 1987-1996. Emerita.

THOMAS O. MURRAY JR., Ph.D., Coordinator of Technology Training, Professor of Business and Economics  
 B.S., U.S. Naval Academy; M.S., U.S. Naval Postgraduate School; Ph.D., Occidental University; further graduate study, University of Maryland. 1985-2006. Emeritus.

JOSEPH L. NELSON JR., Ph.D., East Distinguished Professor of the Humanities, Professor of Religious Studies and Greek  
 B.S., A.B., Hampden-Sydney College; B.D., Union Theological Seminary, Richmond; Th.M., Harvard University; Ph.D., Union Theological Seminary, Richmond. 1952-1994. Emeritus.

THOMAS RAY NICELY, Ph.D., Professor of Mathematics  
 B.S., M.S., West Virginia University; Ph.D., University of Virginia. 1968-2000. Emeritus.

NANCY H. PHILLIPS, Ed.D., Professor of Education and Human Development  
 B.A., University of Richmond; M.Ed., Virginia Commonwealth University; further graduate study, The College of William and Mary; Ed.D., University of Michigan-Ann Arbor. 1989-2001. Emerita.

ROBERT B. PHILLIPS JR., Ed.D., Professor of Mathematics  
 B.S., Lynchburg College; M.Ed., Ed.D., University of Virginia; further graduate study, The College of William and Mary. 1961-1996. Emeritus.

CAROL J. POLLOCK, M.S.L.S., Public Services Librarian, Associate Librarian  
 B.A., Virginia Commonwealth University; M.S.L.S., University of North Carolina. 1980-1999. Emerita.

GWYNN W. RAMSEY, Ph.D., Professor of Biology, Curator Emeritus of the Herbarium  
 B.S., M.A., Appalachian State Teachers College; Ph.D., University of Tennessee; post-doctoral study at the National Herbarium of the Smithsonian Institution and Arizona State University. 1965-1997. Emeritus.

ROBERT JERE REAL, M.A., Professor of English  
 B.A., Virginia Military Institute; M.A., University of Mississippi; M.A. and further graduate study, University of Virginia. 1969-1995. Emeritus.

JANICE RICE, Ph.D., Professor of Communication Studies  
 B.S., University of Alabama; M.A., Ph.D., Northwestern University.  
 1988-2007. Emerita.

SYLVIA M. RINKER, Ph.D., Professor of Nursing  
 B.S.N., Oklahoma Baptist University; M.S., Oklahoma University; further  
 graduate study, Southwestern Baptist Theological Seminary; Ph.D.,  
 University of Virginia. 1986-2008. Emerita

WALTER GUY RIVERS, Ph.D., Professor of Biology  
 B.S., M.S., University of Georgia; Ph.D., University of Houston; gradu-  
 ate study, Stanford University; post-doctoral study, University of Miami,  
 University of New Hampshire, University of California at San Diego. 1971-  
 1998. Emeritus.

ROSEL SCHEWEL, Ed.S., Associate Professor of Education and Human  
 Development  
 A.B., Hood College; M.Ed., Ed.S., Lynchburg College. 1975-1992. Emerita.

JOHN R. SCUDDER JR., Ed.D., Professor of Philosophy and Education  
 B.A., Vanderbilt University; M.A., University of Alabama; M.Diva., Lex-  
 ington Theological Seminary; Ed.D., Duke University. Visiting Scholar at  
 Vanderbilt University. 1967-1993. Emeritus.

MARY C. SCUDDER, M.L.S., Director of the Library  
 B.S., University of Alabama; M.L.S., George Peabody College of Vanderbilt  
 University. 1969-1994. Emerita.

THOMAS W. SEAMAN, Ph.D., Professor of Sociology  
 B.A., Lynchburg College; M.A., Ph.D., University of Maryland. 1966-  
 2001. Emeritus.

RICHARD G. SEYMAN, Ph.D., Director of Academic Assessment, Director of  
 The Westover Fellows Honors Program, Professor of Business and  
 Economics  
 B.A., Washington and Jefferson College; Ph.D., Emory University. 1969-  
 2002. Emeritus.

WILLIAM A. SHERWOOD, Ph.D., Professor of Biology  
 B.S., Wake Forest College; M.Ed., Ph.D., University of North Carolina;  
 graduate study, Peabody College, Vanderbilt University, University of  
 Tennessee; post-doctoral research fellowship, The New York Botanical  
 Garden. 1969-1989. Emeritus.

M. WESLEY SHOEMAKER, Ph.D., Professor of History  
 B.A., Waynesburg College; M.A., Ph.D., Syracuse University. 1971-2000.  
 Emeritus.

RICHARD JAMES SHORES, Ph.D., Professor of Mathematics  
 B.S., Randolph-Macon College; M.S.C.S., Ph.D., University of Mississippi.  
 1966-1998. Emeritus.

JAMES KENNETH SHUMAKER, M.A., Associate Professor of Mathematics  
 B.S., M.A., Appalachian State University; further graduate study, Virginia  
 Polytechnic Institute and State University, University of Virginia. 1962-  
 1998. Emeritus.

JUDITH H. SMOTREL, M.A.A., Associate Professor of Mathematics  
 B.A., Westhampton College; M.A.A., University of Virginia. 1974-2007.  
 Emerita.

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;  
 gradu- ate 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.

THOMAS C. TILLER, Ph.D., College Marshall, Professor of Education and  
 Human Development  
 B.A., Lynchburg College; M.Ed., University of Virginia; Ph.D., Florida  
 State University. 1958-2007. Emeritus.

THELMA L. TWERY, M.Ed., Associate Professor of Art  
 B.A., Randolph-Macon Woman's College; M.Ed., Lynchburg College;  
 further study, New York University. 1962-1992. Emerita.

CHARLES O. WARREN JR., Ph.D., President of the College, Professor of Biol-  
 ogy B.S., M.S., Virginia Polytechnic Institute and State University; Ph.D.,  
 University of Florida. 1993-2001.

D. L. "Pete" 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.

NANCY I. WHITMAN, Ph.D., Professor of Nursing

B.S., Alfred University; M.S.N., University of Virginia; Ph.D., University of Texas. 1991-2010.

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; M.Ed., University of North Carolina; 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

### HONORARY DEGREES CONFERRED ON MAY 16, 2009

Andrew John Larsen .....	Doctor of Humane Letters
Herbert Raymond Moore Jr. .....	Doctor of Humane Letters
Estherina Shems '54 .....	Doctor of Science

### DEGREES CONFERRED 2009

	Bachelor Degrees	Advanced Degrees
January 16, 2009	51	9
May 16, 2009	305	43
August 21, 2009	<u>51</u>	<u>55</u>
Total	407	107

### BACHELOR DEGREES CONFERRED ON JANUARY 16, 2009

Ashley Marie Armistead, BS .....	Exercise Physiology
Heidi Ann Baker, BA, Cum Laude .....	Management
Allen A Boyles, BA .....	Art
Stephanie Ann Carlson, BA .....	Art
Christopher Alan Corp, BA .....	History
Jessica B Davis, BA, Summa Cum Laude .....	Sociology
Mary Sylvia Edward, BS, Cum Laude .....	Interdisciplinary Studies-Teacher Ed
Andrea Lorraine Gajadhar, BS, Magna Cum Laude .....	Interdisciplinary Studies-Teacher Ed
Kathleen O Gardner, BA .....	Theatre
Albert K Hazzard, Jr, BS .....	Mathematics
Neal M Henderson, BA, Cum Laude .....	Art
Lamonte J Hill, BS .....	Physics
Michael Wayne Holt, BS .....	Computer Science
Christopher H Johnson, BA .....	Economics
Ashley A Jones, BA .....	English
Norbert R King, BA .....	Accounting
Heather Christina Krogol, BS .....	Human Development & Learning
Jared D Levin, BA .....	Communication Studies
Danielle Keri Lieberman, BA, Cum Laude .....	Management
Olivia Kathleen Linn, BS .....	Human Development & Learning
Marissa Danielle Lollie, BS .....	Psychology
Jeffrey W Marx, BA .....	Sport Management
Melissa Anne McConnell, BS .....	Psychology
Kyle M McGuire, BS .....	Health Promotion
Danielle Marie McLane, BA .....	Business Administration

Megan L McMahon, BA, Magna Cum Laude	Communication Studies
Angela Michelle Merryman, BS	Interdisciplinary Studies-Teacher Ed
Amanda Lynn Mitchell, BA	Management
Brandy Lynette Moore, BA	Sociology
Crystal M Moorman, BS, Highest Honors in Mathematics	Mathematics, Physics
Jennifer Paisley, BS	Interdisciplinary Studies-Teacher Ed
Stephen Phillip Peck, BA	Marketing
John C Pedro, BA	Communication Studies
Christine Marie Picarelli, BS	Health Promotion
Jennifer M Sandridge, BA	Management
Jeffery Branch Saunders, BA	Management
Amie Krystine Simmons, BS, Cum Laude	Biomedical Science
Jason A Starbuck, BS	Exercise Physiology
Marie H Suter, BA	Management
Brittney Karol Tatlock, BS	Psychology
Willie T Tolbert, II, BA	Communication Studies
Daniel Steven Tuck, BA	History
Van-Anh Vu, BS	Biomedical Science
James Ryan Walker, BA	Communication Studies
Michael Paul Waylett, BA	Economics
Trisha Shea Werner, BA	Management
Sharonda R Westergaard, BA	History
John Arlie Williams, BA	Business Administration
Patricia Dori Williams, BA	Communication Studies
Alexander Hines Winkler, BA	Communication Studies
Yvonne Hutting Wright, BS	Nursing

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#### ADVANCED DEGREES CONFERRED ON JANUARY 16, 2009

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##### Master of Business Administration

Sarah M Barden, MBA	Business Administration
Mitulkumar Ajitkumar Desai, MBA	Business Administration
Robert L Reynolds II, MBA	Business Administration

##### Master of Education

Victoria Lynn Davis, MED	Science Education
Heidi Michelle Jennings, MED	School Counseling
Kathleen Rene Leah, MED	School Counseling
Colleen McBride, MED	Special Education
Hanh Thi Nguyen, MED	Community Counseling
Amanda Mae Ulevich, MED	Special Education

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#### BACHELOR DEGREES CONFERRED ON MAY 16, 2009

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Lucy McCall Abbott, BS	Interdisciplinary Studies-Teacher Ed
Jamie Rice Adams, BA	English
Tolulope Muinat Adetona, BS	Nursing
Mensah Afrane, BS	Health And Physical Education
Louellen Grace Alamon, BS	Nursing
Phyllis Waller Alexander, BS	Nursing
Brandy M. Allen, BS	Biomedical Science
Brittany D. Allsop, BS,	
Summa Cum Laude, Highest Honors in Mathematics	Mathematics
Anna Marie Altieri, BS	Psychology
Bethany J. Arbaugh, BS	Athletic Training
Brandon Robert Arthur, BA, Cum Laude	Accounting
Jennifer E. Arthur, BA	Art
Taylor Scott Austin, BS	Biology
Melissa Sue Baker, BS	Nursing
Amanda J. Barclay, BS	Interdisciplinary Studies-Teacher Ed
Janet Barricks, BS, Summa Cum Laude	Interdisciplinary Studies-Teacher Ed
Holly Martina Beck, BA, Cum Laude	Communication Studies
Jack T. Bedenbaugh, BS	Exercise Physiology
Sarah M. Beltran, BA	Sociology
Kaitlin Elizabeth Beyrau, BS,	
Summa Cum Laude	Human Development & Learning
Laura Marie Bianca, BA	English
Victoria Renee Bloomfield, BS	Psychology
Travis Ray Blount-Elliott, BS	Computer Science
Adam Paul Bonaventura, BS	Environmental Science
Tiffany M. Borchick, BS, Cum Laude,	
Highest Honors in Psychology	Psychology
Maurwyn Anthony Bowen, BA	Accounting
Kyle Phillip Bradley, BA	Sport Management
Jennifer Elaine Brazel, BA, Cum Laude	International Relations, Spanish
Carrie A. Britton, BA	Art
Ashley Ann Brown, BA, Cum Laude, High Honors in History	History
Latasha Monique Brown, BA	Criminology
Lindsey Nicole Brown, BS	Nursing
Carla Peek Bruce, BS	Nursing
Daniel Howard Bruch, BA	Sociology
Christian Barrett Brunelle, BA	English
Justine Louise Buckle, BS	Psychology
Samantha A. Bullock, BA	Communication Studies
Jack Leland Burgess, III, BA	Accounting
Ashley N. Caldwell, BS	Exercise Physiology
Laura Alice Campbell, BS	Nursing
Tara Suzanne Campbell, BS, Cum Laude	Human Development & Learning
Melissa Virginia Carduner, BS	Psychology

Sean Patrick Carlin, BA, Cum Laude	Sport Management
Mark Daniel Carlson, BA	Accounting
Crystal Annette Carter, BA, High Honors in International Relations	International Relations, Spanish
Ramona C. Carter, BS	Human Development & Learning
Marleny M. Castanos, BA, High Honors in Spanish	Communication Studies, Spanish
Timothy S. Caudle, BA	Communication Studies
Michael Andrew Chagnon, BA	Communication Studies
Nicole Allison Chumley, BA	Communication Studies
Daniel P. Civis, BA	Management
Whitney B. Claiborne, BA	Business Administration
Ashlyn Gray Clark, BS	Nursing
Patricia Casey Clay, BA, Magna Cum Laude, Highest Honors in Communication Studies	Communication Studies
Catherine Mitchell Claydon, BS	Interdisciplinary Studies-Teacher Ed
Leanne N. Clem, BS	Health Promotion
Adriana J. Cohen, BS, Magna Cum Laude	Health Promotion
Daniel E. Cohen, BS	Exercise Physiology
Maleah Tate Collins, BS	Nursing
Christine Joanne Colonna, BA, Magna Cum Laude	Theatre
Stacy L. Cook, BA, Cum Laude	English
Lindsey Ann Cooke, BS, Cum Laude	Biomedical Science
Christian T. Cope, BA	Communication Studies
Charles Schaller Corey, BS	Mathematics
Taylor Lyn Coursey, BS	Psychology
Erik Adam Cranney, BS, Cum Laude	Exercise Physiology
Tyler Alan Curtis, BA, Magna Cum Laude	Sociology
Joshua Erik Dalton, BS	Health Promotion
Stephanie Kay Dalton, BS	Interdisciplinary Studies-Teacher Ed
Janine S. Dangelewicz, BS	Health Promotion
Amy Marie Daniels, BS	Nursing
Bradley W. Danker, BA	Communication Studies
Allison Jeanne Datz, BA, Magna Cum Laude	Communication Studies
Kathrine M. Davidson, BA	English
Peter J. Devall, BA	Music
Joseph James Devlin, BA	Sport Management
Michelle L. Dickey, BS	Interdisciplinary Studies-Teacher Ed
Rad Choi Dobson, BS	Biology
Kevin Douglas Donahue, BA	Sport Management
Louis J. Donato, BA	Music
Samantha Elizabeth Donghia, BS, Cum Laude	Interdisciplinary Studies-Teacher Ed
Megan Lynn Donnelly, BA, Cum Laude	Business Administration, Economics
Matthew K. Dunnum, BA	History
John Henry Earl, III, BA	Business Administration
Tyler Elizabeth Ecker, BS	Exercise Physiology
Brandon Lamar Edwards, BA	Psychology, Religious Studies

Kyle Steven Edwards, BS	Environmental Science
Benjamin Thomas Eser, BS	Psychology
Melissa P. Falls, BS, Magna Cum Laude	Interdisciplinary Studies-Teacher Ed
Heather Marie Farrar, BA	Communication Studies
Robert Hancock Ferguson, BS	Physics
Gina B. Fields, BS, Magna Cum Laude	Psychology
Casey Leigh Fish, BS	Interdisciplinary Studies-Teacher Ed
Caitlin Paige Flathers, BA, Magna Cum Laude	English
Jessica Michelle Fleming, BA	Business Administration
Richard Raymond Flynn, BA, Cum Laude	Management
Lindsay Alyce Forth, BS	Human Development & Learning
Zachary Dane Foutz, BA	Sociology
Jacquelyn Anne Fox, BA, Magna Cum Laude	Accounting
Ashley Parke Frayser, BA	English
Kristy L. Gardner, BS, Cum Laude	Nursing
Danielle M. Garofalo, BS	Health Promotion
Emily C. Garvey, BA	Sociology
Leslie Cannon Giauque, BS	Health Promotion
Megan Elizabeth Gibson, BS	Environmental Science
Montana Bruce Gibson, BS	Health And Physical Education
Jaime Lynn Goodman, BA	Art
William James Green, Jr, BA	International Relations, Psychology
Rebecca Jean Nicole Greene, BS	Psychology
Cassie Virginia Gregory, BA, Summa Cum Laude	Communication Studies
Meghan D. Hamilton, BS	Human Development & Learning
Jennifer Lynn Hamlet, BS, Magna Cum Laude	Health Promotion
Bradley C. Hannon, BA	History
Clyde Monroe Harkrader, Jr, BA, Cum Laude, Highest Honors in English	English
Stephanie Marie Harms, BA, Magna Cum Laude	Theatre
Lauren M. Harper, BS, Cum Laude	Human Development & Learning
Sara Ashley Harper, BS	Biology
Lauren E. Harris, BA	Communication Studies
Sarah Virginia Harvey, BS	Nursing
Barry Harvey Hellman, III, BA	History
Bophany Hem, BS	Biomedical Science
Jan-Marie Hewitt, BS, Cum Laude	Human Development & Learning
Kevin Colin Hollister, BA, Magna Cum Laude	Communication Studies
Samantha R. Hoover, BA	Communication Studies
Lucas C. Horne, BA	Business Administration
Brooke Catherine Horney, BA	Business Administration
Mark S. Howell, BS	Computer Science
Lauren Corinne Huggins, BS	Human Development & Learning
Kimberly Anne Irvine Hunter, BA	Business Administration
Rebecca Lynn Irwin, BA	English
Elizabeth A. Jackson, BS	Biology
Devin A. Jaeger, BA	Philosophy-Political Science
Amber Carlene James, BS, Cum Laude	Exercise Physiology

Elizabeth Gray Jennings, BS, Magna Cum Laude	Human Development & Learning
Cheryl Renee Johnson, BA	History
Morgan Perrow Johnson, BS, Cum Laude	Interdisciplinary Studies-Teacher Ed
Scott Thomas Johnson, BA	Art
Bryan Hamilton Jones, BS	Environmental Science
Megan Lee Jones, BS	Nursing
Steven Derick Todd Joyce, BS, Honors in Nursing	Nursing
Marissa L. Karuks, BS	Athletic Training
Morgan Christine Kelly, BS	Environmental Science
Megan Ann Kempel, BS	Human Development & Learning
Stephen Edward Kissel, BA	Art
Tara Christine Klamik, BS	Human Development & Learning
Emily Renee Koon, BS, Cum Laude	Nursing
Zed Ezra Steele Kosowitz, BA	Theatre
John Patrick Kramer, BS, Cum Laude	Interdisciplinary Studies-Teacher Ed
Michael Charles Kreutz, BA	Management
Jennifer L. La Plante, BS	English, Psychology
Jennifer Jane Lambertson, BA	Chemistry
Catherine A. Lee, BA	History
Chia Jessica Lee, BA	Art
Patrick Ryan Lentz, BA	Management
Justin N. Lerche, BA, Magna Cum Laude, High Honors in Political Science	Political Science
Jennifer Carol Lloyd, BS, Magna Cum Laude	Nursing
Jessica Lea Lloyd, BA	Communication Studies
Francis Anthony Longaker, BA, Cum Laude, Highest Honors in Music, Honors in History	History, Music
Andrew Reid Luckett, BA	Art
Peter M. Lynch, BA	English
Brittany Lane Macdurmon, BA	International Relations
Jacqueline A. Malay, BS	Biomedical Science
Whitney Jameson Markey, BS, Magna Cum Laude	Exercise Physiology
Stephen Michael Marowitz, BA, Cum Laude	English
Carter Marie Maxey, BA, Magna Cum Laude	Communication Studies
Mary Eileen Mayberry, BA	Sociology
Alison Gardner Mayhew, BA	English
Michael Allen Mayhew, BA	Accounting
Morgan B. McCormick, BS	Human Development & Learning
Kaitlyn T. McCrady, BS	Nursing
Eli Colonsay McDuffee, BA	Communication Studies
Sarah Elizabeth McEvoy, BA	History
Allison Anne McGee, BS, Magna Cum Laude	Health Promotion
George R. McGrath, Iv, BA	Accounting
Robert N. McGrath, BS	Exercise Physiology
Jessica Marie McNinch, BS	Biology
Maia A. McNulty, BS	Psychology, Sociology
Melanie B. Meadows, BS	Nursing

Kristyna Maria Mendoza, BA	Communication Studies
Mary Elaine Merat, BS, Cum Laude	Interdisciplinary Studies-Teacher Ed
Barbara Christine Miles, BS	Exercise Physiology
Matthew W. Miller, BA, Magna Cum Laude	Sport Management
Robin Marie Miller, BS, Cum Laude	Human Development & Learning
Robert Griffin Mills, BS, Magna Cum Laude	Computer Science
Chelsea K. Moore, BS, Magna Cum Laude	Nursing
Heather Mary Morris, BA, Magna Cum Laude	Sociology
Sara A. Morton, BA	Political Science
Brandon Dominick Moseley, BA	Religious Studies
Stephen R. Moseley, BS, Magna Cum Laude	Environmental Science
Megan Lee Murphy, BS	Human Development & Learning
Jill Esther Murray, BA, Cum Laude	English
Christina Irene Nagahiro, BS	Exercise Physiology
Jessica N. Nash, BS	Health Promotion
Carolyn Anne Nelson, BA, Magna Cum Laude	English, History
Gabrielle Starr Nicolls, BA	Communication Studies
Jonathan Daniel Nichols, BS	Interdisciplinary Studies-Teacher Ed
Lydia Ann Nilsen, BA, Summa Cum Laude	Accounting
Shaun E. Noll, BA, Cum Laude	Art
Erin Colleen O'Reilly, BS	Nursing
Jenna Elizabeth Olsen, BA	Communication Studies
Joseph D. Orenstein, BA, Summa Cum Laude, Highest Honors in Business Administration	Business Administration, Spanish
John Moody Owen, Iv, BS, Summa Cum Laude	Biomedical Science
Melody Hope Owen, BS, Cum Laude	Human Development & Learning
Jenna Marie Owens, BS, Summa Cum Laude	Interdisciplinary Studies-Teacher Ed
Kyler James Paluga, BA	Sport Management
Connie Lee Parker, BS, Summa Cum Laude	Interdisciplinary Studies-Teacher Ed
Joshua Michael Parman, BA	Communication Studies
Chandra Deronne Payne, BA	Sociology
Deborah J. Peake, BS	Nursing
Sarah Anne Peters, BA, Summa Cum Laude, Highest Honors in Economics	Economics
Drew Scott Phillips, BA	Communication Studies
Meredith Elizabeth Ma Poley, BS, Cum Laude	Psychology
Sheena M. Posey, BS, Magna Cum Laude, High Honors in Spanish	Psychology, Spanish
Heather Marrs Powell, BS	Nursing
Dana Lee Prater, BS, Magna Cum Laude	Biology
Sarah Ashley Preno, BA	Marketing
Elizabeth C. Ptak, BS, Magna Cum Laude, Highest Honors in Psychology	Psychology
Brittany Taylor Purdy, BS	Nursing
Amanda Ann Pyle, BA	English
Jessica L. Quinlan, BA, Magna Cum Laude	English

Caitlin K. Regan, BS, Cum Laude	Human Development & Learning
Salena S. Restivo, BS	Human Development & Learning
Heather Eileen Richards, BS, Cum Laude	Human Development & Learning
Sara Temple Richardson, BA, Magna Cum Laude	Communication Studies
Sarah Hampton Ridgeway, BA, Magna Cum Laude	Communication Studies
Mallory Ann Rison, BS, Cum Laude	Human Development & Learning
Martin A. Roskoski, BS	Psychology
Megan Renee Rumsey, BA	History
Brooke Paige Sadler, BS, Cum Laude	Nursing
Kwame Safo, BA	Sport Management
Rachel Safren, BA	International Relations
Michael A. Santoro, BS, Magna Cum Laude	Health And Physical Education
Dawn M. Saunders, BA	Communication Studies
April B. Savage, BA	International Relations
Mark Edward Schlemmer, BA, Cum Laude	Management
Brian D. Shareff, BA	History
John H. Sherer, BA	Communication Studies
Rachel Ann Sherman, BS	Human Development & Learning
Cherril Irmina Shoulette, BS	Interdisciplinary Studies-Teacher Ed
Eve Suzanne Shrader, BS, Magna Cum Laude	Human Development & Learning
Laura Michele Siegfried, BA, Magna Cum Laude	History
Lee Yoder Sikes, BS	Psychology
Benjamin J. Simonds, BA	Sports Management
Charity A. Simpson, BS, Cum Laude	Nursing
Brandi M. Singleton, BS	Interdisciplinary Studies-Teacher Ed
Jessica L. Slater, BA, Magna Cum Laude	Sociology
Sarah Anne Slusher, BS	Nursing
Meredith Shelton Smith, BS, Highest Honors in Biology	Biology
Micah Kelsey Smith, BS	Nursing
Robert Scott Stanley, BA	History
Ashley Nicole Stern, BS	Athletic Training
Natalie Carol Stinespring, BS	Nursing
Meggin Elizabeth Stinnette, BS	Psychology
Allison K. Stoddard, BA	Sport Management
Victoria Paige Streeter, BS, Cum Laude	Nursing
Caroline Carter Stroup, BA	Sociology
Michael Glenn Stultz, BA	Political Science
Sean Edward Sutherland, BA	Sport Management
David Trible Sutton, BA, Magna Cum Laude, High Honors in History	History
Taranee Lynn Tabaian, BA	English
Shawna Ann Taggart, BS	Health Promotion
Ryder Patrick Takesuye, BA	History
Alex Kossler Tannenbaum, BA	Communication Studies
Emilie Elaine Taus, BS	Nursing
Sarah Elizabeth Taylor, BS	Mathematics
Eric Keith Thomas, BA	Political Science

Jane Allison Thomas, BA	Sociology
Meredith Lynn Thomas, BS	Nursing
Nusiratu Olaide Tippa, BS	Nursing
Rachel Marie Toler, BS, Magna Cum Laude	Human Development & Learning
Patrick Tyler Tolson, BA	Communication Studies
Colin Jeremy Turcotte, BA	Management
Lucy Gwen Turner, BS	Nursing
Derrick Paul Vanleer, BA, Summa Cum Laude, Highest Honors in Art & Spanish	Art, Spanish
Heather Christine Venturo, BA	Sociology
Matthew Ryan Vickers, BA	Music
Maleda S. Vinson, BA	Communication Studies
Shara Mychal Voelker, BS	Exercise Physiology
Andre D. Walker, BA	Communication Studies
Christine Elizabeth Walker, BS	Biomedical Science
Lorean Anne Walls, BA	Theatre
Brie A. Ware-Colantuoni, BS, Magna Cum Laude	Exercise Physiology
Ellen Chandler Watts, BA, Cum Laude, Honors in International Relations	International Relations
Erica Shae Weatherford, BA, Magna Cum Laude, Highest Honors in History	History
Deana M. Welsch, BS	Health Promotion
Amanda L. Werth, BA	Communication Studies
Morgan Alexandra West, BA	Communication Studies
Cassie Lynn Westman, BA	Communication Studies
Christopher Alan Whisenant, BS, Cum Laude	Mathematics
Ryan C. White, BA	Accounting
Melissa L. Whitmire, BA	Political Science
Peter G. Wilcox, BS	Nursing
Elaine Hobson Wilder, BS	Interdisciplinary Studies-Teacher Ed
Jessie-Lee Williams, BA	Art
William B. Williams, BS	Computer Science
Nicole Renee Wilson, BA	Accounting
William C. Wingfield, BA	Art
Calder L. Withers, BA	Accounting
John Edward Witt, BS, Magna Cum Laude	Nursing
Joseph T. Wood, BA	History
Mallory L. Wooldridge, BS, Magna Cum Laude	Psychology
Jonathan Vaden Wright, BA, Magna Cum Laude	Accounting
Emily Fondren Yates, BS	Psychology
Jeffrey Owen Young, Jr, BA	Communication Studies
Katie Lynn Zimmerman, BS	Health Promotion

## ADVANCED DEGREES CONFERRED ON MAY 16, 2009

**Master of Arts**

Monica Peters Dalton, MA	English
Elizabeth Marie Linehan, MA	English
Rebecca C McGowen, MA	English
Graham Warwick, MA	English

**Master of Business Administration**

Cheryl F Davis, MBA	Business Administration
Teresa Cooper Gillette, MBA	Business Administration
Karugah Kariuki, MBA	Business Administration
Nicholas Komen, MBA	Business Administration
Clifton J Neal, MBA	Business Administration
Wendy D Posey, MBA	Business Administration
Tana Sahli, MBA	Business Administration
Mel R West, MBA	Business Administration
John Andrew Wheelock, MBA	Business Administration
Robert Temple Wooters, MBA	Business Administration

**Master of Education**

Hannah Lyn Baraty, MED	School Counseling
Douglas W Brown JR, MED	Educational Leadership
Ralph J Chittams JR, MED	Educational Leadership
Paula Boles Cocke, MED	Educational Leadership
Megan Harker Emanuel, MED	School Counseling
Theodore P. Finney, MED	Educational Leadership
Andrea M. Fleming, MED	Special Education
Tammie Renea Schwed Goodwin, MED	Community Counseling
Ronald J. Hessinger, MED	Educational Leadership
Renee Lynn Hounsell, MED	Science Education
Nichole A Johnson, MED	Educational Leadership
Monica Susan Kennon, MED	Educational Leadership
Calvin Dennis Knight JR, MED	Educational Leadership
Rory Perre Lee-Washington, MED	Educational Leadership
Jessica O Luckett, MED	Educational Leadership
Marvalin Alexandra Nelson, MED	Special Education
Fabienne Sara Nicholas, MED	Special Education
John F Nye, MED	Science Education
Melissa A Palmer, MED	Educational Leadership
Corey Andrew Paluga, MED	Educational Leadership
Crystal Jean Payne, MED	Special Education
Matthew Asa Ramsey, MED	Community Counseling
Gregory Stuart Ridout, MED	Educational Leadership
Cheryl Drinkard Summy, MED	Special Education
Lisa De Jarnette Thomas, MED	Educational Leadership
Stephanie A Tobey, MED	Educational Leadership

Rebecca L Werner, MED	Educational Leadership
Steven F Wickline, MED	Educational Leadership

## BACHELOR DEGREES CONFERRED ON AUGUST 21, 2009

Jennifer Marie Amos, BS	Nursing
Kevin Daniel Berry, BA	Political Science
Paliden Lamont Blakeney, BS	Interdisciplinary Studies-Teacher Ed
Jennifer L Bulmer, BS	Nursing
Patrick Pierce Byrne, BA	Communication Studies
Jessica Christine Campbell, BS	Psychology
Richard V Capelli, BA	Sport Management
Alicia Brittain Crummett, BA	English
Kristen Elizabeth Divine, BA	Communication Studies
Jeffrey Austin Eggeling, BA	Communication Studies
John T Fleischmann, BA	Sociology
Richard Lewis Glover JR, BS	Health And Physical Education
Cory James Hall, BS	Athletic Training
Jacob Richard Harris, BA	Criminology
Cynthia Purvis Hedrick, BS	Nursing
Evan Louis Heon, BA, Cum Laude	Accounting
Matthew C Hrushka, BA	Communication Studies
Timothy H Hughes, BA	Sport Management
Heather Marie Johnson, BS	Interdisciplinary Studies-Teacher Ed
Anna Elizabeth Johnson, BS	Psychology
Thomas James Kist, BA	Communication Studies
Jeffrey Philip Krueger, BA	Business Administration
Rebecca Angharad Leech-Black, BA	International Relations
Cara Rose Leepson, BA	Art
Jeffrey D Lincoln, BA	Sport Management
Brianna Ashley Logan, BS	Biology
Johanna Francis Machate, BS	Psychology
Jennifer A Maguire, BS	Biology
Emily L Mcdevitt, BS	Health Promotion
Jared Ryan Melot, BA	Sport Management
Kristi J Muhlbaier, BA, Magna Cum Laude	Sport Management
James B Murphy, BA	Philosophy
Alexander Christian Naylor, BA	Communication Studies
Randa C Netsch, BS	Health Promotion
Jordan Vincent Parker, BS, Magna Cum Laude	Health And Physical Education
Lamarke A Patterson, BA	Communication Studies
Andreas K Peter, BA	Sport Management
Andrew H Prunesti, BA	Marketing
Heather Lee Rexrode, BA	Communication Studies
Carmen Dare Sitton, BS	Interdisciplinary Studies-Teacher Ed
Ashley Ann Sprentall, BS	Psychology

Edsel Dale Stanley III, BA.....	Theatre
Stacy Lynn Stegall, BA, Magna Cum Laude.....	Chemistry
Anthony Louis Weinkopff, BS.....	Biomedical Science
Karlie M Welsh, BS .....	Biology
Erica T Wilborne, BS .....	Biomedical Science
Jeffrey James Williams, BA.....	Business Administration
Patrick Sean Wilson, BS .....	Psychology
Timothy William Wolff, BS.....	Chemistry
Jessica Lynn Woodworth, BS.....	Interdisciplinary Studies-Teacher Ed
Keith Allen Yancey, BA .....	Sport Management

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**ADVANCED DEGREES CONFERRED ON AUGUST 21, 2009**


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**Master of Arts**

Audrey Lynn Dugan Langford, MA.....	English
Clelie D. Steckel, MA.....	English

**Master of Business Administration**

Kenneth Aaron Bogacik, MBA.....	Business Administration
Stephanie Anne Myers Claybrook, MBA .....	Business Administration
Shannon Clifton Grey, MBA.....	Business Administration
John Henry Hughes, IV, MBA .....	Business Administration
Ryan Fernando Johnson, MBA .....	Business Administration
Daniel Mugisha Mugizi, MBA .....	Business Administration
W. Morgan Thomas, MBA.....	Business Administration

**Master of Education**

Katherine D. Abbott, MED .....	Reading
Catherine Kirk Adams, MED.....	Reading
Ashley Frances Atkins, MED .....	Special Education
Shannon M. Bailey, MED .....	School Counseling
Kami Renee Barbour, MED .....	Clinical Mental Health Counseling
Jessica M. Bridge, MED .....	Community Counseling
Sherry Dawn Brown, MED.....	Special Education
Stephen A. Burris, MED .....	Science Education
Susan Paul Cargill, MED .....	Reading
Stefanie Bradley Copp, MED .....	Reading
Tiffany Hodnett Ellis, MED.....	Reading
Bryan Raymond Eure, MED.....	Special Education
Sherry Lynn Falls, MED .....	Reading
Carrie L. Fonteyne Finney, MED .....	Science Education
Crystal Funderburk, MED .....	Reading
Kathryn Elizabeth Goldsmith, MED.....	Reading
Kelly Duncan Good, MED .....	Reading
Lisa Cofflin Gunter, MED .....	Reading
Sharron Jennings Gunter, MED .....	Special Education

Miranda Mattson Heath, MED .....	Special Education
Josey Marie Hull, MED .....	School Counseling
Jennifer Tweedy Johnson, MED .....	Reading
Laurel Ann King, MED.....	Reading
Dana Janel Lewis-Brown, MED .....	Reading
Gerin Elizabeth Martin, MED.....	Special Education
Ronda Jean Matthews, MED .....	Reading
Camilla Wilson McCoy, MED .....	Community Counseling
Dawn E. McGaha, MED .....	Community Counseling
Lindsey Ann Melis, MED .....	Reading
Shannon May Willis Nivens, MED .....	Reading
Sandy Carter Overstreet, MED .....	Reading
Amy Dalton Page, MED .....	Special Education
Rebecca Boswell Parsons, MED.....	Science Education
Beverly Ann Pfluger, MED .....	Educational Leadership
Catherine Adams Phillips, MED .....	Science Education
Danielle R. Plomaritas, MED .....	Science Education
Samantha Elizabeth Raitter, MED .....	Reading
Clark K. Robbins, MED.....	Special Education
Montorya L. Root, MED.....	Educational Leadership
Anne Sheridan Saloka, MED .....	Reading
Maureen Cheryl Sheedy-Morris, MED.....	Reading
Susan Elizabeth Sperduto, MED .....	Special Education
David Joseph Street, MED.....	Reading
Jennifer Lynn Teegarden, MED .....	Reading
Linda Vollmer Thompson, MED.....	Special Education
Callista Brenda Virgile, MED .....	Special Education

## ENROLLMENT - FALL SEMESTER 2009

## UNDERGRADUATE PROGRAM

FULL-TIME STUDENTS	Women	Men	Total
Seniors	256	149	405
Juniors	341	196	537
Sophomores	311	225	536
Freshmen	356	272	628
Non-Degree	0	2	2
<b>TOTAL FULL-TIME STUDENTS</b>	<b>1,266</b>	<b>844</b>	<b>2,110</b>
<b>TOTAL PART-TIME STUDENTS</b>	<b>60</b>	<b>29</b>	<b>89</b>
<b>TOTAL UNDERGRADUATE STUDENTS</b>	<b>1,326</b>	<b>873</b>	<b>2,199</b>

## GRADUATE PROGRAM

	Full-time	Part-time	Total
Business	11	53	64
Education	73	154	203
English	5	12	17
History	6	7	13
Music	1	2	3
Nursing	3	5	8
Non-Degree	9	113	122
<b>TOTAL GRADUATE STUDENTS</b>	<b>97</b>	<b>293</b>	<b>390</b>

## TOTAL UNDERGRADUATE AND GRADUATE ENROLLMENT 2,589

## STATES REPRESENTED BY FULL-TIME UNDERGRADUATE STUDENTS

Arizona	1	Maine	6	Pennsylvania	69
California	11	Maryland	212	Rhode Island	5
Colorado	1	Massachusetts	62	South Carolina	2
Connecticut	66	Michigan	2	Tennessee	6
Delaware	39	Missouri	3	Texas	10
District of Columbia	5	Nevada	2	Vermont	5
Florida	13	New Hampshire	9	Virginia	1,331
Georgia	12	New Jersey	109	Washington	4
Illinois	2	New York	59	West Virginia	2
Indiana	5	North Carolina	36	Wyoming	1
Iowa	1	Ohio	5	International	8
Kansas	1	Oklahoma	1		
Kentucky	2	Oregon	2	<b>TOTAL</b>	<b>2,110</b>

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