



LYNCHBURG COLLEGE CATALOGUE

One Hundred-Eleventh Session 2013-14
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 catalog are not to be regarded as an irrevocable contract between the College and the student.

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



TABLE OF CONTENTS

ACADEMIC CALENDAR/CALENDAR OF EVENTS	10
AN INTRODUCTION TO LYNCHBURG COLLEGE.....	12
Mission	12
Accreditation/Memberships	12
History	13
Academic Sessions	14
The Campus.....	15
Non-Discrimination Statement.....	15
Safety and Security Statement.....	16
ACADEMIC PROGRAMS	17
Core Goals.....	17
General Education at Lynchburg College.....	18
Lynchburg College Symposium Readings Program (LCSR).....	19
Major Programs	20
Minor Programs.....	20
School of Graduate Studies	21
General Education Requirements	22
Major Fields of Concentration	24
Minor Fields of Concentration	25
General Studies.....	26
Honors Program	26
Professional and Pre-Professional Curricula.....	28
Health Profession Fields	28
Pre-Dental	28
Pre-Medical	28
Pre-Optometry	29
Pre-Pharmacy	29
Pre-Physical Therapy	29
Pre-Occupational Therapy	29
Pre-Veterinary Medicine	29
Other Pre-Professional Fields	30
Pre-Art Therapy	30
Pre-Forestry and Wildlife.....	30
Pre-Law.....	30
Pre-Library and Information Science.....	30
Pre-Ministerial-Church Related Occupation Program	30
Pre-Museum Studies	31
Business and Economics, School of.....	32
Majors and Minors Listing.....	32
Accounting Major	32
Accounting Minor.....	33
Business Administration Major.....	33
Business Minor.....	34
Economics Major	34
Financial Emphasis.....	34
General Emphasis.....	34

Economics Minor.....	35
Economic Crime Prevention and Investigation Major	35
Fraud Investigation Minor	35
Human Resource Management Major	36
Human Resource Management Minor	36
Leadership Studies Minor	37
Management Major	37
Management Minor.....	38
Marketing Major	38
Marketing Minor.....	39
Communication and the Arts, School of	40
Majors and Minors Listing.....	40
Art Major	40
Art Major-Graphic Design Emphasis.....	40
Graphic Design Minor.....	41
Art Major-Studio Art Emphasis	41
Studio Art Minor	42
Art History Minor	42
Communication Studies Major	43
Communication Studies Major -	
Communication and Social Influence Emphasis	43
Communication and Social Influence Minor	44
Communication Studies Major -	
Convergent Journalism Emphasis	44
Convergent Journalism Minor	45
Communication Studies Major -	
Electronic Media Emphasis.....	45
Electronic Media Minor.....	46
Communication Studies Major -	
Public Relations Emphasis	46
Public Relations/Journalism Minor.....	47
Museum Studies Minor.....	47
Music Major.....	48
Teacher Licensure in Music Education.....	48
Admission to the Music Major	48
Major Standing Juries.....	48
Music Major - Instrumental Performance Emphasis.....	48
Vocal Performance Emphasis.....	49
Music Education Major - Instrumental Education Emphasis.....	50
Vocal Education Emphasis.....	51
Music Minor.....	52
Music for Children Minor.....	52
Music History Minor.....	52
Music Performance Minor	53
Popular Culture Minor	53
Theatre Major -	
Design/Technical Emphasis.....	54
General Emphasis.....	54
Performance Emphasis	55
Theatre Minor	55

Education, School of	56
Majors and Minors Listing.....	56
Interdisciplinary Studies - Teacher Education Major	56
Elementary Education Emphasis (PK-6).....	56
Special Education Emphasis (K-12).....	57
Secondary Education Minor	58
Special Education Minor.....	58
Teacher Preparation Program.....	59
Admission.....	59
Admission to Student Teaching.....	59
Teacher Licensure	60
Health Sciences and Human Performance, School of	61
Majors and Minors Listing.....	61
Athletic Training Major.....	61
Coaching Minor.....	62
Exercise Physiology Major	62
Health and Physical Education Major.....	63
Health Promotion Major	64
Health Promotion Minor	65
Nursing Major.....	65
Outdoor Recreation Minor.....	67
Sport Management Major	68
Sport Management Minor	68
Sports Medicine Minor	69
Humanities and Social Sciences, School of	70
Majors and Minors Listing.....	70
Criminology Major.....	70
Criminology Minor	71
English Major -	
Literature Emphasis.....	72
Writing Emphasis	72
Teacher Licensure.....	73
English Minor	73
French Major.....	74
French Minor	74
Gender Studies Minor	74
German Minor.....	75
History Major -	
American History Emphasis.....	75
European History Emphasis.....	76
Teacher Licensure.....	77
History Minor.....	77
International Relations Major	77
International Relations Minor	79
Latin Minor	79
Latin American Studies Minor.....	80
Medieval and Renaissance Studies Minor	80
Philosophy Major.....	81
Philosophy-Political Science Major.....	81
Philosophy Minor.....	82

Political Science Major	82
Teacher Licensure.....	83
Political Science Minor.....	83
Religious Studies Major.....	83
Religious Studies Minor	84
Sociology Major	
Cultural Studies Emphasis.....	84
Deviance and Crime Emphasis.....	85
Human Services Emphasis.....	85
Sociology Minor	86
Spanish Major	86
Spanish Minor	86
Teacher Licensure	87
Sciences, School of.....	88
Majors and Minors Listing.....	88
Biology Major.....	88
Biology Minor.....	89
Biomedical Science Major.....	89
Chemistry Major -	
Bachelor of Arts.....	91
Bachelor of Science.....	91
Chemistry Minor.....	91
Computer Science Major.....	92
Computer Science Minor	92
Computer Science Applications Minor.....	92
Engineering Program, Dual-Degree -	
Old Dominion University	92
University of Virginia.....	92
Environmental Science Major.....	93
Environmental Science Minor	94
Environmental Studies Major	94
Environmental Studies Minor	95
Mathematics Major	96
Mathematics Minor	96
Physics Major.....	97
Physics Minor	97
Psychology Major	98
Psychology Minor	98
COURSE DESCRIPTIONS.....	99
ACADEMIC REGULATIONS.....	191
Academic Degree Requirements	191
Bachelor Degree	191
Second Degree.....	191
Governing Catalogue.....	191
Application to Graduate	192
Graduation	192
Academic Standing.....	192
Regular Standing/Academic Probation.....	192

Behavioral Standards for Learning Environments.....	193
Violations of Behavioral Standards for Learning Environments	193
Academic Suspension.....	195
Academic Coaching Program.....	196
Regaining Regular Standing.....	196
Appeal of Suspension	196
Reapplication after Suspension	196
Classification of Students	197
Degree Candidates.....	197
Non-Degree Students	197
Credit by Examination.....	197
Advanced Placement Examinations	197
International Baccalaureate Program (IB)	198
College-Level Examination Program (CLEP).....	199
DANTES Subject Standardized Tests.....	200
Dean's List.....	200
Dropping or Adding Courses.....	200
Final Examinations.....	201
Grading System	202
Grade Review	204
Honors at Commencement	204
Independent Studies.....	205
Internships	205
Leaves of Absence	206
Leave of Absence	206
Medical Leave	206
Military Leave	206
Out-of-Residence Studies	207
Part-Time Students	207
Policy Regarding Class Attendance	207
Quality Point Averages	208
Repetition of Courses	208
Residence Requirement	208
Semester Hours.....	208
Student Academic Load.....	209
Withdrawal from College	209
 ACADEMIC SERVICES AND RESOURCES	210
Academic Advising	210
Campus Store	210
Career Development	211
Centers of Lynchburg College.....	211
Information Technology and Resources	213
Center for Global Education.....	213
Study Abroad	213
Global Awareness Program	214
International Student Services.....	214
Visiting Scholars Program.....	215
English as a Second Language Program (ESL).....	215
Learning Resources	215

Library and Information Services.....	217
New Student Programs	218
Freshmen	218
Transfer & Access Students	218
Public Presentations	219
Daura Gallery	219
Fine Arts Series and Lecture Series	219
Musical Groups	221
Theatre Activities	223
Visual Arts Activities.....	223
Registrar's Office.....	223
Students with Disabilities	224
Learning Disabilities: Foreign Language Requirement.....	226
Learning Disabilities: Math Requirement	227
Physical Disabilities	228
Right to File Grievance	228
Tri-College Consortium.....	228
 STUDENT DEVELOPMENT AND CAMPUS LIFE	230
Health and Counseling Services.....	230
Multicultural Services	232
Residential Requirements	232
Residence Life.....	232
Spiritual Life.....	233
Student Activities.....	234
Student Government Association	234
Student Activities Board	235
Intramural & Club Sport Programs	235
Fraternity/Sorority Life	235
Outdoor Leadership Program	235
General Responsibilities.....	236
Membership.....	236
Supervisory Role of Institution in Student Activities	236
Athletics: Intercollegiate	236
Campus Media	237
Written Complaints.....	237
 STUDENT RIGHTS AND RESPONSIBILITIES	239
Honor and Student Conduct Codes and Regulations	239
Student Records: Practices, Rights, and Privacy.....	239
Drug Free Environment Statement.....	240
Motor Vehicles	241
 ADMISSIONS	245
Requirements for Freshman Admission	245
Home-Schooled Applicants	245
Early Admission and Enrollment	245
Advanced Placement Scholars Program	245
International Baccalaureate Program	246
Transfer and Access Students	246

Transfer for Qualifying VCCS Associate Degree Students	247
International Students	247
Readmission	248
Non-Degree Admission	248
Categories of Non-Degree Admission	249
Dual Enrollment	248
Non-Degree Undergraduate	248
Visiting Undergraduate	250
Other Categories	250
 SCHOLARSHIPS AND FINANCIAL AID	251
Satisfactory Academic Progress Policy for Financial Aid Recipients	251
Review Process	252
Lynchburg College Academic Scholarships	253
Grants	253
Loans	255
Student Employment Opportunities	255
Return of Financial Aid	256
 EXPENSES.....	257
Application Fee	257
Reservation and Contingency Deposit	257
Contingency Deposit Refund	257
Continuing Student Enrollment Deposit	258
Continuing Student Enrollment Deposit Refund	258
Tuition, Room, and Meal Plan Rates	258
Student Activities Fee.....	259
Special Fees	260
Method of Payment	261
Refund Policy	261
Refund Procedure	262
Student Accounts	262
 ALUMNI AND PARENTS PROGRAMS.....	263
Alumni Programs	263
Parents Programs.....	263
 REGISTER	264
Board of Trustees.....	264
Honorary Life Trustees.....	266
Honorary Life Overseers	267
Emeriti Trustee	267
Officers of the Board	267
Executive Committee of the Board	267
Legal Counsel	267
Administration and Staff	268
Faculty	274
Regular Part-Time Faculty	291
Retired Faculty	292
 MATTERS OF RECORD	300

FALL SEMESTER 2013**ACADEMIC CALENDAR**

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

Calendar Codes: [#] = Holiday, No Classes

RD = Reading Day

(##) = Examination Day

CALENDAR OF EVENTS

August	22	.....	First Day of Classes
	29	.....	End of Add Period
September	11	.....	End of 3 week Withdrawal Period
	18	.....	Pass/Fail Deadline
October	20-22	.....	Parents and Family Weekend
	9	.....	Mid semester
November	10-13	.....	Midterm Vacation
	18-20	.....	Homecoming Weekend
Nov/Dev	1	.....	End of 10 week Withdrawal Period
	23-1	.....	Thanksgiving Holiday
December	6	.....	Last Day of Classes
January	9-14	.....	Examination Period
	17	.....	January Degree Granted Date

SPRING SEMESTER 2014**ACADEMIC CALENDAR**

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

Calendar Codes: [#] = Holiday, No Classes

{#} = Student Scholar Showcase & Assessment Day, No Classes

* = Wednesday Classes will meet on May 5

RD = Reading Day (#) = Examination Day "#" = Commencement

CALENDAR OF EVENTS

January	20.....	First Day of Classes
	27.....	End of Add Period
February	7.....	End of 3 week Withdrawal Period
	14.....	Pass/Fail Deadline
March	7.....	Mid semester
	8-16.....	Midterm Vacation
April	4.....	End of 10 week Withdrawal Period
	9.....	Student Scholar Showcase & Assessment Day
	11.....	Academic Awards Banquet
May	25-27.....	Westover Alumni Society Weekend
	5.....	Last Day of Classes
	7-13.....	Examination Period
	17	Commencement Day
SUMMER SESSION	.....	May 19 - July 18
August	16.....	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 and learning, scholarship, and service to the broader community.

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

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

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

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

Accreditation/Memberships

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. All other inquiries about the College should be directed to Lynchburg College, (1501 Lakeside Drive, Lynchburg, Virginia 24501-3133 or 434-544-8100) not the Commission.

Lynchburg College is authorized to operate in the Commonwealth of Virginia through the State Council of Higher Education for Virginia, 101 N. 14th Street, 10th FL, James Monroe Bldg. Richmond, VA 23219 or telephone 804-225-2600.

The School of Business and Economics at Lynchburg College is accredited by the Association of Collegiate Business Schools and Programs, (11520 West 119th Street, Overland Park, KS 66213 or 913-339-9356) based on standards that require the school to demonstrate teaching excellence.

The Virginia Department of Education (P.O. Box 2120, Richmond, VA

23218 or 804-371-2475) approves the college's teacher preparation programs. The Nursing Department is approved by the Virginia State Board of Nursing (9960 Maryland Drive, Suite 300, Henrico, VA 23233-1463 or 804-367-4515) and accredited by the Commission on Collegiate Nursing Education (One Dupont Circle, NW Suite 530, Washington, DC 20036 or 202-887-6791).

The Exercise Physiology Department is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP at 1361 Park Street, Clearwater, FL 33756 or 727-210-2350). The Sport Management Department is approved by the North American Society for Sport Management (135 Winterwood Drive, Butler, PA 16001 or 724-482-6277). The athletic training major is accredited by the Commission on Accreditation of Athletic Training Education (CAATE at 2201 Double Creek Drive, Suite 5006, Round Rock, TX 78664 or 512-733-9700).

The Graduate Counseling Programs are accredited through Council for Accreditation of Counseling & Related Educational Programs (CACREP, 1001 North Fairfax Street, Suite 510, Alexandria, VA 22314 or 703-535-5990).

The Doctor of Physical Therapy program at Lynchburg College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-684-2782; email: accreditation@apta.org. Information related to CAPTE can be found at the American Physical Therapy Association's website site www.apta.org.

The College 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 National Association of Independent Colleges and Universities, the Council of Independent Colleges, the Council of International Schools, the National Association of College Admission Counseling, the American Association of Collegiate Registrars and Admissions Officers, 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 continues its affiliation with the Christian Church (Disciples of Christ), a denomination with a 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

14 **Lynchburg College**

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 town-houses (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. 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, doctor of physical therapy, and doctor of education in leadership studies degrees.

With only eleven faculty members and fifty-five students at its beginning, the College now has 171 full-time faculty members and 2,800 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 264 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. A Health Sciences Building is located on Monticello Avenue, a ten-minute walk from the main campus. Sloping away toward a small lake are wooded hills, part of an original forest of oak, hickory, poplar, pine, and dogwood.

The 470-acre Claytor Nature Study Center, overlooking the Peaks of Otter and located nearby in Bedford County, Va., includes a farmhouse; an educational pavillion; an education, research, laboratory, and conference facility; an astronomical observatory; and a campground. Ground was broken in fall 2011 for an Eco-Village to provide sustainable short-term housing for students and guests.

Non-Discrimination Statement

Lynchburg College does not discriminate on the basis of race, color, national origin, sex, disability, age, sexual orientation, or religion in its programs and activities, including admission to and employment at Lynchburg College.

Lynchburg College is in compliance with Title IX of the Education Amendments of 1972, which prohibits discrimination based on sex in educational programs and activities, including employment and admission. (Prohibited discrimination based on sex includes sexual harassment and sexual violence.) For questions regarding Lynchburg College's compliance with Title IX, please contact the Title IX Coordinator at Director of Human Resources, 4th floor, Hall Campus Center, 1501 Lakeside Drive, Lynchburg, VA 24501; phone: 434-544-8215; email: titleix@lynchburg.edu.

Inquiries about the application of Title IX may also be referred to the Office for Civil Rights (OCR) at Office for Civil Rights, U. S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-1100; Civil Rights Hotline: 800-421-3481; fax: 202-453-6012; TDD: 800-877-8339; email: ocr@ed.gov; website: <http://www.ed.gov/ocr>.

Lynchburg College is in compliance with Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination based on disability in admission, treatment, or access to, or employment in its programs or activities. For ques-

16 Lynchburg College

tions regarding Lynchburg College's compliance with Section 504, please contact the disability coordinator at Support Services Coordinator, Academic and Career Services (2nd floor, Hall Campus Center), 1501 Lakeside Drive, Lynchburg, VA 24501; phone: 434-544-8687; email: disability@lynchburg.edu.

Safety and Security Statement

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.

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 identifying 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; evaluating the quality of information sources; comprehending written and other sources; thinking creatively about issues; examining issues from global perspectives; employing knowledge from a range of disciplines; and employing specialized knowledge in at least one discipline
- **Conclude** by developing informed responses to issues through marshaling of evidence to support a conclusion; integrating relevant information from a wide range of sources; and articulating 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; valuing intellectual and aesthetic achievements for their intrinsic worth; preparing for a life as an effective steward of self, family, community, work, and the environment; and cooperating 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:

Goal 1: Knowledge of cultural, linguistic, and intellectual contexts and traditions.

Objectives:

1. Students will demonstrate knowledge of culture and traditions.
2. Students will demonstrate basic proficiency in a foreign language.
3. Students will demonstrate knowledge of intellectual achievements and traditions.

Goal 2: Recognition of the value of achievements of imagination and creativity.

Objectives:

1. Students will articulate the connections between arts and society.
2. Students will explain the historical, social, and cultural significance of selected works of art.
3. Students will engage in the artistic process.

Goal 3: Scientific and quantitative reasoning.

Objectives:

1. Students will solve problems using methods of scientific inquiry.
2. Students will solve problems using mathematical techniques.

Goal 4: Addressing problems that require the integration of ideas from multiple sources.

Objectives:

1. Students will discern meaning from reading.
2. Students will demonstrate the ability to retrieve and use information.
3. Students will analyze fact and opinion evidence.
4. Students will analyze, evaluate and synthesize evidence and ideas from multiple sources.

Goal 5: College level skills in writing, speaking, critical thinking, reading and information literacy.

Objectives:

1. Students will demonstrate college-level writing ability.
2. Students will demonstrate college-level speaking ability.
3. Students will demonstrate college-level critical thinking.
4. Students will demonstrate college-level reading ability.
5. Students will demonstrate college-level information literacy.

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.

SCHOOL OF GRADUATE STUDIES

School Dean: Ed Polloway

Counselor Education Program: Dr. Booth, Dr. Farnsworth, Dr. Perryman, Dr. West,
Dr. Williams

Curriculum and Instruction Program: Dr. R. Jones, Dr. Mayhew, Dr. Walker

Leadership Studies Program: Dr. R. Jones, Dr. Mayhew, Dr. Selden, Dr. Walker

Physical Therapy Program: Dr. R. Smith, Jr., Dr. Blair, Dr. Curfman, Ms. Davis, Dr. Eagler, Dr. P. Elam,
Dr. S. Elam, Dr. Gellert, Dr. Leahy, Dr. Moore, Dr. Noonan

Physician Assistant Studies Program: Dr. Welsh, Dr. D. Johnson

Graduate Programs at Lynchburg College

Doctor of Physical Therapy (DPT)

Leadership Studies (Ed.D.)

Master of Arts

M.A.	English
M.A.	History
M.A.	Music

Master of Business Administration

M.B.A.	Business Administration
--------	-------------------------

Master of Education

M.Ed.	Clinical Mental Health Counseling
M.Ed.	Curriculum and Instruction
M.Ed.	Educational Leadership: Administration/Supervision
M.Ed.	Reading
M.Ed.	School Counseling
M.Ed.	Science Education
M.Ed.	Special Education

Master of Science in Nursing

M.S.N.	Clinical Nurse Leader
M.S.N.	Nursing Education
R.N. to M.S.N.	

Master of Science in Physician Assistant Studies (Planned for Fall 2015)

Graduate Certificate Programs

Advanced Counseling Certificate
Earth Science Certificate
Literacy Studies Certificate
Special Education:
Autism Spectrum Disorders Certificate
School Inclusion Certificate
Students with Significant Disabilities Certificate
Young Children with Developmental Disabilities Certificate

Non-Degree Programs

Postgraduate Licensure Programs
Professional Enrichment
Teacher Licensure Renewal

GENERAL EDUCATION REQUIREMENTS

		Hours
WRITTEN COMPOSITION (two courses required)		6
ENG'L 111	Composition I	
ENG'L 112	Composition II	
FINE ARTS (one course required)		3
ART 110	Introduction to Visual Art	
ART 118	Ceramics I	
ART 122	3-D Forms and Space I	
ART 156	Drawing: Techniques and Traditions	
ART 162	Painting: Techniques and Traditions	
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 I	
HIST 102	History of Civilization II	
LABORATORY SCIENCE (two courses required)		8
BIOL 101	Biological Inquiry	
BIOL 113	Evolution, Ecology, and Organisms	
BIOL 114	Cells: Genetic and Molecular Perspectives	
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 131	Physics of Sports	
PHYS 141	College Physics	
PHYS 142	College Physics	
PHYS 161	General Physics I	
PHYS 162	General Physics II	
PHYS 181	Solar System Astronomy	
PHYS 182	Stellar Astronomy	
PSYC 103-105L	General Psychology and Lab	
PSYC 104-106L	General Psychology and Lab	
SCIE 101	Principles of Science I	
SCIE 102	Principles of Science II	

		Hours
LITERATURE (one course required)		3
ENGL 201	Literature Culture I	
ENGL 202	Literature Culture II	
FREN 207	French Literature in Translation I	
FREN 208	French Literature in Translation II	
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
C S 105	Introduction to Computation	
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 200	Introduction to Philosophy	
PHIL 204	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	
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
H P 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	
<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.

MAJOR FIELDS OF CONCENTRATION

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 Sciences
Biology	BS	
Biomolecular Science	BS	Sciences
Business Administration	BA	Business and Economics
Chemistry	BA/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	BA	Business and Economics
Engineering		Dual Program with ODU or UVA
English	BA	Humanities and Social Sciences
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		
Human Resource Management	BA	Business and Economics
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 Performance or Vocal Performance		
Music Education	BA	Communication and the Arts
Emphases: Instrumental Education or Vocal Education		
Nursing	BS	Health Sciences and Human Performance
Philosophy	BA	Humanities and Social Sciences
Philosophy-Political Science	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		

MINOR FIELDS OF CONCENTRATION

Minors

Minors	School
Accounting	Business and Economics
Art History	Communication and the Arts
Biology	Sciences
Business	Business and Economics
Chemistry	Sciences
Coaching	Health Sciences and Human Performance
Computer Science	Sciences
Computer Science Applications	Sciences
Communication and Social Influence	Communication and the Arts
Convergent Journalism	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
Fraud Investigation	Business and Economics
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
Human Resource Management	Business and Economics
International Relations	Humanities and Social Sciences
Latin	Humanities and Social Sciences
Latin American Studies	Humanities and Social Sciences
Leadership Studies	Business and Economics
Management	Business and Economics
Marketing	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. Sally C. Selden, 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 forty 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

				Hours
	Eight hours from the following laboratory science courses:			8
BIOL	101	Biological Inquiry		
BIOL	113	Evolution, Ecology, and Organisms		
BIOL	114	Cells: Genetic and Molecular Perspectives		
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:			2
H P	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>			<u>53</u>

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

		<u>FALL</u>		<u>SPRING</u>	
Freshman:	HONR	100	1 hr	HONR	112
	HONR	103	3 hrs	HONR	131
	HONR	111	3 hrs	Major/Elect	3 hrs
	HONR	121	3 hrs		
	FORL	201	3 hrs		
	HPE	102	1 hr		
			3 hrs		
Sophomore:	HONR	211	3 hrs	HONR	212
	HONR	233	4 hrs	HONR	221
			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.

PROFESSIONAL AND PRE-PROFESSIONAL CURRICULA

In addition to declaring a major and a minor, students who plan careers in the professional fields below should also declare their pre-professional intent at the time of admission or early in their academic careers. Students will be assigned an advisor 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 113	BIOL 114
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. Blair

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 human anatomy, microbiology, biochemistry, and cell and molecular biology.

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

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

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 and genetics are strongly recommended. Other suggested upper-level science electives include cell biology and human 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 113, 114	8
CHEM 111, 112	8
CHEM 221, 222	8
ENGL 111, 112	6
PHYS 141-142 or 161-162	8

Pre-Optometry

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

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. Blair

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. Blair

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 biochemistry.

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 and Information 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. Merrill Willis

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. Merrill Willis. 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 the College;
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.

Persons desiring to serve in churches or other agencies should seek to qualify and to apply for appointment as "Apprentices-in-Ministry."

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.

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: Dr. Rothermel

Students interested in attending graduate school and beginning a career in museums or historical sites 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 Alliance 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, Ms. Julian, Mrs. Schneider

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

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

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

Mission Statement

Engaging students through active learning to build character and advance knowledge.

Vision Statement

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 in support of its 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 lifelong learning.
5. Develop and provide high quality curricula and instruction in a learning-centered environment.
6. Recruit, retain, and develop highly qualified faculty members for whom student learning is the highest priority.
7. Contribute to the base of knowledge as appropriate for a liberal arts college where student learning is the primary mission.
8. 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.
9. Develop and maintain strong links to the local, regional, or international communities through focused service and consulting activities.

Majors and Minors Listing

Accounting Major

Fraud Investigation Minor

Accounting Minor

Human Resource Management Major

Business Administration Major

Human Resource Management Minor

Business Minor

Leadership Studies Minor

Economics Major-Financial Emphasis

Management Major

Economics Major-General Emphasis

Management Minor

Economic Crime Prevention and Investigation Major

Marketing Major

Economics Minor

Marketing Minor

ACCOUNTING MAJOR

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

Courses in the business core:			Hours
ACCT	201-202	Principles of Accounting 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	209	Principles of Marketing	3
Courses in General Education:			
ECON	201	Principles of Economics-Micro	3
ECON	202	Principles of Economics-Macro	3
Accounting courses:			
ACCT	301-302	Intermediate Accounting	6
ACCT	311	Personal Income Tax	3
ACCT	313	Strategic Cost Management	3
ACCT	401	Advanced Accounting	3
ACCT	421	Auditing Principles	3
ACCT		Other ACCT course 300 and above*	<u>3</u>
<i>Total Hours Required</i>			60

* Students must select at least one 3-hour, non-required, upper-division accounting course to meet the accounting elective requirement. Students wishing to take the CPA examination in Virginia must select at least 6 hours of upper-division accounting electives to meet the educational requirements to sit for the examination. In most states, candidates must meet a 150-credit hour state requirement (not required for degree) to achieve CPA certification.

ACCOUNTING MINOR

ACCT	201-202	Principles of Accounting I, II	6
ACCT	311	Personal Income Tax	3
ACCT	313	Strategic Cost Management	3
ACCT		Other ACCT course 300 and above	<u>3</u>
<i>Total Hours Required</i>			15

BUSINESS ADMINISTRATION MAJOR

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

Courses in the business core:			
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	209	Principles of Marketing	3

Courses in General Education:			Hours
ECON	201	Principles of Economics-Micro	3
ECON	202	Principles of Economics-Macro	3
Minor or second major			<u>*15-18</u>
<i>Total Hours Required</i>			<u>54-57</u>

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

BUSINESS MINOR

ACCT	201	Principles of Accounting I	3
ECON	201	Principles of Economics-Micro	3
MGMT	260	Principles of Management and Organizational Behavior	3
MKTG	209	Principles of Marketing	3
Two from the following:			6
FIN	150	Family and Personal Finance	3
Other courses 200 and above from ACCT, BUAD, ECON, FIN, MGMT, MKTG			<u>—</u>
<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	204	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	303	Managerial Economics	3
ECON	308	International Economics Policy	3
ECON	400	Information, Uncertainty, and Risk	3
ECON	450	Senior Seminar in Economics	3

Academic Programs**School of Business and Economics 35**

			Hours
ECON		Other ECON courses 100 and above	9
PHIL	204	Introduction to Ethics	<u>3</u>
		<i>Total Hours Required</i>	40

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>	19

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.

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
BUAD	243	Data Mining	3
CRIM	241	Criminology	3
ECON	201	Principles of Economics - Micro	3
ECON	202	Principles of Economics - Macro	3
ECON	305	Money, Credit, and Banking	3
PHIL	204	Introduction to Ethics	3

One of the following:

BUAD	399	Internship in Business	3
ECON	399	Managerial Economics Internship	
MGMT	399	Internship in Management	
SOCI	399	Internship in Sociology	

One of the following:

BUAD	241	Business Statistics	3-4
ECON	250	Research Methods in Economics	
SOCI	280	Statistics for Sociologists	

Six hours from:

ACCT		Other ACCT courses 200 and above	6
*C S	355	Computer Forensics	
CRIM		Other CRIM courses 200 and above	
ECON		Other ECON courses 200 and above	
PSYC	263	Psychology of Law	
		<i>Total Hours Required</i>	45-46

*Prerequisite for C S 355 is C S 142 or 235.

FRAUD INVESTIGATION MINOR

ACCT	201	Principles of Accounting I	3
ACCT	202	Principles of Accounting II	3
ACCT	370	Fraud and White Collar Crime	3
ACCT	470	Forensic Accounting and Investigation	3
CRIM	241	Introduction to Criminology	3

		Hours
Three hours from:		3
ACCT	Other ACCT courses 300 and above	
BUAD 243	Data Mining	
CRIM 244	Criminal Justice Process	
CRIM	Other CRIM courses 300 and above	
ECON	Other ECON course 300 and above	
PSYC 263	Psychology of Law	
	<i>Total Hours Required</i>	<u>18</u>

HUMAN RESOURCE MANAGEMENT MAJOR

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

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 209	Principles of Marketing	3

Courses in general education:

ECON 201	Principles of Economics-Micro	3
ECON 202	Principles of Economics-Macro	3

Courses in human resource management:

MGMT 262	Human Resource Management	3
MGMT 321	Growing Talent: Training and Development	3
MGMT 364	Acquiring Talent: Workforce Planning and Staffing	3
MGMT 399	Internship in Management	3
MGMT 422	Keeping Talent: Performance Appraisals, Compensation and Employee/ Labor Relations	3
MGMT 475	Strategic Human Resource Management	3
	<i>Total Hours Required</i>	<u>57</u>

HUMAN RESOURCE MANAGEMENT MINOR

MGMT 262	Human Resource Management	3
MGMT 321	Growing Talent: Training and Development	3
MGMT 364	Acquiring Talent: Workforce Planning and Staffing	3
MGMT 422	Keeping Talent: Performance Appraisals, Compensation and Employee/ Labor Relations	3
MGMT 475	Strategic Human Resource Management	3
	<i>Total Hours Required</i>	<u>15</u>

LEADERSHIP STUDIES MINOR

			Hours
BUAD	222	Ethical Dilemmas in Business and Leadership	3
BUAD	265	Leadership and the Classics	3
G S	330	Leadership in Action Practicum	3
MGMT	260	Principles of Management and Organizational Behavior	3
Electives:			6
COMM	251	Intercultural Communication	
COMM	362	Crisis Communication	
COMM	412	Communication and Leadership	
MGMT	350	Negotiation and Relationship Management	
PSYC	265	Industrial/Organizational Psychology	
<i>Total Hours Required</i>			<u>18</u>

MANAGEMENT MAJOR

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

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

Courses in the business core:

ACCT	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	209	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	262	Human Resource Management	3
MGMT	300	Crisis Management	1
MGMT	301	Change Management	1
MGMT	302	Cross-Cultural Management	1
MGMT	350	Negotiation and Relationship Management	3
MGMT	360	Project Management	3
MGMT	472	The Art of Strategy	3

Three hours from:

ACCT	325	Management Accounting	3
BUAD	265	Leadership and Classics	
MGMT	101	Freshman Seminar in Management	
MGMT	377	Study Abroad: International Management	
MGMT	399	Internship in Management	
<i>Total Hours Required</i>			<u>57</u>

MANAGEMENT MINOR

			Hours
MGMT	260	Principles of Management and Organizational Behavior	3
MGMT	300	Crisis Management	1
MGMT	301	Change Management	1
MGMT	302	Cross-Cultural Management	1
One of the following:			3
BUAD	100	Perspectives on Business	3
MGMT	101	Freshman Seminar in Management	3
Electives:			6
BUAD	265	Leadership and the Classics	3
MGMT	262	Human Resource Management	3
MGMT	350	Negotiation and Relationship Management	3
MGMT	360	Project Management	3
<i>Total Hours Required</i>			<u>15</u>

Human Resource Management majors and Leadership Studies minors who choose to add the Management minor should work with their academic advisors to make sure that selected courses meet all program requirements and are consistent with the guidelines for minor programs, as set forth in the catalogue.

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	209	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

Two of the following:

BUAD	397 or 399	Independent Study in Business or Internship in Business	6
MKTG	372	Sales and Sales Management	3
MKTG	374	Retailing and Merchandising	3
MKTG	377	Study Abroad: International Marketing	3
MKTG	380	Services Marketing	3
MKTG	398	Special Topics in Marketing	3
MKTG	425	E-Marketing	3
<i>Total Hours Required</i>			<u>57</u>

MARKETING MINOR

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

SCHOOL OF COMMUNICATION AND THE ARTS

School Dean: Dr. Oeida M. Hatcher

Art Department Faculty: Ms. Bryant, Ms. Byrns, Dr. Karalow, Mr. Pumphrey, Ms. Rhoads

Communication Department Faculty: Dr. Cornwell, Dr. Jorgensen-Earp, Mr. Langett, Mr. Leverett,

Mr. Noel, Dr. Robinson, Dr. Roux, Ms. Rule, Ms. Smith, Dr. Todd, Dr. Youra

Museum Studies Program Faculty: Dr. Rothermel

Music Department Faculty: Ms. Eaton, Dr. Kim, Dr. Magee, Dr. Ramsey, Mr. Scott

Theatre Department Faculty: Mr. Furlow, Mr. Kershner, 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 Performance Emphasis

Music Major - Vocal Performance Emphasis

Music Education Major - Instrumental Education
Emphasis

Music Education 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 - General Emphasis

Theatre Major - Performance Emphasis

Theatre Minor

ART MAJOR

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

Any student enrolled at the 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. Supply fees are charged for each studio course. Exhibitions of student work are held throughout the year at the instructor's discretion. Field trips and out-of-class events may be required for some classes. The art major usually requires six consecutive semesters in an emphasis. Students are advised to begin the course of study at the beginning of their freshman year, if possible, but no later than their sophomore year. All art majors must have an art advisor to help facilitate progress in the major. Successful completion of the portfolio review is required of all sophomore and new transfer art majors at the end of the fall semester for continuation in the major.

ART MAJOR-GRAPHIC DESIGN EMPHASIS

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

Core courses:			Hours
ART	131-132	Survey of Art History I, II	6
ART	151-152	Design Fundamentals I, II	6
ART	156	Drawing: Techniques and Traditions	3
ART	166	Photography I	3
ART	256	Drawing: Concepts and Innovations	3
ART	340	20th Century Art and Contemporary Issues	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
One of the following:			3
ART	399	Internship in Art	
ART	480	Design Practicum	
One of the following:			3
ART	122	3-D Forms and Space I	
ART	162	Painting: Techniques and Traditions	
<i>Total Hours Required</i>			<u>51</u>

GRAPHIC DESIGN MINOR

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

ART	151-152	Design Fundamentals I, II	6
ART	154	Graphics: Process and Technique	3
ART	156	Drawing: Techniques and Traditions	3
ART	274	Graphics: Methods and Practice	3
One of the following:			3
ART	294	Graphics: Innovation and Analysis	
ART	354	Web Design	
ART	480	Design Practicum	
<i>Total Hours Required</i>			<u>18</u>

ART MAJOR-STUDIO ART EMPHASIS

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

Core courses:			
ART	122	3-D Forms and Space I	3
ART	131-132	Survey of Art History I, II	6
ART	151-152	Design Fundamentals I, II	6
ART	156	Drawing: Techniques and Traditions	3
ART	162	Painting: Techniques and Traditions	3
ART	166	Photography I	3

Additional courses:

			Hours
ART	256 or 357	Drawing: Concepts and Innovations or Figure Drawing	3
ART	340	20th Century Art and Contemporary Issues	3
ART	402	Senior Studio Seminar: Context, Criticism, and Craft	3

Nine hours from:

ART	218	Ceramics II	9
ART	222	3-D Forms and Space II	
ART	256 or 357	Drawing: Concepts and Innovations or Figure Drawing	
ART	262	Painting: Illusion and Beyond	
ART	266	Photography II	
ART	322	Advanced 3-D Forms and Space	
ART	356	Advanced Studio Studies: Drawing	
ART	362	Advanced Studio Studies: Painting	
ART	366	Advanced Studio Studies: Photography	
ART	397	Independent Study in Art	
<i>Total Hours Required</i>			<u>42</u>

The department strongly recommends that the student majoring in studio art pursue additional art history study. Other recommended electives beyond the studio art emphasis are COMM 104, 304, THEA 102, and 201. 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.) Note ART 118/218, 122/222, 162/262, 262/362, and 266/366 are courses taught concurrently.

STUDIO ART MINOR

ART	151-152	Design Fundamentals I, II	6
-----	---------	---------------------------	---

Twelve hours from:

ART	118, 218	Ceramics I, II	12
ART	122, 222	3-D Forms and Space I, II	
ART	156, 256	Drawing: Techniques and Traditions, Concepts and Innovations	
ART	162, 262	Painting: Techniques and Traditions, Illusion and Beyond	
ART	166, 266	Photography I, II	
ART	357	Figure Drawing	
<i>Total Hours Required</i>			<u>18</u>

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

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	

Six hours from:

HIST	200	The Historian's Craft	6
HIST	312	Renaissance and Reformation	
MST	201	Curatorial Practices	
PHIL	220	Art, Truth, and Value	
RELG	206	Judaism, Christianity, and Islam	
<i>Total Hours Required</i>			<u>18</u>

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:		Hours
COMM	112	3
COMM	171	3
COMM	201	3
COMM	230	3
COMM	303	3
COMM	401	3
Communication and Social Influence courses:		
COMM	101	3
COMM	228	3
COMM	251	3
COMM	301	3
Nine hours from:		9
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
Three hours from:		3
COMM	232	Debate and Freedom of Speech
COMM	275	Visual Rhetoric
COMM	322	Advanced Reporting and Writing
COMM	377	Study Abroad
COMM	397	Independent Study in Communication
COMM	398	Special Topics in Communication
COMM	399	Internship in Communication
COMM	411	Supervised Practicum - Critograph
COMM	477	Senior Project
COMM	480	Advanced Stage and Studio Television
COMM	499	Donovan Media Development Center Practicum

Total Hours Required

COMMUNICATION and SOCIAL INFLUENCE MINOR

Core courses:		Hours
COMM	112	Interpersonal Communication
COMM	171	3
COMM	230	Media and Culture
		3
		Persuasion
		3
Nine hours from:		9
COMM	114	Small Group Communication
COMM	228	Public Presentation
COMM	232	Debate and Freedom of Speech
COMM	251	Intercultural Communication
COMM	260	Introduction to Public Relations
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>		<u>18</u>

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
COMM	171	Media and Culture
COMM	201	Media Writing I
COMM	230	Persuasion
COMM	303	Research Methods in Communication
COMM	401	Advanced Communication Theory and Senior Thesis
Convergent Journalism courses:		
COMM	104	Introduction to Media Technology
COMM	202	Media Writing II
COMM	301	Rhetorical Criticism
COMM	381	Convergence Media: Broadcasting in an Internet World
COMM	405	Communication Law and Ethics
COMM	450	Producing and Editing Across Media
Three hours from:		3
COMM	180	Stage and Studio Television
COMM	322	Advanced Reporting and Writing
COMM	372	Media Criticism
COMM	382	Documentary Design and Production
COMM	395	Cultural Impact of Popular Media
COMM	480	Advanced Stage and Studio Television
Three hours from:		3
COMM	232	Debate and Freedom of Speech
COMM	275	Visual Rhetoric
COMM	377	Study Abroad
COMM	397	Independent Study in Communication
COMM	399	Internship in Communication

Academic Programs**School of Communication and the Arts 45**

COMM	411	Supervised Practicum - Critograph	Hours
COMM	477	Senior Project	
COMM	499	Donovan Media Development Center Practicum	
<i>Total Hours Required</i>			<u>42</u>

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 - Critograph	
COMM	450	Producing and Editing Across Media	
<i>Total Hours Required</i>			<u>18</u>

COMMUNICATION STUDIES MAJOR-ELECTRONIC MEDIA EMPHASIS

Students selecting this emphasis are usually planning careers in media writing 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	Advertising and Production Design	3
COMM	372	Media Criticism	3
COMM	405	Communication Law and Ethics	3
COMM	485	Producing and Directing for Electronic Media	3

Six hours from:

COMM	180	Stage and Studio Television	6
COMM	304	Digital Editing and Motion Graphics	
COMM	381	Convergence Media: Broadcasting in an Internet World	
COMM	382	Documentary Design and Production	
COMM	395	Cultural Impact of Popular Media	
COMM	404	Advanced Digital Editing and Motion Graphics	
COMM	480	Advanced Stage and Studio Television	

Three hours from:

COMM	232	Debate and Freedom of Speech	3
COMM	275	Visual Rhetoric	
COMM	322	Advanced Reporting and Writing	

COMM	Hours
377	Study Abroad
381	Convergence Media: Broadcasting in an Internet World
382	Documentary Design and Production
397	Independent Study in Communication
398	Special Topics in Communication
399	Internship in Communication
411	Supervised Practicum - Critograph
477	Senior Project
480	Advanced Stage and Studio Television
499	Donovan Media Development Center Practicum
<i>Total Hours Required</i>	
	<u>42</u>

ELECTRONIC MEDIA MINOR

COMM	104	Introduction to Media Technology	3
COMM	171	Media and Culture	3
COMM	201	Media Writing I	3
COMM	206	Advertising and Production Design	3
Six hours from:			6
COMM	180	Stage and Studio Television	
COMM	304	Digital Editing and Motion Graphics	
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	499	Donovan Media Development Center Practicum	
<i>Total Hours Required</i>			<u>18</u>

COMMUNICATION STUDIES MAJOR–PUBLIC RELATIONS EMPHASIS

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

Core courses:

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

Public Relations/Journalism courses:

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

Six hours from:

COMM	104	Introduction to Media Technology
COMM	341	Professional and Organizational Communication
COMM	362	Crisis Communication
COMM	381	Convergence Media: Broadcasting in an Internet World

		Hours
Three hours from:		3
COMM 232	Debate and Freedom of Speech	
COMM 275	Visual Rhetoric	
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 397	Independent Study in Communication	
COMM 398	Special Topics in Communication	
COMM 399	Internship in Communication	
COMM 411	Supervised Practicum - Critograph	
COMM 477	Senior Project	
COMM 480	Advanced Stage and Studio Television	
COMM 499	Donovan Media Development Center Practicum	
<i>Total Hours Required</i>		<u>42</u>

PUBLIC RELATIONS / JOURNALISM MINOR

COMM 171	Media and Culture	3
COMM 201	Media Writing I	3
COMM 260	Introduction to Public Relations	3
Nine hours from:		9
COMM 104	Introduction to Media Technology	
COMM 202	Media Writing II	
COMM 322	Advanced Reporting and Writing	
COMM 341	Professional and Organizational Communication	
COMM 350	Political Communication	
COMM 362	Crisis Communication	
COMM 377	Study Abroad	
COMM 382	Documentary Design and Production	
COMM 405	Communication Law and Ethics	
COMM 440	Public Relations Media and Campaigns	
<i>Total Hours Required</i>		<u>18</u>

MUSEUM STUDIES MINOR

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

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 171	Media and Culture	
MGMT 260	Principles of Management and Organizational Behavior	
Three hours from the following:		3
MST 102	The Great American Museum	
MST 377	Study Abroad	
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, both the music major and the music education major offers a Bachelor of Arts degree, intended for students who wish a broad education in music. In addition, the music education major (instrumental or vocal emphasis) is intended for students who wish to become music educators. Students are expected to have a high level of musical competence in performance of their major instrument.

Teacher Licensure in Music

Students who seek an endorsement in music education must complete the courses for a major in music education 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 or music education should follow the appropriate music curriculum and receive advising from the Music department chair. Students apply for sophomore promotion (major standing jury) during their sophomore year of study. A successful sophomore promotion will result in admission to the music major.

Transfer students who enter Lynchburg College with sixty or more accepted credits must apply for promotion 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.

Sophomore Promotion (Major Standing Jury)

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

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

MUSIC MAJOR-INSTRUMENTAL PERFORMANCE EMPHASIS

			Hours
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	Music Technology	2
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	351	Instrumental Pedagogy and Literature	3
MUSC	402	Senior Seminar in Music Performance	2

* Piano Proficiency Exam 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. A maximum of two ensembles may be taken for credit per semester.

Large Ensembles:		Small Ensembles:		Hours	
MUSC	018	Orchestra	MUSC	016	Percussion Ensemble
MUSC	021	Wind Symphony	MUSC	017	Brass Ensemble
			MUSC	019	Chamber Music Ensemble
			MUSC	020	Jazz Ensemble
			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	004	Woodwinds
MUSC	005	Brass
MUSC	006	Percussion
MUSC	007	Strings
MUSC	010	Classical Guitar

Other requirements:

Concert Attendance - For details, consult the Music Undergraduate Handbook

Junior Recital

Total Hours Required

8

59

MUSIC MAJOR-VOCAL PERFORMANCE 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	Music Technology	2
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	240-241	Diction for Singers I, II	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	350	Vocal Pedagogy and Literature	3
MUSC	402	Senior Seminar in Music Performance	2

* Piano Proficiency Exam 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.

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

MUSC 003 Voice

It is expected that students will register for one credit in this applied area each semester that they are in residence at the College.

Other requirements:

Concert Attendance - For details, consult the Music Undergraduate Handbook

Junior Recital

Total Hours Required

8

61

MUSIC EDUCATION MAJOR-INSTRUMENTAL EDUCATION EMPHASIS

			Hours
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	Music Technology	2
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 Exam 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. Students must participate in at least six credits of a large ensemble and two credits of a small ensemble. A maximum of two ensembles may be taken for credit per semester.

Large Ensembles:

MUSC	018	Orchestra
MUSC	021	Wind Symphony

Small Ensembles:

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

Applied Music Lessons:

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	004	Woodwinds
MUSC	005	Brass
MUSC	006	Percussion
MUSC	007	Strings
MUSC	010	Classical Guitar

Instrumental Music Education:

MUSC	110	Voice Class	1
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
MUSC	400	Arranging and Orchestration	2

Other requirements:

Concert Attendance - For details, consult the Music Undergraduate Handbook

Total Hours Required

Education Licensure Requirements:			Hours
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	245	Human Development from Birth through Adolescence	<u>3</u>
<i>Total Hours Required</i>			21

MUSIC EDUCATION 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	Music Technology	2
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 Exam may substitute for these courses.

Ensemble	8		
Large Ensembles:			
MUSC 022	Concert Choir	Small Ensembles:	
MUSC 025	Choral Union	MUSC 024	Chamber Choir

Applied Music Lessons	8
Students majoring in music are required to choose the category in applied music as their major instrument. It is expected they will register for one credit in this applied area each semester that they are in residence at the College.	

MUSC	001	Piano
MUSC	002	Organ
MUSC	003	Voice

Vocal/General Music Education:			
MUSC	110	Voice Class	1
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
MUSC	400	Arranging and Orchestration	2

Other requirements:	
Concert Attendance - For details, consult the Music Undergraduate Handbook	
<i>Total Hours Required</i>	72

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	245	Human Development from Birth through Adolescence	<u>3</u>
<i>Total Hours Required</i>			
		21	

MUSIC MINOR

			Hours
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
Music Ensemble:			1
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:			1
MUSC	001	Piano	
MUSC	002	Organ	
MUSC	003	Voice	
MUSC	004	Woodwinds	
MUSC	005	Brass	
MUSC	006	Percussion	
MUSC	007	Strings	
MUSC	010	Classical Guitar	
<i>Total Hours Required</i>			<u>18</u>

MUSIC FOR CHILDREN MINOR

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
Music Ensemble:			1
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:			1
MUSC	001	Piano	
MUSC	010	Classical Guitar	
<i>Total Hours Required</i>			<u>18</u>

MUSIC HISTORY MINOR

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
<i>Total Hours Required</i>			<u>18</u>

MUSIC PERFORMANCE MINOR

			Hours
MUSC	104-105	Music 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 Ensemble	
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	Classical 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 twenty-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:			6
ART	340	20th Century Art and Contemporary Issues	
COMM	229	Introduction to Film	
COMM	275	Visual Rhetoric	
COMM	395	Cultural Impact of Popular Media	
MST	201	Curatorial Practices	
SOCI	233	Music, Culture, and Representation	
SOCI	253	Globalization and Cinema	
SOCI	374	Qualitative Methodology	
SPMG	300	Sport in American Society	
SPMG	350	Gender and Sport: Issues and Controversies	
THEA	212	Dramatic Literature: Seventeenth Century to Present	
<i>Total Hours Required</i>			<u>18</u>

THEATRE MAJOR

The theatre major has been designed for students who wish to pursue careers in an array of arts, entertainment, and teaching areas. Graduates will be qualified for professional entry-level jobs, and as strong candidates for graduate and professional schools. The 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, design-technology, or theatre education.

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.

Teacher Licensure in Theatre Arts (PK-12)

Students who seek an endorsement in theater arts must complete the courses for a major in theatre performance, complete the secondary education minor, and take an additional course (THEA 311 Directing) to meet teaching requirements. Contact the School of Education and Human Development for a Secondary Education Minor advisor.

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:			6
THEA	311	Directing	
THEA	397	Independent Study in Theatre	
THEA	398	Special Topics in Theatre	
THEA	399	Internship in Theatre	
<i>Total Hours Required</i>			<u>45</u>

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	<u>12</u>
<i>Total Hours Required</i>			<u>36</u>

THEATRE MAJOR-PERFORMANCE EMPHASIS

			Hours
THEA	120	Introduction to Dance	3
THEA	123	Voice and Diction	3
THEA	131	Fundamentals of Acting	3
THEA	202	Technical Theatre	3
THEA	211	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		Other THEA courses 200 and above	3
<i>Total Hours Required</i>			<u>45</u>

Teacher Licensure:

Additional course required for teacher licensure is THEA 311, and the secondary education minor.

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
<i>Total Hours Required</i>		
		<u>12</u>
		<u>18</u>

SCHOOL OF EDUCATION

School Dean: Dr. Jan S. Stennette

Department Faculty: Dr. Barnhill, Dr. Brown, Dr. Buck, Dr. Cash, Ms. Helms, Mr. Kelly, Dr. Martin, Dr. McKenzie, Dr. Thompson, Ms. Tolbert, Dr. Watts

The mission of the School of Education 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	245	Human Development from Birth through Adolescence	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	423	Reading and Language Acquisition II	3
EDUC	424	Methods: Science Instruction	2
EDUC	425	Methods: Math Instruction	2

Supplemental courses:

ENGL	414	Children's Literature	3
HIST	101	History of Civilization I	3
HIST	102	History of Civilization II	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:

EDUC	377	Study Abroad	3
ENVS	211	Physical Geography	3
INTL	213	World Regional Geography	3

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:			
BIOL	113	Evolution, Ecology, and Organisms	12
BIOL	114	Cells: Genetic and Molecular Perspectives	
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>			<u>70</u>
Licensure requirement:			
#EDUC	420	Field Experience III	1
EDUC	427	Student Teaching (E)	11
EDUC	448	Student Teaching Seminar	<u>1</u>
<i>Total Hours Required</i>			13

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

Minimum grade of B- is required for field experience courses.

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	245	Human Development from Birth through Adolescence	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

			Hours
Supplemental course:			
PSYC 212	Introduction to Behavior Modification		3
One of the following:			3
MATH 117	Introduction to School Mathematics I		
MATH 118	Introduction to School Mathematics II		
One of the following (beyond general education requirements):			4
SCIE 101	Principles of Science I		
SCIE 102	Principles of Science II		
	<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.

Minimum grade of B- is required for field experience courses.

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 245	Human Development from Birth through Adolescence		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>		16
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>		14

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

Minimum grade of B- is required for field experience courses.

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

EDUC 211	Instructional Strategies		3
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>		<u>18</u>

TEACHER PREPARATION PROGRAM

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

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) Vocal
Earth Science	Physics
Elementary Education (PK-6)	Special Education (K-12)
English	Science
Foreign Languages (PK-12)	Spanish
French	Theatre Arts (PK-12)

The Council of Teacher Preparation has advisory responsibilities. The Council is comprised of representatives from the administration, academic programs, and the School of Education. 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) before March 20 of the sophomore year or by November 1 of the 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 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 and B- or above for field experience courses;
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 532 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.

Admission to Student Teaching

Students completing the teacher licensure program must apply prior to February 1 for a fall semester placement and September 15 for a spring semester placement 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 and B- or above in all field experience courses, including completion of supplemental content courses and secondary education minor courses if applicable;
4. Minimum overall QPA of 2.50 and minimum QPA of 2.75 in the major and secondary education minor;
5. Submission of scores on PRAXIS II and VCLA, as appropriate. Passing scores are not required for student teaching but are required for licensure;
6. Submission of RVE score, if applicable. Passing scores are not required for student teaching

but are required for licensure; and

7. Student teaching is offered to qualified individuals within two semesters 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), Reading for Virginia Educators (RVE), and demonstrated technology and child abuse and neglect competencies will be recommended for licensure. All licensure students must pass training in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators.

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. Jean St. Clair

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

Health and Physical Education Department, Health Promotion Department Faculty: Dr. Guynes, Mrs. Hamilton, Dr. McKinney, Dr. Olsen, Dr. Smith, Mrs. Steele

Nursing Department Faculty: Ms. Ayscue, Dr. Deluca, Mrs. Foster, Dr. Gossler, Mrs. Hahn, Mrs. Harris, Ms. Johnson, Mrs. Newton, Mrs. Otey, Dr. Overstreet, Mrs. Saunier, Mrs. Salmon

Sport Management Department Faculty: Mr. Hedrick, Dr. Pieper

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, 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; observation hours in the Lynchburg College athletic training facility; and completed the application 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 Lynchburg College athletic training dress code. 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).

62 School of Health Science and Human Performance Lynchburg College

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
^EXPH	330 Assessment and Treatment of General Medical Conditions	3
^EXPH	342 Laboratory Techniques in Exercise Physiology	3
^EXPH	380 Kinesiology	3
^EXPH	370 Sports 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 for 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
<i>Total Hours Required</i>		65

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

COACHING MINOR

HPE	205*	Coaching Apprenticeship	3-6
Electives:			12
AT	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	
<i>Total Hours Required</i>			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 to prepare students pursuing this major to be future health professionals with career interests in the areas of health, fitness, and performance.

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

Academic Programs School of Health Science and Human Performance 63

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
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
MATH	222 Introductory Statistics	3
Exercise Physiology:		
EXPH	100 Physiological Assessments in Exercise Physiology	3
EXPH	200 Exploration in Exercise Physiology	3
EXPH	225 Basic Emergency and Injury Care Management	3
EXPH	325 Physiology of Exercise	3
EXPH	326 Advanced Physiology of Exercise	3
EXPH	330 Assessment and Treatment of General Medical Conditions	3
EXPH	342 Laboratory 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	415* Internship in Exercise Physiology	3
EXPH	425 Advanced Health and Fitness Evaluation and Programming	3
EXPH	450 Research Methods in Exercise Physiology: The Proposal Process	3
EXPH	451 Research Methods in Exercise Physiology: Data Collection and Final Manuscript	2
<i>Total Hours Required</i>		61

* 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 20 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:		
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

			Hours
H P	239	Dimensions of Health and Wellness	3
H P	270	Nutrition	3
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	<u>3</u>
		<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	<u>11</u>
		<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 advising tracks, which will allow more flexibility for students to attain necessary skills for specific career interests. The public/community track will enable students to pursue careers focusing on health-related interests within a community setting. The allied health track is

Academic Programs School of Health Science and Human Performance 65

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
MATH	222	Introductory Statistics	3
Health Promotion:			
H P	221	Global Health	3
H P	239	Dimensions of Health and Wellness	3
H P	270	Nutrition	3
H P	271	Foundations of Health Promotion	3
H P	275	Medical Terminology	3
H P	300	Drugs and Behavior Management	3
H P	325	Human Diseases	3
H P	340	Women's Health Issues	3
H P	371	Research in Health Promotion	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>			50

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	221	Global Health	12
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

66 School of Health Science and Human Performance Lynchburg College

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 primarily at Centra Hospitals in Lynchburg. Ambulatory and home care experiences with families occur in a variety of local community agencies.

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

1. Freshman students must enter Lynchburg College with an intended program goal of nursing. A separate application to the nursing major must be completed and submitted by April 1 of the freshman spring semester. Applications will be reviewed following completion of spring semester.
2. Transfer students must complete an application to Lynchburg College by April 1. Applications will be reviewed following receipt of spring grades.
3. Second-degree students who have completed all required nursing prerequisite courses must complete an application to Lynchburg College by April 1 (effective spring 2013).

Application Requirements: Freshmen and Transfer Students

1. Completion of CHEM 127 with a minimum grade of "C"
2. Minimum total score on Test of Essential Academic Skills (TEAS) of 60 percent, with minimum sub-scores of 50 percent in each category. The test must be completed in spring semester, freshman year.
3. Completion of or enrollment in non-science prerequisite courses PSYC 241, MATH 222, and HP 270
3. Completion of or registered for BIOL 222/222L and BIOL 223/223L
4. Minimum QPA of 3.0 in completed prerequisite courses at end of spring semester.
5. Minimum overall QPA of 3.0 at the end of the spring semester

Application Requirements: Second Degree Students

1. Completion of CHEM 127, MATH 222, HP 270, and PSYC 241 with a minimum grade of "C"
2. Minimum overall QPA of 3.0 in undergraduate courses. (If graduate courses have been taken the average of the undergraduate and graduate GPA's will be taken)
3. Minimum QPA of 3.0 in completed prerequisite courses.

Application Decisions

1. Once all admission requirements are fulfilled, priority will be determined by the following ranking:
 - a. QPA in completed prerequisite courses
 - b. Overall QPA
 - c. Total score on TEAS
 - d. Number of hours completed at Lynchburg College
2. Students will be notified of admission decisions by June 15 of each year.
3. Students who have preregistered for nursing courses but are not admitted to the major should meet with their advisors to change their schedule for the upcoming year.

Following review of applications, freshmen and transfer students will be admitted to the nursing major. Nursing classes begin at the sophomore level. In addition, a small group of second-degree or qualified transfer students will be admitted to the nursing program. They will be scheduled for an intensive summer session to complete the sophomore level nursing courses and will begin junior-level nursing courses in the fall semester. Second degree students who complete the intensive summer session via the accelerated nursing program will be allowed to complete the BS in Nursing program in four semesters.

Requirements for Continuing in the Nursing Program

To continue to progress in the nursing major, students must achieve a minimum of a C in all non-nursing prerequisite courses and 3.0 in nursing and non-nursing prerequisite courses. Students must achieve a B- and/or better in all nursing courses. If a student is not successful in obtaining the required grades in nursing and/or non-nursing prerequisites, he or she may repeat the course once if space is available. 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 department chair.

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 non-refundable professional fee, charged upon entry to the pre-nursing courses and at the beginning of the junior and senior years, 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
#PSYC	241 Developmental Psychology	3

Nursing major courses:

^NRSG	220 Pathophysiology	3
^NRSG	225 Nursing Fundamentals	3
^NRSG	225L Nursing Fundamentals and Lab	1
^NRSG	232/232L Health Assessment and Lab	3
^NRSG	300/300L Pharmacology and Lab	4
^NRSG	335/335L Nursing Care of Childbearing Family and Lab	4
^NRSG	336/336L Nursing Care of Children and Families and Lab	4
^NRSG	341/341L Medical Surgical Nursing I and Lab	5
^NRSG	342/342L Medical Surgical Nursing II and Lab	5
^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	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

AT	225	Safety and the 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	

68 School of Health Science and Human Performance Lynchburg College

HPE	125	Rock Climbing and Vertical Rope Work	Hours
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>			<u>15</u>

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.

Business courses:

ACCT	201	Principles of Accounting I	3
ECON	201	Principles of Economics - Micro	3
MGMT	260	Principles of Management and Organizational Behavior	3
MKTG	209	Principles of Marketing	3

School of Business 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	260	Principles of Sport Management	3
SPMG	270	Governance of Sport Organizations	3
SPMG	300	Sport in American Society	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	<u>3</u>
<i>Total Hours Required</i>			<u>57</u>

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

Required courses:

MGMT	260	Principles of Management and Organizational Behavior	3
SPMG	260	Principles of Sport Management	3
SPMG	353	Sports Law	3

			Hours
Sport management elective:			3
SPMG	275	History of Sport in America	
SPMG	300	Sport in American Society	
SPMG	350	Gender and Sport: Issues and Controversies	
Additional sport management electives:			6
SPMG	270	Governance of Sport Organizations	
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>	<u>18</u>

SPORTS MEDICINE MINOR

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

A T	100	Introduction to Athletic Training	3
EXPH	325	Physiology of Exercise	3
EXPH	342	Laboratory Techniques in Exercise Physiology	3
EXPH	380	Kinesiology	3
Electives:			6
A T	350	Therapeutic Exercise for Athletic Injuries	
A T	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, Mr. Bryant, Dr. Burke, Dr. Clabough, Dr. Coleman, Dr. Dickson, Dr. Gray, Dr. Layne, Dr. Lipani, Dr. Long, Ms. Marello, Ms. Miles, Ms. Salmon, Dr. Savage, Dr. Tiner, Ms. Wilkins

French Department Faculty: Ms. Cash, Dr. Mayer

German Department Faculty: Dr. Carter, Dr. Schwarzmann

History Department Faculty: Dr. Amos, Dr. Crim, Dr. Dean, Mr. Hageman, Dr. Michie, Dr. Owens, Dr. C. Potter, Dr. D. Potter, Dr. Sanders, Dr. M. Santos

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

Latin Program Faculty: Dr. Tiner

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

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

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

Spanish Department Faculty: Mr. Cedillo, Mr. Gorostiaga, Dr. Hertel, Dr. Lunsford, Dr. Robinson, Dr. 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

Criminology Major

Latin American Studies Minor

Criminology Minor

Medieval and Renaissance Studies Minor

English Major - Literature Emphasis

Philosophy Major

English Major - Writing Emphasis

Philosophy - Political Science Major

English Minor

Philosophy Minor

French Major

Political Science Major

French Minor

Political Science Minor

Gender Studies Minor

Religious Studies Major

German Minor

Religious Studies Minor

History Major - American History Emphasis

Sociology Major - Cultural Studies Emphasis

History Major - European History Emphasis

Sociology Major - Deviance and Crime Emphasis

History Minor

Sociology Major - Human Services Emphasis

International Relations Major

Sociology Minor

International Relations Minor

Spanish Major

Latin Minor

Spanish Minor

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:		Hours
CRIM	241	Criminology
CRIM	244	3
CRIM	301	Criminal Justice Process
CRIM	430	3
HIST	203	Comparative Criminal Justice
INTL	101	3
PHIL	204	Senior Research Capstone
SOCI	270	3
SOCI	280	Crime and Punishment in America
SOCI	372	3
SOCI	372	Quantitative Methodology
One from the following:		3
CRIM	243	Juvenile Delinquency
CRIM	320	Victimology
POLI	303	Terrorism and Revolution
SOCI	256	Sociology of Deviance
One from the following:		3
FREN	202	Intermediate French
GRMN	202	Intermediate German
LATN	202	Intermediate Latin II
SPAN	202	Intermediate Spanish
SPAN	206	Spanish for International and Criminal Law
One from the following:		3
CRIM	397	Independent Study in Criminology
CRIM	399	Internship in Criminology
SOCI	377	Study Abroad
<i>Total Hours Required</i>		<u>39</u>

CRIMINOLOGY MINOR

A student who completes a minor in criminology will gain understanding of the principles and processes involved in explaining and addressing criminal behavior. In addition, the student will be exposed to a 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	270	Methods of Social Research	3
Three hours from:			3
CRIM		Other CRIM course 200 and above	
SOCI		Other SOCI course 200 and above	
<i>Total hours required</i>			<u>15</u>

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, the introductory course, ENGL 320, a theory course, and ENGL 420, the capstone seminar. 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 must take one introductory writing course, while writing students are required to take four writing courses. Remaining credit hours in both emphases may be composed of any English courses from the 300 or 400 level, other than ENGL 414, which have not already been applied to the above requirements.

ENGLISH MAJOR-LITERATURE EMPHASIS

Theory courses:			Hours
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:			3
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	
Period B:			3
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	
Period C:			3
ENGL	303	American Literature: 1865-1950	
ENGL	323	Modern Multicultural Literature	
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	
One from the following introductory writing courses:			3
ENGL	203	Expository Writing	
ENGL	205	Introduction to Creative Writing	
ENGL	209	Nature Writing	
ENGL	210	Writing in the Workplace	
Fifteen hours from:			15
ENGL		Other ENGL courses above 300 level	
<i>Total Hours Required</i>			<u>36</u>

ENGLISH MAJOR-WRITING 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:			3
ENGL	306	Medieval Literature	
ENGL	353	Literature of the Tudor Dynasty	
ENGL	354	The Golden Age	

Academic Programs**School of Humanities and Social Sciences****73**

			Hours
ENGL	405	Major Author(s): Period A	
ENGL	417	Chaucer	
ENGL	421	Shakespeare I	
ENGL	422	Shakespeare II	
Period B:			3
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	
Period C:			3
ENGL	303	American Literature: 1865-1950	
ENGL	323	Modern Multicultural Literature	
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	
Twelve hours of writing courses:			12
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	445	Advanced Creative Writing: Fiction	
ENGL	446	Advanced Creative Writing: Non-Fiction	
ENGL	447	Advanced Creative Writing: Poetry	
Six hours from:			6
ENGL		Other ENGL courses 300 and above	
		<i>Total Hours Required</i>	36

Teacher Licensure

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

1. Take the following courses required for licensure in English:
 - a. Speech course (e.g. COMM 112)
 - b. ENGL 314 (History of the English Language) and ENGL 315 (English Grammar)
 - c. ENGL 317 (Teaching Writing)
2. Contact the School of Education and Human Development licensure officer for an advisor; and
3. Minor in Secondary Education—see program requirements in School of Education and Human Development section.

ENGLISH MINOR

ENGL	220	Introduction to Literary Studies	3
ENGL	203	Expository Writing	15
ENGL	205	Introduction to Creative Writing	

			Hours
ENGL	209	Nature Writing	
ENGL	210	Writing in the Workplace	
ENGL		Other ENGL courses 300 and above	
		<i>Total Hours Required</i>	<u>18</u>

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	3
FREN	221-222	Advanced Language Practice	6
FREN	241-242	Conversation and Composition	6
FREN	475-476	Seminar	6
FREN		Other FREN courses 300 level	<u>9</u>
		<i>Total Hours Required</i>	<u>30</u>

FRENCH MINOR

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>	<u>18</u>

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):			<u>9</u>
ENGL	306	Medieval Literature	
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	264	Social Inequality and Oppression	
SPMG	350	Gender and Sport: Issues and Controversies	
		<i>Total Hours Required</i>	<u>15</u>

GERMAN MINOR

			Hours
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>			<u>15</u>

HISTORY MAJOR

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

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; transfer students should take it in their first fall semester.

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

Historiography and Research:

HIST	200	The Historian's Craft	3
HIST	402	History Senior Thesis Seminar	3

Atlantic World:

HIST	201	The Atlantic World to 1800	3
HIST	202	The Atlantic World 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	
HIST	353	The Holocaust	

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	Hours
HIST	375	History of Love and Sex in Latin America	
Race, Ethnicity, and Empire:			3
HIST	347	Slavery and Race in the Early Americas	
HIST	348	Racism and Empire in the American Context	
Three hours from:			3
HIST		Other HIST courses 200 and above	
Additional history courses:			9
HIST	203	Crime and Punishment in America	
HIST	301	Rise of the American City	
HIST	303	The Antebellum South	
HIST	330	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	
<i>Total Hours Required</i>			<u>36</u>

HISTORY-EUROPEAN EMPHASIS

Historiography and Research:			
HIST	200	The Historian's Craft	3
HIST	402	History Senior Thesis Seminar	3
Atlantic World:			
HIST	201	The Atlantic World to 1800	3
HIST	202	The Atlantic World 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	
HIST	353	The Holocaust	
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 and Sex in Latin America	

			Hours
Race, Ethnicity, and Empire:			3
HIST	347	Slavery and Race in the Early Americas	
HIST	348	Racism and Empire in the American Context	
Three hours from:			3
HIST		Other HIST courses 200 and above	
Additional courses:			9
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	330	Military History	
HIST	341	Age of Courts and Kings	
HIST	342	From Revolution to Armageddon	
HIST	345	Tudor England	
HIST	346	The Stuart Century	
HIST	353	The Holocaust	
*SPAN	341	The Culture and Civilization of Spain	
<i>Total Hours Required</i>			<u>36</u>

*SPAN 202 is the prerequisite for SPAN 341.

Teacher Licensure

Students seeking teacher licensure in history and social sciences must:

1. Major in history (including American history, Virginia history, English history, and world history);
2. Complete eighteen semester hours of political science, and
3. Six semester hours in economics, and
4. Six semester hours in geography (ENVS 211, INTL 213) or study abroad;
5. Contact the School of Education and Human Development licensure officer for an advisor;
6. Minor in Secondary Education—see program requirements in the School of Education and Human Development section; and
7. Complete state required Virginia Civics module.

HISTORY MINOR

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

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:			Hours
INTL	101	Global Politics	3
INTL	270	International Relations Theory	3
INTL	321	Research Methods in International Relations	3
INTL	400	Senior Thesis in International Relations	3
POLI	207	Comparative Politics	3
POLI	301	Developing World	3
One of the following:			3
INTL	377	Study Abroad	
INTL	399	Internship in International Relations	
POLI	377	Study Abroad	
Foreign Language (one of the following):			3
FREN	202	Intermediate French	
GRMN	202	Intermediate German	
SPAN	202	Intermediate Spanish	
SPAN	206	Spanish for International and Criminal Law	
Students may complete the foreign language requirement in a foreign language not offered on campus via placement testing, courses taken through the Tri-College Consortium, or a 202 level foreign language course taken through a study abroad program.			
Economics course:			3
ECON	201	Principles of Economics - Micro	
One of the following:			3
ECON	308	International Economic Policy	
INTL	290	Introduction to International Political Economy	
Geographical area of concentration:			9
(choose three courses from the same geographical area)			
Developed World			
HIST	322	Europe Since 1914	
HIST	370	The U.S. and the World	
POLI	283	European Union Politics	
POLI	296	Russia and the European Neighborhood	
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:			3
INTL	213	World Regional Geography	
INTL	398	Special Topics in International Relations	

			Hours
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	398	Special Topics in Political Science	
<i>Total Hours Required</i>			<u>42</u>

INTERNATIONAL RELATIONS MINOR

INTL	101	Global Politics	3
INTL	270	International Relations Theory	3
POLI	301	Developing World	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	
HIST	343	South African History	
INTL	377	Study Abroad	
INTL	398	Special Topics in International Relations	
POLI	207	Comparative Politics	
POLI	260	Honor and Terror Politics: South Asia	
POLI	265	Growling Tigers, Fiery Dragons: The Asia Pacific	
POLI	275	Latin American Politics	
POLI	283	European Union Politics	
POLI	296	Russia and the European Neighborhood	
POLI	303	Terrorism and Revolution	
POLI	304	International Organization and World Politics	
POLI	306	Comparative Foreign Policy	
POLI	331	National Model United Nations I	
POLI	372	United States Foreign Policy	
POLI	375	U.S. – Latin American Relations	
POLI	398	Special Topics in Political Science	
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	
<i>Total Hours Required</i>			<u>18</u>

LATIN MINOR

LATN	201	Intermediate Latin	3
LATN	202	Intermediate Latin II*	3
LATN	203	Medieval Latin	3

Electives 6

Six hours from the list below (with no more than one course from any one discipline). Note that relevant Study Abroad and Honors courses may substitute for electives with approval for course substitutions.

ART	329	Art of Classical Antiquity
HIST	311	Medieval Culture
HIST	323	Greek Civilization
HIST	324	Roman Civilization
LATN	208	Classical Latin Literature in English Translation
LATN	397	Independent Study in Latin

			Hours
LATN	398	Special Topics in Latin	
PHIL	214	Greek Philosophy	
PHIL	215	Medieval Philosophy	
POLI	253	Classical Political Thought	
RELG	202	New Testament	
RELG	316	Seminar in New Testament Research	
THEA	211	Dramatic Literature: Classical Greece to Renaissance	
<i>Total Hours Required</i>			<u>15</u>

*Lynchburg College prerequisite is LATN 201, parallel to the other “202” modern language classes at Lynchburg College; or AP Credit (3 or higher); or Latin placement test score 90-100 with successful additional sight translation of two short passages: 1 of prose and 1 of poetry, with the aid of a dictionary.

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

LATIN AMERICAN STUDIES MINOR

SPAN	340	The Culture and Civilization of Latin America	3
One of the following			3
SPAN	202	Intermediate Spanish	
SPAN	206	Spanish for International and Criminal Law	
*Interdisciplinary courses:			9
HIST	275	Latin American History	
HIST	375	History of Love and Sex in Latin America	
POLI	275	Latin American Politics	
POLI	375	U.S.-Latin American Relations	
SPAN	208	Hispanic Literature in Translation	
SPAN	360	Introduction to Literature in Spanish: Latin America	
SPAN	398	Special Topics in Spanish	
<i>Total Hours Required</i>			<u>15</u>

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

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	314	History of the English Language	
ENGL	353	Literature of the Tudor Dynasty	
ENGL	354	The Golden Age	
ENGL	355	Interregnum, Restoration, and Revolution	
ENGL	417	Chaucer	
ENGL	421-422	Shakespeare I, II	
FREN	311	Survey of French Literature	
THEA	211	Dramatic Literature: Classical Greece to Renaissance	

			Hours
History-Political Science:			3
HIST	305	England to 1603	
HIST	311	Medieval Culture	
HIST	312	Renaissance and Reformation	
HIST	345	Tudor England	
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	
Two additional courses must be chosen from any of the above groups			<u>6</u>
<i>Total Hours Required</i>			<u>18</u>

PHILOSOPHY MAJOR

In addition to providing a sound understanding of the major branches of philosophy, this program is intended for any student who wishes to develop his or her ability to analyze, interpret, evaluate, and communicate 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.

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

PHILOSOPHY-POLITICAL SCIENCE MAJOR

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

PHIL	201	Introduction to Logic	3
PHIL	204	Introduction to Philosophy	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>			<u>39</u>

PHILOSOPHY MINOR

			Hours
PHIL	200	Introduction to Philosophy	3
PHIL	201	Introduction to Logic	3
PHIL	204	Introduction to Ethics	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	207	Comparative Politics	
POLI	260	Honor and Terror Politics: South Asia	
POLI	265	Growling Tigers, Fiery Dragons: The Asia Pacific	
POLI	275	Latin American Politics	
POLI	283	European Union Politics	
POLI	296	Russia and the European Neighborhood	
POLI	301	Developing World	
POLI	303	Terrorism and Revolution	
International relations and foreign policy:		3	
INTL	270	International Relations Theory	
POLI	304	International Organization and World Politics	
POLI	306	Comparative Foreign Policy	
POLI	331	National Model United Nations I	
POLI	372	United States Foreign Policy	
POLI	375	U.S. - Latin American Relations	
POLI		Other POLI courses not listed above	<u>6</u>
		<i>Total Hours Required</i>	36

The major should be declared by the second semester of the student's sophomore year. In cooperation with the School of Education and Human Development, the political science 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:

1. major in political science;
2. complete 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. 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>
<i>Total Hours Required</i>			18

RELIGIOUS STUDIES MAJOR

The academic study of religion at Lynchburg College is undertaken as part of a liberal arts program in the area of the humanities. The faculty seeks to introduce students to a broad understanding of the nature of religion in various Western and Eastern religious traditions. Current courses present the various ways religion has been practiced, organized, and studied. Study focuses on the role of religion in culture by analyzing texts and institutions from both traditional and popular religious movements. Courses are designed to motivate students to reflect on the social and moral significance of religious traditions of the past and present. All students who are interested in examining religion as a phenomenon in human experience are encouraged to include religious studies in their academic program.

Students who intend to enroll in a graduate professional school in religion or theology are encouraged to major in religious studies. Through its Advisory Committee on Pre-Ministerial Education, Lynchburg College exercises a cooperative relationship with persons serving in a variety of ministries in supervising the pre-seminary education of students preparing for a ministerial vocation.

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

Biblical studies:		9
RELG	201	Old Testament
RELG	202	New Testament
RELG	316	Jesus and Judaism
RELG	317	Seminar in Old Testament Research
World religions:		6
RELG	205	Religions of Asia
RELG	206	Judaism, Christianity, and Islam
RELG	303	Seminar in Religions of Asia
RELG	304	Seminar in Islam
Theological/ethical studies:		6
RELG	305	Seminar in Religion in America
RELG	322	Contemporary Religious Thinkers
RELG	328	Seminar in Religious Ethics

			Hours
Senior seminar:			3
RELG	410	Senior Seminar	
Electives:			6
HIST	311	Medieval Culture	
HIST	312	Renaissance and Reformation	
PHIL	222	God, Faith, and Evil	
RELG		Other RELG courses 300 and above	
SOCI	214	Ritual, Power, Salvation: Religion in Sociological Perspective	
		<i>Total Hours Required</i>	<u>30</u>

RELIGIOUS STUDIES MINOR

Two of the following:			6
RELG	201	Old Testament	
RELG	202	New Testament	
RELG	205	Religions of Asia	
RELG	206	Judaism, Christianity, and Islam	
Nine hours from:			9
HIST	311 or 312	Medieval Culture or Renaissance and Reformation	
PHIL	222	God, Faith, and Evil	
RELG		Other RELG courses 300 and above	
SOCI	214	Ritual, Power, Salvation: Religion in Sociological Perspective	
		<i>Total Hours Required</i>	<u>15</u>

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	3
SOCI	270	Methods of Social Research	3
SOCI	280	Statistics for Sociologists	3
SOCI	358	Sociological Theory	3
SOCI	430	Senior Research Capstone	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

			Hours
SOCI	239	Sociology of the South	3
SOCI	374	Qualitative Methodology	3
One of the following:			3
SOCI	377	Study Abroad	3
SOCI	397	Independent Study in Sociology	3
SOCI	399	Internship in Sociology	3
Electives:			
SOCI		Other SOCI course 200 and above	<u>6</u>
<i>Total Hours Required</i>			39

SOCIOLOGY MAJOR-DEVIANCE AND CRIME EMPHASIS

Sociology core courses:

SOCI	201	Introduction to Sociology	3
SOCI	270	Methods of Social Research	3
SOCI	280	Statistics for Sociologists	3
SOCI	358	Sociological Theory	3
SOCI	430	Senior Research Capstone I	3

Criminology emphasis courses:

CRIM	241	Criminology	3
CRIM	243	Juvenile Delinquency	3
CRIM	320	Victimology	3
SOCI	256	Sociology of Deviance	3
SOCI	372	Quantitative Methodology	3

One of the following:

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

Electives:

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

SOCIOLOGY MAJOR-HUMAN SERVICES EMPHASIS

Sociology core courses:

SOCI	201	Introduction to Sociology	3
SOCI	270	Methods of Social Research	3
SOCI	280	Statistics for Sociologists	3
SOCI	358	Sociological Theory	3
SOCI	430	Senior Research Capstone I	3

Human Services emphasis courses:

SOCI	209	Advocacy and Social Justice	3
SOCI	222	Minority Groups	3
SOCI	264	Social Inequality and Oppression	3
SOCI	268	Social Welfare Policy	3
SOCI	320	Case Management in Human Services	3
SOCI	375	Evidence-Based Practice and Evaluation	3
SOCI	396	Human Services Practicum	3

Elective:

SOCI		Other SOCI course 200 and above	<u>3</u>
<i>Total Hours Required</i>			39

SOCIOLOGY MINOR

			Hours
SOCI	201	Introduction to Sociology	3
SOCI	270	Methods of Social Research	3
SOCI	358	Sociological Theory	3
SOCI		Other SOCI courses 200 and above	<u>9</u>
		<i>Total Hours Required</i>	18

SPANISH MAJOR

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

SPAN	221	Advanced Language Practice: Conversation	3
SPAN	222	Advanced Language Practice: Composition	3
SPAN	475	Research and Translation Methods	3
SPAN	476	Senior Thesis	3
*SPAN		Other SPAN courses 300 level	15
One of the following			3
SPAN	202	Intermediate Spanish	
SPAN	206	Spanish for International and Criminal Law	
Culture and Civilization:			3
SPAN	340	Culture and Civilization of Latin America	
SPAN	341	Culture and Civilization of Spain	
Literature:			3
SPAN	360	Introduction to Literature in Spanish: Latin America	
SPAN	361	Introduction to Literature in Spanish: Spain	
		<i>Total Hours Required</i>	36

*One 300 level Spanish course may be replaced with one of the following courses taught in English (an approved course substitution form is required):

HIST	275	Latin American History
HIST	375	History of Love and Sex in Latin America
POLI	275	Latin American Politics
POLI	375	U.S. – Latin American Relations
SPAN	208	Hispanic Literature in Translation
SPAN	470	Methodologies of Teaching Second Languages

SPANISH MINOR

SPAN	221	Advanced Language Practice: Conversation	3
SPAN	222	Advanced Language Practice: Composition	3
*SPAN		Other SPAN course 300 level	3
One of the following			3
SPAN	202	Intermediate Spanish	
SPAN	206	Spanish for International and Criminal Law	
Literature:			3
SPAN	360	Introduction to Literature in Spanish: Latin America	
SPAN	361	Introduction to Literature in Spanish: Spain	
Culture and Civilization:			3
SPAN	340	The Culture and Civilization of Latin America	
SPAN	341	The Culture and Civilization of Spain	
		<i>Total Hours Required</i>	18

*One 300 level Spanish course may be replaced with one of the following courses taught in English (an approved course substitution form is required:)

SPAN	208	Hispanic Literature in Translation
SPAN	470	Methodologies of Teaching Second Languages

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, Mr. Eckes, Dr. Freier, Dr. Friedman,

Dr. Jablonski, Dr. R. Jones, Dr. Schuppin, Dr. Styrsky, Dr. Terry

Biomedical Sciences Department Faculty: Dr. Blair, Dr. Freier, Dr. Jablonski, Dr. Schuppin

Chemistry Department Faculty: Dr. Crumpton, Dr. Gannicott, Dr. Lokar, Dr. Williams

Claytor Nature Study Center: Dr. Eaton, Director, Dan Cohen

Computer Science Department Faculty: Dr. Briggs, Dr. Lobb, Dr. Meehean, Mr. Norko, Dr. Ribler,

Environmental Science Department Faculty: Dr. Eaton, Dr. Gannicott, Dr. Haiar, Dr. Perault, Dr. Shahady

Environmental Studies Department Faculty: Dr. Eaton, Dr. Henry-Stone

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. Sigler, Dr. Solontoi

Psychology Department Faculty: Dr. Corodimas, Dr. Cylke, Dr. Favero, Dr. Marciano, 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	113	Evolution, Ecology, and Organisms 4
BIOL	114	Cells: Genetic and Molecular Perspectives 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, excluding 100-level courses
BIOM		Up to eight hours of BIOM courses, excluding 100-level courses
CHEM		Up to eight hours of CHEM courses, excluding 100-level courses
ENVS		Up to four hours of ENVS courses, excluding 100-level 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	113	Evolution, Ecology, and Organisms 4
BIOL	114	Cells: Genetic and Molecular Perspectives 4
*BIOL		Other BIOL courses, excluding BIOL 101, 238, 399, 428, 480, and 490 10
<i>Total Hours Required</i>		18

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

BIOMEDICAL SCIENCE MAJOR

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

A broad-based technical background, such as that offered by the biomedical science major, coupled

with a business minor or an M.B.A. will provide students with an attractive background for employment in the administrative division of many health-related industries.

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

Applications for the biomedical science major, which may be obtained from the Biomedical Sciences Department chair, 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 113, 114, 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	113	Evolution, Ecology, and Organisms	4
BIOL	114	Cells: Genetic and Molecular Perspectives	4
BIOL	220	Cellular Diversity	4
BIOM	301	Biomedical Science Seminar	1
CHEM	111	Fundamentals of Chemistry I	4
CHEM	112	Fundamentals of Chemistry II	4
CHEM	221	Organic Chemistry I	4
CHEM	222	Organic Chemistry II	4
MATH	103	Calculus I	3
Choose one from:			3
BIOM	399	Internship in a Health Profession	
BIOM	428	Individual Research in Biomedical Science	
One of the following 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	420	Cancer Biology	
BIOM	454	Immunology	
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	
<i>Total Hours Required</i>			<u>59</u>

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	4
CHEM	112	Fundamentals of Chemistry II	4
CHEM	221	Organic Chemistry I	4
CHEM	222	Organic Chemistry II	4
CHEM	241	Research Methodology in Chemistry	2
CHEM	359	Analytical Chemistry I	4
CHEM	360	Analytical Chemistry II	4
CHEM		Other CHEM course 200 and above	3
CHEM	441	Chemistry Seminar	1
MATH	103	Calculus I	3
One of the following:			8
PHYS	141-142	College Physics	4
PHYS	161-162	Physics I and II	4
<i>Total Hours Required</i>			<u>41</u>

CHEMISTRY MAJOR—BACHELOR OF SCIENCE

CHEM	111	Fundamentals of Chemistry I	4
CHEM	112	Fundamentals of Chemistry II	4
CHEM	221	Organic Chemistry I	4
CHEM	222	Organic Chemistry II	4
CHEM	241	Research Methodology in Chemistry	2
CHEM	359	Analytical Chemistry I	4
CHEM	360	Analytical Chemistry II	4
CHEM		Other CHEM course 200 and above	3
CHEM	421	Physical Chemistry I	4
CHEM	422	Physical Chemistry II	4
CHEM	428	Individual Research in Chemistry	3
CHEM	441	Chemistry Seminar	1
MATH	103-104	Calculus I, II	6
MATH	211	Calculus III	3
One of the following:			8
PHYS	141-142	College Physics	4
PHYS	161-162	Physics I and II	4
<i>Total Hours Required</i>			<u>58</u>

CHEMISTRY MINOR

CHEM	111	Fundamentals of Chemistry I	4
CHEM	112	Fundamentals of Chemistry II	4
CHEM		Other CHEM courses excluding CHEM 127, 397, 399, 428, 441	10
<i>Total Hours Required</i>			<u>18</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	105	Introduction to Computation	3
C S	141-142	Introduction to Computer Science and Structured Programming	8
C S	231	Sophomore Project	3
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	6
C S		Other C S courses 300 and above, including up to 3 hours from CS 399	12
MATH	231	Mathematics of Computer Science	<u>3</u>
		<i>Total Hours Required</i>	53

Recommended electives:

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

COMPUTER SCIENCE MINOR

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

COMPUTER SCIENCE APPLICATIONS MINOR

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

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 candidates enroll at Lynchburg College for the first three years and transfer as conditionally-admitted graduate students to the School of Engineering and Applied Science at U.Va. for the final two years.

After completing the first three years, including all General Education requirements, with an overall quality point average of 3.3 or higher, the student transfers to U.Va. Upon completion of specified courses and the total hour requirement, the student is awarded the B.S. from Lynchburg College, usually at the end of the fourth year. At the conclusion of the fifth year, when all requirements have been met, the student earns a master of engineering in 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>	39

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
One of the following:			4
CHEM	112	Fundamentals of Chemistry II	4
CHEM	206	Environmental Chemistry	4
One of the following:			3
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
Electives:			12
ENVS	321	Conservation Ecology	3
ENVS	324	Sustainable Forest Management	3
ENVS	331	Principles of Hydrology	3
ENVS	333	Physical Oceanography	3
ENVS	336	Physical Geology	3

			Hours
ENVS	337	Historical Geology	
ENVS	338	Environmental Geology	
ENVS	340	Remote Sensing	
ENVS	345	Meteorology	
ENVS	347	Climatology	
ENVS	365	Wetlands	
ENVS	375	Freshwater Ecology	
Additional Electives:			10
BIOL	205	Plant Biology	
BIOL	210	Animal Biology	
BIOL		Other BIOL courses 300 and above, excluding 399 and 428	
CHEM	206	Environmental Chemistry (if CHEM 112 is taken)	
CHEM	221	Organic Chemistry I	
ENST		Other ENST courses 300 and above, excluding 399 and 428	
ENVS		Other ENVS courses 300 and above	
PHYS	141 or 161	College Physics or Physics I	
PHYS	181	Solar System Astronomy	
<i>Total Hours Required</i>			<u>60</u>

ENVIRONMENTAL SCIENCE MINOR

Required courses:			
ENVS	101-101L	Earth and Environmental Science I and Lab	4
ENVS	102-102L	Earth and Environmental Science II and Lab	4
Electives:			
ENVS	201	History of Earth and Life	10
ENVS	211	Physical Geography	
ENVS	321	Conservation Ecology	
ENVS	324	Sustainable Forest Management	
ENVS	331	Principles of Hydrology	
ENVS	333	Physical Oceanography	
ENVS	336	Physical Geology	
ENVS	337	Historical Geology	
ENVS	338	Environmental Geology	
ENVS	340	Remote Sensing	
ENVS	345	Meteorology	
ENVS	347	Climatology	
ENVS	365	Wetlands	
ENVS	375	Freshwater Ecology	
ENVS	380	Geographic Information Systems (GIS)	
<i>Total Hours Required</i>			<u>18</u>

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.

			Hours
ENST	210	People and the Environment	3
ENST	480	Capstone Course in Environmental Studies	3

Academic Programs**School of Sciences 95**

			Hours
ENVS	101-101L	Earth and Environmental Science I and Lab	4
ENVS	102-102L	Earth and Environmental Science II and Lab	4
ENVS		Other ENVS courses 300 and above excluding 399 and 428	4
Two of the following:			8
ENST	350	Environmental Law and Policy	
ENST	360	Sustainable Living	
ENST	370	Environmental Management	
One of the following:			3
ENVS	211	Physical Geography	
INTL	213	World Regional Geography	
One of the following:			3-4
MATH	222	Introductory Statistics	
PSYC	274	Statistics for Psychologists	
SOCI	280	Statistics for Sociologists	
One of the following:			3
ENST	238	Introduction to Research	
ENST	377	Study Abroad	
ENST	399	Internship in Environmental Studies	
Electives (must come from at least two different subject areas):			15
ECON	255	Environmental Economics	
ENGL	209	Nature Writing	
ENST		Other ENST courses 300 and above	
HIST	256	America Since 1877	
HIST	301	The Rise of the American City	
HIST	336	American Social History	
PHIL	225	Environmental Ethics	
POLI	220	The American Political Experience	
POLI	258	State and Local Government and Politics	
POLI	290	American Public Policy	
SOCI	202	Sociology of Social Problems	
SOCI	203	Introduction to Cultural Studies	
SOCI	209	Applied Sociology	
SOCI	263	Urban Sociology	
SOCI	342	Population Studies	
<i>Total Hours Required</i>			<u>50-51</u>

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.

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	

			Hours
Elective:			3
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	399 or 451	Internship in Mathematics or Senior Project	3
MATH	405	Abstract Algebra	3
MATH	407	Advanced Calculus	3
MATH		Other MATH courses 300 and above	<u>9</u>
<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	<u>6</u>
<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	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
PHYS	211	Physics III	4
PHYS	302	Physics IV	4
PHYS	309	Classical Mechanics	4
PHYS	312	Electromagnetic Theory	4
PHYS	333	Computational Physics	4
Additional chemistry and physics courses:			6
CHEM	Other CHEM courses 300 and above		6
PHYS	Other PHYS courses 300 and above		6
Additional physics courses:			8
PHYS	141-142	College Physics	8
PHYS	161-162	Physics I and II	8
Additional electives:			3
CHEM	Any CHEM research project or laboratory-based internship		3
PHYS	397	Independent Study in Physics	3
<i>Total Hours Required</i>			<u>57</u>

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
<i>Total Hours Required</i>			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	
PSYC	355	Physiological Psychology and Lab	
One of the following:			4
PSYC	305	Human Memory and Information Processing	
PSYC	312	Learning and Motivation	
Two of the following:			6
PSYC	306	Theories of Personality	
PSYC	308	Abnormal Behavior	
PSYC	367	Child Psychopathology	
Two of the following:			6
PSYC	302	Social Psychology	
PSYC	341	Psychology of Development	
PSYC	344	Cognitive Psychology	
One of the following concurrent with above course:			1
PSYC	374	Advanced Methods: Social	
PSYC	375	Advanced Methods: Developmental	
PSYC	376	Advanced Methods: Cognitive	
<i>Total Hours Required</i>			<u>40</u>

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	<u>.6</u>
<i>Total Hours Required</i>			18

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

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; primarily for freshmen and sophomores
300-399 Advanced level: usually presupposes previous work and involves specialized study of a subject; primarily for juniors and seniors
400-499 Culminating level: presupposes extensive previous work in the discipline and well-developed discipline-specific skills; usually taken by seniors

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 122 3-D FORMS AND SPACE I (3) Three-dimensional art production in this course focuses on sculptural processes (assemblages, carving, modeling and the like) to be realized in and/or outside of the traditional studio space. Art creation centers on both traditional and conceptual imagery and themes. The course includes lectures, demonstrations, critiques, applicable field experiences, discussions of sculptors, periods, styles, and a field trip.

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 for ART 152.* 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 causal 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: TECHNIQUES AND TRADITIONS (3) An introduction to the fundamentals of drawing with an emphasis on representational drawing skills, perception and traditional drawing media. Students are exposed to the historical aspects of the discipline of drawing and to a variety of traditional techniques and processes. Learning involves demonstrations, critiques, and discussions of artists, periods, and styles.

ART 162 PAINTING: TECHNIQUES AND TRADITIONS (3) This course introduces students to traditional painting practices and processes through projects that cover the basic elements of form, color, and technique. Students are exposed to the history of painting and the range of possibilities offered by traditional approaches. Emphasis is on creating illusionary space. While oil painting is the primary medium used, students will explore water based paints and collage techniques.

ART 166 PHOTOGRAPHY I (3) This course is an introduction to photographic image making, the various methods of output, and basic theory about the cultural significance of photography. Primary emphasis is given to digital photography; students are required to furnish digital camera and accessories. Assignments, lectures, readings, and excursions progressively build on each other to provide students with a comprehensive overview of both the history of the medium and its contemporary practice.

ART 218 CERAMICS II (3) *Prerequisite: ART 118.* This general survey course of pottery making includes studio assignments in hand building, use of the potter's wheel, glaze formulation, elements of design and decoration, and firing of products. Lectures, demonstrations, critiques, and discussions of ceramicists, periods, and styles provide learning experiences. Second-semester work involves further studies of media, technique, and related overviews.

ART 222 3-D FORMS AND SPACE II (3) *Prerequisites: ART 122, 151, 152.* In this course students continue their study of sculptural processes introduced in ART 122. Additional interpretations and applications of both traditional and conceptual imagery, themes, media, and techniques are explored and developed.

ART 256 DRAWING: CONCEPTS AND INNOVATIONS (3) *Prerequisites: ART 151, 152, and 156.* This course provides an exploration of how traditional drawing evolves into new visual processes and concepts through continued refinement of perceptual, analytical and imagined interpretations. Printmaking processes and mixed media explorations will be introduced as a means to further develop visual expression.

ART 262 PAINTING: ILLUSION AND BEYOND (3) *Prerequisites: ART 151, 152, 156, and 162.* An exploration of how traditional painting evolves into new visual processes and concepts through continued refinement of perceptual, analytical and imagined interpretations. Projects introduce the purposes and effects of color organization, color perception, and color theory. Emotive, symbolic, descriptive, and structural uses of color are explored as are abstract and non-objective modes of representation. Oil painting is the primary medium used.

ART 266 PHOTOGRAPHY II (3) *Prerequisite: ART 166.* This course provides an exploration of black-and-white printing techniques and the use of light as a means of creative control. Students learn darkroom techniques, the zone system, studio lighting, and the effects of different papers and films through lectures, demonstrations, assignments and laboratory practice. Lab fee covers paper, film, and access to 35 mm film cameras.

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 322 ADVANCED 3-D FORMS AND SPACE (3) *Prerequisites: ART 122, 151, 152, and 222.* Advanced level study in three-dimensional media and aesthetics--like those of two-dimensional studies--offers opportunities for advanced concept development plus three-dimensional form and space explorations. Students will combine these practices with other art and non-art experiences toward the completion of three-dimensional works eliciting significant content, combined with noted growth of critical evaluative abilities through group discussions and critiques.

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 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 356 ADVANCED STUDIO STUDIES: DRAWING (3) *Prerequisites: ART 151, 152, 156, 256 or 257, and 262* This course provides advanced level study in drawing that offers opportunities for ad-

vanced ideation, visual perception, and the organization of experience into compositions. Primary emphasis is on developing visual expression, skill in using various materials, and growth of critical evaluative abilities through group discussions and critiques. Students are expected to carry out sustained involvement in specific projects focused on process and content.

ART 357 FIGURE DRAWING (3) *Prerequisites: ART 156, 256.* This course involves drawing from a model and employing various media and ranges of interpretation of the figure in art from quick studies to finished portraits and figure groupings.

ART 362 ADVANCED STUDIO STUDIES: PAINTING (3) *Prerequisites: ART 151, 152, 156, and 262.* This course provides advanced level study in two-dimensional media that offers opportunities for advanced ideation, visual perception, and the organization of experience into compositions. Primary emphasis is on developing visual expression, skill in using various materials, and growth of critical evaluative abilities through group discussions and critiques. Students are expected to carry out sustained involvement in specific projects focused on process and content.

ART 366 ADVANCED STUDIO STUDIES: PHOTOGRAPHY (3) *Prerequisite: ART 266.* This course provided advanced level study in the use of the photo image as part of a broad vocabulary of image-making processes. Students explore cyanotype, van dyke brown, gum bichromate printing, collage, reproduction, and transfer techniques, and are given a working knowledge of the graphic arts films and print films. They will also examine historical and contemporary precedents that relate to their own work so that their individual explorations can be brought into dialogue with other perspectives. Lab fee applies. Students are required to have their own light meters.

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 402 SENIOR STUDIO SEMINAR: CONTEXT, CRITICISM, AND CRAFT (3) *Prerequisites: ART 122, 131-132, 151-152, 162, 166, 256 and 6 hours of other ART courses 200-level and above.* The senior seminar experience in art prepares students for active, life-long engagement in the studio arts. Students will pursue independent research and publication through a semester-long project. Research will result in a public presentation the form of which will be decided in conjunction with the instructor. Projects may include an exhibition or installation, a written thesis with a public defense, community-based research, web-based publication, and/or other forms of public dissemination. Through both inventive and interpretive participation in visual arts activities, students will demonstrate skills in critical thinking, creative problem-solving, and intra/inter personal communication.

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)

A T 100 INTRODUCTION TO ATHLETIC TRAINING (3) This course is designed to introduce students to the profession of athletic training and other healthcare professions, so students will understand the similarities, differences, and relationship of athletic training to other healthcare professions. Course fee required.

A T 175 BASIC ATHLETIC TRAINING SKILLS (3) This course provides students with the skills and knowledge needed to maximize the benefit of athletic training clinical education. Some of the skills included in this course are taping, wrapping, protective padding fabrication, protective equipment fitting and modality application. Course fee required.

A T 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.

A T 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).

A T 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: AT 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: AT 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: AT 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: AT 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 113 EVOLUTION, ECOLOGY, AND ORGANISMS (4) Three hours of lecture and three hours of laboratory. The emphasis of this course is on the fundamentals of the relationships among organisms and their environment. This course serves primarily as the first part of a two-semester introduction for those students planning to major in biology or biomedical sciences.

BIOL 114 CELLS: GENETIC AND MOLECULAR PERSPECTIVES (4) Three hours of lecture and three hours of laboratory. Understanding of organismal structure and function is based on knowledge of the underlying cellular and molecular structure and function. These in turn are controlled by the genetic mechanisms that determine cellular structure and behavior. The relationships among cells, molecules, and their genetic controls are the focus of this course. This course serves primarily as the second part of a two semester introduction for those students planning to major in biology or biomedical sciences.

BIOL 205 PLANT BIOLOGY (4) *Prerequisites: BIOL 113-114 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 113-114 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 HMSR 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 HMSR 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 113-114, 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 113-114, 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, 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 interactions, community structure, function, succession, and the influence of abiotic factors will be considered. Lab exercises emphasize problem-solving approaches to a series of field investigations.

BIOL 309 ENVIRONMENTAL ENTOMOLOGY (4) *Prerequisites: BIOL 113-114 or ENVS 101/101L-102/102L; 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 113-114 or ENVS 101/101L-102/102L; 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 113-114 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 113 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 113-114, ENVS 101/101L-102/102L, and MATH 103 or 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 113-114, 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 113-114; BIOL 210 recommended.* Three hours lecture and three hours laboratory. This course provides a comparative study of the development, structure, and relationships of different organ systems in various vertebrate groups. Recommended for pre-medical, pre-dental, and medical technology students.

Biol 333 VERTEBRATE PHYSIOLOGY (4) *Prerequisites: BIOL 113-114, CHEM 111-112; BIOL 210 recommended.* Three hours lecture and three hours laboratory. This course is a study of the cellular and molecular bases of organ system function in vertebrates, primarily humans. Emphasis is placed on nervous and endocrine control systems and the coordination of body functions. Clinical examples are frequently used.

Biol 345 ANIMAL BEHAVIOR (4) *Prerequisites: BIOL 113-114 or ENVS 101/101L-102/102L, and MATH 103 or 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 113-114; 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 113-114; CHEM 111-112, 221; 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 continu-

ation 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 113-114 or ENVS 101/101L-102/102L; CHEM 111-112; BIOL 323 recommended.* Evolutionary biology addresses fundamental questions whose answers influence all other levels of biological understanding, from molecular and cellular biology to ecological processes. This course will provide a survey of the basic concepts of evolutionary biology, address empirical methods in evolutionary biology, and examine the importance of an evolutionary understanding across other sub-disciplines.

BIOL 424 MICROBIOLOGY (4) *Prerequisites: BIOL 113-114, CHEM 111-112 with a C- or better in all; 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 114, CHEM 112.* This course introduces the student to the forensic science profession. Course topics include crime scene investigation, techniques used for the identification and analysis of body fluids, hair, glass, fibers, latent fingerprints, firearms, and narcotics. Laboratory experiments emphasize the collection/preservation of evidence, serology, wet chemical techniques, microscopy, and the use of spectroscopic instrumentation.

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 113-114; recommended BIOL 360.* Three hours lecture. This course will address current issues in cancer: the genesis and progression of a tumor, types of tumors, mechanisms of tumorigenicity and effective treatment strategies.

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.

BIOM 454 IMMUNOLOGY (4) *Prerequisites: BIOL 113-114, and CHEM 111.* Three hours lecture and three hours laboratory. A study of the structure and function of the mammalian immune systems, principally focused on mouse and human immunology. This course builds basic knowledge about the function of the cellular components of immunity and examines an integrated view of the biochemical and genetic aspects that contribute to immune action in infectious disease and immune disorders.

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 243 DATA MINING (3) This hands-on course focuses on the application of current data mining techniques in business and economics. Supervised and unsupervised learning techniques will be discussed, including association rules, decision trees, and classification. These are applicable in marketing (customer profiling), economics (fraud detection), accounting (auditing), information systems (security), and a variety of other contexts.

BUAD 265 LEADERSHIP AND THE CLASSICS (3) This course studies the concepts and techniques of effective leadership. The classics are used as resources to gain insightful knowledge about ways in which concepts and techniques of leadership work in the business environment.

BUAD 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) *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 209.* 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.

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

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 IN CHEMISTRY (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 104 and 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 ADVERTISING 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 275 VISUAL RHETORIC (3) *Prerequisite: COMM 101, 112, or 114.* Visual Rhetoric is the study of visual representation, the rhetorical nature of the visual, and the theories that explain how visual images construct meaning. This course emphasizes making the student an informed reader/consumer of visual images and their symbolic content. Students will use critical methods to analyze visual images as they occur in photos, cartoons, memorials, television (particularly news), film (particularly documentary), and the internet.

COMM 301 RHETORICAL CRITICISM (3) *Prerequisite: COMM 230.* 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 302 STRATEGIC PUBLIC RELATIONS WRITING (3) *Prerequisite: COMM 260.* This course engages a specialized writing curriculum developed for the contemporary public relations student. Assignments work toward cultivating relationships among a variety of audiences using traditional, organizational and social/digital media. Students will build upon theoretical public relations knowledge and further develop writing skills for clarity of message dissemination and evaluation.

COMM 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 202, 206.* 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 and 202 or 206.* This course provides students with the opportunity to examine documentary film, video, and audio forms while researching and producing projects in those fields. Projects will blend field taping and editing with studio production.

COMM 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) *Prerequisites: Minimum of 82 credit hours of coursework , COMM 303, and 301 or 372.* This course examines the process of theory creation and recent developments in communication theory and research. Emphasis is placed on important theories in the areas of rhetoric, media, and speech communication. Students will design, implement, and present in correct written form an original research study that serves as their senior thesis.

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

COMM 405 COMMUNICATION LAW AND ETHICS (3) *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 - CRITOGRAPH (1-3) *Prerequisite: COMM 202.* Enrollment in these courses is limited to students holding positions of responsibility on the *Critograph* staff. Requirements and review criteria are established between instructor and student and the course is open to any Communication Studies major.

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 302.* This course is an intensive experience in "real world" public relations problems. Students will draw on communication theory and engage in experiential learning while they produce "authentic" public relations campaign (or communication) materials and proposals for practical analysis. It also serves as the capstone course for the Public Relations track within the major.

COMM 450 PRODUCING AND EDITING ACROSS MEDIA (3) *Prerequisites: COMM 381, 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 components 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 105 INTRODUCTION TO COMPUTATION (3) Three hours lecture. This course introduces students to the true nature of computer science, what computer scientists really do, how they think, and what they accomplish. The focus is on using computation and logical thought techniques to solve problems. Many of the most interesting and significant topics in computer science will be covered. Selected topics may include, but are not limited to, artificial intelligence, digital logic, fractals, Gödel's theorem, NP-complete problems, parallel computing, probability, random number sequences, Turing machines, and scientific visualization.

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 231 SOPHOMORE PROJECT (3) *Prerequisite: C S 142.* Three hours lecture. In this course students produce a number of intermediate-level programs using skills learned in C S 141-142. Sophomore Project is designed to provide the student with substantial experience writing software. Emphasis will be placed on software development skills needed to produce larger programs. Effective techniques for designing, implementing, and debugging intermediate-sized programs will be mastered.

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 (4,4) *Prerequisites: C S 231 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.*

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.*

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

C S 375 PRINCIPLES OF DIGITAL SYSTEMS (4) Three hours lecture and two hours lab.

The principal concepts of digital systems and their applications to computer science are studied. Topics include number representations, codes, switching theory, sequential circuits, comparators, arithmetic circuits, counters, memory implementation, and integrated circuit logic families.

C S 380 ARTIFICIAL INTELLIGENCE (3) *Prerequisite: C S 241.*

Three hours lecture. This course is a study of the theoretical issues and programming techniques involved in artificial intelligence. Core topics include search, knowledge representation, and reasoning. Additional topics may include game theory, planning, understanding, natural language processing, machine learning, neural networks, genetic algorithms, expert systems, and real-time systems. Students develop competence in a language widely used for A.I. programming, typically LISP or PROLOG.

C S 385 INTERNET-BASED SYSTEMS (3) *Prerequisite: C S 370.*

Three hours lecture. In this course students develop an intermediate-level proficiency in the use of HTML, Access, Visual Basic, VBScript, and SQL as applied to accessing databases over the World Wide Web. The student uses these development tools together to develop interactive web-based applications that access databases. Applications developed in the course utilize graphic images, tables, forms, frames, ASP, CGI programming and database interfaces in an interactive GUI environment.

C S 397 INDEPENDENT STUDY IN COMPUTER SCIENCE (1-3) *Prerequisites: Approval of faculty sponsor and school dean; junior or senior standing.*

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

C S 398 SPECIAL TOPICS IN COMPUTER SCIENCE (1-3) [credit depends on topic]

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.

C S 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.")

C S 451-452 SENIOR PROJECT (3,3) *Prerequisites: C S 242 and senior standing.*

This is a capstone course in which the student proposes and completes an independent research or development project. Research projects involve review of significant literature and the writing of a major technical paper, which may require design, implementation, and evaluation of experimental systems. Development projects require full system specifications, system design and analysis, user documentation, and complete, well documented source code.

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) *Prerequisite: CRIM 244.* 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 320 VICTIMOLOGY (3) *Prerequisite: CRIM 241.* Victimology will provide a comprehensive overview of the process of victimization throughout our society. This course will also discuss the history of victimization, theories of victimization, and various categories of victimization, stratification and victim typologies. Specific topics will include the scope of victimization, restorative justice, victims' rights, child abuse, elder abuse, international sex trafficking, and domestic violence.

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 101 FRESHMAN SEMINAR IN ECONOMICS (3) This theme-based course gives students exposure to economics early in their college career. Designed around the interests of the instructor, the course will provide students with the opportunity to use economic principles to explore an issue from multiple perspectives. Through in-depth study of a specific topic (e.g., clean energy, immigration, globalization, financial crises, health care economics, and slavery), students will be introduced to basic economic concepts as they develop their critical thinking and communication skills.

ECON 201 PRINCIPLES OF ECONOMICS-MICRO (3) This 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 macroeconomics.

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

ECON 300 INTERMEDIATE MACROECONOMIC THEORY (3) *Prerequisites: ECON 201-202. 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 B- or above is required before taking EDUC 320, 444, or SPED 330. This course requires a mandatory Criminal and Social Services background check conducted at the end of the prior semester at the student's expense.

EDUC 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 313 READING AND LANGUAGE ACQUISITION I (3) *Prerequisite: EDUC 211; Corequisite: EDUC 320 or SPED 330.* 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 B- or above is required before taking EDUC 420. This course may be retaken only once with permission of the instructor. Enrollment in EDUC 320 is limited to students enrolled in a teacher licensure program. This course requires a mandatory Criminal and Social Services background check conducted at the end of the prior semester at the student's expense.

EDUC 324 METHODS: SOCIAL STUDIES INSTRUCTION (2) *Prerequisite: EDUC 201, 211, HIST 255, 256. 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 (1-3) *Prerequisite: Consent of instructor.* This course provides students with the opportunity to study principles of education in foreign locations.

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

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

EDUC 420 FIELD EXPERIENCE III (E) (1) *Prerequisites: EDUC 202, 320, with a B- or above.* This course provides students with opportunities to apply instructional skills in controlled situations under the guidance of an experienced professional. Students participate in two hours of observations, tutorial, and small and large group instructional activities per week in classrooms in local school districts. On-campus and in-school seminars provide opportunities for analysis and reflection. A grade of B- or above is required in this course before student teaching. This course may be retaken only once with the permission of the instructor. Enrollment in EDUC 420 is limited to students enrolled in a teacher licensure program. This course requires a mandatory Criminal and Social Services background check conducted at the end of the prior semester at the student's expense.

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 Stan-

dards 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. This course requires a mandatory Criminal and Social Services background check conducted at the end of the prior semester at the student's expense.

EDUC 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. A grade of B- or above is required in this course before student teaching. This course may be retaken only once with the permission of the instructor. Enrollment in EDUC 444 is limited to students enrolled in a teacher licensure program. This course requires a mandatory Criminal and Social Services background check conducted at the end of the prior semester at the student's expense.

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. This course requires a mandatory Criminal and Social Services background check conducted at the end of the prior semester at the student's expense.

EDUC 448 STUDENT TEACHING SEMINAR (1) *Corequisite: 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 and 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.

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: ENGL 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 MODERN MULTICULTURAL LITERATURE (3) [C] *Prerequisite: ENGL 220.* Using twentieth and twenty-first century writers from around the world such as Milan Kundera, Fae Myenne Ng, and Chinua Achebe, the course explores different cultures, the effects of culture on perspective, the historical self-concepts of various peoples, and other peoples' attitudes toward America.

ENGL 334 GENDER AND LITERATURE (3) *Prerequisites: ENGL 111, 112.* 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) [C] *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: NON-FICTION (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) *Prerequisites: ENGL 111, 112.* 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 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 or minor.

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: NON-FICTION (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 321 CONSERVATION ECOLOGY (4) *Prerequisites: BIOL 113-114 or ENVS 101/101L-102/102L.* Three hours lecture and three hours laboratory. This course addresses biological diversity at the genetic, population, and species levels. In particular, human impacts on diversity are investigated, and practical approaches to understanding and preventing extinction are explored. In addition, the mechanisms underlying large-scale ecological processes and their changes across space and time are examined, with the relationships among landscape structure, resource distributions, and populations also studied.

ENVS 324 SUSTAINABLE FOREST MANAGEMENT (4) *Prerequisites: satisfactory completion of the following: BIOL 113 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 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 113-114 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 113-114 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 113-114 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 113-114 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 (3) *Prerequisites: ENVS 101/101L-102/102L.* This class investigates the structure, components and processes of the earth's atmosphere. Global circulation patterns, precipitation, tropical systems, severe weather events, and air pollution issues are all studied. Understanding how to analyze and produce weather forecasts will be emphasized.

ENVS 347 CLIMATOLOGY (3) *Prerequisites: ENVS 101/101L-102/102L.* This course explores how the atmosphere, oceans, and land masses all interact to influence earth's climate. Various local climates on our planet will be studied along with influencing factors such as latitude, topography, land-water interactions, and air and ocean circulation. A special emphasis will be placed on understanding both short- and long-term natural climate changes, and how humans might influence such variability.

ENVS 365 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 113-114 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: 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.

ENVIRONMENTAL STUDIES COURSES (ENST)

ENST 210 PEOPLE AND THE ENVIRONMENT (3) *Prerequisites: ENVS 101/101L-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-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-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 100 PHYSIOLOGICAL ASSESSMENTS IN EXERCISE PHYSIOLOGY (3) This hands-on course is designed to teach the exercise physiology major about tests used to assess health and skill related physical fitness. Students will learn how to conduct and participate in various assessments of physical fitness.

EXPH 200 EXPLORATION IN EXERCISE PHYSIOLOGY (3) *Pre or corequisite: EXPH 100.* This course will examine the numerous career opportunities that exist in the field of Exercise Physiology, how they relate to the field of study, and what are the qualifications and certifications needed to pursue a career in the specific sub-disciplines of Exercise Physiology. This course will also focus on techniques regarding reading and locating research as well as incorporate scientific writing techniques about different topics within exercise physiology.

EXPH 225 BASIC EMERGENCY AND INJURY CARE MANAGEMENT (3) This course is designed to introduce students to basic orthopedic injuries, conditions, and disorders. In addition, students will learn basic emergency management. Course fee required.

EXPH 325 PHYSIOLOGY OF EXERCISE (3) *Prerequisites: BIOL 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 LABORATORY TECHNIQUES IN EXERCISE PHYSIOLOGY (3) *Prerequisite: EXPH 325.* This course provides students with the opportunity to learn the techniques used in laboratories to test the physiological changes in response to acute and chronic exercise. Students will be required to utilize their knowledge of the underlying physiology and the responses to exercise in order to accurately examine and explain the observations.

EXPH 355 SCIENTIFIC PRINCIPLES OF STRENGTH AND CONDITIONING (3) *Prerequisites: BIOL 214, 215, EXPH 325.* 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: EXPH 325.* This course will discuss macronutrient and micronutrient needs in relation to physical activity. Additional topics include ergogenic aids and the timing of food and fluids before, during, and after physical activity for optimal performance.

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, 326, 342.* This course is designed to discuss physiological differences in populations such as children and youth, older adults, pregnant women as well as populations with diseases such as heart disease, pulmonary disease, obesity, and diabetes and the modifications required for exercise testing and prescription of these populations.

EXPH 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; EXPH 325, 326, 342; 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 ADVANCED HEALTH AND FITNESS EVALUATION AND PROGRAMMING (3) *Prerequisites: EXPH 325, 326, 342.* This course provides the student with the knowledge and skills necessary for risk stratification, physiological assessment, interpretation of test results, and design of health and activity programs for apparently healthy populations. Emphasis on developing competency in following ACSM guidelines for exercise testing and prescription will be stressed.

EXPH 450 RESEARCH METHODS IN EXERCISE PHYSIOLOGY: THE PROPOSAL PROCESS (3) *Prerequisites: EXPH 326, 342, MATH 222.* This course is the first course in a two-part capstone series designed to teach students the research process as it pertains specifically to exercise physiology. Students will be expected to integrate their knowledge of exercise physiology to create and develop a research project from research idea inception through the written proposal stage. The writing process will include multiple drafts of an introduction and review of literature, methods, and proposal forms for the Institutional Review Board (IRB), with the appropriate forms submitted to the IRB until the research study is approved. Students must complete this course with a C- or better and have IRB approval of their research proposal in order to proceed to EXPH 451.

EXPH 451 RESEARCH METHODS IN EXERCISE PHYSIOLOGY: DATA COLLECTION AND FINAL MANUSCRIPT (2) *Prerequisite: EXPH 450 (C- or better).* This course is the second course in a two-part capstone series designed for students to complete a research project that was proposed AND approved by the Institutional Review Board in EXPH 450. Students will be expected to integrate their knowledge of exercise physiology as well as their skills and mastery at performing a myriad of fitness tests as they are used to collect data, analyze results, and write a final manuscript according to professional guidelines. The course will culminate with the student presenting their research at the Student Scholar Showcase or an equivalent forum approved by the instructor.

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. The results of this test will determine the level of the language at which the student is required to enroll, unless the student has completed the prerequisite language course successfully at the college level or earned AP credit.

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, or the equivalent; pre or corequisite: FREN 201. 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 310 FRENCH CIVILIZATION IN FRENCH FILM (3) *Prerequisite: Consent of instructor.* This course explores through French film events in French history that have most influenced France and francophone countries and current social issues. Content includes history of the technologies that led to the development of film projection as the “septième art”. The unique cultures of the French speaking world are presented through the classic and contemporary films of various genres. Providing the terminologies of French film and elements of film production will give students the tools necessary to make informed critiques.

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, Valéry, 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 IN FRENCH (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)

G S 100 FRESHMAN SUCCESS SEMINAR (1) This seminar is designed to help freshmen make a successful transition to Lynchburg College. Emphasis is placed on educating new students about campus policies and resources as well as helping new students make sound decisions relative to their academic and co-curricular lives. Specific topics addressed include goal-setting, time management, and working with advisors and other faculty members.

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

G S 105 CAREER DEVELOPMENT FOR THE LIBERAL ARTS AND SCIENCES (1) Open only to freshmen and sophomores, this course introduces students to the career-decision making process through self-assessment, major/career exploration, and the integration of this information into career fields. Particular emphasis is given to the use of the Internet as a resource for career exploration.

G S 111 APPLIED INFORMATION LITERACY – BASIC 1 (1) This course 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.

G S 112 APPLIED INFORMATION LITERACY – BASIC 2 (1) This course introduces the student to types of information found in the periodical literature and their application to scholarly activities and life-long learning situations. In addition to exploring different types of periodicals, print and electronic indexes that are used to locate appropriate resources will also be covered. The course will provide an introduction to the issue of plagiarism and how to avoid it.

G S 113 E-RESEARCH IN THE COLLEGE LIBRARY (1) This course is designed to develop critical thinking skills when using Internet information resources for academic course work. Search strategies, topic analysis, Boolean logic, and refinement of searching techniques are among the areas covered as they apply to available online databases and Web search engines. In addition to improving students' Internet skills, the course develops a better understanding of how and when to use electronic resources.

G S 135 FRESHMAN SYMPOSIUM (1-3) This course is designed to link with existing General Education courses to create a learning community. Interdisciplinary in nature, the course uses collabora-

tive learning processes to explore a variety of topics that enrich the General Education offerings to which they are linked. Specific topics vary based on faculty interests and current issues.

G S 201 PEER TUTORING/MENTORING SEMINAR (1) This course is based on a theoretical framework of peer-based tutoring, mentoring, and advising coupled with direct application through learning resource services, the LC Connections program, and academic/career advising. The learning format combines a weekly one-hour seminar with a weekly one-hour session of direct tutoring, mentoring, and/or advising.

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

G S 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.

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

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

G S 330 LEADERSHIP IN ACTION PRACTICUM (3) *Prerequisites: Must complete at least six credit hours from BUAD 222, 265, and MGMT 260.* This course provides a capstone experience for students pursuing the Leadership minor. In accordance with the College's strategic emphasis on experiential learning, students will apply leadership principles in a variety of real-world settings while under the guidance of an academic advisor. In the course of this experience, they will develop their own personal leadership style and demonstrate leadership action through the initiation or support of an organizational initiative.

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

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

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

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

otherwise covered by the regularly offered courses. The topic will vary according to professor and term; consequently, more than one may be taken by a student during his/her matriculation.

G S 399 INTERNSHIP IN GENERAL STUDIES (1-12) *Prerequisites: Juniors or seniors with a 2.25 minimum QPA; approval of written proposal by internship coordinator, supervising faculty, and associate dean prior to registration.* This internship is career-focused and bridges more than one academic discipline. (See "Internships.")

G S 415 SOCIAL ENTREPRENEURSHIP INTERNSHIP (1-6) *Prerequisite: G S 220.* Students will work as interns in the community at non-profit organizations or develop socially responsible initiatives in the community for non-profit organizations. This class will also serve as an opportunity for students to receive credit for developing their own non-profit programming. Many students will have previously observed and interacted with a variety of social entrepreneurs, determined the qualities that are common to them, and explored their own inclinations and capabilities as social entrepreneurs in the prerequisite class.

G S 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)

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. The results of this test will determine the level of the language at which the student is required to enroll, unless the student has completed the prerequisite language course successfully at the college level or earned AP credit.

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 II (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 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 120 SCUBA DIVING (1) *Prerequisite: Pass Swim test (200 yards and float/tread water for 10 minutes).* The PADI Open Water Diver course consists of three main phases: knowledge development to understand basic principles of scuba diving, confined water dives to learn basic scuba skills, and open water dives to review your skills and explore. A lab fee of \$425 required of students to cover scuba equipment, transportation, and camping fees.

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

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

HPE 127 BASIC BACKPACKING AND HIKING (2) This course is designed to teach the basic skills and concepts of backpacking and hiking. Topics will include: camping, cooking, fire and stove use, equipment, safety, nutrition, map reading skills, first aid, trail etiquette, campsite selection, pace, tents, packing skills, and bear 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 (2) This course is designed to teach the basic skills and concepts of mountain biking. Topics will include group and individual biking skills such as braking, climbing, shifting, and navigating over rough terrain. Other topics will include bike repair and adjustments, basic first aid, safety, map reading, and trip planning. Students will be required to have their own mountain bike and helmet. An additional fee is required.

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

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

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

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

HPE 205 COACHING APPRENTICESHIP (1-6) *Prerequisite: Consent of the instructor.* This course provides students with an apprenticeship experience in coaching a selected sport with emphasis on observation, leadership, and management of skill development. If more than one HPE 205 is taken it must be applied to experiences with different sports. Only one HPE 205 experience can be done within the 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, multi-dimensional, 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. This course requires a mandatory Criminal and Social Services background check conducted at the end of the prior semester at the student's expense.

HEALTH PROMOTION COURSES (H P)

H P 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.

H P 221 GLOBAL HEALTH (3) This course will provide students with an overview of the multiple factors that affect health on a global scale, and will equip students to meet the health needs of individuals in a multitude of cultural settings. Students will also be introduced to ethical and human rights concerns as they relate to global health.

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 371 RESEARCH IN HEALTH PROMOTION (3) *Prerequisites: H P 239, MATH 222.* This course is intended to prepare students pursuing careers in health science fields (health education, public health, allied health, and medical professions) to be proficient in the practical aspects of health science research with a basis in theory. Basic principles of research will be examined with emphasis on study design, data collection, and basic statistical analysis of research data.

H P 372 CONTEMPORARY HEALTH ISSUES (3) This course is directed toward current health problems and concerns and includes such topics as disease, fitness, environmental health, global health, consumer health, and drug therapies.

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 325, 271, 420; senior status with a minimum 2.25 QPA; approval of written proposal by health promotion department chair prior to registration.* This course offers a professional internship with an appropriate public health/clinical site. The student and internship coordinator will agree on the location and responsibilities of the intern. 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, 371, 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 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 WORLD TO 1800 (3) *Prerequisites: HIST 101-102.* An integrative survey of the history of civilizations that developed around the Atlantic World, 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 WORLD 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 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 MILITARY HISTORY (3) *Prerequisites: HIST 101-102.* This course is a survey of the military in American and European history from the seventeenth century to the present.

HIST 333 THE CIVIL WAR AND RECONSTRUCTION (3) *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 353 THE HOLOCAUST (3) *Prerequisites: HIST 101-102.* This course introduces students to Nazi Germany's systematic mass murder of Jews in Europe during the Second World War. Topics to be covered in this course include Jewish life in Europe prior to the 20th century, the origins of racial anti-Semitism, the development of National Socialist ideologies, the origins of Nazi racial policies in the 1930s, Nazi eugenics and euthanasia campaigns, the war of annihilation waged against Jews under Germany's control during World War II, the mass murders of other groups during the war, Jewish resistance to the Holocaust, and the help or lack thereof offered by non-Jews to mitigate the Holocaust.

HIST 370 THE U.S. AND THE WORLD (3) *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 AND SEX IN 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 HISTORY SENIOR THESIS SEMINAR (3) *Prerequisites: HIST 200, 201, 202, and senior standing.* Students will write a thesis based on primary sources and relevant secondary material on a topic of their own choosing. The instructor will consult with students during each phase of the research process and evaluate the progress of the thesis throughout the semester.

HONORS COURSES (HONR)

HONR 100 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 (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 270 INTERNATIONAL RELATIONS THEORY (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.

INTL 290 INTRODUCTION TO INTERNATIONAL POLITICAL ECONOMY (3) *Prerequisite: INTL 101.* This course explores the interaction between politics (the state) and economics (business). It will explore topics such as Globalization, development, fiscal policy and trade policy, among others, using current events to illustrate theory.

INTL 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 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. The results of this test will determine the level of the language at which the student is required to enroll, unless the student has completed the prerequisite language course successfully at the college level or earned AP credit.

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 (ACTFL Guidelines).

LATN 202 INTERMEDIATE LATIN II (3) *Prerequisite: LATN 201.* 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 203 MEDIEVAL LATIN (3) *Prerequisite: LATN 201.* This course is designed to provide a recertification credit opportunity for Latin teachers in middle and high schools. It is also open to interested college and university students and faculty. Building on the classical tradition, this course shows how the Latin language and genres of writing such as legends, biographies, letters, and poetry, including drama, were influenced by and expanded upon classical Latin sources during the Middle Ages, following the fall of Rome in 476 A.D. Thus it provides continuity from the study of ancient Roman culture, prose, and poetry, which spread throughout the empire, was preserved in manuscripts and printed books, and developed in new forms.

LATN 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 101 FRESHMAN SEMINAR IN MANAGEMENT (3) *Prerequisite: Freshman standing only.* This theme-based course gives students exposure to management early in their college career. Designed around the interests of the instructor, the course will provide students with the opportunity to use management principles to explore an issue from multiple perspectives. Through in-depth study of a specific topic (e.g., productivity through people and team development), students will be introduced to basic management concepts as they develop critical thinking and communication skills.

MGMT 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 262 HUMAN RESOURCE MANAGEMENT (3) This introduction to human resource management includes human resource planning, workforce planning, employment law, recruiting and hiring personnel, training and developing employees, motivating and compensating employees, and evaluating and rewarding employees.

MGMT 300 CRISIS MANAGEMENT (1) *Prerequisite: MGMT 260; Corequisites: MGMT 301 and 302.* This course provides students with the analytical and practical foundations to anticipate, manage, recover, and learn from possible crises. This case-analytic course is stakeholder-focused in orientation and studies historical and current-day organizational crises.

MGMT 301 CHANGE MANAGEMENT (1) *Prerequisite: MGMT 260; Corequisites: MGMT 300 and 302.* This course analyzes the strategies that lead to effective and lasting change and focuses upon implementation of change initiatives.

MGMT 302 CROSS-CULTURAL MANAGEMENT (1) *Prerequisite: MGMT 260; Corequisites: MGMT 300 and 301.* This course prepares students to manage in more diverse and multinational environments. The student's "cultural intelligence" will be honed through the exploration of similarities and differences among organizations in varied national cultures.

MGMT 310 MANAGEMENT INFORMATION SYSTEMS (3) *Prerequisite: MGMT 260.* This course examines information systems from a management perspective and surveys key topics of information systems including: computer software, hardware, communications, examples of applications, and information systems planning.

MGMT 321 GROWING TALENT: TRAINING AND DEVELOPMENT (3) This course is designed to focus on critical issues within the field of training and development. First, students in this course will learn how to design, implement, and evaluate effective training programs. In the second half of the course, students will explore how to diagnose organizational problems and implement change.

MGMT 350 NEGOTIATION AND RELATIONSHIP MANAGEMENT (3) *Prerequisite: MGMT 260.* This course will explore effective negotiation and professional relationship management. The student will learn to identify the variables in negotiations, develop sound negotiation techniques, and develop an understanding of various strategies and tactics to use in conflict resolution. The student will also increase awareness and understanding of ethical principles and stakeholder considerations that influence interpersonal transactions and relationships.

MGMT 360 PROJECT MANAGEMENT (3) This course introduces established norms, methods, processes, and practices in project management. Students learn to plan a project, create a project schedule, assign resources and costs, track projects, and share information across projects, applications, and the World Wide Web.

MGMT 363 MANAGING DIVERSITY WITHIN ORGANIZATIONS (3) This course introduces students to diversity in organizations, focusing on three levels of analysis: organizational, team, and individual. The intent is to assist students, as future managers, to lead a diverse workforce and to manage diversity as a business strategy. The course is designed to develop both individual and organizational competencies for managing diversity through the medium of different theories, approaches, and images. Students will survey theory, research, and practices associated with diversity. The course will supplement assigned readings with exercises, case studies, debates, and simulations to improve student's analytical and reasoning skills.

MGMT 364 ACQUIRING TALENT : WORKFORCE PLANNING AND STAFFING (3) This course examines how organizations plan for their workforce needs, develop their recruitment strategies, and design and implement their hiring policies and protocols.

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

MGMT 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 422 KEEPING TALENT: PERFORMANCE APPRAISALS, COMPENSATION AND EMPLOYEE/ LABOR RELATIONS (3) *Prerequisite: MGMT 262.* This course provides a broad understanding of performance appraisals, compensation, and employee-labor relations. Topics covered include: designing and implementing performance appraisals, setting and administrating pay structures, incentive and traditional pay, employee benefits, labor relations, employee-employer relationships, and flexible work arrangements.

MGMT 472 THE ART OF STRATEGY (3) *Prerequisites: ACCT 202, FIN 317, MGMT 244, 262, 300, 301, 302.* This integrative course uses the case method to hone student ability to analyze and evaluate organizational strategic decisions. Written and oral communication skills for a variety of organizational business problems are exercised. Students also enhance their skills in strategy and policy formulation and implementation.

MGMT 475 STRATEGIC HUMAN RESOURCE MANAGEMENT (3) *Prerequisites: MGMT 262, 321.* This course provides a capstone experience where students integrate principles of business strategic management and strategic human resource management. Topics covered include strategic management, HRM planning, HRM audit, HRM metrics, measuring HRM effectiveness, and HRM alignment.

MARKETING COURSES (MKTG)

MKTG 101 FRESHMAN SEMINAR IN MARKETING (3) This theme-based course gives students exposure to marketing early in their college career. Designed around the interests of the instructor, the course will provide students with the opportunity to use marketing principles to explore an issue from multiple perspectives. Through in-depth study of a specific topic (e.g., social media marketing, consumer privacy rights, cross-cultural branding, and videogame marketing), students will be introduced to basic marketing concepts as they develop their critical thinking and communication skills.

MKTG 200 SOCIAL MEDIA MARKETING (3) This interactive course will focus on how to design, strategize, implement and evaluate a digital marketing strategy for small and mid-size organizations. An understanding of the opportunities and challenges of the Digital Media Revolution will be developed through readings, case studies, and hands-on activities. Students will learn how to use and optimize basic social media tools [Blogs, Facebook, Twitter, YouTube, and LinkedIn] with traditional marketing efforts. Teams will launch a Digital Marketing Strategy.

MKTG 209 PRINCIPLES OF MARKETING (3) This course provides a comprehensive study of the structure and function of marketing systems in the firm, the economy, and society. The course develops the analysis of target markets, the assessment of the firm's external environments, and the management of marketing practices both domestically and internationally.

MKTG 371 MARKET RESEARCH (3) *Prerequisites: BUAD 241, MKTG 209.* 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 209.* This course examines direct sales environments with an emphasis on industrial goods selling. Students develop personal selling skills in concert with an understanding of buyer needs and requirements as expressed in the buying motion. Other topics include sales strategy development, organizational design, performance evaluation, compensation, and territory administration.

MKTG 374 RETAILING AND MERCHANDISING (3) *Prerequisite: MKTG 209.* This study of distribution systems management emphasizes retail store management. Topics include location decisions, layout, service, strategy, product mix, pricing, purchasing and stocking, and local advertising.

MKTG 375 CONSUMER AND BUYER BEHAVIOR (3) *Prerequisite: MKTG 209.* This course is an interdisciplinary approach to the analysis and application of psychological, social, and cultural influences on the behavior of consumers and organizational buyers. The interrelationships of marketing actions and buyer behavior are analyzed with the goal of making effective marketing decisions.

MKTG 377 STUDY ABROAD (3) *Prerequisite: MKTG 209.* This course focuses on marketing challenges associated with business activity across national boundaries. It aims to provide students with the knowledge, understanding, and skills that will help them market more effectively in an international environment. Included in this course is a field study experience in a foreign country.

MKTG 379 MARKETING COMMUNICATIONS (3) *Prerequisite: MKTG 209.* This course is an intensive examination of the roles of advertising, personal selling, sales promotion, and public relations in product or service marketing efforts. Topics include theme selection, copy and artwork preparation, media selection, performance analysis, budgeting, and other areas relevant to promotion.

MKTG 380 SERVICES MARKETING (3) *Prerequisite: MKTG 209.* The course examines dimensions of the services sector, including the structural differences between services and consumer/industrial products. It explores service marketers' difficulties in using traditional marketing concepts and focuses on new marketing approaches for service sectors in the information age economy.

MKTG 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 209.* 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) *Prerequisite: MATH 103.* Differential and integral calculus of single variable transcendental functions, methods of integration, and applications are studied.

MATH 105 PROBLEM SOLVING IN MATHEMATICS (3) This course introduces students to the true nature of mathematics, what mathematicians really do, how they think, and what they try to ac-

complish. 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) *Prerequisite: General Education Math.* 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. Images, text, and additional readings comprise the primary teaching aids, and the Daura Gallery and Historic Sandusky are used as teaching resources as well. Field trips are made to museums, especially those with disciplines other than art, to provide an understanding of all types of museums including art, material culture, natural history, anthropology, and historical sites.

MST 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 MUSEUM STUDIES (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 Woodwinds (.5 or 1)

MUSC 005 Brass (.5 or 1)

MUSC 006 Percussion (.5 or 1)

MUSC 007 Strings (.5 or 1)

MUSC 008 Composition (.5 or 1)

MUSC 010 Classical 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) *Corequisite: MUSC 021.* The purpose of this organization is to develop ensemble techniques by studying and performing both standard and contemporary percussion literature. The ensemble is open to all students and faculty/staff members of Lynchburg College as well as interested community members. Lynchburg College students are required to co-enroll in MUSC 021. An audition is required. Repeatable for credit.

MUSC 017 BRASS ENSEMBLE (1) *Corequisite: MUSC 021.* The purpose of this organization is to develop ensemble techniques by studying and performing both standard and contemporary brass literature. The ensemble is open to all students and faculty/staff members of Lynchburg College as well as interested community members. Lynchburg College students are required to co-enroll in MUSC 021. An audition is required. Repeatable for credit.

MUSC 018 ORCHESTRA (1) The purpose of this organization is to develop ensemble techniques, music reading ability, and general musicianship and to acquaint students with a wide variety of orchestra music. For music majors who will become teachers, the Orchestra will provide experience in organization, music selection, and program planning. The Orchestra performs numerous times a semester on campus and within the Central Virginia area. Open to all students by audition.

MUSC 019 CHAMBER MUSIC ENSEMBLE (1) This is an opportunity to be involved with the smaller, more intimate forms of music called chamber music. Instrumentalists and vocalists may create their own ensembles, which may include duo-piano or accompanying, but must meet two hours a week with

music faculty supervision. Singers must have an ensemble with two or more instruments. Involvement must include a public performance each semester and, if one ensemble member is a music major, an appearance before the music faculty at the end of the semester.

MUSC 020 JAZZ ENSEMBLE (1) *Corequisite: MUSC 021.* An eighteen-piece ensemble comprised of saxophones, brass, percussion, and guitars. Membership is selected from the Wind Ensemble and/or by audition for interested students, faculty and staff members, alumni, and community musicians. Lynchburg College students are required to co-enroll in MUSC 021.

MUSC 021 WIND SYMPHONY (1) The purpose of this organization is to develop ensemble techniques, music reading ability, and general musicianship and to acquaint students with a wide variety of band music. For music majors who will become teachers, the Wind Ensemble will provide experience in organization, music selection, and program planning. The Wind Ensemble performs numerous times a semester on campus and within the Central Virginia area. Open to all students by audition.

MUSC 022 CONCERT CHOIR (1) The purpose of this ensemble is to rehearse and perform choral music from all major periods of choral literature, to learn some basic rudiments of singing and diction, and to develop general musicianship. The Concert Choir performs on campus and represents the 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. The handbell choir presents concerts on campus and Christmas and in the spring. Open to all students. Basic music reading skills are required.

MUSC 024 CHAMBER CHOIR (1) *Prerequisite: Permission of the instructor.* Chamber Choir is a small, auditioned choral ensemble. The purpose of this ensemble is to rehearse and perform music written for small choral and chamber ensembles. Music will be selected from all major periods of music from the Medieval Age through the twenty-first century. Membership is open to Lynchburg College students by audition only.

MUSC 025 CHORAL UNION (1) The Choral Union is a non-auditioned large choral ensemble. The purpose of this choir is to provide a quality choral music experience for all its members. Membership is open to all students and faculty/staff members of 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 103 MUSIC FUNDAMENTALS (3) This course is designed for students with limited or no skills in the fundamentals of music theory. Topics include pitch and rhythm notation, time classification, note and rest values, time signatures, intervals, major and minor scales, key signatures, and triads.

MUSC 104-105 MUSIC THEORY I, II (3, 3) *Prerequisite for MUSC 104: MUSC 103 or equivalent.* 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. MUSC 104 is offered each spring semester and MUSC 105 is offered each fall semester. Music majors must include MUSC 106-107 and MUSC 108-109 as corequisite requirements.

MUSC 106-107 AURAL SKILLS I, II (1, 1) *Corequisite for MUSC 106: MUSC 104 or its equivalent. Corequisite for MUSC 107: MUSC 105 or its equivalent.* This laboratory course is designed to increase skills in aural perception of music. Students develop skills in singing from notation and in notating music

that they hear. These courses must be taken in sequence. MUSC 106 is offered each spring semester and MUSC 107 is offered each fall semester. Music majors must include MUSC 104-105 and MUSC 108-109 as corequisite requirements.

MUSC 108-109 PIANO CLASS I, II (1, 1) *Corequisite for MUSC 108: MUSC 104. Corequisite for MUSC 109: MUSC 105.* This laboratory course provides application of the principles of elementary theory to the keyboard. Students learn to play the major and minor scales, along with various harmonic formulae, and learn to improvise accompaniments to simple melodies. These courses must be taken in sequence. MUSC 108 is offered each spring semester and MUSC 109 is offered each fall semester. Successful completion of the Piano Proficiency Exam may substitute for these courses. Music majors must include MUSC 104-105 and MUSC 108-109 as corequisite requirements.

MUSC 110 VOICE CLASS (1) This group study of the fundamentals of singing involves the principles of phonation, resonance, diction, breathing, and other related techniques pertinent to producing a good singing tone, using selected rhythmic exercises and singing materials. Recommended especially for music theatre students, teachers of public school music, choir directors, ministerial students, and directors of religious education.

MUSC 111 MUSIC TECHNOLOGY (2) *Prerequisite: must be able to read music.* The purpose of this course is to provide a hands-on study of current technologies used in the elementary and secondary classroom as well as by performing musicians. Topics include office/music software, video/audio digital recording and editing, and music notation software including, but not limited to Sibelius and Finale. An introduction to U. S. Copyright law as it applies to musicians is also covered in this course.

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 204 is offered each spring semester and MUSC 205 is offered each fall semester. Music majors must include MUSC 206-207 and MUSC 208-209 as correlative requirements.

MUSC 206-207 AURAL SKILLS III, IV (1, 1) *Corequisite for MUSC 206: MUSC 204 or its equivalent. Corequisite for MUSC 207: MUSC 205 or its equivalent.* This laboratory course sequence is a continuation of MUSC 106-107. These courses must be taken in sequence. MUSC 206 is offered each spring semester and MUSC 207 is offered each fall semester.

MUSC 208-209 PIANO CLASS III, IV (1, 1) *Prerequisite: MUSC 109 or its equivalent. Corequisite for MUSC 208: MUSC 204. Corequisite for MUSC 209: MUSC 205.* This sequence is a continuation of MUSC 108-109. These courses must be taken in sequence. MUSC 208 is offered each spring semester and MUSC 209 is offered each fall semester. These courses each meet for two fifty-minute sessions per week. Successful completion of the Piano Proficiency Exam may substitute for these courses.

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 240 DICTION FOR SINGERS I (1) An introduction to phonetics as well as the practical applications for pronunciation fundamentals in the English, Latin, and Italian languages through the use of the International Phonetic Alphabet (IPA) and appropriate art song repertoire.

MUSC 241 DICTION FOR SINGERS II (1) *Prerequisite: MUSC 240.* An introduction to phonetics as well as the practical applications for pronunciation fundamentals in the German and French languages through the use of the International Phonetic Alphabet (IPA) and appropriate art song repertoire.

MUSC 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 350 VOCAL PEDAGOGY AND LITERATURE (3) *Prerequisite: Open to students with at least four semesters applied vocal music instruction.* This course involves the study of the anatomy and physiology of the larynx, breathing mechanism, and skeletal structure as it relates to singing. Related topics include phonation, resonance, vowel fragments, registers, timbre, vocal health, vocal literature, and contest music. Practical application of applied voice lessons emphasized.

MUSC 351 INSTRUMENTAL PEDAGOGY AND LITERATURE (3) *Prerequisite: Open to students with at least four semesters of applied instrumental music instruction.* This course acquaints the student with current methods, issues, and materials in instrumental teaching and their practical applications.

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 363.* 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 365.* 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 400 ARRANGING AND ORCHESTRATION (2) *Prerequisites: Successful completion of MUSC 205 and 306.* This course introduces the musical craft of arranging as related to the setting of music for various combinations of instruments and voices. Topics will include transpositions and practical ranges for instruments and voice. Students will participate in class exercises, prepare weekly arrangements, and complete a final project.

MUSC 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 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. This course requires a mandatory Criminal and Social Services background check conducted at the end of the prior semester at the student's expense.

NURSING COURSES (NRSG)

NRSG 220 PATHOPHYSIOLOGY (3) *Prerequisites: CHEM 127, BIOL 222/222L (C or better for all), NRSG 225 (B- or better). Prerequisite or corequisite BIOL223/223L (C or better).* 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) *Prerequisite: CHEM 127 (C or better). Prerequisites or corequisites: BIOL 222/222L, BIOL223/223L (C or better).* 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: CHEM 127, BIOL 222/222L (C or better for all), NRSG 225 (B- or better). Prerequisite or corequisite: BIOL223/223L (C or better).* Laboratory learning activities provide the student opportunities to practice and demonstrate skill proficiency in a simulated setting.

NRSG 232 HEALTH ASSESSMENT (2) *Prerequisites: CHEM 127, BIOL 222/222L (C or better for all), NRSG 225 (B- or better). Prerequisite or corequisite: BIOL223/223L (C or better).* 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) *Prerequisites: CHEM 127, BIOL 222/222L (C or better for all), NRSG 225 (B- or better). Prerequisite or corequisite: BIOL223/223L (C or better).* Three-hour skills laboratory must be taken concurrently with NRSG 232.

NRSG 300 NURSING PHARMACOLOGY (3) *Prerequisites: BIOL 214/214L and 215/215L or BIOL 222/222L and 223/223L (C or better).* 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 pre-requisite 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 (C or better), 225/225L, 232/232L (B- or better); corequisite or prerequisite: NRSG 300/300L (B- or better).* 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 (B- or better); corequisite or prerequisite: NRSG 300/300L (B- or better). Must be taken concurrently with NRSG 335.* 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 (B- or better); corequisite or prerequisite: NRSG 300/300L (B- or better).* 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 (B- or better); corequisite or prerequisite: NRSG 300/300L (B- or better). Must be taken concurrently with NRSG 336.* 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 MEDICAL SURGICAL NURSING I (3) *Prerequisites: NRSG 220, 225/225L, 232/232L (B- or better).* 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 MEDICAL SURGICAL NURSING I LAB (2) Six-hour clinical laboratory must be taken concurrently with NRSG 341.

NRSG 342 MEDICAL SURGICAL NURSING II (3) *Prerequisites: NRSG 300/300L, 341/341L (B- or better).* 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 MEDICAL SURGICAL NURSING II 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 (B- or better).* 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 (B- or better); corequisite or prerequisite: MATH 222 (C or better).* 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 (B- or better).* 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 (B- or better).* 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 (B- or better); corequisite: NRSG 410 (B- or better); corequisite or prerequisite: NRSG 402 (B- or better).* 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 (B- or better).* 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 (B- or better).* 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.

NRSG 440 HEALTH ASSESSMENT (2) *Corequisite: NRSG 442.* In this course, RN students are introduced to a comprehensive, systematic approach to physical assessment. They will refine critical thinking skills to collect and organize subjective and objective health assessment data. Only RNs who are enrolled in the RN to MSN program may take this course.

NRSG 442 NURSING RESEARCH AND EVIDENCE-BASED PRACTICE (2) *Corequisite: NRSG 440.* In this course students are introduced to the research process in nursing and evidence-based nursing practice. Content focuses on problem identification, literature review, research design, sampling, data collection, analysis and interpretation of findings. Selected examples of nursing research are critiqued and evaluated for application to clinical settings. Students develop the beginning skills needed to be consumers of research and to evaluate the evidence to determine the best practice. Only registered nurses enrolled in the RN to MSN program may take this course.

NRSG 446 COMMUNITY AND PUBLIC HEALTH NURSING (3) *Prerequisites: NRSG 440, 442.* In this course students expand the use of the nursing process to provide nursing care to population groups and communities through the application to case studies and the exploration of evidence-based practice. This course can only be taken by registered nurses enrolled in the RN to MSN program.

NRSG 448 NURSING LEADERSHIP (2) *Prerequisites: NRSG 440, 442, 446.* 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 management, team building, finance, quality improvement, conflict resolution and career related issues are discussed. Teaching strategies emphasize the use of student groups, discussion and team work to complete course objectives. This course can only be taken by registered nurses who are enrolled in the RN to MSN program.

PHILOSOPHY COURSES (PHIL)

PHIL 200 INTRODUCTION TO PHILOSOPHY (3) This course examines traditional philosophy problems with readings from major works in the history of Western philosophy. The basic principle of logic and major approaches to ethical decision-making are important parts of the course.

PHIL 201 INTRODUCTION TO LOGIC (3) This beginning course focuses on aspects of valid and invalid reasoning. Topics include definition, fallacious argumentation, the various uses to which language may be put, and elementary deduction.

PHIL 204 INTRODUCTION TO ETHICS (3) This course introduces moral philosophy and its application to the problems of present-day living.

PHIL 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 PHILOSOPHERS (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.

PHYSICS COURSES (PHYS)

PHYS 131 PHYSICS OF SPORTS (4) The main goal of the course is to learn how to apply basic physics to the sports world. Learning how a scientist models the real world and conceptual understanding will be emphasized more than rigorous mathematical derivations. Project development will occupy the majority of the laboratory portion of the course. A proficiency in algebra and trigonometry is required to be successful in this course.

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 designed for students majoring in the natural sciences. The course curriculum is structured 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, and modern physics, including nuclear physics.

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, wave-particle duality, 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, and rigid-body motion. 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 materi-

als, 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 207 COMPARATIVE POLITICS (3) An introduction to political cultures and systems around the world, with emphasis on political behavior, competing ideologies, government institutions, and historical roots and contemporary manifestations of societal conflicts and divisions. Issues of political development, continuity and change will be addressed throughout the course, with brief case studies used to explore the above concepts more in depth.

POLI 220 THE AMERICAN POLITICAL EXPERIENCE (3) Students will explore the American constitutional order and political system in terms of two questions: what does the American government do? What should it do? This exploration will be conducted through the critical analysis of literature, primary historical sources, significant government documents, and social science research.

POLI 221 AMERICAN POLITICAL CULTURE (3) *Prerequisite: INTL 101, POLI 111, or 112.* This course is a survey and critique of the meanings attributed to various aspects of the American constitu-

tional 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 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 EUROPEAN UNION POLITICS (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 296 RUSSIA AND THE EUROPEAN NEIGHBORHOOD (3) *Prerequisites: INTL 101, POLI 112 or POLI 201.* The course analyzes the political cultures, governmental institutions, and political behavior in European countries that are not members of the European Union, mostly in Eastern and Southeastern Europe, especially Russia. The emphasis is on explaining contemporary developments in this rapidly evolving region against the backdrop of long-term trends and recent transitions. Russia's growing role in the region and around the globe will be discussed.

POLI 301 DEVELOPING WORLD (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 (3, 2) *Prerequisites: INTL 101, POLI 111, or 112, and permission of the instructor.* This course provides a survey of the United Nations and of

the designated UN member state assigned for representation at the National Model United Nations in New York, by preparing students in an Experiential Learning course, with researching the assigned country's history, economics, politics and foreign policy, while learning UN policymaking procedure, negotiation, writing, debating and caucusing skills.

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 213 PSYCHOLOGY OF EXCEPTIONALITIES (3) Three hours lecture. This course is designed to impart a basic understanding of persons with disabilities. It provides pre-service teachers with knowledge regarding disability-related laws, rules, and regulations (both state and federal), as well as definitions, causes, and characteristics of disability (all within a social-cultural, political, medical, psychological, and educational context).

PSYC 215 HEALTH PSYCHOLOGY (3) *Strongly recommended: PSYC 103-104.* 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 245 HUMAN DEVELOPMENT FROM BIRTH THROUGH ADOLESCENCE (3) This course is intended for and required for students pursuing licensure in elementary, secondary, and special education programs. Skills in this area (from birth to adolescence) shall contribute to an understanding of the physical, social, emotional, speech and language, and intellectual development of children and the ability to use this understanding in guiding learning experiences and relating meaningfully to students.

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 PSYCHOLOGICAL TESTS AND MEASUREMENT LAB (1) *Prerequisite or corequisite: PSYC 392.* This course will be an application of the administration, scoring, and interpretation of educational and psychological tests for diagnostic purposes.

PSYC 397 INDEPENDENT STUDY IN 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 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 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 JESUS AND JUDAISM (3) *Prerequisite: RELG 201, 202, 205, or 206.* This seminar focuses on current New Testament research dealing with issues such as the historical Jesus and his ministry in his Jewish context; the development of early Christian thinking about Jesus; the teachings of Jesus, especially the parables; contemporary Jewish-Christian relations and dialogue concerning Jesus.

RELG 317 SEMINAR IN OLD TESTAMENT RESEARCH (3) *Prerequisite: RELG 201, 202, 204, or 206.* This seminar focuses on a selected issue in current Hebrew Bible/Old Testament and Inter-testamental research from the following topics: The Torah; the Prophets; the Wisdom Literature; the Apocrypha; the Dead Sea Scrolls; and other relevant topics that may be added. May be repeated for credit when topic varies.

RELG 322 CONTEMPORARY RELIGIOUS THINKERS (3) *Prerequisite: RELG 201, 202, 205, or 206.* This course is a critical assessment of the contribution of representative theological thinkers based on readings in their major works. May be repeated for credit when topic varies.

RELG 328 SEMINAR IN RELIGIOUS ETHICS (3) *Prerequisite: RELG 201, 202, 205, or 206.* This seminar focuses on the writings of selected ethical thinkers and on specific social and moral issues in present-day society.

RELG 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.* In this capstone course students explore issues within the study of religion and learn strategies for research culminating in the writing and presentation of a formal research paper.

SCIENCE COURSES (SCIE)

SCIE 101 PRINCIPLES OF SCIENCE I (4) Three hours lecture and three hours lab. This course provides an integrated study of science principles with an emphasis on the physical sciences (physics, chemistry, earth and space). These underlying principles help to connect knowledge of the natural world to the context of everyday life, including topical issues. Lecture and lab are integrated.

SCIE 102 PRINCIPLES OF SCIENCE II (4) Three hours lecture and three hours lab. This course is a continuation of SCIE 101, which is not necessary for enrollment in this course. This course includes an initial review of some basic physical science principles with an emphasis on the life sciences (biology, environmental, human biology). These underlying principles help to connect knowledge of the natural world to the context of everyday life, including topical issues. Lecture and lab are integrated.

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 ADVOCACY AND SOCIAL JUSTICE (3) *Prerequisite: SOCI 201.* This course provides students with the opportunity to explore and engage with material relevant to the role of applying sociology in a variety of career fields and industries to advocate for vulnerable populations, challenge inequality and injustice, and promote social justice through the application of sociological concepts, theories, and research methodologies.

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 con-

texts 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 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 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 264 SOCIAL INEQUALITY AND OPPRESSION (3) *Prerequisite: SOCI 201.* With a focus on social stratification, structural inequality, and oppression, this course introduces students to the historical and theoretical foundations of understanding social inequality in a global age and provides students with opportunities to engage in critical thinking around the intersectionality of poverty, social mobility, power and politics, oppressed group statuses, and the globalization of race, class, and gender.

SOCI 268 **SOCIAL WELFARE POLICY (3)** *Prerequisite: SOCI 201.* The focus of this course is on introducing students to the history of social welfare policy in the United States, and engaging students

in critical thinking around the impact of past and current policies on the welfare of individuals in urban and rural communities with whom human service professionals interact.

SOCI 270 METHODS OF SOCIAL RESEARCH (3) *Prerequisite: CRIM 241 or 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 280 STATISTICS FOR SOCIOLOGISTS (3) *Prerequisite: CRIM 241 or SOCI 201, and SOCI 270.* 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 320 CASE MANAGEMENT IN HUMAN SERVICES (3) *Prerequisites: SOCI 201, 209.* In this course, students will be exposed to the processes and procedures involved with the many career fields in which human services professionals work; apply knowledge of these processes and procedures to develop the skills necessary to be effective and ethical case managers, program managers, and supervisors; and assess students' progress toward culturally competent models of professional practice.

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 372 QUANTITATIVE METHODOLOGY (3) *Prerequisites: SOCI 201, 270 and 280.* 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 and 270.* 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 375 EVIDENCE-BASED PRACTICE AND EVALUATION (3) *Prerequisites: SOCI 270, 280.* Using professional practice and program evaluation as a framework for enhancing students' knowledge and skills in social science research, this course focuses on the art and science of conducting rigorous and ethical qualitative, quantitative, and mixed-methods studies. Instruction in qualitative research includes sampling, data collection, interviewing and observation, assessment of quality, and methodological approaches from positivist, interpretive, and action-orientated perspectives. Instruction on quantitative research includes sampling, study design, data collection, questionnaire construction, secondary data analysis, regression and correlation analysis, and analysis of variance.

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 396 HUMAN SERVICES PRACTICUM (3) *Prerequisites: SOCI 201, 209; seniors with a 2.25 minimum QPA; approval of written proposal by practicum coordinator, academic advisor, and school dean prior to registration.* This course provides students in the Human Services Emphasis of the Sociology major with a supervised practicum experience in a setting consistent with the student's professional area of interest. Examples of practicum settings include, but are not limited to, social services departments; primary and secondary schools; higher education student affairs departments; human service agencies and organizations; community organizing coalitions; grass roots organizations; mental health, substance abuse, and crisis intervention service settings; and hospital organizations. Practicum experiences are developed by the student with assistance from the sociology faculty and/or the practicum coordinator.

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 (3) *Prerequisites: SOCI 201, 270, 280, 358, 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 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. The results of this test will determine the level of the language at which the student is required to enroll, unless the student has completed the prerequisite language course successfully at the college level or earned AP credit.

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 206 SPANISH FOR INTERNATIONAL AND CRIMINAL LAW (3) *Prerequisite: SPAN 201 or equivalent.* This special section of Intermediate Spanish 202 focuses on legal terminology, contexts, and situations. This course offers practice of the same grammatical concepts and linguistic functions as in other sections of Intermediate Spanish 202, but the vocabulary and correlating role-play situations and grammar practice activities will focus on situations involving criminal and international law. This course reviews fundamental principles of grammar through readings, projects, writing assignments and mock court procedures involving situations of international and criminal law.

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 ADVANCED LANGUAGE PRACTICE: CONVERSATION (3) *Prerequisite: SPAN 202.* This course offers intensive practice in both oral and written Spanish to develop fluency and correctness expression. While this course has both writing and speaking components, emphasis will be given to developing oral fluency with grammatical accuracy in class discussions and speaking assignments based on cultural readings.

SPAN 222 ADVANCED LANGUAGE PRACTICE: COMPOSITION (3) *Prerequisite: SPAN 202.* This course offers intensive practice in both oral and written Spanish to develop fluency and correctness expression. While this course has both writing and speaking components, emphasis will be given to developing writing ability through frequent compositions based on cultural readings and class discussions.

SPAN 277 STUDY ABROAD: INTRODUCTION TO THE CULTURE AND CIVILIZATION OF SPAIN (3) This course features the study of the history, culture, and civilization of Spain and is taught in Spain as part of the summer Study Abroad Program. There is no prerequisite and is taken as elective credit.

SPAN 311 CINEMA IN SPANISH (3) *Prerequisite: SPAN 221 or 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 340 THE CULTURE AND CIVILIZATION OF LATIN AMERICA (3) *Prerequisite: SPAN 202 or 206.* 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 or 206.* This course is a study of the cultures, history, geography, politics, society, and the economy of Spain. Although the focus for the course will be contemporary, an overview of Spanish history is necessary to understand modern Spain.

SPAN 351 INTRODUCTION TO SPANISH LINGUISTICS (3) *Prerequisite: SPAN 221 or 222.* This course is an introduction to the basic linguistic issues concerning the Spanish language, from the point of view of contemporary linguistics theory. It will familiarize students with the basic concepts of the principle areas of linguistics: syntax, semantics, morphology, phonetics, phonology, historical linguistics, dialectology, psycholinguistics, first and second language acquisition and sociolinguistics.

SPAN 360 INTRODUCTION TO LITERATURE IN SPANISH: LATIN AMERICA (3) *Prerequisite: SPAN 221 or 222.* This course includes a broad survey of Latin American literature written in Spanish from the colonial period to the present. It will include a selection of the most representative works from the Colonial period, the 19th century, as well as works from the 20th and 21st centuries in the genres of prose, poetry and drama. Students will also learn strategies for conducting literary analysis of a text in Spanish.

SPAN 361 INTRODUCTION TO LITERATURE IN SPANISH: SPAIN (3) *Prerequisite: SPAN 221 or 222.* This course includes a broad survey of Peninsular Spanish literature from the medieval period to the present. It will include a selection of the most representative works from the Middle Ages, Spain's Golden Age, the Generation of '98, as well as works from the 20th and 21st centuries in the genres of prose, poetry and drama. Students will also learn strategies for conducting literary analysis of a text in Spanish.

SPAN 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 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. 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; Corequisite: 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 special education classrooms in local public and private schools. There will be opportunities to view the structure of general education classrooms and other instructional settings representing the continuum of special education services. Seminars and other activities will provide opportunities for analysis and reflection. This course may be retaken only once with the permission of the instructor. A grade of B- or above is required in this course before taking SPED 430. Enrollment in SPED 330 is limited to students enrolled in a teacher licensure program. This course requires a mandatory Criminal and Social Services background check conducted at the end of the prior semester at the student's expense.

SPED 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 241, SPED 213.* 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. A grade of B- or above is required in this course before student teaching. This course may be retaken only once with the permission of the instructor. Enrollment in SPED 330 is limited to students enrolled in a teacher licensure program. This course requires a mandatory Criminal and Social Services background check conducted at the end of the prior semester at the student's expense.

SPED 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. This course requires a mandatory Criminal and Social Services background check conducted at the end of the prior semester at the student's expense.

SPED 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 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 300 SPORT IN AMERICAN SOCIETY (3) *Coerequisites: SOCI 121 or 201 and SPMG 260.* 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 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 sport industry 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, SPMG 260, 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 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) 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) 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 rehearsal 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, 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 (last 33 semester hours), 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 college or university approved by the registrar, usually a regionally accredited college or university. A student pursuing a second degree must meet all requirements for a major and complete a minimum of thirty semester hours in residence beyond the requirements for the first degree. A comment referencing the first degree 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. 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.

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

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

When fewer than twelve hours are earned during a summer 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:

<u>Student Classification</u>	Academic probation students are <u>suspended when they have</u>
Freshman	below 2.0 semester QPA
Sophomore	below 2.0 cumulative QPA and below 2.0 semester QPA
Junior	below 2.0 cumulative QPA and below 2.0 semester QPA
Senior	below 2.0 cumulative QPA and below 2.0 semester QPA

Students who fail to fulfill specific admission criteria stipulated by the 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 Coaching Program

The Academic Coaching Program (ACP) provides individual academic support for students on academic probation. The program is mandatory for students returning from academic suspension, 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 Students

A student designated as a Non-degree Student (SP) or a Visiting Undergraduate (VU) is not a candidate for a degree. Requirements specified for degree candidates do not apply to such students, but these students must be fully qualified to undertake the work for which they enroll. Continued enrollment in this status is subject to review by the 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) will be granted transfer credit.

AP Subject Exams and Lynchburg College Credit Awards

<u>AP Examinations</u>	AP Score Required	Semester Hours	Lynchburg College Credit Course
Art History	3	6	ART 131-132
Art Studio: 2-D Design	3	3	ART Elective
Art Studio: Drawing	3	3	ART Elective
Art Studio: General	3	3	ART Elective
Biology	3	8	BIOL 113-114
Calculus AB	3	6	MATH 102-103
Calculus BC	3	6	MATH 103-104
Chemistry	3	4	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
English Literature/Comp.	3	6	ENGL 111-112

<u>AP Examinations</u>	<u>AP Score Required</u>	<u>Hours</u>	Semester Lynchburg College <u>Credit Course</u>
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: U.S.	3	3	Gen. Ed. Soci. Scie.
Govt./Politics: Comparative	3	3	Gen. Ed. Soci. Scie.
Human Geography	3	3	Elective
Introduction to Sociology	3	3	SOCI 201
Latin: Literature	3	3	Elective
Latin: Virgil	3	3	LATN 201
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
U.S. History	3	6	HIST 255-256
World History	3	3	Elective

International Baccalaureate Program (IB)

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)

International Baccalaureate: Higher-Level IB Subject Exams and Lynchburg College Credit Awards

<u>IB Examinations</u>	<u>IB Score Required</u>	<u>Hours</u>	Semester Lynchburg College <u>Credit Course</u>
Anthropology	4	6	SOCI elective
Art/Design	4	3	ART elective
Art/Visual	4	3	ART 110
Biology	4	8	BIOL 113-114
Chemistry	4	8	CHEM 111-112
Computing Studies	4	6	C S 131 + elective
Economics	4	6	ECON 201-202
English A	4	6	ENGL 111-112
Foreign Languages	4	6	201 -202
Geography	4	3	INTL 213
History: Africa	4	3	HIST elective

<u>IB Examinations</u>	<u>IB Score Required</u>	<u>Semester Hours</u>	<u>Lynchburg College Credit Course</u>
History: Americas	4	6	HIST 255-256
History: West and South Asia	4	6	HIST elective
History: East, Southeast Asia	4	6	HIST elective
History: Europe	4	6	HIST 102 + elective
Mathematics	4	3	MATH 102
Philosophy	4	3	PHIL 200
Physics	4	8	PHYS 141-142
Psychology	4	3	PSYC 103

College-Level Examination Program (CLEP)

The College-Level Examination Program, also sponsored by the College Entrance Examination Board, enables students to establish, by examination, college credit at Lynchburg College. CLEP provides for recognition of college-level achievement acquired outside the conventional classroom. The policy of Lynchburg College is to award credit to individuals who achieve a score on a CLEP Subject Examination equal to the average scores on that examination of students who have earned a grade of C in a regular college course in that subject. CLEP credit will not be allowed for courses taken and failed by the student at Lynchburg College. The amount of credit is determined by the relevant program according to the coverage of their courses. Students who wish to take one or more of these examinations should contact CLEP directly for information about testing sites. Lynchburg College does not award credit for the CLEP General Exam. The minimum required score for all CLEP computer-based exams is 50, which represents the performance of students who earn a grade of C in the corresponding college course.

CLEP Subject Exams and Lynchburg College Credit Awards

<u>CLEP Subject Examinations</u>	<u>Semester Hours Credit</u>	<u>Lynchburg College Course</u>
Accounting, Principles	6	ACCT 201-202
Algebra, College	3	MATH 102
Algebra/Trigonometry, College	3	MATH 102
American Literature	6	ENGL 201-202
Analyzing and Interp. Literature	6	ENGL Elective
Biology	8	BIOL 113-114
Business Law, Introduction	3	BUAD 322
Calculus	6	MATH 103-104
Chemistry	4	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

<u>CLEP Subject Examinations</u>	<u>Semester Hours Credit</u>	<u>Lynchburg College Course</u>
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) may process a course change on-line through their MyLC computer portal (valid through the Add Period of the academic term). A course change may also be processed with a Drop/Add/Audit form. The form is available from the Office of the Registrar or from the website: www.lynchburg.edu/registrar/forms.

For a change to be effective the change must be processed within the specified time periods (stated below). If illness or extenuating circumstances preclude a student from personally processing a change, the Office of the Registrar will process the change when notified in writing or by email of the request. The effective date of all changes is the date that the on-line transaction is submitted or the change form is received by the Office of the Registrar. For course drops last day of class attendance is used for the effective date.

Advisor approval is required for all student course changes processed by traditional-aged (less than 25 years of age) undergraduate students. During the Add Period course adds also require the instructor's signature for closed classes. After the Add Period all course changes require the instructor's signature.

The grade of F may be assigned for each course not completed and when a change is not processed in this manner.

It is a student's responsibility to attend class. A student who cannot attend class needs to withdraw from the class. Simply not attending a class does not accomplish a class withdrawal. Because student class enrollment information, including the prompt reporting of last date of attendance, is required by internal and external sources an instructor may withdraw a student from class. Following are the two ways this can occur:

- 1) A student fails to attend the first class of the term.
- 2) A student has missed so many classes and is unlikely to be able to complete the course. For example, if a student misses two weeks or more, of a normal 15 week semester, it is unlikely the student could complete the course.

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 change or course add 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 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 Lynchburg College Faculty affirms the value of assessments of student learning. Thus a final examination, or other form of assessment, occurs in all courses for which such activities are deemed appropriate. Except for laboratory finals, final examinations will not be given during the final week of the semester.

In-class final examinations will be given at the scheduled examination hour. Take-home examination or final papers will normally be due at the scheduled examination hour, although an instructor may allow the work to be handed in at other times, either before or after the scheduled examination hour.

Students who have three scheduled examinations on the same day may petition the Associate Dean for Academic Affairs to move one scheduled exam to another day. The Associate Dean will work with the Registrar and the instructors to determine which of the three examinations may most conveniently be rescheduled.

Grading System

Progress reports showing grades for all students in their first-year at Lynchburg College, 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 Withdrawn. 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.

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 in-

ternship 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:

<u>Course</u>	<u>Semester Hours</u>	<u>Grade</u>	<u>Quality Points</u>
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 (last 33 credits) 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 credit hour at Lynchburg College is the amount of work represented in intended student learning outcomes and verified by evidence of student achievement. To maximize learning, students are expected to engage in the course material for at least 40 hours over the course of the 15 week semester

for every credit awarded. One academic credit hour is traditionally accepted as 50 minutes to allow for passage to classes. This means 37.5 hours of seat time for a three credit course.

A three-credit-hour course at 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. In extreme circumstances, the Vice President for Academic Affairs may withdraw the student from the College. 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, Hornet Days, 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 progress as well as short- and long-term academic goals.

Campus Store

The Campus Store, located in Burton Student Center, is open 10 a.m. to 5 p.m. weekdays and has extended hours at the beginning of each semester and on designated weekends. (Call 434-544-8239, option 1, for a voice recording of hours or visit the website at www.lynchburg.edu/CampusStore for additional information on hours and special events and services.)

The Lynchburg College Campus Store offers the following services and products to the campus community. The online purchase of textbooks for enrolled students at MyLC. Student/employee charge accounts and declining balance accounts may be opened on the Campus Store homepage. Purchases can be made on account at the Campus Store, Brewed Awakenings in Schewel Hall, Roly Poly, campus post office, campus dining facilities, the Hornet Shop, and pizza delivery. The Campus Store also offers school, art, technology products, office and health supplies, imprinted gift and clothing items and College rings. Check cashing and debit cash with purchase are available (\$100 limit for both with college I.D.). Additional services are special order clothing for teams, Greek life, intramurals, etc., mail order service (434-544-8241); and online web catalog at www.lynchburg.edu/CampusStore. Graduation caps, gowns, degree hoods and announcements are ordered through the Campus Store.

The Campus Store provides students an option to view information about course materials for each enrolled class online at 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 Account 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/CampusStore>.

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. 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 is used 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, career testing, 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 com-

munity 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**

(Rebecca Booth, '11 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**

(Professor William Noel, director) The Donovan Center involves students, faculty, and staff in the development of media resources for non-profit agencies within the community. 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**

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.

Center for Global Education

Study Abroad

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 cultural perspectives other than one's own through study/work/intern and travel experiences in other countries. Through such academic experiences, students discover and learn to appreciate the nature and scope of global interdependence from multiple 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 another country.

Information about study abroad opportunities can be obtained from the Center for Global Education located in Hopwood Hall and from faculty who are knowledgeable about study abroad programs and opportunities.

In recent years Lynchburg College has offered courses as study abroad opportunities. Summer offerings include language programs in Quebec, Canada and Costa Rica. Other courses have been offered in many other academic disciplines including business, communication studies, economics, education, environmental science, fine arts, health promotion, international relations, literature, museum studies, and political science in many countries around the world. Some programs now include a service-learning component. Recent programs have taken place in Africa, the Americas, Asia, Australia, the Caribbean, and throughout Europe. Spring break study programs, offered as part of semester-long courses, have focused on Cuba, France, Italy, Spain and the United Kingdom. Winter term programs are offered in the Bahamas, India, Italy, and Vietnam. Experiential Learning Grants are available for summer and winter term programs and offer students a reduction in tuition fees. Students should contact the Center for Global Education (globaleducation@lynchburg.edu) for more information.

Students may also spend a semester or academic year abroad on direct

214 **Lynchburg College**

exchange programs with partner schools in Austria, Canada, and South Korea or programs sponsored by third-party providers such American Institute for Foreign Study (AIFS), GlobaLinks, International Studies Abroad (ISA), and other approved programs. Study abroad options include programs sponsored by other colleges and universities.

Students interested in studying abroad should begin the process early by working with their faculty advisor(s) and the staff in the Center for Global Education. 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. The College has a limited number of endowed scholarship funds for study abroad opportunities. College-funded financial aid is awarded for study at Lynchburg College only and is not available for study abroad. Students should contact the Office of Financial Aid to discuss availability of funding for study abroad programs. Students should always apply for the various national-level scholarships for studying abroad. Interested students should contact the Center for Global Education for more information about these opportunities.

Global Awareness Program

The Global Awareness Program, sponsored by the Center for Global Education, provides students the opportunity to develop global knowledge through study abroad and academic coursework with an international focus; intercultural understanding through contact with other cultures and experiential learning; and foreign language skills through demonstrating proficiency at the intermediate level. Through the combination of academic and co-curricular learning, students can maximize their global learning in preparation for lives and careers in an increasingly interconnected world. While study abroad is not required for completion of the program, it is highly encouraged. Students may substitute study abroad with an internship, living in the campus "International House" or language-based housing, and other options. Interested students should contact the Center for Global Education for more details and application procedures.

International Student Services

International students bring the world to Lynchburg College. The Designated School Officials (DSOs) in the Center for Global Education, in collaboration with other colleagues, provide extensive support services for international students on F-1 visa who are enrolled as matriculating students at Lynchburg College, including, but not limited to: student orientation and transition; compliance with US Department of Homeland Security; advising on immigration rules, regulations, forms, and application processes; on-and-off campus employment authorization; travel and visa application processes; health insurance; income tax filing, etc. For more information on the above and other services for international students, please contact the Center for Global Education (globaleducation@lynchburg.edu).

Visiting Scholars Program

The Center for Global Education collaborates with various schools and departments at Lynchburg College and other local institutions in sponsoring visiting scholars from around the world. Visiting scholars program includes short-term professors, researchers, and exchange students on J-1 visa. For more information on the visiting scholars program, please contact the Center for Global Education (globaleducation@lynchburg.edu).

English as a Second Language Program

The student population at Lynchburg College is increasingly more diverse, which includes a growing number of non-native English speakers. In supporting the English language skills for academic purposes, the College is developing an English as a Second Language (ESL) program that will include a series of courses, seminars, and workshops for students and faculty, both locally and from abroad. For more information on the ESL program, please contact the Center for Global Education (globaleducation@lynchburg.edu).

Learning Resources

A variety of learning resources are available on campus to support students' academic progress. Students are encouraged to become familiar with these resources and to utilize them fully.

Alton 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 with written assignments. At the Wilmer Writing Center, students can receive help on papers at any stage of the writing process, including brainstorming, organizing ideas, using sources, and editing. Grammar software, handouts on writing skills, and networked computers are available. Writing Center services are available during specified hours each week, Sunday through Friday. Priority is given to students with appointments, but walk-ins are also welcome. The online appointment book can be found under "Online Forms" on MyLC. Questions about the Writing Center should be addressed to the director, Jeremy Bryant at bryant.j@lynchburg.edu.

Individual Tutoring Lab

Individual tutors are available to work with students in a range of general education and major courses, most especially history and mathematics. Students can receive assistance with content and/or effective study strategies. Located in Schewel 370, lab hours are offered throughout the day, Sunday through Friday. Appointments should be made by going to "Online Forms" on MyLC. Questions about individual tutoring should be sent to the Learning Resources Specialist, Dr. Edie Simms, at simm.e@lynchburg.edu.

Modern Language Resource Center

This self-paced learning center, located in Schewel 366, 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. Visit the MLRC in person to schedule an appointment. Questions about the MLRC should be addressed to the director, Dr. Sharon Robinson, at 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 that students are learning. PASS is offered in subjects that are considered historically difficult – Accounting, Biology, Business Statistics, Chemistry, Economics, Math, Physics and Psychology. Study session times are identified at the beginning of each semester with input from the students enrolled in the classes. Additionally, PASS leaders offer “drop-in hours” outside of their PASS sessions in Schewel 370. Questions about PASS should be sent to Learning Resources Specialist, Dr. Edie Simms, at simm.e@lynchburg.edu.

Additional Academic Support Programs

Two additional academic support programs are offered on a limited basis to students identified by Academic and Career Services.

Study 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. GS 104 is a support course designed to teach students what 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 GS 104 should be sent to the Director of Learning Resources, Jessica Guggenheimer, at guggenheimer@lynchburg.edu.

Academic Coaching Program

The Academic Coaching Program (ACP) is a voluntary program designed to assist students on academic probation and students 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. Questions about academic coaching should be sent to the program coordinator, Karen Hatter, at hatter@lynchburg.edu.

Disability Services

The Support Services Coordinator, Mrs. Julia Timmons, 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/disability-services, e-mail Timmons.J@lynchburg.edu, or call 434-544-8687 for additional information.

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 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, on a walk-in basis, via email and chat, through course-integrated instruction sessions, and in one-hour credit courses (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; retro-

spective office files of continuing value; the papers of faculty, staff, students, organizations, and alumni; and memorabilia.

The library maintains a normal schedule of 102 hours per week with a 2 a.m. closing five nights a week and extended hours during final examinations. The Electronic Information Resources Center is available for use whenever the library is closed. 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

First-Year Engagement at Lynchburg College provides 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, Hornet Days, the Freshman Success Seminar, as well as programs for residential and commuter students.

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.

Hornet Days, a transition program occurring immediately prior to the first day of fall semester classes, provides new students with information on a variety of topics including risk prevention, social and involvement opportunities and community service, as well as providing students with a common academic experience, and student convocation, the first official ceremony of the academic year.

Additionally, the Freshman Success Seminar is 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 Transfer SOAR and Access SOAR Programs and Hornet Days. The combination of these two programs, in addition to the Link Program, blends academics, social opportunities, and campus policies - all tools that help ease the transition to college.

Transfer SOAR provides new transfer 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. Access SOAR provides new Access students the

opportunity to acquire information regarding services pertinent to their success in a casual evening event. Both orientations are held in August for students who start in the fall semester. An orientation is also held in January for those who plan to start in the spring semester.

Hornet Days, held the days before fall classes begin, is designed to help students get connected to the campus community through programs that explore campus life, community service, and the role and values of a 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. Link Leaders are trained to 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. 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.

MUSIC PERFORMANCE ENSEMBLES

The Lynchburg College Percussion Ensemble (MUSC 016) performs a wide variety of literature, including works by seminal composers such as John Cage, Steve Reich, Alan Hovhannes, Lou Harrison, and George Crumb. The ensemble, comprised of students, faculty, staff, and community members, performs challenging percussion literature for 4 to 8 players. The ensemble rehearses once each week (two hours) and is open by audition and/or permission of instructor. Students earn one academic credit hour per semester.

The Lynchburg College Orchestra (MUSC 018) performs literature in both the classical and contemporary traditions including works by Ludwig van Beethoven, Antonin Dvorak, Igor Stravinsky, John Williams, and Hans Zimmer. The ensemble, comprised of students, faculty, staff, and community members, performs chamber and orchestral music in addition to music for LC College musicals and other music department/community events. The ensemble rehearses twice each week (three hours total) and is open by audition and/or permission of conductor. Students earn one academic credit hour per semester.

Chamber Music Ensembles (MUSC 019) are offered for interested students. Each ensemble consists of three-five students and may be student-initiated and faculty-approved or faculty formed. Each ensemble rehearses at least twice each week: once with a faculty coach and once independently. Typical chamber ensembles include (but are not limited to) Piano trios, string quartet, woodwind quintets, brass sextet, guitar ensemble, or Celtic ensemble. Students earn one academic credit hour per semester.

The Lynchburg College Jazz Ensemble (MUSC 020) performs a wide variety of jazz literature including blues, 'New Orleans' jazz, swing, be-bop, and cool jazz. The eighteen-piece ensemble, comprised of saxophones, brass, percussion, piano, and guitars is open to interested students, faculty and staff members, alumni, and community musicians. The ensemble rehearses once a week (two hours) and is open by audition and/or permission of conductor. Membership also requires participation in the Wind Symphony (MUSC 021). Students earn one academic credit hour per semester.

The Lynchburg College Wind Symphony (MUSC 021) performs literature in both the traditional and contemporary traditions including works by Percy Grainger, Vincent Persichetti, David Holsinger, and Stephen Sondheim. The ensemble consists of wind, string, and percussion instruments and develops technical skills, sight-reading, and musicianship. For instrumental music education majors, the Wind Symphony provides experience in organization, music selection, and program planning. The ensemble rehearses twice each week (three hours total) and is open to all students, faculty, and staff members with seating placement determined by the director. Students earn one academic credit hour per semester.

The Lynchburg College Concert Choir (MUSC 022) performs a wide variety of choral literature from the Medieval era through the twenty-first century. This large choral ensemble provides a high quality experience with membership open to all students who meet basic vocal and musicianship competencies, with interviews held during the first week of each semester. The ensemble meets three times each week (three hours total) with three, concert performance scheduled per semester. Students earn one academic credit hour per semester.

The Lynchburg College Handbell Choir (MUSC 025) performs a variety of literature composed for the handbells including the works of Arnold Sherman, Cynthia Dobrinski, and Cathy Moklebust. The ensemble has a membership of 10 ringers with membership open to students, faculty, staff, and community members who possess skills in reading music. The ensemble meets two times each week (two hours total) and performs selections at campus concerts presented by the Wind Symphony and Concert Choir in addition to an end-of-semester concert. Students earn one academic credit hour per semester.

The Choral Union (MUSC 025), a college/community choral ensemble, performs large-scale works composed for chorus and orchestra with past performances including *Messiah* by George Handel, *Coronation Mass*, *Requiem*, and *Te Deum* by Wolfgang A. Mozart, *Mass in Time of War* by Franz J. Haydn, and *Elijah* by Felix Mendelssohn. The ensemble is open to students, faculty, staff, and community vocalists with permission of the conductor. The

ensemble rehearses once a week (Tuesday night, two hours). Students earn one academic credit hour per semester.

THEATRE ACTIVITIES

Students and the campus community benefit from activities sponsored by the Theatre Department. Three main stage theatre productions and one dance concert 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 *The Laramie Project*, *The Pajama Game*, *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 include a scenic shop, a costume studio, and a Macintosh computer lab. 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

Lynchburg College guarantees all students with documented disabilities equal access to an education - limited only by personal ability and not by disability, and supports students in obtaining reasonable accommodations. This is in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Americans with Disabilities Amendments Act of 2008. Higher Education institutions receiving federal funding must ensure that individuals with disabilities who are "otherwise qualified" have access to an education and that these individuals are not discriminated against on the basis of their disability. At the postsecondary level, colleges and universities are required to provide students with appropriate academic adjustments and auxiliary aids and services that are necessary to afford an individual with a disability an equal opportunity to participate in a school's program. Post-secondary institutions are not required to make adjustments or provide aids or services that would result in a fundamental alteration of a recipient's program or impose an undue burden on the institution.

The Disability Services Coordinator (DSC) works to assist students with disabilities in the pursuit of their education goals and works with faculty, staff, administrators and students toward the objective of promoting equal access and equal opportunity. The DSC provides or arranges for reasonable accommodations, services, training, consultation and technical assistance. The DSC strives to ensure Lynchburg College courses, programs, services, activities and facilities are equally accessible to all students. Our College endeavors to assist students to become effective self-advocates and to facilitate an inclusive, supportive campus atmosphere which fosters respect and promotes independence.

The College makes no preadmission inquiry about disability. Disclosure of a disability is a personal choice which individual students may or may not choose to exercise. We encourage students to self-disclose disability information and provide the DSC with necessary documentation. Through self-disclosure both the student and the College can make informed decisions about individual needs as they relate to the student's pursuit of a collegiate education. If a student chooses not to disclose a disability, he/she cannot utilize accommodations. The DSC offers services for eligible students with disabilities, including temporary disabilities (such as injury, short-term con-

ditions, surgery).

Students are encouraged to contact the DSC upon deciding to attend Lynchburg College so that accommodations can be implemented in a timely fashion. It is strongly suggested that students disclose their disability at least thirty days prior to the first day of classes. Disclosure can be made at any time during the academic year, however requests received less than 4 weeks prior to the beginning of a semester may negatively impact the College's ability to provide accommodations in a timely manner.

Once a student has self-disclosed a disability to the DSC, they proceed through an intake process. Students who are determined eligible to receive services work collaboratively with the DSC to determine appropriate and reasonable accommodations which will ensure equal access. Accommodations are established on a case-by-case basis by the DSC, using student self-report, observation/ interaction with the DSC and documentation from external resources. Specific accommodations in the areas of foreign language and math may be available for eligible students with qualifying documented learning disabilities. Eligible students receive accommodations letters each semester. It is the student's choice to decide when and where they wish to use their accommodations. It is their responsibility, in cases where they elect to use accommodations, to present copies of their letters to individual professors. It is the student's responsibility to provide the accommodations letter to the professor in a timely manner and to schedule any testing accommodations there business days in advance of quizzes, tests, or exams.

Students are advised to meet privately with each professor to create an understanding of how their disability impacts learning and to work out the details of providing approved accommodations. A discussion about how best to put those in place is the main point of the meeting. A student who has been issued an accommodations letter should be able to present the letter and discuss its contents with the professor in a private manner. Any specific disability-related information is left up to the student to disclose. Accommodations letters may be issued at any point during the academic year, however accommodations are not retroactive. If a student obtains accommodations half way through their course, those accommodations do not take into consideration previous work when they were not registered with the DSC.

Disability-related documentation of students is treated with the same strict confidentiality guidelines as medical information under HIPPA, therefore the DSC is not able to discuss this information unless there is a need-to-know consideration or the student has granted permission for the DSC to speak with others in order to assist in the accommodation process. Students may voluntarily disclose additional information about the nature of their disability; however faculty may not inquire or query a student about their disability.

The purpose of disability accommodations at the collegiate level is to provide equal access. Reasonable accommodations do not negate requirements for successful completion of a program, course, service and/or activity; adherence to generally acceptable standards of behavior; the College's general and academic student rights and responsibilities; or adherence to faculty/staff directions and instructions. No student will be excluded from

any course or curriculum of study on the basis of disability if the student can perform the essential functions of the course or curriculum with reasonable accommodations. Some specific courses of study have rigorous technical standards which must be met by all students. Consideration of attendance and assignment extensions are made individually between the DSC and individual professors on a case by case basis using guidelines provided by the Office of Civil Rights (OCR).

Lynchburg College does not offer programs and courses specifically designed for students with disabilities, but approximately 15% of our students qualify for disability services. Examples of accommodations we offer to eligible students are test proctoring (alternative setting with reduced distraction), extended time for assessment (quiz, test, exam, practical), reader for assessment, recording lectures, copies of classroom notes and presentations, notetaking, use of various types of assistive technology, alternative format texts, housing facility modifications, in class physical accommodations (furniture), accessible classrooms, etc. Additionally we offer all students a wide range of academic support services such as tutoring services, academic counseling, career services and therapeutic counseling services. These services, accompanied by small classroom size and an intimate connection to our faculty and staff, are areas where Lynchburg College offers an exceptional experience for all students.

Students with 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, there are instances when taking a foreign language is difficult due to certain 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 Disability Services Coordinator (DSC) to move directly into substitution courses provided they have submitted appropriate documentation of a disability that significantly impacts the student's ability to acquire foreign language skills. Information about the criteria for documentation of disabilities can be found on the LC website at the following location: <http://www.lynchburg.edu/disability-services/documentation-guidelines>.
2. Students with disabilities verified by approved documentation which may impact their ability to acquire a foreign language 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 DSC 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

DSC) 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 recommended by the Disability Services Coordinator; and,
- 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, may petition the DSC to withdraw from the course (with recommendation from the instructor).

Students still unable to make satisfactory progress, yet pass the course, may petition the DSC to have the course graded on a satisfactory (S) basis. A student wanting credit for a course in which he/she did not pass and subsequently withdrew (W) must repeat the course and pass it to receive an "S."

Students are required to take up to nine credit hours in a foreign language and/or approved substitution courses. Eligible students will be provided with a list of courses. If granted a foreign language accommodation, a student must take at least one course at the 200-level or above of the approved accommodation courses.

Courses may not be used to meet two General Education requirements simultaneously. Students enrolled in foreign language classes required by his/her major may not utilize the aforementioned grade accommodations.

The DSC will prepare a letter for the Associate Dean of the College explaining the circumstances and recommendation to allow the student to use the foreign language accommodation to complete the foreign language general education requirement. Copies of the letter will be sent to the Registrar's Office, the student's advisor, and the student. A copy will also be placed in the student's accommodation file held in the Disability Services Coordinator's office.

Students with 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 and who subsequently experiences difficulty in learning math, should request a meeting with the math instructor and the Disability Services Coordinator (DSC).

Students with learning disabilities and appropriate documentation should utilize the following process:

1. Enroll in the appropriate level math course and disclose the need for accommodations to the DSC and his/her instructor.
2. If difficulty is experienced in learning course materials, the student must request a meeting with the instructor for the purpose of discussing the situation and to develop a learning plan that includes, but is not limited to the following:

- a. Appropriate and consistent utilization of all reasonable accommodations discussed and recommended based on his/her psycho-educational evaluation.
- b. Appropriate and consistent utilization of PASS (Peer Assisted Study Sessions), other appropriate math tutoring and the math lab located in Schewel Hall.
- 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 must provide a copy of the learning plan to the DSC to be placed in the student's accommodation file in the Disability Services Coordinator's office.

Students still unable to make satisfactory progress, yet pass the course, may petition the DSC to have the course graded on a satisfactory (S) basis. A student wanting credit for a course in which he/she did not pass and subsequently withdrew (W) must repeat the course and pass it to receive an "S." Students have until final semester grades are reported to make these grade changes. Students enrolled in math classes required by his/her major may not utilize the aforementioned grade accommodations.

The DSC will prepare a letter for the Associate Dean of the College explaining the circumstances and recommendation to allow the student to use the math accommodation to complete the math general education requirement. Copies of the letter will be sent to the Registrar's Office, the student's advisor and the student. A copy will also be placed in the student's accommodation file held in the Disability Services Office.

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 eight weeks notification prior to the first day of classes in order for appropriate accommodations to be put into place.

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; SERVE (community service); International and Multicultural Services; Bonner Leader Program; 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 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. Campus Safety and Security is located on the first floor of Hall Campus Center. The Bonner Leader Program is located on the second 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 Requirements

HEALTH INFORMATION FORM: All full-time students and eligible part-time students are required to have a completed Health Information Form on file in the Student Health Center. Certain academic majors and athletes may

require additional information. For students enrolling for the fall semester this form must be submitted by July 31; for students enrolling for the spring semester, by January 15. Students without a completed form on file are subject to a \$200 fine for each semester it is not submitted. The form is available on the College website at lynchburg.edu/health and at the Health Center.

Health and Counseling Services

Health and Counseling Services are offered to promote the emotional, mental, and physical well-being of students.

HEALTH SERVICES: The Health Center, located on the terrace level of Hundley Hall, is open from 8:30 a.m. to 5 p.m., Monday through Friday. Services are available to all full-time students. 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. All students must have a completed Health Information Form on file in the Health Center to be eligible to use the Health Services.

Students may be seen as walk-ins or may schedule appointments by calling the 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 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.

When the 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). Health Services are not available during academic breaks and summer sessions.

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.

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 stan-

232 **Lynchburg College**

dards. Part-time students may also use these services for a fee, payable at the Cashier's Office before the start of each semester.

All students must have a completed Health Information Form on file in the Health Center to be eligible to use the Counseling Services. Students may arrange appointments by visiting the Counseling Center or by calling 434-544-8616.

Multicultural Services

The Multicultural Center offers a variety of educational programs and support services intended to meet the needs of multicultural, first-generation college students, and other underrepresented populations within the student body, including students of various races, religions, ethnicities, sexual orientation, and socioeconomic status.

An extended orientation program is offered to help these students get settled in their new environment, become acclimated to the College and community, introduce them to resources available to assist them, and meet student leaders through the Summer Transition Program, an early-arrival program that supplements their orientation experience.

The Center staff serves as advisors to special interest groups such as the Black Student Association, Inclusive Alliance, Gay-Straight Alliance, Hispanic Society, and the International Society.

The Center seeks to create an environment that embraces individual differences, sustains inclusion, and cultivates a campus atmosphere free of bias. For more information, contact the office at 434-544-8330 or via e-mail to IMS@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 fifty-one graduate and undergraduate students serving as resident assistants (RAs) and hall directors (HDs) that 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 an 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, Peaksview apartments, 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 interfaith dialogue are both important tenets of the Disciples of Christ tradition and central to the institution's educational goals. The Spiritual Life staff is dedicated to helping students celebrate and grow in their own faith tradition while they attend Lynchburg College. The staff is also dedicated to helping students explore and identify their vocational calling in life. 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 community is made up 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 Disciples on Campus, Catholic Community, Baptist Student Organization, Hillel (Jewish), InterVarsity Christian Fellowship, Quaker Meeting, Methodist Student Fellowship, Canterbury Club (Episcopal), Campus Outreach, Lutheran, and LC Sangha (Buddhist). 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. The Greater Lynchburg Islamic Association (GLIA) provides for Muslim students services. 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.

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, Outdoor Leadership Program, 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, late night breakfasts, Crabfest, 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, Buzz Crew, 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 eleven nationally-recognized Greek-letter organizations at Lynchburg College, including four fraternities, four sororities, and three historically black Greek organizations. Approximately 14 percent of the student population are members of fraternities and sororities. Under the governance of the Interfraternity (IFC), Panhellenic (PC), and National Pan-Hellenic (NPHC) councils, Greeks continue to expand their involvement in the Lynchburg College community through annual activities such as Greek Week, Special Olympics, Homecoming, Relay for Life, Walk a Mile, and Fraternity/Sorority Excellence awards.

Pan-Hellenic Council Sororities

Alpha Chi Omega - AXΩ, Alpha Sigma Alpha - AΣΑ, Kappa Delta - KΔ, and Sigma Sigma Sigma - ΣΣΣ

Interfraternity Council Fraternities

Phi Delta Theta - ΦΔΘ, Phi Kappa Tau - ΦΚΤ, Sigma Nu - ΣΝ, and Sigma Phi Epsilon - ΣΦΕ

National Pan-Hellenic Council Greek Organizations

Alpha Kappa Alpha - AKA, Alpha Phi Alpha - AΦΑ, and Delta Sigma Theta - ΔΣΘ

OUTDOOR LEADERSHIP PROGRAM - The Ourdoor Leadership Program exists to develop leadership skills and support community and personal growth through experiential learning. Development is achieved through the utilization of ropes courses, indoor/outdoor workshops, and adventure programming. Programs include rock climbing, caving, backpacking, hiking, tree climbing, paddling, and whitewater rafting, ranging from one to six days in length.

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 fourteen-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

Two publications and a cable television show comprise Lynchburg College's student media, providing opportunities for both news reporting and creative expression.

THE CRITOGRAPH – A student-run multimedia organization working to provide objective, accurate, relevant, and timely news to the Lynchburg College community. *The Critograph* and *Critograph.com* are produced weekly by Lynchburg College students. Freelance reporters and photographers are invited to submit stories for print or online media. Faculty and staff contributions are also considered for publication. *The Critograph* offers student opportunities in marketing, advertising, and sales.

EYE ON LC – A student-run weekly video news program operated as an extracurricular student organization.

PRISM – The student literary magazine since 1903 is edited by undergraduate students. It includes students' stories, poems, creative non-fiction, and sometimes artwork.

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, Lynchburg College, 1501 Lakeside Drive, Lynchburg, VA 24501-3113; 434-544-8226). 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

238 Lynchburg College

office receiving the forwarded complaint will then contact the student regarding address of the complaint.

Most concerns and complaints can be resolved at the campus level. However, after following Lynchburg College procedures, complaints may be filed with the State Council of Higher Education for Virginia (SCHEV) through the student complaint process described on the SCHEV website (<http://www.schev.edu/students/studentcomplaintProcess.asp>).

Contact information for each of the agencies that accredit or approve Lynchburg College's academic programs is published in the College's accreditation website: (<http://www.lynchburg.edu/about-us/accreditation>).

STUDENTS' RIGHTS AND RESPONSIBILITIES

Lynchburg College expects 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 as well as personal growth and development.

In accepting admission to Lynchburg College, a student agrees to learn and to abide by all College 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 and 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* student handbook 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 aca-

demic 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 unlaw-

ful 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 by students 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	Student spaces outside residence hall and academic buildings
Commuter	Student spaces in lots designated as "commuter" or "open"
Southside	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-

bus 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

244 Lynchburg College

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 in the final year of an approved secondary school with a minimum of sixteen academic credits. The ideal candidate has earned twenty credits in English, mathematics (Algebra I and II and Geometry), laboratory science, social science, and at least two years of the same foreign language. In addition, a successful candidate has a strong B average (or better) and SAT or ACT scores. 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 by submitting the Lynchburg College application (paper or electronic) 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. A non-refundable \$30 application fee;
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 visit; and
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 and enrollment into Lynchburg College is possible for outstanding secondary school students upon completion of their junior year. 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

246 **Lynchburg College**

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. 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; and
5. To qualify for graduation from Lynchburg College, a student must complete a minimum of forty-eight semester hours in residence at Lynchburg College. (Refer to the "Academic Degree Requirements" section for further details.)

Transfer applications may be submitted by using the Lynchburg College application or by using the online internet application at the College website (www.lynchburg.edu). 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. Submission of secondary school transcripts (and SAT or ACT scores, if available) if fewer than twenty-four hours of college credit have been completed. 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.; and
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 apply to the College by submitting the Lynchburg College application at the College website (www.lynchburg.edu).

Applications should be submitted by the following: fall class (August to December) deadline is June 1; spring class (January to May) 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 (www.lynchburg.edu/apply);
2. Most current official secondary school transcript, translated into English. (Transcript must include all secondary school coursework.) Non-English transcripts and documents must be submitted in their original form, accompanied by a certified English translation. Unofficial documents and documents without accompanying English translations will not be accepted.;
3. Completion of the SAT or ACT for students whose first language is English;

4. Proof of English language proficiency as demonstrated by Test of English as a Foreign Language (TOEFL/IELTS) or successful completion of an English as a Second Language (ESL) program at the advanced level (required of non-native English speakers only);
5. Solid content-based essay;
6. An official Certification of Finance and certified letter from the student or sponsor's bank verifying the information supplied on the Certificate of Finance*; and
7. 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 on our website www.lynchburg.edu/admission.

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; and
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, applications for non-degree study should be completed no later than July 31 for fall term, November 30 for spring term, and April 1 for summer term. All undergraduate and graduate non-degree applicants should submit the following:

1. A 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; and
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 is possible for qualified high school students during their senior year on a space available basis. Dual-enrolled students must demonstrate evidence that they possess the requisite knowledge, maturity, and ability to pursue the content in the chosen courses. Additional admission requirements include:

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

Non-Degree Undergraduate

Students classified as "non-degree undergraduate" may enroll for personal enrichment or professional development only. Non-degree undergraduate students must demonstrate evidence that they possess the requisite knowledge, maturity, and ability to pursue the content in the chosen courses. Privileges to enroll as a non-degree undergraduate may be revoked at any time if the student fails to maintain the normal academic and social standards set by the College.

250 Lynchburg 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.gov. Returning students who wish to renew financial aid must complete the FAFSA on the web each year aid is needed. The preferred deadline by which applications from entering freshmen, transfer, and returning students should be received is March 1.

Awards are considered on the basis of financial need and/or a student's academic profile. Awards are determined using a combination of grants and scholarships, loans, and work-study. Students must be in good academic 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 for his/her award, aid will be disbursed to the student's account at the beginning of each semester.

Access students (age 25 years and older) pay a reduced rate for tuition and may be eligible for some federal and/or state financial aid programs. Students are encouraged to apply using the FAFSA on the web at www.fafsa.gov 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

Federal regulations require institutions of higher education to establish minimum standards of satisfactory academic progress (SAP) for students receiving federal aid. All college course work must be considered, regardless of whether the student received federal financial aid at the time.

Financial aid at Lynchburg College is awarded to students for the entire academic year or summer session. If an aid recipient's grade point average falls below the minimum standards during the award year, the recipient will be warned and placed on financial aid warning for the subsequent semester or school term. If a student on warning fails to meet the standards of satisfactory academic progress outlined below, the student will be ineligible for financial

252 Lynchburg College

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

The standards for determining progress at Lynchburg College are composed of three separate measurements. These measurements are: 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
Graduate/Advanced Degree	3.00 cumulative QPA

A student whose average drops below the minimum requirement will be placed on financial aid warning for the subsequent semester.

- 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. This should be kept in mind when planning a schedule to assure completion in enough credit hours to be considered making incremental progress.
- Accumulated Hours: Students that 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 their degree within 186 attempted hours.

Review Process: If after the warning period, a student is denied financial aid for failure to meet any of the above standards for satisfactory academic progress, the student may request an appeal of the decision. Such a request must be caused by one of the following reasons:

- the death of a relative of the student;
- an injury or illness of the student; or
- Other special circumstances

If the appeal is approved, a student will receive financial aid on a probationary status and an academic plan may be required. At the end of the semester, the student will be evaluated according to the SAP Policy to determine if financial aid will be awarded for the next semester.

Please make your appeal request in writing and it should be addressed to the Financial Aid Review Committee, c/o Lynchburg College, Office of Financial Aid, 1501 Lakeside Drive, Lynchburg, VA. 24501-3199. If you have questions, please contact the Office of Financial Aid at (434) 544-8228.

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 and may include scholarships awarded through an invitational scholarship program.

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 this award and invitational scholarship competition awards, if applicable, 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). In addition, transfer students from Virginia Community Colleges who meet certain criteria may also qualify for state funding called College Transfer Grant.

Federal Pell Grant

The Federal Pell Grant Program is a federal aid program designed to provide financial assistance to exceptionally needy undergraduate students. Grants covered in this program range from \$605 to \$5,645 for 2013-14 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) and is subject to allocated funding from the Department of Education.

Teach Grant

The Teacher Education Assistance for College and Higher Education (TEACH) Grant Program provides up to \$4,000 a year in grant assistance to students completing coursework needed to begin a career in teaching. The TEACH Grant is available to undergraduate, graduate, and post baccalaureate teacher program students who 'Agree to Serve' as a full-time teacher at certain low-income schools and within certain high-need fields for at least four academic years within eight years after completing the program. If the TEACH Grant recipient fails or refuses to carry out the teaching obligation,

the amounts of the TEACH Grant received are treated as Federal Unsubsidized Stafford Loan and must be repaid with interest.

Student Loans

Federal 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 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,

256 Lynchburg College

etc. Applications are available from the Office of Human Resources/Student Employment or by visiting www.lynnchburg.edu/x5758.xml.

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 2010. 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
- Other Title IV assistance
- Federal SEOG
- TEACH Grant

A withdrawn student will be allowed to retain only the amount of federal Title IV aid earned during the semester. The percentage of earned aid is determined by the number of days the student completed during the semester. The complement of this percentage is applied to the total amount of Title IV assistance that was disbursed or that could have been disbursed to calculate the amount that must be returned to the federal programs. Once a student completes 60 percent of the semester, the student is considered to have earned 100 percent of the Title IV aid awarded to him/her. In addition to any funds the institution may be required to return, the student may also be responsible for returning any funds that were disbursed directly to him/her for which the student was determined ineligible to receive. 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. College 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 2013-14 academic session. A late payment fee of \$75 will be added if payment is not received (or other arrangements made with the Business Office) by that date.

The rates for full-time students (those taking twelve to eighteen hours a semester) normally increase each year by action of the Board of Trustees.

2013-14 Rates	Each Semester
Tuition	\$16,310.00
Room:	
Residence hall room-double occupancy	\$2,290.00
Residence hall room-single occupancy*	\$2,590.00
Residence hall pod-double occupancy*	\$2,390.00
Apartment/house room-double occupancy*	\$2,490.00-\$2,690.00
Apartment/house room-single occupancy*	\$2,790.00-\$2,990.00
Townhouse-double occupancy*	\$2,990.00
Townhouse-single occupancy*	\$3,490.00
Peaksview Hall - single occupancy*	\$3,490.00

* Available only on a limited basis

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

160-meal plan.....	\$1,850.00
192-meal plan.....	\$1,950.00
224-meal plan.....	\$2,050.00
256-meal plan.....	\$2,150.00
304-meal plan.....	\$2,250.00

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).....	\$450.00
Rate for Auditing (per semester hour).....	\$225.00

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

2013-14 Rates

Tuition for 7 or fewer hours (per semester hour)	\$450.00
Tuition for more than 7 hours (per semester hour).....	\$900.00
Tuition for auditing (per semester hour)	\$225.00

ACCESS STUDENTS (AGE 25 AND OLDER)

2013-14 Rates

Tuition (per semester hour)	\$450.00
Tuition for auditing (per semester hour)	\$225.00

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 2013 (per credit hour)	\$450.00
Winter 2013-14 (per credit hour)	\$450.00
Summer 2014 (per credit hour)	*TBA

*TBA - to be announced in March 2014

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.

2013-14 Rates

Traditional-age students	\$92.50
Access (age 25 and older) students	\$25.00

260 Lynchburg College

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.

2013-14 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.

2013-14 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.

2013-14 Rate

Full-time traditional-age students (per semester).....\$80.00

Special Fees

2013-14 Rates

Private Music Fees

Undergraduate full-time traditional-age credit students
(per semester half-hour) \$275.00*

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) \$325.00

Non-credit lessons

(per semester for half-hour of instruction) \$300.00

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.

Residence hall damages, parking fines, library fines, and the like are payable when invoiced.

Several programs require fees in addition to tuition. Among these are the equestrian team, nursing, music, athletic training, art, 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 student accounts in the Business Office.

The College also provides a monthly payment plan through automatic bank drafts. Information concerning this deferred payment plan may be obtained online at the following website: www.lynchburg.edu/payments.xml.

Failure to satisfy general obligations, as well as those incurred for any other fee or fines, will result in interest charges of 1.5 percent per month and may result in denial of class attendance, grade transcripts, diplomas, dining hall and residence hall privileges, and reenrollment. The 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 total fees for the semester are prorated and the unused portion is refunded. 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 semes-

262 Lynchburg College

ter 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 will be processed as soon as possible. The refund procedure is an involved process that requires a minimum of one week to complete, except at the beginning of each semester when a minimum of two weeks is necessary.

All unpaid charges including 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 Relations

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), 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, 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 Relations acts as coordinator for these activities and serves as liaison among the College, students, and organized alumni events. This office is also responsible for the maintenance of all alumni-related social media 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 Academic Advising 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>.

REGISTER

BOARD OF TRUSTEES OF LYNCHBURG COLLEGE

Term Expires in 2014

ALAN A. BURGESS '60 Consulting Partner (Retired) Anderson Consulting Roswell, Georgia	TERRY H. JAMERSON Vice President BH Media Group Lynchburg, Virginia
STEPHEN L. CRANK '73, '74 MBA Principal and Senior Portfolio Manager Davidson & Garrard, Inc. Lynchburg, Virginia	PHILIP G. MAZZARA '70 President Holy Cross Hospital Foundation Silver Spring, Maryland
ELENA EDWARDS Senior Vice President, In-Force Portfolio Management Genworth Financial Richmond, Virginia	JAY W. NEWKIRK '63 Chairman of the Board Carina Technology Huntsville, Alabama
MARY H. FUTRELL '89 DL Professor of Educational Policy Studies Department of Educational Leadership Graduate School of Education and Human Development The George Washington University Washington, D.C. President of Americans for UNESCO	KATHRYN M. PUMPHREY '75, '88 MED Executive Vice President Centra Foundation Lynchburg, Virginia
ROGER H. GREEN '67 Founder and Chairman (Retired) Benchmark Systems Lynchburg, Virginia	

Term Expires 2015

HOWARD M. BUTLER '70 Butler Insurance Agency (Retired) Lynchburg, Virginia	BEVERLEY E. DALTON Board Chair English Construction Lynchburg, Virginia
CAROL CALANDRA '84 Group CFO Markets Ernst & Young Global Limited New York, New York	RICHARD O. DANKER Founder Glory Days Restaurant Stone Ridge, Virginia

DOUGLAS D. DRYSDALE '45
Attorney at Law (Retired)
Charlottesville, Virginia

STUART C. FAUBER '81 MBA,
'82 MAd
President
The Greater Lynchburg Community Trust
Lynchburg, Virginia

SUZANNE F. FLYNN '80
Volunteer Leader
Madison, New Jersey

NATHANIEL X. MARSHALL '83
Senior Human Resource Specialist
Babcock & Wilcox
Nuclear Products Division
Lynchburg, Virginia

MARGARET A. MILLER
Professor of Higher Education Policy
(Retired)
Curry School of Education
University of Virginia
Charlottesville, Virginia
Executive Editor, Change Magazine

MARY ROSE RAGSDALE '57
Educator
Richmond, Virginia

THOMAS A. WALKER '53
Physician (Retired)
Emporia Medical Associates
Emporia, Virginia

TUCKER W. WITHERS '69
Inn Keeper/Antique Dealer
Little River Inn and Stone Bridge Antiques
Aldie, Virginia

PERCY WOOTTON '53, '98 DSc
Former President American Medical
Association
Physician
Richmond, Virginia

FRED R. CAWTHORNE '49
Executive Vice President (Retired)
Centra Foundation
Lynchburg, Virginia

CHARLES P. COLLINGS '73
Senior Vice President/Investments
Janney Montgomery Scott, LLC
Bryn Mawr, Pennsylvania

MARYJANE TOUSIGNANT DOLAN
Founder and CFO
Colonial Brokerage House
Lynchburg, Virginia

JULIE P. DOYLE
President
The Education and Research
Foundation, Inc.
Lynchburg, Virginia

REBECCA DuFOUR '82
Educational Consultant
DuFour Consulting/Professional
Learning Communities
Lynchburg, Virginia

MARY S. ELCANO '71
General Counsel and Corporate
Secretary (Retired)
American National Red Cross
Washington, DC

Term Expires 2016

266 Lynchburg College

PAULINE "POLLY" B. FLINT '71,
'73 MEd
Realtor
Flint Property Group
Lynchburg, Virginia

YUILLE HOLT III '67
President (Retired)
Campbell Insurance
Lynchburg, Virginia

YONG H. KIM '91, '93 MAd
Vice President for Academic Affairs
Konyang University
Nonsan, ChungNam, South Korea

ANDREW J. MCKENNA, '99
President and CEO
McKenna and Associates, LLC
Arlington, Virginia

A. PATRICIA MERRYMAN
Vice President of Administration
Sonny Merryman, Inc.
Rustburg, Virginia

ELLEN G. NYGAARD
Educator
Lynchburg, Virginia

ROY A. ROBERSON JR '92
President
Roberson Financial Services
Lynchburg, Virginia

ROSEL H. SCHEWEL '71 MEd,
'83 EdS, '00 DEd
Educator
Lynchburg, Virginia

ANDREW J. TATOM III '78
Partner
Rehabilitation Associates of Central
Virginia
Lynchburg, Virginia

CHARLES B. WHITE
Principal, Senior Portfolio Manager
Wood & White Investment Advisors, LLC
Lynchburg, Virginia

HONORARY LIFE TRUSTEE

DANIEL S. BROWN '62
Roanoke, Virginia

JOAN S. JONES '77 MEd, '06 DEd
Lynchburg, Virginia

J. CLAYTON CHAPMAN
Hilton Head Island, South Carolina

ANDREW J. LARSEN '09 DHL
Huddleston, Virginia

JOHN C. CRANK '50
Richmond, Virginia

HON. VERNON NEILSON
Linthicum Heights, Maryland

RODGER W. FAUBER
Lynchburg, Virginia

FRANK D. ROCK
Beaufort, North Carolina

LORRAINE K. FLINT '43
Lynchburg, Virginia

HONORARY LIFE OVERSEER

THOMAS R. LEACHMAN
Lynchburg, Virginia

HON. ELLIOTT S. SCHEWEL '00
DHL
Lynchburg, Virginia

EMERITI TRUSTEE

FRANK BUHLER '99 DHL
Lynchburg, Virginia

LEIGHTON B. DODD '56, '07 DHL
Lynchburg, Virginia

OFFICERS OF THE BOARD

PAULINE "POLLY" B. FLINT, Chair
STEPHEN L. CRANK, Vice Chair
NATHANIEL X. MARSHALL, Vice Chair
MARY S. ELCANO, Secretary

EXECUTIVE COMMITTEE OF THE BOARD

POLLY B. FLINT, Chair
STEPHEN L. CRANK, Vice Chair
NATHANIEL X. MARSHALL, Vice Chair
MARY S. ELCANO, Secretary
ALAN A. BURGESS
FRED R. CAWTHORNE
CHARLES P. COLLINGS
MARYJANE TOUSIGNANT DOLAN
JULIE DOYLE
SUZANNE F. FLYNN
YUIILLE HOLT III
TERRY H. JAMERSON
ELLEN G. NYGAARD
KENNETH R. GARREN, ex officio

LEGAL COUNSEL

BELL & SCHNEIDER, PLC, Attorneys at Law

ADMINISTRATION AND STAFF

OFFICE OF THE PRESIDENT

KENNETH R. GARREN, PhD, President

Debra C. Wyland, Executive Assistant to the President

Stephen E. Arnold, MEd, Vice President, College Communications and Marketing

Deborah P. Blanchard, MA, Director of College Communications and Marketing

Vacant, Administrative Assistant

Shannon W. Brennan, BA, Director of Media Relations

Tim Gormley, BA, Creative Services Director

Pamela A. Carder, BS, Web Content Manager/Print Production Coordinator

Tracy K. Chase, BA, Designer, Web and Multimedia

John McCormick, Photographer/Digital Archivist

Christopher W. Peterson, BFA, Graphic Designer

Katharine D. Stevens, BFA, Graphic Designer

David F. Woody, BS, Web Developer

Vacant, Digital Content Specialist/Social Media Manager

Betty C. McKinney, BA, Director of Advertising (RPT)

Deborah P. Driscoll, PhD, Vice President for Institutional Effectiveness & Planning

Kevin L. Arrington, MAcc, Director of Institutional Research

Stephanie L. McLemore, MDiv, College Chaplain and Director of Church Relations

Anne A. Gibbons, MDiv, Associate Chaplain

Christie S. Rapp, BA, Administrative Assistant (RPT)

ACADEMIC AFFAIRS

JULIUS A. SIGLER, PhD, Vice President and Dean for Academic Affairs

Wendy L. Martin, BA, Executive Assistant

Sally C. Selden, PhD, SPHR, Associate Dean for Academic Affairs

J. Ann Furrow, AAS, Administrative Assistant

Edward G. DeClair, PhD, Assistant Dean and Director of Westover Honors Program
of Westover Honors Program

Marguerite E. Cassidy, Administrative Assistant

Nancy E. Cowden, PhD, Assistant Director of Westover Honors Program

Katherine M. Gray, PhD, Assistant Director of Westover Honors Program

Alexander N. Akulli, MA, Director of the Center for Global Education

Vacant, Coordinator/Assistant Professor, ESL

Kara L. Hoxworth, BA, International and Study Abroad Advisor

Mari K. Normyle, PhD, Associate Dean, Student Success & Engagement

Beverly C. Reid, MEd, Director of Career Development Center

Gwen S. Mills, Administrative Assistant (RPT)

Teresa P. Gunter, Administrative Assistant

Scott C. Robert, MSA, Assistant Director of Career Development & Internships

Heidi Koring, MAT, Director of Academic Advising

Jessica B. Guggenheim, MA, Director of Learning Resources

Julia R. Timmons, MEd, Disability Services Coordinator

Edith L. Simms, PhD, Learning Resource Specialist (RPT)

Angelo L. Colon, Jr., MEd, Director of First Year Programs

Jonathan L. Fries, BS, Assistant Director of First Year Programs,

Transfer & Access Student Success

David O. Freier, PhD, Director of Senior Symposium and LCSR Programs

Nina V. Salmon, MA, Assistant Director of Senior Symposium

Jay K. Webb, MAd, Registrar and Assistant Dean for Academic and Student Information
Ashley R. Carwile, AA, Academic Program Recorder
M. Susan Kennon, MEd, Associate Registrar
Christine S. Priller, Assistant Registrar
Barry L. Lobb, PhD, Dean, School of Sciences
Irene R. Sterne, AAS, Administrative Assistant (RPT)
Charmaine H. Justis, MEd, Sciences Resource Manager
Stephanie A. Beckner, MEd, Psychology Lab Coordinator (RPT)
Karla Elizabeth Marsh, MEd, Lab Instructor (RPT)
Steve A. Burris, MEd, Sciences Laboratory Coordinator
Brian T. Kane, BS, Sciences Laboratory Coordinator (RPT)
Greg K. Eaton, PhD, Director of Claytor Nature Study Center
Daniel S. Cohen, Education Coordinator, Claytor Nature Study Center
Daniel B. Miles, Facilities Manager, Claytor Nature Study Center
Oeida M. Hatcher, PhD, Dean, School of Communication and the Arts
Anne M. Wilkinson, BA, Administrative Assistant
Laurie D. Cassidy, BA, Administrative Assistant (RPT)
Megan H. Emanuel, BA, Director of the Dance Company (PT)
Kenna L. Ludwig, AA, AS, Costume Studio Supervisor (RPT)
Vacant, Administrative Assistant (PT)
Joseph H. Turek, PhD, Dean, School of Business and Economics
C. Sue Driskill, BA, Administrative Assistant for the Undergraduate Program
Janice V. Quattlebaum, BA, Administrative Assistant for the Graduate Business Program (RPT)
Rebecca B. Booth, M.BA, Director, Center for Economic Education
Jan S. Stennette, PhD, Dean, School of Education
Cheryl B. Pendergraft, BS, Administrative Assistant
G. Kenneth West, PhD, Director, Center for Family Studies
Kimberly A. McCabe, PhD Dean, School of Humanities and Social Sciences
Carol A. Martin, MA, Administrative Assistant
Julie A. Williams, AAS, Administrative Assistant
Denise R. Scruggs, MA, Director, Beard Center on Aging and the Life Course
Patricia D. Price, MEd, Co-Director, Center for Community Development & Social Justice
Charles E. Walton, PhD, Assistant Dean, School of Humanities and Social Sciences
Jean St. Clair, PhD, Dean, School of Health Sciences and Human Performance
Lynda L. Ahles, AAS, Administrative Assistant
Ellen K. Deluca, PhD, Director of Undergraduate Nursing
Vacant, Director of Graduate Nursing
Lisa M. Taylor, Administrative Assistant
Edward A. Polloway, EdD, Dean of Graduate Studies
Paula C. Lichiello, MEd, Associate Dean of Graduate Studies
E. Anne Pingstock, Executive Assistant
A. Russell Smith, Jr., PT, OCS, MTC, FAAOMPT, Director of Doctor of Physical Therapy
Savannah G. Cook, MA, DPT Admissions Coordinator
Carrington L. Watkins, BA, Administrative Assistant
Jeremy M. Welsh, DHSc, PA-C, EM-CAQ, Director of Physician Assistant Studies
Clifton W. Potter, PhD, College Marshal
Jack M. Toms, EdD, Director of Athletics
Kelley W. Gunter, Administrative Assistant
Michael J. Carpenter, BS, Director of Sports Information
James M. May, BS, Director of Athletic Training Services
Jong H. Kim, PhD, Director of the Choir

270 Lynchburg College

Cynthia B. Ramsey, Accompanist (PT)

Robin E. Zimmerman, Accompanist (PT)

Christopher Millson-Martula, MA, MS, Director of the Library

Carolyn P. Austin, Administrative Assistant

Elizabeth F. Henderson, MA, Public Services Librarian/Instructional Services

Jennifer L. Horton, MSIS, Public Services Librarian/Liaison to the School of Education/Associate Librarian

Bernice King, Interlibrary Loan Assistant

Ariel K. Myers, MLIS, Public Services Librarian-Interlibrary Loan/ Archives

Michael G. Ours, MSLS, Public Services Librarian-Electronic Resources

Belinda L. Carroll, Circulation and Access Services Supervisor

Janathan K. Grace, MDiv, Library Night Supervisor (PT)

Robyn J. Williams, MS, Cataloger/Public Services Librarian

Patricia F. McGarry, Acquisitions Associate

Barbara A. Rothermel, PhD, Director of the Daura Gallery

Steven S. Riffee, MFA, Assistant Director of the Daura Gallery

Vacant, Director of the Alton L. Wilmer Writing Center

BUSINESS AND FINANCE

STEPHEN E. BRIGHT, MPA, Vice President for Business and Finance

Linda M. Hall, MEd, Director of Human Resources

Martha L. Fairburn, Benefits Specialist

Cheree L. Holland, Payroll Coordinator

Jennifer W. Hunter, AAS, Human Resources Assistant

Aaron D. Smith, MEd, Student Employment Coordinator

John C. Lewis, MAD, Associate Vice President for Business and Finance

Lisa B. Womack, Executive Assistant

Carolyn D. Gilley, BA, Senior Accountant, General Ledger & Audit

Joan G. Harris, Accountant

Melissa A. Bagby, Accounts Payable Clerk

Mary B. Hunt, Manager of Student Accounts

Olivia J. Benjamin, BA, MBA, Student Account Coordinator/Supervisor

Carrie-Anne N. Nash, BA, Student Account and Perkins Loan Representative

Joan M. Ochs, Cashier/Student Account Representative

Robin E. Smith, Cashier/Student Account Representative

Carol W. Key, BS, Senior Accountant - Endowment and Investments

Cynthia L. Hart, BS, Accountant - Grants & Projects

Mary B. Walker, Purchasing Coordinator

Kimberly D. Shelton, Duplicating Center Operator

Jill C. Farley, M.BA, Campus Store Manager

Michelle C. Ellinwood, MEd, Cashier (RPT)

Charles V. McCombie, Assistant Manager/Textbook Purchasing Agent

Samantha M. Giggetts, Merchandise Specialist

Jimmy C. Stamey, BS, Director of Dining Services

Richard W. Cash, MEd, Dining Services Manager for Support Service

Ed A. Clark, Dining Services Supervisor

Shaun P. Dearden, Dining Services Manager for Operations

Olivia K. Downey, Office Manager, Dining Services

Christopher R. Mushall, Sous Chef

Michial C. Neal, Chef

Laura E. Sprouse, Stockroom/Purchasing Coordinator

Jeremy R. Stanley, Dining Services Assistant Supervisor

Jennifer L. Thompson, MS, Catering and Event Manager

Andrew S. Bray, Dining Services Assistant Supervisor
Joanna H. Williams, Assistant Service Coordinator
Jeffrey W. Welsh, Dining Services Assistant Supervisor
Mail Services
 Rawley L. Milstead Jr., BA, Mail Services Clerk
 Earl N. Talley Jr., Mail Services Clerk
Robert D. Smith, M.B.A, Director of Physical Plant
 Vicki K. Garrett, BA, Administrative Assistant
L. Boyce Hamlet, Director of Building Maintenance
 Gary M. Miller, Maintenance Supervisor
 C. Arnold Wolfe, Maintenance Supervisor
Curtis E. Layne Jr., BS, Director of Campus Grounds
Evelyn K. Littlefield, Director of Environmental Services
Vacant, Chief Information Officer
 Jacqueline W. Almond, MS, Director, Technology Support Services
 Julie R. Allen, MEd, Help Desk Support Specialist
 Charles R. Butcher, BA, Educational Technology Specialist
 Michael R. Johnston, BS, Computer Hardware Technician
 Lisa M. Murray, AAS, Technology Support/Microsoft Trainer
 Sherri L. Singleton, Technology Support Services Analyst
 Donna L. White, Technology Support Services Technician
Kipp F. Teague, BS, Director, Administrative Systems and Network Services
 Richard W. Bourne, Network Support Specialist
 E. Owen Grubbs, BS, Database Analyst
 Brian D. Hudson, BS, Manager, Administrative Systems
 Sharon F. Keefe, BS, Technology Business Manager
 Stephen B. Straw, Network Services Manager
 J. Scott Twisdale, Network Support Specialist

ENROLLMENT SERVICES

RITA A. DETWILER, MALS, Vice President for Enrollment Management
Michelle G. Davis, Director of Financial Aid
 Deborah M. Bennett, Administrative Assistant
 Mary M. Walker, Assistant Director of Financial Aid
 Michelle L. Yeaples, Financial Aid Counselor
Robert A. Steckel, BA, Director of Enrollment Data Management and Research
 Cindy L. Childress, BA, Enrollment Database and Communications Coordinator
 Nancy B. Grimes, Application Manager
 Sharon D. Matherly, BS, Data Entry Specialist
 Kathy H. Pavia, Data Entry/Applications Assistant (RPT)
Sharon J. Walters-Bower, MDiv, Director of Admissions
 Elizabeth-Reid C. Becker, BA, Associate Director of Admissions/Transfer Counselor
 Sarah E. Bright, BA, Admissions Counselor
 Nathan I. Campbell, Admissions Counselor
 Yvonne D. Dell'Olio, Enrollment Receptionist (RPT)
 Andrew J. DeSantis, BA, Admissions Counselor
 Tyler J. Eccles, BA, Assistant Director of Admissions
 Emma G. Hensley, Receptionist/Visit Coordinator
 Dara J. Logan, BS, Associate Director of Admissions/Coordinator of Multicultural Recruitment
 Donna A. Weringo, Telecounselor Evening Supervisor (PT)
 Diane H. Mackizer, Telecounselor (PT)

272 Lynchburg College

Lola L. Provenzola, Telecounselor (PT)
Danielle Zongrone, BA, MEd, Admissions Counselor

ADVANCEMENT

DENISE A. MCDONALD, BA, Advancement VP with Special Portfolio
Amy L. Akulli, Executive Assistant
Thomas H. Burrowes, BA, Advancement Officer
Thomas L. Cassidy '73, BA, Director of Advancement Special Events & Initiatives
John P. Stafford, BA, Advancement Officer
MATTHEW L. BRANDON, MS, Associate Vice President for Advancement
Gene G. Frantz, MEd, Vice President for Planned Giving
Pamela S. Hall '12, Coordinator of Stewardship & Leadership Gifts
D. Bennett Mayhew, MBA, Director of Alumni & Corporate Leadership
Betty W. Howell, Administrative Assistant
Allison J. Davis, BA, Assistant Director of Alumni Relations
Kathryn C. Yarzebinski '08, MBA, Director of the Annual Fund & Special Gifts
Meredith L. Stevens, AAS, Annual Fund Specialist
Thomas S. Bentson '04, BA, Assistant Director of the Annual Fund
Nancy L. Minot, Advancement Services Analyst
Mary F. Garner, Gift Records Specialist
Letty A. Shearer, MS, Prospect Development Analyst
Janet C. Sigler '65, BA, Assistant Director of the Annual Fund for Parents Programs

COMMUNITY ADVANCEMENT

EDWARD A. FOLLOWAY, Ed.D., Vice President for Community Advancement,
Rosel Schewel Distinguished Professor of Education and Human Development
Carol T. Hardin, B.A., M.Ed., Director of Grants Advancement

STUDENT DEVELOPMENT

JOHN G. ECCLES, MA, Vice President and Dean for Student Development
Karen J. Zongrone, AAS, Executive Assistant
Carole C. Furter, MA, Associate Dean of Students
Amanda N. McGovern, BA, J.D., Coordinator of Judicial Affairs
Loretta B. Evans, BA, Administrative Assistant (PT)
Annette B. Stadtherr, BS, Coordinator of International & Multicultural Services
Vacant, Assistant Program Coordinator/Office Manager
Christine O. Gibbons, Director, Office of Community Involvement
Kristen N. Cooper, MEd, Director of Residence Life
Rhonda W. Johnson, Housing Coordinator
Michael R. Mayberry, MA, Area Coordinator
Courtney M. Kelsey, MA, Area Coordinator
Bobbi Jo Keefer-Abell, MEd, Director of Student Activities and Leadership Programs
Steven P. Bradney, BA, Coordinator of Intramural & Club Sports
Deborah H. Brown, Organization Activities & Accounts Manager
Justin Donnelly, MEd, Assistant Director of Student Involvement
Paul J. Stern, MEd, Coordinator of Outdoor Adventure and
Leadership Development Programs
Anne A. Gibbons, Community Engagement Coordinator
Donna McGill, LPC, MEd, Administrative Director of Health and Counseling/
Mental Health Therapist
Jamie M. Smith, BA, Office Manager for Health & Counseling Services
Erin L. Barbolla, Administrative Assistant (RPT)
Barbara Wilson-Dobos, AA, Administrative Assistant (PT)

Anne S. Hershbell, PsyD, Clinical Director of Counseling Services/
Mental Health Therapist
Tara S. Nunley, LPC, MEd, College Counselor
Leslie R. Wright, MEd, College Counselor
April P. Scruggs, RN, FNP, MSN, PMH-CNS, Clinical Director of
Health Services/Nurse Practitioner
Thomas W. Eppes Jr., MD, Medical Director
John F. Carmack, MD, College Physician
Jarrett S. Dodd, MD, College Physician
Leah Hinkle, MD, College Physician
Nancy S. Hundstad, RN, BSN, Staff Nurse (PT)
Ruth H. Robertson, RN, FNP, MSN, Nurse Practitioner (RPT)
Heidi S. Satterfield, RN, BSN, Staff Nurse
Melissa J. Hames, BSN, Staff Nurse (RPT)
Lisa B. Geier, MSN, Nurse Practitioner (PT)
John R. Driskill, Director, Campus Safety and Security
Christopher D. Furlough, Assistant Director, Campus Safety and Security
Teresa Y. Harris, Campus Information Receptionist I (PT)
Cheryl Murphy-Anderson, Campus Information Receptionist I (PT)
Sherry A. Riley, Campus Information Receptionist I
Cheryl C. Mays, Campus Information Receptionist II
Barbara S. Thomas, Campus Information/Receptionist III
Jack Sandas, Campus Information Receptionist (OC)
Dean D. Caifano, Metro Supervisor
Calvin W. Privette, Security Officer/Training Supervisor I
Steven E. Rickman, Security Officer/Lock Control Officer I
Willie R. Shoemaker, Campus Safety and Security Officer I
Thurman D. Brown, BA, Campus Safety and Security Officer II
K. Scott Henderson, Information Security Officer/Dispatcher II, III
Adam L. Mitchell, BS, Campus Safety and Security Officer II, III
Matthew M. Connelly, Campus Safety and Security Officer III
Randall L. Frank, Campus Safety and Security Officer III
John E. McGettigan, Campus Safety and Security Officer III
R. Lee Singleton, Campus Safety and Security Officer III
John W. Trent, Security Officer/Shift Coordinator III

FACULTY

NORTON SCOTT AMOS, PhD, Associate Professor of History

BA, Old Dominion University; MA, College of William and Mary; MDiv, ThM, Westminster Theological Seminary; PhD, University of St. Andrews. 2005-.

PATRICIA ARONSON, PhD, Professor of Athletic Training

BS, Canisius College; MEd, University of Virginia; EdD, University of Virginia. 1988-.

KIM H. AYSCUE, MA, Assistant Professor of Nursing

BS, Lynchburg College; MA, University of Virginia. 2006-.

EUGENA BARNHILL, PhD, Associate Professor of Education and Human

Development

BS, Hunter-Bellevue School of Nursing; MA, Rider University; MA, EdS, University of South Florida; PhD University of Kansas. 2006-.

ROBIN E. BATES, PhD, Associate Professor of English

BA, Appalachian State University; MEd, Georgia Southwestern State University; PhD, Auburn University. 2008-.

SARA BENNETT, PhD, Assistant Professor of Finance

BBA, MBA, Augusta State University; PhD, Kent State University. 2011-.

KARI E. BENSON, PhD, Professor of Biology and Environmental Science

BS, Muhlenberg College; MS, University of Mississippi; PhD, University of Nebraska. 1998-.

PRICE S. BLAIR, PhD, Assistant Professor of Physical Therapy and Biomedical

Science

BA, Washington and Lee University; PhD, Boston University. 2010-.

JEANNE DAVIDSON BOOTH, PhD, Associate Professor of Education and

Human Development

BA, MEd, Lynchburg College; PhD, Capella University. 2000-. (on sabbatical leave of absence, spring 2012).

THOMAS G. BOWMAN, PhD, ATC, Assistant Professor of Athletic Training

BS, California University of Pennsylvania; MEdDAT, PhD University of Virginia. 2004 -.

DEBBIE A. BRADNEY, DPE, Associate Professor of Athletic Training

BA, Ohio Wesleyan University; MS, Ohio University; DPE, Springfield, College. 2002-.

THOMAS C. BRICKHOUSE, PhD, Professor of Philosophy
BA, Washington and Lee University; MA, PhD, Vanderbilt University.
1974-.

WILL BRIGGS, PhD, Professor of Computer Science
BS, Mercer University; MS, Georgia Institute of Technology; PhD,
University of Texas at Arlington. 1998-.

URSULA BRYANT, MFA, Associate Professor of Art
BA, James Madison University; MFA, East Tennessee State University.
2006-. (on sabbatical leave of absence, spring 2014).

GLENN H. BUCK, EdD, Elizabeth Forsyth Distinguished Professor of Education
and Human Development, Associate Professor of Education and Human
Development
BS, Nazareth College; MEd, George Peabody College; EdD, University of
Florida. 1993-.

RICHARD C. BURKE, PhD, John Franklin East Distinguished Professor of
Humanities, Professor of English
AB, Fairfield University; MA, Pennsylvania State University; PhD,
University of Illinois. 1985-.

SIOBHAN BYRNS, MAT, M.F.A, Assistant Professor of Art
BFA, Maryland Institute – College of Art; MFA, School of the Art
Institute of Chicago; MAT, Eastern Kentucky University. 2010-.

ALICIA CARTER, PhD, Assistant Professor of German and Spanish
BA, College of Wooster; MA, New York University in Madrid; MA, PhD,
Ohio State University. 2012-.

DEANNA CASH, PhD, Assistant Professor of Education and Human Development
BA, University of Virginia; MS, Radford University; PhD, University of
Virginia. 2004-.

MARCO T. CEDILLO, MA, Assistant Professor of Spanish
BA, Universidad Pedagogica Nacional, Honduras; MA, East Carolina
University; further graduate study, University of Virginia. 1999-.

CASEY H. CLABOUGH II, PhD, Associate Professor of English
BA, College of William and Mary; MA, PhD, University of South
Carolina. 2001-.

DANNY O. CLINE, PhD, Associate Professor of Mathematics
BA, BS, West Virginia University; MS, PhD, Virginia Polytechnic
Institute and State University. 2005-.

276 Lynchburg College

MICHAEL A. COCO, PhD, Associate Professor of Mathematics
BA, Mercyhurst College; PhD, University of South Carolina. 2003-.

CHERYL D. COLEMAN, PhD, Assistant Professor of English
BS, Liberty University; MEd, Lynchburg College; PhD, University of Mississippi. 2008-.

SEAN M. COLLINS, PhD, Assistant Professor of Exercise Physiology
BS, University of Massachusetts ; MS, PhD, Springfield College. 2010-.

KEITH P. CORODIMAS, PhD, Professor of Psychology
AB, Boston College; PhD, Rutgers University. 1998-.

NANCY E. COWDEN, PhD, Associate Professor of Biology
AB, Oberlin College; MS, PhD, Miami University, Oxford, Ohio. 2000-.

BRIAN E. CRIM, PhD, Associate Professor of History
BA, James Madison University; MA, Old Dominion University; PhD, Rutgers University. 2008-.

JASON CRUMPTON, PhD, Assistant Professor of Chemistry
BS, Appalachian State University; PhD, VPI&SU. 2012-.

VIRGINIA CYLKE, PhD, Associate Professor of Psychology
BA, Saint Vincent College; PhD, University of Maine. 2005 -.

ANISSA DAVIS, PT, DPT, Assistant Professor of Physical Therapy
BS, University of Illinois – Chicago; DPT, University of Tennessee – Chattanooga. 2013-.

LORNA M. DAWSON, PhD, Chair of the Faculty, Associate Professor of Political Science
BA, MA, University of Alberta, Canada; PhD, Boston College. 2002-.

STEPHEN DAWSON, PhD, Assistant Professor of Philosophy
BA, George Mason University; MTS, PhD, Boston University. 2010-.

ADAM W. DEAN, PhD, Assistant Professor of History
BA, University of California – Los Angeles; MA, PhD, University of Virginia. 2011-.

EDWARD G. DECLAIR, PhD, Assistant Dean/Director of Westover Fellows Honors Program, Associate Professor of Political Science
BA, University of South Florida; MA, PhD, Florida State University. 1998-. (on sabbatical leave of absence, AY 2013-2014).

ELLEN K. DELUCA, PhD, Director of Undergraduate Nursing, Professor of Nursing
BS, St. Louis University; MSN, Catholic University of America; PhD,
University of Maryland. 1998-.

ALAN CHIDSEY DICKSON, PhD, Associate Professor of English
BA, Union College; PhD, University of Texas at Austin. 2003-.

LEE ANN EAGLER, PhD, Academic Coordinator of Clinical Education, Clinical
Assistant Professor of Physical Therapy
BA, Roanoke College; MPT, PhD, Shenandoah University. 2009-.

GREG K. EATON, PhD, Director of the Claytor Nature Study Center, Assistant
Professor of Environmental Science and Biology
BA, MS, Virginia Polytechnic Institute and State University; PhD,
Dartmouth College. 2006-.

KARA EATON, PhD, Assistant Professor of Music
BA, MA, University of North Carolina – Chapel Hill; PhD, New York
University. 2011-.

DAVID C. ECKES, MEd, Instructor of Biology
AB, Greensboro College; MEd, University of Virginia. 2010-.

PENELOPE S. ELAM, DPT, Director of Clinical Education/Clinical Assistant
Professor of Physical Therapy
BA, MA, DPT, College of St. Scholastica. 2012-.

STEPHEN W. ELAM, DPT, Clinical Assistant Professor of Physical Therapy
BA, College of St. Scholastica; MPT, Institute of Physical Therapy – St.
Augustine; DPT, University of St. Augustine. 2011-.

ANNETTE N. EVANS, PhD, Associate Professor of Religious Studies
BA, Rhodes College; MA, University of Arkansas; PhD, University of
Virginia. 2007-.

EMILY I. EVANS, MS, Head Athletic Trainer, Assistant Professor of Athletic
Training
BS, University of Minnesota; MS, Indiana University. 1999-.

DOMENICA FAVERO, PhD, Assistant Professor of Psychology
BS, College of William and Mary; Psy.D., Virginia Consortium Program in
Clinical Psychology. 2011-.

JILL T. FOSTER, MS, Assistant Professor of Nursing
BS, Lynchburg College; MSN, Old Dominion University. 2006-.

278 Lynchburg College

DAVID O. FREIER, PhD, Director of LCSR and Senior Symposium,
Associate Professor of Biomedical Science
BS, University of Richmond; PhD, Medical College of Virginia; further
coursework at the University of Minnesota. 2003-.

ERIN J. FRIEDMAN, PhD, Assistant Professor of Biology
BS, Trinity University; PhD, University of North Carolina – Chapel Hill.
2013-.

LESLEY A. FRIEDMAN, PhD, Turner Distinguished Professor in the Humanities,
Professor of Philosophy
BA, Union College; MA, University of Albany; PhD, University of
Buffalo. 1993-.

PRISCILLA J. GANNICOTT, PhD, Professor of Chemistry
AB, Randolph-Macon Woman's College; PhD, University of Tennessee.
1994-.

KENNETH R. GARREN, PhD, President of the College, Professor of Mathematics
BS, Roanoke College; MA, College of William and Mary; PhD, Virginia
Polytechnic Institute and State University. 2001-.

GARRY J. GELLERT, DPT, FCCS, Assistant Professor of Physical Therapy
BS, MS, Nazareth College of Rochester; DPT, Virginia Commonwealth
University. 2013-.

JOHN ERIC GOFF, PhD, Professor of Physics
BS, Vanderbilt University; MS, PhD, Indiana University. 2002-.

CARLOS GOROSTIAGA, MA, Instructor of Spanish
BA, MEd, Lynchburg College. 2011.

SANDRA GOSSLER, PhD, Assistant Professor of Nursing
BSN, Liberty University; MSN, University of Virginia; PhD, Virginia
Commonwealth University. 2012-.

KATHERINE GRAY, PhD, Assistant Director of Westover Honors Program,
Associate Professor of English
AB, Randolph-Macon Woman's College; MA, University of Virginia; PhD,
George Washington University. 1989-.

CAROLYN E. GROSS, MA, Assistant Professor of Sociology
BA, University of Maryland; MA and further graduate study, State
University of New York at Stony Brook. 1998-.

GEORGE GRZENDA, MEd, Associate Professor of Health & Physical Education
BS, MEd, Lynchburg College. 1972-.

ALKA GUPTA, PhD, Assistant Professor of Management
BSC, University of Delhi; MCM, University of Pune – India; MCA, Bharat
University – India; PhD, State University of New York – Binghamton.
2013-.

ATUL GUPTA, DBA, Professor of Business
BE, University of Delhi; MBA, University of Northern Iowa; D.BA,
Cleveland State University. 1997-.

CHARLOTTE GUYNES, PhD, CHES, Professor of Health Promotion
BSED, MEd, Stephen F. Austin State University; PhD, Texas A & M
University. 2005 -.

SANDRA L. HAHN, MS, Assistant Professor of Nursing
BS, Calvin College; MS, University of Michigan; further graduate study,
Widener University. 2001-.

BROOKE K. HAIAR, PhD, Assistant Professor of Environmental Science
BS, MS, Virginia Polytechnic Institute and State University; PhD,
University of Oklahoma. 2008-.

KARI E. HAMPTON, MEd, Assistant Professor of Health and Physical Education
BS, Longwood University; MEd, University of Virginia. 2008-.

OEIDA M. HATCHER, DMA, Dean of the School of Communication & the Arts,
Associate Professor of Music
BA, Clearwater Christian College; MME, DMA, Shenandoah
Conservatory of Shenandoah University. 2001-.

LESLIE D. HATFIELD, PhD, Associate Professor of Math
BS, Virginia Polytechnic Institute and State University; PhD, University of
Virginia. 2003-.

DANIEL G. HEDRICK, MS, Assistant Professor of Sport Management
BS, Clemson University; MS, PhD candidate, Georgia Southern University.
2006-.

ELIZABETH F. HENDERSON, MA, Reference and Interlibrary Loan Librarian,
Assistant Librarian
BA, University of Missouri; MA, University of South Florida. 1990-.

LAURA HENRY-STONE, PhD, Assistant Professor of Environmental Studies
BA, St. Mary's College – Maryland; MA, Saint Mary-of-the-Woods –
Indiana; PhD, University of Alaska Fairbanks. 2012-.

TAMMY HERTEL, PhD, Associate Professor of Spanish
BA, University of Wisconsin- La Crosse; MA, University of Wisconsin-
Madison; PhD, Pennsylvania State University. 2006

280 Lynchburg College

JENNIFER HORTON, MSIS., Associate Librarian/Public Services Librarian
AAS., Virginia Highlands Community College; BA, Virginia Intermont College – Bristol; MS, University of Tennessee. 2012-.

ALLISON B. JABLONSKI, PhD, Professor of Biology and Biomedical Science
BS, College of William and Mary; PhD, Medical College of Virginia, Virginia Commonwealth University. 1998-.

ROBBIE JOHNSON, MSN, Assistant Professor of Nursing
BSN, University of Kentucky; MSN, University of Virginia. 2004 -.

ROBIN L. JONES, PhD, Assistant Professor of Biology
BS, SUNY Upstate Medical University; MS, PhD, Syracuse University. 2013-.

ROGER E. JONES, EdD, Professor of Education Leadership
AA, Brevard College; BSE, Western Carolina University; MSE., Arkansas State University; EdD, University of Virginia. 2003-.

CHERYL R. JORGENSEN-EARP, PhD, Associate Professor of Communication Studies
BA, MA, University of North Carolina-Chapel Hill; MA, PhD, University of Washington. 1993-. (on sabbatical leave of absence, spring 2014).

TERESA L. JULIAN, MBA, CPA, Assistant Professor of Accounting
BA, MBA, Lynchburg College. 2012-.

DELANE KARALOW, PhD, Associate Professor of Art
BA, MA, PhD, Virginia Commonwealth University. 2005-.

GEOFFREY KERSHNER, MFA, Assistant Professor of Theatre
BFA, University of the Arts; MFA, Florida State University – School of Theatre. 2012-.

LAURA KICKLIGHTER, PhD, Assistant Professor of Westover Honors
BA, Stetson University; MTS, Emory University; PhD, University of Texas - Medical Branch. 2005 -.

JONG H. KIM, DMA, Professor of Music
BM, MM (Composition), Chung-Ang University, KOREA; MM (Choral Conducting) Eastman School of Music; DMA, Michigan State University. 2002-.

ALINA F. KLEIN, PhD, Assistant Professor of Economics
BS, Academy of Economic Studies – Bucharest, Romania; PhD, West Virginia University. 2010-.

SHARON FOREMAN KREADY, MSW, Assistant Professor of Sociology
BA, University of Richmond; MSW, Washington University – St. Louis;
PhD, Virginia Commonwealth University. 2011-.

DUANN E KREMER, PhD, Associate Professor of Exercise Physiology
BS, Stetson University; MS, PhD, Auburn University. 2006-. (on sabbatical
leave of absence, fall 2013).

ERIC KYPER, PhD, Associate Professor of Management Information Systems
BA, MBA, University of Minnesota; PhD, University of Rhode Island.
2008-.

DANIEL G. LANG, PhD, Professor of Political Science
BA, Augustana College; MA, PhD, University of Virginia. 1984-.

JEREMY J. LANGETT, PhD, Assistant Professor of Communications/Public
Relations
BS, Ohio University; MA, PhD, Duquesne University. 2010-.

LESLIE S. LAYNE, PhD, Assistant Professor of English
BA, College of William and Mary; MA, La Trobe University –
Melbourne, Australia; PhD, Melbourne University – Melbourne, Australia.
2007-.

TERESA E. LEAHY, PT, MHS, NCS, Assistant Professor of Physical Therapy
BS, University of Vermont; MHS, University of Florida; ABD, Nova South-
eastern University. 2012-.

DAVID J. LIPANI, PhD, Professor of English
BA, State University of New York; MA, PhD, Bowling Green State
University. 1976-.

BARRY L. LOBB, PhD, Dean of the School of Sciences, Professor of Computer
Science and Math
BS, Lafayette College; MA, PhD, Duke University; MSCS, Indiana
University-Purdue University in Indianapolis. 1985-.

WILLIAM LOKAR, PhD, Associate Professor of Chemistry
BS, Alleghany College; PhD, Virginia Polytechnic Institute and State
University. 2004 -.

LAURA D. LONG, PhD, Geraldine Lyon Owen Associate Professor of English
BA, Oberlin College; MA, University of Texas; PhD, University of
Houston. 2006-.

282 Lynchburg College

SILVIA LOZANO, PhD, Assistant Professor of Marketing
BSc, MSc, Instituto Tecnologico Autonomo De Mexico; PhD, Cardiff University (Wales). 2011-.

JILL M. LUCAS, PhD, Assistant Professor of Exercise Physiology
BS, Furman University; MA, University of North Carolina – Chapel Hill; PhD, University of Georgia – Athens. 2013-.

CHRIS E. MAGEE, DMA, Assistant Professor of Music
BM, MM, James Madison University; DMA, University of Iowa. 2013-.

SABITA MANIAN, PhD, Professor of International Relations
BA, St. Xavier's College, University of Calcutta, India; MA, PhD, Tulane University. 2001-.

ALISHA R. MARCIANO, PhD, Associate Professor of Psychology
BA, Randolph-Macon Woman's College; MA, Marshall University; MS, PhD, Pennsylvania State University. 2006-.

LAURA MARELLO, MA, Professor of English
BA, University of California-Santa Cruz; MA, University of Colorado-Boulder; further coursework taken at Stanford University; Stegner Fellowship . 2003-.

GREGORY M. MARTIN, EdD, Associate Professor of Education and Human Development
BA, Roanoke College; MEd, University of Virginia; CAGS, Virginia Polytechnic Institute and State University; EdD, Virginia Polytechnic Institute and State University; Post-Doctoral work at Harvard University. 2001-.

RONALD E. MARTIN, MLA, Associate Professor of Philosophy
BA, Lynchburg College; MLA, The Johns Hopkins University; further graduate study, Case Western Reserve University, The Johns Hopkins University. 1965-1967 and 1969-.

HEATHER MAXEY, MA, Instructor of Health Promotions
AAS, Central Virginia Community College; BS, James Madison University; MA, East Carolina University. 2011-.

BRUCE H. MAYER, PhD, Professor of French
BA, Wesleyan University; MA, PhD, University of Texas. 1984-.

KIMBERLY A. MCCABE, PhD, Dean of School of Humanities and Social Sciences, Professor of Sociology and Criminology
BA, Virginia Polytechnic Institute and State University; MCJ, PhD, University of South Carolina. 2001-.

WOODROW L. MCKENZIE, PhD, Associate Professor of Education and Human Development
BS, Concord College; MA, Northern Arizona University; PhD, Virginia Polytechnic Institute and State University. 1998-.

BETH A. MCKINNEY, PhD, Associate Professor of Health Promotion
BS, Longwood University; MPH, University of North Carolina – Greensboro; PhD, University of Florida. 2007-.

JOSEPH T. MEEHEAN, PhD, Assistant Professor of Computer Science
BS, University of Wisconsin – Eau Claire; MS, PhD candidate, University of Wisconsin – Madison. 2011-.

TIMOTHY S. MEINKE, PhD, Associate Professor of Political Science
BA, MA, Case Western Reserve University; MA, PhD, University of Maryland-College Park. 2003-.

LINDSEY MICHIE, PhD, Assistant Professor of History
BA, University of Keele, England; PhD, University of St. Andrew's, Scotland. 2009-.

WENDY MILES, MFA, Assistant Professor of English
BA, Lynchburg College; MFA, Bowling Green State University. 2009-.

CHRISTOPHER MILLSON-MARTULA, MA, MS, Director of the Library, Librarian
BA, Tufts University; MS, Columbia University; MA, Trinity College. 1995-.

WAYNE ALLEN MOORE, Jr., PhD, Assistant Professor of Physical Therapy
BS, Appalachian State University; MPT, Western Carolina University; PhD, Virginia Commonwealth University. 2011-.

DANIEL MURPHY, JD, Instructor of Criminology
BA, Westfield State College; MJA, Norwich University. 2011-.

DAVID S. MURPHY, PhD, CPA, CFP, CFS., Professor of Accounting
BA, Central Washington State University; MBA, PhD, Washington State University. 2002-.

ARIEL K. MYERS, MLIS, Public Services Librarian, Instructor Librarian
BA, Alfred University; MLIS, University of Pittsburgh. 1999-.

MARIA L. NATHAN, PhD, Professor of Management
BA, MA, University of Akron; MA, University of Missouri; PhD, University of Southern California. 2000-. (on sabbatical leave of absence, spring 2014).

284 Lynchburg College

JOANNE B. NEWTON, MSN, Assistant Professor of Nursing
BSN, Liberty University; MSN, Lynchburg College. 2012-.

STEFAN NICOVICH, PhD, Associate Professor of Marketing
BA, University of Colorado; MBA, Memphis State University; EdD, University of Memphis. 2005-.

WILLIAM D. NOEL, MFA, Associate Professor of Journalism
BA, University of Texas at Arlington; MFA, Southern Methodist University. 2000-.

ANN C. NOONAN, PT, EdD, Director of DPT Student Success, Associate Professor of Physical Therapy
BS, University of Connecticut; MEd, EdD, Northeastern University. 2012-.

WILLIAM A. NORKO, JR., MS, Assistant Professor of Mathematics
BA, MS, University of Connecticut. 2006-.

THOMAS R. NOWELL, MFA, Associate Professor of Theatre
BA, MA, University of Alabama; MFA, University of Virginia. 1977-.

TODD L. OLSEN, PhD, Women's Soccer Coach, Professor of Health Promotion
BS, Slippery Rock University of Pennsylvania; MS, Loughborough University, England UK; MPH, PhD, University of Pittsburgh. 1994-.

B. YVETTE OTEY, MSN, Assistant Professor of Nursing
BS, Howard University; BS, Lynchburg College; MSN, University of Phoenix. 2008-.

MICHAEL G. OURS, MSLS, Public Services Librarian/Electronic Resources/Webmaster, Assistant Librarian
BA, University of Virginia; MSLS, Clark-Atlanta University. 2006-.

NANCY K. OVERSTREET, DNP, Assistant Professor of Nursing
BSN, University of North Carolina; MS, Medical College of Virginia/Virginia Commonwealth University; post-masters Certification, DNP, University of Virginia. 2012-.

MAREK PAYERHIN, PhD, Professor of Political Science and International Relations
BA, MA, Jagiellonian University - Cracow; MA, PhD, University of Connecticut. 2005-.

DAVID R. PERAULT, PhD, Professor of Biology and Environmental Science
BA, University of Virginia; MS, Utah State University; PhD, University of Oklahoma. 1998-.

MANDY L. PERRYMAN, PhD, Associate Professor of Education and Human Development
BA, Louisiana Tech University; MA, Nicholis State University; PhD, University of New Mexico. 2006-.

KEVIN M. PETERSON, PhD, Professor of Mathematics
BS, University of Central Florida; MS, PhD, University of Florida. 2000-. (on sabbatical leave of absence, fall 2013).

LINDSAY PIEPER, PhD, Assistant Professor of Sport Management
BA, Virginia Tech; MA, PhD, Ohio State University. 2012-.

EDWARD A. FOLLOWAY, EdD, Dean of Graduate Studies, Vice President for Community Advancement, Rosel Schewel Distinguished Professor of Education and Human Development
BA, Dickinson College; MEd, EdD, University of Virginia. 1976-.

CLIFTON W. POTTER JR., PhD, College Marshall, Professor of History
BA, Lynchburg College; MA, PhD, University of Virginia; post-graduate study, Oxford University, University of North Carolina, Johns Hopkins University. 1965-.

DOROTHY BUNDY POTTER, PhD, Professor of History
BA, Lynchburg College; MA, PhD, University of Virginia. 1984-.

GERALD T. PRANTE, PhD, Assistant Professor of Economics
BA, MS, Southern Illinois University – Edwardsville; PhD, George Mason University. 2012-.

JOSEPH M. PRINZINGER, PhD, Professor of Economics
BS, Rider College; PhD, Georgia State University. 1988-.

RICHARD G. PUMPHREY, MFA, Professor of Art
BA, Lynchburg College; MFA, University of Georgia. 1981-.

CYNTHIA RAMSEY, D.MA, Associate Professor of Music, Staff Accompanist
BMed, James Madison University; MMEd, DMA, Shenandoah Conservatory of Shenandoah University. 2004 -.

BEVERLY RHOADS, MFA, Associate Professor of Art
BFA, Western Carolina University; MFA, University of Pennsylvania. 1997-.

RANDY L. RIBLER, PhD, Professor of Computer Science
BS, University of Maryland; MS, George Mason University; PhD, Virginia Polytechnic Institute and State University; post-doctoral study, University of Illinois. 1998-.

286 Lynchburg College

DAVID H. RICHARDS, PhD, Associate Professor of International Relations/
Political Science
BA, Kenyon College; MA, PhD, American University. 2007-.

MICHAEL G. ROBINSON, PhD, Professor of Communication Studies
BA, BS, University of Maryland at College Park; MA, Indiana
University; PhD, Bowling Green State University. 2000-.

SHARON D. ROBINSON, PhD, Director of the Modern Language Resource
Center, Associate Professor of Spanish
BA, Radford University; MA, PhD, University of North Carolina at
Chapel Hill. 2000-.

EUNICE A. ROJAS, PhD, Assistant Professor of Spanish
JD, University of Puerto Rico Law School; MA, University of Georgia;
PhD, University of Virginia. 2009-.

JAMES ROUX, PhD, Associate Professor of Communication Studies
BS, Nicholls State University; MA, PhD, Bowling Green State
University. 1999-.

AGATHA LYNCH RULE, MA, Instructor of Communication Studies
BA, Hollins University; MS, Radford University. 2006-.

HEATHER RYAN-SIGLER, MS, Instructor of Science
BS, Rutgers University; MS, East Tennessee State. 2004-.

LISA F. SALMON, RN, MSN, Assistant Professor of Nursing
BSN, Mountain State University Martinsburg; MSN, University of Phoenix;
DNP candidate, Walden University. 2012-.

NINA V. SALMON, MEd, Assistant Professor of English
AB, Randolph-Macon Woman's College; MEd, Lynchburg College. 1997-.

NICHOLE SANDERS, PhD, Director of MA Program in History, Associate
Professor of History
BA, University of Texas at Austin; MA, Southwest Texas State
University; PhD, University of California-Irvine. 2003-.

GABRIEL A. SANTOS, PhD, Associate Professor of Sociology and Criminology
BA, University of Miami; MA, George Washington University; PhD,
University of Delaware. 2005- .

MICHAEL W. SANTOS, DA, Professor of History
BA, Stonehill College; MA, DA, Carnegie-Mellon University. 1984-.

ANNE M. SAUNIER, MSN, Assistant Professor of Nursing
ASN, Ferrum College; Diploma, Roanoke Memorial Hospital School of Nursing; BSN, Medical College of Virginia, School of Nursing; MSN, University of Phoenix. 2007-.

ELIZABETH A. SAVAGE, PhD, Assistant Professor of English
BA, Agnes Scott College; MA, PhD, University of Illinois – Urbana-Champaign. 2008-.

LEON SCHIMMOELLER, DBA, Assistant Professor of Business Administration
BT, University of Dayton; MBA, Oakland University; DBA, Nova Southeastern University. 2003-.

NANCY W. SCHNEIDER, MPA, CPA, CMA, Professor of Accounting
BS, University of Florida; MPA, Georgia State University. 1990-.

MICHAEL SCHNUR, MBA, Instructor of Economics
BS, Adelphia University; MBA C.W. Post College. 2001-.

GEORGE T. SCHUPPIN, PhD, Associate Professor of Biology
BS and MS, Virginia Polytechnic Institute and State University; PhD, East Carolina University. 2002-.

GEORG SCHWARZMANN, PhD, Associate Professor of German and Spanish
MA, PhD, University of South Carolina. 2005 -..

F. JOHNSON SCOTT, MM, Instructor of Music
BS, James Madison University; MM, Shenandoah Conservatory of Shenandoah University. 2007-.

SALLY C. SELDEN, PhD, SPHR, Associate Dean for Academic Affairs, Professor of Management
BA, MAPA, University of Virginia; PhD, University of Georgia. Jan. 2001-.

THOMAS D. SHAHADY, PhD, Professor of Environmental Science
BS, Guilford College; MSPH, University of North Carolina-Chapel Hill; PhD, North Carolina State University. 2000-. (on sabbatical leave of absence, AY 2013-2014).

JULIUS A. SIGLER JR., PhD, Vice President and Dean for Academic Affairs, Professor of Physics
BS, Lynchburg College; MS, PhD, University of Virginia; further graduate study, University of North Carolina-Chapel Hill. 1967-.

288 Lynchburg College

A. RUSSELL SMITH, Jr., EdD, Director of Physical Therapy, Associate Professor of Physical Therapy
BS, University of Maryland – Baltimore; MMSc, Emory University; EdD, University of Florida. 2011-.

NICOLE A. SMITH, MA, Instructor of Communication Studies
BA, Elon College; MA, West Virginia University. 2007-.

STEPHEN SMITH, EdD, Associate Professor of Health and Physical Education
BS, MEd, Lynchburg College; EdD, University of Virginia. 2003 -.

MICHAEL R. SOLONTOI, PhD, Director of Belk Observatory, Assistant Professor of Physics and Astronomy
BA, Reed College; MS, PhD, University of Washington. 2012-.

STEPHEN D. SOUTHALL, PhD, Professor of Psychology
BA, MA, University of Richmond; PhD, University of Virginia. 1974-.

JEAN ST. CLAIR, PhD, Dean of the School of Health Science and Human Performance, Professor of Nursing
BSN, Radford University; MSN, University of North Carolina-Chapel Hill; PhD, Virginia Commonwealth University. 2008-.

ENZA I. STEELE, MS, Associate Professor of Health and Physical Education
Field Hockey Coach, Senior Women's Administrator
BA, William Paterson College; MS, Ithaca College. 1979-.

JAN S. STENNETTE, PhD, Dean of the School of Education and Human Development, Professor of Curriculum and Instruction
BA, Lynchburg College; MEd, Lynchburg College; PhD, University of Virginia. 2003-.

JOHN D. STYRSKY, PhD, Associate Professor of Biology
BS, Southwestern University; MS, Illinois State University; PhD, Auburn University. 2006-.

BIANCA SUMUTKA, PhD, Associate Professor of Psychology
BA, Loyola College; MS, PhD, Pennsylvania State University. 2005 -.

CHRISTINE TERRY, PhD, Assistant Professor of Biology
BS, University of Massachusetts- Amherst; PhD, University of Wisconsin – Madison. 2011-.

DOUGLAS H. THOMASEY, MS, Instructor of Mathematics
BS, Lynchburg College; MS, University of Florida. 2008-.

ASHLEY B. THOMPSON, PhD, Assistant Professor of Sociology
BA, University of North Carolina-Asheville; MA, PhD, Vanderbilt University. 2008-.

SUSAN THOMPSON, PhD, Associate Professor of Curriculum, Instruction and Reading
BS, MEd, Lamar University; PhD, Texas A&M University. 2005 -.

ELZA C. TINER, PhD, Professor of English and Latin
BA, Seton Hall University; MA, MSL, PhD, University of Toronto. 1989-.

CANDACE E. TODD, PhD, Assistant Professor of Communication Studies
BA, Manchester College; MA, California State University at Sacramento; PhD, University of Iowa. 1999-.

MERRILL P. TOLBERT, EdS, Associate Professor of Education and Human Development
BS, Slippery Rock State College; MEd, Duquesne University; EdS, University of Miami; further graduate study, Virginia Polytechnic Institute and State University. 1980-.

JACK M. TOMS, EdD, Director of Intercollegiate Athletics, Professor of Health and Movement Science, Men's and Women's Cross Country and Track Coach
BA, Lynchburg College; MEd, University of Virginia; EdD, West Virginia University. 1979-.

JOSEPH H. TUREK, PhD, Dean of the School of Business and Economics, Professor of Economics
BA, MPA, Syracuse University; MA, PhD, State University of New York at Albany. (1986-88) 1990-.

KENNETH E. WAGNER, PhD, JD, Associate Professor of Sociology and Criminology
BS, MS, PhD, Virginia Commonwealth University; JD, Taft Law School. 2006-.

CHARLES E. WALTON, PhD, Assistant Dean of the School of Humanities and Social Sciences, Associate Professor of Sociology and Criminology
BA, Virginia Wesleyan College; MS, Virginia Commonwealth University; PhD, Virginia Polytechnic Institute and State University. 2003-.

JOHN C. WALKER, EdD, Associate Professor of Education Leadership
BS, University of Virginia; MEd, Lynchburg College; EdD, University of Virginia. 2008-.

JERI H. WATTS, EdD, Associate Professor of Education and Human Development
BA, College of William & Mary; MEd, EdD University of Virginia. 2006-.

290 Lynchburg College

JEREMY WELSH, DHSc, PA-C, EM-CAQ, Director/Associate Professor of Physicians Assistant Studies
BS, Utica College of Syracuse University; MPA, University of Nebraska Medical Center; DHSc, A. T. Still University. 2013-.

DONALD W. WERNER, PhD, College Counselor, Associate Professor of Psychology
BA, Queens College; MS, University of Kansas; MA, PhD, Michigan State University. 1981-.

FRANCIS R. WHITEHOUSE JR., MBA, Professor of Business
BA, University of North Carolina; MA, Drake University; MBA, University of Virginia; further graduate study, University of Maine, Virginia Polytechnic Institute and State University. 1980-.

ALLISON WILKINS, MFA, Assistant Professor of English
BFA, University of North Carolina – Wilmington; MFA, University of Las Vegas – Nevada. 2008-.

ROBYN J. WILLIAMS, MS, Public Services Librarian/Cataloguer
Assistant Librarian
BA, Alice Lloyd College; MS, University of Tennessee. 2006-.

MICHAEL A. WILLIAMS, PhD, Assistant Professor of Counselor Education
BS, Kent State University; MS, University of Dayton; PhD, Ohio University. 2012-.

AMY C. MERRILL WILLIS, PhD, Assistant Professor of Religious Studies
AB, Erskine College; MDiv, Union Theological Seminary; PhD, Emory University. 2010-.

JEFFREY K. WITTMAN, MFA, Professor of Theatre
BA, West Virginia Wesleyan College; MA, Bowling Green State University; MFA, National Theatre Conservatory, Denver. 1988-.

PAULA YOURA, PhD, Professor of Communication Studies
BA, California State University at Sacramento; MA, University of California at Davis; PhD, Pennsylvania State University. 1991-.

REGULAR PART-TIME FACULTY

GLEND A CASH, MA, Instructor of Modern Languages
BA, East Carolina University; MA, University of Virginia. 2004-.

ELIZABETH B. FARNSWORTH, PhD, Assistant Professor of Education and
Human Development
BA, MEd, Lynchburg College; PhD, Virginia Polytechnic Institute and
State University. 1999-.

JOSEPH FREEMAN, III, PhD, Professor of Political Science
AB, Indiana University; MA, PhD, University of Virginia. 1970-2005.
Emeritus.

DAVID HAGEMAN, BA, Instructor of History
BA, Miami University; PhD candidate, University of Illinois. 2008-.

LESLIE HARRIS, MS, Assistant Professor of Nursing
BS, Lynchburg College; MS, Liberty University. 2010-.

EMILY HELMS, MS, Instructor of Education
BS, MS, Radford University. 2011-.

PAUL KELBAUGH, JD, Instructor of Business Administration
AB, Webster College; JD, Washington University – School of Law. 2007 -.

MICHAEL KELLY, PhD, Director of Student Teachers Placement
BS, East Stroudsburg State College; MEd, Lynchburg College. 2010-.

KERN L. LUNSFORD, PhD, Professor of Spanish
BA, MA, Florida State University; PhD, University of Maryland. 1969-.

MARY ANN MAYHEW, Assistant Professor of Leadership Studies
BA, MEd, Lynchburg College; EdD, University of Virginia. 2013-.

JAMES L. OWENS, PhD, Professor of History
BA, Presbyterian College; MA, Texas A&M University; PhD,
University of Georgia; post-doctoral study, Duke University, Emory
University. 1969-.

G. KENNETH WEST, PhD, Director of the Center for Family Studies and
Educational Advancement, Professor of Education and Human Develop-
ment
BA, Wake Forest University; MDiv, Princeton Theological Seminary; PhD,
Florida State University. 1976-.

RETIRED FACULTY

KAMAL M. ABOUZEID, PhD, Professor of Business and Economics
BA, University of Cairo, Egypt; MA, PhD, University of Texas at Austin. 1978-2001. Emeritus.

DOROTHY A. AKUBUE-BRICE, PhD, Professor of History
BS, Bluefield State College; MA, Marshall University; PhD, West Virginia University. 1993-2009. Emerita.

LINDA L. ANDREWS, EdD, Dean of the School of Health Sciences and Human Performance, Professor of Nursing
BSN, Medical College of Virginia; MSN, Medical College of Georgia; EdD, University of Virginia. 1981-2013.

DAWN ARRINGTON, MEd, MSN, Associate Professor of Nursing
BSN, University of Virginia; MEd, Lynchburg College; MSN and further graduate study, University of Virginia. 1980-1999. Emerita.

JACQUELINE W. ASBURY, EdD, Dean of the College, Professor of Health, Movement Science, and Recreation
BS, Longwood College; MS, University of Tennessee; EdD, University of Virginia. 1960-2002. Emerita.

NICANOR M. BANDUJO, MA, Associate Professor of Spanish
DR in Law, University of Havana; MA, Middlebury College; MEd, Lynchburg College; further graduate study, University of Virginia, Duke University. 1962-1998. Emeritus.

EVELYN P. BICKHAM, EdD, Professor of Education and Human Development
BS, MEd, EdD, University of Virginia; post-doctoral study, University of Maryland; study tours, British Isles, Eastern Europe, Asia. 1972-1989. Emerita.

ANNE H. BISHOP, EdD, Professor of Nursing
BSN, University of Virginia; MEd, Lynchburg College; EdD, MSN, University of Virginia. 1979-1997. Emerita.

M. CAREY BREWER, PhD, President Emeritus, Professor of Political Science
BA, Lynchburg College; MPA, PhD, Harvard University. 1964-1983.

JAMES L. CAMPBELL, PhD, Professor of English
BA, Berea College; MA, Ohio University; PhD, University of Virginia. 1967-2006. Emeritus.

ROBERT D. CARTER, PhD, Associate Professor of Psychology
BA, Lynchburg College; MSSW., University of Tennessee; PhD,
University of Michigan. 1981-1998.

VIRGINIA I. DAVIS, MEd, Associate Professor of Art
BS, Roanoke College; AB, Randolph-Macon Woman's College; MEd,
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, MEd, Associate Professor of Education and Human
Development
AB, Tufts University; MEd, Boston University; further graduate study,
Rhode Island College, Boston University, University of Virginia. 1970-
1998. Emeritus.

ROBERT S. ELLINWOOD, D.MA, Professor of Music
BA, Lynchburg College; M.M., Performer's Certificate in Voice and Opera;
D.MA in Performance and Literature, Eastman School of Music, University
of Rochester. 1964-2002. Emeritus.

ROBERT D. FLOYD JR., MS, Associate Professor of Physics
BS, Lynchburg College; MS and further graduate study, Virginia
Polytechnic Institute and State University. 1964-2000. Emeritus.

MARY B. GARBEE, MEd, Assistant Professor of English as a Second Language
BA, BS, MEd, Lynchburg College. 1966-1980 and 1985-1995. Emerita.

WILLIAM R. GOODMAN JR., PhD, Professor of Religious Studies
BA, Washington and Lee University; MDiv., Union Theological Seminary;
graduate study, New College, University of Edinburgh; PhD, Duke
University. 1969-2001. Emeritus.

MARY ELLEN GORDON-SCUDDER, EdD, Professor of Education and Human
Development
BA, The College of William and Mary; MS, Radford College; EdD,
University of Virginia. 1977-2010. Emerita.

HEYWOOD L. GREENBERG, EdD, Professor of Communication Studies
BA, Brown University; MA, EdD, Teachers College, Columbia
University. 1983-2010. Emeritus.

TERESE B. HARTMAN, PhD, Professor of English
BA, University of Wisconsin; MA, Edinboro University of Pennsylvania;
PhD, State University of New York at Buffalo. 1987-2010. Emerita.

FRANK T. HANENKRAT, PhD, Professor of English
AB, MA, University of Richmond; PhD, Emory University;
post-doctoral study, University of Virginia. 1971-2000. Emeritus.

294 Lynchburg College

CHARLES J. HANSROTE JR., PhD, Professor of Chemistry

BS, Virginia Military Institute; MS, University of Richmond; PhD, University of Virginia; post-doctoral study, Duke University. 1965-1995. Emeritus.

LINDA R. HARWELL, MS, Reference Librarian, Assistant Librarian

BA, Mississippi State College for Women; MS, Florida State University. 1981-2003.

ANNE F. HENDERSON, MEd, Associate Professor of Health, Movement Science, and Recreation

BS, Virginia Commonwealth University; MEd, University of Virginia. 1969-1993. Emerita.

HARVEY D. HUINER, PhD, Director of the Choir, Professor of Music

AB, Calvin College; MMus, Syracuse University; PhD, University of Iowa; further graduate study, Westminster Choir College. 1975-2002. Emeritus.

JOANN P. HUNT, EdD, Professor of Music

B.M., Greensboro College; MA, EdD, Teachers College, Columbia University; further graduate study, Indiana University. 1963-1997. Emerita.

FAYE C. HUNTER, MS, Assistant Professor of Nursing

BS, MS, University of Virginia. 1985-2008. Emerita

KATHLEEN L. HUSTED, MA, Assistant Professor of Education and Human Development

BS, Taylor University; MA, Michigan State University; further graduate study, Lynchburg College. 1999-2011. Emerita.

STEWART W. HUSTED, PhD, Donaldson Brown Professor of Marketing

BS, Virginia Polytechnic Institute and State University; MEd, University of Georgia; PhD, Michigan State University. 1989-2003. Emeritus.

ANNE MARSHALL HUSTON, EdD, Professor of Education and Human

Development

AB, MEd, The College of William and Mary; EdD, University of Virginia. 1970-1992. Emerita.

JAMES A. HUSTON, PhD, Dean of the College, Professor of History and International Relations

AB, AM, Indiana University; graduate study, University of Oxford; PhD, New York University; post-graduate study, University of Fribourg, Switzerland. 1972-1984. Emeritus.

NEELY S. INLOW, JD, Associate Professor of Business and Economics

BA, Auburn University; JD, Cumberland School of Law, Sanford University. 1985-2004. Emeritus.

ROSE JENSEN, PhD, Associate Professor of Sociology
BA, Luther College; MA, Marquette University; PhD, University of Iowa. 1994-2008. Emerita.

DONALD W. JOHNSON, MA, Associate Professor of Business and Economics BS,
United States Military Academy; MA, George Washington University. 1975-1996. Emeritus.

LORETTA C. JONES, EdD, Associate Professor of Education and Human Development
BS, Lynchburg College; MEd, EdS, James Madison; EdD, University of Virginia. 1990-2013.

JAMES A. KOGER, PhD, Professor of English
BA, The University of the South; PhD, Rice University. 1986-2008. Emeritus.

HELGA N. LEFTWICH, MA, Associate Professor of Modern Languages
BA, Lynchburg College; MAT, Duke University; MA, Middlebury College; further graduate study, University of Freiburg, Germany. 1963-1990. Emerita.

DEANNA MARIE LEWIS, EdD, Professor of Health, Movement Science, and Recreation, Women's Volleyball Coach
BS, Wake Forest University; MEd, University of North Carolina; EdD, University of Virginia. 1972-2002. Emerita.

JANE MELBOURNE, PhD, Associate Professor of English
BA, Hiram College; MA, PhD, Case Western Reserve University. 1987-1996. Emeritus.

CONNIE A. MESSERSCHMIDT, MEd, Assistant Professor of Education and Human Development
BS, Iowa State University; MEd, Westminster College. 1985-2011. Emerita.

DANIEL C. MESSERSCHMIDT, PhD, Professor of Economics
BS, PhD, Iowa State University. 1985-2013.

THOMAS O. MURRAY JR., PhD, Coordinator of Technology Training,
Professor of Business and Economics
BS, U.S. Naval Academy; MS, U.S. Naval Postgraduate School; PhD, Occidental University. 1985-2006. Emeritus.

LYNDALL NAIRN, MA, Director of the Alton Wilmer Writing Center, Assistant Professor of English
BA, Macquarie University, Australia; MA, University of Pittsburgh. 1997-2013. Emerita.

296 Lynchburg College

JOSEPH L. NELSON JR., PhD, East Distinguished Professor of the Humanities, Professor of Religious Studies and Greek
BS, AB, Hampden-Sydney College; BD, Union Theological Seminary; ThM, Harvard University; PhD, Union Theological Seminary, Richmond. 1952-1994. Emeritus.

THOMAS RAY NICELY, PhD, Professor of Mathematics
BS, MS, West Virginia University; PhD, University of Virginia. 1968-2000. Emeritus.

STEVEN K. NIELSEN, EdD, Associate Professor of Education and Human Development
BA, University of Colorado; MA, EdD, Northern Arizona University. 1994-2011. Emeritus.

SUSAN M. OLAH, MS, Instructor of Biology
BS, Radford University; MS, Lynchburg College. 2003-2011.

NANCY H. PHILLIPS, EdD, Professor of Education and Human Development
BA, University of Richmond; MEd, Virginia Commonwealth University; further graduate study, The College of William and Mary; EdD, University of Michigan-Ann Arbor. 1989-2001. Emerita.

ROBERT B. PHILLIPS JR., EdD, Professor of Mathematics
BS, Lynchburg College; MEd, EdD, University of Virginia; further graduate study, The College of William and Mary. 1961-1996. Emeritus.

PEGGY S. PITTA, PhD, Assistant Dean, LCSR and Senior Symposium, Professor of Psychology
BA, Bridgewater College; MA, Dalhousie University; PhD, University of Virginia. 1971-2011. Emerita

CAROL J. POLLOCK, MSLS., Public Services Librarian, Associate Librarian BA, Virginia Commonwealth University; MSLS., University of North Carolina. 1980-1999. Emerita.

JAMES J. H. PRICE, PhD, Professor of Religious Studies
BA, Hampden-Sydney College; BD, ThM, Union Theological Seminary, Richmond; Faculte de Theologie Protestante, Montpellier, France; MA, PhD, Vanderbilt University. 1965-2011. Emeritus

GWYNN W. RAMSEY, PhD, Professor of Biology, Curator Emeritus of the Herbarium
BS, MA, Appalachian State Teachers College; PhD, University of Tennessee; post-doctoral study at the National Herbarium of the Smithsonian Institution and Arizona State University. 1965-1997. Emeritus.

ROBERT JERE REAL, MA, Professor of English

BA, Virginia Military Institute; MA, University of Mississippi; MA and further graduate study, University of Virginia. 1969-1995. Emeritus.

JANICE RICE, PhD, Professor of Communication Studies

BS, University of Alabama; MA, PhD, Northwestern University. 1988-2007. Emerita.

SYLVIA M. RINKER, PhD, Professor of Nursing

BSN, Oklahoma Baptist University; MS, Oklahoma University; further graduate study, Southwestern Baptist Theological Seminary; PhD, University of Virginia. 1986-2008. Emerita

WALTER GUY RIVERS, PhD, Professor of Biology

BS, MS, University of Georgia; PhD, University of Houston; graduate study, Stanford University; post-doctoral study, University of Miami, University of New Hampshire, University of California at San Diego. 1971-1998. Emeritus.

GERALD W. ROSSON, MSA, CPA, Associate Professor of Business and

Economics

BS, MSA, Virginia Polytechnic Institute and State University. 1980-2012.

CONSTANTINE ROUSSOS, PhD, Professor of Computer Science

BA, Old Dominion University; MS, the College of William and Mary; PhD, University of Virginia. 1981-2011. Emeritus.

ROSEL SCHEWEL, EdS, Associate Professor of Education and Human

Development

AB, Hood College; MEd, EdS, Lynchburg College. 1975-1992. Emerita.

JOHN R. SCUDDER JR., EdD, Professor of Philosophy and Education

BA, Vanderbilt University; MA, University of Alabama; MDiva, Lexington Theological Seminary; EdD, Duke University. Visiting Scholar at Vanderbilt University. 1967-1993. Emeritus.

MARY C. SCUDDER, M.L.S., Director of the Library

BS, University of Alabama; MLS, George Peabody College of Vanderbilt University. 1969-1994. Emerita.

THOMAS W. SEAMAN, PhD, Professor of Sociology

BA, Lynchburg College; MA, PhD, University of Maryland. 1966-2001. Emeritus.

RICHARD G. SEYMANN, PhD, Director of Academic Assessment, Director of The Westover Fellows Honors Program, Professor of Business and

Economics

BA, Washington and Jefferson College; PhD, Emory University. 1969-2002. Emeritus.

298 Lynchburg College

WILLIAM A. SHERWOOD, PhD, Professor of Biology

BS, Wake Forest College; MEd, PhD, 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, PhD, Professor of History

BA, Waynesburg College; MA, PhD, Syracuse University. 1971-2000. Emeritus.

RICHARD JAMES SHORES, PhD, Professor of Mathematics

BS, Randolph-Macon College; MSCS, PhD, University of Mississippi. 1966-1998. Emeritus.

JAMES KENNETH SHUMAKER, MA, Associate Professor of Mathematics

BS, MA, Appalachian State University; further graduate study, Virginia Polytechnic Institute and State University, University of Virginia. 1962-1998. Emeritus.

JUDITH H. SMOTREL, MAA, Associate Professor of Mathematics

BA, Westhampton College; MAA, University of Virginia. 1974-2007. Emerita.

HAN KYU SONG, PhD, Professor of Sociology

BA Yonsei University; MA, University of North Carolina at Chapel Hill; PhD, American University. 1971-2002. Emeritus.

ORRIE O. STENROOS, PhD, Professor of Biology and Environmental Science

BA, University of Minnesota; MS, North Dakota State University; graduate study, Florida State University; PhD, Medical College of Georgia; NIH post-doctoral Research Fellowship, Florida State University. 1972-2002. Emeritus.

PHILLIP H. STUMP, PhD, Professor of History

AB, PhD, University of California-Los Angeles. 1980-2011. Emeritus.

NEAL G. SUMERLIN, PhD, Professor of Chemistry

BS, Ouachita Baptist University; PhD, University of Arkansas. 1976-2012. Emeritus.

THOMAS C. TILLER, PhD, College Marshall, Professor of Education and

Human Development

BA, Lynchburg College; MEd, University of Virginia; PhD, Florida State University. 1958-2007. Emeritus.

THELMA L. TWERY, MEd, Associate Professor of Art

BA, Randolph-Macon Woman's College; MEd, Lynchburg College; further study, New York University. 1962-1992. Emerita.

CHARLES O. WARREN JR., PhD, President of the College, Professor of Biology
BS, MS, Virginia Polytechnic Institute and State University; PhD, University
of Florida. 1993-2001.

WILMA A. WASHBURN, AB, Assistant Professor of English and Journalism
AB, Syracuse University. 1962-1985. Emerita.

ROBERT H. WHITE, PhD, Professor of French and German, Instructor of Music
BA, Rollins College; graduate study, Boston University; Diplome De
Litterature Francaise Contemporaine, The Sorbonne; PhD,
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. 1966-2012. Emeritus.

NANCY I. WHITMAN, PhD, Professor of Nursing
BS, Alfred University; MSN, University of Virginia; PhD, University
of Texas. 1991-2010. Emerita.

ALBERT J. E. WILSON III, PhD, Professor of Sociology
BS, Florida State University; MRC, PhD, University of Florida. 1983-
1994. Emeritus.

MARIE WINKS, MEd, CPA, Associate Professor of Business and Economics
BS, MEd, University of Colorado; further graduate study, University of
Nevada. 1974-2000. Emerita.

DELORES M. WOLFE, EdD, Associate Dean of the College, Professor of
Education and Human Development
BA, University of North Carolina; MEd, University of North Carolina;
EdD, University of North Carolina at Greensboro. 1987-2003. Emerita.

LOUISE C. WOMACK, MAT, Associate Professor of Education and Human
Development
BS, MAT, Lynchburg College. 1970-1992. Emerita.

WILLIAM H. YOUNG, PhD, Professor of Communication Studies
BA, The College of William and Mary; MAT, Duke University; PhD,
Emory University. 1964-2000. Emeritus.

MATTERS OF RECORD

HONORARY DEGREES CONFERRED ON MAY 12, 2012

Pauline Rose Clance Doctor of Science
D. I. Warren Doctor of Humane Letters
Virgil A. Wood Doctor of Humane Letters

DEGREES CONFERRED 2012

	Bachelor Degrees	Advanced Degrees
January 13, 2012	59	14
May 12, 2012	333	46
August 17, 2012	<u>51</u>	<u>53</u>
Total	443	113

BACHELOR DEGREES CONFERRED ON JANUARY 13, 2012

Rashard Steven Adams, BA Business Administration
Quintin D. Aldridge, BA Sport Management
Kelly Michael Austin, BA Business Administration
Jackie Elizabeth Bader, BS, Cum Laude Biomedical Science
Kathryn Anne Barclay, BA Sociology
James Robert Becker, Jr, BS Computer Science, Mathematics
Brandi Lynne Booker, BS,
Magna Cum Laude Interdisciplinary Studies-Teacher Ed
Meredith Suzanne Bradshaw, BA, Cum Laude History
Elizabeth Marie Burton, BA History
Kori V. Camp, BS Interdisciplinary Studies-Teacher Ed
Jennifer Lynn Carraway, BA Accounting
Sarah Elizabeth Catron, BA History
Jacob Ernest Cavallo, BA International Relations
Joseph Cairns Clancy, BA Sociology
Jonathan R. Collins, BA, Magna Cum Laude Economics
Erin M. Compton, BS Psychology
Thomas Allen Cox, BA Communication Studies
Jason Wesley Crawford, BA,
Summa Cum Laude,
Highest Honors in Economics Business Administration, Economics
Shayna Nicole Crews, BA, Magna Cum Laude Theatre
Danielle Margaret Crotty, BS Psychology
Ashley Renea Diamond, BA, Cum Laude Marketing
Elizabeth Williams Doss, BS,
Magna Cum Laude Interdisciplinary Studies-Teacher Ed

Christopher R. Eggeling, BS.....	Psychology
Jason Mark Elcan, BA, Summa Cum Laude.....	Economics
Justin C. Ferrell, BA.....	Business Administration
Jared Marshall Fokus, BS.....	Environmental Science
Pamela Marie Francis, BA.....	English
Abraham N. Garang, BA.....	Accounting
Alissa Michelle Gay, BS, Cum Laude.....	Interdisciplinary Studies-Teacher Ed
Joseph Robert Harris, BA.....	Marketing
Rachel Ann Hellinger, BS, Magna Cum Laude.....	Interdisciplinary Studies-Teacher Ed
Beverly Dawn Hoath, BS, Cum Laude.....	Environmental Science
Ashley Susan Hohenberger, BS, Cum Laude.....	Health And Physical Education
Chenequa N. Hubbard, BS.....	Interdisciplinary Studies-Teacher Ed
Mollie Durham Jordan, BS.....	Interdisciplinary Studies-Teacher Ed
Elizabeth Darnell Keesee, BA, Magna Cum Laude.....	Sociology
Holly R. Kennedy, BS, Cum Laude.....	Interdisciplinary Studies-Teacher Ed
Benjamin T. Kulp, BA.....	Management
Thomas Gordon Landesman, BS.....	Mathematics, Physics
Emma Claire Lippert, BA.....	English
Kerry S. Mason, BA, Cum Laude.....	Communication Studies
Si'Andra Jenaе Mason, BA.....	Art
Brice Huntington Mayhew, BA.....	Management
Stephen Godfrey Moore, BS, Cum Laude.....	Environmental Science
Aaron Ogden, BS, Summa Cum Laude.....	Computer Science
Ronald E. Pickeral, Jr, BS.....	Chemistry
Natalie Reigh, BS, Cum Laude.....	Athletic Training
Ryan Nicholas Renfro, BS.....	Psychology
Joshua Melvin Richardson, BA.....	Management
James Edson Rochow, BA.....	Sport Management
Karter Elizabeth Staton, BS.....	Interdisciplinary Studies-Teacher Ed
Robert James Stewart, BS.....	Environmental Science
C. Raine Sydnor, Iv, BA.....	Business Administration
Jennifer Nicole Tapia, BS.....	Interdisciplinary Studies-Teacher Ed
William M. Terry, BA.....	History
Mark Derek Tyree, BA.....	Criminology
Caroline Russell Vreeland, BA.....	Communication Studies
Joseph Holt Warren, BA.....	Business Administration
Katherine Mary Warren, BS.....	Health Promotion

GRADUATE DEGREES CONFERRED ON JANUARY 13, 2012

Master of Arts

Tara Newton Bowen, MA	History
Melissa A. Gill, MA.....	English
Kelly E. Jones, MA.....	History
Jennifer L. La Plante, MA.....	English
Taranee Lynn Tabaian, MA.....	English
William Cary Wright, MA.....	English

Master of Education

W. Justin Berkley, MED.....	Community Counseling
Sarah Hannah Gray, MED.....	Science Education
Jessica Diane Hunt, MED.....	School Counseling
Harmony B. Hutson, MED.....	Science Education
Richard Thomas Okimoto, MED.....	Science Education
Robert Zachary Sanzone, MED.....	Guidance & Counseling
Ashley Ann Sprentall, MED.....	Clinical Mental Health Counseling
Meghan Kailey Stafford, MED.....	School Counseling
Jaimie Lynn Wommack, MED.....	Curriculum & Instruction

Master of Science in Nursing

Kandie Chesiyna,MSN.....	Nursing
Dana Kaye Smith Woody,MSN.....	Nursing

BACHELOR DEGREES CONFERRED ON MAY 12, 2012

Carla-Marie Brooke Agee, BS.....	Interdisciplinary Studies-Teacher Education
Jeremy Sean Anderson, BA.....	Accounting
Travis Jerome Anderson, BA.....	Art
Jeffrey R. Angell, BS.....	Nursing
Conrado Javier Anguera, BA.....	Business Administration
Caroline Elizabeth Anthony, BA.....	Human Resource Management
Madeline May Archibald, BS, Magna Cum Laude, Highest Honors in Interdisciplinary Studies-Teacher Ed.....	Interdisciplinary Studies-Teacher Education
Natalie Michele Armel, BA, Magna Cum Laude.....	International Relations
Emily Gwynn Atherton, BS.....	Exercise Physiology
Alana L. Bagley, BS, Cum Laude.....	Nursing
Amanda Joy Bailey, BA, Cum Laude.....	Theatre
Hillary Alane Baird, BA.....	Art
Derrick Cornelius Baker, BA.....	Criminology
Keanna Lareese Baker, BS, Magna Cum Laude, Honors in Psychology.....	Psychology
Parna Banerjee, BA.....	Communication Studies
Molly Anne Barkman, BS.....	Environmental Science
M'Keba Evone Barksdale, BS, Cum Laude, Honors in Psychology.....	Psychology
Zane Trevor Barrick, BA, Summa Cum Laude, Highest Honors in International Relations.....	International Relations
Albert Matthew Behringer, BS.....	Biology
Skylar Marion Belinski, BS, Cum Laude.....	Nursing
Angel J. Benejan, BA.....	Religious Studies
Aubrey Michelle Berry, BS, Cum Laude.....	Health Promotion
Lucas Cameron Bianco, BS.....	Athletic Training
Melissa Claire Bieber, BA, Cum Laude.....	Communication Studies
Janice Jean Blanchard, BA.....	Political Science
Robert Wynn Blevins, BS.....	Computer Science

Charles Matthew Bowyer, BA.....	Theatre
Justin W. Brooks, BS.....	Mathematics
Lisa Michelle Broussard, BA.....	Marketing
Brandon Lee Brown, BA.....	Political Science
Judith L. Brown, BS.....	Interdisciplinary Studies-Teacher Education
Jacob Scott Bruce, BA.....	Sport Management
Gregory Allen Bruch, BA.....	Criminology
Paul Arnold Bucklen, BA, Magna Cum Laude.....	English
Mark Winston Burnette, BA.....	Sport Management
Meredith Lynn Buskard, BS, Cum Laude, High Honors in Athletic Training.....	Athletic Training
Elizabeth Caitlin Butler, BA, Cum Laude.....	Theatre
Cyndel Marie Cackowski, BA, Magna Cum Laude.....	Criminology
Katelyn Danielle Cady, BS.....	Psychology
Haley Taylor Call, BA.....	Communication Studies
Emily Anne Callahan, BS.....	Interdisciplinary Studies-Teacher Education
Melody A. Callahan, BS, Summa Cum Laude.....	Health Promotion
Nathan Isaiah Campbell, BA.....	Religious Studies
Allyson Marie Cannella, BS, High Honors in Athletic Training.....	Athletic Training
Jamie Markham Carille, BA.....	Marketing
Amy Lynn Carlineo, BS.....	Nursing
Kristin Renee Carlson, BS.....	Biology
Katherine D. Chappell, BS, Magna Cum Laude.....	Interdisciplinary Studies-Teacher Education
Andrew Joseph Chase, BA.....	Economics
Mark Vincent Chauteh, BA.....	Business Administration
Andrew B. Chick, BS.....	Environmental Science
Elizabeth Braden Childress, BA, Magna Cum Laude, Highest Honors in Philosophy, Highest Honors in French.....	French, Philosophy
Bryson Michael Cochran, BA.....	Criminology
Sarah Gretel Coleman, BS.....	Interdisciplinary Studies-Teacher Education
Thomas Bradley Coles, BA, Cum Laude.....	History
Francis Buchanan Cook, BS, Cum Laude, Honors in Athletic Training.....	Athletic Training
Robert L. Courtney, Jr, BA.....	Sociology
Charles Howard Covington, BA.....	Business Administration
Robin Danielle Cox, BA, Cum Laude, High Honors in International Relations.....	International Relations
Gabrielle Monique Rhod Crawford, BS.....	Nursing
Catherine Lauren Crump, BS.....	Health Promotion
Erno Csatlos, BS.....	Nursing
Daniel James Cutright, BS, Cum Laude, High Honors in Exercise Physiology.....	Exercise Physiology
Margaret Anne Dakin, BA.....	Communication Studies
Lauren Renee Dalton, BA.....	Art
Hannah Kelsey Dangler, BA.....	Communication Studies

304 Lynchburg College

Ralph F. Davis, BA.....	Accounting, Economic Crime Prevention/Investigation
Teal Reshae Davis, BS.....	Interdisciplinary Studies-Teacher Education
Tyler Kane Dehaven, BA.....	Communication Studies
Megan Olivia Delp, BA,	
High Honors in Communication Studies.....	Communication Studies
Brandon Taylor Demers, BS.....	Exercise Physiology
Andrew Joseph Desantis, BA.....	Communication Studies
Ashley-Ann R. Desrosiers, BS, Summa Cum Laude,	
High Honors in Psychology.....	Psychology
Elizabeth Ann Dick, BA.....	Criminology
Kelly Ann Doescher, BS.....	Interdisciplinary Studies-Teacher Education
Mary Julian Donahue, BA.....	Communication Studies
Erik Thomas Donofrio, BS, Cum Laude.....	Enviro Science, Enviro Studies
Matthew F. Dotten, BA.....	International Relations
Brian Wayne Dovell, BA.....	Communication Studies
Matthew Allen Dowd, BA.....	Sociology
Abigail Lyman Doyle, BS.....	Exercise Physiology
Jillian Florence Dziewisz, BA, Cum Laude.....	Business Administration
Jordan Mae Eastwood, BA.....	English
Jacquan Lervon Eldridge, BA.....	Business Administration
Whitley Taryease' Elmore, BA.....	Human Resource Management
Christopher K. Emerson, BA.....	English
Brandon Michael Epps, BS.....	Health Promotion
Cole Michael Erickson, BA.....	Marketing
Nels Frederick Erickson, BA, Magna Cum Laude.....	Environmental Studies
Tessa Annette Evans, BA, Summa Cum Laude,	
Highest Honors in History.....	History
Caitlin Nicole Falls, BS, Cum Laude.....	Interdisciplinary Studies-Teacher Education
Alicia Marie Farmer, BS.....	Interdisciplinary Studies-Teacher Education
Elizabeth Anne Fasbinder, BS,	
Magna Cum Laude,	
Highest Honors in Interdisciplinary Studies-Teacher Ed.....	Interdisciplinary Studies-Teacher Education
Dukens Jacques Fede, BA.....	Sport Management
Tyana Malia Fellenger, BS, Cum Laude.....	Nursing
Taylor Pierce Fellows, BS.....	Interdisciplinary Studies-Teacher Education
Tara Dawn Fesler, BA, Magna Cum Laude.....	Sociology
Sarah E. Fleming, BS, Cum Laude.....	Interdisciplinary Studies-Teacher Education
Richard Wallace Fletcher, BS.....	Environmental Science
Susan Kwick Flint, BS.....	Nursing
Jamie Marie Flores, BS.....	Biomedical Science
Jessica Renay Floyd, BS.....	Interdisciplinary Studies-Teacher Education
Tiara Tanae' Ford, BA.....	Political Science
Allen Laughlin Francis, BA.....	Communication Studies
Meagan E. Fredenberg, BA.....	Criminology
Brooke S. Fremeau, BA.....	Art
Tiffany Allyn Frye, BA.....	Sport Management

Amy Elizabeth Furr, BA,

Magna Cum Laude.....	Communication Studies, International Relations
Courtney Laurette Galbreath, BS.....	Interdisciplinary Studies-Teacher Education
Amber Monet Gardner, BS.....	Interdisciplinary Studies-Teacher Education
Courtney Marie Garner, BA.....	Communication Studies
Robert Guy Garrett, Iv, BA.....	Sport Management
Michael Joseph Gaviorno, BA.....	Spanish
Katherine Ann Gebhard, BS.....	Exercise Physiology
Kelly Marie Gerland, BA.....	Management
Lisa Michelle Gervasoni, BA, Magna Cum Laude.....	Communication Studies
Christopher M. Giannone, BS.....	Health Promotion
Ashley Gibbons, BS.....	Psychology
Brittany Nicole Gibson, BS.....	Interdisciplinary Studies-Teacher Education
Brooke Erin Gibson, BS.....	Interdisciplinary Studies-Teacher Education
Brian William Giese, BA.....	English
Kaleigh Katherine Giles, BA.....	Political Science
Kayla S. Godsey, BA.....	Accounting
Jennifer Hill Greer, BS.....	Nursing
Erin Elise Grogan, BA, Summa Cum Laude,	
Highest Honors in English.....	English, Psychology
Earl Owen Grubbs, BS, Summa Cum Laude,	
Highest Honors in Computer Science.....	Computer Science
Richard Chaumont Guardiani, BA, Magna Cum Laude.....	Sport Management
Ebony Ryk'Kera Gunter, BS.....	Biology
David Hadwin, BS.....	Computer Science
Jhasmine Elizabeth Hall, BS.....	Nursing
Pamela Sue Hall, BA, Magna Cum Laude.....	History
Thomas Alan Hall, BA.....	Business Administration
Leslie Erin Hankins, BS.....	Athletic Training
Natasha Joy Harkins, BS.....	Health Promotion
Callom B. Harkrader, BS, Magna Cum Laude.....	Psychology
Ethan Gregory Harris, BA.....	Communication Studies
Rebecca Lynn Harris, BA, Cum Laude.....	Chemistry
Cheryl Lynn Harte, BS.....	Biology
Courtney Leigh Havens, BS.....	Interdisciplinary Studies-Teacher Education
Elizabeth Alarie Haxton, BA, Magna Cum Laude.....	Communication Studies
Anna Louise Heilman, BS.....	Interdisciplinary Studies-Teacher Education
Emilee Mules Herbert, BS.....	Environmental Science
Elizabeth Coe Heyward, BA.....	Sociology
Amylynn Bailey Hollingsworth, BA.....	International Relations
Lynn Garner Holmes, BS, Cum Laude.....	Nursing
Jamie Lyn Hoover, BA.....	Communication Studies
Jessica Ann Horton, BA.....	Communication Studies
Brian Davis Hudson, BS, Magna Cum Laude,	
Highest Honors in Computer Science.....	Computer Science
Maryjean Elizabeth Huether, BS.....	Health Promotion
Lynnette Karlton Inge, BS.....	Nursing
Alexandra Shipley Jadovich, BA.....	International Relations

306 Lynchburg College

Julia K. Jameson, BA.....	Communication Studies
Elizabeth A. Jaxtheimer, BS.....	Nursing
Amber Michelle Jeffries, BS.....	Psychology
Melissa Anne Jennings, BA.....	English
Michael Ernest Jewell, BS.....	Mathematics
Amanda Van Duyne Johnston, BS, Magna Cum Laude.....	Exercise Physiology
Kristen Dianne Jones, BA.....	Accounting
Penny Stockdale Jordan, BA.....	Accounting
Brooke Elizabeth Justice, BS, Magna Cum Laude, Highest Honors in Mathematics.....	Mathematics
Elizabeth Lee Kane, BS.....	Exercise Physiology
Rachel Elizabeth Kazman, BS.....	Athletic Training
Rebecca Evans Kelly, BA.....	Sociology
Morgan Lee Kidd, BA.....	Communication Studies
James Alton Kirkpatrick, BA.....	Philosophy
Julia Kathryn Kittel, BA, Cum Laude, Honors in Music.....	English, Music
Gregory Patrick Knight, BA.....	Environmental Studies
Ashley M. Knowles, BA.....	History
Michael James Kobes, BA.....	Communication Studies
Mary Elizabeth Korman, BA.....	Marketing
Erik Matthew Korsgaard, BS.....	Exercise Physiology
Elena Jett Kritter, BA.....	Theatre
Mitchell Kucheruk, BA.....	Sport Management
James Harrison Kyte, BS.....	Biology
Sarah Tatum Lampkin, BA.....	Communication Studies
Matthew T. Lance, BA.....	Economics
Krystle Dawn Landes, BS.....	Health Promotion
Danielle Nicole Langlois, BS.....	Health Promotion
Brendan Francis Lannon, BA, Magna Cum Laude, High Honors in Sociology.....	Sociology
Roniann Michelle Laroque, BA.....	Communication Studies
Katherine R. Latta, BS.....	Nursing
Sarah Alexis Laurent, BS.....	Exercise Physiology
Jeanet Lynn Lautieri, BS.....	Interdisciplinary Studies-Teacher Education
Albert Douglas Leavell, BS, Cum Laude, Honors in Environmental Science.....	Environmental Science
Matthew Michael Leech, BA, Summa Cum Laude.....	Business Administration
Brittany Nicole Leftwich, BS, Magna Cum Laude.....	Nursing
Jennifer Elizabeth Lemay, BS.....	Health Promotion
Keith Wade Lester, Jr, BA, Magna Cum Laude, Highest Honors in Computer Science.....	Business Admin, Computer Science
Anne Elizabeth Lloyd, BS.....	Nursing
Jaimie Melissa Lull, BA.....	Art
James F. Macleod, BA.....	Environmental Studies
Jessica Leah Mader, BS, Magna Cum Laude.....	Environmental Science
Jane Magodo, BS.....	Nursing
Jeannine Mary Malay, BA.....	Accounting
Danny Michael Mason, BA.....	Accounting

Kara Leigh Matthews, BA.....	Sport Management
Grace Leona Mattox, BA, Magna Cum Laude.....	Art
Karly Jean Mayhew, BA, Magna Cum Laude, Honors in Criminology.....	Criminology
Stephanie Blake McCall, BS.....	Nursing
James Leonard McDaniel, III, BS, Magna Cum Laude.....	Biology
Ashley Scott McHaney, BS, Cum Laude, Highest Honors in Health Promotion.....	Health Promotion
Thomas S. Mellon, BA.....	Sport Management
Aster D. Mengesha-Gubay, BA.....	International Relations
Jessi Leigh Mikonis, BS.....	Nursing
Brittany Alexandra Miksch, BA.....	Sociology
Kathleen Pilar Miller, BS.....	Nursing
Kelly Michelle Miller, BA, Magna Cum Laude.....	Accounting
Timothy E. Milner, BA.....	Management
John Thomas Mitchell, BA.....	Communication Studies
Hannah E. Mobley, BA, Cum Laude.....	Art
Alicia Maria Monckeberg, BS.....	Nursing
Miles Shannon Monroe, BS.....	Health Promotion
Talethia D. Morgan, BA.....	Sociology
Crystal Ann Morris, BS.....	Interdisciplinary Studies-Teacher Education
Kristina Lyn Morris, BA, Magna Cum Laude, Honors in Marketing.....	Marketing, Sport Management
Rachel M. Morris, BA.....	Chemistry
Trenton L. Morris, BS.....	Psychology
Samuel William Musselman, BA.....	Sport Management
Renee Cundiff Nauful, BS.....	Nursing
Leanne Nicole Nystrom, BS.....	Health Promotion
Caitlyn Elizabeth O'Connor, BS.....	Psychology
Joseph E. Olsen, BA, Honors in History.....	History
William Wesley Orndorff, BS.....	Environmental Science
Helen A. Osinga, BA.....	Business Administration, Communication Studies
Renee Overstreet-Christoph, BS, Cum Laude.....	Health Promotion
Venice B. Paliangayan, BS.....	Psychology
Edward G. Parker, BS.....	Mathematics, Physics
Hiral Jitendrakuma Patel, BA.....	Accounting
Benjamin Thomas Paull, BA.....	History
Rachel Mary Petersen, BA.....	Sport Management
Cassandra F. Pettus, BS.....	Health Promotion
Emily Grace Pfeiffer, BA.....	Criminology, History
Michelle Marie Pfluger, BS, Cum Laude.....	Nursing
Rachel Garrett Phillips, BS.....	Nursing
Ryan Baxter Plummer, BA.....	History
Amy Gail Poindexter, BA.....	History
Jeffrey Mitchell Poole, BS, Cum Laude, High Honors in Mathematics, Honors in Spanish.....	Mathematics, Spanish
Brandon Gil Powell, BA.....	Communication Studies
Meredith Greer Powers, BS, Cum Laude.....	Nursing

308 Lynchburg College

Mary Christine Prinzinger, BS	Biology
Justin Michael Pripkin, BA	Communication Studies
Tarah M. Rahner, BS	Nursing
Claire Louise Randall, BA	Sociology
Michael Lawrence Randall, BA, Cum Laude	Accounting
Sarah Ashton Ranfone, BA, Cum Laude, Highest Honors in Spanish	International Relations, Spanish
Samantha Nichole Redding, BS, Magna Cum Laude	Interdisciplinary Studies-Teacher Education
Kyle E. Reder, BS	Biomedical Science
John Frederick Regner, BA, High Honors in Political Science	Political Science
Edgar Eduardo Reyes, BA	Art
Anna Elizabeth Reynolds, BS	Health Promotion
Chad W. Rice, BA	Communication Studies
Philip M. Rizk, BA	Business Administration
Dana Rochelle Robertson, BS, Summa Cum Laude	Interdisciplinary Studies-Teacher Education
Adrian N. Robinett, BA, Cum Laude	Communication Studies
Colby Elizabeth Robinson, BA	English
Alyssa Lorraine Roehr, BA	Management
Jordan Ashley Rooney, BA	Criminology
Lynette Renee Russell, BS	Psychology
Eva K. Samford, BS	Psychology
Travis James Sandvig, BA	History
Jorge Enrique Santos, BA	History
Matthew Benjamin Sauer, BA	Accounting
Amanda Noelle Saunders, BA	Art
Jeffrey Benjamin Schwartz, BA	English
Charles Paul Schwarz, BS	Psychology
Autumn L. Scott, BA	Communication Studies
Nathan Daniel Seeburger, BS	Biology, Chemistry
Gabrielle Maria Seibert, BS	Biomedical Science
Alexandra N. Seymour, BS	Nursing
Philip C. Shear, BS	Environmental Science
Julia Blair Shelton, BS	Nursing
Wendy Michele Sherwood, BS	Nursing
Katie Lynn Shinske, BS	Nursing
Joseph Earnest Shumaker, III, BA, Magna Cum Laude, Honors in Philosophy	Philosophy
Benjamin Marc Siegel, BA	Communication Studies
Jennica Ashley Sims, BA	Philosophy-Political Science
Alesha Renee Slaughter, BA	Sociology
Emily C. Smedley, BA, Magna Cum Laude, Honors in Criminology, Honors in Psychology	Criminology, Psychology
Deanna Helen Smith, BS, Cum Laude, High Honors in Athletic Training	Athletic Training
Jason D. Smith, BA	Criminology

Sarah Jordan Smith, BS.....	Exercise Physiology
Sean Francis Smollon, BA.....	Marketing
James Judson Snell, BA.....	Management
Joan Patricia Snyder, BA.....	Art
Roland D. St. Clair-Barrie, BA.....	Business Administration
Sam Ferguson Steinke, BA.....	Sociology
Arianna Leigh Stelling, BS, Cum Laude, Highest Honors in Psychology.....	Psychology, Sociology
Emma Katherine Stepp, BS, Cum Laude.....	Nursing
Anne Marie Stinson, BS.....	Nursing
Kaelyn M. Sullivan, BS.....	Exercise Physiology
Lindsey Megan Sullivan, BA, Magna Cum Laude.....	Art
Casey Anselm Sutherland, BA.....	Sociology
Kelly Lee Sutphin, BA.....	Sport Management
Kara Patricia Swankowski, BA.....	Communication Studies
Reid Barrett Taylor, BA, Cum Laude, High Honors in Economics.....	Economics, French
Joy Renee Thompson, BA, Magna Cum Laude.....	Communication Studies
Taylor Ryan Thompson, BS.....	Psychology
Alexandra Ellyse Tomko, BA.....	Business Administration
Anthony John Tompkins, BA.....	Communication Studies
Samantha Carlene Totty, BA.....	English
Katherine M. Townes, BA.....	Economics
Deborah Marie Traynor, BA.....	Business Administration
Caitlyn D. Turner, BS.....	Athletic Training
Joanna M. Turner, BS.....	Psychology
Sarah Elizabeth Turner, BA.....	History
Matthew A. Vanderzee, BS.....	Psychology
Caroline Elizabeth Vick, BA.....	International Relations
Sydney Rheanne Viers, BS, Cum Laude.....	Interdisciplinary Studies-Teacher Education
Philip Vuong, BA.....	Marketing
Amanda Jill Wain, BS.....	Nursing
Taylor Anne Walker, BS, Magna Cum Laude.....	Interdisciplinary Studies-Teacher Education
Catherine M. Ward, BS.....	Psychology
Christopher Fitton Wargo, BS, Magna Cum Laude.....	Health Promotion
David Russell Warner, BA.....	International Relations
Jordan L. Warrington, BS.....	Nursing
Christina Renee Washington, BS, Cum Laude.....	Interdisciplinary Studies-Teacher Education
Rebecca Joy Wasz, BS.....	Health Promotion
Lauren Radzville Watkins, BA.....	Sociology
Melanie Grace Wheeler, BA.....	Criminology
Brian Douglas Wilcox, BA, Cum Laude.....	Communication Studies
Andrew K. Wilfong, BA.....	Accounting
Aaron Doyle Williams, BA.....	History
Kristen Faith Williams, BS.....	Interdisciplinary Studies-Teacher Education

310 Lynchburg College

Megan Lynn Willis, BS.....	Health Promotion
Lewis Henry Wilson, Jr, BS.....	Economics, Mathematics
Raul Cibastian Wilson, BA.....	History
Christopher Allen Wishon, BA.....	Political Science
Zachary Andrew Wood, BS, Cum Laude.....	Exercise Physiology
Benjamin William Wright, BA.....	Sport Management
Ronald William Wright, BS.....	Biology
Stefan F. Zedlacher, BA, Summa Cum Laude.....	Communication Studies
Bethany Ziegler, BA, Summa Cum Laude.....	Communication Studies
Aubree Sara Zimmerman, BS.....	Psychology
Danielle Zongrone, BS.....	Psychology

GRADUATE DEGREES CONFERRED ON MAY 12, 2012

Master of Arts

Brian Adam Dusel, MA.....	History
Maria V. Masci, MA.....	English
Royal Shiree, MA.....	English
Cynthia Anne Tighe, MA.....	English

Master of Business Administation

Wade Jay Baumgartner, MBA.....	Business Administration
Randall R. Birnschein, Jr, MBA	Business Administration
Thomas Alan Grindo, MBA.....	Business Administration
Simone M. Hamilton, MBA.....	Business Administration
Heather Pribble Hudson, MBA.....	Business Administration
Robert Lawrence Johnson, Jr, MBA.....	Business Administration
Amy Lynn Harris Libeau, MBA	Business Administration
Todd Donation Libeau, MBA	Business Administration
Troy Douglas Manley, MBA.....	Business Administration
Emily Cameron Mattox, MBA.....	Business Administration
Dustin Rodney Pillow, MBA	Business Administration
Martin L. Renfro, MBA	Business Administration
William Christopher Rutherford, MBA	Business Administration

Master of Education

Vicky Walker Aherron, MED.....	Educational Leadership
Kaitlyn Jill Bowman, MED	Curriculum & Instruction
Kyle Phillip Bradley, MED	Educational Leadership
Alisa M. Bryant, MED.....	School Counseling
Elizabeth Campbell, MED	Curriculum & Instruction
Melissa Anne Caruso-Early, MED.....	Clinical Mental Health Counseling
Brooke Shively Clements, MED.....	School Counseling
Daniel R. Colascione, MED.....	Educational Leadership
Gary Lee Cowden, MED	Educational Leadership
Christine Robertson Dalton, MED.....	Science Education
Benjamin J. A. Deets, MED.....	Clinical Mental Health Counseling

Bradley J. Demoret, MED	Special Education
Lance Taylor Firebaugh, MED	School Counseling
Jason W. Fleshman, MED	School Counseling
Katherine Elizabeth Floyd, MED	Science Education
Amber Mone'T Freeman, MED.....	School Counseling
Eleanor Hyman Garrett, MED	Curriculum & Instruction
Cortney Hodges Gary, MED.....	Curriculum & Instruction
Kimberly Lynn Gear, MED	Clinical Mental Health Counseling
Sally J. Goodrich, MED.....	Educational Leadership Heather
Blackwood Hammock, MED.....	Clinical Mental Health Counseling
Lauren Elizabeth Harris, MED	Curriculum & Instruction
Karen Leigh Heaphy, MED.....	School Counseling
Jessica Mae Jones, MED.....	Educational Leadership
Levette Janae Jones, MED.....	School Counseling
Christopher Douglas Knowles, MED	Educational Leadership
Jared R. Melot, MED	Educational Leadership
Kevin Charles Mendez, MED	Educational Leadership
Rachel Lynn Montgomery, MED.....	Educational Leadership
Karen May Richardson, MED	School Counseling
Benjamin D. Sarraf, MED	Educational Leadership
Nicholas Daniel Sebesta, MED.....	Educational Leadership
Max L. Silberlicht, MED	Educational Leadership
Shannon Wray Whisenant, MED	Curriculum & Instruction
Crystal Baldwin Wimmer, MED.....	Special Education
Amanda Gayle Wodke, MED	School Counseling

BACHELOR DEGREES CONFERRED ON AUGUST 17, 2012

Ashley Nicole Baker, BS	Mathematics
Caitlin Vaughan Blair, BS	Health Promotion
Amanda Shea Brooks, BS	Psychology
Elizabeth Randolph Brown, BS, Cum Laude.	Health Promotion
Lesley Marie Buckingham, BS	Health Promotion
Amanda Powell Butterfield, BS.....	Interdisciplinary Studies-Teacher Education
Danielle Helen Byron, BS.....	Health Promotion
Jordan Dial Clark, BS.....	Interdisciplinary Studies-Teacher Education
Paul Edward Cole, BA.....	Environmental Studies
Marley Macdonald Connor, BA, Magna Cum Laude.....	Spanish
Joseph Lee Corley, Jr, BA.....	Sport Management
Shane David Corpolongo, BS.....	Athletic Training
Emma Elizabeth Davis, BS.....	Interdisciplinary Studies-Teacher Education
Taylor Marie Davis, BA, Honors in Management.....	Management
Alex Anthony Doumlele, BS.....	Environmental Science
Jacob Kyle Draper, BA.....	English
Kyle Ryan Gerlufsen, BS.....	Health And Physical Education
Kyle Greaney, BA.....	Music
Carly Marie Greenlief, BS.....	Interdisciplinary Studies-Teacher Education

312 Lynchburg College

Kelly Jean Hale, BA.....	Communication Studies
Allyson Elena Harmon, BA.....	Marketing
Sarah Logan Ingram, BA.....	Communication Studies
Ann Elizabeth Key, BA, Cum Laude, Honors in Music.....	Music
Elizabeth Claire Kircher, BA.....	Environmental Studies
Brittany Lynn Klippstein, BS.....	Interdisciplinary Studies-Teacher Education
Ashley D. Lewis, BS.....	Interdisciplinary Studies-Teacher Education
Chase Ellison Loetz, BA.....	Communication Studies
Jonathan E. Lombardo, BS	Interdisciplinary Studies-Teacher Education
Reginald Tucker Lucas, BA	Communication Studies
John Darrell Lynn, Jr, BA	Philosophy
James Benjamin Mason, BA, Magna Cum Laude.....	Sport Management
Clarence Edward McCray, II, BS	Psychology
Kathryn Earl McDaniel, BA	Political Science
Molly M. McKechnie, BS.....	Biomedical Science
Chad Ryan Morris, BA.....	Communication Studies
Michael Joseph Mosier, BA.....	Environmental Studies
Michelle E. Piasecki, BS.....	Health Promotion
Derek T. Pinheiro, BS	Environmental Science
Brookes Orthwein Potter, BA	Sociology
Curtis Lamar Revely, BS.	Computer Science
Robert Sidney Rindler, BS.....	Psychology
Tyler Kirk Romano, BA.....	Business Administration
Walter Dustin Scott, BA, Cum Laude.....	Sport Management
Andrew Jacob Sines, BA.....	Environmental Studies
Julie Anne Staton, BA.....	Business Administration
Marilyn Saren Thach, BA	Communication Studies
Keavonnda V. Totten, BS	Health Promotion
Lori Brianne Trent, BS.....	Health Promotion
Katie Elaine Walls, BS.....	Health Promotion
Michael David Walters, BA	Sport Management
Kirsten Alanna Wells, BS.....	Health Promotion

GRADUATE DEGREES CONFERRED ON AUGUST 17, 2012

Master of Arts

James Ronald Coleman, Jr, MA.....	English
Glynis Ann Hopkins, MA.....	Music
Lee Anne Sheridan, MA.....	Music
Heather Kaitlin Sumner, MA.....	Music
Antonios I. Ververis, MA.....	Music

Master of Business Administration

Kevin Thomas Byrd, MBA.....	Business Administration
M Lee Cannon, II, MBA.....	Business Administration
William Hatcher Cox, MBA	Business Administration

Zachary Scott Daily, MBA.....	Business Administration
Ashley Lynn Gardner, MBA.....	Business Administration
Jessica Leigh Hall, MBA	Business Administration
Roy Karl Ilch, MBA.....	Business Administration
Jeffrey W. Kuhland, MBA.....	Business Administration
Vibha Catherine Rego, MBA.....	Business Administration
John Young Stokes, II, MBA	Business Administration
Daniel Asefa Telele, MBA	Business Administration

Master of Education

ShDerrick Rapheal Brown, MED	Educational Leadership
Elicia Michele Bryant, MED.....	Educational Leadership
Cathey Steiner Burks, MED	Educational Leadership
Susan Watts Cash, MED	Educational Leadership
Kathryn Nelson Jones Cohen, MED.....	Clinical Mental Health Counseling
Christy Johnson Compton, MED	Educational Leadership
Tara Smith Cothren, MED	Clinical Mental Health Counseling
Jeremy M. Craft, MED	Reading
Jessica Sink Dalton, MED	Educational Leadership
Heather S. Erb, MED	Teaching & Learning
Lauren McKee Falwell, MED.....	Educational Leadership
Christopher M. Glover, MED	Educational Leadership
Crystal Michelle Grubbs, MED	Reading
Jennifer A. Hall, MED	Educational Leadership
Kelley Duddleson Jacobs, MED	Special Education
Contessa Shavonna Johnson, MED	Reading
Brian Thomas Kane, MED.....	Science Education
Allison J. Kappler, MED.....	Science Education
Emily Elizabeth Lotkowictz, MED.....	Educational Leadership
Craig McDonald Maddox, MED	Educational Leadership
Shannon G. May, MED.....	Educational Leadership
Courtney Suzanne Stau Mayberry, MED.....	Reading
Virginia Venesta Menal, MED	Special Education
Erin Burnette Mills, MED.....	Reading
Stephen Randall Moseley, MED.....	Science Education
Jessica Yanira Palacios, MED	Clinical Mental Health Counseling
Kallan Shaun Parsley, MED.....	Educational Leadership
Christopher J. Perzinski, MED	Educational Leadership
Rebecca B. Pierce, MED	Educational Leadership
Christen J Colburn Rhodes, MED	Educational Leadership
Kathryn Elizabeth Ryan, MED	Educational Leadership
Jessica Rae Scott, MED	Special Education
Melanie Kiser Simmons, MED	Educational Leadership
Sarah Allison Smith, MED.....	Special Education
Wanda Rose Smith, MED	Educational Leadership
Adele C. St. Aimee-Wells, MED	Reading
Ryan Patrick Stuller, MED.....	School Counseling
Janessa Lynn Terry, MED	Clinical Mental Health Counseling

314 Lynchburg College

Donielle Sears Tomlin, MED	Reading
Elizabeth Richards Williams, MED	Educational Leadership
Linda Gayle Wise, MED	Educational Leadership
Lauren Zielenski, MED	Reading

ENROLLMENT - FALL SEMESTER 2012

UNDERGRADUATE PROGRAM

FULL-TIME STUDENTS	Women	Men	Total
Seniors	300	162	462
Juniors	308	225	533
Sophomores	318	237	555
Freshmen	306	229	535
Non-Degree	1	2	3
TOTAL FULL-TIME STUDENTS	1,233	855	2,088
TOTAL PART-TIME STUDENTS	82	41	123
TOTAL UNDERGRADUATE STUDENTS	1,315	896	2,211

GRADUATE PROGRAM

	Full-time	Part-time	Total
Business	6	35	39
Education	83	98	181
English	7	9	16
History	5	11	16
Leadership Studies	2	21	23
Music	0	3	3
Nursing	4	12	16
Physical Therapy	138	1	139
Non-Degree	3	109	112
TOTAL GRADUATE STUDENTS	248	297	545

TOTAL UNDERGRADUATE AND GRADUATE ENROLLMENT 2,756**STATES REPRESENTED BY FULL-TIME UNDERGRADUATE STUDENTS**

Arizona	2	Massachusetts	54	Tennessee	5
California	14	Michigan	3	Texas	11
Connecticut	50	Minnesota	1	Vermont	4
Delaware	47	New Hampshire	8	Virginia	1,380
District of Columbia	2	New Jersey	91	Washington	1
Florida	14	New York	55	West Virginia	5
Georgia	8	North Carolina	46	Wisconsin	1
Illinois	4	Ohio	11	International	25
Indiana	4	Oklahoma	2	TOTAL	2,088
Kentucky	7	Oregon	1		
Louisiana	1	Pennsylvania	72		
Maine	2	Rhode Island	3		
Maryland	150	South Carolina	4		

INDEX

A

Academic Advising, 210
Academic Calendar, 10
Academic Coaching Program, 216
Academic Competitiveness Grant, 254
Academic Degree Requirements, 191
 Application to Graduate, 192
 Bachelor's Degree, 191
 Governing Catalogue, 191
 Graduation, 192
 Second Degree, 191
Academic Load, 209
Academic Probation, 192
Academic Programs, 17
Academic Regulations, 191
Academic Scholarships, 253
Academic Services and Resources, 210
Academic Sessions, 14
Academic Standing, 192
 Academic Probation, 192
 Reapplication after Suspension, 196
 Suspension, 195
 Appeal of, 196
Academic Suspension, 195
Access Students (Non-Traditional Age Students), 246
Accounting Courses, 99
Accounting Major, 32
Accounting Minor, 33
Accreditation, 12
Activities Fees, 259
Administration and Staff, 268
Admissions, 245
 Dual-Enrollment, 249
 Early, 245
 Home-Schooled Applicants, 245
 International Students, 247
 Non-Degree, 248
 Readmission, 248
 Requirements for Freshman, 245
 VCCS Associate Degree Students, 247
Advanced Placement Scholars Program, 245
Alumni Programs, 263
American History Emphasis, 75
Appeal of Suspension, 196
Application Fee, 257
Art History Minor, 42
Art Major
 Graphic Design Emphasis, 40
 Studio Art Emphasis, 41
Athletics: Intercollegiate, 236
Athletic Training Courses, 104
Athletic Training Major, 61
Attendance Policy, 207

B

Bachelor Degree Requirements, 191
Behavioral Standards for Learning Environments, 193
 Violations of, 193
Belle Boone Beard Center on Aging, 211
Biology Courses, 106
Biology Major, 88
Biology Minor, 89
Biomedical Science Courses, 109
Biomedical Science Major, 89
Board of Trustees, 264
Business Administration Major, 33
Business and Economics, School of, 32
Business Minor, 34

C

Calendar of Events, 10
Campus Media, 237
Campus Store, 210
Campus, The, 15
Career Development, 211
Center for Global Education, 213
Centers of Lynchburg College, 211
Chemistry Courses, 112
Chemistry Major, 91
 Bachelor of Arts, 91
 Bachelor of Science, 91
Chemistry Minor, 91
Church-Related Occupation Program
 Pre-Ministerial, 30
Civic Engagement Minor, 70
Class Attendance, Policy Regarding, 207
Classification of Students, 197
 Degree Candidates, 197
 Non-Degree Candidates, 197
Claytor Nature Study Center, 212
Coaching Minor, 62
Communication and Social Influence Emphasis, 43
Communication and Social Influence Minor, 44
Communication and the Arts, School of, 39
Communication Courses, 114
Communication Studies Major, 43
 Communication and Social Influence Emphasis, 43
 Convergent Journalism Emphasis, 44
 Electronic Media Emphasis, 45
 Public Relations Emphasis, 46
Community Development and Social Justice, Center for, 211
Computer Science Application Minor, 92
Computer Science Courses, 118
Computer Science Major, 91
Computer Science Minor, 92

Conduct Codes and Regulations, 239
Continuing Student Enrollment Deposit and Refund, 258
Convergent Journalism Emphasis, 44
Convergent Journalism Minor, 45
Core Goals, 17
Counseling Services, 231
Course Repetition, 208
Credit by Examination, 197
Criminology Courses, 121
Criminology Major, 70
Criminology Minor, 71
Critograph, The, 237
Cultural Studies Emphasis, 84

D

DANTES Subject Standardized Tests, 200
Daura Gallery, 219
Dean's List, 200
Degree Requirements, Academics, 191
Design/Technical Emphasis, 54
Deviance and Crime Emphasis, 85
Disability Services, 217
Disabled Students, 224
 Physical, 228
Donovan Center for Media Development, 212
Dropping or Adding Courses, 200
Drug Free Environment, 240
Dual-Degree Engineering Program with, 92
 Old Dominion University, 92
 The University of Virginia, 92
Dual-Enrollment, 249

E

Early Admission and Enrollment, 245
Economic Crime Prevention and Investigation, 35
Economic Education, Center for, 212
Economics Courses, 121
Economics Major, 34
 Financial Emphasis, 34
 General Emphasis, 34
Economics Minor, 35
Education, School of, 56
Electronic Media Emphasis, 45
Electronic Media Minor, 46
Elementary Education Emphasis, 56
Engineering Program, Dual Degree, 92
 Old Dominion University, 92
 The University of Virginia, 92
English as a Second Language Program, 215
English Courses, 126
English Major, 71
 Literature Emphasis, 72
 Writing Emphasis, 72
English Minor, 73
Enrollment - Fall Semester 2009, 315
Environmental Science Courses, 131
Environmental Science Major, 93
Environmental Science Minor, 94

Environmental Studies Courses, 133
Environmental Studies Major, 94
Environmental Studies Minor, 95
European Emphasis, 76
Executive Committee of the Board, 267
Exercise Physiology Courses, 134
Exercise Physiology Major, 62
Expenses, 257

F

Family Studies, Center for, 212
Fees
 Facilities, 260
 Overload, 259
 Special
 Private Music Lesson, 260
 Student Activities, 259
 Technology (Resident Students), 260
Final Examinations, 201
Finance Courses, 136
Financial Aid, 251
 Accumulated Hours, 252
 Incremental Progress, 252
 Quality Point Average (QPA), 252
 Review Process, 252
 Satisfactory Academic Progress Policy, 251
Financial Emphasis, 34
Fine Arts and Lecture Series, 219
Fines, Parking and Traffic, 243
Fraternity Life, 235
Fraud Investigation Minor, 35
French Courses, 136
French Major, 74
French Minor, 74
Freshman Admission Requirements, 245
Freshmen, New Student Program, 218

G

Gender Studies Courses, 138
Gender Studies Minor, 74
General Education, 18
General Education Requirements, 22
General Emphasis, Economics, 34
General Emphasis, Theatre, 54
General Studies, 26
General Studies Courses, 139
German Studies Courses, 141
Global Awareness Program, 214
Goals, Core, 17
Governing Catalogue, 191
Grade Review, 204
Grading System, 202
Graduate Studies, School of, 21
Graduation, 192
 Honors at, 204
Grants, 253
 Academic Competitiveness Grant, 254
 Federal Pell Grant, 254
 Federal Supplemental Educational Opportunity

318 Lynchburg College

- Grant, 254
- State Grants, 254
- Teach Grant, 254
- Graphic Design Emphasis, 40
- Graphic Design Minor, 41
- H**
 - Health and Counseling Services, 230
 - Requirements, 230
 - Health and Physical Education Courses, 142
 - Health and Physical Education Major, 63
 - Health Information Form, 230
 - Health Profession Fields, 28
 - Health Promotion Courses, 145
 - Health Promotion Major, 64
 - Health Promotion Minor, 65
 - Health Science and Human Performance, School of, 61
 - Health Services, 231
 - History Courses, 146
 - History Major, 75
 - American Emphasis, 75
 - European Emphasis, 76
 - History Minor, 77
 - History of College, 13
 - Home-Schooled Applicants, 245
 - Honor and Student Conduct Codes and Regulations, 239
 - Honorary Life Trustees, 266
 - Honors at Commencement, 204
 - Honors Courses, 150
 - Honors Program, 26
 - Hornet TV, 237
 - Humanities and Social Sciences, School of, 70
 - Human Resource Management Major, 35
 - Human Resource Management Minor, 36
 - Human Services Emphasis, 85
- I**
 - Independent Studies, 205
 - Information Technology and Resources, 212
 - Instrumental Education Emphasis, 50
 - Interdisciplinary Studies-Teacher Education Major, 56
 - Elementary Education Emphasis, 56
 - Special Education Emphasis, 57
 - International Baccalaureate Program, 246
 - International Relations Courses, 151
 - International Relations Major, 77
 - International Relations Minor, 79
 - International Students, 247
 - International Student Services, 214
 - Internships, 205
 - Intramural and Club Sports, 235
- L**
 - Language Resource Center, The SunTrust Modern, 215
- Latin American Studies Minor, 80
- Latin Courses, 152
- Latin Minor, 79
- Learning Resources, 215
- Leave of Absence, 206
 - Medical, 206
 - Military, 206
- Legal Counsel, 267
- Library and Information Services, 217
- Literature Emphasis, 72
- Loans, 255
 - Federal Direct Stafford Loan Program, 255
 - Federal Perkins Loan, 255
 - PLUS Program, 255
- M**
 - Major Fields of Concentration, 24
 - Major Programs, 19
 - Management Courses, 153
 - Management Major, 37
 - Management Minor, 38
 - Marketing Courses, 155
 - Marketing Major, 37
 - Marketing Minor, 39
 - Mathematics Courses, 156
 - Mathematics Major, 96
 - Mathematics Minor, 96
 - Medical Leave of Absence, 206
 - Medieval and Renaissance Studies Minor, 79
 - Membership, 12
 - Military Leave of Absence, 206
 - Minor Fields of Concentration, 25
 - Minor Programs, 20
 - Mission, 12
 - Modern Language Resource Center, 215
 - Motor Vehicles, 241
 - Museum Studies Courses, 159
 - Museum Studies Minor, 47
 - Music Courses, 160
 - Applied, 160
 - Ensembles, 160
 - General, 161
 - Music Education Major
 - Instrumental Education Emphasis, 50
 - Vocal Education Emphasis, 51
 - Music for Children Minor, 52
 - Music History Minor, 52
 - Music Major, 48
 - Instrumental Performance Emphasis, 48
 - Vocal Performance Emphasis, 49
 - Music Minor, 52
 - Music Performance Ensembles, 48
 - Admission, 48
 - Major Standing Juries, 48
 - Teacher Licensure, 48
 - Music Performance Minor, 52
 - Music, Private Instruction Fees, 260
- N**

New Student Programs, 218
Non-Degree Admission, 248
Non-Degree Undergraduate, 249
Non-Discrimination Statement, 15
Nursing Major, 65

O

Officers of the Board, 267
Orientation, Welcome Week, 218
Outdoor Leadership Program, 235
Outdoor Recreation Minor, 67
Out-of-Residence Study, 207

P

Parent Loan For Undergraduate Students (PLUS) Program, 255
Parents Programs, 263
Parking Regulations, 242
Part-Time Students, 207
Payments, Methods of, 261
Refund Policy, 261
Peer Assisted Study Sessions (PASS), 215
Pell Grant, Federal, 254
Performance Emphasis, Music, 49
Performance Emphasis, Theatre, 55
Perkins Loan, 255
Philosophy Courses, 167
Philosophy Minor, 82
Philosophy-Political Science Major, 81
Physics Courses, 169
Physics Major, 96
Physics Minor, 97
Political Science Courses, 170
Political Science Major, 82
Political Science Minor, 83
Popular Culture Minor, 53
Pre-Art Therapy, 30
Pre-Dental, 28
Pre-Forestry and Wildlife, 30
Pre-Law, 30
Pre-Library and Information Science, 30
Pre-Medical, 28
Pre-Ministerial Church-Related Occupation Program, 30
Pre-Museum Studies, 31
Pre-Occupational Therapy, 29
Pre-Optometry, 29
Pre-Pharmacy, 29
Pre-Physical Therapy, 29
Pre-Veterinary Medicine, 29
Prism, 237
Privacy Rights, Students, 239
Professional & Pre-Professional Curricula, 28
Psychology Courses, 173
Psychology Major, 98
Psychology Minor, 98
Public Relations Emphasis, 46
Public Relations/Journalism Minor, 47

Q

Quality Point Averages, 207

R

Readmission, 248
Refund, 257
Contingency Deposit, 257
Refund Policy, 261
Refund Procedure, 262
Refund Policy, 261
Regaining Regular Standing, 196
Register, 264
Registrar's Office, 223
Religious Studies Courses, 177
Religious Studies Major, 83
Religious Studies Minor, 84
Repetition of Courses, 208
Reservation and Contingency Deposit, 257
Residence Life, 232
Residence Requirement, 208
Residential Requirements, 232

S

Safety and Security Statement, 16
Scholarships, 251
Academic, 253
Grants, 253
Loans, 255
Science Courses, 178
Secondary Education Minor, 58
Second Degree Requirements, 191
Semester Hours, 208
Senior Symposium Course, 141
Sociology Courses, 178
Sociology Major, 84
Cultural Studies Emphasis, 84
Deviance and Crime Emphasis, 85
Human Services Emphasis, 85
Sociology Minor, 86
Sorority Life, 235
Spanish Courses, 182
Spanish Major, 86
Spanish Minor, 86
Special Education Courses, 184
Special Education Emphasis (K-12), 57
Special Education Minor, 58
Spiritual Life, 233
Sport Management Courses, 186
Sport Management Major, 68
Sport Management Minor, 68
Sports Medicine Minor, 69
Stafford Loan Program, 255
State Grants, 254
Student Academic Load, 209
Student Accounts, 262
Student Activities, 234
General Responsibilities, 236
Membership, 236

320 Lynchburg College

Supervisory Role of Institution, 236
Student Activities Board, 234
Student Classifications, 197
Student Development and Campus Life, 230
Student Employment Opportunities, 255
Student Government Association, 234
Student Loans, 255
Student Records, 239
Students' Rights and Responsibilities, 239
Students with Disabilities, 224
 Foreign Language, 226
 Math Requirement, 227
 Physical, 228
 Right to File Grievance, 228
Studio Art Emphasis, 41
Studio Art Minor, 42
Study Abroad, 213
Study Abroad Options, 213
Study Strategies Course, 215
Suspension Appeal, 196

T

Teacher Licensure, 60
 English, 73
 French, 74
 History, 77
 Music, 48
 Political Science, 83
 Spanish, 87
Teacher Preparation Program, 59
 Admission, 59
 Licensure, 60
 Student Teaching, 59
Teach Grant, 254
Theatre Activities, 223
Theatre Courses, 188
Theatre Major, 53
 Design/Technical Emphasis, 54
 General Emphasis, 54
 Performance Emphasis, 55
Theatre Minor, 55
Traffic and Parking Regulations, 242
Transfer and Access Students, 218, 246
Tri-College Consortium, 228
Trustees, Board of, 264
 Emeritus, 267
 Executive Committee, 267
 Honorary Life, 266
 Officers, 267
Tuition, Room, and Meal Plan Rates, 258
 Access Students, 259
 Full-time Traditional Age Students, 258
 Part-time Students, 259
 Winter and Summer Term, 259
Tutoring, 215

V

VCSS Associate Degree Students, 247
Visiting Scholars Program, 215

Visiting Undergraduate, 250
Visual Arts Activities, 223

W

Walter G. Mason Center for Business Development, 212
Westover Honors Program, 26
Withdrawal from College, 209
Work Opportunities, 255
Writing Center, Alton L. Wilmer, 215
Writing Emphasis, 72
Written Complaints, 237