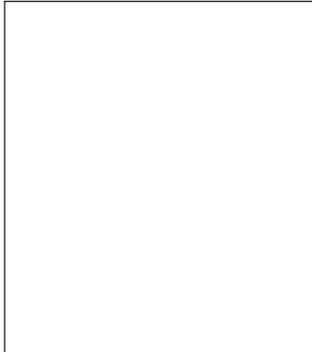




Catalog
2003–2004



Dr. Stephen S. Mansfield

On the pages that follow you will find information which will be invaluable to you as you plan your academic program at Virginia Wesleyan College. They contain descriptions of the numerous educational options available to you along with essential information on academic regulations, student life, financial aid, career planning, and other aspects of college life. In many ways, the information can serve as your guide to academic success.

Read this catalog carefully, refer to it frequently, and use it to track your progress.

Whether you are a recent high school graduate, an adult student, a college transfer, a veteran, or an international student, Virginia Wesleyan attempts to meet your educational needs and addresses them here.

Take a moment to review the Table of Contents so that you are familiar with this publication.

Prospective students will have a particular interest in reading the following sections: “Virginia Wesleyan College: A Special Place,” “A Framework For Your Future,” “Your Commitment to Virginia Wesleyan,” “Financial Information—Education Within Your Reach,” and other sections as well.

Current students should become familiar with the section entitled “A Framework For Your Future,” which defines graduation requirements. Other sections of special interest to you are those on “Career Services—Planning Your Future” and “Programs and Courses—Design Your Future.”

Please feel free to call on me whenever I am needed; call on your adviser frequently. The section of the catalog entitled “College Beyond Books” is your guide to numerous student services.

Best wishes to you for a rewarding educational experience at Virginia Wesleyan. You are indeed someone special to us!

Dr. Stephen S. Mansfield
Vice President for
Academic Affairs and
Kenneth R. Perry Dean of the College

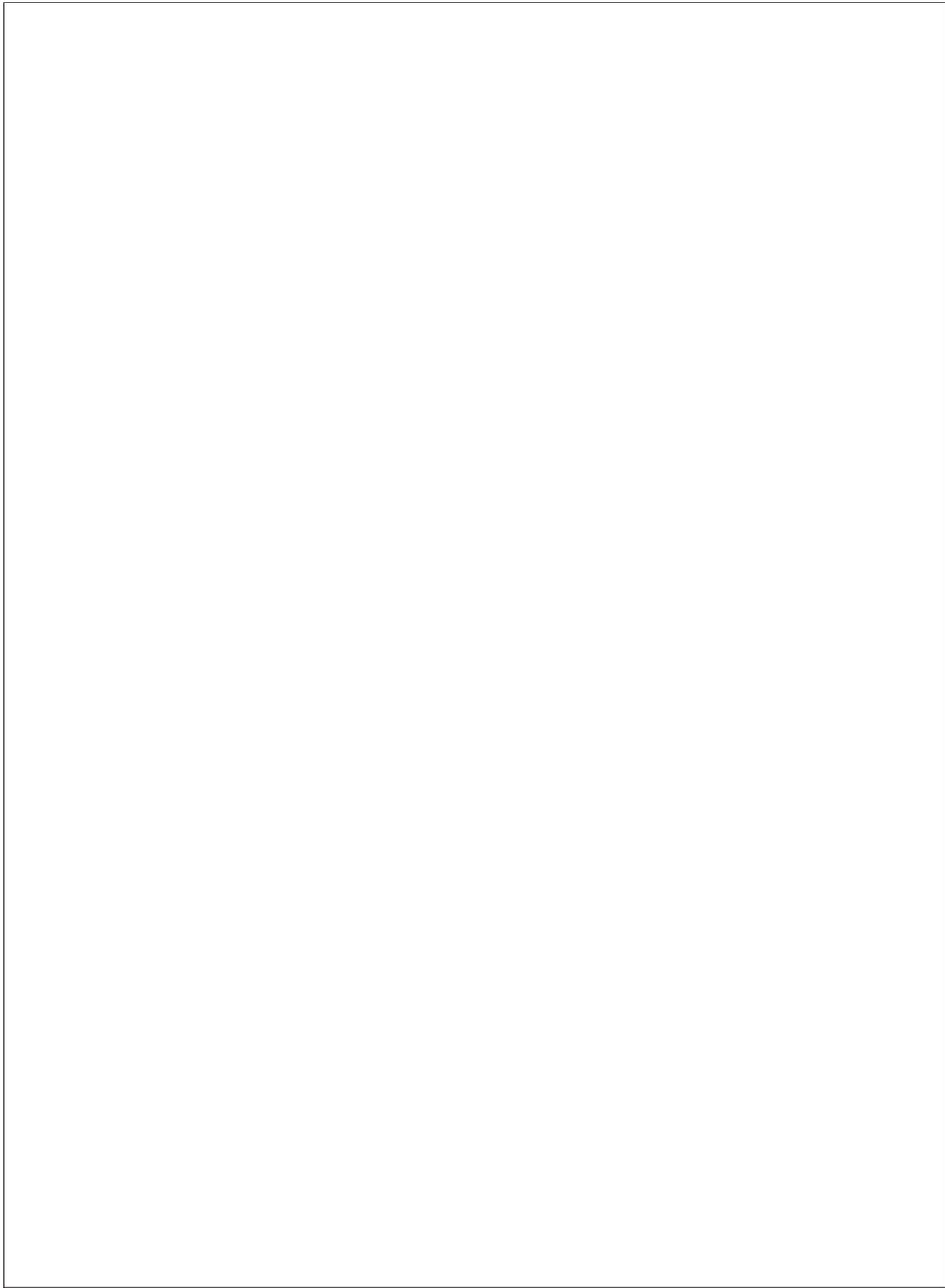
This catalog is published by Virginia Wesleyan College and contains information concerning campus life, career preparation, academic policies, and course offerings. The college reserves the right to make alterations in course offerings and academic policies without prior notice in order to further the institution's purpose.

The information in the catalog is presented as a guide and is not the offer of a contract. Students are expected to familiarize themselves with the academic policies contained in the catalog. Failure to do so does not excuse students from the requirements and regulations described herein.

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A first-rate faculty and personal attention are Virginia Wesleyan College trademarks which have earned the liberal arts institution a national reputation for excellence.



Virginia Wesleyan's nearly 1,400 students, from 35 states and nine foreign countries, participate in more than 60 clubs and organizations.

VIRGINIA WESLEYAN COLLEGE— A SPECIAL PLACE

Mission Statement

The mission of Virginia Wesleyan College is to engage students of diverse ages, religions, ethnic origins and backgrounds in a rigorous liberal arts education that will prepare them to meet the challenges of life and career in a complex and rapidly changing world. In this endeavor, the College employs a wide range of approaches to teaching and learning and provides opportunities to connect the study of the liberal arts with practical learning experiences on campus, in the Hampton Roads region, and throughout the world. In accord with our United Methodist heritage, Virginia Wesleyan aspires to be a supportive community that is committed to social responsibility, ethical conduct, higher learning, and religious freedom.

Four-Year Graduation Guarantee

Virginia Wesleyan College guarantees that all undergraduate students wishing to graduate in four years will be provided necessary courses as required by the college in the student's selected major field of study. Any required courses needed beyond four years will be provided to the student tuition-free.

Entering freshmen wishing to participate in the graduation guarantee program must complete the guarantee application form upon entry to the college and officially declare a major before beginning their fall semester classes at the start of the junior year. All participating students must be qualified to begin college-level courses, have their class schedule approved by their official adviser and register for classes during early registration each semester. They must also meet any program GPA and course, test, and grade requirements as stipulated in the catalog or departmental policy.

Students must successfully complete an average course load of 15 hours each semester (30 hours/year) and remain in good standing at the college. Any course failed or repeated will void the guarantee, and any late change in major options may void the guarantee. Students who are interested in the program should contact the Office of Admissions.

Your Rights and Responsibilities

Family Educational Rights and Privacy Act of 1974

All educational records of students enrolled at the college are maintained in accordance with the provisions of the Family Educational Rights and Privacy Act of 1974 as Amended. The Act was designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings.

Student consent is required for the release of records covered by the Act to outside parties (i.e., prospective employers), except for those agencies entitled to access under the provisions of the Act (i.e., college personnel with a legitimate educational interest, federal education and auditing officials, and requests related to the application for or receipt of financial assistance.) Any other access must have written authorization from the student, with the exception of certain "directory information," which includes the name, address, and telephone number of the student, e-mail address, major field of study, dates of attendance, degrees,

awards and honors received (including dates), photograph, and most recent previous educational agency or institution attended.

Students may obtain a copy of the college's policy concerning access to educational records from the Office of the Registrar.

The Honor Code

Virginia Wesleyan College is committed to values of citizenship and social responsibility fundamental to a community of scholars. People who join this academic community agree to maintain academic honesty. The purpose of the honor code at Virginia Wesleyan College is to foster an environment of learning based upon trustworthiness and willingness to assume personal responsibility for honorable behavior. Responsibility for safeguarding honor and trust belongs to the entire academic community; therefore students need to assume responsibility for honorable behavior in themselves and others. Acts of academic dishonesty, which include cheating, plagiarism, lying, theft, and falsifying data, are violations of the honor code. Once students become members of the College community and are presumed to understand the nature of such violations, they are responsible for avoiding them and for the consequences if they do not.

The honor code offers guidelines for academic conduct and disciplinary procedures for infractions of the code. For a complete statement of the honor code see the Student Handbook distributed through the Dean of Students' Office.

Faculty Advisory System

Prior to arrival on campus, each freshman is assigned a faculty adviser. Entering students meet with their advisers to work out a schedule of classes prior to registration. Returning students also meet with their advisers prior to registration. You may change advisers at any time by securing the proper form from the Office of the Registrar.

Prior to graduation, a faculty member in the student's major department will certify that the student has completed requirements for the major. Therefore, upon declaring a major you must secure as an academic adviser a faculty member in your major field.

Advisers will make every attempt to give effective guidance to students in academic matters and to refer students to those qualified to help them in other matters, but the final responsibility for meeting all academic requirements for a selected program rests with the student.

Transcripts

Transcripts are provided by the Office of the Registrar and are issued only upon the written request of the student. All financial obligations to the college must be met prior to the release of a transcript.

A transcript of work completed at any high school or at any college other than Virginia Wesleyan College must be obtained directly from that institution.

College Profile

The Heritage of Virginia Wesleyan

Virginia Wesleyan College is a liberal arts college related to the United Methodist Church. Chartered in 1961 and opened in 1966, the College was born into an age of complexity and rapid change and has developed a flexible educational program, open to inno-

vation in order to meet the changing needs of today's students. By design, Virginia Wesleyan is small, believing that the aims of liberal education are best achieved in a context where students and faculty know each other well.

The liberal arts and church-related heritages of the College complement each other and define the values around which it has been built. The Methodist heritage of the college demands openness to truth, not narrow parochialism. The liberal arts were originally so named because they were understood to be liberating, and this still holds true. The liberal arts focus on the search for humane, social, and scientific principles which, after thorough examination, provide the basis for the understanding of one's self, of society, and of the world.

Virginia Wesleyan seeks to attract students who desire a strong, individualized academic program, who want to study matters of concern to them, and who want to be involved with other students and professors in creating a vital educational experience.

The Liberal Arts and Careers

While liberal arts colleges have traditionally prepared students for careers in the professions of teaching, law, business, the ministry, health professions, and the fine arts, Virginia Wesleyan believes that liberal arts studies also provide a proper starting place for numerous other professions. The ability to move upward and laterally in the world of work frequently depends on the capacity to analyze, synthesize, make appropriate value judgments, draw conclusions, and communicate results. The development of such skills is at the very heart of liberal studies.

The College offers 36 majors which relate to various careers or to further graduate study. These are described later in this catalog.

The Faculty

At the heart of the educational experience are the persons who teach. Virginia Wesleyan has, by design, recruited faculty members whose primary interest and commitment is to classroom teaching. In addition faculty are engaged in scholarly, artistic, community service, and other activities. Members of the faculty have earned degrees from over 140 different colleges and universities, both in the U. S. and abroad. The richness of this educational experience is felt in their influence at Virginia Wesleyan.

The Library

Developing proficiency in research and lifelong learning skills are important components of the educational program offered by Virginia Wesleyan College. At the Henry Clay Hofheimer II Library, library staff knowledgeable in both modern and traditional research methods assist students in the learning process by teaching the effective use of a variety of print and electronic resources.

Personal assistance and instruction classes in basic and advanced research techniques are available to all students.

In addition to VWC resources, computer networking provides students with ready access to a nearly limitless supply of information and research materials from higher education libraries nationwide.

The Setting

The setting of the college complements its dual commitment to the development of the intellect and to involvement in society. Nestled on a 300-acre campus in the heart of Virginia's largest metropolitan area, the college is physically insulated from the bustle of the city traffic and yet the vast resources of this metropolitan area are easily accessible. Regardless of your major at Virginia Wesleyan, you are only a few minutes away from a living laboratory. The Norfolk/Virginia Beach area is one of the fast-

est growing urban centers on the Atlantic coast. The college has developed opportunities for students to bring the theoretical and practical together in this multi-purpose laboratory.

Physical Facilities

Virginia Wesleyan's buildings, all constructed since 1966, are situated in the midst of expansive lawns, numerous athletic fields, and pleasant woodlands. The long-range plan calls for four villages surrounding a central academic core. The following complexes and buildings, with completion dates noted, now house the college's academic, administrative, and residential functions.

Jerry G. Bray, Jr. Village (1966)

Residence Halls:

Louise W. Eggleston Hall
Abel E. and Clara Eaton Kellam Hall
Margarette Hanes Old Hall
Paul Howard Rose Hall

Academic Buildings:

Birdsong Hall
Peter D. Pruden Hall
Aubrey L. Eggleston Commons

Academic Village II

Residence Halls:

East Dormitory (1990):
J. Franklin Little Hall (1990)
Alison J. and Ella W. Parsons Hall (1990)
Walter Clarke Gum Hall (1970)
Joseph S. Johnston Hall (1990):
Landmark Hall
William Travis Smithdeal Hall (1970)

Academic Buildings (1990):

Charles and Bertha Mast Graybeal Hall
Guy C. and Ora Goodwin Roof Hall
Floyd E. Kellam Jr. Social Science Center (2002)

Academic Village III (1993)

Residence Halls:

North Hall
South Hall
Harry I. and Elizabeth W. Teagle Hall

Fine Arts Building (1966) with the Edward D. Hofheimer Theater (1981)

is home for the college's fine arts offerings in art, music, and theater. In this complex are located studios for painting, ceramics, and crafts classes; music studios and practice rooms; and a multi-media room. The Edward D. Hofheimer Theater is a versatile facility which serves as a setting for theatrical instruction as well as performance.

Henry Clay Hofheimer II Library (1969) is a spacious, attractive building of modern design which sits appropriately at the center of the campus. This award-winning building not only houses the college's growing collection of more than 127,000 volumes (including 15,000 bound periodicals), but is home to several computerized research databases.

S. Frank and Wilma Williamson Blocker Hall houses the Science (1970) and Humanities Centers (1988) which have well equipped laboratories, classrooms, a language laboratory, a computer center serving the needs of the college's academic offerings, and faculty offices. The auditorium in this building is the setting for numerous campus events.

Women of Wesleyan Greenhouse (1974) provides a laboratory for courses in botany and contains numerous unusual plants.

Frank E. Brown Campanile (1975) is the campus landmark which is seen in the college's logo and symbolizes the institution's Christian heritage as well as its dedication to the continuous search for truth.

Monumental Chapel (1975) is the site of a variety of religious activities including worship services, the Wesleyan Lectures Series, and religious drama.

Penzold Tennis Center (1977) contains six tennis courts, two of which are lighted.

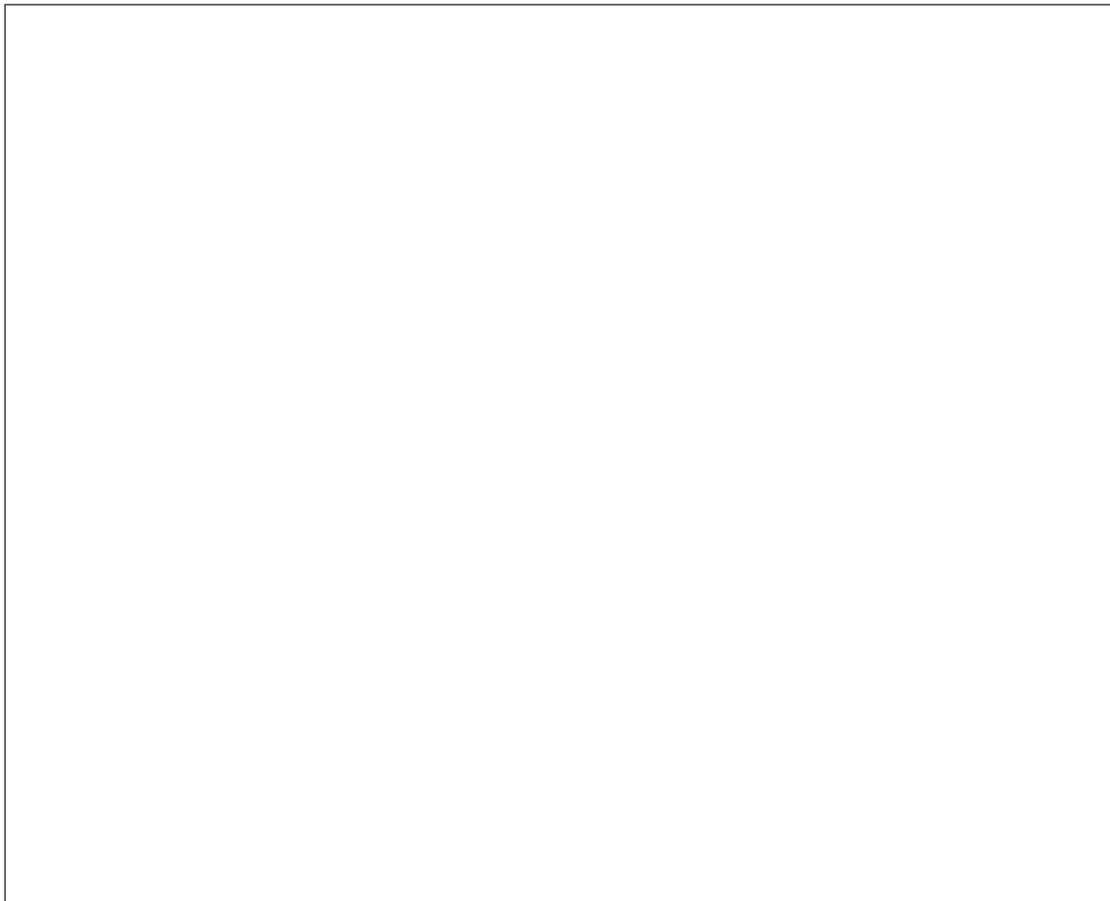
Maintenance Building (1993) houses the physical plant operations and storage facilities for the college.

Robert F. and Sara M. Boyd Campus Dining Center (1991) and related facilities house the college dining hall, the Alumni Galleria and the private dining areas known as the Shafer Rooms and the Princess Anne Room. The college's collection of memorabilia and paintings related to the life and ministry of 18th-century Anglican cleric John Wesley is on display in this facility. Located adjacent to the dining center are the business office and campus post office.

Lambuth M. Clarke Hall (1998) reflects the college's commitment to providing state of the art teaching technologies. Teaching spaces, including a tiered classroom, are equipped with features such as computers, video presenters and interfacing capabilities. The building also contains the Adult Studies Office, the Learning Resources/Writing Center, the Office of the Registrar, The Center for the Study of Religious Freedom, a 24-hour computer laboratory and faculty offices.

Katherine B. and Mills E. Godwin, Jr. Hall (1999) accommodates many of the college's administrative offices, including the office of the President, Admissions, Alumni Relations, Church Relations, College Communications, Development, Financial Aid and Dean of Students.

Jane P. Batten Student Center (2002) features Cunningham Gymnasium, a multi-activity athletic center; Scribners, the college Bookstore; a 39 foot high climbing wall; NCAA regulation pool; indoor running track; and convocation center that serves as the home court for the men's and women's basketball teams. Many student services and athletic offices are housed in the Batten Center as well as Communication laboratory space and Recreation and Leisure Services faculty offices.



ADMISSION— YOUR COMMITMENT TO VIRGINIA WESLEYAN

Admission to Virginia Wesleyan College is based solely on the applicant's academic and personal qualifications. Virginia Wesleyan College admits and seeks to enroll students from a variety of social, religious, racial, economic, and geographic backgrounds. The college does not discriminate on the basis of race, religion, handicap, sex, national, or ethnic origin.

Application materials and detailed admissions information are available from the Office of Admissions. We encourage high school students to apply in the fall of their senior year, and transfer students may apply in either the fall or spring semesters. The Admissions Committee will begin to review completed applications in October for high school students, and applicants can expect to receive admissions notification within three weeks after their applications have been made complete. All high school applicants accepted for admission are expected to complete satisfactorily their senior year of high school work, and all applicants are required to present a satisfactory medical report prior to enrollment. The college employs a rolling admissions process, however, **March 1 is the preferred application deadline for admission in the fall semester, and December 1 is the preferred application deadline for entry in the spring semester.** Applications will continue to be accepted after those deadlines depending on availability of space.

Although a personal interview is not specifically required, we encourage interested students to visit the campus and talk with an admissions counselor. You may call us at 1-800-737-8684 or locally at 757-455-3208 to schedule a time that is convenient for you to meet with us.

Admission for High School Students

Preparation: The Admissions Committee believes that high school students who present a strong academic program of at least 16 solid high school units have a greater chance for success in meeting the requirements of the Virginia Wesleyan College curriculum. Accordingly, the pattern of courses offered by each applicant is important in consideration of the application. The secondary school program should include at least four academic courses each year. Because course offerings vary within the secondary schools, however, the committee does not attempt to specify all courses, but recommends that the following 12 units be included as a minimum in the high school program for each applicant:

English	4
Foreign Language	2 (in one language)
Algebra	2
Geometry	1
History	1
Science	2

Additional units should be elected from areas of study similar to those above.

Applicants whose secondary school program is somewhat irregular will not be denied consideration for admission; records of such students, however, should reflect high achievement and aptitude.

Admission for Home School Students

Virginia Wesleyan College eagerly seeks qualified students who have completed a four-year secondary school program that meets the general requirements in the following areas:

English
Foreign Language
Algebra
Geometry
History
Science

Additional coursework should be elected from areas of study similar to those above. In some cases, a syllabus may be requested as part of a student transcript to ensure that the Admissions Committee makes proper and consistent admissions decisions.

Home school students are encouraged to apply to Virginia Wesleyan College, as the learning environment on campus can make for a comfortable transition from the unique "home school" experience. The college feels that the individual attention given by professors, the small student to faculty ratio, and the experiential learning that is offered in the curriculum would greatly enhance that which the home school student has already undergone for four or more years.

If you would like to speak to an admissions counselor about college life after home school, you may call the Admissions Office at 1-800-737-8684 or 757-455-3208.

Credentials Required:

1. A completed application for admission form and application fee of \$40.00. This fee is not refundable.
2. An official transcript of the secondary school record, or home school documentation.
3. Recommendation from school official.
4. An official record of scores on the Scholastic Assessment Tests (SAT I) of the College Entrance Examination Board (CEEB). American College Testing (ACT) Program scores may be presented by students who have not found it possible to take the SAT I. Each applicant is responsible for arranging to take the tests and for requesting CEEB or ACT offices to send Virginia Wesleyan College the results of all tests taken. Students whose first language is one other than English should submit scores from the Test of English as a Foreign Language (TOEFL). Virginia Wesleyan's CEEB code is 5867.
5. While it is not required, we encourage new freshmen to take the SAT II: Writing Test. We use the results of the test to assist in early advisement and placement as you register for classes the semester before you arrive. Placement tests are also available for students as we determine the appropriate beginning classes at VWC.

Admission for Transfer Students

For admission by transfer from another regionally accredited institution, students must submit a completed Application for Admission, a \$40.00 application fee (non-refundable), and credentials as indicated below:

1. Applicants who have not successfully completed their first 12 semester hours of college work:
 - A. An official transcript of college record and an official transcript of high school record including SAT I or ACT scores.
 - B. Statement of good standing from the appropriate official at the college last attended.
2. Applicants who have successfully completed 12 or more semester hours of college work:
 - A. High school diploma or GED necessary for receipt of federal financial assistance.
 - B. An official transcript of college record.
 - C. Statement of good standing from the appropriate official at the college last attended.

A.A., A.S. or A.A.S. degrees earned from the Virginia Community College System are accepted in fulfillment of a significant portion of Virginia Wesleyan's four-year general studies program. Community college courses that fit VWC's general studies and other graduation requirements will be carefully evaluated to provide maximum transfer credit.

The transcript of courses taken at another college should reflect a high quality of work. No credit is transferable for work below C grade (2.0) or for failing grades earned under a system of evaluation equivalent to the pass/fail concept. Credit awarded must be equivalent to courses offered at Virginia Wesleyan or logical extensions thereof. Students may not transfer more than a total of 64 semester hours from two-year institutions. A 2.5 cumulative grade point average is required for admission to the Professional Education Program.

Special consideration is given to applicants over 23 years of age and to veterans of military service.

Internal Transfer: Sometimes changes in a student's circumstances or goals may make it necessary to transfer internally between the day program and the Adult Studies Program. Although the college does not permit repeated switching between the two programs, a process exists whereby a student may apply for an internal transfer. Interested students should contact either the Admissions Office or the Adult Studies Office. Provisional acceptance is at the discretion of the dean of admissions.

Health Forms: Entering students are required to submit a completed health form prior to enrollment in the college. These forms must be received by the Health Services Office at least one month before the student arrives on the campus. Students will not be allowed to register without a health form on file.

Veterans: Virginia Wesleyan is fully approved by the Commonwealth of Virginia to offer college work if you qualify for veterans' benefits. Your records will be reviewed in order to determine whether training you received in military service will qualify for college credit. You should present your credentials at the time of application for admission. If you have a high school diploma or its equivalent, you are assured admission as a veteran. If you have attended another college, you will be considered as a transfer student.

International Students: Virginia Wesleyan College encourages applications from qualified international students. If you are not a resident of the United States, your application will be considered on the basis of performance in your educational system and on the quality of achievement throughout the final four years of academic work in high school.

Applications for international students should be submitted by June 1. Along with a completed application, international students are required to submit the following:

1. A TOEFL score* of at least 550 for the written test and 213 for the computer-based test.
2. A transcript of grades from high school in English.
3. A recommendation from a high school official written in English.

*The college expects all international students to be proficient in the English language. Students whose native language is not English must take the TOEFL (Test of English as a Foreign Language) to be considered for admission to the college.

Immigration laws require that all international students be prepared to assume financial responsibility for their educational and living expenses. For exceptional international students who have outstanding academic records in their home countries and have taken the U.S. SAT exam, an application for an Academic or Leadership Scholarship may be submitted to the Admissions Office. The scholarships are awarded based on the TOEFL score, SAT score, transcripts from high school, and scholarship essays. If you feel that you may qualify for one of these scholarships, please contact the Admissions Office for more details.

Early Admission: Numbers of high schools have enriched and accelerated their programs to the extent that some students are capable of benefiting from early admission to the college. Virginia Wesleyan College enrolls a small number of outstanding high school students in appropriate classes. If you feel that you may qualify, you should contact the Admissions Office for an interview. Due to federal financial aid regulations, students who do not have a high school diploma or equivalent will not be considered for federal financial assistance.

Special Students: If you wish to take classes but are not a candidate for a degree at Virginia Wesleyan, you are classified as a special student. Fees for students who are taking the classes for academic credit are the same as fees for regular students. Students seeking transfer credit may be required to submit academic credentials or certification of good standing at the current institution.

A student who is auditing a class will receive a reduced rate. Special students may complete applications in advance but must wait for other students to register before they are allowed to register. A special student who decides to become a degree-seeking student must reapply for acceptance as a regular student.

Campus Visits: You are encouraged to visit our campus for a tour and interview. As a service to visitors, the Admissions Office provides daily guided tours of the campus. Tours are regularly scheduled for 9:30 a.m., 11:30 a.m., 1:30 p.m., and 3:00 p.m. Since numbers of prospective students request tours, it is recommended that you notify the Admissions Office in advance of the date on which you plan to visit the campus. The Admissions Office is open 8:30 a.m. to 4:30 p.m. on weekdays and to 4:00 p.m. in the summer. We can schedule a visit for you on most Saturday mornings during the academic year as well. Application forms and specific information pertaining to the college curriculum and to the process of admission to Virginia Wesleyan College may be obtained by writing to: Office of Admissions, Virginia Wesleyan College, 1584 Wesleyan Drive, Norfolk/Virginia Beach, VA 23502-5599 or by calling 757-455-3208 or 1-800-737-8684. You may also visit us via our home page on the World Wide Web at www.vwc.edu or contact us via e-mail at admissions@vwc.edu

Advanced Placement: Virginia Wesleyan will generally grant college credit if you score a grade of three or better on a CEEB Advanced Placement Examination.

The Natural Sciences and Mathematics division will grant credit based on the following guidelines:

AP EXAM	SCORE	CREDIT
Biology	3	4 sem. hrs. of biology electives
Biology	4 or 5	8 sem. hrs. of biology electives
Chemistry	3	4 sem. hrs. of chemistry electives
Chemistry	4 or 5	8 sem. hrs. of chemistry electives
Calculus AB, BC	3	3 sem. hrs. of MATH 113 and may challenge MATH 171
Calculus AB	4 or 5	8 sem. hrs. of MATH 113, MATH 171, and MATH elective
Calculus BC	4 or 5	13 sem. hrs. of MATH 113, MATH 171, MATH 172, MATH elective
Physics	3	4 sem. hrs. of physics electives
Physics	4 or 5	8 sem. hrs. of physics electives

The Department of English will grant credit based on the following guidelines:

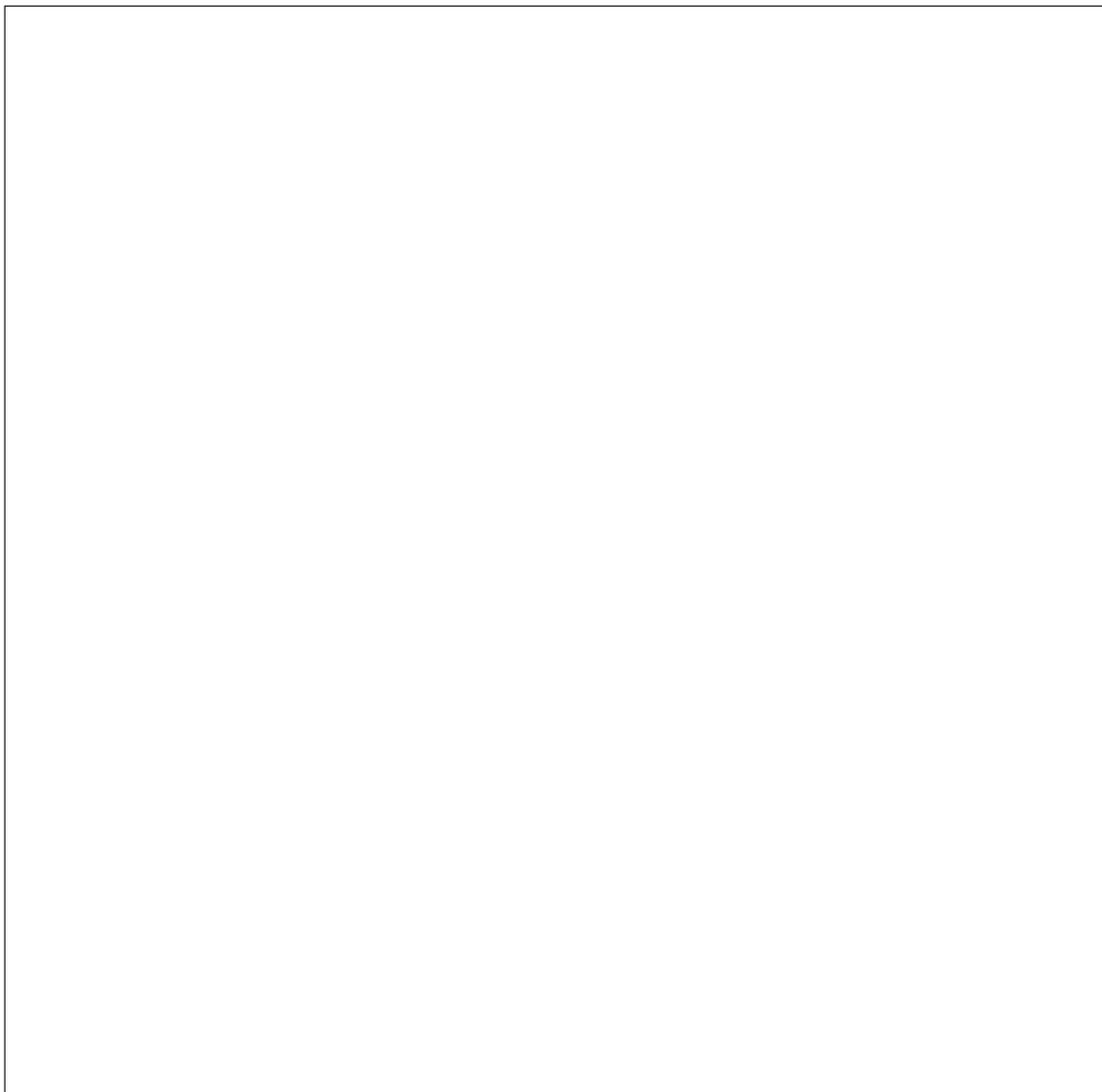
Eng. Lang. & Comp.	3	3 sem. hrs. of ENG elective
	4 or 5	6 sem. hrs. of ENG 105, elective

Eng. Lit. & Comp.	3	3 sem. hrs. of ENG elective
	4 or 5	6 sem. hrs. of ENG 105, elective

College-Level Examination Program (CLEP): You may apply for credit in disciplines in which you have demonstrated proficiency through successful completion of CLEP examinations.

Credit may be earned through both the general examinations and the subject examinations if the required CLEP score is obtained. In the subject examinations, credit is awarded only in those areas applicable to the VWC curriculum. See “Adult Studies Program” for guidelines. Additional information also can be obtained from the director of the Adult Studies Program.

International Baccalaureate: Virginia Wesleyan College recognizes the International Baccalaureate higher-level exams. The granting of placement and/or credit for scores of 5, 6, or 7 is determined by each department on an individual basis.



FINANCIAL INFORMATION— EDUCATION WITHIN REACH

Tuition and Fees

Tuition and other expenses at Virginia Wesleyan College are held to a minimum commensurate with providing quality education and a fiscally responsible operation. In general, the tuition and fees paid by an individual student do not cover the actual costs for that individual's education. Grants and gifts received by the college through the generosity of the United Methodist Church, foundations, friends, and others help to reduce the difference between income and costs. Basic tuition and fees for students entering the college for the academic year 2003-2004 are as follows:

Tuition	\$19,200.00
Double Room and Meals*	6,150.00
Single Room	\$300 additional charge
Damage Deposit	75.00

*Cost of rooms in the East and Johnston residence halls and Village III is slightly higher.

Cost for Part-time Enrollment and Course Overloads: Tuition costs for students enrolled for less than 12 semester hours per semester are computed at \$800.00 per hour. When students are enrolled for an excess of 18 semester hours at the conclusion of the add/drop period of a given semester the same charge applies for each hour in excess of 18.

Occasional Fees: Students who enroll in certain courses will be charged a materials fee as listed for each course. Those who enroll for applied music also incur additional charges for private lessons.

In cases where damage to college property occurs, the student(s) involved will be charged a fee to cover repairs or replacement.

Payment of Tuition and Fees

The College bills students for tuition, room and meals each semester. The charges for the fall semester are due and payable not later than August 11 and the spring semester charges are due and payable not later than December 1, 2003. Miscellaneous charges are due in full when billed.

Advance registration schedules may be deleted for continuing students who have not taken care of their financial arrangements as noted above. First-time students who have not completed their financial arrangements will be delayed in being processed for registration. Students may not attend classes until the proper arrangements have been made. The schedule for payment is as follows:

1. Resident Student (double room)	
May 1 (advance deposit)	\$ 300.00
August 11	12,375.00
December 1	12,675.00
2. Commuter Student	
May 1 (advance deposit)	\$ 300.00
August 11	9,300.00
December 1	9,600.00

Refund Policy: Since the college must make commitments for the entire year, the tuition and room deposits are **non-refundable**, and no refund, rebate or reduction of fees will be made because of late entrance or withdrawal from courses. Students who completely withdraw from the college may receive partial refund in accordance with the schedule below.

Administrative Withdrawal for Non-Attendance: Students who register for a semester (fall or spring) of course work, but do not attend class sessions of any of those courses during the first two full weeks of the semester will be withdrawn from the College administratively and notified of that action by a letter sent to both home and campus addresses. These students will be responsible for 50% of tuition and room charges.

This does not apply to students who attend some courses but not all. They will remain enrolled in the College and will receive a grade in courses in which they did not attend but from which they did not formally drop. The student will be responsible for all charges of tuition and fees for those courses.

Students who withdraw or have not attended classes for which they registered: Since the College must make financial commitments, the **tuition and room deposits are non-refundable**. To "officially" withdraw means the student needs to go through the proper channels as set forth by the College. To stop attending classes does not constitute an "official" withdrawal. In order to start the process, the student needs to go to the Registrar's Office.

The College will retain the following amount of tuition, room and board, and institutional and state federal aid: The first week of classes the College retains 10%; second week of classes the College retains 50%; the third week of classes the College retains 75%; after the third week of classes the College retains 100%. Calculations will be based on the date the withdrawal form is submitted to the Office of the Registrar. Any federal financial aid will be returned based on the federal return policy. The federal return policy is based on the length of time a student is enrolled. The College will return any "unearned" federal financial aid to the correct programs. Once 60% of the semester has passed, all federal aid is considered earned and no return is necessary. If the student has received a refund from their account, there is a possibility that the student will have to return any refunds given to them prior to their withdrawal. The College will charge an administrative cost allowance for any student who withdraws. The cost will be five percent (5%) of tuition, room, and meals originally charged, but will not exceed \$100.00

Financial Aid

Virginia Wesleyan believes that no student who wishes to attend Wesleyan should be denied the opportunity because of limited financial resources. The Director of Financial Aid is available to counsel with you and your family regarding financial planning.

If you demonstrate financial need, you may qualify for grants, low-interest loans, and work-study. Financial need is determined

after an analysis of the Free Application for Federal Student Aid (FAFSA). To be considered for financial aid, you need to submit the FAFSA, which is available at www.FAFSA.ED.GOV or from your guidance counselor or the college. Also, you must submit to Virginia Wesleyan copies of your and your parents' federal tax returns. Financial aid is granted on an annual basis and your need is re-evaluated each year. First preference is given to applicants who meet the March 1 priority mailing deadline.

Virginia Wesleyan also offers academic scholarships, without regard to need, to entering new and transfer students with outstanding academic records.

Aid Programs:

Federal Pell Grant

- Amount — \$400–\$4,050 grant
- Eligibility — Demonstrated need

Federal Supplemental Educational Opportunity Grant (FSEOG)

- Amount — \$200–\$2,000 grant
- Eligibility — Demonstrated need

Federal Work-Study (FWS)

- Amount — \$1,000–\$1,500 award
- Eligibility — Demonstrated need

Federal Perkins Loan

- Amount — \$200–\$3,000 loan
- Eligibility — Demonstrated need

Federal Stafford Student Loan Programs

Subsidized

- Amount — \$500–\$5,500 loan
- Eligibility — Demonstrated need
- Filing dates — May 1–August 1

Unsubsidized

- Amount — \$500–\$5,500 loan
- Eligibility — No need requirement
- Filing dates — May 1–August 1

Tuition Assistance Grant (TAG)

- Application — TAG application from Virginia Wesleyan
- Amount — \$2,217 (2003–2004)
- Eligibility — No need requirement; Virginia domiciliary requirement

College Scholarship Assistance Program (CSAP)

- Amount — \$1,000–\$2,000 grant
- Eligibility — Demonstrated need; Virginia domiciliary requirement

VWC Merit Scholarships:

Wesleyan Scholars

- Application — Wesleyan Scholar Competition
- Filing deadline — January 1
- Amount — Up to full comprehensive fees for four years
- Eligibility — No need requirement; based on academic credentials, essays, and interviews

Presidential Scholarship

- Application — VWC Admission Application
- Filing deadline — March 15
- Amount — \$32,000 (over four years)

- Eligibility — No need requirement; based on academic achievement, SAT scores, GPA

Academic Dean Scholarship

- Application — VWC Admission Application
- Filing deadline — March 15
- Amount — \$4,000–\$28,000 (over four years) scholarship range
- Eligibility — No need requirement; based on academic achievement, SAT scores, GPA

Leadership Scholarship

- Application — VWC Admission Application
- Filing deadline — March 15
- Amount — \$4,000–\$28,000 (over four years)
- Eligibility — No need requirement; based on documented leadership activities in school and community

Transfer Scholarships

- Application — VWC Admission Application
- Amount — Varies
- Eligibility — No need requirement; based on academic achievement

Phi Theta Kappa Scholarship

- Application — VWC Admission Application
- Amount — \$2,500–\$7,000 per year
- Eligibility — Member of Phi Theta Kappa 3.5 GPA and at least 24 transferable semester hours. Number of scholarships awarded vary each year. Amount of scholarship award varies with GPA and semester hours completed.

Christian Service

- Application — Christian Service Agreement
- Amount — Half-tuition for 8 semesters.
- Eligibility — No need requirement; United Methodist of Virginia Conference; intend to prepare for full-time Christian Service position; full-time enrollment in day program.

Ministers' Sons/Daughters and Spouses

- Application — VWC Admission Application
- Amount — Half-tuition grant for eight semesters
- Eligibility — No need requirement; dependent sons and daughters as well as spouses of United Methodist Ministers of Virginia Conference; full-time enrollment in day program.

Satisfactory Academic Progress Standard for Financial Aid Eligibility

All continuing students must be making satisfactory academic progress to be considered for financial assistance. Financial assistance includes Pell Grants, Supplemental Grants, Federal Work Study, Perkins Loans, Stafford Loans, and PLUS Loans. It also includes institutional funds such as faculty and staff tuition remissions, ministers' dependent grants, Christian Service grants, need-based grants, etc.

Full-Time Students

- Full-time students will be allowed six academic years (one academic year is two semesters plus one summer) in which to complete the baccalaureate degree.
- Full-time students must earn a minimum of 20 hours in any single year (fall, spring, summer).
- Full-time students must also maintain an acceptable quality point ratio as follows: a student classified as a freshman must have a minimum cumulative grade-point average of 1.6; sophomore, 1.8; junior, 2.0; and a senior, 2.0.

A student whose cumulative grade-point average is below the minimum will be considered to be making satisfactory progress if the required number of credit hours is earned and a minimum grade-point average of 2.0 is maintained for the immediate past semester.

Students must be progressing toward a degree in a satisfactory manner. This is defined as having earned approximately one-sixth of required hours after one academic year, two-sixths after two years, etc., progressing at one-sixth minimum completion of graduation requirements each year.

Part-Time Students

Part-time students are expected to progress at proportionately the same rate as full-time students, and will be limited to 12 academic years of aid eligibility.

Transfer Students

The satisfactory progress of transfer students will be based on the student's class status at the time of enrollment at Virginia Wesleyan College. Total enrollment at all institutions is limited to six years of full-time enrollment.

Previous enrollment will be assessed only on the hours transferred for credit to Virginia Wesleyan College.

Probation

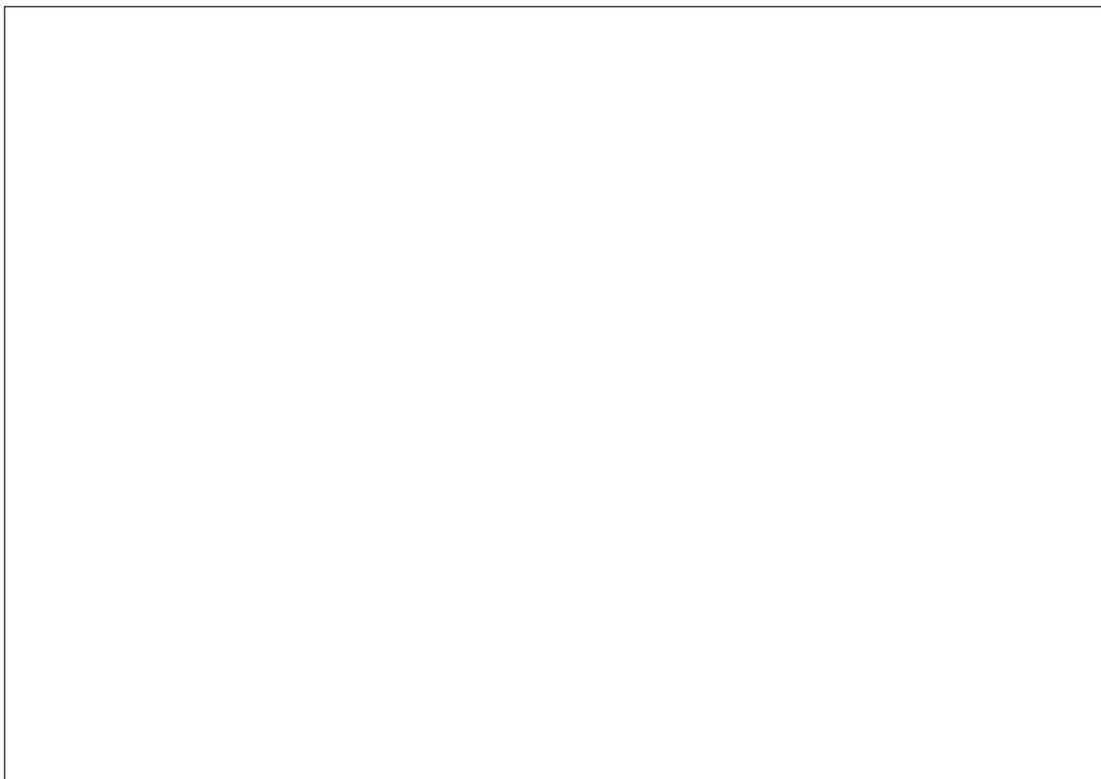
At the end of each semester, the student receiving financial assistance will be evaluated for satisfactory academic progress. If the student is not maintaining satisfactory progress he/she will be mailed a warning letter and will be on probation for the following semester.

Suspension of Aid

A student not making satisfactory progress at the end of the spring semester will receive a letter indicating termination of financial assistance for the following semester. He/she may use the summer session or fall semester *without aid* to regain eligibility. By fulfilling the grade-point average and credit-hour requirements, the student will be eligible to receive aid for the following semester.

Appeals

Students who believe special circumstances determined their unsatisfactory progress may appeal their suspension of aid. This is done by writing a letter of appeal to the Financial Aid Committee, c/o the Financial Aid Office. The written request must contain an explanation as to why the student did not meet the minimum standards plus reasons the student believes he/she can achieve those standards in the future. The Financial Aid Committee will review the case, document the decision reached, and notify the student in a timely manner.



PLAN OF STUDY— A FRAMEWORK FOR YOUR FUTURE

Divisional Structure

Virginia Wesleyan's academic program is administered through the Division of Humanities, the Division of Natural Sciences and Mathematics, and the Division of Social Sciences. The divisional structure affords opportunities for interdisciplinary communication and action not normally afforded by a departmental structure. The disciplines included in each of the divisions are:

The Division of Humanities

- Art/Art History
- Classics
- Communications
- English
- French
- German
- History
- Journalism
- Music
- Philosophy
- Religious Studies
- Spanish
- Theater

The Division of Natural Sciences and Mathematics

- Biology
- Chemistry
- Computer Science
- Earth and Environmental Sciences
- Environmental Studies
- Mathematics
- Physics

The Division of Social Sciences

- Education/Special Education
- Geography
- History
- Health and Human Services
- Management, Business, and Economics
- Political Science
- Psychology
- Recreation and Leisure Studies
- Sociology/Criminal Justice

An Individualized Academic Program: Convinced that students have differing needs, Virginia Wesleyan has designed a flexible academic program. Approximately one-third of your courses will consist of general studies requirements, one-third will be electives, and approximately one-third will be in your major. In the case of interdisciplinary majors more hours are normally given to fulfilling major requirements. Within the framework of requirements described below, you are encouraged to work with your faculty adviser in designing a program of studies which will meet your particular needs.

While the major responsibility for getting fully involved in the academic program rests with you, the interchange which takes place between you and your instructors is a very important part of the learning process. Because the campus is small, and because of their interest in students, you will find that faculty members are generally accessible to you.

The Educational Program

A sound education which prepares students for effective living must have qualities of breadth, depth, and flexibility.

This is an era which requires specialists in many areas, but the times demand individuals who have the ability to understand their disciplines in the context of the wide-ranging needs of a free society and in relation to the future. In other words, this is an era which calls for persons who have breadth of understanding and insight. Such persons not only are better prepared to meet the needs of a rapidly changing society, but are prepared to respond creatively to numerous opportunities for personal enrichment. The general studies requirements in Virginia Wesleyan's education program speak particularly to the need for breadth.

A person who is liberally educated has experienced the discipline of mastering a particular field of knowledge or discipline. Virginia Wesleyan's curriculum offers the advantage of uniting breadth with depth by combining general studies with intensified studies in a special field. By the end of their sophomore year, students select a major from one of numerous fields.

A strong liberal arts program has flexibility which allows students to choose courses which add to the dimension of breadth provided in general studies, and which may also supplement the dimension of depth provided by their major. Approximately one-third of the courses which you will take are elective. You will also find that you have many choices in selecting courses which will fulfill general studies requirements. You are urged to work closely with your faculty adviser in developing your personal educational goals and to exercise widely your powers of choice in selecting the courses which will best fulfill these goals.

The Program of General Studies

The general studies curriculum at Virginia Wesleyan is designed to enable each student to acquire basic proficiencies and access to various modes of knowing which contribute to becoming a self-sufficient learner. The following descriptions provide the rationale for each segment of this program. Under the ensuing list of "Graduation Requirements," please note the specific ways in which students may meet these requirements.

Critical thinking and effective analytical writing are fundamental to college success as well as to community and career

effectiveness after college. The two-semester **English** requirement is designed to ensure that students learn to read critically and with comprehension a variety of textual styles and learn to compose analytical and persuasive arguments using appropriate evidence and effective writing techniques. In the first-semester course in college writing, English 105, students create a portfolio of revised papers reflecting a variety of essay forms. Students fulfill this first-semester requirement by receiving a grade of C or higher in the course, a grade that in part depends on their final portfolio of papers meeting a set of standards common across all sections of English 105. Once students complete English 105, they are eligible to enroll in a sophomore-level literature and writing course designed to instruct them in reading and writing about the indirect argument and figurative language that particularly characterizes literature.

Basic skills in **mathematics** are essential if a person is to function effectively in a society which depends more and more on quantitative definitions and analysis. The aim of the mathematics requirement is to help students master the use of quantitative symbols and methods. Students fulfill the mathematics requirement by demonstrating a minimal level of proficiency on a placement test or by successfully completing MATH 104 or 105 or its equivalent.

In today's rapidly changing world, the liberally educated person must be a self-sufficient learner. Students should, therefore, become acquainted with, and gain facility in the **ways of knowing** which are typically employed in a wide range of disciplines. The **Frames of Reference** series is designed to provide students with the broadened powers of learning associated with the modes of knowing in the following areas:

- 1) Aesthetic Understanding and Activity (A)
- 2) Empirical Knowledge (E)
- 3) Ethical Values, World Views, and Faith Perspectives (V)
- 4) Historical Perspective (H)
- 5) The requirement of three semester hours in the area of **institutions and cultural systems (S)** is designed to help students understand human attempts to employ societal means for attaining goals valued collectively. This study should enable a student better to understand and relate to the institutions and cultural systems which play an increasingly significant role in contemporary life.
- 6) Essential to an individual's success in our world is the ability to communicate and to have an awareness of the processes and systems of **communication (C)**. The three-semester-hour requirement in communication is, in a real sense, an extension of the requirement which emphasizes rhetoric and the fundamentals of written communication at the introductory level.

A significant corollary to the communication requirement is that of **writing**. Since writing skills must constantly be practiced, students are required to take an average of at least one course, designated "W," with a strong writing component for each semester of full-time study (12- to 18-credit load) at Virginia Wesleyan College. Given the very broad selection of courses which are designated "W," students should encounter no difficulty in meeting this requirement.

The **senior integrative experience (I)** is designed as a capstone experience. Persons who intend not only to survive in the

modern world but to make some contribution to society find that issues and problems which they face are often incredibly complex. If one hopes to understand such issues and problems and to find viable approaches to them, one must employ the insights and methods of various disciplines. The integrative senior project stresses the application of knowledge and perspectives gained from multiple disciplines which employ various modes of knowing.

Graduation Requirements

Virginia Wesleyan offers a bachelor of arts degree with numerous options for majors in the arts, humanities, sciences, and social sciences. Students successfully carrying the normal course load of 15 semester hours can expect to graduate after eight semesters. The specific requirements for graduation are listed below.

General Studies

In the ensuing text, you will find a checklist which provides a convenient, simplified summary of the College's general studies requirements and a listing of the courses which meet various requirements.

1. English

Most students fulfill the two-semester English requirement by completing English 105 in their first semester and by completing a 200-level literature course or the equivalent by the end of their sophomore year. To complete the English 105 requirement, students must pass the course with a "C" or above; to pass the course with at least a "C," students must by the end of the semester complete a portfolio of revised papers that meet basic standards of proficiency, as judged by at least two English faculty readers. Students whose portfolios do not pass those standards must retake English 105 in order to further strengthen their basic skills. All "day" students who have not received equivalent credit elsewhere must enroll in English 105 each semester until they have received a grade of "C" or better.

Once they have completed the English 105 requirement, students are eligible to enroll in a sophomore-level literature and writing course. Many, but not all, 200-level English courses fulfill this requirement with prior consent from the instructor; selected upper-division literature courses may also fulfill this requirement and may be suitable for students with more than average prior experience with literature and writing. Students are advised to check the comment line in the class schedules to see which English courses will meet this requirement.

2. Mathematics: competency in college algebra.

Most students will demonstrate proficiency in college algebra by passing either MATH 104 or MATH 105 (Algebra) or a higher numbered math or computer science course while at the college, first completing successfully MATH 001 and/or MATH 005 (depending on placement) if remedial preparation is needed. Transfer students who have completed math courses elsewhere may use one (or more) of these courses to fulfill the graduation requirement if the transfer course used is clearly at the MATH 104 level (or higher). The faculty of the mathematics department will be the final judges in any disputes concerning the suitability of such transfer courses. All entering

students will take a one-hour mathematics placement test that is given each year during the new-student orientation period. While most students will be placed in MATH 104 or MATH 105, students whose test scores suggest exceptional competence in basic algebra will be exempted from the need to demonstrate their competence in any other manner. Students with exceptionally low scores will be given a second placement test designed to determine if they are adequately prepared to take MATH 005. Students determined by this second test to be unprepared for college-level mathematics courses will need to seek remedial help before being admitted to any mathematics course at Virginia Wesleyan.

Students who must complete MATH 104 or MATH 105, or MATH 001 and/or MATH 005 and MATH 104 or MATH 105, in order to meet the College's mathematics requirements, shall register for the appropriate course within their first three semesters at Virginia Wesleyan. In addition, they shall, if necessary, continue to register for a mathematics course each subsequent semester until the mathematics requirement is fulfilled.

3. Foreign Language

As a condition for graduation, all students must demonstrate proficiency in one foreign language (other than English) equivalent to the minimal passing grade on the exit examination in the 212 course. Students who transfer in 60 semester hours or more prior to enrolling at Virginia Wesleyan are required to successfully complete two semesters in one foreign language (other than English). The Foreign Languages and Literatures Department recommends that students enroll immediately in a language course; students will receive a course placement recommendation from the department when they come to campus during orientation. Incoming freshmen who decide not to enroll immediately have three semesters in which to do so.

If students have not transferred in 60 semester hours or more prior to enrolling at Virginia Wesleyan, and have not taken the third or fourth year level of a single foreign language in high school, or scored 600 or higher on the College Board Achievement Test, they must complete the language proficiency requirement at the college (completion of the 212-level course).

Students are encouraged to continue a language begun in high school in order to complete the proficiency as soon as possible while this background is still relatively fresh in mind. When enrolling, students will be placed at the appropriate course level by the Foreign Languages and Literatures Department. However, one may also choose to start a new language. When starting a new language, students must take four semesters beginning with the 111 course.

Sequence of Foreign Language Courses (see course descriptions on following pages)

French—111, 112, 211, 212

German—111, 112, 211, 212

Latin—111, 112, 211, 212

Spanish—111, 112, 211, 212

4. Frames of Reference

Frames of Reference courses introduce students to the following areas of study:

- a. **Empirical Knowledge** (including the natural sciences)
- b. **Aesthetic Understanding and Activity** (including art, music, and communications)
- c. **Ethical Values, World Views and Faith Perspectives** (including philosophy and religion)
- d. **Historical Perspective**
- e. **Communications**
- f. **Institutional/Cultural Systems**

Students will need to select two courses from each of the following four areas. One should begin taking these courses during the freshman year and complete one in each area no later than the end of the sophomore year.

1. Empirical Knowledge (E)
2. Aesthetic Understanding (A)
3. Ethical Values, World Views, and Faith Perspectives (V)
4. Historical Perspective (H)

More than one Frame of Reference course may be taken per semester.

A course used to fulfill a Frame of Reference requirement may also be used to meet a major or minor requirement.

In addition to the Frames of Reference sequence, students must complete one three-semester-hour course from each of the following areas:

1. **Communications (C)**
2. **Institutions and Cultural Systems (S)** (Courses which will satisfy the requirement in these areas are also noted in the checklist that follows.)

5. Senior Integrative Experience (I)

The Senior Integrative Experience is three semester hours of integrative study.

6. Writing Courses

All students must successfully complete one-fifth of their VWC hours in courses designated W—writing courses. This requirement is normally met by the successful completion of one writing course for each semester of full-time enrollment at the college. No more than 24 semester hours in designated writing courses are required. See course descriptions in this catalog and in the class schedule for a given semester to identify courses which fulfill this requirement.

CHECKLIST FOR GENERAL STUDIES REQUIREMENTS

Use the following list to keep a record of your progress in fulfilling General Studies requirements. Courses are subject to change.

English

___ 105 (First-semester college writing requirement)

___ Sophomore literature and writing course (second half of the English requirement)
Complete one course from the following list:

___ ENG 216	___ ENG 285	___ ENG 350 with consent
___ ENG 250	___ ENG 287	___ ENG 355 with consent
___ ENG 261/361	___ ENG 318 with consent	___ ENG 357 with consent
___ ENG 265	___ ENG 327 with consent	___ ENG 378 with consent
___ ENG 271/371	___ ENG 336 with consent	___ ENG 385 with consent
___ ENG 280	___ ENG 346 with consent	___ ENG 440 with consent
___ ENG 281	___ ENG 347 with consent	___ ENG 441 with consent
___ ENG 284	___ ENG 348 with consent	___ ENG 442 with consent

Mathematics

___ 104 OR ___ 105 or equivalent (as described above)

FRAMES OF REFERENCE

___ Empirical Knowledge (E)

Complete two courses from the following list:

___ BIO 100	___ CHEM 117	___ HHS 210/310	___ PHYS 215
___ BIO 102	___ CHEM 118	___ HHS 312	___ PHYS 216
___ BIO 103	___ CHEM 240	___ HHS 450	___ PHYS 221
___ BIO 106	___ CJ 240	___ INST 180	___ PHYS 222
___ BIO 110	___ CJ 350	___ INST 290	___ POLS 390
___ BIO 111	___ CJ 484	___ INST 292	___ PSY 277
___ BIO 115	___ EES 124	___ INST 300	___ PSY 280
___ BIO 120	___ EES 130	___ INST 330	___ PSY 320
___ BIO 150	___ EES 132	___ MATH 106	___ PSY 355
___ BIO 207	___ EES 200	___ MBE 334	___ PSY 360
___ BIO 221	___ EES 250	___ PHIL 310	___ PSY 362
___ BIO 231	___ EES 300	___ PHSC 100	___ PSY 455
___ BIO 250	___ EES 330	___ PHYS 100	___ RELST 345
___ CHEM 100	___ EES 400	___ PHYS 141	___ SOC 350
___ CHEM 105	___ GEOG 111	___ PHYS 142	___ SOC 480
			___ SOC 484

___ Aesthetic Understanding and Activity (A)

Complete two courses from the following list:

___ AMPUS 111*	___ ART 223/326	___ COMM 212	___ POLS 101/301
___ AMPUS 121-452**	___ ART 225	___ COMM 214	___ POLS 105
___ AMPUS 211*	___ ART 301	___ COMM 220	___ POLS 240/340
___ ART 101	___ ART 303	___ ENG 315	___ PSY 370
___ ART 105	___ ART 305	___ GER 240/340	___ SPAN 270
___ ART 111	___ ART 306	___ HIST 333	___ SPAN 306
___ ART 112	___ ART 310	___ INST 235	___ TH 201
___ ART 115	___ ART 311	___ INST 342	___ TH 210
___ ART 116	___ ART 312	___ JOUR 310	___ TH 220
___ ART 117	___ ART 315	___ MUS 100	___ TH 230*
___ ART 201	___ ART 316	___ MUS 101	___ TH 303
___ ART 210	___ ART 317	___ MUS 200	___ TH 310
___ ART 211	___ ART 321	___ MUS 201	___ TH 320
___ ART 212	___ ART 323/423	___ MUS 202/302	___ TH 375
___ ART 218/318	___ ART 411/412	___ MUS 225	___ TH 380
___ ART 221/322	___ ART 418	___ MUS 226	___ TH 407
___ ART 222/324	___ ART 424	___ PHIL 385	

*Three semester hours must be completed to fulfill general studies requirements.

**Four semester hours must be completed to fulfill general studies requirements.

Ethical Values, World Views and Faith Perspectives (V)Complete two courses from the following list:

___ CLAS 220	___ PHIL 101	___ POLS 204	___ RELST 251/351
___ CLAS 330	___ PHIL 102	___ POLS 230/439	___ RELST 313
___ ENVS 304	___ PHIL 104	___ POLS 433	___ RELST 319
___ GER 205	___ PHIL 110	___ POLS 434	___ RELST 320
___ GER 207/307	___ PHIL 211	___ PSY 377	___ RELST 330
___ HHS 307	___ PHIL 212	___ RELST 113	___ RELST 331
___ HHS 309	___ PHIL 215	___ RELST116/316	___ RELST 332
___ HHS 336	___ PHIL 221/321	___ RELST 140	___ RELST 340
___ HIST 322	___ PHIL 272/372	___ RELST 207/307	___ RELST 355
___ HIST 426	___ PHIL 292/392	___ RELST 217	___ RELST 361
___ INST 342	___ PHIL 304	___ RELST 218	
___ MBE 400	___ PHIL 350	___ RELST 250	

Historical Perspective (H)Complete two courses from the following list:

___ ARTH 225	___ HIST 114	___ HIST 317	___ MBE 330
___ ARTH 231	___ HIST 205/305	___ HIST 319	___ MUS 213/214
___ ARTH 232	___ HIST 211	___ HIST 320	___ MUS 313/314
___ ARTH 233	___ HIST 212	___ HIST 323	___ PHIL 332
___ ARTH 341	___ HIST 216/316	___ HIST 328	___ PHIL 334
___ ARTH 351	___ HIST 219	___ HIST 346	___ PHIL 336
___ ARTH 352	___ HIST 220	___ HIST 347	___ PHIL 338
___ CJ 300	___ HIST 222	___ HIST 348	___ PHIL 340
___ CLAS 109	___ HIST 224	___ HIST 353	___ POLS 217/317
___ CLAS 110	___ HIST 228	___ HIST 380	___ POLS 220/320
___ CLAS 120	___ HIST 231	___ HIST 381	___ POLS 321/431
___ CLAS 222	___ HIST 233	___ HIST 400	___ POLS 360
___ ENG 251	___ HIST 234	___ HIST 412	___ PSY 477
___ ENG 314	___ HIST 235	___ HIST 417	___ RELST 303
___ FR 313	___ HIST 246	___ HIST 418	___ RELST 304
___ FR 314	___ HIST 248	___ HIST 420	___ SOC 314
___ GER 313	___ HIST 250	___ HIST 427	___ SOC 334
___ GER 314	___ HIST 251/351	___ HIST 432	___ SPAN 220/320
___ HIST 111	___ HIST 252/352	___ HIST 440	___ TH 301
___ HIST 112	___ HIST 302	___ INST 344	___ TH 302
___ HIST 113	___ HIST 313		

Communications (C)Complete one course from the following list:

___ CLAS 113	___ CS 291	___ FR 200/300*	___ JOUR 337
___ CLAS 114	___ ENG 222	___ FR 305	___ PHIL 209
___ COMM 211	___ ENG 240	___ FR 306	___ PSY 324
___ COMM 222	___ ENG 298	___ GER 111	___ PSY 327
___ COMM 312	___ ENG 299	___ GER 112	___ PSY 348
___ COMM 325	___ ENG 340	___ GER 211	___ SOC 327
___ COMM 327	___ ENG 398	___ GER 212	___ SPAN 211
___ COMM 333	___ ENG 399	___ GER 305	___ SPAN 212
___ COMM 334	___ FR 211	___ GER 306	___ SPAN 305
___ CS 110	___ FR 212	___ HHS 401	

*Three semester hours must be completed to fulfill general studies requirements.

English

___ ENG 105	___ ENG 271	___ ENG 314	___ ENG 361
___ ENG 106	___ ENG 280	___ ENG 315	___ ENG 371
___ ENG 216	___ ENG 281	___ ENG 317	___ ENG 378
___ ENG 240	___ ENG 284	___ ENG 318	___ ENG 385
___ ENG 242	___ ENG 285	___ ENG 327	___ ENG 398
___ ENG 250	___ ENG 287	___ ENG 332	___ ENG 399
___ ENG 251	___ ENG 298	___ ENG 340	___ ENG 440
___ ENG 259	___ ENG 299	___ ENG 346	___ ENG 441
___ ENG 261/361	___ ENG 310	___ ENG 347	___ ENG 442
___ ENG 265	___ ENG 311	___ ENG 357	___ ENG 472

Environmental Studies

___ ENVS 304	___ ENVS 323	___ ENVS 400
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Foreign Languages and Literatures

___ FR 305	___ GER 240/340	___ SPAN 305	___ SPAN 420
___ FR 306	___ GER 305	___ SPAN 306	___ SPAN 443
___ GER 205	___ GER 306	___ SPAN 350	___ SPAN 444
___ GER 207/307	___ GER 430		

Health and Human Services

___ HHS 302	___ HHS 401	___ HHS 472	___ HHS 475
___ HHS 307	___ HHS 450		

History

___ HIST 220	___ HIST 319	___ HIST 412	___ HIST 426
___ HIST 251/351	___ HIST 322	___ HIST 417	___ HIST 427
___ HIST 252/352	___ HIST 323	___ HIST 418	___ HIST 460
___ HIST 313	___ HIST 328	___ HIST 420	
___ HIST 317	___ HIST 360		

Interdisciplinary Studies

___ INST 171	___ INST 290	___ INST 344/444	___ INST 435
___ INST 180	___ INST 292	___ INST 400	___ INST 470
___ INST 220	___ INST 315	___ INST 420	___ INST 482
___ INST 235	___ INST 342	___ INST 430	___ INST 491
___ INST 271			

Management/Business/Economics

___ MBE 301	___ MBE 332	___ MBE 355	___ MBE 405
___ MBE 316	___ MBE 333	___ MBE 373	___ MBE 414
___ MBE 324	___ MBE 348	___ MBE 400	___ MBE 417
___ MBE 330			

Music

___ MUS 213/313	___ MUS 214/314
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Philosophy

___ PHIL 101	___ PHIL 221/321	___ PHIL 334	___ PHIL 385
___ PHIL 104	___ PHIL 272/372	___ PHIL 336	___ PHIL 400
___ PHIL 109	___ PHIL 304	___ PHIL 350	

Political Science

___ POLS 101/301	___ POLS 270/370	___ POLS 371	___ POLS 433
___ POLS 205/305	___ POLS 323	___ POLS 372	___ POLS 434
___ POLS 239/439	___ POLS 360	___ POLS 373	___ POLS 499
___ POLS 240/340			

PORTfolio

___ PORT 121

Psychology

___ PSY 320	___ PSY 352	___ PSY 366	___ PSY 466
___ PSY 322	___ PSY 360	___ PSY 377	___ PSY 477
___ PSY 348	___ PSY 362	___ PSY 422	___ PSY 480

Religious Studies

___ RELST 207/307	___ RELST 250	___ RELST 320	___ RELST 340
___ RELST 217	___ RELST 303	___ RELST 330	___ RELST 361/461
___ RELST 218	___ RELST 304		

Recreation/Leisure Studies

___ HE 220	___ REC 201	___ REC 234*	___ REC 321
___ PE 308	___ REC 206	___ REC 301	___ REC 403
___ REC 101	___ REC 211	___ REC 304	___ REC 432
___ REC 200			

*Three semester hours must be completed to fulfill general studies requirements.

Sociology/Criminal Justice

___ CJ 335	___ SOC 188	___ SOC 352	___ SOC 466
___ CJ 350	___ SOC 335	___ SOC 365	___ SOC 480
___ CJ 482	___ SOC 345	___ SOC 389	___ SOC 482
___ CJ 484	___ SOC 350	___ SOC 422	

Theater

___ TH 301	___ TH 346	___ TH 380
___ TH 302	___ TH 347	___ TH 408
___ TH 311	___ TH 375	___ TH 411

Other Graduation Requirements

Application for Degree: Applications for Degree are available on MARSIS on the VWC home page. Each candidate for a degree is required to file an Application for Degree according to the following schedule:

Completion of degree	Deadline to apply
End of fall semester	No later than September 15 of the same year
End of spring semester	No later than September 15 of the previous year
End of summer	No later than September 15 of the previous year

Major: Students must successfully complete at least one of the five types of majors offered by the college. A student's major professor, or major committee, must certify that a given student has successfully completed all the requirements for the major. Degree candidates are required to choose a major by the end of the sophomore year. This choice must be approved by the student's adviser who will certify that the student has satisfied major requirements prior to graduation. A student may not submit more than 54 semester hours in any major field nor more than 78 semester hours in any two major fields for credit towards graduation (see "Limitation on Course Credits").

Forms for completing this process are available on MARSIS on the VWC home page or may be obtained at the Office of the Registrar. You may change your major at any time by filing a new declaration. The declaration of a divisional, interdivisional, interdisciplinary or individualized major must be filed at least three semesters before your anticipated graduation. Ordinarily, the summer will not be counted as a semester.

Minor: Students have the option of completing minors in addition to a major program. This choice must be approved by a full-time faculty member in the minors department who will certify that the student has completed the requirements prior to graduation. No more than eight semester hours taken to fulfill requirements for a student's major (or majors) may also be used to fulfill minor requirements. Students with Advanced Placement credit should consult the specific department to determine if those semester hours can be included as part of the minor. Application forms are due in the Registrar's Office by March 1 for May or August graduation and by October 1 for December graduation.

A minor shall consist of a minimum of 18 semester hours (traditionally graded). At least 9 semester hours must be taken at the 300/400 level. A minimum of 9 hours must be taken in residence at VWC. A course taken to fulfill a major requirement may not count for a minor requirement. However, a course used to fulfill a minor requirement may be used to fulfill a General Studies requirement. A 2.0 GPA (C) average is required for all courses taken in the minor field. Students cannot complete a minor in the same area(s) as their major. The requirements for each minor are listed in the appropriate section of this catalog which deals with that discipline.

Course Hours: Students are required to complete at least 120 semester hours of academic course work, two-thirds of which must be traditionally-graded.

Freshman Seminar: Freshmen and transfers with fewer than 12 semester hours must take Freshman Seminar.

Grade Point Average: A candidate for graduation must have at least a 2.0 (C) average in both the major and as a cumulative average.

Residence Requirement: Students must complete at least their last 30 semester hours and must earn at least 15 semester hours in their major area at Virginia Wesleyan.

Writing Proficiency: All juniors must take the Writing Proficiency Exam. The exam is given on a pass/try again basis. Students who do not pass on the first try will work with a tutor in the Writing Center. The exam is given each semester and should be taken at the earliest opportunity. Students should make every effort to complete this graduation requirement before enrolling in off-campus internships or pre-service teaching. No student will graduate or participate in commencement exercises without having passed this exam.

Oral Communications Proficiency: All freshmen and transfer students must demonstrate the ability to speak well in the English language. Each academic major has an approved plan to help students develop good speaking skills and to assess their competency with oral communications.

Foreign Language Proficiency: Students must demonstrate proficiency in one foreign language (other than English), equivalent to the minimal passing grade on the exit examination in the 212 course as a condition for graduation. This level, if taking a modern language, is defined in the ACTFL (American Council on the Teaching of Foreign Languages) proficiency guidelines as the Intermediate-Mid level for speaking, listening, reading and writing. If taking Latin, this level is defined by the advanced progress indicators contained in the American Philological Association's *Standard for Classical Learning*.

Transfer students must demonstrate the same proficiency as stated above either through coursework completed at VWC or with the acceptance of equivalent coursework by transfer from another college or university. Students who transfer in 60 semester hours

or more prior to enrolling at Virginia Wesleyan are required to successfully complete two semesters in one foreign language (other than English). Refer to p. 16 for additional information.

Conditions for Fulfillment of the Foreign Language Proficiency: A student may demonstrate proficiency prior to entering Virginia Wesleyan by scoring at least 600 on the CEEB Foreign Language Achievement test or a 4 or 5 on the Advanced Placement exam. (Seven semester hours will be awarded for a score of 5, and three semester hours for a score of 4 on the Advanced Placement exam.)

Students who 1) receive a score lower than 600 on the CEEB Achievement test, or who 2) receive a 1, 2 or 3 on the Advanced Placement exam, or who 3) fail to achieve minimal proficiency in the Virginia Wesleyan Proficiency Placement exam, will be placed at the level determined by the Foreign Languages and Literatures Department and will take the necessary course work to attain the 212 level.

The Foreign Languages and Literatures Department urges students to enroll immediately in the designated course. Should they choose not to enroll immediately, they must begin their language study within three semesters of entrance.

Computer Literacy: All freshmen and transfer students must demonstrate proficiency in computer literacy. Computer competency and familiarity with Internet resources are valuable and useful personal and scholarly tools. All students graduating from Virginia Wesleyan must demonstrate the following basic computer skills in a manner specified by their major program: use basic computer applications related to their field of concentration (e.g., word processing, spreadsheets, etc.); receive, manage and send e-mail; locate and read related class materials on the Internet; use search tools for Internet exploration and research.

Major programs will both identify which computer skills they expect undergraduates working in their disciplines to learn and develop a plan explaining how students may acquire the requisite computer skills.

Limitation on Course Credits: Students may have more than one major listed on their transcript, but no more than 54 semester hours in any one discipline, nor more than 78 semester hours in any two disciplines, may be submitted for graduation. Due to the interdisciplinary nature of the Management, Business, and Economics department, however, a Liberal Arts Management Program major taking the 12 semester hour internship course, (MBE 416) may have no more than 60 semester hours in MBE courses, nor more than 78 semester hours in any two disciplines submitted for graduation. A student who wishes to take more than 54 semester hours in one discipline or 78 semester hours in any two disciplines will have to take additional hours beyond the 120 semester hours required for graduation.

Six-Hour Rule: Students with at least a 2.0 in both major (2.5 in interdivisional major) and cumulative averages who are within six semester hours of meeting graduation requirements and who plan to fulfill these requirements in Virginia Wesleyan's summer session by mid-August may petition the Registrar to participate in spring commencement exercises. If the student receives permission to participate in the ceremonies, special notice will be made of his status as an August candidate, he will not be hooded and he will, subsequently, be granted the degree in August upon successful completion of the required hours. Only three semester hours earned from any internship shall be used in calculating whether a student is within six semester hours of completing the requirements for graduation. Honors status for August candidates will not be determined until all summer coursework is completed.

Graduation Exercises: All students who complete degree requirements are expected to participate in commencement exercises

which are held annually at the conclusion of the spring semester. Degrees are conferred in May, August and December.

A student is eligible to participate in the first commencement held after that student has completed all graduation requirements. However, a student who has participated in the May commencement exercises as an August candidate may not participate in a later commencement. If all of the work is not completed by August 15, the degree will be conferred at the next conferral date—December, May or August—following successful completion of all degree requirements.

Major Programs

Each student is required to choose a major field of concentration and to complete requirements as indicated below.

There are five types of major fields of concentration: the departmental, the divisional, the interdivisional, the interdisciplinary, and the individualized major.

The Departmental Major

The departmental major consists of at least 24 semester hours. No more than 42 semester hours shall be required in a department itself, although at least 18 semester hours shall be in the major discipline. At least 18 semester hours of the total shall be at the 300 level or higher.

The following departmental majors are offered at Virginia Wesleyan: Art, Art Education, Biology, Chemistry, Communications, Computer Science/Mathematics, Criminal Justice, Earth and Environmental Sciences, English, French, German, History, Foreign Languages and Literatures, Mathematics, Music, Philosophy, Political Science, Psychology, Religious Studies, Sociology, Spanish, Theater, and Theater and English.

Specific requirements for each of the above listed major programs are found in the “Design Your Future—Programs and Courses” section in the catalog.

The Divisional Major

There are three divisional majors. The Divisional Major consists of 50 semester hours. Thirty of the hours must be in junior-senior courses, and 18 of the 50 must be in one department. Of these 18, 12 must be at the 300 or 400 level.

When formally declaring a major, the student must file a Declaration of Major form with the Office of the Registrar. In addition, there must be an academic contract which consists of a statement by the student of objectives for choosing the divisional approach and a tentative program of courses to be undertaken. Contracts may be effected between students and their faculty advisers who shall be members of the appropriate division, and the contract will be subject to initial approval by the relevant division. The declaration must be filed initially at least three semesters before graduation, summer not counting as a semester. The contract is renegotiable at any time at the student’s request, and will be reviewed by the division at times of modifications.

It should be carefully noted that the categorization of disciplines by divisional majors below is strictly for this purpose and should not be extended to other applications. The following list indicates these areas of study and the specific requirements for each of the three divisional majors:

Humanities: art, art history, communications, English, French, German, history, journalism, music, philosophy, religious studies, Spanish, theater.

A humanities divisional major includes courses from at least six areas in the division, one area with 18 semester hours (12

junior-senior), two with nine semester hours each (junior-senior), two with six semester hours each and one with three semester hours. In addition, students must demonstrate competency in a foreign language comparable to the successful completion of two years of study at the college level.

Natural Sciences and Mathematics: biology, chemistry, computer science, earth and environmental sciences, mathematics, physics.

A major in the Natural Sciences and Mathematics Division will be designed by the student and a professor in the division. The specifically designed program must be approved by all members of the division.

Social Sciences: Education, Geography, Health and Human Services, History, Management/Business/Economics, Political Science, Psychology, Recreation and Leisure Studies, Sociology/Criminal Justice.

In addition to the requirements for the area of concentration as set by the academic disciplines involved, a social science divisional major shall include at least six semester hours in 300- or 400-level course work from each of three other departments within the division. These 18 hours of upper-level work must be in a department other than the one selected as the area of concentration. Due to the limited availability of electives in Criminal Justice, the area of concentration may not be in that department.

A student planning to use Health and Human Services as the department of concentration must take HHS 201, HHS 302, POLS 343, PSY/HHS 337, HHS 338 and HHS 401.

A student planning to use Management, Business and Economics as the department of concentration must have MBE 301, MBE 316, MBE 322, MBE 400 and MBE 405. A minimum of 9 upper-level credits of MBE must be taken in residence at Virginia Wesleyan College.

A student may take Education as the area of concentration but this course of study will not permit certification by the State of Virginia to teach in the public schools. Students seeking certification should confer with a faculty member of the Education Department when selecting an appropriate major.

The Individualized Major

A student whose needs are not met by other major programs may develop an individualized major. This type of study requires considerable initiative and imagination. A student contemplating this alternative should work out a proposal in consultation with a faculty sponsor. Two additional faculty members are added to create a review committee, after which the proposal is submitted to the dean of the college for final approval. This process must be completed at least three semesters before graduation, summer not counting as a semester.

- The major shall have a core component of integrated courses deemed necessary to meet the student’s educational objectives. This core shall contain no fewer than 30 semester hours beyond those offered in fulfillment of general studies introductory-level requirements.
- At least 21 semester hours of the core must consist of 300/400-level courses and six of these 21 hours must be in cross-disciplinary, independent research.
- Because of the independent research requirement, the student must have achieved at least a 2.5 overall average, with a minimum of 45 semester hours, before the proposal can be approved.
- The major must include at least six semester hours in each of the three divisions beyond those offered in fulfillment of general studies requirements. At least nine of these 18 semester hours must be at 300/400 level and outside the major core.

The Interdisciplinary Major

Students may elect one of eight interdisciplinary majors including American studies, environmental studies, health and human services, international studies, the liberal arts management program, liberal studies, recreation and leisure studies, and social studies.

As its name implies, the interdisciplinary major cuts across various departmental lines and brings together related courses in various disciplines. Each of these majors is related to a variety of career interests.

Students who have an interest in pursuing an interdisciplinary major should consult the designated faculty coordinator or the dean of the college. A Declaration of Major form must be filed with the Office of the Registrar at least three semesters before graduation, summer not counting as a semester. Details for specific programs are found in the alphabetical listing of majors and courses in the back of the catalog.

The Interdivisional Major

The Interdivisional Major (IDM) is an individualized program of study that is defined in each case by a written contractual agreement between the student and representatives of the faculty. Students planning to declare this major should familiarize themselves with the detailed guidelines that are available from the coordinator of the interdivisional major.

In general, an IDM contract must include *at least* 48 semester hours distributed as follows:

- 15 semester hours in each of the three academic divisions *plus* an additional 3 semester hours earned either in one of those divisions *or* in coursework from the category of offerings known as interdisciplinary studies (INST);
- at least 24 of the total semester hours must be at the 300 or 400 level (these 24 may be distributed across the three academic divisions in any manner except that all of them may not come from the same division);
- no more than 50 percent of the credits earned in any one division may come from the same department;
- there must be at least one traditionally graded laboratory course in a natural science;
- certain courses serving to satisfy the college's general studies requirements are excluded (see previously mentioned guidelines);
- the quality point average based on grades earned in Virginia Wesleyan courses that are part of a PIDM (Prescribed Interdivisional Major) contract must be no lower than 2.50.

The following special adjustments apply to the PIDM major for students who are working toward certification as an elementary or middle school teacher:

- the total number of required semester hours is likely to be 52-59;
- the number of semester hours that must be at the 300 or 400 level is 18;
- no offering identified by its rubric as an education course may be included.

The prescribed course work must be completed as outlined on the Virginia Wesleyan College website. The identified courses meet the teacher competencies as required by the Commonwealth of Virginia. (Prospective teachers should confer with their PIDM advisors at all times in order to schedule specific required courses.)

Program Enhancement

The PORTfolio Program

At Virginia Wesleyan, we believe that a liberal arts education is the best preparation for life, especially for citizenship, careers and professions. However, we have discovered that too many students view their college experience as bifurcated into "sets of classes" - courses in their major, courses in general studies, and elective courses - and "everything else" - learning outside the classroom through co-curricular activities, career development fieldwork, or volunteer experiences. The PORTfolio Program is a unique four year experience that seeks to fully integrate liberal and experiential learning by consciously relating the two.

The PORTfolio Program brings the liberal arts to life for selected students by allowing them to pursue their college education while using the Chesapeake Bay, the cities of Hampton Roads and the world as their classroom. Complementing a student's major, the PORTfolio Program offers an integrated set of specially designed team-taught liberal arts seminars, co-curricular activities, and experiential learning opportunities that connect the best of a liberal arts education with real-world experiences. In addition, students in the program develop an electronic portfolio that helps them connect the lessons of the classroom to the world beyond the campus and link field experiences to their formal education. Freshmen are admitted to the program based on their academic, service, and leadership experience and potential. Applications for the PORTfolio Program are made at the same time students apply to the college.

Inquiries about the PORTfolio Program may be addressed to the Office of Admissions.

Experiential Learning

Virginia Wesleyan College provides students with learning experiences which allow them to obtain practical knowledge in the world beyond the campus. These experiences may help the student to translate classroom theory into practice, refine knowledge and skills, contribute to organizations on a professional level, test career possibilities, as well as enhance marketability for future employment and/or graduate studies.

EXTERNSHIPS are structured work experiences which allow students to observe and to gain exposure to a work area of interest. Designed primarily for freshmen and sophomores, these experiences may confirm an academic major, allow self-assessment of skills and suitability for a profession, and provide training that leads to internships or job opportunities. Externships may have prerequisites set by the sponsoring organization and, although they are recorded on the student's transcript, they do not provide semester hours towards meeting graduation requirements. To have the externship recorded on the transcript, a student must complete at least 25 hours of approved work at a participating institution and arrange the externship through the Career Services Center before beginning it.

INTERNSHIPS are learning experiences that integrate academic preparation and skills gained in a liberal arts education with professional work experience. There are two types of internships.

Non-academic internships allow qualified students to undertake meaningful responsibilities with sponsoring organizations. They are not recorded on the transcript and do not provide

credit-hours towards meeting graduation requirements, but they may provide invaluable experience for later life. The Career Services Center maintains information on both academic and non-academic internships.

Academic internships are designed for students to undertake significant responsibilities, to reflect on the mission and daily activities through completion of approved assignments such as papers or projects which are submitted to a faculty member, and often are accompanied by a seminar or other academic component. These are designed primarily for juniors and seniors within their major field of study, and students must meet the prerequisites specified by the academic department which offers such internships. To be admitted to the internship program, a student must meet the appropriate criteria, register for an approved internship class listed in the catalog, and fulfill the academic and work requirements specified by the course. The minimum standard for academic internships established at Virginia Wesleyan College is 100 hours of work experience for 3 semester hours. These academic internships help meet graduation requirements, and they provide the student with the knowledge and know-how to do well later in life.

Academic Resources

Support Services: Virginia Wesleyan offers its students several sources of academic support which are available free of charge. These support services include writing assistance through the Writing Center, and peer and professional tutoring, study skills workshops and courses, and individual academic counseling through the Learning Center. Contact persons: Dr. Carol Johnson, director of the Writing Center; Ms. Althia Woodson-Robinson, director of the Academic Skills Program; and Mrs. Fayne Pearson, assistant to the dean of the college, coordinator of services for special needs students, and coordinator of the Learning Center.

Accommodations for Students With Special Needs: Virginia Wesleyan recognizes, and is sensitive to, the needs of students with disabilities, as well as other handicapping conditions. In keeping with Title 5, Section 504 of the Rehabilitation Act of 1973, the college will respond to requests for accommodations when the requests are based upon recent medical or other acceptable professional documentation of disabilities. A student's decision to use academic support services and to seek accommodation is voluntary. The student has the responsibility for contacting the appropriate person, the assistant to the dean of the college, in order to request accommodation for a handicapping condition or a learning disability. In cases where there is strong evidence of a learning disability, the college will make arrangements for diagnostic testing at the student's expense. In cases where a handicap has been documented, arrangements for the appropriate accommodations will be made to support the student in the academic program that will fit his/her aptitudes and skills and, at the same time, adhere to Virginia Wesleyan's requirements.

Guided Study, Independent Research, Tutorial

Students who meet the specific requirements of each program may enroll for three semester hours of guided study or independent research in a given semester. Eighteen semester hours is the maximum which may count toward the total required for graduation. Exceptions to this policy may be made only by the dean of the college.

In preparing proposals for a guided study or independent research project, you should very carefully state your objectives and the means of accomplishing these objectives. Juniors and seniors will be given preference where enrollments are limited.

When you plan to pursue this type of study you should obtain a copy of the guidelines from the Office of the Registrar.

Guided Study credit is available in each discipline in which you desire to pursue a program of guided reading or research, not necessarily in your major field, if you meet the minimum requirements of the program. To enroll in guided study, you must have junior status and the approval of your faculty adviser and project adviser and be in good academic standing. You must present to the faculty members of the appropriate division a brief written description of your proposed guided study program after the project has been approved by the faculty member who would direct the study. All such proposals must be received and acted upon by the division two weeks prior to the end of the semester preceding the one in which the guided study will be undertaken. The program presumes close supervision of your reading or research by the instructor, including sessions together at least twice each month. You may propose a guided study project on a graded or pass/fail basis.

Independent Research provides an opportunity for upper-classmen who have demonstrated competence in their major field to engage in an independent program of study with minimal faculty supervision. To enroll, you must meet the minimum requirements of junior status, a 2.5 cumulative grade point average with a 3.0 average in your major field, and receive divisional approval of a written project proposal, following the same procedure as that outlined for guided study. At the conclusion of a semester of study, you will present the results of your research orally before the instructor who directed the research and two other faculty members who are to be agreed upon by you and your instructor. The instructor will then determine the letter grade which you will receive for the program.

Tutorial course work enables a student to take a regular catalog course on an individual basis rather than in a classroom format. Semester hour credit for a tutorial is the same as for the catalog course. The required paperwork can be obtained from the Office of the Registrar and must be submitted prior to registering for the course.

Cross Registration

Virginia Wesleyan's membership in the **Virginia Tidewater Consortium** provides students with opportunities for enriching their educational programs through a process of cross registration at other institutions of higher education located in Hampton Roads. Students must have the written approval of their adviser and the registrar and be in good academic standing. Subject to available space in a given semester, Virginia Wesleyan students may cross register at other member institutions for a course which is not offered here. Grades earned through cross registration become part of the student's grade point average. Complete information covering the conditions of cross registration is available in the Office of the Registrar.

Transient Registration

Students must be in good academic standing and complete an application and receive the written approval of their adviser and the registrar prior to registering for courses at other institutions. Approved credit is accepted for transfer only when a grade of C (2.0) or above is earned. Transfer credit does not affect the student's grade point average at VWC. Complete information covering the conditions of transient registration is available in the Office of the Registrar.

Credit for Prior Learning

Recognizing that adults have engaged in various kinds of learning experiences which are appropriate for academic credit, the faculty has adopted a policy for awarding credit for prior learning. The college believes that experiential learning merits academic credit when it is properly demonstrated and validated.

Only degree-seeking candidates are eligible to apply for Credit for Prior Learning (CPL). A student seeking CPL must enroll in a portfolio development seminar (a one-semester, one-credit, pass/fail course), which will assist him or her with identifying creditable learning and with preparing the documentation of this knowledge. The seminar instructor will aid the student in portfolio development, partly by finding out what appropriate faculty specialists will require for the demonstration of creditable skills. The seminar instructor will not determine whether or not credit is justified, and completion of the seminar does not guarantee that it will be awarded.

Credit will be awarded only for learning experiences which parallel specific courses (or their logical extensions) taught at Virginia Wesleyan. For each type of experience offered for credit, a student must demonstrate both theoretical and practical understanding, as well as applicability outside the situation in which it was acquired. Documentation of what was learned must be presented in portfolio form for review by an evaluation committee which will determine how much, if any, credit will be awarded.

Students are charged a fee based on the number of semester hours requested regardless of credit awarded or rejected.

Under this program, a student may be awarded a maximum of 30 semester hours, which must not duplicate other credit awarded by way of transfer, CLEP, or any other means. CPL credit may not be awarded as part of the last 30 hours of a student's degree.

Detailed information on the program is published in *The Credit for Prior Learning Guidelines*.

Experimental Courses

Occasionally an instructor or a group of students may want to study a topic not adequately covered in the existing curriculum. Anytime a department wishes to offer a course that is not in the catalog, it may do so with the permission of the Educational Programs Commission, upon recommendation of the division involved. If, after the course is taught, the department decides that it wants the course placed in the catalog on a permanent basis, it will then submit such a request to the division. When several students decide that they would like to study a particular topic and can get a faculty member to participate, they may seek approval through following the process described above.

Honors Coursework

The college offers in-course honors options which are available to all students. Wesleyan Scholars, as participants in an honors program, are required to complete a specified number of honors course hours.

The process for challenging a given course for honors designation and grading is student initiated. The instructor of the course must agree to work with the student and must then file with the Honors Committee a statement of honors grade requirements. Honors courses are traditionally graded except that extraordinary work can be rewarded with the grade of "H." If awarded, the grade of H will appear on the student's academic transcript, though it will count toward the GPA as if it were an A. A student may not elect to take on a pass/fail basis a course which he or she challenges for an honors grade.

Winter Session

Winter Session is a 3-week, credit-bearing term of intensive, engaged learning that complements and strengthens the academic program at Virginia Wesleyan College. Scheduled in January, Winter Session provides opportunities for students and faculty to focus on a single academic subject without the usual distractions from other courses and commitments. A 3-semester hour Winter Session course provides, in 3 weeks, the contact hours and academic work load that in a regular semester would be distributed across 15 weeks; it does so, however, in ways not available or not as effectively pursued in conventional semesters. Hence, these courses, many of which involve field trips, travel components, and pedagogical innovations, reflect an experimental, experiential quality while maintaining the standards of academic attainment that reflect our institution. The specific courses offered vary from year to year and rarely duplicate courses taught in the fall or spring.

In addition to 3-semester hour courses, Winter Session will also provide opportunities for supplemental 1-semester hour and non-credit workshops and experiences. Hence, while students are not required to take any Winter Session courses, those who do may earn up to 4 semester hours in a given year toward graduation.

Full-time status for day students continues to be a minimum of 12 semester hours per semester, without regard to Winter Session credits.

Beyond a fee of \$100, day students enrolled full-time during both fall and spring semesters are not charged additional tuition for Winter Session courses, as long as they earn no more than 36 semester hours across the academic year and no more than 18 in one semester. Where they apply, lab and material fees, as well as any travel expenses, are additional.

Resident students wishing to live on campus during Winter Session must be enrolled in a credit-bearing course during Winter Session. Resident students who meet that enrollment requirement are then not assessed an additional room charge for Winter Session. They are, however, required to purchase a 3-week meal plan.

Winter Session policy and course information is available on the web. Students register for Winter Session in the fall, in the weeks preceeding spring registration.

The Honors and Scholars Program

In 1985, Virginia Wesleyan initiated an exciting new honors program called Wesleyan Scholars, which was expanded in 1995 to include a broader range of academic achievers. High school seniors who have established academically superior records are invited to apply in the fall prior to their graduation. Honors and Scholars students, including Wesleyan Scholars, participate in academically challenging honors courses and in enriching co-curricular experiences. They also compete for scholarships which may cover tuition costs up to the full amount.

Inquiries about the Honors and Scholars Program may be addressed to the director of Honors and Scholars.

The Center for the Study of Religious Freedom

Religious diversity is a fact of modern life locally, nationally, and globally. Our communities, schools, and workplaces bring us in daily contact with persons of widely divergent religious faiths,

practices, duties, and beliefs. Businesses, schools, government and private organizations need employees equipped with the knowledge and interpersonal skills to ensure that such a diverse group works together to the best advantage of the purposes and goals of the organization. Indeed, the challenge of the century is living, working, and governing together in the face of this diversity. The Center for the Study of Religious Freedom is an academic initiative that promotes the education and foundation needed to meet the challenge of fostering religious freedom in a diverse world. While exploring issues arising under the First Amendment lies at the heart of the Center's mission, its courses, educational programs, and other initiatives also seek to address root causes of religious prejudice and to foster dialogues that affirm our common humanity while appreciating our profound differences.

VWC Information Technology Program

The Virginia Wesleyan College Information Technology Program is open to all students. The program prepares one for the VFIC Tek.Xam, an examination developed by the Virginia Foundation for Independent Colleges (VFIC) to evaluate a student's skill with computer technology. Passing this test certifies to potential employers the technology skills acquired by many graduates of liberal arts colleges but not always reflected on their transcripts. The VWC program helps a student prepare for the VFIC certificate examination.

There are three routes through the program: the traditional course-oriented approach; a self-directed, tutorial approach; or a major-oriented approach. In addition, all VWC students who wish to take the VFIC Tek.Xam will be encouraged to complete a 40 hour one-credit practicum (INST 205) with VWC's Computer Services department. For further information, contact Mr. Jack Dmoch.

ROTC

Virginia Wesleyan College offers students the opportunity to enroll in an Army ROTC program through an extension agreement with the established ROTC unit at Old Dominion University. Courses are offered which develop a student's ability to organize, motivate, and lead others. Further information on this program may be obtained by contacting the VWC Admissions Office.

Study Abroad

Students who have demonstrated maturity and established a good academic record are encouraged to consider the possible advantages of international study for a semester. This opportunity is not limited to students in internationally-oriented degree programs. College-level credit earned abroad is applicable toward Wesleyan degree requirements as long as the student has obtained prior approval from the Office of International and Intercultural Programs and the registrar.

Students may choose to study in a variety of countries such as England, Japan, Australia, Greece, or Germany as well as attend our own programs in France, Mexico, and Spain. Interested students may seek information from the Office of International Programs to receive assistance in choosing the right program, financial planning, scholarship sources, credit transfer and support while

abroad. Application deadline for the fall semester is March 1; for the spring semester it is October 15.

Virginia Wesleyan students wishing to apply to these programs must usually have a quality point index of 3.0 or above and permission of their department to study abroad. Students may transfer a maximum of 18 semester hours per semester from their program abroad. Credit earned abroad for a Virginia Wesleyan College approved program is considered transfer credit for the purpose of the writing (W) requirement. Grades earned abroad will not be included in the student's quality point average.

College-level credit earned abroad is applicable toward Virginia Wesleyan degree requirements as long as the student has obtained prior approval from the registrar.

Virginia Wesleyan College has several unique partnerships abroad where students may enroll for a semester as an exchange or visiting student. Students enroll directly from Virginia Wesleyan and may enjoy special privileges during their stay. For more information concerning the college exchange with the University of Madero in Puebla, Mexico, Humboldt Universitat in Germany, or partnerships with the University of Angers in France and Oxford Brookes University, please contact the Office of International and Intercultural Programs.

Summer in Austria
Summer in France
Summer in Germany
Summer in Mexico
Summer in Quebec
Summer in Spain

For information concerning all summer abroad programs, please contact the Office of International and Intercultural Programs.

Adult Studies Program

We at Virginia Wesleyan College believe learning is a lifelong process. The college, therefore, through the Adult Studies Program, provides educational opportunities for adult students with full-time jobs and home or community commitments. This program offers course opportunities during the evenings and weekends. The Adult Studies Program has been designed to meet the special needs of adult students while retaining the academic quality found in all Wesleyan programs. Courses are offered for those who plan to complete a degree as well as for those who enjoy taking individual courses for personal enrichment.

Admission

To start the application process, new students are required to meet with an Adult Studies Program adviser. To be eligible for admission, you must have graduated from high school or received your high school equivalency certification. Unless extenuating circumstances apply, you must be at least 23 years old. Adult Studies students may take courses on a full-time or part-time basis and as classified or unclassified students.

Part-time students are those taking fewer than 12 semester hours in any one semester. Full-time students take 12 hours or more each semester.

Unclassified students are those taking coursework for credit but not working toward a degree. If you decide at a later date to change your status, you need to reapply to the college as a degree-seeking student.

Classified students are full-time or part-time students working toward a degree at Virginia Wesleyan.

Transfer Students: The Adult Studies staff will issue an unofficial transcript evaluation to assist you in structuring your program at Virginia Wesleyan. Once you have applied and been accepted, and official copies of all college transcripts have been received, you will receive an official transcript evaluation from the registrar.

Internal Transfer: Sometimes changes in a student's circumstances or goals may make it necessary to transfer internally between the day program and the Adult Studies Program. Although the college does not permit repeated switching between the two programs, a process exists whereby a student may apply for an internal transfer. However, students who first enroll in one branch of the college and subsequently change to the other program remain bound by the language requirement of the program in which they first enrolled unless three full semesters or more elapse between their departure and the semester for which they seek readmission. Students interested in an internal transfer should contact either the Admissions Office or the Adult Studies Office.

Financial Aid: The amount of traditional financial aid available to part-time students is limited. To qualify, students must demonstrate financial need and carry at least six semester hours per semester. Financial aid forms are available in the Adult Studies Office. Since traditional financial assistance is limited, Virginia Wesleyan has developed a unique "Adult Incentive Grant" through which the Adult Studies tuition rate is substantially reduced from the day program rate. If you qualify for your company's educational assistance benefits, inquire about our "Employer Tuition Deferral" program. Payment of tuition may be deferred until your employer reimburses you.

Tuition Assistance and veterans' benefits may be applied toward your tuition at Virginia Wesleyan.

Inquiries about financial assistance programs should be made directly to the Adult Studies Office.

The Adult Studies Scholarship in honor of Marjorie J. and H. C. Wheeler was designated specifically for Adult Studies students. Contact the Adult Studies Office for information about this award.

Major Programs

Four majors are available through the Adult Studies Program. See listings in the "Majors and Courses" section of this catalog for detailed information on each of these programs:

1. **Management/Business/Economics** is called LAMP (Liberal Arts Management Program).
2. **Liberal Studies Program**
3. **Criminal Justice**
4. **Social Science Divisional Major with a Concentration in Health and Human Services, History, Psychology, or Sociology/Criminal Justice**

Depending on a student's current circumstances and educational background, other majors may be available on an individual basis.

Alternate Certification for Teachers (ACT) The Alternate Certification program for Teachers (ACT) is designed to prepare career switchers to teach in the content areas of math, science, English, art, music, foreign language, and history/social studies for grades 6-12 (art, music, and foreign language grades K-12). The elementary alternate certification program will prepare career switchers to teach in elementary school grades pre K-6. This innovative program provides the professional knowledge necessary for effective classroom teaching. It is for career switchers who, by virtue of an earned degree in one of these content areas,

already possess the general knowledge, liberal arts background, and content area competencies incorporated in traditional teacher education programs and who demonstrate significant involvement in a career for at least one year.

The program consists of seven college professional courses, 12 clock hours of field experience and a six-semester-hour student teaching experience (11 weeks). The professional knowledge includes foundations of education, human growth and development, curriculum and instructional procedures, reading in the content areas, special education, computer skills, and successful classroom experience. The coursework has been carefully designed to respond to the competencies detailed in the [Licensure Regulations for School Personnel](#), Virginia Department of Education. PRAXIS I must be passed at time of application (see Education Department elsewhere in this catalog for details).

General Information

Degree Requirements: Requirements for ASP students to complete the B.A. degree at Virginia Wesleyan are the same as those for day students, with one exception. Regardless of how many hours they transfer in, ASP students are required to successfully complete two semesters (rather than four) of one foreign language.

Audit: You may audit Adult Studies Program courses without record for a fee of \$50.00 per semester hour. Audit students may not change to credit status at a later date. Students who audit with record are required to pay the current Adult Studies tuition rate and are graded on a satisfactory/unsatisfactory basis. Senior citizens (age 62 or over) may audit Virginia Wesleyan courses on a space-available basis for \$50 per course.

Advising: Academic counseling and extended office hours are provided for evening students by the Adult Studies Office. Help is available to assist you in making a transition into college life, a mid-life career change, or advancement and career development.

Class Schedules: Our class schedule accommodates the traditional work day, with classes that meet in the evening and on alternate weekends. Our program is flexible to accommodate your busy schedule. The average part-time student takes one or two courses each semester, but you can work towards a degree as slowly or as rapidly as you wish. Part-time students are also encouraged to enroll in the summer sessions.

Summer Sessions: For both day and evening students, the summer schedule offers a variety of courses in sessions of three, five and a half, and eleven weeks. You may enroll in any combination of courses and sessions that meets your needs. You may take a maximum of twelve semester hours during the summer sessions. Students requiring additional coursework during the summer need the approval of the academic dean.

Alternative Forms of Credit

Credit For Prior Learning (CPL): Recognizing that adults have engaged in various kinds of learning experiences which may be appropriate for academic credit, the faculty has adopted this policy for awarding credit for prior learning. We believe experiential college-level learning merits academic credit when it is properly demonstrated and validated. The college follows guidelines established by the Council of Assessment for Experiential Learning.

To earn credit for prior learning, you must be enrolled as a degree-seeking student at Virginia Wesleyan College and must develop and submit to the college faculty for evaluation a portfolio

describing, analyzing, and documenting the college-level knowledge you believe you have acquired which parallels our coursework. Students interested must enroll in the CPL Seminar (INST 125), in which you are guided through the process. Students may earn a maximum of 30 semester hours by CPL toward a bachelor of arts degree. Additional information on CPL may be found on preceding pages under the heading “Program Enhancement,” or obtained from the Adult Studies Office.

College Level Examination Program (CLEP): Virginia Wesleyan College participates in the College Level Examination Program. CLEP is a national program of credit-by-examination that offers a student the opportunity to obtain recognition for college-level achievement. Any currently enrolled, degree-seeking student may earn college credit through CLEP in the subject areas as well as five general areas (English composition, mathematics, natural sciences, humanities, and social sciences/history) prior to their last 30 semester hours at VWC. A student may be awarded a maximum of 30 semester hours for CLEP credit.

Additional information is available through the Adult Studies Office or the Registrar’s Office.

Military Credit: Virginia Wesleyan follows the American Council on Education (ACE) guidelines when granting credit for educational experiences in the armed services. Credit awarded must be equivalent to courses offered at Virginia Wesleyan or logical extensions thereof and reviewed by faculty. A student may be awarded a maximum of 30 semester hours for military credit.

Academic Regulations

Classification of Students:

Freshmen	Fewer than 24 sem. hrs. earned
Sophomore	24-53 sem. hrs. earned
Junior	54-84 sem. hrs. earned, “Declaration of Major” filed
Senior	85 or more sem. hrs. earned

Degree hours only are used in determining academic classification.

Auditing a Course: Students may audit a course by electing this option at the time of registration and with the written permission of the instructor, the student’s adviser, and the dean of the college. The charge for audited courses is the same as that for other courses.

Less formal arrangements are possible with the permission of the instructor, but in such instances, the course shall not appear as part of the permanent record.

Catalog of Entry: Students who have left the college for a time, have not earned additional credit, and have been readmitted to Virginia Wesleyan may choose to satisfy either the requirements listed in the catalog which was current at the time they first enrolled in the college or those in effect at the time of their application for graduation. Students who have left the college and earned additional credit prior to readmission to Virginia Wesleyan must satisfy the requirements listed in the catalog at the time of their application for graduation.

Registration: By the beginning of each semester, students are required to formally register for classes at the time specified in the course schedule published prior to each semester. Currently enrolled students should register during advance registration to have the maximum chance of obtaining a satisfactory class schedule. Late registration extends through the first five days of the fall or spring semester. Refer to the course schedule for reg-

istration information and for details concerning course offerings, procedures, and requirements.

Change of Registration: Students may change a registration (adding or dropping a course, or changing a section of a course) by completing a Course Selection Form at the Registrar’s Office. Students wishing to add a course after the first week of classes must have the approval of the instructor, and the course will increase the total hours in a student’s course load even though another course may be dropped (see “Withdrawal from Course”).

Class Attendance Policy: Instructors establish their own attendance policies and are expected to communicate, in writing, that policy to their students at the first class meeting of the term. When students miss a class because of involvement in official college functions, a memorandum from the dean serves to indicate that the student is absent for cause; this in no way relieves students from meeting the obligations of the course, but it does assure them that they will be given opportunity to make up the work missed. Whenever possible, students should confer with their instructors prior to being absent. In all other cases, the instructor evaluates the excuse for the absence and determines whether or not to permit the make-up of work missed. An instructor may request a written confirmation of illness from the college nurse or a physician.

Course Loads: A full-time student is one who carries at least 12 semester hours per semester. A student who carries fewer than 12 semester hours is classified as a part-time student. The following restrictions are placed upon the maximum course load which a student may carry in a given semester; exceptions to these policies may be made only with the written endorsement of the student’s faculty adviser and the approval of the dean of the college:

(a) Freshmen will be counseled by their advisers according to their past record as to whether they should limit their registration to four or five courses during their first semester at Virginia Wesleyan.

(b) The maximum academic credit load for a student on academic probation will be 13 semester hours.

(c) Any student with a cumulative grade point average of less than 2.0 will be limited to 13 semester hours.

(d) The maximum academic credit load for a student with a cumulative grade point average between 2.00 and 2.49 will be 16 semester hours.

(e) The maximum academic credit load for a student with a cumulative grade point average of 2.5 or above will be 18 semester hours.

(f) All semester hours of “Incomplete” from the previous term (counting summer as a term) will be considered part of the student’s academic load.

Course Limitations: You may have more than one major listed on your transcript, but no more than 54 semester hours in any one discipline, nor more than 78 semester hours in any two disciplines submitted for graduation. Due to the interdisciplinary nature of the Management, Business, and Economics department, however, a Liberal Arts Management Program major taking the 12 semester hour internship course (MBE 416) may have no more than 60 semester hours in MBE courses, nor more than 78 semester hours in any two disciplines submitted for graduation. A student who wishes to take more than 78 semester hours in any two disciplines will have to take additional hours beyond the 120 semester hours required for graduation.

Dean’s List: A student who earns an average of 3.5 or above during a given semester will be named to the Dean’s List for that semester; a student with an average of 3.25–3.49 will be named to

the Honorable Mention List. Additional qualifications for these honors are that a student have full-time status, carry at least nine semester hours of traditionally graded courses, and have no F grades or Incompletes.

Examinations and Grade Reports: Final examinations are given in most courses at the end of each term during the final examination period. Any student who has as many as three back-to-back examinations should consult the instructor with respect to a possible schedule adjustment.

Final grades may be reviewed and/or printed directly from MARSIS on the VWC home page.

Progress Report comments and/or grades of C- and lower can be viewed on MARSIS beginning with the eighth week of the fall and spring semesters.

The Grading System: Grades are recorded as follows:

H	4.00	work of exceptional quality in an honors course
A	4.00	excellent work
A-	3.67	
B+	3.33	
B	3.00	good work, definitely above average
B-	2.67	
C+	2.33	
C	2.00	average performance
C-	1.67	
D+	1.33	
D	1.00	work meets the minimum requirements for credit, but of below average quality
D-	0.67	
F	0.00	failure
WP		withdrawn while passing
WF	0.00	withdrawn while failing
W		withdrawn
S		satisfactory work in a pass/fail course
U		unsatisfactory work in a pass/fail course
Z		satisfactory completion of a course taken as an audit
UZ		unsatisfactory work in a course taken as an audit
I		work which the instructor considers justifiably incomplete

Grade points are not awarded for the grades of WP, W, S, U, Z, UZ, and I.

Incomplete: An Incomplete is given at the discretion of the instructor when circumstances beyond the control of the student prevent the completion of course requirements.

Incomplete work must be made up during the ensuing term (summer counting as a term) so that a letter grade can be turned in to the Registrar no later than the last day of classes. Otherwise, an Incomplete is recorded as an "F." Any exception to this practice must have the approval of the dean of the college prior to the stated deadline.

Graduating with Honors: In order to be considered for any category of graduation with honors, students must fulfill all institutional requirements described in the catalog under which they are to graduate. For a student whose major draws on a single discipline, the average shall be computed by including all courses which appear on the transcript bearing the rubric of the major discipline and which the catalog describes as suitable for fulfillment of a major in the discipline. For a student who is majoring in a program which draws on more than one discipline, this average shall be computed by including all courses which, according to a list provided to the registrar by the student's adviser, constitute the major program for that student.

Each of the following requirements must be satisfied to graduate with Latin honors:	
Sem. hrs. completed at VWC	60
Degree hours completed	120
*Minimum GPA major courses (including transfer courses)	3.0
*Minimum cum GPA (including transfer courses)	3.4
Traditionally-graded course at the 300/400 level in the social sciences division	3 sem. hrs.
Traditionally-graded course at the 300/400 level in the humanities division	3 sem. hrs.
Traditionally-graded laboratory course in the natural sciences	4 sem. hrs.
<i>cum laude</i>	> cumulative GPA of at least 3.40
<i>magna cum laude</i>	> cumulative GPA of at least 3.60 > recommendation of department or division
<i>summa cum laude</i>	> faculty vote. > entitled to <i>magna cum laude</i> > cumulative GPA of at least 3.80 > 6 sem. hrs. of independent research at the 300/400 level with high competence as certified by the faculty supervisor(s)
*Transferred grades cannot increase the VWC GPA for honors	

The independent research requirements may be satisfied by the completion of: 1) independent research as described elsewhere in the catalog under "Program Enhancement"; 2) 400-level catalog courses such as senior projects, senior thesis or original research projects requiring independent research; or 3) an alternate independent project primarily devoted to independent research. The independent work need not be "original" except to the student, and could be primarily expository in nature. A student should demonstrate that he/she understands the methods of independent research and can employ them in the production of a significant paper or project. The faculty supervisor of such projects shall make application in writing to the appropriate division chairman for approval of the project and evaluation shall be similar to the method used for independent research.

Two final copies of each project intended to satisfy the independent research requirements for highest distinction are to be submitted by the student. One is to be marked and graded by the project evaluators. The other copy, bearing the signatures of its evaluators, will remain unmarked and will be placed in the library for public examination for a period of not less than one month during the following semester (excluding summer).

To qualify for any honors category, students with transfer credit must satisfy the quality point average requirements both in the set of all courses counted toward graduation and in the set of courses taken at Virginia Wesleyan.

The honors status for students who are August candidates for graduation will be determined after all summer course work is completed.

Repeating a Course: Students will normally be allowed to repeat a course for which they have been charged quality points only once, and then only if the original grade was below a C (2.0). However, students with a cumulative grade point average of 2.0 or above may take for a third time a course not previously passed if they obtain the written recommendation of their adviser and the approval of the dean of the college, who will consult with any instructor who has previously taught that course or the coordinator of the department in which that course was taught. When a student repeats a course, all previous grades for that course remain on the transcript, but only the last grade is used in computing the grade point average.

Non-Resident Credit: While a student is matriculated at Virginia Wesleyan, no credit will be given for courses taken at another college unless permission is given through the Office of the Registrar prior to registration for such courses.

Pass/Fail Grades: Some courses are offered only on a pass/fail basis and are so noted in the class schedule for a given semester. In addition, students also have the option in a given semester of electing to take one traditionally graded course on a pass/fail basis provided that the course is not required to fulfill general college requirements or any part of the student's major or minor program or the repeat of a course originally taken as a traditionally-graded course. To effect this election, a student must obtain the adviser's signature on a Pass/Fail form and return the form to the Office of the Registrar before the end of the third week of the fall or spring semester or before the end of the first week of a summer class.

The following limitations apply: In any given semester, students may not enroll for more than one-third of their academic load in pass/fail courses except on written recommendation of their advisers and the approval of the dean of the college. No more than one-third of a student's total hours offered for graduation may consist of courses graded on a pass/fail basis.

Pass/fail grading may not be elected for any honors seminar nor any course challenged for the H grade.

The Grade of H: The H grade may be assigned for work of exceptional quality. This grade may be earned in either an honors course or in any other course or pair of courses when requested by the student and approved by the appropriate members of the faculty.

A student may challenge a course or pair of courses for the grade of H by following these procedures:

During the semester before the course is taken, the student must gain concurrence from the instructor(s) involved. The instructor(s), with the aid of the petitioning student, must submit a proposal to the Honors Committee before early registration for the ensuing semester. This proposal must indicate how the work of the petitioning student will surpass, in both qualitative and quantitative ways, the requirements normally expected. Particular stress is placed on the qualitative aspects of the additional requirements. An honors course listed on a given student's transcript will include the notation "HNRS." A grade of H or another appropriate letter grade may be assigned by the instructor. Having challenged a course or pair of courses for the grade of H, a student may not later elect to use the pass/fail option.

Grade Point Averages: A student's grade point average is computed on work taken at Virginia Wesleyan, exclusive of pass/fail courses. Course work taken on a cross-registration basis is also included in the Virginia Wesleyan grade point average, again exclusive of pass/fail courses.

A student's grade point average is obtained by dividing the total number of semester hours attempted at Virginia Wesleyan, including failures and withdrawal failures, into the number of quality points earned at Virginia Wesleyan. Courses in which the mark was WP or W, and courses taken on a pass/fail basis, are not included in the computation of the grade point average. In the case of repeated courses, only the hours and the grade points from the last attempt are used in the computation.

The following examples demonstrate the method of computing the grade point averages:

1. A student who completes 15 semester hours with 12 semester hours of C and 3 semester hours of S has earned 24 quality points for the C's and no quality points for the S. To find the student's average, divide the 12 semester hours of traditionally graded work attempted into the 24 quality points earned to find the grade point average of 2.0.

2. A student who completes 15 semester hours with 3 semester hours of B, 3 of C+, 3 of C-, 3 of D, and 3 of F has earned 9 quality points for the B, 6.99 for the C+, 5.01 for the C-, 3 for the D, and 0 for the F, for a total of 24 quality points. Divide the 15 semester hours into the 24 quality points to find the grade point average of 1.6.

A semester's grade point average is computed under these rules by considering only courses undertaken in a given semester. The cumulative grade point average of all work at Virginia Wesleyan is simply computed by considering all traditionally graded courses undertaken. Cumulative grade point averages cannot be computed by averaging semester grade point averages.

Withdrawal from Course: To withdraw from a course a student must submit a completed Course Selection Form to the Registrar. After the first week of classes withdrawal from a course does not reduce the total number of semester hours charged for the semester. Withdrawal after the first week of classes and prior to the automatic "WF" period (see Academic Calendar) will result in a grade of W, WP, WF or WU, as determined by the instructor. From the beginning of the automatic "WF" period until the last day of classes for the semester a withdrawal will result in an automatic WF or WU. Exceptions to this policy may be made for students who withdraw from the college for reasons of documented illness.

Grade Changes: A request for a grade change must be submitted by the faculty member to the dean of the college for approval. Any change of grade from a reassessment must be made within 12 months of the issuance of a grade.

Withdrawal and Readmission to the College: A student who wishes voluntarily to withdraw from the college during a given term is not considered officially withdrawn until he or she notifies the registrar in writing of this intention and completes an official withdrawal form. Assigned grades of W, WP or WF will be determined by the date of withdrawal and the discretion of the instructor. Any registrations for the semester following the withdrawal will be deleted. If a student fails to register for consecutive semesters by the last date for late registration, he or she is assumed to have withdrawn from the college.

A student who voluntarily withdraws and desires to return to the college must reapply to the Admissions Office for consideration by the Committee on Academic Standing.

Academic Standing

Selective Retention Policy: Except under extraordinary circumstances as determined by the Committee on Academic Standing, the following policy will govern the academic status of students (academic probation, dismissal, suspension).

A cumulative grade point average of 2.0 (C) is required for good academic standing at Virginia Wesleyan College. When a student's average falls below 2.0, the conditions of his academic status vary with his classification. In any case, the probationary status of each student always requires him to schedule special conferences with his adviser and, on some occasions, with the dean of the college.

The freshman student who does not achieve at least a 1.6 after undertaking the equivalent of one semester of full-time academic work is automatically on academic probation. All freshmen must have at least a 1.6 cumulative average after undertaking the equivalent of two semesters of full-time academic work. Freshmen who do not achieve this standard will be eligible for suspension or dismissal.

Any student whose cumulative average is below 1.8 after undertaking the equivalent of three semesters of full-time academic work is automatically on academic probation. All students must have at least a 2.0 cumulative average after undertaking the equivalent of four semesters of full-time academic work or they will be eligible for suspension or dismissal.

At any time after undertaking the equivalent of five semesters of full-time academic work any student is automatically on probation if his cumulative grade point average falls below 2.0. Such a student who is on probation will be expected to raise his cumulative average to at least 2.0 by the end of the next semester of full-time academic work or be eligible for suspension or dismissal.

If, at the end of any given semester, the cumulative grade point

average of a sophomore, junior, or senior falls below 1.6, the student will be eligible for suspension or dismissal.

Any student who fails more than half of the semester hours in his or her academic load in any semester after completion of two or more semesters will be subject to suspension for two terms or permanent dismissal.

Transfer students fall within this policy according to the total number of college semesters attempted.

The suspended student will not receive transfer credit for any course work taken at another institution during the two terms immediately following the suspension.

After being out of college for two terms (summer counting as a term), the suspended student may apply to the Committee on Academic Standing (through the dean of admissions) for readmission. If the student is readmitted, the conditions shall be established by the Committee on Academic Standing at the time of readmission and shall be communicated to the student in writing by the dean of admissions. Once suspended, students who do not meet the conditions of their final probation will be permanently dismissed from Virginia Wesleyan College.

In implementing this policy, the "Equivalent of one semester of full-time academic work" is defined as a minimum of 12 semester hours; two semesters, 24 semester hours; three semesters, 36 semester hours; four semesters, 48 semester hours.

Each student is responsible for being aware of his or her own academic standing relative to the college policy.



CAREER SERVICES CENTER— PLANNING YOUR FUTURE

“What kind of job can I get with a major in French?” “If I want to be a lawyer, what major is appropriate?” “What kinds of careers are available working with children?” “What is the correct admission test for entering a graduate business school?” These are just a sampling of the kinds of questions students like yourself have while in college. The efforts of the Career Services Center at Virginia Wesleyan College are devoted to helping you decide on a college major and career, gain experience while a student, search for employment and/or apply to graduate school. Following are some of the programs and services that are offered.

INDIVIDUAL APPOINTMENTS: Career counseling is available to you, on an individual basis, to discuss your career, job search and graduate school concerns. Interest inventories are available.

CAREER RESOURCES: Makes available a library with specific self-assessment, occupational, graduate school, internship, and job search information. Copies of selected publications are yours, free of charge.

COMPUTERIZED GUIDANCE: Software programs are available in the Career Services Center to assist you in career decision making, and to help you obtain current information about occupational options, company profiles and graduate schools.

WORKSHOPS: Offered numerous times throughout the year. Topics include: Choosing a Major; Job Search Strategies; Resume Writing and Job Search Correspondence; Business and Social Etiquette; Choosing and Applying to Graduate School, and Interviewing Skills including videotapes of practice interviews.

EXPERIENTIAL LEARNING: Open the door for employment after graduation by participating in an internship or externship while in school. Through these learning experiences, you gain exposure to your field of interest, relevant work skills, and professional contacts. Career Services advises you on locating and establishing an experience to meet your needs. Listings are maintained by the office. Many major areas of study at Virginia Wesleyan provide you with the opportunity to participate in an internship for credit during your junior or senior year. Check with each academic department to learn about their criteria for completing a credit bearing internship.

JOB SEARCH ASSISTANCE: Part-time, summer, and full-time job leads and internships are provided to students through job fairs, listings of current openings, employment activities on campus, and Resume.txt database.

While Virginia Wesleyan offers a significant number of career preparation possibilities, the majority of the College’s majors are not designed as instruments of “technical training” for specific jobs. Rather, you are expected to acquire and to develop abilities in written and oral communication, research, critical thinking and decision making which provide the flexibility that will prepare you to cope with a world of constant change.

Pre-Professional Information

Allied Health Professions: Students who wish to enter allied health professions will need to complete at least two years and may wish to complete four years of preparatory studies at Virginia Wesleyan before making application to a given professional school. Preparatory work is offered at Virginia Wesleyan in the following areas: pre-dental hygiene, pre-pharmacy, pre-nursing, pre-professional health care management, pre-professional program in medical technology, pre-professional program in physical therapy, pre-professional program in occupational therapy, pre-professional program in radiological technology. Students who have an interest in pursuing any of these preparatory programs should contact Dr. Deborah Otis for a listing of required courses.

Dentistry: Virginia Wesleyan offers sound training in pre-dentistry. Students interested in a career in dentistry should contact Dr. Deborah Otis for further information.

Medicine and Veterinary Medicine: Early in their college program, students should familiarize themselves with the entrance requirements of several schools to which they might apply. This will provide sufficient opportunity to fulfill specific recommendations. For a listing of courses recommended by most medical schools, students may consult with Dr. Deborah Otis.

Church-related Vocations: The Christian ministry in today’s world takes many forms such as the pastoral ministry, director of Christian education, hospital and military chaplaincies, teaching in church-related colleges, and counseling. A broadly based program of studies in the liberal arts is required for admission to the graduate schools which prepare persons for these ministries. The focus of this program of studies may be in the field of religion or some other area of the humanities or the social sciences. The college chaplain, Robert W. Chapman, is available as a vocational adviser for students who are contemplating Christian vocations.

Health and Human Services: The designation “human services” covers a broad spectrum of career possibilities. Virginia Wesleyan’s program in human services provides significant training for students who wish to enter careers oriented toward direct service, to community action, to the legislative process, or to administrative planning. There is a well defined program in each of these areas which culminates in an internship which is related to a given student’s interests. Students who are interested in this program should contact Dr. Benjamin Dobrin for more information.

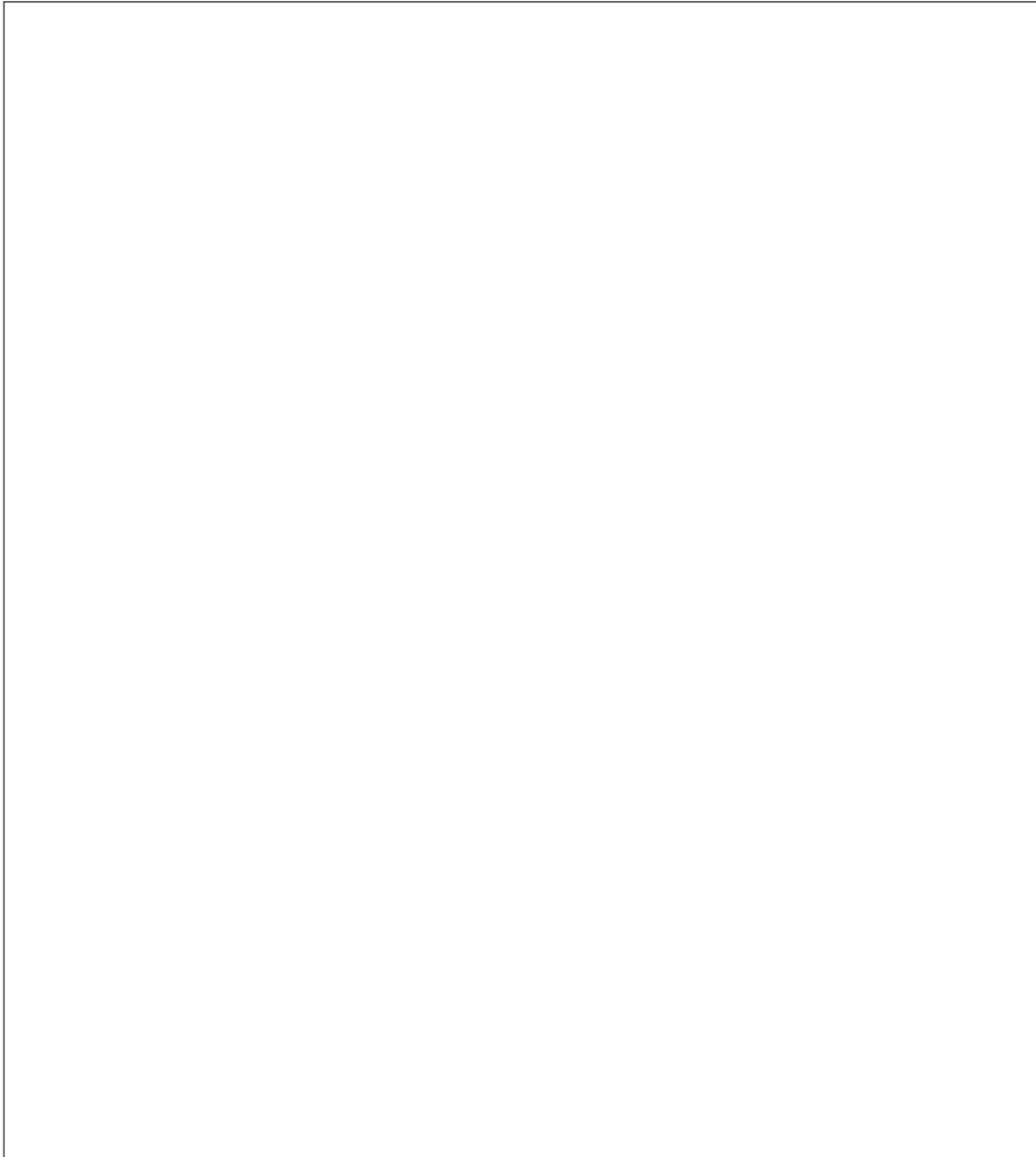
Law: Numbers of Virginia Wesleyan College students have successfully gained entrance into law school. No single major is recommended for students interested in pursuing a legal career. It is important to note, however, that law schools emphasize the

importance of a broad-based liberal arts education in which the student has excelled. Students who are interested in the pre-law course of study at Virginia Wesleyan should contact Dr. William M. Jones or Dean Stephen Mansfield.

Environmental Studies: In the context of our role as a liberal arts institution in preparing students for citizenship and social responsibility, Virginia Wesleyan offers two approaches to environmental studies. First, students may choose the more traditional science track by majoring in biology, chemistry or general science which will pre-

pare students for pursuing advanced degrees in ecology, environmental science or toxicology. Students interested in this approach should contact Dr. Garry E. Noe.

A second approach that integrates the divergent perspectives of the liberal arts tradition is the interdisciplinary major, environmental studies. The flexibility of this track and the breadth of its curricular options allow it to meet a diversity of student interests and needs in environmental education. Students interested in this approach should contact Dr. Lawrence D. Hultgren or Dr. Maynard H. Schaus.



PROGRAMS AND COURSES— DESIGN YOUR FUTURE

SPECIAL DESIGNATIONS

College courses are numbered at the 100, 200, 300, and 400 levels. Traditionally, these levels correspond roughly to the freshman, sophomore, junior, and senior sequence of class standings. As a rule, courses numbered at the 100 and 200 levels are introductory and have a broad educational utility. Courses numbered at the 300 and 400 levels generally build on previous introductory offerings and have a more specific educational utility.

- 100 freshman level
- 200 sophomore level
- 300 junior level
- 400 senior level

Courses which count toward a given General Studies requirement can be easily identified by a capital letter following the course title.

- W Writing Courses
- (A) Aesthetic Experience and Criticism
- (E) Empirical Knowledge
- (V) Ethical Values, World Views and Faith Perspectives
- (H) Historical Perspective
- (C) Communications
- (S) Institutional and Cultural Systems
- (I) Senior Integrative Experience

ACADEMIC SKILLS DEVELOPMENT

Ms. Althia Woodson-Robinson

Some students who have graduated from high school find that they are still lacking in certain skills which are important for college success. Through the academic skills development program, Virginia Wesleyan College offers assistance to students to improve their skills in thinking, writing, reading, and basic computation.

A writing lab is available for those who need individualized attention for improving their writing capabilities.

The Math Department offers special courses and tutoring services for students whose computational skills need improvement.

Tutoring, and/or workshops in any subject are available to students desiring or needing improvement of study skills techniques in a group or on an individual basis through the Learning Center.

The college also provides additional assistance to students who need to improve such skills as reading comprehension, vocabulary, note taking, speed reading, and test-taking techniques.

ACADEMIC SKILLS DEVELOPMENT (ASD)

301 Tutoring (1)

Upper-class students who have received grades of no less than B may participate in tutoring for credit. To earn one semester hour, students will comply with a 30-hour tutoring contract. Tutoring sessions will be supervised by the coordinator of learning resources and approved by the instructor of course tutored. Course offered on basis of need for tutors.

AMERICAN STUDIES

(Interdisciplinary)

Dr. Benjamin D. Berry, Program Coordinator

The American Studies program consists of an interdisciplinary major within the liberal arts. As a major it weaves together experiences and competencies relating to the culture and heritage of the United States. The program can serve as a general preparation for such diverse career areas as law, social service, teaching, journalism, business, library science or the making of public policy. Within the guidelines of the program, each majoring student works out an individualized plan with the academic adviser. The major consists of 57 semester hours of course work distributed among 36 hours of core requirements (from a list of eight disciplines), 18 hours of elective courses (from an expanded list of 10 disciplines), and three hours involved in a senior project. Of the 57 hours required for the major, 30 hours must be taken at the 300/400 level. The plan is continually adjusted for changes in the student's interest and developing career goals as well as for changes in course offerings.

ANTHROPOLOGY

(See Sociology)

ART/ART HISTORY

Ms. Sharon Beachum
 Mr. Philip Guilfoyle, Program Coordinator
 Dr. Joyce Howell
 Mr. Barclay Sheaks

As today's society becomes more visual, the visual arts play an increasingly important role in contemporary life. At Virginia Wesleyan, studio art courses offer students the opportunity to explore art meaningfully by learning about its many aspects and having the enriching experience of creating it. Courses in drawing, painting, sculpture, ceramics, crafts, computer art, photography,

printmaking, and other media offer opportunities for building technical skills and aesthetic awareness. The study of the History of Art, both of the Western and non-Western traditions, is an integral part of the art program. Classroom learning is supported by a program of art exhibitions, which include changing art exhibitions in the Hofheimer Library Gallery, the display of the Sheaks Collection in the Barclay Sheaks Gallery of Godwin Hall, and the campus-wide display of the over two-hundred piece Collection of Outstanding Student Art. The art department sponsors numerous field trips to museums and galleries in Hampton Roads, Washington, D.C., and elsewhere.

For the art major, our program provides a broad technical and art historical background, plus an in-depth experience in either two- or three-dimensional media electives. In addition to study with the college art faculty, there are opportunities for internships. In their senior year, art majors learn practical professional skills through required activities such as exhibitions, portfolio preparation, and workshops with visiting artists. The major program provides students with the background, experience, and discipline for becoming a practicing artist, working in the art field, or, in conjunction with certification by the education department, an art teacher.

Minors in both studio art and art history also are offered.

Under special circumstances, and with the consent of the instructor, studio courses may be repeated for additional credit.

Major Requirements

All majors must select one area in studio art in which to have in-depth training and experience.

All graduating majors must prepare a comprehensive exhibition of their best work to be displayed for the college community. From this exhibition, members of the art faculty may select a work or works for purchase; these become part of the Collection of Outstanding Student Art.

Art Education majors must complete art major requirements as well as those required for Secondary Education Certification. Students interested in teacher certification K-12 should consult with the education department and enroll in the program so that introductory education courses may be taken in the sophomore year.

COURSE NUMBER AND TITLE	SEM. HRS.
ART 101 Introduction to Computer Art	3
ART 111 Basic Drawing Media & Techniques	3
ART 112 Basic Painting Media & Techniques	3
ART 117 Beginning Ceramics I	3
Art 211 Beginning Sculpture I OR ART 212 Beginning Sculpture II	3
One of the following: ART 221 Crafts I ART 222 Crafts II ART 223 Crafts III	3

ART 225 Introduction to Photography	3
INST 425 The Art Game	3
Art Electives, 300-400 level	15
ARTH 231 Ancient and Medieval Art	3
ARTH 232 Renaissance to 20th Century Art	3
ARTH Elective, 300-400 level	3
TOTAL	48
ADDITIONAL COURSES NEEDED FOR A CERTIFICATION IN ART EDUCATION	
INST 202 The School and Society	3
EDUC 225 Characteristics of the Learner	3
EDUC 338 Middle Education Teaching Methods 6-8	3
EDUC 319 Reading in the Content Areas	3
EDUC 303 Applied Technology for Innovative Instruction	3
EDUC 340 Secondary Practicum 6-12	1
EDUC 353 Art Methods and Materials pre K-12	3
EDUC 445 Secondary Preservice Teaching I	7.5
EDUC 446 Secondary Preservice Teaching II	7.5
SPED 372 Learning Disabilities & the Exceptional Child	3
TOTAL	37

Minor Requirements: Studio Art

COURSE NUMBER AND TITLE (See p. 22 for general minor requirements)	SEM. HRS.
ART 111 Basic Drawing Media & Techniques OR ART 112 Basic Painting Media & Techniques	3

One of the following: ART 117 Beginning Ceramics I ART 211 Beginning Sculpture I ART 212 Beginning Sculpture II	3
ART 101 Introduction to Computer Art OR ART 225 Introduction to Photography	3
Studio Art electives at 300/400 level	9
TOTAL	18

Minor Requirements: Art History

COURSE NUMBER AND TITLE (See p. 22 for general minor requirements.)	SEM. HRS.
ARTH 231 Ancient and Medieval Art	3
ARTH 232 Renaissance to 20th Century Art	3
Art History electives 300/400 level	9
Art History elective, any level	3
TOTAL	18

ART COURSES (ART)

101 Introduction to Computer Art (3) (A)

Studio course exploring the computer as a tool for digital image-making and personal expression. Includes practice exercises to learn software. Topics include photo manipulation, the use of color, typestyles, page design and composition. Students apply these concepts and skills to original, digital artworks. No previous computer experience required. Offered each semester.

105 Introduction to Studio Art (3) (A)

Introduces the basic studio materials and techniques for making art in a variety of media which may include painting, drawing, ceramics, sculpture, printmaking, crafts, fibers, and/or electronic technology. The course includes lectures, demonstrations, studio participation and production, museum and/or artist studio visits, and related historical information. Studio class, one three-hour meeting per week. Lab fee. Offered in Selected Winter Sessions.

111 Basic Drawing & Media Techniques (3) (A)

Acquaints students with the basic concept of drawing with various media, including pencil, charcoal, chalk, and pen and ink. Experiences in skill-building exercises are emphasized as well as their practical application. Studio class, two meetings per week, 1.5 hours. Offered each fall.

112 Basic Painting Media & Techniques (3) (A)

An examination of basic painting techniques. Students study and experiment with a variety of painting experiences, including

watercolor, acrylics, and oil types. Numerous kinds of applications are employed on various working-surface materials. Students use these experiences to create their own pictorial interpretations. Studio class, two meetings per week, 1.5 hours. Offered each spring.

115 Cultural Aware I: Media & Expression (3) (A)

An introduction to the appreciation of the graphic and plastic arts through the firsthand experiencing of them. This semester examines the artist as a person and the media and materials used to express himself. The class visits local galleries and museums and talks with visiting artists. Students are expected to furnish their own transportation for these frequent trips off campus. One three-hour meeting per week. Offered even-numbered years. Pass/fail grading.

116 Cultural Aware II: Structure of Art (3) (A)

The basic design structure of the graphic and plastic arts such as space, form and color are explored as well as how artists have employed these elements. An understanding of these basic concepts is stressed in order that the art product can be appreciated as an expressive problem-solving task for the artists, as well as in context with history and society. Experiencing art firsthand is emphasized with visits to local museums and galleries. Students are expected to furnish their own transportation for these frequent off-campus trips. One three-hour meeting per week. Offered even-numbered years. Pass/fail grading.

117 Beginning Ceramics I (3) (A)

A basic course in the development of hand-building processes, application of glazes and the use of the potter's wheel. Emphasis is placed on accomplishing basic skills with a sensitivity to design. Studio class, two 1-1/2 hour meetings per week. Lab fee. Offered each semester.

150 Art in the Elementary School (3)

Study of principles underlying the teaching of art in the elementary school and practical application. Offered intermittently.

201 Music & Art in Western World (3) (A)

Identical to MUS 201.

210 Raku Ceramics (3) (A)

Introduces the materials and techniques for making Raku type ceramics. Topics include basic forming techniques, clay properties, glazes, surface development, firing equipment and techniques, and related historical information. Studio class, one three hour meeting per week. Lab fee. Offered spring of odd-numbered years.

211 Beginning Sculpture I (3) (A)

Explores the possibilities of sculptural form and three-dimensional problem solving through materials such as cardboard, paper, clay, plaster, wood, wax, etc. Emphasis is placed on the understanding of three-dimensional concepts of relief and sculpture-in-the-round through carving, modeling, and constructing. Studio class, one three-hour meeting per week. Lab fee. Offered each fall.

212 Beginning Sculpture II (3) (A)

Deals with the sculptural concepts of the 19th and 20th centuries. A variety of materials are used to develop the concepts of mobiles, modules, and constructions, with an emphasis on the creative approach. Studio class, one three-hour meeting per week. Lab fee. Offered each spring.

- 218/318 Ceramics II (3) (A)**
A continuation of beginning ceramics with special emphasis on wheel techniques and thrown forms. Students experiment with different clays and glazes and have the opportunity to fire their own works. Prerequisites: ART 117 or consent. Studio class, two 1-1/2 hour meetings per week. Lab fee. Offered each spring.
- 221/322 Crafts I: Fibers (3) (A)**
Investigates the possibilities of fibers as a craft material. Includes basic concepts and techniques of selected fiber arts processes which may include: weaving, batik, papermaking, fabric enrichment, and basketry. Studio class, one three-hour meeting per week. Lab fee.
- 222/324 Crafts II: Weaving & Mosaics (3) (A)**
Investigates the concepts and techniques of weaving and mosaics. Basic weaving techniques with a variety of looms are used with an emphasis on creativity. Mosaics are accomplished with bought, found, and hand-made teresa. Studio class, one meeting per week. Lab fee.
- 223/326 Crafts III: Enamel/Jewelry Techniques (3) (A)**
Enameling and basic jewelry techniques are explored in an effort toward creative jewelry. A variety of materials such as metals, plastics, natural and manmade fibers are used, along with techniques such as cutting, soldering, planishing, and etching. Emphasis is placed on basic design and craftsmanship. Studio class, one meeting per week. Lab fee. One craft class is offered each fall.
- 225 Introduction to Photography (3) (A)**
Studio course exploring the art of photography as a means of communication and personal, creative expression. Topics include the control of basic camera functions, the selection and exposure of film, composition, artistic techniques, selection of content, and laws impacting the use of photos. Students apply specific concepts and techniques to shooting assignments and are responsible for the commercial development of all film. Students must supply their own camera, 35 mm preferred.
- 301 Digital Imaging (3) (A)**
Studio course utilizing the computer as a tool for communication, personal expression and graphic production. Technical topics include graphic software, file formats, electronic color, scanning and desktop printing. Aesthetic topics include composition, graphic abstraction, typestyles, visual communication, and aesthetics of computer-generated artworks. Students complete software practice exercises and apply these concepts and skills to original, digital artworks integrating color, images and type. Prerequisites: ART 101 and 111, or 112, or consent of instructor.
- 303 Graphic Design (3) (A)**
An introduction to the tools, methods, principles and practice of graphic design. Topics include visual communication, typography, composition, the importance of visual research to design, communicating with vendors, clients and audiences, and the use of computer hardware and graphics software. A portfolio of creative projects utilizing graphic concepts and techniques is compiled. Prerequisite: ART 101 or JOUR 303 or consent. Offered spring of odd-numbered years.
- 305 Drawing II (3) (A)**
An in-depth concentration on skills and methods learned and experienced in ART 111 with emphasis placed on individual creativity, composition and drawing as an aesthetic and in itself. Prerequisite: ART 111 or equivalent or consent. Offered each spring.
- 306 Painting II: Collage Making and Water Media Techniques (3) (A)**
An in-depth concentration on two major areas of painting--watercolor and collage. Students build on painting concepts and skills learned and experienced in ART 112. Prerequisite: ART 112 or consent. Offered each fall.
- 310 Clay Sculpture (3) (A)**
Designed around the possibilities of sculptural form in clay with the emphasis on handbuilding methods. Coilbuilding, slabs construction and extrusions, finishes and firing techniques are covered as are the elements of sculpture. Prerequisite: ART 117, 211 or consent. Offered spring of odd-numbered years.
- 311 Advanced Paint: Abstract Approach (3) (A)**
Investigates the abstract approach to painting. Examines the source of abstract design in both natural and man-made forms. Students produce abstract designs and realistic paintings using abstract principles. The traditional painting media of oil and acrylic is used as well as a variety of materials in combination with them. Studio class, one meeting per week. Students are expected to do research and to work on projects outside class. Prerequisites: ART 111 and 112 or consent of the instructor. Offered every third semester.
- 312 Advanced Paint: Realistic Approach (3) (A)**
Students study and experiment with various styles of painting. A variety of techniques are used ranging from the loose and free applications of paint to those that are restrained and precise. Students are expected to do research and to work on projects outside class. Prerequisites: ART 111 and 112 or consent of the instructor. Studio class, one meeting per week. Offered every third semester.
- 315 Printmaking (3) (A)**
A theoretical survey and practical application of printmaking processes with (primarily) black and white media. These processes are explored through studio projects which consist of intaglio, blockout, relief, and resist printmaking methods. Prerequisite: junior status or consent. Offered fall of even-numbered years.
- 316 Mixed Media (3) (A)**
Studio course integrating traditional art materials and skills with digital technology for the production of personal artworks including handmade books, collages, photo montages, and three-dimensional objects. Exercises introduce processes for experimentation. Projects allow for individual interpretation and flexible choices to facilitate personal expression. Computer topics covered include software exercises, creative image scanning, use of typography, electronic color and page design. Additional topics include the use of various materials, image transfer processes, texture and surface treatments, book binding processes, working in three-dimensions, and presentation issues. Prerequisites: ART 101, 111, or 112 or consent of instructor.
- 317 Drawing the Human Figure (3) (A)**
Working from life, students study the male and female figure through the use of the traditional drawing media such as chalk, charcoal, pencil, ink, and paint. Understanding body structure and how to interpret it is stressed. Prerequisites: ART 111 and 112 or consent of the instructor. Studio class, two one-hour meetings per week. Offered fall of even-numbered years.

321 Advanced Ceramics: Technical (3) (A)

An advanced course designed around basic glaze chemistry and reduction firing techniques, where students develop their own glazes and fire their own ware. Emphasis is on the technical aspects as they apply to the students' creative works. Prerequisites: ART 117 and 318 or consent. Studio class, one three-hour meeting per week. Lab fee. Offered according to need.

323/423 Advanced Ceramics: Individual Interpretation (3) (A)

Designed around the students' selection of projects which have particular meaning and challenge to them. Research and work outside class is expected of all class members. Emphasis is placed on the students' development. Prerequisites: ART 117 and 318 or consent. Studio class, one three-hour meeting per week. Lab fee. Offered spring of odd-numbered years.

353 Art Methods and Materials Pre K-12 (3)

Students learn methods and philosophy to allow them to succeed at presenting, teaching, supporting creativity, and guiding students through art projects in a variety of media. Developmental stages and age-appropriate goals are integrated in the curriculum. Writing lesson and unit plans for discipline-based curriculum is part of the course's formal instruction. Formal in-class activities are supplemented with observation. Identical to EDUC 353. Prerequisite: EDUC 338. Corequisite: EDUC 340.

411-412 Advanced Paint: Individual Interpretation I, II (3,3) (A)

Provides painting experiences that lead to an understanding of composing in two-dimensional pictorial space. An important part of this course is the students' selection of certain projects which have a special meaning and challenge to them. Research and work outside class is expected of all class members. Prerequisites: ART 111 and 112 or consent of the instructor. Studio class, one three-hour meeting per week. Offered every third semester.

418 Painting the Human Figure (3) (A)

Working from life, students render and interpret the human figure using the traditional painting media of oil, acrylic, and watercolor. An understanding of body structure is emphasized and how to represent it using various painting techniques. Basic elements of portraiture will also be touched upon. Prerequisites: ART 111, 112 or 317, or consent of the instructor. Studio class, one three-hour meeting per week. Offered spring of odd-numbered years.

424 Advanced Ceramics: Production (3) (A)

Designed for continued growth and exploration in this media with special emphasis on production techniques. An important part of this course is producing, showing, and surviving in the potter's craft. Prerequisites: ART 117 and 318 or consent. Studio class, one three-hour meeting per week. Lab fee. Offered according to need.

ART HISTORY COURSES (ARTH)**225 The Photograph (3) (H)**

A survey of the history of photography from its invention in 1839 to the present. Students study the development of the technological processes, as well as the changing interpretation of the medium. Offered each fall.

231 Ancient & Medieval Art (3) (H)

A survey of the visual arts, and how the arts functioned in culture, from Prehistoric cave paintings to the art and architecture of late Medieval Europe. The course concentrates on the Western tradition of painting, sculpture, and architecture. Offered each fall.

232 Renaissance to 20th-Century Art (3) (H)

A survey of the visual arts, and the relationship of the visual arts to social, cultural, and political history from the Renaissance period to the Modern era. The course concentrates on the European tradition of painting, sculpture, and architecture, and pays particular attention to the changing social role of artists and the development of the modern definitions of "fine art." This course is a chronological continuation of ARTH 231, but the latter is not a prerequisite. Offered each spring.

233 Art of Africa, Asia, Americas (3) (H)

Surveys the long-lived art traditions of diverse global cultures, including Africa, India, China, Japan, the Pacific, and Pre-Columbian and Native America. Offered each fall.

341 American Art (3) (H)

A survey of the visual arts in America, and how the arts developed in American culture. The course begins with a brief survey of the visual arts of the indigenous peoples of North America, and continues with the development of the arts from the Colonial period to Modern times. Particular attention is paid to the relationship of the visual arts to social and political history, and the issue of "American identity" in the arts. Offered each spring.

351 19th-Century Art History (3) (H) W

A survey of the major artists, works, and artistic traditions (Neoclassicism, Romanticism, Impressionism, Symbolism, etc.) of 19th-century Europe and America. Particular attention will be paid to art as a social and cultural, as well as individual expression. Offered each fall.

352 20th-Century Art History (3) (H) W

A survey of the major artists, works and movements of 20th-century European and American art. Particular attention will be paid to developments from 1940 to the present, including Neo-Expressionism, Site and Earth Works, Feminism, and Post-Modernism. Offered each spring.

BIOLOGY

Dr. Paul M. Ressler, Program Coordinator
Dr. Philip Rock
Dr. Maynard H. Schaus
Dr. Victor R. Townsend, Jr.

The Department of Biology is committed to providing a strong foundation in basic life sciences that will give multiple options upon graduation. In addition to concepts and principles, students learn to see science as a process of discovery and problem solving through scientific methodology. The diverse curriculum in the natural sciences and the program of General Studies

prepares competent learners of the future. Upon successful completion of our program, students may seek careers or graduate work in biology, microbiology, botany, zoology and related areas such as the health professions, environmental studies, marine biology, and education.

Major Requirements

To fit each student's individual program, related courses to fulfill the requirements of the biology major should be planned for during the second semester of the sophomore year in close consultation with a science adviser.

To complete the College's requirement for computer literacy, students majoring in biology must show a proficiency in the following areas: 1) the use of word processing, 2) the use of e-mail, 3) the use of the Internet, and 4) the use of multi-media software. This proficiency will be demonstrated by completing assignments in several classes required for the major which will include BIO 110, 311 and 316.

Freshman Year:

ENG 105	4 sem. hrs.
ENG 2xx	3 sem. hrs.
BIO 110, 111	8 sem. hrs.
CHEM 117, 118	8 sem. hrs.
Math requirement (placement by testing)	3 sem. hrs.
General Studies requirements as electives	6 sem. hrs.
	<u>32 sem. hrs.</u>

Sophomore Year:

BIO 231, biology elective	8 sem. hrs.
Chemistry or physics	8 sem. hrs.
Math requirements or electives	6 sem. hrs.
General Studies requirements as electives	9 sem. hrs.
	<u>31 sem. hrs.</u>

BIO electives, 300/400 level	8
BIO electives (200 level or higher)	3
TOTAL W/ DEPT.	36
ADDITIONAL REQUIRED COURSES	
CHEM 117 General Chemistry I	4
CHEM 118 General Chemistry II	4
CHEM 311 Organic Chemistry I	3
CHEM 321 Organic Laboratory I	2
CHEM 312 Organic Chemistry II	3
CHEM 322 Organic Laboratory II	2
PHYS 215 General Physics PHYS 221 Physics	OR 4
PHYS 216 General Physics PHYS 222 Physics	OR 4
TOTAL	62

COURSE NUMBER AND TITLE	SEM. HRS.
BIO 110 General Botany	4
BIO 111 General Zoology	4
BIO 311 Genetics	4
BIO 316 General Ecology	4
BIO 300 Plant Morphology BIO 332 Taxonomy of Vascular Plants	OR 4
One of the following: BIO 370 Vertebrate Zoology BIO 372 Comparative Anatomy BIO 373 Invertebrate Zoology	4
BIO 485 Seminar in Biology	1

Minor Requirements

COURSE NUMBER AND TITLE (See p. 22 for general minor requirements.)	SEM. HRS.
BIO 110 General Botany	4
BIO 111 General Zoology	4
BIO 311 Genetics	4
One of the following: BIO 300 Plant Morphology BIO 332 Taxonomy of Vascular Plants BIO 370 Vertebrate Zoology BIO 372 Comparative Anatomy BIO 373 Invertebrate Zoology	4
BIO 316 General Ecology BIO 410 Evolution	OR 3-4

BIO 485 Seminar in Biology	1
TOTAL	20-21

In addition to the above requirements, students seeking certification for secondary education to teach biology must complete either EES 130 Physical Geology or EES 132 Environmental Geology and should consult a member of the Department of Education regarding procedures and requirements for certification.

BIOLOGY COURSES (BIO)

100 The World of Biology (3) (E)

An introduction to biology. The course presents an overview of the study of life. Emphasis is placed on how biology affects our daily lives, including such topics as biodiversity, genetic engineering, and problems associated with the expansion of the human population. Designed for non-science majors. Offered each semester.

102 Human Anatomy and Physiology (3) (E)

An examination of the relationship between structure and function in the human body which will include a detailed survey of the major organ systems. Designed for non-science majors. Offered fall of even-numbered years.

103 Kitchen Science (3) (E)

Taught in a laboratory setting, this course has both lecture content and active participation of students in the preparation of a variety of foods. Basic chemical and biological processes and how they relate to food and cooking will be considered. Examples may include carbonated beverages, simple cheeses, tofu, sauerkraut, and others. Included in lecture will be topics related to human nutrition such as diet, diet supplements, and some discussion of genetically modified foods. This course emphasizes and demonstrates fundamental principles of chemistry and biology through the discussion of food and the practice of food preparation and food consumption. Consists of fifteen, three-hour lecture/laboratory sessions. Offered in selected Winter Sessions.

106 Humans and the Environment (3) (E)

Deals with environmental problems that confront contemporary society. Basic ecological principles which are pertinent to current environmental issues are emphasized. Designed for non-science majors. Offered each semester.

110 General Botany (4) (E)

An introduction to the vegetable kingdom which includes basic cellular structure and function, morphology, and variation of plants from the bacteria to flowering plants. Designed for the student intending to major in biology. Lecture three hours, laboratory three hours each week. Offered each fall.

111 General Zoology (4) (E)

A systematic treatment of the metazoans which will include examinations of the morphology, physiology, behavior, and ecology of animals from the heterotrophic protists to the vertebrates. Designed for the student intending to major in biology. Lecture three hours, laboratory three hours each week. Offered each spring.

115 Human Genetics (3) (E)

An introduction to the science of genetics. Emphasis is placed on human genetics and the genetics of organisms that are impor-

tant to mankind. A course for everyone concerned about how our genetic makeup affects what we are, what we do, and what we transmit to future generations. Areas such as evolution, reproduction, different types of inheritance and population genetics are explored. Designed for the non-science major. Offered each spring.

120 Microbes and Man (3) (E)

An introductory biology course using microbiology as the unifying concept to explore many of the facets of the study of life. Topics include: the evolution and classification of life, cell structure and metabolism, the major roles microbes play in ecosystems, molecular genetics, control of microbial growth, biotechnology, the human immune system, and major viral and bacterial diseases of humans. Designed for non-biology majors. Offered each fall.

121 Microbes and Man Laboratory (1)

An introductory biological science lab course designed to accompany BIO 120. Students have the opportunity to learn a number of basic scientific techniques including: the correct use of microscopes, basic aseptic techniques, how to handle microbial cultures, basic bacterial identification, cell structure and function, and how to design simple experiments using microorganisms. Designed for non-biology majors. Offered each fall.

150 Introduction to Marine Biology (3) (E)

An introduction to the organisms and communities of marine and estuarine areas. Students examine the basic physical and ecological processes that are pertinent to marine habitats and will focus on the diversity of marine organisms and ecosystems. Designed for non-science majors. Offered fall of even-numbered years.

151 Introduction to Marine Biology Laboratory (1)

An introductory laboratory study of the organisms and communities of marine and estuarine areas. The lab includes field and laboratory identification of local organisms and investigations in a variety of local field habitats. Designed for non-science majors. Corequisite: BIO 150. Offered fall of even-numbered years.

207 Environmental Biology (4) (E) W

A study of specific environmental issues, especially those that influence biodiversity and the abundance of organisms. Emphasis will be placed on basic ecological principles, overpopulation, air and water resources, environmental monitoring, and biodiversity. Designed for majors in the sciences or students minoring in EES. Lecture three hours, laboratory three hours each week. Offered each spring.

221 Anatomy and Physiology (4) (E)

An integrated lecture/laboratory experience which examines the anatomy and physiology of humans. A survey of the major organs and organ systems of the body from both the histological and gross anatomical perspective is featured. Lecture three hours, laboratory three hours each week. Offered fall of odd-numbered years.

231 Cell Biology (4) (E)

A study of living cells by considering the molecular basis for cellular structure and function. Prerequisites: CHEM 105 or 117. Lecture three hours, laboratory three hours each week. Offered each fall.

250 Field Experiences in Biology (3) (E)

Provides students with an intensive field experience in particular habitats. Studies are conducted to examine the interrelationship between organisms and their environment within specific habitats. May be repeated for credit as topics change. Does not fulfill the Natural

Science requirement for Latin Honors. Lab fee. Prerequisite: consent. Offered in selected Winter Sessions or summers on demand.

280 General Horticulture (3)

A course designed to acquaint students with factors necessary to grow and maintain plants. Ideal for those interested in learning applied skills in botany. Students will apply knowledge gained in lecture to projects in the greenhouse. Offered each spring.

285 Plants and Man (3)

(S)

Introduces students to how mankind uses plants and how plants have influenced human cultures. This course is appropriate for both the non-major and major in science. Offered fall of odd-numbered years.

300 Plant Morphology (4)

A morphological and evolutionary study of plants from bacteria to flowering plants. Designed to give the student a view of the structure and modes of reproduction of plants. Prerequisites: a grade of C or better in BIO 110 or consent. Lecture three hours, laboratory three hours each week. Offered spring of odd-numbered years.

311 Genetics (4)

Principles of heredity as applied to both plants and animals. Prerequisites: CHEM 105 or 117 and a grade of C or better in both BIO 110 and 111. Lecture three hours, laboratory three hours each week. Offered each spring.

316 General Ecology (4)

W

A study of plant and animal communities in relation to habitat with emphasis on the effect of the environment on community structure and distribution. Prerequisites: BIO 110 and 111 or 207. MATH 106 is recommended. Lecture three hours, laboratory/field three hours each week. Offered each fall.

332 Taxonomy of Vascular Plants (4)

Emphasis is on the classification and identification of the plants of southern Virginia. The characteristics of the major families of plants of North America are discussed. Prerequisites: a grade of C or better in BIO 110 or consent. Lecture three hours, laboratory three hours each week. Offered spring of even-numbered years.

355 Marine Biology (4)

A study of organismal adaptation and community organization in marine and estuarine habitats. A variety of marine habitats, with the laboratory primarily focusing on local species and habitat types is examined. Prerequisite: one year of general biology or BIO 207. Offered fall of odd-numbered years.

370 Vertebrate Zoology (4)

A comparative study of the morphology, life histories, and evolutionary relationships of the major vertebrate lineages. This course includes laboratory examinations and field observations of representative vertebrate animals. Prerequisite: BIO 111. Lecture three hours, laboratory three hours each week. Offered fall of even-numbered years.

372 Comparative Anatomy (4)

A study of the evolution, morphology, and physiology of vertebrates. An intensive laboratory directed examination of the major

organ systems of vertebrates as exemplified by the lamprey, dogfish, salamander, and cat is featured. It is intended for students seeking careers in biology, medicine, or veterinary sciences. Prerequisite: BIO 111 with a grade of C or better or consent. Lecture three hours, laboratory three hours each week. Offered spring of odd-numbered years.

373 Invertebrate Zoology (4)

A survey of the invertebrate phyla, with a focus on the classification, evolution, ecology, morphology, and life histories of these organisms. This course includes laboratory examinations of representative groups and field sampling of local invertebrate fauna. Prerequisite: BIO 111. Lecture three hours, laboratory three hours each week. Offered fall of odd-numbered years.

410 Evolution (3)

(I)

A study of the theories of evolution and their proponents in both vegetable and animal kingdoms. Designed to meet the requirement of the Senior Integrative Experience. Prerequisite: senior status or consent. Offered fall of even-numbered years.

480 Readings in Biology (1)

An advanced seminar that discusses readings from the primary literature on various announced topics in biology. May be repeated for credit as topics change. Prerequisite: senior/junior status and consent. Offered on demand.

482 Microbiology (3)

Teaches basic microbiological concepts and the role of microorganisms in various applied areas. Topics include: microbial physiology, cell structure, microbial genetics, pathogenic microorganisms and human diseases, and environmental and applied microbiology. Corequisite: BIO 484. Prerequisites: BIO 311. Offered each spring.

484 Microbiology Laboratory (1)

Techniques of culturing and identifying microorganisms are taught. Procedures include: culturing, staining, determination of microbial numbers, effect of environmental influences, identification of enzymatic reaction, and isolation and identification of bacterial cultures. Corequisite: BIO 482. Prerequisites: BIO 311. Offered each spring.

485 Seminar in Biology (1)

An advanced seminar on various topics in biology. Each student will conduct in-depth library research on a topic of interest and present a seminar to the department. Prerequisite: senior/junior status and a major or minor in the natural sciences. Offered each spring.

489 Research in the Natural Sciences (3)

Provides students with the opportunity to conduct original scientific research in an area of interest. Students work closely with one or more members of the natural science faculty to develop and conduct a research project. Students present their findings orally during the semester's undergraduate research symposium and as a formal research paper. Students are encouraged to present their findings at a conference. Prerequisite: junior/senior status and a major in the natural sciences, prior approval by the project advisor, and consent of the instructor. May be repeated once for a total of 6 semester hours. Identical to CHEM 489 and EES 489. Offered each semester.

BUSINESS

(See Management, Business and Economics)

CENTER FOR THE STUDY OF RELIGIOUS FREEDOM

(See purpose statement, page 26)

Dr. Catharine Cookson, Director

CSRF-affiliated courses are interdisciplinary and incorporate diverse perspectives and methods of analysis. The following courses have been identified as focusing on issues, analyses, and/or processes related to religious freedom, broadly defined: INST 100, 275, HIST 322, 451, POLS 231/431, 239/439, 341, 372, RELST 116/316, 140, 355, SOC 110, 222, 230, and 336.

CHEMISTRY

Dr. Joyce B. Easter

Dr. Deborah E. Otis, Program Coordinator

The Department of Chemistry curriculum is designed to provide opportunities for curious and interested students to immerse themselves in a concentrated study of the various principles of classical and contemporary chemical knowledge. From introductory to upper level courses, applications are made of the basic theories and methods of chemical investigation, with an emphasis on problem-solving. The chemistry program accommodates chemistry majors, other science majors, pre-med/pre-vet students, and students planning to enter the health and allied health professions, as well as students wishing to teach chemistry at the secondary school level. Chemistry majors are prepared for careers in industry, business, government, and academia.

Major Requirements

Those courses designed for non-science majors, including CHEM 105, cannot be counted toward the major in chemistry (52 semester hours), but may be counted toward the degree (120 semester hours). The student's academic program must be planned carefully if specific goals are to be achieved. Close coordination with the student's advisor is essential. In order to meet basic requirements in the major and for participation in the four-year graduation guarantee, the following course of study is determined by the year of entry.

For a student entering during the fall of an even-numbered year, the fall/spring sequence of courses would be:

Freshman Year:

CHEM 117/118; MATH 105/113

Sophomore Year:

CHEM 311/312; CHEM 321/322;

MATH 171/172

Junior Year:

CHEM 210/220; PHYS 221/222

Senior Year:

CHEM 411/412; CHEM 422; CHEM elective

If a student enters during the fall of an odd-numbered year, the fall/spring sequence of courses would be:

Freshman Year:

CHEM 117/118; MATH 171/172 or MATH 105/113 with MATH 171 in the summer

Sophomore Year:

CHEM 311/312; CHEM 321/322;
PHYS 221/222; MATH 172

Junior Year:

CHEM 411/412; CHEM 422

Senior Year:

CHEM 210/220; CHEM elective

To complete the college's requirement in the area of oral competency, students majoring in chemistry must successfully complete COMM 222 or an equivalent experience.

To complete the college's requirement in the area of computer literacy, students majoring in chemistry must show a proficiency in: 1) the use of e-mail, 2) the use of word processing, 3) the use of the Internet, and 4) the use of multimedia software. This proficiency will be demonstrated by completing assignments in several courses required in the major, which will include CHEM 118, 210, 220, 312, 322, 411, 412, and 422.

Students seeking certification as secondary teachers of chemistry must also successfully complete either EES 130 or EES 132, in order to satisfy the requirement in the area of earth science and either BIO 110, 111 or 207 to satisfy the requirement in the area of biology.

COURSE NUMBER AND TITLE	SEM. HRS.
CHEM 117 College Chemistry I	4
CHEM 118 College Chemistry II	4
CHEM 210 Analytical Chemistry	5
CHEM 220 Instrumental Analysis	5
CHEM 311 Organic Chemistry I	3
CHEM 312 Organic Chemistry II	3
CHEM 321 Organic Chemistry Laboratory I	1
CHEM 322 Organic Chemistry II	2
CHEM 411 Physical Chemistry I	3
CHEM 412 Physical Chemistry II	3
CHEM 422 Physical Chemistry Laboratory	2
One additional CHEM course	3

MATH 171 Calculus I	3
MATH 172 Calculus II	3
PHYS 221 Physics I	4
PHYS 222 Physics II	4
TOTAL	52
ADDITIONAL COURSE NEEDED FOR SECONDARY CERTIFICATION	7
One of the following: BIO 110 General Botany BIO 111 General Zoology BIO 207 Environmental Biology	4
One of the following: EES 130 Physical Geology EES 132 Environmental Geology	3
TOTAL FOR SECONDARY CERTIFICATION	59

CHEMISTRY COURSES (CHEM)

100 Chemistry in Society (3) (E)

An introduction to chemistry. Designed for non-science majors, the course presents an overview of the science and practice of chemistry and illustrates how chemistry affects our daily lives. Throughout the course, students are confronted with chemical applications that dramatically affect the quality of human life. Mathematical problem solving is de-emphasized. Cannot be used by science majors to meet required credit hours in the major. Students receiving credit for CHEM 100 cannot receive credit for CHEM 105. Lecture three hours each week. Prerequisite: consent. Offered for the last time in spring 2004.

105 Basic Concepts in Chemistry (3) (E)

An introduction to chemical concepts. Mathematical methods are used when appropriate. The salient features of atomic structure, chemical bonding, and the mole concept are stressed. Designed for science-oriented students with inadequate background for CHEM 117. Also suitable for non-science majors. Students receiving credit for CHEM 105 cannot receive credit for CHEM 100. Lecture three hours. Prerequisite: MATH 105, equivalent, or consent. Offered each spring.

117 College Chemistry I (4) (E)

An introduction to chemical principles that includes atomic structure, chemical bonding, stoichiometry and thermochemistry. Lecture three hours, laboratory three hours each week. Prerequisites: high school chemistry (within the last five years) or CHEM 105 (or equivalent), two years of high school algebra or MATH

105 (or equivalent), and placement in Group A or B on the math placement test. Offered each fall.

118 College Chemistry II (4) (E)

A further study of chemical principles. The principal subject areas are reaction kinetics, equilibrium, acids-bases, thermodynamics, oxidation-reduction, and electrochemistry. Prerequisite: CHEM 117. Lecture three hours, laboratory three hours each week. Offered each spring.

210 Analytical Chemistry (5)

Analytical techniques are applied to inorganic, organic and biochemical systems. The experimental methods include volumetric and gravimetric analysis, chromatographic and spectroscopic techniques. Class work is coordinated with the laboratory experiments. Prerequisites: CHEM 118. Lecture three hours, laboratory five hours each week. Offered fall of even-numbered years.

220 Instrumental Analysis (5)

An introduction to the use of instrumental methods in the study of chemical behavior. The focus centers on the basic areas of spectroscopy, electrochemistry, and chromatography, and on their applications to biochemical, inorganic, and organic systems. Class work is coordinated with the laboratory experiments. Prerequisite: CHEM 210. Lecture three hours, laboratory four hours each week. Offered spring of odd-numbered years.

240 Forensic Science (3) (E) W

Explores the many aspects of physical evidence generated by criminal activity, including its collection, protection, scientific analysis, and court presentation. Prerequisite: CJ 200 and CHEM 105 (or 118). Offered each fall.

311 Organic Chemistry I (3) W*

The chemistry of carbon compounds with emphasis on structure, properties, reactions, reaction mechanisms and stereochemistry. A comprehensive survey of organic compounds with a focus on hydrocarbons, alkyl halides and alcohols. Prerequisite: CHEM 118. Corequisite: CHEM 321. Lecture three hours each week. Offered each fall. *CHEM 311 and CHEM 321 must be successfully completed at VWC to fulfill writing requirements.

312 Organic Chemistry II (3) W*

A continuation of CHEM 311 with a focus on the aromatic, amine, and carbonyl functional groups. Prerequisite: CHEM 311. Corequisite: CHEM 322. Lecture three hours each week. Offered each spring. *CHEM 312 and CHEM 322 must be successfully completed at VWC to fulfill writing requirements.

321 Organic Laboratory I (1)

Fundamental laboratory macroscale and microscale techniques of modern organic chemistry with an introduction to organic synthesis and product analysis. Prerequisite: CHEM 118. Corequisite: CHEM 311. Laboratory three hours each week. Offered each fall.

322 Organic Laboratory II (2)

Development of organic laboratory skills, including microscale techniques, synthesis, product analysis and spectroscopy. Prerequisite: CHEM 321. Corequisite: CHEM 312. Laboratory four hours each week. Offered each spring.

411 Physical Chemistry I (3)

A mathematical treatment of physical-chemical properties and chemical reactions. Thermodynamics, statistical mechanics, and

equilibrium are studied. Prerequisites: CHEM 118, MATH 172 and PHYS 222. Offered fall of odd-numbered years.

412 Physical Chemistry II (3)

A continuation of CHEM 411 covering the topics of quantum mechanics, spectroscopy, and kinetics. Prerequisite: CHEM 411. Corequisite: CHEM 422. Offered spring of even-numbered years.

422 Physical Chemistry Laboratory (2)

Experimental methods of physical chemistry with emphasis on instrumental methods. Individual or group projects may be assigned when appropriate. Corequisite: CHEM 412. Laboratory four hours each week. Offered spring of even-numbered years.

437 Biochemistry (3)

A survey of the chemistry within biological systems. Introduction to structure and function of biomolecules, molecular components of cells, enzymes, and cellular metabolism. Prerequisites: BIO 110, 111, or 231 and CHEM 312 and 322. Offered fall of odd-numbered years.

438 Advanced Biochemistry (3)

W

A comprehensive study of complex biochemical processes with an emphasis on cellular metabolism and its regulation. Prerequisite: CHEM 437. Offered spring of even-numbered years.

440 Methods of Biochemistry (3)

Introduction to biochemistry laboratory skills and techniques with an emphasis on purification and analysis of proteins, nucleic acids, lipids, carbohydrates, and natural products. Prerequisite: CHEM 437. Corequisite: CHEM 438. Lecture one hour, laboratory 5 hours per week. Offered winter or spring of even-numbered years.

489 Research in the Natural Sciences (3)

Identical to BIO 489 and EES 489.

CLASSICS

Dr. Lynn Mitchel Sawlivich, Program Coordinator

CLASSICS COURSES (CLAS)

See Foreign Languages and Literatures for Elementary Latin I and II.

109 Introduction to Ancient Greek Civilization (3)

(H)

A survey of the culture and society of the Greeks from the Minoans to the Roman Conquest. Our goals are (1) to become familiar with the principal figures, events, and monuments of the Greek world, (2) to understand the distinctive nature of Greek culture, (3) to assess the contributions of the Greeks to later societies, (4) to examine the myths and misconceptions commonly held about Greek history and society, and (5) to become aware of the sources of our knowledge of antiquity and their limitations. The society of the Greeks is examined through lectures (supplemented by audio-visual presentations), discussion, and assigned readings.

110 Roman Civilization (3)

(H)

An introduction to the social, economic, and cultural history of the Roman Republic and Empire based on a study of archaeological and literary sources. The course focuses on culture and civilization in Rome itself, as well as on the daily life of individuals and families in the archeological sites of Pompeii and Herculaneum. Offered fall of odd-numbered years.

111, 112 New Testament Greek I-II (3, 3)

A functional approach to the grammar, syntax, and vocabulary of the Greek New Testament. During the first semester there is an emphasis on both systematic and inductive study of basic forms. The second semester stresses syntax and translation.

113, 114 Ancient Greek I, II (4, 4)

(C)

An introduction to the Ancient Greek language. This is the language not only of Greece, but for centuries all of the Eastern Mediterranean. It is the language of Athens and the world's first democracy, of Plato and the world's first philosophy, and of the New Testament. Ancient Greek's primary dialect, Attic, is studied. Immediate reading of Greek is emphasized, with a variety of texts ranging from the New Testament to classical texts. Most of our readings in Classical Greek have been adapted for first-year students, but selections from the New Testament will be unadapted. Students of Greek can expect to gain a better command of English. The study of Greek grammar requires one to gain a formal understanding of English grammar, and with that comes greater facility in writing and speaking English. Finally, this course exposes students to the culture of Ancient Greece. Offered fall 2006.

120 Introduction to Classical Archaeology (3)

(H)

Introduces students to the methods common to both old and new world archaeology. This is followed by an introduction and interpretation of the material remains of the ancient Greek world, with particular emphasis on the Athenian Agora. Offered on demand.

220 Classical Mythology (3)

(V)

Focuses on the mythology of ancient Greece and Rome. Students read the myths in translation, and explore how myths functioned in civilization. Students also acquire skills for interpreting the myths in terms of their original cultural contexts, and explore their continuing relevance in the Western tradition.

222 Women in the Ancient World (3)

(H)

A study of women in Ancient Greece and Rome. The first two-thirds of the course provides a general introduction to major issues and problems in the study of ancient women. The last one-third focuses on a specific issue regarding women and the ancient world. The approach is a combination of social history and an appreciative use of literary sources. Identical to HIST 222. Offered spring of even-numbered years.

223 Ancient Warfare (3)

Warfare is key to understanding all levels of Greek and Roman society, from the routines that made up everyday life to the loftiest artistic achievements. Students examine the practical side of ancient warfare with an emphasis on comparison to modern warfare. Evidence considered includes archaeological remains, eyewitness accounts, and histories written by the ancients themselves. Finally, understanding the Greek and Roman origins of the Western way of war provides for deeper investigation of contemporary issues such as terrorism, weapons of mass destruction, and guerilla warfare. Offered spring of odd-numbered years.

330 Ancient Epic in Translation (3)

(V)

One or more Greek/Latin epics in translation is considered. The focus of the class varies from year to year. Possible topics are Homeric Epic, Homer and Virgil, Latin Epic, and Secondary Epic. Offered spring of even-numbered years.

COMMUNICATIONS/ JOURNALISM

Mr. Bentley B. Anderson
Dr. Kathy Merlock Jackson, Program Coordinator
Dr. Stuart C. Minnis
Dr. William J. Ruehlmann

The Department of Communications/Journalism offers courses and opportunities for individual work in the areas of communications, film, print and broadcast journalism. Without neglecting professional and career interests, the department stresses the artistic and humanistic bases of its particular disciplines even when these are of experiential nature.

Students who major in communications/journalism might expect to find career opportunities (apart from graduate school) in the areas of radio, television, newspapers, magazines, advertising, public relations, teaching, and related fields. The communications industry is one of the fastest growing industries in today's world. A student may elect a departmental major in communications with a concentration in either journalism or media studies.

Courses in journalism are designed to introduce students to the field of journalism and offer opportunities to gain experience in reporting, writing, design and editing. A strong emphasis is placed also on the ethical and moral aspects of collecting and reporting news.

The study of communications/journalism in the context of a well-rounded liberal arts program should be an asset to a student who plans to enter any of the career fields stressing written or oral communication. Internship opportunities are available.

Major Requirements

COURSE NUMBER AND TITLE	SEM. HRS.
COMM 200 Electronic Movie Making OR JOUR 200 News and Documentary Video	3
COMM 211 Introduction to Mass Communications	3
COMM 222 Speech	3
COMM 323 Theories of Mass Communication	3
COMM 324 Mass Communications Research Methods	3
COMM 495 Communications Studies Internship	3

JOUR 201 Introduction to Journalism	3
One of the following: COMM 212 American Film COMM 214 Film Directors COMM 216 International Cinema	3
Four from one of the following tracks: JOURNALISM TRACK: COMM 300 Media Law JOUR 210 Journalism Workshop JOUR 303 Design and Editing JOUR 310 Critical Writing in Journalism JOUR 328 Public Relations JOUR 335 Creative Nonfiction JOUR 337 Great Works in Journalism JOUR 397 Feature Writing JOUR 435 Advanced Newswriting	12
MEDIA STUDIES TRACK COMM 300 Media Law COMM 312 The Art of Animation COMM 326 Persuasion and Media: Advertising COMM 327 Children and the Media COMM 328 Public Relations COMM 333 Mass Media & American Society COMM 334 Genres in Mass Media COMM 350 Advanced Video Production COMM 422 The Documentary Tradition	12
One course from the alternative of the above listed tracks	3
TOTAL	39
Additional course work is recommended in theater, sociology, psychology, history, political science, foreign languages and English. Students must also demonstrate computer proficiency.	

Minor Requirements: Media Studies

COURSE NUMBER AND TITLE (See p. 22 for general minor requirements.)	SEM. HRS.
COMM 211 Introduction to Mass Communication	3
Nine semester hours in communications at the 300/400 level	9

COMM 495 Communications Studies Internship (may count toward the minor depending upon the professional emphasis of the internship)	3
Additional courses in communications	3-6
TOTAL	18

Minor Requirements: Journalism

COURSE NUMBER AND TITLE (See p. 22 for general minor requirements.)	SEM. HRS.
JOUR 201 Introduction to Journalism	3
Nine semester hours in journalism at the 300/400 level	9
COMM 495 Communications Studies Internship (may count toward the minor depending upon the professional emphasis of the internship)	3
Additional courses in journalism	3-6
TOTAL	18

COMMUNICATIONS COURSES (COMM)**102 American Sign Language (ASL) (1)**

Introduces the basic concepts of American Sign Language used with hearing-impaired youth. Finger spelling, counting, and signs for common phrases and sentences are surveyed. Offered each fall.

103 American Sign Language II (ASL II) (1)

Advanced American Sign Language used with the deaf. Includes advanced use of signs, phrases, interpretation and transliteration. Prerequisite: COMM 102. Offered on demand.

200 Electronic Moviemaking (3)

Introduces students to the techniques and traditions of fictional narrative video production. Emphasis is on the completion of a series of exercises and a short film as well as mastery of basic technical principles of DV videography, location lighting, and nonlinear editing. Offered each fall.

211 Introduction to Mass Communication (3) (C)

Offers a critical survey of the role played by mass communication in shaping culture. Individual media institutions are examined in terms of the information they distribute, the entertainment they provide, and the influence they wield. Special attention is paid to improving students' media literacy skills. Offered each semester.

212 American Film (3) (A)

A study of the development of the film art from its beginning to the present. Major silent and sound film masterpieces are shown. Offered each fall.

214 Film Directors (3) (A)

A study of the film artistry of selected directors. At least four or five films of each director are viewed. Offered frequently.

216 International Film (3)

Explores the history and diversity of cinema made outside the U.S. from the silent era to the present day. Concentration is on aesthetically and socially influential national movements and filmmakers. Offered spring of odd-numbered years.

220 Experimental Film and Video (3) (A)

Explores the history and theory of experimental film and video not only through screenings and readings but also through creative action. Students produce their own avant-garde videos at the same time that they learn the form's aesthetic heritage. Offered in selected Winter Sessions.

222 Speech (3) (C)

An individualized introduction to the theory and practice of speech communication including public speaking, the five-minute extemporaneous speech, improvement of diction, and elements of non-verbal communications. Offered each semester.

300 Media Law (3) (S)

Offers a survey of the legal traditions and regulatory structures governing print and electronic media, both in terms of their production of content and of their institutional organization. Particular emphasis is placed on issues of speech and restraints thereof. The complexities of evolving internet and digital technology law will also be addressed. Offered spring of even-numbered years.

312 The Art of Animation (3) (C) W

An in-depth look at the history of animation as a developing art form. The course also looks at animation as a reflection of culture and as a business. Prerequisite: COMM 211 or consent. Offered intermittently.

322 Speech Skills (3)

An introduction to the skills of effective spoken English for actors, directors, broadcasters, teachers, and ESL students. Activities include voice production, diction, the sounds of spoken English, listening skills, reading aloud, and oral interpretation. Offered intermittently.

323 Theories of Mass Communication (3)

An overview of the major theories of mass communication and of the research that has led to and supported those theories. Special emphasis on approaches to audience and content. Prerequisite: COMM 211 and junior/senior status. Offered fall of even-numbered years.

324 Mass Communications Research Methods (3)

An introduction to mass communication research methods. Includes field, survey, and experimental research methods as well as content analysis. Prerequisite: COMM 211 and junior/senior status. Offered spring of odd-numbered years.

325 Organizational Communications (3) (C)

Designed to improve skills in communication in modern business. Verbal skills are emphasized although written skills are included. Theory and practice are combined in order to learn

theory and develop skills in using techniques of persuasion, resolving conflicts, organizing and presenting information, interviewing, leading meetings, and developing a training presentation. Offered each spring.

326 Persuasion and Media: Advertising (3)

Examination of the methods and techniques that advertisers use to persuade audiences. Prerequisite: COMM 211. Offered each fall.

327 Children and the Media (3) (C) W

A study of children as a media audience with a particular focus on television, the dominant medium. Attention is given to both prosocial and antisocial effects of the media. Prerequisite: COMM 211 or consent. Offered spring of even-numbered years.

328 Public Relations (3) W

An introduction to the practice of the public relations and advertising profession with an emphasis on writing. Students examine the role of public relations and advertising in a free society and the demands and constraints, including ethical, placed upon them. Coursework includes writing background or briefing papers, press releases, informational and persuasive copy and finding promotable elements in products and services. Identical to JOUR 328. Offered each fall.

333 Mass Media & American Society (3) (C) W

A look at the ways in which mass media have reflected and affected modern American culture. Includes lectures, discussions, readings, and research assignments to focus on a particular theme or era in mass media and culture studies. May be repeated if the topic is different. Sample topics include "American Silent Film," "Movies of the 1930s," and "Movies of the 1940s." Prerequisite: COMM 211 or consent. Offered frequently.

334 Genres in Mass Media (3) (C)

A course in types of popular fiction/television/film entertainment such as the western, the hard-boiled detective story, the romance and the science fantasy that serve as distorted mirrors of American culture. As values change, so do the popular forms that promote them. Students evaluate how genres reveal modern thinking in mythic and cultural terms. Prerequisite: COMM 211 or consent. Offered intermittently.

350 Advanced Video Production (3)

Students expand their knowledge of video production techniques into a more sophisticated and technical realm. The four main disciplines (videography, lighting, editing, and audio) are covered in significant depth using professional-grade equipment. Students demonstrate their mastery through a group of exercises and a main production assignment. Prerequisite: COMM 200. Offered each fall.

422 The Documentary Tradition (3) (I) W

In-depth investigation into the art, history and ethics of the documentary in radio, film, and television. Prerequisite: COMM 211, junior/senior status. Offered fall of odd-numbered years.

495 Communications Studies Internship (3)

The internship is seen as a significant, practical learning experience for the student of communications and, as such, is a required component of his or her program of studies. Students may do up to two internships as part of the major. All internships must be approved by the program coordinator. Offered each semester.

JOURNALISM COURSES (JOUR)

200 News and Documentary Video (3)

Introduces students to the techniques, traditions, and legal aspects of non-fiction video production. Emphasis is on completion of two short projects (a news feature and a short documentary) and mastery of basic technical principles of videography, location lighting, and nonlinear editing. Offered each spring.

201 Introduction to Journalism (3) W

A fundamental approach to the principles of reporting, writing and editing for newspapers, including ethical and legal concerns. Each student writes several news stories and learns the elements of newspaper style. Prerequisite: grade of C or better in ENG 105 or consent. Offered each semester.

210 Journalism Workshop (3)

A practical workshop providing opportunities for students to contribute to *The Marlin Chronicle* (the VWC student newspaper) as editors, writers and photographers. Students are encouraged to discover and develop a specialty. Prerequisite: JOUR 201 or consent. Offered each semester.

303 Design and Editing (3)

An exploration of design and editing concepts in contemporary journalism, with attention to communicating clearly through visuals and words. Through numerous exercises and class discussions, students learn about content, typographical details, headline writing, and photojournalism. Prerequisite: JOUR 201. Offered each semester.

310 Critical Writing in Journalism (3) (A) W

Introduces students to evaluative writing in the arts, with emphasis on fiction and film. Students study and review a number of exemplary works as well as some of their own selection. Prerequisite: JOUR 201 or consent. Offered fall of odd-numbered years.

328 Public Relations (3) W

See COMM 328.

335 Creative Nonfiction (3) W

A course in personal journalism, encouraging students to participate in the lives of their subjects and the events they cover. Each student writes several stories requiring a fly-on-the-wall or a participatory approach. Included are readings from top practitioners of the form. Prerequisite: JOUR 201 or consent. Offered spring of even-numbered years.

337 Great Works in Journalism (3) (C)

A reading course of major works demonstrating that effective journalistic writing can also be art. Students analyze substance, style and structure in book-length nonfiction by Twain, London, Capote, McPhee and others. Prerequisite: ENG 105. Offered intermittently.

385 Editors in the Workshop (1)

An opportunity for editors of *The Marlin Chronicle* to superintend the professional performance of their sections. Editors will run weekly budget meetings; make assignments; encourage, assist and evaluate staff; and produce a responsible, quality publication. Offered each semester.

397 Feature Writing (3) W

Students pursue the principles of researching, interviewing, and writing several different kinds of feature stories including editorials,

columns and lifestyle pieces. Special topics include sports, travel, food and humor. Prerequisite: JOUR 201 or consent. Offered fall of even-numbered years.

435 Advanced Newswriting (3)

(I) W

An advanced course in the collection and reporting of news in which the student is expected to demonstrate independence and initiative in their work. Each student learns to develop a beat and make use of sources. Emphasis will be placed on skepticism. Prerequisite: JOUR 201. Offered spring of odd-numbered years.

COMPUTER SCIENCE

(See Mathematics/Computer Science)

CRIMINAL JUSTICE

(See Sociology/Criminal Justice)

EARTH AND ENVIRONMENTAL SCIENCES

Dr. J. Christopher Haley, Program Coordinator
Dr. Garry E. Noe
Dr. Maynard H. Schaus

Earth and environmental sciences is a multi-disciplinary field that addresses the interactions between humans and the environment. Study in this field includes both an understanding of the basic principles that govern geological, biological, and chemical interactions as well as the applied context of developing solutions to current environmental problems. The earth and environmental sciences curriculum is designed to provide a solid foundation in both earth science and environmental science as well as supporting coursework in chemistry, biology and physics. This preparation will prepare students for careers or graduate study in earth or environmental science.

Major Requirements

COURSE NUMBER AND TITLE	SEM. HRS.
EES 124/125 Evolution of the Earth and Evolution of the Earth Lab OR EES 130/131 Physical Geology and Physical Geology Lab	4
EES 132/133 Environmental Geology and Environmental Geology Lab	4
BIO 110 & BIO 111 General Botany and General Zoology OR BIO 207 Environmental Biology	4-8

CHEM 117 College Chemistry I	4
CHEM 118 College Chemistry II	4
CHEM 210 Analytical Chemistry	5
PHYS 215 General Physics OR PHYS 221 Physics	4
BIO 316 General Ecology	4
INST/EES300 Introduction to Geographic Information Systems	4
EES 320 Energy and the Environment	3
EES 330 Geology of Mountain Belts	4
EES 400 Watershed Hydrology	4
EES 480 Seminar in Earth and Environmental Sciences	1
AT LEAST 6-10 ADDITIONAL SEMESTER HOURS SELECTED FROM THE FOLLOWING: BIO 250, 300, 310, 316, 332, 350, 370, 373, 410, 482, 484; CHEM 220, 311, 312, 321, 322, 411, 412, 422; EES 200, 250, 480; ENVS 400; PHYS 216, 222	6-10
TOTAL	59

Students are strongly encouraged to take MATH 106 and 171. Students interested in pursuing graduate study are strongly encouraged to take both MATH 171 and 172. Recommended elective courses: MBE 201, PHIL 304, POLS 323.

Minor Requirements

COURSE NUMBER AND TITLE (See p. 22 for general minor requirements.)	SEM. HRS.
EES 124/125 Evolution of the Earth Evolution of the Earth Lab OR EES 130/131 Physical Geology Physical Geology Lab OR EES 132/133 Environmental Geology Environmental Geology Lab	4
BIO 207 Environmental Biology	4
EES 480 Seminar in Earth & Environmental Sciences	1

Nine semester hours from the following: BIO 316 EES 300, 320, 330, 400, 480 ENVS 400	9
TOTAL	18

EARTH AND ENVIRONMENTAL SCIENCES (EES)

124 Evolution of the Earth (3) (E)

Explores the physical, chemical, and biological events of earth history. Topics such as the origin of the earth, the birth of ocean basins, continents, and mountain ranges, the beginning of life in the oceans and on the continents, and patterns and causes of climate changes, continent shifting, and mass extinction will be examined. Offered each spring.

125 Evolution of the Earth Lab (1)

Explores the major geologic events of earth history as recorded by geologic deposits and fossils. The course combines local geology field trips and indoor exercises, including geologic map interpretation, to reconstruct the geologic history of areas such as Virginia Beach. The course is intended for either science or non-science majors and fulfills the laboratory requirements for students intending to graduate with honors. Prerequisite or corequisite: SCI 124. Offered each spring.

130 Physical Geology (3) (E)

One of the most significant advances of the 20th century has been the recognition of Earth as a dynamic and continually changing planet. This course explores the interior of the Earth through the rock cycle and the unifying theory of plate tectonics. The causes and consequences of earthquakes and volcanic eruptions, the origin of mountain ranges, and the vastness of geologic time are topics to be addressed. Offered each fall.

131 Physical Geology Lab (1)

Explores the materials and processes of the physical Earth. Activities include the basic identification of rocks and minerals, reading and interpretation of topographic and geologic maps, assessment of earthquake and volcanic hazards and geologic time. For either science or non-science majors. Prerequisite or co-requisite: EES 130. Offered each fall.

132 Environmental Geology (3) (E)

Investigates the interaction between people and the earth. This course acquaints students with the geologic origin, distribution, and exploitation of mineral, water, and energy resources. Issues surrounding the consequences, both good and bad, of human alteration of the environment are investigated with particular emphasis on those currently in the news. Offered each spring.

133 Environmental Geology Lab (1)

Explores the impact of humans on their physical environment and vice versa. Topics include recognition of earth materials, field and laboratory techniques of water and soil quality analysis, basic map reading and interpretation, geologic hazard assessment, and natural resource availability. Several short field trips to local wetlands, sites of coastal erosion and other pertinent ar-

reas are planned. For either science or non-science majors. Prerequisite or corequisite: EES 132. Offered each spring.

200 Oceanography (4) (E)

The world's oceans remain one of the least explored places on earth. Despite this reality, the science of oceanography has progressed rapidly in recent decades revealing that the oceans hold many clues to unravel the evolution of the planet earth. In this course, the geology of the ocean basins and the physical and chemical nature of seawater are explored. Topics to be studied include ocean waves, tides, and currents. Links between the oceans and the atmosphere are explored with special emphasis on the effect of oceans on climate, El Nino and climate change. Lecture 3 hours, laboratory 3 hours each week. Designed for science and non-science majors. Prerequisite or corequisite: MATH 104 or 105. Offered each fall.

250 Field Experiences in Earth and Environmental Sciences (3) (E)

Provides students with an intensive field experience in selected habitats. Studies will be conducted to examine various geological sites and sample particular habitats. May be repeated for credit as topics change. Does not fulfill the Natural Science requirement for Latin Honors. Lab fee. Offered in selected Winter Sessions or summers on demand.

300 Introduction to Geographic Information Systems (4) (E)

Identical to INST 300.

320 Energy and the Environment (3)

An introduction to the fundamental physical concepts underlying energy, its conversion, and its impact on the environment. Topics include fossil fuels, nuclear-fueled power plants, renewable forms of energy, pollution, and energy conversion. Prerequisite: MATH 113. Offered fall of odd-numbered years.

330 Geology of Mountain Belts (4) (E)

An introduction to the disciplines of stratigraphy and structural geology focusing on the Appalachian Mountain Belt as a case study. Topics include 1) the observation, description and interpretation of the sedimentary record; 2) the measurement and analysis of folds, faults and other features associated with tectonic uplift and 3) the tectonic history of the Appalachians. Prerequisite: EES 123 and EES 124 or consent. Lecture three hours, laboratory 3 hours each week. Includes at least two required field trips to key locations in the central Appalachians. Offered spring of even-numbered years.

400 Watershed Hydrology (4) (E)

Designed to introduce the junior or senior interested in environmental issues to the underlying theory and practical applications of water science at the watershed scale. Brief lectures are followed by hands-on computer exercises that illustrate the ecohydrologic principles discussed. EES 400 satisfies the college lab science requirement. Prerequisites: MATH 113 and junior/senior status or consent. Offered spring of even-numbered years.

480 Seminar in Earth & Environmental Sciences (1)

An advanced seminar on various announced topics in earth and environmental sciences. Topics may include, but are not limited to: conservation of biodiversity, risk assessment, the Chesapeake Bay, habitat restoration, environmental monitoring, biogeochemistry, environmental policy, and sustainable development. Prerequisite: Junior/senior standing and consent. Offered each spring.

489 Research in the Natural Sciences (3)

Identical to BIO 489 and CHEM 489.

ECONOMICS

(See Management, Business, and Economics)

EDUCATION/ SPECIAL EDUCATION

Dr. Karen Bosch, Coordinator
 Ms. Ginger L. Ferris
 Dr. B. Malcolm Lively
 Ms. Lynn Seltzer, Director of Field Experiences
 Dr. Jayne E. Sullivan

Mission Statement

The Education Department is committed to providing prospective teachers with a broad-based, liberal arts-oriented education as well as the highest quality of disciplinary preparation in the content area fields and teaching methodology. Unique features of this program include: early supervised field experiences usually beginning in the sophomore year, strong mentoring efforts by faculty and staff, and the development of area school partnerships through advisory committees and school division contacts.

All of our education programs have been carefully designed to respond to the competencies detailed in the [Licensure Regulations for School Personnel](#), Virginia Department of Education.

Admission to the Education Department

The professional education programs at Virginia Wesleyan College are periodically reviewed by the State Department of Education and have been designated by the State Board of Education as State Approved Programs. Students who wish to complete the education program must formally apply for admission to the Professional Education Program before attempting 300-level courses.

Admission to the Professional Education Program will be granted when all of the requirements for the program pre K-6, pre K-6 and add-on Middle Education, Middle Education, or Secondary are met. (Contact the Education Department for admission packet.) Throughout the junior year, the faculty reviews each student's qualifications in order to assess readiness for preservice teaching. Transfer and certification-only students' transcripts are evaluated at the time of admission. The college reserves the right to require additional preparation before preservice teaching is begun.

IMPLEMENTING THE VWC PRAXIS POLICY

Students must take the PRAXIS I (PPST) Test: Reading, Writing, and Mathematics either before or during the first semester of 300-level course work. The student will be permitted one additional semester to enroll in 300-level courses and to "pass" the PRAXIS I Test should retakes be necessary. If the student fails any section of the PRAXIS I Test after two semesters enrolled in the teacher education program, the student is not permitted to take any more education courses until the PRAXIS I Test has been passed. The PRAXIS II Test in a student's specialty area must be taken before student teaching. Students successfully completing the Professional Education Program and

with passing scores on PRAXIS I and II Tests, as established by the Commonwealth of Virginia Board of Education, will be recommended for certification. (Alternate Certification students please refer to the ACT section of this catalog.)

TEACHER PREPARATION PROGRAMS

The teacher preparation programs at Virginia Wesleyan College are known for excellence in preparing classroom teachers. We are committed to providing prospective teachers with a broad-based, liberal arts-oriented education as well as the highest quality disciplinary preparation and knowledge of teaching. The early field experiences, the mentoring efforts, and the area school partnerships are trademarks of our program. We believe that it takes the entire college to educate a teacher, therefore our interdivisional major integrates the education student into the liberal arts program at VWC.

Title II Pass-Rate Data for 2000-2001
 Aggregate Scores for Basic Skills

Virginia Wesleyan College	100%
State of Virginia	94%

<u>Basic Skills by Test</u>	<u>VWC</u>	<u>State</u>
PPST Reading	100%	94%
CBT Reading	100%	98%
PPST Writing	97%	91%
CBT Writing	100%	92%
PPST Mathematics	100%	91%
CBT Mathematics	100%	94%

PROFESSIONAL EDUCATION PROGRAMS**Elementary Education Program (pre K-6)**

The student seeking certification must choose the interdivisional academic major (PIDM), and complete the required general studies selections and the sequence of professional education courses. The student is cautioned that careful coordination of the general studies, major requirements, and the professional education courses is essential if the course of study is to be completed within a four-year period of time.

The elementary education program is designed to provide the successful student with an endorsement to teach in pre K-6 classrooms.

The student who successfully completes the requirements to be recommended for Elementary Education (pre K-6) certification must do the following:

1. During the sophomore year, continue with general studies and major requirements. Enroll in INST 202 and EDUC 225 and EDUC 320.
2. Apply for admission to the Professional Education Program during the semester when EDUC 225 is taken. To be admitted to the program and to remain in good standing, the student must maintain a minimum 2.5 GPA in all course work, and pass the PRAXIS I Test: Reading, Writing and Mathematics. Students are also required to receive two satisfactory recommendations from VWC faculty outside of the Education Department.
3. During the fall semester of the junior year enroll in EDUC 321 and either EDUC 328/330 or 368/369. During the junior year the student must satisfy the college requirement in writing by successfully passing the writing proficiency examination. The student must maintain the required minimum 2.5 overall GPA.

4. During the senior year, enroll in SPED 372 and EDUC 303. The fall or spring semester of the senior year is the student teaching semester. The student enrolls in EDUC 434 and 435 for a total of 15 semester hours. Other course work is strongly discouraged during this full-time student teaching experience, as is outside employment. Students who fail to achieve "passing scores" on both the PRAXIS I and PRAXIS II Tests as determined by the Virginia State Department of Education will NOT be recommended for certification.
5. Successfully complete 24 semester hours of Professional Education Program courses prescribed for the pre K-6 certification endorsement.
6. Successfully complete 17 semester hours of field experiences as prescribed.
7. Students may not elect the pass/fail option for any Professional Education Program courses.

Elementary Professional Education Program Courses

Sophomore.....INST 202, EDUC 225, 320
 Junior.....EDUC 321, 328, 330, 368, 369, 335
 Senior.....SPED 372, EDUC 303, 434, 435

COURSE NUMBER AND TITLE	SEM. HRS.
INST 202 The School and Society	3
EDUC 225 Characteristics of the Learner	3
EDUC 320 Teaching Reading and the Language Arts	3
EDUC 328 Elementary Teaching Methods: Pre K-3	3
EDUC 330 Elementary Practicum: Pre K-3 (taken concurrently with EDUC 328)	1
EDUC 368 Upper Elementary Teaching Methods: 4-6	3
EDUC 369 Upper Elementary Practicum: 4-6 (taken concurrently with EDUC 368)	1
EDUC 335 Teaching Math and Science in Schools	3
EDUC 321 Diagnostic Teaching of Reading	3
EDUC 303 Applied Technology for Innovative Teaching	3
SPED 372 Learning Disabilities and the Exceptional Child	3
EDUC 434 Elementary Preservice Teaching I (Seminar included)	7.5

EDUC 435 Elementary Preservice Teaching II (Seminar included)	7.5
TOTAL	44
Required Interdivisional Major	52
REQUIRED ADDITIONAL COURSES FOR ELEMENTARY EDUCATION (Pre K-6) WITH ADD-ON MIDDLE EDUCATION (6-8)	
EDUC 375 Content Methods (English, social studies, mathematics) OR EDUC 385 Methods of Teaching Science in Schools	3
EDUC 319 Reading in the Content Areas	3
EDUC 437 (instead of EDUC 435) Middle Education Preservice Teaching II (Seminar included)	7.5
Required Interdivisional major (In addition, the student will have to complete two 21-hour content areas by choosing from English, science, social studies, or mathematics. See education adviser for the listing of required courses.)	

Special Education Learning Disabilities (K-12)

The student seeking certification must choose the interdivisional academic major, and complete the required general studies selection and the sequence of professional education courses. The student who successfully completes the requirements will be recommended for the Special Education Learning Disabilities (K-12) certification. The student must schedule courses as outlined below.

1. During the sophomore year, continue with general studies and major requirements. Enroll in INST 202, SPED 372, 374, and EDUC 320.
2. Apply for admission to the Professional Education Program during the semester when SPED 372 is taken. To be admitted to the program and to remain in good standing, the student must maintain a minimum 2.5 GPA in all course work, and pass the PRAXIS I Test: Reading, Writing and Mathematics.
3. Enroll in SPED 376, 377, and EDUC 321 in the fall semester of the junior year. In the spring semester, enroll in SPED 378, 379, and EDUC 303. During the junior year, the student must satisfy the college requirement in writing by successfully passing the writing proficiency examination.
4. In the fall semester of the senior year, enroll in SPED 380 and 381. In the spring semester, enroll in SPED 438 and 439. The fall or spring semester of the senior year is the student teaching semester. During the student teaching experience, other course work is strongly discouraged, as is outside employment. Students who fail to achieve "passing" scores on both PRAXIS I and PRAXIS II Tests as determined by the Virginia State Department of Education will NOT be recommended for certification.
5. The student must successfully complete 24 semester hours of Professional Education Program courses prescribed for the special education learning disabilities K-12 certification endorsement.

6. The student must successfully complete 18 semester hours of field experiences as prescribed.
7. The student may not elect the pass/fail option for any Professional Education Program course.

Special Education Learning Disabilities

Professional Program Courses

Sophomore	INST 202, SPED 372, 374, EDUC 320
Junior	SPED 376, 377, EDUC 321, SPED 378, SPED 379, EDUC 303
Senior	SPED 380, 381, 438, 439

COURSE NUMBER AND TITLE	SEM. HRS.
INST 202 The School and Society	3
SPED 372 Learning Disabilities and the Exceptional Child	3
EDUC 320 Teaching Reading and the Language Arts	3
SPED 374 Legal Issues and Application in Special Education	3
EDUC 321 Diagnostic Teaching of Reading	4
SPED 376 Assessment and Intervention in Special Education	3
SPED 377 Assessment and Intervention in Special Education-Practicum	1
SPED 378 Classroom Strategies for the Learning Disabled Student	3
SPED 379 Classroom Strategies for the Learning Disabled Student-Practicum	1
EDUC 303 Applied Technology for Innovative Teaching	3
SPED 380 Behavior Management for the Learning Disabled Student	3
SPED 381 Behavior Management for the Learning Disabled Student-Practicum	1
SPED 438 Special Education Preservice Teaching I	7.5
SPED 438 Special Education Preservice Teaching II	7.5
TOTAL	46

Pre K-6 with Add-On Middle Education (6-8)

The student seeking certification must choose the interdivisional academic major and complete the required general studies selections and the sequence of professional education courses.

The Pre K-6 with Add-On Middle Education is designed to provide the successful student with two endorsement areas: one for teaching elementary education Pre K-6 and one for teaching in middle education 6-8. The student will complete the Pre K-6 program and take two additional courses-EDUC 319 and 375 or 385. The student will enroll in EDUC 434 and 436 for the student teaching experience. In addition, the student is required to have 21 semester hours in each of TWO disciplines selected from among the following four areas as prescribed by the state of Virginia: English, mathematics, science, and social studies. This program of study, with appropriate planning, will require a 9-semester approach.

Middle Education Program (6-8)

The Middle Education program is designed to provide the successful student with an endorsement for teaching in the sixth, seventh, and eighth grades. In order to be recommended for teacher certification, the student must complete the sequence of professional education courses, the general studies selections, and the interdivisional academic major. Middle education certification requires 21 semester hours in each of TWO disciplines selected from among the following four areas as prescribed by the state of Virginia: English, mathematics, science, and social studies. The student is cautioned that careful coordination of the general studies, major requirements and the professional education courses is essential if the course of study is to be completed within a four-year period of time. The student who successfully completes the requirements to be recommended for Middle Education (6-8) certification must do the following:

1. Middle Education certification requires 21 semester hours of course work in one discipline and an additional 21 semester hours in a second discipline. The courses must be selected from among the English, mathematics, science, and social studies cognates.
2. During the sophomore year, continue with general studies and major requirements. Enroll in INST 202 and EDUC 225.
3. Apply for admission to the Professional Education Program during the semester when EDUC 225 is taken. To be admitted to the program and to remain in good standing, the student must maintain a minimum 2.5 GPA in all course work and pass the PRAXIS I Test: Reading, Writing, and Mathematics.
4. During the fall semester of the junior year, enroll in EDUC 338, 339, and 320. During the spring semester, enroll in SPED 372 and EDUC 319. During the junior year the student must satisfy the college requirement in writing by successfully passing the writing proficiency examination. The student must maintain the required minimum 2.5 overall GPA.
5. The fall semester of the senior year, enroll in EDUC 303, 340, 375 or 385. The fall or spring semester of the senior year is the student teaching semester. The student enrolls in EDUC 436 and 437 for a total of 15 semester hours. Other course work is strongly discouraged during this full-time student teaching experience, as is outside employment. Students who fail to achieve passing scores on both the PRAXIS I and II Tests as determined by the Virginia

- State Department of Education will NOT be recommended for certification.
6. Successfully complete 24 semester hours of Professional Education courses prescribed for Middle Education certification.
 7. Successfully complete 16 semester hours of field experiences prescribed for Middle Education.
 8. Students may not select the pass/fail option for any Professional Education course.

Middle Education Professional Education Program Courses

Sophomore	INST 202, EDUC 225
Junior	EDUC 338, 339, 319, SPED 372
Senior	EDUC 320, 375 or 385, 303, 436, 437

COURSE NUMBER AND TITLE	SEM. HRS.
INST 202 The School and Society	3
EDUC 225 Characteristics of the Learner	3
EDUC 320 Teaching Reading and the Language Arts	3
EDUC 338 Middle Education Teaching Methods: 6-8	3
EDUC 339 Middle Education Practicum: 6-8 (taken concurrently with EDUC 338)	3
EDUC 375 Content Teaching Methods (English, social studies, mathematics) OR EDUC 385 Methods of Teaching Science	3
EDUC 319 Reading in the Content Areas	3
EDUC 303 Applied Technology for Innovative Teaching	3
SPED 372 Learning Disabilities and the Exceptional Child	3
EDUC 436 Middle Education Preservice Teaching I (Seminar included)	7.5
EDUC 437 Middle Education Preservice Teaching II (Seminar included)	7.5
TOTAL	42
Required interdivisional major (In addition, the student will have to complete two 21-hour content areas by choosing from English, science, social studies, or mathematics. See education advisor for the listing of required courses.)	56

Secondary Education Program (6-12)

The student seeking certification must choose an academic major from the endorsement areas: art, biology, chemistry, earth and environmental sciences, English, English/journalism, French, German, social studies, mathematics, music, or Spanish and complete the required general studies selections and the sequence of professional education courses.

The secondary education program is designed to provide the successful student with an endorsement for teaching in the secondary schools in grades six through twelve. A co-adviser in the education department must be selected as soon as certification becomes an educational goal.

The student who successfully completes the requirements to be recommended for Secondary Education (6-12) certification must do the following:

1. This program prepares students to teach a specific content area at the middle school or senior high school level. The student should therefore select an academic major which has been determined to be appropriate for that endorsement area. Students preparing to teach art, music or foreign language (French, German or Spanish) will receive a pre K-12 endorsement but, for purposes of administration, will be classified as in the Secondary Education Program. During the freshman year, the student will concentrate on meeting general studies and major program requirements.
2. During the fall semester of the sophomore year, the student will continue to satisfy general studies and major requirements and enroll in INST 202 and EDUC 225.
3. Apply for admission to the Professional Education Program during the semester when EDUC 225 is taken. To be admitted to the program and to remain in good standing, the student must maintain a minimum 2.5 GPA in all course work and must pass the PRAXIS I Test: Reading, Writing, and Mathematics.
4. During the junior year, the student will enroll in EDUC 338, 319, and SPED 372. During the junior year, the student must satisfy the college requirement in writing by successfully passing the writing proficiency examination. The student must maintain the required minimum 2.5 overall GPA.
5. The fall semester of the senior year enroll in EDUC 303, 340, 375 or 385. The art students enroll in EDUC 353 and music students in EDUC 354 instead of 375. The foreign language students enroll in EDUC 375. The fall or spring semester of the senior year is the student teaching semester. The student enrolls in EDUC 445 and 446 for a total of 15 semester hours. Other course work is strongly discouraged during this full-time student teaching experience, as is outside employment. Students who fail to achieve passing scores on both the PRAXIS I and PRAXIS II Tests as determined by the Virginia State Department of Education will NOT be recommended for certification.
6. Successfully complete the 18 semester hours of Professional Education courses prescribed for secondary education certification.
7. Successfully complete the 16 semester hours of field experience prescribed for secondary education certification.
8. Students may not select the pass/fail option for any professional education course.

Secondary Professional Education Courses

Sophomore	INST 202, EDUC 225
Junior	EDUC 338, 319, SPED 372
Senior	EDUC 303, 340, 375 or 385, 445 and 446

Art, Music and Foreign Language Certification

Same sequence as above, but substitute the methods course printed in bold (certification for grades K-12)

- Art INST 202, EDUC 225, 338, 319, SPED 372,
EDUC 303, 340, **353**, 445, 446
- MusicINST 202, EDUC 225, 338, 319, SPED 372,
EDUC 303, 340, **354**, 445, 446
- Foreign Language
(French, Spanish or German).....INST 202, EDUC 225,
338, 319, SPED 372,
EDUC 303, 340, **375**,
445, 446

COURSE NUMBER AND TITLE	SEM. HRS.
INST 202 The School and Society	3
EDUC 225 Characteristics of the Learner	3
EDUC 338 Middle Education Teaching Methods: 6-8	3
One of the following: EDUC 375 Content Teaching Methods (English, social studies, mathematics, foreign language) EDUC 385 Methods of Teaching Science EDUC/ART 353 Art Methods and Materials Pre K-12 EDUC/MUS 354 Vocal Methods and Materials	3
EDUC 340 Secondary Practicum 6-12 (taken concurrently with EDUC 375 or 385 or 353 or 354)	1
EDUC 319 Reading in the Content Areas	3
EDUC 303 Applied Technology for Innovative Instruction	3
SPED 372 Learning Disabilities and the Exceptional Child	3
EDUC 445 Secondary Preservice Teaching I (Seminar included)	7.5
EDUC 446 Secondary Preservice Teaching II (Seminar included)	7.5
TOTAL	37
Required major art; English; foreign language (French, German, Spanish); social studies; mathematics; music; science (biology, chemistry, earth science); and add-on endorsement in journalism.	As req.

ALTERNATE CERTIFICATION FOR TEACHERS (ACT)

Dr. Carla Bergdoll, Coordinator

The Alternate Certification for Teachers is designed to prepare career switchers to become teachers in the content areas of math, science, English, foreign language, and history/social studies for grades 6-12. The elementary alternate certification program will prepare career switchers to teach elementary grades pre K-6. The innovative program provides the professional knowledge necessary for effective classroom teaching. It is for those career switchers who, by virtue of an earned degree in one of these content areas, already possess the general knowledge, liberal arts background, and content area competencies incorporated in traditional teacher education programs and who demonstrate significant involvement in a career for at least one year.

The program consists of seven college courses for secondary and seven courses for elementary, including 12 clock hours of a field experience and a six semester-hour student teaching experience. The professional knowledge includes foundations of education, human growth and development, curriculum and instructional procedures, reading in the content areas, special education, computer skills, and successful classroom experience. The course work has been carefully designed to respond to the competencies detailed in the Licensure Regulations for School Personnel, Virginia Department of Education.

IMPLEMENTING THE VWC PRAXIS POLICY

The ACT student must submit passing scores of PRAXIS I (PPST) Test: Reading, Writing and Mathematics with application. The student is permitted to take content courses during this time. Once passing scores are received, the student will be accepted into the ACT program and may register for the education (professional) courses listed in the program. The student must achieve passing scores of PRAXIS II the semester before student teaching. Students who successfully complete the ACT program course work, Preservice Teaching and earn passing scores on both PRAXIS I and II Tests will be recommended for teacher certification with the Virginia State Department of Education.

Alternate Certification for Secondary Education grades 6-12 (art, music and foreign language grades K-12)

Professional Education Courses:

EDUC 324, PSY 337, EDUC 319, 388, 375 or 385, 301/303, 373, 460.

Passing scores PRAXIS I and II.

Alternate Certification for Elementary Education Professional Courses:

EDUC 324, PSY 337, EDUC 344, 335, 375, 301/303 or 372, 460.

Passing scores PRAXIS I and II.

EDUCATION COURSES (EDUC)

225 Characteristics of the Learner (3)

Focuses on the child from birth through adolescence. Developmental issues will be related to styles of teaching, classroom organization and management. Special topics include: the interaction with children with individual differences; gifted education; multiculturalism and Attention Deficit Disorder. The influence of the media and family issues are also included. Students must apply to the Professional Education Program. Offered each semester.

301 Technology of Teaching (1)

Intended for career switchers in the ACT program. An opportunity for the student to gain experience in the use of technology tools is provided in order to produce educational materials, SOL instructional units, and to increase knowledge of the integration of instructional technology in the classroom. Prerequisite: basic computer skills and applications, and lesson planning. Identical to INST 301. Offered each semester.

303 Applied Technology for Innovative Instruction (3)

Provides an opportunity for the student to master introductory concepts and to gain experience in the use of technology aids to produce educational materials, instructional units, and to increase the efficiency of instruction in the classroom. The course also provides the background and skills for educators to meet the Technology Standards for Instructional Personnel, and provides opportunities to acquire necessary skills for teaching Computer/Technology Standards K-12 as outlined in the Standards of Learning for Virginia Public Schools. Prerequisite: EDUC 328 or 368; ACT: consent. Offered each semester.

319 Reading in the Content Areas (3)

A study of the reading process as it applies to the teaching of reading and an understanding of comprehension skills in content areas at the middle and secondary school levels. Emphasis is placed upon effective strategies for the teaching of reading such as questioning strategies, summarizing and retelling, and enhancing skills for literal, interpretive, critical, and evaluative comprehension. The course will also foster an appreciation of a variety of literature and independent reading. Prerequisite: junior status. For students enrolled in the Secondary Education or Alternate Certification for Teachers (ACT). Offered each semester.

320 Teaching Reading and the Language Arts (3)

Provides the elementary-level teacher with an understanding of language acquisition and reading to include: phonemic awareness, an understanding of sound/symbol relationships, explicit phonics instruction, syllables, phonemes, morphemes, decoding skills, word attack skills and knowledge of how phonics, syntax, and semantics interact. The course provides an understanding of the content, knowledge, skills, and processes for teaching the Virginia Standards of Learning for English in grades pre K-6 which includes: reading, writing, literature, and oral language (speaking and listening). All lesson plans written by students focus on SOL objectives. Prerequisites: INST 202 and EDUC 225. Offered each semester.

321 Diagnostic Teaching of Reading (3)

Provides prospective teachers with strategies and techniques for implementing ongoing classroom diagnosis and remediation in reading skills through the use of both informal and standardized assessment tools. Students develop appropriate instructional strategies to meet individual needs in reading as well as the related language arts of listening, speaking, spelling, grammar, and writing. Instructional strategies are also taught that will assist prospective teachers to promote progress with Standards of Learning (SOL) as well as end-of-course and end-of-grade SOL assessments. Prerequisite: EDUC 320. Offered each semester.

324 Foundations of Education (3)

Provides an understanding of the philosophical, historical, and sociological foundations underlying the role, development, and organization of public education in the United States. Attention is given to the legal status of teachers and students, including federal

and state laws and regulations, schools as an organization/culture, gifted and talented programs, special education issues, cultural diversity, and contemporary issues in education. For students enrolled in the Alternate Certification Programs for Teachers. Offered each fall.

328 Elementary Teaching Methods: Pre K-3 (3)

Provides basic methodological concepts and instructional strategies as they apply to preschool, kindergarten and primary grades. The Standards of Learning competencies for Virginia Public Schools (SOL) will be explored and each student will demonstrate their ability to teach and evaluate these at the primary level. Prerequisites: INST 202 and EDUC 225. Corequisite: EDUC 330. Offered each semester.

330 Elementary Practicum: Pre K-3 (1)

Provides an opportunity to apply teaching methods, practice skills in teaching discipline-specific methodology, and learn to implement classroom management strategies. Two field experience placements in early childhood classrooms are provided. The student must request placements from the Director of Field Experiences early in the registration process. Pass/fail grading. Prerequisites: INST 202 and EDUC 225. Corequisite: EDUC 328. Offered each semester.

335 Teaching Math and Science in Schools (3)

Designed to aid future teachers in their understanding and integration of the knowledge, skills and processes to support students in the achievement of the Standards of Learning (SOL) in mathematics and science. Many math and science labs will be conducted. Prerequisite: EDUC 328, 368 or 338. Offered each semester.

338 Middle Education Teaching Methods: 6-8 (3)

Includes curriculum and instructional procedures for middle education. Topics include principles of learning, communication processes, intelligences, lesson planning, cooperative learning, and middle school philosophy, curricular concepts, and SOL instructional practices. Prerequisites: INST 202 and EDUC 225 for "day" students; EDUC 324 and PSY 337 for ACT students. Corequisite: EDUC 339 for middle education certification only (day). Offered each semester.

339 Middle Education Practicum: 6-8 (1)

A teaching practicum which assists in preparing the professional educator for teaching developmentally appropriate lessons to middle school students. A 50-hour field-based experience is required and a placement in a middle school classroom is provided. The student must request a placement from the Director of Field Experiences early in the registration process. Pass/fail grading. Corequisite: EDUC 338. Offered on demand.

340 Secondary Practicum: 6-12 (1)

A 48-hour supervised observation/participation experience requiring 24 hours in the middle school setting and 24 hours in a senior high school. The art or music student must have three placements: one each in elementary, middle school, and high school. The student must request a placement from the Director of Field Experiences early in the registration process. Three on-campus class sessions are required. Pass/fail grading. Prerequisite: INST 202, EDUC 225, 338. Corequisite: EDUC 375 or 385 or EDUC 353 for art students or EDUC 354 for music students. Offered each fall.

344 Language Acquisition and Diagnostic Reading (3)

Designed to provide prospective teachers with an understanding of phonics instruction, knowledge of reading assessment tools,

and a proficiency in a wide variety of comprehension strategies. Practical classroom situations are explored and teachers design instructional objectives based on the needs of the students and the requirements of the state of Virginia as reflected in the Standards of Learning. Offered each spring. This course is for students enrolled in the Alternate Certification for Teachers (ACT) program.

353 Art Methods and Materials Pre K–12 (3)

Identical to ART 353.

354 Vocal Music Methods and Materials Pre K-12 (3)

Identical to MUS 354.

368 Upper Elementary Teaching Methods: 4-6 (3)

Introduces prospective elementary teachers to basic methodological concepts and instructional skills as they apply to teaching in the intermediate grade levels (4-6). The Standards of Learning (SOL) for English, history, science, mathematics, art, music, and computer technology are integrated into the methods course by content specific materials, identifying literary selections, providing effective learning strategies, preparing lesson plans, and planning thematic units of study. Effective classroom management strategies are explored leading to the development of a classroom management plan (CMP). Prerequisites: INST 202, EDUC 225. Corequisite: EDUC 369. Offered each semester.

369 Upper Elementary Practicum: 4-6 (1)

Provides an opportunity to apply teaching methods, practice skills in teaching discipline-specific methodology, and learn to implement classroom management strategies. A supervised field experience placement in an upper-elementary classroom is provided. The student must request a placement from the Director of Field Experiences early in the registration process. Pass/fail grading. Prerequisites: INST 202, EDUC 225. Corequisite: EDUC 368. Offered each semester.

373 Issues in Special Education (1)

Students examine the historical development, the philosophies, research, legislation, litigation, and current problems that have emerged relative to the education of exceptional children. The characteristics of children with disabilities and the principles of effective instruction and management are addressed as they apply to special education. Professional and parent organizations, local, state, and federal agencies dealing with exceptional children are also identified and discussed. Lesson planning will focus on differential instruction and the content area's SOLs and effective home/school activities and communications. This course is for students enrolled in the Alternate Certification for Teachers Program. Offered each summer and fall.

375 Content Teaching Methods (3)

A survey of the structure and development of curricula. Major emphasis is on planning, implementing, and evaluating instruction. There is a focus on specific discipline and methodology to promote student academic progress and effective preparation for the Standards of Learning assessments. The course includes planning and teaching methods for exceptional students including gifted and talented and those with disabling conditions. Students select their appropriate section of EDUC 375 that corresponds with their content specialty (English, art, mathematics, music, history/social studies, science, foreign language). Students must be enrolled in secondary education and ACT (Elementary ACT students register for EDUC 375.94). Corequisite: EDUC 340 for secondary "day" education students. A 12-hour field experience is an essential compo-

nent of this course for ACT students. Prerequisite for all secondary certification: EDUC 338. Offered each fall.

434 Elementary Preservice Teaching I (7.5)

This preservice teaching experience is fulfilled in a first through third grade classroom. Prerequisite: admission to the Professional Education Program and completion of the professional education course sequence are required. The student must request a placement from the Director of Field Experiences early in the registration process the semester before student teaching. Prerequisite: admission to the Professional Education Program, completion of the professional education course sequence and passing scores on the PRAXIS I Test. Seminars are included. Offered each semester.

435 Elementary Preservice Teaching II (7.5)

This preservice teaching experience is fulfilled in a fourth through sixth grade classroom. The student must request a placement from the Director of Field Experiences early in the registration process the semester before student teaching. Prerequisite: admission to the Professional Education Program, completion of the professional education course sequence, and passing scores on the PRAXIS I Test. Seminars are included. Offered each semester.

436 Middle Education Preservice Teaching I (7.5)

This preservice teaching experience is fulfilled in a sixth grade classroom. One of the student's two content areas is chosen. The student must request a placement from the Director of Field Experiences early in the registration process the semester before student teaching. Prerequisite: admission to the Professional Education Program, completion of the professional education course sequence, and passing scores on the PRAXIS I Test. Seminars are included. Offered each semester.

437 Middle Education Preservice Teaching II (7.5)

This preservice teaching experience is fulfilled in grades 7 or 8. One of the student's two content areas is chosen. The student must request a placement from the Director of Field Experiences early in the registration process the semester before student teaching. Prerequisite: admission to the Professional Education Program, completion of the professional education course sequence, and passing scores on the PRAXIS I Test. Seminars are included. Offered each semester.

445 Secondary Preservice Teaching I (7.5)

This preservice teaching experience is fulfilled in grades 6-8. The student must request a placement from the Director of Field Experiences. Prerequisites: admission to the Professional Education Program, completion of the professional education course sequence, and passing scores on the PRAXIS I Test. Seminars are included. Students majoring in art, music, and foreign language for K-12 teacher certification also enroll in EDUC 445/446. Offered each semester.

446 Secondary Preservice Teaching II (7.5)

This preservice teaching experience is fulfilled in grades 9-12. The student must request a placement from the Director of Field Experiences early in the registration process the semester before student teaching. Prerequisites: EDUC 445, admission to the Professional Education Program, and passing scores on the PRAXIS I Test. Seminars are included. Offered each semester.

460 Preservice Teaching (6)

This preservice teaching experience is fulfilled in a public school for students in the ACT Program. The student must request

a placement from the Director of Field Experiences early in the registration process. Prerequisites: admission to the ACT Program, completion of the professional education course sequence, and passing scores on the PRAXIS I and PRAXIS II Tests. Seminars are included. Prerequisite: consent. Offered each semester.

480 Field Experience in Education (1-3)

Involves working with students in special programs. The experience will help prospective teachers learn about students outside the usual formal school environment. Pass/fail grading. Prerequisite: consent. Offered on demand.

SPECIAL EDUCATION COURSES (SPED)

372 Learning Disabilities and the Exceptional Child (3)

An introduction to theories of learning disability which encompasses a historical view of the management of the exceptional child and the development of current programs. The definition, identification, and characteristics of the learning disabled, students with other disabilities such as ADHD, autism, and the gifted student are emphasized. Additional subjects covered include the dynamic influence of the family system, cultural/environmental milieu pertinent to educating students with exceptionalities and disabilities, the understanding of ethical issues, and the practice of acceptable standards of professional behavior. Students will focus on home/school activities and communications. Offered each semester.

374 Legal Issues and Applications in Special Education (3)

In the highly litigated areas of Special Education, it is imperative that professionals in the field understand the legal requirements of providing a free appropriate public education to students with disabilities. This course presents the necessary information for educators to understand the history and development of special education laws and the requirements of these laws. IDEA, section 504 and FERPA will be reviewed. It provides the students with the necessary skills to locate pertinent information in law libraries, on the Internet, and other sources to keep abreast of the constant changes and development in the field. In addition to LD, other disabilities such as MR, SED, autism, etc. will be studied in depth. Parental education is also a focus in this course. Prerequisite: SPED 372. Offered each semester.

376 Assessment and Intervention in Special Education (3)

Focuses on selection administration, scoring and interpretation of standardized, informal and curricular based instruments. Emphasis is on sound decision making for placement and instruction in remedial and special education classes. Use of various computer assisted programs, along with error analysis strategies applied to major course and content areas as well as transition assessment, is included. Prerequisite: SPED 372. Corequisite: SPED 377. Offered each fall.

377 Assessment and Intervention in Special Education-Practicum (1)

Provides an opportunity to apply procedures for administering, scoring and interpreting individual and group instruments and synthesizing and interpreting assessment findings for eligibility, program planning, and program evaluation decisions. A field experience placement is provided. The student must request a placement from the Director of Field Experiences early in the reg-

istration process. Prerequisite: SPED 372. Corequisite: SPED 376. Offered each fall.

378 Classroom Strategies for the Learning Disabled Student (3)

A strong emphasis on inclusive teaching with a wealth of ideas and lessons for K-12 teaching strategies in the content areas. These research-based strategies help both general and special education teachers instruct students with special needs most effectively. Prerequisite: SPED 372. Corequisite: SPED 379. Offered each spring.

379 Classroom Strategies for the Learning Disabled Student-Practicum (1)

Provides an opportunity to apply the skills learned in SPED 378. Students observe and work with learning disabled students in an inclusive setting using various, appropriate teaching strategies. A field experience placement in an elementary school classroom is provided. The student must request a placement from the Director of Field Experiences early in the registration process. Pass/fail grading. Prerequisite: SPED 372. Corequisite: SPED 378. Offered each spring.

380 Behavior Management for the Learning Disabled Student (3)

Comprehensive and practical, each specific problem behavior is covered in depth, offering actual classroom-tested strategies for assessing and remediating problem behaviors. With its emphasis on "best practices," complete, up-to-date references for all strategies, including case studies, forms, and step-by-step guides are provided. While emphasis is focused on the learning disabled in the special education setting, the examples feature K-12 students typically developing as well as those with mild and moderate disabilities. Prerequisites: SPED 372, 378. Corequisite: SPED 381. Offered each fall.

381 Behavior Management for the Learning Disabled Student-Practicum (1)

Provides an opportunity to apply the skills learned in SPED 380. Students observe and work with learning disabled students in an inclusive setting using various, appropriate behavior management strategies. Students will observe, devise, and record behavior management plans. A field experience placement in a middle school or high school classroom is provided. The student must request a placement from the Director of Field Experiences early in the registration process. Prerequisites: SPED 372, 378. Corequisite: SPED 380. Offered each fall.

438 Special Education Preservice Teaching I (7.5)

A preservice teaching experience in grades K-6. The student must request a placement from the Director of Field Experiences. Prerequisites: admission to the Professional Special Education Program, completion of the special education course sequence, and passing scores on PRAXIS I Tests. Offered each semester beginning fall 2003.

439 Special Education Preservice Teaching II (7.5)

A preservice teaching experience in grades 6-12. The student must request a placement from the Director of Field Experiences. Prerequisites: admission to the Professional Special Education Program, completion of the special education course sequence, and passing scores on PRAXIS I Tests. Offered each semester beginning fall 2003.

ENGLISH

Dr. Martha Alexander
 Dr. Connie Bellamy
 Ms. Evelyn K. Blachman
 Dr. Lisa P. Carstens
 Dr. Kimberly Drake
 Dr. Michael Hall, Program Coordinator
 Dr. Carol V. Johnson
 Dr. Katherine M. Loring
 Ms. Vivian Teter
 Dr. Jeffrey W. Timmons

The student drawn to the study of English as a major is usually, before anything else, someone who loves to read and write. This lover of words reads not just for information but for the pleasure of experiencing the beauty and mystery of language and for the challenge of seeing how it shapes human thought and feeling. The English major, then, is someone interested in politics, history, psychology, religion, philosophy, science, and the arts, but particularly through the refractive lens of critical and imaginative writing.

English courses teach the skills of critical thinking, writing, and research, as well as some of the frameworks through which literature can be read. Courses are designed to help students read with comprehension and enjoyment, write with skill and grace, appreciate diverse cultures and values, understand the relationship between art and life, and discover the liberating qualities of the imagination. All courses are open to non-majors.

English majors make desirable candidates for jobs in business, industry, education, and government. Graduates of our programs have the flexibility that is increasingly necessary in the workplace of the future. The English major helps prepare students for specific careers in writing, publishing, journalism, law and teaching, and for graduate study.

Major Programs in English

Students who wish to pursue the study of English have several options to choose from: (1) major in English with a concentration in literature; (2) major in theater and English; (3) major in English with secondary education certification; or, (4) major in English with a concentration in creative or professional writing. The requirements for these majors are summarized below. A student interested in one of these programs should consult with a member of the department.

Internships for English Majors

Internships may be taken by English majors who have completed 12 semester hours of English at Virginia Wesleyan College.

The internship must be approved by the student's adviser and the program coordinator in an organization approved by the department. In the past few years, internships have been approved for such organizations as the Space and Naval Warfare Command, the Norfolk Chamber of Commerce, and *PortFolio Magazine*.

Note: All four English major tracks below share the same six initial core components; they are repeated in each table for ease of reference.

Major Requirements: English with Concentration in Literature

COURSE NUMBER AND TITLE	SEM. HRS.
ENG 280 Early British Literature	3
ENG 281 Later British Literature	3
ENG 284 American Literature	3
ENG/TH 311 Theory and Criticism	3
One of the following: ENG 314 History and Development of the English Language OR ENG 321 Introduction to Linguistics	3
ENG/TH 346 Shakespeare I OR ENG/TH 347 Shakespeare II	3
Five of the following upper-division literature courses: ENG 310 Distinctive Voices in Contemporary American Poetry ENG 315 The Experience of Poetry ENG 317 Children's Literature ENG 318 Adolescent Literature ENG 327 The British Novel ENG 336 Milton and Spenser ENG 350 Renaissance Drama Exclusive of Shakespeare ENG 355 From Restoration to Revolution ENG 357 British Romanticism: 1784-1832 ENG 361 American Women Writers ENG 371 Southern Literature ENG 378 The American Novel ENG 385 American Protest Literature ENG 440 Topics in Earlier British Literature ENG 441 Topics in Later British Literature ENG 442 Topics in American Literature ENG 472 Senior Seminar	15
One additional English course at any level	3
TOTAL	36

Major Requirements: Theater and English

COURSE NUMBER AND TITLE	SEM. HRS.
ENG 280 Early British Literature	3
ENG 281 Later British Literature	3
ENG 284 American Literature	3
ENG/TH 311 Theory and Criticism	3
ENG 314 History and Development of the English Language OR ENG 321 Introduction to Linguistics	3
ENG/TH 346 Shakespeare I OR ENG/TH 347 Shakespeare II	3
American Literature: choose one ENG 310 Distinctive Voices in Contemporary American Poetry ENG 361 American Women Writers ENG 371 Southern Literature ENG 378 The American Novel ENG 385 American Protest Literature ENG 442 Topics in American Literature	3
British Literature: choose one ENG 327 The British Novel ENG 336 Milton and Spenser ENG 350 Renaissance Drama Exclusive of Shakespeare ENG 355 From Restoration to Revolution: British Literature, 1660-1789 ENG 357 British Romanticism: 1784-1832 ENG 440 Topics in Earlier British Literature ENG 441 Topics in Later British Literature	3
TH 301 Theater History I TH 302 Theater History II TH 407 Twentieth-Century Theater	9
One additional TH course	3
TOTAL	36

Major Requirements: English with secondary certification

COURSE NUMBER AND TITLE	SEM. HRS.
ENG 280 Early British Literature	3
ENG 281 Later British Literature	3
ENG 284 American Literature	3
ENG/TH 311 Theory and Criticism	3
ENG 340 Advanced Composition & Teaching Methods	3
ENG 314 History and Development of the English Language OR ENG 321 Introduction to Linguistics	3
ENG/TH 346 Shakespeare I OR ENG/TH 347 Shakespeare II	3
ENG 222 Modern English Grammar	3
ENG 340 Advanced Composition & Teaching Methods	3
American Literature: choose one ENG 310 Distinctive Voices in Contemporary American Poetry ENG 361 American Women Writers ENG 371 Southern Literature ENG 378 The American Novel ENG 385 American Protest Literature ENG 442 Topics in American Literature	3
British Literature: choose one: ENG 327 The British Novel ENG 336 Milton and Spenser ENG 350 Renaissance Drama Exclusive of Shakespeare ENG 355 From Restoration to Revolution ENG 357 British Romanticism: 1784-1832 ENG 440 Topics in Earlier British Literature ENG 441 Topics in Later British Literature	3

Secondary Genre: choose one: JOUR 201 Introduction to Journalism TH 210 Acting TH 220 Technical Theater TH 320 Children's Theater COMM 211 Introduction to Mass Communications	3
Readings in Literature: choose two from different categories Poetry: ENG 310 Distinctive Voices in Contemporary American Poetry ENG 315 The Experience of Poetry ENG 357 British Romanticism: 1784-1832 World Literature: ENG 265 Love, Sex, Marriage in Western Literature CLAS 330 Ancient Epic in Translation Contemporary Literature: ENG 285 Contemporary American Literature ENG 287 Modern and Contemporary Literature The novel: ENG 327 The British Novel ENG 378 The American Novel	6
TOTAL	39

Poets (take four): ENG 298 Intermediate Writing Workshop: Poetry ENG 398 Advanced Writing Workshop: Poetry ENG 310 Distinctive Voices in Contemporary American Poetry ENG 315 The Experience of Poetry Fiction Writers (take four): ENG 299 Intermediate Writing Workshop: Fiction ENG 399 Advanced Writing Workshop: Fiction ENG 216 The Short Story ENG 327 The British Novel OR ENG 378 The American Novel Professional Writers (take four) ENG 242 Writing for Business and Organizations ENG 240/340 Advanced Composition CS 105 Information Systems and Computer Applications ENG 483 English Internship	12
One from the following: ENG 240/340 (except professional writers) Advanced Composition ENG 298 (except poets) Intermediate Writing Workshop: Poetry ENG 299 (except fiction writers) Intermediate Writing Workshop: Fiction ENG 398* Advanced Writing Workshop: Poetry ENG 399* Advanced Writing Workshop: Fiction *can be repeated once for credit	3

Major Requirements: English with concentration in creative writing.

COURSE NUMBER AND TITLE	SEM. HRS.
ENG 280 Early British Literature	3
ENG 281 Later British Literature	3
ENG 284 American Literature	3
ENG/TH 311 Theory and Criticism	3
ENG 314 History and Development of the English Language OR ENG 321 Introduction to Linguistics	3
ENG/TH 346 Shakespeare I OR ENG/TH 347 Shakespeare II	3

Reading in a secondary genre: choose one: ENG 259 Mystery and Detection ENG 317 Children's Literature ENG 318 Adolescent Literature ENG 350 Renaissance Drama Exclusive of Shakespeare TH 375 Images of Women in Theater and Film TH 380 Theater of Diversity TH 407 Twentieth-Century Theater TH 408 The Theater Today INST 342 Aesthetic Communication	3
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Reading in British or American literature (choose one): ENG 251 Diversity in American Literature ENG 310 Distinctive Voices in Contemporary American Literature (except poets) ENG 327 The British Novel ENG 336 Spenser and Milton ENG 355 From Restoration to Revolution ENG 357 British Romanticism: 1784-1832 ENG 361 American Women Writers ENG 371 Southern Literature ENG 378 The American Novel ENG 440 Topics in Early British Literature ENG 441 Topics in Later British Literature ENG 442 Topics in American Literature ENG 472 Senior Seminar	3
TOTAL	39

Minor Requirements

COURSE NUMBER AND TITLE (See p. 22 for general minor requirements.)	SEM. HRS.
ENG/TH 346 Shakespeare I OR ENG/TH 347 Shakespeare II	3
At least 9 semester hours must be taken at the 300/400 level	9
All remaining hours must be taken at, or above, the 200 level	6
TOTAL	18

ENGLISH COURSES (ENG)

001 Writing Review (0)

A workshop for students who would benefit from brushing up on their writing skills before taking ENG 105. Includes meetings with a supportive small group and weekly conferences with the instructor. Prerequisite: placement or consent. Offered each semester.

105 College Writing (4) W

An intensive introduction to several forms of college writing and to the critical thinking and research skills essential to producing them. This course requires the submission of a portfolio that meets standardized requirements and is judged proficient by an outside reader. Three hours per week, plus regular conferences with the instructor. A grade of C or better completes the first semester English requirement. Prerequisite: placement. Offered each semester.

106 College Writing Workshop (2) W

A workshop designed to offer intensive instruction in the writing of essays around a common theme. Prerequisite: placement on the basis of performance in ENG 105. A grade of C or better completes the first semester English requirement. Offered each Winter Session.

107 Practical Grammar (1)

A course in practical grammar, usage, and mechanics covering the most important rules to follow when proofreading. Emphasizes application of skills to students' own writing. Offered in selected Winter Sessions.

216 The Short Story (3) W

An introduction to the short story focusing primarily on contemporary and innovative fiction by authors from diverse backgrounds. Prerequisite: ENG 105 with a grade of C or better. Offered spring of even-numbered years.

222 Modern English Grammar (3) (C)

A survey of traditional, structural, transformational-generative, and cognitive approaches to grammar. This course includes an introduction to dialect variation and a review of standard usage. Prerequisite: ENG 105 with a grade of C or better. Does not fulfill General Studies sophomore literature requirement. Offered each semester.

240 Advanced Composition (3) (C) W

An advanced course in expository writing that includes description, narration, analysis, argumentation, criticism, and research. Recommended for non-majors who want to improve their writing skills. Prerequisite: any 200-level English course or consent. Does not fulfill General Studies sophomore literature requirement. Offered each semester.

242 Writing for Business and Organizations (3) W

This course covers the skills needed to write different types of business and organizational communications, including letters, e-mail, reports, and proposals. Emphasis is on planning, drafting, and editing as well as developing a professional writing style to achieve results. Prerequisite: completion of ENG 105 and a 200-level literature course. Junior status highly recommended. Does not fulfill General Studies sophomore literature requirement. Offered fall of even-numbered years.

250 Studies in Literature (3) W

Selected topics approach literature from different generic, historical, or methodological perspectives. Versions may include several different media, but the focus will always be on literature. At least 12 pages of writing including at least one documented essay are required. Prerequisite: ENG 105 with a grade of C or better. Offered most semesters.

251 Diversity in American Literature (3) (H) W

An opportunity to study—and to listen to—voices in American culture that have often been silenced or ignored. The focus is on ethnic groups such as Native American, African-American, Asian-American and Hispanic-American but also includes people marginalized because of class, gender, or sexual orientation. Prerequisite: ENG 105 with a grade of C or better. Offered on demand.

259 Literature of Mystery and Detection (3) W

A study of the evolution of the mystery and detective novel, focusing primarily on American and British writers from Poe and

Doyle to contemporary novelists. Prerequisite: ENG 105 with a grade of C or better. Offered on demand.

261/361 American Women Writers (3) (S) W

Women in North America are writing many of the best works of our time. This course focuses on how these new voices, and some of their predecessors, illuminate the depth and the diversity of human experience. Authors from several ethnic groups might include: Wharton, Hurston, Walker, Oates, Munro, Atwood, Tan, Silko, Kincaid, Hempel, and new young writers. Prerequisite: ENG 105 with a grade of C or better. Offered fall of odd-numbered years..

265 Love, Sex, Marriage in Western Literature (3) (S) W

A study of the history and development of our conceptions of love, sexuality, masculinity, femininity, and marriage as they are represented in literature from the ancient Sumerians to the present; some attention is also be given to art forms other than literature. Prerequisite: ENG 105 with a grade of C or better. Offered each spring.

271/371 Southern Literature (3) (S) W

A study of the fiction, nonfiction, and poetry of the American South in which both the social background and historical development are stressed. Chopin, Faulkner, Hurston, Welty, Porter, McCullers, Ellison, Wright, and contemporary writers are featured. Prerequisite: ENG 105 with a grade of C or better. Offered fall of even-numbered years.

275 Travel/Writing (3)

Students tour a particular city or region and then write about that region as well as about the experience of traveling. Students spend the first week reading and analyzing travel narratives and literature focusing on the relevant locale; they also research and plan their week-long trip to that area. As the trip's focus is adventure (raw material for writing), students are both responsible and spontaneous in their transportation, food, and lodging arrangements. They also spend significant amounts of time writing about their experiences and discussing them in groups. Finally, during the third week, students write their own account of their journey as well as create an online travel guide to the area they visited. Prerequisite: ENG 105. Offered in selected Winter Sessions.

280 Early British Literature (3) W

A survey of major authors, works, and literary traditions from Beowulf to 1745. Prerequisite: ENG 105 with a grade of C or better. Offered each fall.

281 Later British Literature (3) W

A survey of major authors, works, and literary traditions from 1745 to the early twentieth century. Prerequisite: ENG 105 with a grade of C or better. Offered each spring.

284 American Literature (3) W

A survey of American authors, works, and literary trends from the beginning up to the contemporary period. Prerequisite: ENG 105 with a grade of C or better. Offered each fall.

285 Contemporary American Literature (3) W

A survey of authors, works, and literary trends from the Beats of the 1950's to the latest published works. Prerequisite: ENG 105 with a grade of C or better. Offered each spring except spring 2004.

287 Modern and Contemporary Literature (3) W

A survey of major authors, works, and literary traditions from the beginning of the twentieth century. The emphasis will be on British and American literature, with attention to European literature and world literature in English. Prerequisite: ENG 105 with a grade of C or better. Offered each spring except spring 2004.

298 Intermediate Writing Workshop: Poetry (3) (C) W

An intermediate-level workshop in the writing of poetry, with critical discussions in class of student writing as well as the study of well-known poems. Emphasis is placed upon experimentation and creative exercises. Work produced during the course is considered for publication in VWC's literary magazine. Non-majors welcome. Pass/fail grading. Prerequisite: ENG 105 with a grade of C or better. Does not fulfill General Studies sophomore literature requirement. Offered each fall.

299 Intermediate Writing Workshop: Fiction (3) (C) W

An intermediate-level workshop in the writing of fiction, with class discussions of student work as well as the work of established writers. Students explore and experiment with techniques and structures of the short story. Work produced during the course is considered for publication in VWC's literary magazine. Prerequisite: ENG 105 with a grade of C or better. Pass/fail grading. Does not fulfill General Studies sophomore literature requirement. Offered spring of even-numbered years except spring 2004.

310 Distinctive Voices in Contemporary American Poetry (3) W

A study of the many and varied voices in contemporary American poetry, especially selected works of poetry published since 1960. Authors studied include poets such as Jorie Graham, Mary Oliver, Dana Levin, and Li-Young Lee. Prerequisites: completion of ENG 105, one 200-level literature course, and junior status or consent. Offered fall of odd-numbered years.

311 Theory and Criticism (3) W

A survey of literary theory and criticism as it relates to drama, poetry and fiction from Plato and Aristotle to contemporary poststructuralist theory. Prerequisite: junior status or consent. Identical to TH 311. Does not fulfill General Studies sophomore literature requirement. Offered each fall.

314 History and Development of the English Language (3) (H) W

The development of English from its Indo-European and Germanic backgrounds to the present. The course includes a survey of current national, regional, and social varieties of English and discussion of current controversies relating to English. Prerequisite: junior status or consent. Does not fulfill General Studies sophomore literature requirement. Offered each spring of even-numbered years.

315 The Experience of Poetry (3) (A) W

An intensive introduction to poetry through an examination of the poem's relationship to universal human experiences and with a special emphasis on gaining a thorough understanding of the elements of poetry. Attention is given to explication, analysis, and reading comprehension, students also experiment with writing some poetry. The course is particularly geared toward those who will be teaching poetry. Prerequisites: completion of ENG 105, a 200-level literature course, and junior status. Does not fulfill General Studies sophomore literature requirement. Offered each semester.

317 Children's Literature (3)

W

A study of the patterns of children's literature, the major themes, the genres taught in elementary grades and middle school, with attention to criteria for selecting books, stories, and poems with cultural and literary value suited to the needs of children. Prerequisites: junior status or consent. Does not fulfill General Studies sophomore literature requirement. Offered each fall.

318 Adolescent Literature (3)

W

A survey of literature for young adults including the classics of adolescent fiction, social problem novels, historical fiction, biographies, and poetry. Prerequisites: ENG 105 with a grade of C or better. Offered each spring.

321 Introduction to Linguistics (3)

An examination of several main areas of linguistics, covering topics such as phonetics, phonology, morphology, syntax, semantics, social and regional dialects, and language change. Prerequisite: ENG 105 with a grade of C or better. Does not fulfill General Studies sophomore literature requirement. Offered spring of odd-numbered years.

327 The British Novel (3)

W

The history of the British novel from its antecedents through the twentieth century. Along with attention to theories of the novel, the course focuses in detail on representative texts. Prerequisite: any sophomore literature course. Offered spring of even-numbered years.

329 Modern German Literature (3)

Identical to GER 329.

332 The New Theater in France (3)

W

Identical to FR 332.

336 Spenser and Milton (3)

A study of England's two greatest epics, *The Faerie Queene* and *Paradise Lost*. Subjects for discussion include the epic tradition, Christian theology, Renaissance humanism, the nature of masculinity and femininity, armed combat with dragons, forbidden picnics, and many others in two of the Western tradition's most varied, inclusive, and interesting works of art. Prerequisite: junior status or consent. Offered spring of even-numbered years.

340 Advanced Composition and Teaching Methods (3)

(C) W

An advanced course in expository writing that includes description, narration, analysis, argumentation, criticism, and research. The course also deals substantially with the theories and practice of teaching composition to others. Prerequisites: ENG 105 with a grade of C or better, and junior status. Does not fulfill General Studies sophomore literature requirement. Offered each semester.

342 Peer Tutoring--Writing Center (1)

Peer writing tutors help other students understand their writing problems and improve their skills. They work three hours per week on an arranged schedule and are trained, supervised, and evaluated by the Director of the Writing Center. Prerequisites: junior status, B or above in ENG 105, recommendation of an English faculty member and consent of the Writing Center director. Offered each semester.

344 Practicum in Teaching English (2)

Selected students work closely with faculty members in the teaching of ENG 105 and other courses. The students gain experience in the various aspects of teaching grammar, composition, and literature. Prerequisite: consent. Offered on demand.

346-347 Shakespeare I and II (3, 3)

W

A study of the principal works of Shakespeare. The first part of the course concentrates on plays in which love, femininity and the family are particularly important, while those of the second emphasize history, masculinity and the state. Either course can satisfy the English or Theater requirement. Prerequisite: any sophomore literature course. Identical to TH 346-347. Shakespeare I is taught each fall; Shakespeare II is taught each spring.

350 Renaissance Drama Exclusive of Shakespeare (3)

A study of the major plays from what would be England's finest period of drama, even without Shakespeare. Among the kinds of plays are heroic history, humours comedy, domestic melodrama, and revenge tragedy; the authors include such major figures as Marlowe, Jonson, and Webster. Prerequisite: junior status or consent. Offered spring of odd-numbered years.

355 Restoration to Revolution: British Literature, 1660-1789 (3)

A chronological and thematic survey of British Restoration and Eighteenth-Century writing. Major figures, such as Dryden, Swift, Pope, Defoe, Richardson, Fielding, and Johnson, are studied alongside important women writers, including Behn, Cavendish, Astell, Haywood, Lennox, Fielding, and Burney. Setting literary texts into their historical contexts, focus is given to genre, print culture, natural philosophy, empire, nationalism, and the emergence of a polite, commercial society. Prerequisite: English 105 with a grade of C or better. Offered fall of even-numbered years.

357 British Romanticism: 1784-1832 (3)

W

Explores British Romanticism as a literary movement of the years 1784-1832, and situates writers and their writing in relation to issues of industrial transformation, slavery and abolition, the rights of man and woman, revolution, and the condition of the working classes. Prerequisite: ENG 105 with a grade of C or better. Offered spring of odd-numbered years.

361 American Women Writers (3)

(S) W

See description under ENG 261. Taught at the same time as ENG 261 but with increased reading and writing requirements. Prerequisite: junior status or consent. Offered fall of odd-numbered years.

371 Southern Literature (3)

(S) W

See description under ENG 271. Taught at the same time as ENG 271 but with increased reading and writing requirements. Prerequisite: junior status or consent. Offered fall of even-numbered years.

378 The American Novel (3)

W

A study of the development of the American novel from the mid-nineteenth century to the present day. Along with attention to historical context and theories of the novel, the course focuses in detail on a range of novels which includes American classics as well as lesser-known works. Prerequisite: any sophomore literature course. Offered spring of odd-numbered years.

385 American Protest Literature (3)**W**

The U.S. was founded on political protest and has traditionally used literature as a vehicle for conveying social beliefs. Defined most simply as visual and/or written responses to social oppression, protest literature is produced not for art's sake, but to improve the lives of a particular community's members. The diverse tradition of American protest literature, focusing in particular on texts responding to racial, gender-based, and class-based oppressions, is covered. Discussions focus on the aesthetic and literary traditions of each text as well as its historical and cultural contexts. Prerequisites: English 105 with a grade of C or better. Offered fall of odd-numbered years.

398 Advanced Writing Workshop: Poetry (3)**(C) W**

An advanced-level workshop in the writing of poetry, with discussions in class of student writing as well as the study of well-known poems. Students write free verse poems but are also challenged to write in traditional forms. Work produced during the course is considered for publication in the *Outlet*, VWC's literary magazine. May be repeated twice for credit. Pass/fail grading. Prerequisites: ENG 298 or consent. Does not fulfill General Studies sophomore literature requirement. Offered each spring.

399 Advanced Writing Workshop: Fiction (3)**(C) W**

An advanced-level workshop in the writing of fiction, with class discussions of student work as well as the work of established writers. Students work on a longer story or a section of a novel. Work produced during the course is considered for publication in VWC's literary magazine. Pass/fail grading. Prerequisites: ENG 299 or consent. Does not fulfill General Studies sophomore literature requirement. Offered spring of odd-numbered years.

440 Topics in Earlier British Literature (3)**W**

An in-depth study of some aspect of British literature before the nineteenth century. May be repeated for credit as the topic varies. Prerequisite: any sophomore literature course. Offered on demand.

441 Topics in Later British Literature (3)**W**

An in-depth study of some aspect of British literature since the beginning of the nineteenth century. May be repeated for credit as the topic varies. Prerequisite: any sophomore literature course. Offered each fall and in the spring of odd-numbered years.

442 Topics in American Literature (3)**W**

An in-depth study of some aspect of American literature. May be repeated for credit as the topic varies. Prerequisite: any sophomore literature course. Offered each fall and in the spring of even-numbered years except spring 2004.

472 Senior Seminar (3)**(I) W**

An in-depth study of some aspect of literature or literary theory. This course is an S.I.E., so the topic and its treatment will have a strong interdisciplinary component. May be repeated as the topic varies. Prerequisite: junior status or consent. Offered on demand.

483 English Internship (3)

Prerequisites: 18 hours of English and at least one advanced writing course, or consent. Offered each semester.

ENVIRONMENTAL STUDIES

Dr. J. Christopher Haley
Dr. Lawrence D. Hultgren, Program Coordinator
Dr. William A. Gibson
Dr. Maynard H. Schaus, Program Coordinator

Citizens of the 21st century need a truly broad foundation to deal with the complexities of current environmental issues. Environmental Studies is the interdisciplinary major that draws on the diverse perspectives of the liberal arts tradition to provide such a foundation. The program integrates frames of references from the natural and social sciences and the humanities in order to understand the interrelationships between science, society, technology, culture, and nature. This major recognizes the urgency of an interdisciplinary approach to solving problems such as resource depletion, overpopulation, habitat loss, environmental degradation, pollution, and ultimately the loss of biodiversity. It is hoped that this program will engender a critical understanding of the interdependencies of all life and the necessity of moving human society toward sustainability.

Major Requirements

COURSE NUMBER AND TITLE	SEM. HRS.
One of the following: BIO 110 General Botany BIO 111 General Zoology BIO 207 Environmental Biology	4
One of the following: EES 124/125 Evolution of the Earth /Lab EES 130/131 Physical Geology /Lab EES 132/133 Environmental Geology/Lab	4
One of the following: BIO 110 General Botany BIO 111 General Zoology BIO 150 Introduction to Marine Biology BIO 207 Environmental Biology BIO 250 Field Experiences in Biology BIO 285 Plants and Man CHEM 105 Basic Concepts in Chemistry CHEM 117 College Chemistry I EES 124 Evolution of the Earth EES 130 Physical Geology EES 132 Environmental Geology EES 200 Oceanography EES 250 Field Experiences in Earth and Environmental Sciences GEOG 111 Physical Geography MATH 106 Statistics	3-4

One of the following: PHIL 101 Individual and Society PHIL 102 Contemporary Moral Issues PHIL 211 Images of "Man" PHIL 212 Types of Ethical Theory RELST 113 Introduction to Religious Studies RELST 116 World Religions	3	ENVS 480 Seminar in Environmental Studies OR EES 480 Seminar in Earth and Environmental Sciences	1
		TOTAL	46-48
Minor Requirements			
One of the following: GEOG 112 Cultural Geography POLS 111 Introduction to Political Science POLS 210 Introduction to International Relations REC 224 Outdoor Recreation & Education SOC 100 Introduction to Sociology SOC 110 Cultural Anthropology SOC 222 Social Institutions	3	COURSE NUMBER AND TITLE (See p. 22 for general minor requirements.)	SEM. HRS
MBE 201 Introduction to Macroeconomics	3	BIO 207 Environmental Biology BIO 250 Field Experiences in Biology EES 132/133 Environmental Geology /Lab EES 250 Field Experiences in Earth and Environmental Sciences	3-4
MBE 202 Introduction to Microeconomics	3	One of the following: GEOG 112 Cultural Geography MBE 201 Introduction to Macroeconomics MBE 202 Introduction to Microeconomics PHIL 101 Individual and Society PHIL 102 Contemporary Moral Issues PHIL 211 Images of "Man" PHIL 212 Types of Ethical Theory POLS 111 Politics and Literature POLS 210 Introduction to International Relations RELST 113 Introduction to Religious Studies RELST 116 World Religions REC 224 Outdoor Recreation and Education SOC 100 Introduction to Sociology SOC 110 Cultural Anthropology SOC 222 Social Institutions	3
PHIL/ENVS 304 Environmental Ethics	3	PHIL/ENVS 304 Environmental Ethics OR ENVS 400 Environmental Writings	3
POLS/ENVS 323 Public Policy Analysis	3	POLS/ENVS 323 Public Policy Analysis	3
ENVS 400 Environmental Writings	3	One of the following: BIO 316 General Ecology BIO 355 Marine Biology BIO/CHEM/EES 489 Research in the Natural Sciences EES 320 Energy and the Environment EES 330 Geology of the Appalachians EES 400 Watershed Hydrology INST/EES 300 Introduction to Geographic Information Systems	7-8
Two of the following: INST 420 The American Wilderness INST 470 Developments in Science and Technology PHIL 372 Beyond the Western Tradition PHIL 402 Thinking about Technology POLS 343 Public Administration POLS 373 Conflict Management PSY 445 Ecopsychology RELST 320 Science and Religion	6	One of the following: BIO 316 General Ecology BIO 355 Introduction to Marine Biology EES 320 Energy and the Environment EES 400 Watershed Hydrology INST/EES 300 Introduction to Geographic Information Systems	3-4

One of the following: INST 420 The American Wilderness INST 470 Developments in Science and Technology PHIL 372 Beyond the Western Tradition PHIL 402 Thinking about Technology POLS 343 Public Administration POLS 373 Conflict Management PSY 445 Ecopsychology RELST 320 Science and Religion	3
TOTAL	18-20

ation. Seven-eighths of the world's people do not speak English. Languages provide the keys for access to these other cultures and countries. At the same time, learning a foreign language helps grasp the nature, function, and social importance of one's own native tongue. Language learning, therefore, becomes the bridge between the peoples and cultures of the world. Through language we penetrate from the mind and heart of one people to another, from one civilization to another, from the wisdom of one literature to that of another. By learning a foreign language, students become familiar with the literature, history, philosophy, art, and the economic and social conditions of the people who speak that language. The Department of Foreign Languages and Literatures strives, by teaching foreign languages in their cultural contexts, to expose students to ways of thinking, different from their own, and to help them become better prepared to live in today's multi-linguistic, multi-cultural, and transnational world.

Students seeking certification in secondary education must fulfill the requirements for a French, German or Spanish major as well as specific courses required by the Education Department. See the education section of this catalog.

ENVIRONMENTAL STUDIES COURSES (ENVS)

304 Environmental Ethics (3) (V) W
Identical to PHIL 304

323 Public Policy Analysis (3) (S) W
Identical to POLS 323.

400 Environmental Writings (3) (I) W
A study of many of the important environmental writings and how they have shaped our understanding of the relationship between humans and nature. Prerequisite: senior/junior status. Offered spring of odd-numbered years.

480 Seminar in Environmental Studies (1)
An advanced seminar on various announced topics in environmental studies. Topics may include, but are not limited to: ethics and the environment; conservation of biodiversity; risk assessment; urban planning; habitat mitigation; environmental monitoring; environmental policy; and sustainable development. May be repeated for credit as topics change. Prerequisite: senior/junior status and consent. Offered spring of even-numbered years.

FOREIGN LANGUAGES AND LITERATURES

Dr. Alain Gabon
Dr. Diana E. Risk
Dr. Mavel Z. Velasco, Program Coordinator
Dr. Susan M. Wansink

In the ever-changing world, where contact with a variety of languages and peoples is both desirable and inevitable, the Department of Foreign Languages and Literatures strongly believes in the teaching of languages in their contexts as the means to overcome obstacles to intercultural and international contact and communi-

Major Requirements: French

COURSE NUMBER AND TITLE	SEM. HRS.
FR 305 Advanced Conversation & Composition I	3
FR 306 Advanced Conversation and Composition II	3
FR 313 Cultural & Intellectual History of France I OR FR 315 French Literature I	3
FR 314 Cultural & Intellectual History of France II OR FR 316 French Literature II	3
Four of the following: FR 311 Explication de Texte I FR 312 Explication de Texte II FR 325 French Novel I FR 326 The French Novel II FR 332 The New Theater in France FR 333 Commercial French FR 430 XXth-Century Literature: WWI & Freud FR 431 XXth-Century Literature: WWII & Existentialism FR 443 Senior Seminar FR 471 Practicum in the Teaching of French	12
TOTAL	24

Major Requirements: German

COURSE NUMBER AND TITLE	SEM. HRS.
GER 305 Advanced Conversation and Composition I	3
GER 306 Advanced Conversation and Composition II	3
GER 313 Cultural & Intellectual History of Germany: Tribes-Storm & Stress OR GER 315 German Literature: Early Germanic Tribes to the Age of Geothe	3
GER 314 Cultural and Intellectual History of Germany: From Romanticism to the Present OR GER 316 German Literature: Romanticism to Present Day	3
Four of the following: GER 307 Love, Longing and the German Romantics GER 325 The German Novelle GER 326 The German Novel GER 329 Modern German Literature GER 333 Business German GER 340 German Cinema: Art and Politics GER 430 The German Comedy GER 443 Senior Seminar GER 471 Practicum in Teaching of German	12
TOTAL	24

Four of the following: SPAN 316 Survey of Spanish Poetry SPAN 321 Political Writings of Latin America SPAN 333 Commercial Spanish SPAN 344/444 Don Quixote SPAN 420 The Latin American Novel SPAN 422 Modern Spanish-American Fiction SPAN 471 Practicum in the Teaching of Spanish SPAN 317 Civilization of Spanish Peoples I SPAN 318 Civilization of Spanish Peoples II SPAN 311 Survey of Spanish Literature I SPAN 312 Survey of Spanish Literature II	12
TOTAL	24

Major Requirements: Foreign Languages & Literatures

COURSE NUMBER AND TITLE	SEM. HRS.
The requirements for a major in either French, German, or Spanish	24
The requirements for a minor in one of the other two languages	18
212 level in a third foreign language (or proficiency)	12
TOTAL (If proficient)	54 42

Major Requirements: Spanish

COURSE NUMBER AND TITLE	SEM. HRS.
SPAN 305 Advanced Conversation & Composition I	3
SPAN 306 Advanced Conversation & Composition II	3
SPAN 311 Survey of Spanish Literature I OR SPAN 317 Civilization of Spanish Peoples I	3
SPAN 312 Survey of Spanish Literature II OR SPAN 318 Civilization of Spanish Peoples II	3

Minor Requirements: French

COURSE NUMBER AND TITLE (See p. 22 for general minor requirements.)	SEM. HRS.
FR 305 Advanced Conversation & Composition I	3
FR 306 Advanced Conversation & Composition II	3
One of the following: FR 313 Cultural History I: Charlemagne-Revolution FR 314 Cultural History II: 1789-1960 FR 315 French Literature: LaChanson de Roland to Candide FR 316 French Literature: Rousseau to Genet	3

Additional courses beyond FR 212	9
TOTAL	18
A student minoring in French is strongly encouraged to spend a semester in a French-speaking country.	

Minor Requirements: German

COURSE NUMBER AND TITLE (See p. 22 for general minor requirements.)	SEM. HRS.
GER 305 Advanced Conversation & Composition I	3
GER 306 Advanced Conversation & Composition II	3
One of the following: GER 313 Cultural and Intellectual History of Germany: Germanic Tribes-Storm and Stress GER 314 Cultural and Intellectual History of Germany: From Romanticism to the Present GER 315 German Literature: Early Germanic Tribes to Age of Goethe GER 316 German Literature: Romanticism to Present Day	3
Three of the following: GER 325 The German Novelle GER 326 The German Novel GER 329 Modern German Literature GER 333 Business German GER 430 The German Comedy GER 431 German Literature into Film Ger 443 Senior Seminar GER 471 Practicum in Teaching of German	9
A student minoring in German is strongly encouraged to spend a semester in a German-speaking country.	
TOTAL	18

Minor Requirements: Spanish

COURSE NUMBER AND TITLE (See p. 22 for general minor requirements.)	SEM. HRS.
Two of the following: SPAN 305 Advanced Conversation & Composition I SPAN 306 Advanced Conversation & Composition II SPAN 333 Commercial Spanish	6

One of the following: SPAN 311 Survey of Spanish Literature I: Spain SPAN 312 Survey of Spanish Literature II: Latin America SPAN 318 Civilization of Spanish Peoples II: Latin America	3
Additional courses beyond SPAN 212	9
TOTAL	18
A student minoring in Spanish is strongly encouraged to spend a semester in a Spanish-speaking country.	

Junior Semester Abroad (1-18)

All students interested in France, its language and its people, are strongly urged to spend a semester in either Angers or Lyon. Students interested in German should spend a semester in Germany or Austria. Students interested in Spain or Latin America should spend a semester in Salamanca or Puebla. For further information on these programs see the Study Abroad section in this catalog. Up to 18 semester hours in French, German or Spanish can be earned.

- Summer in Austria**
- Summer in France**
- Summer in Mexico**
- Summer in Quebec**
- Summer in Spain**

Every summer, Virginia Wesleyan College sponsors a six-week program at the University of Laval in Quebec, or in Dijon, France, or at the University of Valencia in Spain or at Mayrhofen-Tyrol in Austria or at the University of Madero in Puebla. Students will live with French-, German-, or Spanish-speaking families. Up to six semester hours in French, German, or Spanish can be earned.

LANGUAGE STUDIES COURSES (LANG)

FRENCH COURSES (FR)

100, 200, 300 Le Français à Dijon (1-6) (C)

A three-week stay in Dijon in which students study French and live with French families. Students will attend classes daily from 9 a.m. to noon and then engage in supervised activities with the French instructors. This is an opportunity for total immersion in French language, culture and life. Prerequisite: none for 100, FR 112 for 200, and FR 212 for 300.

111, 112 Elementary French I, II (4, 4)

An introduction to French as a spoken and written language. For correct pronunciation, the study of French phonetics is reinforced by scheduled laboratory oral-aural practice and by daily classroom drills. Prerequisite for FR 111: No previous instruction in French. For FR 112, a grade of C or higher in FR 111 or proficiency as determined by instructor. Five class and laboratory periods each week. Offered every year.

113 Introductory French (7)

An intensive introduction to French for the student who wants to attain a comfortable speaking and writing level after one semester (FR 111-112). Contact hours with instructor are 10 hours a week (five for actual instruction and five for drills). All work

is done during class meetings. Upon successful completion of the course (a grade of C or higher), student may take FR 211 in the spring semester. Offered on demand.

211 Intermediate French I (3) (C)

The logical sequence to FR 111, 112. It continues the instruction of French as a spoken and written language, emphasizing more advanced grammatical structure, idioms, and review. Extensive oral-aural practice is undertaken in the daily classroom conversation. Required lab. Upon successful completion of the course (a grade of C or higher), the student may take FR 212, or upon recommendation of the instructor, FR 305. Prerequisite: FR 112 or equivalent. Offered each fall.

212 Intermediate French II (3) (C)

For the student who has attained the FR 211 oral and written proficiency (three college semesters) but who now desires to increase his/her fluency in speaking as well as writing. Extensive oral-aural practice prepares the student for upper-level courses as well as travel or study abroad. Required lab. Prerequisite: FR 211 (with a grade of C or higher) or proficiency as determined by the instructor. Offered each spring.

305, 306 Advanced Conversation and Composition I, II (3, 3) (C) W

For the student who wants to acquire skill in practical conversation and writing. Open to students who have completed FR 212 or equivalent. Strongly recommended for those students who either wish to travel abroad or who desire to take upper-level French literature courses. Either course may be taken first. Prerequisite: FR 212 and consent. Offered every year.

311, 312 Explication de Texte I, II (3, 3)

Grammatical dissection, structural analysis and literary interpretation of French texts. Prerequisite: FR 306 or equivalent. Offered on demand.

313 Cultural History I: Charlemagne-Revolution (3) (H)

Gives the student a well-rounded knowledge of France, her people, history, philosophy, literature, and arts. Prerequisite: FR 306 or consent. Offered alternate years.

314 Cultural History II: 1789-1960 (3) (H)

Same orientation as FR 313, with topics selected from the period of the French Revolution to the present. Prerequisite: FR 306 or consent. Offered alternate years.

315 French Literature: La Chanson de Roland to Candide (3)

The development of French literature from its medieval origins to modern times. Introduction to such movements as the Renaissance, Classicism, and Rationalism. Prerequisite: FR 306 or equivalent. Offered alternate years.

316 French Literature: Rousseau to Genet (3)

The development of French literature from the Revolution to modern times. Introduction to such movements as Romanticism, Realism, Naturalism, and Symbolism. Prerequisite: FR 306 or equivalent. Offered alternate years.

325, 326 The French Novel I, II (3, 3)

Representative novels of French literature from the 17th century to the present. Readings from Mme. de LaFayette, Prevost,

Laclos, Constant, Chateaubriand, Balzac, Stendhal, Flaubert, Zola, Proust, Gide, Malraux, Celine, Sartre, and Camus. Discussions in English. Prerequisite: FR 306 or reading knowledge of French. Offered on demand.

327 France Today (3)

An examination of post-war France with an emphasis on France after May, 1968. It treats the social, political, and economic aspects of contemporary culture but also covers artistic production and the patterns, structures, and mutations of everyday life as well as the lifestyles, values, and worldviews of the French today. Prerequisite: FR 306 or consent. Offered on demand.

329 The History, Theory, and Practice of French Cinema (3)

An introduction to the history, criticism, and theory of French film making from its origins at the turn of the 20th-century to the present day. We begin with a brief "ecohistory" of the French film industry and then trace the various movements or schools, styles, and trends in French cinema and the major directors and films associated with them. "Primitive cinema," the avant-garde, poetic realism, the New Wave, the political cinema of the 60s and 70s, the "heritage films," postcolonial cinema, films by ethnic minorities, and postmodern thrillers are examined. The films discussed, which include masterpieces and landmarks of the French film canon as well as popular classics and important contemporary films, are explored in terms of genres, styles, and historical/social periods, definitions of national cinema, ideology, and ethnic and gender issues. Prerequisite: FR 306 or consent.

332 The New Theater in France (3)

A history and study of the new poetic theater which emerged in Paris in the early 1950s. Two of its major exponents, Genet and Ionesco are discussed as well as Beckett, Adamov and Arrabal. Taught in French or in English, depending on demand. Students taking this for French credit use French texts and do all written work in French. Identical to ENG 332. Offered on demand.

333 Commercial French (3)

For the student who would like an introduction to the language used in business practiced in France or Quebec. The course covers business vocabulary, economic geography, government requirements, letter writing, accounting, etc. Prerequisite: FR 212 or equivalent. Offered on demand.

400 French Cinema (3)

Introduces students to the history, theory, and practice of French filmmaking from its origins at the turn of the 20th-century to the present day. We begin with a brief "ecohistory" of the French film industry and trace the various movements, schools and trends in French cinema and the major directors associated with them. The avant-garde, poetic realism, the New Wave, political cinema, new types of heritage films, postcolonial cinema, postmodern thrillers, and the cinema of ethnic minorities are examined. The films discussed, which include masterpieces and landmarks of the French film canon as well as popular classics and important contemporary films, are explored in terms of genres, styles, and historical/social periods, definitions of national cinema, ideology, and ethnic and gender issues. Offered in selected Winter Sessions.

430 XXth-Century Literature: WWI & Freud (3)

Representative readings from Proust, Gide, Claudel, Bernanos, Mauriac, and Valery. Taught in French. Prerequisite: FR 306 or consent. Offered on demand.

431 XXth-Century Literature: WWII & Existentialism (3)

Representative readings from Camus, Sartre, Beckett, Ionesco, Genet, Giraudoux, Robbe-Grillet, Butor and Sarraute. Taught in French. Prerequisite: FR 306 or consent. Offered on demand.

443 Senior Seminar (3) (I)

Each student studies not only the life and work of a major writer but also is responsible for the century, its history, literature and philosophical trends. Prerequisite: FR 314 or 316, or consent. Offered on demand.

471 Practicum in the Teaching of French (3)

Students study in a workshop setting the teaching of grammar, of writing, and of speaking French. Students also serve as assistants and tutors in FR 111, 112 and 211. Prerequisite: FR 306 or must be capable of using the French language effectively. Offered every year.

GERMAN (GER)**111, 112 Elementary German I, II (4, 4) (C)**

An introduction to the German language and culture. Special attention is given to cultural aspects. Emphasis is placed on the development of basic listening, speaking, reading and writing skills. Audiovisual materials supplement the program. Prerequisite for GER 111: no previous instruction in German. For GER 112: a grade of C or higher in GER 111 or proficiency as determined by instructor. Five class and laboratory periods each week. Offered every year.

205 The Short Prose of Kafka (3) (V) W

Focuses on the short prose of Franz Kafka and its relevance in both literature and film today. Students search for common themes and interpretation in selected works. Taught in English. Offered in selected Winter Sessions.

207/307 Love, Longing and the German Romantics (3) (V) W

Identical to RELST 207/307.

211, 212 Intermediate German I, II (3, 3) (C)

Continues the instruction of German as a spoken and written language. Extensive oral-aural practice is undertaken in the daily classroom conversation and prepares the student for travel or study abroad. Required lab. Prerequisite: GER 211 (with a grade of C or higher) or proficiency as determined by the instructor. Offered every year.

240/340 German Cinema: Art and Politics (3) (A) W

From early silent films, through the time of Hitler, to the present, German cinema has reflected the challenges and tensions involved when art is shaped by politics. By looking at German film in general-and at the Weimar and New German Cinema in particular-this course focuses on the aesthetics, history, and politics of German cinema. (Taught in English. Movies will be screened outside of class.) Identical to POLS 240/340. Offered spring 2006.

305, 306 Advanced Conversation & Composition I, II (3, 3) (C) W

For the student who wants to acquire skill in practical conversation and writing. Strongly recommended for those students who either wish to travel abroad or who desire to take upper-level German literature courses. Prerequisite: GER 212 or equivalent.

313 Cultural & Intellectual History of Germany: Tribes-Storm & Stress (3) (H)

Gives the student a well-rounded knowledge of Germany, its people, history, philosophy, literature, and arts. Prerequisite: GER 306 or consent. Offered on demand.

314 Cultural & Intellectual History of Germany: From Romanticism to the Present (3) (H)

Same orientation as GER 313 with topics selected from the period of Romanticism to the present. Prerequisite: GER 306 or consent. Offered on demand.

315 German Literature: Early Germanic Times to Age of Goethe (3)

Provides an overview of literary history in the pertinent time period in terms of movements, genres, authors, etc., against the background of German life as a whole. Prerequisite: GER 306 or equivalent. Offered on demand.

316 German Literature: Romanticism to Present Day (3)

Same orientation as GER 315. Prerequisite: GER 306 or equivalent. Offered on demand.

325 The German Novelle (3)

The development of the German Novelle. Readings from Goethe, Storm A. von Droste-Hülshoff, Kleist, Hauptmann, Keller, Mann and Hugo von Hofmannsthal. Prerequisite: GER 306 or equivalent. Offered on demand.

326 The German Novel (3)

The development of the German Novel. Readings from Goethe, Novalis, Eichendorff, Stifter, Fontane, Thomas Mann, Kafka, Döblin, Böll, and Wolf.

329 Modern German Literature (3)

A careful reading and discussion of 20th-century German plays, novels and short stories with an emphasis on contemporary works. Representative authors such as Christa Wolf, Martin Walser, Max Frisch, Christine Brückner, Günther Grass and Heinrich Böll. Prerequisite: GER 306 or equivalent. Identical to ENG 329. Offered on demand.

333 Business German (3)

Introduces students to the "business language" necessary for working in the business world in Germany. An emphasis is given to cultural aspects of the German business world. Prerequisites: GER 305 or 306, or consent. Offered on demand.

430 The German Comedy (3) W

A history and study of the German comedy. Representative readings from Lessing, Kleist, Tieck, Grabbe, Hauptmann, and Sternheim. Prerequisite: GER 306 or equivalent. Offered on demand.

443 Senior Seminar (3) (I)

Each student studies the life and work of a major writer, and is responsible for learning about the intellectual climate in which the author wrote, i.e. the history, literature and philosophical trends of the era. Prerequisites: GER 314 or 316 or consent. Offered on demand.

471 Practicum in the Teaching of German (3)

Students study in a workshop setting the teaching of grammar, of writing, and of speaking German. Students also serve as assistants and tutors in GER 111, 112, and 211. Prerequisite: GER 306 or must be capable of using the German language effectively. Offered every year.

JAPANESE COURSES (JAPN)**101, 102 Introduction to Japanese Language & Culture I, II (3, 3)**

An introduction to Japanese language and culture for business and travel. Students learn basic spoken and written Japanese. Emphasis is placed on the language and culture needed to feel comfortable in Japan. Offered each fall: JAPN 101; spring: JAPN 102.

LATIN COURSES (LATN)

Note: Unless students take Latin courses consecutively, they may not be able to fulfill the language requirement on time.

LATN 111, 112 Elementary Latin I, II (4, 4)

Introduces the elements of the language of the Ancient Romans: vocabulary, syntax, and grammar. Students learn how to translate sentences and short stories. The course concentrates on translation and reading skills rather than speaking/listening skills. Prerequisite for LATN 111: no previous instruction in Latin; for LATN 112: LATN 111. LATN 111 offered fall of odd-numbered years. LATN 112 offered spring of even-numbered years.

LATN 211, 212 Intermediate Latin I, II (3, 3)

Each semester focuses on a single text, such as the poems of Catullus or Cicero's *Pro Caelio*. The primary goal is to gain facility in reading Latin, but the course also introduces students to Ancient Roman literary aesthetics and culture. The course concentrates on translation and reading skills rather than speaking/listening skills. Prerequisite: LATN 112. LATN 211 offered fall of odd-numbered years; LATN 212 offered spring of even-numbered years.

SPANISH COURSES (SPAN)**100, 200, 300 Spanish Study Abroad (1-6)**

Students study Spanish and live with Mexican families in a beautiful historically rich city during a three week stay in Puebla, Mexico. Students attend classes daily from 9:00 a.m. to noon and then return to their families for meals, excursions, and activities. Visits to all sites of cultural interest in and around Puebla, as well as weekend excursions to Veracruz, Oaxaca, and Cuernavaca are provided. Students taking this course for 6 hours credit spend three hours a day in class (for ten days) prior to departure. This is an opportunity for total immersion in the Spanish language, culture, and life. Prerequisites: None for SPAN 100; SPAN 112 for SPAN 200, SPAN 212 (proficiency) for SPAN 300. Offered each summer.

104, 105 Beginning Spanish for the Adult Learner I, II (3)

Designed for students in the Adult Studies Program. Prerequisites: admission to the Adult Studies Program. SPAN 104 is a prerequisite for SPAN 105. Offered every year.

111, 112 Elementary Spanish I, II (4, 4)

An introduction to Spanish as a spoken and written language. Emphasis is placed on the communication of ideas and the develop-

ment of oral and reading comprehension. Prerequisite for SPAN 111: no previous instruction in Spanish; for SPAN 112: a grade of C or higher in SPAN 111 or proficiency as determined by instructor. Five class and laboratory periods each week. Offered every year.

210 Icons, Myths, and Rituals of the Hispanic Civilization (3) (S)

Consists of a diverse set of topics that, when studied together, give a more profound view of Hispanic culture. The intensive experience helps students assimilate and associate the topics being studied and, therefore, helps them achieve a more unified view of the whole. Offered in selected Winter Sessions.

211 Intermediate Spanish I (3) (C)

Intensive vocabulary development and grammar review. Readings of contemporary and literary materials are used as a basis for the development of conversational and writing skills. Upon successful completion of the course (a grade of C or higher), the student may take SPAN 212. Prerequisite: SPAN 112 or equivalent. Required lab. Offered each fall.

212 Intermediate Spanish II (3) (C)

For the student who has attained the SPAN 211 oral and written proficiency (three college semesters). Extensive oral-aural practice prepares the student for upper-level courses as well as travel or study abroad. Required lab. Prerequisite: SPAN 211 (with a grade of C or higher or proficiency as determined by the instructor. Offered each spring.

213 Modern Mexico (3)

A travel course focusing on contemporary Mexican culture. The class will visit museums and important cultural sites in order to examine Mexico's main ancient civilizations and the most representative periods of its history. Complementary selected literary readings and films illustrate relative issues defining Modern Mexico. Students gain an insight into the idiosyncrasies of this nation's peoples based on a close examination of ancient and modern religious beliefs and rituals, social attitudes, and ideological tendencies reflecting the values of most Mexicans today. Offered in selected Winter Sessions.

220/320 Comparative Regime: Latin America (3) (H)

Identical to POLS 220/320.

270 Latin American Music and Dance (3) (A)

Covers the history of dance beginning in ancient Europe and the Middle East and ends with the history of dance in Latin America, particularly that of the development of dance in the Hispanic society, and it also studies the importance of Latin music and dance in Latin America and the U.S. In the practical portion of this course students have the opportunity to learn a variety of Latin dances such as salsa, merengue, and bachata, which have become very popular in contemporary American society. This course is taught in English and does not fulfill the Foreign Language requirement. Offered in selected Winter Sessions.

305 Advanced Conversation & Composition I (3) (C) W

This course gives emphasis to reading for comprehension and the articulation of ideas in Spanish. It is also an introduction to Spanish Civilization and Culture through the readings and discussion of selections on this subject. Prerequisite: SPAN 212 and consent. Offered every year.

306 Advanced Conversation & Composition II (3) (A) W

This is an introduction to Spanish literature through the analysis of carefully chosen short stories written by modern Latin

American and Peninsular writers. This course gives emphasis to writing and speaking skills in Spanish and prepares the student for upper-level Spanish literature and civilization courses. Prerequisite: SPAN 305 or consent. Offered every year.

310 Post-Franco Spain (3)

An examination of Spain's transition to democracy after the end of Franco's regime in 1975. Discussion and analysis of contemporary authors like Antonio Muñoz Molina, Rosa Montero, Paloma Díaz-Mas, Eduardo Mendoza, Manuel Vázquez Montalbán, and Arturo Pérez Reverte illustrate various aspects of Spain's postmodern revolution. This study of Spain's modernization process includes discussion of some relevant films by contemporary directors such as Pedro Almodóvar, Carlos Saura, and Luis Berlanga. Intended for Spanish majors and minors. Prerequisite: SPAN 306 or consent. Offered fall of odd-numbered years.

311 Survey of Spanish Literature I: Spain (3)

The most important works of Spanish prose and poetry from the end of the Middle Ages to the present are studied against the cultural background. This course offers an introduction to Spanish civilization as well as Spanish literature. Prerequisite: SPAN 306 or consent. Offered alternate years or on demand.

312 Survey of Spanish Literature II: Latin America (3)

The most important works of Spanish American prose, poetry and essay from the Conquest to the present are studied against the cultural background. This course offers an introduction to Latin American civilization as well as Latin American literature. Prerequisite: SPAN 306 or consent. Offered alternate years or on demand.

316 Survey of Spanish Poetry (3)

A survey of the major types of Peninsular Spanish poetry from El Cid to the present. Prerequisite: SPAN 212. Offered on demand.

317 Civilization of Spanish Peoples I: Spain (3) (S)

This course provides the opportunity to learn about Spain, its peoples and civilization through the study of major works of literature, art and music. Ideas presented in class are reinforced through films, slide presentations and guest speakers. Prerequisite: SPAN 306 or consent. Offered alternate years.

318 Civilization of Spanish Peoples II: Latin America (3) (S)

This course provides the opportunity to learn about the Latin American countries, their people and their civilizations through the study of major works of literature, art and music. Ideas presented in class are reinforced through films, slide presentations and guest speakers. Prerequisite: SPAN 306 or consent. Offered alternate years.

321 Political Writings of Latin America (3)

Readings of the political writings of selected Latin American thinkers. Relationship of political writings to contemporary culture, society and government of Latin America. Readings in Spanish language. Also cross-listed as POLS 321 in which case readings and writing are done in English. Offered each fall.

333 Commercial Spanish (3)

This course is designed for students and professionals who wish to learn Spanish for use in a practical business context. Prerequisite: SPAN 212 or equivalent or consent.

344/444 Don Quixote (3) W*

An intensive study of what is generally considered the first and greatest of western novels. Attention is given to the life of Cervantes,

the society and the culture of the times in which this work was written and its impact on the literary tradition of the Hispanic world. Prerequisite: SPAN 306. Offered on demand. *SPAN 444 only.

350 Hispanic American Women Writers (3) W

An overview of the history of Hispanic American women writers from the Colonial period to the present. It includes an analysis of key economic, social, and political conditions in the development of their writing. Poetry, short story and the novel will be included. Prerequisite: SPAN 306 or consent. Offered fall of odd-numbered years.

420 The Latin American Novel (3) W

A study of the development of the Latin American novel beginning with the nineteenth century to the present. Theme, form, style, and technique along with the historical and social context are studied. Latin American women as authors and as characters are an important aspect of this course. Prerequisite: SPAN 306 or consent. Offered spring of even-numbered years.

422 Modern Spanish-American Fiction (3)

Analytical reading of selected works by such authors as Borges, Cortázar, García, Márquez, Allende, and Rulfo. Such aspects as theme, form, style, and technique of the novel and story are studied. Prerequisite: SPAN 306 or consent. Offered on demand.

443 Senior Seminar (3) (I) W

Intensive study of selected topics in Spanish and Spanish-American literature. Intended to integrate the knowledge of history, philosophy and political science with the analysis of literary works. Prerequisite: Two semesters of the following: SPAN 311, 312, 317 and 318. Offered alternate years or on demand.

471 Practicum in the Teaching of Spanish (3)

A workshop setting in the teaching of grammar, writing, and speaking Spanish. The student will also be assistant and tutor in SPAN 111, 112, and 211. Prerequisite: SPAN 306 or must be capable of using the Spanish language effectively. Offered every year.

FRENCH

(See Foreign Languages and Literatures)

GERMAN

(See Foreign Languages and Literatures)

GEOGRAPHY

GEOGRAPHY COURSES (GEOG)

111 Physical Geography (3) (E)

A study of the physical earth with an emphasis on planetary composition, motion, the atmosphere, water, plate tectonics, glaciers, climate, landforms and other major areas. Environmental

issues provide applications to current events and conditions. Basic map skills and location identification serve as a foundation for atlas and general thematic map usage. Offered each semester.

112 Cultural Geography (3) (S)

The study of how geography affects culture and how culture affects geography. This course is regional in its approach and explores the reciprocal relationship of the earth and its inhabitants and how they impact upon each other. Urban, cultural, medical, historical and economic themes provide the focus for regional applications. Basic map skills and location identification serve as a foundation for atlas and general thematic map usage. Offered each spring and summer.

HEALTH AND HUMAN SERVICES

(Interdisciplinary)

Dr. Benjamin D. Dobrin, MSW, Program Coordinator
Ms. Sharon L. Payne, LCSW, CSAC

The health and human services program prepares students to work with people in a broad spectrum of public and private agency and employment settings. Students are prepared with the competence to develop, administer, and deliver services to strengthen and empower individuals, families, communities, and groups. Areas of interest may include aging, child welfare, domestic violence, family service, health and mental health, hospice, mental retardation, substance abuse, probation and parole, health maintenance or disease prevention.

The capstone of the major is a semester long, 36 hour week, highly structured internship coupled with an on-campus seminar. The internship affords the student the opportunity to integrate the liberal arts experience and theories of helping with work in local health and human service organizations.

The major is flexible and interdisciplinary, allowing students to explore their own areas of interest. Four areas of concentration are: direct service, community action, administration, and legislative process. Students may seek employment in the field after their undergraduate experience or choose graduate school in fields such as social work, public health, public or business administration, law or divinity.

Direct Service Concentration

Prepares students to work with individuals, families and groups. In this concentration a student may fulfill the academic requirements for certification as a substance abuse counselor (CSAC) and begin accruing supervised experience for that credential in the internship.

Community Action Concentration

Prepares students to work directly with communities to identify and meet their specific needs. Students may use their leadership and research skills to enhance community strengths and wellness.

Administration Concentration

Prepares students who wish to develop skills to administer health and human service agencies. In this concentration students may fulfill requirements to become licensed Nursing Home Administrators.

Legislative Concentration

Prepares students who wish to work in the legislative arena developing health and human service legislation and policy.

The major is constituted by four interrelated components:

1. **General Studies courses** to develop consciousness, sensitivity, and competencies appropriate for all liberally educated and emotionally prepared persons;
2. **HHS core courses** give all students majoring in health and human services a common base of knowledge, experience and skill which is appropriate for professionals in the broad field of endeavor;
3. **Support courses** which provide the student with specialization in subject matter required for the internship experience. Each student will take at least seven upper-level courses to meet this requirement; and
4. **The HHS internship and academic seminar** which is the culminating experience for those majoring in health and human services. The internship and academic seminar, which are taken concurrently, will help integrate various liberal arts perspectives within a health and human services context. These experiences require considerable preparation and each potential intern must have developed key skills in communication and in dealing with individuals and groups, as well as a clear understanding regarding the requirements of the specific internship.

Specific major requirements include:

1. With the HHS adviser you are to work out a plan of liberal arts courses which will develop consciousness, sensitivity, knowledge, and competencies appropriate for liberally educated and emotionally prepared persons. Consequently, all three divisions of the college will be drawn upon for these courses.
2. The student will be required to select one of four possible tracks, or specializations, and accumulate at least 21 semester hours of upper-level course work in that area for the internship experience. Majors cannot take more than 15 semester hours in any one discipline to meet this requirement.
3. You will be required to complete at least 45 semester hours of upper-division courses, with 60 semester hours being recommended.
4. Grade point average of 2.5 or better to qualify for the internship.
5. Successful completion of core and support courses (2.0 or better in each course) prior to the internship.
6. Only 300/400 level courses count as support courses.

Major Requirements

COURSE NUMBER AND TITLE	SEM. HRS.
HHS 201 Introduction to Human Services	4
HHS 302 Planning, Administration & Legislation	3
POLS 343 Public Administration	3
HHS 337 Advanced Developmental Psychology	3

HHS 338 Adult Development: A Biopsychosocial Approach	3
HHS 401 Direct Service Interventions	3
HHS 472 Human Services Internship	12
HHS 475 Human Services Seminar	3
TOTAL	34

HEALTH AND HUMAN SERVICES (HHS)

CORE COURSES

201 Introduction to Health & Human Services (4) (S)

Acquaints the beginning student with the history, philosophy, values, concepts, language, directions, problems, and broad scope of health and human services. Offers exposure to various agencies and agency policies.

302 Planning, Administration & Legislation (3) (W)

Builds skills in community organization, administrative and legislative process as intervention techniques. Each student is expected to design, develop and present a project using the method taught.

337 Advanced Developmental Psychology (3)

Identical to PSY 337.

338 Adult Development: A Biopsychosocial Approach (3)

Human growth and development, young adulthood through aged death, is designed to meet the particular needs of students in the health and human services. Focuses on the normal developing life process with attention to individual adjustments. Though related to the normal developmental processes and subsequent adjustments, the course examines how the normal process may cause behavior patterns which may be interpreted as pathological to the untrained observer. Students will also be made aware of abnormal responses to normal developmental processes as the individual proceeds through the normal changes associated with growth and development. Since it is extremely important for students to understand the interrelationship of physical, mental, and emotional development and the impact of one's culture, each developmental stage is examined from this perspective and considers the unique tasks and stresses of the different stages of life. Offered each spring.

343 Public Administration (3) (S)

Identical to POLS 343.

401 Direct Service Interventions (3) (C) (W)

Overview of the direct methods used in health and human services: case work and group work. Introduction to the theory and practice of such methods as essential to the helping professions. There is a required experiential learning component. Students work in a direct service agency as a service provider for a minimum of 3 hours per week for the semester.

472 Health & Human Services Internship (12) (W)

Serves as the capstone experience for the academic preparation. Students are placed in an agency, organization, company, or legislative setting which affords an opportunity for them to assume a preprofessional role where they can build skills and expand their expertise. For psychology and sociology majors, students must complete the core and the major requirements for the specific major. Political science majors must meet the requirements of the political science department. Prerequisites: HHS 201, 302, 338, and 401; PSY 337; POL 343; passing the junior writing proficiency exam; 21 semester hours of upper-level courses to support the emphasis; minimum grade point average 2.5; minimum of 45-60 semester hours of 300- and 400-level courses and approval of the internship committee. Corequisite: HHS 475. Offered each spring.

475 Health & Human Services Seminar (3) (I) (W)

Offered concurrently with the internship. Assists students in relating theory and values to experience and in offering support, interpretation, evaluation, and guidance. Also, students are evaluated on their performance of work assignments, use of supervision and daybooks. Prerequisites: same as HHS 472. Corequisite: HHS 472. Offered each spring.

ELECTIVES

210/310 Public Health (3) (E)

Offers the student an overview of the history and current practice of public health in the U.S. and abroad and surveys the core components of public health. Offered each fall or on demand.

261/361 Contemporary Issues in Human Sexuality (3/3)

Human sexuality has generally been a subject we are supposed to know a priori. The entire field of study is plagued with innuendo, myth, mystique, prejudice, guilt, and fear. This course is designed to examine the current research and recent literature in a scholarly, sensitive manner. The focus is on the changing values, attitudes, and behaviors of the American population and how these changes (or awarenesses) are being dealt with through existing policy, institutions, organizations, and agencies. A partial list of areas to be examined are: values clarification, anatomy and physiology, sexual response cycle, sexual choices, communication, contraception, sexual traumas (including sexual abuse, incest, date rape, rape, impotence, etc.), sexually transmitted diseases including AIDS, who can help, and how. Offered fall of even-numbered years.

307 Death, Dying, Loss, & Grief (3) (V) (W)

Fosters the development of appropriate skills in helping the dying person, the family of the dying person, survivors of suicide, the person and his/her family who suffers from physical or emotional loss, e.g., amputation, multiple sclerosis, divorce, and the grieving person. Focuses on parallels in reactions to the above and assists the helping person by exploring techniques which improve the quality of helping. Offered fall of even-numbered years.

308 Gerontological Services (3)

Offers the student an overview of the history and current practice of gerontological services in the United States. During the 20th century, life expectancy increased almost 30 years in this country. An entire field of response has been created to help the elderly population with their needs and concerns. This course will be a survey of the core components of gerontological services--financial, social, in-home, institutional and medical. Service delivery

gaps and trends for the future will also be explored. Prerequisite: junior status. Offered in selected Winter Sessions.

309 Grief--Childhood & Adolescence (3) (V)

Designed to teach students the theories which explain the different ways children react to loss and grief. The materials studied give the students a knowledge base upon which to build appropriate intervention skills to assist children living with loss and grief. Special attention is given to age, cultural, racial, religious and gender differences. The focus is on children experiencing the loss of a significant person in their lives. Some emphasis is on children suffering from life-threatening illness and their own potential death. Prerequisites: junior/senior status or consent. Three semester hours of psychology, sociology, or health and human services. Offered fall of even-numbered years.

312 Chronic Diseases (3) (E)

An in-depth review of current health concerns and chronic diseases. The course surveys specific conditions, policy related to these conditions, and prevention techniques. Public health prevention as well as the medical community's curative response are also examined. The public health model is promoted throughout the course. Prerequisite: sophomore status. Offered spring of even-numbered years.

320 Overview of Health Care Administration (3)

Presents cutting-edge thinking on the management of health care organizations. Practical and conceptual skills are taught to help students focus on more efficient health care delivery in a multitude of settings. This course prepares students for entry-level health care management positions or for graduate education in health care administration (MHA, MPA, MBA, MPH, MSW). Prerequisite: junior status. Offered fall of even-numbered years.

321 Medical Group Management (3)

A comprehensive guide to the administration of an ambulatory care facility, for both the new manager and the experienced administrator. Prerequisite: PSY 201 or MBE 301 or consent.

335 Contemporary Issues (3)

Provides an opportunity for students to critically examine a variety of issues which are of concern to providers of services as well as consumers of services. The topics of concern may, by necessity, change from year to year. The course is useful to students majoring in disciplines from all three divisions. Students are expected to do independent work to supplement lectures and readings. Prerequisite: junior/senior status. Offered spring of odd-numbered years.

336 Human Growth and Development: Life Course Approach (3) (V)

Designed to meet the needs of students who want to develop a strong foundation in human growth and development. Different biological, social, and psychological theories of growth and development are examined and will offer the student a multi-disciplinary perspective. Students will learn primarily about normal development--from conception to aged death. While normal development will be stressed, certain pathological processes will be examined as well. Note: Students who have taken a previous developmental psychology course may not take this class for additional credit. Prerequisites: Junior status or consent. Offered each spring.

380 Aging in America (3)

Provides an overview of current theories of aging. Attention is given to myths, healthy aging, positive strategies used to deal with the aging process, and the interrelationships between characteristics and needs of aging and aged people in America. "Aged" is defined as 65-120. Prerequisite: PSY 201 or SOC 100. Offered fall of odd-numbered years.

384 Drugs of Abuse (3)

An introduction to the complex issues surrounding both licit and illicit drugs. The most widely used/abused drugs are studied in some depth to include an overview of their pharmacology and the neurophysiology of the brain. The major classifications of drugs of abuse, their addictive potential and the continuum of use, misuse, abuse and addiction are addressed. The short and long term consequences of drug use are studied in addition to the dangers of drug interactions. Prerequisite: PSY 201 or 266 or consent. Offered most falls.

385 Substance Abuse & Chemical Dependency (3)

Examines the effects drugs of abuse have in our society. The course specifically looks at defining the problem and its effects on the abusing person, family, economy, legal system, health care, and the issues and impact of treatment and 12-step support groups. Offered most springs.

386 Peer Helper Educator Training (3)

Provides preparation for students to become part of the college's Peer-Helper Educator Program. Students develop basic interviewing, individual assessment, helper, and group skills. Students are expected to demonstrate competency with such skills in class in "role-playing." Offered as needed.

390 Substance Abuse Counseling (3)

Provides the individual preparing for a career in working with individuals, families and groups with a portion of the academic background necessary for not only working with these populations around substance abuse issues but also for becoming certified as a substance abuse counselor. Prerequisite: HHS 384, 385. Offered as needed.

402 Women on the Brink (3)

Challenges the student to explore the interaction of complex societal and psychological factors as they relate to America's most vulnerable women. Students will study the history of women's role in American society and evaluate how current policies and institutions often maintain women as vulnerable and disenfranchised. The course will be conducted in a seminar format on campus with a one-week residential component in a homeless shelter in a major urban area. Prerequisite: consent and one faculty/staff recommendation. Offered in selected Winter Sessions.

450 Health & Human Services Data Collection and Data Analysis (3) (E) W

Offers the student an overview of data collection methods as well as analysis procedures within the context of health and human services. Both positivistic and naturalistic paradigms are examined. The student is given an opportunity to develop skills in posing research questions, designing studies, collecting data, and analyzing, interpreting and reporting this data. Prerequisite: junior/senior status, satisfy math requirement, and consent. Offered fall of even-numbered years, or as needed.

HISTORY

Dr. Benjamin D. Berry
 Dr. Catharine Cookson
 Dr. Clayton J. Drees, Program Coordinator
 Dr. Stephen S. Mansfield
 Dr. Daniel S. Margolies
 Dr. Sara A. Sewell

Course offerings in history are intended to familiarize students, whether they major in history or not, with both the American and European heritages, as well as with some aspects of the history of the non-Western world. The study of history is presented as a means of integrating college experiences and developing certain perceptual and analytical skills. Students are exposed to a broad range of modern historical methodologies which establish close ties between history and many other disciplines.

Persons electing the history major are motivated by diverse goals, including preparation for graduate school, law school, or civil service, the desire to develop certain critical abilities, or simply the wish to pursue an existing interest in the field.

As a result, no rigidly prescribed course of study will meet the needs of all students majoring in history. Thus the history program provides considerable opportunity for choice and majors are encouraged to take full advantage of the diversity of courses which the department offers when devising their major programs. Students should note, for example, that the department offers courses which introduce a wide range of methodologies, including intellectual history, social history, and internships. Majors should also consider taking courses in related disciplines to strengthen their mastery of knowledge and skills useful to the student of history.

The major requirements, although minimal, are designed to ensure that all students will gain some knowledge of both U.S. and non-U.S. history beyond the introductory level. They also ensure that every student majoring in history will have the opportunity to confront a diversity of historical interpretations and will acquire practice in designing and executing historical research projects.

Major Requirements

COURSE NUMBER AND TITLE	SEM. HRS.
At least 9 semester hours must be in U.S. history, 9 in European history, and 3 in non-Western history (Asia, Africa, Latin America)	
Any 6 history courses at the 100/200 level	18
Any 4 history courses at the 300/400 level	12
HIST 258 Introduction to Historiography	3
HIST 360 Junior Research Seminar	3
HIST 460 Senior Project Seminar	3
HIST 461 Senior Thesis	1

GEOG 111 Physical Geography	OR	3
GEOG 112 Cultural Geography		
TOTAL		43

Minor Requirements

COURSE NUMBER AND TITLE (See p. 22 for general minor requirements.)	SEM. HRS.	
3 courses in U.S. history	9	
3 courses in non-U.S. history	9	
One writing (W) course in history	3	
At least 9 semester hours must be taken at the 300/400 level		
TOTAL		21

Teacher Certification

In addition to completing the departmental requirements stipulated above, a history major who is seeking certification in secondary education must complete the 37 hours of professional teacher training courses stipulated in the Education section of the current catalog. Students may alternately wish to consider the social studies major. Please see an adviser in the Education Department for information about adding the broader social studies certification.

HISTORY COURSES (HIST)

111 World History to A.D. 1600 (3) (H)

Study of selected topics in history from the emergence of early cultures to the 17th century. Emphasis is on the variety of human societies and the ways in which differing old world societies influence one another. Offered each fall.

112 World History: The Modern Era (3) (H)

Explores world history since 1600 focusing on intercultural exploration and appreciation. Examines many critical political events in world history including the two world wars. Students also learn about key historical trends such as the waning of traditional societies, industrialization, Marxism, nationalism, and imperialism. Significant attention is devoted to studying cultural developments, especially understanding how ordinary people experienced major historical events. Offered each spring.

113 History of U.S. to 1877 (3) (H)

Study of selected topics with emphasis upon historical methodology, causation, and understanding of major movements and ideas in American and Virginia history. Offered each fall.

114 History of U.S. Since 1877 (3) (H)

Same orientation as HIST 113, with topics selected from the period 1877 to the present. Offered each spring.

- 205/305 Survey of Modern Europe (3) (H)**
 Survey in European history since the 18th century. Over the past 200 years, European society has changed profoundly. From scientific discoveries, to the spread of democracy, to the rise of secularism, Europe has undergone revolutionary transformations. Many people consider most of these developments to be critical markers of progress, and they point to democracy, industrialization, scientific advances, and technological innovations as evidence of this progress. Such developments also came with negative repercussions, such as colonialism, mass destruction and genocide. Students are exposed to various historical interpretations, including political, social, gender, and cultural narratives. Offered spring of even-numbered years.
- 211 History of England to 1715 (3) (H)**
 Roman Britain to the glorious revolution, with special emphasis upon constitutional development, religious change and economic expansion. Offered fall of odd-numbered years.
- 212 Modern Britain (3) (H)**
 The impact of the industrial revolution on the course of British history, the rise and decline of empire, and experimentation with socialism in the 20th century. Offered spring of even-numbered years.
- 216/316 A Survey of Medieval History (3) (H)**
 A survey of the cultural, religious, political, and economic changes which Europe underwent from the "fall" of Rome to the Black Death. Offered spring of odd-numbered years.
- 219 Topics in Asian History (3) (H)**
 An examination of selected topics in the history of Asia that varies from year to year and focuses on such areas as China, Japan, India and the Near East. Offered spring of odd-numbered years.
- 220 The Civil War and Reconstruction (3) (H) W**
 Examines the causes, experience, significance, and lasting legacies of the Civil War and Reconstruction. It covers, among many other topics, the ongoing crisis of sectionalism and nationalism, the political, ideological, and moral conflict over slavery, the impact of expansionism, the ideological development of a revolutionary South, and the impact of the war on national politics, culture, and memory. Heavy emphasis is given to the war itself: the battles, leaders, common soldiers, tactics, diplomacy and economics of this great conflict. Finally, we explore the mixed results of this war for the victorious North, the defeated South, and the restored nation during the Reconstruction era and beyond. Offered spring of even-numbered years.
- 222 Women in the Ancient World (3) (H)**
 Identical to CLAS 222.
- 224 World Wars I & II (3) (H)**
 A course in European history from 1878 to 1945 emphasizing the origins, nature, and impact of the two world wars. Offered fall of even-numbered years.
- 228 The City in the History of the U.S. (3) (H)**
 An examination of the development and growth of the city in the United States from colonial times to the present. The course examines the pre-industrial city, the emergence of the industrial city, the era of urban expansion, the growth of suburbs, and the emergence of the metropolis. Offered fall of even-numbered years.
- 231 History of Nazi Germany (3) (H)**
 Explores the rise of Nazism and the establishment of the Nazi dictatorship in Germany from 1933 until 1945. The historical conditions that fostered Nazism, the Hitler revolution, the Nazification of many facets of German life, the Second World War, and the Holocaust are examined. Students analyze primary documents that focus on various aspects of the Third Reich, including ideology, propaganda, family life, gender, and the arts. Concludes with an evaluation of the Nazi legacy in German history. Offered spring of odd-numbered years.
- 233 African-American History to 1877 (3) (H)**
 Traces the experiences of Americans of African descent from their arrival in the Americas to the period of Reconstruction after the American Civil War. Offered fall of odd-numbered years.
- 234 African-American History Since 1877 (3) (H)**
 Traces the experiences of Americans of African descent from the period of Reconstruction after the American Civil War to the present. Offered spring of even-numbered years.
- 235 Colonial Latin America (3) (H)**
 A survey of the history of Latin America from the pre-Conquest era through the Colonial period. Offered fall of odd-numbered years.
- 246 Introduction to Africa (3) (H)**
 A general survey of African history that treats the origins of African society, the great Bantu migrations, the arrival of Islam, the medieval empires of the Sudan, the colonial experience and modern nationhood through lectures, discussions and audiovisual presentations. Offered spring of even-numbered years.
- 248 Medieval Islamic World (3) (H)**
 An honors course in the history, religion and culture of the Islamic Near East, Spain, African empires and Swahili coast, the Ottoman empire and Mogul India from Mohammed the Prophet to the seventeenth century. Offered on demand.
- 250 American Maritime History (3) (H)**
 Examines the American relationship with the sea from a variety of social, economic, diplomatic, environmental, and political perspectives. Students concentrate on the development, experience, and nature of maritime exploration, commerce, warfare, and transportation during the formative years of the United States between settlement on the Atlantic rim and the rise to world power by 1900. Particular attention is paid to the history of the region surrounding the Chesapeake Bay in order to take advantage of the historical and environmental richness which surrounds the area. Among many other topics, students study international trade, fishing, whaling and sealing, piracy, the life, experience and mindset of the seamen, overseas empires, the development, transformation and projection of naval power around the world, and the incredible impact of the maritime world on American politics, economy, community, and culture over three centuries. Offered spring of even-numbered years.
- 251/351 U.S. Women's History to 1865 (3) (H) W**
 A survey of women's history from the coming together of Native American, African, and English women in colonial North America, through the establishment of a new nation and a new economy, to the Civil War and its aftermath. Attention is paid to a variety of women in the United States and the historical context in which they lived. Offered fall of odd-numbered years.

252/352 U.S. Women's History Since 1865 (3) (H) W

A survey of women's history from the Civil War, through the activism of the Progressive Era, through depression and war to the rise of feminism. Attention is paid to a variety of women in the United States and the historical context in which they lived. Offered spring of even-numbered years.

258 Introduction to Historiography (3)

The discipline of history increasingly emphasizes argumentation in its scholarship, focusing on historical interpretation of historiography. Even though historians regularly study the same sources, they often arrive at markedly different interpretations. By analyzing the differing schools that have developed around various historical questions, students learn how to enter into historical discourses, engaging other historians. They also are exposed to some of the most important methodologies in the discipline of history, including structural models and post-structuralist analysis. Prerequisite: history major or minor. Offered each spring.

262 Seminar in the History of European Cities (3)

Investigates the history of various European cities, including Berlin, Paris, London, Vienna, and Prague. Focuses on the history of art, architecture, city planning, and public spaces. Through walking tours, visits to museums and key landmarks, and musical performances, students investigate the historical developments of the cities, focusing particularly on conflicts radiating from the construction and destruction of the urban landscape. Begins at VWC with an on-campus component in which students prepare for an on-site study of the city. The on-campus study is followed by travel to the destination. Offered during selected Winter Sessions.

302 African-American Religious Experience (3) (H)

Investigates the African-American experience of religion from a historical perspective beginning with religions in Africa, through the period of slavery, the early years of freedom, the "nadir" and into the contemporary scene. Prerequisite: junior status. Offered spring of odd-numbered years.

313 Nineteenth-Century America (3) (H) W

An intensive exploration of major themes, events, and individuals in United States history between Thomas Jefferson's presidency and the Spanish-American War. We study territorial and governmental expansion, the politics of slavery and freedom, the Civil War and its aftermath, the industrial revolution, urbanization, imperial adventurism, and other transformations that marked this tumultuous and fascinating time in history. Particular emphasis is placed on historiographical interpretations of the historical changes and their meanings. Prerequisite: HIST 113 or 114 or consent. Offered fall of even-numbered years.

317 History of Virginia (3) (H) W

A study of the history of the state of Virginia through the Civil War with field trips to historic sites in the state required. Offered each fall.

319 Early Modern Europe 1300–1789 (3) (H) W

The Renaissance as it began in the Italian city-states and spread to North Europe, the cultural and intellectual background of the religious Reformers, the impact of the Religious Revolution on the emerging European nation-states, and the intellectual triumph of the European "Enlightenment." Prerequisite: junior status or consent. Offered spring of even-numbered years.

320 Twentieth Century Europe (3) (H)

Emphasizes the origins, nature, and impact of the two world wars. Offered fall of even-numbered years.

322 Religion and Social Issues in American History (3) (V) W

Examines, from an interdisciplinary vantage point, crucial social issues in American history such as slavery and issues of racial equality, and the status of women. This course explores the religious influences, background and context of these social issues which have had a profound effect on American history and continue to reverberate in American society today. Prerequisites: completed at least 6 semester hours in history, religious studies, political science, English, interdisciplinary studies, philosophy or sociology. Prerequisite: junior status or consent. Offered on demand.

323 Tudor England (3) (H) W

A detailed introduction to the history of 15th- and 16th-century England that explores the political, social, economic, religious and intellectual trends responsible for the "renaissance" of culture that characterized the Elizabethan Age. Prerequisite: junior status or consent. Offered fall of even-numbered years.

328 United States Foreign Relations, 1763-1919 (3) H (W)

An examination of the major themes, events, ideas, and consequences of American foreign policy from the French and Indian Wars through Woodrow Wilson's attempt to re-shape international relations in the aftermath of World War I. Particular attention will be given to the strategic, ideological, economic, sectional, and racial dimensions of U.S. relations with other nations and peoples, and to the connections between foreign and domestic politics. Offered spring of odd-numbered years.

333 Cultural History of Modern Europe (3) (A)

Explores the culture of Europe from the Baroque Age until the present. Students examine a wide array of cultural expressions, linking artistic and popular cultural movements to their historical contexts. These cultural expressions include the Enlightenment, Realism, Modernism, nationalism, and feminism. "Culture" is thus defined broadly, encompassing traditional forms of "high" culture, such as art and literature, as well as national political cultures, popular cultures, and everyday cultures. An understanding of aesthetic sensibilities of various epochs is also emphasized by examining how artistic sensibilities have changed over the past four centuries. Offered spring of odd-numbered years.

338 Internships in History (3)

Offers students the opportunity to work directly in the museums, historic houses and archives in the region where they gain historical knowledge and insight into what historians do outside the classroom. In addition to 100 hours of field work, students meet several times for discussion with other interns and write a short paper relating to their experiences. Prerequisites: "B" average, junior status or consent. Offered each spring.

346 History of South Africa (3) (H)

An exploration of the South African past from earliest settlement by African and European peoples through the British Colonial and Afrikaner union periods, to the establishment and dismantling of apartheid in the 20th century. Offered fall of even-numbered years.

347 History of Modern France (3) (H)

Focusing on France's attempts to achieve "liberty, equality, and fraternity," the history of France is explored from the beginning of

the eighteenth century until the present. The investigation covers the various political regimes beginning with Absolutism under Louis XIV, through the series republics, and the two Napoleonic empires. Looming large on the horizon of modern French history, of course, are the many revolutions, which have left indelible stamps on the history of France and are a central focus. The political narrative is supplemented by a social analysis of French society, including the history of the working classes, women, Jews, and immigrants. Given the vibrant cultural history of modern France, an examination is made of the cultural milestones in French history as well as popular culture and national political symbolism. Offered spring of odd-numbered years.

348 History of Modern Germany (3) (H)

In 1871, Germany united and became a modern nation-state. Since unification, however, the geo-political definition of Germany has never been fixed. In 1918, 1933, 1940, 1945, and 1990, Germany went through momentous changes that highlighted the instability of the German nation. Focusing on key historical developments, students explore the meaning of modern Germany since 1871. While the political outline of German history is examined, the focus extends beyond the political realm, investigating both the social and cultural histories of Germany as a means to probe more deeply into German identity. This social and cultural emphasis raises key questions about German identity: Why have ethnic groups clashed over the definition of Germany? Why have Germans historically had a strong sense of regional identity and a tenuous national allegiance? Is the Holocaust the main lens through which one should read German history? Where are Germany's borders? Offered spring of even-numbered years.

353 History of Women in Europe Since 1700 (3) (H)

Explores the history of women in Europe from the eighteenth century to the present. Its central themes focus on women's roles in society, both public and private. Examining women in the spaces they have historically occupied, students probe into some of the central questions concerning the history of women in Europe: How did society define "woman," and why was she generally seen as the "other"? How did society construct women's roles, and to what extent did women contest traditional gender roles? How did industrialization shape women's lives? To what extent did women participate in political struggle, and how did their political goals and means of struggle vary from those of men? How did contemporaries view the female body? Why did some women oppose "emancipation," as defined by feminists? Offered fall of odd-numbered years.

360 Junior Research Seminar (3) (W)

Designed to provide history majors with skills for research within the discipline. Students examine a few basic readings on the general topic together and then formulate their own related research projects. A series of assignments takes them through the research and writing process and culminate in a major paper. Prerequisites: declared major in history, junior status, or consent. Offered each fall.

380 Dos Passos' U.S.A (3) (H)

An intensive exploration of an underutilized masterpiece of American literature as well as a rumination on the tenor of life, politics, culture, and history in the United States during the first three decades of the twentieth century. The core of this seminar is John Dos Passos' great trilogy, *U.S.A.: The 42nd Parallel: 1919: The Big Money*. We read and discuss these fascinating and complicated books, explore and evaluate Dos Passos' innovative narrative and experimental styles, his political agenda and social critique, his understanding of the flow of American history, his en-

during appeal to the fan of a good read, and his great utility to the student of American history. Using the books as a guide and a lodestar, we construct an understanding of the American experience before, during and after the First World War, and gain a unique insight into the connections between literature and history and between art and memory. Prerequisite: any 100-level history course or consent. Offered in selected Winter Sessions.

381 The South of Erskine Caldwell (3) (H)

An intensive reading and discussion seminar which explores the tenor of early twentieth century Southern life and culture through the fiction and non-fiction works of Erskine Caldwell, a much-overlooked genius of American letters. Caldwell stands alongside William Faulkner as one of the two most important interpreters of life, culture, and society in the South during the early twentieth century. In his highly readable works, Caldwell straddled the lines between sharp social commentary and popular fiction, high art and reportage. By focusing on the lives of ordinary Southerners, Caldwell explored race, class, and gender in a South wracked by industrialization, social upheaval, racial violence, and the Great Depression. Rural Southern life, the race question in the South, radical Georgia politics, social change during the Great Depression, and the broader flow of events in American history between 1900 and 1945 are covered along with other important topics. Offered in selected Winter Sessions.

400 The Civil Rights Movement (3) (H)

An examination of the patterns of change in race relations as a result of the activities of the Civil Rights Movement. Beginning with a study of the racial conditions in the United States prior to 1954, the course places emphasis on the "significance of chronology in understanding human culture," in this instance, the culture of the United States. Offered spring of odd-numbered years.

412 America Since 1920 (3) (H) W

Political, economic, and social conditions during prosperity and depression, war and peace. Emphasis on conflict and adjustment of traditional American concepts to an urbanized and mechanized society. Prerequisite: Junior status. Offered fall of even-numbered years.

417 History of the Old South (3) (H) W

History of the American South from the colonial period to the Civil War, with special emphasis on the evolution of a distinctive slave-based culture that distinguished the region from the rest of antebellum America. Prerequisite: junior status. Offered fall of odd-numbered years.

418 History of the New South (3) (H) W

An intensive study, discussion, and evaluation of life, politics, culture, economics, gender, and the race question throughout the many different areas of the American South between the end of Reconstruction and the end of World War II. We will cover, among many other topics, the shifting legacies of the Civil War and of Reconstruction, the Jim Crow segregation system, New South ideology, and the life and working experiences of the people of the South. As this is an advanced-level class, we will also put considerable effort into analyzing an array of different historiographical interpretations and schools of thought on the history, meaning, and memory of the New South. Prerequisite: 3 semester hours in history.

420 Colonial & Revolutionary America (3) (H) W

An examination of how different historians have explained the foundations of the United States, focusing in particular on how and why the disparate, isolated colonies came together to fight the

Revolution. Major issues during the colonial period include disparities between northern and southern colonies, demographic change and family structure, and religion. Finally, we will discuss how the colonists developed a sense of themselves as “Americans,” and of their emerging “nation” as somehow exceptional in world history. Prerequisite: junior status or consent. Offered spring of even-numbered years.

423 Seminar in Modern Europe (3) (H) W

Intensive study of selected topics vary from semester to semester. Topics include the history of the city, the nature of revolution, interwar society and culture, comparative fascism, and communism. Prerequisite: junior status or consent. Offered when department scheduling permits.

426 Heresy and Witchcraft (3) (V) W

An intensive examination of the varying themes and viewpoints historians grapple with in their study of religious dissent in Medieval and Early Modern Europe. Includes a formal research paper in a student-led seminar format. Prerequisite: junior status or consent. Offered spring of odd-numbered years.

427 Renaissance Italy (3) (H) W

A focused examination of political, social, religious, artistic and intellectual themes in early modern Italy through discussion of primary source readings and the execution of a formal research paper in a student-led seminar format. Prerequisite: junior status or consent. Offered fall of odd-numbered years.

432 Russia/Soviet Union: 1855-Present (3) (H)

Study of the decline of Imperial Russia, the development of revolutionary movements and ideas, the history of the USSR, and post-Soviet developments. Prerequisite: junior status or consent. Offered when department scheduling permits.

440 Seminar in American History (3) (H)

Intensive study of selected topics that vary from semester to semester. Prerequisite: junior status or consent. Offered on demand.

450 Seminar in European History (3) (S)

Intensive study of selected topics that vary from semester to semester. Prerequisite: junior status or consent. Offered on demand.

451 The Holocaust (3) (I)

Examines the Holocaust in its broadest historical sense. Investigating the history of anti-Semitism, the emergence of racial ideologies at the end of the 19th century, the conditions that contributed to the rise of the Nazi Party, and the memory of the Holocaust, this course seeks to situate the Holocaust in a broad historical context. The focus is the experience of Jews in Europe; however, we also examine the Germans’ annihilation of other perceived racial enemies, including Roma and Sinti, the physically and mentally handicapped, as well as gays and lesbians. The course revolves around an all-class project the commemorates Kristalnacht on November 9. Prerequisite: junior status or consent. Offered each fall.

460 Senior Project Seminar (3) (I) W

A workshop in which senior history majors apply previous learning. The student selects a historical problem, develops the appropriate methodology for its investigation, and carries out the project under faculty supervision and in close contact with other members of the seminar. The student is encouraged to consider a variety of approaches to historical investigation, including oral his-

tory, quantification, and archival research. Prerequisite: HIST 258 and 360. Offered each fall.

461 Senior Thesis (1)

Designed as the capstone for history majors. Students revise their senior theses with the guidance of their HIST 460 defense committees. This revision requires additional research and rewriting and culminates with an oral defense of the thesis to the class and defense committee. Mastery of interpreting and evaluating primary sources and a thorough understanding of historiography is expected as is the ability to construct a solid historical thesis drawing from the two. The ability to revise the thesis and critique the efforts of classmates must be demonstrated. Throughout the semester, students present their topics, the evolution of their thinking, and their research methods, findings, and challenges to the class. Prerequisite: HIST 460. Offered each spring beginning 2005.

485 History for Secondary School Teachers (1)

Intended to be an intensive content and historiographical review course for secondary school teachers in social studies. These tasks are accomplished by focusing on primary documents and scholarly articles on various historical periods. Techniques for teaching aspects of this complicated material to students is discussed, shared and developed, focusing in part on the requirements of the state SOLs. This class will deepen understanding of history, engage scholarly controversies, and enhance the teacher’s effectiveness in the classroom.

INDIVIDUALIZED MAJOR

(See p. 23 for requirements)

INFORMATION SYSTEMS

INFORMATION SYSTEMS COURSES (ISP)

101 Fundamentals of Information Systems (3)

Introduces students to the fundamental principles and practices of utilizing information systems to help organizations achieve their goals and carry out their missions. While the course serves as the introductory course in the Information Systems Program curriculum, it is a suitable elective for any student interested in being exposed to fundamental principles of information systems and to be able to apply those principles, students should have a working knowledge of computer applications such as those bundled in Microsoft Office or WordPerfect Office (word processing, spreadsheets, presentation graphics, e-mail) as well as internet utilization. Prerequisite: CS 100 or equivalent. Offered each spring.

INTERDISCIPLINARY STUDIES

INTERDISCIPLINARY STUDIES COURSES (INST)

100 Religious Freedom Symposium (1)

This non-traditional course, sponsored by the Center for the Study of Religious Freedom, offers students an opportunity to con-

tinue discussions arising out of symposium series offered by the Center. Past topics have included "Religious Freedom in a Global Context," "Persecution and Toleration," and "Religious/Freedom, Southern Style," for example. Students attend the symposium series of programs, read background materials for each program topic, and participate in discussions that will be done mainly via Web conference. Examining a myriad of issues involved in the complex matter of religious freedom will involve the use of a variety of disciplines--e.g., history, philosophy, political science, religious studies. Pass/fail grading.

105 Preparing for College Success (2)

An introductory course in critical thinking and study skills and their relationship to academic success. Designed to help students develop skills in critical thinking, study strategies, goal setting, time management, and other related academic skills. Offered each semester.

106 Analyzing/Understanding College Reading (2)

An introductory course in critical thinking as it relates to college reading success. Designed to help students develop skills in critical thinking and college reading. Offered each semester.

110 Freshman Seminar (1)

A multisection course which introduces students to college. Required of all freshmen. Offered each semester.

111 Orientation Seminar for Non-Traditional Students (1)

Designed to help non-traditional students develop all of the college survival skills necessary to excel in their coursework, especially critical thinking. Offered each semester as needed.

113 Freshman Honor Seminar I (1)

This freshman-level, one-hour seminar substitutes for INST 110 (but will last all semester) and is required of all other freshmen. It is designed to give entering Wesleyan Scholars a broad-based introduction to the possibilities of a liberal education. The course may include readings done over the summer, cultural activities, lectures by faculty, and class projects. It will, if possible, tie in to the topics of INST 171.

123 Hampton Roads Service Learning (1)

Introduces and raises the civic consciousness of students about issues that impact the Hampton Roads community. Fostering an attitude of engaged citizenship is its goal. Students gain an understanding of issues from social, environmental, economic, national security and legislative perspectives. Students are introduced to two issue-based projects through on-site presentations. They choose one and learn about that issue through a week of research and lecture followed by a week of direct service experience. The final week includes guided exercises in reflection and assessment in which students learn how their experience may fit into a larger picture and how they can be part of solutions to community issues. Prerequisite: PORTfolio students, INST 121 or consent; non-PORTfolio students, no prerequisites. Identical to PORT 123. Offered in selected Winter Sessions.

125 CPL Seminar (Portfolio Assessment) (1)

For students seeking credit for prior learning experience. Assists in establishing a portfolio relating to support, interpretation and evaluation. Pass/fail grading. Offered on demand.

126 Music and Folk Culture of the Southern Appalachians (1)

Provides an introduction to the music and folk culture of the Southern Appalachians, including Virginia, West Virginia, North Carolina, Tennessee, Georgia and Alabama. It pays particular attention to the unique pre-World War II styles of rural dance music, social and religious music, and early commercially recorded music, including the old time string band, jug bands, clawhammer style of banjo playing, unaccompanied fiddling, shape note singing, and balladry. Students study the history, development, and structure of these regional music styles and are introduced to playing the music themselves in an old time string band or jug band. Offered in selected Winter Sessions.

161 Bees and Beekeeping (1)

An introduction to the history, technique, biology, and practices of apiculture. It is an introduction to the fundamentals and pleasures of keeping bees as either a hobby or a business. The long history of beekeeping around the world, the various metaphorical and cultural meanings assigned to bees and beekeeping over time, the development of the Langstroth hive, and the theories behind the most modern hive management practices are studied. Essentials such as building of hives, supers, and frames, the capture of swarms, the installation of packaged bees, management of the hive throughout the seasons, requeening, and the harvesting of a honey crop are also studied. The basics of bee biology and hive organization, and the critically important methods of preventing disease and maintaining a healthy, productive colony are also covered. Offered in selected Winter Sessions.

171 Freshman Honors Seminar II (3)*

This three-hour, honors-graded seminar is an intensive, interdisciplinary examination of some topic; substantial reading and writing is required. *The course is designed to that it can fulfill one of the general studies subject areas.

180 Rocky Mountain Ecology (3) (E) W

On-site study of the Rocky Mountain environment. Students study the nature and interrelation of plants and animals of montane, subalpine, and alpine life zones; aquatic ecology; geological history; and the impact of humans, including native American cultures, mining, and recent environmental issues in this area. Combination lecture and field course with study trips to a mountain stream, glacier lake, beaver pond, the continental divide, and historic mines and mining towns and canyons of the Great Plateau. Offered each summer.

202 The School and Society (3) (S)

A study of the school and its role as an institution in our society. Introduction to the school, the teachers, the learners, and the social, historical, and philosophical foundations of the American public school system. Special attention is given to the legal status of teachers and students, including federal and state laws. Attention is also given to student diversity issues such as drug abuse, Attention Deficit Disorder (ADD/ADHD), gifted and talented instruction, and multiculturalism. Offered each semester.

220 Women in Culture and Society (3) (S) W

Students examine conflicting definitions of gender in contemporary U.S., analyzing general patterns and the impact of gender definitions on their own lives. Differences in the definitions of womanhood and manhood are discussed along with the variety of women's experiences and perspectives. Ideas about gender are

contrasted with real life situations of women and men in our society. Particular attention is paid to the opportunities and difficulties that women of differing races and classes encounter in today's society. Offered each fall.

235 Intermediate Honors Topics (3) (A) W

Analysis of some issue or aspect of culture from the perspective of more than one academic discipline. Often team-taught, and always created just for the honors program, these courses require significant reading, research, and writing. Exemplary work can receive an "H" grade. This course may be repeated for credit as the topic varies. Prerequisite: admission into the honors program or consent. Offered each year.

271 Sophomore Honors Seminar (3) W

This three-hour, honors-graded seminar is taken during the sophomore year. It follows the same format as INST 171, and fulfills one of the general studies subject areas.

275 Religious Freedom & Tolerance (3)

For more than two centuries, Jefferson's *Bill for Establishing Religious Freedom* has shaped the way Americans think about religion and the right to freedom in matters of conscience. History teaches us that the discussion about freedom and tolerance is open-ended; that just as our democracy continues to evolve in response to changes in society, so too must we continue to interpret the meaning and relevance of the central concepts of democracy for our own time and situation. Students will become acquainted with the modern literature about religious freedom, and acquire a conceptual framework and vocabulary for discussing contemporary issues. Offered on demand.

290, 292 Alpine Ecology I & II (3, 3) (E) W

A 15-day summer-study program based in Chamonix, France, in the heart of the Mont-Blanc region. The ecology, biology, geology and history of the Alpine region will be studied. Included in the course is an examination (including ethical considerations) of the impact of humans upon this environment. Lectures and field course work with study trips to mountain peaks, lakes, rivers, meadows and villages will be used to familiarize students with this majestic area. INST 290 students focus on the Chamonix/Mont-Blanc region with daily minibus excursions to the French, Swiss and Italian Alps. INST 292 includes daily (and possibly overnight) hikes in the Mont-Blanc region, taking students through the spectacular French, Italian and Swiss Alps. Prerequisite: consent. Offered summer of odd-numbered years.

300 Introduction to Geographic Information Systems (4) (E)

A geographic information system (GIS) is a data-base with spatial attributes and the tools needed to extract, display, manipulate, and analyze the information. The course introduces the computer-literate GIS novice to the underlying theory and practical applications of this technology. Lectures are interwoven with hands-on computer exercises that illustrate the principles, develop technical competence, and demonstrate the versatility of GIS. Individualized projects will reinforce concepts and help students acquire the knowledge and confidence required to use GIS outside the classroom. Prerequisites: Math 104 or 105 and junior/senior standing, or consent. Identical to EES 300. Offered fall semester of even-numbered years.

301 Technology for Teaching (1)

Identical to EDUC 301.

310 Junior Liberal Studies Seminar (1)

Encourages students to recognize and explore relationships and connections among courses from the various General Studies Frames of Reference. Using a systems approach, students examine past educational experiences and plan for future learning activities. Offered fall of even-numbered years. Prerequisite: junior status, liberal studies major or consent.

315 Managing Diversity in Organizations (3) (S) W

Intended to promote both the awareness of cultural differences and a positive attitude toward these differences. It includes various topics related to recruiting, hiring and effective management of people from different cultural and demographic backgrounds. It is built around five diversity dimensions: 1) race and ethnicity, 2) gender, 3) age, 4) disability and 5) nationality. Prerequisite: Freshman English requirement completed. Offered fall of odd-numbered years.

320 Liberal Learning Seminar (3)

An interdisciplinary study of the process of active learning, creative problem solving, and ethical reflection. The course encourages a complex imagination and intellectual energy which actively strive to connect, integrate, and interrelate human experience with that of a liberal education. Offered fall of odd-numbered years.

330 Methods of Social Research (3) (E)

Surveys the various methods employed in social research. Topics covered include: foundations, research statistics, case study methodology, interview methodology, survey research methodology, interpreting research and participant observation. This course does not concentrate on experimental research design. Offered fall of even-numbered years.

342 Aesthetic Communication: Understanding and Experiencing the Arts (3) (A, V) W

The arts as a unique and universal mode of communication, a legitimate point of view from which to address the nature of humanity, are explored. Painting, photography, sculpture, music, opera, dance, and architecture are discussed not only as separate disciplines, but as sources for common elements (line, texture, harmony, rhythm, etc.) How are these elements used in each specific discipline to communicate the artist's message? Students visit museums and attend live concert performances in addition to classroom lectures.

344/444 From Hitler to the Nasty Girl; Modern Germany Through the Cinema (3) (I) (H) W*

Focuses on the history, politics, society, and the culture of Germany in the years between the rise to power of Adolf Hitler (1933) and the present. Prerequisite: INST 344, none; INST 444, junior status or consent. Offered on demand. *INST 344: (H) W; INST 444: (I) W

355 Science, Ethics, and Public Policy (3) (S)

A particularly challenging area of social concern is explored in the context of the broader issues at the interface of science, ethics, and public policy. This special topics course involves a two-day symposium featuring presentations by several distinguished guest experts and an overnight trip to Washington, D.C. in which students receive briefings from political leaders and representatives of lobby groups on aspects of the policy-making process and policy concerns related to the course topics. May be repeated for credit as topics change. Prerequisite: junior/senior status. Offered in selected Winter Sessions.

400 Issues in Leisure (3)**(I) W**

Seniors select a topic of personal interest, within the general area of Issues in Leisure, conduct research and demonstrate their ability to synthesize their topic with four of the six areas of study in the general studies courses.

410 Peer Advising (1)

Designed for upper-level students to serve as peer advisers for INST 110. Offered each semester.

420 The American Wilderness (3)**(I) W**

The Rocky Mountain life zones are used as a setting for an interdisciplinary study of natural wilderness areas. An empirical knowledge perspective focuses on method of study as well as on descriptions, definitions, and characteristics of wilderness areas. An historical perspective will explore the evolving definitions of and attitudes toward wilderness. An institutions and cultural systems perspective will examine both governmental and private approaches used for the management of wilderness areas. An ethical values perspective explores the effects of various beliefs, attitudes, and values upon choices related to wilderness. Prerequisite: senior status. Offered each semester.

425 Art Culture (3)**(I)**

A course about the professions, practices and institutions that display, exchange, and interpret art in contemporary life. The parts that make up art culture are the units of study: galleries, museums, and auction houses and their function in determining the exchange or commodity value of art; the art press and its major interpretive discourses (art criticism, art history, artist biography); the artistic profession (its history, training, contemporary views of creativity). Another part of the work will be professional preparation (resumes, portfolios, interview strategies, art law), informed and guided by knowledge of professional culture and how it works. Whether or not you are in the art field, acquiring awareness of a professional culture is essential for entry into and success in a field.

430 Women Studies/Gender Studies Seminar (3)**(I) W**

Introduces students to the latest feminist theories and methodologies as well as the most recent research on gender in relation to a topic chosen by the instructor. Topics vary. Recent topics include "Violence, Non-Violence, and the Body" and "Gender Troubles." Students give presentations and complete research projects relevant to their major disciplines. Prerequisite: senior status or consent. Offered spring of odd-numbered years.

435 Advanced Honors Topics (3)**W**

An analysis of some issue or aspect of culture from the perspective of more than one academic discipline. Often team-taught and always created just for the honors program, these courses require significant reading, research, and writing. Exemplary work can receive an "H" grade. This course may be repeated for credit as the topic varies. Prerequisite: admission into the honors program or consent. Offered each semester.

470 Developments in Science and Technology (3)**(I) W**

The nature of scientific inquiry and the role of science and technology in our society are explored by tracing the historical development and current state of several areas of science and technology. The influence that culture, politics, religion, economics, and society had (and have) on these developments is discussed,

as well as the impact of these developments on the society. Prerequisites: junior/senior status and one "E" course. Offered each fall.

482 Issues in Education (3)**(I) W**

Students conduct a descriptive research project choosing a topic, developing a problem statement, reviewing the related literature, designing a survey, conducting interviews, and reporting the results. This Senior Project engages the student in active dialogue with peers, professors, and others in the community and on the Internet on critical contemporary issues which will put your liberal education to the test; foster integration and connectedness of knowledge rather than discrete bits of specialized knowledge; require you to investigate the variety of perspectives, interests, and value systems operative in specific issues; and engage you in research using the resources of the college library and other libraries in the area. Prerequisite: consent.

485 Selected Topics (1-3)

Provides opportunities to explore current topics, trends, and issues related to curriculum, methodology, and evaluation. It is primarily intended to meet in-service and re-certification needs of practicing educators. Prerequisite: consent. Offered each semester.

491 Ethical Issues & Behavioral Science (3)**(I) W**

An interdisciplinary exploration of ethical dimensions inherent in the research and practice of the behavioral sciences. Special attention will be given to such cases as "Project Camelot," Milgram's studies on obedience, and various participant observation projects. Professional ethics statements will be examined. Prerequisite: senior status. Offered on demand.

INTERDIVISIONAL MAJOR

(see p. 24 for requirements)

Dr. D. Barry Lipscomb, Program Coordinator.

INTERNATIONAL STUDIES

(Interdisciplinary)

Dr. William Jones, Program Coordinator

The International Studies Program is an interdisciplinary and interdivisional approach to the study of the world as it is today, how it has developed, and how and why it is changing. The major consists of a minimum of 54 semester hours, of which at least 18 must be at the 300 or 400 level.

Program emphasizes the way in which the liberal arts can aid the student in developing the cultural and scientific background necessary to understand the complexities of our global environment.

JOURNALISM

(See Communication/Journalism)

LIBERAL STUDIES

(Interdisciplinary)

Dr. William A. Gibson, Program Coordinator

The Liberal Studies Program is based on the College's general studies curriculum, and enables the student to acquire a more advanced understanding of each of the General Studies Conceptual Areas. Each student will choose one of the conceptual areas to be the focus of the major, and will participate in a junior seminar which will emphasize the connections among the courses. Coursework beyond the general studies requirements includes: two additional courses in each of the six conceptual areas; four additional upper-level courses in the conceptual area chosen as the focus of the major; a junior seminar and a minimum of 30 semester hours beyond the general studies requirements in upper-level courses (300–400 level). At least four different disciplines should be represented in courses taken in the focus area.

See also related section in this catalog under the Adult Studies Program. This major is available to traditional day students as well.

Major Requirements

COURSE NUMBER AND TITLE	SEM. HRS.
Two Empirics courses	6
Two Aesthetics courses	6
Two Ethical Values courses	6
Two Historical courses	6
Two Communications courses	6
Two Systems courses	6
Four additional courses taken in the focus area	12
INST 310 Junior Liberal Studies Seminar	1
TOTAL	49

MANAGEMENT/BUSINESS/ ECONOMICS

(Interdisciplinary)

Dr. Robert B. Albertson, Program Coordinator
and Division Chairperson

Mr. Robert H. Cass

Ms. Elaine E. Dessouki, C.P.A., C.M.A., C.I.A.

Dr. Linda A. Ferguson

Mr. David G. Garraty

Dr. Cheul W. Kang

Dr. Ehsan S. Salek

Dr. Marybeth Saunders (adjunct)

Mr. Fredrick B. Weiss, C.P.A.

The Department of Management/Business/Economics (MBE) believes that the qualities most needed in management are those facilitated by a strong foundation of liberal education. To that end, the following interdisciplinary program is offered.

The Liberal Arts Management Program

The Liberal Arts Management Program (LAMP) is specifically designed for students wishing to acquire skills and knowledge to prepare them for leadership and management positions in commercial, charitable, or public organizations.

A major in this area is versatile. Students can obtain preparation that leads to graduate programs in such areas as economics, accounting, business administration, public administration, and hospital or health administration. Additionally, students can develop individualized areas of concentration in conjunction with their faculty adviser which can enhance preparation for careers in personnel management, marketing management, advertising, public relations, retailing, banking, sales, civil service, industrial management and accounting.

The College currently offers all of the courses required to sit for the Certified Public Accountant and Certified Management Accounting examinations. Proposed CPA exam revisions that would change required courses and increase needed hours to 150 semester hours for those sitting for the exam beginning in 2006 are being closely monitored, and students interested in the CPA should seek either Professor Weiss, Dessouki, or Albertson as an adviser early in their academic careers. Students seeking accounting certification should plan on taking Accounting I and II their freshman year as well as taking some summer courses, and should be careful of the "54-hour rule."

LAMP will provide two basic integrations. One will be the integration of other academic areas into the understanding of commercial activity and management concepts. This area will draw largely on the quantitative skills of mathematics, the creative skills of art and theater, the human relations skills of sociology and psychology, and the insightful perspectives on mankind of the humanities and history. The second integration will be theoretical concepts with practical application. This will take place not only within the classroom courses as much as possible, but will also be facilitated by practical experiences such as special term projects and internships.

Statement of Purpose

The general goals of the MBE department are to support the skills, knowledge, and attitudes expected from a liberal arts higher education, and to develop in students in this major the skills and knowledge generally considered necessary as a foundation for entry-level leadership and management positions in commercial, non-profit, or public organizations. This is to be done within an environment which affirms the free exchange of ideas, values intellectual effort, encourages close student-faculty relationships by providing small classes, allows flexible curriculum options, and seeks to constantly improve through the efforts of all participants.

Expected Results

A list of expected results can be obtained from any member of the MBE department.

Major Requirements

COURSE NUMBER AND TITLE	SEM. HRS.
Management Core: minimum of 27 semester hours	
MBE 101 Introduction to Business (recommended, but not required)	3
MBE 112 Problem Solving and Decision Making	3
MBE 201 Introductory Macroeconomics	3
MBE 202 Introductory Microeconomics	3
MBE 203 Accounting I	3
MBE 204 Accounting II	3
MBE 301 Principles of Management	3
MBE 316 Marketing Principles	3
MBE 322 Financial Management	3
MBE 400 Seminar in Managerial Ethics	3
Allied Group: 15 semester hours	
Introductory sociology: One of the following: SOC 100, 110, or 188	3
Introductory psychology: One of the following: PSY 201, 255, or 266	3
Statistics: Math 106	3
Oral communications: COMM 222 or 325 or PSY 324; if the latter is chosen, then it cannot also be used for the following "Organizations" requirements	3
Organizations: One of the following: COMM 325, INST 315, POLS 343, 373, PSY 322, 324, 364, SOC 303, 305, 327	3
SENIOR OPTION CONCENTRATION: Choose either A or B below:	
A. SENIOR SYNTHESIS: 12 semester hours. Choose a "Career Concentration" on one of the following: International Business, Marketing-Advertising-Public Relations, Human Resource Management, Public Administration, Accounting & Finance, Information Systems, or General	
Choose an MBE 300 or 400-level course in consultation with your adviser related to your choice of concentration.	3

Choose two 300 or 400-level courses in consultation with your adviser	6
MBE 405 Senior Seminar OR MBE 491 Independent Integrated Study in Management	3
B. INTERNSHIP: 18 semester hours. Must make successful application in spring semester of junior year for this spring semester senior year experience.	
MBE 414 Internship Exploration and Design	3
MBE 416 Management Internship	12
MBE 417 Internship Seminar	3
TOTAL	54-63

Minor Requirements: Business

COURSE NUMBER AND TITLE (See p. 22 for general minor requirements.)	SEM. HRS.
MBE 101 Introduction to Business	3
MBE 201 Introduction to Macroeconomics	3
MBE 202 Introduction to Microeconomics	3
MBE 203 Accounting I	3
MBE 204 Accounting II	3
MBE 301 Principles of Management	3
MBE 316 Marketing	3
One additional 300-level course in MBE OR INST 315 Managing Diversity in Organizations	3
TOTAL	24

MANAGEMENT/BUSINESS/ECONOMICS COURSES (MBE)**101 Introduction to Business (3)**

A general survey course designed for the student who desires information about commercial activities to build a basic foundation for more advanced courses, decide on an academic major, or to complement his/her present major. Offered each semester.

112 Problem Solving & Decision Making (3)

Designed to provide the basic skill of management. Valuable in improving thinking skills regardless of one's academic major. Examines various methods of problem solving and decision making, progressing from simple decisions under certainty to complex decisions under uncertainty. Both quantitative and creative methods will be used. No prerequisites but students should have good math (at elementary algebra level) and English skills (beyond 101 level). Offered each semester.

116 Volunteer Income Tax Assistance (VITA): Training and Service Planning (3)

Students focus on the principles of federal income tax preparation, become certified VITA participants, and plan the provision VITA assistance to be delivered during the spring semester. NOTE: Students who have taken MBE 216 may not take MBE 116 for credit; but students who take MBE 116 may take MBE 216 for credit. Offered in selected Winter Sessions.

201 Introduction to Macroeconomics (3) (S)

Deals with understanding contemporary economic systems and the analysis necessary to achieve the "economic way of thinking." Prerequisite: elementary algebra skills (MATH 105 or equivalent placement test results) and sophomore status or above. Offered each fall.

202 Introduction to Microeconomics (3) (S)

The second semester of this two-part course deals with understanding and applying the tools of micro-economic analysis to contemporary profit or non-profit organizations. Prerequisite: MBE 201. Offered each spring.

203 Accounting I (3)

The basic principles and systems of accounts that underlie financial reporting. Heavy emphasis on actual bookkeeping to relate concepts. Requires math competency in basic addition, subtraction, multiplication, division, percentages, and ratios. Offered each fall.

204 Accounting II (3)

The second semester of this two-part course deals with the collection of accounting data to prepare financial reports for management use in planning and controlling. Prerequisite: MBE 203. Offered each spring.

216 Taxation (3)

A study of the tax environment and the codes, regulations, and court decisions as they relate to income tax problems of individuals, including tax preparation and tax research. Prerequisite: sophomore status or above. Offered each fall.

301 Principles of Management (3) W

The study of the art and science of management in relation to the functions of planning, organizing, directing, controlling. Heavy emphasis is given to learning through both in-class and out-of-class group experiences, with substantial writing about such experiences. Prerequisites: completion of all required freshman- and sophomore-level MBE courses or consent. Offered each semester.

303 Financial Accounting Theory I (3)

A study of the theory and application of generally accepted accounting principles. The emphasis is on financial statement presentation, current assets and liabilities, intangible assets, and operational assets. Prerequisites: MBE 203, 204. Offered each fall.

304 Financial Accounting Theory II (3)

A continuation of MBE 303. The emphasis is on corporate equity accounts, long-term investments and liabilities, cash flows, pension costs, current value accounting, and foreign currency transactions. Prerequisites: MBE 203, 204, 303. Offered each spring.

305 International Accounting Theory (3)

Concentrates on accounting for firms engaged in international commerce: translation of foreign currency financial statements, and for branches, subsidiaries, mergers, acquisitions, and divestitures of multinational corporations. Prerequisites: MBE 203, 204, 303, 304. Offered intermittently; alternates with MBE 343.

306 Business Law (3)

A study of contract law and the Uniform Commercial Code. Prerequisites: MBE 101 or 201, and junior/senior status. Offered each spring.

310 Money, Banking, & Financial Institutions (3)

The basics of monetary policy in terms of public policy. Study of Federal Reserve System, commercial bank lending, investments, money, and capital markets. Prerequisites: MBE 201 and 202. Offered each fall.

316 Marketing Principles (3) W

Builds upon the analytical and communication skills gained in lower-level courses. The student will gain an understanding of products and services, channels of distribution, pricing strategies, and elements of promotion. Prerequisites: MBE 201 and 202, and junior status or consent. Offered each semester.

322 Financial Management (3)

The study of determining in what assets a firm should invest and determining what sources of funding are appropriate. Mathematical analysis of operating and financial leverage, the cost of capital, management of working capital, and sources of money and capital. Prerequisites: MBE 112, 201-204, and MATH 106. Offered each semester.

324 Human Resource Management (3) W

An in-depth study of why people work and how to assist their development. Topics include manpower planning, selection, performance appraisal, compensation, discipline, and policy issues. Strong behavioral science approach. Suggested precourse: SOC 303 or 305, PSY 255 or 322. Prerequisite: MBE 301 or consent. Usually offered each spring.

330 History of Economic Thought (3) (H) W

An introductory course focusing on the development of economic thought from Adam Smith up to the present. Emphasis is on the correlation between successive stages of growth in economic theory. Writers covered will include Smith, Ricardo, Malthus, Marx, Marshall, Keynes, Galbraith, and Friedman. Prerequisite: MBE 201 and 202. Offered spring of odd-numbered years.

331 Managerial Economics (3)

Emphasizes business applications of micro-economic tools and concepts. Includes analysis of demand, cost, production functions, and alternative pricing theories. Prerequisite: MBE 201 and 202 and MATH 106. Offered spring of even-numbered years.

- 332 Economic Development (3) (S)**
 Introduces the student to the major problems and issues in economic development and the economies of less developed countries with respect to achieving social and economic goals. Prerequisite: MBE 201 and 202. Offered each fall.
- 333 International Business (3) W**
 Focuses on the increasing degree of international trade and multinational corporations. Analyzes international exchange, marketing, and personnel policies. Prerequisites: MBE 201 and 202. Offered each fall.
- 334 Economic Modeling and Forecasting (3) (E)**
 An applications-oriented course which gives the quantitatively competent student experience in data collection and analysis with the use of computer statistical programs. A review of basic statistics precedes development of the bivariate regression model. Additional topics may include multiple regression, serial correlation, multicollinearity, and dummy variables. Prerequisites: MBE 201 and 202, MATH 106, or consent. Offered spring of odd-numbered years.
- 335 Accounting Information Systems (3)**
 Allows the student to develop a conceptual framework for the development, implementation, and evaluation of an accounting information system. Primary topics include system understanding and documentation, risk analysis, and typical accounting transaction cycles. The lab experience provides application of system concepts to popular software applications. Prerequisite: MBE 203. Offered in selected Winter Sessions.
- 343 Government & Not-for-Profit Accounting (3)**
 A study of appropriate accounting for such entities as governments, colleges, churches, hospitals, charities, and clubs. Prerequisite: MBE 203. Offered approximately every two years, alternating with MBE 305.
- 345 Managerial Cost Accounting (3)**
 The study of cost accounting, budget analysis, and other advanced concepts used by manufacturers and other large businesses or non-profit organizations. Prerequisites: MBE 203 and 204. Offered fall of odd-numbered years.
- 348 Marketing Management (3) W**
 An advanced marketing course designed to give students the opportunity to apply principles learned in earlier marketing and communications courses through the development of a marketing plan. Prerequisite: MBE 316 or consent. Offered each spring.
- 355 Auditing (3) W**
 A study of the theory and procedure of public auditing and internal auditing from the standpoint of professional ethics, auditors' legal responsibilities, detection and control of fraud, client relationships, standards of reporting, and management advisory services. Prerequisites: MBE 203, 204. Offered fall of even-numbered years.
- 373 Conflict Management (3) W**
 Identical to POLS 373.
- 390 Field Experience in Management (3)**
 Offers students an opportunity to participate in a NON-PAID work and learning experience in a formal organization to apply knowledge and skills gained in the classroom, to interact with professionals in a given field, to integrate information and practice, and assess choices of areas of concentration. The student may register for it during the junior or senior year. All work experiences are reviewed by the department. Either during early registration or the week prior to the semester, students should consult with the instructor regarding establishing their own working site or deciding from among those available. A minimum of 100 hours of field work is required for the semester, plus weekly meetings on an individual basis with the instructor, and monthly meetings for discussion by all students enrolled, and preparation of a portfolio of their experiences and the learning derived therefrom. Pass/fail grading. Prerequisites: junior status; 2.5 GPA; MBE 301 or 316 or 322 preferably taken concurrently; consent. Offered each semester.
- 400 Seminar in Managerial Ethics (3) (V) W**
 A course to assist students to construct for themselves a conceptual framework for examining and making decisions about ethical practices in managing organizations. Learning strategies will include self-evaluation exercises, class discussions, readings on ethical frameworks and applying them to cases, analytical issue papers, and oral reports. Prerequisites: MBE 301, 316, 322, senior; or consent. Offered each semester.
- 401 Management in Literature (3)**
 Students read excerpts from and entire works of "great works" of literature. Through both class discussions and typewritten papers, students reflect upon how the ideas presented in such works are useful to effective management functions, roles and ethical leadership practices. Some of the works to be read include *The Iliad*, *Henry IV* and *Henry V*, *Billy Budd*, *Heart of Darkness*, *The Autobiography of Malcom X*, plus selected writings of Plutarch, Herodotus, Thucydides, and Mahatma Gandhi. Film reproductions/recreations of some of these works/persons will be shown. Prerequisite: MBE 301. Offered intermittently.
- 405 Senior Seminar (3) (I) W**
 At least one of the following two topics, and others as developed, offered each semester: (1) Management Strategy, and (2) Small Business Planning. Emphasis is on synthesizing knowledge and skills previously developed. Prerequisites: senior status, MBE 301, 316, 322, 400, and all other general studies requirements completed at least concurrently.
- 414 Internship Exploration & Design (3) W**
 Designed to educate the student (who hopes to take MBE 416/417 the following semester) in how to find, design, and maximize independent learning in an internship. A major outcome is the negotiation of a learning plan agreement with a sponsoring organization. Prerequisites: LAMP major with a "B" average or better, English Proficiency Exam passed, all required major and general studies courses completed at least by the end of the semester in which this course is taken, a minimum 50-page autobiography completed during the summer and ready for submission at the first class; application to be made no later than early registration in the previous spring semester. Offered each fall.
- 416 Management Internship (12)**
 Students implement their work-and-learning agreement devised in MBE 414 for full-time placement (16 weeks or a minimum of 600 total hours) as a pre-professional in their sponsoring organization, where they gain practical experience in the application of previously acquired knowledge and managerial skills. Students self-evaluate and are evaluated by their organizational supervisor. Pass/fail grading. Prerequisite: MBE 414; must co-register with MBE 417. Offered each spring.

417 Internship Seminar (3)

(I) W

Offered concurrently with the internship. Intended to enhance academic learning and to provide integration of general studies knowledge (particularly that of ethical analysis and action) and management theory and principles with the experiential learning undertaken in 416. Involves weekly written reports, oral reports, readings in texts and internship-related periodicals, and a major integrative paper as the culminating academic experience. Prerequisite: MBE 414; must co-register with MBE 416. Offered each spring.

490 Independent Study in Management (1-6)

Designed to allow students to undertake an experience-based project and/or to do specific reading, research, and report writing on a topic in management not covered through the regular curriculum. To be taken only upon approval of a supervising professor within the department. Applications must be made no later than the end of the preceding semester. Credit: one–three semester hours per semester; may be repeated for up to a maximum of six semester hours. Offered on demand, but preferably during the summer.

491 Independent Integrated Study in Management (3)

(I)

Has the same design purpose and application procedure as MBE 490, but with the further requirements that (1) it must be taken for three semester hours, and (2) the enrolled student must bring synthesis to the particular area of study (and the process of learning) chosen. This synthesis will be a paper putting the particular study into the context of historical perspective, world-view or paradigm perspective, the technological (empirical) perspective (including communications) and its consequences for the cultural or institutional system. Offered on demand, but preferably during the summer.

**MATHEMATICS/
COMPUTER SCIENCE**

Mrs. Kathy R. Ames, (adjunct)
Dr. Thomas R. Fanny, Division Chairperson
Dr. J. Patrick Lang
Mr. Stanford C. Pearson
Dr. Zizhong (John) Wang
Ms. Denise Pocta Wilkinson, Program Coordinator

Mission Statement

To think mathematically and to understand the role mathematics plays in human enterprise are characteristics of liberally educated people. Mathematics contributes two of the seven original liberal arts. Its inherent beauty, its search for pattern, form and irrefutable truth, and its ability to provide a language through which the natural world can be described are examples of its power. Mathematics, always a practical and useful art, beckons as well as a path toward freedom of thought.

The mission of the Mathematics/Computer Science department is to provide an opportunity for all students to gain computational dexterity, to understand the value of mathematics as a human and social endeavor, and to develop the power of mathematical reasoning, while promoting the rigorous reasoning skills that allow students to investigate the interplay between the abstract and the concrete. The mission of the department with respect to computer science is to provide basic instruction in end-user skills for all students and in-depth instruction in theory and applications for both mathematics and computer science majors. One goal of the depart-

ment with respect the the education department is to enable our students to pass required PRAXIS exams related to mathematics.

The department has two majors: Mathematics and Computer Science/Mathematics. Within each, students may choose between a theoretical emphasis or one which is more applied. Students are encouraged to take advanced courses in both mathematics and computer science.

The department, in conjunction with the VWC Education Department, has created 4-year programs which meet the Virginia Standards of Education 2000 for teaching certification at the primary, middle school and secondary levels.

Major Requirements: Mathematics

COURSE NUMBER AND TITLE	SEM. HRS.
MATH/CS 205 Discrete Mathematics	3
MATH 171, MATH 172, MATH 271 Calculus I, II, & III	9
MATH 250 Introduction to Abstract Mathematics	3
MATH 303 Multivariable Calculus	3
MATH 307 Linear Algebra	3
MATH 317 Introduction to Algebraic Structures	3
MATH 323 Introduction to Real Analysis	3
CS 207 Computer Programming I	3
PHYS 221 & PHYS 222 Physics	8
9 hours from the following, with at least 6 hours at the 300/400 level: MATH 315 Ordinary Differential Equations MATH 316 Probability MATH/CS 350 Numerical Methods MATH 418 Advanced Algebraic Structures MATH 424 Advanced Real Analysis MATH 480 Advanced Seminar CS 209 Computer Programming II & Data Structures CS 310 Introduction to Computer Systems CS 380 Programming Languages CS 430 Database Management Systems Design CS 440 Operating Systems CS 480 Advanced Topics in Computer Science	9

Junior Comprehensive Exam	
TOTAL	47
REQUIRED FOR SECONDARY EDUCATION CERTIFICATION	
MATH 106 Statistics	3
MATH 125 Mathematics in Western Culture	3
MATH 300 Teaching Assistants' Program Membership in TCTM as junior and senior.	1
TOTAL FOR SECONDARY EDUCATION CERTIFICATION	54

Major Requirements: Computer Science/Mathematics

COURSE NUMBER AND TITLE	SEM. HRS.
CS 207 and CS 209 Computer Programming I & II and Data Structures	9
CS 310 Introduction to Computer Systems	3
CS 205 Discrete Mathematics	3
MATH 171, MATH 172, MATH 271 Calculus I, II, and III	9
MATH 307 Linear Algebra	3
MATH 316 Probability	3
PHYS 221, PHYS 222 Physics	8
9 semester hours from the following: CS 350 Numerical Methods* CS 380 Programming Languages CS 430 Database Management Systems Design CS 440 Operating Systems CS 480 Advanced Topics in Computer Science *Suggested for graduate studies in math or computer science	9
Junior Comprehensive Exam	
TOTAL	47

**REQUIRED FOR SECONDARY EDUCATION CERTIFICATION IN MATH	
MATH 106 Statistics	3
MATH 125 Mathematics in Western Culture	3
MATH 250 Introduction to Abstract Mathematics	3
MATH 300 Teaching Assistants' Program	1
MATH 303 Multivariable Calculus	3
TOTAL FOR SECONDARY EDUCATION CERTIFICATION	60
**Currently the state of Virginia does not have a secondary endorsement area in computer science. However, a student who majors in computer science/mathematics may choose to seek secondary certification in mathematics.	

Minor Requirements: Mathematics

COURSE NUMBER AND TITLE (See p. 24 for minor requirements.)	SEM. HRS.
MATH 307 Linear Algebra	3
MATH 171 Calculus I	3
MATH 172 Calculus II	3
Two of the following: MATH 303 Multivariable Calculus MATH 315 Ordinary Differential Equations MATH 316 Probability MATH 317 Introduction to Algebraic Structures MATH 323 Introduction to Real Analysis MATH/CS 350 Numerical Methods MATH 418 Advanced Algebraic Structures MATH 424 Advanced Real Analysis MATH 480 Advanced Seminar	6
One additional from above or from the following: CS 110 Introduction to Programming in BASIC CS 207 Computer Programming I	3
TOTAL	18

Minor Requirements: Computer Science

COURSE NUMBER AND TITLE (See p. 22 for general minor requirements.)	SEM. HRS.
CS 207 Computer Programming I	3
CS 209 Computer Programming II & Data Structures	6
MATH/CS 205 Discrete Mathematics	3
MATH 171 Calculus	3
Three of the following: CS 310 Introduction to Computer Systems CS 350 Numerical Methods CS 380 Programming Languages CS 430 Database Management Systems Design CS 440 Operation Systems CS 480 Advanced Topics in Computer Science	9
TOTAL	24

COMPUTER SCIENCE COURSES (CS)

100 Introduction to Computers (3)

In this survey of computer concepts and applications, topics include the historical development and future of the computer, applications software including word processors, spreadsheets, and presentation software; web page development and programming using HTML; and the social concerns that have arisen with the widespread use of the computer. It is strongly suggested that students with no prior computer experience take CS 100 before taking CS 110. Prerequisite: MATH 105 placement or consent. Offered each semester.

105 Information Systems and Computer Applications (3)

Students explore current topics in the field of computer science/information systems beyond the introductory level covered in CS 100, including computer networks, effective use of the Internet, and ethical and legal issues related to the use of information technology. Students learn to use the more advanced features of software applications such as word processing, spreadsheet, database, and presentation programs. Prerequisites: CS 100. Offered each spring.

110 Introduction to Programming with Visual BASIC (3) (C)

The Visual BASIC programming language is used in this introductory programming course. Topics include the program development process, structured programming, data types, assignment, selection, looping, subroutines, one-dimensional arrays, files, and random numbers. This course does not count toward a degree in mathematics nor in computer science/math-

ematics. Prerequisite: MATH 105 (grade of C- or better) or placement. Offered each semester.

205 Discrete Mathematics (3)

Identical to MATH 205.

207 Computer Programming I (3) (C)

The C++ language is introduced and used for all programs. Topics include the program development process, structured programming, data types, assignment, selection, looping, functions, files, arrays, and structures. Prerequisite: MATH 113, or placement into MATH 171; CS 110 is recommended. Offered each fall.

209 Computer Programming II & Data Structures (6)

A continuation of CS 207, topics include object-oriented programming, abstract data types, recursion, stacks, queues, linked lists, trees, graphs, sorting, searching and algorithm analysis. Prerequisite: CS 207. Offered each spring.

310 Introduction to Computer Systems (3)

The basic concepts of computer organization and assembly language are introduced. Specific topics include cpu and memory organization, machine language, addressing techniques, macros, program segmentation and linkage, and assembler construction. Prerequisites: MATH 171 and CS 209, or consent. Offered fall of odd-numbered years.

350 Numerical Methods (3)

Identical to MATH 350.

380 Programming Languages (3)

Beginning with a study of the historical development of programming languages, students are introduced to the decisions involved in the design and implementation of such programming language features as elementary, structured, and user-defined data types, subprograms, sequence control, data control and storage management. Selected features of several existing languages are examined in the context of these issues. Prerequisites: CS 209 or consent. Offered on demand.

430 Database Management Systems Design (3)

Emphasizes the concepts and structures necessary to design and implement database systems using a relational database management system. Various database management system architectures, illustrating hierarchical, network, and relational models are discussed. Physical data storage techniques, file security, data integrity, and data normalization are also explored. Prerequisite: CS 209 or consent. Offered on demand.

440 Operating Systems (3)

The principles of operating systems are introduced with an emphasis on intrasystem communication. The concepts and techniques necessary for understanding and designing these systems are examined. Topics include I/O and interrupt structure, concurrent processes, process scheduling, and memory management and protection. Prerequisite: CS 209 or consent. CS 310 is recommended. Offered on demand.

480 Advanced Topics in Computer Science (3)

An in-depth study of an area of advanced computer science. The specific content varies according to the interests of students

and the instructor. May be repeated for credit as the topic varies. Prerequisites: CS 209 and consent.

MATHEMATICS COURSES (MATH)

001 Computational Math (0)*

Basic arithmetic computational skills are developed in this non-credit class that allows students to strengthen their understanding of fundamentals in preparation for the course Algebraic Preliminaries. In particular, students with very low mathematics placement scores must complete this course with a grade of C- or better before attempting MATH 005. Topics include: operations with fractions, decimals (with calculators), ratio and proportion, percents, metric system, statistics, geometry, operations on whole and signed numbers, and algebraic translations. *While students receive no credit from this course, the course grade does count toward their overall grade point average (as if this were a three-semester hour course). Offered each fall.

005 Algebraic Preliminaries (0)*

Basic computational and algebraic skills are developed in this non-credit class that allows students to strengthen their understanding of fundamentals in preparation for courses that involve more difficult quantitative concepts. In particular, students with very low mathematics placement scores must complete this course with a grade of C- or better before attempting MATH 104 or 105. Topics include: operations on whole and signed numbers, fractions, decimals, exponents, variables, linear equations, and elementary problem solving. *While students receive no credit from this course, the course grade does count toward their overall grade point average (as if this were a three-semester-hour course). Prerequisite: MATH 001 (grade of C- or better), placement or consent. Offered each semester.

104 Algebra and its Applications (3)

Constructed to provide a choice for students who must fulfill the general studies requirement for math but do not need an in-depth treatment of algebra as a prerequisite for further course work such as might be encountered in MATH 113 and MATH 125. This course introduces students to modern and pertinent applications of algebra and other mathematical processes. While the emphasis in content is on the utility of algebra instead of algebra itself, an understanding of and skill with the rudiments of algebraic techniques is a prerequisite. Topics include percentages and ratios, functions and graphs, linear and quadratic functions, descriptive statistics and probability, exponentials and logarithms, and right triangle trigonometry. Prerequisite: MATH 005 (grade of C- or better), placement or consent. Does not provide sufficient preparation for Math 113 or MATH 125. Must have a TI-82 or TI-83 graphing calculator. Offered each semester.

105 Algebra (3)

Prepares students for any course which uses algebra. Topics include variables, word problems, exponents, factoring, rational and radical expressions, linear equations in one or two variables, quadratic expressions, and functions. Prerequisites: MATH 005 (grade of C- or better), placement or consent. Must have a TI-82 or TI-83 graphing calculator. Offered each semester.

106 Statistics (3)

Introduces students in the behavioral, social, and natural sciences to the basic statistical tools required to analyze experimental data. Topics include frequency distributions, graphing

techniques, measures of central tendency and dispersion, the normal distribution, point estimation, hypothesis testing and confidence intervals. Prerequisites: MATH 104 or MATH 105, placement, or consent. Must have a TI-83 graphing calculator. Offered each spring.

113 Precalculus Mathematics (3)

Prepares students for calculus. Topics include linear and quadratic equations, factoring, exponents, inequalities, functions and their graphs, basic trigonometry, and logarithmic and exponential functions. Graphing calculators are used extensively in this course. Prerequisites: MATH 105 (grade of C- or better), placement, or consent. Offered each semester.

125 Mathematics in Western Culture (3)

Traces the development of mathematics in Western culture, beginning with ancient Greek geometry through recent applications, such as cryptography and fractal geometry. Topics include the nature of mathematical knowledge, history of mathematics, geometry, elementary number theory, and basic trigonometry. Prerequisites: placement (equivalent to the current MATH 113 placement) or MATH 105 (grade of C- or better). Offered each spring.

171 Calculus I (3)

Calculus is the mathematical language used to describe changing and accumulating quantities. It consists of computational and graphical tools for analyzing the relationships between such quantities. In this course, we learn the basic tools of calculus, why they work, and how to apply them in various contexts. Calculus I develops the differential calculus through symbolic, graphical and numerical approaches. Topics include differentiation of algebraic and transcendental functions, applications in modeling and optimization, and the Fundamental Theorem of calculus. Graphing calculator required. Prerequisites: Math 113 (grade of C- or better), placement, or consent. Offered each fall.

172 Calculus II (3)

A continuation of Calculus I. In this course, more advanced techniques are studied and used to solve quantitative problems in various contexts. Topics include integration techniques, applications of definite integration, differential equations and sequences and series. Graphing calculator required. Prerequisite: Math 171. Offered each spring.

205 Discrete Mathematics (3)

Discrete mathematics is the analysis of finite step-by-step processes. It develops reasoning skills, enhances software-writing abilities and introduces elementary computer circuitry. Topics include Boolean algebra, digital logic circuits, the nature of valid argument, mathematical induction, recursive sequences, and counting techniques, including combinatorics methods. Many class examples will be drawn from computer science. Prerequisites: MATH 113, MATH 171 placement, or consent. Identical to CS 205. Offered spring of odd-numbered years.

250 Introduction to Abstract Mathematics (3)

Designed to be a bridge from the mathematics in the calculus sequence to modern abstract fields. Students are introduced to basic techniques of writing proofs and some fundamental concepts common to those abstract subjects. Topics include elementary logic, set theory, relations, equivalence relations, functions, mathematical induction, number systems and cardinality. More specialized topics in analysis, algebra or topology may be included. Prerequisite: MATH 172. Offered fall of odd-numbered years.

271 Calculus III (3)

Completes the coverage of the standard topics in the introductory calculus sequence. The topics covered include an introduction to differential equations, parametric equations, polar coordinates, sequences, infinite series, power series and power series representations. Prerequisite: MATH 172. Offered each fall.

300 Teaching Assistants' Program for Math (1)

Designed to allow qualified students to assist math instructors in the teaching of their classes. Although MATH 300 will prove to be useful for those students seeking secondary education certification, enrollment is not open solely to them. Enrollment is by invitation of the MATH/CS department. A student may enroll for MATH 300 more than once, but may apply no more than a total of three semester hours earned in this manner toward graduation. This course cannot be used to satisfy mathematics or computer science/mathematics major or minor requirements, although one semester hour of MATH 300 is required for secondary education certification. Offered each semester.

303 Multivariable Calculus (3)

Topics include functions of several variables, curves, surfaces, partial differentiation, multiple integrals and vector analysis. Prerequisite: MATH 172. Offered spring of even-numbered years.

307 Linear Algebra (3)

Linear algebra is the study of linear equations in several variables. In this course, we develop the theoretical structure underlying answers to the questions: When does a solution for a system of linear equations exist? When is it unique? How do we find it? How can we interpret it geometrically? Topics include vectors spaces, linear independence, bases, dimension, transformations, matrices, determinants, and applications. Prerequisite: MATH 172, MATH/CS 205 or consent. Offered fall of odd-numbered years.

315 Ordinary Differential Equations (3)

Explores the theory and applications of ordinary differential equations and their solutions. Topics include linear and non-linear first order equations, higher order linear equations, series solutions, systems of linear differential equations, Laplace transforms and numerical methods. Prerequisites: MATH 303 and 307. Offered on demand.

316 Probability (3)

The meaning, basic concepts, and applications of probability are explored. Topics include classical, empirical, subjective, and axiomatic probability, random variables, probability measures, distributions, density functions, expectation and standard deviation and their physical interpretation, conditional probability, independence, counting techniques, binomial, Poisson, and normal distributions. Prerequisites: MATH/CS 205 and MATH 172. MATH 303 is recommended. Offered on demand.

317 Introduction to Algebraic Structures (3)

Introduces algebraic structures in modern algebra with particular emphasis on groups and their properties. Prerequisite: MATH 307. Offered on demand.

323 Introduction to Real Analysis (3)

A theoretical treatment of sets, relations, functions, numbers, inequalities, sequences, series, limits, and the derivative is developed in this course. Prerequisite: two 300-level math courses other than MATH 300. Offered in the spring of odd-numbered years.

350 Numerical Methods (3)

Examines efficient methods used in solving numerical problems with the aid of a computer. Topics include floating point arithmetic, interpolation and approximation, integration, roots of non-linear equations, ordinary differential equations, and systems of linear equations. Prerequisites: MATH 172 and CS 207. MATH 307 is recommended. Identical to CS 350. Offered on demand.

418 Advanced Algebraic Structures (3)

Continuation of MATH 317. Topics include groups, rings, fields, as well as Galois theory. Recommended for students who are planning to study mathematics at the graduate level. Prerequisite: MATH 317. Offered on demand.

424 Advanced Real Analysis (3)

Continuation of MATH 323. Topics include differentiation in \mathbb{R}^n , power series, the Riemann integral, compactness, and completeness. Recommended for students who are planning to study mathematics at the graduate level. Prerequisite: MATH 323. Offered on demand.

480 Advanced Seminar (3)

Enables students to explore areas of advanced mathematics which are otherwise not included in the curriculum. The specific content varies each year and is individually tailored to the interests of the students enrolled. Prerequisite: consent. Offered on demand.

MUSIC

Dr. R. David Clayton
Ms. Lee Jordan-Anders, Program Coordinator
and Division Chairperson

Music is a unique expressive language, a special way of knowing as essential to basic education as the mastery of verbal and numerical skills. The study of this language provides individuals with personal fulfillment, enhances and complements everyday life, and creates a window through which the viewer can discover and experience aesthetic beauty. The music department at Virginia Wesleyan provides a program of study that educates its learners in a way that enables them to appreciate as well as critically articulate their responses to this important part of our culture. Virginia Wesleyan offers an applied music major, a music concentration within the humanities division and endorsement in vocal music education (K-12) for those who wish to teach. The department also offers courses for the nonmusician, the "Familiar Faces" concert series, and a non-credit certificate program through The Center for Sacred Music which includes an annual summer conference. The curriculum can help prepare students for careers in private teaching, public school teaching, church music, music merchandising, arts management, music librarianship, or graduate studies in music or humanities.

Major Requirements

COURSE NUMBER AND TITLE	SEM. HRS.
MUS 225 Intermediate Musicianship I	4
MUS 226 Intermediate Musicianship II	4

MUS 325 Advanced Musicianship I	4
MUS 326 Advanced Musicianship II	4
MUS 313 Music History I	3
MUS 314 Music History II	3
MUS 480 Senior Project	3
APMU 300 Chamber Music	2
APMU 133-494 Applied Music Study (six hours must be at the 300 level or above)	10
One of the following: MUS 100 Introduction to Listening MUS 200 Survey of Music MUS/ART 201 Introduction to Music & Art in the Western World MUS 310 Topics in Sacred Music INST 342 Aesthetic Communication	3
Other major requirements: Piano proficiency. Ensemble participation each semester in residence.	
TOTAL	40
ADDITIONAL COURSES NEEDED FOR ENDORSEMENT IN EDUCATION	
APMU 131-392 Applied Music Study in a Secondary Area	6
MUS 321 Conducting Techniques	3
EDUC/MUS 354 Vocal Music Methods & Materials, K-12	3
ALL OTHER REQUIREMENTS: SEE EDUCATION DEPARTMENT	

Minor Requirements

COURSE NUMBER AND TITLE (See p. 22 for general minor requirements.)	SEM. HRS.
MUS 225 Intermediate Musicianship I	4
MUS 226 Intermediate Musicianship II	4

APMU 111 College Choir APMU 300 Chamber Music	OR	1-2
APMU 121-452 Applied Music: Private Study (four semesters on any instrument at 2 semester hours)		8
Three of the following: MUS 302 Great Composers MUS 313 Music History I MUS 314 Music History II MUS 389 Classical Music Encounters		9
TOTAL		26-27

MUSIC COURSES (MUS)**100 Introduction to Listening (3) (A)**

Explores the expressive language of classical music using a combination of objective reading and guided listening assignments. Musical elements are defined and isolated then examined within various historical contexts in order to discover the role music plays in defining specific cultures. Active listening assignments include recorded excerpts as well as live concert performances. Students are responsible for purchasing tickets to live concerts as well as providing their own transportation to these events.

101 Basic Musicianship (3) (A)

Basic fundamentals of music including pitch and rhythmic notation. Students learn to make music from a written score using recorders and a variety of other simple folk instruments. Offered each semester.

200 Survey of Music (3) (A)

Numerous opportunities to discover the great classical composers and their music through lectures, films, recordings, web pages, personal projects, and live concerts on campus and in the community are offered. The design of the course helps listeners develop a deeper understanding and enjoyment of this music which often becomes a source of pleasure for the rest of their lives. Individuals may also be invited to share their favorite type of music with the class by comparing or contrasting it to the classical works being studied. Responsibility for purchasing tickets and providing transportation to off campus concerts rests with each student.

201 Music & Art in the Western World (3) (A)

Explores the traditions of music, painting, sculpture, and architecture of the Western world. Beginning with the Greeks and continuing through the present time, many individual works from important art periods are introduced. Discussions include how the arts reflect the sociocultural conditions of their time and place, how media are used, and how the elements in each art form contribute to the aesthetic response. Artistic contributions of minorities and women are included. Students visit the Chrysler Museum of Art and attend two live music performances. Identical to ART 201.

202/302 Great Composers (3)**(A)**

An in-depth study of the life and works of a single composer. Students become familiar with the composer's life, the historical setting, and gain intimate knowledge of important compositions from all periods of the composer's career through guided listening.

213/313 Music History I (3)**(H) W**

A chronological study of music from its origins through the early 18th century. The 300 level requires a research project and some analysis. Prerequisites: MUS 100, 200 or consent. Offered fall of even-numbered years.

214/314 Music History I, II (3)**(H) W**

A continuation of MUS 213/313 from the 18th century to the present. Prerequisite: MUS 100, 200, 213/313 or consent. Offered spring of odd-numbered years.

225, 226 Intermediate Musicianship I, II (4, 4)**(A)**

Music theory, sightsinging and ear training are studied as part of a program to develop complete musicianship. Music theory is the logical and systematic study of the rationality of music that will eventually justify and broaden natural musical instincts and intuitions. Sightsinging and ear training enhance the musician's ability to envision the sound of a musical composition from an examination of the printed score. Elementary harmony and analysis including modes, triads and inversions, melodic construction and simple harmonization with primary and secondary triads are included. Prerequisite: ability to read music notation. MUS 225 offered fall of even-numbered years, MUS 226 offered spring of odd-numbered years.

310 Topics in Sacred Music (3)

An in-depth study of some aspect of sacred music including, but not limited to, hymnology and sacred choral literature, sacred music history, and directing choirs, all within the context of a variety of religious traditions. Offered each semester.

321 Conducting Techniques (3)

Offers basic and advanced skills for choral and instrumental conductors. All conducting patterns, instrumental and choral techniques, rehearsal technique, and score study are included. Prerequisite: MUS 226, APMU 111, 211, or equivalent. Offered on demand.

325, 326 Advanced Musicianship I, II (4, 4)

A continuation of MUS 225 and 226, this class focuses on a wide range of musical styles from the Renaissance to the present. More complex chords and larger forms (fugues, rondo, theme and variations, sonata) are studied. Various strategies to analyze musical compositions are investigated. Post-impressionist and serial composition techniques are included. Theoretical analysis and study are accompanied by parallel exercises in sightsinging and ear training. Prerequisite: MUS 226. MUS 325 offered fall of odd-numbered years; MUS 326 offered spring of even-numbered years.

354 Vocal Music Methods & Materials, K-12 (3)

Designed for students seeking certification in music education, this course examines vocal music within the context of varied musical experiences designed for students in school music programs. The first half of the course covers the developmental stages of the elementary school child. The second half deals with middle and senior high school music curricula. Both halves include observation of successful programs. Prerequisite: EDUC 338. Corequisite: EDUC 340. Identical to EDUC 354. Offered on demand.

480 Senior Project (3)**(I)**

Students are required to present a formal recital or write an historical or critical thesis in which they use a carefully selected repertoire to demonstrate the successful integration of applied performance skills, knowledge of music and cultural history, theoretical/analytical proficiency, and aural skills. Students presenting a formal recital prepare a 45-minute oral presentation for the music faculty where they discuss the stylistic, historical, and technical nature of each musical selection. The written summary of this research is published in the recital program as program notes. Students perform the recital twice: once off campus, and once in Virginia Wesleyan's Hofheimer Theater. The historical or critical thesis option is also accompanied by an oral presentation and defense of the material researched. The Senior Project is required of all music majors and may be elected by students choosing a music concentration for their humanities divisional major.

APPLIED MUSIC COURSES (APMU)**111 College Choir (1)****(A)***

The College Choir is offered as a cultural experience for any student of the College. A wide variety of choral literature is studied and performed, occasionally accompanied by a professional orchestra. In addition to learning the selected repertoire, members of the choir are given many opportunities to develop musicianship and vocal skills. While the ability to read music notation is not required, participants must be able to match pitch. Offered each semester. *Three semester hours must be completed to fulfill general studies requirement.

113 Class Voice (2)

Offered in conjunction with Wesleyan Singers, students study basic vocal techniques with emphasis on developing the voice for both solo and choral use. Prerequisite: membership in Wesleyan Singers. Offered each semester.

121-452 Applied Music: Private Study**(Instrumental, Voice, Piano, Guitar) (2)****(A)***

Private applied music study is offered to students enrolled in the college regardless of previous musical background or major interest. A serious commitment to learning about classical music literature and the technique required to perform such literature is required from the student. This is in keeping with corresponding standards set in comparable courses at Virginia Wesleyan. Students take a one-hour private lesson each week and should expect to practice daily for at least one hour. Practice rooms are available to students registered for applied music study. Additionally, during each semester of study, students attend four Thursday-at-11 master classes and four live concerts. Other requirements are available from individual teachers. The college designates teachers from the community to supervise each student. This course requires a \$250 fee in addition to regular tuition. Prerequisite: Basic Musicianship (MUS 101) or show proficiency. Offered by arrangement with the coordinator for applied music studies. Offered each semester. *Four semester hours must be completed to fulfill a general studies requirement.

211 Wesleyan Singers (1)**(A)***

A small performance ensemble modeled on professional standards, the Wesleyan Singers offers a unique opportunity for advanced students to explore singing on a higher level than is possible in a larger group of non-auditioned singers. Study and performance

of appropriate literature for a small group allows the art of choral singing to be more fully realized. Within the ensemble, duets, trios, quartets, etc. may be formed according to talent and interest. An audition is required. Prerequisite: membership in College Choir. Offered each semester. *Three semester hours must be completed to fulfill general studies requirement.

300 Chamber Music (2)

Students explore the body of chamber music written for their instrument and select and prepare a chamber music composition for performance with a professional ensemble. A weekly one-hour coaching session offers rehearsal strategies as well as discussion of musical ideas and interpretations. In addition, students prepare a listening journal that documents their listening experiences and generate an annotated bibliography of chamber music compositions for their instrument. A \$250 applied music fee will be charged.

311 Wesleyan Singers' Tour (2)

A performance tour of approximately one-week duration with concerts each night. Performances may also be scheduled during the day in schools and retirement homes. Students experience the "agony and ecstasy" of live performance before different audiences each day and are challenged to develop musical and ensemble skills which will serve them in the future. Not the least of their challenges is avoiding illness in order to perform at peak level each day. A week's intensive rehearsal is scheduled before departure and several performances on campus and in the area occur upon return. The time commitment is considerable: daily 4-hour rehearsals the week before departure, and roughly 4 hours/day on tour including pre-concert rehearsal in each new venue. Prerequisite: audition. Offered in selected Winter Sessions.

PHILOSOPHY

Dr. Steven M. Emmanuel
Dr. Patrick A. Goold, Program Coordinator
Dr. Lawrence D. Hultgren

Philosophy in the Curriculum

The Greek word *philosophia* ('philosophy') is a compound term which derives from the roots *philein* ('to love') and *sophia* ('wisdom') and is commonly translated 'love of wisdom.' For Socrates, and those who followed his example, the love of wisdom took the form of a disciplined reflection about human life and conduct. Convinced that intellectual and moral integrity go hand in hand, Socrates raised fundamental questions about the nature of justice, virtue, and the good life. Proceeding by careful analysis and rigorous dialectic, he sought a knowledge of reality on which to establish a firm foundation for making sound moral judgments. Though philosophical practice has taken many different forms over the centuries, the conception of philosophy as a process of critical inquiry aimed at a deeper understanding of self and world remains the dominant one.

In keeping with the ideal of a liberal arts education, the study of philosophy promotes the development of analytical, critical, and interpretive abilities that are important for life in general. Properly pursued, philosophical study cultivates the appetite and capacity for self-examination and reflection, for the open exchange and debate of ideas, for responsible and intelligent participation in community affairs, and for lifelong learning.

The program in philosophy is designed to provide students with a coherent intellectual structure of study, while acquainting them

with the broad diversity of ideas and approaches within the Western philosophical tradition and beyond. The curriculum covers significant periods and prominent figures in the history of intellectual thought, as well as the central subfields of philosophy and their distinctive problem sets. Though the department recognizes that philosophy is a valuable preparation for careers in many fields, its approach to teaching reflects a basic commitment to the idea that philosophy is best thought of as a practice and way of life.

Major Requirements

COURSE NUMBER AND TITLE	SEM. HRS.
18 HOURS MUST BE AT THE 300/400 LEVEL	
Two of the following: PHIL 101 Individual and Society PHIL 102 Contemporary Moral Issues PHIL 104 The Examined Life PHIL 212 Types of Ethical Theory PHIL 221/321 Ethics and Health Care PHIL253 Social and Political Philosophy PHIL 272/372 Beyond the Western Tradition PHIL 304 Environmental Ethics	6
PHIL 109 Critical Reasoning	3
PHIL 209 Methods of Logic	3
PHIL 332 Ancient Philosophy	3
PHIL 336 Early Modern Philosophy	3
One of the following: PHIL 334 Medieval Philosophy PHIL 338 19th-Century Philosophy PHIL 340 20th-Century Philosophy PHIL 350 Existential Philosophy	3
PHIL 400 Philosophy Seminar	3
Additional courses in philosophy	6
TOTAL	30

Majors transferring credit for philosophy courses taken at other institutions should consult with the departmental coordinator to determine how that credit is to be applied.

Minor Requirements

COURSE NUMBER AND TITLE (See p. 22 for general minor requirements.)	SEM. HRS.
There are no special distribution requirements for the philosophy minor. Students seeking a minor in philosophy are required to submit in writing a brief rationale for their particular choice of courses, and a thoughtful explanation of what they gained from their study of philosophy.	18
TOTAL	18

PHILOSOPHY COURSES (PHIL)**101 Individual and Society (3) (V) W**

An introduction to philosophy as critical thinking and analysis (the ability to reason well and willingly) through an examination of questions of human value(s). Students learn how to recognize and analyze the values by which they live, examine the issues of self and society, and learn how to develop a philosophical skill in seeing the basic values which influence these personal and social issues. Offered each fall.

102 Contemporary Moral Issues (3) (V)

Students apply various ethical theories to contemporary moral issues, such as abortion, capital punishment, animal rights, poverty, censorship, and affirmative action. Offered each spring.

104 The Examined Life (3) (V) W

Students are challenged to reflect on a broad range of philosophical questions about human nature and the meaning of human existence. Offered each fall.

109 Critical Reasoning (3) W

The structure of the philosophical essay is examined after a brief introduction to some basic principles of logic. Teaches students how to write clearly and precisely. Offered each fall.

110 Introduction to Philosophy (3) (V)

A critical examination of several great issues which confront us in modern philosophical thought including the question of the existence of God, the nature of ultimate reality, the sources of human knowledge, the principles of moral values, and the problems of aesthetic judgments. Offered each spring.

209 Methods of Logic (3) (C)

A continuation of PHIL 109, this course is an introduction to first-order logic. Primary emphasis is placed on the translation of ordinary language into symbolic notation and the application of formal proof techniques. The presentation of formal methods concludes with a brief examination of selected questions in philosophical logic. Offered each spring.

211 Images of "Man" (3) (V) W

A critical exploration of the possible meanings of "human being," and how individuals might interpret their own existence. Selected literary, scientific, and philosophic accounts of being human are studied and criticized.

212 Types of Ethical Theory (3) (V)

Picks out several meanings of "good" in our ethical experience, and then clarifies and criticizes them.

215 Philosophy of Religion (3) (V)

Addresses some major questions that have emerged in the history of philosophy concerning the justification of theistic belief, the meaning of religious language, the nature of miracles, and mystical experience. Offered on demand.

221/321 Ethics & Health Care (3) (V) W

Foregoing life-sustaining treatment . . . procurement of organs and tissue for transplantation . . . artificial reproduction . . . allocation of scarce health resources . . . AIDS: public health vs. private rights. Such questions of health care confront all of us at some time both as matters of individual concern and as issues of public policy. Students study the ethical principles that should undergird decisions in health care. It focuses on the application of ethical principles to concrete cases.

253/353 Social & Political Philosophy (3) (S)

A survey of important themes in the history of social and political philosophy. Topics for discussion include: strategies for social change, the nature of political authority, the autonomy of the individual, anarchism, and democracy. Readings are drawn from classical and contemporary sources. Offered in spring of even-numbered years.

272/372 Beyond the Western Tradition (3) (V) W

We live in a world characterized by multiplicity, plurality, and difference. Students are provided with the opportunity to enter into frames of reference of people with differing experiences of, and assumptions about, the world. We are educated in this world to the degree that we are aware of our own boundedness, and that we become skilled in critically understanding and integrating the perspectives of others. Examines the beliefs of native Americans, West Africans, Chinese thinkers, and philosophers of India.

292/392 Alternative Futures (3) (V)

Is there hope for HUMAN beings? Can we forecast futures as other than more of the same? What choices might we exercise in shaping futures? After initial reflections on the human prospect, students working in groups will be responsible for conjecturing sensibly and usefully about possible alternative futures. Topics include: future shock, coping, population, resources, war, environment, and genetic engineering.

300 Art of Philosophical Inquiry (3)

There is surprising diversity of opinion among philosophers concerning the proper aims and methods of philosophy. The nature of philosophical inquiry is examined by reflecting on how philosophers in different historical periods have conceptualized their task. Offered on demand.

304 Environmental Ethics (3) (V) W

From ancient Sumer to the present, ecological realities have required human beings to reflect on their values and their responsibilities to nature. Students examine the relevance of philosophy to environmental questions and, in particular, we explore the connection between the environment and ethics. Identical to ENV 304.

310 Theory of Knowledge (3) (E)

What is the basis of our knowledge about the world, other people, ourselves? Focusing on work done in the 20th century,

students examine some recent theories about the nature of human knowledge, as well as the related concepts of truth, justification, and belief. Offered in spring of odd-numbered years.

332 Ancient Philosophy (3) (H)

A close study of selected texts of Plato and Aristotle. Some Presocratic and Hellenistic philosophers may be considered. Offered each fall.

334 Medieval Philosophy (3) (H) W

A survey of representative Christian, Islamic, and Jewish philosophers of the Middle Ages. Special emphasis is placed on the moral and political philosophy of the period.

336 Early Modern Philosophy (3) (H) W

Surveys the development of early modern philosophy in light of the scientific background from which it emerged. Major works by Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume, and Kant are supplemented by readings from women philosophers of the period. Offered each spring.

338 19th-Century Philosophy (3) (H)

Surveys major trends in post-Kantian European philosophy. Readings are drawn from the work of Fichte, Hegel, Marx, Kierkegaard, Nietzsche, and others. Offered spring of even-numbered years.

340 20th-Century Philosophy (3) (H)

Surveys major trends in 20th-century philosophical thought, with special emphasis on developments in Anglo-American philosophy. Readings are drawn from the work of Russell, Moore, Wittgenstein, Quine, and others. Offered spring of odd-numbered years.

350 Existential Philosophy (3) (V) W

Intensive study of recent phenomenological investigation into human existence. Thinkers such as Kierkegaard, Nietzsche, Heidegger, Sartre, and Merleau-Ponty will be discussed.

385 Problems in Philosophy of Art (3) (A) W

Explores central questions in the philosophy of art through reading and discussion of landmark texts in the discipline. Focus is on the question of the nature and function of art. Offered each spring.

400 Philosophy Seminar (3) (I) W

An in-depth study of the work of a single major philosopher. The figure selected changes with each offering. Contact the department coordinator for the current selection.

402 Thinking about Technology (3) (I)

A critical look at technology and its effects on society. Some of the important ways in which modern technology has changed how we think about ourselves, our obligations to others, and the natural environment are examined. Prerequisite: consent. Offered spring of even-numbered years.

PHYSICAL SCIENCE

PHYSICAL SCIENCE COURSES (PHSC)

100 Introduction to Physical Science (3) (E)

Emphasizes the relevance of physical science in understanding the everyday world, and explores connections between physics and chemistry. Topics include energy, electricity, magnetism, work, heat, light, the nucleus, the atom, chemical bonds, and chemical reactions. Intended for non-science students. Offered each fall.

101 Introduction to Physical Science Laboratory (1)

An introductory physical science lab course to accompany PHSC 100. Students have opportunities to explore principles common to physics and chemistry through hands-on exercises. Designed for non-science students. Prerequisite: PHS 100. Offered each fall.

PHYSICS

Dr. Garry E. Noe, Program Coordinator

Although the college does not offer a physics major, certain physics courses are needed in our science programs. Physics can also serve as an enrichment course for interested students.

PHYSICS COURSES (PHYS)

100 The World of Physics (3) (E)

A nonmathematical introduction to the concepts of classical and modern physics. The course emphasizes historical developments, demonstrations, and applications of physical principles. Topics include the laws of motion, gravity, energy, heat, electricity and magnetism, the atom, atomic architecture, the nucleus, elementary particles, relativity, and cosmology. Designed for non-science majors. Offered fall of odd-numbered years.

141 Intro Astronomy—Solar System (3) (E)

Survey of the history of astronomy; the motion of objects in the night sky; gravitation and relativity; telescopes; the sun, planets, moon, meteors, and comets; the origin of the solar system; space exploration; the search for extraterrestrial life. Designed for non-science majors. Offered each fall.

142 Intro Astronomy—Stars and Galaxies (3) (E)

Survey of the history of astronomy; the constellations; the nature of the stars; stellar evolution; white dwarfs, neutron stars, and black holes; the structure and evolution of the Milky Way; other galaxies, quasars; cosmology. Designed for non-science majors. Offered each spring.

143 Introduction Astronomy Lab (1)

A hands-on laboratory experience which complements PHYS 141 and 142. It has four distinct components, each lasting two to four weeks: lunar, planetary, and deep-space observations with a Celestron telescope; discussing computer simulations, images, and film clips of celestial phenomena; Internet-as-virtual-library exercises; physics experiments in optics and spectroscopy. Prerequisite or corequisite: PHYS 141 or 142. Designed for non-science majors and fulfills the laboratory requirements for students intending to graduate with honors. Offered each spring.

215 General Physics (4) (E)

An introductory non-calculus treatment of the basic principles of physics. Areas of study include mechanics, fluids, forms of energy, and wave motion. No previous knowledge of physics is assumed. Prerequisite: MATH 113. Lecture three hours, laboratory three hours. Offered fall of odd-numbered years.

216 General Physics (4) (E)

A continuation of PHYS 215. The principal subject areas are optics, electricity, magnetism, relativity, and atomic physics. Prerequisite: PHYS 215. Lecture three hours, laboratory three hours. Offered spring of even-numbered years.

221 Physics (4) (E)

A calculus-based introduction to kinematics, Newtonian dynamics, work and energy, gravitation, waves, fluid mechanics, kinetic theory, and thermodynamics. Prerequisite: MATH 171. Lecture three hours, laboratory three hours. Offered fall of even-numbered years.

222 Physics (4) (E)

A continuation of PHYS 221. Topics include electric fields, circuit analysis, magnetism, geometrical and wave optics, relativity and atomic structure. Prerequisite: PHYS 221. Corequisite: MATH 172. Lecture three hours, laboratory three hours. Offered spring of odd-numbered years.

POLITICAL SCIENCE

Dr. William A. Gibson, Program Coordinator
 Dr. William M. Jones
 Mr. Rene Perez-Lopez, (adjunct)
 Dr. Sharon K. Vaughn

If Aristotle is correct when he observes that the end of politics is the good for man, then we may appropriately conclude that the study of politics—no less than a complete liberal arts education—aims at a comprehensive understanding of man and human communities. The following requirements for students in political science include five major categories which subdivide the discipline and help to articulate its many facets.

- I. Introductory-Level Political Science
 - II. Political Philosophy
 - III. American Government and Politics
 - IV. Comparative Regimes and International Relations
 - V. Constitutional Law, Public Administration and Policy
- At least one course from each category will be offered each semester.

Major Requirements

COURSE NUMBER AND TITLE	SEM. HRS.
One of the following Introductory Level: POLS 101 Politics & Literature POLS 105 Politics Through Film POLS 111 Introduction to Political Science	3
Two of the following Political Philosophy: POLS 204 Introduction to Feminist Political Thought POLS 239/339 American Political Thought POLS 341 Ethical Roots of the American Regime POLS 433 Political Theory: Ancient POLS 434 Political Theory: Modern POLS 435 Contemporary Theories of Justice POLS 437 Politics and Ethics POLS 438 Modern Political Philosophy & Ideology	6
One of the following American Government & Politics: POLS 201 State and Local Government POLS 207/307 The Presidency & American Politics POLS 231/431 Theories of Liberal Democracy POLS 235/335 American Government POLS 237/337 American Legislative Process POLS 303 Urban Politics	3
One of the following Comparative Politics & International Relations: POLS 103 Global Realities POLS 210 International Relations POLS 211/311 Comparative Politics: Latin America POLS 215/315 Comparative Politics: Europe POLS 216/316 Comparative Politics: Russia POLS 217/317 Comparative Politics: Asian Pacific Rim POLS 218/318 Comparative Politics: South Asia POLS 228/328 Comparative Politics: China POLS 229/329 Comparative Politics: SE Asia & Japan POLS 321 Political Writings of Latin America POLS 360 The Media & American Foreign Policy in the 20th Century POLS 440 Seminar: American Foreign Policy	3

One of the following Constitutional Law, Public Administration and Policy: POLS 205/305 Law in American Politics & Culture POLS 221 Current Events POLS 270/370 The Constitution & Criminal Procedure POLS 323 Public Policy Analysis POLS 371 Constitutional Law I: The Federal System POLS 372 Constitutional Law II: Substantive Rights POLS 373 Conflict Management I POLS 390 Research Methods: Politics & Administration	3
Four Electives OR POLS 495 Pre-Internship Seminar POLS 497 Political Science Internship Seminar POLS 498 Political Science Internship	12-18
POLS 499 Senior Seminar	3
Total Hours without Internship	33
Total Hours with Internship	39

Minor Requirements

COURSE NUMBER AND TITLE (See p. 22 for general minor requirements.)	SEM. HRS.
One of the following: POLS 101/301 Politics and Literature POLS 105 Politics Through Film POLS 111 Introduction to Political Science	3
One of the following: POLS 341 Ethical Roots of the American Regime POLS 433 Political Theory: Ancient POLS 434 Political Theory: Modern POLS 437 Politics and Ethics POLS 438 Modern Political Philosophy & Ideology	3
Four additional courses at the 200 level or above	12
Senior portfolio (submitted before certification for graduation at the beginning of the last semester at VVC) from political science courses used as a basis for a review panel discussion with political science faculty (used for assessment purposes)	

Students may elect an interest track which permits some specialization within the department's offerings. Essential courses are in bold.	
Pre-Law Track POLS 201; 207/307; 231/431; 235/335 ; 237/337; 239/439; 243/343; 303; 323; 373; 371; 372	
Public Policy & Administration Track POLS 221; 243/343 ; 303; 323 ; 372; 390	
Comparative Regimes Track POLS 211/311; 215/315; 216/316; 217/317; 218/318; 228/328; 229/329; 321; 438	
International Relations Track 103; 210 ; 321; 336 ; 440 ; 438	
Political Philosophy Track POLS 231/431; 239/439; 341; 433; 434; 437; 438	
American Government and Politics Track POLS 201; 207/307; 231/431; 235/335; 237/337; 239/439; 303	
Foreign Service and Policy Track POLS 210; 211/311; 215/315; 216/316; 217/317; 218/318; 321; 336 ; 440	
TOTAL	18

POLITICAL SCIENCE COURSES (POLS)**101/301 Politics and Literature (3)****(A) W**

Offers a non-technical, literary path to the exploration of the human experience and the role that politics plays in that experience. Through readings and discussions of these books, understanding about not only what it means to be human, but also how politics shape that human experience will be gained. Topics such as racism, poverty, totalitarianism, morality, and the role of government will be explored through books that deal with some of the most challenging political issues that face societies. Such works as *Uncle Tom's Cabin*, *Grapes of Wrath*, *Brave New World*, and *The House on Mango Street* are used toward these ends. Offered each fall.

103 Global Realities: Issues and Resources for Navigating Today's World (3)**(S)**

Designed to open a window on a wider world for students who want to begin learning about international relations. It begins with a broad overview of political, economic, and cultural patterns in today's global environment, which is followed by an inventory, evaluation, and comparison of information sources about international affairs, including print, broadcast, and cable media, the Internet, and CD-ROM and simulation software. We consider the way American popular culture understands and represents the rest of the world. The course concludes with one or more case studies of current global issues, such as international terrorism, the control of rogue states, denuclearizing warfare, international women's issues, international environmental problems, and the impact of global consumerism. Through these case studies, we learn how to identify key international problems, track them in the media, gather information about them, and develop and evaluate possible solutions. Offered each fall.

105 Politics Through Film (3)

(A)

Film, one of the human community's most comprehensive forms of cultural expression, offers unique opportunities for exploring the political dimension of life. Drawing examples from the extensive category of politically relevant films, this course introduces and illumines a wide range of fundamental concepts in the study of politics. Although the focus is on politics, this course also offers the opportunity for students to learn some basics of film analysis and cultivate a critical perspective. Offered each spring.

111 Introduction to Political Science (3)

Introduces students to the fundamental concepts and issues in the study of politics. Primary emphasis is placed on ideologies, such as liberal democracy, conservatism, socialism, communism, fascism, nationalism, political institutions and behavior, including legislatures, executives, interest groups, political parties, political socialization, participation, the expression of political opinion, revolution, and types of political systems. These concepts and issues are considered from both behavioral and traditional perspectives. Offered each spring.

201 State & Local Government & Politics (3)

(S)

Based on both theoretical and practical experiences in state and local government and politics. The relationship between local, state, and federal systems is explored. Office holders and local officials are guest speakers on practical aspects. Offered each fall.

202/302 Ethnicity and Politics: Latinos in America (3)

(S)

Ethnic groups must adapt to U.S. political ways in order to press their political agenda. Spanish-Americans have adapted, mixing agendas from their country of origin, experience in the U.S. and with other minority ethnic groups. How Latinos have adapted to and participated in U.S. politics is studied. Offered spring of odd-numbered years.

204 Introduction to Feminist Political Thought (3)

(V) W

Feminist theory has always had a political agenda: to improve the situation of women in society. It also has theoretical import, asking basic questions about personal identity and equality, about ethical obligations to others, about justice and fairness, and about the history of political theory. This course bring together both of these strands, focusing on feminist theory, feminist politics, and the contributions that feminist theory can make in thinking about politics in general. Offered fall of odd-numbered years.

205/305* Law in American Politics & Culture (3)

(S) W

Examines how law is defined, its philosophical roots, the relationship between law and justice, the role it plays in American society, and how it is represented in American culture. Using films, plays, novels and other cultural artifacts in addition to sources in political science, we focus especially on the American Constitution, the concepts of the rule of law and due process of law, the institutions and politics of the law-making and enforcing processes, and the unique roles of the lawyer and the judge. At the Honors level (305), we use cultural and political criticism to take a closer, more interdisciplinary look at how motion pictures, novels, plays, and other forms of cultural expression reveal the politics and patterns through which American culture understands and represents the law and its institutions. *Prerequisite for 305: Honors and Scholars student or consent. Offered each fall.

207/307 The Presidency & American Politics (3)

(S)

Analyzes the nature and development of the American presidency, its impact on American politics and the making of domestic and foreign policy. Offered each spring.

210 Introduction to International Relations (3)

(S)

Drawing on both historical and contemporary experience, students study the behavioral and institutional features of the nation-state and its global environment in their political, military, economic, and cultural aspects. Main topics include power, foreign policy, diplomacy, international organization and law, arms control, and the global economy considered in the context of the post-cold-war world. We examine issues such as overpopulation, food and energy scarcity, national and ethnic movements, economic development, environmental problems, and militarism. Offered each fall.

215/315 Comparative Politics: Europe (3)

(S)

Evaluates the government and politics of selected European regimes as alternative examples of efforts at representative democracy. Typically, we examine the political systems of Great Britain, France, and Germany. We also examine factors leading to integration and/or disintegration in post-cold-war Europe. Offered each fall.

216/316 Comparative Politics: Communism in Transition - The Former Soviet Union (3)

(S)

In this course, we examine Russia and the former Soviet Union. These transitional regimes offer excellent opportunities to study the problems and prospects for radical economic and political reform and the hazards of reactionism in societies previously dedicated to Communist economic systems and non-democratic, non-parliamentary political systems. We focus particular attention on the challenges posed by rebellious national groups and chronic economic crisis. Also, we examine the relationship of ideology to government policy and the ways in which those regimes have reinterpreted such traditional Western political values and institutions as constitutionalism, the rule of law, natural and civil rights, participatory democracy, and the representation of interests. Offered spring 2004.

217/317 Comparative Politics: Asian Pacific Rim (3)

(H)

Examines political systems and the dynamics of political change in the 11 East and Southeast Asian nations of the Pacific Rim, a region that has assumed a commanding presence in world politics and the world economy. Normally included are Japan, China, and selected nations from among Korea, Philippines, Indonesia, Malaysia, Thailand, Vietnam, Cambodia, Laos and Burma.

218/318 Comparative Politics: South Asia (3)

(S)

The confrontation of Western political forms with traditional non-Western and pre-colonial cultures and alternative strategies for political and economic development highlight this analysis of the politics of nation-building in the South Asian portion of the Third World. India and Pakistan are the main cases to be studied, although examples may be taken from Iran, Afghanistan, and perhaps Bangladesh and Malaysia as well. Offered fall of odd-numbered years.

220/320 Comparative Politics: Latin America (3)

(H)

Examines major problems of political and economic modernization by considering Latin American political systems in their

various approaches to development. Focus is on key examples of the successes and failures of the various developmental strategies: e.g., Cuba, Chile, Peru, Brazil, and Mexico. Further, the impact of United States' policies upon the region as a whole receives special attention. Identical to SPAN 220/320. Offered each spring.

228/328 Comparative Politics: China (3) (S)

The political system and the dynamics of political change in China are examined.

229/329 Comparative Politics: SE Asia & Japan (3) (S)

The political system and the dynamics of political change in Japan and selected Southeast Asian nations are examined.

235/335 American Government (3) (S)

Acquaints students with the workings of our system of federal government. The Constitution, the presidency, Congress, the Supreme Court, political parties and the regulatory agencies are treated as separate units of a unified focus upon our institutions of national government. Offered each fall.

237/337 American Legislative Process (3) (S)

Deals with structure and function of law making in Congress and the state legislatures, including consideration of such topics as: committees, representation, policy making, leadership and interest group influence. We also examine the impact of Congress and state legislatures on vital issues of public policy ranging from foreign policy to urban policy, or from taxation to energy policy. Finally, the role of party politics and campaigns in the legislative process will be considered. Offered fall 2004.

239/439 American Political Thought (3) (V) W

Focuses on major ideas shaping American institutions of government and politics from the founding generation to the present. The writings of many different individuals relating to such issues as: slavery and race; capitalism and social justice; and feminist political theory are evaluated. Readings include the *Federalist Papers*, selections from *Democracy in America*, works by Malcolm X, Dr. Martin Luther King, and Betty Friedan.

240/340 German Cinema: Art and Politics (3) (A) W

Identical to GER 240/340.

270/370 The Constitution and Criminal Procedure (3) (S) W

Using the case-study method in texts and class discussion, media reports of current Supreme Court actions, artifacts from popular culture, and a hands-on simulation of the Supreme Court itself, this course surveys the American approach to constitutionalism, the overall framework of the American legal system, the decision-making processes of the Supreme Court, and the Supreme Court's interpretation of those civil rights and professional procedures associated with the operation of the criminal justice system, particularly Fourth Amendment search and seizure requirements, the Exclusionary Rule, Arrests, Fifth Amendment due process issues, the Miranda Warnings, Sixth Amendment right to counsel and jury trial issues, and Eighth Amendment bail, fine, and punishment issues, including asset forfeiture and capital punishment. Students taking this course at the 300 level have the additional advantage of more comprehensive coverage of these issues and valuable practice in briefing relevant cases. Prerequisites: none for 270; for POLS 370, junior status or consent, for CJ 370, either CJ 200 or 205. Offered spring of odd-numbered years.

303 Urban Politics (3) (S)

Students examine scholarly perspectives on the evolution of political processes, institutions, the intergovernmental context, key actors and contemporary issues in urban politics such as urban sprawl and economic development. A major part of this class is a six-week simulation of a city government where students take roles of city councillors, lawyers, business leaders, and citizen activists in making important decisions about the city's future. Prerequisite: junior status. Offered each spring.

321 Political Writings of Latin America (3)

Readings of the political writings of selected Latin American thinkers. Relationship of political writings to contemporary culture, society and government of Latin America. Also cross-listed as SPAN 321 in which case readings and writing are done in Spanish. Offered each fall.

323 Public Policy Analysis (3) (S) W

Using policy analysis models students examine a set of substantive public policy issues to establish the issue context, define the policy problems, and evaluate alternative solutions. Topics may differ each semester and include, but are not limited to, the environment, health care, crime, urban policy, poverty, and welfare. Identical to ENVS 323. Offered each spring.

343 Public Administration (3) (S)

Contemporary approaches to policy-making and decision-making techniques are reviewed in light of the values represented in them and their promises for serving the public interest. We review classic and modern theories of bureaucracy; the history, development, and philosophical assumptions of the science of administration; the structure and functioning of American federal, state, and local administration; the budget-making process; government regulations of business and society; and the major challenges facing governmental professionals in our time. Identical to HHS 343. Offered each spring.

353 Globalization and Its Discontents (3) (S)

The theoretical, political, economic, and institutional foundations and practices of free trade are studied. Case studies are developed by students from Internet data on the issues and stakeholders in the globalization debate and the impact of their activities. Included among these are human rights, environment, and labor groups; the World Bank; the World Trade Organization; and global corporation. Offered in selected Winter Sessions.

360 The Media and Twentieth Century American Foreign Policy (3)

Tells the story of American foreign policy in the Twentieth Century, "The American Century" as Henry Luce put it, focusing not only on traditional themes and interests, such as Isolationism, Imperialism, The Open Door, Interventionism, Internationalism, and Anti-Communism, but also on the interplay of media, public perceptions and opinion, and foreign policy choices by presidents and other decision-makers in the pursuit of national security, the American way of life, and prosperity during times of peace and war. Prerequisite: Junior status or consent. Offered fall of odd-numbered years.

371 Constitutional Law I: The Federal System (3) (S) W

Government regulation of business, privacy, abortion, the origins and extent of the Supreme Court's authority, and due process of law are among the specific topics that this course

considers, using the case study method in light of current historical and political analyses. We focus on the relationship of the federal government to the states and the Supreme Court to the Congress and the president, as well as the role played by the court and the judicial philosophies of individual justices. Prerequisite: junior/senior status or consent. Offered fall 2003, 2005.

372 Constitutional Law II: Substantive Rights (3) (S) W

Privacy rights, rights of accused criminals, racial, economic, and sex discrimination in schools, jobs, and housing, reverse discrimination, and freedom of expression and religion are particular concerns of this course, which examines through the case study method, together with historical and political analyses, the nature of the Supreme Court's authority and its relationships to other branches of American government, equal protection of the laws, and First Amendment rights. Prerequisite: junior/senior status or consent. Offered spring 2004, 2006.

373 Conflict Management (3) W

Examines conflict processes within and between organizations and alternative approaches to conflict management, drawing on the contributions of several disciplines and experience in organization, community and labor dispute management. Identical to MBE 373. Offered each fall.

374 Conflict Management II (3)

Identical to CJ 374.

390 Research Methods: Politics & Administration (3) (E)

Examines the logic and methods of empirical research in political science. Students learn how to develop research questions in politics and translate them into appropriate research strategies and alternative designs. Prerequisite: junior or senior status or consent. Offered on demand.

433 Political Theory: Ancient (3) (V) W

Introduces students to the classic works in ancient political philosophy. The readings and discussions center on the works of ancient philosophers, historians, and playwrights. How did political philosophers such as Plato and Aristotle deal with issues such as justice, obligation, equality, the common good, the role of reason, the aims of government and the nature of politics? Many of the problems that political theorists confront in light of certain fundamental questions about society and politics are examined. The work of theorists from Plato to Aquinas are included. Prerequisite: junior status or consent. Offered each fall.

434 Political Theory: Modern (3) (V) W

Students analyze and evaluate some of the major themes in modern political theory such as natural rights, political equality and distributive justice. Selections include the works of Machiavelli, Hobbes, Locke, Rousseau, Mill, Smith, Marx, and Nietzsche. Our goal is to consider the ideas of these authors and to understand more clearly the profound and complex role that ideas have played, and continue to play, in society. In addition, we deal with some contemporary responses to their work. Offered spring 2004.

435 Contemporary Theories of Justice (3) (V) W

In this seminar, students read and discuss four of the most important texts in contemporary liberal debates about justice. The aim is to understand the alternative views of political society and

justice presented in these texts and to consider the choice worthiness of each alternative. The books read are: *Anarchy, State, and Utopia*; *A Theory of Justice*; *Justice Gender and the Family*; and *The Limits of Justice*. Offered on demand.

440 Seminar: American Foreign Policy (3) (S)

Examines American foreign policy formation. The first section focuses on the foreign policy process, while the second section is devoted to case studies of specific foreign policy decisions in American history. Provides a framework for informed evaluation of American foreign policy. Prerequisite: junior/senior status or consent. Offered fall 2004.

495 Pre-Internship Seminar (3)

Designed to prepare the student for a successful internship experience. Students explore the meaning of work and careers and examine how their knowledge and values are part of the work and career in which they are interested. Application for admission to the program must be made to the political science faculty during the student's junior year. Prerequisites: 12 semester hours of political science and an overall grade point average of at least 2.5. Offered each fall.

497 Political Science Internship Seminar (3)

Students learn to use theories, knowledge, and values studied in political science and other courses to interpret their internship field experiences and make generalizations about their learning. Corequisite: POLS 498. Offered on demand.

498 Political Science Internship Program (12)

Political science majors apply the knowledge and skills learned in their political science classes in a full-time, semester-long internship. The field experience can be in, but is not limited to, government agencies at the local, state, and federal levels; law, law enforcement, non-profits, political parties, social service. Prerequisites: 15 semester hours of political science, including POLS 495. Offered on demand in the spring semester.

499 Senior Seminar (3) (I) W

The senior seminar in political science is required of all students wishing to graduate from Virginia Wesleyan with a major in political science. The course is team taught by members of the department and focuses upon a different topic each spring. Examples of seminars offered in the past are: Politics and the Media; War and Peace in the Nuclear Age; Political Development and Changes in Latin America and Asia; and Images of Justice. Open to all students. Offered each spring.

PORTFOLIO

Dr. Thomas R. Fanney, Director

PORTfolio is a selective four-year program that allows students to integrate their college education with off-campus experiential opportunities. The purpose of the PORTfolio Program is to provide a curriculum through which students can build the foundation for the knowledge, attitudes, and skills that are necessary for life-long personal satisfaction, professional success and civic responsibility. By dissolving the wall separating academics from the world out there, it connects liberal learning with the surrounding community. Each student in the program maintains and continually updates an electronic portfolio that documents her/his four years at VWC.

Students apply and are accepted as new in-coming freshmen. The Program includes at least one specially designed seminar a year, an internship and Winter Session courses for externships and service learning. Completion of the program satisfies VWC's computer literacy and oral communications requirement as well as other General Studies requirements. The program is taken in addition to one's major.

PORTFOLIO COURSES (PORT)

110 PORTfolio Freshman Seminar (1)

All in-coming freshmen in the PORTfolio Program take PORT 110 in conjunction with PORT 121, instead of INST 110, except those who are also in the Wesleyan Honors and Scholars Program, in which case they may choose to take INST 113, Freshmen Honors Seminar. Offered each fall to new freshmen admitted into the PORTfolio Program.

121 Intro to PORTfolio Project (3)

W

A time of self exploration and discovery. Close work with faculty mentors and other PORTfolio students. Readings, off-campus explorations, and the development of an electronic portfolio assist students in clarifying their own reasons for coming to VWC, their purposes while they are here, and the unique resources that they bring to the learning process. In addition, students expand on their connections to the Chesapeake Bay environment and the international port of Hampton Roads and begin to use these unique resources to enrich their education. Taken in the fall of the freshman year.

122 Liberal Arts Seminar (3)

What are the liberal arts, and why spend four good years studying them? In the U.S., the liberal arts are housed institutionally in colleges and the undergraduate programs of universities. In this context, the two questions from the first sentence in this paragraph may be rephrased as: What are colleges? What are they *for*? How do they try to accomplish their goals? These questions are approached in several ways. One is historical. How did colleges in general, and VWC in particular, get to be the way they (it) are (is)? Where do the various ideas of what it means to be liberally educated come from? A second is more philosophical. What does it mean to know something? How would you teach, given different answers to that question? Another is normatively. What should colleges in general be doing? What kind of curriculum should we, at Virginia Wesleyan, have? Offered each spring.

123 Hampton Roads Service Learning (1)

Introduces and raises the civic consciousness of students about issues that impact the Hampton Roads community. Fostering an attitude of engaged citizenship is its goal. Students gain an understanding of issues from social, environmental, economic, national security and legislative perspectives. Students are introduced to two issue-based projects through on-site presentations. They choose one and learn about that issue through a week of research and lecture followed by a week of direct service experience. The final week includes guided exercises in reflection and assessment in which students learn how their experience may fit into a larger picture and how they can be part of solutions to community issues. Prerequisite: PORTfolio students, INST 121 or consent; non-PORTfolio students, no prerequisites. Identical to INST 123. Offered in selected Winter Sessions.

221 Problem Solving Seminar (3)

A course for sophomores participating in the PORTfolio Program. It develops problem-solving skills in students by having them work out solutions, individually and collaboratively, to "real-life" situations. Various strategies are examined and employed culminating in "Guided Design," INST 122. Offered each fall.

PSYCHOLOGY

Dr. Rita E. Frank
Dr. D. Barry Lipscomb, Program Coordinator
Dr. Donald G. Wolfgang
Dr. Margaret C. Zimmerman

Because psychology has developed as essentially an interdisciplinary subject, historically related to philosophy and biology, it is well-suited as a major for students seeking a diversified education that will advance understanding of themselves and others. In addition, those students desiring to enter one of the specialties of professional psychology that requires the master's degree or the doctorate will find the psychology curriculum specifically designed to provide appropriate preparation for graduate study.

Major Requirements

COURSE NUMBER AND TITLE	SEM. HRS.
PSY 201 General Psychology	3
PSY 280 The Descriptive Methods of Psychological Science	4
One of the following courses about cognition: PSY 341 Cognitive Development PSY 348 Language Development PSY 370 The Construction of Perceptual Reality PSY 377 The Nature of Human Consciousness PSY 388 Cognition PSY 422 Defining Literacy for the 21st Century PSY 488 Senior Seminar: Cognitive Process	3
One of the following courses about personality: PSY 333 Assessment of Individual Differences PSY 337 Advanced Developmental Psychology PSY 355 Theories of Personality PSY 362 Theories of Motivation PSY 366 Therapeutic Psychology PSY 466 Abnormal Psychology PSY 468 Current Psychoanalytic Theories	3

PSY 310 Quantitative Analysis of Research Data	3
PSY 312 Computer Applications in Quantitative Analysis	1
PSY 320 Designing and Evaluating Research in Psychology	3
PSY 480 Original Research Project	3
Additional psychology courses at the 300/400 level	12
Additional psychology course at any level	3
MATH 106 Statistics	3
TOTAL	41

In the process of satisfying the college's general studies requirements, it is strongly recommended that students considering psychology as a major complete PHIL 211 before attempting upper-division psychology courses.

The Psychology Major With an Internship in Health and Human Services

Students who wish to be most advantageously prepared for employment in a helping profession immediately after earning their bachelor degrees should confer with a faculty member in our Health and Human Services department for advice in scheduling certain additional courses that are prerequisites for being placed as an intern with a local community agency during their senior year.

The Psychology Major as Preparation for the Health-Care Professions

Students expecting to enter schools of medicine, dentistry, or other health-care fields after earning their bachelor degrees can major in psychology as undergraduates and still have time to take essential courses in the natural sciences. Practitioners who are able to consider the psychological factors that contribute to their patients' complaints and reactions to treatment often find that having access to this perspective improves their diagnostic and therapeutic effectiveness. The College's pre-med adviser is prepared to describe how this curricular integration can be achieved through careful planning.

Minor Requirements

COURSE NUMBER AND TITLE (See p. 22 for general minor requirements.)	SEM. HRS.
One general survey course: PSY 201 or 477	3
One course about some aspect of cognition: PSY 341, 348, 370, 377, 388, 422, or 488	3
One course about some aspect of personality: PSY 266, 333, 337, 355, 362, 366, or 466	3

One course that belongs to the General Studies category of Empirical Knowledge (E): PSY 277, 355, 360, 362 or 455	3
Additional course work in psychology	6
TOTAL	18
A course may satisfy several of these criteria simultaneously. The minor must include at least 9 semester hours of psychology course work taken at VWC. Minor programs may not include PSY 300, 303, 310, 312, 320 or 480. Psychology courses taken as part of some academic major may not be counted toward fulfillment of the requirements for this minor.	

Requirements for Teaching Psychology at the High School Level

According to standards established by the Commonwealth of Virginia, students who are interested in becoming teachers of psychology at the high school level must fulfill all requirements for a major in psychology. Further information and guidance are available from the director of the secondary education program.

PSYCHOLOGY COURSES (PSY)

201 General Psychology (3)

Provides a broad survey of the methods, issues, theories, and research findings that currently define the multifaceted field of psychology. No prerequisites, but intended primarily for freshmen and sophomores; upperclassmen by consent only. Offered each semester.

245 Child Development Across Cultures (3)

Explores representative topics in child development from a cross-cultural perspective. The goal of this exploration is to uncover universal as well as culture-specific developmental phenomena. Students who enroll in this course leave with an appreciation of the challenges faced by those who are born into one culture but mature and are schooled in another. No prerequisites, but intended primarily for freshmen and sophomores; upperclassmen by consent only. Offered fall of even-numbered years.

255 Introduction to Industrial Psychology (3) (S)

Presents an overview of individual, environmental, and organizational factors that affect job-related behavior. Topics considered include the selection, testing, and motivation of personnel, job analysis, performance evaluation, and leadership. No prerequisites, but intended primarily for freshmen and sophomores; upperclassmen by consent only. Offered when circumstances permit.

257 Introduction to Sports Psychology (3)

Describes how various psychological theories and principles are applied in the domain of athletics. Topics covered include leadership development, team building, motivation, training, and the management of anxiety. Prerequisite: PSY 201. Offered when circumstances permit.

266 Psychology of the Healthy Personality (3)

Examines the characteristics of fully functioning, self-actualizing individuals. Theories involving the development and

maintenance of the healthy personality are investigated. A variety of viewpoints on how an individual might attain optimal psychological well-being are discussed. No prerequisites, but intended primarily for freshmen and sophomores; upperclassmen by consent only. Offered each spring.

277 Learning Theory (3) (E)

The highly influential and controversial perspective known as behaviorism is explored, first by helping students understand the logical basis for its characteristic insistence that only objectively measurable behavior can be subject to genuinely scientific investigation and then by demonstrating how its principles have guided much of psychology's inquiry about that form of learning known as conditioning. Applications in the areas of therapy, self-management, and behavior modification in organizations are described. Also considered are the ethical issues that have been raised concerning the use of this approach. No prerequisites, but intended primarily for freshmen and sophomores; upperclassmen by consent only. Offered fall of even-numbered years.

280 The Descriptive Methods of Psychological Science (4) (E)

An apprenticeship model is used to teach a qualitative approach to the most basic goal of psychological research, that of description. The theory and practice of interviewing, direct observation, and the collection of unobtrusive measures is taught within the context of special topics (e.g., the psychology of technology, the psychology of health) that will change as circumstances warrant. Orientation to these special topics is followed by a discussion of the methods of inquiry listed above, a relevant field experience, opportunities to learn how to organize, analyze, and draw conclusions from data collected during these experiences, in-class critiques of each experience, and the creation of summative reflective memos. We conclude with an evaluation of our efforts and an explicit comparison of qualitative and quantitative approaches to asking and answering research questions. Three hours of lecture are integrated with three hours laboratory each week. Prerequisites: at least sophomore status, PSY 201 or consent. Offered each spring.

300 Teaching Assistants' Program (1, 2, or 3)

On the basis of superior performance in psychology courses and evidence of an ability to communicate well, students may be invited to participate in this program. Each Teaching Assistant (TA) will be assigned duties that support the instructional objectives of the psychology faculty and that provide occasions for learning more about psychology and for developing better interpersonal skills. A student accepted into the program may enroll for one, two, or three semester hours depending on the nature and extent of the responsibilities that are assigned. A student may enroll for PSY 300 more than once, but may apply no more than a total of three semester hours earned in this manner toward satisfaction of the requirements for a major in psychology. Pass/fail grading. Offered each semester.

303 Resident Community Leadership (1)

Resident Assistants (RAs) develop their skills as peer counselors and group leaders. RAs will share their experiences through group discussions and structured processes. Enrollment limited to current Resident Assistants. Pass/fail grading. Offered each semester.

310 Quantitative Analysis of Research Data (3)

Emphasizes the data analysis side of psychological research, stressing understanding of the fit of analysis techniques with data collection methods and research design. Selection of the appropriate statistic, computation, and interpretation of results are

stressed for the more common parametric and some nonparametric statistics. The use of multivariate statistics and their interpretation when they are encountered in the research literature are briefly introduced although multivariate computation is not addressed. Prerequisites: junior/senior status, MATH 106, and declared major in psychology or consent. Corequisite: PSY 312. Offered each fall.

312 Computer Applications in Quantitative Analysis Lab (1)

Offers instruction regarding computer applications that students must know in order to prepare research reports in the style required by the American Psychological Association. The course covers word processing (WordPerfect and/or Word), the use of spread sheets (Quattro and/or Excel), and the Statistical Package for the Social Sciences (SPSS). Students learn how to use these tools to complete assignments given to them in PSY 310. Finally, students are exposed to elementary web page design, but mastery is not required. Corequisite: PSY 310. Offered each fall.

320 Designing & Evaluating Research in Psychology (3) (E) W

By the end of the term, each student will propose an experiment that reflects by its design a proper understanding of the scientific method as an approach for studying psychological phenomena. In order to develop the requisite skills for this effort, class presentations will concentrate on such matters as use of the professional literature, the logic of experimentally based inquiry, selection of appropriate data-gathering strategies, and the ethical responsibilities of those who perform psychological research. Prerequisites: junior/senior status and at least nine semester hours in psychology including PSY 310 and PSY 312. Offered each spring.

322 Organizational Psychology (3) (S) W

Focuses on the interaction of individuals and organizations with an emphasis on the world of work. Strategies for improving organizational effectiveness are explored in terms of such factors as work design, institutional and individual development, motivational systems, social dynamics, and leadership patterns. Prerequisites: junior/senior status, and any 200-level psychology course. Offered spring of odd-numbered years.

324 Group Dynamics (3) (C)

By participating as a member of a small group, each student gains firsthand knowledge of the factors that need to be monitored and controlled in order for such a work unit to respond productively to the obligations placed upon it. Classroom presentations prepared by the groups aim toward raising each individual's consciousness about various issues related to collective functioning (e.g., leadership styles, goal-setting techniques, decision-making strategies, maintenance of group cohesion, and providing for effective communication). Prerequisites: junior/senior status, any 200-level course in psychology, and consent. Offered each fall.

327 Social Psychology (3) (C)

Our development as socialized human beings is shaped through our interactions with groups of other people. In turn, the structure and function of both the formal and informal groups that exist in a society are shaped by the personalities of the individuals who comprise their membership. In this course, students discover both academically and experientially the nature of such group-related psychological dynamics as attitude formation, interpersonal attraction, social conflict, and bureaucratic organization. Identical with SOC 327. Prerequisite: junior/senior status and six semester hours of either psychology or sociology. Offered each fall.

333 Assessment of Individual Differences (3)

An examination of the theoretical and practical considerations involved in the construction, administration, and interpretation of psychological tests to measure such factors as achievement, aptitudes, interests, and personality structure. Prerequisite: junior/senior status and any 200-level psychology course. Offered fall of odd-numbered years.

337 Advanced Developmental Psychology (3)

Describes the physical, social, emotional, and cognitive changes that occur during the period from conception through adolescence and the interrelationships among these changes that form, along with social and cultural contexts, the mature individual. Although emphasis is placed on normal development, a representative sample of child and adolescent emotional and behavioral disorders are discussed. An integral part of this course is to have students understand how the findings of developmental psychological research may be applied to real-world concerns. Prerequisites: junior/senior status and any 200-level psychology course; freshmen and sophomores by consent only. Identical to HHS 337. Offered each fall.

341 Cognitive Development (3)

Familiarizes students with the normal course of cognitive development during childhood and adolescence, the specific and general theories that seek to explain that development, and the literature that relates cognitive developmental findings to the acquisition of academic skills. Prerequisites: junior/senior status and any 200-level psychology course. Offered each spring.

348 Language Development (3) (C) W

Familiarizes students with the phonological, syntactic, semantic, and pragmatic aspects of both normal and atypical language development as it proceeds throughout life. Issues relating to oral and written language will be addressed. Prerequisites: junior/senior status and any 200-level psychology course. Offered fall of odd-numbered years.

350 Psychology and the Law (3)

Presents an opportunity to view the practical application of psychology within the criminal justice system. The foundations of forensic psychology are illustrated by examining criminal events covered in the local and national news media. Prerequisites: junior/senior status and PSY 201. Offered when circumstances permit.

352 Social Psychology of Stress & Crisis (3) W

An interdisciplinary study of the nature and consequences of social stress. Specific cases of individuals, families, communities, and organizations in crisis and coping strategies are examined. Same course as SOC 352. Prerequisites: junior/senior status and any 200-level psychology course, SOC 100, or SOC 188. Offered when circumstances permit.

355 Theories of Personality (3) (E)

A survey of the major theoretical descriptions of personality structure beginning with Freud's psychodynamic model and tracing developments thereafter through exposure to significant alternative viewpoints. Prerequisites: junior/senior status and any 200-level psychology course. Offered each fall.

360 Theories of Motivation: Animal Behavior (3) (E) W

Presents the theories of motivation with particular emphasis on how they apply to animal behavior. The biological systems

underlying motivational processes are outlined and discussed. There are visits to local animal care and training facilities, individual or group projects, and report writing. Prerequisites: junior/senior status, PSY 201 and 277. Offered spring of even-numbered years.

362 Theories of Motivation: Human Behavior (3) (E) W

The activation, direction and maintenance of goal-oriented behavior is studied from a variety of theoretical perspectives. The primary focus is on conscious behaviors such as goal-setting, selection of self versus other perspectives and the effects of such orientations on behavior as well as psychological needs, and specific topics such as altruism and aggression. Prerequisites: junior/senior status and PSY 201. Offered spring of odd-numbered years and each summer.

366 Therapeutic Psychology (3) W

A study of different approaches used in psychological treatment and rehabilitation. Through readings, films, tape recordings, and role-playing the student is introduced to major theories and techniques of counseling and psychotherapy. Prerequisite: junior/senior status and any 200-level psychology course. Offered fall of even-numbered years.

370 The Construction of Perceptual/Reality (3) (A)

Because the effectiveness of adjustment to one's physical and social surroundings is affected by how the individual interprets environmental events, a genuine understanding of behavior depends on a knowledge of the mechanisms that construct personal realities. This course traces the physiological and psychological events that lead from stimulation of the sensory systems to the eventual emergence of perceptually guided responses. Prerequisite: junior/senior status. Offered fall of even-numbered years.

374 Adolescent Development (3)

Provides a comprehensive and in-depth examination of the physical, social, emotional, and cognitive aspects of adolescent development. Both normal outcomes and special problems are addressed. Prerequisites: junior/senior status and PSY 201 or consent. Offered spring of odd-numbered years.

377 Nature of Human Consciousness (3) (V) W

Students read a wide variety of works that provide a context for inquiring about the origin of consciousness and its relationship to unconscious mental activities. The highly analytical, manipulative, and verbal states of mind are compared to those that are more integrative, receptive, and magical. Evidence is presented that these two modes of operation can lead to sharply contrasting conceptions of what is true, possible, and worthy. The ultimate objective is to understand how the interplay of these distinctive, yet complementary, styles of information processing shapes each person's subjective version of reality. Prerequisites: junior/senior status and any 200-level psychology course. Offered spring of even-numbered years.

388 Cognition (3)

Examines research findings that help us understand how people perceive, remember, and think. These information-processing functions are described in terms of interacting mental activities such as pattern recognition, allocation of attention, concept formation, encoding, hypothesis testing, and internal monitoring of problem-solving strategies. Evaluation of a person's intelligence is viewed as a diagnostic task that attempts to assess the relative efficiency of these various processing components. Extensive opportunities are provided for students to gain

valuable insights regarding their own cognitive skills. Prerequisites: junior/senior status and any 200-level psychology course. Offered spring of odd-numbered years.

422 Defining Literacy for the 21st Century (3) (I) W

This interdisciplinary seminar begins with an examination of what we know (or think we know) about traditional print literacy as it has evolved throughout the centuries. We then turn to an analysis of alternative forms of literacy, focusing primarily on maps, television and computers. After reviewing what we have learned about the psychological and social consequences of these various forms of literacy, we conclude with a discussion of what "mature literacy" will look like in the 21st century and whether or not the liberal arts education prepares students to be "literate" in that futuristic sense. Prerequisite: senior status. Offered spring of even-numbered years.

444 Planning with People in Mind (3)

Explores the field of study known as environmental psychology that considers how certain aspects of human behavior and personality shape and are shaped by the design of the physical settings where people reside, work, play, or otherwise spend their time. Prerequisite: junior/senior status. Offered when circumstances permit.

445 Ecopsychology (3) (I)

Integrates elements of ecology (the science and study of habitat) and psychology (the science and study of behavior) in an effort to explore historical and contemporary environmental issues and problems. Ecopsychology also has roots in theology, philosophy, anthropology, and activist politics. Concepts are applied both to urban and wilderness environments and to both humans and wildlife. Aspects of Western intellectual thought that influence contemporary views about nature are examined. Particular fields and theories of psychology are studied and applied to environmental difficulties. An assumption of this course is that it is crucial to understand the roles of human behavior, beliefs, decisions, and values as both causes and solutions of environmental problems. Prerequisites: junior/senior status and completion of most General Studies requirements. Offered fall of odd-numbered years.

455 Biological Psychology (3) (E)

Comparative and evolutionary perspectives are utilized in an attempt to understand how the anatomical and physiological characteristics of the endocrine and nervous systems relate to cognitive and affective psychological functions. Prerequisites: junior/senior status and PSY 201. Offered fall of even-numbered years.

466 Abnormal Psychology (3) W

The various categories of disturbed behavior are described in terms of their defining symptom patterns. Causes, diagnosis, treatment, and prevention are also discussed. Prerequisites: junior/senior status and either PSY 333 or 355. Offered each spring.

468 Current Psychoanalytic Theories (3)

Provides an overview of modern psychoanalytic concepts of mental illness and health. Topics include autonomous ego, object-relations theory, affect theory, sexual and aggressive drives, and defense mechanisms. Prerequisite: junior/senior status, PSY 355, 466 or consent. Offered each fall.

477 History & Systems of Modern Psychology (3) (H) W

An examination of psychology's evolution from its roots in vintage philosophical and biological concerns to its present diversity of research directions and areas of application reveals the issues of substance and methodology that have systematically developed. Stresses analysis, synthesis and evaluation of information. Particularly useful to the psychology major seeking to identify a topic for the Original Research Project (see PSY 480) and the non-major interested in an advanced but general coverage of fundamental psychological trends and perspectives. Prerequisite: junior/senior status. Offered fall of odd-numbered years.

480 Original Research Project (3) W

Each student performs an independently created empirical study, reports on the project in a formal written presentation, and defends the effort in an oral examination before a committee comprised of two members of the psychology faculty, one of whom must be the project adviser, and a third faculty person recruited from another discipline. Prerequisites: senior psychology major, prior approval by project adviser of a written proposal, PSY 310, 312, and 320. Offered each semester.

488 Senior Seminar: Cognitive Processes (3) (I)

Designed to help students determine how closely their thinking skills correspond to the forms and proficiency levels that courses in the various General Studies areas aim at developing. Students construct personal "cognitive profiles" and then use these to analyze their performances on tasks encountered while enrolled in offerings representing the various General Studies categories. Prerequisites: senior status and completion of all other General Studies requirements. Not available to students with previous credit for PSY 388. Offered spring of odd-numbered years.

RECREATION AND LEISURE STUDIES

Accredited by the Council on Accreditation sponsored by the National Recreation and Park Association/American Association for Leisure and Recreation

Mr. John R. Braley III
 Dr. Douglas A. Kennedy, CPRP, Program Coordinator
 Mrs. Nancy D. Montgomery, CTRS
 Mr. Wayne M. Pollock, CTRS
 Ms. Jo-Anna Smelser (adjunct)

The course offerings in recreation and leisure studies are designed to provide meaningful and effective learning experiences for major and non-major students alike.

The major in the recreation and leisure studies program should be of particular interest to students who anticipate careers in recreation professions. By combining the concepts, skills, and perspectives of recreation and leisure studies courses with carefully selected elective courses, students may expect to meet the intent of a liberal arts degree in addition to their career objectives in the recreation profession.

A combination of academic study and practical experience will provide the basis for the development of personal leadership, supervisory, and administrative skills.

Major Requirements

COURSE NUMBER AND TITLE	SEM. HRS.
REC 101 Introduction to Recreation & Leisure Services	3
REC 200 Therapeutic Recreation: Inclusion & Community OR REC 201 Introduction to Therapeutic Recreation	3
REC 203 Technology Application in Recreation & Leisure Studies	1
REC 204 Leadership & Analysis of Recreation	3
REC 205 Leadership & Analysis Lab	1
REC 206 Management of Recreation & Leisure Services	3
REC 300 Recreation Program Principles OR REC 301 Therapeutic Recreation Program Planning & Evaluation	3
REC 302 Design & Maintenance of Recreation Facilities	3
REC 303 Pre-Internship Seminar	1
REC 304 History, Philosophy & Trends of Recreation & Leisure	3
REC 401 Seminar in Recreation & Leisure Studies	3
REC 403 Internship in Recreation & Leisure Studies	12
HE 201 Safety & First Aid	3
COMM 222 Speech	3
INST 330 Methods of Social Research	3
HHS 338 Adult Development: A Biopsychosocial Approach	3
One of the following: SOC 303 Small Groups PSY 324 Group Dynamics REC 369 Group Facilitation Methods	3
TOTAL	54

ADDITIONAL COURSES NEEDED FOR CONCENTRATION IN THERAPEUTIC RECREATION (MINIMUM OF 9 SEMESTER HOURS)	
REC 211 Therapeutic Recreation Programming for the Aged	3
REC 310 Disabilities & Therapeutic Recreation	3
REC 312 Treatment Techniques in Therapeutic Recreation	3
REC 314 Therapeutic Recreation Activity Analysis & Assessment	3
REC 318 Clinical Skills for Therapeutic Recreation	3
ADDITIONAL COURSES REQUIRED FOR CTRS EXAM (MINIMUM OF 9 SEMESTER HOURS)	
PSY 201 General Psychology	3
PSY 466 Abnormal Psychology	3
BIO 102 Human Anatomy & Physiology	3
ADDITIONAL COURSES NEEDED FOR CONCENTRATION IN LEADERSHIP (MINIMUM OF 9 SEMESTER HOURS)	
REC 224 Outdoor Recreation & Education	3
REC 225 Physical Activity for Children	3
REC 321 Organization & Administration of Intramurals & Community-Centered Activities	3
REC 323 Methods of Teaching Individual & Dual Sports	3
HE 222 Instructing Health & Wellness Programs	3
ADDITIONAL COURSES REQUIRED FOR CONCENTRATION IN MANAGEMENT (MINIMUM OF 9 SEMESTER HOURS)	
REC 336 Commercial Recreation	3
REC 337 Travel and Tourism	3
REC 432 Management of Recreation and Leisure Studies II	3
REC 234 Fieldwork in Recreation & Leisure Studies	3

The Department of Recreation and Leisure Studies anticipates periodic changes in the schedule of course offerings. Please check with a department member for an up-to-date list of course offerings.

HEALTH EDUCATION COURSES (HE)**100 Stress Management (1)**

Examines forms of stress, how they affect a person's well being, and different approaches that have been developed to deal with them. Students will utilize an examination of their own stressors and develop new techniques for dealing with those stressors through readings, lectures, and experiential class assignments. Offered in selected Winter Sessions.

201 Safety and First Aid (3)

Provides the general public with the knowledge and skills necessary to meet the needs of most emergency situations when first-aid care is needed. It incorporates personal safety and accident prevention information and acquaints students with the many causes of accidents so care can be taken to eliminate or minimize such causes. Offered fall of odd-numbered years, each summer and spring.

220 Concepts of Health (3)**W**

A student-centered course utilizing the conceptual approach and designed to increase the student's health knowledge and develop attitudes congruent with desirable health-related behaviors. Emphasis is given to topics of current interest to young adults, i.e., stress, leisure lifestyle, nutrition, weight control, mental health, human sexuality, drugs, communicable diseases and disorders, and human ecology. Offered intermittently.

222/322 Instructing Health & Wellness Programs (3)

Designed to teach basic knowledge, practices and skills required by most public and commercial health and recreation agencies that employ college-educated wellness and fitness instructors. Some fieldwork required. Prerequisite: junior or senior status. Offered intermittently.

225 Introduction to Athletic Training (3)

Designed to expose the student to many areas of health care for athletes and their injuries. Emphasis will be on prevention, recognition, evaluation, management and basic treatment of injuries. Prerequisite: HE 201 or consent. Offered intermittently.

P.E. COURSES (PE)**109 Ballet (1)**

Offered intermittently.

114 Archery and Badminton (1)

Offered intermittently.

115 Beginning Tennis (1)

Offered intermittently.

116 Body Conditioning & Weight Training (1)

Offered intermittently.

118 Creative Movement (1)

Offered intermittently.

120 Aerobics (1)

Offered intermittently.

122 Coed Softball/Basketball (1)

Offered intermittently.

124 Coed Volleyball/Soccer (1)

Offered intermittently.

126 Beginning Golf & Bowling (1)

Offered intermittently.

127 Introduction to Fencing (1)

Offered intermittently.

128 Dance Aerobics (1)

Offered intermittently.

129 Beginning Swimming (1)

Offered intermittently.

130 Martial Arts (1)

Offered each semester.

131 Jazz Movement (1)

Offered intermittently.

132 Sailing (1)

Offered intermittently.

133 Handball/Racquetball (1)

Offered intermittently.

134 Windsurfing (1)

Offered intermittently.

145 Beginning Scuba Diving (1)

Offered intermittently.

146 Yoga (1)

Offered intermittently.

166 Israeli Self Defense (1)

Offered intermittently.

177 Lifeguard Training (1)

Offered intermittently.

230 Intermediate Martial Arts (1)

An advanced martial arts course in karate for students who have mastered beginning martial arts skills and now desire to work on their advanced belts. Prerequisite: PE 130. Offered each semester.

300 Coaching of Team Sports (3)

A clinical analysis of coaching sports on recreational and varsity level. Intended for future coaches and recreation majors and includes: philosophy, conditioning, care of injuries, rules and skills of the following sports: soccer, baseball and basketball. Prerequisite: junior status or consent. Offered intermittently.

308 Instruction Theory & Techniques in Dance & Rhythms (3)**W**

A basic knowledge of dance history, example: ethnic origins, social influences, style and evolution of the creative process, developments in the discipline or techniques of dance, also dance as an art form as well as a performing art. Parallels the liberal arts studies in history, sociology, philosophy, music, theater/communications, and leisure studies. It creates a greater understanding and appreciation of dance. Also, it specifically points out the instructional uses and purposes of choreography. Offered intermittently.

RECREATION COURSES (REC)**101 Introduction to Recreation & Leisure Services (3)****(S) W**

For all students who desire to explore the varied professions of recreation/leisure services as a possible career goal or for their personal growth and development. Recreation and leisure in historical development and today's contemporary society plus leisure education will be the major areas of concentration. Students are required to investigate local recreation/leisure agencies as a practicum component of the course. Offered each semester.

200 Therapeutic Recreation: Inclusion & Community (3)**W**

Designed to provide insight into issues relative to persons with disabilities residing in the community. Such issues may include therapeutic recreation and general recreation needs, legal and

ethical considerations, and general inclusion in community services. Students develop a heightened sensitivity to the barriers faced by people with disabilities and learn to facilitate inclusion as well as strive for normalcy in community recreation settings. Offered each spring.

201 Introduction to Therapeutic Recreation (3) W

An overview of therapeutic recreation as a profession, and its policies, procedures, practices, and philosophy. Students develop an understanding of the professional training, ethics, and the recreation profession's responsibility to provide recreation and leisure opportunities for those groups of individuals who may require special services in meeting their needs. Some fieldwork expected. Offered each spring.

203 Technology Applications in Recreation & Leisure Studies (1)

Provides an introduction to, and opportunity to become proficient in, various technological applications that are used in recreation and leisure agencies. Particular emphasis is placed on the use of computer hardware and software. This includes word processing, database management, spreadsheets, and specialized registration software. An exploration of the internet including the use of e-mail and the world wide web helps the student understand how these resources may be utilized to assist the recreation and leisure studies student as well as developing a profession. Graded pass/fail. Prerequisites: REC 101, 200, or 201. Sophomore or junior majors only; freshmen by consent. Offered each semester.

204 Leadership I: Leadership & Analysis of Recreation (3)

Explores leadership theory and the process of activity analysis. Students develop their personal leadership skills by observing, evaluating and practicing leadership styles. They also learn and practice the activity analysis process through the planning, implementation and evaluation of goal-oriented activities for diverse segments of the population. This is accomplished both in class and with the concurrent lab (REC 205). Offered each semester.

205 Leadership & Analysis Lab (1)

A complement to REC 204, this course allows the student the opportunity to demonstrate, assess, and develop his/her leadership and analysis skills. By assisting members of the college community through the provision of leisure time activities, the student utilizes appropriate principles to develop effective, flexible, and adaptive recreation leadership and analysis skills for a variety of consumer groups. This course includes a significant practical component during non-traditional class hours. Pass/fail grading. Corequisite: REC 204. Offered each semester.

206 Management of Recreation & Leisure Services I (3) W

Designed to introduce the principles of managing leisure service agencies. The role of the manager is investigated by applying underlying management and legal theory to the actual operation of existing leisure service agencies. Prerequisite: REC 101. Offered each fall.

211 Therapeutic Recreation Programming for the Aged (3) W

An overview of aging with respect to recreation and leisure. The aging process is explored in the physiological, psychological and social domains. Recreation therapy and leisure services are studied in light of a variety of service environments. Offered each spring.

224 Outdoor Recreation & Education (3)

A series of experiences, discussions and readings of current issues and practices as they apply to outdoor recreation and education. Field experience required. Offered fall of odd-numbered years.

225 Physical Activity for Children (3)

Explores the theories relating to the psychomotor development of children, assessment techniques and activity analysis as it relates to program planning for children. Special emphasis is placed on integrating special populations into general recreation programs. Offered spring of even-numbered years.

231 Introduction to Sport and Facility Management (3)

Provides students majoring in recreation and leisure studies with an extensive knowledge of effective management within a variety of sports settings. Specific skills needed to plan and maintain recreation facilities are covered. Private, public, schools and sport club environments are explored. Prerequisite: REC 101. Offered each spring.

234 Fieldwork in Recreation & Leisure Studies (1-3) W*

Designed to allow the investigation of the leadership, programming, operation, and management of leisure service agencies while working or volunteering. The course is designed on an individual basis to best meet the needs of each student and agency. Prerequisite: REC 204 or consent. Offered each summer. *Three semester hours must be completed to fulfill curriculum's career track requirements.

237 Maui to Moguls: Adventure Travel's Impact on Culture and the Environment (3)

Examines the impact that adventure travel has on culture and our environment. To address this impact the class travels to two diverse locations: a ski area and the island of Maui. These trips illustrate how activities as diverse as skiing, snowboarding, snorkeling, hiking, windsurfing, and biking have an effect upon local culture, the economy, and preservation of the environment. Classroom work will prepare the group for their experiences and on-site instruction will bring the subject to life. Offered in selected Winter Sessions.

242 Dance & Society/Dance Appreciation (3)

Designed for non-dancers. Explains the use of movement as expression and the cultural aspects of dance. It is a survey course and will give students basic knowledge of dance and its role in society. Offered fall of odd-numbered years.

268 Women and Leisure (3) (S)

Designed to investigate the past, present and future roles of leisure in the lives of women. Leisure patterns and pursuits are examined through a review and analysis of gender-specific ideals on equity, empowerment and social values. The course addresses women and leisure from an evolving cultural perspective by contrasting men and women as well as examining differences among women. The course also incorporates a personal examination of leisure philosophy, behavior and constraints with regard to one's situation and gender. Offered intermittently.

300 Recreation Program Principles (3)

Provides students with an understanding of recreation program practices including planning objectives, programming principles, organization, group work, promotion supervision, and program evaluation. In addition to the study of programming theory, students plan, organize, and evaluate a variety of recreation programs.

Suggested prerequisites: REC 101 and 204. Offered fall of even-numbered years and spring of odd-numbered years.

**301 Therapeutic Recreation Program
Planning & Evaluation (3)**

W

Designed to provide students with the knowledge and skills needed to competently organize, conduct and evaluate clinical and community-based programs for special populations in therapeutic recreation. Field experience may be required. Offered each fall.

302 Design & Maintenance of Recreation Facilities (3)

An introduction to the general principles of contemporary design and maintenance of recreation and park facilities on the federal, state, municipal and commercial levels. Offered each fall.

303 Pre-Internship Seminar (1)

Designed to provide guidance and direction in all phases of internship procurement, including agency identification, application and selection for students who anticipate enrolling in REC 403 the following semester. Emphasis is placed on the student's self assessment and documentation of personal and professional goals, strengths, and areas for improvement in relation to the agency's attributes and overall suitability for enhancing the educational, professional and personal needs of the student. Graded pass/fail. Prerequisite: senior and be eligible to complete REC 403 the following semester. Offered each semester.

**304 History, Philosophy & Trends
of Recreation & Leisure (3)**

W

Knowledge of the history, philosophy, development, structure, purposes, values, functions, and interrelationships of private, public, voluntary, military, and commercial delivery systems for recreation and parks services. Some fieldwork expected. Offered fall of even-numbered years, spring of odd-numbered years.

305 Teaching Assistant (1)

Provides recreation/leisure service majors or other students who qualify the opportunity, under supervision, to organize and lead recreation, physical education activity courses, and selected introductory content courses (REC 101, 200, 201). Students are required to prepare lesson plans. Prerequisites: REC 204, or 323, or prior teaching experience. Students must be interviewed and accepted by the course instructor. Offered each semester.

310 Disabilities & Therapeutic Recreation (3)

Designed to introduce students to the various disabling conditions that typically receive therapeutic recreation services. Adaptive, corrective and progressive therapeutic recreation techniques are explored for approximately 50 disabling conditions. The course focuses on treatment protocols as related to specific disorders, their characteristics in the four functional domains, and the habilitative or rehabilitative goals established for each. Offered each fall.

312 Treatment Techniques in Therapeutic Recreation (3)

Designed to prepare recreation therapy students so they may utilize appropriate treatment techniques within each segment of the client population. Includes instruction in group process techniques, stress management, values clarification, sensory stimulation, cognitive retraining, therapeutic exercise and other modalities used within the field. Along with learning recreation therapy treatment techniques, the student learns the background, planning, leadership requirements, and necessary resources for each. Students plan,

implement and evaluate these techniques in classroom simulations. Prerequisite: REC 204, 205 or consent. Offered spring of odd-numbered years.

**314 Therapeutic Recreation Activity
Analysis & Assessment (3)**

Presents the rationale, procedural methods for and applications of assessment in therapeutic recreation. Students examine and utilize published instruments as well as develop a functional environmental assessment based on the use of activity/task analysis. Students learn methods of clinical assessment, establishing client rapport, as well as interpretation and documentation of assessment results. Prerequisite: REC 201. Offered fall of even-numbered years.

318 Clinical Skills for Therapeutic Recreation (3)

Designed to acquaint students with the various disciplines and accrediting bodies associated with therapeutic recreation and the rehabilitation, treatment and education of individuals with disabilities. The course will focus on basic terminology, treatment techniques and procedures utilized by certified Therapeutic Recreation Specialists. Prerequisite: REC 201 or consent. Offered spring of odd-numbered years.

**321 Organization & Administration of Intramurals &
Community-Centered Activities (3)**

W

Planning, organization, administration, and evaluation of recreational sports programs in schools, colleges, and community centers. Offered spring of even-numbered years.

323 Methods of Teaching Individual & Dual Sports (3)

A comprehensive analysis of selected activities and related teaching methodology. Teaching methods are a major component of this course with ample opportunity for students to practice their teaching skills. Offered fall of odd-numbered years.

**324 Leadership II: Athletic and Outdoor Recreation
Leadership and Instruction (3)**

Teaches students the successful leadership and teaching styles associated with the instruction of outdoor recreation and athletic activities. Students learn and practice a variety of leadership approaches as well as group process techniques, behavior management and teaching styles. Prerequisite: REC 204. Offered each spring.

327 Leisure Education (3)

The study of leisure, its historical bases, the social/psychological pressures that influence how one uses leisure time and the strategies for changing one's leisure patterns through leisure education. This course may be of particular interest to students who are majoring in health and human services, psychology, sociology or recreation. Offered intermittently.

**334 Practicum in Sport, Tourism,
and Recreation Management (3)**

Serves as a structured experience that allows students to investigate the operation of selected sport, tourism, and recreation management areas. Through individual practicum assignments in an area related to a student's interest, a first-hand understanding will be gained of how principles of sport, tourism, and recreation management may be effectively utilized. Students combine experience "in the field" with traditional classroom instruction to maximize understanding and skill mastery. Prerequisites: REC 101, 204.

336 Commercial Recreation (3)

Analyzes the principles of organizing commercial recreation agencies and the factors affecting their success. Emphasis is placed upon actual agencies through field evaluation and case studies. Offered spring of even-numbered years.

337 Travel and Tourism (3)

Introduction to the principles of travel and tourism as an element of leisure service delivery. Covers tourism development and promotion from both the public and private sectors. Along with investigating various socioeconomic factors of travel and tourism, students have the opportunity to visit various travel and tourism agencies. Prerequisite: sophomore status. Offered each spring.

369 Group Facilitation Methods (3)

Designed to address the methods necessary to facilitate groups so that they may achieve their goals. Through coverage of the factors connected to initial group processes, conflict, goal deliberation, and the role of the facilitator, this course provides "hands-on" activities enabling the student to experience the responsibilities necessary in becoming a useful group facilitator. Prerequisite: sophomore senior status. Offered each fall.

401 Seminar in Recreation & Leisure Studies (3) (I)

Exploration and discussion of current trends and innovations in recreation/leisure studies as identified by students. Seniors are provided the opportunity of determining course content in conjunction with the instructor. One scheduled topic is leisure education. Prerequisite: senior recreation major. Offered each spring, summer on request.

403 Internship in Recreation & Leisure Studies (12) W

Field placement in an approved recreation or therapeutic recreation setting. Students intern under a trained recreation professional participating in all phases of agency operation. Only credit for one writing course will be offered. Prerequisite: REC 303. Offered each spring, summer on request.

432 Management of Recreation & Leisure Studies II (3) W

Understanding of administrative practices including: legal aspects of recreation services; principles of planning and operation of recreation areas and facilities; financial and business procedures; public relations; principles of organization and coordination of services; personnel practices; evaluation. The purpose of this competency is to provide a foundation on which future depth of administrative competency can build. Offered spring of even-numbered years.

RELIGIOUS STUDIES

Dr. Catharine Cookson
 Dr. Theodore M. Vial, Jr.
 Dr. Craig S. Wansink, Program Coordinator

Religious Studies in the Curriculum

Without a knowledge of religions, it is difficult to understand daily newspapers, modern history, and many of the behavior patterns in which we ourselves are regularly engaged. Within the college, the Department of Religious Studies represents a point of intersection, where methods and interests of the humanities, social sciences, and natural sciences converge. Religious studies exam-

ines the role of religion in history, literature, and science; in human experience and diversity; and in culture, politics, and society. Our department provides students with (1) a basic understanding of one historical religious tradition (i.e., Christianity), (2) exposure to other traditions, and (3) familiarity with more than one approach to the study of religion. Because these courses involve analysis, comparison, and interpretation, because they require sensitivity to the perspectives and practices of others, the study of religion is an important preparation for individuals pursuing careers in education, business, law, politics, diplomacy, counseling, public service, and ministry.

Major Requirements

COURSE NUMBER AND TITLE	SEM. HRS.
RELST 116 World Religions	4
RELST 217 The Old Testament World	4
RELST 218 The New Testament World	4
RELST 303 Saints and Heretics: Christian History 1	4
RELST 304 Damned and Saved: Christian History 2	4
RELST 361 Thinkers/Topics in Religion	4
RELST 340 Ritual Studies OR RELST 345 Nothing Sacred	4
One other 300-level course in religious studies	3-4
TOTAL	31-32

Minor Requirements

COURSE NUMBER AND TITLE (See p. 22 for general minor requirements.)	SEM. HRS.
RELST 116 World Religions	4
RELST 217 The Old Testament World OR RELST 218 The New Testament World	4
RELST 303 Saints and Heretics: Christian History I OR RELST 304 Damned and Saved: Christian History II	4
At least two other religious studies courses at the 300/400 level	6-8
TOTAL	18-20

RELIGIOUS STUDIES COURSES (RELST)**113 Introduction to Religious Studies (4) (V)**

What is religion? Why should we study it? How should we study it? This course is an introduction to the academic study of religion. Students gain familiarity with: a wide range of religious traditions, ways in which religions shape society, culture and world affairs, and scholarly tools for coming to terms with the wide variety of sometimes strange, always interesting phenomena. Offered each semester.

116/316 World Religions (4) (V)

A survey of various religions of the world, their beliefs, practices, and ethical concerns. Focusing primarily on Judaism, Christianity, Islam, Hinduism, and Buddhism, students in this course examine the history, literature, structures, and manifestations of each of these religions. We examine how such disciplines as psychology, sociology, theology, art and ethics shape, and are shaped by, particular religious world views. The course ends with a specific examination of some of the key conflicts/disagreements between two of these religious traditions. Offered each semester.

140 Religion in American Culture (4) (V)

Focuses on religion as practiced by both mainstream and minority groups in America. It examines how religion shapes, and is shaped by, such things as American views on ethnicity, ethics, literature, business, and politics. Offered each fall.

207/307 Love, Longing, and the German Romantics (3) (V) W

Focuses on the history, society, religious beliefs, and the culture of Germany during the German Romantic Movement in the late 18th and early 19th centuries. In addition to showing links between these two fields, it will touch on the wider social/epistemological/political/artistic ramifications of this important movement. Identical to GER 207/307. Offered on demand.

217 The Old Testament World (4) (V) W

The ancient Israelites wrote stories of their past. They preserved laws. They wrote prophecies, biographies, common-sense advice, love poetry, and apocalypses. This course is an introduction to some of these writings; specifically, the writings preserved in the Old Testament (and in the Apocrypha). Thus, this course looks both at the history of the Hebrews and Israelites and--more specifically--at the literature which they used to express and communicate their faith. Prerequisite: at least 3 semester hours in one or more of the following: English, history, philosophy, religious studies, general studies. Offered in the fall of odd-numbered years.

218 The New Testament World (4) (V) W

The first Christians wrote letters to each other, they wrote tales about Jesus, they wrote sermons and apocalypses. This course is an introduction to some of those writings preserved in the New Testament, but also those apocryphal and non-canonical works which shaped how the New Testament was remembered and how Christianity developed. Thus, this course looks both at the earliest Christians (from a historical perspective) and--more specifically--at the literature which they used to create communities and to express and communicate their faith. Prerequisite: at least 3 semester hours in one or more of the following: English, history, philosophy, religious studies. Offered each spring.

251/351 Religion and Literature (3) (V)

Works selected from the fiction, non-fiction, biography and mythology of the world's literature, both classic and modern, aca-

dem and popular, and discussed from the point of view of belief, unbelief, values and spiritual orientation. Prerequisites: 251, none; 351, junior status or consent.

265 Extreme Religion: The Body, Pain, Sex and Martyrdom in Religious Experience (3) (V) W

For the sake of their soul and their faith, religious individuals engage in a variety of actions which--in other contexts--would be considered extreme: self-mutilation, snake-handling, fasting, celibacy, tantric sex, polygamy, suicide, martyrdom, etc. This course focuses on the role of religious experience; particularly on ecstatic or extreme religious expressions in world religions today. After examining the roles and functions of "experience" within religion, this course focuses on specific examples (or case studies) of "extreme" religious practices, seeking to understand their meaning and significance for the practitioners of the religions themselves. Prerequisite: 3 sem. hrs. in one of the following: history, English, philosophy, or religious studies. Offered in selected Winter Sessions.

303 Saints and Heretics: Christian History I (4) (H) W

Through lecture and discussion of key primary texts, this course traces the "plot" of the development of Christian thought about questions of fundamental human importance from the formation of the medieval world to the Reformation. We examine the mutual dependence of theology and wider culture with special attention to developing strategies for reading the Bible. May be taken in conjunction with RELST 304 or independently. Prerequisite: at least 3 sem. hrs. in one or more of the following: English, history, philosophy, religious studies. Offered in the fall of even-numbered years.

304 Damned and Saved: Christian History II (4) (H) W

Through lecture and discussion of key primary texts, this course continues the "plot" of the development of Christian thought. We trace the creation of our own modern world view from the wake of the Reformation through the Enlightenment and into the 19th and 20th centuries. The focus is on the development of strategies for reading the Bible. As in RELST 303, we examine the interrelation of theology and its cultural context at each step of the way. May be taken in conjunction with RELST 303 or independently. Prerequisite: at least 3 sem. hrs. in one or more of the following: English, history, philosophy, religious studies. Offered in the spring of odd-numbered years.

313 Women and Judaism (3) (V)

Examines classical Jewish perspectives on women, drawing mainly on biblical and rabbinic material; covering narratives, legal texts and ethical/wisdom traditions. Students also study the contemporary feminist reinterpretation of those classical perspectives, and evaluate the influence of feminist thought on Jewish life in the 21st century. Prerequisite: At least 3 semester hours in one of the following: English, history, philosophy, or religious studies. Offered fall of odd-numbered years.

319 Christian Ethics (4) (V)

Focuses both on the distinctiveness of "Christian ethics" over against other ethical theories (e.g., ethical egoism, utilitarianism, etc.) and on the different ways in which Christians themselves use biblical texts within theological ethics. Prerequisite: at least 3 semester hours in one or more of the following: English, history, philosophy, religious studies. Offered in the spring of even-numbered years.

320 Science and Religion (4) (V) W

Centers around two main questions: What has been the impact of science on theology, and are science and religion incompatible?

The first question is primarily historical. We examine key advances in the history of science (the heliocentric theory of the universe and evolution, for example) and theological responses to them. The second question is primarily philosophical. In each case, our discussions take their departure from the issues raised in important primary texts. Prerequisite: at least one course in the natural sciences. Offered fall of even-numbered years.

330 Christian Theology (4) (V) W

After briefly examining the historical development of Christian theology from the first century to the present, this course presents and evaluates the sources used, and the methods by which they have been used, in the construction of various Christian theologies. The majority of the course then focuses on the main themes of systematic Christian theology (e.g., God, revelation, theodicy, eschatology, the trinity, salvation, sin, etc.). Prerequisite: junior status or consent.

331 Rationalism and Mysticism in Religion (3) (V)

Rationalism and mysticism are radically different ways of comprehending the world, and yet many of the world's major religions feature both rationalist and mystical forms. First, this course examines rationalism and mysticism as comprehensive and competing religious paradigms; second, surveys manifestations of religious rationalism and mysticism in the monotheistic religions, and third, examines in detail the oscillation of rationalism and mysticism in Judaism from Late Antiquity until the twentieth century. Prerequisite: at least three sem. hrs. in one or more of the following: English, history, philosophy, religious studies.

332 Jewish Ethics (3) (V)

Focuses on how Judaism helps people meet the challenges of contemporary life. What do classic sources and contemporary thinkers say about animal experimentation, child custody, duties to others, hazardous waste disposal, and medical ethics? These and other pressing concerns are treated in this course through careful attention to classic biblical and rabbinic texts. Prerequisites: at least 3 semester hours in one or more of the following: English, history, philosophy, religious studies. Offered spring of even-numbered years.

336 Sociology of Religion (3) (S)

Identical to SOC 336.

340 Ritual Studies (4) (V) W

Examines one of the most common aspects of religious systems and human behavior in general. What are rituals, and why do we do them? Through observation of rituals and reading leading theorists of ritual, both classic and more recent, students develop sophistication in understanding how ritual operates, the functions it fulfills, how and why it has meaning, and why people do it. Prerequisite: at least 3 semester hours in one or more of the following: English, history, philosophy, religious studies. Offered in the fall of odd-numbered years.

345 Nothing Sacred (4) (E)

Traces the development of a tradition in the study of religions that attempts to account for religion not on theological, but on "naturalistic" grounds. It poses the question whether a scientific explanation of religion is possible. In addressing this question, we consider the criteria of good definition, classification, and theoretical reduction. In other words, what is a science, and does the tradition examined constitute one? Prerequisite: at least 3 semester hours in one or more of the following: English, history, philosophy, religious studies. Offered in the spring of even-numbered years.

355 Law and Religion in America (4) (V)

Explores the various ways in which law and religion interact with and impact upon each other in American life. The approach is contextual and case-driven, meaning that we will get at the larger, philosophical issues through the medium of specific legal cases and public debates from our past and present. Through these case studies, we reach the broader concerns: the legitimacy of law ("Where the law comes from"), the experience of free exercise of religion in American history, the legal enforcement of morality, and the establishment clause limits on the power of the majority. Prerequisites: at least 6, preferably 9, semester hours in one or more of the following: religious studies, history, philosophy, political science.

361/461* Thinkers/Topics in Religion (4) (V) W

Offers the opportunity for focused, in depth study of one important religious thinker (or thinker about religion), or a narrowly defined topic of current importance in religious studies. May be repeated for credit with the instructor's permission. *RELST 461: (I) W. Prerequisite: junior/senior status, or consent. Offered fall and spring of odd-numbered years.

483, 484 Senior Thesis I, II (3, 3)

Independent research under the direction of a member of the department leading to the preparation and writing of a senior essay or thesis. Open to religious studies majors and to humanities divisional majors with a religious studies concentration. Prerequisite: consent. Offered on demand.

SCIENCE

(See Earth and Environmental Sciences)

SPANISH

(See Foreign Languages and Literatures)

SOCIAL STUDIES

Dr. Clayton J. Drees, Program Coordinator

The social studies major is a broadly-based liberal arts program focusing on the history and structure of diverse peoples, regions and institutions. Areas of study include history, government, civics, international studies, geography, and economics. While many social studies majors pursue careers in law, government, foreign service, or museum work, others choose the major to acquire the core competencies required by the Commonwealth of Virginia for secondary education certification in social studies.

Major Requirements

COURSE NUMBER AND TITLE	SEM. HRS.
HIST 111 World History to A.D. 1600	3

HIST 112 World History: The Modern Era	3
HIST 113 History of U.S. to 1877	3
HIST 114 History of U.S. Since 1877	3
Four of the following: HIST 305 Survey of Modern Europe HIST 313 Nineteenth Century America HIST 316 A Survey of Medieval History HIST 317 History of Virginia HIST 319 Early Modern Europe 1300-1789 HIST 320 Twentieth Century Europe HIST 412 America Since 1920: Issues HIST 420 Colonial & Revolutionary America: Issues	12
ONE COURSE FROM EACH OF THE FOLLOWING GROUPS, AT LEAST 6 HOURS AT THE 300/400 LEVEL	
POLS 101/301, 105, 111, 201, 221	3
POLS 235/335, 207/307, 231/431, 237/337, 239/439	3
POLS 211/311, 215/315, 216/316, 217/317, 218/318, 228/328, 229/329	3
POLS 103, 210, 440, 441	3
GEOG 111 Physical Geography	3
GEOG 112 Cultural Geography	3
MBE 201 Introduction to Macroeconomics	3
MBE 202 Introduction to Microeconomics	3
TOTAL	48

In addition to the above requirements, a 2.5 grade-point average must be maintained in the major for graduation.

SOCIOLOGY/CRIMINAL JUSTICE

Dr. Thomas Lopez, Program Coordinator
Dr. Catherine Orban
Dr. Neil P. Ramsey

The Sociology Program

The primary purpose of the Sociology Program is to provide concrete occasions and intellectual resources that can help students understand the social and cultural dimensions of human behavior. By focusing on the concepts, theories and techniques of inquiry employed by sociologists, we hope to foster the sociological perspective. The department provides a great number of support courses which are designed to serve other major programs, and every course we offer is intended to serve the general goals of liberal arts education.

Major Requirements

COURSE NUMBER AND TITLE	SEM. HRS.
SOC 100 Introduction to Sociology OR SOC 188 Sociology Through the Cinema	3
SOC 345 Theoretical Foundations of Sociology OR SOC 422 Contemporary Sociological Theory	3
SOC 350 Introduction to Social Research	3
SOC 480 Social Research Project OR SOC 484 Internship in Sociology and Criminal Justice	3
SOC 482 Senior Seminar OR INST 491 Ethical Issues and Behavioral Sciences	3
Additional sociology courses at the 300/400 level	9
Additional sociology courses at any level	12
TOTAL	36

Minor Requirements

COURSE NUMBER AND TITLE\ (See p. 22 for general minor requirements.)	SEM. HRS.
SOC 100 Introduction to Sociology OR SOC 188 Sociology Through the Cinema	3
SOC 345 Theoretical Foundations of Sociology	3
SOC 350 Introduction to Social Research	3
Additional hours in sociology	9
TOTAL	18

Please check with the department coordinator regarding other regulations and procedures.

Criminal Justice

Criminal justice is a wide-ranging field that is primarily concerned with understanding the origins, nature and consequences of criminal behavior and of societal reactions to crime. As a profession it focuses on careers directly related to social institutions of law, law enforcement, and the legal system. Students will find that our criminal justice program offers a core of basic and allied courses which will provide a practical liberal arts perspective of this growing field.

Major Requirements

COURSE NUMBER AND TITLE	SEM HRS.
CJ 200 Criminology OR CJ 205 Issues in Criminal Justice	3
CJ 350 Introduction to Social Research	3
CJ 482 Senior Seminar OR INST 491 Ethical Issues and Behavioral Sciences	3
CJ 483 Applied Research OR CJ 484 Internship in Sociology and Criminal Justice	3-9
Additional hours in criminal justice (total hours in criminal justice = 24)	6-12
15 semester hours from the following:* BIO 100 The World of Biology BIO 102 Human Anatomy and Physiology BIO 115 Human Genetics BIO 211 Anatomy and Physiology I BIO 212 Anatomy and Physiology II ENG 240 Advanced Composition ENG 242 Writing for Business & Organizations HHS 384 Drugs of Abuse HHS 385 Substance Abuse & Chemical Dependency MATH 106 Statistics MBE 306 Business Law PHIL 101 Individual & Society PHIL 253 Social & Political Philosophy POLS 371 Constitutional Law I: The Federal System POLS 371 Constitutional Law II: Substantive Rights PSY 466 Abnormal Psychology SOC/PSY 327 Social Psychology SOC 335 Deviant Behavior & Social Control Any computer science course Any chemistry course	15
TOTAL	39

*This list is merely suggestive. Students should consult their adviser and choose their allied courses based on their individual academic and career interests.	
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Minor Requirements

COURSE NUMBER AND TITLE (See p. 22 for general minor requirements.)	SEM. HRS.
Five of the following: CJ 200 Criminology CJ 205 Issues in Criminal Justice CJ 348 Delinquency & Juvenile Justice CJ 387 Criminal Law CJ 395 Applied Criminology CJ 400 Topics in Criminal Justice	15
One allied course e.g., ENG 340, MBE 306, POLS 371, 372, PSY 466, SOC 335	3
TOTAL	18
Students should be aware of any prerequisites for course work from other departments. Please see the coordinator regarding course selection for the minor and other rules and regulations.	

CRIMINAL JUSTICE COURSES (CJ)

200 Criminology (3)

A sociological view of crime and criminality. Socioeconomic, cultural, and biosocial processes are considered, as well as the criminal products of society. Topics include: theories about the causation of crime, crime typologies, and patterns of crime and social injury. Offered each spring.

205 Issues in Criminal Justice (3) (S)

Encourages students to develop a critical analysis of the criminal justice system in America. Emphasis is placed on an investigation of social order and the notion of 'justice' as examined by the various forms of social institutions. The significance of law, state and property relations, and the administration of justice is explored. An overview of police, the courts, and corrections is also examined. Offered each fall.

210 Corrections (3)

Provides an appreciation of the processes and structures of corrections within an American and international framework. Specifically, we examine historical, legal, economic and sociological issues in maintaining control and order over those defined as criminal. The course provides a critical examination of the concepts of punishment, deterrence, and rehabilitation. Prerequisite: CJ 200 or 205. Offered each fall.

240 Forensic Science (3) (E) W
Identical to CHEM 240.

270/370 The Constitution and Criminal Procedure (3) (S) W
Identical to POLS 270/370.

300 Law Enforcement (3)

Law enforcement from an historical, sociological and legal perspective. Students will gain a critical appreciation of law enforcement. Race, social class, sexual orientation, and gender identities are considered in the context of occupational roles and community issues. Attention will be given to viable problem-solving strategies for issues in law enforcement. Prerequisite: CJ 200 or 205. Offered each spring.

346 Law and Society (3)

The study of the evolution, function, and justification of social control; forms of legal thought; the social dynamics of legal discourse; and the dysfunctions that accompany the legal system. Prerequisite: CJ 200 or 205. Offered each fall.

348 Delinquency & Juvenile Justice (3)

An examination of the nature and scope of delinquency and factors contributing to delinquent behavior. The role of social agents and agencies in prevention and treatment are also examined. Prerequisite: CJ 200 or 205. Offered each spring.

350 Introduction to Social Research (3)

Identical to SOC 350.

373 Conflict Management (3)

Identical to POLS 373.

374 Conflict Management II (3)

Explores professional, ethical, and theoretical issues that mediators commonly address in public, court, and personal venues. The focus is upon theories and research which explain and predict behavior within the mediation context, with an emphasis upon family mediation and court designated mediation. Prerequisite: POLS/MBE 373. Identical to POLS 374. Offered each spring.

385 Applied Criminology (3)

Criminal behavior is a complex phenomenon. This course moves beyond the abstract interpretation and suggestions of criminological theory into the real-life processes of criminal behavior. The course examines and profiles the offender, victim, and situational elements surrounding the major forms of crime. Attention is given to the precipitating, attracting, and predisposing factors of criminal behavior and their levels of importance for respective cases. Prerequisite: CJ 200 plus 6 semester hours of CJ. Offered each spring.

387 Criminal Law (3)

Criminal law consists of the power and limits of government authority to define, prohibit, grade, and punish socially harmful behavior. It carries with it the moral condemnation of the entire community. The course reviews the nature of criminal law, classification of crimes and criminal liability, punishment, and more. Prerequisite: senior/junior status. Offered each fall beginning fall 2003.

389 Criminal Investigation (3)

Critical analysis is the centerpiece of this course. While covering the general processes of criminal investigation, the student is required to implement a great deal of logical and intuitive thinking in understanding why and how crimes are perpetrated against persons and property. The student will acquire an understanding of basic investigation techniques and responsibilities. This course is another in the forensics offering of the department. Prerequisite: 6 hrs. of criminal justice.

(H) 393 Technical Reporting in Law Enforcement (3)

The importance of good report writing cannot be overstated. Almost everything an officer does may be reduced to the report. Students focus on the special needs of the criminal justice system with regard to technical report writing. Using police-oriented language and scenarios, students learn how to correctly structure reports for use in criminal investigations and in court. Prerequisite: CJ 389 or consent; CJ 387 helpful. Offered spring of even-numbered years.

400 Topics in Criminal Justice (3)

Advanced seminars on various announced topics and issues in criminal justice. Topics include, but are not limited to: criminal justice administration; critical issues in criminal justice and law enforcement; introduction to forensics; and criminal law. May be repeated for credit as designated topics change. Prerequisite: junior/senior status or consent. Offered each spring.

460 Readings in Sociology and Criminal Justice (1-3)

Identical to SOC 460.

480 Social Research Project (3)

Identical to SOC 480.

482 Senior Seminar (3)

Identical to SOC 482.

484 Internship in Sociology and Criminal Justice (9)

Identical to SOC 484.

SOCIOLOGY COURSES (SOC)**100 Introduction to Sociology (3)**

An introduction to sociology as a behavioral science and way of viewing the world. Students are introduced to basic concepts of sociological investigation and interpretation and to critical thinking. In the study of society, students not only see how individual behavior is shaped by group life but how group life is affected by individuals. Students learn to apply a "sociological imagination" to examining social issues. Common-sense notions are replaced by a critical analysis of social issues. Offered each semester.

110 Cultural Anthropology (3)

Study of the nature of culture; comparative analysis of social, religious, economic, and political institutions in specific preliterate and modern cultures; the cultural dimensions of behavior. Offered each fall.

188 Sociology Through the Cinema (3)

A survey of basic concepts of sociology as they are portrayed in selected popular motion pictures. The course can serve either as an introduction to sociology or as a systematic application and review. Offered each fall.

222 Social Institutions (3)

Examination of the enduring patterns of social action that center around basic societal needs and values such as: religion, education, family, governance, and economics. Inquiry will concern the nature of institutions and the forces that create and change them. Offered each fall.

- 224 Social & Cultural Change (3) (S)**
A social history of the United States with special emphasis on values, life styles, class, race, and ethnic relations. Examines processes and consequences of change in communities and societies; problems of planned change; visions of the future. Prerequisite: any 100-level sociology course. Offered each fall.
- 230 Understanding Other Cultures (3) (S)**
A study of traditional culture patterns, religious beliefs and practices, political and economic behavior, and art forms of a selected ethnic group or geographic area. Prerequisite: any 100-level sociology course. Offered each spring.
- 240 Community (3) (W)**
Examination of urban and rural communities as forms of social life. Theory and research regarding interaction patterns, social systems, change and community action. Prerequisites: SOC 100 or 188. Offered intermittently.
- 270 Social Problems (3) (S)**
A critical investigation of selected current social problems—their issues, causes, development, and alternative solutions. Offered each spring.
- 303 Small Groups (3)**
An experiential course in which sociological theories and methods are used to analyze the structure and processes of small social groups. Prerequisite: any 200-level sociology course. Offered each fall.
- 305 Complex Organizations (3) (S)**
A review of the structural and contextual dimensions of organizations as open systems. Special attention is given to the dynamics of organizational patterns and processes; information, communication, control and decision making; intergroup relations and conflict. Prerequisite: SOC 100 or 188 and junior/senior status. Offered each spring.
- 311 The Family (3) (S)**
Although the focus of this course is on the contemporary American family, the history, the forms and functions of families in other times and other cultures is also examined. Special attention is given to the family as a social institution, its relationship with other institutions, forces of social and cultural change, and the future of the family. Prerequisite: any 200-level sociology course; SOC 345 recommended. Offered each fall.
- 312 Marriage & Family Interaction (3)**
An examination of the nature and dynamics of marriage and family relationships from the perspective of social psychology. The focus is on current empirical research and analysis at the microsocial level. Prerequisite: SOC 100 or 188; SOC 311 recommended. Offered each spring.
- 314 War, Peace and Society (3) (H)**
War is a social phenomenon. War, though devastating, helps to shape society. With the aid of sociological concepts, theory, and methods, we will analyze the causes and effects of war and peace, the practices of armed forces as a social institution, and the relationships between war, peace and the development of society. War and peace will be viewed as global and historical occurrences. We will also examine the events, policies, and people related to various wars. Prerequisite: six semester hours of sociology or history. Offered each spring.
- 327 Social Psychology (3) (C)**
An exploration of how individuals are influenced by the social environment. Topics may include: affiliation, conformity, aggressive and helpful behavior, communication, persuasion, social influence, consequences of group membership, social ecology. Identical with PSY 327. Prerequisites: SOC 100 or 188, plus any 200-level sociology or psychology course. Offered each fall.
- 334 Sociology of Inequality (3)**
An examination of the social structure and social processes of inequality in contemporary society. Emphasis is placed on patterns and consequences of discrimination and oppression through the analysis of gender, race/ethnicity and class relations. Prerequisites: SOC 100 or 188. Offered fall of odd-numbered years.
- 335 Deviant Behavior & Social Control (3) (W)**
Sociological studies of various unconventional groups and individuals and the forms of social control they encounter. Topics may include: theories of deviance and conformity; typical reactions to deviance; control agents and agencies; how deviants cope with conventional society. Prerequisite: any 200-level sociology course. Offered each spring.
- 336 Sociology of Religion (3) (S)**
Examination of the origin and development of religion as a social institution: theories concerning its nature and function, sociocultural dimensions of religious beliefs, values, and conduct; contemporary denominations, sects and cults in the United States; the relationship between religion and other social institutions. Prerequisite: any 200-level sociology course. Identical to RELST 336. Offered intermittently.
- 345 Theoretical Foundations of Sociology (3) (W)**
An examination of major theorists, and perspectives contributing to the sociological tradition; historic and current issues regarding sociology and its relationship to other academic disciplines. A foundation course required of all majors. Prerequisite: SOC 100 or 188. Offered each spring.
- 350 Introduction to Social Research (3) (E) (W)**
An examination of the logic, the strategies and the methods of sociological inquiry; an analysis of classical and contemporary models of research. A foundation course required for all majors. Prerequisite: SOC 345 (for sociology students only) and junior/senior status. Offered each fall.
- 352 Social Psychology of Stress & Crisis (3) (W)**
An interdisciplinary study of the nature and consequences of social stress. Specific cases of individuals, families, communities and organizations in crisis, and coping strategies are examined. Identical with PSY 352. Prerequisite: SOC 100 or 188 or any 200-level psychology course.
- 365 Seminar (3) (W)**
Advanced seminars on various announced topics and issues such as: social conflict, sociology of war and peace, sport and leisure, popular culture, etc. May be repeated for credit as designated topics change. Prerequisite: any 200-level sociology or criminal justice course or consent. Offered intermittently.

422 Contemporary Sociological Theory (3)**W**

Examination of sociological theorists and theoretical perspectives since 1980. Prerequisite: junior/senior status or consent. May be taken in lieu of SOC 345. Offered intermittently.

460 Readings in Sociology and Criminal Justice (1-3)

Students select a topic concerning sociological theory or research, survey the relevant literature, and discuss their findings with their major professor. (One or three credits depending on the scope of the project.) May be repeated for credit. Prerequisites: prior consent of the project adviser. Offered each semester.

480 Social Research Project (3)**(E) W**

Students will conduct a sociological research project of their own design, present the results in appropriate written form, and defend the effort in an oral examination. Research problems may focus on theoretical or empirical topics. Relevant methods may range from bibliographic search to field observation. Prerequisites: SOC 350, junior/senior status and prior approval of a written proposal. Identical to CJ 480. Offered intermittently.

482 Senior Seminar (3)**(I) W**

A senior integrative experience designed to help graduating majors to relate the discipline and practice of sociology and criminal justice to their own lives. Work may include concrete exercises in applying the sociological imagination to their own past, exploring immediate vocational choices, assessing their educational career—especially the impact of the college experience. Required of all majors. Prerequisites: SOC 350 and junior/senior status. Offered each spring.

484 Internship in Sociology and Criminal Justice (9)**(E) W**

Practiced, supervised experience in direct student learning in applied social settings. Students learn how sociological knowledge and research writing skills can be applied to the workplace. Practical and applied learning through student performance in the applied setting gives the student a “competitive edge” for future community/workplace contribution. Prerequisites: 18 hours of sociology or criminal justice and students must contact the department faculty to review full eligibility for this course. Offered each spring.

Major Requirements: Theater

COURSE NUMBER AND TITLE	SEM. HRS.
COMM 222 Speech	3
COMM 322 Speech Skills	3
TH 201 Acting I	3
TH 220 Technical Theater	3
TH 411 Seminar: Playwrights OR TH 412 Seminar: Production	3
PE 118 Creative Movement	1
ENG/TH 311 Theory & Criticism	3
ENG 346 Shakespeare I OR ENG 347 Shakespeare II	3
TH 301 Theater History I	3
TH 302 Theater History II	3
TH 407 Twentieth-Century Theater	3
Additional theater hours at the 300/400 level	9
TOTAL	40

THEATER

Mr. Bentley B. Anderson
Dr. Sally H. Shedd, Program Coordinator

The theater program at Virginia Wesleyan College provides students with both the experiential knowledge necessary for future employment in theater, and the theoretical knowledge necessary for advanced academic pursuits. Students leave our program with a basic knowledge of the dramatic literature and historical context of theater from the Ancient Greeks to Postmodernism; experiential knowledge in acting, technical theater, and directing; and an introduction to a variety of theoretical and critical perspectives.

Major Requirements: Theater and English

COURSE NUMBER AND TITLE	SEM. HRS.
ENG 280 Early British Literature	3
ENG 281 Later British Literature	3
ENG 284 American Literature	3
ENG/TH 311 Theory and Criticism	3

ENG 314 History and Development of the English Language OR ENG 321 Introduction to Linguistics	3
ENG/TH 346 Shakespeare I OR ENG/TH 347 Shakespeare II	3
American Literature: choose one ENG 310 Distinctive Voices in Contemporary American Poetry ENG 361 American Women Writers ENG 371 Southern Literature ENG 378 The American Novel ENG 385 American Protest Literature ENG 442 Topics in American Literature	3
British Literature: choose one ENG 327 The British Novel ENG 336 Milton and Spenser ENG 350 Renaissance Drama Exclusive of Shakespeare ENG 355 From Restoration to Revolution: British Literature, 1660-1789 ENG 357 British Romanticism: 1784-1832 ENG 440 Topics in Earlier British Literature ENG 441 Topics in Later British Literature	3
TH 301 Theater History I TH 302 Theater History II TH 407 Twentieth-Century Theater	9
One additional TH course	3
TOTAL	36

Minor Requirements

COURSE NUMBER AND TITLE (See p. 22 for general minor requirements.)	SEM. HRS.
COMM 222 Speech	3
TH 210 Acting I	3
TH 220 Technical Theater	3

TH 230 Rehearsal and Performance	3
One of the following: TH 301 Theater History I TH 302 Theater History II TH 407 Twentieth-Century Theater	3
Three additional theater courses at the 300/400 level	9
TOTAL	24

THEATER COURSES (TH)**201 The Theater (3) (A)**

An introduction to the art and history of the theatre. Offered intermittently.

210 Acting (3) (A)

An introduction to basic principles of acting in a workshop setting. Offered each semester with the exception of semesters that Advanced Acting is offered.

220 Technical Theater (3) (A)

An introduction to working safely, effectively, and cooperatively backstage in theater production. Activities include use of hand tools and power tools, scene construction, painting, properties, costuming, lighting, sound, computer drafting, and building a wood shop project. Offered each semester.

224/324 Theater Practicum (1-3)

Students gain experiential knowledge in a chosen production area. Practicum areas include (but are not limited to) stage management, box office and house management, publicity and promotion, dramaturgy, and design. Interested students should contact a theater faculty member to propose a practicum in their particular field of interest. Prerequisite: consent. Offered each semester.

230 Rehearsal and Performance (1-3) (A)*

Performing in a main stage play or studio play directed by a faculty director. Students selected by audition. *Three semester hours must be completed to fulfill general studies requirement.

270 Theater Seminar (1-3)

Course organized any given semester to study particular subject matter or to take advantage of special competence by faculty member. Topics and credit hours change as needs and resources develop. May be repeated for academic credit when topics change. Previous topics include musical theater and improvisation. Prerequisite: varies according to the topic of the seminar. Offered intermittently.

301 Theater History I (3) (H) W

A study of the literature, architecture, performance styles, design, and cultural impact of theater from the Ancient Greeks to Shakespeare. Offered fall of even-numbered years.

302 Theater History II (3) (H) W

A study of the literature, architecture, performance styles, and cultural impact of theater beginning with the Neoclassical period and continuing through the late Nineteenth Century. Offered spring of odd-numbered years.

303 Fundamentals of Set Design & Lighting (3) (A)

A study of the theory and technique of stage lighting and design including both traditional concepts and new multi-media experiments. Prerequisites: consent. Offered intermittently.

310 Advanced Acting (3) (A)

An advanced study of acting in a workshop setting. Period style featured. Prerequisite: TH 210. Offered intermittently.

311 Theory and Criticism (3) W

Identical with ENG 311.

320 Children's Theater (3) (A)

Producing, acting, and touring one hour of live theater to local elementary schools. Offered intermittently.

346-347 Shakespeare I and II (3, 3) W

Identical to ENG 346/347.

370 Advanced Seminar (1-3)

Course organized any given semester to study particular subject matter or to take advantage of special competence by faculty member. Topics change as needs and resources develop. May be repeated for academic credit when topic changes. Previous topics include musical theater. Prerequisite: varies according to the topic of the seminar. Offered intermittently.

375 Images of Women in Theater & Film (3) (A) W

Working from the assertion that all representation is ideological, students explore depictions of women in theater and film over the past sixty years in an effort to facilitate an understanding and awareness of these media as powerful societal forces for the dissemination of gender ideology. Students learn to apply feminist/gender theories and criticism to theatrical performance, dramatic literature and films. Offered fall of odd-numbered years.

380 Theater of Diversity (3) (A) W

Students become familiar with a variety of marginalized experiences as represented in dramatic literature over the past sixty years. Playwrights of Black, Latin-American, Asian, and Native-American background will be featured. Theories dealing with identity politics are introduced. Offered fall of even-numbered years.

407 Twentieth-Century Theater (3) (A)

A study of the dramatic texts, performance styles, audience reception, theater architecture and cultural impact of theater in the twentieth-century. Major artistic movements such as Realism, Expressionism, and Postmodernism will be featured. Prerequisite: junior status. Offered fall of odd-numbered years.

408 The Theater Today (3) W

An in-depth study of dramatic literature, theater artists, and performance styles of the past ten years. Prerequisite: junior status. Offered spring of even-numbered years.

411 Seminar: Playwrights (3) (I) W

An in-depth study of the complete works of one or two playwrights. Prerequisite: junior status. Offered intermittently.

412 Seminar: Production (3)

An introduction to practical and theoretical aspects of directing. Working closely with the instructor, students oversee all facets of a one-act production. Prerequisite: junior status and consent. Offered spring of odd-numbered years.

485 Theater Internship (3-6)

Provides upper-level students the opportunity to receive instruction and to gain experience in off-campus, professional theater settings. Internships are arranged with qualified professionals at area Equity houses (Virginia Stage Company, Virginia Opera Association), dinner theater, and city recreation departments. Students have a minimum of 10 contact hours per week with supervisors and confer regularly with a VWC faculty member. Students receive evaluations from supervisors and keep a journal of the internship experience. Prerequisite: junior/senior status and consent. Offered each semester.

WOMEN'S AND GENDER STUDIES

(Interdisciplinary)

Program Coordinator, Dr. Sally Shedd

Women's and Gender Studies is an interdisciplinary academic discipline. A Women's and Gender Studies minor presents students with diverse perspectives for understanding and interpreting the historical and contemporary experiences of women and men in the United States and throughout the world. Students will become familiar with numerous feminist and gender theories and utilize them in understanding and contextualizing past, current, and future cultural interaction. While illuminating the impact of gender in daily life, the multiple, diverse perspectives encompassed by Women's and Gender Studies courses prepare students for the multi-faceted, complex viewpoints they will encounter in graduate study and the workplace.

Minor Requirements

COURSE NUMBER AND TITLE (See p. 24 for general minor requirements.)	SEM. HRS.
INST 220 Women in Culture & Society	3
INST 430 Women's Studies/Gender Studies Seminar	3
Three additional courses from among offerings emphasizing women and/or gender including: ENG 261/361, 265, HIST 251/351, 252/352, PSY 374, RELST 361/461, TH 375. *At least three semester hours must be in social sciences, three in humanities, and three hours at the 300/400 level.	9
An interdisciplinary independent study course approved by the coordinator by the end of the first week of the semester in which the work is undertaken.	3
TOTAL	18

CAMPUS LIFE— COLLEGE BEYOND BOOKS

A necessary complement to education in any college classroom is growth through campus life. On any given day at Virginia Wesleyan you may find members of our diverse student body organizing to voice concerns, participating in athletics, singing with the choir, practicing for a play, planning for an art show, gathering news for the student newspaper, leading prayer and Bible study, partaking in an aerobics or rock climbing session, and engaging in social activities in the Jane P. Batten Student Center.

At Virginia Wesleyan students have always been special, and our student life program strives to uphold that motto. Although the college exists on firm principles of residential life, its student programming incorporates the input of all students and strives to meet the needs of commuters and adult students as well as traditional residential students.

Guided by the vice president for student affairs and dean of student's staff, Virginia Wesleyan's student life program and services encourage all students to grow outside the classroom.

Residential Living: The college campus is patterned closely after Thomas Jefferson's adaptation of the Oxford-Cambridge plan. Residence halls at Virginia Wesleyan are designed to foster a sense of community. It is in the residence halls that you will encounter a variety of interesting people and experiences. Additionally, you will find many opportunities for cultural, educational, social and recreational enrichment.

The Virginia Wesleyan campus is structured into academic villages. An academic village includes classrooms, faculty offices, a commons and student residences with lounge areas. Within Academic Village I there are two academic buildings and four residence halls connected by a lounge and a student commons. Academic Village II also contains two academic buildings and four residence halls. Village III has three residence halls. The campus dining center includes a 500-seat central dining facility, private dining areas, kitchen, food preparation areas and alumni galleria. Included in the campus dining center facility are the college post office and business office.

The rooms in all villages are designed for single and double occupancy—and for personalized living. Rooms are furnished with beds, night tables, full-length wardrobes, desks and chairs. You are encouraged to personalize your room to fit the tastes of you and your roommate. By providing your own rugs, lamps, curtains and other items, you can transform your room into a comfortable home. Laundry facilities are available on each residence hall floor and a telephone is located in each room.

The college requires all students to live in the college residential housing facilities. Exceptions are granted to those students who (1) elect to live at home with one or both of their parents; (2) are married students; (3) are carrying less than a full course load (less than 12 semester hours). Students who have been residents of the Hampton Roads area of Virginia for the year prior to their initial application for admission to the college are considered commuter students and have the option of commuting from their local residence or residing in the college's residence hall facilities.

Moreover, students who are under the age of 18 or who are 24 years of age must request permission to live in the college's residential facilities. These requests will be handled on a case-by-case basis through the Dean of Students office and the Residence Life office.

Students with medical reasons satisfactory to the college may be granted special permission to live off campus. These cases will also be handled individually and may be contingent on the college's residential space. A student who is pregnant may not occupy a room in the college residential housing facilities.

The Office of Residence Life is responsible for selecting and training the residence hall staff, coordinating hall policies and developing cultural, educational, social and recreational activities. Some of the annual events sponsored by the residence life staff include "Seafood Party in the Dell" and "Mud Games." The social and recreational activities are complemented by a number of interesting educational and cultural events.

Commuting: Along with campus residents, commuter students are a vital part of the Wesleyan community. It is the goal of the student life program to integrate the resident and commuter populations in an effort to enhance campus activities for everyone.

Theme parties, student publications, campus intramurals, sorority and fraternity functions, worship services, athletic contests, Lake Taylor Music Festival and Spring Fling are just some of the activities and opportunities afforded our commuter and resident students.

Through the help of the Commuter Service office, commuter students are kept informed, provided special assistance and encouraged to take full advantage of campus resources and the co-curricular activities of the college.

Jane P. Batten Student Center: For both the resident and commuter student the Jane P. Batten Student Center is full of exciting activities. The \$18.6 million center is home to a spacious fitness center featuring dozens of weight machines, bikes, Stairmasters and other equipment; an eight lane swimming pool complemented by a ten person jacuzzi and saunas; three racquetball courts; an indoor elevated jogging track; a convocation center/gymnasium; a practice gymnasium; a rock climbing wall; the Marlin restaurant; and the Scribner Bookstore.

The Community Council: The College's commitment to the building of a vital community finds expression in Virginia Wesleyan's structure of campus governance. The Student Government Association, the Faculty Assembly and the Administrative Council meet regularly to make policy regarding the respective spheres of concern. At least three times annually, faculty, staff and student representatives come together for meetings of the Community Council, a body which provides a forum for sharing information and for discussion of common concerns. Students are also represented on other vital committees of the college, giving them a distinctive voice in the making of college policies.

Student Association: Virginia Wesleyan College students are organized as the Student Government Association. This association consists of the Executive Council, president and vice-president, and 16 student senators. The association makes every effort to be a responsive voice of student concerns and to promote the general welfare of students and campus organizations. Moreover, through work on many college committees, involvement in numerous social activities, sponsorship of open forums, participation in Community Council and special programs that foster informal student faculty dialogue, the Student Association contributes in many ways to the quality of campus life.

The Center for Sacred Music: As part of the College's music department, the Center for Sacred Music offers performance opportunities and educational programs designed to foster understanding and encourage an appreciation of diversity and excellence in the sacred arts. Throughout the academic year, a variety of seminars are offered with topics such as "Sacred Sounds from Many Cultures" and "The Four Streams of American Hymnody." Each July, the Center offers a Sacred Music Summer Conference bringing internationally known experts to campus for study, music-making, and worship. A Church Music Certificate program provides students with an opportunity to develop skills needed to serve as church musicians.

The Familiar Faces Concert Series: Crafted from a deep commitment to develop liberally educated students with breadth of understanding and insight, VWC offers outstanding live musical performances through the Familiar Faces Concert Series. Here, artists connect with audiences in a special way. The intimate and informal setting of the Edward D. Hofheimer Theater in the Fine Arts building brings a drawing-room atmosphere to every concert, and even back-row patrons enjoy a close connection with the performer. With 10-12 free concerts offered each year, students have ample opportunities to enjoy vocal and instrumental music in the styles of jazz, classical, folk, and bluegrass without ever leaving the campus.

Other Cultural Opportunities: Annually, the Special Events Committee brings to the campus speakers of regional, national and international acclaim.

The College's drama department presents major productions in the fall and spring semesters. Several student productions are presented each spring.

Hampton Roads, the metropolitan area in which the college is located, provides a rich offering of musical concerts, drama productions and art exhibits. Colonial Williamsburg and other pre-Revolution sites are less than one hour's drive from the campus. Furthermore, the Virginia Wesleyan campus is close to other Norfolk/Virginia Beach attractions, such as Waterside—a festival marketplace located on Norfolk's waterfront; Nauticus—an educational and exciting interactive science center with a maritime theme featuring more than 150 exhibits including computer and video interactives, films on a giant screen, exotic aquaria, touch pools, shark petting and the battleship *Wisconsin*; Virginia Marine Science Museum—offers seasonal boat trips for dolphin and whale watching, a six-story IMAX theater, and intriguing new animals and creative exhibits; MacArthur Center--Hampton Roads' newest mall hosting 140 stores located in downtown Norfolk; and miles of world-famous beach within 20 minutes of campus.

Campus Communications: Virginia Wesleyan's student-run radio station, WVAW, provides opportunities for students to gain firsthand experience in radio communication, broadcasting and station management.

VWC offers hands-on experience in communications through the *Marlin Chronicle* (student newspaper), the *Sandpiper* (yearbook), and *The Outlet* (literary magazine). The *Marlin Chronicle* seeks to disseminate news and comments of interest to the campus community. The *Sandpiper* serves as a record of the year's activities for the college and for members of the college community. Lastly, *The Outlet* provides students with the opportunity to publish their own literary and artistic work and to gain experience in managing and publishing a literary magazine.

Counseling Services: To provide confidential personal counseling to individuals and groups, the college has a Student Counseling Center staffed by two licensed clinical social workers. Students may be referred by members of the faculty or staff, or they may refer themselves for counseling. This service is available to both

residential and commuter students and includes short-term counseling on campus as well as referral to professionals off campus. The college Chaplain is also available to students seeking individual counseling.

One member of the staff is a specialist in the area of substance abuse. He offers education and confidential counseling for students who have concerns about their own drug or alcohol use or that of another individual.

Health Services: All Virginia Wesleyan students are entitled to the benefits of the Health Services Office. Minor first aid and health care are provided by a registered nurse during weekday business hours at no cost. A physician is available on campus one day a week for consultation. If necessary, students may also be referred to the physician's office seven days a week. Students are responsible for all their own medical expenses. When needed, transportation will be provided by the college.

Students must submit a completed Health Evaluation Form before enrolling at Virginia Wesleyan. This form contains important information in case of an emergency. All immunizations must be up to date.

Health Services sponsors programs on campus relating to current health issues.

Religious Life: The Chaplain's Office and the campus religious life organizations offer a variety of opportunities for worship and service for the campus community. Programs include Habitat for Humanity projects, coffee houses, weekend spiritual life retreats and the Last Lecture series. Information regarding focus and support groups is available in the Chaplain's Office. Worship services are announced throughout the year and are held in Monumental Chapel. Periodic celebrations of Catholic Mass are announced through the Chaplain's Office with local priests serving as celebrants. Monumental Chapel is open and accessible for individuals seeking prayer and meditation. Reservations for Chapel use are made through the Chaplain's Office.

Respecting the diversity of faith traditions represented on campus, the Chaplain of the college serves as an ecumenical pastor to the entire community. The Chaplain is available for confidential individual counseling, pastoral care, hospital visitations and marriage services.

The Chaplain's Office is located in the Jane P. Batten Student Center. Spiritual life materials, devotional books, seminary catalogs and information concerning religious life communities in the Hampton Roads area are available.

Intercollegiate Athletics: Athletics at Virginia Wesleyan are an integral part of campus life. Men participate in intercollegiate soccer, basketball, golf, tennis, lacrosse, baseball, and cross-country. The women's intercollegiate program includes basketball, softball, tennis, soccer, field hockey, lacrosse, cross-country and volleyball. Additionally, Virginia Wesleyan offers cheerleading and dance team programs.

Virginia Wesleyan is a member of the National Collegiate Athletic Association—Division III, as well as the Old Dominion Athletic Conference.

Students who participate in intercollegiate athletics are required to be enrolled full-time and must be making satisfactory progress toward graduation.

The Blue Marlin is the mascot for Virginia Wesleyan athletic teams. School colors are navy blue and silver.

Campus Recreation Program: The Campus Recreation Program at Virginia Wesleyan College strives to provide quality recreational opportunities to the campus community regardless of skill or experience. Our primary mission is to promote personal growth, social fellowship, and healthy lifestyle choices

through participation in challenging and fun activities. All of our programs emphasize student involvement and leadership to determine the direction of our yearly goals. Students may get involved through working as an Intramural Official, becoming a certified outdoor trip leader, developing a club sport or volunteering for the Recreational Advisory Board. For more detailed information about any of our programs, our policies, or for general rules please stop by the Campus Recreation Office.

Clubs and Organizations: You may select from more than 60 clubs and organizations at Virginia Wesleyan College. The organizations include national honor societies; religious and political associations; local departmental organizations; national fraternities and sororities; student publications; and special interest groups.

LEADERSHIP GROUPS

First Year Leadership Council
Honors and Scholars
Leadership Council
Student Government Association
Wesleyan Activities Council

MAJORS

Drama Club
French, German, Spanish Club
Friends of Psi Chi
Math/Computer Science Club
Political Science Association
Recreation Majors Club
Science Club
SVEA/NEA

NATIONAL FRATERNITIES AND SORORITIES

Alpha Sigma Alpha
Greek Presidents
National Panhellenic Council
Phi Kappa Tau
Phi Sigma Sigma
Sigma Sigma Sigma

NATIONAL HONOR SOCIETIES

Alpha Kappa Delta
Alpha Sigma Lambda
Delta Phi Alpha
Lambda Pi Eta
Omicron Delta Kappa
Phi Alpha Theta
Phi Eta Sigma
Pi Delta Phi
Pi Sigma Alpha
Psi Chi
Rho Phi Lambda
Sigma Beta Delta
Sigma Delta Pi
Sigma Tau Delta
Society for Collegiate Journalists
Theta Alpha Kappa

SERVICE ORGANIZATIONS

Campus Kaleidoscope
Circle K
Epsilon Sigma Alpha
Habitat for Humanity
Imagine
Relay for Life
Student Environmental Awareness League

SPECIAL INTEREST GROUPS

Black Student Union
College Republicans
Fencing Club
Holy Fire
IMAGEnation
International Student Organization
The Marlin Chronicle
Model United Nations
SALSA
Sandpiper
Shalom
The Outlet
Wesleyan Ambassadors
Women's Resource Center
Young Democrats

DIRECTORY— WHO'S WHO AT VWC

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FACULTY

The first date in parentheses indicates the year when present rank was attained; the second date, the year when the individual was first appointed to the instructional staff.

- Barbara S. Adams (1989, 1989)
Instructor of Operations Management
 B.S., Carson-Newman College
 M.S., University of Arkansas
- Robert B. Albertson (1997, 1979)
*Professor of Management/Business/Economics and
 Chairperson, Division of Social Sciences*
 B.A., M.B.A., Ph.D., Old Dominion University
- Bentley B. Anderson (1994, 1972)
Professor of Theater/Communications
 B.F.A., Carnegie-Mellon University
 M.A., Wake Forest University
 M.F.A., Virginia Commonwealth University
- Sharon Beachum (2001, 2001)
Assistant Professor of Art
 B.F.A., University of Oklahoma
 M.F.A., Old Dominion University and Norfolk State University
- Connie Bellamy (2001, 1992)
Professor of English
 B.A., Antioch College
 M.A., Pennsylvania State University System, Mansfield
 Ph.D., McGill University
- Benjamin D. Berry (1994, 1994)
Professor of American Studies and History
 B.A., Morehouse College
 S.T.B., Harvard Divinity School
 Ph.D., Case-Western Reserve University
- Evelyn K. Blachman (1991, 1976)
Assistant Professor of English
 B.A., Northern Illinois University
 M.A., University of Arkansas
- Karen A. Bosch (2003, 1993)
Professor of Education
 B.A., Michigan State University
 M.A., Indiana University of Pennsylvania
 Ph.D., Old Dominion University
- John R. Braley III (1985, 1978)
Associate Professor of Recreation/Leisure Studies
 B.A., University of South Florida
 M.Ed., Springfield College
 M.S., University of Maine
- David E. Buckingham (1982, 1982)
Instructor of History
 B.S., Campbell College
 M.A., Old Dominion University
- Lisa P. Carstens (2003, 1997)
Associate Professor of English
 A.B., Occidental College
 M.A., Ph.D., University of California, Irvine
- Robert Howard Cass (1990, 1976)
Professor of Management/Business/Economics
 B.A., University of the South
 M.B.A., University of Connecticut

- Patricia H. Clark (2001, 2001)
Instructor of Library Science
 B.A., University of California, Los Angeles
 M.S.L.S., Catholic University of America
- R. David Clayton (1983, 1972)
Professor of Music
 B.M., Union University
 M.M., George Peabody College
 D.M., Florida State University
- Catharine Cookson (1998, 1998)
Assistant Professor of Religious Studies
 B.A., Mundelene College
 M.A., University of Virginia
 J.D., Rutgers University School of Law (Newark)
 Ph.D., Indiana University
- Elaine E. Dessouki (1990, 1990)
Assistant Professor of Management/Business/Economics
 B.S., M.A.S., M.B.A., Northern Illinois University
 CPA, CMA, CIA
- Benjamin D. Dobrin (2001, 1995)
Associate Professor of Health and Human Services
 B.A., College of William and Mary
 M.S.W., University of Pennsylvania
 Ph.D., University of South Florida
- Kimberly S. Drake (2002, 1997)
Associate Professor of English
 B.A., Ph.D., University of California, Berkeley
- Clayton J. Drees (2003, 1992)
Professor of History
 B.S., University of Santa Clara
 M.A., California State University
 Ph.D., Claremont Graduate School
- Joyce Blair Easter (2000, 2000)
Assistant Professor of Chemistry
 B.S., Cornell University
 Ph.D., Duke University
- Steven M. Emmanuel (1998, 1992)
Professor of Philosophy
 B.A., Boston University
 M.A. and Ph.D., Brown University
- Thomas R. Fanney (2002, 1989)
*Professor of Mathematics and Chairperson, Division of
 Natural Sciences and Mathematics*
 B.A., Virginia Wesleyan College
 M.S., Colorado State University
 Ph.D., Virginia Polytechnic Institute and State University
- Linda A. Ferguson (1996, 1987)
Professor of Management/Business/Economics
 B.S., M.Ed., Shippensburg University
 Ed.D., College of William and Mary
- Ginger L. Ferris (1993, 1986)
Assistant Professor of Education
 B.A., Old Dominion University
 M.S., University of Virginia
- Rita E. Frank (1997, 1990)
Associate Professor of Psychology
 B.A., George Washington University
 M.A., Temple University and University of Maryland
 Ph.D., University of Maryland

- Alain Gabon (1999, 1999)
Assistant Professor of French
Licence d'anglais, Université de Dijon-Bourgogne
M.A., Miami University, Oxford, Ohio
Ph.D., University of Iowa
- David G. Garraty (1992, 1979)
Professor of Management/Business/Economics
B.S., St. Joseph's College
M.A., Temple University
- William A. Gibson (1993, 1987)
Professor of Political Science
B.A., Arizona State University
M.A., Ph.D., Claremont Graduate School
- Patrick A. Goold (2002, 1994)
Associate Professor of Philosophy
B.A., Saint John's College
M.Litt., Saint Andrews University
Ph.D., Brown University
- Philip Guilfoyle (2003, 1999)
Associate Professor of Art
B.S., Berry College
M.A., Kean College of New Jersey
M.F.A., University of Delaware
- J. Christopher Haley (2003, 1997)
Associate Professor of Science
B.Sc., Washington and Lee University
Ph.D., The Johns Hopkins University
- J. Michael Hall (1993, 1980)
Lambuth M. Clarke Professor of English
B.A., Louisiana Tech University
M.A., University of Arkansas
Ph.D., University of Illinois
- Joyce B. Howell (1999, 1984)
Professor of Art History and Curator of Exhibitions
B.A., M.A., Ph.D., University of Virginia
- Lawrence D. Hultgren (1981, 1969)
Professor of Philosophy
B.A., Grinnell College
M.A., Ph.D., Vanderbilt University
- Kathy Merlock Jackson (1995, 1984)
Professor of Communications
B.A., West Virginia University
M.A., Ohio State University
Ph.D., Bowling Green State University
- Carol V. Johnson (1995, 1985)
Associate Professor of English
B.A., M.A., Eastern Illinois University
D.A., Illinois State University
- William M. Jones (1989, 1979)
Professor of Political Science
B.A., Rhodes College
M.A., University of South Carolina
Ph.D., Duke University
- Lee Jordan-Anders (2001, 1986)
*Professor of Music, Artist-in-Residence and
Chairperson, Division of Humanities*
B.M., M.M., Northwestern University
- Cheul W. Kang (1985, 1985)
Professor of Management/Business/Economics
B.A., King College
M.S., Ph.D., University of Wisconsin-Madison
- Douglas A. Kennedy (1998, 1988)
Professor of Recreation/Leisure Studies
B.S., University of Delaware
M.S.Ed., Southern Illinois University
Ed.D., Temple University
- J. Patrick Lang (1993, 1980)
Professor of Mathematics
B.S., University of Washington
M.S., Ph.D., Florida State University
- Kelly Lennon (2003-2003)
Instructor of Library Science
B.A., University of Delaware
M.L.I.S., Long Island University - CW Post
- D. Barry Lipscomb (1979, 1968)
Professor of Psychology
B.S., Georgia Institute of Technology
Ph.D., Duke University
- B. Malcolm Lively (2000, 2000)
Assistant Professor of Education
B.S., University of Miami
M.A., Jacksonville University
Ph.D., University of Georgia
- Thomas S. Lopez (2001, 1989)
Professor of Sociology
B.S., Geneva College
M.Ps.Sc., Ph.D., Pennsylvania State University
- Katherine M. Loring (1996, 1996)
Assistant Professor of English
B.A., Hiram College
M.A., Ph.D., University of Michigan
- Stephen S. Mansfield (1980, 1968)
Professor of History
A.B., College of William and Mary
M.A., Ph.D., University of Virginia
- Daniel S. Margolies (2000, 2000)
Assistant Professor of History
B.A., Hampshire College
M.A., Ph.D., University of Wisconsin-Madison
- Stuart C. Minnis (2001, 2001)
Assistant Professor of Communications
B.S., M.S., Texas Christian University
Ph.D., University of Kansas
- Nancy D. Montgomery (1988, 1988)
Instructor of Recreation/Leisure Studies
B.S., Longwood College
M.A., Brigham Young University
- Garry E. Noe (1994, 1988)
Associate Professor of Physics
B.S., M.S., Ph.D., University of California, Riverside
- Catherine Orban (2003, 1998)
Associate Professor of Sociology/Criminal Justice
B.A., M.A., Ph.D., York University
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Professor of Chemistry
B.A., Gettysburg College
Ph.D., Virginia Polytechnic Institute and State University
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Instructor of Library Science
B.A., Northern Arizona University
M.S.L.S., University of Pittsburgh

- Sharon L. Payne (1999, 1999)
Assistant Professor of Health and Human Services
B.S., Ursinus College
M.S.W., Smith College School for Social Work
L.C.S.W., C.S.A.C.
- Fayne C. Pearson (1995, 1985)
Instructor of Education
B.A., University of North Carolina at Greensboro
M.A., University of Richmond
M.Ed., University of North Carolina at Chapel Hill
- Stanford C. Pearson (1981, 1981)
Instructor of Mathematics
B.A., Amherst College
M.S., Florida State University
- Wayne M. Pollock (2000, 2000)
Instructor of Recreation/Leisure Studies
B.S., West Chester University
M.S., University of North Carolina at Chapel Hill
- Neil Phillip Ramsey (1984, 1974)
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A.B., William Jewell College
M.Div., Colgate-Rochester
M.A., University of Denver
Ph.D., University of Wisconsin-Madison
- Paul M. Ressler (1996, 1983)
Professor of Biology
B.S., West Virginia Wesleyan College
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- Diana E. Risk (2001, 2001)
Assistant Professor of Spanish
B.A., M.A., University of Northern Iowa
Ph.D., University of Iowa
- Philip Rock (2000, 2000)
Assistant Professor of Biology
B.S., Nasson College
Ph.D., Rutgers University
- William J. Ruehlmann (1998, 1993)
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B.A., American University
M.A., University of Arizona
Ph.D., University of Cincinnati
- Ehsan S. Salek (1997, 1993)
Professor of Management/Business/Economics
B.S., National University of Iran
M.S., University of Missouri
M.B.A., Oklahoma City University
D.B.A., Nova University
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Assistant Professor of Classics
B.A., Harvard College
M.A., Ph.D., Harvard University
- Maynard H. Schaus (1998, 1998)
Assistant Professor of Biology
B.S., California Lutheran University
Ph.D., Miami University (Ohio)
- Lynn-Anne S. Seltzer (2000, 2000)
Instructor, Director of Education Field Experiences
B.S., Southern Connecticut State College
M.Ed., Rhode Island College
Ed.S., The George Washington University
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M.A., Marquette University
M.A., Ph.D., University of Wisconsin-Madison
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Assistant Professor of Theater
B.A., Arkansas Tech University
M.A., University of Arkansas
Ph.D., University of Kansas
- Jayne E. Sullivan (2001, 2001)
Assistant Professor of Education
B.S., University of Maryland
M.Ed., Loyola College in Baltimore
M.Ed., Bowie State University
Ph.D., University of Maryland
- Vivian E. Teter (1999, 1987)
Associate Professor of English
B.A., Hollins College
M.F.A., University of Arizona
- Jeffrey W. Timmons (2001, 2001)
Assistant Professor of English
B.S., B.A., M.A., Portland State University
Ph.D., Arizona State University
- Victor R. Townsend, Jr. (2000, 2000)
Assistant Professor of Biology
B.S., Old Dominion University
M.S., Ph.D., University of Louisiana
- Sharon K. Vaughan (2002, 2002)
Assistant Professor of Political Science
B.A., University of Oklahoma
M.A., Ph.D., University of Texas at Austin
- Mavel Z. Velasco (2000, 1987)
Professor of Spanish
B.A., M.A., Ph.D., Rutgers University
- Theodore M. Vial, Jr. (2003, 1997)
Associate Professor of Religious Studies
B.S., Brown University
M.A., Ph.D., University of Chicago
- John Jeffrey Waller (2000, 2000)
Instructor of Math
B.A., Virginia Wesleyan College
M.S., Old Dominion University
- Zizhong (John) Wang (2000, 2000)
Assistant Professor of Computer Science
B.S., Taiyuan University of Technology
M.S., National Harbin Institute of Technology
Ph.D., University of Southern Mississippi
- Craig S. Wansink (2003, 1993)
Professor of Religious Studies
B.S., Morningside College
M.Div., McCormick Seminary
Ph.D., Yale University
- Susan M. Wansink (2001, 1991)
Professor of German
B.A., M.A., Ph.D., Purdue University

Frederick B. Weiss (1997, 1984)
Assistant Professor of Management/Business/Economics
 B.S., Temple University
 M.A., American Graduate School of International Management
 CPA

Denise Pocta Wilkinson (2003, 1987)
Associate Professor of Mathematics
 B.S., M.S., Middle Tennessee State University
 Education Specialist, Appalachian State University

Donald Garrett Wolfgang (1983, 1972)
Professor of Psychology
 B.A., The Colorado College
 M.A., Ph.D., University of Missouri

Althia V. Woodson-Robinson (1991, 1980)
Assistant Professor of Education
 B.S., Hampton University
 M.Ed., St. Lawrence University
 C.A.G.S., Virginia Polytechnic Institute and State University

Margaret C. Zimmerman (1996, 1982)
Professor of Psychology
 B.A., University of Western Ontario
 M.S., Ph.D., Old Dominion University

FACULTY EMERITI

The first date in parentheses indicates the year of appointment to the instructional staff; the second date indicates the year of retirement.

Lambuth M. Clarke (1966–1992)
President Emeritus
 B.A., Randolph-Macon College
 M.A., The Johns Hopkins University
 L.L.D., Randolph-Macon College
 L.H.D., Virginia Wesleyan College

Victor I. Culver (1977–1999)
Professor of Education Emeritus
 A.B., Statue University of New York at Buffalo
 Ph.D., University of Missouri at Kansas City

Dora H. Dobrin (1975–1999)
Professor of Sociology Emeritus
 B.S., Florida State University
 M.S., School of Social Welfare, Florida State University

Daniel W. Graf (1970–2002)
Professor of History Emeritus
 B.S., Wisconsin State University-La Crosse
 M.A., Ph.D., University of Nebraska

Joseph H. Harkey (1966–1996)
Professor of English Emeritus
 B.S., University of South Carolina
 M.A., Ph.D., University of Tennessee

Betty Jefferson Harris (1975–2000)
Professor of Biology and Chemistry Emeritus
 B.A., Longwood College
 M.T.S., College of William and Mary
 Ph.D., Virginia Polytechnic Institute and State University

James F. Harris (1986–2000)
Professor of Chemistry Emeritus
 B.S., Western Carolina University
 M.T.S., College of William and Mary
 Ph.D., Virginia Polytechnic Institute and State University

H. Rick Hite (1969–1999)
Professor of Theater/Communications Emeritus
 A.B., Dartmouth College
 M.A., The Johns Hopkins University
 Ph.D., Michigan State University

Verne M. Keefer (1969–1998)
Professor of Biology Emeritus
 B.A., Virginia Military Institute
 Ph.D., University of Colorado

Charles L. Kessler (1971–1993)
Professor of Religious Studies Emeritus
 B.A., Northwestern University
 M.Div., Garrett Theological Seminary
 Ph.D., Northwestern University

Gordon A. Magnuson (1971–1997)
Professor of English Emeritus
 B.S., Bemidji State College
 M.A., Ph.D., University of Arkansas

L. Anderson Orr (1968–1999)
Lambuth M. Clarke Professor of English Emeritus
 B.Mus., B.A., Southwestern at Memphis
 B.D., Seabury-Western Theological Seminary
 M.A., Ph.D., University of Virginia

Isabelle L. Shannon (1979–1998)
Professor of Education Emeritus
 B.A., Wheaton College
 M.A., Boston University
 Ph.D., Michigan State University

William R. Shealy (1968–1997)
Professor of Religious Studies Emeritus
 Ph.B., University of Chicago
 B.D., Garrett Theological Seminary
 S.T.M., Union Theological Seminary, New York
 Ph.D., Drew University

William A. Sturm (1972–1994)
Professor of Philosophy Emeritus
 B.S., Stanford University
 B.D., Berkeley Divinity School
 D.Phil., Oxford University

Patricia R. Sullivan (1972–1999)
Professor of French Emeritus
 B.S., Georgetown University
 M.A., Ph.D., University of Virginia

ADJUNCT FACULTY

The date in parentheses indicates the year of appointment to the instructional staff.

Martha Alexander (2000)
Visiting Assistant Professor of English
 B.A., Beloit College
 M.A., Ph.D., Indiana University

Kathy R. Ames (1984)
Instructor of Mathematics/Computer Science
 B.S., James Madison University
 M.S., College of William and Mary

Martha A. Bagby (1990)
Adjunct Instructor of Academic Skills Development
 B.A., Wake Forest University
 M.S., Old Dominion University

- Joe D. Bellamy (1994)
Adjunct Professor of English
B.A., Antioch College
M.F.A., University of Iowa
- Carla B. Bergdoll (1992)
ACT Coordinator/Special Programs
Adjunct Assistant Professor of Education
B.A., Virginia Wesleyan College
M.A., Hampton University
Ed.S., The George Washington University
Ed.D., The George Washington University
- Dwight Bolling (1988)
Adjunct Associate Professor of Sociology
B.S., M.S., Florida State University
- Kenneth R. Bowen (1987)
Adjunct Instructor of Art
B.A., Lynchburg College
- Lisa L. Crutchfield (1999)
Adjunct Instructor of History
B.A., James Madison University
M.A., University of Georgia
- Barbara S. Davis (1987)
Adjunct Assistant Professor of Education
B.S., Auburn University
M.S., Old Dominion University
Ed.D., The College of William and Mary
- Thomas R. Farley (1987)
Adjunct Instructor of Geography
B.A., Virginia Polytechnic Institute and State University
M.S.Ed., Old Dominion University
- Robert L. Hawkins (1983)
Adjunct Assistant Professor of Communications
B.A., Fairmont State College
M.A., West Virginia University
Ed.D., Virginia Polytechnic Institute and State University
- Sharon L. Hill (1995)
Adjunct Instructor of Art Education
B.A., Ohio State University
M.A., Arizona State University
- Elizabeth C. Hunt (1993)
Adjunct Instructor of Education
B.S., M.S., Old Dominion University
- Terry S. Jenkins (1988)
Adjunct Assistant Professor of Human Services
B.A., Radford College
A.B.T., Virginia Polytechnic Institute and State University
M.S., Ph.D., Virginia Commonwealth University
- Jan E. Kreidler (1995)
Adjunct Instructor of English
A.A., Seminole Community College
B.A., College of Charleston
M.A., Stetson University
- Ellen C. Newsom (1995)
Adjunct Instructor of English
B.A., University of Rhode Island
M.A., Old Dominion University
- Linda A. Pasquale (1987)
Adjunct Instructor of Mathematics
B.S., M.S.Ed., Old Dominion University
- Thomas A. Pasquale (1987)
Adjunct Assistant Professor of Psychology
B.S., Fordham University
M.A., Ph.D., Syracuse University
- Rene Perez-Lopez (1986)
Adjunct Professor of Political Science
B.A., M.L.S., State University of New York at Albany
M.A., Case Western Reserve University
- Carol H. Powell (1994)
Adjunct Instructor of Communications
B.S., Old Dominion University
M.A., University of Georgia
- Annabel L. Sacks (1982)
Adjunct Professor of Education
B.A., Brooklyn College
M.S.Ed., Old Dominion College
- Marybeth K. Saunders (1986)
Adjunct Assistant Professor of Management/Business/Economics
B.S., Old Dominion University
M.Ed., University of Georgia
C.A.S., The College of William and Mary
Ph.D., Georgia State University
- Lynn Seltzer (2002)
Director of Field Experiences
B.S., Southern Connecticut State College
Ed.S., The George Washington University
M.Ed., Rhode Island College
- Ray Shackelford (1987)
Adjunct Instructor of Physical Education
B.S., Old Dominion University
- Jo-Anna Smelser (1983)
Adjunct Instructor of Dance
B.A., Virginia Wesleyan College
- Maria F. Still (1994)
Adjunct Instructor of Education
B.A., De Paul University
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- Lisa A. Walker (1991)
Adjunct Instructor of English
B.A., University of Rhode Island
M.A., The Pennsylvania State University
- David L. Winters (1988)
Adjunct Associate Professor of Chemistry
B.S., West Virginia State College
M.S., West Virginia University

ADMINISTRATIVE STAFF

The date in parentheses indicates the year when the individual was hired.

President's Office

- William Thomas Greer, Jr. (1992)
President
B.S., Valdosta State College
M.Div., Drew University
Th.D., Emory University
Ph.D., Georgia State University
- Judy F. Coltrane (1994)
Secretary to the President

Diane E. Hickey Hotaling (1985)
Director of Community Service
 B.S., Utica College of Syracuse University

The Rev. H. Hasbrouck Hughes, Jr. (1997)
Bishop in Residence
 B.A., Randolph-Macon College
 B.D., Duke Divinity School

Gail B. Kent (2002)
Director of College Communications
 B.A., University of North Carolina at Chapel Hill

Dennis Ridley (1999)
Director of Institutional Research
 A.B., Amherst College
 M.A., Ph.D., University of California, Santa Barbara

Academic Affairs

Stephen S. Mansfield (1968)
*Vice President for Academic Affairs and
 Kenneth R. Perry Dean of the College*
 A.B., The College of William and Mary
 M.A., Ph.D., University of Virginia

Tamela Dhority (1999)
Theater Manager
 B.S., Northern Arizona University

Catherine C. Hartman (1981)
Faculty Secretary

Barbara M. Hodges (1993)
Faculty Secretary
 A.S., Norwalk Community College

Lawrence D. Hultgren (1969)
Associate Dean of the College
 B.A., Grinnell College
 M.A., Ph.D., Vanderbilt University

Fayne C. Pearson (1987)
Assistant to the Dean of the College
 B.A., University of North Carolina at Greensboro
 M.A., University of Richmond
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Director of Education Field Experiences
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 Ed.S., The George Washington University
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Judith H. Tinsley (1990)
*Administrative Assistant to the Vice President for
 Academic Affairs and Kenneth R. Perry Dean of the College*

Adult Studies Program

Katherine M. Loring (1996)
Director, Adult Studies Program
 B.A., Hiram College
 M.A., Ph.D., University of Michigan

Carla B. Bergdoll (1992)
ACT Coordinator/Special Programs
 B.A., Virginia Wesleyan College
 M.A., Hampton University
 Ed.S., The George Washington University
 Ed.D., The George Washington University

Lena Johnson-Brown (2003)
Outreach Coordinator
 B.A., Virginia Wesleyan College

Patricia Colthurst (2000)
Evening Secretary
 B.A., Virginia Wesleyan College

Rebecca Edmondson (1999)
Secretary
 B.A., Virginia Wesleyan College

Judy Kuhns (1994)
Academic Adviser
 B.A., M.A., University of Georgia

Elizabeth Murdock (2002)
Academic Adviser
 B.S., Old Dominion University
 M.Ed., Longwood College
 L.P.C.

Pamela C. Paramore (1993)
Office Manager
 B.A., Virginia Wesleyan College

Center for Sacred Music

Sandra Billy (1995)
*Director of the Center for Sacred Music
 & Coordinator Familiar Faces Concert Series*
 B.S., Old Dominion University
 B.S., M.S., LaSalle University

Center for the Study of Religious Freedom

Catherine Cookson (1998)
Director of The Center for the Study of Religious Freedom
 B.A., Mundelene College
 M.A., University of Virginia
 J.D., Rutgers University School of Law (Newark)
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Kelly T. Jackson (1998)
Administrative Assistant
 B.A., Virginia Wesleyan College

Hofheimer Library

Jan S. Pace (1991)
Director of Library
 B.A., Northern Arizona University
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Coordinator, Technical Services
 B.A., Alma College
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Patricia H. Clark (2001)
Reference Librarian
 B.A., University of California, Los Angeles
 M.L.S., Catholic University of America

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Circulation Supervisor
 B.S., Old Dominion University

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 B.A., University of Delaware
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 B.S., M.A., Appalachian State University

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Robin A. Takacs (1996)
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 B.A., Russell Sage College
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Coordinator of International and Intercultural Programs
 B.A., Virginia Wesleyan College
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Learning Center

Carol V. Johnson (1985)
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Assistant to the Dean of the College, Coordinator of the Learning Center and Disabilities Services
 B.A., University of North Carolina at Greensboro
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Learning Center Assistant
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 B.A., Virginia Wesleyan College
 M.S., Old Dominion University

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Director of Academic Skills Program
 B.A., Hampton University
 M.Ed., St. Lawrence University

Programs

Steven M. Emmanuel (1992)
Director of Freshman Seminar
 B.A., Boston College
 M.A. and Ph.D., Brown University

Theodore M. Vial, Jr. (1997)
Director of Honors and Scholars Program
 B.S., Brown University
 M.A., Ph.D., University of Chicago

Clayton J. Drees (1992)
Director of General Studies Program
 B.S., University of Santa Clara
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Thomas R. Fanney (1989)
Director of PORTfolio Program
 B.A., Virginia Wesleyan College
 M.S., Colorado State University
 Ph.D., Virginia Polytechnic Institute and State University

Lisa P. Carstens (1997)
Director of Winter Session
 A.B., Occidental College
 M.A., Ph.D., University of California, Irvine

Maynard H. Schaus (1998)
Interim Director of Winter Session
 B.S., California Lutheran University
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Registrar

Barbara S. Adams (1989)
Registrar
 B.S., Carson-Newman College
 M.S., University of Arkansas

Thomas A. Blackburn (1999)
Administrative Assistant
 B.A., Virginia Wesleyan College

Julie A. Houghton (2002)
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Sharon L. Wilson (1980)
Assistant Registrar
 B.A., Virginia Wesleyan College

Women's Resource Center

Sharon L. Payne (1999)
Director of Women's Resource Center
 B.S., Ursinus College
 M.S.W., Smith College School for Social Work
 L.C.S.W., C.S.A.C.

Business Affairs

William T. Joseph (1966)
Vice President for Business Affairs
 A.B., East Carolina University
 M.B.A., Old Dominion University

Elaine Aird (1988)
Assistant Director of Business Operations
 B.A., Virginia Wesleyan College
 M.A., Norfolk State University

Amy Dudley (1999)
Secretary

Barbara K. Fried (1995)
Director of Human Resources
 B.S., Miami University (Ohio)
 SPHR

Audrey Gluck (1984)
Payroll Coordinator

Oreleah Hemingway (1998)
Student Loan Coordinator

Maintenance

Kent Algire (1991)
 Millard Bridgers (1996)
 Alan Brown (1997)
 Gale Carter (1989)
*Secretary/Work Center
 Coordinator*
 Timmy Flemming (1998)

Michael Garner (1993)
 Kevin Hafner (2003)
 William Huber (2003)
 Chris James (1990)
 Steven Sparks (1998)
 Andrew Weaver (2002)
 Frank White (1998)

Chaplain's Office

Robert M. Chapman (1997)
Chaplain of the College
 B.A., Virginia Wesleyan College
 M.Div., Wesley Theological Seminary
 M.Ed., Lynchburg College

College Advancement

Timothy A. McDermott (1999)
Vice President for College Advancement
 B.A., Virginia Polytechnic Institute and State University
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*Administrative Assistant to the Vice President for
 College Advancement*

Alumni Office

Kevin L. Clary (1995)
Director of Alumni Relations
 B.A., Virginia Wesleyan College

Louise Noff (1998)
Alumni Assistant

Church Relations

Ann P. Shappell (1980)
Director of Church Relations
 B.A., Virginia Wesleyan College

Development

Catherine C. Craft (1999)
Director of Annual Giving
 B.A., Randolph-Macon Woman's College

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Associate Director of Development for Planned Giving
 B.A., Virginia Wesleyan College

Stephanie Soos (1996)
Coordinator of Advancement Computer Systems
 B.A., Virginia Wesleyan College

Dawn Winters (1999)
Secretary to the Development Office

Enrollment Management

Richard T. Hinshaw (1997)
Vice President for Enrollment Management and Dean of Admissions
 B.A., Mars Hill College

Charlene Bess (2000)
Records Manager

Nataki Corneille (2000)
Admissions Counselor
 B.A., College of William and Mary

Judy Coyne (1997)
Records Manager

Mary Foster (2001)
Assistant Director of Admissions
 B.A., University of Virginia
 M.A., University of Maryland

Sara E. Gastler (1997)
Assistant Director of Admissions
 B.A., Virginia Wesleyan College

Angie Hawkins (2001)
Assistant Director of Financial Aid
 B.S., Hampton University

Eugenia F. Hickman (1981)
Director of Financial Aid
 B.A., Virginia Wesleyan College

Mary L. Holland (1996)
Financial Aid Secretary

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Office Manager
 B.A., Panama University

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Receptionist

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 B.A., Virginia Wesleyan College

Student Affairs

David E. Buckingham (1982)
Vice President for Student Affairs and Dean of Students
 B.S., Campbell College
 M.A., Old Dominion University

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*Administrative Assistant to the Vice President for Student
 Affairs and Dean of Students*
 A.S., Edinboro University
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Assistant Dean of Students for Student Activities/Marketing
 B.S., M.Ed., Virginia Polytechnic Institute and State University

Athletic Department

Sonny A. Travis (1989)
Director of Athletics and Men's Soccer Coach
 B.S., Slippery Rock University
 M.A., University of North Carolina-Chapel Hill

C. Nick Boothe (1986)
Baseball Coach
 B.S., Old Dominion University

Jeffrey Bowers (2000)
Women's Soccer Coach and Women's Tennis Coach

David M. Macedo (1998)
Men's Tennis Coach and Men's Basketball Coach
 B.A., M.S., Wilkes University

Jeremy Marks (2000)
Golf Coach and Assistant Men's Basketball Coach
 B.A., Hartwick College
 M.Ed., Lynchburg College

Ryan Malloy (2000)
Assistant Men's Soccer Coach
 B.A., Virginia Wesleyan College

Kim-Michael Mertes (2002)
Field Hockey and Women's Lacrosse Coach
 B.S. Westfield State College
 M.Ed., Springfield College

Conrad Parker (1997)
Women's Softball Coach
 B.S., Guilford College
 M.S., University of North Carolina, Chapel Hill

Michael Pounds (2000)
Men's Lacrosse Coach
 B.S., Springfield College
 M.Ed., University of Virginia

Nancy H. Probert (1985)
Administrative Assistant

Donald Proehl (1998)
Assistant Women's Basketball Coach
 B.S., Western Kentucky University
 M.S., Ed., Old Dominion University

Joanne M. Renn (1994)
*Associate Athletic Director/Athletic Development,
 Sr. Woman's Administrator*
 B.S., Old Dominion University
 M.S., Troy State University

Joshua P. Stewart (2002)
Head Men's Lacrosse Coach
 B.A. Hampden-Sydney College

Neely Strange (2001)
Athletic Trainer
 B.S., Mars Hill College
 M.S., Old Dominion University

Joseph Wasiluk (2001)
Sports Information Director

Campus Center

Lina H. Green (1988)
Associate Dean of Students and Director of Batten Center
 B.S., M.Ed., Western Carolina University

William Harrell (2001)
Assistant Director of Batten Center, Aquatics & Fitness
 B.A., Virginia Wesleyan College

Cynthia G. Smith (2001)
Assistant Director of Batten Center, Director of Intramurals
 B.A., Eckerd College
 M.A., Appalachian State University

Campus Security

Leo R. Therrien (2001)
Director of Security
 A.A., Merritt College
 B.A., St. Leo College
 M.S. Golden State University

Donna Broeders (2001)
Administrative Assistant

D. Edward Gregory, Jr. (2003)
Administrative Supervisor
 Virginia Beach Police Academy
 Virginia Beach Sheriff's Academy

Security Patrol Officers

Moses Alston (1984)	Tracy Grissett (2002)
Bruce Carlton (2002)	Ronnie Hawkins (1982)
Marvin Freeman (1999)	Deandre Hines (2002)
William Gibson (2000)	Thomas Hoster (2002)
Issac Giles (2002)	Darron Muney (2002)
Franklin Green (2001)	Emmanuel White (1999)

Career Services

Deborah L. Hicks (1989)
Associate Dean of Students and Director of Career Services
 B.S., Longwood College
 M.Ed., University of Virginia

Lisa Fentress (2002)
Career Counselor
 B.A., Elmira College
 M.A., West Virginia University

Karen J. Halman (1993)
Assistant Director of Career Services
 B.S., M.S.Ed., Old Dominion University

Leslie J. Hines (1985)
Secretary

Counseling Services

James W. Brown (1999)
Director of Counseling Services
 B.A., Transylvania University
 M.S.W., University of North Carolina

Molly R. Bochenek (1999)
Assistant Director of Counseling Services
 B.A., Virginia Wesleyan College
 M.S.W., Norfolk State University

Health Services

Mary A. Giffhorn Gerriets, R.N. (1993)
Staff Nurse
 Beth Israel School of Nursing

Residence Life

Keith Moore (1999)
Director of Residence Life and Assistant Dean of Students
 B.A., Curry College
 M.Ed., University of Massachusetts

Ryan Brown (2000)
*Assistant Dean of Students for Residence Life
 and Community Development*
 B.A., Old Dominion University
 M.S., Old Dominion University

Cynthia Dixon (2001)
Office Manager
 B.A., Virginia Wesleyan College

STAFF EMERITUS

The first date in parentheses indicates the year of appointment to the instructional staff; the second date indicates the year of retirement.

James R. Bergdoll (1966-1998)
Vice President for College Relations and Development
 B.A., Randolph-Macon College
 M.A., American University

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CALENDAR 2003–2004

WHAT'S WHEN AT WESLEYAN

2003

JANUARY							APRIL							JULY							OCTOBER																	
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S											
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5	6	7	8	9	10	11	6	7	8	9	10	11	12	6	7	8	9	10	11	12	5	6	7	8	9	10	11											
12	13	14	15	16	17	18	13	14	15	16	17	18	19	13	14	15	16	17	18	19	12	13	14	15	16	17	18											
19	20	21	22	23	24	25	20	21	22	23	24	25	26	20	21	22	23	24	25	26	19	20	21	22	23	24	25											
26	27	28	29	30	31		27	28	29	30	31		27	28	29	30	31		26	27	28	29	30	31														

2004

JANUARY							APRIL							JULY							OCTOBER																	
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S											
					1							1	2	3																								
4	5	6	7	8	9	10	4	5	6	7	8	9	10	4	5	6	7	8	9	10	3	4	5	6	7	8	9											
11	12	13	14	15	16	17	11	12	13	14	15	16	17	11	12	13	14	15	16	17	10	11	12	13	14	15	16											
18	19	20	21	22	23	24	18	19	20	21	22	23	24	18	19	20	21	22	23	24	17	18	19	20	21	22	23											
25	26	27	28	29	30	31	25	26	27	28	29	30	31	25	26	27	28	29	30	31	24	25	26	27	28	29	30											

Fall Semester, 2003

July Orientation for Freshmen	July 11–12
Faculty Workshop	July 18–19
New students arrive	Aug. 20–21
New student Orientation	Aug. 21
Registration for fall semester	Aug. 21–23
Residence halls open for returning students, 10:00 a.m.	Aug. 22
Day and ASP classes begin	Aug. 24
Labor Day holiday (no classes)	Aug. 25
ASP weekend classes begin	Sept. 1
Monday laboratories meet	Sept. 5–6
Homecoming	Sept. 5
Fall break	Oct. 3–4
Progress Reports available (MARSIS)	Oct. 10
Parents and Family Weekend	Oct. 13
Last day to drop courses without automatic "WF"	Oct. 17–18
VWC Day	Oct. 24
*Thanksgiving holiday	Nov. 15
Classes resume	Nov. 26–28
Laboratories end	Dec. 1
Day classes end	Dec. 2
Reading Day	Dec. 5
Final examinations	Dec. 6
ASP final examinations	Dec. 8–11
December Graduate Reception	Dec. 5–6, 8–9
Semester ends after last exam	Dec. 7
	Dec. 11

Spring Semester, 2004

Faculty Workshop	TBA
Winter Session	Jan. 5–23
New students arrive	Jan. 22
New student Orientation	Jan. 22–23
Registration for spring semester	Jan. 23
Residence Halls open at 10:00 a.m. for returning students	Jan. 25
Classes begin	Jan. 26
VWC Day	Jan. 31
ASP weekend classes begin	Feb. 6–7
Scholarship days	Feb. 5, 7, 11, 16
Spring holiday begins at 1:20 p.m.	Mar. 12
Spring holiday	Mar. 13–21
Residence halls open at 10:00 a.m. for returning students	Mar. 21
Classes resume	Mar. 22
Progress Reports available (MARSIS)	Mar. 22
VWC Day	Mar. 27
Last day to drop courses without automatic "WF"	Apr. 2
Good Friday holiday	Apr. 9
Spring Honors Convocation	Apr. 30
Laboratories end	May 4
Classes end	May 5
Reading Day	May 6
Final examinations	May 7–8, 10–11
ASP final examinations	May 6–8, 10–11
Commencement	May 15
Summer Session begins	May 24
Summer Session ends	Aug. 6

*Laboratories do not meet Monday or Tuesday of this week. Only Monday ASP classes meet this week.