

LONGWOOD

2016-2017 UNDERGRADUATE CATALOG

This Web catalog is the official catalog of Longwood University. It describes Longwood's academic programs, including course numbers, descriptions, and standards for student progress and retention at the time of publication. However, the provisions of this publication are not to be regarded as an irrevocable contract between the student and Longwood. There are established procedures for making changes to this catalog which protect the institution's right to make changes as necessary. A change of curriculum or graduation requirement is not made retroactive unless the alteration is to the student's advantage and can be accommodated within the span of years normally required for graduation.

Longwood University reserves the right to require a series of student proficiency assessment tests prior to graduation. The purpose of these assessment tests is to help individual students develop to their fullest potential and to improve the educational programs of the institution. Students are required to participate; students who fail to participate may lose their priority ranking for registration and housing. The institution may withhold transcripts for three months for graduating seniors who fail to participate.

Longwood University, an agency of the Commonwealth of Virginia, is an equal opportunity institution of higher learning. Consistent with Federal and State law, the University promotes equal opportunity for all prospective and current students and employees. The University will not discriminate against any individual on the basis of race, sex, color, national origin, religion, sexual orientation, age, political affiliation, veteran status, or disability status, except in relation to employment where a bona fide occupational qualification exists. Anyone with questions concerning access or accommodations should contact the Office of Disability Resources at (434) 395-2391(V); TRS 711. Website: <http://www.longwood.edu/disability/index.html>.

Longwood's undergraduate catalog is published each academic year. This catalog and related announcements remain in effect until August 1, 2017.

Longwood University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate and master's degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, telephone (404) 679-4500 for questions about the accreditation of Longwood University. Website: <http://www.sacscoc.org>.

Contact information for the Commission on Colleges is provided above so that interested parties can learn more about the accreditation status of Longwood University; file a third-party comment at the time of Longwood University's decennial review; or file a complaint against Longwood University for alleged significant non-compliance with a standard or requirement. Normal inquiries about Longwood University, such as admission requirements, financial aid, and educational programs should be addressed directly to Longwood University and not to the Commission.

Longwood University programs and units are also accredited by the following, with the latest accreditation year in parentheses:

- American Alliance of Museums (2010)
- Association to Advance Collegiate Schools of Business (2012)
- Commission on Accreditation of Allied Health Education Programs (2013)
- Commission on Accreditation of Athletic Training Education (2012)
- Commission on Collegiate Nursing Education (2012)
- Council for the Accreditation of Educator Preparation (2012)
- Council on Academic Accreditation in Audiology and Speech Language Pathology of the American Speech-Language-Hearing Association (2010)
- Council on Accreditation of Parks, Recreation, Tourism and Related Professions (2012)
- Council on Social Work Education (2014)
- International Association of Counseling Services (2012)
- National Association of Schools of Music (2006)
- National Association of Schools of Theatre (2012)
- Virginia State Board of Education (2013)

LONGWOOD UNIVERSITY MISSION

Longwood University is an institution of higher learning dedicated to the development of citizen leaders who are prepared to make positive contributions to the common good of society. Building upon its strong foundation in the liberal arts and sciences, the university provides an environment in which exceptional teaching fosters student learning, scholarship, and achievement. As the only four-year public institution in south central Virginia, Longwood University serves as a catalyst for regional prosperity and advancement.

- Approved by the Longwood Board of Visitors, July 1997

Academic Calendar 2016-2017

FALL SEMESTER 2016

August 2016

- 18 New students arrive
- 18 Final registration
- 20 Continuing students arrive
- 22 Classes begin 8 a.m.
- 29 Last day add/drop - 5 p.m. (FULL semester classes)

September 2016

- 5 Labor Day holiday - Classes will be held – University offices will be open
- 8 Convocation
- 29-30 Fall Break – University offices will be open for faculty, staff and students, but no classes will be held

October 2016

- 3-5 Fall Break – University offices will be open for faculty, staff and students, but no classes will be held
- 4 U.S. Vice-Presidential Debate
- 6 Classes resume 8 a.m.
- 7 Pass/Fail deadline - 5 p.m.
- 10 Grade estimates due 12 noon
- 14 Deadline to withdraw with "W" - 5 p.m.
All undergraduate incompletes due for Spring and Summer 2016
- 15 Graduate Comprehensive Examination

November 2016

- 7 Advising and Registration begin - Spring 2017
- 18 Advising ends - Spring 2017
- 23-25 Thanksgiving holiday-no classes
University closed
- 28 Classes resume 8 a.m.

December 2016

- 2 Last day of classes
Graduate incompletes due for Spring and Summer 2016
- 3 Reading day
- 5-6 Examinations
- 7 Reading day – with evening exams starting at 5:30 p.m.
- 12 All grades due 8:30 a.m.

WINTER INTERSESSION 2016-17

December 10, 2016 - January 14, 2017

SPRING SEMESTER 2017

January 2017

- 16 Martin Luther King Jr. holiday - no classes
University closed
- 17 Final registration and new student orientation
- 18 Classes begin 8 a.m..
- 25 Last day add/drop -5 p.m. (FULL semester classes)

February 2017

- 24 Pass/Fail deadline by 5 p.m.
- 27 Grade estimates due 12 noon

March 2017

- 4 Graduate Comprehensive Examination
- 6-10 Spring break-no classes
- 6 University closed
- 13 Classes resume 8 a.m.
Deadline to withdraw with a "W" -5 p.m.
All undergraduate incompletes due for Fall 2016
- 16 Advising begins - Fall and Summer 2017
- 29 Advising ends - Fall 2017

April 2017

- 26 No classes – campus wide Research & Assessment/Showcase Day

May 2017

- 2 Last day of Undergraduate classes
All graduate incompletes due for Fall 2017
- 3 Reading Day – with evening exams starting at 5:30pm
- 4-5 Examinations
- 6 Reading Day
- 8-9 Examinations
- 12 All grades due 8:30 a.m.
- 19 Graduate Commencement
- 20 Undergraduate Commencement

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Undergraduate Admissions

Longwood University accepts applications for fall, spring, and summer terms and is pledged to a non-discriminatory admissions policy. To request Longwood information, email us at admissions@longwood.edu or go to whylongwood.com.

FRESHMAN ADMISSIONS

Procedures

1. Complete and submit the Undergraduate Application for Admission by the priority date of February 1 (December 1 for Nursing, Honors and scholarship consideration). The application must be accompanied by a non-refundable application fee of \$50 or by an official fee waiver. We strongly encourage students to [apply online](#).
2. Request that the official high school transcript be sent to the Office of Admissions. Students who have attended other colleges or universities under dual enrollment programs must also request that those institutions send official transcripts.
3. Request that the scores from the SAT or ACT be sent to the Office of Admissions.
4. Submit any additional information that will be helpful to the Admissions Committee.
5. Upon receipt of the student's application, and supporting documents, the Admissions Committee will carefully examine the student's qualifications and notify the student of the admissions decision within six weeks beginning in mid-January.
6. Students admitted to Longwood submit a deposit of \$400 to accept the offer of admission and secure their enrollment. The deposit is due by May 1 for the fall semester and December 1 for the spring semester and is not refundable after these dates. Students accepted after May 1 or December 1 must submit a non-refundable deposit within ten days of their acceptance.

Criteria

Applicants for undergraduate degree programs should be graduates of an accredited high school, anticipating graduation from an accredited high school, or hold the GED Certificate with satisfactory scores.

Freshman admissions decisions are competitive and based primarily on the following factors:

High school curriculum – level and types of courses

Grades in core curriculum – (course followed by number of units required) English – 4; Math (Algebra I, Geometry, Algebra II) – 3; Science (at least 2 laboratory courses) – 3; Social Sciences – 3; Foreign Language or American Sign Language – 2; Fine or Practical Art) – 1; and Health and PE – 2; (Additional units of math, science and foreign language are strongly recommended.)

Cumulative GPA

GED scores - if applicable

Consistency and trends of grades

Industry standard test scores (e.g. SAT, ACT, TOEFL or IELTS)

Class rank – if available

Other factors such as co/extra-curricular activities; community service; personal statements; recommendations; special talents; leadership, etc. may also be considered. Primary emphasis, however, is placed on academic credentials.

The majority of students accepted to Longwood earn an advanced diploma in high school.

Admission to the university does not imply admission to a specific degree program. Please review the Academic Programs section of this catalog for specific requirements.

Nursing Admissions: Admission to the Nursing Program is more competitive than regular admission. In addition to the criteria listed above, the Nursing Admissions Committee places emphasis on grades in and level of math and science courses and experiences related to nursing. Space is limited so only those most suited for the program will be admitted each fall. The application deadline is December 1. Candidates will be notified by mid-March.

Early Action Admission: Longwood offers Early Action Admission to freshman applicants who have excelled in high school and have above average test scores and class standing. To be considered for Early Action, applications must be received by December 1. Candidates will be notified by mid-January. The offer of admission is non-binding for the student. Students not selected for Early Action will automatically be considered for regular undergraduate admission.

Early Admission: High school juniors who have demonstrated high academic achievement in a college preparatory program may be considered for Early Admission. General application procedures and deadlines are the same as for seniors, with the following additional documentation required: written endorsement from the Director of Guidance or Principal; a letter from the parents or guardian in support of the decision; and a statement from the applicant outlining the reasons for seeking to begin college after the junior year of high school.

TRANSFER ADMISSIONS

Procedures

Transfer students must complete and return an application for admission, accompanied by a \$50 non-refundable application fee by the priority date of March 1 for the fall semester and November 1 for the spring semester. The student should request that a final official high school transcript, official transcripts from each college attended, and official test scores (e.g. AP, IB, CLEP, etc.) be sent directly to the Office of Admissions. It is important to indicate on the application if an Associates of Arts and/or Science Degree will be received before transferring to Longwood. To be eligible for the benefits of an Articulation Agreement, the student must have earned the appropriate associate degree **prior** to enrolling in Longwood. We strongly encourage that students to [apply online](#).

Virginia Community College and Richard Bland College students planning to transfer to Longwood should consult with their college counselor and review the *Longwood Transfer Guide*, which is available at www.longwood.edu/admissions/11306.htm.

Transfer applicants with 45 or more transferable semester hours must declare a major prior to admission. All students must declare a major upon completion of 45 credit hours (includes Longwood hours and transferred hours).

Criteria

A minimum cumulative 2.5 GPA (on a 4.0 scale) for all hours attempted at all accredited colleges attended is expected to be *considered* for admission. Achievement of the minimum GPA does not imply automatic admission. Transfer applications are reviewed with primary emphasis on academic course work taken at the college level. Students are expected to have successfully completed academic course work in four main academic areas: English, mathematics, science, and history/social science. Transfer applicants who will have earned fewer than 24 transferable semester hours in college-level subjects prior to applying at Longwood and/or who are under 25 years of age may also be evaluated on their high school academic performance and SAT/ACT scores.

OTHER ADMISSIONS CATEGORIES

Nontraditional Students: Students 25 years and older or whose life experiences (family, marital status, employment history, military service, etc.) indicate nontraditional consideration should submit a regular admissions application ([online](#)), a \$50 non-refundable application fee, and a statement of educational goals. Students who have attended other accredited post-secondary institutions must have official transcripts from each institution forwarded directly to the Office of Admissions. Official high school transcripts or GED Certification must also be submitted. An interview with an admissions counselor may be required.

Adult applicants who do not meet the standard requirements of minimum academic units and/or SAT/ACT scores may be accepted conditionally. A conditional acceptance would require the successful completion of three general education or major requirement courses with a grade of “C” or better. A student deficient in mathematics, English, social science and/or science may be required to complete specific courses at a community college before entering Longwood.

International Students: In addition to the criteria listed above, international students must also demonstrate proficiency in the English language through the TOEFL or the IELTS. A minimum TOEFL score of 550 (paper test) or 79-80 (Internet-based) or an IELTS of 6.5 is needed for admission. International students should [apply online](#). Applications are accepted on a rolling basis. However, international students are encouraged to apply by **June 15** for fall admission and **October 15** for spring admission in order to have adequate time to apply for a visa. Students must submit certified copies of all secondary school transcripts, translated into English, certification of secondary school completion (diploma, GSCE, etc.), in addition to TOEFL/IELTS scores. Independent evaluations of academic qualifications may be requested (obtained from WES or AACRAO).

Students must certify sufficient financial resources in order to be issued a visa to attend Longwood. A foreign national must provide Longwood’s Financial Certification Form that shows that he/she has enough money to pay for tuition, room, board and fees at Longwood. This form must be signed by the student and his/her parent and be submitted along with a letter from a bank official or a certified copy of the bank statement. Longwood does not provide financial aid for international students.

Health Insurance: All F1 and J1 visa holders are required to have a valid health insurance policy while enrolled at Longwood University. We **require** that you purchase the Budget or Select Insurance Plan through International Student Insurance <http://www.internationalstudentinsurance.com/bespoke/longwood-university.php>. **If you are already covered by an international insurance policy**, please contact the Office of International Affairs to determine if you need to purchase any additional insurance. Proof of coverage in the form of a confirmation letter from the insurance company, listing coverage and effective dates, must be provided to the Office of International Affairs before arrival in the United States. Coverage must be maintained during the entire course of study at Longwood.

Immunization Requirements: Students must be immunized for the following diseases: measles (Rubeola), German measles (Rubella), mumps, polio, diphtheria, and tetanus and have a tuberculosis screening within the past year. Meningitis and Hepatitis B immunizations are also required; however, waivers can be signed for Meningitis and Hepatitis B if the student chooses not to receive these immunizations. Students will not be able to register for classes without complying with these immunizations.

Admissions for Students with Disabilities: Admission to Longwood is based on the requirements outlined in this catalog. Admission decisions are made without regard to disabilities. All applicants are reviewed through the same admissions procedures. Scores from admissions tests (SAT or ACT) taken with accommodations are accepted.

Individuals who wish to request Longwood publications or applications in an alternate format (e.g., digital or large print) should contact the Office of Admissions at (800) 281-4677; TRS: 711, Ext. #2.

Disability Disclosure Policy: Disclosure of a disability is voluntary and is considered confidential information. However, if you wish to request academic, housing, or other accommodations at Longwood, you must have disability documentation on file with Office of Disability Resources that meets Longwood documentation requirements. Visit the Office of Disability Resources website (<http://www.longwood.edu/disability/>) for information on documentation requirements, possible accommodations and services, and procedures for making accommodation requests.

Readmission Candidates: Students who have been away from Longwood for one (even if withdrawal occurred at the end of the semester) or more semesters must submit an Application for Readmission and a \$30 fee to the Office of Admissions at least 60 days before the beginning of the term in which they plan to enroll. Readmission is not automatic. Each decision is made on an individual basis. The Admissions Committee reviews the academic record and citizenship at Longwood as well as courses taken elsewhere. Official transcripts from other colleges of such coursework are required.

The Admissions Committee is not obligated to readmit any student; however, a student denied readmission may appeal in writing to the Office of Admissions. The appropriate dean(s) will review the appeal. Students eligible to be readmitted may not, in some cases, be eligible to enroll in a particular major because their academic standing may be below the required minimum for the program.

Readmitted students are not eligible to benefit from the Articulation Agreement with community colleges if Longwood credits were used to obtain the degree. However, individual courses will be evaluated and granted credit if appropriate.

Applications for readmission may be found [online](#).

Non-degree Students: Students not seeking a degree may be permitted to take courses for which they are qualified.

Non-degree students may register for classes directly through the Office of the Registrar. Non-degree students must complete an Undergraduate Non-Degree Application form and the Application for Virginia In-State Tuition Rates, (if you wish to be considered for in-state tuition). Tuition and fee payments follow the standard billing schedule of Longwood. Non-degree students need to complete the Virginia In-State Tuition Rates application on a yearly basis to be considered for in-state rates.

Students who have been denied regular admission to an undergraduate program at Longwood may not register as non-degree students without permission from the chief Admissions office and the dean of the college of the student's intended major.

Students who are still enrolled in high school may register as non-degree students if they are endorsed by their guidance counselor or principal and receive approval from the appropriate college dean.

Non-degree students must maintain at least a "C" average in order to continue.

A student in this category who wishes to carry a full-time load (12 credits or more) must have permission from the dean of the college; such permission is generally limited to those students who are working toward a special certification or license and who have demonstrated their ability to do college-level work.

Non-degree students are advised that credits earned as a non-degree student are not necessarily applicable toward a Longwood degree program. After admission, such credits, as well as credits earned at other colleges or universities, will be evaluated as to applicability to the specific degree program in which the student wishes to enroll.

Non-degree students are encouraged to apply for admission before they complete 24 credit hours. Permission is required from the Registrar in order to take more than 24 hours as a non-degree student.

Exchange students from abroad and through the NSE program are considered non degree students. The students in this category need to work with the Office of International Affairs for application and registration.

Teacher Licensure: A student who has earned a baccalaureate degree from an accredited institution may complete the course requirements for teacher licensure in Virginia. These students may register as non-degree students.

Second Baccalaureate Degree: A student who has earned a baccalaureate degree from Longwood or any other accredited institution may earn a second baccalaureate degree by satisfying the following requirements:

1. Submit an undergraduate Application for Admission, a \$50 non-refundable application fee, and all official college transcripts directly to the Office of Admissions.
2. Submit a completed undergraduate Application for Degree to the Office of the Registrar. In order to complete the Application for Degree, the student must meet with the appropriate Department Chair. The admission process will not be complete until the student has met with the appropriate department chair, completed the application for degree and submitted the form to the Office of the Registrar.
3. Complete all coursework required by the second program to earn the degree specified for that program. At least 30 hours for the second degree must be completed at Longwood. All general education requirements and speaking and writing intensive course requirements are met by the first baccalaureate degree. Additional degree requirements are met by the first degree where applicable.
4. Maintain a minimum 2.0 grade point average cumulatively and in the major unless a higher minimum grade point average is specified for a particular major.

CREDIT FOR AP, IB and CLEP TESTS

Longwood offers academic credit through the College Level Examination Program (CLEP), International Baccalaureate (IB), and Advanced Placement (AP) Examinations. Information concerning acceptable scores and course equivalences are available online <http://www.longwood.edu/registrar/48031.htm>. Longwood does not offer credit for the General Area CLEP Exams. To be awarded credit, students must submit official score reports to the Office of the Registrar.

CANCELLATION of an ADMISSIONS OFFER

Longwood's Honor Code prohibits lying, cheating, and stealing. Students who complete the Application for Admission pledge to abide by The Honor Code. Should a student falsify the information provided on the application, alter academic documents, plagiarize the personal statements, or otherwise issue an untrue statement as part of the application process, the offer of admission will be revoked. Longwood also reserves the right to revoke an offer of admission based on a change to a student's academic performance or should a student fail to meet written conditions stated in the admission letter prior to matriculation.

QUALIFYING FOR VIRGINIA TUITION RATES

Longwood follows the domicile guidelines covered in the Code of Virginia, §23-7:4:3(B). These guidelines are available at <http://www.schev.edu/students/VAdomicileguidelines.asp>. Information regarding the domicile determination of military personnel and their dependents is also covered in the guidelines.

Procedures

Applicants: During the application for admission, the Application for In-State Tuition is submitted to the Office of Admissions for review and decision. If the applicant is accepted, the student will receive official notification of the domicile determination prior to the May 1 deposit deadline. If the Application for In-State Tuition is received within the two weeks prior to, on or after May 1 the official notification of the domicile determination will be within two weeks of the acceptance letter.

If the student does not agree with the domicile decision, a letter of appeal with supporting documentation should be submitted prior to the start of the semester for which the student is requesting in-state tuition rates to the Office of Admissions for review and subsequent decision. If the student does not agree with this decision, a written appeal with supporting documentation should be submitted to the Dean of Students. If the student does not agree with this decision, the student may petition the Virginia Circuit Court.

Current Students: The university may initiate a reclassification inquiry at any time after the occurrence of events or a change in facts gives rise to a reasonable doubt about the validity of existing residential classification.

A current student may establish in-state status if an independent student or the parent(s) of a dependent student moves to Virginia and fulfills the requirements of domicile including the one-year residency. A current student wishing to have the domicile changed for tuition purposes must submit an Application for In-state Tuition with supporting documentation to the Office of the Registrar prior to start of the semester for which they are requesting in-state rates. The university will not initiate this process. Changes in status will not be applicable to previous or current semesters. If the student does not agree with the decision of the Office of the Registrar, a written appeal with supporting documentation should be submitted to the Dean of Students. If the student does not agree with this decision, the student may petition the Virginia Circuit Court.

Students classified as out-of-state must present clear and convincing evidence to rebut the presumption that residing in Virginia is primarily to attend school. Residence or physical presence in Virginia primarily to attend college does not entitle students to in-state tuition rates.

Expenses and Financial Policy

The fees indicated are estimated for the 2016-2017 academic year and are subject to change by the Board of Visitors at any time.

STATEMENT OF STUDENT RESPONSIBILITIES, CONDITIONAL TERMS, & CONSENT OF ALL PROVISIONS

I, as a Longwood University student, understand and accept the responsibility to:

- Submit full payment of tuition and fees generated from my registration.
- Submit full payment of all charges for housing and dining services.
- Submit full payment of any library fines, parking fines, damages and any other applicable miscellaneous charges incurred.
- Pay a \$50 fee for any item(s) returned by the bank, ACH electronic drafts or paper checks. Students making insufficient fund payments to Longwood University may result in an Honor Code violation with the Office of Student Conduct and Integrity.
- Maintain a current mailing address on file with our Office of Registration. (Paper check refunds and tax forms will be delayed if the permanent mailing address or the local address on file for the student is not current and active.)
- Acknowledge my Longwood email as the official means of communication.
- Read my Longwood University e-mail on a daily basis.
- Set up bank account information required for Direct Deposit of student loan refunds.
- Enter a mobile phone number and carrier into my profile in *My Student Account* if you wish to receive text messages for billing.
- Read and abide by the rules as stated in University catalogs and handbooks.
- Review the electronic billings and pay the University by the due dates stated. I understand paper bills will not be sent to me as an actively enrolled student.
- I am responsible to pay the University for any amounts I am not eligible for under applicable financial aid guidelines and realize my financial aid may be adjusted due to eligibility.
- Return any funds owed to Longwood University in the event adjustments are made to my student account after a refund has been processed. I acknowledge I will have a hold on my account until that money has been returned.

DROPPING FROM COURSES

I understand that I am responsible for dropping courses I do not plan to attend. My courses must be dropped by me, the student during the 100% refund period or tuition and fees will be assessed accordingly.

Late Payments

If my student account is not paid in full or secured by our Payment Plan or Financial Aid or approved Third-Party Tuition Assistance I will be assessed a late payment fee of 10% of the unsecured past-due account balance as prescribed in 2.2-4805 of the Code of Virginia. I understand failure to receive a bill does not waive the requirement for payment when due and will not prevent the application of the late payment fee.

Any communication disputing an amount owed must follow the Tuition Appeal information published on the following website [Tuition/Fee Appeal](#)

Past due accounts

I understand any past due balances on my account will generate a hold on my account and I will **not be allowed to:**

- Access assigned housing & meal plans
- Register for future classes
- Receive official transcripts
- Receive my diploma

AGREEMENT TO PAY TUITION AND FEE CHARGES

In consideration of Longwood University allowing me to register for courses, thus incurring costs to the University, I promise to pay Longwood University tuition and fees assessed for my registered courses by the published payment due date for each semester. Also, I agree to pay for any additional fees and interest charges assessed to my account each semester. Any account not satisfied by the final payment due date will be referred to an attorney or a collection agency, and collection fees of up to 32% of the outstanding balance will be added. Any account not satisfied by the final payment due date may be reported to the credit bureaus, and may be listed with the Virginia Department of Accounts through the Debt Set-off Program. Listing with the Virginia Department of Accounts may result in the seizure of funds from a tax refund, any refund from another state agency, and/or a lottery claim.

I understand the principal amount is calculated based on my registration each semester. All outstanding tuition account balances are considered qualified educational loans under I.R.C. 221 and are extended with the express understanding that future repayment shall be made to the university. I further understand that my acceptance of these terms represents my acknowledgement and acceptance of my tuition and fee account balances qualifying as a qualified education loan under I.R.C. 221, and as such, its exemption from discharge under the federal bankruptcy code, 11 U.S.C. 523(a) (8).

I understand, agree and authorize Longwood University to use my social security number for internal and external credit reporting and collection purposes for all charges incurred for the duration of my enrollment with Longwood University.

I expressly consent to you, your affiliates, agents, and service providers may contact me using written, electronic, or verbal means as the law allows. This consent includes, but is not limited to, contact by manual calling methods, prerecorded or artificial voice messages, text messages, emails and/or automated telephone dialing systems. I also expressly consent to you, your affiliates, agents, and service providers contacting me by telephone at any telephone number associated with my account, currently or in the future, including wireless telephone numbers, regardless of whether I incur charges as a result. I agree that you, your affiliates, agents, and service providers may record telephone calls regarding my account in assurance of quality and/or other reasons.

This agreement is subject to the laws of the State of Virginia, without regard to its conflict or choice of law provisions. I irrevocably consent to the jurisdiction of the state and federal courts located in Prince Edward County, Virginia, in any lawsuit arising out of or concerning this agreement, or the enforcement of any obligations under this agreement, including any lawsuit to collect amounts that I may owe as a result of this agreement.

Requesting services will be deemed to be acceptance of these terms.

TUITION AND FEES

Longwood University assesses Tuition & Fee charges to all (full-time and part-time) students on a *per credit hour* basis, according to course type/method of instruction.

For academic and financial aid purposes, an undergraduate-level student must be registered for at least 12 credit hours, per semester, to be considered “full-time”. Undergraduate-level students registered for fewer than 12 credit hours, per semester, are considered “part-time”.

Special Note: *Students who audit courses pay the same tuition and required fee rates as students taking courses for academic credit.*

For all (full and part-time) students, the following *per credit hour* tuition and fee rates apply:

Per Credit Hour Tuition & Fee Charges for Virginia Residents (In-State Students) Taking Undergraduate-Level Courses (100-400 Level Courses):

Description of Charge:	Course Type / Method of Instruction*:			
	On-Campus**	Online	Off-Campus**	Intersession
In-State Undergraduate Tuition	\$245.00	\$245.00	\$245.00	\$245.00
Comprehensive Fee	\$158.00	\$158.00	\$158.00	\$158.00
Student Activity Fee	\$5.00	\$5.00	\$5.00	\$5.00
Total Cost Per Registered Credit Hour:	\$408.00	\$408.00	\$408.00	\$408.00
** Includes Hybrid courses. Hybrid courses combine face to face (classroom) meetings with online (Internet) instruction.				
VA Undergraduate Tuition Surcharge Rate Per Credit Hour: Refer to website: http://www.longwood.edu/registrar/34152.htm	\$260.00	\$260.00	\$260.00	\$260.00

Per Credit Hour Tuition & Fee Charges for Non-Virginia Residents (Out-of-State Students) Taking Undergraduate-Level Courses (100-400 Level Courses):

Description of Charge:	Course Type / Method of Instruction*:			
	On-Campus**	Online	Off-Campus**	Intersession
Out-of-State Undergraduate Tuition	\$706.00	\$706.00	\$706.00	\$706.00
Comprehensive Fee	\$158.00	\$158.00	\$158.00	\$158.00
Student Activity Fee	\$5.00	\$5.00	\$5.00	\$5.00
Capital Outlay Fee	\$20.00	\$0.00	\$0.00	\$20.00
Total Cost Per Registered Credit Hour:	\$889.00	\$869.00	\$869.00	\$889.00
** Includes Hybrid courses. Hybrid courses combine face to face (classroom) meetings with online (Internet) instruction.				

Per Credit Hour Tuition & Fee Charges for Virginia Residents (In-State Students) Taking Graduate-Level Courses (500 Level & Above Courses): MBA students see Required Fees, below, for additional per credit hour charge.

Description of Charge:	Course Type / Method of Instruction*:			
	On-Campus**	Online	Off-Campus**	Intersession
In-State Graduate Tuition	\$328.00	\$328.00	\$328.00	\$328.00
Comprehensive Fee	\$121.00	\$32.00	\$32.00	\$32.00
Student Activity Fee	\$5.00	\$0.00	\$0.00	\$0.00
Total Cost Per Registered Credit Hour:	\$454.00	\$360.00	\$360.00	\$360.00
** Includes Hybrid courses. Hybrid courses combine face to face (classroom) meetings with online (Internet) instruction.				

Per Credit Hour Tuition & Fee Charges for Non-Virginia Residents (Out-of-State Students) Taking Graduate-Level Courses (500 Level & Above Courses): MBA students see Required Fees, below, for additional per credit hour charge.

Description of Charge:	Course Type / Method of Instruction*:			
	On-Campus**	Online	Off-Campus**	Intersession
Out-of-State Graduate Tuition	\$907.00	\$907.00	\$907.00	\$907.00
Comprehensive Fee	\$121.00	\$32.00	\$32.00	\$32.00
Student Activity Fee	\$5.00	\$0.00	\$0.00	\$0.00
Capital Outlay Fee	\$20.00	\$0.00	\$0.00	\$20.00
Total Per Registered Credit Hour	\$1,053.00	\$939.00	\$939.00	\$959.00
** Includes Hybrid courses. Hybrid courses combine face to face (classroom) meetings with online (Internet) instruction.				

* Note: For purposes of this policy and most other listings throughout the *Expenses and Financial Policy* section of this catalog:

On-campus rates apply to most credits offered through the Farmville, Virginia campus. On-campus credits will include, but are not necessarily limited to: credits associated with classroom instruction, hybrid courses, credits earned while participating in certain (student exchange or faculty-led) study abroad experiences, student teaching and internship assignments, and/or independent study assignments.

Online rates apply only to 100% Internet course sections beginning with “B” or “JB” (if offered during Winter Intersession enrollment period).

Off-campus rates apply only to course sections beginning with a “9” or “J9” (if offered during Winter Intersession enrollment period).

Off-campus and Online rates apply to those types of courses regardless of the term.

Intersession rates apply to credits associated with classroom-based courses and/or Longwood University faculty-led tours (abroad) beginning after the end of the fall semester and ending before the normal start date of the spring semester.

Per Semester Room & Board Charges—For All Students (Virginia and Non-Virginia Residents):

Description of Charge:	Per Semester Rate	Description of Charge:	Per Semester Rate
Main Campus Residence Hall Rooms:		Meal Plans, Available to All Students:	
Main Campus-Double:	\$3,325.00	14 Meal Plan + \$275.00:	\$1,646.96
Main Campus-Triple:	\$3,189.76	19 Meal Plan + \$175.00:	\$2,017.68
Main Campus-Single:	\$3,825.08	Block 160 Meal Plan + \$325.00:	\$1,602.44
Main Campus-Double South Ruffner Hall	\$3,075.00	10 Meal Plan + \$375.00:	\$1,658.44
Longwood-Managed Apartments:		Meal Plans: Additional Option, Available to Commuter Students and Students Residing in Longwood-Managed Apartments:	
Lancer Park-Quad:	\$3,864.00	Block 80 Meal Plan + \$325.00:	\$989.52
Lancer Park Double:	\$4,375.00		
New Lancer Park-Quad:	\$4,312.00		
New Lancer Park-Double:	\$4,377.24		
New Lancer Park-Single:	\$4,704.00		
Longwood Village-Single:	\$4,004.00		
Longwood Village-Double:	\$2,000.50		
Longwood Landings-Quad:	\$4,312.00		
Longwood Landings-Single (Studio):	\$4,704.00		
		Meal Plans: Additional Option, Available Only to Commuter Students:	
		Block 40 Meal Plan + \$175.00:	\$500.64

Students residing in Longwood-managed properties are required to purchase a meal plan.

Main Campus residents must choose from the following meal plans: 14+\$275, 19+\$175, Block 160+\$325, or 10+\$375. For students residing in Main Campus residence halls, the 14+\$275 is the default meal plan.

Longwood-managed apartment residents are provided with kitchen facilities, and may choose from the plans listed above or may select the Block 80+\$325 Plan. For students residing in Longwood-managed apartments, the Block 80 + \$325 is the default meal plan.

Commuting students may opt to purchase any of the offered meal plans.

REQUIRED FEES

Tuition and required fees are charged per credit hour to all full-time and part-time students, undergraduate and graduate, including student interns, student teachers, and students earning credit hours for independent study. Required fees include:

Student Activity Fee

This fee is set by the Student Government Association (SGA) and is used to support student organizations and various student activities approved by SGA.

Comprehensive Fee

The comprehensive fee covers auxiliary costs such as the Farmville Area Bus (FAB), student health and wellness services, student union programming, intramural and campus recreation programs, information technology services, and Athletics. The fee also supports the University's online course management system, to include hardware, software, instructional design and delivery training, and technology support services for online courses.

Please note: For off campus students, the comprehensive fee covers costs associated with support staffing, information technology services, the online course management system and video conferencing system and all support involved with maintaining those.

Capital Outlay Fee

The capital outlay fee is a state-mandated fee required of out-of-state students to support debt service costs associated with capital projects funded by the Commonwealth of Virginia.

MBA Fee

All students enrolled in graduate-level business administration courses are assessed a per credit hour fee of \$210.00 in support of the MBA.

OTHER FEES

Application and Re-Admission Fee: A non-refundable application fee of \$50.00 is required of each undergraduate student making his or her first application to Longwood. A non-refundable re-admission fee of \$30.00 is required of each undergraduate student applying for re-admission to Longwood.

Transitional Fee: A transitional fee of \$225 is assessed to all new students. It covers orientation, first year initiatives, and other transition-to-college programming. The fee will be included on the student bill.

Course Fees: Some academic course offerings require additional course and/or lab fees. These fees will be assessed to all students enrolled in the course at the end of the Add/Drop period. Fees typically range from \$5.00 to \$300.00, but may be higher for certain programs (e.g., Nursing).

Field Course Fees: Since charges vary for students enrolled in field assignments (e.g., student teaching, Central Virginia Criminal Justice Academy), semester Field Course Fee rates may be obtained from the academic departments arranging field assignments/internships.

Study Abroad Admin Fee: A non-refundable \$250 administrative fee is charged to students studying abroad/away.

Virginia Undergraduate Tuition Surcharge: In compliance with Virginia State law, students classified as in-state undergraduate students who enroll at a state educational institution August 1, 2006 or later will be assessed a tuition surcharge for each semester *after 125% of the degree requirements for their program have been completed*. The amount of the surcharge, established by the State Council for Higher Education in Virginia (SCHEV), is equal to 100% of the Average Cost of Education for the institution, less tuition and mandatory Educational and General (E&G) fees for in-state undergraduates. **For the 2016-2017 academic year, Longwood University Virginia Undergraduate Tuition Surcharge is \$238.00 per credit hour.** Please refer to *Office of the Registrar* (<http://www.longwood.edu/registrar/34152.htm>) for additional information and exemptions to the surcharge.

Transcript Fee: A fee of \$10.00 will be charged for each copy of official transcript.

Enrollment Verification Fee: A fee of \$5.00 will be charged for each (semester/term) enrollment verification request.

Automobile Registration: A fee is charged for each automobile registered. Parking on main campus or on Longwood-managed properties is permitted only if the permit issued on payment of the fee is displayed. For information regarding parking regulations and/or parking fees, please visit the Longwood University Police Department website: <http://www.longwood.edu/police/>, and select the option: *Parking Services*.

Returned Item Fee: For payments posted by paper check or electronic (ACH) draft*, a \$50.00 fee will be assessed to the student account for each item returned unpaid by the bank for any reason.

* Note: Paper checks and ACH bank drafts (electronic checks) will not be accepted on student accounts that reflect three (3) previously returned items.

Students making insufficient fund payments to Longwood University may result in an Honor Code violation with the Student Conduct and Integrity office.

Reinstatement Fee: If a student is administratively withdrawn for non-payment of tuition and fees and wishes to be reinstated*, he/she must pay a \$50.00 reinstatement fee in addition to any outstanding charges.

* Note: If administratively withdrawn, the original course schedule may not be available and the student must work with her/his advisor and the Office of the Registrar, to create a new schedule.

Meals for Guests: Students entertaining guests in the Longwood dining hall are charged the following rates, tax included: breakfast \$6.50, lunch/brunch \$8.50, and dinner \$8.50.

Deposit

For each new Longwood student, student fee deposit (prepayment) is required to reserve the student's admission/readmission to Longwood University.

Please note: For purposes of this policy, "new" refers to students who will enroll for the first-time into a Longwood University degree program and to students who will re-admit into a degree program following a withdrawal from the university.

New residence hall and commuter students: \$400.00 deposit

An Admission Deposit Form will be sent with the letter of admission (or readmission), and should be returned with payment to Office of Cashiering. The Admission Deposit may also be paid online using a credit card. The steps for paying online are outlined in the Enrollment Checklist that accompanies the letter of admission.

The deposit is refundable until May 1st for students admitted/readmitted for the fall (or summer) semester, and December 1st for students admitted/readmitted for the spring semester. Requests for refunds must be made in writing to the Longwood University Office of Admissions prior to the above-mentioned dates. Deposit payments made after May 1st (fall/summer), or December 1st (spring), are non-refundable.

Special note to students admitted during summer term: Prepaid deposits will be credited to fall semester and will reduce *fall semester* balances due. Summer term crosses two fiscal years. Posting deposits to fall semester ensures most accurate revenue recording, and prevents loss (forfeiture) of student fee deposit when summer enrollment is delayed (from Summer I to Summer II or from summer to fall semester). Students admitted during summer term should plan to pay all summer charges following summer registration.

Deferred Enrollment: Before the start of a semester and with prior approval from the Office of Admissions, non-refundable deposits may be transferred forward *one time (fall to spring, fall to fall, spring to fall, spring to spring)*. If a newly admitted/readmitted student wishes to defer his/her enrollment and request transfer of (non-refundable) paid deposit (forward one time), then the student must submit a written request to Longwood's Office of Admissions. Written requests for transfers of deposits must be received by the university prior to the first day of the academic semester for which the tuition deposit was originally paid. After the first day of the semester, non-refundable deposits will apply to withdrawal fees, and only (non-refundable) deposit payments in excess of withdrawal fees due may be transferred (forward one semester). For additional information concerning withdrawal fees, please refer to *Withdrawal Policies and Procedures*, under the section *Expenses and Financial Aid* of this catalog.

The student fee deposit must be paid, in full, before an admitted/readmitted student may participate in room selection and/or register for classes.

Financial aid recipients: In certain cases, students with prepaid deposits, who also meet the priority deadline to file FAFSA (Free Application for Federal Student Aid), may meet criteria to become eligible for full financial aid funding. If, after prepaying student fee deposit, an account becomes overpaid by (offered, accepted, disbursed) financial aid, refund(s) of net account overpayment(s) will be issued following end of semester "add-drop" period and disbursement of financial aid.

QUALIFYING FOR VIRGINIA TUITION RATES

Longwood follows the domicile guidelines covered in the Code of Virginia, §23-7:4:3(B). These guidelines are available at <http://www.schev.edu/students/VAdomicileguidelines.asp>. Information regarding the domicile determination of military personnel and their dependents is also covered in the guidelines.

Procedures

Applicants: During the application for admission, the Application for In-State Tuition is submitted to the Office of Admissions for review and decision. If the applicant is accepted, the student will receive official notification of the domicile determination prior to the deposit deadline. If the Application for In-State Tuition is received within the two weeks prior to, on, or after the deposit deadline, the official notification of the domicile determination will be within two weeks of the acceptance letter.

If the student does not agree with the domicile decision, a letter of appeal with supporting documentation should be submitted, prior to the start of the semester for which the student is requesting in-state tuition rates, to the Office of Admissions for review and subsequent decision. If the student does not agree with this

decision, a written appeal with supporting documentation should be submitted to the Dean of Students. If the student does not agree with this decision, the student may petition the Virginia Circuit Court.

Current Students: The university may initiate a reclassification inquiry at any time after the occurrence of events or a change in facts gives rise to a reasonable doubt about the validity of existing residential classification.

A current student may establish in-state status if an independent student or the parent(s) of a dependent student moves to Virginia and fulfills the requirements of domicile including the one-year residency. A current student wishing to have the domicile changed for tuition purposes must submit an Application for In-state Tuition Rates (form) with supporting documentation to the Office of the Registrar prior to start of the semester for which the student is requesting in-state rates. The university will not initiate this process. Changes in status will not be applicable to previous or current semesters. If the student does not agree with the decision of the Office of the Registrar, a written appeal with supporting documentation should be submitted to the Dean of Students. If the student does not agree with this decision, the student may petition the Virginia Circuit Court.

Students classified as out-of-state must present clear and convincing evidence to rebut the presumption that residing in Virginia is primarily to attend school. Residence or physical presence in Virginia primarily to attend college does not entitle students to in-state tuition rates.

Veterans Access, Choice, and Accountability Act of 2014

The following individuals shall be charged a rate of tuition not to exceed the in-state rate for tuition and fees purposes:

- A Veteran using educational assistance under either chapter 30 (Montgomery G.I. Bill – Active Duty Program) or chapter 33 (Post-9/11 G.I. Bill), of title 38, United States Code, who lives in the Commonwealth of Virginia while attending a school located in the Commonwealth of Virginia (regardless of his/her formal State of residence) and enrolls in the school within three years of discharge or release from a period of active duty service of 90 days or more.
- Anyone using transferred Post-9/11 GI Bill benefits (38 U.S.C. § 3319) who lives in the Commonwealth of Virginia while attending a school located in the Commonwealth of Virginia (regardless of his/her formal State of residence) and enrolls in the school within three years of the transferor's discharge or release from a period of active duty service of 90 days or more.
- Anyone using benefits under the Marine Gunnery Sergeant John David Fry Scholarship (38 U.S.C. § 3311(b)(9)) who lives in the Commonwealth of Virginia while attending a school located in the Commonwealth of Virginia (regardless of his/her formal State of residence) and enrolls in the school within three years of the Service member's death in the line of duty following a period of active duty service of 90 days or more.
- Anyone described above while he or she remains continuously enrolled (other than during regularly scheduled breaks between courses, semesters, or terms) at the same school. The person so described must have enrolled in the school prior to the expiration of the three year period following discharge, release, or death described above and must be using educational benefits under either chapter 30 or chapter 33, of title 38, United States Code.

Dependents of Military Personnel

Longwood follows the Code of Virginia to determine residency status of military personnel and their dependents. Please go to <http://www.schev.edu/students/VAdomicileguidelines.asp#partIII> for the latest guidelines.

Longwood University Residential Policy:

As part of its distinctive academic mission, Longwood is a residential institution and strives to provide a variety of housing options for all full-time undergraduate students who wish to live in University managed housing. As part of the Longwood experience, undergraduate students in their first two years live in University managed housing, typically in our traditional main campus residence halls. After completing their first two years at Longwood, students are not required to live in University managed housing; those who choose not to must provide notification of their decision to live in housing outside the University and must provide the Office of the Registrar with an up-to-date local address.

Students will be required to pay for room and board prior to moving into Longwood-managed housing, and Housing Terms and Conditions remain in effect for the entire academic year (August through May).

Exceptions to the Residency Policy:

Exceptions concerning residency in University managed housing during a student's first two years may be approved for the following reasons:

- Students who are twenty-three or older prior to the beginning of the fall semester.
- Students who are married, with a verified marriage license.
- Students who serve as legal guardians for a minor.
- Students who live at a permanent address with parent(s), grandparent(s), or legal guardian(s), with a notarized letter verifying occupancy.
- Part-time students enrolled in less than 12 credit hours for both the fall and spring consecutive semesters.
- Rising sophomores who face a particular hardship or recognized necessity.
- Rising junior and senior transfer and re-admitted students. It is important to note that Longwood-managed housing is not guaranteed for transfers and re-admitted students and may not be available.

Requests for exceptions should be submitted in writing to the Residential and Commuter Life (RCL) office prior to or during the housing application process.

As with any matter of honor in University life, students who knowingly provide false information in order to gain an exception to the Longwood University Residential Policy will be charged with violating the Longwood Honor Code.

Housing Intent Notification and Local Address:

Rising juniors and seniors may choose not to live in University managed housing and instead choose to live in housing outside the University.

For purposes of University planning and public safety, students who intend to live in housing outside the University must submit an Intention Form during the Housing Intent Notification period that is specified each year, and they must likewise in a timely fashion provide an up-to-date local address.

In light of University planning and public safety needs, students who do not submit an Intention Form during the specified notification period but who plan to live in housing outside the University must submit a letter of appeal to the Residential and Commuter Life Office.

Students moving to housing outside the University must also attend an orientation at which they will finalize information connected with their Intention Form and receive an overview regarding their rights and responsibilities in the Farmville community as private tenants and residents.

Procedures to Submit an Appeal:

Students wishing to appeal an RCL decision, to seek an exception to University residency policies, or make the decision to live off-campus outside of the specified notification period should submit a letter of appeal in writing (Lancaster G-13, 201 High Street, Farmville, VA 23909) or electronically (housing@longwood.edu). All appeals will be initially reviewed by the Associate Director-Occupancy Management. Any appeal that needs further attention will be reviewed by the RCL Appeals Committee, which is comprised of faculty, staff, and students. The Committee meets as needed, and decisions will be communicated by Longwood email.

Procedures to Return to Longwood-Managed Housing:

Former residential students returning from internships, student teaching, and study abroad opportunities must contact RCL in writing if they want to participate in the Longwood-managed housing application process.

Those students who opt to live in housing outside the University and subsequently wish to return to University managed housing must submit a letter to the RCL Appeals Committee. Should space be available, they will be considered for housing after all current and new residential students are assigned.

Minimum Credit Hour Requirement:

Residential Students are required to be classified as full time students taking 12 or more credits. This policy is designed to maintain the commitment to an educational residential environment. Except for medical reasons, military service-connected commitments, or family emergencies, there are very few exceptions to this policy. Final approval to remain in managed properties with less than 12 credit hours is required from the Dean of Students or designee. The information is then forwarded to Office of Cashiering and Student Accounts and Office of the Registrar.

* Note: For students with a documented disability, permission to reside in campus residence halls or Longwood-managed apartments with a part-time schedule may be granted by the Office of Disability Resources.

Meal Plans:

The Residence Hall Room and Board Agreement spells out the terms of the meal plans available to residential students. Students select meal plans in the agreement and are permitted to change their selected meal plan during specific periods of time as stated in the Residence Hall Room and Board Agreement.

Commuter students may add meal plans at any time in the semester, but must pay full cost for the plan.

If a student drops or downgrades meal plan on or before semester deadline, student will be charged for spent Bonus Dollars plus prorated daily rate for meals.

For additional information, please refer to Longwood Dining Services, under the section Student Services, of this catalog or visit Office of Residential and Commuter Life website.

Billing and Payment Schedule

Longwood University utilizes an electronic billing and payment solution, TouchNet E-Bill.

Longwood University will send E-Bill notification to students who register during open registration or during First Year Student/Transfer Student Orientation and Registration.

Students who register during late registration or late Orientation (August for the fall semester, January for the spring semester) are expected to pay their tuition and fee charges at the time of registration. Students who request room and/or board assignments after the semester due date are expected to pay room/board costs at the time of assignment/assessment.

To prevent the possible assessment of late payment fees, students must pay all calculated charges on, or before, the semester payment due date or the date a charge is incurred (whichever occurs later).

Please note: E-BILL NOTIFICATIONS ARE SENT TO THE STUDENT'S LONGWOOD E-MAIL ADDRESS. E-BILL NOTIFICATIONS ARE ALSO SENT TO AUTHORIZED USERS IF SET UP BY A STUDENT. Students are responsible for paying (or securing with adequate financial aid) all calculated charges on, or before, each semester's payment due date. Students requesting changes after open registration are encouraged to view their account summaries via *myLongwood*. Any charges assessed after the original semester payment due date are due and payable at the time incurred. ***Failure to receive a bill does not waive the requirement for payment when due.***

All currently enrolled students (including students registered after the billing date) may view their billing statements/account summaries online via *myLongwood*.

Billing Schedules

Fall Semester: Fall charges (based upon the student's registered credit hours), less any credits, will be E-billed on or about July 6th, and shall be due on or about August 8th. Credit will be given for miscellaneous outside scholarships* only if the student provides Longwood's Office of Financial Aid with official notification of the award(s) prior to Longwood's scheduled billing dates. ***Failure to receive a bill does not waive the requirement for payment when due.***

Spring Semester: Spring charges (based upon the student's registered credit hours), less any credits, will be E-billed on or about November 28th and shall be due on or about January 6th. Credit will be given for miscellaneous outside scholarships* only if the student provides Longwood's Office of Financial Aid with official notification of the award(s) prior to Longwood's scheduled billing dates. ***Failure to receive a bill does not waive the requirement for payment when due.***

**Please note: Unless specific instructions to the contrary are issued by the awarding agencies, all miscellaneous outside scholarships greater than \$100 will be evenly divided between the fall and spring semesters. Scholarships less than or equal to \$100 will be fully applied to the first semester, unless other instructions accompany payment. (Miscellaneous outside scholarships are scholarships awarded to students by high schools or other agencies independent of Longwood.)*

Methods of Payment: For detailed information concerning billing processes and managing the online student account, please refer to the Student Accounts website:
<http://www.longwood.edu/studentaccounts/BillingProcess.htm>.

Lump Sum Payments

Online Payments: Currently-enrolled students and their authorized users may log into *myLongwood/My Student Account* to view most recent billing statements and see all current account activity. Students and authorized users may submit lump sum payments, online, using Visa, MasterCard, Discover, Diners Club, JCB, UnionPay, BCard, DinaCard, or American Express (credit or debit), or automatic draft from a bank account. A non-refundable convenience fee of 2.75% will be assessed on all credit or debit card payments. ACH Bank Draft (electronic check) payments will be processed without additional fees. Online payments submitted through TouchNet (*myLongwood*) are posted immediately to the appropriate student account.

Important notes concerning online payments:

5. If you choose Electronic Checking as a payment method, please obtain the correct ACH Electronic Draft format for your bank account number from your bank or credit union. **DO NOT USE THE NUMBERS ON YOUR DEBIT CARD FOR YOUR BANK ACCOUNT NUMBER.** Lines of credit, money market accounts, mutual fund accounts, trust funds, etc., cannot be electronically drafted. In addition, many "savings" accounts cannot be electronically drafted, particularly with credit unions. Please check with your financial institution to verify that your account can be electronically drafted. A \$50.00 Returned

Item Fee will be charged for any items returned by your bank, regardless of the reason, as prescribed by the Code of Virginia 2.2-4805.

Please also reference *Returned Items* section of this Catalog.

6. If your payment choice is a debit card, please inquire with your bank concerning any daily dollar limits.

Delivered/Mailed Payments: Lump sum payments may also be submitted to the Office of Cashiering, 2nd floor Lancaster Hall (Room 201-A). Cash, personal checks (unless prior checks have been returned), cashier's checks, and money orders are accepted. An after-hours payment drop box is also available outside the entrance to the Office of Cashiering.

Please note: Credit/debit cards are not accepted in the Office of Cashiering.

International Payments: Longwood University has partnered with Flywire to provide option for International students to pay using their local currency. With Flywire, International students may track payments through the whole process and may take advantage of Flywire's 24/7 Customer Support team. To begin a payment, International students may go to: longwood.flywire.com.

Monthly Payment Plan

The convenience of paying school expenses on a monthly basis is an attractive option for many families. Longwood University provides an opportunity for parents and students to pay educational expenses in four interest-free installments per semester. The plan is available to any student for the fall and/or spring semesters with the exception of study abroad students.

NOTE: PAYMENT PLAN ENROLLMENT IS PER SEMESTER for fall and spring. The payment plan is not available for summer semesters.

Enrollment for the fall payment plan will open online mid-July. Enrollment for the spring plan will open online late November. Payments for the fall semester are due on the 1st of each month from August through November. Payments for the spring semester are due on the 1st of each month from December through March.

A non-refundable participation fee of \$50.00 per semester is charged at the time of online enrollment. Personal expenses, books, computers, or travel expenses are not included in the plan. Longwood University does not charge a fee for late enrollment. However, any "missed" payments must be paid at the time of enrollment.

Our TouchNet Payment Plan Manager system should automatically adjust monthly payments as activity on the student account changes and will notify the student and/or authorized user (s) via email. The payments are automated using an ACH bank draft (Electronic Check) or credit/debit cards (2.75% convenience fee). The automated payment schedule is set upon enrollment. No other action is necessary for the payments to draft from the bank account selected at enrollment in the plan. After enrolling in the plan, students wishing to change bank account information must log in and save a new payment profile. They must then click on Payments and "edit" payment method(s).

IMPORTANT NOTES TO STUDENTS ENROLLING IN MONTHLY PAYMENT PLAN:

1. Please obtain the correct format for your account number from your bank. The payment is subject to approval and final verification from your bank. A \$50.00 fee will be charged for any items returned by your bank.
2. Lines of credit, money market accounts, trust accounts, mutual fund accounts, etc., may not be automatically drafted. Please check with your financial institution to verify your account can be electronically drafted.

How to Enroll: Enrollment in the plan is accomplished by completing our web-based self-service application. Students may enroll in the plan or may authorize others to enroll in the plan. Students may access the option for the plan through *myLongwood* Portal, Student Tab, *My Student Account*. Authorized users will be emailed the procedures for accessing the student account and may enroll in the plan once the student sets the authorizations.

Returned Items

Paper checks and ACH Bank Drafts (electronic checks) will not be accepted on student accounts that reflect three (3) previously returned items. Redemption of any returned item will be by cash, cashier's check, or money order. Additionally, a returned payment item that was made on a student account may be redeemed using a debit or credit card. A service fee will be applied to all returned items in order to cover the university's cost of processing the returned item, including bank charges. Upon notification of the return, a hold flag will be placed on the student account to prevent future registration and acquiring official transcripts. Any amounts not satisfied will be referred to a collection agency, and collection fees will be added. Any amount not satisfied may be reported to the credit bureau, and may be listed with the Virginia Department of Taxation. Listing with the Department of Taxation may result in the seizure of funds due from the Commonwealth, such as a tax refund or lottery claim.

Late Payment

Any student account not paid in full or secured by our Payment Plan or Financial Aid* or approved Third-Party Tuition Assistance may be assessed a late payment fee of 10% of the unsecured past-due account balance as prescribed in 2.2-4805 of the Code of Virginia. Failure to receive a bill does not waive the requirement for payment when due and will not prevent the application of the late payment fee.

** Please note: Students are responsible for endorsing scholarship or private loan checks upon notification from the Office of Financial Aid/Students Accounts. Failure to return endorsed checks in a timely manner could result in the assessment of late payment fees and/or cancellation.*

Cancellation Policy for Unpaid Student Accounts

Any student with an unpaid account balance not secured by Longwood's Monthly Payment Plan and/or financial aid may have her/his course schedule cancelled on the day following the original (semester) payment due date. (The payment due date for the fall semester is on or about August 1st, and for the spring semester is on or about January 2nd.) In addition, if applicable, any residential or commuter student with unpaid balances may be denied access to student housing on her/his scheduled move-in day and/or may be blocked from utilizing campus meal plans.

Failure to receive a bill will not waive the requirement for payment when due. Students may access account summaries/billing statements via Longwood University's Student Information System (myLongwood).

Following the cancellation of her/his course schedule, any student who wishes to reinstate must first pay the required reinstatement fee ***in addition*** to any other financial obligation due to the university. The deadline to reinstate a course schedule is the last business day prior to the first day of classes. In certain instances, a student's original course schedule may no longer be available; therefore, students requesting reinstatement

must work with advisors and/or the Office of the Registrar to create new course schedules. Payment of the reinstatement fee and any outstanding charges must be made to the Office of Cashiering.

Any student who processes an initial registration or who adds classes and/or room/board assignments **after** the original (semester) payment due date is expected to remit payment for all balances due upon registration and/or upon request for room/board assignment. If payment is not made following registration/assignment, then the student's course schedule may be cancelled at the end of the add/drop period, and if residential, the student will be subject to eviction from student housing at that time.

If payment is not made or if an account is not adequately secured by the end of the add/drop period:

7. Degree-seeking undergraduate-level students may be administratively withdrawn from the university and, if administratively withdrawn, will not be allowed to apply for re-admission to Longwood until the following semester.
8. Residential students will be subject to eviction from student housing.
9. Graduate-level degree-seeking or professional endorsement seeking students and non-degree-seeking students may be administratively withdrawn from all (current semester) courses and will be blocked from processing future registrations until all outstanding balances due are fully paid to the university.

Any student with an unpaid/unsecured account balance whose course schedule is cancelled and/or who is administratively withdrawn from the university will be assessed charges in accordance with university catalog-published withdrawal policy*.

*** Please note: Following administrative withdrawal due to non-payment, withdrawal penalties may be substantial. This is particularly true in the case of Online, Off-campus, Intersession, and/or Special Offering courses—for which, after course drop deadline, financial withdrawal penalties will equal 100% of the originally-assessed tuition and fee charges.**

Administrative cancellation/withdrawal will not waive a student's financial obligation(s).

Diplomas and official transcripts will not be issued until all financial obligations to Longwood have been paid or secured to the satisfaction of the university. Any unpaid balance will prevent future registration and will prevent the adding or web-dropping of classes. **(Note: Through the last day to drop a class, students may submit written/faxed "drop" requests (*Course Schedule Change Forms*) to the Office of the Registrar.)**

Notice of Fees and Charges on Unpaid Tuition and Fee Balances

The public is hereby placed upon notice that failure to pay in full at the time services are rendered or when E-billed may result in the imposition of a 10% late payment fee on the unpaid balance. If the matter is referred for collection to an attorney or to a collection agency, the debtor may then be liable for attorney's fees and/or additional collection fees of up to 32 percent of the then unpaid balance. Also, any account not satisfied by the payment due date may be reported to the credit bureau and will be listed with the Virginia Department of Taxation. Returned items will incur a handling fee of \$50.00. Requesting or accepting services will be deemed to be acceptance of these terms.

The student is responsible for all charges assessed regardless of any arrangements or agreements made with other parties.

Hold Flags, Future Registrations, and Release of Transcripts

Hold flags will be placed on student accounts having past-due financial obligations and may be placed on student accounts for a variety of other reasons (e.g., transcripts incomplete, missing health form, degree-application delinquent). Diplomas and official transcripts will not be issued until all financial obligations to Longwood have been paid or secured to the satisfaction of the university. Any unpaid balance will prevent future registration and will prevent the adding or web-dropping of classes. **Note: Through the last day to drop a class, students may submit written/faxed “drop” requests (*Course Schedule Change Forms*) to the Office of the Registrar.** For more information regarding the removal of non-financial hold flags, students are encouraged to contact the department(s) that posted the hold flag(s).

Hold flags may be viewed via *myLongwood and Degree Works*.

Financial Withdrawal Policies and Procedures

Once a student has registered, pre-registered, or otherwise been assigned classes for any semester, he/she must officially withdraw from the university/drop all registered credits within the appropriate add-drop period to prevent the assessment of tuition and fee charges. A student with a room assignment must officially withdraw from the university or (if permissible) cancel room contract before the first day of the academic semester to prevent (full or partial) assessment of housing charges. A residential or commuter student with a meal plan assignment must officially withdraw from the university or (if permissible) cancel meal plan contract before the first day of the academic semester *and* before utilizing plan (meals and/or Bonus \$) to prevent (full or partial) assessment of board charges.

Students withdrawing from the university on the first day of the academic semester, or later, will be charged as stated under the Catalog section *REFUNDS AND CHARGE ADJUSTMENTS*.

For additional guidance and/or to complete official withdrawal procedures:

10. Undergraduate level students (degree or non-degree-seeking) must contact the Office of the Registrar.
11. Graduate-level students (degree or non-degree-seeking) must contact the Dean of the College of Graduate and Professional Studies.

Withdrawal is not considered official until a student has completed withdrawal paperwork with the appropriate Longwood University office: Office of the Registrar (undergraduate students) or College of Graduate and Professional Studies (graduate students).

Please note that the following actions will not substitute for formal withdrawal (or course cancellation) and will not be considered justification for elimination or reduction of charges:

12. Failure to submit payment for a course after registering.
13. Failure to officially drop a course for any reason, including due to the presence of a hold flag.
14. Failure to attend class, log into Canvas, and/or complete coursework after registering.
15. Requesting release of official (or unofficial) transcripts—including to an employer and/or to another college or university.
16. Failure to apply for, receive, or accept financial aid and/or other third party tuition/fee assistance.
17. Voluntary or enforced cancellation of offered financial aid.
18. Failure to occupy Longwood-managed housing and/or to utilize campus meal plan.

All students: Please note that separate academic withdrawal policies exist in addition to financial withdrawal policies. For additional information, please refer to *Withdrawal Policy*, under the section *Academic Regulations*, of this Catalog.

Financial Aid Recipients: Please note that withdrawal prior to the 60% point in a semester significantly impacts a student's eligibility to retain "unearned" financial aid, and may result in financial aid recipients owing large tuition and fee balances to the university. In addition, a registered student's failure to attend class and/or to successfully complete coursework may reduce or cancel the student's eligibility to retain (current or future term) financial aid. Financial Aid recipients are strongly encouraged to seek guidance from the Office of Financial Aid prior to leaving the university and/or completing withdrawal processing through the Office of the Registrar.

REFUNDS AND CHARGE ADJUSTMENTS

Refunds and Charge Adjustments Following Drop or Withdrawal from Off-campus Courses, Online Courses, Intersession Courses, and/or Special Offering (abbreviated term) On-campus Courses* (All Semesters):

* Note: For purposes of this policy, "Special Offering" will refer to an On-campus or Hybrid course lasting less than one full semester in length and/or overlapping semesters/terms.

Dropping: Longwood University "Add-Drop" policy is available, online, from Office of the Registrar website: <http://www.longwood.edu/registrar/19343.htm#adddrop>.

A student who officially cancels (drops) an Off-campus, Online, Intersession, and/or Special Offering course within the official "add/drop" period for the course will be credited/refunded 100% of tuition and fees assessed (for that course) less any non-refundable tuition deposit paid, if applicable.

Withdrawing: After the "add/drop" deadline has passed for each Off-campus, Online, Intersession, and/or Special Offering course, no financial tuition and fee reductions (credits) will be issued to students who "withdraw without academic penalty" (grade of "W"). If a student withdraws before his/her account balance is paid in full, then the student will be responsible for paying any remaining balance due.

Enforced withdrawals, such as disciplinary suspension or administrative withdrawal due to non-payment, will not involve credits or refunds beyond the above schedule.

Refunds and Charge Adjustments Following Drop or Withdrawal from One or More Full-semester (Fall-Spring) On-campus* Courses, But Not Withdrawal from the University:

* On-campus courses include, but are not necessarily limited to: Classroom-based courses, hybrid courses, student teaching and internship assignments, and/or independent study assignments.

Dropping: A student who officially cancels one or more full-semester (fall-spring), On-campus course(s) on or before the semester census date (*Academic Calendar* "last day to drop"), will be fully credited the difference in tuition and fees for the reduced number of credit hours, if any.

Withdrawing: After the census date (*Academic Calendar* "last day to drop"), no tuition and fee reductions (credits) will be issued to students who "withdraw without academic penalty" (grade of "W") from individual courses. Also, after the census date, late-added courses (such as Special Offering courses scheduled to begin mid-semester) will incur *additional* tuition and fee costs.

To avoid unnecessary financial penalties, students are encouraged to officially process all necessary course schedule adjustments prior to the end of the semester Add-Drop period (census date). Although it may be possible—in very rare, unusual, circumstances—for students to seek Dean’s office permission to make schedule adjustments after the census date, severe financial penalties would result. (After the census date, students would be held financially responsible for payment of tuition and fees assessed for *both* late-cancelled courses (graded “W”) and late-added courses.)

Refunds and Charge Adjustments Following Withdrawal from the University and Cancellation of All Full-Semester (Fall-Spring) On-campus* Courses:

* On-campus courses include, but are not necessarily limited to: Classroom-based courses, hybrid courses, student teaching and internship assignments, and/or independent study assignments.

A student who officially withdraws from the university and cancels all full-semester (fall-spring), On-campus courses on or before the semester census date (*Academic Calendar* “last day to drop”), will be credited/refunded 100% of tuition and fees** less any non-refundable tuition deposit paid, if applicable.

** Note: Please reference separate *Refund and Charge Adjustments* policy for Off-campus, Online, Intersession, and Special Offering (abbreviated term) On-campus courses. The current refund policy stated above applies only to charges assessed for full-semester On-campus courses.

A residential student (or a commuter student with optional meal plan) who withdraws from the university on or before the census date for the semester/term, will be assessed reduced/partial room and board charges.

After the fall-spring census date, a student who officially withdraws from the university through the fifth week of the semester will be partially credited tuition, fees, room and board charges—determined by the week of school during which the *official withdrawal* takes place.

After the fifth week of the semester, no (tuition, fee, room and/or board) credits/refunds will be issued to students who withdraw from the university.

Note: Although formal withdrawal processing must occur during standard business hours (8:15am – 5:00pm, Monday through Friday) when the university’s administrative offices are open, in certain circumstances, withdrawn residential students may arrange to complete additional mandatory “room check-out” procedures during the weekend immediately following formal withdrawal processing. Withdrawn residential students may contact Residential and Commuter Life (RCL) staff for additional guidance and/or to schedule and complete room check-out.

Exceptions: In unusual circumstances, charge adjustments and refunds beyond the normal schedule may be recommended by Longwood’s Tuition Appeals Committee for students who leave Longwood “for reasons beyond the student’s control”, such as for a verified incapacitation, illness, injury, or military reservist called to active duty. Tuition Appeal instructions and Application Forms may be obtained, online, from the Office of Student Accounts website: <http://www.longwood.edu/studentaccounts/20642.htm>.

During the fall-spring semesters, students who officially withdraw from the University (canceling all full-semester, On-campus courses) will be charged and credited according to the following schedule:

Official Withdrawal Date*:

Tuition & Fees / Room & Board Assessed:

Within First 6 Days of Academic Semester
(the Official Add-Drop Period):

Student Forfeits (Non-refundable) Tuition Deposit**

Tuition & Required Fees Assessed = 0%

If Applicable, Room Assessed = Prorated Daily Rate
If Applicable, Board Assessed = Daily Rate + Bonus \$

During Second Week of Semester: Tuition & Required Fees Assessed = 25%
If Applicable, Room Assessed = Prorated Daily Rate
If Applicable, Board Assessed = Daily Rate + Bonus \$

During Third Week or Fourth Week of Semester: Tuition & Required Fees Assessed = 50%
If Applicable, Room Assessed = Prorated Daily Rate
If Applicable, Board Assessed = Daily Rate + Bonus \$

During Fifth Week of Semester: Tuition & Required Fees Assessed = 75%
If Applicable, Room Assessed = Prorated Daily Rate
If Applicable, Board Assessed = Daily Rate + Bonus \$

After the Fifth Week of Semester Through the Last Day of Semester: Tuition & Required Fee Assessed = 100%
If Applicable, Room & Board Assessed = 100%

* Official Withdrawal Date = Date upon which a student processes formal withdrawal paperwork with Office of the Registrar (undergraduate students) or Office of Graduate and Professional Studies (graduate students).

** Non-refundable tuition deposit balance will be credited as payment against any balance due; any remaining tuition deposit balance will be forfeited (if assessed charges do not exceed).

Please note: After the start of the academic semester, no financial adjustments will be made to charges for late fees or early arrival fees. Also, for withdrawals occurring after the last day to drop a class, no adjustments will be made to charges for course fees.

If a student withdraws before his/her account balance is paid in full, then the student will be responsible for payment of any remaining balance due, after the appropriate withdrawal credits have been processed.

The refund policy may vary in accordance with federal regulations and/or as stated in room/board agreements.

Enforced withdrawals, such as disciplinary suspension or administrative withdrawal due to non-payment, will not involve credits or refunds beyond the above schedule.

Refunds and Charge Adjustments Following Drop or Withdrawal from Summer Courses:

Dropping: A student who officially cancels one or more summer course(s) on or before the last day to drop for each course, will be fully credited the difference in tuition and fees for the reduced number of credit hours, if any.

Withdrawing: After the last day to drop for each course, no tuition and fee reductions (credits) will be issued to students who “withdraw without academic penalty” (grade of “W”) from individual courses.

Refunds

Refund checks and/or EDI direct deposit credits will be issued to the enrolled student, regardless of who originally made the payment. This policy may not apply if federal, state, and/or local regulations require the return of funds to parents, financial aid programs, third party employers, or scholarship awarding agencies.

The refunded amount may be net of any outstanding balance owed to Longwood for past due library fines, parking fees, telecommunication charges, or any other outstanding debt to Longwood.

Minimum Refund Policy

Due to the high cost of processing refunds, no refund checks will be issued for student account credit balances of \$1.00 or less.

Special Cost Waivers for Virginia Military Survivors and Dependents

The Virginia Military Survivors and Dependents Education Program (VMSDEP) is a Commonwealth of Virginia program which provides education benefits to spouses and children of military service members killed, missing in action, taken prisoner, or who became at least 90% disabled as a result of military service in an armed conflict. Military service includes service in the United States Armed Forces, United States Armed Forces Reserves, or the Virginia National Guard. Armed conflict includes military operations against terrorism or as the result of a terrorist act, a peace-keeping mission, or any armed conflict after December 6, 1941.

Note: A Veteran's 90-100% disability must have been directly caused by the Veteran's involvement in: 1) military operations against terrorism; 2) a peacekeeping mission; 3) a terrorist act; 4) an armed conflict subsequent to December 6, 1941. The service connected disability cannot have been incurred during active duty that coincides with, but was not the direct result of, one of the listed events/missions.

The purpose of VMSDEP is to provide undergraduate or other postsecondary education to eligible participants by providing a waiver of tuition and all required fees at any public institution of higher education or other public accredited postsecondary institution granting a degree, diploma, or certificate in the Commonwealth of Virginia. A stipend to offset the cost of room, board, books, and supplies may also be available, contingent on funding. Benefits are available for up to four (4) academic years. For listing of Benefits, Eligibility Requirements, Required Documentation, VMSDEP Online Application, Virginia Public Colleges and Universities, and VMSDEP Frequently Asked Questions (FAQs), please visit Virginia Department of Veterans Services (DVS) website: <http://www.dvs.virginia.gov/>, and select "Education & Employment" tab.

Please note that VMSDEP applications should be submitted at least sixty (60) days prior to start of term/semester. Eligibility for the VMSDEP benefit is based upon the date that an application was submitted for the program by or on behalf of a qualifying spouse or dependent student.

Students who consider themselves eligible should contact the Virginia Department of Veterans Services (DVS) or may seek assistance from the Dean of Admissions at Longwood or the Veterans Affairs Certifying Official. Verification of eligibility must be on file with the Office of Student Accounts before the first day of classes each semester. Please note that the waiver of tuition and fees does not include a waiver of charges for room and board. Room and board should be paid on, or before, the payment due date for each semester.

Per Code of Virginia: "The maximum amount to be expended for each such survivor or dependent pursuant to this subsection (§23-7.4:1) shall not exceed, when combined with any other form of scholarship, grant, or waiver, the actual costs related to the survivor's or dependent's educational benefits allowed under this subsection".

Senior Citizens Higher Education Act

Senior citizens aged 60 or over, with a Federal taxable individual income of less than \$23,850 per year, and who have lived in Virginia for one year, can enroll as full or part-time students in credit courses free of tuition, provided they meet the admissions standards of the college and space is available. Any senior citizen aged 60 or over can enroll in a non-credit course or audit a credit course free of tuition, regardless of taxable income, provided the student meets the admissions standards of the college and space is available. The senior citizen is

obligated to pay fees established for the purpose of paying for course materials, such as laboratory fees. If enrolled as a non- credit seeking student (audit), a maximum of three courses may be taken per semester.

Approval and processing to register for classes under the Senior Citizens Higher Education Act may be obtained in the Office of the Registrar, Barlow 101. Such students will be enrolled after all tuition paying students have been accommodated but before the add/drop period of the term.

Academic Regulations

This section summarizes important information related to the academic work of the institution. Students must be familiar with the information in this section. It is the responsibility of each student to be certain that academic requirements necessary for graduation are completely fulfilled. **The catalog for the year in which a student enters Longwood University governs academic regulations, general education, and graduation requirements. Transfer students may choose the catalog in effect at the time they enroll or the one which applies to continuous full-time students at their class level. If a student re-enrolls in Longwood University after an absence of: one semester, he/she will remain in his/her original catalog; two or more semesters, the applicable catalog will be the one in effect at the time of re-enrollment.**

Students may elect to graduate under the provisions of any subsequent catalog. In all cases, students must have been duly admitted to Longwood in an academic program of study and meet all of the requirements for graduation in one catalog. Students may not select partial requirements from more than one catalog. Students will be assumed to be under the catalog in effect at the time of admittance unless they notify the Office of the Registrar by completing a Program Change Form, indicating that they wish to adopt a subsequent catalog. Once a student has selected a subsequent catalog, they may not revert to an earlier catalog.

Catalogs are in effect for a six-year period. Students who do not complete the degree in six years may elect any subsequent catalog. If they fail to elect a particular catalog, they automatically become subject to the catalog in effect in their seventh year.

Assessment

Continuous assessment is a fundamental characteristic of institutional accreditation as defined by the Southern Association of Colleges and Schools Commission on Colleges. The Commonwealth of Virginia requires that public universities measure students' academic achievement. Longwood University requires all students to participate in assessment as a condition of graduation.

The purpose of assessment at Longwood is (a) to help individual students gauge their learning and (b) to improve the educational programs of the institution. In the case of both the student and the institution, we intend to assess how effectively consensually-developed goals (for example, core competencies and student learning outcomes in general education and the majors) are being achieved, and, based on these assessment data, we intend to generate recommendations and plans of action that will help achieve these goals.

Assessment may take different forms (standardized testing, submission of portfolios, evaluation of papers or research projects according to a common rubric, etc.) and may involve different configurations of students (a randomly-selected group, all the graduating majors in a particular discipline, the students in a specific class, etc.).

Assessment results are reported within the institution and to external audiences. Longwood does not report individual student scores, but each student has an impact on overall scores. Student participation is therefore required. Students who fail to participate may lose their priority ranking for registration and housing. The institution may withhold transcripts for three months for graduating seniors who fail to participate.

When assessment does not take place as part of a regularly-scheduled course, students will be contacted by email at least two weeks in advance of the required assessment. Students will be excused from this assessment in the same manner as they may be excused from a Longwood class (see the student handbook) or a makeup time will be provided.

Academic Organization

For administrative purposes, Longwood University is divided into four colleges, each headed by a dean. Any academic rule or regulation making reference to a dean or specifying with the Dean's permission is referring to the dean of the college in which the student's major program of studies is associated. Students who have not declared a major are in the Cook-Cole College of Arts and Sciences.

Academic Advising

Longwood's advising program provides informed academic counseling which makes effective use of the assessment, career planning, student development, and software resources available. Although course selection is important, advisors are trained and prepared to counsel or refer advisees on such matters as the following:

- assisting students in understanding their abilities, interests, and limitations;
- helping students clarify their values, developing an educational program consistent with these values, and relating their educational plans to their career plans;
- referring students to academic and student affairs support services;
- providing information about college and departmental policies, procedures, and resources;
- reviewing opportunities for academic involvement, internships, research with faculty, honorary societies, etc.;
- and, assisting students in evaluating their progress toward their educational goals.

Although the academic advisor assists students with curriculum decisions and options, the student bears full responsibility for meeting graduation requirements.

Newly-admitted students who have declared their intention to pursue a degree in a particular discipline are assigned advisors in the appropriate college. The assignment of the advisor generally is not changed unless the student changes his/her degree program. Students who have not declared a major are advised by degree auditors in the Office of the Registrar, located in Barlow Hall. Once students declare a major, they will be assigned an advisor within their major.

Prior to registration, students are required to consult with their assigned academic advisor regarding course selection, career goals, and relevant academic policies.

Declaration of Major/Minor/Concentration

Students may declare a major upon entering Longwood. Undeclared students who have completed at least 45 credit hours must declare a major prior to registration.

To change and/or add a major, minor or concentration a student must complete a Program Change form available at http://www.longwood.edu/assets/training/Program_Changes.pdf.

Course Numbers

The courses listed in this catalog that are numbered between 100 and 199 are designed primarily for first and second year students; those between 200 and 299 are for first, second, and third year students; those between 300 and 399 are for second, third, and fourth year students; and those between 400 and 499 are for third and fourth year students. Courses numbered from 500 to 599 are for graduate students and advanced undergraduates; courses numbered 600 to 699 are for graduate students only.

Other courses offered: Internships (1-18 credits) – 292, 392, 492; Directed or Independent Study (1-18 credits) – 390, 391, 490; Seminar – 461; Honors Research – 498, 499; Special Topics (1-6 credits) – 295, 495; Study Abroad (1-18) – 311, 312.

Selected undergraduate Honors courses carry the designation Section 50 in the Master Schedule of Classes.

Student Load

Longwood University is organized on the semester plan whereby the credit hour, abbreviated as credit, is the semester hour. Students normally carry 15 to 18 credits, but may carry up to 21 if they earned at least 2.0 on their previous semester's work. Students on probation or readmitted after suspension may not enroll in more than 15 credits per semester. Students may carry no more than 8 concurrent credits in any summer or session or intersession. A schedule beyond these limits requires special permission from the student's dean. Students must take at least 12 credits to maintain full-time status.

Intersession, an abbreviated session which begins after the end of the fall term and ends before the beginning of the spring term, is appended to the spring term for financial aid purposes. Credit hours in intersession do not count toward the maximum allowed for the normal spring session.

Registration Procedures

Undergraduate students are expected to register after meeting with their advisor. After meeting with an advisor students can register via *myLongwood* during one of the opportunities provided during the academic year: Full registration procedures can be found at <http://www.longwood.edu/registrar/19270.htm>

1. Registration: normally a two-week period in November for the following spring semester or in March/April for the following fall semester and limited to currently-enrolled, degree-seeking students.
2. Summer Registration: normally begins in March/April with students required to register by Registration deadline for the session in which the course is listed.
3. Orientation & Registration: new freshmen and new transfer students will register for classes during a summer Orientation & Registration program. New students who cannot attend an Orientation & Registration program should contact the Office of First Year Experience & Family Programs for assistance.
4. Final Registration: the business day immediately preceding the first day of classes each semester.

Add/Drop Period

Students may make schedule adjustments (adds and/or drops)

- until 5:00 p.m. on the sixth day of classes for fall and spring full term courses.
- until 5:00 p.m. on the third business day after the officially stipulated begin date in abbreviated term, intersession or summer courses of at least three weeks.
- until 5:00 p.m. of the officially stipulated begin date for any courses which are less than three weeks in duration. If the first meeting time of such a course is after 3:00 p.m., then a student has until noon of the business day following the officially stipulated begin date to add/drop the course.

All registration and drop/add transactions for new students (both transfer and new admits) must have the approval of the academic advisor and must be processed through appropriate procedures by the deadline to become effective.

A consultation with the advisor is encouraged for any change made during this period. Student athletes should not make any schedule changes without consulting with the Office of Student Athlete Academic Services. Courses dropped during this period do not appear on the transcript.

Deadlines

Appropriate dates for the last day to drop/add for full semester classes, and last day to withdraw without academic penalty are included in the official college calendar and in the Master Schedule of Classes for regular semesters.

Appropriate dates for last day to drop/add, and last day to withdraw without academic penalty are included in the summer school class schedule and in the appropriate descriptive literature for other classes not meeting on a regular semester pattern.

Class Attendance

Students are expected to attend all classes. Failure to attend class regularly impairs academic performance. Absences are disruptive to the educational process for others. This is especially true when absences cause interruptions for clarification of material previously covered, failure to assume assigned responsibilities for class presentations, or failure to adjust to changes in assigned material or due dates.

It is the responsibility of each instructor to give students a copy of his or her attendance policy in the course syllabus.

Instructors may assign a grade of “0” or “F” on work missed because of unexcused absences.

Instructors have the right to lower a student’s course grade, but no more than one letter grade, if the student misses 10 percent of the scheduled class meeting times for unexcused absences.

Instructors have the right to assign a course grade of “F” when the student has missed a total (excused and unexcused) of 25 percent of the scheduled class meeting times.

Students must assume full responsibility for any loss incurred because of absence, whether excused or unexcused.

Instructors should permit students to make up work when the absence is excused. Excused absences are those resulting from the student’s participation in a college-sponsored activity, from recognizable emergencies, or from serious illness. Faculty may require documentation for excused absences in their attendance policy. Student Health Services will provide documentation of needed absence in very limited cases: only for those students who are sent home by Student Health (ex. Communicable disease). The Dean of Students may also provide documentation for students unable to attend class due to mental health reasons.

Examinations

Written comprehensive examinations are given at the end of each course. For the regular session, two and a half hour examination blocks are scheduled during the final examination period which is indicated as part of the official college calendar. This scheduling is based on the course meeting pattern and is published with the Master Schedule of Classes for the semester.

When students have in excess of two exams per day they may request that exams be rescheduled.

During the summer session and for courses not offered according to the traditional semester format, the examination is normally given at the time of the final class session.

Withdrawal and Leave Policies and Procedures

Financial Aid Recipients: Please note that withdrawing prior to the 60% point in a semester significantly impacts a student’s eligibility to retain “unearned” financial aid, and may result in financial aid recipients owing large tuition and fee balances to the University. In addition, a registered student’s failure to attend class and/or to successfully complete coursework may reduce or cancel the student’s eligibility to retain (current or future term) financial aid. Financial Aid recipients are strongly encouraged to seek guidance from the Office of Financial Aid prior to leaving the University and/or completing the withdrawal process through the Office of the Registrar.

Students considering an interruption in their academic pursuits at Longwood University have the following options:

Undergraduate Student Withdrawal from the University

Current Longwood students who are not planning on continuing their enrollment with Longwood University after the completion of the term are required to formally withdraw. In order to officially withdraw, students must meet with a staff member in the Office of the Registrar. The formal withdrawal process will ensure cancellation of housing assignments, registered courses, tuition, and other associated charges. Students must officially withdraw from the University (drop all registered credits within the appropriate add/drop period) to prevent the assessment of tuition and fee charges and if applicable cancel his/her room/board assignment before the first day of the academic semester to prevent the assessment of room and/or board charges.

Students withdrawing from the University on the first day of the academic semester, or later, will be charged as stated under the Catalog section *REFUNDS AND CHARGE ADJUSTMENTS*.

Withdrawal is not official until a student has completed the withdrawal paperwork with the Office of the Registrar. Until this is completed, the student will still accrue financial liability.

Please note that the following actions will not substitute for a formal withdrawal (or course cancellation) and will not be considered justification for elimination or reduction of charges:

1. Failure to submit payment for a course after registering
2. Failure to officially drop a course for any reason, including an account hold
3. Failure to attend class, log into Canvas, and/or complete coursework after registering
4. Requesting release of official (or unofficial) transcripts
5. Failure to apply for, receive, or accept financial aid and/or other third party tuition/fee assistance
6. Voluntary or enforced cancellation of financial aid
7. Failure to occupy Longwood-managed housing and/or to utilize campus meal plan

End of Semester Undergraduate Student Temporary Leave

Students who plan to complete their current semester but who will not return to Longwood for the subsequent semester (excluding summer term) must request an approved temporary leave from the Office of the Registrar. The request must be in writing to ensure cancellation of housing assignments, registered courses, tuition, and other associated charges. The letter must include: (1) the purpose for the temporary leave, (2) supporting documentation, and (3) a proposed date for return.

Students who receive an approved temporary leave will benefit by maintaining their myLongwood account, time ticketing for registration and will not be required to apply for readmission.

However, any leave may impact the student's graduation date. Students are expected to return to campus within one semester.

Applicants will be informed regarding a decision via email by the Office of the Registrar.

Students who are denied a temporary leave will need to officially withdraw and apply for readmission for their return to Longwood University.

Mid-Semester Undergraduate Student Temporary Leave

Current Longwood students who are unable to complete the term due to health or other extenuating circumstances must contact the Office of the Registrar to facilitate an approved temporary leave from the University. The Office of the Registrar will work in conjunction with the Dean of Students to authorize a temporary leave from campus.

Students seeking an approved temporary leave must submit a request in writing to the Office of the Registrar. This request must include: (1) the purpose for the temporary leave, (2) supporting documentation, and (3) a proposed date for return. The Dean of Students will work with the Office of the Registrar to review the request and supporting documentation.

Students with an approved temporary leave will be withdrawn from all uncompleted courses. Students will benefit by maintaining their myLongwood account, time ticketing for registration and will not be required to apply for readmission. However, any leave may impact the student's graduation date. Students are expected to return to campus within one semester.

Applicants will be informed regarding a decision via email from the Office of the Registrar.

Students who are denied a temporary leave will need to officially withdraw and apply for readmission for their return to Longwood University.

Students who are granted temporary leave will still be considered withdrawn for financial aid purposes and may be subject to cancellation or proration of financial aid funds. Refunds will vary depending upon the date of approval. Students do have the ability to submit a Tuition Appeal form which can be found at <http://www.longwood.edu/studentaccounts/20642.htm> if there are legitimate circumstances.

Policy for the Withdrawal from Individual Classes

Students may withdraw from individual classes with a grade of "W" (not computed in the GPA) until 5:00 p.m. on the 35th day of regularly scheduled classes. After that date, withdrawals from individual classes are not permitted except for medical or other non-academic emergencies. A student who withdraws, for medical reasons, from a class after the 35th day of regularly scheduled classes must, by noon of the last class day, have a letter sent to the Dean of the student's college by the student's personal physician, detailing the nature of the illness and recommending withdrawal for medical reasons. In extenuating circumstances not related to academic performance, the Dean may grant a withdrawal from an individual course if a written request from the student is received by noon of the last class day. If the Dean approves the request, the Dean will send a copy of the request or letter to the Office of the Registrar and the affected grades for that semester will be noted as "W" on the student's transcript. The Dean will notify the student's faculty members of any grade changes.

Residential students who fall below full-time status with such a withdrawal will be referred to the Office of the Dean of Students for special permission to remain in the residence hall.

For classes held in non-traditional time frames, such as summer school or for off-campus offerings, students may withdraw with no academic penalty during the first half of the course, but may not withdraw during the second half of the course except for medical or other non-academic emergencies.

The deadline to withdraw without academic penalty should not be confused with any deadline to withdraw and receive a full or partial refund of charges. Please see the "Expenses and Financial Aid Refunds and Charge Adjustments" section of the online catalog for information related to refunds and charge adjustments.

Suspension or Expulsion

Longwood will suspend or expel any student who fails to meet the standards of the institution and the Student Government Association. In such a case, refunds may or may not be made at the discretion of the Vice President for Student Affairs. A student who is subject to an immediate disciplinary suspension or expulsion shall receive a grade of "W" in all courses regardless of the time of the semester.

Disciplinary Interim Suspension

If a student's actions are deemed to be a danger to campus, that student will immediately be placed on Disciplinary Interim Suspension and will be involuntarily separated from Longwood University until a subsequent hearing can determine the student's permanent status. Ordinarily, such a hearing would be held within 5 working days, however; if the student is unable to attend the hearing within a reasonable period of time due to hospitalization or incarceration, the student will be administratively withdrawn for the rest of the semester. The student's official transcript will be notated with "Admin Wd: See Dean of Students" and the student will be ineligible to return to Longwood until after the disciplinary matter is resolved and the student has successfully participated in the readmission process.

GRADING

The achievement of a student in a course is indicated by the grade that is received. Grades for courses taken for undergraduate credit are recorded as follows:

Grade	Quality Points	Grade	Quality Points
A	4.0	C	2.0
*A-	3.7	*C-	1.7
*B+	3.3	*D+	1.3
B	3.0	D	1.0
*B-	2.7	*D-	0.7
*C+	2.3	F	0.0
WF	Withdrew Failing		

*Prior to Fall 2011, there is no distinction in quality points awarded with a plus or minus grade. For example, a C+ would have 2 quality points.

Grades not calculated in GPA:

AU	Audit
I	Incomplete
NP	Not Passed
P	Pass (equivalent to C or better)
W	Withdrew

Special Grading

- I: Incomplete. The grade of "I" indicates that because of illness or for other good reason the work of the semester has not been completed. When this work has been completed, a final grade will be reported. A grade of "Incomplete" will revert automatically to a grade of "F" if the necessary makeup work has not been completed and the grade recorded by the published date in the middle of the subsequent regular semester.
- P: This grade indicates that the student has received credit for the course on a pass/fail grading option. This option is generally limited to elective courses and to certain courses offered only on a pass/fail basis.
- AU: Audit. This grade indicates participation on a non-credit basis by students who meet certain minimum standards set by the course instructor. No academic credit is awarded for courses utilizing this grade. Students wishing to audit must have permission from the chair of the department in which the course is offered and are subject to the same tuition and fees as students enrolled for credit.
- W: Withdrawal. This grade indicates withdrawal without academic penalty. It is automatically assigned for withdrawal from the end of the drop period (first six class days) through the 35th day of regularly scheduled classes of the semester and for other documented withdrawals (see paragraph on Withdrawal Policy).

Pass/Fail

Students may take certain courses under the pass/fail system. Pass/Fail courses are open to undergraduate students with 30 or more credit hours. A student may take a maximum of three courses; these courses may not be those which are required for general education or for major or minor requirements. Non-degree students may also elect the pass/fail grading option.

The student must do satisfactory work in order to obtain a passing grade. Satisfactory work is defined as “C” work or better. Courses taken under the pass/fail option will not be included in the calculation of the grade point average. Students who wish to take a course for Pass/Fail credit must notify the Office of the Registrar of that fact by the end of the first six weeks of classes in the semester, or the equivalent portion of a summer session. Once this declaration is made, grading status cannot be changed.

In addition to the elective pass/fail grading option described above, certain courses in the college curriculum are designated for pass/fail grading. Such courses do not ordinarily satisfy general education, additional degree requirements, major or minor requirements (except for internships/practica which may, at the department’s discretion, be graded pass/fail). The students enrolled do not need to make any special declaration and are subject to no restrictions.

Audit

Class size permitting and with department approval, a student may register for a course on an audit basis. Auditing a course means that a student enrolls in a course but does not receive academic credit. A student who registers for audit may be subject to other course requirements at the discretion of the instructor. Audit students are charged the regular rate of tuition and fees, and an audit course is counted as part of the student’s semester load. (For purposes of enrollment certification for VA benefits or other programs requiring “for credit” enrollment, audit courses will not count toward the minimum number of credits required for full-time status.)

The Office of the Registrar must be notified by the end of the Drop/Add period for a change in registration status from “audit” to “credit” or from “credit” to “audit” to occur. A course taken for audit cannot be changed to credit at a later date, nor can a course taken for credit be changed at a later date to audit.

Calculating your GPA

The quality of work completed by a student is recognized by the assignment of quality points to the various grades, commonly referred to as the Four-Point System. (See grade explanation on pg. 37)

Under this system, 4 quality points are awarded for a grade of “A”, 3.7 quality points are awarded for a grade of “A-”, 3.3 quality points for a grade of “B+”, 3 quality points for a grade of “B”, 2.7 quality points for a grade of “B-”, 2.3 quality points for a grade of “C+”, 2 quality points for a grade of “C”, 1.7 quality points for a grade of “C-”, 1.3 quality points for a grade of “D+”, 1 quality point for a grade of “D”, and 0.7 quality points for a grade of “D-”. No quality points are awarded for a grade of “F”. Quality points are then multiplied by the credit hours to determine the total quality points earned in the course or overall.

The term GPA hours refers to the hours on which the grade point average is calculated. Courses that have GPA hours associated with them are courses which carry letter grades. Thus, GPA hours are the hours associated with graded course work. Courses taken for pass/fail credit or courses with a grade of “I”, “W” or “AU” are excluded from GPA hours and the GPA calculation. Courses taken at the graduate level appear on the graduate transcript and do not appear on the undergraduate transcript. Therefore, graduate hours are not included in the undergraduate GPA hours.

Under the four point system, a student’s grade point average is computed by dividing the total number of quality points by the total number of GPA hours. The grade point average is stated to the third decimal position and is not rounded but truncated.

GPA Calculation Example:

Course	Hours/ Credits	Grade	Quality Points
BIOL 101	4	A	4hrs x 4.0= 16
ENGL 150	3	B-	3hrs x 2.7= 8.1
MATH 121	3	C+	3hrs x 2.3= 6.9
PHED 101	2	F	2hrs x 0 = 0
TOTALS	12		31

To calculate GPA: 31 Quality Points/12 credits = 2.58 GPA

A student's grade point average is based only on work taken at Longwood. Grades received in affiliate programs shall be counted in the student's GPA only if the student registered through Longwood.

Repeated Courses

Students are allowed five course repeats for which the original grade is excluded and the most recent grade earned, even if it is lower, will be included in GPA calculation. This means you can retake the same course five times, or retake five different courses, or any other combination. Starting with the sixth repeat, both the original and the new grade will be included in grade point average calculations, but only the second enrollment will count in earned hours.

Only course work taken at Longwood University can be used in the repeat grade calculation. Transfer credits do not replace an earned grade. The repeat policy does not apply to courses which have an alternate repeat policy stated in the course description. Retaking a class can extend the time it takes for the student to graduate. Students do not earn additional cumulative credit (and may lose cumulative credit) when they retake a course, which can affect athletic eligibility.

All enrollments and grades appear on the transcripts regardless of repeat status. Grades for repeated courses after the fifth repeat are designated on the transcript with an 'A(verage)', in the repeat column of the transcript, to signify the grade is calculated in the grade point average. Prior to Fall 2011 repeated courses were designated by an "R" e.g. RA, RB, RC, RD and RF.

Grade Estimates

During the regular session, grade estimates are available to all first-year students, ROTC cadets, upperclass students making a "D" or "F", and students who are not making satisfactory academic progress (all students with a cumulative GPA less than 2.0). Estimate grades are due to the Office of the Registrar by noon on Monday of the seventh week of regularly scheduled classes and are available to students and advisors in myLongwood as soon as they are posted.

Estimates are not recorded as part of the student's permanent academic record. They are, however, an important indicator of academic risk to students. This early warning should give the student time to improve academic performance where needed.

Grade Appeals

The faculty of Longwood University is unequivocally committed to the principle that evaluation of student work and assignment of grades is a responsibility and a prerogative to be exercised solely by the individual instructor.

However, should a student believe the final course grade received was unfairly or inaccurately awarded, the student first should see the instructor involved, for an explanation of why the grade was assigned. If the student continues to believe the grade is unfair, the student may file a written appeal with the department chair giving the reasons why the grade should be changed, with any available supporting evidence. The Department Chair/Dean will forward a copy of the appeal to the faculty member and will invite the faculty member to make a written response. For grades awarded in the fall semester, the written appeal must be submitted no later than February 1; for grades awarded in the spring semester and in summer school, the appeal must be filed no later than September 15. Appeals filed later will not be considered.

The Department Chair/Dean will, within two weeks hold a joint consultation with the student and the faculty member awarding the grade. If the matter cannot be resolved, the Department Chair/Dean will within one week of the joint consultation, request in writing that the Executive Committee of the Faculty Senate appoint a committee to review all matters pertinent to the appeal. The committee will consist of three members of the full-time faculty in the same or related discipline(s). The Department Chair/Dean will send a copy of the request to the Provost and Vice President for Academic Affairs. When the committee has been named, the Executive Committee of the Faculty Senate shall inform the Department Chair/Dean, who will forward to the committee members the student's original written appeal, a course syllabus, any written response from the faculty member, and all other materials pertinent to the appeal. Through the Department Chair/Dean, the committee may request other materials from the student or faculty member. The committee shall decide that the grade originally assigned will remain unchanged or that it will be changed to a grade decided on by the committee. The decision of the committee is final. The committee will report its decision in a letter signed by all three members and addressed to the Department Chair/Dean, with a copy to the Provost and Vice President for Academic Affairs, the appropriate Dean, the faculty member, the student, and the Office of the Registrar, who will record the grade. The review must be completed so that the grade will be final by the end of the eighth full week of classes.

Should the appeal involve a grade assigned by a Department Chair, the Dean of the appropriate College will assume the role normally assigned to the Chair. Should the appeal involve a grade assigned by a Dean, the Provost and Vice President for Academic Affairs shall assume the role normally assigned to the Dean.

Students should be aware of the fact that the review procedure may result in a grade being raised, lowered, or remaining unchanged.

Policy on Modification of General Education or Additional Degree Requirements & Procedure for Petitioning

Modification to an additional degree (e.g., BA or BS, etc.) requirement or general education requirement for any student is done through a petition submitted to the Faculty Petitions Committee through the Office of the Registrar. A standing committee of the Faculty Senate, the Faculty Petitions Committee is empowered to handle appeals from students for waivers or variations from any university-wide academic rule or regulation.

A student petition must include the following:

1. A specific rationale for the waiver or variation
2. The plan for degree or general education modification
3. Supporting documents when appropriate
 - a. If the waiver or variation is sought for a general education or additional degree requirement that is specified by the major, the petition must include a letter of support from the department chair.
 - b. If the waiver or variation is sought due to the impact of a disability, the petition must include verification of the following:
 - i. The Director of Disability Resources, in conjunction with the instructor or department representative, evaluated whether reasonable accommodations could be made to allow the student to complete the requirements of the course and determined that accommodations which would not alter the essential function of the course were not possible.
 - ii. Appropriate documentation is on file with Disability Resources

The petition should be filed before an application for degree is submitted. All decisions of the Faculty Petitions Committee are final. Students may request a review based only on new information.

For information on Petition deadlines see <http://www.longwood.edu/registrar/42316.htm>

ACADEMIC HONORS

President's List

Longwood University recognizes superior scholarship through its President's List, which is published at the end of each semester. Students whose names appear on it are those who have earned a semester grade point average of 4.000 on a minimum of 12 semester hours work taken. Students eligible for the President's List must complete all courses in the semester for which they are registered. A grade of "I" on a student's record prevents consideration for this honor.

Dean's List

Longwood University recognizes outstanding scholarship through its Dean's List, which is published at the end of each semester. Students whose names appear on it are those who have earned a semester grade point average of 3.500 - 3.999 on a minimum of 12 semester hours work taken with no grade below "C-." Students eligible for the Dean's List must complete all courses in the semester for which they are registered. A grade of "I" on a student's record prevents consideration for this honor.

ACADEMIC PROBATION AND SUSPENSION POLICY

Continued enrollment in Longwood is a privilege that is granted to a student who is making satisfactory academic progress. A degree-seeking student enrolled in Longwood is in good standing unless placed on academic suspension.

Academic Probation

Failure to earn a minimum grade-point average of 2.0 will automatically place a student on academic probation during the fall or spring semester that follows. Only course work taken at Longwood University will be calculated into a student's GPA and be considered in the calculation of academic standing. Students are placed on probation based on their cumulative grade point average at the end of the fall or spring semester. Probation indicates serious academic difficulty and notice is placed on the student's academic record when the cumulative GPA is below 2.000. Students on academic probation may not take more than 15 credits per semester and are encouraged to seek assistance in the Center for Academic Success.

Academic Suspension

Students will be suspended from Longwood University if:

1. Their cumulative grade point average remains below 2.0 after two consecutive regular probationary semesters (fall and spring are considered regular semesters); or
2. Their cumulative grade point average falls below 1.000 with 1-23 GPA hours at Longwood; or
3. Their cumulative grade point average falls below 1.500 with 24 or more GPA hours at Longwood.

Students are suspended at the end of the fall and spring semesters. Students suspended at the end of fall semester may not take winter intersession courses. Students suspended after spring semester may not take summer courses.

The first academic suspension means required withdrawal from the institution for the semester (fall or spring) immediately following the semester in which the suspension occurs. A student who was suspended for spring semester may apply for re-admission for summer term.

A second suspension means required withdrawal from the institution for a minimum of five calendar years. Notice of suspension is placed on the student's academic record.

Under extenuating circumstances, appeals for readmission or other exceptions to academic policies may be presented to the Faculty Petitions Committee. Students must contact the Office of the Registrar for information and deadlines for submitting an appeal.

For information on Petition deadlines see <http://www.longwood.edu/registrar/42316.htm>

Additional information can be found at http://www.longwood.edu/assets/registrar/Making_the_Grade.pdf.

Petition of Academic Suspension

If a student's academic suspension is due to circumstances that were beyond his/her control and those circumstances will change, the student may file an appeal.

A student petition should include some or all of the following:

1. Explanation of the extenuating circumstances that resulted in the academic suspension.
2. Documentation of those circumstances.
3. Plans for achieving academic success, such as a study plan, academic support measures, reducing non-academic commitments.
4. Supporting documents from faculty or advisors.

The date for petition submission will be included in correspondence the student receives regarding his/her suspension. Appeals will be reviewed by the Petitions Committee for approval or disapproval.

Readmission after Suspension

Suspended students may apply for readmission to Longwood for the semester following completion of the suspension period. The student must apply at least 60 days before enrollment to the Admissions Committee, which will review the student's record and citizenship at Longwood as well as courses taken elsewhere. A student denied readmission may appeal in writing through the Office of Admissions to the appropriate deans(s). Readmission to the institution is not automatic, even if the student has raised his/her cumulative grade point average.

A student readmitted after suspension must satisfy the following conditions until the student's cumulative grade point average is a minimum of 2.000:

1. Enroll under the status of academic probation,
2. Maintain a minimum semester grade point average of 2.000 in each semester, and
3. May not enroll in more than 15 credits.

If a student fails to achieve the minimum grade point average of 2.000 in any semester before achieving a cumulative grade point average of at least 2.0, the student will receive a second suspension.

LONGWOOD POLICY ON STUDENT RECORDS AND ANNUAL NOTIFICATION

The Family Educational Rights and Privacy Act (FERPA) of 1974 (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records and requires the establishment of policies to safeguard student records and data. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education; Longwood student records policies comply fully with FERPA.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students." All students at Longwood University regardless of dependency are protected by FERPA.

The accumulation, processing, and maintenance of student data by the institution is limited to that information, including grades, which is necessary and relevant to the purposes of the university. Personal data of students will be used only for the purpose for which it is collected.

Student data, whenever possible, shall be collected directly from the student; every effort will be made to ensure its accuracy and security. It shall be the express responsibility of the student to notify the Office of the Registrar of any changes in status. Any student who initially or subsequently refuses to supply accurate and complete personal information, as is legally allowed, may jeopardize his/her current student status. Falsification of records with the intent to give untrue information is a violation of the Longwood Honor Code.

Longwood University designates the following categories of student information as public or "Directory Information." Such information MAY be disclosed by the institution at its discretion. Directory information may include: the student's name, home address, Longwood e-mail address, local telephone number, major field of study, classification, participation in officially-recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and dates of field experience. A student may inform the Office of the Registrar in writing that all directory information may not be released without prior written consent. A student who desires to restrict directory information from the public must complete the FERPA form (available in the Office of the Registrar).

Schools may disclose, without consent, "directory" information as listed above. However, Longwood will notify eligible students about directory information and allow a reasonable amount of time to request that the school not disclose directory information about them. Longwood will notify eligible students via email each October of their rights under FERPA.

Generally, Longwood must have written permission from a student in order to release any information from a student's education record. However, FERPA allows Longwood to disclose those records, without consent, to the following parties or under the following conditions:

1. School officials with legitimate educational interest;
2. Other schools to which a student is transferring;
3. Specified officials for audit or evaluation purposes;
4. Appropriate parties in connection with financial aid to a student;
5. Organizations conducting certain studies for or on behalf of the school;
6. Accrediting organizations;
7. To comply with a judicial order or lawfully issued subpoena;
8. Appropriate officials in cases of health and safety emergencies; and
9. State and local authorities, within a juvenile justice system, pursuant to specific State law.

Under FERPA, Longwood is not required to provide prior notification to a student when responding to a Federal grand jury subpoena or other law enforcement subpoena, which specifies that the student not be informed of the existence of the subpoena.

Eligible students are permitted to inspect and review educational records of which the student is the sole subject. Longwood policy regarding the inspection and disclosure of educational records is in compliance with the federal statute. To obtain a copy of the Family Rights and Privacy Act of 1974 (Section 438) or a

copy of the University's policy on student records, contact the Office of the Registrar, Longwood, 201 High Street, Farmville, VA 23909.

Student access to all personal records shall be permitted within 45 days of a written request, during normal office hours. Students may also obtain copies of most parts of their records for a nominal fee. All records shall be available and in a form comprehensible to the student, except for:

1. Medical records which, upon written authorization, shall be submitted to a psychologist or physician designated by the student.
2. Confidential financial statements and records of parents as excluded by law.
3. Third-party confidential recommendations when such access has been waived by the student. Where a waiver has been given, parents, as well as students, are excluded from viewing such confidential information.

During normal office hours, Longwood shall provide an opportunity for a student with proper identification to challenge information believed to be inaccurate, incomplete, inappropriate or misleading. This can be done either in person or by mail. All personal data challenged by a student shall be investigated by the Vice President over the area where the data is being challenged. Completion of an investigation shall result in the following actions:

1. If Longwood concurs with the challenge, the student's records shall be amended or purged as appropriate; all previous record recipients shall be so notified by the institution.
2. If the investigation fails to resolve the dispute, the student shall be permitted to file a statement of not more than 200 words setting forth the student's position. Copies of the statement will be supplied, at the student's expense, to previous and subsequent recipients of the record in question.
3. If a student wishes to make an appeal of the decision, the student may do so in writing to the President of Longwood University.
4. The names, dates of access, and purposes of all persons or agencies other than appropriate Longwood personnel given access to a student's personal records shall be recorded and maintained. Student records are retained by the institution for at least one year after completion of work at the institution. Permanent academic records from which transcripts are derived are maintained indefinitely. A student may request and receive information concerning the record of access to official Longwood records filed under the student's name.

Inquiries concerning student records should be directed to the following departments. When applicable, schedules of fees for copies of these records are available from that office.

1. Academic Records/Transcripts - Office of the Registrar, Barlow Hall
2. Disciplinary Records - Office of Student Conduct and Integrity, Lancaster Hall
3. Financial Records - Office of Cashiering & Student Accounts, Lancaster Hall
4. Financial Aid Records - Office of Financial Aid, Lancaster Hall
5. Medical/Health Records - Student Health & Wellness Center, Health & Fitness Center
6. Mental Health Records- Counseling Center, Health & Fitness Center

To comply with the provisions of FERPA, Longwood University will not release education records or personally identifiable information contained therein without the student's written consent. Individuals seeking access to student records should include a copy of the student's written consent when requesting non-directory information.

Release of Transcripts

The Office of the Registrar releases transcripts at the request of the student, provided there are no student account holds. Students may choose to request an unofficial or an official copy of their transcript. All transcript ordering information can be found at <http://www.longwood.edu/registrar/19251.htm>.

Official transcripts

- There is a cost of \$10.00 per transcript
- An online ordering service for official transcripts is available to all Longwood students, both current and former, through the Registrar's website.
- Official transcripts are produced within 3-5 business days of receiving the request. The student will be notified via email once the request is completed.
- If the student does not wish to use the online ordering method, please contact the Office of the Registrar for alternative arrangements.

Unofficial transcripts

- Current students may attain their unofficial transcript instantly by signing on to myLongwood and clicking on "transcript" under their Academic Profile.
- Former students and alumni may request their unofficial transcript by accessing a request form through the Registrar's website.
- Unofficial transcript requests submitted to the Office of the Registrar are typically produced within two business days. They may be faxed, mailed, or picked up.

All transcripts are processed in the order in which they are received.

Statement of General Transfer Policy

In general, credits are accepted from institutions that are accredited by the appropriate regional accreditation agency provided such credits carry a grade of "C" or better and are comparable to courses offered at Longwood University (see exceptions listed in Specific Policies). Transfer of credit does not necessarily imply applicability to specific degree requirements.

Transfer Articulation Agreement With The Virginia Community College System (VCCS), Richard Bland College (RBC), The Maryland Community College System (MCCS) and Other Approved Out-of-State Associate Degree Programs.

An accepted transfer student who has earned an Associate in Arts degree (AA), an Associate in Science degree (AS) or an Associate in Arts and Sciences degree (AA&S) from the VCCS, RBC, MCCS or other approved out-of-state associate degree program, prior to entering Longwood is considered to have all of their lower-division general education goals met, is guaranteed junior class status, and is guaranteed that all credit earned for that degree will transfer (including D grades unless otherwise restricted for native students). The student must then meet major and degree requirements, except where those requirements have been met as part of the two-year college curriculum. Re-admit students cannot enter under the Articulation Agreement.

NOTE: Students who complete a foreign language course at the 202 level or above as part of the Additional Degree Requirements are exempted from Goal 10.

Credits earned through examination (AP, IB, CLEP or DANTEs) that were awarded credit by a VCCS institution will be treated on an equal basis as other credits earned at a VCCS institution.

All other associate degrees will be examined individually for applicability of transfer credit.

Specific Policies for Transfer of Credits

1. Students wishing to transfer VCCS “General Usage Courses” (such as cooperative education, seminar and project, and supervised study) will have to provide a college evaluator with additional information about the specific content of such courses.
2. No transfer credit is granted for developmental work.
3. No transfer credit is granted for orientation courses, or grades less than “C”, unless the student has earned the AS, AA or AA&S from the VCCS, RBC, or MCCS.
4. Two courses with essentially the same content cannot both be counted toward the same degree.
5. Hours or fractions in excess of those carried by Longwood courses for which equivalency are made are counted as free electives. Hours or fractions waived in accepting course equivalences must be made up by elective credits to meet the total semester-hour requirements for a degree.

The cumulative grade point average of each student will be calculated only on work taken at Longwood. Transfer credit accepted from other institutions will be used to reduce the number of credits required for graduation, but it will not enter into the calculation of the grade point average.

Additional Transfer Policy for Current and Former Longwood Students Taking Courses for Credit at Other Institutions

Any currently enrolled undergraduate who wishes to take work at another institution to transfer to Longwood must secure permission from his/her Dean prior to enrolling in such courses. Prior approval provides the student the opportunity to have the course reviewed to determine:

1. whether the course will transfer;
2. whether the course will satisfy a particular requirement; and
3. whether the course might be considered a duplicate of a course already taken at Longwood.

Upon completion of work, official transcripts must be sent from the host institution to the Office of the Registrar.

Southside Higher Education Consortium

The variety of courses available to Longwood students is increased by a cooperative arrangement with the Southside Higher Education Consortium which includes Longwood, Hampden-Sydney, and Southside Virginia Community College. Under the terms of the arrangement, full-time degree program students in any one of the participating institutions may enroll in certain courses at any other of the participating institutions without added expense.

Students desiring to take advantage of this program must secure approval from their major advisor and from the Registrar at their home institution before they are enrolled at the other institution. Students are registered for courses based on enrollment limits at the host institution. Grades for courses taken under the consortium agreement are maintained only at the home institution.

Correspondence Courses

A maximum of 14 semester hours of correspondence course credit may be applied toward a degree.

WARNING: Correspondence courses should not be started after the beginning of the senior year, and must be completed and documented by no later than April 15 of the senior year, since failure to complete correspondence work is a frequent cause of failure to meet graduation requirements. Longwood does not accept, for transfer, credits earned through correspondence courses in the natural and physical sciences and certain other subjects. Students must obtain approval to include in the degree program correspondence and

extension courses prior to enrolling in them. Otherwise, Longwood can assume no responsibility for accepting such grades on transfer.

The institution cannot grant a student permission to enroll in a correspondence course until after the student has attended this institution for at least one full summer session or a semester.

When a student is enrolled in Longwood University and also enrolls in a correspondence course, the credit to be earned in the course will be counted in the total load of work that the student is permitted to carry.

Commonwealth of Virginia 125% Rule

The Code of Virginia establishes rules for eligibility for in-state tuition for all students enrolled at public institutions in the Commonwealth of Virginia. Section 23-7.4: F of the Code of Virginia further requires undergraduate students to maintain progress toward the degree to comply with continued eligibility for in-state tuition.

Students with entry dates fall 2006 and after may not exceed completed hours that total 125% of the credit hours needed for a specific degree program and retain in-state tuition eligibility. Students exceeding 125% will be assessed a surcharge for each semester of continued enrollment after exceeding the credit hour threshold.

The following courses and credit hours shall be excluded: remedial courses; transfer credits from another college or university that do not meet degree requirements for general education courses or the student's chosen program of study; advanced placement or international baccalaureate credits that were obtained while in high school or another secondary school program; and dual enrollment, college-level credits obtained by the student prior to receiving a high school diploma.

To refer to Section 23-7.4:F of the Code of Virginia, please use the following link: <http://leg1.state.va.us/cgi-bin/legp504.exe?000+cod+23-7.4>

Academic Programs of Study

Longwood University awards the Bachelor of Arts, the Bachelor of Science, the Bachelor of Science in Business Administration, the Bachelor of Science in Nursing, the Bachelor of Music, and the Bachelor of Fine Arts to successful undergraduate students. A minimum of 120 semester hours is required for graduation in each of the programs unless otherwise noted for a major degree program.

In order to earn a degree from Longwood, each student must pursue and complete a concentrated course of study in a major area. These requirements must be met in addition to the completion of the general education and additional degree requirements. At the undergraduate level, Longwood offers majors in 26 fields of study. Detailed requirements for each major program are listed with the appropriate department. The programs of major study, with the degree options for each, are as follows:

Major	Degree Options
Anthropology	BA, BS
Athletic Training	BS
Biology	BS
Business Administration	BSBA
Chemistry	BS
Communication Studies	BA
Communication Sciences and Disorders	BS
Computer Science	BA, BS
Criminology and Criminal Justice	BS
Economics	BS
English	BA
Graphic and Animation Design	BFA
History	BA
Integrated Environmental Sciences	BS
Kinesiology	BS
Liberal Studies	BA, BS
Mathematics	BA, BS
Modern Languages	BA
Nursing	BSN
Physics	BA, BS
Political Science	BA, BS
Psychology	BS
Social Work	BA, BS
Sociology	BA, BS
Therapeutic Recreation	BS
Visual and Performing Arts	BA, BM, BFA
• Art	
• Music	
• Theatre	

MINORS: Students may choose to minor in one of the following fields. Students choosing to minor in a field of study must have a 2.0 GPA in courses in that field of study.

Anthropology	Homeland Security
Art	Integrated Environmental Studies
Art History	International Studies
Artist's Books and Printmaking	Leadership Studies
Biology	Mathematics
Business Administration	Music
Chemistry	NeuroStudies
Children's Literature	Outdoor Education
Coaching	Painting and Drawing
Communication Sciences and Disorders	Performance and Production for Media
Communication Studies	Philosophy
Computer Science	Photography
Creative Writing	Physics
Criminology and Criminal Justice	Political Science
Cyber Security, Forensics, and Policy	Pre-Professional Clinical Studies
Earth Science	Psychology
Economics	Rhetoric and Professional Writing
English	Sociology
French	Spanish
Geography	Special Education
German	Technical Production
Health Education	Theatre
History	Women's and Gender Studies

Academic Requirements

GRADUATION REQUIREMENTS

Longwood University awards the bachelor's degree to students who have fulfilled the following requirements:

1. Completion of all study required in one of the six degree programs offered. (Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science, Bachelor of Science in Business Administration, Bachelor of Science in Nursing or Bachelor of Music).
2. Completion of 120 semester hours of credit for graduation in major programs unless otherwise noted for a major degree program.
3. A minimum average of C (grade point average of 2.0) on all work taken at Longwood and a minimum average of C (grade point average of 2.0) in those courses constituting the major subjects or field. These are minimum requirements; some programs may require higher levels of achievement. By definition, the major subject or field consists of all courses listed as "major requirements" in the major program curriculum plus all additional courses taken in the same discipline as the major, except those courses which may be specifically excluded by the major department. Students choosing to minor in a field of study must have a 2.0 GPA in courses in that field of study.
4. All students will earn a grade of "C-" or better in at least two writing-intensive courses beyond courses required for General Education in Goals 1-11 and 13.
5. All students will earn a grade of "C-" or better in at least two speaking-intensive courses beyond courses required for General Education in Goals 1-11 and 13.
6. A minimum of 25 percent of the degree credit must be earned at Longwood University.
7. At least 30 credit hours at the upper level must be earned at Longwood University. (Exceptions: A. Biology majors with a concentration in Medical Technology who take 300-400 level courses at affiliated institutions will be allowed to count that course work toward fulfilling the 30 hours upper-level graduation requirement; B. students who participate in international exchange programs may request an exception to the 30 hour upper-level graduation requirement. Exceptions must be approved in writing by the student's college dean prior to the study abroad.)
8. Approval of the individual by the general faculty as a candidate for graduation.
9. A formal Application for Degree. File an application for degree in the Office of the Registrar no later than the completion of 75 credit hours.

Freshman Year Requirements

Longwood Seminar (LSEM 100) is a one-credit orientation course required of all first-time entering freshmen and transfer students who are entering at the freshman level. Through Longwood Seminar, students can expect to learn academic strategies that will promote college success; become more aware of interpersonal strategies that will enhance personal and social success; explore the methods, techniques, and philosophies relevant to an academic field of study; identify personal strengths and values and their relationship to career goals; build a network of strong support relationships within the Longwood community. Students who enter Longwood with 25 or more credit hours earned after high school graduation are exempt from this requirement.

LSEM 100. *Longwood Seminar.* The knowledge and skills that lead to success in college, the ability to use critical thinking and analysis in all aspects of student life, and preparation for assuming the role of citizen leader working for the common good (one credit).

The General Education Program

The purpose of the General Education Program at Longwood University is the development of disciplined, informed, and creative minds. General Education is the foundation upon which all other learning is built and is therefore the central component of a Longwood education. The program comprises fourteen goals; students may choose among the core courses listed for each. Each core course is specifically designed to address the nine central General Education criteria that all core courses have in common and to help students achieve the outcomes required for a particular goal (see the General Education section of the Catalog for a complete description). Normally, a General Education course should be offered at least once per year. A total of 38 hours of core courses is required for the General Education Program.

Major programs may not require or specify courses to be used to satisfy general education goals, with the following exceptions:

- A major program may designate which Goal 12 course its students must take.
- A major program may include the course that its students take to satisfy Goal 12 as a requirement of the major.
- Students who complete a required internship, guided field experience or directed research experience as part of their major course of study are exempted from Goal 14.

The Dean may authorize a waiver for any goal when a student, due to major requirements, must take at least two courses listed for that goal. NOTE: Goals 12, 13, and 14 comprise requirements that are not fulfilled through articulation agreements.

Veterans who have served six months of active duty may be granted two semester hours of physical education credit (providing they have no previous credit in this area), satisfying Goal 11, based on the Report of Separation (DD214). Additional credit may be given for successful completion of selected service schools. This credit is determined on the basis of recommendations in A Guide to the Evaluation of Educational Experience in the Armed Services. In cases where there is a question regarding the applicability of credit to the student's program of study, the Dean of the appropriate College is consulted and the Dean may consult the appropriate Department Chair.

Additional Requirements for Specific Degrees

In addition to the 38 hours of core courses required for the General Education Program, students must fulfill the following requirements for specific degrees:

Bachelor of Arts Degree

Humanities (3 credits) – not in the discipline of the major.

Foreign Languages (3 credits) – at the 202 level or above

Modern Language majors must complete the degree requirement in a language other than their language of concentration, with the following exception: Modern Language majors with a second major in another discipline may complete the degree requirement in their language of concentration.

Students who are not native speakers of English may be exempted from the B.A. language requirement and General Education Goal 10 provided that they have received their high school diploma, or its equivalent, from a school in their native land where the language of instruction was other than English.

Bachelor of Fine Arts Degree

Humanities (3 credits) – not in the discipline of the major

Foreign Language/Social Science (3 credits) – students must take one of the following courses: 3 credits at the 202 or above level in a foreign language; History 200, 320, 325, 354, 359, 360; Geography 241, 352; Political Science 314, 337, 375, 395.

Bachelor of Science Degree

- One course each from two of the following:
 - Mathematics or Computer Science (3 credits)
 - Natural Science (4 credits)
 - Social Science (3 credits)

Bachelor of Science in Business Administration Degree

- Mathematics 301 (3 credits)
- Natural Science (4 credits)

Bachelor of Science in Nursing Degree

- BIOL 121 (4 credits)
- SOCL 331 (3 credits)

Bachelor of Music Degree

- Humanities (6 credits) – in two disciplines and not in the discipline of the major

The following disciplines fall within the categories of Humanities or Social Sciences:

Humanities

Art
Communication Studies
Dance
English
Modern Language
Music
Philosophy
Religion
Theatre

Social Sciences

Anthropology
Economics
Geography
History
Political Science
Psychology
Sociology
Criminology

Major Program Requirements

The specific major requirements of individual disciplines are listed separately in the Academic Programs section of this catalog. A few majors require a general education core course as part of their major program; in those cases, that core course satisfies a major program requirement and cannot be used to satisfy a general education requirement. The Dean may authorize a waiver for any general education goal when a student, due to major requirements, must take at least two courses listed for that goal.

The Writing Intensive Course Policy

All students will earn a grade of “C-” or better in at least two writing-intensive courses beyond courses required for General Education in Goals 1-11 and 13. Writing-intensive courses shall be designated in the Catalog, in the registration schedule, and on the course syllabus. Each major discipline should offer at least one writing-intensive course each year. Transfer courses do not satisfy writing intensive requirements.

Departments will strive to limit enrollment in such courses to 20 students when possible, or to otherwise manage faculty workload to promote writing instruction.

1. Writing-intensive courses comprehensively integrate written assignments with course objectives and outcomes, such that students may master course content and develop the abilities to provide professional contributions.
2. Writing assignments must comprise a minimum of 31% of the final course grade.
3. Writing-intensive courses must provide explicit instruction on disciplinary expectations as to how to complete formal writing assignments.

Course-specific writing instruction may take many forms, including engaging students in discussions of the relevance of writing to the discipline; asking students to analyze course readings by looking specifically at the rhetorical strategies; facilitating frequent workshops to engage in interactive and context-specific analysis of writing style, usage, or mechanical issues; providing students with style guides or texts on writing appropriate to the discipline; discussing procedures for gathering and organizing information; and providing appropriate models.

4. Students must write a minimum of 3,000 words or the equivalent of finished writing, distributed over two or more formal papers that use appropriate resources. This does not include essay examinations. Group-authored documents may be part of a writing-intensive course, but each student must meet the minimum word count.

The intent of this requirement is that each student completes a substantial amount of writing. The amount of finished product that constitutes “substantial” varies among disciplines. One thousand words of political science or literature differs from one thousand words of mathematical writing; in the sciences and in business and economics, figures, captions, and charts, for example, frequently require substantial effort. The emphasis here, however, should be on the completion of a substantial amount of writing.

5. Faculty will provide students with a detailed assignment sheet and a rubric explaining the specific grading criteria for each piece of formal writing. The syllabus must indicate where these are available.
6. Faculty in writing-intensive courses must provide substantial feedback on formal writing assignments and allow revision in response to that feedback.

Writing is learned through revision. A common form of feedback for revision is for students to submit drafts of all or part of an assignment with sufficient time allowed for revision. However, other forms of feedback are possible, including conferences with the faculty member. With group-authored documents, courses are expected to implement a process whereby each student benefits from a course-determined revision process.

7. **Students must earn a C- or better in the course** in order to apply it toward their writing-intensive course requirement.

The Speaking Intensive Course Policy

All students will earn a grade of “C-” or better in at least two speaking-intensive courses beyond courses required for General Education in Goals 1-11 and 13. Speaking-intensive courses shall be designated in the Catalog, in the registration schedule, and on the course syllabus.

To qualify as speaking-intensive, a course must meet the following guidelines:

1. Speaking-intensive courses should require at least one formal speaking occasion for each student.
2. Instructors in speaking-intensive courses are encouraged to require informal speaking opportunities to lead students to explore and articulate course content.
3. Instructors in speaking-intensive courses should give explicit instruction in how to complete the required assignments. This explicit instruction must include giving detailed assignments and a scoring guide showing the explicit criteria, including grading scale, used to score the assignment. If possible, this information should be attached to the course syllabus. Other explicit instruction might include discussing procedures for gathering and organizing information, providing models of appropriate forms, and encouraging rehearsal and revision.

Transfer courses do not normally satisfy speaking intensive requirements.

Grade Level Progression

Freshman	1-24 credit hours
Sophomore	25-55 credit hours
Junior	56-88 credit hours
Senior	89+ credit hours

Responsibility

It is solely the responsibility of the candidate for graduation to meet all of the above requirements, including the completion of 120 semester hours, unless otherwise noted for that major degree program.

Graduation

Students who will have one course or 7 or less credits remaining may apply to participate in commencement. Please submit the [Commencement Participation Application](#) to be considered for participation in the May ceremony. The application must be complete with all required documentation attached at the time of submission. To have your name appear in the commencement brochure, your application must be received by the Office of the Registrar, Barlow Hall no later than 5pm on April 1, 2016.

Diplomas will be mailed to students normally within eight weeks of commencement.

Graduation Honors

Those students who have earned 57 or more hours at Longwood and whose general averages for all Longwood credits offered for a degree are 3.35 or above are graduated with the following honors:

- Cum Laude — 3.35-3.54
- Magna Cum Laude — 3.55-3.74
- Summa Cum Laude — 3.75-4.00

Longwood also recognizes graduating seniors who have successfully completed an honors program in a specialized academic area.

Second Baccalaureate Degree: A student who has earned a baccalaureate degree from Longwood or any other accredited institution may earn a second baccalaureate degree by satisfying the following requirements:

1. Submit an undergraduate Application for Admission, a non-refundable application fee, and all official college transcripts directly to the Office of Admissions.
2. Submit a completed undergraduate Application for Degree to the Office of the Registrar. In order to complete the Application for Degree, the student must meet with the appropriate Department Chair. (Note: The admission process will not be completed until this application has been filed.)
3. Complete all coursework required by the second program to earn the degree specified for that program. At least 30 hours for the second degree must be completed at Longwood.
4. All general education requirements and speaking and writing intensive course requirements are met by the first baccalaureate degree. Additional degree requirements are met by the first degree where applicable.
5. Maintain a minimum 2.0 grade point average cumulatively and in the major unless a higher minimum grade point average is specified for a particular major.

General Education

E. Derek Taylor, PhD, Director

The General Education Program: Purpose, Criteria, Goals, Outcomes, and Core Courses

In support of the University's mission of inspiring students to become citizen leaders for the common good, the purpose of the General Education Program at Longwood is the development of disciplined, informed, and creative minds. General Education is the foundation upon which all other learning is built and is therefore the central component of a Longwood education.

In seeking to develop foundational knowledge and skills, the General Education program at Longwood recognizes the benefits to students both of common educational experiences and of more diverse course offerings. Students share a common core of coursework that begins at the lower-level with a focus on active citizenship in a freshman seminar and ends at the upper-level with a general education capstone course that addresses citizen leadership through writing and with an internship, a field experience, or a directed research project where students put their skills to work. Also in the core program are courses in writing, western civilization, an intermediate-level foreign language, and health and fitness. Students exercise intellectual agency by choosing from a variety of courses to develop their knowledge and skills in scientific and quantitative reasoning, our cultural heritage as expressed in art and literature, social science, cultural diversity, and ethics.

General Education Course Criteria

All core courses are specifically designed to satisfy the following nine criteria. Together, these criteria define what a General Education course is at Longwood University.

Courses satisfying all goals except Goal 14 will:

1. Teach a disciplinary mode of inquiry (for example, literary analysis, statistical analysis, historical interpretation, philosophical reasoning, aesthetic judgment, the scientific method) and provide students with practice in applying their disciplinary mode of inquiry, critical thinking, or problem solving strategies.
2. Provide examples of how disciplinary knowledge changes through creative applications of the chosen mode of inquiry.
3. Consider questions of ethical values.
4. Explore past, current, and future implications (for example, social, political, economic, psychological, technological, or philosophical) of disciplinary knowledge.
5. Encourage consideration of course content from diverse perspectives.
6. Provide opportunities for students to increase information literacy through contemporary techniques of gathering, manipulating, and analyzing information and data.
7. Require at least one substantive written paper, oral report, or course journal and also require students to articulate information or ideas in their own words.
8. Foster awareness of the common elements among disciplines and the interconnectedness of disciplines.
9. Provide a rationale as to why knowledge of this discipline is important to the development of an educated citizen.

General Education Goals, Outcomes, and Core Courses

The General Education Program comprises fourteen goals. A total of 38 hours of credits is required.

Major programs may not require or specify courses to be used to satisfy general education goals, with the following exceptions:

- A major program may designate which Goal 12 course its students must take.
- A major program may include the course that its students take to satisfy Goal 12 as a requirement of the major.
- Students who complete a required internship, guided field experience or directed research experience as part of their major course of study are exempted from Goal 14.

The Dean may authorize a waiver for any goal when a student, due to major requirements, must take at least two courses listed for that goal. NOTE: Goals 12, 13, and 14 comprise requirements that are not fulfilled through articulation agreements.

In addition to addressing the general education criteria, all courses listed under each goal have also been designed to help students achieve the specific outcomes required for that goal.

Complete course descriptions can be found in the Academic Programs section of this Catalog. Normally, a General Education course should be offered at least once per year.

Lower-Division General Education Goals, Outcomes, and Courses

GOAL 1. The knowledge and skills that lead to success in college, the ability to use critical thinking and analysis in all aspects of student life, and preparation for assuming the role of citizen leader working for the common good (one credit).

NOTE: Students who enter Longwood with 25 or more credit hours earned after high school graduation are exempt from this requirement.

Outcomes: Students will

- Understand the mission of Longwood University and how it applies to the college experience
- Understand the application of critical thinking skills to multiple situations
- Develop the knowledge and skills that lead to college success

LSEM 100 Longwood Seminar/1 credit

GOAL 2. The ability to write and speak logically, clearly, precisely, and the ability, through accurate reading and listening, to acquire, organize, present, and document information and ideas (three credits).

Outcomes: Students will

- Understand and adapt to rhetorical and contextual differences in tasks involving writing, reading, speaking, and listening
- Engage in academic inquiry using and evaluating a variety of sources, incorporating and documenting source material appropriately, and avoiding plagiarism
- Develop flexible processes for engaging in academic writing
- Develop knowledge of conventions for different kinds of texts and demonstrate substantial control of the conventions of Edited American English
- Reflect on and make judgments about their own texts and writing processes

ENGL 150 Writing and Research/3 credits

GOAL 3. An understanding of our cultural heritage as revealed in literature, its movements and traditions, through reading, understanding, analyzing, and writing about the major works that have shaped our thinking and provide a record of human experience (three credits). NOTE: ENGL 150 is a prerequisite for these courses.

Outcomes: Students will

- Understand major movements, themes, and values in one or more cultures as revealed in literature
- Analyze literary texts as reflections of cultural movements, themes, and values
- Develop and defend interpretations of literary texts through written discourse

ENGL 201	World Literature/3 credits
ENGL 202	British Literature/3 credits
ENGL 203	American Literature/3 credits
SPAN 340	Masterpieces of Spanish Literature/ 3 credits
SPAN 350	Masterpieces of Spanish American Literature/ 3 credits
FREN 341	A Survey of French Literature I: The Middle Ages through the Enlightenment/3 credits
FREN 342	Survey of French Literature II: Romanticism Through the New Novel/3 credits
GERM 341	Survey of German Literature I: The Age of Goethe/3 credits
GERM 342	Survey of German Literature II: Naturalism to the Present/3 credits

GOAL 4. An understanding of our cultural heritage as expressed in artistic achievements and an understanding of the contribution of the creative process to the life of the individual and to society (three credits).

Outcomes: Students will

- Recognize and discuss major achievements in the arts
- Use appropriate vocabulary to describe and discuss artistic expression
- Understand appropriate technology and techniques for the production of artistic achievements
- Explain the cultural and historical contexts of artistic achievements
- Recognize and discuss ethical issues associated with the content, exhibition, or performance of artistic works

ART 125	Introduction to Studio Art/3 credits
ART 160	Introduction to the Visual Arts (Art Appreciation)/3 credits
ENGL 315	Introduction to Dramatic Writing/3 credits
ENGL 316	Writing Fiction/3 credits
ENGL 317	Writing Poetry/3 credits
ENGL 318	Writing Non-fiction/3 credits
MUSC 221	History of Jazz/3 credits
MUSC 222	History of Rock/3 credits
MUSC 224	Music Appreciation/3 credits
THEA 101	Issues in Theatre/3 credits
MUSC 102,103,104*	Instrumental Ensemble/1 credit each
MUSC 105,106,107*	Choral Ensemble/1 credit each

*All 3 semesters in appropriate sequence (consecutive semesters preferable) are required in order to satisfy General Education Goal 4.

GOAL 5. An understanding of mathematical thought and the ability to conceptualize and apply mathematical logic to problem solving; (three credits at a commonly agreed upon skills level comparable to college algebra).

NOTE: Students who complete Calculus (MATH 164, 261, or 267) are exempted from this goal.

Outcomes: Students will

- Understand how mathematical and/or statistical models can be used to study real-world situations
- Understand the limitations of and assumptions behind typical mathematical models
- Use mathematical and statistical analysis to interpret such models by testing hypotheses, making predictions, drawing conclusions, checking results for plausibility, and finding optimal results
- Understand when technology might be helpful in mathematical or statistical analysis and apply technology when appropriate

CMSC 121	Introduction to Computer Science/3 credits
FINA 250	Personal Finance/3 credits
MATH 114	Mathematics for the Consumer/3 credits
MATH 121	Functions and Graphs/3 credits
MATH 150	Math and .../3 credits
MATH 171	Statistical Decision Making/3 credits

GOAL 6. The application of the methods of science to the acquisition of knowledge, and an appreciation of the major contributions of science to our cultural heritage and to the solution of contemporary problems (four credits).

NOTE: Students who complete PHYS 102 or PHYS 202 are exempted from this goal.

Outcomes: Students will

- Understand the major methods of natural science inquiry
- Recognize and explain major contributions of science to our cultural heritage
- Understand how natural science has been used to address significant contemporary issues

BIOL 101	Biological Concepts and Applications/4 credits
CHEM 101	General Chemistry/4 credits
PHYS 103	Conceptual Physics/4 credits
PHYS 105	General Astronomy/4 credits
GNEB 162	Introduction to Environmental Science/4 credits
GNEB 261	Exploring Science in Our World/4 credits

GOAL 7. The exploration of the foundations and history of western civilization in order to use the past as a model for understanding the present (three credits).

Outcomes: Students will

- Understand the historical development of western civilization
- Relate the development of Western civilization to that of other regions of the world
- Discuss how historical cultural developments influence the present day

HIST 100	Foundations of Western Civilization/3 credits
HIST 110	Modern Western Civilization/3 credits

GOAL 8. An understanding of the forces shaping contemporary society as revealed in the social sciences (three credits).

Outcomes: Students will

- Understand the major methods of social science inquiry
- Recognize and explain major contributions of social science to our cultural heritage
- Understand how social science has been used to address significant contemporary issues

ANTH 106/ WGST 106	Introduction to Women’s Studies/3 credits
ECON 111	Contemporary Economic Issues and Social Policy/3 credits
HIST 221	United States History Colonial Times to 1877/3 credits
HIST 222	United States History 1877 to Modern Times/3 credits
POSC 150	American Government and Politics/3 credits
PSYC 101	Introduction to Psychology/3 credits
SOCL 101	Principles of Sociology/3 credits
SOCL 102	Contemporary Social Problems/3 credits
GEOG 201	Basic Elements of Geography/3 credits
HONS 250*	The Changing Social Landscape/3 credits

*GPA of at least 3.25 required for enrollment in HONS 250

GOAL 9. An understanding of the diversity of other cultures and societies (three credits).

NOTE: Students who complete an approved international experience are exempted from this goal.

Outcomes: Students will

- Understand the culture, society, and history of groups outside of the Western European tradition
- Employ an appropriate vocabulary and rational argument to discuss complex issues involving race, nationality, gender, ethnicity, class, or sexual orientation
- Understand the concept of ethnocentrism
- Differentiate between personal discomfort and intellectual disagreement in situations where cultures may conflict
- Distinguish between facts and cultural assumptions relating to issues of diversity

ANTH 101	Introduction to Anthropology/3 credits
GEOG 220	Geography of South America/3 credits
HIST 120	World History to 1500/3 credits
HIST 130	World History: 1500 to Present/3 credits
HIST 200	History of China/3 credits
HIST 202	History of Islamic Civilizations/3 credits
HIST 210	World History/3 credits
HLTH 210	Global Health/3 credits
MUSC 225	Introduction to World Music/3 credits
POSC 255	Introduction to Comparative Politics/3 credits
RELI 242	World Religions/3 credits
SPAN 331	Latin American Civilization and Culture/3 credits

GOAL 10. The ability to communicate and function in a globally interdependent world as developed through foreign language study (three credits). NOTE: Students who complete a foreign language course at the 202 level or above as part of the Additional Degree Requirements are exempted from this goal. Students who are not native speakers of English may be exempted from Goal 10 provided that they have received their high school diploma, or its equivalent, from a school in their native land where the language of instruction was other than English. Additionally, students may demonstrate proficiency in any of the following ways:

- With a score of 50 (French), 50 (German), 53 (Spanish) on the College-Level Examination Program (CLEP) test, a student would be awarded 4 credits for 102.
- With a score of 62 (French), 63 (German), 66 (Spanish) on the College-Level Examination Program (CLEP) test, a student would be awarded 3 credits for 202.
- With a score of 3 on the Advanced Placement (AP) Test to receive credit for 201, or earn a score of 4 or 5 to earn credit for 201 and 202.
- Completion of the necessary course at a community college.
- Completion of the necessary course as an appropriate dual-enrollment course in high school.
- Completion of an appropriate course through a study abroad program.

Outcomes: Students will

- Demonstrate the ability to understand, interpret, and produce both oral and written communication in a foreign language.
- Demonstrate an understanding of relationships among the products, perspectives, and practices of the culture(s) studied
- Develop insight into the nature of language and culture

Courses at Longwood which meet this goal:

SPAN 201 (or higher)	Intermediate Spanish I/3 credits
FREN 201 (or higher)	Intermediate French I/3 credits
GERM 201 (or higher)	Intermediate German I/3 credits

GOAL 11. An understanding of issues dealing with physical and mental well being through physical activity (two credits).

Outcomes: Students will

- Understand the importance of regular physical activity on wellness throughout one's lifetime
- Acquire skills that enable participation in lifetime physical activity
- Understand how individual decision making and behavior impact personal health
- Recognize the relationships among societal factors and personal health

PHED 101	Fitness Concepts/2 credits
RECR 101*	Fitness Concepts/Adaptive Activities/2 credits
	*Permission of Instructor and Director of Disability Services Required

NOTE: PHED 101 and RECR 101 may be taken only once for credit toward the degree.

Upper-Division General Education Goals, Outcomes, and Courses

NOTE: Goals 12, 13, and 14 comprise upper-division requirements that are not fulfilled through articulation agreements.

GOAL 12. The ability to make informed, ethical choices and decisions and to weigh the consequences of those choices (three credits). This must be a junior- or senior- level course; degree programs may indicate specific requirements for satisfying this Goal.

Outcomes: Students will

- Identify the ethical issues implicit in personal behavior and in the operation of political, social, and economic institutions.
- Understand various approaches to making informed and principled choices
- Consider how these approaches might be applied to conflicts in their personal and public lives
- Understand the impact of individual and collective choices in society

CMSC/MATH 350	Ethical Issues in Mathematics and Computer Science/3 credits
COMM 400	Communication Ethics/3 credits
KINS 398/PHIL 398	Ethics in Sport and Physical Education/3 credits
MANG 474	Managing Business Ethics and Diversity/3 credits
PHIL 308	Introduction to Ethics/3 credits
PHIL 315	Biomedical Ethics/3 credits
PHIL 316	Environmental Ethics/3 credits
POSC/PHIL 331	Ancient and Medieval Political Philosophy/3 credits
POSC/PHIL 332	Modern Political Philosophy/3 credits

GOAL 13. The ability to synthesize and critically analyze through written discourse and a common educational experience information pertaining to issues of citizen leadership (three credits).

The Goal is satisfied through an interdisciplinary advanced writing seminar under the ENGL prefix taken after the student has achieved Junior level status or obtained the permission of the Chair of the General Education Committee.

Outcomes: Students will

- Engage in the process of citizen leadership by investigating multiple perspectives on an important public issue
- Understand the nature of public discourse/debate as determined by purpose, audience, and context
- Choose appropriate formats in writing for a variety of purposes
- Analyze the effectiveness of their own texts and processes for specific rhetorical situations
- Understand how the knowledge, skills, and values learned in general education are interwoven and interrelated, and how they can contribute to the process of citizen leadership

ENGL 400	Active Citizenship: An Advanced Writing Seminar/3 credits
GNED 400	Exploring Public Issues Through Writing/3 credits
GNED 495	Special Topics: General Education/3 credits

GOAL 14. The application of knowledge and skills developed in the student's course of study through completion of an internship, guided field experience, or directed research (one credit).

Outcomes: Students will:

- Identify specific objectives to be achieved through the completion of the internship, field experience, or research project
- Evaluate their own progress toward those objectives

NOTE: Students who complete a required experience as part of their major course of study are exempted from this goal.

GENERAL EDUCATION COURSE DESCRIPTIONS (GNED)

GNED 162. *Introduction to Environmental Science.* An interdisciplinary science course designed to introduce students to scientific study focused on the environment. Fundamental concepts addressed by this course include ecosystems, plate tectonics, nutrient and water cycles, energy flow, and climate. This course emphasizes the interrelationships of physical and biological components, the importance of the environment as a resource across cultures, and current challenges to understanding and maintaining our environment. Not open to Integrated Environmental Sciences Majors. Does not meet the requirements for the Integrated Environmental Sciences Major. 4 credits. *Fulfills General Education Goal 6.

GNED 261. *Exploring Science in Our World.* An interdisciplinary science course designed to involve students in learning science concepts related to world problems and studying issues important to our local community. 4 credits. *Fulfills General Education Goal 6.

GNED 400. *Exploring Public Issues Through Writing.* This course engages students in the critical analysis of a contemporary issue relevant to democratic citizenship. Students will develop interdisciplinary inquiry and writing as civic skills for active citizenship. Prerequisite: Fulfillment of General Education Goals 2 and 3; 75 credit hours or permission of the Chair of the General Education Committee. 3 credits. *Fulfills General Education Goal 13.

The Cormier Honors College

Dr. Alix D. Dowling Fink, *Dean*

Jessica B. Znosko, *Coordinator for Student Support and Advising*

Charlene Y. Gaines Cook, *Administrative Assistant*

The Cormier Honors College for Citizen Scholars is designed to offer attractive and challenging opportunities for intellectual growth to well-prepared and highly-motivated students. Its theme is citizen service, which students demonstrate through their commitment to their community both inside and beyond the classroom. The emphasis in honors courses is on teaching students to articulate an understanding of a given field, to relate that field of knowledge to others, to think independently, and to write and speak clearly and concisely. Honors classes are generally small in size and provide opportunities for intensive class discussion and innovative teaching.

Some honors classes are specially designated sections of courses required for general education; others are especially created for honors students and may be team-taught and interdisciplinary in nature. Many upper-level courses which do not have prohibitive prerequisites may be designated as honors courses. Moreover, students formally enrolled in the Honors College can arrange for up to three advanced courses in the major field to be enhanced for honors credit. Honors students who also elect to undertake Senior Honors Research may count six hours of that work in place of two of the three required upper-level courses.

Entering students are invited to join the Honors College based on a screening of their high school records and their SAT scores. Those offered honors admission typically have SATs totaling in the mid-1200s and above and, minimally, an unweighted grade point average of 3.5 for academic core courses. The Honors College welcomes applications from students at the second-semester level who attain a cumulative grade point average of 3.25 and from incoming transfer students who are in good standing in an honors program at their former college. Any Longwood student who meets the qualifications for admission to the Honors College, but who does not wish to take a full range of honors work, may register for one or more classes on a space-available basis.

Honors scholarships are available for those entering the program and they may be retained as long as the recipient makes satisfactory progress toward completing honors requirements and maintains honors grades. To remain in the Honors College a student must maintain an average of 3.25 in honors courses and an overall GPA of 3.25, computed at the end of each year. Honors graduates are recognized at graduation (*cum honore*) and their honors standing is permanently recorded on their transcripts. Requirements for successful completion of the program are as follows:

1. Maintenance of a minimum grade point average of 3.25, both overall and for all honors courses.
2. The successful completion of eight honors courses, including either Honors Longwood Seminar 100 or Honors 202, and Honors English 400. Three of the eight courses must be numbered 300, and above.
3. Completion of a credit-bearing study abroad program.
4. Completion of a senior-level, honors research project of at least one credit hour.

Students enrolled in the Honors College have available to them in their first year housing on the honors floor of Wheeler Hall; upper-level students may elect to stay on in Wheeler.

All Honors students are eligible to apply to make presentations at state, regional, and national honors conferences, and, at the third-year level, to participate in the National Honors Semester, which is offered regularly at designated campuses in the U.S. and abroad.

Longwood Honors Courses

Honors sections of many of the general education courses are offered frequently. Introductory and upper-level courses in most academic disciplines also are offered, and interdisciplinary, team-taught, and special topics courses are scheduled either in specific departments or as Honors 295 or Honors 495. A student may elect to enhance a course for honors credit if it is not offered regularly as an honors course.

HONORS COURSE DESCRIPTIONS (HONS)

HONS 201. *Education for Social Change.* The course will focus on the process of building community and fostering participatory democracy. The course will provide knowledge and skills that enable students to become effective advocates/facilitators of community efforts towards social change. The course design is based on the premise that learning occurs in a variety of ways including direct experience, reflection, theory, and application. 2 credits.

HONS 202. *Fundamentals of Citizen Leadership.* This course will investigate the responsibilities of citizens to their communities in confronting and acting on common needs, such as protection of the environment and the provision of adequate food, shelter, and medical care to those living in it. Students focus on a single need in the local community, investigate the nature of that need, and, working with an appropriate local agency, develop a plan to direct their own personal effort as well as community efforts to address that need. 1 credit.

HONS 250. *The Changing Social Landscape.* This course is designed to help students understand changes in American society through interdisciplinary analysis. Students will explore the historical, economic, political, demographic, and social shifts that have occurred in American society by examining U. S. census data, national public opinion polls, and other statistical indicators of cultural change. 3 credits.

HONS 300. *Freudian Themes in Fairy Tales.* An exploration of fairy tales and related literature as a literary form. An emphasis will be placed on the role of fairy tales in psychological development through an examination of their structure, themes, motifs and symbols. Basic elements of literary and psychological perspectives will provide a basis for in-depth discussion and analysis of specific stories within their literary, psychological, cultural, historical and personal contexts. 2 credits.

HONS 350. *Surviving Hard Times.* This course is designed to foster a deeper and more profound understanding of the elements involved in surviving a “hard time.” Students will examine the lives of people who have survived hard times and will develop basic living and survival skills to endure a range of the most challenging circumstances one needs to confront in life. 2 credits.

HONS 400. *The Civil Rights Movement in Prince Edward County (1951-65).* This lecture/discussion class examines Prince Edward County’s place in the national civil rights movement. The focus is on school desegregation issues, including the Supreme Court’s Brown decision and the subsequent closing of public schools for five years. Local participants in the events of this era will be guest lecturers. Students will collect oral histories and use primary documents in their research. 2 credits.

Senior Honors Research Program

Overview

The Senior Honors Research program was established in 1930 and was the first such program in a Virginia college or university. The program is intended to encourage students to conduct independent research at a level well beyond the ordinary demands of a classroom course. The results of a student's successful completion of the program are increased learning in a subject area of special interest, improvements in the student's abilities to conduct academic research and to write about the work, the presentation of a substantial paper on that research, the addition of that paper to the Library's permanent collection, and an enhancement of his or her application to graduate school or for immediate post-graduation employment. Students who successfully complete the program are publicly recognized at graduation for their exceptional academic achievement.

Senior Honors Research is undertaken by motivated students who wish to pursue their research interests outside of the classroom. Completion of the project requires that students enroll in two consecutive 3-credit courses, typically during the fall and spring of senior year.

To be eligible to register for Senior Honors Research, a student must have:

1. a strong interest in doing independent research
2. a 3.0 overall grade point average on work taken at Longwood
3. a 3.0 average in courses taken at Longwood for the major
4. agreement of a faculty member to serve as sponsor
5. permission of the chair of the sponsoring department
6. permission of the SHR Committee

Student Responsibilities and Timeline for Completion

Further information about requirements and procedures for completing Senior Honors Research can be found at www.longwood.edu/seniorhonors. Any deviation from the following timeline requires prior approval from the SHR committee chair.

1. Select a faculty sponsor no later than the spring of the junior year.
2. In consultation with the faculty sponsor, develop a research topic and prepare a research proposal. Proposals should not exceed 7-8 double-spaced pages (not including figures, tables, and bibliography). **The proposal must include:**
 - Identification of the student, faculty sponsor, and academic discipline(s) involved.
 - A statement of the guiding hypothesis or argument.
 - A summary of the reasons for and significance of the research, including a short literature review indicating how the project contributes to scholarship in the field.
 - A brief description of the research method or approach to be followed.
 - A summary of the more prominent resources (or at least the types of resources) to be used and where they are located. If the use of any type of research equipment is expected, specify the type of equipment and how it will be used to test the hypothesis. If the sources include published or unpublished texts, attach a tentative working bibliography.
 - A timeline for completion of significant milestones. This may include deadlines for collection of data or research, completion of drafts, etc.

- The names of at least three credentialed scholars in the field who are reasonably expected to be voting members of the examination committee. At least two of the members shall be from the Longwood faculty. It is recommended that the third member not be a member of the Longwood faculty.
 - Approval of the chair of sponsoring department (via an email to the SHR Committee chair).
3. Two weeks prior to the end of spring classes, submit the proposal electronically to the chair of the SHR Committee, who will then distribute the file to the other members.
 4. Present the proposal to the SHR Committee during exam week. During the proposal defense, be prepared to summarize the research project orally and answer questions about it. The faculty sponsor is expected to be present at this meeting. The chair of the sponsoring department may also attend. If approved, student should proceed to step 6. If the SHR committee requests revisions or resubmission of the proposal, student should proceed to step 5.
 5. If requested by the SHR committee, deliver any changes, revisions, or resubmitted proposals to the SHR chair no later than one full week prior to the beginning of fall semester. During the first week of classes, any student asked to resubmit presents the revised proposal to the SHR committee.
 6. If the proposal is approved by the Committee, register for SHR credit (“498” in the relevant discipline) for the fall semester.
 7. Conduct research according to the approved proposal. Make progress reports to the sponsor on a regular basis. A grade of at least “A-” in 498 is required in order to continue work on the SHR project into a second semester and register in 499.
 8. In consultation with the faculty sponsor, the examination committee, and the SHR committee liaison, schedules an oral defense of the project to take place no later than the first week of April. The written component of the project (Senior Honors Research Paper) must be completed and submitted prior to the oral defense for review by the examination committee.
 9. If the examination committee and the full SHR Committee approve the work for SHR recognition at graduation, make any required corrections or additions to the SHR Paper and provide two copies to the Archives and Records Manager of the Library for inclusion in the Library’s permanent collection no later than the last day of classes in the spring semester.

Senior Honors Research Committee Members, 2016-2017

Xun Bian, *Finance and Real Estate* (2018)

Renee Gutierrez, *English and Modern Languages* (2017)

Patricia Horne-Hastings, *Education and Special Education* (Senator) (2019)

Lacy Klinger, *Theatre, Art, Graphic and Animation Design* (2019)

Lindsey Stokes, *Health, Athletic Training, Recreation, Kinesiology* (2019)

Andrew Yeagley, *Chemistry and Physics* (2019)

Wade Znosko, *Biology, Chair* (2019)

Alix Dowling Fink, *Honors Program/ Biology, ex officio*

Office of International Affairs

Office of International Affairs

Petra M. Visscher, *Executive Director*

Patricia Trent, *Director International Student and Scholar Services and International Admissions*

Emily Kane, *Director Study Abroad*

Molly McSweeney, *Assistant Director*

Emma Kauffman, *Coordinator International Student/ Scholar Services*

Linda Sauvé, *Administrative Assistant*

Amy William, *PT Administrative Assistant*

Mission

The Office of International Affairs strives to add an international dimension to Longwood's concept of the citizen leader. By bringing qualified international students to campus and by providing quality learning opportunities abroad, the future citizen leaders will have opportunities to engage with citizens from around the world.

Study Abroad

Study Abroad programs are available in the form of short-term group programs led by Longwood University faculty during summers or winter intersessions, one- or two-month academic summer programs, and semester and year programs and internships. At least a year ahead, students should start the planning by making an appointment with the study abroad director, Dr. Emily Kane at the Office of International Affairs. Study abroad opportunities are open to all students; a cumulative grade point average of at least 2.5 is required for most study abroad programs. Modern Language majors are required to study abroad for at least one full semester, Honor's students and students minoring in International Studies also have a study abroad requirement. All federal, state and institutional financial aid, with the exception of Federal Work Study, may be applied toward the costs of approved study abroad programs. There are numerous scholarships available for students in programs abroad. For complete information on upcoming programs, requirements for participation, and application procedures, and for help in selecting a program and for program approval, please visit the Office of International Affairs in Stevens 111. The International Affairs website contains information that will be helpful as you begin to plan study abroad:

<http://www.longwood.edu/internationalaffairs/studyabroad.htm>

All students who are interested in study abroad/away should contact the Office of International Affairs to ensure that the correct procedures are followed in order to receive credit for the experience abroad.

English as a Second Language Bridge Program

EBP is an academic transition program for new undergraduate students. Students will enroll as a first semester freshman taking a mix of academic courses and ESL. Students will be mentored and coached through their first academic year to ensure that they are successful. The EBP is part of the cost of the first semester and scholarships may be awarded to support for this program!

<http://www.longwood.edu/internationalaffairs/ESLP.htm>

International Students and Scholars (including exchange students)

Please follow the directions on the website at: <http://www.longwood.edu/internationalaffairs/57009.htm>

Cook-Cole College of Arts and Sciences

Roger A. Byrne, Ph.D.

Joanna H. Baker, MS, *Assistant Dean for Academic Services and College Relations*

Edward L. Kinman, PhD, *Assistant Dean for Assessment and Program Improvement*

Cynthia Thompson, *General Administrative Supervisor*

MISSION: The Cook-Cole College of Arts and Sciences is the largest and most comprehensive of Longwood's five colleges and touches the lives of everyone at Longwood. The extensive course offerings, research projects, and internships in Cook-Cole provide the foundation of a broad-based education to all of Longwood's students and assist them in becoming educated citizens who are able to demonstrate creativity, critical thinking, and resiliency in addressing the issues of a diverse and interdependent world. Faculty-student collaboration drives every aspect of teaching and learning, allowing students to develop personal and professional relationships that last a lifetime.

Academic Departments:

Biological & Environmental Sciences

Chemistry & Physics

Communication Studies

English & Modern Languages

History, Political Science, & Philosophy

Mathematics & Computer Science

Music

Nursing

Psychology

Sociology, Anthropology, & Criminal Justice
Studies

Theatre, Art, & Graphic and Animation Design

Interdisciplinary Programs and Minors:

Homeland Security Minor

International Studies Minor

Liberal Studies (Major) Program

NeuroStudies Minor

Women's and Gender Studies Minor

Homeland Security Program

Dr. William Harbour, *Director of the Homeland Security Program*

Interdisciplinary Minor in Homeland Security

The Homeland Security Minor offers students an interdisciplinary program that incorporates a wide variety of course work relevant to the national needs regarding homeland security within the context of the global economic and political forces at work in the world today.

Requirements for 18-Credit Minor in Homeland Security:

In order to complete a minor in Homeland Security, students must:

1. File a form of intention to pursue the minor at the Office of the Registrar.
2. **Complete the three courses (nine hours) listed below earning no less than a C- in each.**

GEOG 352	World Regional Geography/3 credits
POSC/HMSC 345	Terrorism and Homeland Security in a Global Age/3 credits
POSC 305	International Relations/3 credits

3. **Pass at least 9 hours from the courses listed below earning no less than a C- in each.**

COMM 220*	Communication in a Diverse Society/3 credits
COMM 420*	Intercultural Communication/3 credits
ISCS 376*	Cyber Security/3 credits
CMSC 355*	Introduction to Computer and Network Security/3 credits
ECON 307*	Economic Development and Transition to Free Markets/3 credits
ECON 319*	International Economics/3 credits
GEOG 241	Cultural Geography/3 credits
GEOG 275	Introduction to Geographic Information Systems/3 credits
HIST 202	History of Islamic Civilizations/3 credits
HIST 308	United States Diplomatic History/3 credits
HIST 413	Conflict in the Modern Middle East/3 credits
POSC 343	American Foreign Policy/3 credits
POSC 442	International Law/3 credits
PSYC 401*	Psychology of Warfare and Terrorism/3 credits
SOCL 301	Sociology of Religion/3 credits
SOCL 376	Sociology of Law/3 credits

* These courses have prerequisite requirements.

International Studies Program

Dr. Chris Bjornsen, Director of International Studies

The International Studies Program offers opportunities for students to gain an understanding of other cultures through a Minor in International Studies, as well as enhanced modern language and study abroad opportunities.

International Studies Minor

Longwood University offers a minor in International Studies, combining courses from a variety of disciplines for those students who wish to devote a part of their education to learning about cultures around the world. Students combine the interdisciplinary focus in International Studies with any Longwood University major in preparation for international careers, occupations within the U.S. that have an international or multicultural focus, or graduate programs with an emphasis on multicultural or international understanding and cooperation. Students can gain first-hand international experience during study abroad in summer/winter courses or semester programs, and enhance their international skills through advanced foreign language courses and study abroad.

Students who wish to participate in the International Studies minor should contact the Director of International Studies in Ruffner 305.

Requirements for 21-Credit Minor in International Studies

In order to complete a minor in International Studies, students must:

1. File a form of intention to pursue the minor at the Office of the Registrar.
2. Students are required to complete at least 3 credits in a modern language above the requirements for their degree. Note: Modern Language majors must take all 21 credits from the list below.
3. Complete 15-18 credit hours chosen from the following: no more than two courses from any one discipline may be chosen.

ANTH 204	Language and Culture/3 credits
ANTH 315	South American Indians/3 credits
ANTH 316	People of Africa/3 credits
ANTH 317	Peoples of the Pacific/3 credits
ANTH 320	Folklore/3 credits
ANTH 321	Supernatural Belief Systems/3 credits
ANTH 351	Archaeology in England/3 credits
ART 261	History of Western Art: Prehistoric to Medieval/3 credits
ART 262	History of Western Art: Renaissance to Modern/3 credits
ART 362	Modern Art/3 credits
ART 365	Contemporary Art/3 credits
COMM 220	Communication in a Diverse Society/3 credits
COMM 420	Intercultural Communication/3 credits
ECON 305	Economics of European Union/3 credits
ECON 307	Economic Development and Transition to Free Markets/3 credits
ECON 319	International Economics/3 credits
ECON/FINA 413	International Financial Markets/3 credits
ENGL 201	World Literature/3 credits
ENGL 360	Genre Studies (when topic is appropriate)/3 credits

ENGL 361	Literature of Places and Spaces/3 credits
ENGL 362	Literature of Diversity (when topic is appropriate)/3 credits
ENGL 438	Studies in World Literature/3 credits
ENGL 444	Literature and Culture/3 credits
FREN 330	Civilization and Culture/3 credits
FREN 335	French Cinema/3 credits
FREN 341	A Survey of French Literature I: The Middle Ages through the Enlightenment/ 3 credits
FREN 342	Survey of French Literature II: Romanticism Through the New Novel/3 credits
FREN 411/412	Studies in Literary Genre/3 to 6 credits
FREN 413/414	French Literary Movements/3 to 6 credits
FREN 415/416	Major French Authors/3 to 6 credits
GEOG 201	Basic Elements of Geography/3 credits
GEOG 220	Geography of South America/3 credits
GEOG 241	Cultural Geography/3 credits
GEOG 340	Global Environmental Issues/3 credits
GEOG 352	World Regional Geography/3 credits
GEOG 403	Geography of Europe/3 credits
GERM 330	Civilization and Culture/3 credits
GERM 341	Survey of German Literature I: The Age of Goethe/3 credits
GERM 342	Survey of German Literature II: Naturalism to the Present/3 credits
GERM 411/412	Studies in Literary Genre/3 to 6 credits
GERM 413/414	German Literary Movements/3 to 6 credits
GERM 415/416	Major German Authors/3 to 6 credits
HIST 200	History of China/3 credits
HIST 202	History of Islamic Civilizations/3 credits
HIST 241	Colonial Latin America/3 credits
HIST 242	Modern Latin America/3 credits
HIST 308	United States Diplomatic History/3 credits
HIST 314	Political History of Africa/3 credits
HIST 330	History of Central Asia and Afghanistan/3 credits
HIST 336	History of Japan/3 credits
HIST 339	Conflict in the Modern Middle East/3 credits
HIST 341	East Africa: Pre-History to the Present/3 credits
HIST 345	Latin American Environmental History/3 credits
HIST 346	Gender and Sexuality in the Latin American History/3 credits
HIST 355	Europe in the Nineteenth Century, 1815-1914/3 credits
HIST 356	Europe in the Twentieth Century, 1900 to the Present/3 credits
HIST 358	France Since 1815/3 credits
HIST 359	Russian History to 1894/3 credits
HIST 360	History of the Soviet Union and Communist Eastern Europe/3 credits
HIST 362	The Vietnam War/3 credits
HIST 375	History of Modern Germany/3 credits
HIST 377	History of the Holocaust/3 credits
HIST 383	International Study in Africa/3 credits
HIST 384	International Study in Europe/3 credits
HLTH 210	Global Health/3 credits
MARK481	International Business/3 credits
MUSC 225	Introduction to World Music/3 credits
POSC 255	Introduction to Comparative Politics/3 credits
POSC 305	International Relations/3 credits
POSC 314	Political History of Africa/3 credits
POSC 335	Western European Politics and Government/3 credits
POSC 375	Latin American Politics and Government/3 credits
POSC 442	International Law/3 credits

PSYC 384	Cross-Cultural Psychology/3 credits
PSYC 401	Psychology of Warfare and Terrorism/3 credits
RELI 242	World Religions/3 credits
SOCL 102	Contemporary Social Problems/3 credits
SOCL 275	Welfare State/3 credits
SOCL 261	Sport in England/3 credits
SPAN 330	Spanish Civilization and Culture/3 credits
SPAN 331	Latin American Civilization and Culture / 3 credits
SPAN 335	Hispanic Cinema/3 credits
SPAN 340	Masterpieces of Spanish Literature/3 credits
SPAN 350	Masterpieces of Spanish American Literature/3 credits
SPAN 411/412	Studies in Literary Genre/3 to 6 credits
SPAN 413/414	Hispanic Literary Movements/3 to 6 credits
SPAN 415/416	Hispanic Authors/3 to 6 credits
SPAN 430	Cultural Issues in the Spanish-Speaking World/3 credits

Other courses with a substantial international focus or study abroad component will be considered for substitution. See program director.

4. Completion of an approved study abroad program awarding at least 3 credit hours will waive 3 credits of the minor requirements.

5. Complete INST 100 Introduction to International Studies/3 credits.

INTERNATIONAL STUDIES COURSE DESCRIPTIONS (INST)

INST 100. *Introduction to International Studies.* Provides students with diverse cultural perspectives and foundational strategies to develop intercultural competency from an interdisciplinary perspective. Students will critically examine a wide variety of international issues spanning multiple disciplines. Students selecting a minor in International Studies are strongly encouraged to complete this course early within the minor. 3 credits.

Liberal Studies

Dr. Gena Southall, *Director*

Carolyn Higgins, *Administrative Assistant*

Liberal Studies Major and Teacher Preparation Program

Liberal Studies is a cross-disciplinary major for the generalist. Most students who choose Liberal Studies are planning to be elementary or middle school teachers, and the various tracks of this major prepare students for teaching licensure at one or both of those levels. The Liberal Studies major is also the foundation for the 5-year program in Special Education.

In addition to the multi-disciplinary General Education requirements, Liberal Studies students take advanced courses in English, Mathematics, Natural Science and Social Science. Some tracks include Fine Arts and Kinesiology. All the teacher-licensure tracks include a professional component comprised of an array of methods classes, Practicum, Partnership and Student Teaching. While most Liberal Studies students seek teacher licensure, those who do not will complete a minor and interdisciplinary research rather than the professional component of this program.

A major in Liberal Studies cultivates a well-rounded, well-educated student who can face the world on a broad, solid footing. Students gain an understanding of and appreciation for continued, life-long learning - an essential component of being a successful teacher and leader. Longwood Liberal Studies graduates are highly sought after by Virginia public schools for teaching positions.

LIBERAL STUDIES PROGRAM

Faculty

Jeff Bardwell, PhD, *Lecturer in Biology*

Rhonda Brock-Servais, PhD, *Professor of Children's and Young Adult Literature*

Mary Carver, PhD, *Associate Professor of Political Science*

N. Scott Cole, PhD, *Associate Professor of Political Science*

David J. Coles, PhD, *Professor of History*

Kathy DeBusk Gee, PhD, *Assistant Professor of Environmental Science*

Suzanne Donnelly, PhD, *Associate Professor of Science Education*

Jeffrey Everhart, MS, *Adjunct Professor of English*

Mark L. Fink, PhD, *Associate Professor of Biology*,

Joseph E. Garcia, PhD, *Professor of Geography and Earth Science*

William R. Harbour, PhD, *Associate Professor of Political Science*

David S. Hardin, PhD, *Associate Professor of Geography*

Timothy Holmstrom, PhD, *Associate Professor of Physics*

Edward L. Kinman, PhD, *Professor of Geography*

Mary E. Lehman, PhD, *Professor of Biology*

Virginia Lewis, PhD, *Assistant Professor of Mathematics Education*

Christopher McGee, PhD, *Associate Professor of English*

Jennifer Miskec, PhD, *Associate Professor of English*

Michelle Parry, PhD, *Associate Professor of Physics*

Charles D. Ross, PhD, *Professor of Physics*

Sean Ruday, PhD, *Assistant Professor of English Education*

Ronda Scarrow, MS, *Lecturer in Theater*

Barbara H. Newton, PhD, *Assistant Professor of US History*

Leah Shilling, EdD, *Assistant Professor of Mathematics Education*

Robin Smith, PhD, *Associate Professor of English*

Wendy Smith, PhD, *Associate Professor of Mathematics Education*

Gena Southall, EdD, *Associate Professor of English*

Maria Timmerman, PhD, *Associate Professor of Mathematics Education*

ADDITIONAL DEGREE REQUIREMENTS

For students pursuing the BS in Liberal Studies, the additional degree requirements are embedded in the core courses. For students pursuing the BA in Liberal Studies with a minor in an Arts and Sciences discipline, there is an additional requirement of Modern Language at the 202 level.

LIBERAL STUDIES MAJOR REQUIREMENTS (Select one of the four tracks.)

1. BS IN LIBERAL STUDIES - *Elementary School Licensure Program (LSTE)* -47 credits

English/9 cr.

ENGL 380	Children's Literature/3 cr.
ENGL 382	Grammar: Theory and Practice/3 cr.
ENGL 483	Writing: Theory and Practice for the Elementary School/3 cr.

Mathematics/9 cr.

MATH 121	Functions and Graphs/3 cr. (met with Goal 5)
MATH 309	Numeration Systems/ 3 cr.
MATH 310	Probability, Statistics, and Programming/3 cr.
MATH 313	Geometry and Reasoning/3 cr.

Natural Science/11 cr.

BIOL 114	Fundamentals of Life Science/4 cr.
PHYS 103	Conceptual Physics/4 cr.
EASC 300	The Dynamic Planet/3 cr.

Social Science/9 cr.

POSC 150	American Government and Politics/3 cr. (met with Goal 8)
HIST 221	United States History Colonial Times to 1877/3 cr.
or HIST 222	United States History 1877 to Modern Times/3 cr.
GEOG 310	Thinking Geographically/3 cr. (co-requisite with HIST 370)
HIST 370	Virginia Studies/3 cr. (co-requisite with GEOG 310)

Fine Arts/3 cr. (Select one.)

ART 448	Integrated Arts/Visual Arts/3 cr.
MUSC 448	Integrated Arts/Music/3 cr.
THEA 448	Integrated Arts/Theater/3 cr.

Physical Education/3 cr.

KINS 389	Methods of Teaching Health & Physical Education for Elem. Classroom Teachers/3 cr.
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Approved Elective/3 cr.

Any Arts and Sciences course at the 300 or 400 level.

Suggested Courses:

SOCL 320	Sociology of Education/3 cr.
SCED 401	SOLstice: An interdisciplinary approach to the science and civic issues of our Chesapeake Bay/3 cr.
MATH/SCED	330 Integration of Mathematics and Science Principles/3 cr.
THEA 433	Creative Dramatics for the Classroom/3 cr.
CSDS 206	Introduction to Sign Language/3 cr. (by special permission of the chair of CSDS Department)

Foreign Language at the 202 level/3 credits

Any Economics course/3 cr.

2. **BS IN LIBERAL STUDIES - *Elementary and Middle School Licensure Program (LSTB)* –62-65 credits**

Students seeking licensure in both Elementary and Middle school must complete the required courses in each area and the Middle school concentration courses in one chosen area.

English

Required/9 cr.

ENGL 380	Children’s Literature/3 cr.
ENGL 382	Grammar: Theory and Practice/3 cr.
ENGL 483	Writing: Theory and Practice for the Elementary Classroom/3 cr.
or ENGL 479	Writing: Theory and Practice for the Middle and Secondary Classroom/3 cr.

Middle School English Concentration/9 cr.

COMM 101	Public Speaking/3 cr.
ENGL 350	Linguistics and Language Learning/3 cr.
ENGL 381	Literature for Young Adults/3 cr.

Mathematics

Required/9 credits – All four courses are required except for MATH 121 for MS math concentrator.

MATH 121	Functions and Graphs/3 cr. (met with Goal 5)
MATH 309	Numeration Systems/3 cr.
MATH 310	Probability, Statistics, and Programming/3 cr.
MATH 313	Geometry and Reasoning/3 cr.

Middle School Mathematics Concentration/10-11 credits and exemption from Goal 5

MATH 164	Precalculus/4 cr.
or MATH 262	Differential and Integral Calculus II/4 cr.
MATH 261	Differential & Integral Calculus I/4 cr.
MATH 430	Mathematics in the Middle School/3 cr.
CMCS 121	Introduction to Computer Science/3 cr.
or CMSC 160	Introduction to Algorithmic Design I/3 cr.

Optional Algebra I Endorsement/3 cr.

MATH 280	Linear Algebra/3 cr.
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Natural Science

Required/11 cr.

BIOL 114	Fundamentals of Life Science/4 cr.
PHYS 103	Conceptual Physics/4 cr.
EASC 300	The Dynamic Planet/3 cr.

Middle School Natural Science Concentration/10-12 cr.

CHEM 101: General Chemistry/4 cr.
or CHEM 111 Fundamentals of Chemistry I/4 cr.

Science Elective: Choose two from the following/6-8 cr. Students may select 6-8 credits in any combination from the first part of the list, or they may choose one of the focus areas.

BIOL 445	Tropical Ecology/4 cr.
BIOL 206	Human Anatomy and Physiology I/4 cr.
BIOL 207	Human Anatomy and Physiology II/4 cr. (prerequisite BIOL 206)
BIOL/EASC 342	Terrestrial Biogeography/4 cr.
BIOL 443	Field Botany/6 cr.

- CHEM 112 Fundamentals of Chemistry II/4 cr. (with CHEM 111 instead of CHEM 101)
- EASC 261 Meteorology/4 cr.
- EASC 275 Introduction to Geographic Information Systems/4 cr.
- EASC 345 Hydrology/3 cr.
- EASC 353 Geography of Virginia/3 cr.
- EASC 355 Climatology/3 cr.
- EASC 358 Map Design and Analysis/4 cr. (permission) – offered infrequently
- EASC 410 Geomorphology/3 cr.
- EASC 363 Physical Oceanography/4 cr
- PHYS 102 General Physics II/4 cr. (with PHYS 101 instead of PHYS 103)
- PHYS 105 General Astronomy/4 cr. (does not double count for Goal 6)
- PHYS 202 University Physics II/4 cr. (with PHYS 201 instead of PHYS 103)
- SCED 330/ Integration of Mathematics and Science Principles/3 cr.
& MAED 330
- SCED 352 Science for Secondary Teachers/3 cr.
- SCED 401 SOLstice: An interdisciplinary approach to the science and civic issues of our Chesapeake Bay /3 cr.

Biology Focus:

- BIOL 122 The Diversity of Life/4 cr. (required for biology focus)
- One of the following:
- BIOL 341 General Ecology/4 cr.
- Any BIOL class listed in the electives above

Chemistry Focus:

- CHEM 112 Fundamentals of Chemistry II/4 cr. (required for Chemistry focus)
- One of the following:
- CHEM 270 Inorganic Chemistry & Qualitative Inorganic Analysis/3 cr.
- CHEM 305 Organic Chemistry I/3 cr.
- CHEM 324 Thermodynamics/3 cr. (math/sci. conc. with MATH 262)
- CHEM 350 Quantitative Analysis/4 cr.

Physics Focus:

- PHYS 202 University Physics II/4 cr. (for math/sci. conc. with MATH 262)
(required for the Physics focus)
- One of the following:
- PHYS 303 Astrophysics/4 cr. (math/sci. conc. with MATH 262)
- PHYS 321 Modern Physics/3 cr. (for math/sci. conc.)
- PHYS 324 Thermodynamics./3 cr. (for math/sci. conc. with MATH 262)
- PHYS 326 Optics/4 cr. (for math/sci. conc.)
- PHYS 331 AC/DC Circuits/4 cr. (for math/sci. conc.)
- PHYS 252 Statics/3 cr. (for math/sci. conc.)

Social Science

Required/9 cr.

- HIST 221 United States History Colonial Times to 1877/3 cr.
or HIST 222 United States History 1877 to Modern Times/3 cr.
- GEOG 310 Thinking Geographically/3 cr. (co-requisite with HIST 370)
- HIST 370 Virginia Studies/3 cr. (co-requisite with GEOG 310)
- POSC 150 American Government and Politics (met with Goal 8)

Middle School Social Science Concentration/9 cr.

- HIST 100 or HIST 110 Western Civilization/3 cr. (3 credits in addition to Goal 7)
- HIST 221 United States History Colonial Times to 1877/3 cr.
or HIST 222 United States History 1877 to Modern Times/3 cr. (Take the one not taken as part of the required courses above. Both courses are required for licensure.)
- Elective in Social Science elective/3 cr.

SOCL 320 Sociology of Education/3 cr.
 ANTH 101 Introduction to Anthropology/ 3 cr. (will not double count for Goal #9)
 ANTH/SOCL 325 Gender and Society/3 cr.
 POSC 343 American Foreign Policy/3 cr.
 POSC 350 The American Presidency/3 cr.
 SOCL 302 Sociology of Popular Culture/3 cr.
 Any ECON course
 Any HIST course at the 300 or 400 level

Fine Arts/3 cr. (Select one.)

ART 448 Integrated Arts/Visual Arts/3 cr.
 MUSC 448 Integrated Arts/Music/3 cr.
 THEA 448 Integrated Arts/Theater/3 cr.

Physical Education/3 cr.

KINS 389 Methods of Teaching Health and Physical Education for Elementary Classroom Teachers/ 3 cr.

3. BS IN LIBERAL STUDIES - *Special Education K-12 pre-Licensure Program (LSTS)* 47 credits

Remaining licensure requirements are met through the 5th year Master's program in Special Education.

English/9 cr.

ENGL 380 Children's Literature/3 cr.
 ENGL 382 Grammar: Theory and Practice/3 cr.
 ENGL 483 Writing: Theory and Practice for the Elementary School/3 cr.

Mathematics/9 cr.

MATH 121 Functions and Graphs/3 cr. (met with Goal 5)
 MATH 309 Numeration Systems/ 3 cr.
 MATH 310 Probability, Statistics, and Programming/3 cr.
 MATH 313 Geometry and Reasoning/3 cr.

Natural Science/11 cr.

BIOL 114 Fundamentals of Life Science/4 cr.
 PHYS 103 Conceptual Physics/4 cr.
 EASC 300 The Dynamic Planet/3 cr.

Social Science/9 cr.

POSC 150 American Government and Politics/3 cr. (met with Goal 8)
 HIST 221 United States History Colonial Times to 1877/3 cr.
 or HIST 222 United States History 1877 to Modern Times/3 cr.
 GEOG 310 Thinking Geographically/3 cr. (co-requisite with HIST 370)
 HIST 370 Virginia Studies/3 cr. (co-requisite with GEOG 310)

Fine Arts/3 cr. (Select one.)

ART 448 Integrated Arts/Visual Arts/3 cr.
 MUSC 448 Integrated Arts/Music/3 cr.
 THEA 448 Integrated Arts/Theater/3 cr.

Physical Education/3 cr.

KINS 389 Methods of Teaching Health and Physical Education for Elem. Classroom Teachers/ 3 cr.

Approved Elective/3 cr.

Any Arts and Sciences course at the 300 or 400 level.

Suggested Courses:

SOCL 320	Sociology of Education/3 cr.
SCED 401	SOLstice: An interdisciplinary approach to the science and civic issues of our Chesapeake Bay/3 cr.
MATH/SCED 330	Integration of Mathematics and Science Principles/3 cr.
THEA 433	Creative Dramatics for the Classroom/3 cr.
CSDS 206	Introduction to Sign Language/3 cr. (by special permission of the chair of CSDS Department)
Foreign Language at the 202 level/3 credits	
Any Economics course/3 cr.	

BS or BA in LIBERAL STUDIES (LSTU) –This degree does not lead to licensure.

English/9 cr.

ENGL 380	Children’s Literature/3 cr.
ENGL 382	Grammar: Theory and Practice/3 cr.
ENGL 483	Writing: Theory and Practice for the Elementary School/3 cr.

Mathematics/9 cr.

MATH 121	Functions and Graphs/3 cr. (met with Goal 5)
MATH 309	Numeration Systems/ 3 cr.
MATH 310	Probability, Statistics, and Programming/3 cr.
MATH 313	Geometry and Reasoning/3 cr.

Natural Science/11 cr.

BIOL 114	Fundamentals of Life Science/4 cr.
PHYS 103	Conceptual Physics/4 cr.
EASC 300	The Dynamic Planet/3 cr.

Social Science/9 cr.

POSC 150	American Government and Politics/3 cr. (met with Goal 8)
HIST 221	United States History Colonial Times to 1877/3 cr.
or HIST 222	United States History 1877 to Modern Times/3 cr.
GEOG 310	Thinking Geographically/3 cr. (co-requisite with HIST 370)
HIST 370	Virginia Studies/3 cr. (co-requisite with GEOG 310)

LSTU 300 Interdisciplinary Studies/3 cr.

LSTU 461 Senior Seminar/Directed Study/3 cr. (1 cr. counts for General Education Goal #14)

Minor in an Arts and Sciences discipline or in Economics/18-24 cr.

Students on this track may make the following substitutions:

For ENGL 380/381 (3 credits)

Any 300 or 400 level literature class

For ENGL 483/479 (3 credits)

ENGL 470 Professional Writing

Any 300 ENGL level writing course

PROFESSIONAL EDUCATION/REQUIREMENTS – Required for Teaching Licensure –39/cr.**1. All Licensure Programs**

EDUC 245	Human Growth and Development/3 cr.
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2. LSTE and LSTB Tracks

EDUC 261	Introduction to the Teaching Profession/3 cr.
EDUC 310	Foundations of Literacy Instruction/3 cr.
EDUC 361	Practicum Integration /2 cr.
EDUC 380	Classroom Assessment/2 cr.
SPED 389	Survey of Exceptional Children/3 cr.

Partnership Semester

EDUC 423	Elementary Literacy Methods/ 3 credits
EDUC 433	Elementary Math, Science and Social Studies Methods/3 credits
EDUC 443	Middle School Methods/4 credits (Middle Only)
EDUC 461	Practicum Application/3 credits
EDUC 467	Classroom Management and System Issues/3 cr.

Student Teaching Semester – Passing scores on Praxis II, VCLA, and RVE are required prior to beginning EDUC 401 or EDUC 400.

EDUC 401	Elementary Directed Teaching/12 cr.
or EDUC 400	Middle School Directed Student Teaching/12 cr.

3. Special Education Track

SPED 202	Introduction to Special Education/3 cr.
SPED 305	Behavior Management/3 cr.
SPED 475	Language and Language Disorders/3 cr.
SPED 411	Assistive Technology and Augmentative Communication in the General Curriculum/3 cr.
SPED 321	Reading and Language Arts for students with Exceptional Needs/3 cr. *
SPED 322	Mathematics, Science and Social Studies Adaptations for Students with Exceptional Needs/3 cr.
SPED 323	Practicum in Reading Assessment and Tutoring/2 cr. *
SPED 325	Introduction to Assessment/3 cr. *
SPED 327	Practicum II/3 cr.

* SPED 321, 323, 325 must be taken concurrently.

Student Teaching Semester – Passing scores on Praxis II, VCLA and RVE are required prior to beginning EDUC 406.

EDUC 406	Directed Teaching for Students with Exceptional Needs/12 cr. **
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Total Credits

- BS in Liberal Studies – Elementary School Licensure Program 124 cr.
- BS in Liberal Studies – Elementary and Middle School Licensure Program 134-136 cr.
- BS in Liberal Studies – Special Education Licensure Program (K-12) 125 cr.
- BS or BA in Liberal Studies (no licensure) 120 cr.

LIBERAL STUDIES COURSE DESCRIPTIONS

LSTU 292. *Interdisciplinary Internship.* A semester-long, on-the-job learning experience designed to bring together the principles of at least two normally recognized disciplines. 1-18 credits

LSTU 295. *Special Topics in Interdisciplinary Study.* Specialized courses on a variety of topics that may be offered periodically. 1-6 credits.

LSTU 300. *Interdisciplinary Studies.* Essentials of interdisciplinary study, including basic concepts and methodological tools, to synthesize material from disparate fields and apply them to academic plans and career goals. Prerequisites: Junior standing. Liberal Studies major or permission of the Director of Liberal Studies. 3 credits.

LSTU 461. *Senior Seminar/Directed Study.* Student exposition of coursework demonstrating the understanding of interdisciplinary approaches and the successful synthesis of interdisciplinary studies, applied to the minor course of study and academic/career goals. Prerequisites: At least a C in LSTU 300 and a preliminary project proposal signed by an academic supervisor. 3 credits. WR. SP.

LSTU 490. *Directed Study on an Interdisciplinary Topic.* A directed research project that brings together at least two of the normally recognized disciplines. Must be approved by the head of the department upon recommendation of a faculty member who will supervise the study. Fulfills General Education Goal 14. 1-6 credits

LSTU 492. *Interdisciplinary Internship.* A semester-long, on-the-job learning experience designed to bring together the principles of at least two normally recognized disciplines. 1-18 credits

LSTU 495. *Special Topics in Interdisciplinary Study.* Specialized courses on a variety of topics that may be offered periodically. 1-6 credits.

LSTU 498. *Honors Research in Interdisciplinary Study.* Students conduct research on a topic that crosses at least two normally recognized disciplines under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. WR. Fulfills General Education Goal 14. 3 credits

Women's and Gender Studies Program

Dr. Carl Riden and Dr. David Magill, *Co-Directors of Women's and Gender Studies*

The Women's and Gender Studies Minor at Longwood University offers students an interdisciplinary program that incorporates an understanding of gender perspectives in all areas of the curriculum. Women's and Gender Studies creates a framework for examining the historical, cultural, political, economic, and global conditions central to understanding both women as gendered beings and the processes of gender construction for all humans. It recognizes that not only gender, but race, class, ethnicity, age, ability and sexual orientation are crucial aspects of women's and men's experiences. Because issues of gender cut across most areas of knowledge, students can raise similar questions within different disciplines and by using various methodologies achieve a deeper understanding of the complexity and wholeness of human experience.

Requirements for 18-Credit Minor in Women's and Gender Studies

In order to complete a minor in Women's and Gender Studies, students must:

1. File a form of intention to pursue the minor at the Office of the Registrar
2. Earn a grade point average of 2.0 in those courses chosen to meet the minor requirements, and
3. Complete 18 hours of course work (including at least 9 hours at the 300 or 400 level) from the following courses.

ANTH/WGST 106	Introduction to Women's Studies/3 credits
ANTH 325	Gender and Society/3 credits
ART 360	Women in the Visual Arts/3 credits
COMM 470	Gender and Communication/3 credits
CRIM 323	Gender and Crime/3 credits
ECON 411	Economics of Labor and Discrimination/3 credits
ENGL 358	Women and Film/3 credits
ENGL 432	Women and Literature/3 credits
HLTH 430	Women's Health and Health Care Issues/3 credits
HIST 321	The History of Women in America/3 credits
HIST 428	Gender and Sexuality in Latin American History/3 credits
PSYC 350	Psychology of Sex and Gender/3 credits
SOCL 233	Introduction to Social Inequality and Difference/3 credits
SOCL 241	Marriage and the Family/3 credits
SOCL 325	Gender and Society/3 credits
SOCL 351	Sociology of Family Violence/3 credits
SOWK 309	Human Sexual Adjustment/3 credits
SOWK 325	Human Diversity: Populations-at-Risk/3 credits
WGST 295	Selected topics in Women's and Gender Studies/1-3 credits
WGST 390	Directed or Independent Study/1-18 credits
WGST 489	Directed Study/2-3 credits
WGST 490	Directed or Independent Study/1-18 credits
WGST 492	Internship in Women's and Gender Studies/1-6 credits
WGST 495	Special Topics/1-6 credits

(and other courses to be approved by the Women's and Gender Studies Committee)

In addition to the above courses, students are encouraged to participate in Women's and Gender Studies events on campus.

WOMEN'S AND GENDER STUDIES COURSE DESCRIPTIONS (WGST)

WGST 106. *Introduction to Women's Studies.* The course will introduce students to literature in the social sciences by and about women. We will explore key roles which women play in society, how they have questioned these roles, and contributions which women make in different societies. We will read about women in our own and other societies as a way to explore these questions. 3 credits. WR. *Fulfills General Education Goal 8.

WGST 295. *Selected topics in Women's and Gender Studies.* The topics will vary from semester to semester. May be repeated for credit when topics change. 1-3 credits.

WGST 390. *Directed or Independent Study.* Must be approved by the head of the department. May be repeated as 391. 1-18 credits.

WGST 489. *Directed Study.* Symposium in Women's Studies sponsored by the Washington Center. 40 to 60 hours of lectures, panel discussions, workshops, site visits, and bi-weekly discussion groups over a 2 to 3 week period in Washington, D.C. Prerequisites: two courses in Women's and Gender Studies, 2.5 GPA, and approval of the Directors of Women's and Gender Studies. The work done in the Symposium will be evaluated by a faculty member designated by the Program Directors, and cannot be double-counted at Longwood to meet the requirements of other disciplines. 2-3 credits.

WGST 490. *Directed or Independent Study.* Must be approved by the program directors. 1-18 credits.

WGST 492. *Internship in Women's and Gender Studies.* Directed practice in a public, private, or community agency or organization which has as one of its goals the improvement of the status of women. Students work with an on-site supervisor who guides their internship in collaboration with a faculty liaison appointed by the Directors of Women's and Gender Studies. Prerequisites: two courses in Women's and Gender Studies, 2.5 GPA, and permission of the Longwood Women's Studies Committee. 1-6 credits.

WGST 495. *Special Topics.* Selected topics in Women's and Gender Studies. The topics may vary from semester to semester. May be repeated for credit when topics change. 1-6 credits.

Department of Biological and Environmental Sciences

Mark L. Fink, *Chair*

Debbie M. Johnson, *Fiscal Manager*

Kirsten N. Schaubach, *Laboratory and Research Specialist*

Bradford E. Ranson, *Receptionist*

Major Programs

Biology BS

Biology (Clinical Lab Sciences) BS

Integrated Environmental Sciences BS

Concentrations:

Life Sciences

Physical Sciences

Earth Sciences

Social Sciences

Minors

Biology

Integrated Environmental Sciences

Earth Science

Geography

Teacher Preparation

6-12 Biology

The Department of Biological and Environmental Sciences at Longwood provides fundamental training for students interested in biological science, environmental science, geography, and earth science. Students interested in biology can earn a bachelor's degree or a minor. Students interested in environmental science can pursue a bachelor's degree or a minor. The Department also offers minors in geography and earth science as well as a Clinical Lab Sciences Program, and teaching licensure for 6-12 Biology.

The Department further contributes to the university's mission of developing Citizen Leaders through its commitment to coursework in multiple goals in the General Education program as well as the curriculum in Liberal Studies. In addition to helping students become scientifically literate, the Department seeks to help its students develop both critical and independent thinking skills through coursework and student research opportunities.

The Department's commitment to excellence in the major and minor programs as well as its contributions to General Education and Liberal Studies is evident in its commitment to institutional assessment. Senior biology majors are required to take a comprehensive achievement test appropriate for their major. The purpose of the test, given in both the spring and fall terms, is to assess the progress of the majors and the effectiveness of the program. Additionally, courses contributing to the university's General Education program are assessed each semester.

BIOLOGY PROGRAM

Faculty

Consuelo J. Alvarez, PhD, *Professor of Biology*

Amorette E. Barber, PhD, *Assistant Professor of Biology*

Dale L. Beach, PhD, *Associate Professor of Biology*

David W. Buckalew, PhD, *Professor of Biology, Director of Health Pre-Professional Programs*

Benjamin K. Campbell, PhD, *Assistant Professor of Science Education*

Randy L. Durren, MS, *Lecturer of Biology*

Alix D. Dowling Fink, PhD, *Associate Professor of Biology*
Mark L. Fink, PhD, *Associate Professor of Biology, Department Chair*
Kenneth Fortino, PhD, *Assistant Professor of Biology*
R. Adam Franssen, PhD, *Associate Professor of Biology*
Sujan M. Henkanaththegedara, PhD, *Assistant Professor of Biology*
Brandon E. Jackson, PhD, *Assistant Professor of Biology*
Dina M. Leech, PhD, *Assistant Professor of Biology*
Mary E. Lehman, PhD, *Professor of Biology, Biology Program Coordinator*
Bjoern C. Ludwar, PhD, *Assistant Professor of Biology*
Erin K. Shanle, PhD, *Assistant Professor of Biology*
Wade A. Znosko, PhD, *Assistant Professor of Biology*

The biology major at Longwood provides training in many areas of the biological sciences so that graduates may pursue graduate study or careers in research, industry, teaching, medicine, dentistry, or allied health fields. To ensure that students have a broad background in the diverse field of biological sciences, each student must take the following courses: Integrative Biology, Introduction to Genetics and Cell Biology, Introduction to Ecology and Evolution, Sophomore Seminar, Senior Seminar, and Senior Assessment. In addition, students will take one course from each of three areas (Cell and Molecular; Ecology and Evolution; Organismal) and upper-level elective courses.

Students may take a maximum of 5 credits total in internship (392, 492, 494) and research (BIOL 496, 497) courses for quality points (A, B, and C grades). Beyond 5 credits, such courses must be taken on a pass/fail basis and will not count toward requirements for the major or minor. Please note: 40 hours of internship/research experience equals 1 university credit hour.

No grade below C- in biology courses is accepted for graduation requirements in the biology major or minor.

A student may seek secondary teaching licensure in biology. This program consists of courses required for the biology major as well as additional education coursework and the professional semester consisting of 12 hours in the senior year. If an additional endorsement in chemistry or physics is desired, the student must minor in that discipline and meet all state-mandated core requirements for that endorsement. Interested students should meet with secondary science education faculty for advising on preparation for secondary science teaching.

HEALTH-CAREERS/PRE-PROFESSIONAL PREPARATON

Students interested in pursuing health-related professions should become familiar with selected professional school(s) early in their academic career as course requirements for individual schools vary. Typical courses required for admission into most professional schools include: at least 8 credits of Biology coursework, 8 credits of General Chemistry, 8 credits of Organic Chemistry, 6 credits of English, 6 credits of Math (with at least 1 course in statistics), and 8 credits of Physics. Although a biology degree is not an entrance requirement for most professional school programs, the majority of applicants are from life science majors. Furthermore, the four-year biology major curriculum already includes the courses that are typically required and will prepare students for the required admissions exams (MCAT, DAT, or GRE), usually taken after completing their junior year. Please note that the MCAT exam includes the topics of Biochemistry, Sociology, Psychology, and Statistics. Students who intend to take the MCAT are strongly encouraged to choose coursework in these topics for electives within the biology major or for general education classes. As minimal preparation, students should complete all required courses by the end of their junior year. Students should also invest a substantial amount of time preparing for the requisite admission exam.

For admission into graduate or professional school, students should have a strong GPA and score competitively on the admissions exam. To be a viable candidate for admission to a medical/dental/veterinary/allied health professions school, students must also demonstrate firsthand experience in their chosen area of study. This can be accomplished by “shadowing” a clinician whereby a pre-professional student observes and assists practicing health professionals or through volunteer or paid work in

a hospital, clinic, or other health setting. Course credit can be obtained for these experiences by registering for 392, 492, or 494 Internship in Biology. Please note: 40 hours of internship experience equals 1 university credit hour.

The Department of Biological and Environmental Sciences also maintains articulation agreements with several clinical lab programs within Virginia for students interested in certification/licensure in medical technology and/or clinical lab sciences. These curricula may require transfer to another institution for part of the undergraduate program of study.

BIOLOGY MAJOR, BS DEGREE

A. General Education Core Requirement/33 credits

MATH 171 is required for General Education Goal 5.

PHIL 315 or 316 is required for General Education Goal 12.

BIOL 490, 492, 496, or 498 satisfies General Education Goal 14.

B. Additional Degree Requirements/7 credits

MATH 261 or MATH 301/3 credits

CHEM 111/4 credits

C. Major Requirements/63 credits

CORE REQUIREMENTS/35 credits

BIOL 120 Integrative Biology/4 credits

BIOL 250 Introduction to Genetics and Cell Biology/4 credits

BIOL 251 Introduction to Ecology and Evolution/4 credits

BIOL 288 Sophomore Seminar/3 credits

BIOL 488 Senior Capstone in Biology /3 credits

BIOL 489 Senior Assessment/0 credits

BIOL 490 Directed or Independent Study, BIOL 492 Internship in Biology, BIOL 496 Research in Biology, or BIOL 498 Honors research in Biology /1 credit (satisfies General Education Goal 14)

CHEM 112 Fundamentals of Chemistry II/4 credits

CHEM 211 Organic Chemistry I Lecture/3 credits

CHEM 213 Organic Chemistry Laboratory I/1 credit

PHYS 101 General Physics I/4 credits

or PHYS 201 University Physics I/4 credits *

PHYS 102 General Physics II/4 credits (waived from General Education Goal 6)

or PHYS 202 University Physics II/4 credits (waived from General Education Goal 6)

*PHYS 101 is a prerequisite for PHYS 102. PHYS 201 is a prerequisite for PHYS 202.

1. AREA REQUIREMENTS/12 credits

All students must successfully complete at least one class from each area below.

CELL AND MOLECULAR AREA

BIOL 305: General Microbiology/4 credits

BIOL 324: Genetics/4 credits

BIOL 326: Cell Biology/4 credits

BIOL 360: Developmental Biology/4 credits

ECOLOGY AND EVOLUTION AREA

BIOL 330: Conservation Biology/4 credits

BIOL 341: Ecology/4 credits

BIOL 342: Biogeography /4 credits

BIOL 399: Evolution/4 credits

ORGANISMAL AREA

BIOL 301: Comprehensive Human Anatomy and Physiology/4 credits

BIOL 303: Vertebrate Morphology/4 credits

BIOL 309: Plant Biology/4 credits

BIOL 315: Invertebrate Zoology/4 credits

2. BIOLOGY ELECTIVE REQUIREMENTS/16 credits

Students must complete at least 16 additional Biology elective credits from BIOL 208-498, with a minimum of 7 credits from BIOL 400 to BIOL 491. These biology electives may be selected from additional courses in the areas or from the elective courses offered on a rotating basis. Students are encouraged to talk with their academic advisors regarding elective courses that are most applicable to their intended field of graduate work or employment.

D. General Electives BS Degree /17 credits

E. Total Credits Required for BS in Biology/120

BIOLOGY MAJOR, BS DEGREE

Teacher Preparation in Biology Concentration

A. General Education Core Requirement/37 credits

MATH 171 is required for General Education Goal 5.

PHYS 103 is required for General Education Goal 6.

PHIL 315 or 316 is required for General Education Goal 12.

SCED 490 satisfies General Education Goal 14.

B. Additional Degree Requirements/7 credits

MATH 261 or MATH 301/3 credits

CHEM 111/4 credits

C. Major Requirements/49 credits

1. CORE REQUIREMENTS/26 credits

BIOL 120 Integrative Biology/4 credits

BIOL 250 Introduction to Genetics and Cell Biology/4 credits

BIOL 251 Introduction to Ecology and Evolution/4 credits

BIOL 288 Sophomore Seminar/3 credits

BIOL 488 Senior Capstone in Biology /3 credits

BIOL 489 Senior Assessment/0 credits

CHEM 112 Fundamentals of Chemistry II/4 credits

CHEM 211 Organic Chemistry I Lecture/3 credits

CHEM 213 Organic Chemistry Laboratory I/1 credit

2. AREA REQUIREMENTS/12 credits

All students must successfully complete at least one class from each area below.

CELL AND MOLECULAR AREA

BIOL 305: General Microbiology/4 credits

BIOL 324: Genetics/4 credits

BIOL 326: Cell Biology/4 credits

BIOL 360: Developmental Biology/4 credits

ECOLOGY AND EVOLUTION AREA

- BIOL 330: Conservation Biology/4 credits
- BIOL 341: Ecology/4 credits
- BIOL 342: Biogeography /4 credits
- BIOL 399: Evolution/4 credits

ORGANISMAL AREA

- BIOL 301: Comprehensive Human Anatomy and Physiology/4 credits
- BIOL 303: Vertebrate Morphology//4 credits
- BIOL 309: Plant Biology/4 credits
- BIOL 315: Invertebrate Zoology/4 credits

3. BIOLOGY ELECTIVE REQUIREMENTS/11 credits

Students must complete at least 11 additional Biology elective credits from BIOL 206-498, with a minimum of 3 credits from BIOL 400 to BIOL 491. These biology electives may be selected from additional courses in the areas or from the elective courses offered on a rotating basis. However, to meet Virginia teaching licensure requirements, the Teacher Preparation in Biology Concentration requires that these electives, or the above area requirements, include a course in each of the following topics: botany (satisfied by BIOL 309 or BIOL 460 with a field botany focus), zoology (satisfied by BIOL 303, 306, or 315), and anatomy/physiology (satisfied by BIOL 206, 207, 301, or 302).

D. Secondary Education Licensure, Grades 6-12/37 credits

- | | |
|----------|--|
| EASC 300 | Dynamic Planet/3 credits |
| EDUC 245 | Human Growth and Development/3 credits |
| EDUC 260 | Introduction to the Teaching Profession/2 credits |
| EDUC 432 | Content Area Literacy/3 credits |
| EDUC 467 | Classroom Management and System Issues (Elementary & Middle)/3 credits |
| EDUC 473 | Inquiry into the Classroom Community/3 credits |
| SCED 152 | Principles of Secondary Education in Science/1 credit |
| SCED 252 | Practicum in Science Education I/2 credits |
| SCED 451 | The Teaching of Secondary Science/2 credits |
| SCED 482 | Directed Teaching in the Secondary School/9 credits |
| SCED 490 | Research Methods in Science Education/3 credits (1 of these 3 credits satisfies General Education Goal 14) |
| SPED 489 | Survey of Exceptional Children/3 credits |

***For additional endorsement to teach Chemistry, Minor in Chemistry/23 credits**

***For additional endorsement to teach Physics, Minor in Physics/20 credits**

***Students seeking endorsement in these areas must meet criteria established by the State Department of Education.**

E. Total Credits required for BS in Biology with Teacher Preparation in Biology Concentration /130

BIOLOGY MINOR

Students who are interested in pursuing a biology minor should contact the chair of the Department of Biological and Environmental Sciences. The minor must include:

- BIOL 120 Integrative Biology/4 credits
- BIOL 250 Introduction to Genetics and Cell Biology/4 credits
- or BIOL 251 Introduction to Ecology and Evolution/4 credits

16 additional credit hours of BIOL electives, of which 8 credits must be at the 200 level or above and 4 credits must be at the 300-level or above

Total required hours: 24 credits

BIOLOGY COURSE DESCRIPTIONS (BIOL)

A special fee is charged for all courses with laboratories.

General Education Course *
Writing Intensive Course WR
Speaking Intensive Course SP

BIOL 101. *Biological Concepts and Applications.* This course introduces students to the nature, methods, and applications of biology. Conceptual topics include methods of biological investigation, molecular and cellular features of living things, mechanisms for the evolution and continuity of life, and ecological interactions among individuals, populations and their environment. Issues of contemporary and historical importance will be used to illustrate conceptual topics and demonstrate biology's relevance to the quality of human life and history and future of human civilizations. Not open to Biology or Liberal Studies majors. 3 lecture and one 2-hour lab periods. 4 credits. *Fulfills General Education Goal 6.

BIOL 114. *Fundamentals of Life Science.* An inquiry into the common features of life at the molecular, cellular, and organismic levels. Emphasis on classification, life cycles, metabolic processes, genetics, ecology, evolution, and importance in society. For Liberal Studies majors or students seeking licensure. Does not meet the requirements for a biology major or minor. 3 lecture and one 2-hour lab periods. 4 credits.

BIOL 120. *Integrative Biology.* The first of a three-semester introduction to the study of biology. The course introduces students to the nature, methods, and applications of biology. Students will be asked to think critically on a broad range of biological topics, from the molecular, cellular, and developmental bases of life to the evolutionary and ecological relationships of individuals and populations. Open only to biology and integrated environmental science majors & minors. Biology majors and minors must earn at least a C- in this course before taking advanced courses. 3 lecture and one 2-hour lab periods. 4 credits.

BIOL 121. *The Unity of Life.* The first of a two-semester introduction to Longwood-level study of biology for biology and health pre-professional majors. Major topics include the molecular and cellular basis of life, energy and life, photosynthesis and cellular respiration, classical and molecular genetics, mechanisms of evolution, and classification schemes. Open only to biology majors and minors, environmental sciences minors, and health pre-professional majors. Biology majors must earn at least a C- in this course before taking advanced courses. 3 lecture and one 2-hour lab periods. 4 credits.

BIOL 122. *The Diversity of Life.* The second of a two-semester introduction to Longwood-level study of biology for biology and health pre-professional majors. Major topics include eubacteria and archaea; protists; fungi; plant structure, reproduction and development; major animal phyla; animal reproduction and development; and ecological relationships, populations, communities, and ecosystems. Open only to biology majors and minors, environmental sciences minors, and health pre-professional majors. Biology majors must earn at least a C- in this course before taking advanced courses. 3 lecture and one 2-hour lab periods. 4 credits.

BIOL 206. *Human Anatomy and Physiology I.* Basic physiological principles and integrated anatomy and physiology of the integumentary, skeletal, muscular, nervous and endocrine systems. Does not meet requirements of biology major and may not enroll if BIOL 301 has already been completed. 3 lecture and one 2-hour lab periods. 4 credits.

BIOL 207. *Human Anatomy and Physiology II.* Human Anatomy and Physiology II. Basic physiological principles and integrated human anatomy and physiology of the cardiovascular, lymphatic, immune, respiratory, digestive, metabolic, urinary, and reproductive systems. Does not meet requirements of biology major and may not enroll if BIOL 302 has already been completed. 3 lecture and one 2-hour lab periods. 4 credits.

BIOL 250. *Introduction to Genetics and Cell Biology.* The second tier of a three-semester introduction to the study of biology. This course introduces students to the molecular mechanisms that govern cellular growth, homeostasis, and response to external stimuli. Students will be asked to think critically on a broad range of biological topics focused on the cellular, molecular, and genetic basis of life. Prerequisites: BIOL 120 with a minimum grade of C- or permission of instructor. 3 lecture and one 3-hour lab periods. 4 credits.

BIOL 251. *Introduction to Ecology and Evolution.* The second tier of a three-semester introduction to the study of biology. An examination of the central concepts of evolutionary and ecological theory and application. The principles underlying the interactions of organisms within their environments including the population, community, and ecosystem levels of organization are discussed. The lab normally includes local field trips and the completion of research assignments as part of a functional team. Prerequisites: BIOL 120 with minimum grade of C- or permission of instructor. 3 lecture and one 3-hour lab periods. 4 credits.

BIOL 288. *Sophomore Seminar.* The primary emphasis of this course is on the enhancement of scientific reading, writing, and critical thinking skills. Biological concepts that were introduced in previous introductory courses will be reinforced through readings and discussions of primary literature. Various forms of scientific writing will also be taught and practiced through multiple writing assignments. Other miscellaneous topics related to scientific research and career preparation will also be considered. Prerequisites: BIOL 120, 250, and 251 with minimum grades of C- and MATH 171, or permission of instructor. 3 credits. WR and SP.

BIOL 295. *Special Topics in Biology.* Specialized courses on a variety of topics that may be offered periodically. 1-6 credits.

BIOL 301. *Comprehensive Human Anatomy and Physiology I.* Integrative human anatomy with advanced physiological principles. Topics covered include pathophysiology as well as the integumentary, skeletal, muscular, nervous, and endocrine systems. Prerequisite or may be taken concurrently: BIOL 288 or permission of instructor. 3 lecture and one 2-hour lab periods. 4 credits.

BIOL 302. *Comprehensive Human Anatomy and Physiology II.* Basic physiological principles and integrated human anatomy and physiology of the cardiovascular, lymphatic, immune, respiratory, digestive, metabolic, urinary, and reproductive systems. Prerequisite: BIOL 301 or permission of instructor. 3 lecture and one 2-hour lab periods. 4 credits.

BIOL 303. *Vertebrate Morphology.* A comparative study of embryonic development, anatomy and evolution in representative vertebrate groups. Prerequisite or may be taken concurrently: BIOL 288 or permission of instructor. 2 lecture and two 2-hour lab periods. 4 credits.

BIOL 304. *Microbiology for the Healthcare Professional.* A study of the structure, physiology and activity of microorganisms as related to their role in nature, disease, and human affairs. This course will examine the key roles of symbiosis with emphasis on the host-pathogen relationship as it affects humans. Basic concepts and fundamental techniques for the isolation, growth, and identification of bacteria and fungi are stressed. This course does not fulfill the Cell and Molecular Area requirement for the biology major (students should take BIOL 305 instead to fulfill that requirement). Either BIOL 304 or BIOL 305 may be used to satisfy elective requirements for the biology major, but no student may take both of these courses. Prerequisites: BIOL 250, or both BIOL 206 and 207. 3 lecture and one 3-hour lab periods. 4 credits.

BIOL 305. *General Microbiology.* Microorganisms make life possible, and their study has taken life science into the molecular age. This course is designed primarily for biology majors and will introduce the fundamentals of

prokaryotic cell structure and function, metabolism and physiology, taxonomy, microbial genetics and mechanisms of gene transfer inclusive of both bacteria and viruses. Discussions will emphasize the profound importance of microbial symbiosis ranging from key trophic interactions in the biosphere to key influences upon the human microbiome. This course will provide conceptual background sufficient to enable students to engage more advanced coursework in related fields. Either BIOL 304 or BIOL 305 may be used to satisfy elective requirements for the biology major, but no student may take both of these courses. Prerequisite or may be taken concurrently: BIOL 288 and CHEM 211, or permission of the instructor. 3 lecture and one 3-hour lab periods. 4 credits.

BIOL 306. *Vertebrate Physiology.* The principal functional processes in vertebrate organs and organ systems including respiration, circulation, hormonal coordination, water balance, thermoregulation, nervous coordination, and responses to special environments. Prerequisites: CHEM 111 with a minimum grade of C-; BIOL 288 (may be taken concurrently); or permission of instructor. 3 lecture and one 2-hour lab periods. 4 credits.

BIOL 309. *Plant Biology.* An examination of major groups of photosynthetic organisms, with emphasis on vascular plants. Major topics include (1) evolution and biodiversity, (2) comparative structure, function, and organization, (3) reproduction, development, and growth, and (4) ecological and human importance. Students will be challenged to think critically and to build an integrated understanding of plants, from knowledge of their unique biochemistry to their important roles in ecosystems. Prerequisite or may be taken concurrently: BIOL 288 or permission of instructor. 3 lecture and one 2-hour lab periods. 4 credits.

BIOL 315. *Invertebrate Zoology.* A survey of the most prominent branches of the phylogenetic tree. Working from the protozoans to the chordates, this course explores evolution, systematics, physiology, morphology, life history, ecology and behavior of select species. This phylogenetic context will provide a unique opportunity to understand the problems common to all life and how evolution has solved them. Labs will include studying the body plans of major phylogenetic groups to understand how structure and function are interlinked. Course coverage includes many groups important to medicine (e.g. many parasitic organisms) as well as to other disciplines such as geology, ecology, paleontology and neuroscience. Prerequisite or may be taken concurrently: BIOL 288 or permission of instructor. 3 lecture and one 2-hour lab periods. 4 credits.

BIOL 311, 312. *Studies Abroad.* Primarily intended for transfer of credit earned abroad in courses in biology. 1-18 credits.

BIOL 324. *Genetics.* A study of classical and molecular genetics that emphasizes the nature of hereditary material, gene transmission and expression, linkage and recombination, and gene action and regulation. Lectures will cover a broad range of topics addressing both prokaryotic and eukaryotic systems. Issues and ethics concerning the human condition will be addressed. Laboratory activities will target the application of a variety of practical, critical thinking, and technical skills. Prerequisite or may be taken concurrently: BIOL 288 or permission of instructor. 3 lecture and one 3-hour lab periods. 4 credits.

BIOL 326. *Cell Biology.* A study of the structure and function of prokaryotic and eukaryotic cells. The course will focus on cellular structures, membranes, and organelles, internal cellular functions including cytoskeleton, aerobic respiration, DNA replication, gene expression, cell cycle and the endomembrane system, external cellular matrix and cell attachment, and signaling pathways. Laboratory activities will target the application of a variety of practical, critical thinking, and technical skills. Prerequisite or may be taken concurrently: BIOL 288 or permission of instructor. 3 lecture and one 3-hour lab periods. 4 credits.

BIOL 330. *Conservation Biology.* A multifaceted course focused on the application of basic ecological principles to complex conservation problems. Successful conservation efforts require that biological solutions be meshed with political, social, and economic realities, and thus conservation biology is an interdisciplinary field. Class discussions and projects will apply basic concepts to the high-stakes field of endangered species management as well as local, regional, and global biodiversity conservation. Students will be required to complete research assignments independently and as part of a functional team. Prerequisite or may be taken concurrently: BIOL 288 or permission of instructor. 3 lecture and one 2-hour lab periods. 4 credits. SP.

BIOL 341. *Ecology.* Mechanisms underlying ecological concepts will be explored in-depth with critical discussions of classical and contemporary literature. Field and laboratory exercises will emphasize experimental design, execution, and data analysis. Prerequisite or may be taken concurrently: BIOL 288 or permission of instructor. 3 lecture and one 3-hour lab periods. 4 credits.

BIOL 342. (EASC 342) (GEOG 342). *Biogeography.* An investigation of the past and present geographic distribution of organisms on land and in water. This broad, interdisciplinary course will combine insights from biology, ecology, geography, and geology to examine changes in species distribution over space and time. The course will investigate: 1) historical and present day patterns in biological diversity 2) the geologic, climatic, and ecological factors controlling these patterns, 3) the influence of humanity on biogeography, and 4) the conservation of biodiversity. Prerequisite or may be taken concurrently: BIOL 288 or permission of instructor. 3 lecture and one 2-hour lab periods. 4 credits.

BIOL 345. *Tropical Ecology.* A study of evolutionary, ecological, and conservation biology in the New World tropics through intense field work in a Latin American country. Focal areas include identification of typical species of the area, with emphasis on plants, birds, herpetofauna, and mammals; student research projects focused on a question of interest and relevance; and application of key biological concepts in the environmental and cultural context. Prerequisite: BIOL 251 with minimum grade of C- or permission of instructor. 4 credits.

BIOL 360. *Developmental Biology.* One of the most complex processes in biology is the transformation of a single cell – the fertilized egg – into an adult organism. This course provides an introduction to the genetic, molecular, and cellular mechanisms that direct the development of multicellular organisms. Topics include: gametogenesis, fertilization, gastrulation, organogenesis, sex determination, developmental gene regulation, teratology, aging, and ethics. Prerequisite or may be taken concurrently: BIOL 288 or permission of instructor. 3 lecture and one 2-hour lab periods. 4 credits. SP.

BIOL 370. *Ichthyology.* This course will introduce students to Ichthyology, the study of fishes. The goal of this course is to explore the diversity, biology and ecology of fishes from an evolutionary perspective. Topics covered include, the history of Ichthyology, phylogenetic relationships and taxonomic diversity of fishes, morphology, physiology, ecology, evolution and conservation of fishes. The laboratory portion of the course expands upon material presented in lecture and includes field trips to local waters. The labs off hands-on experience in learning about, identifying major orders, families, genera and species of fishes with particular emphasis on species occurring in freshwater and brackish water habitats in Virginia. Prerequisites: BIOL 251 with minimum grade of C- or permission of instructor. 3 lecture and one 3-hour lab periods. 4 credits.

BIOL 371. *Ornithology.* A study of the ecology and evolution, form and function and, classification and identification of birds of the world, with an emphasis on Virginia species. In the laboratory, students will learn to classify and identify, by sight and sound, the birds of the world with an emphasis on species of the eastern United States. Lab work, field activities, and independent study are required, including weekend field trips. Prerequisites: BIOL 251 with minimum grade of C- or permission of instructor. 3 lectures and one 3-hour lab period. 4 credits.

BIOL 374. *Entomology.* A study of insects: morphology, ecology, evolution, physiology, or taxonomy of the class or of a particular order. Prerequisites: BIOL 251 with minimum grade of C- or permission of instructor. 3 lecture and one 2-hour lab periods. 4 credits.

BIOL 390. *Directed or Independent Study.* Must be approved by the head of the department. 1-8 credits.

BIOL 392. *Internship in Biology.* A semester long on-the-job learning experience designed to apply the principles of biology. 1-4 credits.

BIOL 395. *Special Topics in Biology.* Specialized courses on a variety of topics that may be offered periodically. 1-6 credits.

BIOL 399. *Evolution.* This course examines the principles of organic evolution and the patterns generated by evolutionary processes. Topics include: hypothesis testing in evolutionary biology, origins of variation and novelty, natural selection, molecular evolution, evolutionary development, speciation, and major transitions in evolutionary history. Prerequisite or may be taken concurrently: BIOL 288, or permission of instructor. 3 lecture and one 2-hour lab periods. 4 credits. WR.

BIOL 400. *Unifying Biological Principles.* An integrative study of phenomena common to all living creatures: metabolism, homeostasis, reproduction, development, inheritance, life's interactions and the environment through time and space. Themes are studied from the perspective of both cellular and organismic levels of complexity. Open only to junior and senior biology majors and minors. Prerequisites: BIOL 324 and 341. 3 lecture periods. 3 credits. WR and SP.

BIOL 404. *Immunology.* This course focuses on the specific and non-specific immune responses with particular emphasis on the human system. Relative to each category of immune response, the interplay between immune signaling molecules and relevant cells, tissues, and organs are discussed. Specific topics include: antigen recognition, processing, and presentation, B/T lymphocyte maturation, activation, and differentiation, humoral immunity, cell-mediated immunity, inflammation, hypersensitivity, acute and chronic disease responses, vaccines, and the immunology of cancer. Prerequisites: BIOL 288 with minimum grade of C-; BIOL 305, 324 or 326 or permission of instructor. 3 lecture and one 2-hour lab periods. 4 credits..

BIOL 412. (CHEM 412). *Biochemistry.* A study of the chemistry of proteins, carbohydrates, lipids and nucleic acids in biological systems. Prerequisites: CHEM 112 and CHEM 212 with a minimum grade of C- in both courses. 3 lecture and one 3-hour lab periods. 4 credits.

BIOL 425. *Modern Genetics.* A study of the structure and function of hereditary material at the molecular level. Students will apply current laboratory and analytical technologies to develop research-based critical thinking skills. Topics include DNA-RNA structure and replication, RNA splicing, Protein synthesis, and Genomic analysis. Prerequisite: BIOL 288 with a minimum grade of C-; BIOL 324 or 326; or permission of instructor. 2 lecture and two 2-hour lab periods. 4 credits.

BIOL 427. *Molecular Mechanisms of Disease. Molecular Mechanisms of Disease.* This course will develop the principles of molecular biology including the biology, structure, and function of DNA and RNA. Lecture will cover a broad range of topics addressing modern tenets of Molecular Biology and how genetic factors contribute to the mechanisms of disease. Particular attention will be given to the action of enzymes on DNA and RNA as a standard process of life, and principles of gene expression. Laboratory sessions will be dedicated to the design and implementation of novel genetic "machines" to understand molecular mechanisms. Course content will be developed through individual and group discussions of select topics. The course is designed for students planning to continue into graduate and professional education. Prerequisites: BIOL 288 with a minimum grade of C-; BIOL 305 or 324; or permission of instructor. 3 lecture and two 1.5-hour lab periods. 4 credits.

BIOL 432. *Freshwater Ecology.* This course provides an introduction to the physical, chemical, and biological properties of freshwater ecosystems. Emphasis is placed on species interactions among aquatic organisms, including microbes, plants, and animals under varying abiotic conditions. Comparisons between lentic (ponds, lakes, wetlands) and lotic (streams, rivers) as well as natural and man-made systems are discussed, and human impacts on fresh waters are investigated. Field sampling of various freshwater habitats is conducted during the laboratory component to compliment lecture topics. Weekend field trips may be required. Prerequisite: BIOL 288 with minimum grade of C-; CHEM 112, MATH 301, and BIOL 330, 341, or 342; or permission of instructor. 3 lecture and one 3-hour lab periods. 4 credits.

BIOL 434. *Ecosystem Ecology.* This course will examine how the living processes on the Earth interact chemically with the non-living aspects of the Earth's atmosphere, and surface. The course will cover both the

history of life's impact on the Earth's chemistry and how present day life continues to interact with the abiotic processes on Earth. The course will also discuss the unique role that human activities play in the present state of Earth's surface chemistry and biology. Prerequisites: BIOL 288 with minimum grades of C-; MATH 301, CHEM 111, and BIOL 305 or 341; or permission of instructor. 3 lecture and one 2-hour lab periods. 4 credits.

BIOL 450. *Biology of Cancer.* This course focuses on the basic cellular and molecular mechanisms of cancer with an emphasis on comparing the cellular and molecular biology of healthy cells and cancer cells. To understand how a normal cell becomes cancerous, this course will examine the development of cancer as it relates to genetics, molecular biology, biochemistry, cell biology, developmental biology, and physiology. In addition, the development and clinical use of therapies based on major discoveries in cancer biology research will be investigated. Prerequisite: BIOL 288 with a minimum grade of C-; BIOL 324, 326 or 360; or permission of instructor. 3 lecture and one 2-hour lab periods. 4 credits.

BIOL 455. *Seminar Topics in Biology.* The study of current topics in biology through reading and discussion of the primary literature. This course will emphasize advanced critical analysis and the integration of knowledge in the chosen field to the broader scientific context. May be repeated for credit when the topic changes. Prerequisite: BIOL 288 with a minimum grade of C- and MATH 301, or permission of instructor. Additional prerequisites may be recommended, depending on the topic. 1-3 credits.

BIOL 460. *Topics in Field Biology.* The study of field biology in the context of an area of specialization such as, but not limited to, the following: botany, ecology, ornithology, herpetology, or mammalogy. In addition to local field trips, independent field study and overnight field trips may be required. May be repeated for credit when the topic changes. Prerequisite: BIOL 288 with a minimum grade of C- or permission of instructor. Additional prerequisites may be recommended, depending on the topic. 3-6 credits.

BIOL 465. *Advanced Laboratory Techniques.* The study and application of advanced laboratory techniques in the context of an area of specialization, such as, but not limited to the following: molecular biology, protein biochemistry, phylogenetics, microbial fermentation, chemical composition of environmental samples. In addition to laboratory sessions, independent study, data collection outside of normal laboratory sessions, and field-trips to collect samples may be required. Lecture and laboratory sessions will focus on the theoretical and practical skills required to address a research-centric topic. May be repeated for credit when the topic changes. Prerequisite: BIOL 288 with a minimum grade of C- and MATH 171, or permission of instructor. Additional prerequisites may be recommended, depending on the topic. 1-6 credits.

BIOL 475. *Animal Behavior.* An examination of the evolutionary, developmental, ecological, and physiological mechanisms and significance of animal behavior. Focal areas include foraging, communication, migration, predator-prey interactions, mating and parental care. An inclusive sampling of those species (e.g., insects, reptiles, bird and mammals) will be studied. Prerequisites: BIOL 288 with minimum grades of C-; MATH 301 and BIOL 341 or 399; or permission of the instructor. 3 lecture and one 2-hour lab periods. 4 credits.

BIOL 488. *Senior Capstone in Biology.* An integrative study of biology that serves as a capstone experience for the major. Students will be challenged to utilize and reflect upon knowledge and skills acquired throughout the curriculum, including the role of science in society. Critical analysis of primary literature will be applied to writing a research proposal and demonstrating skills in written and oral communication. Additional emphasis will be placed on professional development, information literacy, and collaborative work skills. Prerequisites: MATH 261 or MATH 301; a minimum of one Organismal Area course (BIOL 301, 303, 309, or 315), one Cell and Molecular Area course (BIOL 305, 324, 326, or 360) and one Ecology and Evolution Area course (BIOL 330, 341, 342, or 399; and completion of at least 3 credits in BIOL 400 - 491; or permission of instructor. 3 credits. WR and SP.

BIOL 489. *Senior Assessment.* Assessment of the student during the last semester of coursework. Grading is Pass/Fail. Satisfactory completion of the ePortfolio and a program-defined assessment is required to pass this course. Prerequisite or may be taken concurrently: BIOL 488. Zero credits.

BIOL 490. *Directed or Independent Study.* A directed project administered by qualified specialists in the department. By permission of instructor and must be approved by the head of the department. 1-12 credits. *Fulfills General Education Goal 14.

BIOL 492. *Internship in Biology.* A semester-long, on-the-job learning experience designed to apply the principles of biology. 1-5 credits. *Fulfills General Education Goal 14.

BIOL 494. *Advanced Internship in Biology.* A semester-long, on-the-job learning experience designed to apply the principles of biology. May be a continuation of BIOL 492 or a new internship experience that involves advanced responsibilities and application of knowledge. May be repeated. 1-5 credits.

BIOL 495. *Special Topics in Biology.* Specialized courses on a variety of topics that may be offered periodically. 1-6 credits.

BIOL 496. *Research Projects in Biology.* With the approval of a faculty member and the department chair, a student may carry out an individual research project. The nature of the project must be determined between the student and faculty member and approved by the department chair before the student may register for the course. May be repeated. 1-5 credits. *Fulfills General Education Goal 14.

BIOL 497. *Advanced Research Projects in Biology.* With the approval of a faculty member and the department chair, a student may carry out an individual research project. May be a continuation of BIOL 496 or a new research project that involves advanced application of knowledge and skills. Students are encouraged to share the findings of their research through a poster or oral presentation. May be repeated. 1-5 credits.

BIOL 498. *Honors Research in Biology.* Students conduct research in biology under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 3 credits. WR. *Fulfills General Education Goal 14.

CLINICAL LAB SCIENCE PROGRAMS

Faculty

David W. Buckalew, PhD, Professor of Biology and Director of Health Pre-Professional Programs

Through its clinical lab science concentration, the Department of Biological and Environmental Sciences is successful in guiding students for careers in medical technology and clinical lab sciences. By working closely with the Director of Health Pre-Professional Programs, students can prepare for transfer into programs at a professional institution. Students in these programs typically have the option of taking courses at Longwood for one to three years prior to matriculation to a clinical program. Admission to these programs is highly competitive and is based on the student's academic performance during the pre-professional period as well as personal recommendations and related experiences. A minimum GPA of 3.0 is usually required for transfer. Completion of Longwood's clinical lab science concentration does not guarantee admission to a professional clinical lab sciences program. Links to professional schools and specific requirements may be found on the Department's website.

Affiliated Institutions:

Jefferson College of Health Sciences (JCHS)/Carilion Medical Clinic (CMC) School of Clinical Laboratory Science, Roanoke

Inova Fairfax Hospital Medical Technology Program, Falls Church

Biology Major, BS Degree, Clinical Lab Sciences Concentration

Representatives of our Affiliated Institutions

C. Barrie Cook, MD, *Medical Director, School of Medical Technology, Inova Fairfax Hospital, Falls Church*

Amy Shoemaker, MBA. MT (ASCP) DLM Program Director, *Medical Technology Program, Inova Fairfax Hospital*

Samuel F. Vance, MD, *Medical Director, Jefferson College of Health Sciences (JCHS)/Carilion Medical Clinic (CMC) School of Clinical Laboratory Science, Roanoke*

Randall (Randy) G. Vandevander, *Interim Program Director Jefferson College of Health Sciences (JCHS)/Carilion Medical Clinic (CMC) School of Clinical Laboratory Science, Roanoke*

A. General Education Core Requirement/33 credits

MATH 171 is required for General Education Goal 5.

PHIL 315 or 316 is required for General Education Goal 12.

B. BS Degree Additional Degree Requirements/7 credits

MATH 261 or MATH 301/3 credits

CHEM 111 /4 credits

C. Major Requirements/48 credits

BIOL 120 Integrative Biology/4 credits

BIOL 250 Introduction to Genetics and Cell Biology/4 credits

BIOL 206 Human Anatomy and Physiology I /4 credits

or BIOL 301 Comprehensive Human Anatomy and Physiology I/4 credits

BIOL 207 Human Anatomy and Physiology II /4 credits

or BIOL 302 Comprehensive Human Anatomy and Physiology II/4 credits

BIOL 304 Microbiology for the Healthcare Professional /4 credits

or BIOL 305 General Microbiology/4 credits

BIOL 490 Directed or Independent Study, BIOL 492 Internship in Biology, BIOL 496 Research in Biology, or BIOL 498 Honors research in Biology /1 credit (satisfies General Education Goal 14)

Biology elective (300-400 level)/4 credits

CHEM 112 Fundamentals of Chemistry II/4 credits

CHEM 211 Organic Chemistry I Lecture/3 credits

CHEM 212 Organic Chemistry II Lecture/3 credits

CHEM 213 Organic Chemistry Laboratory I/1 credit

CHEM 214 Organic Chemistry Laboratory II/1 credit

PHYS 101 General Physics I/4 credits

or PHYS 201 University Physics I/4 credits

PHYS 102 General Physics II/4 credits (waives General Education Goal 6)

or PHYS 202 University Physics II/4 credits (waives General Education Goal 6)

*PHYS 101 is a prerequisite for PHYS 102. PHYS 201 is a prerequisite for PHYS 202

Electives/3 credits

D. Major Requirements (affiliated schools)

Inova Fairfax Hospital/36 credits

CMC School of Clinical Lab Science/42.5 credits

E. Total Credits Required for BS in Biology with Medical Technology Concentration affiliated with Inova Fairfax Hospital Medical Technology Program, Falls Church/124

F. Total Credits Required for BS in Biology with Medical Technology Concentration affiliated with Jefferson College of Health Sciences (JCHS)/Carilion Medical Clinic (CMC) School of Clinical Laboratory Science, Roanoke/130.5

Students should take the biology assessment test in their junior year unless they plan to take their senior year at Longwood. Information concerning curriculum at the hospitals, expenses, financial aid, etc. is available.

INTEGRATED ENVIRONMENTAL SCIENCES PROGRAM

Faculty

Benjamin K. Campbell, PhD, *Assistant Professor of Science Education*
Kathy DeBusk Gee, PhD, *Assistant Professor of Environmental Sciences, Environmental Sciences Program Coordinator*
Alix D. Dowling Fink, PhD, *Associate Professor of Biology*
Mark L. Fink, PhD, *Associate Professor of Biology, Department Chair*
Kenneth Fortino, PhD, *Assistant Professor of Biology*
Joseph E. Garcia, PhD, *Professor of Geography and Earth Science*
David S. Hardin, PhD, *Associate Professor of Geography*
Sujan M. Henkanaththegedara, PhD, *Assistant Professor of Biology*
Edward L. Kinman, PhD, *Professor of Geography*
Christopher F. Labosier, PhD, *Assistant Professor of Environmental Science*
Dina M. Leech, PhD, *Assistant Professor of Biology*
Mary E. Lehman, PhD, *Professor of Biology*
Leslie E. Straker, PhD, *Lecturer of Environmental Science*
Walter R. T. Witschey, PhD, *Professor of Anthropology and Science Education*

The integrated environmental sciences major at Longwood provides an interdisciplinary perspective to develop citizen leaders who are equipped to understand complex environmental issues. The major provides strong foundational knowledge in natural and social sciences and heavily emphasizes practical skills and integrated critical thinking throughout the curriculum. Students will receive training that is appropriate preparation for graduate studies or careers in research, teaching, industry, government, or nonprofit organizations.

The major requires core competency courses in life sciences, physical sciences, earth sciences, and social sciences. Additional coursework emphasizes the development of quantitative and communication skills. The hallmark of the curriculum is the integrative courses that are required throughout each year of coursework, bringing together the core competency knowledge and skills to engage in critical thinking about environmental issues from an interdisciplinary perspective. In addition, students must choose a specialization in one of the core competency areas to complete advanced elective courses.

Students may take a maximum of 4 credits total in internship (ENSC 492, 494) and research (ENSC 496, 497) courses for quality points (A, B, and C grades). Beyond 4 credits, such courses must be taken on a pass/fail basis. A minimum grade of C- must be earned in every prerequisite to ENSC courses and all courses listed under the integrated environmental sciences major requirements.

INTEGRATED ENVIRONMENTAL SCIENCES MAJOR, BS DEGREE

A. General Education Core Requirement/ 37 credits

MATH 171 is required for General Education Goal 5.
PHYS 103 is required for General Education Goal 6.
PHIL 316 is required for General Education Goal 12.
ENSC 490, 492, 496, or 498 satisfies General Education Goal 14.

B. Additional BS Degree Requirements/7 credits

MATH 301/3 credits (MATH 171 prerequisite)
CHEM 111/4 credits

C. Major Requirements/51 credits (Courses noted with * are satisfied under either General Education Requirements or Additional BS Degree Requirements and are not double-counted here.)

1. Core Content Knowledge/26 credits

Life Sciences

BIOL 120 Integrative Biology/4 credits
BIOL 251 Introduction to Ecology and Evolution/4 credits

Physical Sciences

*CHEM 111 Fundamentals of Chemistry I/4 credits (satisfied by Additional Degree Requirements)
CHEM 112 Fundamentals of Chemistry II/4 credits
*PHYS 103 Conceptual Physics/4 credits (satisfied by General Education Goal 6)

Earth Sciences

EASC 211 Environmental Geology/4 credits
EASC 212 Atmospheric Science/4 credits

Social Sciences

ECON 217 Principles of Economics (Micro Emphasis)/3 credits
ENSC 380 Introduction to Environmental Law and Policy/3 credits

2. Professional Skills/7 credits

COMM 101 Public Speaking/3 credits
GEOG 275 Introduction to Geographic Information Systems/4 credits
*MATH 171 Statistical Decision Making/3 credits (satisfied by General Education Goal 5)
*MATH 301 Applied Statistics/3 credits (satisfied by Additional Degree Requirements)

3. Integrative Abilities/18 credits

ENSC 101 Introduction to Integrated Environmental Sciences/3 credits
ENSC 201 Integrated Environmental Investigations/4 credits
ENSC 340 Global Environmental Issues/3 credits
ENSC 401 Environmental Planning and Management/4 credits
ENSC 402 Environmental Decision Making/3 credits
ENSC 492 Internship in Environmental Science/1 credit (satisfies General Education Goal 14)
or ENSC 496 Research in Environmental Science/1 credit (satisfies General Education Goal 14)
or ENSC 490 Directed or Independent Study/1 credit (satisfies General Education Goal 14)
or ENSC 498 Honors Research in Environmental Science/1 credit (satisfies General Education Goal 14)

D. Environmental Science Concentrations (A minimum of 12-15 credits)

A student must complete at least four courses in one of the approved concentrations listed below (Life Sciences, Physical Sciences, Earth Sciences, or Social Sciences).

Life Sciences Concentration (A minimum of 15 credits)

Students selecting the Life Sciences concentration will learn about key ecosystems and gain specialized knowledge and skills pertaining to biology. They will be employable as environmental scientists and technicians, conservation biologists, environmental microbiology analysts, wildlife biologists, foresters, park naturalists and managers, and natural resources managers. Students also will be prepared to continue their education in graduate school.

BIOL 250 Introduction to Genetics and Cell Biology/4 credits
BIOL 288 Sophomore Seminar/3 credits

Choose two of the following courses:

BIOL 305 General Microbiology/4 credits
BIOL 309 Plant Biology/4 credits
BIOL 315 Invertebrate Zoology/4 credits
BIOL 330 Conservation Biology/4 credits
BIOL 341 Ecology/4 credits
BIOL 342 Biogeography/4 credits
BIOL 345 Tropical Ecology/4 credits

BIOL 370 Ichthyology/4 credits
BIOL 371 Ornithology/4 credits
BIOL 374 Entomology/4 credits
BIOL 434 Ecosystem Ecology/4 credits
BIOL 460 Topics in Field Biology/4-6 credits
BIOL 432 Freshwater Ecology/4 credits

Physical Sciences Concentration (A minimum of 14 credits)

Students selecting the Physical Sciences concentration will gain specialized knowledge and skills pertaining to environmental chemistry and chemical analysis. They will be employable as environmental scientists, technicians, and chemists. Students also will be prepared to continue their education in graduate school.

Choose four of the following courses (lecture and lab combination counts as one course):

CHEM 211 Organic Chemistry I Lecture/3 credits
CHEM 212 Organic Chemistry II Lecture/3 credits
CHEM 213 Organic Chemistry Laboratory I/1 credit
CHEM 214 Organic Chemistry Laboratory II/1 credit
CHEM 350 Quantitative Analysis/4 credits
CHEM 351 Instrumental Analysis/3 credits
CHEM 372 Environmental Chemistry/3 credits

Earth Sciences Concentration (A minimum of 13 credits)

Students selecting the Earth Sciences concentration will gain specialized knowledge and skills pertaining to Earth's water resources, climate, and processes that shape the physical landscapes. They will be employable as environmental scientists and technicians, soil and water conservationists, and natural hazards analysts. Students also will be prepared to continue their education in graduate school.

Choose four of the following courses:

EASC 261 Meteorology/4 credits
EASC 354 Hydrology/3 credits
EASC 356 Climatology/4 credits
EASC 363 Physical Oceanography/4 credits
EASC 410 Geomorphology/3 credits
EASC 342 Biogeography/4 credits
EASC 435 Watershed Monitoring and Assessment/3 credits

Social Sciences Concentration (A minimum of 12 credits)

Students selecting the Social Sciences concentration will gain specialized knowledge and skills pertaining to the intersection of human activities and conservation. They will be employable as environmental scientists and technicians, managers of environmental outreach and educational programs, land consultants, policy advisors, and eco-tourism guides. Students also will be prepared to continue their education in graduate school.

Choose four of the following courses:

ECON 314 Environmental and Resource Economics/3 credits
SOCL 260 Environment and Society /3 credits
GEOG 241 Cultural Geography/3 credits
ANTH/SOCL 322 Sustainability/3 credits
GEOG 358 Map Design and Analysis/4 credits
GEOG 352 World Regional Geography/3 credits*
GEOG 353 Geography of Virginia/3 credits*
GEOG 403 Geography of Europe/3 credits*
GEOG 404 Geography of the U.S. and Canada/3 credits*
HIST 427 Latin American Environmental History/3 credits*
HLTH 210 Global Health/3 credits

HLTH 400 Environmental Health/3 credits

RECR 420 Environmental Education Resources/3 credits

*To provide a sufficiently diverse social sciences perspective, no more than two of the regional studies courses (GEOG 352, GEOG 353, GEOG 403, GEOG 404, HIST 427) can be applied towards the Social Sciences Concentration.

E. General Electives/10-13 credits

F. Total Credits Required for BS in Integrated Environmental Sciences/120 credits

INTEGRATED ENVIRONMENTAL SCIENCES MINOR

Students who are interested in pursuing the integrated environmental sciences minor should contact the chair of the Department of Biological and Environmental Sciences. Grades below C- will not apply toward the fulfillment of minor requirements. The minor must include:

ENSC 101 Introduction to Integrated Environmental Sciences/ 3 credits

OR GNED 162 Introduction to Environmental Science/4 credits

ENSC 201 Integrated Environmental Investigations/4 credits

BIOL 120 Integrative Biology/4 credits

CHEM 101 General Chemistry/4 credits

OR PHYS 103 Conceptual Physics/4 credits

EASC 211 Environmental Geology/4 credits

OR EASC 212 Atmospheric Science/4 credits

ENSC 340 Global Environmental Issues/3 credits

Students are encouraged to complete all other requirements for the minor prior to taking ENSC 340.

Total required hours: 22-23 credits

ENVIRONMENTAL SCIENCE COURSE DESCRIPTIONS (ENSC)

A special fee is charged for all courses with laboratories.

General Education Course *

Writing Intensive Course WR

Speaking Intensive Course SP

ENSC 101. *Introduction to Integrated Environmental Sciences.* This seminar-style course overviews contemporary global issues in environmental science, including species extinction, pollution, resource depletion, and waste. Students examine behavior leading to environmental degradation; consider the scientific, ethical, and economic aspects of the resulting problems; and study policies intended to provide solutions. Students learn to recognize the integration of multiple disciplines in environmental issues and the complexity involved in environmental problem solving. 3 lecture hours. 3 credits.

ENSC 201. *Integrated Environmental Investigations.* This course introduces an interdisciplinary and investigative approach to the science underlying environmental issues and the analysis of environmental problems. Students engage in the process of science through guided inquiry, experiments, and field work, and they will

practice design of experiments, analysis and presentation of quantitative data, and written and oral communication. Prerequisites: ENSC 101 and MATH 171. 3 lecture and one 2-hour lab periods. 4 credits.

ENSC 295. *Special Topics in Environmental Science.* Specialized courses on a variety of topics that may be offered periodically. 1-6 credits.

ENSC 340 (GEOG 340). *Global Environmental Issues.* This course requires students to apply the varied perspectives from the social sciences and natural sciences to gain a more integrated and multifaceted understanding of environmental issues at the global scale. It will examine the effects of globalization on the environment and economy in different parts of the world. Within the context of human population dynamics, the course will examine both physical and social sustainability issues associated with natural resource consumption and environment change. Prerequisite: ENSC 201. 3 credits. WR and SP.

ENSC 380. *Introduction to Environmental Law and Policy.* This course provides an introduction to concepts, issues, and statutes in national and international environmental law. In addition to reviewing background constitutional provisions, students examine a representative selection of federal statutes, including the National Environmental Policy Act, the Endangered Species Act, the Clean Water Act, the Clean Air Act, and the Resource Conservation and Recovery Act. The class explores the differences between “Dillon Rule” states (like Virginia) and “Home Rule” states. Students consider the expanding field of multi-nation treaties, laws, and politics governing the global environment as they relate to significant contemporary issues such as global climate change, sustainable development, biodiversity conservation, and transboundary air and water pollution. 3 lecture periods. 3 credits.

ENSC 390. *Directed or Independent Study.* Must be approved by the head of the department. 1-8 credits.

ENSC 395. *Special Topics in Environmental Science.* Specialized courses on a variety of topics that may be offered periodically. 1-6 credits.

ENSC 401. *Environmental Planning and Management.* This course utilizes a comprehensive, interdisciplinary approach to examine issues related to natural resource management and their impacts on the environment. Principles of land use planning are considered within a broad framework that includes topics such as urban and rural development, natural hazard mitigation, ecosystem and watershed management, edaphic and hydrologic features, forest and wildlife management, and marine and coastal planning. The course integrates knowledge from previous coursework to consider the associated social, legal, economic, and scientific aspects, as well as the applications of skills involved in environmental impact assessment, such as GIS and analytical methods. Emphasis is placed on understanding the collaborative nature of approaches, methods, and techniques for sustainability. Prerequisites: ENSC 201, ENSC 380, GEOG 275, MATH 301, and at least 75 credit hours. 3 lecture and one 2-hour lab periods. 4 credits. WR.

ENSC 402. *Environmental Decision Making.* In this interdisciplinary capstone experience, students develop an understanding of and identify potential solutions to current environmental problems. Through a collaborative approach to encourage synthesis and analysis from multiple perspectives, students will develop research, communication (both oral and written), and collaborative work skills. Exploration of focal problems requires the integration of knowledge and skills from students' work in the natural and social sciences and the consideration of ethical, social justice, and economic perspectives. Further, a civic engagement component provides useful information to the community and provides students with real experience interacting with stakeholders. Prerequisites: GEOG/ENSC 340, ENSC 401, and COMM 101. 3 lecture periods. 3 credits. SP.

ENSC 490. *Directed or Independent Study.* A directed project administered by qualified specialists in the department. By permission of instructor and must be approved by the head of the department. 1-12 credits. *Fulfills General Education Goal 14.

ENSC 495. *Special Topics in Environmental Science.* Specialized courses on a variety of topics that may be offered periodically. 1-6 credits.

ENSC 492. *Internship in Environmental Science.* A semester-long, on-the-job learning experience designed to apply the principles of environmental science. May be repeated. 1-4 credits. Maximum of 4 hours total for ENSC 492 and/or ENSC 496. *Fulfills General Education Goal 14.

ENSC 494. *Advanced Internship in Environmental Science.* A semester-long, on-the-job learning experience designed to apply the principles of environmental science. May be a continuation of ENSC 492 or a new internship experience that involves advanced responsibilities and application of knowledge. May be repeated. 1-4 credits.

ENSC 496. *Research in Environmental Science.* With the approval of a faculty member and the department chair, a student may carry out an individual research project. May be repeated. 1-4 credits. Maximum of 4 hours total for ENSC 492 and/or ENSC 496. *Fulfills General Education Goal 14.

ENSC 497. *Advanced Research in Environmental Science.* With the approval of a faculty member and the department chair, a student may carry out an individual research project. May be a continuation of ENSC 496 or a new research project that involves advanced application of knowledge and skills. Students are encouraged to share the findings of their research through a poster or oral presentation. May be repeated. 1-4 credits.

ENSC 498. *Honors Research in Environmental Science.* Students conduct research in environmental science under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 3 credits. WR. *Fulfills General Education Goal 14.

EARTH SCIENCE AND GEOGRAPHY PROGRAMS

Faculty

Kathy DeBusk Gee, PhD, *Assistant Professor of Environmental Sciences*

Joseph E. Garcia, PhD, *Professor of Geography and Earth Science*

David S. Hardin, PhD, *Associate Professor of Geography*

Edward L. Kinman, PhD, *Professor of Geography*

Christopher F. Labosier, PhD, *Assistant Professor of Environmental Science*

Walter R. T. Witschey, PhD, *Professor of Anthropology and Science Education*

EARTH SCIENCE MINOR

The Earth Science Program is a flexible program of study that leads to fundamental literacy in the sciences of geology, oceanography, meteorology, climatology, and astronomy.

Students seeking to minor in Earth Science are required to complete 18 credits of EASC coursework including

EASC 300	The Dynamic Planet
Or EASC 211	Environmental Geology
and EASC 21	Atmospheric Science

and 10-15 elective credits in EASC courses chosen in consultation with a department advisor. Physics 105 (General Astronomy) may count as an EASC elective.

Students interested in pursuing an earth science minor should contact the chair of the Department of Biological and Environmental Sciences. **Grades below C- are not accepted for the minor.**

EARTH SCIENCE COURSE DESCRIPTIONS (EASC)

A special fee is charged for all courses with laboratories.

General Education Course *
Writing Intensive Course WR
Speaking Intensive Course SP

EASC 211. *Environmental Geology.* This course explores the relationship between humans and their geologic environment, focusing primarily on the processes that act upon the surface of the planet and those relevant to current environmental issues. Students apply geologic principles to the effects of humans on their physical environment. Topics to be covered include: earth materials and structure, geomorphology, plate tectonics, geologic hazards, and resources. 3 lecture hours and 2 lab hours. 4 credits

EASC 212. *Atmospheric Science.* This course examines the processes and patterns of the earth's atmospheric system. Students interpret current weather (meteorology) and long-term trends (climatology) by bridging atmospheric chemistry, physics, and dynamics. Additionally, students analyze human-environment interactions in atmospheric systems, including human impacts on weather and climate and the effect weather and climate have on the environment in which we live. Topics include the Earth-Sun relationship, atmospheric structure and composition, air pollution, wind and global circulation, moisture and precipitation, air masses and fronts, severe weather, climates of the world, and climate change. 3 lecture hours and 2 lab hours. 4 credits.

EASC 261. (GEOG 261). *Meteorology.* A study of the basic weather phenomena and processes including the elements for modern weather forecasting. 3 lecture and one 2-hour lab periods; 4 credits.

EASC 275. (GEOG 275). *Introduction to Geographic Information Systems.* Introduces concepts related to geographic information systems (GIS). Topics include cartography, coordinate systems and map projections, data classification and generalization, methods of thematic map symbolization, GIS application domains, data models and sources, analysis methods and output techniques. Lectures, readings and hands-on experience with GIS software. 3 lecture and 2-hour lab periods. 4 credits.

EASC 292. *Internship in Earth Science.* A semester-long, on-the-job learning experience designed to apply the principles of earth science. 1-18 credits.

EASC 300. *The Dynamic Planet.* This course explores the major principles of the earth sciences, including geology, oceanography, meteorology and astronomy. The course focuses on earth-shaping processes, atmospheric dynamics, oceanographic circulation, and earth's place in the solar system. It is designed to develop an awareness and appreciation for these geosystems and their important interrelationships, as well as an understanding of the scientific approach to problem solving. Emphasis will be placed on interactions between systems in order to better understand the earth as a single, multidimensional system. For liberal studies majors and others seeking teaching endorsement. Prerequisite: completion of General Education Goal 6. 2 lecture and one 2-hour lab period. 3 credits.

EASC 311, 312. *Studies Abroad.* Primarily intended for transfer of credit earned abroad in courses in earth science. 1-18 credits.

EASC 342. (BIOL 342) (GEOG 342). *Biogeography.* An investigation of the past and present geographic distribution of organisms on land and in water. This broad, interdisciplinary course will combine insights from biology, ecology, geography, and geology to examine changes in species distribution over space and time. The course will investigate: 1) historical and present day patterns in biological diversity 2) the geologic, climatic, and ecological factors controlling these patterns, 3) the influence of humanity on biogeography, and 4) the conservation of biodiversity. Prerequisite or may be taken concurrently: BIOL 288 or permission of instructor. 3 lecture and one 2-hour lab periods. 4 credits.

EASC 353. (GEOG 353). *Geography of Virginia.* Geographical appraisal of Virginia, including the geology, landforms, soils, climate, economic minerals, original vegetation, and human geography of Virginia,

emphasizing settlement of population, agriculture, industries and transportation. 3 lecture periods. 3 credits. SP.

EASC 354. (GEOG 354). *Hydrology.* This course is an introductory survey of hydrology. Emphasis is on the general physical and chemical principles which govern hydrologic processes. Approaches to hydrologic measurements and the application of hydrologic analyses to water-resource management issues will be examined. A basic understanding of elementary mathematics, physics, physical geography, and chemistry is assumed. 3 lecture periods. 3 credits.

EASC 356. (GEOG 356). *Climatology.* This course examines the functioning of the climate systems at various scales - from micro to global. Emphasis is also given to how the climate system interacts with the biological, physical, and hydrological components of the earth system, in addition to the socioeconomic and political landscapes. This course provides a breadth of information covering the many subfields of climatology, including physical climatology, hydroclimatology, synoptic climatology, paleoclimatology, and climate change science. Laboratory exercises will expose students to datasets and tools commonly used in climatology. Prerequisites: EASC 212 or EASC 300, with a minimum grade of C-, or permission of instructor. 3 lecture and one 2-hour lab periods. 4 credits.

EASC 358. (GEOG 358). *Map Design and Analysis.* Emphasis is focused on construction of thematic maps at the pre-professional level and their incorporation in presentations of research. Modern techniques and processes are stressed along with rudimentary geographic information system design. Prerequisite: permission of instructor. 3 lecture and one 2-hour lab period. 4 credits.

EASC 363. *Physical Oceanography.* An introduction to the historical, geological, chemical and physical aspects of the oceans. This course explores the major principles of physical oceanography, including marine geology, wave and tidal dynamics, and oceanographic circulation. Emphasis will be on interactions between geologic, atmospheric, and marine systems in order to better understand the earth's oceans as a single, multidimensional system. Prerequisite: EASC 211 or EASC 300. 3 lecture and one 2-hour lab periods. 4 credits.

EASC 390. *Directed or Independent Study.* Must be approved by the head of the department. May be repeated as 391. 1-18 credits.

EASC 392. *Internship in Earth Science.* A semester-long, on-the-job learning experience designed to apply the principles of earth science. 1-18 credits.

EASC 410. (GEOG 410). *Geomorphology.* An introduction to the major landform shaping processes that affect the surface of the earth. Human impact on these geomorphic processes, particularly the effects of urbanization and erosive land use, will be discussed with regard to current models of geomorphic change. 3 lecture periods. Prerequisite: EASC 211 or EASC 300. 3 credits.

EASC 435. (GEOG 435). *Watershed Monitoring and Assessment.* This course introduces students to the methods and materials used for monitoring and assessing the environmental and ecological health of water sheds, including assessment methods and metrics, monitoring strategies and data analyses. Students will acquire hands-on experience in implementing monitoring strategies, installing monitoring equipment, performing biological assessments, collecting water quality samples and analyzing college data. 3 lecture and one 2-hour lab period. Prerequisites: EASC/GEOG 275 and MATH 171 or permission of instructor. 4 credits

EASC 490. *Directed or Independent Study.* Must be approved by the head of the department. May be repeated. 1-18 credits. *Fulfills General Education Goal 14.

EASC 492. *Internship in Earth Science.* A semester-long, on-the-job learning experience designed to apply the principles of earth science. 1-18 credits. *Fulfills General Education Goal 14.

EASC 494. *Advanced Internship in Earth Science.* With the approval of a faculty member and the department chair, a student may carry out an individual research project. May be a continuation of EASC 496 or a new

research project that involves advanced application of knowledge and skills. Students are encouraged to share the findings of their research through a poster or oral presentation. May be repeated. 1-4 credits.

EASC 495. *Special Topics in Earth Science.* Specialized courses on a variety of topics that may be offered periodically. 1-4 credits.

EASC 496. *Research in Earth Science.* With the approval of a faculty member and the department chair, a student may carry out an individual research project. May be repeated. 1-4 credits. *Fulfills General Education Goal 14.

EASC 497. *Advanced Research in Earth Science.* With the approval of a faculty member and the department chair, a student may carry out an individual research project. May be a continuation of EASC 496 or a new research project that involves advanced application of knowledge and skills. Students are encouraged to share the findings of their research through a poster or oral presentation. May be repeated. 1-4 credits.

EASC 498. *Honors Research in Earth Science.* Students conduct research in earth science under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 3 credits. WR.

GEOGRAPHY MINOR

A Geography Minor will acquaint you with past and present patterns of landscape development and instill concern for intelligent management of the earth's biophysical resources while providing exposure to contemporary geopolitical issues of international importance.

Students interested in pursuing a Geography Minor should contact the chair of the Department of Biological and Environmental Sciences. **Grades below C- are not accepted for the minor.** The minor must include:

GEOG 201	Basic Elements of Geography/3 credits
GEOG 275	Introduction to Geographic Information Systems/4 credits

Choose minimum of 3 credits from the following:

GEOG 241	Cultural Geography/3 credits
GEOG 354	Hydrology/3 credits
GEOG 356	Climatology/3 credits
GEOG 358	Map Design and Analysis/4 credits
GEOG 410	Geomorphology/3 credits

Choose minimum of 3 credits from the following:

GEOG 220	Geography of South America/3 credits
GEOG 352	World Regional Geography/3 credits
GEOG 353	Geography of Virginia/3 credits
GEOG 403	Geography of Europe/3 credits
GEOG 404	Geography of the U.S. and Canada/3 credits

6 credits of Geography electives

Total required hours: 19-20 credits

GEOGRAPHY COURSE DESCRIPTIONS (GEOG)

A special fee is charged for all courses with laboratories.

General Education Course *
Writing Intensive Course WR
Speaking Intensive Course SP

GEOG 201. *Basic Elements of Geography.* The scope and nature of geographic inquiry are treated. Special emphasis is placed on the significance of man, environment, and cultural processes in the organization of space on the earth's surface. 3 lecture periods. 3 credits. *Fulfills General Education Goal 8.

GEOG 220. *Geography of South America.* An examination of the natural and cultural landscape in the regional development of South America. 3 lecture periods. 3 credits. *Fulfills General Education Goal 9.

GEOG 241. *Cultural Geography.* A study of the interaction between man and the land. Spatial and time elements are interwoven with selected topics such as man's religions, settlement patterns, political organization, economics, and population characteristics. 3 lecture periods. 3 credits.

GEOG 261. (EASC 261). *Meteorology.* A study of the basic weather phenomena and processes including the elements for modern weather forecasting. 3 lecture and one 2-hour lab periods; 4 credits.

GEOG 275. (EASC 275). *Introduction to Geographic Information Systems.* Introduces concepts related to geographic information systems (GIS). Topics include cartography, coordinate systems and map projections, data classification and generalization, methods of thematic map symbolization, GIS application domains, data models and sources, analysis methods and output techniques. Lectures, readings and hands-on experience with GIS software. 3 lecture and 2-hour lab periods. 4 credits.

GEOG 292. *Internship in Geography.* A semester-long, on-the-job learning experience designed to apply the principles of geography. 1-18 credits.

GEOG 295. *Special Topics in Geography.* Specialized courses on a variety of topics that may be offered periodically. 1-3 credits.

GEOG 310. *Thinking Geographically.* This course seeks to impart a geographic perspective on the world, including the examination of global patterns and networks of economic interdependence. The essential elements of location, site and situation, movement and connections, regional organization, and human-environmental interaction will be discussed to gain an understanding of geographic inquiry. Students will learn aspects of spatial thinking, particularly how people perceive, organize, and remember geographic information. Students will develop and apply a set of geographic skills, with a significant portion of examples being Virginia and economic focused. How geography links with economics, history, natural sciences, and the humanities will also be explored. Co-requisite: HIST 370 (Virginia Studies) or permission of instructor. 3 credits.

GEOG 311, 312. *Studies Abroad.* Primarily intended for transfer of credit earned abroad in courses in geography. 1-18 credits.

GEOG 340. (ENSC 340). *Global Environmental Issues.* This course requires students to apply the varied perspectives from the social sciences and natural sciences to gain a more integrated and multifaceted understanding of environmental issues at the global scale. It will examine the effects of globalization on the environment and economy in different parts of the world. Within the context of human population dynamics, the course will examine both physical and social sustainability issues associated with natural resource consumption and environment change. Prerequisite: ENSC 201. 3 credits. WR and SP.

GEOG 342. (BIOL 342, EASC 342). *Biogeography.* An investigation of the past and present geographic distribution of organisms on land and in water. This broad, interdisciplinary course will combine insights from biology, ecology, geography, and geology to examine changes in species distribution over space and time. The course will investigate: 1) historical and present day patterns in biological diversity 2) the geologic, climatic, and ecological factors controlling these patterns, 3) the influence of humanity on biogeography, and 4) the conservation of biodiversity. Prerequisite or may be taken concurrently: BIOL 288 or permission of instructor. 3 lecture and one 2-hour lab periods. 4 credits.

GEOG 352. *World Regional Geography.* Analysis of the geography of major world regions, emphasizing the physical, cultural, and economic factors affecting life in each. Special consideration is given to current problems involving natural hazards, political developments, and cultural attributes of countries around the world. 3 lecture periods. 3 credits.

GEOG 353. (EASC 353). *Geography of Virginia.* Geographical appraisal of Virginia, including the geology, landforms, soils, climate, economic minerals, original vegetation, and the human geography of Virginia, emphasizing settlement and population, agriculture, industries and transportation. 3 credits. SP.

GEOG 354. (EASC 354). *Hydrology.* This course is an introductory survey of hydrology. Emphasis is on the general physical and chemical principles which govern hydrologic processes. Approaches to hydrologic measurements and the application of hydrologic analyses to water-resource management issues will be examined. A basic understanding of elementary mathematics, physics, physical geography, and chemistry is assumed. 3 lecture periods. 3 credits.

GEOG 356. (EASC 356). *Climatology.* This course examines the functioning of the climate systems at various scales - from micro to global. Emphasis is also given to how the climate system interacts with the biological, physical, and hydrological components of the earth system, in addition to the socioeconomic and political landscapes. This course provides a breadth of information covering the many subfields of climatology, including physical climatology, hydroclimatology, synoptic climatology, paleoclimatology, and climate change science. Laboratory exercises will expose students to datasets and tools commonly used in climatology. Prerequisites: EASC 212 or EASC 300, with a minimum grade of C-, or permission of instructor. 3 lecture and one 2-hour lab periods. 4 credits.

GEOG 358. (EASC 358). *Map Design and Analysis.* Emphasis is focused on the construction of thematic maps at the pre-professional level and their incorporation in presentations of research. Computer-based techniques and processes are stressed along with rudimentary geographic information system design. 3 lecture periods. 4 credits.

GEOG 390. *Directed or Independent Study.* Must be approved by the head of the department. May be repeated as 391. 1-18 credits.

GEOG 392. *Internship in Geography.* A semester-long, on-the-job learning experience designed to apply the principles of geography. 1-18 credits.

GEOG 403. *Geography of Europe.* Regional analysis of peninsular, western and central Europe and the Mediterranean Basin. 3 lecture periods. 3 credits.

GEOG 404. *Geography of the U.S. and Canada.* Regional analysis of the United States and Canada, emphasizing the physical, cultural, and economic factors affecting the utilization of the several regions. 3 lecture periods. 3 credits.

GEOG 410. (EASC 410). *Geomorphology.* An introduction to the major landform shaping processes that affect the surface of the earth. Human impact on these geomorphic processes, particularly the effects of urbanization and erosive land use, will be discussed with regard to current models of geomorphic change. 3 lecture periods. Prerequisite: EASC 211 or EASC 300. 3 credits.

GEOG 435. (EASC 435). *Watershed Monitoring and Assessment.* This course introduces students to the methods and materials used for monitoring and assessing the environmental and ecological health of water sheds, including assessment methods and metrics, monitoring strategies and data analyses. Students will acquire hands-on experience in implementing monitoring strategies, installing monitoring equipment, performing biological assessments, collecting water quality samples and analyzing college data. 3 lecture and one 2-hour lab period. Prerequisites: EASC/GEOG 275 and MATH 171 or permission of instructor. 4 credits

GEOG 490. *Directed or Independent Study.* Students will carry out study or research projects under supervision of an instructor. Six credits total may be earned. 1-3 credits. *Fulfills General Education Goal 14.

GEOG 492. *Internship in Geography.* A semester-long, on-the-job learning experience designed to apply the principles of geography. 1-18 credits. *Fulfills General Education Goal 14.

GEOG 494. *Advanced Internship in Geography.* A semester-long, on-the-job learning experience designed to apply the principles of geography. May be a continuation of GEOG 492 or a new internship experience that involves advanced responsibilities and application of knowledge. May be repeated. 1-4 credits.

GEOG 495. *Special Topics in Geography.* Specialized courses on a variety of topics that maybe offered periodically. 1-3 credits.

GEOG 496. *Research in Geography.* With the approval of a faculty member and the department chair, a student may carry out an individual research project. May be repeated. 1-4 credits. *Fulfills General Education Goal 14.

GEOG 497. *Advanced Research in Geography.* With the approval of a faculty member and the department chair, a student may carry out an individual research project. May be a continuation of GEOG 496 or a new research project that involves advanced application of knowledge and skills. Students are encouraged to share the findings of their research through a poster or oral presentation. May be repeated. 1-4 credits.

GEOG 498. *Honors Research in Geography.* Students conduct research in geography under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 3 credits. WR.

GENERAL EDUCATION COURSE DESCRIPTIONS (GNED)

GNED 162. *Introduction to Environmental Science.* An interdisciplinary science course designed to introduce students to scientific study focused on the environment. Fundamental concepts addressed by this course include ecosystems, plate tectonics, nutrient and water cycles, energy flow, and climate. This course emphasizes the interrelationships of physical and biological components, the importance of the environment as a resource across cultures, and current challenges to understanding and maintaining our environment. Not open to Integrated Environmental Sciences Majors. Does not meet the requirements for the Integrated Environmental Sciences Major. 4 credits. *Fulfills General Education Goal 6.

GNED 261. *Exploring Science in Our World.* An interdisciplinary science course designed to involve students in learning science concepts related to world problems and studying issues important to our local community. 4 credits. *Fulfills General Education Goal 6.

GNED 400. *Exploring Public Issues through Writing.* This course engages students in the critical analysis of a contemporary issue relevant to democratic citizenship. Students will develop interdisciplinary inquiry and writing as civic skills for active citizenship. Prerequisites: Fulfillment of General Education Goals 2 and 3; 75 credit hours or permission of the Chair of the General Education Committee. 3 credits. *Fulfills General Education Goal 13.

Department of Chemistry and Physics

Timothy Holmstrom, *Chair*

Linda Overstreet, *Fiscal Manager*

The Department offers majors and minors in chemistry and physics. A student may major or minor in more than one area with the appropriate selection of courses. The department also offers degrees in cooperation with institutions in dual-degree engineering; pre-professional health programs prepare students for professional schools in a number of health-oriented professions. Students may elect to pursue a secondary teaching endorsement with successful completion of additional science, education, science education, and special education courses. The Department of Chemistry and Physics offers courses that satisfy the science requirements for general education in all degree programs of Longwood.

The aim of study in the Department of Chemistry & Physics is to develop an interest in the natural world and to acquire the scientific habit of problem-solving through experimentation, accurate observation, independent thought, and cooperative learning. To achieve these goals, the department instills in students theoretical and methodological proficiencies, critical thinking skills, and strong written and oral communication skills. Application of knowledge and skills to practical experiences is incorporated throughout the curriculum through experiential and technological learning.

ASSESSMENT: The Department of Chemistry and Physics requires chemistry majors to take standardized exams distributed by the American Chemical Society in all areas of study (i.e., general, organic, inorganic, analytical, and physical chemistry). Physics majors take a variety of nationally recognized assessment tests such as the Force Concept Inventory (FCI), the Conceptual Survey in Electricity and Magnetism (CSEM), as well as other instruments that cover additional topics in physics.

CHEMISTRY PROGRAM

Faculty

Sarah G. Porter, PhD, *Associate Professor of Chemistry*

Melissa C. Rhoten, PhD, *Professor of Chemistry*

John Slavin, PhD, *Lecturer of Chemistry*

Benjamin Topham, PhD, *Assistant Professor of Chemistry*

Andrew Yeagley, PhD, *Assistant Professor of Chemistry*

The chemistry major at Longwood provides fundamental training in general, analytical, organic, physical, and inorganic chemistry so that graduates may pursue graduate study or careers in research, industry, teaching, or a health-related profession. All students majoring in chemistry are required to complete courses in chemistry, mathematics, and physics. Those students wishing to prepare for dental, medical, or pharmacy school complete additional courses to satisfy pre-professional requirements. Students are encouraged to enroll in research courses in chemistry in order to increase their competency in working in the laboratory. The program in chemistry is rigorous, but it is flexible enough for students to take a second major.

Students majoring in other areas may elect to minor in chemistry. The chemistry minor requires 23-24 semester hours: general chemistry (8 hours), organic chemistry (8 hours), quantitative analysis (4 hours), and a chemistry elective (3-4 hours). **No grade below C- in chemistry courses is accepted for the graduation requirements for the major or minor in chemistry.**

Students may take a maximum of four credits total in Internship (CHEM 392, 492) and Research (Chemistry) courses for quality points (A, B, C, and D grades). Beyond four credits, such courses must be taken on a Pass/Fail basis.

A student may seek a secondary teaching endorsement in chemistry. This program consists of courses required for a chemistry major and additional courses in BIOL, EASC, EDUC, SCED, and SPED. Interested students should meet with the Secondary Science Education Program Coordinator for advising on preparation for secondary science teaching.

CHEMISTRY MAJOR, BS DEGREE

A. General Education Core Requirement/30 credits

Completion of MATH 261 waives General Education Goal 5.

Completion of PHYS 202 waives General Education Goal 6.

Completion of CHEM 492/496/498 or SCED 490 waives General Education Goal 14.

B. Additional Degree Requirements/8 credits

MATH 262/4 credits

CHEM 111/4 credits

C. CHEMISTRY MAJORS MUST CHOOSE ONE OF THE FOLLOWING CONCENTRATIONS:

General Chemistry Concentration/53 credits

CHEM 112	Fundamentals of Chemistry II/4 credits
CHEM 113	Chemistry Recitation I/1 credit
CHEM 211	Organic Chemistry I Lecture/3 credits
CHEM 212	Organic Chemistry II Lecture/3 credits
CHEM 213	Organic Chemistry Laboratory I/1 credit
CHEM 214	Organic Chemistry Laboratory II/1 credit
CHEM 215	Organic Chemistry Recitation/1 credit
CHEM 302	Introduction to Chemical Problem Solving/2 credits
CHEM 324	Thermodynamics/3 credits
CHEM 350	Quantitative Analysis/4 credits
CHEM 351	Instrumental Analysis/3 credits
CHEM 370	Inorganic Chemistry /3 credits
CHEM 401	Quantum Mechanics/3 credits
CHEM 402	Advanced Chemical Laboratory Problem Solving I/2 credits
CHEM 403	Advanced Chemical Laboratory Problem Solving II/2 credits
PHYS 201	University Physics I/4 credits
PHYS 202	University Physics II/4 credits
MATH 261	Differential and Integral Calculus/4 credits

Choose at least one credit from the following:

CHEM 492 Internship in Chemistry/1-15 credits

CHEM 496 Research Projects in Chemistry/1-4 credits

CHEM 498 Honors Research in Chemistry/3 credits

Chemistry Electives - choose from CHEM 371-373, CHEM 375; CHEM 390 (no more than 2 credits), 392 (no more than 2 credits), CHEM 412, CHEM 467 (no more than 2 credits), CHEM 495/4 credits

Teacher Preparation in Chemistry Concentration/86 credits

CHEM 112	Fundamentals of Chemistry II/4 credits
CHEM 113	Chemistry Recitation I/1 credit
CHEM 211	Organic Chemistry I Lecture/3 credits
CHEM 212	Organic Chemistry II Lecture/3 credits
CHEM 213	Organic Chemistry Laboratory I/1 credit
CHEM 214	Organic Chemistry Laboratory II/1 credit
CHEM 215	Organic Chemistry Recitation/1 credit
CHEM 302	Introduction to Chemical Problem Solving/2 credits
CHEM 324	Thermodynamics/3 credits
CHEM 350	Quantitative Analysis/4 credits
CHEM 370	Inorganic Chemistry /3 credits
CHEM 351	Instrumental Analysis/3 credits
PHYS 201	University Physics I/4 credits
PHYS 202	University Physics II/4 credits
MATH 261	Differential and Integral Calculus/4 credits
BIOL 120	Integrative Biology/4 credits
EASC 300	Dynamic Planet/3 credits
EDUC 245	Human Growth and Development/3 credits
EDUC 260	Introduction to the Teaching Profession/2 credits
EDUC 432	Content Area Literacy/3 credits
EDUC 473	Inquiry into the Classroom Community/3 credits
EDUC 487	Classroom Management and System Issues (Elementary & Middle)/ 3 credits
SCED 152	Principles of Secondary Education in Science/1 credit
SCED 252	Practicum in Science Education I/2 credits
SCED 451	The Teaching of Secondary Science/2 credits
SCED 482	Directed Teaching in the Secondary School/9 credits
SCED 490	Research Methods in Science Education/3 credits
SPED 489	Survey of Exceptional Children/3 credits

Chemistry Electives - choose from CHEM 371-373, CHEM 375; CHEM 390 (no more than 2 credits), 392 (no more than 2 credits), CHEM 401, CHEM 402, CHEM 412, CHEM 467 (no more than 2 credits), CHEM 495/4 credits.

D. General Electives (General Chemistry Concentration ONLY)/29 credits

E. Students wishing to prepare for a health-related professional school (medical, pharmacy, dental, etc.) are strongly encouraged to choose the following courses: BIOL 120/4 credits, BIOL 250/4 credits, BIOL 206/4 credits, BIOL 207/4 credits, BIOL 304/4 credits, CHEM 412/4 credits, COMM 101/3 credits, ECON 217(or 218) OR MATH 171(or 270)/3 credits.

F. Total credits required for BS in Chemistry (General Chemistry concentration)/120

Total credits required for BS in Chemistry (Teacher Preparation concentration)/124

CHEMISTRY MINOR

Students interested in pursuing a chemistry minor should contact the director of the chemistry program. Grades below C- are not accepted for the minor. The minor must include:

CHEM 111	Fundamentals of Chemistry I/4 credits
CHEM 112	Fundamentals of Chemistry II/4 credits
CHEM 211	Organic Chemistry I Lecture/3 credits
CHEM 212	Organic Chemistry II Lecture/3 credits
CHEM 213	Organic Chemistry Laboratory I/1 credit
CHEM 214	Organic Chemistry Laboratory II/1 credit
CHEM 350	Quantitative Analysis/4 credits

3-4 semester hours chemistry electives (CHEM 324, 351, 370, 371, 372, 373, 375, 401, 412)

Total required hours: 23-24

SCIENCE EDUCATION COURSE DESCRIPTIONS (SCED)

SCED 152. *Principles of Secondary Education in Science.* Students will be introduced to examples of high-quality inquiry-based lessons framed by the Virginia Science Standards of Learning. Students will model the pedagogical concepts to which they are being introduced by preparing and modeling a science lesson. 1 credit. Taken in the freshman year.

SCED 252. *Practicum in Science Education.* A study of current practices in secondary science with emphasis on curriculum and instructional procedures, including appropriate technology use. Includes an in-depth observation and participation practicum. Placed in public school settings for at least 30 hours under supervision of a Longwood faculty member. Prerequisite: SCED 152. 2 credits. Taken in the sophomore year.

SCED 330 (MAED 330). *Integration of Mathematics and Science Principles.* An inquiry into the basic principles involved in the study of mathematics and science. Emphasis on measurement, use of manipulatives, inferences, prediction, data analysis, and hypothesizing. For Liberal Studies Majors only. Students are required to take these courses simultaneously. Co-requisite: MAED 330. 1.5 credits each.

SCED 352. *Science for Secondary Teachers.* A comprehensive methods course for teaching the sciences in middle or high school. Based on national and state teaching standards. Individual science research completed. Professional growth developed through analyses of professional journal readings and attendance at state science teacher conference. Lesson plans writing skill. Science journaling and hands-on activities. 3 credits.

SCED 401. *SOLstice: An interdisciplinary approach to the science and civic issues of our Chesapeake Bay.* Through multi-media learning, civic engagement, field investigations, and data analysis students will be engaged with key conservation challenges of the Chesapeake Bay watershed. Throughout the process students will consider pedagogical approaches to integrating these issues into their own classrooms. Further curricular applications will be made through the introduction of national and state curricula. Prerequisite: Permission of instructor. 3 credits.

SCED 451. *The Teaching of Secondary Science.* A study of current practices in high school science teaching with emphasis on principles, techniques, and materials. Focus will also be given to integrating technology in the classroom and differentiated instruction. Students will be required to take Praxis II during this course. Prerequisite: SCED 252. Corequisite: EDUC 432. 2 credits. Taken in the fall of junior/senior year.

SCED 482. *Directed Teaching in the Secondary School.* Each student is assigned to work with a qualified cooperating teacher in a selected school setting for at least 7 weeks. The student teacher will follow the schedule of the cooperating teacher. Students will implement their projects from SCED 490 and gather appropriate data. Prerequisites: Passing score on Praxis II; EDUC 473 & SCED 451; minimum cumulative GPA of 2.5 both overall and in the major. Corequisite: SCED 490. 9 credits. Taken in the senior year.

SCED 490. *Research Methods in Science Education.* Students perform independent inquiries and learn to combine skills from science and education to solve research problems. Students will develop, implement, and analyze an action research project conducted during their student teaching. Prerequisites: EDUC 473 and SCED 451. Corequisite: SCED 482. 3 credits. WR & SP. *Fulfills General Education Goal 14. Taken in the senior year.

CHEMISTRY COURSE DESCRIPTIONS (CHEM)

A special fee is charged for all courses with laboratories.

General Education Course *
Writing Intensive WR
Speaking Intensive SP

CHEM 101. *General Chemistry.* A study of the basic concepts of chemistry, including the structure of matter and the historical development that led to that understanding. Designed for students with no previous education in chemistry. Does not fulfill requirements for biology, chemistry or physics majors. 3 lecture and one 2-hour lab periods. 4 credits. *Fulfills General Education Goal 6.

CHEM 111. *Fundamentals of Chemistry I.* An introductory course that provides the foundation for further study in chemistry. Major topics include atomic and molecular structure, bonding, stoichiometry, periodic trends, gas laws, and thermochemistry. A grade of at least C- is required in order to continue to CHEM 112. 3 lecture, one 2-hour lab periods. 4 credits.

CHEM 112. *Fundamentals of Chemistry II.* A continuation of CHEM 111 that examines the mechanisms by which chemists obtain information about reacting systems. Major concepts include: chemical equilibrium, thermodynamics, kinetics, gas laws, and electrochemistry. 3 lecture, one 2-hour lab periods. Prerequisite: No grade lower than C- in CHEM 111 or permission of instructor. 4 credits.

CHEM 113. *Chemistry Recitation I.* This course is designed to complement CHEM 111. Students participate in inquiry-based activities designed to enhance their mastery of fundamental topics presented in CHEM 111. Open to chemistry majors only. Co-requisite: CHEM 111. One 1-hour lecture. 1 credit.

CHEM 211. *Organic Chemistry I.* First semester of a two-semester course designed to provide a sound foundation in the fundamental principles and basic reactions of organic chemistry. The course illustrates how three-dimensional structure effects the physical properties and the reactivity of organic compounds. Simple hydrocarbons (alkanes, alkenes, and alkynes) and alkyl halides are used to introduce the concepts of structural isomerism, stereoisomerism, reaction kinetics, thermodynamics, reaction mechanisms, and limited synthetic strategies. Prerequisite: No grade lower than C- in CHEM 111. The course consists of three 1-hour lecture periods per week. A one-credit laboratory class (CHEM 213) is also required to complete the organic chemistry requirement. 3 credits.

CHEM 212. *Organic Chemistry II.* Second semester of a two-semester course designed to provide foundation in the fundamental principles and basic reactions of organic chemistry. Increasingly complex compounds like alcohols, amines, substituted aromatic compounds, carboxylic acids, and carboxylic acid derivatives are used to provide heightened emphasis on reaction mechanisms and synthetic strategies. Structural elucidation techniques (¹H NMR, ¹³C NMR, IR, and MS) are introduced and are used to identify organic compounds. A one-credit laboratory class (CHEM 214) is also required to complete the organic chemistry requirement. 3 lecture periods. Prerequisite: No grade lower than C- in CHEM 211. 3 credits.

CHEM 213. *Organic Chemistry Laboratory I.* First semester of a two-semester laboratory course designed to provide a sound foundation in the basic methods of performing organic chemical reactions. The course introduces glassware and reaction techniques used in synthetic organic chemistry. The course further illustrates methods used for monitoring chemical reactions, and for isolation and purification of reaction products. Prerequisite or may be taken concurrently: CHEM 211. The course consists of one 3-hour laboratory period per week. 1 credit.

CHEM 214. *Organic Chemistry Laboratory II.* Second semester of a two-semester laboratory course designed to provide a sound foundation in the basic methods of performing organic chemical reactions. The course strongly emphasizes NMR, IR and MS spectral analysis/identification of organic compounds and introduces multi-step chemical reactions. Prerequisite: CHEM 213 and concurrently or after 212. The course consists of one 3-hour laboratory period per week. 1 credit.

CHEM 215. *Organic Chemistry Recitation.* This course is designed to complement CHEM 211. Students participate in problem-based activities designed to enhance their mastery of fundamental topics presented in CHEM 211. Open to the chemistry majors only. Co-requisite CHEM 211. One 1-hour lecture. 1 credit.

CHEM 295. *Special Topics in Chemistry.* Specialized courses on a variety of topics that may be offered periodically. 1-4 credits.

CHEM 302. *Introduction to Chemical Problem Solving.* This course is designed to introduce students to experimental design and measurement techniques, data analysis methods, and appropriate modes of scientific communication. Experiments conducted in this course are inquiry-based. Pre-requisite: CHEM 350. One 1-hour lecture and one 2-hour lab per week. 2credits.SP.

CHEM 311, 312. *Studies Abroad.* Primarily intended for transfer of credit earned abroad in courses in chemistry. 1-18 credits.

CHEM 324. *Thermodynamics.* A study of thermal properties of matter; phenomena involved in flow of heat and performance of work. Kinetic theory and statistical mechanics are included. 3 lecture periods. Prerequisites: CHEM 112 and MATH 262. 3 credits.

CHEM 350. *Quantitative Analysis* This course is designed to provide a sound physical understanding of the principles of analytical chemistry and show how these principles are applied in chemistry and related disciplines. Topics covered include statistics, chemical equilibrium, acid-base chemistry, titrimetry, potentiometry, and introduction to analytical separations. The laboratory component of this course focuses on gravimetric and volumetric methods of chemical analysis. 2 lecture, one 4-hour laboratory periods. Prerequisite: CHEM 112. 4 credits.

CHEM 351. *Instrumental Analysis.* The theory of instrumental techniques in analytical chemistry, including optical and electrochemical methods of analysis. Develops familiarity with both instrument physics and the physical chemistry of measurement. Prerequisite: CHEM 350. 3 lecture. 3 credits.

CHEM 370. *Inorganic Chemistry.* This course provides an extensive description of how atomic and molecular electronic structure influence chemical properties. Students will expand their understanding of bonding with an emphasis on molecular orbital theory. Students will be introduced to symmetry, group theory, and coordination chemistry, and organometallics. Prerequisite: CHEM 112 and CHEM 212. 3 lecture periods. 3 credits.

CHEM 371. *Advanced Organic.* An advanced study of organic reactions and mechanisms. 3 lecture periods. Prerequisites: CHEM 212. 3 credits.

CHEM 372. *Environmental Chemistry.* A study of the fundamental problems of chemistry pollution of the soil, water, and atmosphere. 2 lecture and one 3-hour laboratory periods. Prerequisite: CHEM 211 or permission of instructor. 3 credits.

CHEM 373. *Advanced Inorganic.* The structures, properties, reactions and uses of inorganic compounds. 3 lecture periods. Prerequisite: CHEM 370 or permission of instructor. 3 credits.

CHEM 375. *Polymer.* A study of chemical reactions used to synthesize modifications in polymer properties, techniques to characterize polymers, and natural polymers. 3 lecture periods. 3 credits.

CHEM 390. *Directed or Independent Study.* Must be approved by the head of the department. May be repeated as 391. 1-18 credits.

CHEM 392. *Internship in Chemistry.* A semester-long, on-the-job learning experience designed to apply the principles of chemistry. 1-15 credits

CHEM 401. *Quantum Mechanics.* A study of elementary quantum mechanics, atomic and molecular structure, spectroscopy, and statistical mechanics. 3 lecture periods. Prerequisites: CHEM 112 and MATH 262; or permission of instructor. 3 credits.

CHEM 402. *Advanced Chemical Laboratory Problem Solving I.* The first course of a two-semester capstone research sequence. This course is designed to instruct students in searching, reading, and using chemical literature in the preparation of research proposals. Problems will be presented that do not have an obvious method or solution. Students must research and develop their own path to solving each problem. Students will develop several mini-research proposals, which will be carried out in CHEM 403. 2 lecture periods. Prerequisite: CHEM 302 and CHEM 351. 2 credits. WR.

CHEM 403. *Advanced Chemical Laboratory Problem Solving II.* The second course of a two-semester capstone research sequence. Laboratory practice involving the use of instruments and other techniques to solve chemical problems. Students will conduct experiments based on the research plans they developed in CHEM 402. Two 3-hour laboratory periods. Prerequisite: CHEM 402. 2 credits. WR. SP.

CHEM 412 (BIOL 412). *Biochemistry.* A study of the chemistry of proteins, carbohydrates, lipids, and nucleic acids in biological systems. 3 lecture and one 3-hour lab period. Prerequisites: CHEM 112 and CHEM 212 with a minimum grade of C- in both courses. 4 credits.

CHEM 467. *Scientific Instrument Design and Fabrication.* Design and actual fabrication of scientific instruments including glass, metal, wood, plastic, and electronic instruments. Course involves one or more of the following: glass working techniques, precision milling machine and lathe operations, machine shop techniques, electronic testing of circuits, and breadboard and hardwiring electronic circuits. Each semester course will emphasize different projects. May be repeated for credit. One 3-hour lab period per credit. 1-4 credits.

CHEM 490. *Directed or Independent Study.* Must be approved by the head of the department. May be repeated. 1-18 credits.

CHEM 492. *Internship in Chemistry.* A semester long, on-the-job learning experience designed to apply the principles of chemistry. 1-15 credits. *Fulfills General Education Goal 14.

CHEM 495. *Special Topics in Chemistry.* Specialized courses on a variety of topics that may be offered periodically. 1-4 credits.

CHEM 496. *Research Projects in Chemistry.* Students will carry out research projects under individual supervision of an instructor. The nature of the project will depend on the interest and needs of the student. Consent of

the instructor and approval of the department head are prerequisites for enrollment. May be repeated. One 3 hour lab period per credit. 1-4 credits. SP. *Fulfills General Education Goal 14.

CHEM 498. *Honors Research in Chemistry.* Students conduct research in chemistry under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 3 credits. WR. *Fulfills General Education Goal 14.

PHYSICS PROGRAM

Faculty

Suzanne Donnelly, PhD, *Associate Professor of Science Education*

Timothy Holmstrom, PhD, *Associate Professor of Physics*

Michelle Parry, PhD, *Associate Professor of Physics and Program Coordinator of Physics*

Kenneth Pestka, PhD, *Assistant Professor of Physics*

Charles D. Ross, PhD, *Professor of Physics*

The physics major at Longwood provides fundamental training in several areas of physics so that graduates may pursue graduate study or careers in research, industry, teaching, or engineering. Those who wish to major in physics may choose from the following options:

1. traditional physics major for students interested in preparation for graduate work or careers in research, industry, or teaching.
2. biophysics concentration for students interested in preparation for medical school or graduate work in biophysics.
3. dual-degree engineering for students interested in cooperative engineering programs.

A minimum of 48–52 semester hours credit in physics, mathematics, and chemistry are required for all physics majors. Many physics majors elect to double major in both physics and some other discipline. Also, a student majoring in another field may choose to minor in physics. The minor program requires 20 semester hours in physics. **No grade below C- in physics courses is accepted for the major or minor in physics.**

Students may take a maximum of four credits total in Internship (Biology/Chemistry/Physics 292, 392, 492) and Research (Biology/Chemistry/Physics 496) courses for quality points (A, B, C, and D grades). Beyond four credits, such courses must be taken on a Pass/Fail basis.

A student may seek a secondary teaching endorsement in physics. This program consists of courses required for a physics major and additional courses in BIOL, EASC, EDUC, SCED and SPED. Interested students should meet with the Secondary Science Education Program Coordinator for advising on preparation for secondary science teaching.

PHYSICS MAJOR, BA, BS DEGREE

A. General Education Core Requirement/30 credits

Completion of MATH 261 waives General Education Goal 5.

Completion of PHYS 202 waives General Education Goal 6.

Completion of PHYS 492/496/498 or SCED 490 waives General Education Goal 14.

B. Additional Degree Requirements for BA Degree/6 credits

Additional Degree Requirements for BS Degree/8 credits

MATH 262	The Differential and Integral Calculus/4 credits
PHYS 201	University Physics I/4 credits

C. PHYSICS MAJORS MUST CHOOSE ONE OF THE FOLLOWING CONCENTRATIONS:

General Physics Concentration/50 credits

CHEM 111	Fundamentals of Chemistry I/4 credits
MATH 261	The Differential and Integral Calculus/4 credits
MATH 361	Calculus III/4 credits
MATH 362	Differential Equations/3 credits
PHYS 202	University Physics II/4 credits **
PHYS 260	Introduction to Experimental Design/3 credits
PHYS 321	Modern Physics/3 credits
PHYS 324	Thermodynamics/3 credits
PHYS 331	AC/DC Circuits/4 credits
PHYS 332	Classical Electricity and Magnetism/3 credits
PHYS 352	Mechanics/3 credits
PHYS 401	Quantum Mechanics/3 credits
PHYS 460	Advanced Experimental Design/2 credits
Physics Elective (at the 200 level or above)/6 credits	

Choose at least one credit from the following:

PHYS 492	Internship in Physics/1-15 credits
PHYS 496	Research Projects Physics/1-4 credits
PHYS 498	Honors Research in Physics/3 credits

Dual-Degree Engineering Concentration/56 credits

CHEM 111	Fundamentals of Chemistry I/4 credits
CHEM 112	Fundamentals of Chemistry II/4 credits
MATH 261	The Differential and Integral Calculus/4 credits
MATH 361	Calculus III/4 credits
MATH 362	Differential Equations/3 credits
PHYS 202	University Physics II/4 credits
PHYS 260	Introduction to Experimental Design/3 credits
PHYS 321	Modern Physics/3 credits
PHYS 324	Thermodynamics/3 credits
PHYS 331	AC/DC Circuits/4 credits
PHYS 332	Classical Electricity and Magnetism/3 credits
PHYS 352	Mechanics/3 credits
Physics Elective (at the 200 level or above)/6 credits	
Engineering Electives/7 credits – fulfilled at transfer institution	

Choose at least one credit from the following:

PHYS 492	Internship in Physics/1-15 credits
PHYS 496	Research Projects Physics/1-4 credits
PHYS 498	Honors Research in Physics/3 credits

Biophysics Concentration/80 credits

BIOL 120	Integrative Biology/4 credits
BIOL 250	Introduction to Genetics and Cell Biology/4 credits
BIOL 251	Introduction to Ecology and Evolution/4 credits
BIOL 288	Sophomore Seminar/3 credits
BIOL 301	Comprehensive Human Anatomy and Physiology I/4 credits
BIOL 302	Comprehensive Human Anatomy and Physiology II/4 credits
BIOL 304	Microbiology for the Healthcare Professional /4 credits

<i>or</i> BIOL 412	Biochemistry/4 credits
<i>or</i> BIOL 324	Genetics/4 credits
CHEM 111	Fundamentals of Chemistry I/4 credits
CHEM 112	Fundamentals of Chemistry II/4 credits
CHEM 211	Organic Chemistry I Lecture/3 credits
CHEM 212	Organic Chemistry II Lecture/3 credits
CHEM 213	Organic Chemistry Laboratory I/1 credit
CHEM 214	Organic Chemistry Laboratory II/1 credit
MATH 261	The Differential and Integral Calculus I/4 credits
MATH 361	Calculus III/4 credits
MATH 362	Differential Equations/3 credits
PHYS 202	University Physics II/4 credits
PHYS 260	Introduction to Experimental Design/3 credits
PHYS 321	Modern Physics/3 credits
PHYS 324	Thermodynamics/3 credits
PHYS 331	AC/DC Circuits/4 credits
PHYS 332	Classical Electricity and Magnetism/3 credits
PHYS 352	Mechanics/3 credits
PHYS 460	Advanced Experimental Design/2 credits

Choose at least one credit from the following:

PHYS 492	Internship in Physics/1-15 credits
PHYS 496	Research Projects Physics/1-4 credits
PHYS 498	Honors Research in Physics/3 credits

Teacher Preparation in Physics Concentration/85 credits

CHEM 111	Fundamentals of Chemistry I/4 credits
MATH 261	The Differential and Integral Calculus/4 credits
MATH 361	Calculus III/4 credits
MATH 362	Differential Equations/3 credits
PHYS 202	University Physics II/4 credits <i>**</i>
PHYS 260	Introduction to Experimental Design/3 credits
PHYS 321	Modern Physics/3 credits
PHYS 324	Thermodynamics/3 credits
PHYS 331	AC/DC Circuits/4 credits
PHYS 332	Classical Electricity and Magnetism/3 credits
PHYS 352	Mechanics/3 credits
Physics Elective	(at the 200 level or above)/6 credits
BIOL 120	Integrative Biology/4 credits
EASC 300	Dynamic Planet/3 credits
EDUC 245	Human Growth and Development/3 credits
EDUC 260	Introduction to the Teaching Profession/2 credits
EDUC 432	Content Area Literacy/3 credits
EDUC 473	Inquiry into the Classroom Community/3 credits
EDUC 487	Classroom Management and System Issues (Elementary & Middle)/3 credits
SCED 152	Principles of Secondary Education in Science/1 credit
SCED 252	Practicum in Science Education/2 credits
SCED 451	The Teaching of Secondary Science/2 credits
SCED 482	Directed Teaching in the Secondary School/9 credits
SCED 490	Research Methods Science Education/3 credits
SPED 489	Survey of Exceptional Children/3 credits

D. General electives

General Physics Concentration/32-34 credits

Dual-Degree Engineering Concentration/26-28 credits
Biophysics Concentration/2-4 credits
Teacher Preparation in Physics Concentration/0 credits

E. Total credits required BA/BS

General Physics Concentration/120 credits
Dual-Degree Engineering Concentration/120 credits
Biophysics Concentration/120 credits
Teacher Preparation in Physics Concentration/121-123 credits

PHYSICS COURSE DESCRIPTIONS (PHYS)

A special fee is charged for all courses with laboratories.

General Education Course *
Writing Intensive Course WR
Speaking Intensive Course SP

PHYS 101. *General Physics I.* An introduction to the basic concepts of mechanics. 3 lecture and one 2-hour lab periods. 4 credits.

PHYS 102. *General Physics II.* A study of heat, sound, light, electricity and magnetism. Prerequisite: PHYS 101. 3 lecture and one 2-hour lab periods. 4 credits. Students completing PHYS 102 are waived from the General Education Goal 6 Requirement.

PHYS 103. *Conceptual Physics.* A survey of basic physics principles taught from a conceptual basis. A broad survey of physics will be demonstrated in this course with such topics as mechanics, fluids, heat, electricity, magnetism, and light. The course will apply basic physics principles to our daily lives. 3 lectures and one 2 hour lab period. 4 credits. *Fulfills General Education Goal 6.

PHYS 105. *General Astronomy.* A broad survey of modern astronomy, emphasizing the concepts, methods, and technology used by professional astronomers to answer fundamental questions about the universe. 3 lecture and one 2-hour lab periods. 4 credits. *Fulfills General Education Goal 6.

PHYS 201. *University Physics I.* A study of motion, forces, momentum, and energy using calculus. Physics majors and minors must make at least a C- in this course before taking advanced physics courses. 3 lecture and one 2-hour lab periods. Prerequisite or may be taken concurrently: MATH 164 or 261. 4 credits.

PHYS 202. *University Physics II.* A study of heat, sound, light, electricity and magnetism using calculus. Physics majors and minors must make at least a C- in this course before taking advanced physics courses. Prerequisites: PHYS 201 and MATH 261 (Note: MATH 261 can be taken concurrently.) 3 lecture and one 2-hour lab periods. 4 credits. Students completing PHYS 202 are waived from the General Education Goal 6 Requirement.

PHYS 203. *Tutorials in Conceptual Physics.* This course is designed to complement PHYS 201. Students participate in inquiry-based activities designed to enhance their mastery of fundamental topics presented in PHYS 201. Open to physics majors only. Co-requisite: PHYS 201. One 2-hour lecture. 1 credit.

PHYS 252. *Statics.* The study of vector methods and free body diagrams employed in the analysis of discrete and distributed force systems and their application to bodies in external equilibrium. 3 Lecture periods Prerequisites: PHYS 101, or 201. Prerequisite or co-requisite: MATH 261. 3 credits.

PHYS 260. *Introduction to Experimental Design.* This intermediate-level laboratory course involves the study of experimental design and measurement techniques, data reduction and analysis methods, and oral and written

presentation skills. Experiments will vary with availability of equipment and technologies. Two lecture and one 2-hour lab periods. Prerequisite: PHYS 202. 3 credits. SP and WR.

PHYS 292. *Internship in Physics.* A semester-long, on-the-job learning experience designed to apply the principles of physics. 1-18 credits.

PHYS 295. *Special Topics in Physics.* Specialized courses on a variety of topics that may be offered periodically. 1-4 credits.

PHYS 300. *Mathematical Physics.* A study of classical mathematical physics techniques as applied to series, complex numbers linear algebra, partial and ordinary differential equations, Fourier series and special functions. Prerequisites: MAT 262 and PHYS 202; or permission of instructor. 3 lecture periods. 3 credits.

PHYS 303. *Astrophysics.* A broad survey of topics in Astrophysics, including orbital dynamics, extra-solar planets, stellar evolution, black holes, and cosmology. Three lecture and two-hour lab. Prerequisites: C- or better in PHYS 202, C- or better in MATH 262. 4 credits.

PHYS 305. *Physics Seminar.* This course is designed to instruct students in speaking, reading, and searching the physics literature in order to prepare for future endeavors in the physics, engineering, and science related fields. There will be a major emphasis placed on public speaking specifically related to current physics topics. Students must have at least junior status to enroll in this course or permission of instructor. 1 credit. SP and WR.

PHYS 311, 312. *Studies Abroad.* Primarily intended for transfer of credit earned abroad in courses in physics. 1-18 credits.

PHYS 321. *Modern Physics.* A survey of modern developments in electron, atomic, and nuclear physics. 3 lecture periods. Prerequisites: PHYS 102, 202. Prerequisite or co-requisite: MATH 261. 3 credits.

PHYS 322. *Nuclear and Particle Physics.* This course is an introduction to theoretical and experimental nuclear and particle physics. 3 lecture periods. Prerequisite: PHYS 321. Prerequisite or co-requisite: MATH 262. 3 credits.

PHYS 324. *Thermodynamics.* A study of thermal properties of matter; phenomena involved in flow of heat and performance of work. Kinetic theory and statistical mechanics are included. 3 lecture periods. Prerequisites: PHYS 102 or PHYS 202. Prerequisite or co-requisite: MATH 262. 3 credits.

PHYS 326. *Optics.* A study of the nature and behavior of light and other electro-magnetic radiation. 3 lecture and one 2-hour lab periods. Prerequisites: PHYS 102 or 202, MATH 262. 4 credits.

PHYS 331. *AC/DC Circuits.* This course is an introduction to electrical circuit theory and its application to practical direct and alternating current circuits. Topics include: Kirshhoff's laws, fundamental principles of network theorems, transient and steady-state response of RC, RL, and RCL circuits by classical methods, time-domain and frequency-domain relationships, phasor analysis and power. Three lectures and one two hour lab periods. Prerequisites: PHYS 102 or 202. Prerequisite or co-requisite: MATH 261. 4 credits.

PHYS 332. *Classical Electricity and Magnetism.* A study of electric and magnetic fields, potentials, resistance, inductance, and capacitance, polarization, magnetic materials, Maxwell's equations. 3 lecture periods. Prerequisites: MATH 361, PHYS 102 or PHYS 202. 3 credits.

PHYS 341. *Electronics.* This course covers the analysis, modeling and design of electrical circuits which contain electronic devices. Topics include: behavior of devices such as p-n junction diodes, field effect transistors and bipolar junction transistors, operational amplifiers, digital systems and data acquisition and conversion. Electronics design via a systems approach is emphasized. Students will learn to design analog circuits to

specifications through laboratory problems, a design project and circuit simulation. 3 lectures and one 2-hour lab periods. Prerequisite: PHYS 331. 4 credits.

PHYS 352. *Mechanics.* A mathematical study of motion using Newtonian and Lagrangian techniques. Prerequisites: PHYS 101, 102 or 201, 202. Prerequisite or co-requisite: MATH 362. 3 lecture periods. 3 credits.

PHYS 390. *Directed or Independent Study.* Must be approved by the head of the department. May be repeated as 391. 1-18 credits.

PHYS 392. *Internship in Physics.* A semester-long, on-the-job learning experience designed to apply the principles of physics. 1-18 credits.

PHYS 401. *Quantum Mechanics.* A study of elementary quantum mechanics, atomic and molecular structure, spectroscopy, and statistical mechanics. 3 lecture periods. Prerequisites: MATH 361 and PHYS 321; permission of instructor. 3 credits.

PHYS 460. *Advanced Experimental Design.* This advanced-level laboratory course is a study of experimental design and measurement techniques, data reduction and analysis methods, and oral and written presentation skills. The course is a continuation of PHYS 260 with more advanced and technically challenging laboratory experiments. 1 lecture and one 2-hour lab periods. Prerequisite: PHYS 260. 2 credits. SP and WR.

PHYS 490. *Directed or Independent Study.* Must be approved by the head of the department. May be repeated. 1-18 credits. *Fulfills General Education Goal 14.

PHYS 492. *Internship in Physics.* A semester-long, on-the-job learning experience designed to apply the principles of physics. Enrollment in the course is based on permission of the Director of Physics and Dual-degree Engineering Programs and the coordinator at the internship location, and is subject to availability. 1-15 credits. *Fulfills General Education Goal 14.

PHYS 495. *Special Topics in Physics.* Specialized courses on a variety of topics that may be offered periodically. 1-4 credits.

PHYS 496. *Research Projects in Physics.* Students will carry out research projects under individual supervision of an instructor. The nature of the project will depend on the interest and needs of the student. Consent of instructor and approval of department head is prerequisite for enrollment. May be repeated. 1-4 credits. SP. *Fulfills General Education Goal 14.

PHYS 498. *Honors Research in Physics.* Students conduct research in physics under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 3 credits. WR.

DUAL-DEGREE ENGINEERING PROGRAM

BS in Physics Granted by Longwood and a second degree:

BS Degree in Engineering Granted by Virginia Polytechnic Institute & State University or Old Dominion University

Students in the Dual-Degree Engineering Program attend Longwood for the first three years to complete courses listed under A, B and C of the Longwood Physics degree requirements. The student's work in these three years will also fulfill the requirements of the first two years of the BS degree at ODU and Virginia Tech. At the beginning of the fourth year, provided the appropriate academic requirements have been met (see following note), the student transfers to the second institution and takes appropriate engineering courses as designated by the adviser at the second institution. When the necessary Longwood requirements are taken at the second institution and the credit hours are transferred back, the student will be awarded the BS degree in Physics from Longwood. When all prescribed courses are fulfilled at the second institution, the student is

awarded the second degree by that institution. Normally, in roughly a five-year period, the student receives two degrees, one from each institution.

The course requirements for the Dual-Degree Engineering Program are identical to Longwood Physics major for the first 3 years, except for the specific electives below:

Recommended Electives:

ODU:

MATH 280 Linear Algebra/3 credits

Virginia Tech

MATH 280 Linear Algebra/3 credits
PHYS 252 Statics/3 credits

During the summer between either the student's first and second year or the second and third year at Longwood University, she/he should attend Virginia Tech as a special summer student and take the introductory engineering courses required of engineering students at Virginia Tech. These are:

ENGE 1024, Engineering Exploration (2)

and

ENGE 1104, Exploration of the Digital Future (2) (Required for CPE and EE)

Or

ENGE 1114, Exploration of Engineering Design (2) (Required for AE, ME, OE and recommended for all other majors)

These courses may also be completed at another, pre-approved institution, including some schools in the Virginia Community College System.

NOTE: 120 hours are required for graduation from Longwood with a cumulative average of 2.0 and with **no grade below C- in a physics course**. General elective hours for the Longwood physics requirements that are not fulfilled at the time of transfer will be taken at the second institution. Longwood will award transfer credit for courses passed with grades of C or above at the second institution.

The Old Dominion University BS program will only accept certain Longwood General Education courses for transfer. Students electing this option should see their academic advisor for details.

For Virginia Tech a student must have a 3.0 academic average at Longwood (both overall and in mathematics and physics) to be eligible for transfer.

For transfer to Virginia Tech., all coursework listed under A, B, and C of the Longwood physics degree requirements must be completed at Longwood before transfer. Under the ODU agreement some of this coursework may be taken at the second institution with prior permission of authorities at both institutions.

Students in the Physics/Engineering program may, after completing 60 hours at Longwood University as an undergraduate physics student, apply to the University of Virginia as a non-degree seeking undergraduate student and take undergraduate engineering courses from UVA. These courses count as elective hours in the Longwood physics degree and also prepare the student for a successful application to the chosen graduate engineering program. After completion of the Longwood B.S. in Physics, students may then apply for admission to UVA's master's degree program.

PHYSICS MINOR

Students interested in pursuing a physics minor should contact the Area Coordinator of the physics program. **No grade below C- is acceptable in minor courses.**

The minor must include:

8 semester hours general physics

12 semester hours advanced physics or chemistry courses from the following: PHYS 252, PHYS 260, PHYS 300-400 level courses, CHEM 324, or CHEM 401.

Total required hours: 20

NOTE: MATH 261, 262 required in most of these courses.

Department of Communication Studies

Naomi Johnson, *Chair*

Heather Milne, *Administrative and Program Specialist*

Faculty

Laura Farrell, PhD, *Assistant Professor of Communication Studies*

Isabel Fay, PhD, *Lecturer of Communication Studies*

Jeff Halliday, MA, *Associate Professor of Communication Studies*

Alec Hosterman, PhD, *Assistant Professor of Communication Studies*

Naomi Johnson, PhD, *Associate Professor of Communication Studies*

Kris Paal, PhD, *Assistant Professor of Communication Studies*

Ryan Stouffer, PhD, *Assistant Professor of Communication Studies*

Pamela Tracy, PhD, *Associate Professor of Communication Studies*

COMMUNICATION STUDIES PROGRAM

Mission Statement: The Communication Studies program empowers students to thrive as leaders and innovators in today's evolving communication fields. Our rigorous curriculum combines research, cutting-edge technology and best practices to provide students the essential knowledge, values, and experience needed to excel.

Vision Statement: To support our mission, we value collaboration, inspiration, contemplation, and innovation.

Collaboration:

We recognize learning is a joint venture between each instructor and student. We strive to develop permanent relationships within our major, across our campus and with our alumni.

Inspiration:

We endeavor to create a learning community that empowers our students to discover a passion for leadership and creative engagement in our world. We have high expectations for our students, identifying resilience and adaptability as keys to personal and professional success.

Contemplation:

We are committed to rigorous inquiry and reflection in our academic and professional pursuits. We encourage thoughtful interaction, promoting a diverse and engaged learning environment.

Innovation:

We are intentional in embracing changes in the communication field. We critically evaluate those changes to model best practices in scholarship, pedagogy and professional development.

Students are required to select one of the two concentrations that follow:

Concentration in Digital Media

In conjunction with the core curriculum in Communication Studies, the Digital Media Concentration is designed to prepare students to become effective critics and consumers of mass media, and to prepare students for careers in a marketplace increasingly dominated by convergent media. To this end, students learn skills in print and online reporting; writing and production; broadcast writing, production, and editing; and creation of digital communication across a variety of web and social media platforms. Students pursuing the Digital Media concentration often choose to enter careers such as On Air Talent, Reporter, Editor, Video Production, Social Media Marketing and Management, Public Relations, Student Affairs, and Marketing.

Concentration in Public Relations

In conjunction with the core curriculum in Communication Studies, in Public Relations Concentration is designed to prepare students to combine strategy and creativity to help organizations communicate their brands to publics to accomplish goals. . To this end, students explore ways in which organizations communicate with internal and external publics, and the ways in which organizations are enacted at the interpersonal communication level. Students pursuing the Public Relations concentration often choose to enter careers such as Public Relations, Event Planning, Marketing, Management, Student Affairs, Political Aid or Lobbyist, and Human Resources.

COMMUNICATION STUDIES MAJOR, BA DEGREE

Digital Media Concentration

A. General Education Requirements/38 credits

The Department requires MATH 171 Statistical Decision Making for the satisfaction of Goal 5.

The Department requires COMM 400 for the satisfaction of Goal 12.

B. Additional Requirements for the BA Degree/6 credits

(Humanities 3 credits, and 3 credits in a foreign language at the 202 level or above)

C. Major Requirements/47 credits

1. Communication Studies Core: 26 credits

COMM 101	Public Speaking/3 credits
COMM 141	Introduction to Media Writing/3 credits
COMM 200	Introduction to Communication Studies/3 credits
COMM 210	Media & Society/3 credits
COMM 320	Communication in a Diverse Society/3 credits
COMM 410	Digital and Social Media Technologies/3 credits
COMM 460	Communication Research Methods and Prospectus/3 credits
COMM 461	Senior Seminar/3 credits
COMM 492	Communication Internship/3 credits*

(*One credit from COMM 492 satisfies General Education Goal 14)

2. Concentration: 15 credits

COMM 240	Digital Editing/3 credits
COMM 341	Advanced Media Writing/3 credits
COMM 345	Media Globalization/3 credits
COMM 355	Media Production/3 credits
COMM 445	Digital Storytelling/3 credits

3. Choose 2 Communication Electives below (6 credits):

COMM 251	Principles of Communication Design/3 credits
COMM 280	Fundamentals of Public Relations/3 credits
COMM 295	Special Topics in Communication Studies/1-3 credits
COMM 310	Interpersonal Communication/3 credits
COMM 311/312	Study Abroad/1-18 credits
COMM 322	Communications Law/3 credits
COMM 325	Media Criticism/3 credits
COMM 330	Small Group Communication/3 credits
COMM 340	Visual Communication/3 credits
COMM 350	Persuasion Theory/3 credits
COMM 354	Public Relations Writing/3 credits
COMM 360	Contemporary Practices in Communication/3 credits
COMM 361	Contemporary Issues in Communication/3 credits

COMM 362	Organizational Communication/3 credits
COMM 366	Conflict Resolution/3 credits
COMM 375	Public Relations Research/3 credits
COMM 390	Directed or Independent Study/ 1-18 credits
COMM 392	Internship in Communication Studies/1-3 credits
COMM 420	Intercultural Communication/3 credits
COMM 430	Public Relations Campaigns/3 credits
COMM 470	Gender and Communication/3 credits
COMM 481	Crisis Communication/3 credits
COMM 495	Special Topics in Communication Studies/3 credits

D. General Electives/29 credits

**E. Total credits required for BA in Communication Studies/120
Digital Media Concentration**

**COMMUNICATION STUDIES MAJOR, BA DEGREE
Public Relations Concentration**

A. General Education Requirements/38 credits

The Department requires MATH 171 for the satisfaction of Goal 5

The Department requires COMM 400 for the satisfaction of Goal 12.

B. Additional Requirements for the BA Degree/6 credits

(Humanities 3 credits, and 3 credits in a foreign language at the 202 level or above)

C. Major Requirements/47 credits

1. Communication Studies Core: 26 credits

COMM 101	Public Speaking/3 credits
COMM 141	Introduction to Media Writing/3 credits
COMM 200	Introduction to Communication Studies/3 credits
COMM 210	Media & Society/3 credits
COMM 320	Communication in a Diverse Society/3 credits
COMM 410	Digital and Social Media Technologies/3 credits
COMM 460	Communication Research Methods and Prospectus/3 credits
COMM 461	Senior Seminar/3 credits
COMM 492	Communication Internship/3 credits*

(One credit from COMM 492 satisfies General Education Goal 14)

2. Concentration: 15 credits

COMM 280	Fundamentals of Public Relations/3 credits
COMM 350	Persuasion Theory/3 credits
COMM 354	Public Relations Writing/3 credits
COMM 375	Public Relations Research/3 credits
COMM 430	Public Relations Campaigns/3 credits

3. Choose 2 Communication Studies Electives below (6 credits):

COMM 240	Digital Editing/3 credits
COMM 251	Principles of Communication Design/3 credits
COMM 295	Special Topics in Communication Studies/1-3 credits
COMM 310	Interpersonal Communication/3 credits
COMM 311/312	Study Abroad/1-18 credits
COMM 322	Communications Law/3 credits

COMM 325	Media Criticism/3 credits
COMM 330	Small Group Communication/3 credits
COMM 340	Visual Communication/3 credits
COMM 341	Advanced Media Writing/3 credits
COMM 345	Media Globalization/3 credits
COMM 350	Persuasion Theory/3 credits
COMM 355	Media Production/3 credits
COMM 360	Contemporary Practices in Communication/3 credits
COMM 361	Contemporary Issues in Communication/3 credits
COMM 362	Organizational Communication/3 credits
COMM 366	Conflict Resolution/3 credits
COMM 390	Directed or Independent Study/ 1-18 credits
COMM 392	Internship in Communication Studies/1-3 credits
COMM 420	Intercultural Communication/3 credits
COMM 445	Digital Storytelling/3 credits
COMM 470	Gender and Communication/3 credits
COMM 481	Crisis Communication/3 credits
COMM 495	Special Topics in Communication Studies/3 credits

D. General Electives/29 credits

**E. Total credits required for BA in Communication Studies/120
Public Relations Concentration**

COMMUNICATION STUDIES MINOR

18 Credit hours including:

COMM 101	Public Speaking/3 credits
COMM 200	Introduction to Communication Studies/3 credits

And a selection of 12 credit hours from among the following courses:

COMM 141	Introduction to Media/3 credits
COMM 210	Media and Society/3 credit
COMM 240	Digital Editing/3 credits
COMM 251	Principles of Communication Design/3 credits
COMM 280	Fundamentals of Public Relations/3 credits
COMM 310	Interpersonal Communication/3 credits
COMM 311/312	Studies Abroad/1-18 credits
COMM 320	Communication in a Diverse Society/3 credits
COMM 322	Communications Law/3 credits
COMM 325	Media Criticism/3 credits
COMM 330	Small Group Communication/3 credits
COMM 340	Visual Communication/3 credits
COMM 341	Advanced Media Writing/3 credits
COMM 345	Media Globalization/3 credits
COMM 350	Persuasion Theory/3 credits
COMM 354	Public Relations Writing/3 credits
COMM 355	Media Production/3 credits
COMM 360	Contemporary Practices in Communication/3 credits
COMM 361	Contemporary Issues in Communication/3 credits
COMM 362	Organizational Communication/3 credits
COMM 366	Conflict Resolution/3 credits
COMM 375	Public Relations Research/3 credits
COMM 400	Communication Ethics/ 3 credits
COMM 410	Digital and Social Media Technologies/3 credits

COMM 420	Intercultural Communication/3 credits
COMM 430	Public Relations Campaigns/3 credits
COMM 445	Digital Storytelling/3 credits
COMM 470	Gender and Communication/3 credits
COMM 481	Crisis Communication/3 credits
COMM 495	Special Topics in Communication Studies/3 credits

COMMUNICATION STUDIES COURSE DESCRIPTIONS (COMM)

General Education Course *
 Writing Intensive Course WR
 Speaking Intensive Course SP

COMM 101. *Public Speaking.* Students will create and evaluate presentations in a variety of speaking contexts with special emphasis placed on competencies in public speaking. 3 credits. SP.

COMM 141. *Introduction to Media Writing.* Developing writing and reporting techniques required in professional media fields. Intensive practice in news gathering skills and public relations tactics with emphasis on interviewing, accuracy, grammar and under deadline. Prerequisite: COMM 101 (with grade of “C-” or better) or by permission of Department Chair. 3 credits. WR

COMM 200. *Introduction to Communication Studies.* Introduces students to Communications Studies as an academic discipline and to opportunities within the field. Students will explore how meaning is created and shared in multiple theoretical contexts such as intrapersonal, interpersonal, small group, organizational, public, mass mediated, and intercultural. Prerequisite: Communication Studies major or minor. 3 credits.

COMM 210. *Media and Society.* This course examines the economic and social organization of mass media, the content of media messages, the relationship between media and the public, the growth of new media technologies, and current dilemmas facing media policy makers. Prerequisite: COMM 101 (with grade of “C-” or better) or by permission of Department Chair. 3 credits.

COMM 240. *Digital Editing.* A comprehensive study of digital editing equipment and techniques used in the media industries. Emphasis will be placed on non-linear video and audio and audio editing. Prerequisite: COMM 101 (with grade of “C-” or better). 3 credits.

COMM 251. *Principles of Communication Design.* Principles and practice of design, typography, imagery, color and brand identity in contemporary visual communication and digital media. Prerequisite: COMM 101 (with grade of “C-” or better). 3 credits.

COMM 280. *Fundamentals of Public Relations.* This course is an introduction to public relations principles and concepts. Students are introduced to the history and development of public relations as a profession, to the range of responsibilities and functions that public relations practitioners assume in a variety of organizations, and to the significant issues and trends that influence the practice of public relations. Prerequisite: COMM 101 (with grades of “C-” or better) or by permission of Department Chair. 3 credits.

COMM 295. *Special Topics in Communication Studies.* Selected topics in communication studies. The topics may vary from semester to semester. May be repeated for credit when topics change. 1-3 credits.

COMM 310. *Interpersonal Communication.* This course will examine various communication patterns including nonverbal and intercultural communication. Students will study theories and concepts through text readings, class activities, and lectures. Students will understand that people, even if witnessing similar sights, may have different perspectives. Prerequisites: COMM 101 and 200 (with grades of “C-” or better). 3 credits.

COMM 311, 312. *Studies Abroad.* Primarily intended for transfer of credit earned abroad in courses in communications studies. May be repeated for credit. 1-18 credits.

COMM 320. *Communication in a Diverse Society.* This course focuses on the complexities and importance of identity and diversity for communication. In particular, we will study how identity and culture influence the creation and sharing of meaning and how various meaning and symbols constitute our sense of our social world. We will explore the relationship among identity, culture, and communication within a variety of contexts including interpersonal, organizational, and mediated communication. Prerequisite: COMM 101 and 200 (with grade of "C-" or better). 3 credits.

COMM 322. *Communication Law.* In this course students will examine the U.S. legal system and concepts basic to the laws, regulation and current cases impacting public communication. Emphasis will be on press freedom and the First Amendment, libel, privacy, obscenity and commercial speech. Prerequisites: COMM 101 and 210 (with grades of "C-" or better). 3 credits.

COMM 325. *Media Criticism.* A critical examination of the influence of mass media through reading, viewing and discussion to build awareness of the influence of media in personal life and develop media literacy skills. Prerequisites: COMM 101 and 200 (with grades of "C-" or better); COMM 210. 3 credits.

COMM 330. *Small Group Communication.* Examines the complex personal and communication dynamics of small groups. Topics include leadership, influence, conflict, task management, organization, interdependence, and others. Students actively participate in group projects and meetings to demonstrate successful small group techniques. Prerequisites: COMM 101 and 200 (with grades of "C-" or better). 3 credits.

COMM 340. *Visual Communication.* Theory and analysis of visual communications, including human perception, stereotypes, color, and principles of design. Application of learned theories to various print and digital media. Prerequisites: COMM 200 (with grades of "C-" or better). 3 credits.

COMM 341. *Advanced Media Writing.* This course will focus on the composition of professional quality messages for the modern media landscape. Students will study and practice advance perspectives of reporting and writing skills used in print, broadcast and online media. Prerequisite: COMM 141 (with grade of "C-" or better). 3 credits. WR.

COMM 345. *Media Globalization.* This course will focus on communication theory and its application to local and global media and their systems, structures and operations. Prerequisites: COMM 101, 200 and 210 (with grade of "C-" or better). 3 credits.

COMM 350. *Persuasion Theory.* This course is designed to promote the understanding of the fundamental principles and theories of persuasive communication. Theories are considered for application in producing and consuming persuasive discourse. Prerequisites: COMM 101 and 200 (with grade of "C-" or better). 3 credits.

COMM 354 *Public Relations Writing* This course offers an advanced experience in public relations writing, principles, and concepts. It builds upon fundamental media and public relations skills. Students are exposed to a range of writing responsibilities and functions that public relations practitioners assume in a variety of organizations. Students also are engaged in significant issues and trends that influence the practice of public relations. Prerequisite: COMM 101 & COMM 141 (with grades of "C-" or better). 3 credits. WR

COMM 355. *Media Production.* This project based course will explore professional media industry standards and practices while providing hands-on experience in advanced videography, performance, audio reporting, editing and studio production. Prerequisites: COMM 141, 200 and 240 (with grade of "C-" or better). 3 credits. SP.

COMM 360. *Contemporary Practices in Communication.* Current skills and strategies necessary for Communication Studies practitioners. May be repeated with change of subject matter; maximum 9 credit hours. Prerequisites: COMM 101, 141, and 200 (with C- or better, or permission of department chair). 3 credits.

COMM 361. *Contemporary Issues in Communication.* Research and theory related to contemporary issues in Communication Studies. May be repeated with change of subject matter; maximum 9 credits hours. Prerequisites: COMM 101 and 200 (with grade of “C-” or better, or permission of department chair). 3 credits.

COMM 362. *Organizational Communication.* Explores the communication processes humans use to organize themselves to accomplish goals. Theoretical approaches to organizing are considered, such as classical, systems, cultural, critical, and postmodern approaches. Organizational communication processes such as entry, learning, planning, and evaluation are examined in their relation to common organizational outcomes such as satisfaction, productivity and commitment. Prerequisites: COMM 101 and 200 (with grades of “C-” or better). 3 credits.

COMM 366. *Conflict Resolution.* This course introduces students to the origins of the field of conflict and to current communication-oriented perspectives in a wide range of arenas – from intimate relationships to group, inter-group, organizational and negotiation settings. Students will understand the opportunities for conflict management through negotiation, mediation, and arbitration. Prerequisites: COMM 101 and 200 (with grades of “C-” or better). 3 credits.

COMM 375. *Public Relations Research.* This course is an introduction to research methods common to the public relations field. Focus is on using applied research for public relations programs and campaigns. Students will gain experience designing and implementing research projects. Prerequisites: COMM 200 and 280 (with a grade of C- or better, or the permission of department chair). 3 credits.

COMM 390. *Directed or Independent Study.* Must be approved by the head of the department. Maybe repeated as 391. 1-18 credits.

COMM 392. *Internship in Communication Studies.* A semester-long, on-the-job learning experience designed to apply the principles of communication studies. Prerequisites: Communication Studies Major/Minor restriction; COMM 101 and COMM 200 (with a C- or better). May be repeated up to 3 credits. 1-3 credits.

COMM 400. *Communication Ethics.* This course investigates the theories and principles of ethical communication applied to a variety of personal and public communications contexts. Students will identify, analyze, and evaluate ethical issues and cases in interpersonal, professional, and mediated contexts. Prerequisites: COMM 101 and 200 (with grades of “C-” or better). 3 credits. *Fulfills General Education Goal 12. **Communication Studies majors are required to take COMM 400 to fulfill General Education Goal 12 requirements.**

COMM 410. *Digital and Social Media Technologies.* Practical and theoretical approaches to examining the influence of digital and social media techniques on consumers and communication industries. The course explores personal branding and the strategic use of digital marketing tools in order to develop specialized, professional portfolios. Prerequisites: COMM 101 and COMM 200 (with grades of “C-” or better). 3 credits.

COMM 420. *Intercultural Communication.* A study of intercultural communication in the classroom and business worlds, defining and identifying the different cultures at work in our society, exploring the problems resulting from poor intercultural communication, and finding ways to improve communication between differing cultures. Prerequisites: COMM 101 and 200 (with grades of “C-” or better). 3 credits.

COMM 430. *Public Relations Campaigns.* Principles relevant to creating and implementing a public relations campaign. Course covers client relations, setting objectives, using research, planning special events, writing and evaluating appropriate media strategies and tactics, preparing budgets, and implementing evaluation techniques. Prerequisites: COMM 280 and 375 (with a grade of “C-” or better). 3 credits. SP

COMM 445. *Digital Storytelling.* Students will analyze the production of media and the influence of media in shaping society. Students will use a combination of media writing, editing, and production skills in the creation of a digital short story. Prerequisites: COMM 141 and 355 (with grade of “C-” or better). 3 credits.

COMM 460. *Communication Research Methods and Prospectus.* Students will develop a research prospectus while learning communication research processes, including introductory qualitative and quantitative methods. Students learn to become competent researchers and critics of scholarship. Prerequisites: COMM 101 and COMM 200 (with grades of “C-” or better) and Math 171/Senior Status. 3 credits. WR.

COMM 461. *Senior Seminar.* A capstone course designed to help students prepare for commencement. It is structured as a seminar/tutorial, culminating in the creation of an undergraduate thesis or equivalent project. Prerequisite: COMM 460 (with grade of “C-” or better). 3 credits. WR and SP.

COMM 470. *Gender and Communication.* Study of advanced communication theories and research focusing on the relationships among gender identity and communication in communication contexts such as organizations, interpersonal relationships, family, mass media and popular culture, education and health. Prerequisites: COMM 101 and 200 (with grades of “C-” or better). 3 credits.

COMM 481. *Crisis Communication.* Introduces students to the study of crisis communication from the perspective of a public relations practitioner. The course addresses key issues including threat assessment, crisis plans, applying communication strategies, and developing media relations skills. Prerequisite: COMM 200 and 280 (with a grade of C- or better). 3 credits.

COMM 490. *Directed or Independent Study.* Must be approved by the head of the department. 1-18 credits.
*Fulfills General Education Goal 14.

COMM 492. *Communication Internship.* Directed practicum of experiential learning in a professional setting. Students perform relevant task to the discipline and profession. An internship contract must be agreed upon by the professional supervisor, faculty advisor, and student. Prerequisite: Completion of 15 credits in Communication Studies with a minimum major GPA of 2.0. Junior status. 3 credits. Can be repeated up to 6 credit hours, with permission of chair. Fulfills General Education Goal 14.

COMM 495. *Special Topics in Communication Studies.* Selected topics in communication studies. The topics may vary from semester to semester. May be repeated for credit when topics change. Prerequisites: COMM 101 & 200 (with grades of “C-” or better). 1-3 credits.

COMM 498. *Honors Research in Communication Studies.* Students conduct research in communications studies under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 3 credits.

Department of English and Modern Languages

Wade Edwards, *Chair*

Lisa Seamster, *Administrative and Program Specialist*

ENGLISH PROGRAM

The English program of the Department of English and Modern Languages offers courses leading to the BA degrees.

Every attempt has been made to state the major and minor requirements as clearly as possible. However, we recommend that every student majoring or minoring in the program maintain close communication with the academic advisor assigned by the department in order to plan a program suited to the student's needs.

NOTE: The department does not guarantee that all courses listed will be offered every year.

Assessment

The Department requires student outcomes assessment testing prior to graduation.

Faculty

Keely Austin, PhD, *Lecturer in English*

Sean Barry, PhD, *Assistant Professor of English*

Rhonda Brock-Servais, PhD, *Professor of English*

Mary Carroll-Hackett, MFA, *Associate Professor of English*

Craig A. Challender, PhD, *Professor of English*

Elizabeth Elam, EdD, *Lecturer in English*

Steven Faulkner, PhD, *Associate Professor of English*

Steven Florczyk, PhD, *Lecturer in English*

Elise Green, MA, *Lecturer in English*

Elif Guler, PhD, *Assistant Professor of English*

Chene Heady, PhD, *Associate Professor of English*

Brandon Haffner, MFA, *Lecturer in English*

Brett Hursey, PhD, *Associate Professor of English*

Heather Lettner-Rust, PhD, *Associate Professor of English*

Robert L. Lynch, Jr., PhD, *Associate Professor of English*

David Magill, PhD, *Associate Professor of English*

Will Mayer, MA, *Lecturer in English*

Chris McGee, PhD, *Associate Professor of English*

John Miller, PhD, *Associate Professor of English*

Jennifer Miskec, PhD, *Associate Professor of English*

Sean Ruday, PhD, *Assistant Professor of English*

Jes Simmons, PhD, *Lecturer in English*

Robin Smith, PhD, *Associate Professor of English*

Shawn Smith, PhD, *Associate Professor of English*

Gena Southall, EdD, *Associate Professor of English*

Eileen Sunseri, MA, *Lecturer in English*

Derek Taylor, PhD, *Professor of English*

Larissa Tracy, PhD, *Associate Professor of English*

Arthur Gordon Van Ness, PhD, *Professor of English*

The major in English requires a minimum of 39 hours of coursework in the discipline. Graduates from the program enter a variety of careers requiring skill in communication; research; and the analysis or production

of texts, including teaching, journalism, law, publishing, creative writing, technical writing, and business management. The relatively low number of required hours for the major gives students flexibility either to develop further their background in writing and literature or to add expertise in a related field. The concentration in Creative Writing requires an additional 22 hours of coursework; the concentration in Rhetoric and Professional Writing requires an additional 23 hours of coursework.

Majors seeking licensure for teaching secondary English should add to the major requirements ENGL 208, 350, 381, 382, 479, and 480. In addition, they must be formally admitted to the Teacher Preparation Program and should therefore complete EDUC 245 and EDUC 260 and pass the Praxis I examination preferably during their freshman year. Before being admitted to student teaching, teacher candidates must complete all required education and major courses except ENGL 482, maintain a minimum cumulative GPA both overall and in the major, pass the Virginia Communication and Literacy Assessment (VCLA) and Praxis II tests. Finally, students must complete student teaching in their last semester.

In addition to the BA degree in English, the department offers three concentrations (Rhetoric and Professional Writing, Creative Writing, and secondary licensure) and four minors (English, Children's Literature, Rhetoric and Professional Writing, and Creative Writing).

ENGLISH MAJOR, BA DEGREE

A. General Education Core Requirements/38 credits

See General Education Requirements

Goal 3 cannot be satisfied with ENGL 202 or 203

The Department requires PHIL 308, 315, or 316 for the satisfaction of Goal 12

The Department requires one of the following for the satisfaction of Goal 14

EDUC 370	Practicum Three-Weeks/1 credit (for Secondary Teaching Licensure)
ENGL 482	Directed Teaching in the Secondary Classroom/1 credit (for Secondary Teaching Licensure)
ENGL 490	Independent Study/1 credit
ENGL 492	Internship/1 credit
ENGL 498	Honors Research in English/1 credit

B. Additional Degree Requirements/6 credits

See Additional Degree Requirements for Bachelor of Arts

C. Major Requirements/39 credits

ENGL 209	Introduction to Literary Analysis/3 credits
ENGL 325	British Literature: Medieval to Renaissance/3 credits
ENGL 326	British Literature: Restoration to Romanticism/3 credits
ENGL 327	British Literature: Victorian to Contemporary/3 credits
ENGL 335	American Literature: Contact to Romanticism/3 credits
ENGL 336	American Literature: Realism to Contemporary/3 credits
ENGL 365	Shakespeare/3 credits

One 300- or 400-level course in a literature of diversity/3 credits

Literature of diversity—a literature that has been historically marginalized or underrepresented, such as ethnic literature, queer studies, postcolonial literature, or women's literature (ENGL 362, 384, 432, 441, 443, and other 300- and 400-level courses that fall into the categories described above, subject to the approval of the department chair).

Three 300- or 400-level courses (ENGL 356 -360, 411-446, 490, 495, 498)/9 credits

NOTE: No more than three of these credits may be satisfied with a 300-level class.

NOTE: *Students in the secondary teaching licensure concentration* should satisfy three of these elective credits with ENGL 479: Writing: Theory and Practice for the Middle and Secondary Classroom/3 credits.

NOTE: This requirement cannot be met by any class that satisfies another major, minor, or concentration requirement.

ENGL 461 Literary Criticism: Senior Seminar/3 credits

Three professional credits. May be satisfied with ENGL 319 (Technical Writing)/3 credits or ENGL 470 (Professional Writing Skills)/3 credits

NOTE: Students in the secondary teaching licensure concentration should satisfy these credits with ENGL 381: Literature for Young Adults/3 credits. Students in the creative writing concentration should satisfy these credits with ENGL 319: Technical Writing/3 credits.

NOTE: *Students in the Creative Writing concentration* who also desire secondary licensure should contact the English Education director at the beginning of their program for additional requirements and help scheduling credits.

D. Secondary Teaching Licensure, grades 6-12/38 credits (plus 3 credits included in General Education)

Additional requirements for English:

ENGL 201	World Literature/3 credits (will satisfy General Education Goal 3)
ENGL 208	Principles of Secondary English Education/1 credit
ENGL 350	Linguistics and Language Learning/3 credits
ENGL 382	Grammar: Theory and Practice/3 credits
ENGL 480	The Teaching of English/3 credits
EDUC 245	Human Growth and Development/3 credits
EDUC 260	Introduction to the Teaching Profession/2 credits
EDUC 432	Content Area Literacy/3 credits
EDUC 487	Classroom Management and System Issues/3 credits

*Students must be admitted to the Teacher Preparation program before they will be permitted to enroll in any 300-400 level EDUC courses.

Practica:

Take in First Summer School Session at end of sophomore or junior year:

EDUC 370 Practicum Three-Weeks (middle school or secondary level)/3 credits (1 credit satisfies General Education Goal 14)

Take in First Semester of Senior Year in conjunction with ENGL 480:

EDUC 473 Inquiry into the Classroom Community/3 credits

Professional Semester:

ENGL 482 Directed Teaching in the Secondary Classroom/12 credits

Secondary English teaching licensure students must submit passing scores on Praxis II and the Virginia Communication and Literacy Assessment (VCLA) to the Office of Professional Services prior to beginning the professional semester (ENGL 482).

E. Creative Writing Concentration Requirements/22 credit hours

Professional Courses for Creative Writing Students

Required: ENGL 485 Practical Issues for the Working Writer/1 credit

Required: Choose one of the following for 3 credits:

ENGL 350 Linguistics and Language Learning/3 credits

- ENGL 382 Grammar: Theory and Practice/3 credits
 ENGL 470 Professional Writing Skills/3 credits
 ENGL 479 Writing: Theory and Practice for the Middle and Secondary Classroom/3 credits

Literature Core:

Required: Choose one course from the following for 3 credits:

- ENGL 356 The Art of Film I/3 credits
 ENGL 357 The Art of Film II/3 credits
 ENGL 358 Women and Film/3 credits
 ENGL 360 Genre Studies/3 credits
 ENGL 361 Literature of Places and Spaces/3 credits
 ENGL 362 Literature of Diversity/3 credits
 ENGL 380 Children's Literature/3 credits
 ENGL 381 Literature for Young Adults/3 credits
 ENGL 411 Epic/3 credits
 ENGL 412 Poetry/3 credits
 ENGL 413 The Novel/3 credits
 ENGL 414 Short Story/3 credits
 ENGL 415 Drama/3 credits
 ENGL 416 The Bible as Literature/3 credits
 ENGL 421, 422 Major Figures in Fiction/3 credits
 ENGL 423, 424 Major Figures in Poetry/3 credits
 ENGL 425 Studies in Shakespeare/3 credits
 ENGL 426, 427 Major Figures in Drama/ 3 credits
 ENGL 431 Arthurian Literature/3 credits
 ENGL 432 Women and Literature/3 credits
 ENGL 440 Studies in Literary History/3 credits
 ENGL 442 Regional Literature/3 credits
 ENGL 443 Postcolonial Literature/3 credits
 ENGL 444 Literature and Culture/3 credits
 ENGL 445 Studies in Children's Literature/3 credits
 ENGL 495 Special Topics/3 credits

Note: The required course above must be taken in addition to (not instead of or as) the English major elective.

Writing Core Requirements:

Required: (5 workshop courses)/15 credit hours: Students must complete two (2) introductory creative writing workshops and three (3) advanced creative writing workshops for a total of fifteen (15) credits. Students should decide their primary genre (poetry, fiction, creative nonfiction, or dramatic writing) by fall of their junior year; an introductory workshop in that primary genre must be completed. Advanced creative writing workshops in the student's primary genre may be taken twice for credit.

Introductory Workshops: 315, 316, 317, 318

Advanced Workshops: 475, 476, 477, 478

The genres and their associated classes are as follows:

Poetry

- ENGL 317 Writing Poetry/3 credits
 ENGL 477 Advanced Poetry Writing/3 credits

Fiction

- ENGL 316 Writing Fiction/3 credits
 ENGL 476 Advanced Fiction Writing/3 credits

Creative Nonfiction

ENGL 318 Writing Non-Fiction/3 credits

ENGL 478 Advanced Creative Non-fiction Writing/3 credits

Dramatic Writing

ENGL 315 Introduction to Dramatic Writing/3 credits

ENGL 475 Advanced Dramatic Writing/3 credits

F. Rhetoric and Professional Writing Concentration Requirements/23 credits

ART 353 Artist's Books/3 credits

or ART 457 Editions/3 credits

ENGL 301 Rhetorical Criticism/3 credits

ENGL 302 History of Rhetoric/3 credits

ENGL 303 Visual Rhetoric and Document Design/3 credits

ENGL 305 Advanced topics in Rhetoric and Professional Writing/3 credits

ENGL 319 Technical Writing/3 credits (*satisfies professional credits requirement*)

ENGL 470 Professional Writing Skills/3 credits

ENGL 492 Internship in Rhetoric/Professional Writing/3 credits (1 credit satisfies General Education Goal 14)

G. General Electives

General Electives for BA in English without secondary teaching licensure/37 credits

General Electives for BA in English Creative Writing Concentration/15 credits

General Electives for BA in English Rhetoric & Professional Writing Concentration/17 credits

H. Total Credits Required

Total Credits Required for BA in English/120

Total Credits Required for BA in English/Creative Writing Concentration/120

Total Credits Required for BA in English with Secondary Teaching Endorsement/121

Total Credits Required for BA in English/Rhetoric & Professional Writing Concentration/120

MINORS

Minor in English/18 credits

ENGL 209 Introduction to Literary Analysis/3 credits

Choose one of the following:

ENGL 325 British Literature: Medieval to Renaissance/3 credits

ENGL 326 British Literature: Restoration to Romanticism/3 credits

ENGL 335 American Literature: Contact to Romanticism/3 credits

Choose one of the following:

ENGL 327 British Literature: Victorian to Contemporary/3 credits

ENGL 336 American Literature: Realism to Contemporary/3 credits

One 400-level course/3 credits

English electives, 200-level* and above/6 credits

*NOTE: ENGL 201, 202, 203, and 400 are designed to fulfill General Education Goals. These courses may not be used as English electives for the English minor or to fulfill degree requirements for Humanities courses.

Minor in Rhetoric and Professional Writing/18 credits

ENGL 303 Visual Rhetoric and Document Design/3 credits

ENGL 319 Technical Writing/3 credits

ENGL 470 Professional Writing Skills/3 credits

Rhetoric and Professional Writing electives/9 credits must be selected from the following:

ART 353	Artist's Books/3 credits
or ART 457	Editions/3 credits
ENGL 301	Rhetorical Criticism/3 credits
ENGL 302	History of Rhetoric/3 credits
ENGL 305	Advanced topics in Rhetoric and Professional Writing/3 credits
ENGL 492	Internship in Professional Writing/3 credits
TOTAL	18 credits

Minor in Creative Writing/22 credits

Professional Course for all Creative Writing Students:

Required: ENGL 485 Practical Issues for the Working Writer/1 credit

Literature & Analysis Core Requirements:

Required: Students must take each of the following for a total of 9 credits:

ENGL 209	Introduction to Literary Analysis/3 credits
ENGL 327	British Literature: Victorian to Contemporary/3 credits
ENGL 336	American Literature: Realism to Contemporary/3 credits

Literature Elective Requirements:

Required: Students must select one course from the following for 3 credits:

ENGL 356	The Art of Film I/3 credits
ENGL 357	The Art of Film II/3 credits
ENGL 358	Women and Film/3 credits
ENGL 360	Genre Studies/3 credits
ENGL 361	Literature of Places and Spaces/3 credits
ENGL 362	Literature of Diversity/3 credits
ENGL 380	Children's Literature/3 credits
ENGL 412	Poetry/3 credits
ENGL 414	Short Story/3 credits
ENGL 415	Drama/3 credits
ENGL 432	Women and Literature/3 credits
ENGL 442	Regional Literature/3 credits
ENGL 443	Postcolonial Literature/3 credits
ENGL 444	Literature and Culture/3 credits

Writing Core Requirements:

Required: Students must take the following for a total of 9 credits:

6 credit hours (2 courses) in introductory level workshops

3 credit hours (1 course) in advanced level workshop

Introductory Workshops: 315, 316, 317, 318

Advanced Workshops: 475, 476, 477, 478

NOTE: All writing core courses must be workshop courses. Students should decide on a primary genre (poetry, fiction, creative nonfiction, or dramatic writing) by fall of their junior year. One introductory course must be taken in the primary genre. The additional introductory workshop should be in a different genre.

The genres and their associated classes are as follows:

Poetry

ENGL 317	Writing Poetry/3 credits
ENGL 477	Advanced Poetry Writing/3 credits

Fiction

- ENGL 316 Writing Fiction/3 credits
ENGL 476 Advanced Fiction Writing/ 3 credits

Creative Nonfiction

- ENGL 318 Writing Non-Fiction/3 credits
ENGL 478 Advanced Creative Non-fiction Writing/3 credits

Dramatic Writing

- ENGL 315 Introduction to Dramatic Writing/3 credits
ENGL 475 Advanced Dramatic Writing/3 credits

Minor in Children's Literature/18 credits

Requirements:

- ENGL 209 Introduction to Literary Analysis/3 credits
ENGL 380 Children's Literature/3 credits
ENGL 381 Literature for Young Adults/3 credits
ENGL 383 History of Literature for Young Readers/3 credits
ENGL 384 Diversity in Literature for Young Readers/3 credits

Choose one of the following:

- ENGL 325 British Literature: Medieval to Renaissance/3 credits
ENGL 326 British Literature: Restoration to Romanticism/3 credits
ENGL 327 British Literature: Victorian to Contemporary/3 credits
ENGL 335 American Literature: Contact to Romanticism/3 credits
ENGL 336 American Literature: Realism to Contemporary/3 credits
ENGL 445 Studies in Children's Literature/3 credits
ENGL 446 Studies in Young Adult Literature/3 credits
ENGL 483 Writing: Theory and Practice for the Elementary School/3 credits

Or another 300- or 400-level literature course that contains content in children's and/or young adult literature, subject to the approval of the program coordinator for children's literature and the chair. The elective cannot be met by a 300-level course that satisfies a major program requirement.

ENGLISH COURSE DESCRIPTIONS (ENGL)

NOTE: ENGL 150, which satisfies Goal 2 of the General Education requirements, is prerequisite to all other English courses.

General Education Courses *
Writing Intensive Course WR
Speaking Intensive Course SP

ENGL 150. *Writing and Research.* Writing and reading for a variety of academic purposes including in-depth research. Oral presentation required. Prerequisite to all other English courses. 3 credits. *Fulfills General Education Goal 2.

ENGL 201. *World Literature.* A theme-centered study of selected movements and traditions (exclusive of United States and British literature) by major world writers such as Homer, the author of Gilgamesh, Murasaki, Li Po, Cervantes, Molière, Goethe, Tolstoy, García Marquez, Soyinka, Mahfouz, Rushdie, and Duras. **May not be used to satisfy the Humanities requirement for the BA, BM, or BFA degree.** Prerequisite: ENGL 150. 3 credits. *Fulfills General Education Goal 3.

ENGL 202. *British Literature.* A theme-centered study of significant movements and traditions in fiction and poetry by major British authors such as the author of Beowulf, Chaucer, Shakespeare, Milton, Wordsworth, Keats, Austen, George Eliot, Tennyson, and Yeats. **May not be used to satisfy the Humanities requirement for the BA, BM, or BFA.** Prerequisite: ENGL 150. 3 credits. *Fulfills General Education Goal 3.

ENGL 203. *American Literature.* A theme-centered study of significant movements and traditions in fiction and poetry by major United States authors such as Bradstreet, Emerson, Melville, Douglass, Dickinson, Hemingway, Faulkner, Hughes, Eliot, and Morrison. **May not be used to satisfy the Humanities requirement for the BA, BM, or BFA.** Prerequisite: ENGL 150. 3 credits. *Fulfills General Education Goal 3.

ENGL 208. *Principles of Secondary English Education.* Principles and methods of curriculum development, instruction, and assessment in the secondary English classroom with an emphasis on the VA SOL. Required of all English majors with a secondary education concentration. Must be taken during the first semester of the sophomore year. Prerequisites or co-requisites: EDUC 245 and EDUC 260. 1 credit.

ENGL 209. *Introduction to Literary Analysis.* Sustained study of reading and writing skills necessary to the student of literature, including close reading, the ability to conduct research, and an overview of major critical approaches. Emphasis on a variety of poetic, dramatic, and fictional forms from a range of cultures and historical eras. Co-requisite or prerequisite: Completion of General Education Goal 3 or permission of instructor. 3 credits.

ENGL 295. *Special Topics.* Selected topics in English. The topics will vary from semester to semester. Descriptions will be available from academic advisors. May be repeated for credit when topics change. 1-3 credits.

ENGL 301. *Rhetorical Criticism.* Fundamental principles of rhetorical study. Emphases on approaches to analyzing non-literary texts using various rhetorical theoretical approaches. Prerequisite: ENGL 150. 3 credits. WR

ENGL 302. *History of Rhetoric.* A history of the major figures, texts, and rhetorical movements from Gorgias to the 20th century. Prerequisite: ENGL 150. 3 credits. WR.

ENGL 303. *Visual Rhetoric and Document Design.* Examination of the theories, research, and practices of visual rhetoric and document design. Emphasis on ways in which images and other visual methods of communication influence audiences. Prerequisite: Goal 2. 3 credits. WR.

ENGL 305. *Advanced Topics in Rhetoric and Professional Writing.* Advanced study featuring a particular aspect of rhetoric and professional and/or technical writing, such as a time period, genre, or theoretical perspective. May be repeated for credit if topic changes. Prerequisite: Goal 2. 3 credits. WR.

ENGL 311, 312. *Studies Abroad.* Primarily intended for transfer of credit earned abroad. 1-16 credits per semester.

Writing Courses

ENGL 315. *Introduction to Dramatic Writing.* Writing the screenplay, play, and other forms of drama. Prerequisite: ENGL 150. 3 credits. *Fulfills General Education Goal 4.

ENGL 316. *Writing Fiction.* Writing the short story and other forms of fiction. Prerequisite: ENGL 150. 3 credits. *Fulfills General Education Goal 4.

ENGL 317. *Writing Poetry.* Traditional and contemporary techniques in poetry. Prerequisite: ENGL 150. 3 credits. *Fulfills General Education Goal 4.

ENGL 318. *Writing Non-Fiction.* Narrative nonfiction, article and feature writing, and other forms of literary journalism. Prerequisite: ENGL 150. 3 credits. *Fulfills General Education Goal 4.

ENGL 319. *Technical Writing.* A study and application of writing techniques for the dissemination of scientific and technical information. Prerequisite: ENGL 150. 3 credits. WR.

Courses in the Major Literary Periods

NOTE: These courses are designed primarily for English majors and minors.

ENGL 325. *British Literature: Medieval to Renaissance.* Medieval and Renaissance literature (the beginnings to 1660) with an emphasis on such major works and writers as Beowulf, Gawain and the Green Knight, Chaucer, Malory, Wyatt, Sydney, Marlowe, Spenser, Jonson, Donne, Marvell and Milton. Prerequisite: ENGL 209 or by permission of the department chair. 3 credits.

ENGL 326. *British Literature: Restoration to Romanticism.* Restoration, Enlightenment, and Romantic literature (1660 to 1832), with an emphasis on such major authors as Dryden, Behn, Swift, Pope, Defoe, Richardson, Fielding, Johnson, Wollstonecraft, Blake, Wordsworth, Charlotte Smith, Coleridge, Byron, Percy and Mary Shelley, Keats, and Austen. Prerequisite: ENGL 209 or by permission of the department chair. 3 credits.

ENGL 327. *British Literature: Victorian to Contemporary.* Victorian, modern, and postmodern literature (1832 to the present), with an emphasis on such major authors as Dickens, Tennyson, Browning, George Eliot, Wilde, Shaw, Hardy, Conrad, Yeats, Woolf, Joyce, Lawrence, T. S. Eliot, Beckett, Stevie Smith, Heaney, Barnes, and Rushdie. Prerequisite: ENGL 209 or by permission of the department chair. 3 credits.

ENGL 335. *American Literature: Contact to Romanticism.* The literature of contact and of the colonial, early republic, and antebellum periods, with an emphasis on major authors such as Smith, Mather, Bradstreet, Franklin, Emerson, Hawthorne, Melville, Poe, Douglass, Whitman, and Dickinson. Prerequisite: ENGL 209 or by permission of the department chair. 3 credits.

ENGL 336. *American Literature: Realism to Contemporary.* Realism, naturalism, modern, and postmodern literature (1865 to the present), with an emphasis on major authors such as Twain, James, Dreiser, Crane, Chopin, Chesnut, Wharton, Eliot, Frost, Cather, Hemingway, Hughes, Faulkner, Wright, Rich, Morrison, O'Neill, Wilson, Albee, Cisneros, and Harjo. Prerequisite: ENGL 209 or by permission of the department chair. 3 credits.

Other 300-level courses

ENGL 350. *Linguistics and Language Learning.* An introduction to the study of language with an emphasis on language as a human system, including language acquisition, the cognitive and social significance of language, language change and variation, phonology, morphology, syntax, semantics, discourse analysis, historical linguistics, and psycholinguistics. Prerequisite: Completion of General Education Goal 3. 3 credits.

ENGL 356. *The Art of Film I.* Introduction to theory and techniques of the motion picture through screenings of classic and contemporary feature films. Prerequisite: ENGL 150. 3 credits.

ENGL 357. *The Art of Film II.* A study of major directors or film genres. Prerequisite: ENGL 150. 3 credits.

ENGL 358. *Women and Film.* A study of women directors and the history and conventions of portraying women in film. Prerequisite: ENGL 150. 3 credits.

ENGL 360. *Genre Studies.* Study of literature in the context of a genre such as, but not limited to, the following: Humor, Mythology, Folk Literature, Detective Fiction, Science Fiction, Lyric Poetry, The Sonnet,

Narrative Non-Fiction. May be repeated for credit when the topic changes. Prerequisite: Completion of General Education Goal 3. 3 credits.

ENGL 361. *Literature of Places and Spaces.* Study of literature that is shaped by its setting or place of origin. Could include, but not limited to, the literature of Ireland, West Africa, the American West. May be repeated for credit when the topic changes. Prerequisite: Completion of General Education Goal 3. 3 credits.

ENGL 362. *Literature of Diversity.* Study of a literature that has been historically marginalized or underrepresented, such as ethnic literature, queer studies, postcolonial literature, or women's literature. May be repeated for credit when the topic changes. Prerequisite: ENGL 209 or by permission of the department chair. 3 credits.

ENGL 365. *Shakespeare.* An introductory study of Shakespeare's works. Prerequisite: ENGL 209, THEA 230, or by permission of the department chair. For theatre majors Goal 3 and THEA 230 are both prerequisites. 3 credits

ENGL 380. *Children's Literature.* A survey of poetry, prose, and other media appropriate for elementary students. Primarily for those preparing for careers in elementary education and library science. Prerequisite: Completion of General Education Goal 3. 3 credits.

ENGL 381. *Literature for Young Adults.* A survey of young adult literature from 1967 to the present. Selection and evaluation of books, poetry, short stories, and other media. Instruction in and practice with response theory using written assignments and oral presentations. Prerequisite: Completion of General Education Goal 3. 3 credits.

ENGL 382. *Grammar: Theory and Practice.* A study of the various aspects of English grammar for elementary, middle, and secondary level pedagogical purposes. Includes two mutually informed focuses: (1) the descriptive review of the fundamentals of English grammar and (2) the discussion of the theoretical and pedagogical issues and best practices related to the teaching of English grammar. Prerequisite: Completion of General Education Goal 3. 3 credits.

ENGL 383. *History of Literature for Young Readers.* An introduction to British and American literature for children, from its roots in the oral tradition and medieval literature through contemporary works. Prerequisite: Completion of General Education Goals 2 and 3. 3 credits.

ENGL 384. *Diversity in Literature for Young Readers.* This course provides opportunities for investigating children's literature that is representative of a variety of ethnic and religious groups. We will discuss major issues of multiculturalism, the history of multicultural children's books, stereotyping, authenticity of perspective, as well as criteria for selecting and evaluating these books. Prerequisite: Completion of General Education Goals 2 and 3. 3 credits.

ENGL 390. *Directed Study or Independent Study.* Must be approved by the head of the department. May be repeated as 391. 1-18 credits.

ENGL 395. *Special Topics.* Selected topics in English. The topics will vary from semester to semester. Descriptions will be available from academic advisors. May be repeated for credit when topics change. Prerequisite: Completion of General Education Goal 3. 1-3 credits.

ENGL 400. *Active Citizenship: An Advanced Writing Seminar.* Develops rhetorical skills needed for citizenship in a democracy. Includes interdisciplinary inquiry into and analysis of at least one significant public issue across all sections. Prerequisite: Fulfillment of General Education Goals 2 and 3; 75 credit hours or permission of the Chair of the General Education Committee. 3 credits. *Fulfills General Education Goal 13.

Genre Courses

Prerequisite: completion of Goal 3 of the General Education requirements, and either one 300-level course in a literary period, or permission of the instructor.

ENGL 411. *Epic.* Study in the tradition and qualities of the epic as a unique genre with emphasis on one or more forms or a period in which the genre flourishes. 3 credits. WR and SP.

ENGL 412. *Poetry.* Study in the tradition and qualities of poetry as a unique genre with emphasis on one or more specific forms or a period in which the genre flourishes. May be repeated for credit when topic changes. 3 credits. WR and SP.

ENGL 413. *The Novel.* Study in the tradition and qualities of the novel as a unique genre with emphasis on one or more forms or a period in which the genre flourishes. May be repeated for credit when topic changes. 3 credits. WR and SP.

ENGL 414. *Short Story.* Study in the tradition and qualities of the short story as a unique genre with emphasis on one or more forms or a period in which the genre flourishes. May be repeated for credit when topic changes. 3 credits. WR and SP.

ENGL 415. *Drama.* Study in the tradition and qualities of drama as a unique genre with emphasis on one or more forms or a period in which the genre flourishes. May be repeated for credit when topic changes. 3 credits. WR and SP.

ENGL 416. *The Bible as Literature.* This course will both study the Bible as a work of literature and glance at its appropriation in later literary works. Students will examine the Bible itself primarily through the lens of the principal genres of biblical literature: wisdom writings, liturgical poetry, theological history, prophecy, gospel, epistle, and apocalypse. Students will also look at how the Bible is treated in later literature as both a generally accepted source of literary authority and a contested site of interpretive debate. 3 credits. WR and SP.

ENGL 417. *Nonfiction.* Study in the tradition and qualities of nonfiction as a unique genre with emphasis on one or more forms or a period in which the genre flourishes. May be repeated for credit when topic changes. Prerequisite: Completion of Goal 3 of the General Education requirements, and either one 300-level course in a literary period, or permission of instructor. 3 credits. WR and SP.

ENGL 421, 422. *Major Figures in Fiction.* Extended study in the work of from one to three major English or American writers. May be repeated for credit when topic changes. 3 credits. WR and SP.

ENGL 423, 424. *Major Figures in Poetry.* Extended study in the work of from one to three major English or American writers. May be repeated for credit when topic changes. 3 credits. WR and SP.

ENGL 425. *Studies in Shakespeare.* Extended study of specific themes and topics in Shakespeare's works. Topics may include, but will not be limited to: studies of a specific genre (comedy, tragedy, history), studies of Shakespeare's Roman plays or history plays, or studies in Shakespearean stage on film history. 3 credits. WR and SP.

ENGL 426, 427. *Major Figures in Drama.* Extended study in the work of from one to three major English or American dramatists. May be repeated for credit when the topic changes. 3 credits. WR and SP.

Other 400-level courses

Prerequisites: Completion of Goal 3 of the General Education requirements, and either one 300-level course in a literary period, or permission of the instructor.

ENGL 431. *Arthurian Literature.* Comparative study of Arthurian material of various countries from the medieval through the modern periods. Prerequisites: Completion of Goal 3 of the General Education requirements, and either one 300-level course in a literary period, or permission of the instructor. 3 credits. WR and SP.

ENGL 432. *Women and Literature.* Comparative study of the tradition of literature by and about women. Prerequisites: Completion of Goal 3 of the General Education requirements, and either one 300-level course in a literary period, or permission of the instructor. 3 credits. WR and SP.

ENGL 438. *Studies in World Literature.* This course engages students in the advanced study of the literature of a specific author, country, or region exclusive of England and the United States. 3 credits. WR and SP.

ENGL 440. *Studies in Literary History.* This course engages students in advanced study of a specific literary period or movement. May be repeated for credit when topic changes. Completion of Goal 3, and either one 300-level course in a literary period or permission of the instructor. 3 credits. WR and SP.

ENGL 441. *Ethnic Literature.* Comparative study of the literary tradition of an ethnic group such as Afro-American, Jewish, Chicano, or Native American peoples. Prerequisites: Completion of Goal 3 of the General Education requirements, and either one 300-level course in a literary period, or permission of the instructor. 3 credits. WR and SP.

ENGL 442. *Regional Literature.* Comparative study of the literary tradition of a region, such as the American South, or Ireland. Prerequisites: Completion of Goal 3 of the General Education requirements, and either one 300-level course in a literary period, or permission of the instructor. 3 credits. WR and SP.

ENGL 443. *Postcolonial Literature.* Study of literature written in English from countries during and after colonial contact with Britain, excluding the United States. Prerequisites: Completion of Goal 3 of the General Education requirements, and either one 300-level course in a literary period, or permission of the instructor. 3 credits. WR and SP.

ENGL 444. *Literature and Culture.* Extended study of British or American literature and culture at a particular point in time or of a literary theme over time. Emphasis on the relationship of literature to its cultural context, including politics, social organization, art, and music. Prerequisite: Completion of Goal 3 of the General Education requirements, and either one 300-level course in a literary period, or permission of instructor. May be repeated for credit when topic changes. 3 credits. WR and SP.

ENGL 445. *Studies in Children's Literature.* Advanced study featuring a particular aspect of Children's Literature, such as a time period, a genre, or a theoretical perspective. Prerequisite: Completion of Goal 3 of the General Education requirements, and either one 300-level course in a literary period, or permission of instructor. 3 credits. WR and SP.

ENGL 446. *Studies in Young Adult Literature.* Advanced study of literature featuring a particular aspect of young adult literature, such as a time period, a genre, or a theoretical perspective. Prerequisite: Completion of Goal 3 of the General Education requirements, and either one 300-level course in a literary period, or permission of instructor. 3 credits. WR and SP.

ENGL 461. *Literary Criticism: Senior Seminar.* Study of the history and aims of literary criticism from Plato and Aristotle to the present, including oral and written criticism of literary works. Capstone course for English majors. Enrollment limited to seniors and those with permission of instructor. 3 credits. WR and SP.

ENGL 470. *Professional Writing Skills.* Intensive reading and writing workshop focused on developing professional expository prose within the student's field of endeavor. The last half of the course will be devoted to writing workshops critiquing "works" in progress of some "real world" writing project. Prerequisite: Completion of General Education Goal 3. 3 credits. WR and SP.

ENGL 475. *Advanced Dramatic Writing.* An advanced workshop in writing forms of drama. Prerequisite: ENGL 315: Introduction to Dramatic Writing with a grade of C or higher. 3 credits.

ENGL 476. *Advanced Fiction Writing.* An advanced workshop in writing the short story. Prerequisite: ENGL 316: Writing Fiction with a grade of C or higher. 3 credits.

ENGL 477. *Advanced Poetry Writing.* An advanced workshop in writing poetry. Prerequisite: ENGL 317: Writing Poetry with a grade of C or higher. 3 credits.

ENGL 478. *Advanced Creative Non-Fiction Writing.* An advanced workshop in writing various forms of creative non-fiction. Prerequisite: ENGL 318: Writing Non-Fiction with a grade of C or higher. 3 credits.

ENGL 479. *Writing: Theory and Practice for the Middle and Secondary Classroom.* A study of theories and strategies for improving writing. Includes a discussion of analyzing subject matter, determining purpose and audience, drafting, revising, editing (including using correct mechanics), and evaluating the elements of effective writing instruction at the middle and secondary levels. This course will also contain a field-based component in a classroom setting when students will examine current pedagogical practices in the teaching of writing. Prerequisites: ENGL 350 and 382. 3 credits. WR and SP.

ENGL 480. *The Teaching of English.* Prospective English teachers will examine and demonstrate the principles of content planning, effective methods for teaching content that reflect best practices, and the alignment of curriculum and assessment. Participants must complete a 75 hour minimum Teacher Work Sample project prior to the Professional Internship in co-requisite EDUC 473. Co-Requisite 473. 3 credits. Offered in fall semesters only. WR and SP.

ENGL 482. *Directed Teaching in the Secondary Classroom.* Required of all students seeking Secondary Teaching Licensure in English. Each student is assigned to work with a qualified cooperating teacher in a selected off-campus school setting. The student teacher goes to the school setting and follows the schedule of the cooperating teacher(s) for a fifteen-week period. This schedule involves a minimum teaching day of six hours for five days each week for fifteen weeks (350 hours total). Prerequisites: Completion of all methods courses with ENGL 479 and 480 having been taken within two years of student teaching; minimum cumulative and major GPA of 2.50; passing scores on all tests required for English 6-12 licensure in the Commonwealth of Virginia. 12 credits. SP

ENGL 483. *Writing: Theory and Practice for the Elementary Classroom.* A study of theory and practice relating to writers at emergent, early, and developing stages. Includes discussion of the complex factors involved in literacy acquisition at the elementary level, along with exploration of effective ways to address these factors through writing instruction. Also includes extensive experience with writing: processes, strategies, and evaluation. Prerequisite: ENGL 382. 3 credits. WR and SP.

ENGL 485. *Practical Issues for the Working Writer.* An introduction to practical issues beginning writers face, including but not limited to manuscript preparation, researching journals and markets, preparation for and giving public readings, and imaginative ways to deal with rejection. Prerequisite: ENGL 315 or 316 or 317 or 318, with a grade of C or higher. 1 credit.

ENGL 490. *Independent Study.* A directed reading and/or research program administered by qualified specialists in the department. One option is to do an extended research project in conjunction with a 300- or 400-level English course for an additional one-hour credit. The student must secure the director's approval prior to registering for the course. 1-3 credits per semester. *Fulfills General Education Goal 14.

ENGL 492. *Internship in English.* Directed practicum in an applied setting that permits supervised experiential learning. Students perform meaningful tasks related to the discipline in professional environments, such as publishing and journalism on and off campus. The student will complete a practicum agreement established with the department chair, department adviser, and work supervisor. 1-6 credits. *Fulfills General Education Goal 14.

ENGL 495. *Special Topics.* Selected topics in English. The topics will vary from semester to semester. Descriptions will be available from academic advisors. May be repeated for credit when topics change. 1-3 credits. WR and SP.

ENGL 498. *Honors Research in English.* Students conduct research in English under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 3 credits.

MODERN LANGUAGES PROGRAM

The Modern Languages program offers courses in French, German, Spanish, and Teaching English as a Second Language. The major in Modern Languages requires a concentration in one of these areas. The concentrations in French, German, and Spanish require courses in the language of the concentration (29 or 32 hours beyond 202) and a second modern language (3 hours at the 202-level or above). **No grade below C- in the language of the concentration is accepted for graduation requirements for the major or minor in that language.**

Students preparing to teach must have a concentration in French, German, Spanish or Teaching English as a Second Language and follow the Teacher Preparation program. Students meeting endorsement requirements will be licensed to teach a modern language or ESL at all levels from Pre-Kindergarten through twelfth grade. Second language endorsement requires 24 semester hours (at least 12 of which must be beyond intermediate level). Majors must have a 2.50 GPA, both cumulatively and in the major, prior to student teaching.

Modern Language majors are required to complete at least one regular semester in a Longwood-approved study abroad program. Students must have a cumulative grade point average of at least 2.5 to be eligible for study abroad. Longwood sponsors regular semester study abroad programs in Europe and South America. Summer programs are likewise available throughout the world. Supporting courses are recommended in the other humanities.

ASSESSMENT

The Department requires student outcomes assessment testing prior to graduation. All students will take the ACTFL Oral Proficiency Interview, which forms part of the Senior Seminar course, and complete an assessment of the study abroad semester.

FRENCH

Faculty

B. McRae Amoss, PhD, *Professor of French*

Heather Mueller Edwards, MA, *Senior Lecturer in French*

Wade Edwards, PhD, *Professor of French*

The French concentration of the Modern Language major requires the completion of a minimum of 29 credit hours in French beyond FREN 202 and the completion of a minimum of three credit hours of work in a second language at the 202-level or higher. Students are required to complete the equivalent of one semester study abroad in a Longwood-approved program.

GERMAN

Faculty

Sarah Hillenbrand Varela, PhD, *Visiting Assistant Professor of German*

Brett Martz, PhD, *Assistant Professor of German*

The German concentration of the Modern Language major requires the completion of a minimum of 29 credit hours in German beyond GERM 202 and the completion of a minimum of three credit hours of work in a second language at the 202-level or higher. Students are required to complete the equivalent of one semester study abroad in a Longwood-approved program.

SPANISH

Faculty

Jennifer Barlow, PhD, *Lecturer in Spanish*

Bradley Boswell, MA, *Lecturer in Spanish*

Francisco Javier Fernández Urenda, PhD, *Associate Professor of Spanish*

Lily Anne Goetz, PhD, *Professor of Spanish*

Renee Gutiérrez, PhD, *Assistant Professor of Spanish*

Laura Sánchez, MA, *Senior Lecturer in Spanish*

Makenzie Seiple, PhD, *Lecturer in Spanish*

Kathleen Vlieger, PhD, *Lecturer in Spanish*

Annette Waggoner, MA, *Lecturer in Spanish*

The Spanish concentration of the Modern Language major requires the completion of a minimum of 32 credit hours of work beyond SPAN 202 and the completion of three credit hours of work in a second language at the 202-level or higher. Students are required to complete the equivalent of one semester study abroad in a Longwood-approved program.

TEACHING ENGLISH AS A SECOND LANGUAGE

The Teaching English as a Second Language concentration of the Modern Language major requires the completion of a minimum of 33 credit hours of work, including the completion of twelve credit hours of work in a foreign language at the 300- and 400-level. Students are required to complete the equivalent of one semester study abroad in a Longwood-approved program in a non-English-speaking country.

MODERN LANGUAGES MAJOR, BA DEGREE

A. General Education Core Requirements/38 credits

See General Education Requirements

The Department requires PHIL 308, 315, or 316 for satisfaction of Goal 12.

B. Additional Degree Requirements/6 credits

See Degree Requirements for Bachelor of Arts degree

C. Major Requirements/29-33 credits

FRENCH CONCENTRATION/29 credits

Successful completion of Longwood-approved study abroad program

FREN 330 Civilization and Culture/3 credits

FREN 341 A Survey of French Literature I: The Middle Ages through the Enlightenment/3 credits

FREN 342 Survey of French Literature II: Romanticism Through the New Novel/3 credits

FREN 401 Advanced Grammar and Composition/3 credits

FREN 402 Advanced Conversation and Phonetics/3 credits

One 400-level literature course/ 3 credits

FREN 461 Senior Seminar: Literature in Cultural/Historical Context/2 credits

FREN 490 Directed Study/1 credit (satisfies General Education Goal 14)

French electives numbered 300 and above/9 credits

GERMAN CONCENTRATION/29 credits

Successful completion of Longwood-approved study abroad program

- GERM 330 Civilization and Culture/3 credits
 - GERM 341 Survey of German Literature I: The Age of Goethe/3 credits
 - GERM 342 Survey of German Literature II: Naturalism to the Present/3 credits
 - GERM 401 Advanced Grammar and Composition/3 credits
 - GERM 402 Advanced Conversation and Phonetics/3 credits
 - One 400-level literature course/3 credits
 - GERM 461 Senior Seminar: Literature in Cultural/Historical Context/2 credits
 - GERM 490 Directed Study/1 credit (satisfies General Education Goal 14)
- German electives numbered 300 and above/9 credits

SPANISH CONCENTRATION/32 credits

Successful completion of Longwood-approved study abroad program

- SPAN 320 Advanced Spanish/3 credits
 - SPAN 325 Hispanic Culture and Written Expression/3 credits
 - SPAN 326 Advanced Conversation and Phonetics/3 credits
 - SPAN 330 Spanish Civilization and Culture/3 credits
 - SPAN 331 Latin American Civilization and Culture/3 credits
 - SPAN 340 Masterpieces of Spanish Literature/3 credits
 - SPAN 350 Masterpieces of Spanish American Literature/3 credits
 - SPAN 430 Cultural Issues in the Spanish-Speaking World/3 credits
 - One 400-level literature course/3 credits
 - SPAN 461 Senior Seminar: Literature in Cultural/Historical Context/2 credits
 - SPAN 490 Directed Study/1 credit (satisfies General Education Goal 14)
- Spanish electives numbered 300 and above/3 credits

TEACHING ENGLISH AS A SECOND LANGUAGE CONCENTRATION/33 credits

Successful completion of Longwood-approved study abroad program in a non-English-speaking country

- ENGL 350 Linguistics and Language Learning/3 credits
- ENGL 382 Grammar: Theory and Practice/3 credits
- CSDS 285 Language Development Across the Lifespan/3 credits
- FREN/GERM 401 Advanced Grammar and Composition/3 credits
- or SPAN 325 Hispanic Culture and Written Expression/3 credits
- FREN/GERM 402 Advanced Conversation and Phonetics/3 credits
- or SPAN 326 Advanced Conversation and Phonetics/3 credits

Choose two of the following:

- ANTH 204 Language and Culture/3 credits
- COMM 420 Intercultural Communication/3 credits
- PSYC 384 Cross-Cultural Psychology/3 credits
- *SPED 475 Language and Language Disorders/3 credits
- *CSDS 314 Phonology and Language Disorders/3 credits

**Students may take either SPED 475 or CSDS 314 but not both*

Also Required:

- English electives, 300 and 400 level/6 credits
- French, German, or Spanish electives, 300 and 400 level/6 credits

Pre K-12 Teaching Endorsement/33-36 credits

(Students will have three field experiences — EDUC 370, 473, and one placement in FREN/GERM/SPAN /TESL 482. In accordance with state licensure regulations, these experiences must include settings at the elementary or middle school settings, and at the secondary levels. Each student must make appropriate arrangements with the Office of Professional Services in the Department of Education to ensure that this requirement is met.)

FRENCH CONCENTRATION/36 credits

FREN 210	Principles of PK-12 Foreign Language Education/1 credit
FREN 400	Approaches to Teaching French/3 credits
EDUC 245	Human Growth and Development/3 credits
EDUC 260	Introduction to the Teaching Profession/2 credits
EDUC 370	Practicum Three-Weeks/3 credits
EDUC 432	Content Area Literacy/3 credits
EDUC 473	Inquiry into the Classroom Community/3 credits
EDUC 487	Classroom Management and System Issues/3 credits
PSYC 453	Psychology of Language/3 credits
or CSDS 285	Language Development Across the Lifespan/3 credits

Must have successfully completed the VCLA test

Professional Semester:

FREN 482	Directed Teaching in the Elementary and Secondary French Classroom/12 credits
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GERMAN CONCENTRATION/36 credits

GERM 210	Principles of PK-12 Foreign Language Education/1 credit
GERM 400	Approaches to Teaching German/3 credits
EDUC 245	Human Growth and Development/3 credits
EDUC 260	Introduction to the Teaching Profession 2 credits
EDUC 370	Practicum Three-Weeks/3 credits
EDUC 432	Content Area Literacy /3 credits
EDUC 473	Inquiry into the Classroom Community/3 credits
EDUC 487	Classroom Management and System Issues/3 credits
PSYC 453	Psychology of Language /3 credits
or CSDS 285	Language Development Across the Lifespan/3 credits

Must have successfully completed the VCLA test

Professional semester:

GERM 482	Directed Teaching in the Elementary and Secondary German Classroom/12 credits
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SPANISH CONCENTRATION/36 credits

SPAN 210	Principles of PK-12 Foreign Language Education/1 credit
SPAN 400	Approaches to Teaching Spanish/3 credits
EDUC 245	Human Growth and Development/3 credits
EDUC 260	Introduction to the Teaching Profession 2 credits
EDUC 370	Practicum Three-Weeks/3 credits
EDUC 432	Content Area Literacy/3 credits
EDUC 473	Inquiry into the Classroom Community/3 credits
EDUC 487	Classroom Management and System Issues/3 credits
PSYC 453	Psychology of Language /3 credits
or CSDS 285	Language Development Across the Lifespan/3 credits

Must have successfully completed the VCLA test

Professional semester:

SPAN 482	Directed Teaching in the Elementary and Secondary Spanish Classroom/12 credits
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TEACHING ENGLISH AS A SECOND LANGUAGE CONCENTRATION/33 credits

TESL 210	Principles of PK-12 English as a Second Language Education/1 credit
TESL 400	Approaches to Teaching English as a Second Language/3 credits
EDUC 245	Human Growth and Development/3 credits
EDUC 260	Introduction to the Teaching Profession/2 credits
EDUC 370	Practicum Three-Weeks/3 credits
EDUC 432	Content Area Literacy/3 credits
EDUC 473	Inquiry into the Classroom Community/3 credits
EDUC 487	Classroom Management and System Issues/3 credits

Must have successfully completed the VCLA test

Professional semester:

TESL 482	Directed Teaching in the Elementary and Secondary English as a Second Language Classroom/12 credits
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D. General Electives for BA degree/43-47 credits

General Electives for BA Degree with PK-12 Teaching Endorsement - 7-11 credits

E. Total Credits Required for BA in Modern Languages/120**MINOR IN FRENCH, GERMAN, or SPANISH/18 credits**

The minor in French or German requires 18 hours of concentration at the 200 level or above, to include at least one course in literature and one course in culture and civilization:

French Minor:

FREN 330	Civilization and Culture/3 credits
*FREN 341	A Survey of French Literature I: The Middle Ages Through the Enlightenment/3 credits
*FREN 342	A Survey of French Literature II: Romanticism Through the New Novel/3 credits
<i>*Students take either FREN 341 or 342</i>	
French Electives/12 credits	

German Minor:

GERM 330	Civilization and Culture/3 credits
*GERM 341	Survey of German Literature I: The Age of Goethe/3 credits
*GERM 342	Survey of German Literature II: Naturalism to the Present/3 credits
<i>*Students take either GERM 341 or 342</i>	
German Electives/12 credits	

The minor in Spanish requires 18 hours of concentration at the 202 level or above, to include Spanish 320 Advanced Spanish, and at least one course in literature and one course in culture and civilization:

Spanish Minor:

SPAN 320 Advanced Spanish/3 credits	
SPAN 330 Spanish Civilization and Culture/3 credits	
OR SPAN 331 Latin American Civilization and Culture/3 credits	
SPAN 340 Masterpieces of Spanish Literature/3 credits	
OR SPAN 350 Masterpieces of Spanish American Literature/3 credits	
Spanish Electives at the 202 level or above/9 credits	

FRENCH COURSE DESCRIPTIONS (FREN)

General Education Course *
Writing Intensive Course WR
Speaking Intensive Course SP

NOTE: FREN 101-202 constitute a sequence of courses. A student who has successfully completed a course in the sequence may not subsequently receive credit for any course that comes earlier in the sequence. A student who has successfully completed a course numbered 300 or higher may not take a 100 or 200 level course for credit. Students who have successfully completed more than two years of high-school French may not take FREN 101 for credit. Students who have completed more than two years of French, but who desire a stronger foundation of basic elements are encouraged to enroll in FREN 105.

FREN 101. *Elementary I.* Development of basic oral expression, listening and reading comprehension, and writing. Prerequisite: No previous formal instruction in French, or a limited amount of previous formal instruction in French. Followed by FREN 102. Three classes, one practical reinforcement session, and language lab work; 4 credits.

FREN 102. *Elementary II.* The skills of speaking, listening and reading comprehension, and writing are further developed. Prerequisite: FREN 101 or an appropriate placement test score. Followed by FREN 201. Three classes, one practical reinforcement session and language lab work; 4 credits.

FREN 105. *Intensive French I – II.* Development of basic oral expression, listening and reading comprehension, and writing, for students with a limited amount of previous formal instruction in French. Prerequisite: one or two years of high school French or other formal instruction not to exceed three years. Followed by FREN 201. Five classes and language lab work; 5 credits.

FREN 201. *Intermediate I.* A course designed to help students develop skills in speaking, listening comprehension, reading, and writing in French, and apply these skills in a context that recognizes and explores the particularities of French and Francophone culture. Prerequisite: FREN 102 or FREN 105 or an appropriate placement test score. Followed by FREN 202. 3 credits. *Fulfills General Education Goal 10.

FREN 202. *Intermediate II.* Students will continue to develop the skills of listening, reading, speaking and writing at a higher level, integrating a wide variety of topics and materials from the target culture. Prerequisite: FREN 201 or appropriate placement test score. Successful completion of this course satisfies the foreign language requirement for the B.A. degree and is prerequisite for upper-level courses. 3 credits.

FREN 210. *Principles of PK-12 Foreign Language Education.* Principles and methods of curriculum development, instruction, and assessment in the PK-12 foreign language classroom with an emphasis on the National Standards and the Virginia Foreign Language SOLs. Required of all MOLA majors with a PK-12 education concentration. Students are encouraged to take this course in their first year at Longwood, or as soon as possible. 1 credit.

FREN 295. *Special Topics.* Selected topics in French. The topics will vary from semester to semester. Descriptions will be available from academic advisors. May be repeated for credit when topics change. Prerequisite FREN 202. 1-3 credits. Does not satisfy requirement for BA degree.

FREN 311, 312. *French Studies Abroad.* Primarily intended for transfer of credit earned abroad in courses on French language, civilization, or culture. 1-16 credits per semester.

FREN 320. *Advanced French.* Development of increased proficiency in all linguistic skills and a more extensive acquaintance with French and Francophone culture. This course will prepare students for more advanced

culture and literature courses, but will also prepare students to use French to communicate effectively and to function in a foreign community. Prerequisite: FREN 202 or appropriate placement test score. Successful completion of this course is recommended before students take upper-level courses. 3 credits.

FREN 330. *Civilization and Culture.* A study of French civilization and culture with emphasis on social institutions of the current century. Prerequisite: FREN 202. 3 credits. SP.

FREN 335. *French Cinema.* An introduction to cinema in French focusing on one of any number of particular topics within the broader subject. Topics may include the history of French cinema, great directors, films treating a specific subject matter (love, war, family), films and literature, films and history, a particular director (Renoir, Truffaut, Godard), or a group of directors (le réalisme poétique,” “La Nouvelle Vague”), or films from a particular period. Students will learn the vocabulary required for describing and analyzing French films. Prerequisite: FREN 202 or equivalent. 3 credits.

FREN 341. *A Survey of French Literature I: The Middle Ages Through the Enlightenment.* A study of representative works and literary movements in French literature from the Middle Ages through the Enlightenment. Students will learn to use the methods and language of literary analysis. Prerequisite: FREN 202 or equivalent. 3 credits. *Fulfills General Education Goal 3.

FREN 342. *Survey of French Literature II. Romanticism Through the New Novel.* A study of representative works and literary movements in French literature of the nineteenth and twentieth centuries. Students will learn to use the methods and language of literary analysis. Prerequisite: FREN 202 or equivalent. 3 credits. *Fulfills General Education Goal 3.

FREN 390. *Directed or Independent Study.* Must be approved by the head of the department. May be repeated as 391. 1-18 credits.

FREN 400. *Approaches to Teaching French.* A study of theories of second language acquisition and their application to the teaching of languages in a communicative, interactive approach at the primary, middle, and secondary levels. Attention will be given to the teaching and testing of listening, reading, writing, speaking, and cultural understanding. Students will develop lesson plans, engage in peer-teaching, and integrate technology into teaching. Students should take this course in the semester prior to student teaching. 3 credits.

FREN 401. *Advanced Grammar and Composition.* Syntax and grammar through written work. Prerequisite: FREN 202 or equivalent. 3 credits. WR.

FREN 402. *Advanced Conversation and Phonetics.* Theory and practice in the spoken language. Current techniques and their uses in attaining mastery of oral French. Prerequisite: FREN 202 or equivalent. 3 credits. SP.

FREN 411, 412. *Studies in Literary Genre.* Study of a particular genre in French literature, such as the Nouveau Roman, short story, romantic theater, symbolist poetry. Prerequisites: FREN 341 and 342. 3 credits. WR.

FREN 413, 414. *French Literary Movements.* Study of a particular movement or period in French literature, such as Realism, Neo-classicism, Naturalism, Surrealism, Existentialism. Prerequisites: FREN 341 and 342. 3 credits. WR.

FREN 415, 416. *Major French Authors.* Study of a particular author of French literature, such as Montaigne, Sartre, Hugo, Voltaire, Valéry. Prerequisites: FREN 341 and 342. 3 credits. WR.

FREN 461. *Senior Seminar: Literature in Cultural/Historical Context.* A seminar for senior modern language majors concentrating in French, designed to integrate knowledge of French and Francophone history and culture as a background for literary analysis. Must be taken concurrently with FREN 490 (1 credit). Prerequisites: FREN 341 and 342. 2 credits. WR and SP.

FREN 482. *Directed Teaching in the Elementary and Secondary French Classroom.* Required of all students seeking PK-12 Teaching Licensure in French. Each student is assigned to work with qualified cooperating teachers in selected school settings off campus. Settings will be chosen among elementary, middle and secondary levels. The student teacher follows the schedule of the cooperating teacher and will take over all duties under the supervision of the cooperating teacher. The schedule involves a minimum teaching day of five to six hours for five days each week for (300 hours total). Prerequisite: Completion of the Modern Language major (French concentration), the Study Abroad requirement, and a minimum cumulative and major GPA of 2.50. 12 credits. *Fulfills General Education Goal 14.

FREN 490. *Directed Study.* Individualized study; recommended only when material cannot be covered in scheduled courses. By permission of department head. 6 credits maximum. *Fulfills General Education Goal 14.

FREN 492. *Internship in French.* Directed practicum in an applied setting that permits experiential learning. Students learn through performance in meaningful tasks in a variety of professional environments, such as foreign trade missions, government agencies, or the travel industry. It is intended for seniors not seeking teacher certification. Prerequisite: Permission of the instructor. 1-16 credits. *Fulfills General Education Goal 14.

FREN 495. *Special Topics.* Selected topics in French. The topics will vary from semester to semester. Descriptions will be available from academic advisors. May be repeated for credit when topics change. 1-3 credits.

FREN 498. *Honors Research in French.* Students conduct research in French under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 3 credits.

GERMAN COURSE DESCRIPTIONS (GERM)

General Education Course *
Writing Intensive Course WR
Speaking Intensive Course SP

NOTE: GERM 101-202 constitute a sequence of courses. A student who has successfully completed a course in the sequence may not subsequently receive credit for any course that comes earlier in the sequence. A student who has successfully completed a course numbered 300 or higher may not take a 100 or 200 level course for credit. Students who have successfully completed more than two years of high school German may not take GERM 101 for credit.

GERM 101. *Elementary I.* Development of basic oral expression, listening and reading comprehension, and writing. Prerequisite: No previous formal instruction in German, or a limited amount of previous formal instruction in German. Followed by GERM 102. Three classes, one practical reinforcement session, and language lab work. 4 credits.

GERM 102. *Elementary II.* The skills of speaking, listening and reading comprehension, and writing are further developed. Prerequisite: GERM 101 or one or two years of previous formal instruction in German or an appropriate placement test score. Followed by GERM 201. Three classes, one practical reinforcement session, and language lab work. 4 credits.

GERM 201. *Intermediate I.* A course designed to help students develop skills in speaking, listening comprehension, reading, and writing in German, and apply these skills in a context that recognizes and explores the particularities of German culture. Prerequisite: GERM 102 or an appropriate placement test score. Followed by GERM 202. 3 credits. *Fulfills General Education Goal 10.

GERM 202. *Intermediate II.* Students will continue to develop the skills of listening, reading, speaking and writing at a higher level, integrating a wide variety of topics and materials from the target culture. Prerequisite: GERM 201 or an appropriate placement test score. Successful completion of this course satisfies the foreign language requirement for the B.A. degree and is prerequisite for upper-level courses. 3 credits.

GERM 210. *Principles of PK-12 Foreign Language Education.* Principles and methods of curriculum development, instruction, and assessment in the PK-12 foreign language classroom with an emphasis on the National Standards and the Virginia Foreign Language SOLs. Required of all MOLA majors with a PK-12 education concentration. Students are encouraged to take this course in their first year at Longwood, or as soon as possible. 1 credit.

GERM 295. *Special Topics.* Selected topics in German. The topics will vary from semester to semester. Descriptions will be available from academic advisors. May be repeated for credit when topics change. Prerequisite: GERM 202. 1-3 credits. Does not satisfy requirement for B.A. degree.

GERM 311, 312. *German Studies Abroad.* Primarily intended for transfer of credit earned abroad in courses on German language, civilization, or culture. 3-16 credits per semester.

GERM 315. *German for Business.* A study of vocabulary, concepts and cultural topics related to basic business interactions in German countries for advanced-intermediate and advanced-level students. Participants receive oral and written situational practice necessary for successful integration into today's German-speaking business world. Prerequisite: GERM 202 or equivalent. 3 credits. SP.

GERM 320. *Advanced German.* Development of increased proficiency in all linguistic skills and a more extensive acquaintance with German culture. This course will prepare students for more advanced culture and literature courses, but will also prepare students to use German to communicate effectively and to function in a foreign community. Prerequisite: GERM 202 or appropriate placement test score. Successful completion of this course is recommended before students take upper-level courses. 3 credits.

GERM 330. *Civilization and Culture.* A study of German civilization and culture with emphasis on social institutions of the current century. Prerequisite: GERM 202. 3 credits. SP.

GERM 341. *Survey of German Literature I: The Age of Goethe.* A study of representative works and literary movements in German literature from the Enlightenment through Romanticism. Students will learn to use the methods and language of literary analysis. Prerequisite: GERM 202 or equivalent. 3 credits. *Fulfills General Education Goal 3.

GERM 342. *Survey of German Literature II: Realism to the Present.* A survey of 19th and 20th century German literature from Realism to the present with emphasis on dramatic and prose forms. Students will learn to use the methods and language of literary analysis. Prerequisite: GERM 202 or equivalent. 3 credits. *Fulfills General Education Goal 3.

GERM 390. *Directed or Independent Study.* Must be approved by the head of the department. May be repeated as 391. 1-18 credits.

GERM 400. *Approaches to Teaching German.* A study of theories of second language acquisition and their application to the teaching of languages in a communicative, interactive approach at the primary, middle, and secondary levels. Attention will be given to the teaching and testing of listening, reading, writing, speaking, and cultural understanding. Students will develop lesson plans, engage in peer-teaching, and integrate technology into teaching. Students should take this course in the semester prior to student teaching. 3 credits.

GERM 401. *Advanced Grammar and Composition.* Syntax and grammar through written work in common, practical contexts. Prerequisite: GERM 202 or equivalent. 3 credits. WR.

GERM 402. *Advanced Conversation and Phonetics.* Theory and practice in the spoken language. Current techniques and their uses in attaining mastery of oral German. Prerequisite: GERM 202 or equivalent. 3 credits. SP.

GERM 411, 412. *Studies in Literary Genre.* Study of a particular genre in German literature, such as the Novelle, lyric poetry, the German novel, modern drama, short story. Prerequisites: GERM 341 and 342. 3 credits. WR.

GERM 413, 414. *German Literary Movements.* Study of a particular movement or period in German literature, such as Romanticism, the Age of Goethe, Sturm und Drang, Realism, Naturalism. Prerequisites: GERM 341 and 342. 3 credits. WR.

GERM 415, 416. *Major German Authors.* Study of a particular German author such as Goethe, Schiller, Kleist, Kafka, Thomas Mann. Prerequisites: GERM 341 and 342. 3 credits. WR.

GERM 461. *Senior Seminar: Literature in Cultural/Historical Context.* A seminar for senior modern language majors concentrating in German designed to integrate knowledge of German history and culture as a background for literary analysis. Must be taken concurrently with GERM 490 (1 credit). Prerequisites: GERM 341 and 342. 2 credits. WR and SP.

GERM 482. *Directed Teaching in the Secondary German Classroom.* Required of all students seeking PK-12 Teaching Licensure in German. Each student is assigned to work with qualified cooperating teachers in selected school settings off campus. Settings will be chosen among elementary, middle and secondary levels. The student teacher follows the schedule of the cooperating teacher and will take over all duties under the supervision of the cooperating teacher. The schedule involves a minimum teaching day of five to six hours for five days each week (300 hours total). Prerequisite: completion of the Modern Languages major (German concentration), the Study Abroad requirement, and a minimum cumulative and major GPA of 2.50. 12 credits. *Fulfills General Education Goal 14.

GERM 490. *Directed Study.* Individualized study; recommended only when material cannot be covered in scheduled courses. By permission of department head. 6 credits maximum. *Fulfills General Education Goal 14.

GERM 492. *Internship in German.* Directed practicum in an applied setting that permits experiential learning. Students learn through performance in meaningful tasks in a variety of professional environments, such as foreign trade missions, government agencies, or the travel industry. It is intended for seniors not seeking teacher certification. Prerequisite: Permission of the instructor. 1-16 credits. *Fulfills General Education Goal 14.

GERM 495. *Special Topics.* Selected topics in German. The topics will vary from semester to semester. Descriptions will be available from academic advisors. May be repeated for credit when topics change. 1-3 credits.

GERM 498. *Honors Research in German.* Students conduct research in German under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 3 credits.

SPANISH COURSE DESCRIPTIONS (SPAN)

General Education Course *
Writing Intensive Course WR
Speaking Intensive Course SP

NOTE: SPAN 101-202 constitute a sequence of courses. A student who has successfully completed a course in the sequence may not subsequently receive credit for any course that comes earlier in the sequence. A student who has successfully completed a course numbered 300 or higher may not take a 100 or 200 level course for credit. Students who

have successfully completed more than two years of high school Spanish may not take SPAN 101 for credit. Students who have completed more than two years of high school Spanish, but who desire a review of elementary material, are encouraged to enroll in SPAN 105.

SPAN 101. *Elementary I.* Development of basic oral expression, listening and reading comprehension, and writing. Prerequisite: No previous formal instruction or a limited amount of previous formal instruction in Spanish. Followed by SPAN 102. Three classes, one practical reinforcement session, and language lab work. 4 credits.

SPAN 102. *Elementary II.* The skills of speaking, of listening and reading comprehension, and writing are further developed. Prerequisite: SPAN 101 or an appropriate placement test score. Followed by SPAN 201. Three classes, one practical reinforcement session, and language lab work. 4 credits.

SPAN 105. *Intensive Elementary I-II.* Development of basic oral expression, listening and reading comprehension, and writing, for students with a limited amount of previous formal instruction in Spanish. Prerequisite: one or two years of high school Spanish or other formal instruction not to exceed three years. Followed by SPAN 201. Five classes and language lab work. 5 credits.

SPAN 201. *Intermediate I.* A course designed to help students develop skills in speaking, listening comprehension, reading, and writing in Spanish, and apply these skills in a context that recognizes and explores the particularities of Spanish and Latin American cultures. Prerequisite: SPAN 102 or SPAN 105 or an appropriate placement test score. Followed by SPAN 202. 3 credits. *Fulfills General Education Goal 10.

SPAN 202. *Intermediate II.* Students will continue to develop the skills of listening, reading, speaking and writing at a higher level, integrating a wide variety of topics and materials from the target culture. Prerequisite: SPAN 201 or appropriate placement test score. Successful completion of this course satisfies the foreign language requirement for the B.A. degree and is prerequisite for upper-level courses. 3 credits.

SPAN 210. *Principles of PK-12 Foreign Language Education.* Principles and methods of curriculum development, instruction, and assessment in the PK-12 foreign language classroom with an emphasis on the National Standards and the Virginia Foreign Language SOLs. Required of all MOLA majors with a PK-12 education concentration. Students are encouraged to take this course in their first year at Longwood, or as soon as possible. 1 credit.

SPAN 295. *Special Topics.* Selected Topics in Spanish. The topics will vary from semester to semester. Descriptions will be available from academic advisors. May be repeated for credit when topics change. Prerequisite SPAN 202. 1-3 credits. Does not satisfy requirement for BA degree.

SPAN 302. *Conversation.* Practice in oral communication skills, including expansion of vocabulary and improvement of pronunciation and listening comprehension. A functional approach, emphasizing strategies for circumlocution, initiating and closing conversation, requesting and providing information, narrating, expressing wishes, complaints, and emotions, giving and receiving advice, and supporting opinions. Prerequisite: SPAN 202 or equivalent. 3 credits. SP.

SPAN 311, 312. *Hispanic Studies Abroad.* Primarily intended for transfer of credit earned abroad in Hispanic language, civilization, or culture. Prerequisite: SPAN 202 or equivalent. 1-16 hours per semester.

SPAN 315. *Spanish for Business.* A study of vocabulary, concepts and cultural topics related to basic business interactions in Hispanic countries for advanced-intermediate and advanced-level students. Participants receive oral and written situational practice necessary for successful integration into today's Spanish-speaking business world. Prerequisite: SPAN 202 or equivalent. 3 credits. SP.

SPAN 320. *Advanced Spanish.* Development of increased proficiency in all linguistic skills and a more extensive acquaintance with Hispanic culture. This course will prepare students for more advanced culture and literature

courses, but will also prepare students to use Spanish to communicate effectively and to function in a foreign community. Prerequisite: SPAN 202 or appropriate placement test score. Successful completion of this course is recommended before students take upper-level courses. 3 credits.

SPAN 325. *Hispanic Culture and Written Expression.* A practical approach to written expression through examination of cultural topics, such as current events in the Hispanic world, movies, literary works, and controversial issues. Exploration of these topics to further the development of the principal interpersonal and presentational writing modes: description, narration, exposition (analysis, classification, comparison/contrast, cause/effect), argumentation. Students will study and practice problematical points of grammar in authentic contexts. Prerequisite: SPAN 320 or permission of instructor. 3 credits. WR.

SPAN 326. *Advanced Conversation and Phonetics.* The development of conversational strategies and the study of descriptive linguistics. Students will participate in conversation in paired and group activities, “scenarios”, debates, presentations. Students will learn to produce native-like sounds in the pronunciation of Spanish, to analyze and produce phonetic transcriptions, and to improve oral conversational proficiency in Spanish. Prerequisite: SPAN 320 or permission of the instructor. 3 credits. SP

SPAN 330. *Spanish Civilization and Culture.* A study of Spanish civilization with emphasis on social institutions of the current century. Prerequisite: SPAN 320 or permission of the instructor. 3 credits. SP.

SPAN 331. *Latin American Civilization and Culture.* A study of the peoples and cultures of Latin America, with emphasis on the social institutions of the current century. Prerequisite: SPAN 320 or permission of the instructor. 3 credits. *Fulfills General Education Goal 9.

SPAN 335. *Hispanic Cinema.* An introduction to cinema in Spanish, focusing on film as a means of communication and as cultural and artistic expression. Topics may include the history of Spanish and/or Spanish American cinema, great directors, a specific film genre (historical, horror, indigenous, landismo), films and literature, a particular director (Bunuel, Berlanga, Almodovar, Inarritu), or a specific period (dictatorship, “Transición”). Students will learn the concepts and vocabulary required for describing and analyzing Spanish and Spanish American films. Prerequisite: SPAN 320 or permission of instructor. 3 credits.

SPAN 340. *Masterpieces of Spanish Literature.* A study of representative works and literary movements in Spanish (Peninsular) literature from Medieval Ages to the present. Students will learn to use the methods and language of literary analysis and will make connections between literature and its cultural context. The use of online materials, films, music and other resources will be implemented for a better understanding of literary topics. Prerequisite: SPAN 320 or permission of instructor. 3 credits. *Fulfills General Education Goal 3.

SPAN 350. *Masterpieces of Spanish American Literature.* A study of selected writings of Spanish American authors from the precolombian era to the present. Prerequisite: SPAN 320 or permission of instructor. 3 credits. *Fulfills General Education Goal 3. All classes will be conducted entirely or principally in Spanish.

SPAN 390. *Directed Study or Independent Study.* Must be approved by the head of the department. May be repeated as 391. 1-18 credits.

SPAN 400. *Approaches to Teaching Spanish.* A study of theories of second language acquisition and their application to the teaching of languages in a communicative, interactive approach at the primary, middle, and secondary levels. Attention will be given to the teaching and testing of listening, reading, writing, speaking, and cultural understanding. Students will develop lesson plans, engage in peer-teaching, and integrate technology into teaching. Students should take this course in the semester prior to student teaching. 3 credits.

SPAN 411, 412. *Studies in Literary Genre.* Study of a particular genre in Hispanic literature, such as Golden Age Drama, contemporary Hispanic novel. Prerequisites: SPAN 340 and 350. 3 credits. WR.

SPAN 413, 414. *Hispanic Literary Movements.* Study of a particular movement or period in Hispanic literature such as Romanticism, Realism, Naturalism, Modernism, and the Generation of '98. Prerequisites: SPAN 340 and 350. 3 credits. WR.

SPAN 415, 416. *Hispanic Authors.* Study of a particular Hispanic author. Prerequisites: SPAN 340 and 350. 3 credits. WR.

SPAN 430. *Cultural Issues in the Spanish-Speaking World.* Study of a cultural topic or period in Spain or Latin America. Students will use various resources to investigate and will engage in discussion, debate, creation of articles or essays, and other avenues for interacting and sharing information. Focus will be on the in-depth understanding of cultural issues and improvement of communicative skills in Spanish. May be repeated for credit when topics change. Prerequisites: SPAN 330 and 331. 3 credits. WR.

SPAN 442. *Latin American Novel.* A survey of the main innovative trends in the Latin American novel especially after 1945. Prerequisites: SPAN 340 and 350. 3 credits. WR.

SPAN 461. *Senior Seminar: Literature in Cultural/Historical Context.* A seminar for senior modern language majors concentrating in Spanish, designed to integrate knowledge of Spanish and Spanish American history and culture as a background for literary analysis. Must be taken concurrently with SPAN 490 (1 credit). Prerequisites: SPAN 340 and 350. 2 credits. WR and SP.

SPAN 482. *Directed Teaching in the Elementary and Secondary Spanish Classroom.* Required of all students seeking PK-12 Teaching Licensure in Spanish. Each student is assigned to work with qualified cooperating teachers in selected school settings off campus. Settings will be chosen among elementary, middle and secondary levels. The student teacher follows the schedule of the cooperating teacher and will take over all duties under the supervision of the cooperating teacher. The schedule involves a minimum teaching day of five to six hours for five days each week (300 hours total). Prerequisite: completion of the Modern Languages major (Spanish concentration), the Study Abroad requirement, and a minimum cumulative and major GPA of 2.50. 12 credits. *Fulfills General Education Goal 14.

SPAN 484. *Teaching Spanish in the Elementary School.* A directed practicum designed to give students first-hand experience teaching Spanish in the elementary school. Students attend weekly sessions with the instructor throughout the semester, as well as observe, assist and instruct the Spanish for Kids class at PECES for eleven weeks. May be taken twice for credit. Prerequisite: 6 credits in Spanish at the 300-level or higher. 1 credit.

SPAN 490. *Directed Study.* Individualized study; recommended only when material cannot be covered in scheduled courses. By permission of department head. 1-18 credits. 6 credits maximum. *Fulfills General Education Goal 14.

SPAN 492. *Internship in Spanish.* Directed practicum in an applied setting that permits experiential learning. Students learn through performance in meaningful tasks in a variety of professional environments, such as foreign trade missions, government agencies, or the travel industry. It is intended for seniors not seeking teacher certification. Prerequisite: Permission of the instructor. 1-16 credits. *Fulfills General Education Goal 14.

SPAN 495. *Special Topics.* Selected topics in Spanish. The topics will vary each semester. Descriptions will be available from academic advisors. May be repeated for credit when topics change. 1-3 credits.

SPAN 498. *Honors Research in Spanish.* Students conduct research in Spanish under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 3 credits.

TEACHING ENGLISH AS A SECOND LANGUAGE COURSE DESCRIPTIONS (TESL)

General Education Course *

Writing Intensive Course WR
Speaking Intensive Course SP

TESL 210. *Principles of PK-12 English as a Second Language Education.* Principles and methods of curriculum development, instruction, and assessment in the PK-12 foreign language classroom with an emphasis on the National Standards and the Virginia Foreign Language SOLs. Required of all MOLA majors with a PK-12 education concentration. Students are encouraged to take this course in their first year at Longwood, or as soon as possible. 1 credit.

TESL 309. *Advanced English Grammar in Context I.* Designed for the advanced non-native English speaker to address advanced-level grammar concepts in a culturally situated context. Provides development of increased proficiency in all linguistic skills in American English and a more extensive acquaintance with the U.S. culture. This course will prepare students to use English to communicate effectively and to function in English-speaking communities. Not for native English speakers or TESL students. 3 credits.

TESL 310. *Advanced English Grammar in Context II.* Designed for the advanced non-native English speaker to address advanced-level American English grammar concepts in an academic context on the textual level. Provides development of increased proficiency in all linguistic skills with a focus on American English academic discourse skills. This course will prepare students to use English to communicate effectively in the U.S. academic community. Not for native English speakers or TESL students. 3 credits.

TESL 400. *Approaches to Teaching English as a Second Language.* A study of theories of second language acquisition and their application to the teaching of languages in a communicative, interactive approach at the primary, middle, and secondary levels. Attention will be given to the teaching and testing of listening, reading, writing, speaking, and cultural understanding. Students will develop lesson plans, engage in peer-teaching, and integrate technology into teaching. Students should take this course in the semester prior to student teaching. 3 credits. WR.

TESL 482. *Directed Teaching in the Elementary and Secondary Classroom.* Each student is assigned to work with qualified cooperating teachers in selected school settings off campus. Settings will be chosen among elementary, middle, and secondary levels. The student teacher follows the schedule of the cooperating teacher and will take over all duties under the supervision of the cooperating teacher. The schedule involves a minimum teaching day of five to six hours for five days each week for fourteen weeks (300 hours total). Prerequisite: completion of the TESL concentration, the Study Abroad requirement, and a minimum cumulative and major GPA of 2.50. 12 credits. SP. *Fulfills General Education Goal 14.

RELIGION

RELIGION COURSE DESCRIPTIONS (RELI)

General Education Courses *

RELI 242. *World Religions.* An investigation of the nature and development of religious practices and traditions in other cultures, their teachings, rituals, institutions and ethics. The course includes prehistoric religion, the major traditions of Hinduism, Buddhism, Judaism, Christianity, Islam and some other traditions which have contributed to their development. This course is recommended for students in the sophomore level and above. 3 credits. *Fulfills General Education Goal 9.

Department of History, Political Science and Philosophy

David J. Coles, *Chair*
Pearl W. Agee, *Secretary*

The Department of History, Political Science and Philosophy offers major programs culminating in the Bachelor of Arts for History majors and either the Bachelor of Arts or the Bachelor of Science for Political Science majors. History majors may elect the optional concentration in public history, and majors in both fields who are interested in careers in the law may choose the optional pre-law concentrations. Political Science majors may also pursue the optional global politics concentration. Minor programs in history, political science, philosophy, and leadership studies are open to all students.

For students who wish to teach at the secondary school level, the Department offers a concentration in Teacher Preparation in History and the Social Sciences. Our program meets all Collegiate Professional licensure requirements for teaching in Virginia. Additional requirements for admission to the Teacher Education Program are cited elsewhere in this catalog.

The Department requires Internships or Directed Research for all History and Political Science majors. Qualified majors may avail themselves of Congressional District Office Internships around the state, internships with the Washington Center and Institute for Experiential Learning in Washington, D.C., and internships with national and state historical associations, museums, and historical parks. The Department also sponsors internships with businesses in addition to a wide variety of state and local government offices.

Qualified students have the chance to participate in the Cormier Honors College and the International Studies Program and prestigious student research opportunities such as the Senior Honors Research Program and the Marshall Scholars Program are available. Students may also participate in the study abroad courses offered by Department faculty. Recently, students have traveled to Africa, Greece, France, Spain, and China.

The Department is committed to full participation in the Longwood program for the assessment of student outcomes. History and political science majors are required to complete a comprehensive departmental examination demonstrating academic proficiency in major subjects. Accordingly, majors in both history and political science are required to complete all assessment requirements in the program.

The Department also houses a minor in Leadership Studies for those students who are interested in exploring the theoretical foundations of leadership.

HISTORY PROGRAM

Faculty

Phillip A. Cantrell, PhD, *Associate Professor of History*
David J. Coles, PhD, *Professor of History*
Larissa Smith Ferguson, PhD, *Professor of History*
David A. Geraghty, PhD, *Associate Professor of History*
William C. Holliday, PhD, *Associate Professor of History*
Steven W. Isaac, PhD, *Professor of History*
Melissa L. Kravetz, PhD, *Assistant Professor of History*
Kyle Meadows, *Lecturer*
James R. Munson, PhD, *Associate Professor of History*
Barbara Newton, PhD, *Assistant Professor of History*
Yulia Uryadova, PhD, *Assistant Professor of History*

Deborah Welch, PhD, *Professor of History*

The History Program offers a B.A. Degree in History as well as concentrations in Pre-Law, Public History, and Teacher Preparation in History and Social Science. Each of these programs in history requires completion of a modern foreign language at the 202 level or higher. A Minor in History is also available.

No grade below “C-” in major course work is accepted for graduation

MINOR IN HISTORY

Students seeking a minor are required to complete 18 credits of work and satisfy General Education Goal 7. General Education Goals 8 and 9 may also be satisfied by taking courses in the History minor.

HIST 100	Foundations of Western Civilization/3 credits (may satisfy General Education Goal 7)
or HIST 120	World History to 1500/3 credits (may satisfy General Education Goal 9)
HIST 110	Modern Western Civilization/3 credits (may satisfy General Education Goal 7)
or HIST 130	World History: 1500 to Present/3 credits (may satisfy General Education Goal 9)
HIST 221	United States History Colonial – 1877/3 credits (may satisfy General Education Goal 8)
HIST 222	United States History 1877 – Modern Times/3 credits (may satisfy General Education Goal 8)
History Electives/9 credits at 200 level or above	

HISTORY MAJOR, BA DEGREE

A. General Education Core Requirements/38 credits

B. Additional Degree Requirements/6 credits

C. Major Requirements/40 credits(plus 4 credits included in General Education)

Core Foundations in Western Civilization and World History/3 credits

If HIST 100 Foundations of Western Civilization is taken to satisfy General Education Goal 7, then select one of the following courses:

- HIST 110 Modern Western Civilization/3 credits
- HIST 130 World History: 1500 to Present/3 credits

OR

If HIST 110 Modern Western Civilization is taken to satisfy General Education Goal 7, then select one of the following courses:

- HIST 100 Foundations of Western Civilization/3 credits
- HIST 120 World History to 1500/3 credits

Note: HIST 120 and HIST 130 may not be used to satisfy General Education Goal 9 if they are taken to satisfy major requirements.

Core Requirements/7 credits (plus 3 credits included in General Education)

HIST 221	United States History Colonial Times to 1877/3 credits (satisfies General Education Goal 8)
HIST 222	United States History 1877 to Modern Times/3 credits
HIST 250	Historical Methods/3 credits
HIST 450	Career Preparation in History/1 credit

Area Electives/18 credits**

United States History Electives (US)/6 credits at the 300 level or above

European History Electives (EU)/6 credits at the 300 level or above

Non-Western History Electives (NW)/6 credits at the 200 level or above

**** A minimum of six credits of Area Electives must be taken at the 400-level and must be taken in at least two different areas (US, EU, NW).**

Additional History Electives/12 credits

*Choose twelve credits from History courses at the 200-level or above.***

** - Only three credits of HIST 490 or HIST 492 may count as History Electives.

Internships & Directed Research/1 credit included in General Education

One credit from the following three courses (satisfies General Education Goal 14):

HIST 490 Directed or Independent Study/1-18 credits

HIST 492 Internships in History/1-18 credits

HIST 498 Honors Research in History/3 credits

(must be approved by the Senior Honors Research Committee)

A. General Electives/36 credits

Total credits required for BA in History/120

HISTORY MAJOR, BA DEGREE

Public History Concentration

A. General Education Core Requirements/38 credits

B. Additional Degree Requirements/6 credits

C. Major Requirements/54 credits (plus 4 credits included in General Education)

Core Foundations in Western Civilization and World History/3 credits

If HIST 100 Foundations of Western Civilization is taken to satisfy General Education Goal 7, then select one of the following courses:

HIST 110 Modern Western Civilization/3 credits

HIST 130 World History: 1500 to Present/3 credits

or

If HIST 110 Modern Western Civilization is taken to satisfy General Education Goal 7, then select one of the following courses:

HIST 100 Foundations of Western Civilization/3 credits

HIST 120 World History to 1500/3 credits

Note: HIST 120 and HIST 130 may not be used to satisfy General Education Goal 9 if they are taken to satisfy major requirements.

Core Requirements/24 credits (plus 4 credits included in General Education)

HIST 221 United States History Colonial Times to 1877/3 credits
(satisfies General Education Goal 8)

HIST 222 United States History 1877 to Modern Times/3 credits

HIST 250 Historical Methods/3 credits

HIST 316 Public History/3 credits

HIST 317 Historic Editing and Preservation/3 credits

HIST 318 Introduction to Museum Studies/3 credits

HIST 319 Archival Management/3 credits

HIST 397	Virginia History/3 credits
HIST 450	Career Preparation in History/1 credit
HIST 492	Internship in Public History/3 credits (one credit satisfies General Education Goal 14)

Area Electives/18 credits**

United States History Electives (US)/6 credits at the 300 level or above
 European History Electives (EU)/6 credits at the 300 level or above
 Non-Western History Electives (NW)/6 credits at the 200 level or above

**** A minimum of six credits of Area Electives must be taken at the 400-level and must be taken in at least two different areas (US, EU, NW).**

Additional Major Requirements/9 credits

Choose nine credits from the following courses:

ANTH 202	Archaeology/3 credits
ANTH 296	Field Methods in Archaeology/6 credits
ANTH 320	Folklore/3 credits
ART 261	History of Western Art: Prehistoric to Medieval/3 credits
ART 262	History of Western Art: Renaissance to Modern/3 credits
ISCS 170	Computer Applications/3 credits
ISCS 275	Web Design for Beginners/3 credits

D. General Electives/22 credits

It is recommended that students take electives in a field related to their major, such as Anthropology, Political Science, or Art History.

E. Total credits required for BA in History with concentration in Public History/120

HISTORY MAJOR, BA DEGREE

Pre-Law Concentration

Pre-law students are advised that they should present at least a 3.0 GPA (as well as a good LSAT score) to the law school admissions committee in order to be competitive law school applicants.

A. General Education Core Requirements/38 credits

Students must take either POSC 331 or POSC 332 to satisfy Goal 12.

B. Additional Degree Requirements/6 credits

C. Major Requirements/46 credits (plus 4 hours included in General Education)

Core Foundations in Western Civilization and World History/3 credits

If HIST 100 Foundations of Western Civilization is taken to satisfy General Education Goal 7, then select one of the following courses:

- HIST 110 Modern Western Civilization/3 credits
- HIST 130 World History: 1500 to Present/3 credits

OR

If HIST 110 Modern Western Civilization is taken to satisfy General Education Goal 7, then select one of the following courses:

- HIST 100 Foundations of Western Civilization/3 credits
- HIST 120 World History to 1500/3 credits

Note: HIST 120 and HIST 130 may not be used to satisfy General Education Goal 9 if they are taken to satisfy major requirements.

Core Requirements/22 credits (plus 3 credits included in General Education)

HIST 221	United States History Colonial Times to 1877/3 credits (satisfies General Education Goal 8)
HIST 222	United States History 1877 to Modern Times/3 credits
HIST 250	Historical Methods/3 credits
HIST 450	Career Preparation in History/1 credit
POSC 150	American Government and Politics/3 credits
POSC 275	The American Judiciary/3 credits
POSC 357	Constitutional Rights and Liberties/3 credits
POSC 455	Constitutional Law/3 credits
PHIL 300	Logic/3 credits

Area Electives/18 credits**

United States History Electives (US)/6 credits at the 300 level or above
 European History Electives (EU)/6 credits at the 300 level or above
 Non-Western History Electives (NW)/6 credits at the 200 level or above

**** A minimum of six credits of Area Electives must be taken at the 400-level and must be taken in at least two different areas (US, EU, NW).**

Accounting and Economics/3 credits

Choose 3 credits from the following courses:

ACCT 240	Principles of Accounting I/3 credits
ECON 217	Principles of Economics (Micro Emphasis)/3 credits
ECON 218	Principles of Economics (Macro Emphasis)/3 credits

Internships and Directed Research/1 credit included in General Education

One credit from the following courses (satisfies General Education Goal 14):

HIST 490	Directed or Independent Study/1-18 credits
HIST 492	Internships in History/1-18 credits
HIST 498	Honors Research in History/3 credits (must be approved by the Senior Honors Research Committee)

D. General Electives/30 credits

E. Total credits required for BA in History with concentration in Pre-Law/120

TEACHER PREPARATION IN HISTORY AND SOCIAL SCIENCE BA DEGREE

Majors in history seeking an endorsement for History and Social Science secondary education in Virginia should be thoroughly familiar with the professional education requirements for entry into and completion of the Teacher Preparation program listed elsewhere in this catalog. Concentrators must complete coursework in history, political science, geography, economics, psychology, sociology, and education. To qualify for EDUC 370: Practicum II, concentrators must complete both halves of world history and both halves of the US history survey courses, and either HIST 100: Foundations of Western Civilization or HIST 110: Modern Western Civilization with no less than a grade of C in each course. Concentrators will take HIST 300: Teaching History and Social Sciences in the Secondary School in the spring semester before the year they will complete student teaching. Additionally, they must complete all coursework requirements and pass the Praxis II: Social Studies Content Knowledge test before they may proceed to student teaching (HIST 482: Directed Teaching in the Secondary School).

A. General Education Core Requirements/38 credits

Students are required to take either POSC 331 or 332 for General Education Goal 12.

B. Additional Degree Requirements/6 credits

C. Major Requirements/61 credits

Core Requirements/10 credits (plus 6 credits included in General Education)

HIST 120	World History to 1500/3 credits
HIST 130	World History: 1500 to the Present/3 credits (satisfies General Education Goal 9)
HIST 221	United States History Colonial Times to 1877/3 credits (satisfies General Education Goal 8)
HIST 222	United States History 1877 to Modern Times/3 credits
HIST 250	Historical Methods/3 credits
HIST 450	Career Preparation in History/1 credit

1. UNITED STATES HISTORY/6 credits

Choose one of the following US History courses:

HIST 320	African American History/3 credits
HIST 324	American Indian History/3 credits

Choose three additional credits from courses at the 300-level or above identified as US – United States History Electives in the History Course Descriptions. NOTE: If HIST 407, 408, 409 Seminar in U.S. History is taken to fulfill this requirement a second seminar course is required to fulfill the Seminar in History requirement.

2. EUROPEAN HISTORY/6 credits

Choose six credits from courses at the 300-level or above identified as EU – European History Electives in the History Course Descriptions. NOTE: If HIST 414, 415, 416 Seminar in European History is taken to fulfill this requirement a second seminar course is required to fulfill the Seminar in History requirement.

3. NON-WESTERN HISTORY AND POLITICS/3 credits

*Choose three credits from courses at the 200-level or above identified as NW – Non-Western History Electives in the History Course Descriptions. ***

****** This requirement may also be satisfied with POSC 375 Latin American Politics and Government/3 credits

****** If HIST 420, 421, 422 Seminar in Non-Western History is taken to fulfill this requirement a second seminar course is required to fulfill the Seminar in History requirement.

4. SEMINAR IN HISTORY/3 credits

Choose three credits from the following Seminar courses:

HIST 407, 408, 409	Seminar in U.S. History/3 credits
HIST 414, 415, 416	Seminar in European History/3 credits
HIST 420, 421, 422	Seminar in Non-Western History/3 credits

5. POLITICAL SCIENCE/6 credits

Choose six credits from the following Political Science courses:

POSC 255	Introduction to Comparative Politics/3 credits
POSC 275	The American Judiciary/3 credits
POSC 343	American Foreign Policy/3 credits
POSC 350	The American Presidency/3 credits
POSC 353	The American Congress/3 credits
POSC 357	Constitutional Rights and Liberties/3 credits
POSC 455	Constitutional Law/3 credits

6. SOCIAL SCIENCES STATE LICENSURE REQUIREMENTS/27 credits

ECON 111	Contemporary Economic Issues and Social Policy/3 credits
ECON 217	Principles of Economics (Micro Emphasis)/3 credits
GEOG 201	Basic Elements of Geography/3 credits
GEOG 241	Cultural Geography/3 credits
GEOG 352	World Regional Geography/3 credits
POSC 150	American Government and Politics/3 credits
POSC 216	American State and Local Government/3 credits
PSYC 101	Introduction to Psychology/3 credits
SOCL 101	Principles of Sociology/3 credits

D. Secondary Education Licensure Grades 6-12/33 credits (Plus 1 credit included in General Education)

(One credit of the 12-hour directed teaching experience satisfies General Education Goal 14.)

EDUC 245	Human Growth and Development/3 credits
EDUC 260	Introduction to the Teaching Profession/2 credits
EDUC 270	Practicum One-Week/1 credit (take in First Summer School session at end of freshman or sophomore year)
EDUC 370	Practicum Three-Weeks/3 credits (prerequisite: admission to the Teacher Preparation program; take in First Summer School session at end of sophomore or junior year)
EDUC 432	Content Area Literacy/3 credits
EDUC 455	Principles of Secondary Education/1 credit
EDUC 487	Classroom Management and System Issues/3 credits
HIST 300	Teaching History and the Social Sciences in the Secondary School/3 credits (take in the Spring semester before student teaching; offered only in the Spring semester each year)
EDUC 473	Inquiry into the Classroom Community/3 credits (take the semester following HIST 300)
HIST 482	Directed Teaching of Social Studies in the Secondary School/12 credits

E. Total credits required for BA in History/Social Science with Secondary Education Endorsement/138

HISTORY COURSE DESCRIPTIONS (HIST)

General Education Course *
 Writing Intensive Course WR
 Speaking Intensive Courses SP
 American History Elective US
 European History Elective EU
 Non-Western History Elective NW

HIST 100. *Foundations of Western Civilization.* An introduction to the foundations of Western Civilization from the Dawn of Man through the Reformation, with an emphasis on the political, economic, social, intellectual, and cultural attributes that made this civilization unique. In the context of this course, students will come to understand the historical development of western civilization, relate the development of Western civilization to that of other regions of the world, and discuss how historical developments influence the present day. 3 credits. *Fulfills General Education Goal 7.

HIST 110. *Modern Western Civilization.* A survey of the development of Modern Western Civilization from the Age of Absolutism to the present, with emphasis upon the political, economic, social, cultural, and intellectual attributes that have marked its rise to world-wide influence in the twentieth century. 3 credits. *Fulfills General Education Goal 7.

HIST 120. *World History to 1500.* A survey of world history from prehistory to the end of the Medieval Era. The course is a thematic and chronological treatment of events and developments in the history of major world regions, with an emphasis on religious ideas, patterns of economic and cultural development, and cross-cultural interactions. 3 credits. *Fulfills General Education Goal 9.

HIST 130. *World History: 1500 to Present.* World History: 1500 to the Present is a survey of world history from the end of the Medieval Era to the present. The course is a thematic and chronological treatment of events and developments in the history of states and major world regions, with an emphasis on state development, colonialism, industrialization and modernity, global conflicts and contemporary ideologies. 3 credits. *Fulfills General Education Goal 9.

HIST 200. *History of China.* Chinese political, social, and cultural history from earliest times to the present, with an emphasis on the modern period. The course is divided into segments. The first is a fairly rapid survey of Chinese history to the early nineteenth century. The emphasis in this is on the dynasties and the culture of China. The second portion of the course covers modern China and deals with the arts and philosophy and more with the break-up of the Qing (Ching) dynasty, the domination of China by the Western powers, and the emergence of the communist state. 3 credits. *Fulfills General Education Goal 9. NW

HIST 202. *History of Islamic Civilizations.* This course surveys Islamic culture, from its origins in Arabia to its present role in the world today, including its diffusion to new regions such as Europe and North America. Attention will focus on the interplay of theological assumptions, social pressures, and cultural trends. 3 credits. *Fulfills General Education Goal 9. NW

HIST 221. *United States History Colonial-1877.* A survey of American life from the Colonial Era to 1877, with emphasis upon the political, cultural, diplomatic, and societal forces which have shaped its development. 3 credits. *Fulfills General Education Goal 8.

HIST 222. *United States History 1877-Modern Times.* A survey of American life from 1877 to modern times, with emphasis upon the political, cultural, diplomatic, and societal forces which have shaped its development. 3 credits. *Fulfills General Education Goal 8.

HIST 241. *Colonial Latin America.* A survey of Latin American history from the pre-Columbian era through independence. Major themes include the evolution of the societies, economies, and religions of Native American peoples; the impact of Spanish and Portuguese conquests, settlement, government, trade and culture upon native civilizations; the influence of African population and culture; and the creole nature of the resulting society in the colonial period. 3 credits. NW

HIST 242. *Modern Latin America.* A survey of the history of Latin America since independence. Major themes include the emergence of national identities, the legacies of colonialism, industrialization, social movements and revolutionary change. 3 credits. NW

HIST 250. *Historical Methods.* This course is an introduction to the methods and practice of the study of history. Students will learn to understand how historians construct and write about the past and will be introduced to the history of the writing of history. Students will also learn to critically evaluate historical arguments and the material used to produce those arguments, to develop research skills, and to produce written work in accordance with disciplinary conventions. Prerequisite: LSEM 100 or permission of instructor. 3 credits. WR.

HIST 300. *Teaching History and the Social Sciences in the Secondary School.* A methods course designed to offer preparation for student teaching, this class focuses in depth on content required for the secondary school classroom in history, political science, and social studies. Other topics covered include instructional planning, assessment and evaluation, teaching techniques, classroom management, and school/community interaction. This course is open only to students seeking secondary school licensure. Prerequisite: Admission to Teacher Preparation Program. 3 credits. SP.

HIST 301. *American Colonial History.* The English North American colonies from 1607 to 1783, with emphasis upon fundamental aspects of colonial development, the causes of the American Revolution, and the interpretation of the period. Prerequisite: HIST 221 or permission of instructor. 3 credits. SP. US

HIST 302. *The Early American Republic.* The United States from the adoption of the Constitution of 1787 through the Mexican War. Political institutions and practice, economic growth, reform movements, and westward expansion are emphasized. Prerequisite: HIST 221 or permission of instructor. 3 credits. US

HIST 303. *Civil War and Reconstruction.* The United States from the close of the Mexican War to the Compromise of 1877. The constitutional, political, economic, social, and military aspects of the period are emphasized. Prerequisite: HIST 221 or permission of instructor. 3 credits. US

HIST 304. *The Emergence of Modern America.* The United States from the Compromise of 1877 to the First World War. The Industrial Revolution and its consequences, the rise of the nation to world power, and the birth of modern reformism are emphasized. Prerequisite: HIST 222 or permission of instructor. 3 credits. US

HIST 305. *Modern America, 1914-1945.* The course offers a study of the United States in the pivotal eras of the First and Second World Wars and the Great Depression. Prerequisite: HIST 222. 3 credits. US

HIST 306. *Modern America, 1945-Present.* The course offers a study of the United States from the end of World War II to the present. The main emphasis is on domestic affairs, such as the economy, social conditions, religion, politics, and intellectual life. Prerequisite: HIST 222. 3 credits. US

HIST 307. *The Old South.* The basic political, economic, social, and intellectual institutions, forces, and problems that collectively shaped the antebellum South. Prerequisite: HIST 221 or permission of instructor. 3 credits. US

HIST 308. *United States Diplomatic History.* American foreign relations from the Revolutionary Era to the present with emphasis on the Twentieth Century. Prerequisite: HIST 221 or 222 or permission of instructor. 3 credits. US

HIST 311, 312. *Studies Abroad.* Students conduct research in history under the direction of a faculty member. 3 credits.

HIST 314.(POSC 314). *Political History of Africa.* A survey of the political landscape of African history. A major portion of the course examines the significance of precolonial kingdoms, assesses the growth of the “slave trade,” analyzes African intellectual history, and explores the “eve of colonialism” in Africa. 3 credits. NW

HIST 316. *Public History.* This course provides students with an upper-division introduction to career opportunities in history outside of classroom teaching. The class provides students with necessary skills in genealogical research, historic preservation and the national register nomination process, the treatment of historic sites, grant writing techniques, and knowledge of national, state, and local historical professional associations. The development of computer skills in web page design and power point presentation is emphasized. Prerequisites: HIST 221 and 222 or permission of instructor. 3 credits

HIST 317. *Historic Editing and Preservation.* This course focuses on the evolution of architectural styles in the United States from the Colonial Era to present with emphasis on principal periods of development in American architecture, furniture, and interior design. Hands-on field work in preservation/restoration methods is included. This course also teaches the tools and techniques of historical editing. Emphasis is placed on operation of the latest computer equipment necessary to document editing and public presentation. Prerequisites: HIST 221 and 222 or permission of instructor. 3 credits

HIST 318. *Introduction to Museum Studies.* An introduction to the field of museology, covering the history, philosophy, and ethics of the profession; various types of museums and different aspects of museum work;

the museum's role in the community; and the effects of philanthropy and government on museums. Designed primarily for those concentrating in public history. Prerequisites: HIST 221 and 222 or permission of the instructor. 3 credits.

HIST 319. *Archival Management.* An introduction to the archival profession, including the acquisition, accessioning, arrangement and description, preservation, and referencing of archival records. 3 credits.

HIST 320. *African American History.* A survey of the black experience in America from the Colonial Era to the present. 3 credits. US

HIST 321. *The History of Women in America.* The changing role of women in American life from the Colonial era to the present, contrasting the ideology of women's place in society with the reality of their lives. The Victorians, the fight for women's suffrage, and the 20th-century liberation movement are emphasized. Prerequisite: HIST 222 or permission of instructor. 3 credits. US

HIST 322. *The American West.* This course examines the American West as symbol and reality with emphasis placed on the historiography of study from the early frontier theories of Frederick Jackson Turner to the scholarship of the "New West." 3 credits. US

HIST 323. *American Military History.* This course examines American Military History from the colonial era through the present-day, with an emphasis on the development of military institutions during the twentieth century. In addition to analyzing the major events and examining the major figures relating to the American military, it also emphasizes the evolution of military doctrine and theory, and examines the changing role of the military in American society. 3 credits. US

HIST 324. *American Indian History.* A survey of American Indian peoples from pre-contact to present with emphasis on issues of sovereignty, land and politics. 3 credits. SP. US

HIST 330. *History of Central Asia and Afghanistan.* The course examines the major political, social, and economic changes that occurred in Afghanistan and Central Asia from the nineteenth century to the present. 3 credits. NW

HIST 331. *Frontiers in the Early American Republic.* The course explores the interactions among individuals, societies, and civilizations that shaped the history of the trans-Appalachian frontier and borderlands in the early American republic from 1783 to 1850. The course examines themes such as sources of Indian resistance, the contested boundaries of race and slavery, the meanings of liberty, the composition and purposes of families and communities, and the forces of disunion that threatened the nation. 3 credits. WR. US

HIST 336. *History of Japan.* Japanese political and cultural history, with emphasis upon the modern period. The opening of Japan, the Meiji Restoration, modernization, the rise of militarism, the American occupation, and current issues are stressed. 3 credits. NW

HIST 339. *Conflict in the Modern Middle East.* This course traces the evolution of conflict in the modern Middle East with a focus on warfare, generational misunderstandings, religious compunctions, economic stress, gender issues, and resource competition. 3 credits. NW

HIST 341. *East Africa: Pre-History to the Present.* The course examines the history of East Africa, the geographic region south of the Saharan Desert and between the Indian Ocean and the Equatorial Rainforest. As East Africa is one of the "cradles of humanity," the course will begin with an examination of the Stone Age and will continue through the political and social crises that have plagued the region in recent years. Other course themes include the Bantu and Nilotic migrations, the Iron Age, state formation, the slave trade, imperialism, and the anti-colonial struggles for independence. 3 credits. NW

HIST 345. *Latin American Environmental History.* This course examines changes in the landscape and in human perceptions of the natural world from the pre-Columbian era to the present in Latin America. Major themes

for the pre-Columbian and colonial eras include critical resource management and the relationship between environment and culture. For the national era, emphasis will be placed on the causes of natural capital degradation and efforts to mitigate and eliminate degradation. 3 credits. SP. NW

HIST 346. *Gender and Sexuality in Latin American History.* This course is an introduction to gender and sexuality in Latin American history from the pre-conquest period to the present. Emphasis will be on gender and power relations during major events and processes in Latin American history, including conquest, the development of colonial social and economic institutions, industrialization and globalization, Indigenous movements, state building, and revolution. 3 credits. WR and SP. NW

HIST 351. *Medieval Europe.* A study of the political, economic, and social institutions, and the religious and intellectual developments in Medieval Europe. 3 credits. EU

HIST 352. *Renaissance and Reformation.* The social, cultural, religious, economic, and political forces that shaped Western Civilization from the High Middle Ages through the era of the religious wars (ca. 1300-1648). 3 credits. EU

HIST 354. *The French Revolution and Napoleon.* A study of the origins and course of the French revolutionary era, with emphasis upon its profound political, economic, social, institutional, and intellectual significance. 3 credits. EU

HIST 355. *Europe in the Nineteenth Century, 1815-1914.* The political, economic, social, and cultural development of Europe from the Congress of Vienna to the eve of World War I. 3 credits. EU

HIST 356. *Europe in the Twentieth Century, 1900 to the Present.* The political, economic, social, and intellectual development of Europe in its world setting since the turn of the century. 3 credits. EU

HIST 358. *France Since 1815.* The history of major developments in French politics, culture, and society in the modern era. 3 credits. EU

HIST 359. *Russian History to 1861.* Russia from the Kievan period to 1861, with emphasis upon the modernization efforts of Peter the Great and Catherine the Great. 3 credits. EU

HIST 360. *Russia Since 1861.* Russia Since 1861. The course examines Russian history from the emancipation of the peasantry to the collapse of the Soviet Union and the rise of the current Russian federation. 3 credits. EU

HIST 362. *The Vietnam War.* The course examines the origins of French colonialism in Indochina, the rise of nationalism in Vietnam, and the First Indochina War. The course then focuses on the role of the United States in Vietnam from World War II through the 1970s and the impact of the war on American society. 3 credits. NW

HIST 363. *World War II.* An examination of the causes, major events, and consequences of World War II, including the rise and fall of Nazi Germany, Fascist Italy, and Imperial Japan, as well as the role of the United States and its allies in the conflict. 3 credits. US

HIST 364. *The American Revolutionary Era.* The course examines the era of the American Revolution from the end of the French and Indian War through the ratification of the Constitution. It emphasizes the constitutional, political, economic, social, and military aspects of the period, with particular focus on the background and immediate causes of the Revolution, the conduct and consequences of the war, the Confederation period, and the adoption and ratification of the Constitution. 3 credits. US

HIST 365.(PHIL 365). *History and Philosophy of Science.* An examination of such issues as the logic of scientific reasoning and method, the distinction between science and pseudoscience, the analysis of central concepts in science, especially causality, law and explanation, and finally, the relation of science and values in our culture.

Attention will be given to the development of a consistent point of view on these issues. Examples will be drawn from a broad range of sciences, both natural and social. 3 credits.

HIST 366. *History of Ancient Greece.* The evolution of Greek culture and political history from c. 2000 to 300 BCE. Emphasis will be on how written documents and material artifacts testify to the dynamics that both spurred on this culture and eventually brought about its collapse. 3 credits. EU

HIST 370. *Virginia Studies.* A survey of the development of Virginia's government, economy, and society from colonial times to the present. The ways in which geography affected the Commonwealth's demography, economy, and constitutional structures will be emphasized. The relationship between Virginians and national historical developments will also be explored. Co-requisite: GEOG 310 (Thinking Geographically) or permission of instructor. 3 credits. *This course is specifically designed to meet licensure requirements for Liberal Studies majors, students in other majors interested in Virginia history should enroll in HIST 397 Virginia History.*

HIST 371. *Virginia in the Civil War.* The course examines the role of Virginia in the American Civil War, 1861-1865. It emphasizes the political, economic, social, and military aspects of the period, with particular focus on the causes of the war, on military operations in Virginia and the role of Virginia troops and leaders, on the impact of the war on Virginia's civilian population, and on the results and consequences of the war in the state. It will consist of lectures as well as visits to various Virginia battlefields. 3 credits. US

HIST 373. *Early Modern England.* The course examines the dynamics of English society from the sixteenth through the early eighteenth centuries. This course explores politics during the reigns of the Tudor, Stuart, and Hanoverian monarchs, as well as themes of religion and society, crime and social order, community and family, literate and oral cultural history, commerce and industrial transformation, and the impact of science on society. Trends in the historiography of the period will also be addressed. 3 credits. WR

HIST 374. *Victorian England.* This course will examine the complex and paradoxical society of Victorian Britain. The extreme contrasts between wealth and poverty, morality and cynicism, creativity and constriction, imperial grandeur and domestic squalor, and collectivity and individualism will be addressed. Victorians were committed to material and moral progress, industrial and commercial expansion, and world-wide free trade. WR. EU

HIST 375. *Modern Germany.* The course examines German history from the wars of unification to the present. It will cover the political, economic, military, cultural, and social events that have defined Germany and the German people with a special emphasis on themes that have influenced the creation of present-day Germany and Germans – nationalism, militarism, authoritarianism, and democracy. The readings, discussions, and lectures will cover continuities and discontinuities in German history; Germany's so-called "special path" to modernity; unification and rule under Bismarck; imperialism under Wilhelm II; the First and Second World Wars; the collapse of democracy in Weimar Germany; the rise of Hitler and the Nazi party; the nature and ideology of the Third Reich; the Holocaust and modernity; *Stunde Null* or "Zero Hour"; reconstruction, occupation, and memory; two Germanys guided by two emerging super powers; identity in the re-unified Germany; and Germany's important role in the European Union and in defining Europe in the 21st century. 3 credits. EU.

HIST 376. *Nazi Germany.* This course examines the origins, nature and aftermath of the Nazi regime within the context of German and European history. It addresses political, international, social, economic, cultural, and intellectual aspects of the history of anti-Semitism in Germany and Europe; the ramifications of the Great War; the Weimar Republic and the rise of Nazism; the role of Hitler, German elites and the broader population in planning and carrying out legalized anti-Semitism and the Holocaust; the appeal of Nazism; the road to World War II; the timing and circumstances surrounding the decision to launch the Final Solution; modern and anti-modern elements of Nazi ideology; Hitler's strategy and policy in World War II; German defeat and occupation; and the idea of "coming to terms with the past" in the aftermath. 3 credits. WR. EU.

HIST 377. *History of the Holocaust.* The course examines the causes, major events, and consequences of the Nazi attempt to exterminate the Jewish population of Europe during the Second World War. The class will

consist of lectures, screening of documentary films, and visits to Holocaust museums in Washington, D.C. and Richmond. Offered during the summer. 3 credits. EU

HIST 383. *International Study in Africa.* This course will provide a short-term immersion in a contemporary culture that will complement historical study and analysis. Offered during intersession or during the summer. May be repeated for credit when course topic changes. May count as an elective but cannot fulfill core requirements of the major. 3 credits.

HIST 384. *International Study in Europe.* This course will provide a short-term immersion in a contemporary culture that will complement historical study and analysis. Offered during intersession or during the summer. May be repeated for credit when course topic changes. May count as an elective but cannot fulfill core requirements of the major. 3 credits.

HIST 395. *Special Topics.* Selected topics in History. The topics will vary from semester to semester. Descriptions will be available from academic advisor. May be repeated for credits when topics change. 3 credits.

HIST 397. *Virginia History.* A survey of Virginia history from colonial times to present. Prerequisites: History 221 and 222 or permission of instructor. 3 credits. WR and SP. US

HIST 407, 408, 409. *Seminar in U.S. History.* Research seminar course focused on an in-depth study of a topic or period in United States History. In this course students will practice their skills as historians, through readings, seminar-style discussions, a research project, and a formal oral presentation. May be repeated for credit when topic changes. Prerequisite: HIST 250 and one 300-level HIST course, or permission of instructor. 3 credits. WR and SP US

HIST 414, 415, 416. *Seminar in European History.* Research seminar course focused on an in-depth study of a topic or period in European History. In this course students will practice their skills as historians, through readings, seminar-style discussions, a research project, and a formal oral presentation. May be repeated for credit when topic changes. Prerequisite: HIST 250 and one 300-level HIST course, or permission of instructor. 3 credits. WR and SP EU

HIST 420, 421, 422. *Seminar in Non-Western History.* Research seminar course focused on an in-depth study of a topic or period in Non-Western History. In this course students will practice their skills as historians, through readings, seminar-style discussions, a research project, and a formal oral presentation. May be repeated for credit when topic changes. Prerequisite: HIST 250 and one 300-level HIST course, or permission of instructor. 3 credits. WR and SP NW

HIST 450. *Career Preparation in History.* This is the capstone course in history at Longwood University. It includes an assessment of student outcomes, the preparation of a professional portfolio, and an investigation of career opportunities in history. Satisfactory completion of this course and each of its requirements is required of all history majors for graduation. 1 credit.

HIST 482. *Directed Teaching of Social Studies in the Secondary School.* This course is required of all students seeking Secondary Teaching Licensure in History and the Social Sciences in the state of Virginia. Each student is assigned to work with a qualified Cooperating Teacher in an approved secondary school setting. The Student Teacher will follow the schedule of the Cooperating Teacher(s). Prerequisites: Completion of all major and professional education coursework; completion of Praxis II; maintain a minimum cumulative GPA of 2.5 and a major GPA of 2.5. 12 credits.

HIST 490. *Directed or Independent Study.* Must be approved by the head of the department. May be repeated. 1-18 credits. *Fulfills General Education Goal 14.

HIST 492. *Internships in History.* Experiential learning designed to apply the principles of history. Prerequisite: A minimum cumulative GPA of 2.5 is required to enroll. 1-18 credits. *Fulfills General Education Goal 14.

HIST 498. *Honors Research in History.* Students conduct research in history under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 3 credits. WR.

POLITICAL SCIENCE PROGRAM

Faculty

Mary Carver, PhD, *Associate Professor of Political Science*

N. Scott Cole, PhD, *Associate Professor of Political Science*

William R. Harbour, PhD, *Associate Professor of Political Science*

The major in political science requires completion of HIST 222, POSC 150 and 216, at least one credit of an internship or directed research (which counts for General Education Goal 14), and 34 credits in additional work in political science. Qualified majors may avail themselves of Congressional District Office Internships around the state, internships with the Washington Center and Institute for Experiential Learning in Washington, D.C., law offices, businesses, and a wide variety of state and local government offices.

The optional pre-law concentration requires completion of HIST 222, POSC 150 and 216, at least one credit of an internship or directed research (which counts for General Education Goal 14), and 40 credits in additional courses, including 31 credits in political science, 3 in psychology, 3 in philosophy, and 3 in economics or accounting.

The optional global politics concentration requires 24 credits of core political science courses, 15 credits of courses focusing on regional area studies, and 9 credits of courses focusing on transitional communities and related issues.

Political science majors may earn either the Bachelor of Science or Bachelor of Arts degree.

No grade below “C-“ will be accepted for courses applied to the major.

MINOR IN POLITICAL SCIENCE /18 credits

The minor in Political Science requires completion of POSC 150 and 15 credits of additional coursework in political science chosen in consultation with a departmental advisor.

No grade below “C-“ will be accepted for courses applied to the minor.

POLITICAL SCIENCE MAJOR, BA, BS DEGREE

A. General Education Core Requirements/38 credits

Students must take POSC 331 to satisfy Goal 12

B. Additional Degree Requirements, BA degree/6 credits

Additional Degree Requirements, BS degree/6-7 credits

C. Major Requirements/43 credits (plus 1 credit included in General Education)

HIST 222	United States History 1877 to Modern Times/3 credits
POSC 150	American Government and Politics/3 credits
POSC 216	American State and Local Government/3 credits
POSC 255	Introduction to Comparative Politics/3 credits
POSC 332	Modern Political Philosophy/3 credits
POSC 350	The American Presidency/3 credits

POSC 353	The American Congress/3 credits
POSC 455	Constitutional Law/3 credits
POSC 461	Senior Seminar/1 credit

Choose three credits from the following courses:

POSC 275	The American Judiciary/3 credits
POSC 357	Constitutional Rights and Liberties/3 credits

Choose three credits from the following courses:

POSC 305	International Relations/3 credits
POSC 343	American Foreign Policy/3 credits
POSC 442	International Law/3 credits

Choose three credits from the following courses:

POSC 314	Political History of Africa/3 credits
POSC 335	Western European Politics and Government/3 credits
POSC 375	Latin American Politics and Government/3 credits

One credit from one of the following three courses (satisfies General Education Goal 14):

POSC 490	Directed or Independent Study/1-18 credits
POSC 492	Internships in Political Science/1-18 credits
POSC 498	Honors Research in Political Science/3 credits (must be approved by the Senior Honors Research Committee)

Political Science Electives/9 credits

D. General Electives BA Degree/33 credits
General Electives BS Degree/32-33 credits

E. Total credits required for BA, BS in Political Science/120

POLITICAL SCIENCE MAJOR, BA, BS DEGREE

Pre-Law Concentration

A. General Education Core Requirements/38 credits

Math 171 is recommended for Goal 5.
 Students must take POSC 331 to satisfy Goal 12.

B. Additional Degree Requirements, BA Degree/6 credits
Additional Degree Requirements, BS Degree/6-7 credits

C. Major Requirements/49 credits (plus 1 credit included in General Education)

HIST 222	United States History 1877 to Modern Times/3 credits
POSC 150	American Government and Politics/3 credits
POSC 216	American State and Local Government/3 credits
POSC 255	Introduction to Comparative Politics/3 credits
POSC 275	The American Judiciary/3 credits
POSC 332	Modern Political Philosophy/3 credits
POSC 350	The American Presidency/3 credits
POSC 353	The American Congress/3 credits
POSC 357	Constitutional Rights and Liberties/3 credits
POSC 455	Constitutional Law/3 credits
PSYC 101	Introduction to Psychology/3 credits
PHIL 300	Logic/3 credits

POSC 461 Senior Seminar/1 credit

Political Science Electives/6 credits

Choose three credits from the following courses:

ACCT 240 Principles of Accounting I/3 credits
ECON 217 Principles of Economics (Micro Emphasis)/3 credits
ECON 218 Principles of Economics (Macro Emphasis)/3 credits

Choose three credits from the following courses:

POSC 305 International Relations/3 credits
POSC 314 Political History of Africa/3 credits
POSC 335 Western European Politics and Government/3 credits
POSC 343 American Foreign Policy/3 credits
POSC 375 Latin American Politics and Government/3 credits
POSC 442 International Law/3 credits

One credit from one of the following three courses (satisfies General Education Goal 14):

POSC 490 Directed or Independent Study/1-18 credits
POSC 492 Internships in Political Science/1-18 credits
POSC 498 Honors Research in Political Science/3 credits
(must be approved by the Senior Honors Research Committee)

D. General Electives for BA/27 credits

General Electives for BS/26-27 credits

Pre-law students are advised that they should present at least a 3.0 GPA (as well as a good LSAT score) to the law school admissions committees in order to be competitive law school applicants.

E. Total credits required for BA, BS in Political Science with a concentration in Pre-Law/120

POLITICAL SCIENCE MAJOR, BA DEGREE

Global Politics Concentration

A. General Education Core Requirements/38 credits

Students must take POSC 331 to satisfy Goal 12.

B. Additional Degree Requirements, BA degree/6 credits

C. Major Requirements/52 credits (plus 1 credit included in General Education)

1. Core Political Science Courses/24 credits

HIST 308 United States Diplomatic History/3 credits
POSC 150 American Government and Politics/3 credits
POSC 255 Introduction to Comparative Politics/3 credits
POSC 305 International Relations/3 credits
POSC 332 Modern Political Philosophy/3 credits
POSC 343 American Foreign Policy/3 credits
POSC 442 International Law/3 credits
POSC 455 Constitutional Law/3 credits

2. Regional and Area Studies/15 credits

Choose 15 credits from the following:

POSC 314 Political History of Africa/3 credits

POSC 335	Western European Politics and Government/3 credits
POSC 375	Latin American Politics and Government/3 credits
HIST 200	History of China/3 credits
HIST 241	Colonial Latin America/3 credits
HIST 330	History of Central Asia and Afghanistan/3 credits
HIST 336	History of Japan/3 credits
HIST 339	Conflict in the Modern Middle East/3 credits
HIST 341	East Africa: Pre-History to the Present/3 credits
HIST 356	Europe in the Twentieth Century, 1900 to the Present/3 credits
HIST 360	Russia Since 1861/3 credits
HIST 375	Modern Germany/3 credits

3. Transnational Community and Issues/9 credits

Choose nine credits from the following:

POSC 360	Citizen Politics/3 credits
POSC 420	Democracy and Democratization/3 credits
ECON 111	Contemporary Economic Issues and Social Policy/3 credits
ECON 218	Principles of Economics/3 credits
GEOG 352	World Regional Geography/3 credits
HIST 202	History of Islamic Civilizations/3 credits

4. Political Science Elective/3 credits

5. Senior Seminar/1 credit

POSC 461	Senior Seminar/1 credit
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6. One credit from one of the following three courses (satisfies General Education Goal 14):

POSC 490	Directed or Independent Study/1-18 credits
POSC 492	Internships in Political Science/1-18 credits
POSC 498	Honors Research in Political Science/3 credits (must be approved by the Senior Honors Research Committee)

D. General Electives/24 credits

E. Total credits required for BA in Political Science with a Concentration in Global Politics/120

POLITICAL SCIENCE COURSE DESCRIPTIONS (POSC)

General Education Courses *

Writing Intensive Courses WR

Speaking Intensive Courses SP

POSC 150. *American Government and Politics.* An introduction to the American political system, with an emphasis upon the national political institutions, processes, groups, public behavior, and issues that shape contemporary society. 3 credits. *Fulfills General Education Goal 8.

POSC 216. *American State and Local Government.* A study of American state and local political institutions and processes, and of related current issues and problems. 3 credits.

POSC 255. *Introduction to Comparative Politics.* The course surveys political systems and considers the meaning of concepts and themes such as political ideologies, states, nationalism, ethnicity, racial politics, democracy, development, and political change. A goal of this course, therefore, is to familiarize students with mainstream and alternative approaches to comparing and contrasting political systems. Examples from Africa, Asia, Latin

America, Europe, and the United States will provide the context. 3 credits. *Fulfills General Education Goal 9.

POSC 275. *The American Judiciary.* This course focuses on the American legal system as a political and policy-making institution. Topics examined include an analysis of the structure, organization and function of state and national court systems. Emphasis will be placed on the role of juries, judges, attorneys, litigants, and interest groups in the judicial system. Special attention will be paid to the Virginia court system. 3 credits.

POSC 292. *Internship in Political Science.* A semester-long, on-the-job learning experience designed to apply the principles of political science. 1-18 credits.

POSC 295. *Special Topics in Political Science.* Selected topics in political science. The topics may vary from semester to semester. May be repeated for credit when topics change. 3 credits.

POSC 305. *International Relations.* Study of the factors conditioning international politics, with emphasis upon the foreign policies of major powers. 3 credits. WR.

POSC 311, 312. *Studies Abroad.* Primarily intended for transfer of credit earned abroad in courses in political science. 1-18 credits.

POSC 314.(HIST 314). *Political History of Africa.* A survey of the political landscape of African history. A major portion of the course examines the significance of precolonial kingdoms, assesses the growth of the “slave trade”, analyzes African intellectual history, and explores the “eve of colonialism” in Africa. 3 credits.

POSC 331.(PHIL 331). *Ancient and Medieval Political Philosophy.* Survey of the principal political theories and philosophies from ancient Greece through the Middle Ages, including the contributions of Plato, Aristotle, Cicero, St. Augustine, and St. Thomas Aquinas. 3 credits. *Fulfills General Education Goal 12.

POSC 332.(PHIL 332). *Modern Political Philosophy.* Survey of modern political theories and philosophies, including the contributions of Machiavelli, Hobbes, Locke, Rousseau, Burke, and Marx. 3 credits. *Fulfills General Education Goal 12.

POSC 335. *Western European Politics and Government.* An examination of the political systems of Western Europe, with in-depth analyses of Great Britain, France, and Germany. Issues like social democracy, gendered politics, right-wing extremism, and the European Union are explored as causes of political change and continuity in Europe. 3 credits. WR, SP..

POSC 341. *American Political Thought to the Civil War.* An introduction to the principal thinkers and the central themes in American political thought. 3 credits. WR, SP.

POSC 342. *American Political Thought 1860 to the Present.* An introduction to the principal thinkers and the central themes in American political thought. 3 credits. WR, SP.

POSC 343. *American Foreign Policy.* A study of U.S. foreign policy with special attention to the policy-making process, current problems in foreign affairs, and the development of long-range foreign policy. 3 credits. WR.

POSC 345.(HMSC 345). *Terrorism and Homeland Security in a Global Age.* Study of the forces involved in terrorism and the issues surrounding homeland security. 3 credits.

POSC 350. *The American Presidency.* The modern presidency and its role in contemporary politics, emphasizing the constitutional background of the office, the evolution of presidential powers, relationships between the presidency and the Congress and bureaucracy, the presidential election process, and the role of the presidency in policy making. 3 credits. WR.

POSC 353. *The American Congress.* An examination of the Congress of the United States, its history and evolution, its contemporary politics, and its role in the national policy-making process. Topics include candidate recruitment, campaigns and elections, representation, committees, legislative leadership, roles and norms, voting alignments, lobbyists and interest groups, oversight of administration, and House-Senate comparisons. The role of Congress in foreign policy, economic policy, and social welfare policy will be examined. 3 credits.

POSC 357. *Constitutional Rights and Liberties.* Study of prominent Constitutional principles, issues, and practices concerning government-private individual relations, with particular emphasis upon freedoms of speech, press, religion; privacy; and social and economic discrimination. Extensive use of Supreme Court decisions. 3 credits. WR, SP.

POSC 360. *Citizen Politics.* Examination of political participation from a comparative perspective, focusing mainly on cases from the United States and Western Europe. Political parties, voting, elections, and social movements are highlighted. 3 credits. SP.

POSC 375. *Latin American Politics and Government.* A study of Latin American politics, government, and development. The course considers the importance of political institutions and social and economic forces in the processes of democratization and economic development. 3 credits. WR.

POSC 390. *Directed or Independent Study in Political Science.* Must be approved by the head of the department. May be repeated as 391. 1-18 credits.

POSC 392. *Internship in Political Science.* A semester-long, on-the-job learning experience designed to apply the principles of political science. 1-18 credits.

POSC 394. *Political Leadership.* The course investigates the diverse nature of leadership and the place of leadership in modern society. While the main emphasis is on political leadership, a strong interdisciplinary approach is employed. Students are required to think about various needs, origins, moral dilemmas, requirements, and techniques of leadership in a wide variety of differing circumstances. 3 credits. WR, SP.

POSC 395. *African Politics and Government.* The course offers various intellectual perspectives on contemporary African politics. Attention is devoted to an examination of the state, political institutions, social forces and movements, gender, democratization, and regional economic development. 3 credits. WR.

POSC 420. *Democracy and Democratization.* This class explores the development of democracy, focusing on the theories, definitions, history, and pre-conditions of democracy. Democratic transitions and consolidations are also considered. 3 credits.

POSC 442. *International Law.* A study of the international legal system, including the content and operation of the laws of war and peace, how law is created and enforced with regard to the oceans and other parts of the globe, and the relationship between international law and international politics. 3 credits. WR, SP.

POSC 443. *United States Foreign Policy and National Security: 1990-Present.* This course represents an endeavor to identify and analyze major US foreign policy and national security issues and threats likely facing the United States both externally and internally. Major attention is devoted to the continuing dynamics in Russo-American relations and to problems of a politico-economic nature posed by nations of the developing or Third World. Additionally, discussions focus on various response options potentially applicable to the resolution of current issues. 3 credits.

POSC 455. *Constitutional Law.* Intensive case-study examination of the continuing development of the Constitution. Emphasis on judiciary, presidency, federalism, commerce, and due process problems. 3 credits. WR.

POSC 460. *Political Science Seminar.* Open to juniors and seniors; offered on demand. 1-3 credits.

POSC 461. *Senior Seminar.* Capstone course in Political Science. Research, writing, and assessment of student outcomes. 1 credit. WR and SP.

POSC 465. *The Role of US National Intelligence in Foreign Policy.* This course provides a basic overview of the history, current organization, and missions of the US Foreign intelligence establishment (“the Intelligence Community”) and its various programs and activities in support of US foreign policy and national security objectives. 3 credits.

POSC 490. *Directed or Independent Study in Political Science.* Must be approved by the head of the department. May be repeated as. 1-18 credits. *Fulfills General Education Goal 14.

POSC 492. *Internship in Political Science.* Experiential learning designed to apply the principles of political science. Prerequisite: Minimum cumulative GPA of 2.5 to enroll. 1-18 credits. *Fulfills General Education Goal 14.

POSC 495. *Special Topics in Political Science.* Selected topics in political science. The topics may vary from semester to semester. May be repeated for credit when topics change. 3 credits.

POSC 498. *Honors Research in Political Science.* Students conduct research in political science under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 3 credits. WR.

MINOR IN LEADERSHIP STUDIES

Director

N. Scott Cole, PhD, *Associate Professor of Political Science*

Faculty

Dr. William Harbour, *Associate Professor of Political Science*

W. Taylor Reveley IV, *Professor of Leadership Studies*

Longwood University’s stated mission is to create citizen leaders. The Leadership Studies Program is intended for students who want to explore further the theoretical foundations of leadership. This is an interdisciplinary minor that draws on different conceptions of leadership from across the curriculum. Students from a variety of academic areas are encouraged to participate in this educational experience. Courses for this program are designed to inform students about the concepts, theories, and issues related to leadership.

Requirements for the 19-Credit Hour Minor in Leadership Studies:

In order to complete a minor in Leadership Studies, students must:

1. File a form of intention to pursue the Minor at the Office of the Registrar.
2. Earn a grade point average of 2.0 in those courses chosen to meet the minor requirements.

Take all of the following courses/ 13 credits

LDST 120	Foundations of Leadership Studies/3 credits
LDST 220	Leadership and Service/3 credits
LDST 320	Leaders and Leadership/3 credits
POSC 394	Political Leadership/3 credits
LDST 420	Practicum in Leadership/1 credit

Choose 6 credit hours from the following:

COMM 330	Small Group Communication/3 credits
HONS 202	Fundamentals of Citizen Leadership/1 credit

	(open to non-Honors students with a GPA of 3.25 or higher)
MISC 101	Foundations of Officership/1 credit
MISC 102	Introduction to Leadership/1 credit
MISC 201	Military Leadership I: Innovative Team Leadership/2 credits
MISC 202	Military Leadership II: Leadership and Foundations of Tactical Leadership/2 credits
POSC 360	Citizen Politics/3 credits
PSYC 331	Social Psychology/3 credits
RECR 350	Ropes Course and Initiative Dynamics/3 credits
RECR 375	Leadership Development through Wilderness Pursuits/3 credits
SOCL 102	Contemporary Social Problems/3 credits

LEADERSHIP STUDIES COURSE DESCRIPTIONS (LDST)

LDST 120. *Foundations of Leadership Studies.* This course is designed to introduce and engage students in the study of leadership. The course will explore the history, ideas, and theories of leadership, answer questions about leadership and the leadership process, and develop a basic vocabulary and portfolio of concepts and approaches that will prepare students to exercise leadership in service to society. 3 credits.

LDST 220. *Leadership and Service.* Discussion and understanding of theoretical leadership concepts is not sufficient; students must actively employ, reflect upon, and revise (when necessary) their leadership qualities, knowledge, and strategies. This course is a critical component of the Leadership Studies minor as it requires students to be actively engaged in the community - observing, critiquing, and exerting leadership. It is also essential for an institution that strives to create citizen leaders as it cultivates an understanding and appreciation for the concept of leader as servant. 3 credits.

LDST 320. *Leaders and Leadership.* This interdisciplinary course will explore the question, “Do individuals in leadership roles necessarily exhibit exemplary leadership?” Through active involvement in this course, students will have the opportunity to explore and evaluate the legacy of both positional and non-positional leaders from several historical and grassroots/social movements. 3 credits.

LDST 420. *Practicum in Leadership.* This practicum provides students with the opportunity to apply the theoretical concepts and interdisciplinary perspectives and knowledge they have acquired in their leadership courses. They will select an organization/agency with which to work and will concentrate efforts on a designated program/project/issue. 1 credit.

PHILOSOPHY PROGRAM

Faculty

Mark Lukas, PhD, *Associate Professor of Philosophy*

Eric Moore, PhD, *Associate Professor of Philosophy*

Charles Repp, PhD, *Visiting Assistant Professor of Philosophy*

The minor in Philosophy requires 18 credit hours of work in Philosophy. Its objectives are as follows: to develop the skill to examine critically the philosophical problems that are basic and perennial for any serious-minded and reflective person; to begin to develop a personal philosophy or system of beliefs concerning those issues; to provide a background in the history of western thought; and to analyze problems and theories in other fields in both the humanities and sciences.

No grade below a “C-“ will be accepted for courses applied to the minor.

Minor Requirements/18 credits

PHIL 200 Introduction to Philosophy/3 credits

Choose two of the following:

- PHIL 210 Survey of Ancient Philosophy/3 credits
- PHIL 211 Survey of Medieval Philosophy/3 credits
- PHIL 212 Survey of Early Modern Philosophy/3 credits
- PHIL 213 Survey of Nineteenth-Century Philosophy/3 credits

Choose three credits from the following:

- PHIL 308 Introduction to Ethics/3 credits
- PHIL 315 Biomedical Ethics/3 credits
- PHIL 316 Environmental Ethics/3 credits

Additional PHIL electives/6 credits

(Students may count POSC 331 or POSC 332 as PHIL electives)

PHILOSOPHY COURSE DESCRIPTIONS (PHIL)

General Education Courses *

Writing Intensive Course WR

Speaking Intensive Courses SP

PHIL 200. *Introduction to Philosophy.* A critical examination of some of the basic problems of philosophy, emphasizing metaphysics and epistemology by including units on skepticism, causation, and philosophy of mind. 3 credits. WR.

PHIL 210. *Survey of Ancient Philosophy.* A survey of the development of western philosophy from the pre-Socratics through Hellenistic philosophy with emphasis on Plato and Aristotle. 3 credits.

PHIL 211. *Survey of Medieval Philosophy.* A survey of the development of western thought during the Medieval and Renaissance periods. Emphasis on the Christian philosophies of Augustine and Aquinas and on the humanistic philosophies of the Italian renaissance. 3 credits.

PHIL 212. *Survey of Early Modern Philosophy.* A survey of the development of western thought from the 16th century through the 19th century. Emphasis on the philosophical traditions from Hobbes in the British Isles and from Descartes on the continent, especially on Descartes, Locke, and Hume. 3 credits.

PHIL 213. *Survey of Nineteenth-Century Philosophy.* A survey of the development of western thought from Kant to the beginning of the 20th century. Emphasis on Kant's position as a solution to problems raised in the 18th century, and to the development of German philosophy in Schopenhauer, Hegel, and Marx. The foundations of existentialism. 3 credits.

PHIL 214. *Survey of Twentieth-Century Analytic Philosophy.* A survey of the development of analytic philosophy in the twentieth century. Topics covered may include the early paradigms of Moore and Russell, logical atomism in Russell and early Wittgenstein, logical positivism, the later Wittgenstein, the ordinary language school of philosophy, Quine's naturalism in semantics, Davidson's views on truth, Kripke's reconceptualization of semantic and metaphysical categories, and the legacy of 20th century analytic philosophy. 3 credits.

PHIL 292. *Internship in Philosophy.* A semester-long, on-the-job learning experience designed to apply the principles of philosophy. 1-18 credits.

PHIL 295. *Special Topics.* Selected topics in Philosophy. The topics will vary from semester to semester. Descriptions will be available from academic advisors. May be repeated for credit when topics change. Prerequisite none. 1-3 credits.

PHIL 300. *Logic.* The fundamentals of deduction and induction which aid the student in developing habits of valid thinking and in understanding the scientific method. Emphasis on deductive logic and on tools for analysis of issues in different fields of inquiry. 3 credits.

PHIL 308. *Introduction to Ethics.* An introduction to ethical theories and their applications to moral issues. This course has three major components: (1) a survey of the main normative and metaethical theories; (2) a detailed examination of the method of philosophical analysis; and (3) the application of ethical theories and philosophical analysis to contemporary moral issues. 3 credits. *Fulfills General Education Goal 12.

PHIL 311, 312. *Studies Abroad.* Primarily intended for transfer of credit earned abroad in courses on Philosophy. 1-16 credits per semester.

PHIL 315. *Biomedical Ethics.* Ethical inquiry into the concepts of person, autonomy, rights, responsibility, and justice relevant to biomedicine and their application to issues of euthanasia, abortion, genetic control, the definition of death, allocation of scarce medical resources, experimentation with human beings, and intentional deception in biomedicine. 3 credits. *Fulfills General Education Goal 12.

PHIL 316. *Environmental Ethics.* A study of how the principles of ethical theory can be applied to contemporary environmental controversies. The class will examine a variety of theoretical approaches to environmental ethics, comparing human-centered (anthropocentric), animal-centered (zoocentric), and nature-centered (biocentric) value systems. Students will study local, national, and global environmental issues including factory farming, pollution and pesticides, loss of biodiversity, habitat destruction, and global warming. 3 credits. *Fulfills General Education Goal 12.

PHIL 331.(POSC 331). *Ancient and Medieval Political Philosophy.* Survey of the principal political theories and philosophies from ancient Greece through the Middle Ages, including the contributions of Plato, Aristotle, Cicero, St. Augustine, and St. Thomas Aquinas. 3 credits. *Fulfills General Education Goal 12.

PHIL 332.(POSC 332). *Modern Political Philosophy.* Survey of modern political theories and philosophies, including the contributions of Machiavelli, Hobbes, Locke, Rousseau, Burke, and Marx. 3 credits. *Fulfills General Education Goal 12.

PHIL 350. *Aesthetics.* A study of theories of art and beauty, including the relation between beauty and the arts, the function and value of the arts in culture, and standards for criticism and judgments of beauty. 3 credits.

PHIL 355. *Philosophy of Mind.* A study of such leading theories as dualistic interactionism, behaviorism and materialism, which concern the nature of the person, self-knowledge, the relation to the mental and the physical and human action. Emphasis on theories of the self or person and on criteria for the evaluation thereof. Classical, modern, and contemporary sources. 3 credits.

PHIL 360. *Philosophy of Religion.* A critical examination of certain problems in religion, including the nature of religion, grounds for belief and disbelief in God, the varieties of religious experience and immortality. Classical, modern and contemporary sources. 3 credits.

PHIL 365. *History and Philosophy of Science.* An examination of such issues as the logic of scientific reasoning and method, the distinction between science and pseudoscience, the analysis of central concepts in science, especially causality, law and explanation, and finally, the relation of science and values in our culture. Attention will be given to the development of a consistent point of view on these issues. Examples will be drawn from a broad range of sciences, both natural and social. 3 credits.

PHIL 390. *Directed or Independent Study.* Must be approved by the head of the department. May be repeated as 391. 1-18 credits.

PHIL 392. *Internship in Philosophy.* A semester-long, on-the-job learning experience designed to apply the principles of philosophy. 1-18 credits.

PHIL 398. (KINS 398). *Ethics in Sport and Physical Education.* An examination of the basic philosophic issues concerning ethics and moral reasoning and how these issues relate to sport. Students will be encouraged to develop their ability to make informed ethical choices and decisions relating both to sport and to their own personal and professional lives. *Fulfills General Education Goal 12.

PHIL 461. *Seminar in Philosophy.* An intensive study of one of the major philosophers emphasized in the introductory four-course sequence in the history of western philosophy. Lectures on the systematic position in general and student papers on particular topics on or about that position. Readings from major works of the philosopher chosen and from important critical secondary sources. Prerequisites: completion of the other specified required courses for either the major or minor programs in philosophy or permission of instructor. 3 credits.

PHIL 468. (HIST 468). *European Intellectual History from the Enlightenment.* A survey of the major trends in European thought after the Enlightenment, and the relationship of these trends to their social, cultural, and political context. Prerequisite: HIST 110 or permission of instructor. 3 credits. WR, SP.

PHIL 490. *Independent Study.* A directed reading and/or research program on a topic or thinker selected by the student and approved by the director. 1-18 credits. *Fulfills General Education Goal 14.

PHIL 492. *Internship.* Experiential learning designed to apply the principles of philosophy. Prerequisite: Minimum cumulative GPA of 2.5 to enroll. 1-18 credits. *Fulfills General Education Goal 14.

PHIL 495. *Special Topics.* Selected topics in Philosophy. The topics will vary from semester to semester. Descriptions will be available from academic advisers. May be repeated for credit when topics change. 1-3 credits.

PHIL 498. *Honors Research in Philosophy.* Students conduct research in philosophy under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 3 credits.

Department of Mathematics and Computer Science

David W. Shoenthal, *Chair*

Gale Moss, *Administrative and Office Specialist*

The Department of Mathematics and Computer Science offers courses leading to majors and minors in mathematics and computer science. It also offers courses which fulfill general education and Bachelor of Science degree requirements.

ASSESSMENT: The Department of Mathematics and Computer Science requires all majors to participate in any required assessment activities, including, as seniors, taking a comprehensive test. The purpose of the test is to assess the progress of the majors and the effectiveness of the program.

Teaching Endorsement

Students who are preparing to teach and who are majoring in fields other than mathematics may be endorsed to teach mathematics courses through Algebra I in grades 6 – 12. See the Algebra I Endorsement below for details.

MATHEMATICS PROGRAM

Faculty

William P. Abrams, PhD, *Professor of Mathematics*

Sharon Emerson-Stonnell, PhD, *Professor of Mathematics*

Jacqueline A. Hall, PhD, *Associate Professor of Mathematics*

Virginia Lewis, PhD, *Associate Professor of Mathematics Education*

Leigh Lunsford, PhD, *Professor of Mathematics*

Honoré Mavinga, PhD, *Lecturer of Mathematics*

Phillip L. Poplin, PhD, *Associate Professor of Mathematics*

David Shoenthal, PhD, *Professor of Mathematics*

Leah Shilling, EdD, *Associate Professor of Mathematics Education*

Wendy Smith, PhD, *Associate Professor of Mathematics Education*

Maria Timmerman, PhD, *Associate Professor of Mathematics Education*

Thomas Wears, PhD, *Assistant Professor of Mathematics*

The mathematics curriculum stresses breadth, theory, and depth in the study of mathematics while allowing the student the flexibility to choose among topics of their interest. In order to calculate the Math Major GPA, any course with the prefix MATH or MAED 352 should be included in the calculation with the following exceptions:

MATH 114	Consumer Math
MATH 121	Functions and Graphs
MATH 150	Math And
MATH 181	Finite Mathematics
MATH 309	Numeration Systems
MATH 310	Probability, Statistics, and Programming
MATH 430	Teaching Mathematics in the Middle Schools

While every attempt is made to state the requirements as succinctly as possible, it is recommended that every student majoring or minoring in the department continue in close communication with the academic advisor assigned by the department in order to plan the program best suited to individual needs and goals.

Students desiring a minor in mathematics or computer science must successfully complete the appropriate program described below.

MATHEMATICS MAJOR, BA, BS DEGREE

A. General Education Core Requirements/38 credits

Majors are required to take MATH 350 for General Education Goal 12.

B. BS Degree Additional Degree Requirements/7-8 credits

Students must take an additional 4 credit natural science course and either CMSC 140 or CMSC 160 to earn a B.S. degree.

BA Degree Additional Degree Requirements/6 credits

C. Major Requirements/43 credits (Plus 4 credits included in General Education)

All Majors

MATH 171	Statistical Decision Making/3 credits
MATH 175	Discrete Mathematics/2 credits
MATH 261	The Differential and Integral Calculus I/4 credits (3 of these 4 credits satisfy General Education Goal 5)
MATH 262	The Differential and Integral Calculus II/4 credits
MATH 280	Linear Algebra/3 credits
MATH 300	A Transition to Advanced Mathematics/ 3 credits
MATH 361	Multivariable Calculus/4 credits
MATH 342	Introduction to Modern Algebra/3 credits
MATH 372	Mathematical Probability & Statistics I/3 credits
MATH 462	Advanced Calculus/3 credits
MATH 461	Senior Seminar/2 credits
CMSC 492 or MATH 490 or MATH 492 or MATH 498 or MATH 482 or MAED 490/1-3 credits	(1 credit satisfies General Education Goal 14)

*Electives***

Students must complete a total of 12 additional hours from 300 – 400 level Mathematics courses.

***Electives may **NOT** include:*

MATH 309	Numeration Systems/3 credits
MATH 310	Probability, and Statistics, and Programming/3 credits
MATH 313	Geometry and Reasoning/3 credits
MATH 350	Ethical Issues in Mathematics and Computer Science/3 credits
MATH 430	Teaching Mathematics in the Middle School/ 3 credits
MATH 451	The Teaching of High School Mathematics/2 credits
MATH 482	Directed Teaching in the Secondary School/12 credits

D. Secondary Education Endorsement, grades 6-12/29-31 credits (Plus 1 credit included in general education and 3-6 credits included in the major)

MATH 245	History of Mathematics/2 credits
or MATH 320*	International Studies in Mathematics History/1-3 credits
MATH 335*	Advanced Euclidean Geometry/3 credits
MATH 451	The Teaching of High School Mathematics/2 credits
MATH 482	Directed Teaching in the Secondary School/12 credits
MAED 152	Principles of Secondary Education in Mathematics/1 credit
MAED 252	Practicum I in Mathematics/2 credits
MAED 352	Practicum II in Mathematics/2 credits
EDUC 245	Human Growth and Development/3 credits

EDUC 260	Introduction to the Teaching Profession/2 credits
EDUC 432***	Content Area Literacy/3 credits
EDUC 467***	Classroom Management and System Issues (Elementary & Middle)/3 credits

*MATH 320 and MATH 335 count towards the mathematics major.

MATH 320 only replaces MATH 245 if taken for 3 credits.

***Students must be admitted to the Teacher Preparation Program before they will be permitted to enroll in any subsequent 300-400 level EDUC courses.

E. General Electives (non-teaching majors)/31-33 credits (teaching majors)/2-5 credits

F. Total Credits Required for BA, BS in Mathematics/120

Total Credits Required for BS in Mathematics with Secondary Teaching Endorsement/120

For additional Endorsement to teach Computer Science, Minor in Computer Science/20 credits.

MINOR IN MATHEMATICS

Minor Requirements/21 credits

MATH 261	The Differential and Integral Calculus I/ 4 credits
MATH 262	The Differential and Integral Calculus II/ 4 credits
MATH 361	Multivariable Calculus/ 4 credits

**Electives: Nine additional credits consisting of MATH 280, or mathematics at the 300 – 400 level.

Electives may **NOT include:

MATH 309	Numeration Systems/3 credits
MATH 310	Probability Statistics and Programming/3 credits
MATH 313	Geometry and Reasoning/3 credits
MATH 350	Ethical Issues in Mathematics and Computer Science/3 credits
MATH 430	Teaching Mathematics in the Middle School/3 credits
MATH 451	The Teaching of High School Mathematics/2 credits
MATH 482	Directed Teaching in the Secondary School/12 credits

ALGEBRA I ENDORSEMENT

Students who are preparing to teach and who are majoring in fields other than mathematics may be endorsed to teach mathematics courses through Algebra I in grades 6 – 12 by taking the courses listed below.

Algebra I Endorsement Requirements/25-27 credits

MATH 164	Precalculus/4 credits
or MATH 262	The Differential and Integral Calculus II/4 credits
MATH 261	The Differential and Integral Calculus I/4 credits
MATH 280	Linear Algebra/3 credits
MATH 309	Numeration Systems/3 credits
MATH 310	Probability, Statistics, and Programming/3 credits
MATH 313	Geometry and Reasoning/3 credits
or MATH 335	Advanced Euclidean Geometry/3 credits
MATH 430	Teaching Mathematics in the Middle School/3 credits
or MATH 451	The Teaching of High School Mathematics/2 credits
CMSC 121	Introduction to Computer Science/3 credits
or CMSC 160	Introduction to Algorithmic Design I/4 credits

MATHEMATICS COURSE DESCRIPTIONS (MATH)

General Education Course *
Writing Intensive Course WR
Speaking Intensive Course SP

MATH 114. *Mathematics for the Consumer.* An introductory course designed to acquaint the student with the application of mathematics in the life of the consumer. Special attention will be given to the algebraic derivation of formulas, the reduction of real life situations to mathematical models, and the mathematics employed in banking, budgeting, credit, taxes, insurance, installment buying, annuities, stocks, bonds, and mortgages. 3 credits. *Fulfills General Education Goal 5.

MATH 121. *Functions and Graphs.* Graphical, numerical, and algebraic study of functions. Functions will include linear, polynomial, radical and exponential as well as their applications in sequences and series. Linear and quadratic equations and in equalities will also be studied. 3 credits. *Fulfills General Education Goal 5.

MATH 150. *Math And.* An in depth study of the practice of mathematics in a specific application area such as baseball, voting, finance, or architecture. Both algebraic and geometric applications in the chosen area will be covered. Historical topics will also be considered. 3 credits. *Fulfills General Education Goal 5.

MATH 164. *Precalculus.* A study of polynomial, rational, exponential, logarithmic, and trigonometric functions; conic sections; and their applications in order to prepare the student for calculus. 4 credits.

MATH 171. *Statistical Decision Making.* An elementary statistics course designed to give students a working knowledge of the ideas and tools of practical statistics and their usefulness in problem solving and decision making. Topics include graphical displays of data, measures of central tendency and variability, sampling distributions, and confidence intervals and hypothesis testing for means and proportions. Additional topics may include elementary probability concepts, correlation and regression, or Chi Square analysis. Special emphasis is placed upon the proper use and interpretation of statistics in real life situations. 3 credits. *Fulfills General Education Goal 5.

MATH 175. *Discrete Mathematics.* An introduction to subjects in discrete mathematics including elementary set theory, logic, counting, probability and graph theory. 2 credits.

MATH 181. *Finite Mathematics.* A study of discrete mathematical structures with applications primarily to business and economics. Topics will be selected from a review of sets; linear and quadratic functions; Gauss-Jordan elimination; matrix algebra; solutions of inequalities; introductory linear programming; introductory probability and statistics; introductory game theory; and mathematics of finance. 3 credits.

MATH 245. *History of Mathematics.* An introduction to the history of mathematics, concentrating on the period from the Greeks through the 19th century. The student will learn the historical development of many mathematical topics taught in middle and high school today. 2 credits. Offered spring of odd numbered years.

MATH 261. *The Differential and Integral Calculus I.* The first semester of a course dealing with the basic ideas of calculus and analytic geometry. Prerequisite: MATH 164 with a C- or better. 4 credits.

MATH 262. *The Differential and Integral Calculus II.* A continuation of topics introduced in MATH 261, dealing with calculus and analytic geometry. Prerequisite for MATH 262: MATH 261. Students who do not make a C- or better in MATH 261 must have the consent of the instructor before enrolling in MATH 262. 4 credits.

MATH 280. *Linear Algebra.* A basic study of vector spaces, linear transformations, and their relationships to matrix algebra. Also included are determinants, isomorphism theorems, and linear functionals. Prerequisite: MATH 261. 3 credits. Offered every fall.

MATH 292. *Internship in Mathematics.* A semester-long, on-the-job learning experience designed to apply the principles of mathematics. 1-18 credits.

MATH 295. *Special Topics.* Selected topics in mathematics. The topics may vary from semester to semester. May be repeated for credit when topics change. 1-3 credits.

MATH 300. *A Transition to Advanced Mathematics.* An introduction to rigorous mathematical proof with focus on the properties of the real number system. Topics include elementary symbolic logic, mathematical induction, algebra of sets, relations, recursion, algebraic and completeness properties of the reals. Prerequisite: MATH 175 and MATH 262 With grades of C- or better, or consent of instructor. It is also strongly recommended that a student have a C- or better in this course before proceeding with future MATH coursework. 3 credits. Offered every spring.

MATH 301. *Applied Statistics.* Topics include one-way and two-way analysis of variance, correlation and linear regression, multiple linear regression, analysis of categorical data (Chi-square tests), and nonparametric tests. Additional topics such as logistic regression and bootstrap methods may also be covered. The emphasis will be on practical applications of these techniques and the use of computer software will be an integral part of the course. Prerequisite: MATH 171 with a grade of C- or better. 3 credits.

MATH 309. *Numeration Systems.* Examines various numeration systems past and present, computational algorithms, basic sets of operations, elementary number theory, concepts of rational numbers, and proportional reasoning in a problem-solving environment through student investigations and hands-on activities. 3 credits.

MATH 310. *Probability, Statistics, and Programming.* Examines probability, descriptive statistics, graphical representations and simple computer programming in a problem-solving environment through student investigations and hands-on activities. This course will require the use of a scientific calculator and computer. Prerequisite: MATH 309. 3 credits.

MATH 311, 312. *Studies Abroad.* Primarily intended for transfer of credit earned abroad in courses in mathematics. 1-18 credits.

MATH 313. *Geometry and Reasoning.* Examines properties of and relationships between geometric figures, measurement, concepts of perimeter area, and volume of two- and three-dimensional figures, transformations and coordinate geometry, constructions, the Pythagorean Theorem and trigonometric ratios, and geometric reasoning both deductive and inductive in a problem-solving environment through student investigations and hands-on activities. Prerequisite: MATH 309. 3 credits.

MATH 320. *International Studies in Mathematics History.* The study of the mathematics of a particular culture, how earlier mathematics helped to shape these discoveries, and its influence on present day mathematics. Course will include study in the country where the historical mathematical developments took place. Particular historical developments will change depending upon the country where the study abroad will occur. Prerequisite: MATH 261. 1-3 credits. May repeat for 1 credit. Must have permission of instructor to take for either 1 or 2 credits.

MATH 325.(CMSC 325). *Mathematical Modeling and Simulation.* An introduction to mathematical modeling and computer simulation that includes linear programming discrete and stochastic mathematical models, curve fitting, and discrete event simulation including basic queuing theory. Other topics may include continuous models, random number generation, and statistical analysis of models. Various simulation software packages will be discussed and used. Prerequisites: MATH 261, MATH 171 or 270, and CMSC 160. 3 credits. Offered every spring.

MATH 335. *Advanced Euclidean Geometry.* A study of Euclidean geometry from a more advanced viewpoint. The methods and techniques of synthetic axiomatic geometry will be stressed through a study of logic and

formal proof applied to Euclidean and non-Euclidean geometries. Prerequisite: MATH 300. 3 credits. Offered fall of odd numbered years.

MATH 342. *Introduction to Modern Algebra.* Sets and mappings, integers, general algebraic systems, groups, rings, and fields. Prerequisite: MATH 300. 3 credits. Offered every fall.

MATH 345. *Number Theory.* An introductory course in additive and multiplicative number theory. Included are topics such as: divisibility, prime numbers, congruences, residue systems, linear and quadratic congruences, Diophantine equations, quadratic residues, and number theoretic functions. Prerequisite/co-requisite: MATH 175 and 261. 3 credits.

MATH 350.(CMSC 350). *Ethical Issues in Mathematics and Computer Science.* Consideration of ethical implications of mathematics and computer science in society. Overview of ethical theory; case studies of situations illustrating ethical dilemmas. A knowledge of calculus and algorithms will be assumed. 3 credit. WR and SP. *Fulfills General Education Goal 12.

MATH 361. *Multivariable Calculus.* Advanced topics in calculus will include curves and planes in three dimensions as well as differentiation and integration of multi-variable functions. Prerequisite: MATH 262. Students who do not make C- or better in MATH 262 must have consent of the instructor before enrolling in MATH 361. 4 credits.

MATH 362. *Differential Equations.* A study of ordinary differential equations of the first and second order, to include basic graphical, numerical, and analytic solution techniques, series solutions, eigenvalues, and some applications to mechanics and/or physics. Prerequisite: MATH 262. Students who do not make C- or better in MATH 262 must have consent of the instructor before enrolling in MATH 362. 3 credits. Offered every spring.

MATH 372. *Mathematical Probability and Statistics I.* An introduction to mathematical probability and statistics. Material will include probability, discrete and continuous distributions, bivariate distributions, distributions of functions of random variables, and select topics in statistical estimation and tests of statistical hypotheses. An emphasis will be placed on distributions as models of random behavior and the application of probability to statistics. Simulation will be used to explore various concepts and solve problems. Prerequisite: MATH 171, MATH 175, MATH 361, and either CMSC 140 or CMSC 160. MATH 361 may be taken concurrently. 3 credits.

MATH 390. *Directed Study in Mathematics.* Individualized study; recommended only when material cannot be studied through existing course offerings. Must have permission of department chair. 1-3 credits. May be repeated when topics change; no more than 6 credits.

MATH 392. *Internship in Mathematics.* A semester-long, on-the-job learning experience designed to apply the principles of mathematics. 1-18 credits.

MATH 395. *Special Topics in Mathematics.* Selected topics in mathematics. The topics may vary from semester to semester. May be repeated for credit when topics change. 1-3 credits.

MATH 405. *Numerical Methods.* An introduction to modern numerical approximation techniques. Material will include select methods for solving equations in one variable, for interpolation and polynomial approximation, for numerical differentiation and integration, and for solving linear systems. Additional topics may include approximation theory, numerical solutions of initial-value and boundary-value problems for differential equations, approximating eigenvalues, and numerical solutions of nonlinear systems of equations. Prerequisites: MATH 280, 361 and CMSC 160. 3 credits.

MATH 420.(CMSC 420). *Graph Theory.* An introduction to topics in graph theory, focusing on analysis of specific applications and proofs of important theorems in the discipline. Topics include graphs, paths, and

cycles; directed graphs, trees, and applications of graph theory in real world contexts. Prerequisites: CMSC 160 and either MATH 300 or CMSC 208. 3 credits.

MATH 430. *Teaching Mathematics in the Middle Schools.* A study of current practices in middle-school mathematics teaching with emphasis on principles, techniques, and materials. Required for those planning to teach middle school mathematics. Prerequisite: MATH 309. 3 credits.

MATH 451. *The Teaching of Secondary Mathematics.* A study of current practices in secondary mathematics teaching with emphasis on principles, techniques, assessment, and materials. Focus will also be given to integrating technology in classroom and differentiated instruction. Students will be required to take Praxis II during this course. Prerequisite: MAED 252. 2 credits. Taken in fall of junior/senior year.

MATH 461. *Senior Seminar.* A capstone course for the mathematics major. Emphasis will be on problem solving, connections between various branches of mathematics. Prerequisite: MATH 300, Mathematics Major and Senior Status. 2 credits. WR. Offered every fall.

MATH 462. *Advanced Calculus.* A theoretical approach to the study of limits, continuity, differentials, derivatives, and integrals. Development of the real number system, elementary point set theory, functions of several variables, infinite series, and power series. Prerequisites: MATH 300, 361. 3 credits. Offered every spring.

MATH 472. *Mathematical Probability and Statistics II.* A continuation of MATH 372. Material will include additional discrete and continuous distributions, further theory on the distributions of functions of random variables, and further topics in statistical estimation and tests of statistical hypotheses. Additional material such as Bayesian methods, randomization methods and select theoretical topics may be covered. Prerequisite: MATH 372. 3 credits.

MATH 481. *Complex Variables.* An introduction to the fundamental concepts of complex analysis, including the complex plane, holomorphic functions, the exponential function, Cauchy integral formula, Taylor series, Laurent series, conformal maps, the notion of residues. Applications in physics will be highlighted. Prerequisite: MATH 361. 3 credits.

MATH 482. *Directed Teaching in the Secondary School.* This course is required of all students seeking Secondary teaching Licensure in mathematics. Each student is assigned to work with a qualified cooperating teacher in the selected school setting. Prerequisite: Passing score on Praxis II; MAED 352; MATH 451; and minimum cumulative GPA of 2.5 on both overall and in the major. 12 credits. Offered as needed. *Fulfills General Education Goal 14.

MATH 490. *Directed Study in Mathematics.* Individualized study; recommended only when material cannot be studied through existing course offerings. Must have permission of department chair. 1-3 credits. May be repeated for no more than 6 credits. SP. *Fulfills General Education Goal 14.

MATH 492. *Internship in Mathematics.* A semester-long, on-the-job learning experience designed to apply the principles of mathematics. 1-18 credits. SP. *Fulfills General Education Goal 14.

MATH 495. *Special Topics in Mathematics.* Selected topics in mathematics that require a student to have a firm grasp of proof techniques. The topics may vary from semester to semester. May be repeated for credit when topics change. Prerequisite: MATH 300. 1-3 credits.

MATH 498. *Honors Research in Mathematics.* Students conduct research in mathematics under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 3 credits. SP. *Fulfills General Education Goal 14.

MATHEMATICS EDUCATION COURSE DESCRIPTIONS (MAED)

MAED 152. *Principles of Secondary Education in Mathematics.* Students will be introduced to examples of high-quality inquiry-based lessons framed by the Virginia Mathematics Standards of Learning. Students will model the pedagogical concepts to which they are being introduced by preparing and modeling a mathematics lesson. 1 credit.

MAED 252. *Practicum in Mathematics Education I.* A study of current practices in secondary mathematics with emphasis on curriculum and instructional procedures, including appropriate technology use. Includes an in-depth observation and participation practicum. Placed in public school settings for at least 30 hours under supervision of said Longwood faculty member. Prerequisite: MAED 152. 2 credits. Taken in the sophomore year.

MAED 330. *Integration of Mathematics and Science Principles.* An inquiry into basic principles involved in the study of mathematics and science. Emphasis on measurement, use of manipulatives, inference, prediction, data analysis, and hypothesizing. For Liberal Studies Majors only. Students are required to take SCED 330 concurrently with this course. 1.5 credits each.

MAED 352. *Practicum in Mathematics Education II.* Students create lessons for problem-based investigations in mathematics. Students also discuss the use of classroom management to improve student learning. Includes an in-depth observation and participation practicum, supervised by a faculty member. Placed in public school settings for at least 30 hours under supervision of said Longwood faculty member. Prerequisite: MAED 252. 2 credits. SP. Taken in the junior year.

MAED 490. *Directed Study in Mathematics Education.* Individualized study; recommended only when material cannot be studied through existing course offerings. Must have permission of the department chair. 1-3 credits. May be repeated for no more than 6 credits. SP. *Fulfills General Education Goal 14.

COMPUTER SCIENCE PROGRAM

Faculty

Don Blaheta, PhD, *Assistant Professor of Computer Science*
Julian Dymacek, PhD, *Assistant Professor of Computer Science*
Robert Marmorstein, PhD, *Associate Professor of Computer Science*
Scott A. McElfresh, PhD, *Assistant Professor of Computer Science*

While every attempt is made to state the requirements and concentrations available in the department as succinctly as possible, it is recommended that every student majoring or minoring in the department continue in close communication with the academic advisor assigned by the department in order to plan the program best suited to individual needs and goals. **Computer Science Majors must earn a C- or better in any CMSC course for it to count towards the major.**

Students desiring a minor in computer science must successfully complete the appropriate program described below, and must see the Chair of the Department of Mathematics and Computer Science to officially declare a minor in this field.

COMPUTER SCIENCE MAJOR, BA or BS DEGREE

A. General Education Core Requirements/38 credits

Computer Science majors are required to take CMSC 350 for General Education Goal 12.

B. BA Degree Additional Degree Requirements/6 credits

BS Degree Additional Degree Requirements/7 credits

Students must take an additional 4 credit natural science course and MATH 171 to earn a B.S. degree.

C. Major Requirements/44-46 credits (plus 4 credits included in General Education)

Computer Science Foundations/29-31 credits (plus 1 credit included in General Education)

CMSC 160	Introduction to Algorithmic Design I/4 credits
CMSC 162	Introduction to Algorithmic Design II/4 credits
CMSC 201	Computer Organization/3 credits
CMSC 208	Grammars, Languages, and Automata/3 credits
CMSC 242	Introduction to Network and Systems Programming/3 credits
CMSC 262	Data Structures and Algorithms in Application/3 credits
CMSC 442	Operating Systems /3 credits
CMSC 461	Senior Capstone in Computer Science/ 3 credits
ENGL 319	Technical Writing/3 credits
CMSC 490 or CMSC 492 or CMSC 498/1-3 credits	(1 credit satisfies General Education Goal 14)

Mathematics Foundations/3 hours (plus 3 credits included in General Education):

MATH 261	The Differential and Integral Calculus I/4 credits (3 of these 4 credits satisfy General Education Goal 5)
MATH 175	Discrete Mathematics/2 credits

Electives*

Students must complete a total of 12 additional hours of Computer Science courses, including the following:

Choose one of the following:

CMSC 210	Web Page Design and Scripting/3 credits
CMSC 280	Programming in a Second Language/3 credits

Choose two of the following:

CMSC 355	Introduction to Computer and Network Security/3 credits
CMSC 362	Theory of Databases/3 credits
CMSC 415	Theory of Computation/3 credits
CMSC 420(MATH 420)	Graph Theory/3 credits

**Electives may NOT include CMSC 121 or CMSC 350.*

D. General Electives, BS degree/29-31 credits

General Electives, BA degree/30-32 credits

E. Total Credits Required for BA or BS degree/120

MINOR IN COMPUTER SCIENCE

Minor Requirements/20 credits

CMSC 160	Introduction to Algorithmic Design I/4 credits
CMSC 162	Introduction to Algorithmic Design II/4 credits

Electives: At least twelve additional credits of CMSC courses, excluding CMSC 121 and CMSC 350, of which at least six are at the 300 level or above. MATH 300 may count as a CMSC course for the purposes of this requirement.

MINOR IN CYBER SECURITY, FORENSICS, AND POLICY/18 credits

Students may pursue a minor in Cyber Security, Forensics, and Policy. Students pursuing this interdisciplinary minor will take courses in Information Systems and Security, and Computer Science. (Please refer to requirements listed in College of Business & Economics)

COMPUTER SCIENCE COURSE DESCRIPTIONS (CMSC)

General Education *

Writing Intensive Course WR

Speaking Intensive Course SP

CMSC 121. *Introduction to Computer Science.* An introduction to computer science for non-specialists. Basic computer architecture and design, storage formats, principles of computer operation, and algorithms. Application software that emphasizes the computer as a tool. 3 credits. *Fulfills General Education Goal 5.

CMSC 140. *Introduction to Programming.* A first course in computer programming, intended for students with no previous experience in writing computer programs. Emphasis will be placed on practical programming skills; assignments will primarily use the Python programming language. Students will cover the fundamental control structures and will learn to process real data stored in sequential lists and in key-value pairs. 3 credits.

CMSC 160. *Introduction to Algorithmic Design I.* An introduction to problem solving and algorithmic design using an object-oriented programming language. Topics include programming logic, iteration, functions, recursion, arrays, memory management, user-defined data types, abstraction, and complexity analysis. 4 credits.

CMSC 162. *Introduction to Algorithmic Design II.* A continuation of CMSC 160. Topics include algorithmic design, complexity analysis, abstract data types, and encapsulation and basic data structures. Advanced topics using a modern high-level programming language such as inheritance, overloading, and use of objects. Prerequisite: Grade of C- or better in CMSC 160. 4 credits.

CMSC 201. *Computer Organization.* The organization, design, and structure of computer systems, including both hardware and software principles. Topics include memory addressing, machine-level representations of software and data, fundamentals of logic design, and the mechanics of information transfer and control within a computer system. Prerequisite: CMSC 160; CMSC 162 recommended. 3 credits.

CMSC 208. *Grammars, Languages, and Automata.* This course introduces topics in theoretical computer science including formal languages, grammars, and computability, which form the basis for analysis of programs and computation. These tools are then used to explore several modern programming languages and survey the major programming paradigms. Prerequisites: CMSC 162, MATH 175. 3 credits.

CMSC 210. *Web Page Design and Scripting.* The class will study interactive web pages that provide customized data in response to visitor requests and/or collect data from site visitors. This interaction will be done via program scripts written in an appropriate language. Prerequisite: CMSC 160 or permission of the instructor. 3 credits.

CMSC 242. *Introduction to Network and Systems Programming.* A programming-intensive class covering the fundamentals of operating systems and networking. Emphasizes the use of programming using an Application Programming Interface (API). Topics covered include threading and parallelism, low-level file system access and memory management, communication using signals, socket programming, and the TCP/IP network stack. Prerequisite: CMSC 162. 3 credits.

CMSC 262. *Data Structures and Algorithms in Application.* Introduces many of the classic advanced data structures and algorithms in the context of a survey of important applied fields of computer science. Topics

include artificial intelligence, relational databases, and human-computer interaction. Prerequisite: CMSC 162; MATH 175 recommended. 3 credits.

CMSC 280. *Programming in a Second Language.* A programming-intensive course that gives students a comprehensive introduction to a language not taught in the introductory sequence. Examples of languages which may be taught are Ada, Fortran, and Java. May be repeated for credit when language changes. Prerequisite: CMSC 160 or consent of the instructor. 3 credits.

CMSC 290. *Self Study in Programming.* Independent study of a specific programming language, its syntax and applications, based on prior study of programming languages in general. May not duplicate other language courses. Must be arranged with an instructor and approved by department chair before registering. May be repeated for credit with different languages. Prerequisite: CMSC 162. 1 credit.

CMSC 292. *Internship in Computer Science.* A semester-long, on-the-job learning experience designed to apply the principles of computer science. 1-18 credits.

CMSC 295. *Special Topics.* Selected topics in computer science. The topics may vary from semester to semester. May be repeated for credit when topics change. 1-3 credits.

CMSC 308. *Organization of Programming Languages.* Topics include language and definition structure, data types and structures, control structures and data flow, run-time characteristics and lexical analysis and parsing. Programming assignments will involve the use of several different languages. Prerequisite: CMSC 208. 3 credits.

CMSC 311, 312. *Studies Abroad.* Primarily intended for transfer of credit earned abroad in courses in computer science. 1-18 credits.

CMSC 325.(MATH 325). *Mathematical Modeling and Simulation.* An introduction to mathematical modeling and computer simulation that includes linear programming, discrete and stochastic mathematical models, curve fitting, and discrete event simulation including basic queuing theory. Other topics may include continuous models, random number generation, and statistical analysis of models. Various simulation software packages will be discussed and used. Prerequisites: MATH 261, MATH 171 or 270, and CMSC 160. 3 credits. Offered every spring.

CMSC 340. *Linux Systems Administration.* A hands-on approach to use and administration of the Linux-based operating systems. Emphasizes file systems, process management, account management, software patching and maintenance, text manipulation, and the use of scripts to automate administrative tasks. Prerequisite: CMSC 162 or permission of instructor. 3 credits.

CMSC 350.(MATH 350). *Ethical Issues in Mathematics and Computer Science.* Consideration of ethical implications of mathematics and computer science in society. Overview of ethical theory; case studies of situations illustrating ethical dilemmas. A knowledge of calculus and algorithms will be assumed. 3 credits. SP and WR. *Fulfills General Education Goal 12.

CMSC 355. *Introduction to Computer and Network Security.* A course dealing with basic techniques in computer and network security. Topics covered include elementary cryptography, secure programs, malicious code, protection of operating systems, database security, network security, security administration and legal issues. Prerequisites: CMSC 160. 3 credits.

CMSC 360. *Computer Network Theory.* A course covering the theory and design of modern computer networks. Topics include local and wide area networks, the OSI network model, basic network performance analysis, and real time networks. Prerequisite: CMSC 242. 3 credits.

CMSC 362. *Theory of Databases.* A course covering the theory and practice of modern databases design and implementation. Topics include relational and hierarchical database design, database query languages, update consistency, and distributed databases. Prerequisite: CMSC 262. 3 credits.

CMSC 381. *Introduction to Graphics Programming.* This course is designed to introduce students to computer graphics programming techniques. It will combine the use of a high level programming language with a publicly available graphics application programming interface. Other topics will include the mathematics to manipulate geometric objects. Prerequisites: CMSC 162, MATH 261. 3 credits.

CMSC 389. *Artificial Intelligence.* A programming intensive course covering the theory and techniques of artificial intelligence (AI) with implementations using both statistical and nonstatistical AI methods. Covered topics will span the central AI problems of planning, learning, and reasoning. Prerequisite: CMSC 262. 3 credits.

CMSC 390. *Directed Study in Computer Science.* Individualized study; recommended only when material cannot be studied through existing course offerings. Must have permission of department chair. 1-3 credits. May be repeated when topics change; no more than 6 credits.

CMSC 392. *Internship in Computer Science.* A semester-long, on-the-job learning experience designed to apply the principles of computer science. 1-18 credits.

CMSC 415. *Theory of Computation.* Continues to develop the theoretical frameworks introduced in CMSC 208 such as language and automata theory, and the computability of functions. Topics include complexity analysis through reductions, NP-completeness, hierarchy of languages, and the Church-Turing thesis. Prerequisite: CMSC 208. 3 credits.

CMSC 420.(MATH 420). *Graph Theory.* An introduction to topics in graph theory, focusing on analysis of specific applications and proofs of important theorems in the discipline. Topics include graphs, paths, and cycles; directed graphs, trees, and applications of graph theory in real world contexts. Prerequisites: CMSC 160 and either MATH 300 or CMSC 208. 3 credits.

CMSC 442. *Operating Systems.* A programming-intensive course in which students learn the important data structures and algorithms of an operating system and apply them to the implementation of core O.S. components. Particular focus will be given to problems that arise in the presence of concurrency in both implementation of the operating system and application of programming. Topics include threads, synchronization constructs, I/O and interrupt handling, memory management, addressing, scheduling, and file system design. Prerequisites: CMSC 201, CMSC 242. 3 credits.

CMSC 445. *Compiler Design.* A course covering the basic theory and techniques of compiler and code translation systems. Topics include lexical analysis, parsing, and code generation, and the various techniques used when handling differing source language classes. A programming intensive course. Also covered are the techniques of top-down and bottom-up parsing. Prerequisites: CMSC 201, CMSC 208. 3 credits.

CMSC 455. *Network Security and Cryptography.* This course covers several modern cryptographic systems, including the DES and AES encryption standards. Their applications to network security are discussed, along with issues of authentication, privacy, intruders, malicious programs and firewalls. The approach is from the theoretical side, and the mathematics of these areas is studied. Prerequisite: CMSC 160, MATH 175. 3 credits.

CMSC 461. *Senior Capstone in Computer Science.* A capstone course designed to consolidate experiences from a variety of other courses by working in groups on one or more large projects. Principles of software engineering will be covered, including traditional and object-oriented software design, software lifecycle models, software analysis, and management implications. The implementation of developing software using teams will be stressed along with various software tools. Reusability, portability, and interoperability will be discussed. A segment on assessment will be included. Prerequisite: Senior standing. 3 credits. SP.

CMSC 490. *Directed Study in Computer Science.* Individualized study; recommended only when material cannot be studied through existing course offerings. Must have permission of department chair. 1-3 credits. May be repeated for no more than 6 credits. SP. *Fulfills General Education Goal 14.

CMSC 492. *Internship in Computer Science.* A semester-long on-the-job learning experience designed to apply the principles of computer science. 1-18 credits. SP. *Fulfills General Education Goal 14.

CMSC 495. *Special Topics.* Selected topics in computer science. The topics may vary from semester to semester. May be repeated for credit when topics change. 1-3 credits.

CMSC 498. *Honors Research in Computer Science.* Students conduct research in computer science under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 3 credit. *Fulfills General Education Goal 14.

Department of Music

Lisa B. Kinzer, *Chair*

Brenda Clark, *Administrative Assistant*

In accord with the mission of Longwood University, the primary mission of the Department of Music is to provide an environment that fosters and challenges intellectual curiosity and artistic growth. Our goals are to prepare music majors for professional careers in music and to offer high quality and diverse musical events and experiences that enhance the lives of individual students, the university community, and the community at large.

Our specific objectives are the following:

- to prepare students to teach in the public schools (K-12) in vocal, instrumental, and general music
- to prepare students for graduate or further professional study in music
- to provide quality musical experiences for the music minors and general education students
- to provide a variety of performance opportunities for the music majors, other qualified Longwood students, and members of the community
- to present high quality musical events for the campus and community

The Department of Music offers courses leading to two degrees: the Bachelor of Arts degree with concentration in Music, and the Bachelor of Music with concentration in either Education or Performance (voice, piano, brass, woodwinds, percussion). Common to each degree is a basic music core outlined in the specific degree plans that follow.

Entering music students may be accepted into the Bachelor of Arts program through formal admission to the university and a successful audition before the music faculty.

Students may qualify for the various Bachelor of Music Concentrations by completing the following:

Bachelor of Music/Performance - successful performance audition before the Applied Committee at the end of MUSC 182

Bachelor of Music/Education - a Virginia passing score on Praxis I (may be completed before entering Longwood) or an equivalent passing score on the SAT or ACT

Music majors must meet the following requirements:

1. Each incoming freshman music major or transfer student must audition and interview with the music faculty. A non-keyboard major must take a keyboard placement examination in order to determine his/her level of piano proficiency.
2. Every music major is required to enroll in an ensemble for credit each semester. For vocal majors that ensemble will be the Camerata Singers or Men's/Women's Chorus, and for the instrumental majors that ensemble will be the Wind Symphony. Keyboard majors may choose from the three, depending upon abilities and professional track.
3. Students pursuing the B.M. with Concentration in Performance are required to present a half Junior recital and a full Senior recital. Students pursuing the B.M. with Concentration in Education are required to present a half Senior recital. Students pursuing the B.A. in Music are required to present either a half Senior recital or approved Senior project. Those pursuing the B.A. in Music with Emphasis in Piano Pedagogy are required to present a half Senior recital.

4. All music majors must complete a piano proficiency examination prior to graduation. Students pursuing education degrees must complete the proficiency prior to student teaching.
5. All music majors must complete six semesters of MUSC 185, Performance Observance, in order to graduate.

The amount of credit in applied music that may be transferred from other institutions will be determined through evaluation of the student's ability by the Music faculty.

The Department of Music also offers a Minor in Music, a program that requires the completion of 20 credits in theoretical studies, applied study, music electives, and ensembles.

The department is an accredited institutional member of the National Association of Schools of Music.

Assessment

CORE COMPETENCIES for the MUSIC PROGRAM

1. Students will achieve a high level of proficiency in a chosen applied music area.
2. Students will attain proficiency in keyboard skills.
3. Students will attain a high level of musicianship and understanding beyond their primary performance area.
4. Students will be able to use technology to support musical projects.
5. Students will be able to communicate their knowledge to others.

In addition to the Longwood University Admission application, students are admitted to the music major on the basis of an in-person audition and interview with the Music Faculty. First-year students are admitted to the Bachelor of Arts program. Those wishing to pursue a Bachelor of Music degree must qualify for a specific program, normally by the end of the first year. All students majoring in music are carefully assessed in performance each semester during their college careers by a jury examination in performance administered by the Music Faculty in the applied area, who make written commentary that is then discussed with the student by the applied instructor in a follow-up conference. The jury at the end of the fourth semester of study is the Sophomore Promotional Jury, a barrier assessment performed before the full Music Faculty. Students must earn a passing score on the Sophomore Promotional Jury in order to receive a passing grade for MUSC 282 and continue in the required sequence of Applied Music courses. Prior to the presentation of Junior and Senior recitals, a Recital Hearing is performed for the Music Faculty who make written commentary that is discussed in a follow-up conference. Continuing students who apply for scholarship assistance are auditioned and interviewed annually by the Music Faculty. More information regarding procedures for assessments may be found on the Departmental website at <http://www.longwood.edu/music/index.html>.

STUDENT ASSESSMENTS

1. Incoming Student Audition/Interview. All degree programs.
2. Praxis I Test (or equivalent as approved by OPS). Bachelor of Music, Concentration in Education.
3. Performance Audition. Bachelor of Music, Concentration in Performance.
4. Entrance Interview, Bachelor of Music, Piano Pedagogy.
5. Music Education Essay and Interview. Bachelor of Music, Concentration in Education.
6. Sophomore Promotional Jury. All degree programs, to qualify for completion of MUSC 282, sophomore level of applied music studies.
7. Piano Proficiency Exam. All degree programs, administered in MUSC 264, Intermediate Piano II.
8. Junior Recital Hearing. Bachelor of Music, Concentration in Performance or Piano Pedagogy.
9. Senior Recital Hearing. All degree programs.
10. Praxis II Test (Music). Bachelor of Music, Concentration in Education.

MUSIC DEGREE PROGRAMS

Faculty

All music faculty teach in each of the music degree programs listed below.

Lisa Edwards-Burrs, DMA, *Assistant Professor*
Roland A. Karnatz, DMA, *Lecturer in Music*
Charles E. Kinzer, PhD, *Professor of Music*
Lisa B. Kinzer, DMA, *Professor of Music*
Pamela D. J. McDermott, DMA, *Assistant Professor of Music*
Gordon L. Ring, DMA, *Professor of Music*
Jacqueline J. R. Secoy, PhD, *Assistant Professor of Music*
Christopher L. Swanson, DMA, *Professor of Music*

BACHELOR OF ARTS

Visual and Performing Arts

Concentration in Music

(Applied Areas: Voice, Piano, Brass, Woodwinds, Percussion)

The degree Bachelor of Arts with a Concentration in Music offers the opportunity for focused study of music within the context of a liberal arts education. The program emphasizes development of musical skills through courses in applied music, music theory/aural skills, music history/literature, and participation in ensembles. These studies are combined with General Education and elective courses to meet the needs of the individual student and provide preparation for a wide variety of career paths. Students may opt for a Senior recital or an individualized project as the Capstone experience.

A. General Education Core Requirements/38 credits

B. Additional Degree Requirements/6 credits

Modern Language (French, German, or Spanish)/3 credits (at 202 level or above)
Humanities/3 credits not in the discipline of music

C. Major Requirements/56 credits (plus 1 credit included in General Education)

MUSC 113	Theory of Music I/2 credits
MUSC 114	Theory of Music II/2 credits
MUSC 115	Sightsinging and Dictation I/1 credit
MUSC 116	Sightsinging and Dictation II/1 credit
MUSC 119	Introduction to Computer Applications in Music/1 credit
MUSC 163	Beginning Piano I/1 credit
MUSC 164	Beginning Piano II/1 credit
MUSC 185	Performance Observation/ 0 credits
MUSC 225	Introduction to World Music/3 credits
MUSC 263	Intermediate Piano I/1 credit

(May be waived from any or all of the above piano classes by passing the Piano Proficiency/not required of keyboard primary)

MUSC 264	Intermediate Piano II/1 credit
MUSC 213	Theory of Music III/2 credits
MUSC 214	Theory of Music IV/2 credits
MUSC 215	Sightsinging and Dictation III/1 credit
MUSC 216	Sightsinging and Dictation IV/1 credit
MUSC 219	Introduction to Recording Techniques/1 credit
MUSC 313	Form and Analysis/3 credits
MUSC 331	History of Music I/3 credits

MUSC 332	History of Music II/3 credits
MUSC 341	Conducting/2 credits
MUSC 483	Applied Music Capstone Course/3 credits
or MUSC 484	Capstone Project in Music (1 credit satisfies General Education Goal 14)

Music Electives/4-7 credits

Ensembles/8 credits

Applied Primary/10 credits

D. General Electives/20 credits

E. Total Credits Required for Bachelor of Arts with a Concentration in Music/120

BACHELOR OF ARTS

Visual and Performing Arts

Concentration in Music

Emphasis in Piano Pedagogy

(Applied Area: Piano)

The degree Bachelor of Arts in Visual and Performing Arts with a Concentration in Music and Emphasis in Piano Pedagogy offers students with strong performance skills the opportunity to apply those skills to teaching applied piano in individual and group settings. Elective Education and Business courses supplement a core music curriculum that fosters growth in areas of performance, music theory, music literature, and music education. Students who complete this degree program will be well equipped to perform in varied settings; establish independent teaching studios; teach piano in community music and preparatory schools; and pursue graduate studies in piano pedagogy or performance. One half-recital is required as a component of MUSC 483.

A. General Education Core Requirements/38 credits

Students advised to take PSYC 101 to fulfill Goal 8

B. Additional Degree Requirements/6 credits

Modern Language (French, German, or Spanish)/3 credits (at 202 level or above)

Humanities/3 credits not in the discipline of music

C. Music Concentration Requirements/52-55 credits (1 credit included in General Education)

MUSC 113 Theory of Music I/2 credits

MUSC 114 Theory of Music II/2 credits

MUSC 115 Sightsinging and Dictation I/1 credit

MUSC 116 Sightsinging and Dictation II/1 credit

MUSC 119 Introduction to Computer Applications in Music/1 credit

MUSC 163 Beginning Piano I/1 credit*

MUSC 164 Beginning Piano II/1 credit*

MUSC 185 Performance Observation/ 0 credits

MUSC 213 Theory of Music III/2 credits

MUSC 214 Theory of Music IV/2 credits

MUSC 215 Sightsinging and Dictation III/1 credit

MUSC 216 Sightsinging and Dictation IV/1 credit

MUSC 219 Introduction to Recording Techniques/1 credit

MUSC 225 Introduction to World Music/3 credits

MUSC 263 Intermediate Piano I/1 credit*

(*May be exempt from any of these piano classes by placement exam)

MUSC 264 Intermediate Piano II/1 credit

MUSC 313 Form and Analysis/3 credits

MUSC 331 History of Music I/3 credits
MUSC 332 History of Music II/3 credits
MUSC 341 Conducting/2 credits
MUSC 483 Applied Music Capstone Course/3 credits (1 counts in General Education)
Ensembles/7 credits
Applied Primary/14 credits

D. Piano Pedagogy Emphasis Requirements/12 credits

MUSC 243 Piano Accompanying/1 credit
MUSC 335 Piano Duet/Duo Literature/2 credits
MUSC 435 Piano Literature/2 credits
MUSC 445 Piano Pedagogy I/2 credits
MUSC 447 Piano Pedagogy II/2 credits
MUSC 492 Piano Internship/3 credits

E. Other Requirements/3-6 credits

EDUC 245, Human Growth and Development/3 credits
One of:
ACCT 240 Principles of Accounting I/3 credits
FINA 250 Personal Finance/3 credits (which fulfills General Education Goal 5)
MANG 190 Introduction to the American Business System/3 credits

F. General Electives/3-9 credits

G. Total Credits Required for Bachelor of Arts in Visual and Performing Arts with a Concentration in Music, Emphasis in Piano Pedagogy /120

BACHELOR OF MUSIC

CORE MUSIC COURSES/23-26 credits

Required of all students seeking any Bachelor of Music Degree

MUSC 113	Theory of Music I/2 credits
MUSC 114	Theory of Music II/2 credits
MUSC 115	Sightsinging and Dictation I/1 credit
MUSC 116	Sightsinging and Dictation II/1 credit
MUSC 119	Introduction to Computer Applications in Music/1 credit
MUSC 163	Beginning Piano I/1 credit (not required for piano primary)
MUSC 164	Beginning Piano II/1 credit (not required for piano primary)
MUSC 185	Performance Observation/ 0 credits
MUSC 213	Theory of Music III/2 credits
MUSC 214	Theory of Music IV/2 credits
MUSC 215	Sightsinging and Dictation III/1 credit
MUSC 216	Sightsinging and Dictation IV/1 credit
MUSC 219	Introduction to Recording Techniques/1 credit
MUSC 263	Intermediate Piano I/1 credit (not required for piano primary)
<i>(May be waived from MUSC 163, 164 and 263 by piano placement exam)</i>	
MUSC 264	Intermediate Piano II/1 credit
MUSC 313	Form and Analysis/3 credits
MUSC 331	Music History I/3 credits
MUSC 341	Conducting/2 credits

BACHELOR OF MUSIC

Visual and Performing Arts

Concentration in Education

(Applied Areas: Voice, Piano, Brass, Woodwinds, Percussion)

The degree Bachelor of Music with a Concentration in Education K-12 is designed to prepare the student to be endorsed and to teach music in the schools. Each student develops proficiency in voice or in instrumental studies, and acquires the skills necessary to communicate musical concepts. Through opportunities to observe and to teach in classroom situations each student develops professional teaching skills and dispositions.

A. General Education Core Requirements/38 credits

B. Additional Degree Requirements/6 credits

Humanities/3 credits not in music

MUSC 225, World Music/3 credits

C. Core Music Courses/23-26 credits

D. Major Education Requirements/24-25 credits

Courses specific to the CHORAL track/24 credits

MUSC 140	Diction for Singers I/2 credits
MUSC 141	Diction for Singers II/2 credits
MUSC 340	Instrumental Survey/3 credits
MUSC 342	Advanced Choral Conducting/2 credits
MUSC 412	Arranging/2 credits
MUSC 483	Applied Capstone Course/2 credits (1 credit satisfies General Education Goal 14)
Applied Music/12 credits	

Courses specific to the INSTRUMENTAL track/25 credits

MUSC 165	Strings/1 credit
MUSC 167	Percussion/1 credit
MUSC 205	Vocal Ensemble/2 credits
MUSC 343	Advanced Instrumental Conducting/2 credits
MUSC 361	Brass/1 credit
MUSC 363	Woodwinds/1 credit
MUSC 365	Vocal Techniques/1 credit
MUSC 412	Arranging/2 credits
MUSC 444	Marching Band Fundamentals/1 credit
MUSC 483	Applied Capstone Course/2 credits (1 credit satisfies General Education Goal 14)
Applied Music/12 credits	

E. Professional Education Courses/17 credits

MUSC 145	Introduction to Music Education/1 credit
MUSC 441	Elementary School Methods and Materials/3 credits
EDUC 245	Human Growth and Development/3 credits
EDUC 260	Introduction to the Teaching Profession/2 credits
EDUC 467	Classroom Management and System Issues (Elementary & Middle)/3 credits
MUSC 332	History of Music II/3 credits
MUSC 442	Choral Methods and Materials/2 credits
or MUSC 443	Instrumental Methods and Materials/2 credits

F. Field Experience/14 credits

MUSC 345	Practicum in Elementary School/1 credit
MUSC 346	Practicum in Secondary School/1 credit
EDUC 410	Directed Elementary/Secondary Teaching for Art and Music/12 credits

G. Total Credits Required for Bachelor of Music with a Concentration in Education/122-126

BACHELOR OF MUSIC

Visual and Performing Arts

Concentration in Performance

(Applied Areas: Voice, Piano, Brass, Woodwinds, Percussion)

The degree Bachelor of Music with Concentration in Performance prepares students to pursue graduate studies in music, establish a private teaching studio, or enter a pre-professional young artist program. This is an intensive program that educates students to perform as soloists and as ensemble members. The degree emphasizes development of artistry through courses in performing, pedagogy, and literature. Performance opportunities are offered throughout the program and begin as early as the student's first semester. Students present two solo recitals. Admission to the program is by audition after two semesters of applied music studies.

A. General Education Core Requirements/38 credits

B. Additional Degree Requirements/6 credits

Modern Languages (French or German/3 credits (at 202-level or above)
Humanities/3 credits not in the discipline of music

C. Core Music Courses/23-26 credits

D. Performance Concentration Courses/45 credits

Courses specific to VOICE Primary/45 credits

MUSC 140	Diction for Singers I/2 credits
MUSC 141	Diction for Singers II/2 credits
MUSC 225	Introduction to World Music/3 credits
MUSC 243	Piano Accompanying/1 credit
MUSC 332	History of Music II/3 credits
MUSC 436	Vocal Literature/2 credits
MUSC 446	Vocal Pedagogy/2 credits
MUSC 483	Applied Capstone Course/2 credits

(1 credit satisfies General Education Goal 14)

Applied Study/19 credits

Ensembles/8 credits

Music Electives/2 credits

Courses specific to INSTRUMENTAL Primary/46 credits

MUSC 225	Introduction to World Music/3 credits
MUSC 332	History of Music II/3 credits
MUSC 343	Advanced Instrumental Conducting/2 credits
MUSC 433	Instrumental Literature/2 credits

Choose one of the following 3 methods classes/1 credit

MUSC 167	Percussion Techniques and Methods/1 credit
MUSC 361	Brass Techniques and Methods/1 credit
MUSC 363	Woodwinds Techniques and Methods/1 credit
MUSC 483	Applied Capstone Course/2 credits

(1 credit satisfies General Education Goal 14)

Applied Study/19 credits

Ensembles/10 credits

Music Electives/5 credits

Courses specific to PIANO Primary/46 credits

MUSC 225 Introduction to World Music/3 credits
MUSC 243 Piano Accompanying/1 credit
MUSC 319 Keyboard Improvisation/1 credit
MUSC 332 History of Music II/3 credits
MUSC 335 Piano Duet and Duo-Piano Literature/2 credits
MUSC 435 Piano Literature/2 credits
MUSC 445 Piano Pedagogy I/2 credits
MUSC 483 Applied Capstone Course/2 credits
(1 credit satisfies General Education Goal 14)
Applied Study/19 credits
Ensembles/10 credits
Music Electives/2 credits

E. General Electives (all concentrations)/5-8 credits

F. Total Credits Required for Bachelor of Music with a Concentration in Performance/120

MINOR IN MUSIC

The Minor in music is a program that requires the successful completion of 20 credits in music. Those credits are earned in theoretical studies, history and literature, applied study, and in music ensembles. Music 115 and Music 116 must be taken prior to or during the first year of applied study.

Minor Requirements/20 credits

MUSC 113 Theory of Music I/2 credits
MUSC 114 Theory of Music II/2 credits
MUSC 115 Sightsinging and Dictation I/1 credit
MUSC 116 Sightsinging and Dictation II/1 credit
MUSC 163 Beginning Piano I/1 credit
MUSC 164 Beginning Piano II/1 credit

(If applied area is piano, substitute 2 elective credits for this requirement. If student demonstrates intermediate-level keyboard skills, substitute 2 elective credits for this requirement.)

Applied Music: MUSC 171, 172/2 credits
Music electives/6-8 credits
Ensembles/4 credits

MUSIC COURSE DESCRIPTIONS (MUSC)

A special fee is charged for all individual applied music courses. †
General Education Courses *
Writing Intensive Course WR
Speaking Intensive Course SP

Private Applied Study. By special permission of the Chair of the Music Department. A special fee is charged for private study. 1 credit. †

MUSC 113. *Theory of Music I.* Introduction to fundamentals of music including notation, scales, intervals, triads and rhythm. 2 credits. Must be taken concurrently with MUSC 115.

MUSC 114. *Theory of Music II.* Continuation of 113 including voice leading, modulation and secondary chords. Prerequisite: MUSC 113. 2 credits. Must be taken concurrently with MUSC 116.

MUSC 115. *Sightsinging and Dictation I.* Ear training through sightsinging and dictation. 2 periods; 1 credit each semester. Must be taken concurrently with MUSC 113.

MUSC 116. *Sightsinging and Dictation II.* Continuation of 115 which is prerequisite. 2 periods; 1 credit. Must be taken concurrently with MUSC 114.

MUSC 117, 118, 217, 218, 317, 318, 417, 418. *Composition.* Instruction in techniques of composing music. Prerequisite: MUSC 113, 115 or consent of instructor. May be repeated for credit. 1 class and 1 private lesson; 1 credit.

MUSC 119. *Introduction to Computer Applications in Music.* An introduction to Musical Instrument Digital Interface (MIDI) and computer music applications including music notation, sequencing, and other software. Prerequisite: Music majors only or by permission of instructor. One period; 1 credit.

MUSC 140. *Diction for Singers I.* Study of phonetics and the International Phonetic Alphabet. Accurate pronunciation in English, Latin and Italian. 2 periods. 2 credits.

MUSC 141. *Diction for Singers II.* Study of phonetics and the International Phonetic Alphabet. Accurate pronunciation in German and French. Prerequisite: MUSC 140. 2 periods. 2 credits.

MUSC 145. *Introduction to Music Education.* Survey of the role of music in the education of children, including historical, sociological and philosophical aspects. Consideration of the relationship between assessment and instruction. Music Majors only. 1 period; 1 credit.

MUSC 163. *Beginning Piano I.* Study and practice in basic keyboard techniques, sightreading, memorization, scales, arpeggios and chord progressions. Introduction to the piano literature. Open only to music majors and others by permission of the instructor. Must be taken concurrently with MUSC 113. 1 credit.

MUSC 164. *Beginning Piano II.* Continuation of MUSC 163 with individually assigned repertoire. Prerequisite: Music 163. Must be taken concurrently with MUSC 114.1 credit.

MUSC 185. *Performance Observation.* Active participation as an audience member at concerts sponsored by the music department. 0 credit.

MUSC 213. *Theory of Music III.* Continuation of 114 including chromaticism and altered chords. Prerequisite: MUSC 114. 2 credits. Must be taken concurrently with MUSC 215.

MUSC 214. *Theory of Music IV.* Continuation of 213, including late 19th and 20th century topics such as 12 tone and other contemporary compositional techniques. Prerequisite: MUSC 213. 2 credits. Must be taken concurrently with MUSC 216.

MUSC 215. *Sightsinging and Dictation III.* Continuation of 115, 116 which are prerequisites. 2 periods; 1 credit each semester. Must be taken concurrently with MUSC 213.

MUSC 216. *Sightsinging and Dictation IV.* Continuation of 215 which is a prerequisite. 2 periods, 1 credit each semester. Must be taken concurrently with MUSC 214.

MUSC 219. *Introduction to Recording Techniques.* An introduction to the theory and practice of sound recording. Prerequisite: MUSC 119 or music minors by permission of chair. 1 credit.

MUSC 221. *History of Jazz.* Survey of the history of jazz from its origins to the present, with a consideration of the relation of jazz to other aspects of history and culture. 3 credits. *Fulfills General Education Goal 4.

MUSC 222. *History of Rock.* Survey of the history of Rock from its origins to the present, with a consideration of the relation of Rock to other aspects of history and culture. 3 credits. *Fulfills General Education Goal 4.

MUSC 223. *Introduction to Music.* An introduction to the content and structure of music. A practical application through performance and composition of the fundamental theories of music. Not open to music majors. 4 credits.

MUSC 224. *The Appreciation of Music.* Study of Musical arts with regard to the composers and compositions of major style eras. Laboratory/concerts will emphasize critical analysis of live concerts, rehearsals and recitals. Not open to music majors. 3 credits. *Fulfills General Education Goal 4.

MUSC 225. *Introduction to World Music.* Survey of the history of World Music from its origins to the present, with a consideration of the relation of World Music to other aspects of history and culture. 3 credits. *Fulfills General Education Goal 9.

MUSC 243. *Piano Accompanying.* Study and practical application of accompanying other musicians. Recommended for keyboard majors. 2 periods; 1 credit.

MUSC 263. *Intermediate Piano I.* Continuation of MUSC 164 with the addition of improvisation. Prerequisite: MUSC 164. 1 credit.

MUSC 264. *Intermediate Piano II.* Continuation of MUSC 263. Prerequisite: MUSC 263. 1 credit.

MUSC 292. *Internship in Music.* A semester-long, on-the-job learning experience designed to apply the principles of music. 1-18 credits.

MUSC 295. *Special Topics in Music.* Selected topics in music. The topics may vary from semester to semester. May be repeated for credit when topics change. 1-3 credits.

MUSC 311, 312. *Studies Abroad.* Primarily intended for transfer of credit earned abroad in courses on music per semester. 1-18 credits.

MUSC 313. *Form and Analysis.* Harmonic and formal analysis of compositions of each period. Prerequisite: MUSC 214. 3 credits. WR.

MUSC 314. *Jazz Improvisation.* A theory/performance class designed to acquaint the student with improvisation in the jazz idiom. Technical competence on an instrument or in voice required. Prerequisite: permission of the instructor. 1 credit.

MUSC 315, 316; 415, 416. *Intermediate Computer Applications in Music; Advanced Computer Applications in Music.* Study of piano compositions technique, sightreading, theory, and computer technology. 2 periods. 2 credits.

MUSC 319. *Keyboard Improvisation.* Fundamentals of jazz and commercial music for keyboard. Open to keyboard majors in the Bachelor of Music (performance) degree program and others with consent of the instructor. Co-requisite: MUSC 314. 1 credit.

MUSC 331. *History of Music I.* History of music of western civilization from Antiquity to 1750, with examples. Open to non-music majors only with permission of instructor. 3 credits. SP, WR.

MUSC 332. *History of Music II.* History of the art music of western civilization from 1750, with examples. Development of literal, interpretive, critical and evaluative understanding of the literature of music. Practice in communicative skills, including summarizing, presenting, and questioning, with independent reading. Open to non-music majors only with permission of instructor. 3 credits. Prerequisite: MUSC 331. WR and SP.

MUSC 335. *Piano Duet and Duo-Piano Literature.* Study and performance of piano ensemble music. Includes both piano duet literature and duo-piano literature. Required of B.M. piano performance and piano pedagogy majors; open to others with permission of instructor. 2 periods. 2 credits.

MUSC 340. *Instrumental Survey.* Survey of string, percussion, brass, and woodwind families. Study of history, members of each family, range, timbre, and transposition. Required of music education voice and keyboard majors. 3 credits.

MUSC 341. *Conducting.* Technique of the baton; score reading; rehearsal procedures; vocal and instrumental conducting. 2 credits.

MUSC 342. *Advanced Choral Conducting.* Continuation of MUSC 341 which is prerequisite. 2 periods. 2 credits.

MUSC 343. *Advanced Instrumental Conducting.* Continuation of MUSC 341 which is prerequisite. 2 credits.

MUSC 345. *Practicum in Elementary School.* Students, through observation and participation, are introduced to the daily routine and music curriculum in the elementary school. Prerequisite: MUSC 145. 1 credit.

MUSC 346. *Practicum in Secondary Schools.* Students, through observation and participation, are introduced to the daily routine and music curriculum (instrumental or choral) in the junior high or middle school, or high school. Prerequisite: MUSC 145. 1 credit.

MUSC 365. *Vocal Techniques.* Voice class for instrumental majors. Study of vocal techniques, literature and diction. One small-class instruction per week. Prerequisites: MUSC 115 and 116. 1 credit.

MUSC 390. *Directed or Independent Study.* Must be approved by the head of the department. May be repeated as 391. 1-18 credits.

MUSC 392. *Internship in Music.* A semester-long, on-the-job learning experience designed to apply the principles of music. 1-18 credits.

MUSC 412. *Arranging.* Study and practice of arranging in different voice and instrument combinations with attention to style, range, form, and difficulty. Prerequisite: MUSC 214. 2 periods; 2 credits.

MUSC 413. *Advanced Analysis.* Introduction to Schenkerian analysis, set theory. Continuation of MUSC 313, which is prerequisite. 2 periods; 2 credits.

MUSC 414. *Counterpoint.* Strict and free counterpoint; motivic development; invertible counterpoint. Prerequisites: MUSC 137, 214. Offered on demand. 2 credits.

MUSC 427. *Intermediate Piano Literature.* A survey of intermediate-level piano literature through listening, performing, and reading. Required of piano pedagogy concentration, recommended for piano performance concentration. 2 periods. 2 credits.

MUSC 430. *Music of the Eighteenth Century.* Study of the forms, styles, and trends of the music of the eighteenth century; biography. Prerequisites: MUSC 331, 332. 3 credits.

MUSC 431. *Music of the Nineteenth Century.* Study of the forms, styles, and trends of the music of the nineteenth century; biography. Prerequisites: MUSC 331, 332. 3 credits.

MUSC 432. *Music of the Twentieth Century.* Study of the forms, styles, and trends of the music of the twentieth century; biography. Prerequisites: MUSC 332 or permission of the instructor. 3 credits. WR.

MUSC 433. *Instrumental Literature.* Study of composers and major compositions of wind instruments. Baroque to the present. May be combined with band and instrumental literature. 2 periods. 2 credits.

MUSC 435. *Piano Literature.* Study of the literature of the piano through performance and listening. 2 periods. 2 credits.

MUSC 436. *Vocal Literature.* Study of the literature of the voice through performance and listening. 2 periods. 2 credits.

MUSC 437. *Music of the Theatre.* Study of opera, operetta, and incidental music. Prerequisites: MUSC 331, 332. 3 credits.

MUSC 438. *Music of the Church.* Study of the development of music in the church from Gregorian chant to the present. Prerequisites: MUSC 331, 332. 3 credits.

MUSC 441. *Elementary School Methods and Materials.* Study of materials and techniques appropriate for teaching music to children, including peer-teaching experiences in the class and a 6-week field experience in the public schools. The course includes several research projects and seminars on issues of importance in elementary music education. Prerequisites: Acceptance into the teacher prep program; or permission of instructor. 3 credits.

MUSC 442. *Choral Methods and Materials.* Study of methods and materials appropriate for secondary school choral music with emphasis on organization, festivals, curriculum, and vocal/choral techniques. Prerequisites: 341. 2 periods. 2 credits.

MUSC 443. *Instrumental Methods and Materials.* Study of all the band and orchestral instruments. Embouchure and technical development; rehearsal techniques; fundamentals of marching, materials. Prerequisites: MUSC 341. 2 credits.

MUSC 444. *Marching Band Fundamentals.* Marching band fundamentals class for instrumental majors who plan to teach on secondary music level. Involves classwork, observation at neighboring high schools during pre-game and half-time shows, and writing marching shows to be appropriately coordinated with music. 1 credit.

MUSC 445. *Piano Pedagogy I.* Techniques and materials of teaching piano individually and in groups. Observation and teaching of demonstration groups. 2 periods. 2 credits.

MUSC 446. *Vocal Pedagogy.* Study of the principles of voice production and voice teaching. Laboratory with beginning voice students. 2 periods. 2 credits.

MUSC 447. *Piano Pedagogy II.* A continuation of Piano Pedagogy I with the inclusion of advanced topics such as class piano for music majors and practice techniques for the advancing student. 2 periods. 2 credits.

MUSC 448. *Integrated Arts/ Music.* A study of the value and practical application of integrating the arts across all content areas of the curriculum with a focus on the musical arts. Students will gain an understanding of the role of the creative process in the classroom and will investigate the various means of expressing ideas, emotions and images through the use of music, drama, movement and visual arts. 3 credits. Junior or senior status required.

MUSC 483. *Applied Music Capstone Course.* Applied study and senior recital. One hour individual lesson or equivalent each week. This course must be taken during the semester when the senior recital is scheduled. 2-3 credits. Fee of \$285. Prerequisite: 5 semesters of MUSC 185.

MUSC 484. *Capstone Project in Music.* Bachelor of Arts program only. Directed study in music with formal presentation. Prerequisite: permission of department chair. 3 credits. Prerequisite: 5 semesters of MUSC 185. *Fulfills General Education Goal 14.

MUSC 490. *Directed or Independent Study.* Must be approved by the head of the department. May be repeated. 1-18 credits.

MUSC 492. *Internship.* A one-semester, on-the-job learning experience designed to apply the principles of music. 1-18 credits.

MUSC 495. *Special Topics in Music.* Selected topics in music. The topics may vary from semester to semester. May be repeated for credit when topics change. 1-3 credits.

MUSC 498. *Honors Research in Music.* Students conduct research in music under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 3 credits. WR.

APPLIED MUSIC

Private study is offered in most performance areas: Percussion, Piano, Woodwinds, Brass, Voice, and Composition. Incoming music majors must audition in the area of concentration. The area of study is designated by section number, as follows:

Sections:

21, 22, ...	Percussion
31, 33, ...	Piano
61, 62, ...	Woodwinds
71, 72, ...	Brass
81, 82, ...	Voice
91, 92, ...	Composition

Music majors must take APPLIED PRIMARY classes for their main instrument, and may take APPLIED SECONDARY classes for a secondary instrument. Music minors take APPLIED SECONDARY classes to satisfy the requirements of the Minor program. Students not majoring or minoring in music may enroll in APPLIED ELECTIVE classes. With permission of the Music Department chair, earned primary credits may be substituted for required secondary credits. Earned secondary credits, however, may NOT be substituted for required primary credits.

ELECTIVE APPLIED MUSIC

Elective private study in music. One half-hour lesson weekly.

1 Credit. Applied fee of \$355 per semester. By permission of the department chair and applied instructor.

MUSC 155, 156, 255, 256, 355, 356, 455, 456

SECONDARY APPLIED MUSIC

MUSC 171. APPLIED SECONDARY. One half-hour, individual lesson each week. For music minors, and music majors studying a second instrument or voice. Fee of \$285. Prerequisite: Permission of Department Chair. 1 credit.

MUSC 172. APPLIED SECONDARY. One half-hour, individual lesson each week. For music minors, and music majors studying a second instrument or voice. Fee of \$285. Prerequisite: MUSC 171. 1 credit.

MUSC 271. APPLIED SECONDARY. One half-hour, individual lesson each week. For music minors, and music majors studying a second instrument or voice. Fee of \$285. Prerequisite: MUSC 172. 1 credit.

MUSC 272. APPLIED SECONDARY. One half-hour, individual lesson each week. For music minors, and music majors studying a second instrument or voice. Fee of \$285. Prerequisite: MUSC 271. 1 credit.

MUSC 371. APPLIED SECONDARY. One half-hour, individual lesson each week. For music minors, and music majors studying a second instrument or voice. Fee of \$285. Prerequisite: MUSC 272. 1 credit.

MUSC 372. APPLIED SECONDARY. One half-hour, individual lesson each week. For music minors, and music majors studying a second instrument or voice. Fee of \$285. Prerequisite: MUSC 371. 1 credit.

MUSC 471. APPLIED SECONDARY. One half-hour, individual lesson each week. For music minors, and music majors studying a second instrument or voice. Fee of \$285. Prerequisite: MUSC 372. 1 credit.

MUSC 472. APPLIED SECONDARY. One half-hour, individual lesson each week. For music minors, and music majors studying a second instrument or voice. Fee of \$285. Prerequisite: MUSC 471. 1 credit.

PRIMARY APPLIED MUSIC

MUSC 181. APPLIED PRIMARY. One-hour individual lesson plus related studio classes and recitals. Music majors only. Fee of \$285. Prerequisite: Permission of Department Chair. 2 credits.

MUSC 182. APPLIED PRIMARY. One-hour individual lesson plus related studio classes and recitals. Music majors only. Fee of \$285. Prerequisite: MUSC 181. 2 credits.

MUSC 281. APPLIED PRIMARY. One-hour individual lesson plus related studio classes and recitals. Music majors only. Fee of \$285. Prerequisite: MUSC 182. 2-3 credits.

MUSC 282. APPLIED PRIMARY. One-hour individual lesson plus related studio classes and recitals. Music majors only. Fee of \$285. Prerequisite: MUSC 281. 2-3 credits. SP.

MUSC 381. APPLIED PRIMARY. One-hour individual lesson plus related studio classes and recitals. Music majors only. Fee of \$285. Prerequisite: MUSC 282. 2-3 credits.

MUSC 382. APPLIED PRIMARY. One-hour individual lesson plus related studio classes and recitals. Music majors only. Fee of \$285. Prerequisite: MUSC 381. 2-3 credits.

MUSC 481. APPLIED PRIMARY. One-hour individual lesson plus related studio classes and recitals. Music majors only. Fee of \$285. Prerequisite: MUSC 382. 2-3 credits.

MUSC 482. APPLIED PRIMARY. One-hour individual lesson plus related studio classes and recitals. Music majors only. Fee of \$285. Prerequisite: MUSC 481. 2-3 credits.

INSTRUMENTAL TECHNIQUES AND METHODS. An examination of the pedagogical materials and techniques appropriate to the instruction of students in instrumental music. Achieving a grade 3-4 technique in performance is required.

MUSC 165. Strings. 1 credit

MUSC 167. Percussion. 1 credit

MUSC 361. Brass. 1 credit

MUSC 363. Woodwinds. 1 credit

APPLIED ELECTIVE CLASSES

MUSC 151, 152. *Piano Class.* Piano for non-majors. Study of piano composition techniques, sightreading, and theory. Class taught in electronic piano lab. 1 credit.

MUSC 153, 154. *Voice Class.* Voice for non-majors. Study of vocal techniques, literature, sightreading, and diction. One small class instruction each week. 1 credit.

ENSEMBLES

Ensembles are open to all students who sing or play an orchestral or band instrument. Some ensembles require instructor's approval and audition. Formal programs are presented on and off campus. May be repeated for credit. 1 credit.

MUSC 102, 103, 104. *Instrumental Ensemble.* Requires all 3 semesters in appropriate sequence (MUSC 102, 103, 104; consecutive semesters preferable but not required) in order to satisfy General Education Goal 4. Study of a unique body of instrumental literature each semester. Several sections are offered at varying degrees of difficulty to match students' skills and previous experience. Auditions are required for some sections. Not open to instrumental music majors. 1 credit each semester. *Fulfills General Education Goal 4.

MUSC 105, 106, 107. *Choral Ensemble.* Requires all 3 semesters in appropriate sequence (MUSC 105, 106, 107; consecutive semesters preferable but not required) in order to satisfy General Education Goal 4. Study of a unique body of choral literature each semester. Several sections are offered at varying degrees of difficulty to match students' skills and previous experience. Auditions are required for some sections. Not open to vocal music majors. 1 credit each semester. *Fulfills General Education Goal 4.

MUSC 201, 401. *String Ensemble.* Open to all Longwood students who have experience in playing stringed instruments. 1 credit.

MUSC 202, 402. *Woodwind Ensemble (Section 01), Brass Ensemble (Section 02), Flute Ensemble (Section 03), Percussion Ensemble (Section 04).* Open to all Longwood students. Ensembles meet regularly and perform throughout the year. 1 credit.

MUSC 202, 402. (Section 11/12). *Jazz Ensemble A/Jazz Ensemble B.* The Jazz Ensembles rehearse and perform all styles of jazz, presenting a series of concerts throughout the year. The Ensembles are open to all students by audition. 1 credit.

MUSC 202, 402. (Section 21). *Wind Symphony.* Open to all Longwood students and also to members of the community. The band rehearses and performs a wide range and variety of concert band literature. 2 periods; 1 credit.

MUSC 205, 405. (Section 01). *University Choir.* The University Choir is open to all students who have an interest in choral singing. There is no audition necessary though some musical background is helpful. Elements of note reading, solfege, vocal tone, and choral literature will be explored in a rehearsal context leading to one or more public performances each semester. SATB. 2 periods, 1 credit.

MUSC 205, 405. (Section 11). *Camerata Singers.* The Camerata Singers is a select mixed ensemble of 30-40 singers. The choir is devoted to presenting high caliber performances of a wide range of choral repertoire. The ensemble performs extensively in concerts both on campus and on tours. A singer is selected through audition and non-majors are encouraged to participate. SATB. 3 periods; 1 credit.

MUSC 205, 405. (Section 21). *Chamber Singers.* The Chamber Singers is a small choral ensemble which provides music majors with an education in small choral repertoire and performance. Admission through audition. 1 credit.

MUSC 206, 406. *Handbell Ensemble.* Instruction and participation in the art of ringing English handbells resulting in a performing handbell ensemble. This ensemble is open to all students by audition. 2 periods. 1 credit.

MUSC 208, 408. *Opera Workshop.* Preparation and performance of scenes from operas, operettas, and musical theater, or complete works. Emphasis is on musical preparation, movement, and diction. Prerequisite: Audition or consent of the instructor. May be repeated for credit. 3 periods, 1 credit.

Department of Nursing

Deborah L. Ulmer, PhD (Education), PhD (Nursing), RN. *Chair*
Rená Reynolds, *Administrative Assistant*

NURSING PROGRAM

The Department of Nursing offers a four-year program leading to the Bachelor of Science in Nursing (BSN) degree. Built on a strong science foundation, the program includes coursework in the liberal arts and humanities and extensive clinical experiences in both healthcare settings and in the clinical simulation laboratory. Nursing courses include a summer clinical externship and a final semester intensive practicum. In addition, the Department of Nursing offers an RN to BSN Degree Completion Program for nurses who have graduated from accredited associate degree programs and are licensed as a Registered Nurse.

The department contributes to the university's mission by developing Citizen Leaders who can meet the health care needs of our region, our state and beyond. Longwood has a chapter of the Student Nurses Association, linking our students to other nursing students nationwide.

The department and program are approved by the Virginia State Board of Nursing and the Virginia State Council on Higher Education.

The baccalaureate program at Longwood University is accredited by the Commission on Collegiate Nursing Education (<http://www.aacn.nche.edu/ccne-accrreditation>).

Faculty

Jennell Charles, PhD, RN, *Clinical Educator*

Rebecca Coffin, PhD, RN, *Assistant Professor*

Cynthia Snow Crews, MSN, RN, CNE, *Clinical Director, Director of Simulation Center*

Pamela Crowder, MSN, RN, *Clinical Educator*

Jo Ann Davis, MSN, RN, *Clinical Educator*

Krystle Forlines, MSN, RN, *Clinical Educator*

Theresa Kennon, MSN, FNP-BC, *Clinical Educator*

Lisa Minor, EdD, MSN, RN, *Assistant Professor*

Elizabeth Parker, MSN, RN, *Clinical Educator*

Julie Ross, MSN, RN, *Clinical Educator*

Tammy Williams, MS, RN, *Clinical Educator, Director of RN to BSN Program*

Deborah L. Ulmer, PhD (Education), PhD (Nursing), RN, *Associate Professor, Nursing Program Director, and Department Chair*

Nursing Department Mission

- To promote excellence in nursing education and clinical competency.
- To promote the development of citizen leaders in the nursing profession.
- To promote partnerships to enhance health care and health care education in the region.
- To be one component of the solution to the nursing shortage.
- To improve the health of the communities that we serve.

Admission Requirements

Admission to the Nursing Program is competitive. Students will be admitted to the BSN program as freshmen or as second year internal or external transfer students. Freshmen admission will follow the same process and requirements as general Longwood University admission. Students may be considered for transfer admission into the BSN program for Fall of the sophomore year on a competitive basis as space permits, as long as all required first year courses have been successfully completed. Transfer applicants are expected to have completed at least 30 credits with a minimum cumulative GPA of at least 2.75. Transfer students are

accepted only as space is available and students interested in transferring into the nursing program at Longwood University should seek guidance from the Longwood University Admissions Department. The program proceeds in a clearly defined pattern which cannot be easily modified. Therefore, all students will be expected to attend full time. The application deadline for all external applicants is December 1st annually. The application deadline for all internal transfer students is December 1st annually. Freshmen and Transfer applications are found on the LU Admissions webpage at www.longwood.edu/admissions. Internal Transfer applications are found on the LU Nursing webpage at www.longwood.edu/nursing.

Academic Progression

A minimum grade of C must be earned in every pre/co-requisite to nursing courses, and all courses listed under nursing major requirements. A cumulative G.P.A. of 2.75 must be achieved by the beginning of each fall semester of the 2nd, 3rd, and 4th nursing program levels or students will forfeit their seat in the nursing program. Students are subject to specified course grading and progression requirements listed in the Nursing Student Handbook.

NURSING MAJOR, BSN DEGREE

A. General Education Core Requirements/38 credits

See General Education Requirements

PHIL 315 is required for General Education Goal 12

MATH 171 is recommended for General Education Goal 5

SOCL 101 or 102 or PSYC 101 is recommended for General Education Goal 8

B. Additional Degree Requirements/7 credits

BIOL 304 Microbiology/4 credits

SOCL 331 Social Gerontology/3 credits

C. Major Requirements/74 credits

BIOL 206 Anatomy and Physiology I/4 credits

BIOL 207 Anatomy and Physiology II/4 credits

EDUC 245 Human Growth and Development/3 credits

NURS 100 Intro to Nursing and the Health Care System/3 credits

NURS 210 Health Assessment Across the Lifespan/3 credits

NURS 220 Clinical Skills for Nursing Practice/3 credits

NURS 225 Nutrition: Health and Disease/3credits

NURS 230 Foundations of Nursing Practice/4 credits

NURS 310 Principles of Pathophysiology/4 credits

NURS 320 Principles of Pharmacology/3 credits

NURS 325 Nursing Care of Women, Children, and Families/6 credits

NURS 341 Nursing Care of Adults and Families/5 credits

NURS 360 Intro to Research and Evidence Based Practice/3 credits

NURS 370 Nursing Care of the Older Adult/1 credit

NURS 393 Nursing Care of Patients with Complex Health Problems/5 credits

NURS 410 Nursing Care of Patients with Psychiatric/Mental Health Problems/4 credits

NURS 420 Community Health Nursing/4 credits

NURS 430 Health Care Policy and Regulation/3 credits

NURS 440 Managing for Safety and Quality Outcomes/3 credits

NURS 491 Senior Seminar: Transitions to Nursing/1 credit

NURS 492 Internship to Nursing/5 credits

(one credit fulfills General Education Goal 14)

D. General Electives/2 credit

E. Total credits required for BSN in Nursing/120

RN to BSN Degree Completion Program

The RN to BSN program provides a unique, flexible, cohort approach to learning for non-traditional students who have graduated from accredited associate degree programs and are licensed as Registered Nurses. This innovative hybrid classroom/online nursing curriculum is offered as 7-week blocked courses whereby students can choose a part-time track of 1 course each block or a full-time track of 2 courses per block. The program provides a foundation for professional nursing practice and will equip students for further learning opportunities in graduate study and advance practice.

Upon admission to the program, all appropriate community college courses with a C or better will be accepted for transfer into Longwood University. Additional general education courses will be required in order to complete the Bachelor of Science degree in Nursing. These courses can be taken either at Longwood University or any regionally accredited institution. A valid and current license as a Registered Nurse, plus the experience that comes from full time nursing practice is recognized in the “experiential” credits awarded in the RN to BSN program. In order to receive these credits, applicants must have at least 6 months full time work experience with plans to continue in concurrent practice during the program and provide the documented evidence of work history and professional competency. Credit will be awarded upon the successful completion of the required portfolio. Credit for experiential learning is not transferable to a traditional degree program. Complete guidelines for seeking approval for experiential learning credits are found on the nursing department website (<http://www.longwood.edu/nursing/index.html>)

Additional criteria for admission to the Longwood University RN to BSN Degree Completion Program are:

- A minimum GPA requirement of 2.5 is required for admission. For students who have not attended college within the past 5 years, conditional admission may be granted if GPA is <2.5. Full admission will be considered upon satisfactory completion of 6 credit hours of nursing coursework with C or better.
- Unencumbered licensure as a Registered Nurse.
- Graduates of foreign nursing schools, who are licensed outside of the United States, are required to pass the Qualifying Exam of the Commission on Graduates of Foreign Nursing Schools (CGFNS) prior to application and include the exam report with their application materials.
- Interested applicants are strongly encouraged to meet with the RN to BSN director to review transcripts and provide academic advising prior to applying.

The deadline for applications is November 1 for spring admission and June 1 for fall admission. Applications are processed on a rolling admission basis until the class fills. Applicants who apply prior to the deadline will be given first consideration.

Academic Progression

A minimum grade of C- must be earned in every pre/co-requisite to nursing courses, and all courses listed under the nursing major requirements. Students must maintain an overall G.P.A. of at least 2.0 or C to remain in good academic standing.

NURSING MAJOR, BSN Degree, RN to BSN Degree Completion Program

A. General Education Requirements will be met by the Associate in Applied Science Degree in Nursing with additional general education requirements outlined below to meet the Longwood University RN to BSN Articulation Agreement/38 credits

Math at College Algebra or Finite Math level or higher, Statistics preferred (3 credits)

Humanities (6 credits) (first semester of Freshman English will not count towards this requirement)

History (3 credits)

Non-Western Culture (3 credits)

Ethics (3 credits) (preferably Biomedical Ethics)

GNED 400 Exploring Public Issues Through Writing: Public Policy and the Healthcare Environment (3 credits) (is required for General Education Goal 13) NURS 465 Population Focused Community Health Clinical Practicum (1 credit) (is required for General Education Goal 14)

B. Additional Degree Requirements/7 credits

Biology 207 Anatomy and Physiology II/4 credits
Psychology 330 Life-Span Development Psychology/3 credits

C. Major Requirements/26 credits

NURS 460 Health Assessment/3 credits
NURS 461 Contemporary Issues in Nursing/3 credits
NURS 462 Concepts in Aging and Longevity/3 credits
NURS 463 Illness and Disease Management/4 credits
NURS 464 Population Focused Community Health/4 credits
NURS 467 Introduction to Evidence Guided Practice/3 credits
NURS 468 Information Systems and Quality Management/3 credits
NURS 469 Transformational Leadership/3 credits

D. Experiential Learning Credit/15 credits

E. Elective Credit/34 credits

F. Total Credits required for BSN in Nursing/120

NURSING COURSE DESCRIPTIONS (NURS)

General Education Courses *
Writing Intensive Course WR
Speaking Intensive Course SP

NOTE: Admission to the Bachelor of Nursing Program is a prerequisite for all nursing courses.
Admission to the RN to BSN degree completion program is a prerequisite for all RN to BSN nursing courses.

NURS 100. *Introduction to Nursing and the Health Care System.* This course traces the origins and major milestones in the history of professional nursing and the US health care system. It explores the contributions of major historical figures in nursing and the social context that influenced their work. The course also provides an overview of how health care in the US is organized and financed, and the impact of legislative and regulatory processes on issues of affordability, equity and access to health care. Prerequisite: Permission of instructor if not admitted to the BSN program. 3 credits. SP.

NURS 210. *Health Assessment Across the Lifespan.* This course introduces the student to the theoretical knowledge and skills necessary to perform a comprehensive health assessment on children, adults and the elderly. The nursing process is introduced as a tool to guide data collection through a comprehensive culturally sensitive history, physical examination, and documentation of findings. Prerequisites: BIOL 206 and 207. Two lecture and one two hour lab period. 3 credits.

NURS 220. *Clinical Skills for Nursing Practice.* This course focuses on the acquisition of foundational clinical and communication skills needed to provide safe quality patient care. Emphasis is placed on the theoretical underpinnings of individual skills and the clinical reasoning necessary to properly select and use psychomotor skills and patient care technology. Principles of effective communication with patients of varying ages and cultures are also introduced. Students are encouraged to explore the research evidence available to support the use of various skills in patient care. Prerequisites: BIOL 206 and 207. One lecture and four laboratory hours. 3 credits.

NURS 225. *Nutrition: Health and Disease.* This course provides nursing students with a firm foundation in the science of nutrition and emphasizes the interrelationships among nutrition, food and the environment as they impact health and well-being. Principles of normal nutrition at all stages of the life cycle including social, religious, and cultural factors are explored. Students will discuss the role of nursing professionals in developing a nutritional plan of care to meet the needs of healthy individuals and those with various disease processes using evidence-based practice/research. Prerequisites: BIOL 206 and BIOL 207. 3 credits.

NURS 230. *Foundations of Nursing Practice.* This course examines selected nursing principles, concepts and skills that are central to patient care delivery. The nursing process is used as a framework for exploring the role of the professional nurse in patient care management. The emphasis is on the nurse's role as direct and indirect provider of safe patient centered care that incorporates health promotion, clinical prevention, and basic illness care with adult and elderly patients. Clinical and simulation experiences provide students with opportunities to apply theory, communication strategies, assessment and psychomotor skills in the care of patients in various settings. Prerequisites: NURS 210 and 220. Three lecture periods weekly and a total of 56 clinical hours. 4 credits.

NURS 280. *Citizen Leadership in Nursing.* The purpose of this elective is to provide student nurses opportunities to apply citizen leadership in selected structured and unstructured settings. Students will integrate knowledge of political and economic resources affecting health care through service learning processes. The course will facilitate leadership roles, and optimize the student's exposure to nursing leaders. The activities will enhance critical thinking, communication and citizen leadership skills. This course prepares students to assume leadership roles in the local, state and national levels of the National Student Nurses Association. Students will develop individual learning contracts based on their specific roles in the organization. This course will provide students an opportunity to earn academic credit for active involvement in the local, state and/or national levels of Student Nurses Associations and other organizations. Prerequisite: NURS 100. This is a 2 credit course.

NURS 310. *Principles of Pathophysiology.* This course examines the pathophysiologic factors that contribute to common disease processes affecting individuals across the lifespan. The influences of environment, genetics, and lifestyle choices that lead to increased disease susceptibility, morbidity and mortality are discussed along with the cultural differences that influence an individual's understanding of disease and response to it. Prerequisites: NURS 210, 220 and 230. Four lecture periods. 4 credits.

NURS 320. *Principles of Pharmacology.* This course establishes a foundation about pharmacology and the use of drugs to manage common diseases and conditions. It focuses on the pharmacokinetics and pharmacodynamics of common drugs and how they are used to modify body systems. Lifespan variations are discussed as well as the implications for patient teaching and monitoring. Economic, political and ethical issues related to drug development and marketing are explored. Prerequisites: NURS 210, 220 and 230. Three lecture periods. 3 credits.

NURS 325. *Nursing care of women, children and families.* This course focuses on the nursing care and concepts related to women's health, pregnancy, and care of the infant and families through adolescence. Nursing management of normal and high risk pregnancies from the period of preconception through infancy will be explored. Emphasis is placed on the use of the nursing process to assess childbearing women and their families and select appropriate interventions to meet their physical and emotional needs; assess physical and developmental needs; promote health and prevent illness and injury; and assist patients and families to adapt to acute and chronic illness challenges. Particular attention is given to identifying evidence based interventions and ethical considerations to support quality patient centered care. The actual and simulated clinical experiences take place in various settings to assist students to develop increasing skill in providing safe, high quality, compassionate care to patients from a wide range of cultures and traditions and support the continued development of cognitive, psychomotor and interpersonal skills necessary. Prerequisites: NURS 230. Four and a half hours (4.5 hours) lecture and one and a half hours (1.5 hours) clinical. 6 credits..

NURS 330. *Nursing Care of Children and Their Families.* This course focuses on the nursing care of infants, children, adolescents and their families as they face normal developmental challenges and common diseases and conditions. Emphasis is placed on the use of the nursing process to assess physical and developmental needs; promote health and prevent illness and injury; and assist patients and families to adapt to acute and chronic illness challenges. Actual and simulated clinical experiences take place in various settings and support the continued development of cognitive, psychomotor and interpersonal skills necessary to provide safe, high quality care. Prerequisites: NURS 210, 220 and 230. Three lecture periods weekly and a total of 56 clinical hours. 4 credits.

NURS 340. *Nursing Care of Adults and Families.* This course focuses on the knowledge base necessary to provide safe, high quality care to adults experiencing common acute and chronic health problems. The course blends knowledge from pathophysiology, pharmacology and disease management into a comprehensive plan for culturally sensitive care that integrates current evidence for best practices management. The impact of major diseases on patients and families is explored with an emphasis on the nurse's role in health promotion, and actual clinical experiences take place in a variety of settings. Prerequisites: NURS 230. 4 credits.

NURS 341. *Nursing Care of Adults and Families.* This course focuses on the knowledge base necessary to provide safe, high-quality care to adults experiencing common acute and chronic health problems. The course blends knowledge from pathophysiology, pharmacology and disease management into a comprehensive plan for culturally sensitive care that integrates current evidence for best practices management. The impact of major diseases on patients and families is explored with an emphasis on the nurse's role in health promotion, symptom management and beginning interprofessional collaboration for effective care management. Simulated and actual clinical experiences take place in a variety of settings. Prerequisite: NURS 230. 4 credit hours lecture and 1 credit clinical. 5 credits.

NURS 350. *Maternal and Newborn Nursing.* This course focuses on the nursing management of normal and high risk pregnancies from the period of conception through infancy, with an emphasis on health promotion and risk reduction. The nursing process is used to appropriately assess childbearing women and their families and select appropriate interventions to meet their physical and emotional needs. Particular attention is given to identifying evidence based interventions to support quality care. The actual and simulated clinical experiences assist students to develop increasing skill in providing high quality, compassionate care to patients from a wide range of cultures and traditions about childbearing. Prerequisites: NURS 210, 220 and 230. Three lecture periods weekly and a total of 56 clinical hours. 4 credits.

NURS 360. *Introduction to Research and Evidence Based Practice.* This course provides an overview of nursing and health care related research and evidence based practice. It introduces the basic skills and knowledge necessary to critically read research studies and conduct systematic literature reviews using established data bases. Basic principles of study design are presented and ethical issues in the conduct of research with patients and families are emphasized. The challenges of translating research evidence into practice are explored. Prerequisites: Third year status in the nursing program and MATH 171 or 270. Three lecture periods. 3 credits. WR.

NURS 370. *Nursing Care of the Older Adult.* This course supplements the content presented in SOCL 331 by adding a nursing care management perspective to the discussion of the issues of aging in American society and culture. The course focuses on assessment and intervention with older adults experiencing normal aging or common aging related health problems and the role of the nurse in health promotion, risk reduction, and disease management for this population. Co- or Prerequisites: NURS 340 and SOCL 331 or permission of instructor. Two lecture periods every other week. 1 credit.

NURS 380. *Cultural Experiences in Ecuador.* Cultural Experience in Ecuador is a course that will provide students with a culturally rich experience by traveling to various communities. The influence of political, socioeconomic, cultural and environmental issues on the health of populations will be examined. This course will allow students to experience the history, culture, and customs of each community. It will provide opportunities to apply transcultural knowledge while engaging in cultural, educational, health, and community service projects. Prerequisite: NURS 340 or permission of the instructor. 3 elective credit hours.

NURS 392. *Nursing Care of Patients with Complex Health Problems.* This course focuses on the care of patients who are experiencing complex health problems. Case studies are used to integrate prior learning about the pathophysiologic basis of disease and its medical and pharmacologic management, and to discuss care challenges in depth. The course emphasizes the role of direct and indirect care provider but also expands the student's focus to include issues related to coordination of care, interprofessional collaboration, quality and safety. Clinical experiences take place in various acute care settings and clinical faculty supervision and oversight. Prerequisites: NURS 310, 320, and 340. 56 clinical hours. 3 credits.

NURS 393. *Nursing Care of Patients with Complex Health Problems.* This course focuses on the care of patients who are experiencing complex health problems. The course integrates knowledge from pathophysiology, pharmacology and disease management into a comprehensive plan for culturally sensitive care that incorporates current evidence based practice. The course emphasizes the role of direct and indirect care provider and expands the student's focus to include issues related to coordination of care, interprofessional collaboration, quality and safety. The student will apply the nursing process to provide safe, high quality patient care to adults in simulated and various acute care clinical settings. Three (3) lecture; one lab (1); and one (1) clinical. Prerequisites: NURS 310, 320, 341. 5 credits.

NURS 410. *Nursing Care of Patients with Psychiatric/Mental Health Problems.* This course focuses on the nursing care of persons with acute and chronic mental health and psychiatric disorders. The nursing process is used as a tool for assessing, planning, and implementing care and evaluating outcomes. Emphasis is placed on the biopsychosocial origins of mental illness, the available research evidence to support current practice, and the importance of effective interprofessional teams. Clinical experiences will take place in a variety of settings. Prerequisite: NURS 392. Three lecture periods and 56 clinical hours. 4 credits.

NURS 420. *Community Health Nursing.* This course focuses on the application of epidemiologic and public health principles to work with individuals, families, groups and other aggregates in a community setting. The nursing process is used as a framework for assessing community needs and providing interventions and services targeted at disease prevention, health promotion and protection. The influence of political, socioeconomic, cultural and environmental issues on the health of populations is examined. Prerequisite: NURS 392. Three lecture periods and 56 clinical hours. 4 credits. WR.

NURS 430. *Health Care Policy and Regulation.* This course presents the broad context of health policy and law and the way policy is formulated. It emphasizes the social, ethical and political issues that affect the delivery of health services, particularly the impact of policy decisions on professional nursing practice. It also provides an overview of the maze of regulatory agencies that influence and control practice, particularly as they relate to issues of quality and safety. Prerequisites: NURS 310, 320, 330, 340, 350, 360 and 370 or permission of the instructor. Three lecture periods. 3 credits. SP.

NURS 440. *Managing for Safety and Quality Outcomes.* This course focuses on the knowledge and skills needed by the entry level nurse for the safe and effective management of patient care. The course considers nursing practice from the staff nurse and middle management perspective with an emphasis on creating a culture of quality, safety and ongoing improvement. Theories of change, complexity, organizational design, horizontal leadership, coalition building and conflict management are introduced. The use and analysis of outcome data as evidence for practice change is stressed. Simulated scenarios are used to apply course content. Prerequisites: NURS 310, 320, 330, 340, 350, 360 and 370. Three lecture periods. 3 credits.

NURS 460. *Health Assessment.* This RN to BSN course is designed to review and enhance knowledge and skills necessary to gather, organize, and communicate relevant health data regardless of practice setting. Comprehensive and problem-focused health assessment is emphasized for individuals in the context of their family and community. Assignments are theory based and skill focused. Hybrid course. 3 credits.

NURS 461. *Contemporary Issues in Nursing.* This RN to BSN course examines issues and trends of professional nursing practice today. Historical, political, societal and theoretical influences and future trends in nursing will be explored. Legal, ethical and cultural dimensions of nursing will be discussed in the context of an ever changing, highly complex healthcare system. Hybrid course. 3 credits. SP.

NURS 462. *Concepts in Aging and Longevity.* This RN to BSN course provides a perspective on the issues of aging in American society and culture. The course content will focus on assessment and intervention with older adults experiencing normal aging changes and common aging related health problems. Emphasis will be on the role of the nurse in health promotion, risk reduction and disease management of this population. Hybrid course. 3 credits. SP.

NURS 463. *Illness and Disease Management.* This RN to BSN course will utilize a systems approach in understanding and applying knowledge of normal physiology, pathophysiology and the application of concepts to specific disorders. Relevant diagnostics and pharmacological management modalities will be explored in the context of a rapidly expanding health care system. Hybrid course. 4 credits.

NURS 464. *Population Focused Community Health.* This RN to BSN course provides a perspective of professional nursing at the community health level of practice. The focus is on the concepts of population health assessment, planning, implementation and evaluation of programs to improve community health. Course content emphasizes the nurse's role in the delivery of culturally competent nursing care in health promotion and interventions for individuals, families, communities and populations. Hybrid course. 4 credits. WR.

NURS 465. *Population Focused Community Health Clinical Practicum.* This RN to BSN clinical practicum explores the use of advocacy and application of cultural, environmental, political and financial dimensions of community health nursing practice. Health promotion and nursing interventions for individuals, families, communities and populations are addressed. The RN to BSN student will have opportunities to use clinical reasoning based on evidence based practice in the application of the nursing process for promotion of optimal community health. Co-requisite: NURS 464. 56 clinical hours. 1 credit.

NURS 467. *Introduction to Evidence Guided Practice.* This RN to BSN course provides an overview of nursing and health care related research and evidence-guided practice. It introduces basic statistics and knowledge necessary to critically read research studies. Students conduct systematic literature reviews utilizing established data bases. Basic principles of study design and methods are discussed. Research ethics are explored. Students focus on critical analysis of research evidence and its application to nursing practice. Hybrid course. 3 credits. WR.

NURS 468. *Information Systems and Quality Management.* This RN to BSN course is designed to promote a fundamental understanding of informatics in nursing. Students will gain better insight into the linkage between nursing information and knowledge with the management of information and communications technologies. Students are prepared to support, promote, and assist in efficient, ethical, and safe use of informatics tools in information and technology-rich health care environments. Hybrid course. 3 credits.

NURS 469. *Transformational Leadership.* This RN to BSN course explores nursing practice emphasizing a culture of quality, safety and ongoing improvement. Theories of change, complexity, organizational design, strategic planning, leadership, coalition building, and conflict management are explored. Hybrid course. 3 credits.

NURS 480. *NCLEX Success.* The NCLEX-success course will prepare the student with an understanding of test-taking skills through appropriate application of knowledge in content areas such as pharmacology, medical-surgical nursing, and foundations of nursing practice. The course will be designed to meet the individualized cohorts learning needs based on HESI specialty exam reports and the National Council of State Boards of Nursing testing blue-print. Prerequisite: NURS 392. 2 credits.

NURS 491. *Senior Seminar: Transition to Nursing.* This capstone senior seminar course provides an integrative experience applying all dimensions of the professional nurse in the care of the diverse patient populations across a variety of healthcare settings. Major concepts of the nursing program are addressed and reviewed in preparation for licensure and the role of the professional nurse. Prerequisites: NURS 410 and NURS 420. Co-requisite with NURS 492. One (1) credit lecture.

NURS 492. *Internship in Nursing.* This capstone clinical internship course provides an integrative experience applying all dimensions of the professional nurse in the care of diverse patient populations across a variety of healthcare settings. The 270 clinical internship hours with an experienced clinical preceptor facilitate the transition from the student role to the role of the professional nurse. Critical thinking, clinical judgment skills, and the leadership and the management of multiple patients is emphasized. Students are challenged to function collaboratively as an active participant on the interprofessional/interdisciplinary care team. Prerequisites: NURS 410 and NURS 420. 5 credit hour/clinical.

Department of Psychology

Stephanie Buchert, PhD, *Chair*

The Department of Psychology offers both an undergraduate major and a minor, as well as basic introductory and service courses to numerous other college majors. Psychology courses required for other majors and minors are clearly identified under those disciplines.

PSYCHOLOGY PROGRAM

Faculty

Jennifer M. Apperson, PhD, *Professor of Psychology*
Christopher A. Bjornsen, PhD, *Professor of Psychology*
Sarai Blincoe, PhD, *Assistant Professor of Psychology*
Stephanie Buchert, PhD, *Associate Professor of Psychology*
David M. Carkenord, PhD, *Professor of Psychology*
Catherine L. Franssen, PhD, *Assistant Professor of Psychology*
Danette C. Gibbs, PhD, *Assistant Professor of Psychology*
Eric L. Laws, PhD, *Professor of Psychology*

To satisfy requirements for graduation, students majoring or minoring in psychology must earn a grade of no less than C- in all psychology courses that are applied to the major or minor (41-43 credits).

All psychology majors are required to take the 22-24 credits of core requirements and 13 credits of requirements and 6 credits of psychology electives.

ASSESSMENT

The Department of Psychology requires senior majors to take a comprehensive psychology test. The purpose of the test is to assess the progress of our majors and the effectiveness of our program.

PSYCHOLOGY MAJOR, BS DEGREE

A. General Education Requirement/38 credits

B. Additional Degree Requirements (cannot take Social Science)/7 credits

C. Major Requirements/41-43 credits

1. Core Requirements /22-24 credits

PSYC 101	Introduction to Psychology/3 credits
PSYC 151	Introduction to Biopsychology/3 credits
PSYC 233	Research Methods in Psychology/4 credits
PSYC 234	Quantitative Methods in Psychology/3 credits Prerequisite is MATH 171-satisfies Goal 5 or ADR
PSYC 457	History and Systems of Psychology/3 credits
PSYC 460	Advanced General Psychology/3 credits
PSYC 461	Seminar in Psychology/3 credits
PSYC 492	Internship in Psychology (satisfies General Education Goal 14)
or PSYC 490	Independent Research in Psychology/1-6 credits
or PSYC 498	Honors Research in Psychology/ 3 credits (May be taken for additional credit applied toward PSYC electives)

6. Area Requirements/13 credits

All students must successfully complete at least one class from each area below.

Developmental Area

PSYC 371	Infant and Child Development/3 credits
PSYC 373	Adolescent and Adult Development/3 credits
PSYC 384	Cross-Cultural Psychology/3 credits

Industrial/Organizational/Social Area

PSYC 331	Social Psychology/3 credits
PSYC 360	Consumer Psychology/3 credits
PSYC 366	Industrial and Organizational Psychology/3 credits
PSYC 400	Human Factors Psychology/3 credits

Pre-Clinical/Counseling Area

PSYC 356	Abnormal Psychology/3 credits
PSYC 420	Psychological Tests and Measurements/3 credits
PSYC 423	Theories of Personality/3 credits

General/Experimental Area

PSYC 300	Sensation and Perception (lab)/4 credits
PSYC 321	Behavioral Neuroscience /4 credits
PSYC 322	Cognitive Psychology (lab)/4 credits
PSYC 324	Learning (lab)/4 credits
PSYC 333	Individual Differences and Social Behavior (lab)/4 credits

7. Psychology Elective Requirements/6 credits

Six credits of electives selected from any of the Psychology courses.

D. General electives for BS in Psychology/32-34 credits

E. Total credits required for BS in Psychology/120

MINOR in Psychology

A minor in psychology is offered. A minimum of 18 semester hours is required for this program. **Students minoring in psychology must earn a grade of no less than C- in all psychology courses that are applied to the minor.** These include:

- PSYC 101. Introduction to Psychology/3 credits
- Three credits from courses in Developmental Area
- Three credits from courses in Industrial/Organizational/Social Area
- Three credits from courses in Pre-Clinical/Counseling Area
- Six credits of electives selected from any of the Psychology courses
- TOTAL/18 credits

PSYCHOLOGY COURSE DESCRIPTIONS (PSYC)

General Education Course *
Writing Intensive Course WR
Speaking Intensive Course SP

PSYC 101. *Introduction to Psychology.* Overview of the theories, methods, and applications of psychology. Explanation of the ways psychology and culture have influenced each other, as well as the application of psychological principles and ideas to contemporary issues. Focuses on personality, emotional, and social development; psychological disorders and treatment; cognitive processes and abilities; direct and indirect influences on thoughts, feelings, and behavior; and health, stress, and coping. 3 credits. *Fulfills General Education Goal 8 for non-majors.

PSYC 151 (NEUR 151). *Introduction to Biopsychology.* An introduction to the structure and function of the nervous system and an overview of how it produces everyday behavior. Topics will include how psychological processes are encoded in brain activity and how these biopsychological functions are altered by disease and drugs. Prerequisites: *Psychology majors, Psychology minors, NeuroStudies minors or permission of instructor.* 3 credits.

PSYC 233. *Research Methods in Psychology.* Examination of the major problems of psychology and experimental procedures available for their investigation. Lecture and one double-lab period. Prerequisites: PSYC 101 (with grade of "C-" or better). 4 credits. WR and SP. Open only to Psychology majors and minors.

PSYC 234. *Quantitative Methods in Psychology.* Introduction to the principles and techniques of experimental design and statistical analysis. Prerequisites: PSYC 233 (with grade of "C-" or better), or co-requisite with PSYC 233; MATH 171, 3 credits. Open only to Psychology majors and minors.

PSYC 295. *Special Topics.* Selected topics in Psychology. The topics may vary from semester to semester. May be repeated for credit when topics change. 1-3 credits.

PSYC 300. *Sensation and Perception.* A study of transduction, organization, and interpretation of information. Topics include sensory physiology, theories of perception, theories of attention, subjective influences on perception, and consciousness. Prerequisites: PSYC 233 and 234 (with grades of "C-" or better). Lecture and one double-lab period. 4 credits.

PSYC 301. *Psychobiology of Stress.* An in-depth study of the physiological and psychological aspects of stress. Students will discover how the psychological experience can impact physiology, and how psychological responses can alter behavior. Specific emphasis will be placed on understanding the nervous system and endocrine system and their roles in the stress response. Prerequisites: PSYC151 (NEUR 151) (with grade of "C-" or better). 3 credits.

PSYC 311, 312. *Studies Abroad.* Primarily intended for transfer of credit earned abroad in courses on psychology. 1-18 credits.

PSYC 321 (NEUR 321). *Behavioral Neuroscience.* Study of the biological substrates of behavior. An in-depth examination of the structure and function of the mammalian nervous system as it relates to specific behaviors, such as sensation, coordination of the motor system, and cognition. In the laboratory component of this course, students will be introduced to techniques relevant to the study of Behavioral Neuroscience. Prerequisites: Psychology majors or minor and PSYC 151, PSYC 233, PSYC 234 (with a grade of C- or better). 3 lecture and one 2-hour Lab periods. 4 credits.

PSYC 322. *Cognitive Psychology.* Examination of theories and research dealing with verbal learning, concept learning, short-term and long-term memory stores, cognitive encoding and search strategies, and transfer. Prerequisites: PSYC 233 and 234 (with grades of "C-" or better). Lecture and one double-lab period. 4 credits.

PSYC 324. *Learning.* Examination of the classic and contemporary literature in animal learning and motivation. Prerequisites: PSYC 233 and 234 (with grades of "C-" or better). Lecture and one double-lab period. 4 credits.

PSYC 330. *Life-Span Developmental Psychology.* Principles and research covering the life-span development of human abilities and behavior. Topics include developmental research methodologies, variables influencing development, basic processes in development; and physical, motor, perceptual, cognitive, linguistic, motivational, emotional, social, and personality development. Prerequisites: PSYC 101 (with grade of "C-" or better) or permission of instructor. 3 credits.

PSYC 331. *Social Psychology.* An examination of some of the many interesting ways in which individual behavior and thought is influenced by social situations. A major theme that will emerge is that social situations are often more powerful than personality in influencing behavior. Topics to be covered include: aggression, altruism, conformity, interpersonal attraction, persuasion, and prejudice. Prerequisites: PSYC 101 (with grade of "C-" or better) or permission of instructor. 3 credits.

PSYC 333. *Individual Differences and Social Behavior.* Examination of the conceptual frameworks and research methodologies used to predict behavior. This lab course will draw from social and personality psychology to explore the interaction of situations and individual differences in the context of self-regulation, happiness, romantic relationship functioning, and other topics. Prerequisites: PSYC 233 and 234 (with grade of C- or better). Lecture and one double lab period. 4 credits.

PSYC 350. *Psychology of Sex and Gender.* An examination of the differences between the male and female experience from the psychologist's point of view. The course will include factors which have affected the male and female experience, current research on actual and perceived gender differences, and how social changes have contributed to changing roles. Prerequisites: PSYC 101 (with grade of "C-" or better) or permission of instructor. 3 credits.

PSYC 356. *Abnormal Psychology.* This course offers an examination of abnormal behavior and mental disorders with an emphasis on symptoms, classification, and causes. Some treatment issues will be explored. Prerequisites: PSYC 101 (with grade of "C-" or better) or permission of instructor. 3 credits.

PSYC 357. *Psychopathology of Childhood and Adolescence.* A study of abnormal behavior and mental disorders in childhood and adolescence. Symptoms, classifications, causes, course, and treatment are examined, with a particular emphasis on development and systemic factors. Prerequisites: PSYC 356 (with grade of "C-" or better). 3 credits.

PSYC 360. *Consumer Psychology.* Study of the psychological relationship between individuals who receive services and purchase goods and those organizations that provide such services and goods. Prerequisites: PSYC 101 (with grade of "C-" or better) or permission of instructor. 3 credits.

PSYC 366. *Industrial and Organizational Psychology.* Study of the theories and techniques of psychology in relation to the topics of employee selection, performance appraisal, work motivation, job satisfaction, leadership, working conditions, and job-related health and stress. Prerequisites: PSYC 101 (with grade of “C-” or better) or permission of instructor. 3 credits.

PSYC 371. *Infant and Child Development.* An examination of the biological, cognitive, social, emotional, and behavioral changes that take place during prenatal development, infancy, and childhood including genetic influences, transformations in attachment, autonomy, family relations, sibling relations, peer relations, moral thinking and behavior, intelligence, language, and achievement. Brief examination of childhood psychopathology. Prerequisites: PSYC 101 (with grade of “C-” or better) or permission of instructor. 3 credits.

PSYC 373. *Adolescent and Adult Development.* An examination of the biological, cognitive, social, emotional, and behavioral changes that take place during adolescence and adulthood including transformations in identity, intimacy, autonomy, sexuality, achievement, and attachment. Brief examination of adolescent and adult psychopathology. Prerequisites: PSYC 101 (with grade of “C-” or better) or permission of instructor. 3 credits.

PSYC 380. *Community Psychology.* An examination of the interaction of individuals and their social contexts, and its effects on the health and well-being of both the individual and the community. Exploration of how change can be effected to address social problems. Examples of community psychology interventions in various settings will be explored. Prerequisites: PSYC 101 (with grade of “C-” or better) or permission of instructor. 3 credits.

PSYC 384. *Cross-Cultural Psychology.* An in-depth investigation of the relationships between cultural and human development, and the thoughts, emotions and behaviors of individuals in different cultures. Focuses on human traits, development, and interactions from a multicultural and multiethnic perspective. Prerequisites: PSYC 101 (with grade of “C-” or better) or permission of instructor. 3 credits.

PSYC 390. *Directed or Independent Study.* Must be approved by the head of the department. May be repeated as 391. 1-18 credits.

PSYC 400. *Human Factors Psychology.* This course examines the relationship between human behavior and technology, with a focus on understanding how knowledge of psychology can be applied to make the human-technology interaction more efficient and effective. Prerequisites: PSYC 101 (with grade of “C-” or better) or permission of instructor. 3 credits.

PSYC 401. *Psychology of Warfare and Terrorism.* An examination of alternative warfare (e.g. insurgency, guerilla, urban warfare, and terrorism) from a social psychological perspective. Topics to be covered include motivations, recruitment, tactics, media use, prevention programs and counter efforts. Prerequisites PSYC 101 (with a grade of “C-” or better) or permission of instructor. /3 credits

PSYC 405 (NEUR 405). *Interdisciplinary Neuroscience Applications.* This course emphasizes the interconnecting sub-disciplines and the interdisciplinary nature of the field of neuroscience. Themes will include cultural topics such as music, health-related neuroscience, and current trends and innovations in neuroscience. Prerequisite: PSYC/NEUR 321 (with grade of “C-” or better) or permission of instructor. 3 credits.

PSYC 410. *Fundamentals of Psychological Interviewing.* This course will provide an overview of the interview process in different settings. Basic professional listening, communicating, and interviewing skills will be taught and practiced. Strategies for obtaining accurate information and for avoiding bias in the interview will also be reviewed. Prerequisites: PSYC 101 (with grade of “C-” or better), Junior or Senior standing or permission of instructor. 3 credits.

PSYC 420. *Psychological Tests and Measurements.* A survey of methods, techniques, and instruments for measuring individual differences in behavior, personality interests and intellectual ability. Prerequisite: PSYC 234 (with grade of "C-" or better). 3 credits.

PSYC 423. *Theories of Personality.* An examination of the major theories of personality including analytical, cognitive and behavioral theories. Prerequisite: PSYC 101 (with a grade of "C-" or better) or permission of instructor. 3 credits..

PSYC 430. *Psychology and the Law.* Psychology applied to various legal topics such as criminal behavior, characteristics of lawyers and police, civil commitments, insanity plea, competence, the legal process and ethical issues. Prerequisite: PSYC 101 (with a grade of "C-" or better) or permission of instructor. 3 credits.

PSYC 452. *Psychopharmacology.* This course serves as an overview of the research and current thought on the topics of treating and counseling people addicted to drugs. In addition, the course will review the use and misuse of prescription medications. We will be reviewing the history of various drugs, the neuropharmacological actions, the effects on health, and the psychopharmacological actions. Prerequisites: PSYC 151 (with grade of "C-" or better) or permission of instructor. 3 credits.

PSYC 453. *Psychology of Language.* This course surveys the psychological foundations of language. Topics will range from basic issues such as the structure of language, language development, language comprehension, and language production, to special issues such as the relationship between language and thought, the relationship between language and the brain, bilingualism, and learning a second language. Junior or Senior standing or permission of instructor. 3 credits.

PSYC 457. *History and Systems of Psychology.* The development of psychology from ancient to modern times. Prerequisite: Open only to Junior or Senior psychology majors only. 3 credits. WR.

PSYC 460. *Advanced General Psychology.* A survey course for senior psychology majors. It covers the most contemporary concepts, principles, theories, methodologies, issues and insights in the field of psychology. Prerequisite: Open only to Senior psychology majors. 3 credits.

PSYC 461. *Seminar in Psychology.* A seminar for the senior psychology major, designed to integrate knowledge of specific fields into a comprehensive view of psychology. Prerequisites: PSYC 233 and 234 (with grades of "C-" or better). Open only to Senior psychology majors. 3 credits. WR and SP.

PSYC 490. *Independent Research in Psychology.* A directed research project administered by qualified specialists in the department. By permission of instructor. 1-6 credits. *Fulfills General Education Goal 14.

PSYC 492. *Internship in Psychology.* Directed practicum in applied setting, or research mentorship that permits supervised experiential learning. Students learn through performance in meaningful tasks in a variety of environments. By permission of instructor. 1-15 credits. (hours 1-3 graded; hours 4-15 pass/fail). *Fulfills General Education Goal 14.

PSYC 495. *Special Topics.* Selected topics in Psychology. The topics may vary from semester to semester. May be repeated for credit when topics change. 1-6 credits.

PSYC 498. *Honors Research in Psychology.* Students conduct research in psychology under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 3 credits.

MINOR in NeuroStudies

Catherine L. Franssen, PhD, *Director, Assistant Professor of Psychology*

The mission of the Longwood University NeuroStudies Minor is to engage students from across the curriculum with neuroscience, with the aim of meeting Longwood University's vision to create lifelong learners connected to what is new in the world. The relatively new, rapidly growing, and pervasive field of neuroscience intersects with nearly every discipline. Through the interdisciplinary NeuroStudies Minor, students will improve critical & independent thinking skills as well as scientific literacy, and prepare for careers in both science and non-science fields. Students from a variety of academic areas are encouraged to participate in this educational experience. Courses for this program are designed to inform students about the foundational concepts and current events in neuroscience, and provide an intentional focus on development of the interrelationships of neuroscience across the liberal arts.

Requirements for the 19-credit hour Minor in NeuroStudies:

In order to complete a minor in NeuroStudies, students must:

1. File a form of intention to pursue the Minor at the Registrar's Office
2. Earn a grade of "B-" or better in NEUR/PSYC 151, NEUR/PSYC 321, NEUR/PYSC 405. Earn a grade point average of 2.0 in all additional courses chosen to meet the minor requirements.

Take all of the following courses/ 10 credits:

NEUR 151/PSYC 151	Introduction to Biopsychology/3 credits
NEUR 321/PSYC 321	Behavioral Neuroscience/ 4 credits
NEUR405/PSYC 405	Interdisciplinary Neuroscience Applications/ 3 credits

Choose 9 credit hours from the following:

BIOL 207 Human Anatomy and Physiology II/4 credits
BIOL306 Vertebrate Physiology/4 credits
BIOL 360 Developmental Biology/4 credits
BIOL 412 (CHEM 412) Biochemistry/4 credits
BIOL 426 Cell Biology/4 credits
BIOL 475 Animal Behavior/4 credits
CHEM 351 Instrumental Analysis/3 credits
CHEM 371 Advanced Organic/3 credits
CSDS455 Neurology in Human Communications/3 credits
CSDS460 Introduction to Neurogenic Communication Disorders/2 credits
CMSC 389 Artificial Intelligence/3 credits
KINS215 Exercise Is Medicine/3 credits
KINS375 Exercise Science Seminar/3 credits
KINS386 Biomechanics/ 4 credits
KINS387 Exercise Physiology/4 credits
MANG 362 Organizational Behavior/ 3 credits
MATH 325 (CMSC 325) Mathematical Modeling and Simulation/3 credits
NEUR (PSYC 301) Psychobiology of Stress/ 3 credits
NEUR 390 Directed or Independent Research in Neuroscience/ 1-3 credits
NEUR 490 Directed or Independent Research in Neuroscience/ 1-3 credits
NEUR 492 Internship in Neuroscience/ 1-3 credits
NEUR 495 Special Topics in Neuroscience/3 credits
NEUR 498 Honors Research in Neuroscience/ 1-3 credits
PHIL 355 Philosophy of Mind/ 3 credits
PHYS 300 Mathematical Physics/ 4 credits
PHYS 326 Optics/4 credits

PHYS 331 AC/DC Circuits/4 credits
PHYS 341 Electronics/4 credits
PSYC300 Sensation & Perception/4 credits
PSYC324 Learning/4 credits
PSYC452 Psychopharmacology/3 credits
RECR303 Physical Disabilities/3 credits
RECR320 Facilitation Techniques I/3 credits
RECR321 Facilitation Techniques II/3 credits

Neuroscience Course Descriptions (NEUR)

NEUR 151 (PSYC 151). *Introduction to Biopsychology.* An introduction to the structure and function of the nervous system and an overview of how it produces everyday behavior. Topics will include how psychological processes are encoded in brain activity and how these biopsychological functions are altered by disease and drugs. Prerequisites: *Psychology majors, Psychology minors, NeuroStudies minors or permission of instructor.* 3 credits.

NEUR 301 (PSYC 301). *Psychobiology of Stress.* An in-depth study of the physiological and psychological aspects of stress. Students will discover how the psychological experience can impact physiology, and how psychological responses can alter behavior. Specific emphasis will be placed on understanding the nervous system and endocrine system and their roles in the stress response. Prerequisites: NEUR 151 (PSYC 151) (with grade of "C-" or better). 3 credits.

NEUR 321 (PSYC 321). *Behavioral Neuroscience.* Study of the biological substrates of behavior. An in-depth examination of the structure and function of the mammalian nervous system as it relates to specific behaviors, such as sensation, coordination of the motor system, and cognition. In the laboratory component of this course, students will be introduced to techniques relevant to the study of Behavioral Neuroscience. Prerequisites: NeuroStudies minor and PSYC 151 (with a grade of C- or better). 3 lecture and one 2-hour Lab periods. 4 credits.

NEUR 390. *Directed or Independent Study in Neuroscience.* By permission of instructor and must be approved by the Director of the NeuroStudies minor. May be repeated. 1- 18 credits.

NEUR 401. *Cultural Neuroscience.* An examination of the influence of neuroscience on past and/or present culture. Topics may vary by semester, and may include pop culture, literature, music, history, and others. This course is a series of topical lectures, presentations and discussions, with an emphasis on interconnecting sub-disciplines and understanding the interdisciplinary nature of the field. Prerequisite: PSYC/NEUR 321 (with a grade of C- or better) or permission of instructor. 1 credit.

NEUR 402. *Modern Neuroscience.* An analysis of current trends and innovations in neuroscience. Topics vary by semester, and may include technology initiatives, research techniques, industry applications, and others. This course is a series of topical lectures presentations and discussions, with an emphasis on interconnecting sub-disciplines and understanding the interdisciplinary nature of the field. Prerequisite: PSYC/NEUR 321 (with a grade of C- or better) or permission of instructor. 1 credit.

NEUR 405. (PSYC 405). *Interdisciplinary Neuroscience Applications.* This course emphasizes the interconnecting sub-disciplines and the interdisciplinary nature of the field of neuroscience. Themes will include cultural topics such as music, health-related neuroscience, and current trends and innovations in neuroscience. Prerequisite: PSYC/NEUR 321 (with grade of "C-" or better) or permission of instructor. 3 credits.

NEUR 403. *Health Neuroscience.* An introduction to health-related neuroscience. Topics may vary by semester, and may include clinical neuroscience, neuroendocrinology, psychoneuroimmunology, and others. This course is a series of topical lectures presentations and discussions, with an emphasis on interconnecting sub-

disciplines and understanding the interdisciplinary nature of the field. Prerequisite: PSYC/NEUR 321 (with a grade of C- or better) or permission of instructor. 1 credit

NEUR 490. *Independent Research in Neuroscience.* A directed reading or experimental research project. May be repeated. By permission of instructor and must be approved by the Director of the NeuroStudies minor. 1-18 credits.

NEUR 495. *Special Topics.* Specialized courses on a variety of topics that may be offered periodically. May be repeated for credit when topics change. 1-6 credits.

NEUR 498. *Honors Research in Neuroscience.* Students conduct research in neuroscience under the direction of a faculty member and the Senior Honors Research Committee. Must be approved by the director of the NeuroStudies minor. 3 credits.

Department of Sociology, Anthropology, and Criminal Justice Studies

Jason S. Milne, *Chair*

The Department of Sociology, Anthropology, and Criminal Justice Studies offers undergraduate majors and minors in sociology, anthropology, and criminology/criminal justice. Students majoring in sociology or in anthropology may earn either the BA or BS degree. Students majoring in criminology/criminal justice will earn a BS degree.

The departmental curriculum is designed to provide knowledge, skills and abilities to students who plan to (1) seek employment in business, industry, criminal justice, human service, or related fields, (2) pursue advanced studies in law, public policy, urban planning, or related fields, or (3) engage in graduate work in sociology, anthropology, criminology, criminal justice, or related fields.

Sociology majors may specialize in the Family Studies concentration. Anthropology majors will be exposed to the four fields of anthropology: archaeology, physical anthropology, cultural anthropology, and linguistics. Criminology/Criminal Justice majors will explore both the theory of crime and learn practical skills to help prepare for careers in the criminal justice field.

Internships or field experiences are required for all three majors offered in the department. In the past, students have interned in a variety of settings including probation and parole offices, Virginia State Parks, local government branches, planning and research agencies, physical and mental health care facilities, and museums. A popular offering in the department is the Dr. James W. Jordan Archaeology Field School, which can be used by anthropology majors to fulfill their internship requirement. In the Field School students learn about historic and prehistoric civilizations through supervised excavations of actual settlements. The Field School is offered in Summer Sessions. For more information, contact Dr. Brian D. Bates.

Through a variety of activities, the department attempts to provide students with a program of breadth and depth characteristic of the Longwood educational experience. Students have the opportunity to join a variety of activities and organizations relating to their major including: the Sociology Club; Lambda Alpha Epsilon—a criminal justice fraternity; and Primtech—an archaeology club designed to teach primitive technology. Additionally, the department sponsors honor societies for all three majors: Alpha Kappa Delta, International Sociology Honor Society; Lambda Alpha, National Collegiate Honors Society for Anthropology; and Alpha Phi Sigma, National Criminal Justice Honor Society. Each academic year the departmental faculty chooses outstanding students to receive the Kathleen Goodwin Cover Sociology Scholarship, the Diane M. Sheffield Memorial Scholarship, and the Sharon J Perutelli Outstanding Graduating Senior Award in the Department of Sociology, Anthropology, and Criminal Justice Studies.

General education requirements for the student majoring in sociology, anthropology, and criminology/criminal justice can be found under “General Education Requirements” in this catalog. It is the responsibility of all students to consult with their academic advisor prior to each registration to ensure the proper fulfillment of general education and departmental requirements for graduation. Students minoring in sociology, anthropology, or criminology/criminal justice must satisfy the course requirements of the department of their major subject. Majors and minors are required to participate in yearly curriculum assessment, which may consist of comprehensive examinations.

The department occupies offices and classrooms in Main and West Ruffner. The administrative office of the department is located in Main Ruffner Room 202 on the west side of the Rotunda.

SOCIOLOGY PROGRAM

Faculty

Virginia R. Beard, PhD, *Associate Professor of Sociology and Criminal Justice*
Lee D. Millar Bidwell, PhD, *Professor of Sociology*
William C. Burger, PhD, *Professor of Sociology and Criminal Justice*
Jason S. Milne, PhD, *Associate Professor of Sociology*
Joan L. Neff, PhD, *Professor of Sociology; Provost and Vice President for Academic Affairs*
JoEllen G. Pederson, PhD, *Assistant Professor of Sociology*
Kenneth B. Perkins, PhD, *Director of Development for Academic Priorities and Provost Emeritus*
Carl M. Riden, PhD, *Associate Professor of Sociology*
Robert D. Wood, MS, *Lecturer of Sociology and Criminal Justice*

The objective of the sociology major is to prepare students for occupations in business, industry, government, and human service. The major is appropriate preparation for graduate study in the social sciences and law. The focus of sociology is on social forces, institutions, organizations, and how individuals interface with society. The student's personal growth can be achieved through understanding of the rich diversity of the modern world.

Skills can be developed in oral and written communication, critical thinking, scientific research methods, statistics and computerized data analysis.

Current Longwood students with a GPA below 2.00 will not be accepted as Sociology majors. Students may reapply after their GPA has increased to 2.00.

SOCIOLOGY MAJOR, BA, BS DEGREE

A. General Education Core Requirement/38 credits

Sociology majors may not use SOCL 101 or 102 for Goal 8

Sociology majors must take PHIL 308, 315 or 316 to satisfy Goal 12

Sociology majors must take SOCL 490, 492 or 498 to satisfy Goal 14

B. Additional Degree Requirements, BA/6 credits

Additional Degree Requirements, BS/6-7 credits

C. Major Requirements/38 credits

SOCL 101 Principles of Sociology/3 credits

or SOCL 102 Contemporary Social Problems/3 credits

SOCL 233 Introduction to Social Inequality and Difference/3 credits (spring semester)

SOCL 345 Social Research and Program Evaluation/3 credits (fall semester)

SOCL 346 Statistics for the Social Sciences/3 credits (spring semester)

SOCL 401 Sociological Theory/3 credits (fall semester)

SOCL 461 Senior Seminar in Sociology/3 credits (spring semester)

Sociology electives/18 credits

Choose three credits from the following (one credit of these three credits fulfills General Education Goal 14):

SOCL 490 Directed Independent Study/3 credits

SOCL 492 Internship in Sociology/3 credits

SOCL 498 Honors Research in Sociology/3 credits

D. No grade below C- is accepted for graduation in major course work

E. General Electives BA Degree/38 credits

General Electives BS Degree/37-38 credits

F. Total Credits Required for BA or BS in Sociology/120

SOCIOLOGY MAJOR, BA, BS DEGREE

Family Studies Concentration

Our Sociology/Family Studies curriculum is the only undergraduate program in Virginia designated by the National Council on Family Relations as a Certified Family Life Educator curriculum. This distinction allows students who complete the program an abbreviated track to becoming Certified Family Life Educators and gives them a competitive edge in pursuing careers working with families.

A. General Education Core Requirement/38 credits

Sociology majors may not use SOCL 101 or 102 for Goal 8

Sociology/Family Studies majors should take PSYC 101 for Goal 8

Sociology majors must take PHIL 308, 315 or 316 to satisfy Goal 12

Sociology majors must take SOCL 490, 492 or 498 to satisfy Goal 14

B. Additional Degree Requirements, BA/6 credits

Additional Degree Requirements, BS/6-7 credits

C. Major Requirements/38 credits

SOCL 101	Principles of Sociology/3 credits
or SOCL 102	Contemporary Social Problems/3 credits
SOCL 222	Perspectives on Childhood and Parenting/3 credits (fall semester)
SOCL 233	Introduction to Social Inequality and Difference/3 credits (spring semester)
SOCL 241	Marriage and the Family/ 3 credits (spring semester)
SOCL 345	Social Research and Program Evaluation/3 credits (fall semester)
SOCL 346	Statistics for the Social Sciences/3 credits (spring semester)
SOCL 401	Sociological Theory/3 credits (fall semester)
SOCL 461	Senior Seminar in Sociology/3 credits (spring semester)
PSYC 330	Life-Span Development/3 credits
SOWK 337	Family and Children's Services/3 credits

Choose six credits from the following:

SOCL 220	Self in Society/3 credits
SOCL 275	Sociology of the Welfare State and Social Policy/3credits
SOCL 306	Stress and Crisis in Families/3 credits
SOCL 325	Gender and Society/3 credits
SOCL 331	Aging and the Life Course/3 credits
SOCL 332	Sociology of Dying and Death/3 credits
SOCL 351	Sociology of Family Violence/3 credits

Choose three credits from the following (one credit of these three credits fulfills General Education Goal 14):

SOCL 490	Directed Independent Study/3 credits
SOCL 492	Internship in Sociology/3 credits
SOCL 498	Honors Research in Sociology/3 credits

D. No grade below C- is accepted for graduation in major course work

E. General Electives BA Degree/38 credits

General Electives BS Degree/37-38 credits

F. Total Credits Required for BA or BS in Sociology with a Concentration in Family Studies/120

Minor in Sociology

No grade below a C- is accepted in minor course work.

Minor Requirements/18 credits

SOCL 101	Principles of Sociology/3 credits
or SOCL 102	Contemporary Social Problems/3 credits
SOCL 401	Sociological Theory/3 credits (fall semester)

Sociology electives/12 credits (6 credits of Sociology elective courses must be at the 300-400 level)

SOCIOLOGY COURSE DESCRIPTIONS (SOCL)

General Education Courses *

Writing Intensive Courses WR

Speaking Intensive Courses SP

SOCL 101. *Principles of Sociology.* Principles of Sociology seeks to impart an analytical framework with which the student can better understand the relationship between individual and social structure. Theories of functionalism, conflict, symbolic interactionism, and socialization will be discussed. The concepts of normative culture, technology, demography, ethnocentrism, values, norms, institutions, status, role, bureaucracy, and stratification will be developed and applied to social institutions. These institutions will include: the formal organization, courtship, marriage and family, religion, health care service delivery, media, politics, military, and criminal justice. 3 credits. *Fulfills General Education Goal 8 for non Sociology majors.

SOCL 102. *Contemporary Social Problems.* Contemporary Social Problems examines problems confronted by humans as both creators and objects of society. Problems of family instability, health and disease, war, distribution of resources, substance abuse, gender role definition, prejudice, discrimination and institutional response to deviance will be addressed. Particular emphasis is given to how groups define, experience, and attempt to solve these social problems. Attention will also be given to a global perspective and how the concepts of fact, truth, right and wrong are socially constructed. 3 credits. *Fulfills General Education Goal 8 for non Sociology majors.

SOCL 205. *Deviance.* This course is an in-depth examination of deviant behavior, its social forms and functions. Societal response to deviance is examined to highlight norms, values and control mechanisms. Emphasis is placed on sociological theories that explain deviant behavior. 3 credits.

SOCL 220. *Self in Society.* The interplay of societal forces and self are examined in this course. Attention is given to such topics as: self in society and society in self; collective behavior; mass movements, public opinion, propaganda and the mass media; group processes; socialization and social psychological aspects of social structure. 3 credits.

SOCL 222. *Perspectives on Childhood and Parenting.* In this course socialization is examined as a reciprocal process between parents and children/adolescents and other social institutions. Topics that will be explored include transitioning to parenthood, infant and child development, attachment theory, parenting practices and stresses, family structure, the changing dynamics of parent-child relationships across the lifespan, and the influence of gender, race, and socioeconomic status on family dynamics. 3 credits.

SOCL 233. *Introduction to Social Inequality and Difference* This course focuses on the causes, consequences and justifications of social inequalities in the United States and in other societies. Current social policies are critically examined and alternative routes to social change are explored. Race, ethnicity, social class, gender, sexual orientation, age and physical ability/disability are among the significant variables by which human societies make distinctions among their members. Such distinctions often lead to an inequitable distribution of

political power, social well-being, and the resources available to individual members of the society. In this course we seek to increase students' awareness and understanding of the inequities in society and the consequences of those inequities for different communities and individuals within society. 3 credits

SOCL 241. *Marriage and the Family.* The history of American families and contemporary family issues are analyzed using sociological theory and research. Topics that are covered include marriage, cohabitation, divorce, single parent families, blended families, the impact of race and gender norms, and socioeconomic status on family structure. 3 credits. WR.

SOCL 260. *Environment and Society.* This course provides an introduction to environmental sociology and the sociology of natural resources. Students will investigate the relationship between social and biophysical systems. Key topical areas include: social definition of the environment and natural resources, theoretical approaches to understanding the relationship between humans and the non-human environment, environmental attitudes, environmental social movements, environmental justice, and the social organization of resource use. Students will also explore how environmental/natural resource assets shape social organization, how resource development and use patterns affect social change, and the effects of changing resource conditions on natural resource dependent communities. 3 credits.

SOCL 261.(KINS 261). *A Comparative Study of Sport in the UK.* This course will entail a study abroad experience in London, England with a focus on UK Sport. The course explores issues related to the structure and culture of sport as well as the historical foundations of UK sport. Students will focus on how sociological ideas such as forms of inequality, globalization, identity, fandom, and the relationships between other institutions and the sporting system. Attention will be paid learning the skills and strategies associated with different UK sports such as cricket, stoolball, and lawn bowling. Students will be expected to participate in all pre-departure logistics planning/informational sessions. The course is open to all academic majors, yet students must pre-apply for participation in the course. Students must possess a 2.5 overall GPA, and must be able to secure one reference to qualify for participation. 3 credits.

SOCL 275. *Sociology of the Welfare State and Social Policy.* In this course students will learn theoretical paradigms addressing how welfare states are created and how they change. Additionally, students will be exposed to an array of ways the welfare state has been researched in the United States and cross-nationally. An in-depth understanding of how the American welfare state is different from other industrialized nations will be addressed with particular emphasis being placed on research that evaluates policy. Particular attention is spent examining how policies affect individuals and families, as well as how these policies shape family structure and decisions. Students learn how to design and conduct both basic research and applied research. Methods of conducting program/policy evaluation are emphasized. 3 credits.

SOCL 295. *Special Topics.* Selected topics in Sociology. The topics may vary from semester to semester. May be repeated for credit when topics change. 3 credits.

SOCL 301. *Sociology of Religion.* This course will acquaint students with the broad range of concepts, theories, and issues that have shaped the sociological study of religion. The course begins with a consideration of the sociological perspective on religion. Students will examine various sociological definitions of religion and be introduced to the methods used in the sociological analysis of religion. Finally, religious diversity, elements of religion, religious experiences, and the functions and dysfunctions of religion will be addressed. While the course will focus on religion in the contemporary United States, students will also consider religion as a key element in all human societies. Prerequisite: SOCL 101 or SOCL 102 or permission of instructor. 3 credits.

SOCL 302. *Sociology of Popular Culture.* This course will present a variety of sociological perspectives on popular culture. During the course students will examine the nature and forms of popular culture, its role in our lives, and its broad effects on American society and culture. More specifically, students will critically examine how popular culture is produced, disseminated, consumed, interpreted, and experienced in the United States. Prerequisite: SOCL 101 or SOCL 102 or permission of instructor. 3 credits.

SOCL 306. *Stress and Crisis in Families.* Normative and traumatic stresses and crises that families and their members experience, including birth of a child, divorce, violence, death, natural disasters, and war time family separations are examined. Family stress theory, protective factors, coping strategies, prevention and intervention are addressed as well. Prerequisite: SOCL 101 or SOCL 102 or permission of instructor. 3 credits.

SOCL 310. *Complex Organizations.* In this course students engage in a study of complex organizations such as private enterprises, voluntary associations, and governmental bureaucracies in terms of political-economic environment, formal and informal structure, technology, management ideologies, control and commitment of personnel, and impact on lives of individuals. Classical and recent theory and research are examined. Prerequisite: SOCL 101 or SOCL 102 or permission of instructor. 3 credits. WR.

SOCL 311, 312. *Studies Abroad.* These courses are primarily intended for transfer of credit earned abroad in courses on sociology. 1-18 credits.

SOCL 320. *Sociology of Education.* Sociology of Education examines the structure and process of education in contemporary society. The primary focus is on U.S. public education. Topics include the contribution of sociology to understanding education and teaching; the relationship of education to other institutions such as the family, government, religion, and the economy; demographic changes that effect education; the effect of social class on student achievement and teaching; formal and informal positions, roles and processes in schools; and consideration of current issues such as school funding, compensatory and special education programs, race and gender issues, and educational reform movements. 3 credits.

SOCL 321.(ANTH 321). *Supernatural Belief Systems.* This course provides an investigation of the social aspects of religion, its forms of organization, and its relationships to other institutions. 3 credits.†

SOCL 322.(ANTH 322). *Sustainability: Prehistoric, Colonial and Contemporary Peoples on the Northern Neck of Virginia.* Students will study the natural and cultural ecology of the Northern Neck focusing on variables such as prehistoric and contemporary climate, soil composition, water, and floral and faunal communities. A key concern running throughout the course will be the cultural patterns utilized by prehistoric, colonial and contemporary human populations in this region. 3 credits.

SOCL 325.(ANTH 325). *Gender and Society.* This course provides an examination of the social construction of gender and the social organization of gender inequality, as well as an analysis of gender identity in socialization, interpersonal behavior, the family, the media, and the economy. 3 credits.

SOCL 331. *Aging and the Life Course.* This course provides a comprehensive examination of social gerontology, with particular emphasis on the historical changes in the role of the elderly in society, future social and demographic trends, the contribution of sociological theories to understanding this group, and public policy implications. Also addressed are specific social problems associated with aging (poverty, loneliness, suicide). Prerequisite: SOCL 101 or SOCL 102 or permission of instructor. 3 credits.

SOCL 332. *Sociology of Dying and Death.* The course explores social processes attendant to dying and death, including those that define the role processes of dying and the status of being dead. The effects of disruption in dyads, families, and larger social organizations will be studied. The thesis that emotions are socially and culturally mediated will be examined. Other topics include cross-cultural causes of death, demography of death, care systems which attend dying, the concept and treatment of pain, funeral and body dispositions, and medical and legal ethics. Prerequisite: SOCL 101 or SOCL 102 or permission of instructor. 3 credits.

SOCL 345. *Social Research and Program Evaluation.* In this course students learn the logical basis for conceptualization and research in sociology and criminology. Research design, concept formation, data collection, data reduction, data analysis, and data interpretation are studied. Students learn how to design and conduct both basic research and applied research. Methods of conducting program evaluation are emphasized. Prerequisite: SOCL 101 or SOCL 102 or permission of instructor. Offered fall semester. Open to Juniors and Seniors only. 3 credits. WR.

SOCL 346. *Statistics for the Social Sciences.* Computer application of quantitative and statistical techniques to sociological data. Emphasis on questionnaire construction, coding, sampling, building and maintaining data sets, probability, statistical distributions, hypothesis testing, and theoretical modeling. Students are required to become proficient in the use of a statistical software package. Offered spring semester. Open to Juniors and Seniors only. Prerequisite: SOCL 345. 3 credits.

SOCL 350. *Power and Privilege: Social Stratification.* This course is a study of how power, wealth, and prestige are built into the structure of society. The consequences of social ranking, class identification, and opportunities for social mobility are also explored. Prerequisite: SOCL 101 or SOCL 102 or permission of instructor. 3 credits.

SOCL 351. *Sociology of Family Violence.* This course is designed to familiarize students with the sociological literature on family violence. Topics which will be explored include the social causes and consequences of spouse abuse, marital rape, child maltreatment (physical abuse, neglect, emotional abuse, and sexual abuse) and parent abuse, as well as the response of the criminal justice system to and the societal perceptions of such violence. Emphasis will be on synthesizing and critiquing family violence theories and research. Prerequisite: SOCL 101 or SOCL 102 or permission of instructor. 3 credits.

SOCL 355.(ANTH 355). *The Community.* Students review theories of community and analyze representative community studies. 3 credits.

SOCL 360. *Urban Sociology.* This course provides an examination of city life, its problems and prospects. The nature of organization, bureaucratization, and massification including social, economic, and political features of metropolitan areas are studied. Urban lifestyles and dilemmas are also discussed. Prerequisite: SOCL 101 or SOCL 102 or permission of instructor. 3 credits.

SOCL 370. *Medical Sociology.* Students study sociocultural factors that influence health, health care and illness in addition to an analysis of health care services, hospital organization, roles and role relationships in the health care setting and the processes of socialization of health care personnel and patients. Prerequisite: SOCL 101 or SOCL 102 or permission of instructor. 3 credits.

SOCL 376. *Sociology of Law.* In this course students learn the relationship between law and social structure. They further study the processes of law creation, interpretation, enforcement and modification, and examine police, judicial and jury behavior as well as analyze the legal profession itself. 3 credits.

SOCL 377. *Sociology of Sport.* This course provides an analysis of sport as a changing social institution. Emphasis will be placed on the organization of sport, the interaction of sport with other social institutions, sex, race, and ethnic status, collegiate sport, professionalization, law and shifting social values. Prerequisite: SOCL 101 or 102 or permission of instructor. 3 credits.

SOCL 381, 382. *Topical Seminars.* These courses are advanced seminars for sociology majors and non-majors interested in sociology. These seminars are designed to permit small groups of qualified students to pursue specialized topics in sociology, as listed below. Prerequisite: SOCL 101 or SOCL 102 or permission of instructor. 3 credits.

Collective Behavior and Social Movements. In this course, students study social behavior that is guided by nontraditional norms and is less structured than more traditional behaviors. The topics of crowds, cults, riots, rebellions, social change movements, and revolutions are explored.

Small Groups. In this course, students gain a sociological appreciation of units consisting of two or more members engaged in meaningful contact such as families, work groups, therapeutic associations, athletic teams, and peer groupings.

Sociology of Mass Communication. This course is an exploration of the structure of media industries (press, radio, television, and advertising), their impact on audiences, mass culture, and specific public issues such as violence and politics.

SOCL 401. *Sociological Theory.* This course is an examination of the major theoretical positions in classical and current sociology. Offered fall semester. Prerequisites: SOCL 101 or SOCL 102 or Permission of Instructor; Open to Juniors and Seniors Only. 3 credits.

SOCL 416. (CRIM 416.) *Drugs and Society.* This course analyzes drug use from a cross-cultural and historical perspective centering the attention on drug use within the context of various social institutions. This is accomplished through the use of both empirical data on cross-cultural consumption of drugs, historical data on consumption of drugs, and theoretical explanations of these patterns. Topics that are covered include the nature of sociology and the sociology of drug use, cross-cultural patterns of drug use, historical patterns of drug use in the United States, institutional controls over drug use, the distribution of drugs both legally and illegally, behaviors that are correlated with drug use and the process of becoming a drug user and maturing out of drug use. Prerequisite: SOCL 101, SOCL 102, or CRIM 100. 3 credits.

SOCL 455.(ANTH 455). *Social Change.* In this course students study significant alterations in the organization of society and in patterns of values, norms, and behavior over time. The social and economic development associated with modernization and industrialization and various sources of change found in technology, social structure, population, the environment, and cultural innovation are explored. Prerequisite: SOCL 101 or ANTH 101 or permission of instructor. 3 credits.

SOCL 461. *Senior Seminar in Sociology.* This is a capstone course for the senior sociology major, designed to integrate knowledge of the various subfields of the discipline. Research skills, professional ethics and career development are particularly emphasized. Students' mastery of the discipline is assessed through quantitative and qualitative measures. Open only to senior sociology majors. 3 credits. WR and SP.

SOCL 490. *Directed Independent Study.* Individualized study. Must be approved by the head of the department. 1-18 credits. *Fulfills General Education Goal 14.

SOCL 492. *Internship in Sociology.* This course provides direct student learning in applied settings that permits a practiced supervised experience. Students learn through performance in meaningful tasks in a variety of social environments. Prerequisite: 18 hours of sociology at Longwood. Students' cumulative GPA must be 2.0 or above to be eligible for internship. Must be arranged at least one semester in advance with chair of department. May be repeated in subsequent semesters. Variable credit; no more than 15 total credits may be earned. Only six credit hours of Internship will earn quality points (A, B, C, and D grades); all credits earned beyond six credits will be assigned Pass/Fail grades. 1-15 credits. SP. *Fulfills General Education Goal 14.

SOCL 495. *Special Topics.* These courses are recommended when the student desires to pursue a specialized topic in depth. Students must have permission of department chair and instructor directing the course. Students' cumulative GPA must be 2.00 or higher to be eligible. 3 credits.

SOCL 498. *Honors Research in Sociology.* Students conduct research in sociology under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 3 credits. *Fulfills General Education Goal 14.

ANTHROPOLOGY PROGRAM

Faculty

Brian D. Bates, PhD, *Professor of Anthropology*

Douglas M. Dalton, PhD, *Professor of Anthropology*

James W. Jordan, PhD, *Board of Visitors Distinguished Professor of Anthropology and Sociology*

Walter R. T. Witschey, PhD, *Research Professor of Anthropology and Geography*

Anthropology focuses on the cultural, social, and biological diversity of human groups in the present, historic, and prehistoric past. This great diversity is examined through the study of patterns of culture, social behavior, language structure, archaeological artifacts, and evolution.

The objective of the anthropology major is to prepare students for careers in business and industry, government, and human service. Additionally, the major is appropriate preparation for graduate study in anthropology or other social sciences.

The objective of the minor in anthropology is to acquaint the student with the discipline and to survey the techniques of research used in physical anthropology, linguistics, archaeology, and social cultural anthropology. Research methods, critical thinking, oral and written communication are emphasized. The minor is intended to enhance career possibilities.

Current Longwood students with a GPA below 2.00 will not be accepted as Anthropology majors. Students may reapply after their GPA has increased to 2.00.

ANTHROPOLOGY MAJOR, BA, BS DEGREE

A. General Education Core Requirement/38 credits

Anthropology majors may NOT use ANTH 101 for Goal 9

Anthropology majors must take PHIL 308, 315 or 316 to satisfy Goal 12

Anthropology majors must take ANTH 296, 490, 492 or 498 to satisfy Goal 14

B. Additional Degree Requirements, BA/6 credits

Additional Degree Requirements, BS/6-7 credits

C. Major Requirements/41 credits

ANTH 101	Introduction to Anthropology/3 credits
ANTH 202	Archaeology/3 credits
ANTH 203	Physical Anthropology/3 credits
ANTH 204	Language and Culture/3 credits
ANTH 410	Research Methods in Cultural Anthropology/3 credits
ANTH 460	Anthropological Theory/3 credits
ANTH 461	Senior Seminar in Anthropology/3 credits

Choose six credits from the following:

ANTH 314	Indians of North America/3 credits
ANTH 315	South American Indians/3 credits
ANTH 316	People of Africa/3 credits
ANTH 317	Peoples of the Pacific/3 credits
ANTH 318	Moundbuilder Cultures of the Eastern United States/3 credits

Choose six credits from the following:

ANTH 320	Folklore/3 credits
ANTH 321	Supernatural Belief Systems/3 credits
ANTH 325	Gender and Society/3 credits
ANTH 355	The Community/3 credits
ANTH 403	Forensic Anthropology/3 credits

Anthropology electives/6 credits

Choose three credits from the following (one credit of these three credits fulfills General Education Goal 14):

ANTH 296	Field Methods in Archaeology/6 credits
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ANTH 490	Directed Independent Study/3 credits
ANTH 492	Internship in Anthropology/3 credits
ANTH 498	Honors Research in Anthropology/3 credits

D. No grade below C- is accepted for graduation in major course work

**E. General Electives BA Degree/35 credits
General Electives BS Degree/34-35 credits**

F. Total Credits Required for BA or BS in Anthropology/120

NOTE: Three hours of Archaeology Field School (ANTH 296) may count as ANTH 202.

ANTHROPOLOGY MINOR

No grade below a C- is accepted in minor course work.

Minor Requirements/18 credits

ANTH 101 Introduction to Anthropology/3 credits

Choose one of the following:

ANTH 202 Archaeology/3 credits

ANTH 203 Physical Anthropology/3 credits

Choose one of the following:

ANTH 314 Indians of North America/3 credits

ANTH 315 South American Indians/3 credits

ANTH 316 People of Africa/3 credits

ANTH 317 Peoples of the Pacific/3 credits

ANTH 318 Moundbuilder Cultures of the Eastern United States/3 credits

Choose one of the following:

ANTH 320 Folklore/3 credits

ANTH 321 Supernatural Belief Systems/3 credits

ANTH 325 Gender and Society/3 credits

ANTH 355 The Community/3 credits

ANTH 403 Forensic Anthropology/3 credits

Anthropology electives/6 credits

ANTHROPOLOGY COURSE DESCRIPTIONS (ANTH)

General Education Course *

Writing Intensive Course WR

Speaking Intensive Course SP

ANTH 101. *Introduction to Anthropology.* The origins, evolution, and present biological and cultural diversity of the human species using data from the fossil record, archaeological artifacts, the structure of languages, and behavior and world-view of people living in other cultures. 3 credits. *Fulfills General Education Goal 9 for non Anthropology Majors.

ANTH 106.(WGST 106.) *Introduction to Women's Studies.* The course will introduce students to literature in the social sciences by and about women. We will explore key roles which women play in society, how they have questioned these roles, and contributions which women make in different societies. We will read about women in our own and other societies as a way to explore these questions. 3 credits. WR. *Fulfills General Education Goal 8.

ANTH 202. *Archaeology.* A survey course of the techniques used to locate, survey, sample and excavate prehistoric and historic archaeological sites. The analysis of artifacts and features, typing of collection of stone

tools and pottery, and case studies of well known archaeological sites from various culture areas of the world. 3 credits.

ANTH 203. *Physical Anthropology.* An analysis of prehistoric and contemporary humans as physical organisms. The study of human origins and evolution from 5 million years ago to the present. The study of variation in human populations in characteristics such as skin color, blood type, susceptibility to diseases, and adaptations to extremes of cold, heat, and altitude. 3 credits.

ANTH 204. *Language and Culture.* The analysis of language with stress on the dependence of language upon its sociological context. A survey of linguistic variability, social dialectology, language change, and ethnolinguistic analysis. 3 credits.

ANTH 205. *Human Life in the Prehistoric World.* An examination of the behavior and values likely to have been central to human groups in prehistoric times. The seminar approach will be employed with continual student dialog based on readings. Collections of stone tools and pottery shards will be analyzed in class. 3 credits.

ANTH 280. *Archaeological Laboratory Methods.* This course provides a basic introduction to archaeological laboratory methods as well as illustration. Instruction in the essential elements of any archaeological lab will provide the student with the necessary knowledge to undertake the basic organization and analysis of data recovered from an archaeological site. 3 credits.

ANTH 295. *Special Topics.* Selected topics in Anthropology. The topics may vary from semester to semester. May be repeated for credit when topics change. 3 credits.

ANTH 296. *Field Methods in Archaeology.* The skills necessary to excavate historic and prehistoric sites and to recognize and recover archaeological artifacts. The site work consists of learning the techniques of excavation, mapping, soil analysis, the recovery, washing and analysis of prehistoric stone tools and historic artifacts, and the interpretation of stratigraphy. Offered during summer session. 6 credits. SP. *Fulfills General Education Goal 14 for Anthropology Majors

ANTH 311, 312. *Studies Abroad.* Primarily intended for transfer of credit earned abroad in courses on anthropology. 1-18 credits.

ANTH 314. *Indians of North America.* Descriptions, comparisons, and analysis of past and present Indian cultures. Possible origins of the various North American Indian tribes will also be discussed and will be supported by the use of archaeological and linguistic data. 3 credits. WR.

ANTH 315. *South American Indians.* A survey course of archaeological and ethnographic focusing on hunter-gatherer and horticulturalist Indian groups. The effects of social-cultural change in contemporary Indian life will be a major component of the course. 3 credits.

ANTH 316. *People of Africa.* An analysis of the human cultures of pre-historic and contemporary Africa. Archaeological and linguistic data will be used to trace the biological and cultural relationships among contemporary African societies. 3 credits. WR.

ANTH 317. *Peoples of the Pacific.* Historical and contemporary descriptions of the varieties of peoples and cultures in Polynesia, Micronesia, and Melanesia. 3 credits. WR.

ANTH 318. *Moundbuilder Cultures of the Eastern United States.* This course presents an overview of Moundbuilder cultures of the Eastern United States. The course will examine the social, political, economic and other cultural factors that led to the rise and fall of the various Moundbuilders civilizations. Students will learn about these cultures through the textbook materials as well as experientially through site visits to a cross section of archaeological sites in the Southeastern United States. 3 credits.

ANTH 320. *Folklore.* The oral techniques used in literate and non-literate cultures to pass traditions from generation to generation. The forms and functions of folktales, proverbs, curses, folk-songs, riddles, ceremonies, folk art, and games in Western and non-Western culture. 3 credits.

ANTH 321.(SOCL 321). *Supernatural Belief Systems.* An investigation of the social aspects of religion, its forms of organization, and its relationships to other institutions. 3 credits.

ANTH 322.(SOCL 322). *Sustainability: Prehistoric, Colonial and Contemporary Peoples on the Northern Neck of Virginia.* Students will study the natural and cultural ecology of the Northern Neck focusing on variables such as prehistoric and contemporary climate, soil composition, water, and floral and faunal communities. A key concern running throughout the course will be the cultural patterns utilized by prehistoric, colonial and contemporary human populations in this region. 3 credits.

ANTH 325.(SOCL 325). *Gender and Society.* This course provides an examination of the social construction of gender and the social organization of gender inequality, as well as an analysis of gender identity in socialization, interpersonal behavior, the family, the media, and the economy. 3 credits.

ANTH 350. *Advanced Archaeology and Cultural Resources Management.* This course provides students with in-depth exposure to advanced archaeological practices such as the development of research proposals, pre-excavation planning, excavation management, surveying methods involving a transit or theodolite, mapping, photography, and computer applications in archaeology. Students will also be involved in preparations for upcoming projects to be conducted by the Longwood Archaeology Field School. All of the techniques and methods will be considered within the framework of Cultural Resource Management laws and practices at the local, state, and federal level. Prerequisite: ANTH 202. 3 credits.

ANTH 351. *The Archaeology of England in Prehistoric, Roman and Medieval Times.* This course presents an overview of England through the eyes of archaeology and anthropology, from 5,000 years before the present to 1500 AD. The materials employed in this course include library and archival sources, archaeological artifacts, physical anthropological specimens, and examination of field excavation sites. 3 credits.

ANTH 355.(SOCL 355). *The Community.* Review of theories of community and analysis of representative community studies. 3 credits.

ANTH 390. *Directed Independent Study.* Individualized study. Must be approved by the head of the department. May be repeated as ANTH 391. 1-18 credits.

ANTH 403. *Forensic Anthropology.* This course presents an in-depth examination of forensic anthropological methods of recovery and interpretation of human remains. Students will develop a general knowledge and understanding of the human skeleton and skeletal evidence for determination of age, sex, stature and indications of occupational markers on the skeleton. Students will also learn to discern skeletal indications of antemortem, perimortem and postmortem trauma. Prerequisite: ANTH 203. 3 credits.

ANTH 410. *Research Methods in Cultural Anthropology.* The methods employed by anthropologists in their gathering and analysis of material of the behavior of people living in other cultures. Methods surveyed include participant observation, analysis of speech patterns, collection of genealogies, mapping, collection of oral histories, semantic analysis and the eliciting of symbol systems. 3 credits.

ANTH 450. *Archaeological Theory.* This course provides students with detailed knowledge of both the theoretical and practical issues facing archaeologists today. By participating in seminar-style discussions students will explore a wide range of topics from the history of archaeology and the beginnings of "archaeological theory" to the most current cultural resource management practices. The course offers students the opportunity to delve into topics such as theoretical archaeology including competing schools of thought and various proponents of important ideas and concepts within the discipline. Prerequisite: ANTH 202 or ANTH 296.

ANTH 455.(SOCL 455). *Social Change.* The study of significant alterations in the organization of society and in patterns of values, norms, and behavior over time. Explores the social and economic development associated with modernization and industrialization and various sources of change found in technology, social structure, population, the environment, and cultural innovation. Prerequisite: SOCL 101 or ANTH 101 or permission of instructor. 3 credits.

ANTH 460. *Anthropological Theory.* The history of theory and models in anthropology. An overview of the intellectual “schools” which have affected research in the past and a survey of present models in anthropological thinking. 3 credits. WR.

ANTH 461. *Senior Seminar in Anthropology.* A seminar for senior anthropology majors, designed to integrate knowledge of specific subfields into a comprehensive view of anthropology and its role in relation to other sciences. Open only to senior anthropology majors. 3 credits. WR and SP.

ANTH 490. *Directed Independent Study.* Individualized study. Must be approved by the head of the department. 1-18 credits. SP. *Fulfills General Education Goal 14.

ANTH 492. *Internship in Anthropology.* Directed student learning in applied settings, that permits a practiced, supervised experience. Students learn through performance in meaningful tasks in a variety of social environments. Prerequisite: 18 hours of anthropology. Student’s cumulative GPA must be 2.0 or above to be eligible for internship. May be repeated. Variable credit; no more than 15 total credits may be earned. Only six credit hours of internship will earn quality points (A, B, C and D grades; all credits earned beyond six credits will be assigned Pass/Fall grades 1-15 credits. Must be arranged in advance with program director or department chair. Variable credit 1-15 hours per semester. SP. *Fulfills General Education Goal 14.

ANTH 495. *Special Topics.* Selected topics in Anthropology. The topics may vary from semester to semester. May be repeated for credit when topics change. 3 credits.

ANTH 496. *The Organization and Execution of Archaeological Fieldwork.* Advanced students with experience in basic field methods in archaeology learn the skills necessary to organize and supervise the execution of archaeological excavations. Students will serve as assistants to the Director of an ongoing excavation and will aid in the design of the field strategy, intra-site sampling techniques, site mapping, and artifact and feature plotting and recording. Offered during summer session. 6 credits.

ANTH 497. *Fieldwork in South American Archaeology.* This course is designed to expose students to the skills and methods needed to excavate prehistoric sites and to recover and analyze artifacts and features. Students will have the opportunity to work in laboratory as well as field settings. Prerequisite: Permission of Instructor. 6 credits.

ANTH 498. *Honors Research in Anthropology.* Students conduct research in anthropology under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 3 credits. WR. *Fulfills General Education Goal 14.

CRIMINOLOGY AND CRIMINAL JUSTICE

Faculty

Virginia R. Beard, PhD, *Associate Professor of Sociology and Criminal Justice*

Lee D. Millar Bidwell, PhD, *Professor of Sociology*

William C. Burger, PhD, *Professor of Sociology and Criminal Justice*

Jennifer R. Cox, MS, *Lecturer of Criminal Justice*

Connie M. Koski, PhD, *Assistant Professor of Criminal Justice*

Jason S. Milne, PhD, *Associate Professor of Sociology*

JoEllen G. Pederson, PhD, *Assistant Professor of Sociology*

Carl M. Riden, PhD, *Associate Professor of Sociology*
Robert D. Wood, MS, *Lecturer of Sociology and Criminal Justice*

The objective of the criminology and criminal justice major is to prepare students for work in the criminal justice system, including jobs in local, state, and federal law enforcement, corrections, and probation and parole. The major also is appropriate preparation for graduate study in the social sciences and law. The major gives students a strong foundation in criminology and sociology while simultaneously emphasizing how academic knowledge can be applied in occupational settings. Skills can be developed in oral and written communication, critical thinking, scientific research methods, statistics and computerized data analysis.

Current Longwood students with a GPA below 2.50 will not be accepted as Criminology/Criminal Justice majors. Students may reapply after their GPA has increased to 2.50.

CRIMINOLOGY/CRIMINAL JUSTICE MAJOR, BS DEGREE

A. General Education Core Requirement/38 credits

SOCL 101 or 102 is highly recommended for Criminology/Criminal Justice majors for Goal 8

Criminology/Criminal Justice majors must take PHIL 308, 315 or 316 to satisfy Goal 12

Criminology/Criminal Justice majors must take CRIM 490, 492 or 496 to satisfy Goal 14

B. Additional Degree Requirements, BS/6-7 credits

C. Undergraduate Major Requirements/41 credits

CRIM 100	Survey of Criminal Justice/3 credits
CRIM 200	Introduction to Corrections/3 credits
CRIM 205	Introduction to the U.S. Court System/3 credits
CRIM 210	Introduction to Policing/3 credits
CRIM 402	Criminological Theory/3 credits
CRIM 409	Administrative Issues in Criminal Justice/3 credits
CRIM 455	Constitutional Law for Criminal Justice Professionals/3 credits
CRIM 461	Senior Seminar in Criminology and Criminal Justice/3 credits
SOCL 345	Social Research and Program Evaluation/3 credits (fall semester)
SOCL 346	Statistics for the Social Sciences/3 credits (spring semester)

Choose 9 credits from the following:

CRIM 200-499	excluding courses listed in the core above
POSC 357	Constitutional Rights and Liberties/3 credits
SOCL 205	Deviance/3 credits
SOCL 233	Introduction to Social Inequality and Difference/3 credits
SOCL 241	Marriage and the Family/3 credits
SOCL 350	Power and Privilege: Social Stratification/3 credits
SOCL 351	Sociology of Family Violence/3 credits
SOCL 360	Urban Sociology/3 credits
SOCL 376	Sociology of Law/3 credits

Choose three credits from the following (one credit of these three credits fulfills General Education Goal 14):

CRIM 490	Directed Independent Study/3 credits
CRIM 492	Internship in Criminology and Criminal Justice/3 credits
CRIM 496	Professional Study in Criminal Justice/3 credits

D. No grade below C- is accepted for graduation in major course work

E. General Electives BS Degree/34-35 credits

F. Total Credits Required for BS in Criminology/Criminal Justice/120

MINOR IN CRIMINOLOGY/CRIMINAL JUSTICE

No grade below a C- is accepted for minor course work.

Minor Requirements/18 Credits

CRIM 100 Survey of Criminal Justice/3 credits (spring semester)

CRIM 402 Criminological Theory/3 credits

SOCL 345 Social Research and Program Evaluation/3 credits (fall semester)

Criminology/Criminal Justice electives/9 credits

CRIMINOLOGY/CRIMINAL JUSTICE COURSE DESCRIPTIONS (CRIM)

General Education Courses *

Writing Intensive Courses WR

Speaking Intensive Courses SP

CRIM 100. *Survey of Criminal Justice.* This course is an introduction to the study of the criminal justice system in the United States. The history, theory and practice of the various subsystems within the criminal justice system will be explored. Additionally, the various indices that provide measures of crime in the United States, the role of the police, the courts and corrections in addressing the “crime problem,” and selected Supreme Court decisions will be critically examined. 3 credits. Fall sections are restricted to CRIM majors only. Spring sections are open to all students.

CRIM 200. *Introduction to Corrections.* The theory and practice of prison management and criminal rehabilitation are examined in this course. The overarching concepts of this course are: the functions of punishment and rehabilitation; historical and cross-cultural approaches to punishment, deterrence, and rehabilitation; current theories and practices; and future possibilities. The course is intended for those interested in the general study of sociology and criminal justice, prison administration, and complex organizations. Prerequisite: CRIM 100 with a C- or greater or Instructor permission. 3 credits.

CRIM 205. *Introduction to the U.S. Court System.* This course is an introduction to the study of the United States Judicial System. The history, theory, and practice of the courts systems within the criminal justice system and its impact on the citizens of the United States will be explored. Additionally, the uniqueness of the dual courts system in the United States will be examined. Prerequisite: CRIM 100 with a C- or greater or Instructor permission. 3 credits.

CRIM 210. *Introduction to Policing.* This course is designed to provide students with an opportunity to conduct a critical analysis of the institutions of policing and the social actors therein. Topics that will be covered include: sociological notions of policing; social research and policing; historical developments and evolution of policing institutions; police roles and functions; police authority; control of the police; police deviance; and the emergent police occupational subculture. Prerequisite: CRIM 100 with a C- or greater or Instructor permission. 3 credits.

CRIM 295. *Special Topics.* Selected topics in criminology and criminal justice. The topics may vary from semester to semester. May be repeated for credit when topics change. 3 credits.

CRIM 305. *White Collar Crime.* This course examines white-collar crime from a broad theoretical perspective and with a focus on the methodological issues involved in research on the causes of such crimes. Issues surrounding the origin and conceptual definitions of white-collar crime are studied and critically assessed. The costs associated with white-collar crime, especially corporate crime are investigated and analyzed. Computer crime is given particular emphasis. Other topics that are examined include: occupational crime, governmental crime, and state-corporate crime. The course gives particular emphasis to how the criminal justice system and the public respond to white-collar crimes. Prerequisite: CRIM 100 or permission of instructor. 3 credits.

CRIM 311, 312. *Studies Abroad.* These courses are primarily intended for transfer of credit earned abroad in courses on sociology. 1-18 credits.

CRIM 323. *Gender and Crime.* This course will integrate theoretical and empirical information on a wide variety of issues related to justice and women and issues surrounding women as criminal justice practitioners. Issues related to social control and gender, theoretical perspectives and empirical research on criminal offenders, the place of women, and the victimization of women will be examined. Prerequisite: Junior or Senior. 3 credits.

CRIM 330. *Violent Offending.* This course addresses the incidence, prevalence, and nature of violent crime within the U.S. The most recent empirical data will be combined with current qualitative research to present an informed and broad perspective on violent criminal offending and the response of the criminal justice system. Attention will be given to how both sociocultural and structural factors impact on patterns of crime at the macro and micro level. Special emphasis is on how laws and crime control strategies are developed, implemented, and evaluated by the system to address criminal violence. Prerequisite: CRIM 100 or permission of instructor. 3 credits.

CRIM 335. *Juvenile Delinquency.* In this course students explore the diversity of delinquent behavior, the process of becoming delinquent, the importance of legislation, the law enforcement apparatus, the courts, and juvenile correctional facilities in the development of delinquent identities. Prerequisite: Junior or Senior Criminology Major. 3 credits.

CRIM 340. *Issues in Policing.* This course examines the fundamental issues in policing a democratic society including but not limited to the police mission, subculture, performance measurement, moral hazards, discretion, impact on crime, use of force, police occupational stress, legitimacy, community policing, and police reform issues. Prerequisite: CRIM 210 or permission of instructor. 3 credits.

CRIM 345. *Drugs and Crime.* This course is designed to provide a sociological perspective of the historical development of drug use, misuse, and abuse and social control thereof in the United States. The complex link between drugs and crime; the development of drug laws; societal and criminal justice system responses to drug law violations; and the resulting social impacts are critically examined. Prerequisite: CRIM 100 and Junior or Senior status or permission of instructor. 3 credit.

CRIM 401. *Issues in Criminal Justice.* This course invites students to participate in a critical analysis of the American Criminal Justice System. The administration of “justice” as a selective process and the social and political contexts and contests within which social control is articulated will be explored in this course. Particular attention is given to the front line criminal judicial agencies and actors that serve to reproduce order. Inherent in the examination of the criminal justice processes are specific inquiries into social, political and economic struggles that characteristically reflect fundamental issues of social inequality. Institutional structures and their attendant networks are explained in relationship to the state and its differential networks. The nature of the criminal justice agencies and actors, degrees of enforcement and interrelationships with coercive agencies will be investigated. Prerequisite: CRIM 100 and Junior or Senior. 3 credits.

CRIM 402. *Criminological Theory.* An historical analysis of the theories that have been developed to explain crime. Beginning with Cesare Beccaria’s *An Essay on Crimes and Punishment* published in 1764, other writers to be considered include but are not limited to Lombroso, Durkheim, Marx, Weber, Merton, The Chicago School scholars and Chesney-Lind. The discussion will focus on both the causes of “street” and white collar crimes. Prerequisite: CRIM 100 and Junior or Senior or permission of instructor. 3 credits

CRIM 409. *Administrative Issues in Criminal Justice.* This course examines the structure and process of criminal justice administration in contemporary American society. Topics include the police, courts, and corrections. Special attention will be given to administration and leadership practices and challenges in these criminal justice organizations, inter-organizational relations, and public relations issues. Prerequisite: CRIM 100 and Junior or Senior. 3 credits.

CRIM 410. *Crime and Communities.* This course is designed to provide an in-depth study of the theoretical and practical aspects concerning the criminology of place. Topics that will be covered include the ecology of crime; routine activities; social disorganization; human ecology; geographic profiling; and crime prevention through environmental design (CPTED). Prerequisite: CRIM 100 and Junior or Senior. 3 credits.

CRIM 416. (SOCL 416). *Drugs and Society.* This course analyzes drug use from a cross-cultural and historical perspective centering the attention on drug use within the context of various social institutions. This is accomplished through the use of both empirical data on cross-cultural consumption of drugs, historical data on consumption of drugs, and theoretical explanations of these patterns. Topics that are covered include the nature of sociology and the sociology of drug use, cross-cultural patterns of drug use, historical patterns of drug use in the United States, institutional controls over drug use, the distribution of drugs both legally and illegally, behaviors that are correlated with drug use and the process of becoming a drug user and maturing out of drug use. Prerequisite: SOCL 101, SOCL 102, or CRIM 100. 3 credits.

CRIM 440. *Criminal Investigation.* This course is designed to provide students with an introduction to the fundamentals of criminal investigation theory, procedures and techniques essential to the solution of crime. Topics include (but are not limited to) crime scene processing, interviews & interrogations, and crime-specific solution strategies. This course focuses on the science and techniques of criminal investigation by discussing the role of the law enforcement first responder and criminal investigator in the effective solution of criminal incidents. Prerequisite: CRIM 210. 3 credits.

CRIM 455. *Constitutional Law for Criminal Justice Professionals.* This course will focus heavily on Supreme Court decisions that directly impact the criminal justice profession. Specific attention will be devoted to the Fourth, Fifth, Sixth, and Eighth Amendments. The Patriot Act and Terrorism Bill will also be discussed at length. Open only to Senior CRIM majors. 3 credits.

CRIM 461. *Senior Seminar in Criminology and Criminal Justice.* This course is a seminar for the senior criminology & criminal justice major, designed to integrate knowledge of specific sub-fields into a comprehensive view of the discipline and its role in relation to other sciences. Open only to senior criminology and criminal justice majors. Prerequisite: SOCL 345 with a C- or better. 3 credits. WR and SP.

CRIM 490. *Directed Independent Study.* Individualized study. Must be approved by head of department. 1-18 credits. *Fulfills General Education Goal 14.

CRIM 492. *Internship in Criminology and Criminal Justice.* This course provides direct student learning in applied settings that permits a practiced supervised experience. Students learn through performance in meaningful tasks in a variety of social environments. Prerequisite: 18 hours of Criminology/Criminal Justice and Sociology credits taken at Longwood combined. Students' cumulative GPA must be 2.0 or above to be eligible for internship. Must be arranged at least one semester in advance with chair of department. May be repeated in subsequent semesters. Variable credit; no more than 15 total credits may be earned. Only six credit hours of Internship will earn quality points (A, B, C, and D grades); all credits earned beyond six credits will be assigned Pass/Fail grades. 1-15 credits. SP. *Fulfills General Education Goal 14.

CRIM 495. *Special Topics.* Selected topics in criminology and criminal justice. The topics may vary from semester to semester. May be repeated for credit when topics change. 3 credits.

CRIM 496. *Professional Study in Criminal Justice.* This course provides students with the opportunity to apply rigorous theoretical and methodological considerations and analysis to the practical training and experience gained in acquiring professional accreditation within the criminal justice profession. Accumulated GPA 2.50 or above and permission of the department chair, arranged at least one semester in advance. Only six credit hours of CRIM 496 will earn quality points (A, B, C, and D grades); all credits earned beyond six credits will be assigned Pass/Fail grades. Prerequisites: 18 hours of sociology/criminology courses. Sociology or Criminal Justice seniors only. 3-15 credits. SP. *Fulfills General Education Goal 14.

CRIM 498. *Honors Research in Sociology.* Students conduct research in criminology and/or criminal justice under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 3 credits.

Department of Theatre, Art and Graphic and Animation Design

Christopher M. Register, *Department Chair*
Janet McQueen, *Administrative and Program Specialist*

Faculty

Angela Bubash, MFA, *Assistant Professor of Art*
Andrew Campbell, MFA, *Visiting Assistant Professor of Theatre*
Scott Chapman, MFA, *Assistant Professor of Theatre*
Amanda Christensen, MFA, *Assistant Professor of Graphic and Animation Design*
Leslie Cook-Day, MFA, *Assistant Professor of Theatre*
Kerri Cushman, MFA, *Professor of Art*
Lacy Klinger, MFA, *Assistant Professor of Theatre*
Wade Lough, MFA, *Associate Professor of Graphic and Animation Design*
Michael Mergen, MFA, *Assistant Professor of Art*
Kelly Nelson, MFA, MAE, *Professor of Art*
Adam Paulek, MFA, *Assistant Professor of Art*
Christopher M. Register, MFA, *Professor of Graphic and Animation Design*
Lauren Rice, MFA, *Assistant Professor of Art*
Terri Sabatos, PhD, *Associate Professor of Art History*
Ronda Scarrow, MS in Education, *Lecturer of Theatre*
Bruce Speas, MFA, *Associate Professor of Theatre*
William Tucker, BFA, *Lecturer of Graphic and Animation Design*

THEATRE PROGRAM

Faculty

Andrew Campbell, MFA, *Visiting Assistant Professor of Theatre*
Scott Chapman, MFA, *Assistant Professor of Theatre*
Leslie Cook-Day, MFA, *Assistant Professor of Theatre*
Lacy Klinger, MFA, *Assistant Professor Theatre*
Ronda Scarrow, MS in Education, *Lecturer of Theatre*
Bruce Speas, MFA, *Associate Professor of Theatre*

Accredited by the National Association of Schools of Theatre

MISSION STATEMENT FOR THEATRE PROGRAM

With the broad array of theatre course offerings at Longwood students have the opportunity to achieve a traditional and holistic view of the world through the study of literature, performance art, and technological development. In order to provide a cohesive body of knowledge in the various fields of performance art, the Theatre Program at Longwood is committed to excellence in teaching, advancement of knowledge, and cultural enrichment. A faculty and staff of theatre historians, theoreticians, and professional artists mentor students in pre-professional training in Theatre Arts. The function of these mentors is to provide excellence in teaching and training through a sequence of theory, performance, and technical courses and through a program of main stage and studio theatrical productions.

The Department provides degree programs of study leading to either a Bachelor of Fine Arts in Visual and Performing Arts or the Bachelor of Arts degree. Students studying for the BFA Degree in Visual and

Performing Arts may opt for one of two tracks within the BFA, Performance or Technology. Longwood students are invited into the BFA program through auditions and examination of portfolios, and are then evaluated and adjudicated by the faculty at the end of each year. Continuation in the BFA program is competitive, and rigorous professional standards are applied.

Students Studying for the Bachelor of Arts degree may opt for one of two concentrations, Generalist or Applied. Those students seeking teacher certification must select the Applied concentration within the Bachelor of Arts Degree.

Description of Bachelor of Arts Degree Types

Applied Theatre Concentration

This specialization is designed for students who want to pursue careers in the field of theatre in education. (An Education Endorsement is required in this track and substitutes for a minor field of study.)

Generalist Concentration

This specialization is designed for students who want to study theatre (history, literature, theory, criticism, and aesthetics) in its broadest sense. As in any liberal art, the study of theatre provides students with a holistic curriculum and a broad background in thought, critical thinking, writing skills, analysis, and a general knowledge of literature, philosophy, and technology, all of which prepares them with a wide variety of experiences and potential. Students who wish to pursue an advanced degree in theatre work closely with their advisor to design a curriculum that provides a solid basis in theatre arts.

Description of Bachelor of Fine Arts In Visual and Performing Arts Degree Types

The Specialization in Performance and Specialization in Design & Technology concentrations are pre-professional degrees designed for students who, upon graduation, wish to work in the professional theatre as performers, designers, or technicians, or who want to prepare for application to MFA programs in graduate schools. Performance and Design & Technology students work closely with the performance or design and technology faculty and staff, who act as mentors. Performance specialists are required to audition each semester for each main stage production. Design & Technology students are required to work in all design and technology areas each semester. Both tracks are selective and competitive; students' work and capabilities are reviewed each semester.

Student Assessments

CORE COMPETENCIES FOR THE BFA IN VISUAL AND PERFORMING ARTS DEGREES

1. **Communication Skills:** Develop and employ the ability to write and speak about theatre and body of work with clarity and logic, and be able to form and support critical judgements about theatre and body of work.
2. **Formal and Technical Skills:** Acquire and demonstrate mastery of the relevant performance of technology techniques, methodology and skills, and the terminology and practices relevant to the student's area of concentration as represented in body of work.
3. **Conceptual Skills:** Develop and demonstrate the ability to generate, support, and utilize individual thoughts, ideas, and artistic choices within student's body of work.
4. **Critical Thinking and Research Skills:** Develop and demonstrate the ability to do research and effective, specific preparation and the competence and knowledge to analyze and think critically.
5. **Thematic Body of Work:** Conceive, design, and create a coherent, high-quality body of work in the student's area of concentration.
6. **Professional Skills:** Develop competencies in professional practice of the student's field of study.

As a graduation requirement, all students must participate in, and pass each of the four levels of the Theatre Department's Performance or Design & Technology assessments. At each of the four assessment levels, students must present work that is predetermined by the faculty. The assessment evaluations are scored as

either pass, no pass, or conditional no pass. See “Evaluation scores explained” for definitions of each evaluation score.

Each student must register for the appropriate zero-credit class for each level of assessment. The zero-credit classes are used to prevent students who have failed an assessment from continuing in the student’s area of concentration (Performance or Design & Technology). Since the class is zero credit, it does not affect the student’s GPA. Each student will register for the appropriate zero-credit class when they register for classes in each of their Assessment semesters.

Zero-credit Class Schedule

THEA 196 – BFA First-Year Assessment Zero-Credit Course

THEA 296 – BFA Second-year Assessment Zero-Credit Course

THEA 396 – BFA Third-year Assessment Zero-Credit Course

THEA 496 – BFA Fourth-year Assessment Zero-Credit Course

Transfer students must contact the Theatre, Art and Graphic and Animation Design Department Chair, who will route them to the appropriate faculty, who will determine what assessments the students must complete for graduation. This contact is the responsibility of the student and should occur shortly after the student is admitted into a Longwood program. A review of the transfer student’s portfolio may be required to determine which assessment is the appropriate placement for the student.

Each of the four assessment levels usually takes place in mid-March after Spring Break.

ASSESSMENT CRITERIA FOR ALL BFA IN VISUAL AND PERFORMING ARTS CANDIDATES

- Progress in completing course requirements
- Academic achievement and progress
- Student’s potential for continuing in field of choice
- General attitude as displayed in the ability to work collaboratively within field
- Attending theatre auditions and honoring callbacks (Performance Specialists only)
- Fulfilling obligations outlined in all appropriate production contracts (actor, technician, etc.)
- Abiding by theatre policies as outlined in the theatre production handbook
- Attending all meetings and required events, including production strikes

For each assessment level, Performance and Design & Technology specialists must provide four copies of the following:

- Resumes (Performance or Design & Technology)
- Letter stating education and career goals and artist’s philosophy statement
- Headshots (Performance Specialists only)
- Portfolio (Design & Technology specialists only)

Evaluation scores explained

- A pass permits the student to progress to the next level and continue enrollment in the BFA in Visual and Performing Arts degree.
- A conditional no pass is granted only if the assessing faculty members believe the problems with the work can be improved in the remaining weeks before the end of the semester. If a conditional no pass is granted, the student will be reassessed. The student will be informed as to what must be improved, and a date and time for the reassessment will be set. The reassessment will take place within the remaining weeks before the end of the semester and by the original assessors.
- A no pass stops the student from advancing to the next level in the BFA in Visual and Performing Arts degree. Only one no-pass assessment is permitted. If a student receives a no-pass assessment, he or she will be transferred to the Bachelor of Arts Degree in Visual and Performing Arts: Generalist Concentration.

All students majoring in the BFA in Visual and Performing Arts program must participate in, and pass, four annual assessments.

Every attempt has been made to state the major and minor requirements as clearly as possible. However, it is strongly recommended that every student maintain close communication with the academic advisor assigned in order to plan their program in a fashion best suited to the student's individual goals and needs. The faculty stands ready to assist any student in this regard.

BACHELOR OF ARTS DEGREE

Visual and Performing Arts

Generalist Concentration

A. General Education Core Requirements/38 credits

B. Additional Degree Requirements/6 credits

(Humanities - 3 credits, and 3 credits in a foreign language at the 202 level or above)

C. Major Requirements/37 credits

THEA 113	Acting I/3 credits
THEA 225	Elements of Theatrical Design/3 credits
THEA 230	Theatre Aesthetics/3 credits
THEA 240	Technical Theatre/3 credits
THEA 320	Directing/3 credits
THEA 330	History of Theatre I/3 credits
THEA 331	History of Theatre II/3 credits
ENGL 365	Shakespeare/3 credits
THEA 430	Modern Drama/3 credits
THEA 431	American Drama/3 credits
THEA 461	Senior Seminar/3 credits
THEA 492	Internship/2 credits (1 credit satisfies Goal 14)
THEA	Upper Division Elective/3 credits

D. Additional Major Requirements/6 credits

THEA 104 Theatre Production/Performance/6 credits

E. General Electives for BA in Visual and Performing Arts, Theatre Concentration/33 credits

F. Visual and Performing Arts Generalist Concentration/120

Theatre Education Concentration

Visual and Performing Arts Applied Theater with Educational Licensure (Theatre Arts: PK – 12)

(For those who are seeking careers in educational theatre and who seek the Educational Endorsement, see professional education requirements. Those students will also be carefully advised, both in Theatre, Art, and Graphic and Animation Design (TAGD) and in Education (EDUC), to aid in timely matriculation. Student teaching is 1 credit for Goal 14: THEA 492)

A. General Education Core Requirements/38 credits

B. Additional Degree Requirements/6 credits

(Humanities -- 3 credits, and 3 credits in a foreign language at the 202 level or above)

C. Major Requirements/33 credits

THEA 113	Acting I/3 credits
THEA 225	Elements of Theatrical Design/3 credits

THEA 230	Theatre Aesthetics/3 credits
THEA 240	Technical Theatre/3 credits
THEA 320	Directing/3 credits
THEA 330	History of Theatre I/3 credits
THEA 331	History of Theatre II/3 credits
ENGL 365	Shakespeare/3 credits
THEA 401	Methods of Teaching Theatre/3 credits
THEA 431	American Drama/3 credits
THEA 461	Senior Seminar/3 credits

D. Additional Major Requirements/9 credits

THEA 104	Theatre Production/Performance/6 Credits—prior to obtaining senior status
THEA 433	Creative Dramatics for the Classroom/3 credits
Total 42 credits (BA/Education) in Theatre	

E. College of Education Requirements:/30 credits

Teacher Endorsement Requirements (PK – 12)/15 credits	
EDUC 245	Human Growth and Development/3 credits
EDUC 260	Introduction to the Teaching Profession/2 credits
EDUC 432	Content Area Literacy/3 credits
EDUC 455	Principles of Secondary Education/1 credit
EDUC 467	Classroom Management and System Issues (Elementary & Middle)/3 credits
SPED 489	Survey of Exceptional Children/3 credits
*Students must be admitted to the Teacher Preparation Program before they will be permitted to enroll in and subsequent 300-400 level EDUC course.	

Practicum Requirements/15 credits

EDUC 270	Practicum One-Week/1 credits
EDUC 370	Practicum Three-Weeks/3 credits
EDUC 402	Directed Teaching in the Secondary School/ 12 credits (1 cr satisfies Goal 14)

F. General Electives/4 credits

G. Visual and Performing Arts Educational Licensure Theatre Arts (PK – 12)/120

BACHELOR OF FINE ARTS DEGREE

Visual and Performing Arts

Theatre Concentration: Specialist in Performance

A. General Education Core Requirements/38 credits

B. Additional Degree Requirements/6 credits

(Humanities – (3 credits) not in the discipline of the major Foreign Language/Social Science (3 credits) students must take one of the following courses: 3 credits at the 202 or above level in a foreign language or HIST 200, 320, 325, 336, 354, 359, 360; GEOG 241, 352; POSC 314, 336, 337, 375, 395, 469.)

C. Major Requirements/65 credits

Theatre Core/38 credits

THEA 113	Acting I/3 credits
THEA 196	BFA First-Year Assessment Zero-Credit Course
THEA 225	Elements of Theatrical Design/3 credits
THEA 230	Theatre Aesthetics/3 credits

THEA 240	Technical Theatre/3 credits
THEA 296	BFA Second-Year Assessment Zero-Credit Course
THEA 320	Directing/3 credits
THEA 330	History of Theatre I/3 credits
THEA 331	History of Theatre II/3 credits
ENGL 365	Shakespeare/3 credits
THEA 396	BFA Third-Year Assessment Zero-Credit Course
THEA 430	Modern Drama/3 credits
THEA 431	American Drama/3 credits
THEA 461	Senior Seminar/3 credits
THEA 492	Internship/2 credits (1 credit of THEA 492 satisfies Goal 14)
THEA 496	BFA Fourth-Year Assessment Zero-Credit Course
THEA	Upper Division Theatre elective/3 credits

Additional Major Requirements/27 credits

THEA 214	Stage Makeup for the Actor/3 credits
THEA 215	Voice and Speech I/3 credits
THEA 315	Movement I/3 credits
THEA 316	Acting II/3 credits
THEA 317	Acting III/3 credits
THEA 339	Fashion History and Décor/3 credits
THEA 413	Acting IV/3 credits
THEA 414	Movement II/3 credits
THEA 104	Theatre Production/Performance/3 credits prior to obtaining senior status

D. General Electives/11 credits

E. Visual and Performing Arts Specialist in Performance/120 credits

BACHELOR OF FINE ARTS DEGREE

Visual and Performing Arts

Theatre Concentration: Specialist in Design and Technology

A. General Education Core Requirements/38 credits

B. Additional Degree Requirements/6 credits

(Humanities – (3 credits) not in the discipline of the major Foreign Language/Social Science (3 credits) students must take one of the following courses: 3 credits at the 202 or above level in a foreign language or HIST 200, 320, 325, 336, 354, 359, 360; GEOG 241, 352; POSC 314, 336, 337, 375, 395, 469.)

C. Major Requirements/70 credits

Theatre Core/38 credits

THEA 113	Acting I/3 credits
THEA 196	BFA First-Year Assessment Zero-Credit Course
THEA 225	Elements of Theatrical Design/3 credits
THEA 230	Theatre Aesthetics/3 credits
THEA 240	Technical Theatre/3 credits
THEA 296	BFA Second-Year Assessment Zero-Credit Course
THEA 320	Directing/3 credits
THEA 330	History of Theatre I/3 credits
THEA 331	History of Theatre II/3 credits
ENGL 365	Shakespeare/3 credits
THEA 396	BFA Third-Year Assessment Zero-Credit Course
THEA 430	Modern Drama/3 credits

THEA 431	American Drama/3 credits
THEA 461	Senior Seminar/3 credits
THEA 492	Internship/3 credits (1 credit of THEA 492 satisfies Goal 14)
THEA 496	BFA Fourth-Year Assessment Zero-Credit Course
THEA	Upper Division Theatre elective/3 credits

Additional Major Requirements/32 credits

THEA 241	Drafting for Theatrical Design/3 credits
THEA 275	Stage Management/3 credits
THEA 306	Stage Properties/3 credits
THEA 337	Costume Technology I/3 credits
THEA 338	Costume Technology II/3 credits
THEA 339	Fashion History and Décor/3 credits
THEA 340	Scene Design/3 credits
THEA 342	Lighting Design I/3 credits
THEA 344	Theory and Practice of Scene Painting/3 credits
THEA 345	Costume Design/3 credits
THEA 104	Theatre Production/ Performance/2 credits prior to obtaining senior status

D. General Electives/6 credits

E. Visual and Performing Arts Specialist in Technology/120 credits

MINOR IN THEATRE

Minor Requirements/20 credit hours from:

THEA 104	Theatre Production/Performance/2 credits
THEA 113	Acting I/3 credits
THEA 240	Technical Theatre/3 credits
THEA 330	History of Theatre I/3 credits
THEA 331	History of Theatre II/3 credits
THEA	ELECTIVES/6 credits

MINOR IN TECHNICAL PRODUCTION/ 23 credits

Minor Requirements (core): 11 credits

THEA 104	Theatre Production/Performance/2 credits
THEA 225	Elements of Theatrical Design/3 credits
THEA 240	Technical Theatre/3 credits
THEA 337	Costume Technology I/3 credits

Choose 4 courses from the following: (12 credits)

THEA 241	Drafting for Theatrical Design/3 credits
THEA 275	Stage Management/3 credits
THEA 306	Stage Properties/3 credits
THEA 338	Costume Technology II/3 credits
THEA 339	Fashion History and Décor/3 credits
THEA 340	Scene Design/3 credits
THEA 342	Lighting Design I/3 credits
THEA 344	Theory and Practice of Scene Painting/3 credits
THEA 345	Costume Design/3 credits
THEA 399	Theatre Management/3 credits
THEA 447	Design and Technology/3 credits

THEATRE COURSE DESCRIPTIONS (THEA)

General Education Course *

THEA 101. *Issues in Theatre.* This course is designed for students who are interested in exploring modern society in the context of performing arts. Through a series of readings, videos, and live performances, students will see how theatre is an integral part of human culture. 3 credits. *Fulfills General Education Goal 4.

THEA 104. *Theatre Production/Performance.* This is a practicum course for students who participate in Longwood Theatre productions. Students are required to audition for Longwood Theatre productions when registered for this course. If not cast, students will be designated production crew assignments including, but not limited to, technical run crew, management, or construction. This course may be repeated for credit 6 times and cannot be taken to satisfy theatre major core requirements as a senior. 1 credit.

THEA 113. *Acting I.* This studio course is an introduction to the art of performance in the theatre. 3 credits.

THEA 196. *BFA First Year Assessment.* Assessment of performance or technology specialist's audition or portfolio, as well as overall work ethic and participation in the first year of involvement in the BFA in Visual and Performing Arts program. See performance or technology faculty for specific requirements of assessment. Grading is Pass/No Pass. Prerequisites: None. Zero credits.

THEA 214. *Stage Makeup for the Actor.* Through a combination of lecture and laboratory demonstration, students learn the basic skills of stage makeup application and design. 3 credits.

THEA 215. *Voice and Speech.* This studio course is an introductory exploration of the physical and vocal skills required for effective performance. Emphasis is placed on developing self-awareness and control of the actor's instrument through various vocal exercises and the practical application of heightened language and verse. Students will learn the International Phonetic Alphabet and its application to the actor's speech as well as a variety of dialects. 3 credits.

THEA 225. *Elements of Theatrical Design.* This is an introductory course in the elements of theatrical design. This course is the foundation of knowledge for all design courses in the theatre including scenic, lighting and costume. It will apply basic principles of visual design and provide the vocabulary necessary to analyze all aspects of theatrical design. 3 credits.

THEA 230. *Theatre Aesthetics.* This is an introductory course in the aesthetics, which is to say the study of the art, of theatre and drama. It is an exploration into the theatrical theories, dramaturgical structures, and types of dramatic literature, which have influenced playwriting and theatrical practice from the ancient Greek to Modern periods. 3 credits. WR.

THEA 240. *Technical Theatre.* This course will give the student a basic understanding and appreciation of the technical side of theatre. It will provide a knowledge of the safe and proper way to handle scene shop equipment. 3 credits. SP.

THEA 241. *Drafting for Theatrical Design.* This is a lecture-studio course that deals with the fundamentals of theatrical drafting and mechanical drawing for those students who will be taking scene design, scene painting, and/or lighting design. 3 credits.

THEA 275. *Stage Management.* This lecture-studio course explores the role and responsibilities of the stage manager in academic, community, regional, and professional theatre settings. 3 credits.

THEA 292. *Internship in Theatre.* A semester-long, on-the-job learning experience designed to apply the principles of theatre. 1-18 credits.

THEA 295. *Special Topics in Theatre.* This directed study opportunity geared toward freshmen and sophomores who want to explore a special course of study in Theatre Arts. 1-3 credits.

THEA 296. *BFA Second-Year Assessment.* Assessment of performance or technology specialist's audition or portfolio, as well as overall work ethic and participation in the second year of involvement in the BFA in Visual and Performing Arts program. See performance or technology faculty for specific requirements of assessment. Grading is Pass/No Pass. Prerequisites: THEA 196. Zero credits.

THEA 306. *Stage Properties.* This course focuses on the design and creation of properties for the stage. Course content will include hands-on projects, research, resource, and discussion of period styles. 3 credits.

THEA 311, 312. *Studies Abroad.* This course is intended for transfer of credit earned abroad in the study of theatre. Prerequisite: Permission. 1-18 credits.

THEA 315. *Movement I.* This studio course is an exploration of movement concepts emphasizing the fundamentals and mechanics of the body as an expressive tool with a special focus on the psycho-physical technique, including mime and mask. Classes are a combination of lecture, demonstration and experiential exercises. Content is directed toward the specific needs of the actors. Prerequisite: THEA 215 - minimum grade of C. 3 credits.

THEA 316. *Acting II.* This studio course is designed to develop fundamental acting skills through classroom exercises, scene study, and character analysis. Prerequisite: THEA 113 - minimum grade of C or by permission of instructor. 3 credits. SP

THEA 317. *Acting III.* A practicum course in acting designed to further develop the actor's analytical, vocal, and physical skills. Emphasis will be placed on exploring advanced performance concepts in a variety of dramatic styles. Prerequisite: THEA 316 - minimum grade of C. 3 credits.

THEA 320. *Directing.* This course introduces the student to the tools and techniques used by the interpretive artist in the production of a play. Training involves workshop exercise and scene studies. Prerequisite: THEA 113 - minimum grade of C (THEA 316 preferred, but not required). 3 credits.

THEA 330. *History of Theatre I.* This course is a study of the dramatic literature and the history of stage practices during the time of the Ancient Greeks to the time of Shakespeare. Prerequisite: ENGL 150 - minimum grade of C. 3 credits. WR.

THEA 331. *History of Theatre II.* This course is a study of the dramatic literature and the history of stage practices from the time of the English Restoration to the Modern Period. Prerequisite: ENGL 150 - minimum grade of C. 3 credits. WR.

THEA 337. *Costume Technology I.* This is a hands-on course in costume technology for the stage. Topics included in the course are basic sewing, identification and use of costume shop tools and equipment, safety, and wardrobing. Work on the department productions is required. Prerequisite: THEA 240 - minimum grade of C. 3 credits.

THEA 338. *Costume Technology II.* This course is an advanced extension of THEA 337, with particular emphasis on couture stitching, tailoring, patternmaking, and fabric modification. Prerequisite: THEA 337 - minimum grade of C. 3 credits.

THEA 339. *Fashion History and Décor.* This course is a survey of clothing and ornament from ancient time to present day. Historical events, social influences, art, music, and home furnishings of each period will also be addressed. 3 credits.

THEA 340. *Scene Design.* This is a lecture/studio course in which students analyze scripts for scenic needs and create scenic designs. Prerequisite: THEA 225 or permission of instructor. 3 credits.

THEA 341. *Sound Design.* This is a lecture-studio course dealing with the basic skills necessary for the beginning sound designer. This course will be an introduction to the art and craft of sound design for theater. It will explore the tools and processes essential to the conceptualizing and implementing of both the content of a sound design and the sound system for delivery of that content. Work on departmental productions required. Prerequisite: THEA 225. 3 credits.

THEA 342. *Lighting Design I.* A lecture/studio course dealing with the basic skills necessary to the beginning lighting designer. Work on department productions required. Prerequisite: THEA 225 or permission of instructor. 3 credits.

THEA 344. *Theory and Practice of Scene Painting.* This is a lecture/studio course dealing with the fundamentals of scene painting, color theory, and their practical application. 3 credits.

THEA 345. *Costume Design.* This is a course focuses on the skills necessary for creating costume designs for the stage including script analysis, research, sketching and rendering, costume history, and critical analysis of design aspects. Prerequisite: THEA 225 or permission of instructor. 3 credits.

THEA 390. *Directed or Independent Study.* Must be approved by the head of the department. May be repeated as 391. 1-18 credits.

THEA 396. *BFA Third-Year Assessment.* Assessment of performance or technology specialist's audition or portfolio, as well as overall work ethic and participation in the third year of involvement in the BFA in Visual and Performing Arts program. See performance or technology faculty for specific requirements of assessment. Grading is Pass/No Pass. Prerequisites: THEA 296. Zero credits.

THEA 399. *Theatre Management.* This course is designed to acquaint students with the problems and challenges facing producers and administrators who work in not-for-profit organizations, such as LORT theatres, dance companies and symphonies. Students explore concepts and procedures for staffing, fundraising, financing, marketing, planning, scheduling, and front-of-house management. Prerequisites: ENGL 150 - minimum grades of C. 3 credits.

THEA 401. *Methods of Teaching Theatre.* This is a concentrated study of contemporary practices, theory, and methods of teaching theatre in the secondary school. Emphasis will be placed on curriculum development, creating lesson plans, and formulating effective assessment guidelines. This is a reading intensive course. Prerequisite: Theatre Core - minimum grade of C or permission of instructor. 3 credits.

THEA 413. *Acting IV.* This course is an advanced practicum for actors, designed to address individual needs and interests. Emphasis is placed on preparing for professional auditions. Prerequisite: Permission of instructor; GPA 2.5 minimum. 3 credits.

THEA 414. *Movement II.* This course is a continued exploration of the physical and vocal skills required for effective stage performance. Emphasis is placed on the development of the actor's instrument through the study of dance, period movement, storytelling, and a variety of devised projects. This course is a culmination of voice, speech and movement training and will conclude a devised performance for an audience. Classes are a combination of lecture, demonstration, and experiential exercises. Content of the course will be directed toward the specific needs of the actors. Prerequisite: THEA 315 - minimum grade of C. 3 credits.

THEA 415. (COMM 415). *Media Performance and Production.* This 3-credit course serves as the capstone for the COMM/THEA interdisciplinary minor. The purpose of this course is to explore professional performance standards and practices in broadcast. Students will develop advanced skills in writing radio and television anchor copy and commercial script. Students will also produce, direct, perform and edit simulated

television commercials and a short dramatic scene. Prerequisites: THEA 240, THEA 320 and COMM 343 (with grades of “C” or better). 3 credits. WR. SP.

THEA 430. *Modern Drama.* In this course students will explore a catalog of traditional and avant-garde plays of the modern period and are required to read a significant body of modern dramatic criticism. Texts will be analyzed in the context of social and political movements, genre, and style. Prerequisite: ENGL 150 - minimum grade of C. 3 credits. WR.

THEA 431. *American Drama.* This course is a study of the major developments of American theatre and drama, essentially from the 1920s to today. Major playwrights, stylistic developments, and the history of staging practices during the modern period are studied. Also explored are areas such as the American musical theatre, Broadway, off-Broadway and regional theatre movements. Prerequisite: ENGL 150 - minimum grade of C. 3 credits. WR.

THEA 433. *Creative Dramatics for the Classroom.* This studio course is a practical exploration of resources, technologies, and application of creative dramatic activities for the classroom. 3 credits.

THEA 447. *Design and Technology.* This is an advanced studies course in the technical aspects of theatrical production. Prerequisites: THEA 240 and or permission of instructor. This course may be repeated for credit when topic changes. 3 credits.

THEA 448. *Integrated Arts/Theatre.* A study of the value and practical application of integrating the arts across all content areas of the elementary curriculum with a focus on theatre arts. Students will gain an understanding of the role of the creative process in the classroom and will investigate the various means of expressing ideas, emotions, and images through the use of creative dramatics, music, and visual arts. Prerequisite: Junior or Senior status. 3 credits.

THEA 461. *Senior Seminar.* This is a capstone course, requiring a final creative/theoretical thesis, portfolio, resume, and exit exam in Theatre History and Literature, and the creation of personal Web site. Prerequisite: Senior standing; GPA minimum 2.5. 3 credits. WR and SP.

THEA 490. *Directed or Independent Study.* Must be approved by the head of the department. 1-18 credits. *Fulfills General Education Goal 14.

THEA 492. *Internship in Theatre.* A semester-long, on-the-job learning experience designed to apply the principles of theatre. 1-18 credits. *Fulfills General Education Goal 14.

THEA 495. *Special Topics in Theatre.* In this course, topics will vary from semester to semester, according to the expertise of the guest artist. Specific descriptions are available from academic advisors at the time of each offering. The course may be repeated for credit when topics change. Prerequisites: Permission and standing as a junior or senior. 1-3 credits.

THEA 496. *BFA Fourth-Year Assessment.* Assessment of performance or technology specialist’s audition or portfolio, as well as overall work ethic and participation in the fourth year of involvement in the BFA in Visual and Performing Arts program. See performance or technology faculty for specific requirements of assessment. Grading is Pass/No Pass. Prerequisites: 396. Zero credits.

THEA 498. *Honors Research in Theatre.* Students conduct research in theatre under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 3 credits.

ART PROGRAM

Faculty

Angela Bubash, MFA, *Assistant Professor of Art*
Kerri Cushman, MFA, *Professor of Art*
Michael Mergen, MFA, *Assistant Professor of Art*
Kelly Nelson, MFA, MAE, *Professor of Art*
Adam Paulek, MFA, *Assistant Professor of Art*
Lauren Rice, MFA, *Assistant Professor of Art*
Terri Sabatos, PhD, *Associate Professor of Art History*

The Art program at Longwood is located in the Bedford Building. Bedford is one of the buildings in the Fine Arts Complex. The new Bedford Building includes studios for graphic and animation design, printmaking, book arts, textiles, ceramics, crafts, painting, stained glass, jewelry, paper making, photography and drawing, as well as outdoor work areas, and exhibition galleries.

MISSION STATEMENT FOR ART PROGRAM

The Art programs at Longwood University are dedicated to the development of emerging artists, designers, historians, and art educators by providing an environment that fosters creative, conceptual, and intellectual growth with a high level of formal and technical skills, through close interaction with a faculty of working artists, designers, and educators.

VISION STATEMENT FOR ART PROGRAM

To be the best medium-sized art program in the Commonwealth by educating emerging artists in a culture of self-sustained practice of teaching through research and research through teaching.

STUDENT ASSESSMENTS

CORE COMPETENCIES FOR ART PROGRAM

1. **Communication Skills:** Develop and employ the ability to write and speak about art, design and art history with clarity and logic, and be able to form and support critical judgments about art, design and art history.
2. **Formal and Technical Skill:** Acquire and demonstrate technical mastery of the relevant materials and tools, and the terminology, theories, and practices relevant to the student's field of study.
3. **Conceptual Skills:** Develop and demonstrate the ability to generate, support, and utilize individual thoughts and ideas.
4. **Critical Thinking and Research Skills:** Develop and demonstrate the ability to do research in art design, and art history, and the competence and knowledge to analyze and think critically.
5. **Historical and Contemporary Relevance:** Acquire and utilize an expanding knowledge of historical achievements and contemporary thinking, trends, processes, and issues in art and design.
6. **Thematic Body of Work:** conceive, design, and create a coherent, high-quality body of work in the major area of study
7. **Professional Skills:** develop competencies in professional practice in the student's field of study.

As a graduation requirement, all students must participate in, and pass each of the five levels of the Art Department's portfolio assessments. At each of the five assessment levels, students must present work that is predetermined by the faculty. The assessment evaluations are scored as either pass, no pass, or conditional no pass. See "Evaluation scores explained" for definitions of each evaluation score.

Each student must register for the appropriate zero-credit class for each level of assessment. The zero-credit classes are used to prevent students who have failed an assessment from continuing to take either Art classes (in the case of First-year Assessment) or in the student's area of concentration (in the case of Second-year Assessment). Since the class is zero credit, it does not affect the student's GPA. Each student will register for the appropriate zero-credit class when they register for classes in each of their Assessment semesters. Beginning with the Second-year Assessment, students will register for the appropriate section of the zero-credit class in their area of study.

Zero-credit Class Schedule

Art 183 – First-year Assessment

Art 283 – Second-year Assessment – choose the section specific to the student's area of study.

Art 383 – Third-year Assessment – choose the section specific to the student's area of study.

(Participation in the Junior Art Show is mandatory to pass third-year Assessment.)

Art 423 – Fourth-year Assessment – choose the section specific to the student's area of study.

Art 483 – Senior Project Final Assessment – choose the section specific to the student's area of study.

(Participation in the Senior Art Show is mandatory to pass Senior Assessment.)

Transfer students must contact the Theatre, Art and Graphic and Animation Design Department Chair, who will route them to the appropriate faculty, who will determine what assessments the students must complete for graduation. This contact is the responsibility of the student and should occur shortly after the student is admitted into a Longwood program. A review of the transfer student's portfolio may be required to determine which assessment is the appropriate placement for the student. The First-year Portfolio Assessment is waived for those transfer students who have received Longwood credit for ART 120, ART 223, and either ART 130 or 131.

The five assessment levels progress as follows:

- First-year Portfolio Assessment usually takes place in mid-March prior to Spring Break. Five art works from the student's first year are assessed; one work, each, from Art 120, Art 130, Art 131, and Art 233, as well as an additional piece of the student's choosing are required. The First-year faculty will determine which works are assessed.

At each of the next four assessment levels, art education students must present work that is predetermined by the faculty.

- Second-year Portfolio Assessment usually takes place in mid-March prior to Spring Break. Five to seven works from the student's concentration are assessed.
- Third-year Portfolio Assessment usually takes place in mid-March prior to Spring Break. The focus of this assessment is the evaluation of the student's Senior Project Proposal, although additional work from the student's third year may be assessed. Participation in the Junior Show is mandatory to pass third-year assessment.
- Senior Project Mid-Assessment usually takes place in mid-October just after Fall Break. The focus of this assessment is the evaluation of the student's Senior Project at its mid-point.
- Senior Project Final Assessment usually takes place in mid-March prior to Spring Break. The focus of this assessment is the evaluation of the student's completed Senior Project. Participation in the Senior Art Show is mandatory to pass Senior Assessment.

Evaluation scores explained

- A pass permits the student to progress to the next level and continue to take Art classes.
- A conditional no pass is granted only if the assessing faculty members believe the problems with the work can be improved in the remaining weeks before the end of the semester. If a conditional no

pass is granted, the student will be reassessed. The student will be informed as to what must be improved, and a date and time for the reassessment will be set. The reassessment will take place within the remaining weeks before the end of the semester and by the original assessors.

- A no pass stops the student from advancing to the next level in the Art programs. Only one no-pass assessment is permitted. A second no pass results in the student losing the opportunity to major in Art. Any student receiving a no-pass in an assessment must wait one year before that student is eligible to be reassessed.

TRANSFER STUDENTS

In order to graduate in a minimum of two years, students must have completed the following foundations studio courses prior to admission to the university.

Art 120 Foundations of Contemporary Design

Art 130 Drawing I

Art 131 Life Drawing

Art 223 Three-Dimensional Design

All other transfer students should expect to graduate in a minimum of three years.

COURSE REQUIREMENTS

All art majors will receive a Bachelor of Fine Arts Degree. The General Education Requirements will be identical for each concentration. Department of Theatre, Art, and Graphic and Animation Design degree requirements also vary by degree as specified in the catalog.

The Art program also offers tailored programs of study for students who wish to minor in studio art or art history. Students interested in a minor in general art or art history should contact the Department Chair for advising.

To satisfy major or minor graduation requirements within the art program, **students must earn a grade no less than C in all art courses.** The student bears full responsibility for meeting all graduation requirements.

Additionally, as a graduation requirement, all students majoring in the Art program must participate in, and pass, five annual portfolio assessments.

Every attempt has been made to state the major and minor requirements as clearly as possible. However, it is strongly recommended that every student maintain close communication with the academic advisor assigned in order to plan their program in a fashion best suited to the student's individual goals and needs. The faculty stands ready to assist any student in this regard.

ADDITIONAL REQUIREMENTS

Field trips in some lecture and studio classes may involve a nominal cost for the students. Students are required to furnish all necessary supplies and some tools. However, many items are purchased with a studio fee, which allows students to benefit from bulk purchases and also have the convenience of the materials being readily available.

Per course fees will be assessed depending on the class and the materials supplied. A list of these fees is available from the Dean's Office and the Department of Theatre, Art, and Graphic and Animation Design office. Any student enrolled in an art class after the end of the "add period" must pay this fee. To avoid the fee, it is imperative that the student be officially withdrawn from the class prior to this deadline. This rule will be strictly enforced and no exceptions made since these funds must be spent early in the semester to insure the availability of student supplies for the classes. Students who withdraw after the deadline will have the option of obtaining their share of the purchased materials.

BACHELOR OF FINE ARTS DEGREE

Visual and Performing Arts

Concentrations: Art Education

(Leading to Teacher Endorsement), and Art Studio

A. General Education Core Requirement/38 credits

Art Majors must take Art 462 to satisfy Goal 14

(NOTE: Art Majors cannot use ART 125, or ART 160 for General Education.)

B. Additional Degree Requirements/6 credits

Bachelor of Fine Arts Degrees require the following requirements along with General Education HUMANITIES (3 credits) not in the discipline of the major.

SOCIAL SCIENCES (3 credits) Students must take one of the following courses:

History 200, 354 or 360; Geography 241; or 3 credits at the 202 or above level.

C. Major Requirements

Art Education/62 credits

Art Studio/65 credits

D. Major Requirements for All Concentrations/26 credits

ART 120 Foundations of Contemporary Design/3 credits

ART 130 Drawing I/3 credits

ART 131 Life Drawing/3 credits

ART 183 First year Assessment Zero credit course/0 credits

ART 223 Three-Dimensional Design/3 credits

ART 240 Introduction to New Media/3 credits

ART 261 History of Western Art: Prehistoric to Medieval/3 credits

ART 262 History of Western Art: Renaissance to Modern/3 credits

ART 283 Second Year Assessment Zero Credit course/0 credits

ART 362 Modern Art/3 credits

ART 383 Third year Assessment Zero Credit course/0 credits

ART 423 Senior Project Mid-Assessment zero credit course/0 credits

ART 462 Professional Practices in Art/3 credits (2 credits count in core requirements 1 credit satisfies Goal 14)

ART 483 Senior Project Final Assessment Zero-credit Course/0 credits

E. Additional Requirements by Concentration

Art Education Concentration/ 134 credits

Additional Major Requirements – Art Education Concentration:

ART 155 Basic Processes and Principles of Photography/3 credits

ART 213 Ceramics I/3 credits

ART 217 Surface Design/3 credits

or ART 324 Papermaking/3 credits

ART 252 Printmaking: Instaprint/3 credits

ART 270 Traditional Practices in Painting /3 credits

ART 313 Introduction to Jewelry and Metalsmithing/3 credits

ART 366 Survey of Non-Western Art/3 credits

ART 381 Sculpture I/3 credits

ART 441 The Teaching of Art in the Secondary Schools/3 credits

ART 442 The Teaching of Art in the Elementary Schools/3 credits

TOTAL 30 credits

Plus Mini-Concentration/6 credits from any ONE category:

Art History: ART 301, 302, 316, 360, 365, 369, 400, 401, 402, 403

Design in Craft:	ART 110, 214, 218, 224, 318, 319, 320, 324, 325, 382, 406, 412, 413, 416, 419, 465, 466, 467, 480, 496
Artist's Books & Printmaking:	ART 250, 324, 350, 351, 352, 353, 450, 453, 457
Graphic & Animation Design:	GAND 104, 221, 226, 425
Painting & Drawing:	ART 230, 330, 371, 430, 431, 432, 433, 471, 472, 473
Photography	ART 254, 255, 256, 354, 355, 456

Teacher Endorsement Requirements/15 credits

EDUC 245	Human Growth and Development/3 credits
SPED 305	Behavior Management/3 credits
EDUC 432	Content Area Literacy/3 credits
EDUC 473	Inquiry into the Classroom Community/3 credits
SPED 489	Survey of Exceptional Children/3 credits

Practicum Requirements/13 credits

EDUC 270	Practicum One-Week/1 credit
EDUC 410	Directed Elementary/Secondary Teaching for Art & Music/12 credits

**Students must be admitted to the Teacher Preparation Program before they will be permitted to enroll in any subsequent 300-400 level EDUC courses.

*** Admission to Student Teaching In addition to the general requirements: All Art Education Candidates must pass the VCLA and Praxis II – Art: Content Knowledge before placement.

Design in Craft Concentration/120 credits

- A. General Education/38 credits
- B. Additional Degree Requirements/6 credits
- C. General Electives/11 credits
- D. Core Major Requirements/26 credits
- E. Crafts Required Courses/21 credits
 - ART 213 Ceramics I/3 credits
 - ART 214 Ceramics II/3 credits
 - ART 313 Introduction to Jewelry and Metalsmithing /3 credits
 - ART 324 Papermaking/3 credits
 - ART 350 Bookbinding/3 credits
 - ART 413 Intermediate Jewelry and Metalsmithing/3 credits
 - ART Art History elective at 300 or 400 level/3 credits
- F. Design in Craft Electives/9 credits from this list
 - ART 155 Basic Processes and Principles of Photography/3 credits
 - ART 217 Surface and Design/3 credits
 - ART 218 Design in Stained Glass/3 credits
 - ART 224 Design in Wood/3 credits
 - ART 318 Advanced Stained Glass I/3 credits
 - ART 325 Advanced Design in Wood/3 credits
 - ART 353 Artists' Books/3 credits
 - ART 406 Ceramics III/3 credits
 - ART 409 Jewelry and Metalsmithing: Enameling/3 credits
 - ART 410 Jewelry and Metalsmithing: Forming/3 credits
 - ART 412 Ceramics IV/3 credits
 - ART 416 Jewelry and Metalsmithing: Casting/3 credits /3 credits
 - ART 419 Advanced Jewelry and Metalsmithing /3 credits
 - ART 357 Editions/3 credits
- G. Art Electives/9 credits

Artist's Books and Printmaking Concentration/120

- A. General Education/38 credits
 - B. Additional Degree Requirements/6 credits
 - C. General Electives/11 credits
 - D. Core Major Requirements/26 credits
 - E. Books and Printmaking Required Courses/27 credits
 - ART 252 Printmaking: Instaprint/3 credits
 - ART 324 Papermaking/3 credits
 - ART 350 Bookbinding/3 credits
 - ART Art History elective at 300 or 400 level/3 credits
- Choice of 15 credits from this list*
- ART 217 Surface and Design/3 credits
 - ART 230 Experimental Practices in Drawing and Painting/3 credits
 - ART 250 Printmaking: Relief/3 credits
 - ART 351 Printmaking: Serigraphy & Digital/3 credits
 - ART 352 Printmaking: Intaglio & Lithography/3 credits
 - ART 353 Artists' Books/3 credits
 - ART 450 Printmaking Studio/3 credits
 - ART 457 Editions/3 credits
- F. Art Electives/12 credits

Painting and Drawing Concentration/120

- A. General Education/38 credits
 - B. Additional Degree Requirements/6 credits
 - C. General Electives/11 credits
 - D. Core Major Requirements/26 credits
 - E. Painting and Drawing Concentration/27 credits
 - ART 155 Basic Processes and Principles of Photography/3 credits
 - ART 230 Experimental Practices in Drawing and Painting/3 credits
 - ART 270 Traditional Practices in Painting /3 credits
 - ART 370 Intermediate Painting/3 credits
 - ART Art History elective at 300 or 400 level/3 credits
- Choice of 12 credits from this list*
- ART 252 Printmaking: Instaprint/3 credits
 - ART 324 Papermaking/3 credits
 - ART 350 Bookbinding/3 credits
 - ART 371 Advanced Painting/3 credits
 - ART 430, 432, 433 Drawing studio/ 3 credits each
 - ART 471, 472, 473 Painting Studio/ 3 credits each
- F. Art Electives/12 credits

Photography Concentration/120

- A. General Education/38 credits
- B. Additional Degree Requirements/6 credits
- C. General Electives/11 credits
- D. Core Major Requirements/26 credits
- E. Photography Required Courses/27 credits
 - ART 155 Basic Processes and Principles of Photography/3 credits
 - ART 254 Color Photography/3 credits
 - ART 255 Intermediate Photography/3 credits
 - ART 256 Digital Photography/3 credits
 - ART 355 Advanced Photography/3 credits
 - ART 456 Photography Studio/3 credits
 - ART Art History elective at 300 or 400 level/3 credits

Choice of 6 credits from this list:

ART 250	Printmaking: Relief/3 credits
ART 351	Printmaking: Serigraphy & Digital/3 credits
ART 352	Printmaking: Intaglio & Lithography/3 credits
ART 354	Alternative Photographic Processes/3 credits

F. Art Electives/12 credits

MINORS

Minor in Art History

ART 261 History of Western Art: Prehistoric to Medieval/3 credits

ART 262 History of Western Art: Renaissance to Modern/3 credits

Four (4) ART HISTORY courses at 300 or 400 level/12 credits

TOTAL 18 credits

Minor in General Art

Choose 6 credits from the following

ART 120 Foundations of Contemporary Design/3 credits

ART 125 Introduction to Studio Art/3 credits

ART 130 Drawing I/3 credits

Choose one of the following:

ART 223 Three-Dimensional Design/3 credits

ART 224 Design in Wood/3 credits

Choose one of the following:

ART 250 Printmaking: Relief/3 credits

ART 252 Printmaking: Instaprint/3 credits

ART 270 Traditional Practices in Painting /3 credits

Choose one of the following:

ART 155 Basic Processes and Principles of Photography/3 credits

ART 254 Color Photography/3credits

Choose one of the following:

ART 110 Crafts/3 credits

ART 213 Ceramics I/3 credit

ART 217 Surface Design/3 credits

ART 218 Design in Stained Glass/3 credits

ART 313 Introduction to Jewelry and Metalsmithing /3 credits

ART 324 Papermaking/3 credits

Choose one of the following:

ART 160 Introduction to the Visual Arts (Art Appreciation)/3 credits

ART 261 History of Western Art: Prehistoric to Medieval/3 credits

ART 262 History of Western Art: Renaissance to Modern/3 credits

or any 300-400 level ART HISTORY course/3 credits

TOTAL 21 credits

Minor in Photography

ART 120 Foundations of Contemporary Design/3 credits

ART 155 Basic Processes and Principles of Photography/3 credits

ART 254 Color Photography/3 credits

ART 255 Intermediate Photography/3 credits

ART 256 Digital Photography/3 credits

ART 355 Advanced Photography/3 credits

TOTAL 18 credits

Minor in Painting and Drawing

ART 130 Drawing I/3 credits

ART 131 Life drawing/3 credits

ART 230	Experimental Practices in Drawing and Painting/3 credits
ART 270	Traditional Practices in Painting /3 credits
<i>Choose 6 credits from the following</i>	
ART 120	Foundations of Contemporary Design/3 credits
ART 240	Introduction to New Media
ART 370	Intermediate Painting/3 credits
ART 371	Advanced Painting/3 credits
TOTAL 18 credits	

Minor in Artist's Books and Printmaking

ART 120	Foundations of Contemporary Design/3 credits
ART 252	Printmaking: Instaprint/3 credits
ART 324	Papermaking/3 credits
ART 350	Bookbinding/3 credits
<i>Choose 6 credits from the following:</i>	
ART 252	Printmaking: Instaprint/3 credits
ART 324	Papermaking/3 credits
ART 351	Printmaking: Serigraphy & Digital/3 credits
ART 352	Printmaking: Intaglio & Lithography/3 credits
ART 353	Artists' Books/3 credits
ART 450	Printmaking Studio/3 credits
TOTAL 18 credits	

ART COURSES (ART)

†A special fee is charged for all studio courses.

General Education Courses *

Writing Intensive Courses WR

Speaking Intensive Courses SP

NOTE: We do not guarantee that all courses listed will be offered every year. Many classes are offered every third or fourth semester. For a five-year list of offerings, please go to the Department of Art web site at www.longwood.edu/art or contact the Art Department.

ART 110. *Crafts.* An understanding of the basic principles and techniques of functional and decorative handicrafts in various cultures and their humanistic relationship to society. Exploration of a variety of techniques, materials and tools utilized in the production of craft objects. 3 credits.

ART 120. *Foundations of Contemporary Design.* Understanding the basic principles, vocabulary and visual elements of two-dimensional design through inquiry into the historical sources and terms of creative expression of art in the 20th Century. 3 credits. SP

ART 125. *Introduction to Studio Art.* An introduction to basic processes, principles and historical methods of creating 2 and 3 dimensional art. Exploration of a variety of techniques, materials and tools utilized in the production of works of art. 3 credits. *Fulfills General Education Goal 4.

ART 130. *Drawing I.* An introduction to the history, appreciation and fundamentals of drawing as an expressive vehicle. 3 credits. SP

ART 131. *Life Drawing.* Development of concepts, skills and drawing techniques utilizing the human figure. Spring only. 3 credits.

ART 155. *Basic Processes and Principles of Photography.* An introduction to the basic processes, principles and history of black and white still photography. Students must furnish their own adjustable 35mm cameras. Every semester. 3 credits.

ART 160. *Introduction to the Visual Arts (Art Appreciation).* An introduction to the basic elements of painting, sculpture, architecture and crafts and their respective roles and contributions to our civilization. 3 credits. *Fulfills General Education Goal 4.

ART 183. *First-Year Assessment Zero-Credit Course.* Assessment of a portfolio of the first-year student work created in the student's foundation art courses and the student's presentation of said portfolio. Grading is Pass/No Pass. Zero credits.

ART 213. *Ceramics I.* Forming, decorating, glazing and firing pottery. 3 credits.

ART 214. *Ceramics II.* Opportunities for deeper involvement with, and exploration of, wheel throwing techniques, hand building processes, as well as glazing and firing of creative ceramic work. Prerequisite: ART 213 or permission of instructor. 3 credits.

ART 217. *Surface Design.* Exploration and investigation of traditional and contemporary surface design techniques using image, color, texture, scale, and pattern. This course will focus on the fundamentals of pattern involving a dynamic mix of media and decoration. Surface design offers a natural link between paper, textiles, graphics, craft and product design. 3 credits.

ART 218. *Design in Stained Glass.* Construction of functional and non-functional objects with emphasis on original design and basic forming techniques utilizing stained glass. 3 credits.

ART 223. *Three-Dimensional Design.* Investigation and construction of three-dimensional forms in such media as paper, wire, wood, metal, plastics, rope, and twine. Understanding and designing of forms as they relate to architecture, sculpture and industrial design. Spring only. 3 credits.

ART 224. *Design in Wood.* Construction of functional and non-functional wood objects with emphasis on original design and basic working techniques, including use of power tools. 3 credits.

ART 230. *Experimental Practices in Drawing and Painting.* An exploration of the traditional and nontraditional drawing and painting techniques involving contemporary strategies of presentation and research methods. Prerequisite: ART 130 and 131 or permission of instructor. 3 credits.

ART 240. *Introduction to New Media.* This introductory course in computer skills introduces students to computer imagining as it relates to a contemporary fine art practice. Students will use and explore digital tools, methods, vocabulary and concepts as well as demonstrate an understanding of digital still cameras, scanning equipment, storage methods and output options. Students will engage in critical dialogue about digital imagining acquisition, editing, manipulation, production and representation in addition to the aesthetic relationship between concept and visual form. 3 credits.

ART 250. *Printmaking: Relief.* Exploration of traditional and contemporary printmaking techniques, processes and materials. Hand and press printing. Experience the rich history of a democratic medium by creating multiples with woodcut (200 A.D.), letterpress (moveable type, 1040 A.D.) and linocut (1905 A.D.). Participation in a print exchange is encouraged. Open to beginners. 3 credits.

ART 252. *Printmaking: Instaprint.* Create instant prints. Explore image creation through historic and contemporary hand pulling and press work as well as photographic and computer manipulated imagery. This course emphasizes less-toxic, environmentally safe printing practices. Discover a variety of indirect mark making methods on paper and nontraditional surfaces. Participation in a print exchange is encouraged. Open to beginners. 3 credits.

ART 254. *Color Photography.* An introduction to color photography with an emphasis on technical skills and creative image making. This course will use traditional color materials in combination with digital input and output devices. Students will develop a working knowledge of basic digital color correction tools. 3 credits
Prerequisites: ART 155 or permission of instructor.

ART 255. *Intermediate Photography.* This is further study of exposure and printing techniques for high quality black and white darkroom photography. Students will also explore methods for alternative darkroom processes in black and white photographic prints. Prerequisite: ART 155.

ART 256. *Digital Photography.* An introduction to digital still photography. This course focuses on the creative application of digital photography as a fine art medium. Students will use Adobe Photoshop to explore a wide range of image editing possibilities. Through critiques, lectures, demonstrations and experimentation students will gain a critical and technical understanding of the medium. 3 credits. Prerequisites: ART 155 or permission of instructor.

ART 261. *History of Western Art: Prehistoric to Medieval.* This course is a chronological survey of western art and architecture of ancient cultures and through the thirteenth century. 3 credits.-

ART 262. *History of Western Art: Renaissance to Modern.* This course is a chronological survey of western art and architecture from the fifteenth through the late nineteenth century. 3 credits.

ART 270. *Traditional Practices in Painting.* Development of formal, technical, and conceptual attitudes in painting. Investigating problems in painting, recent developments and formal concepts with a focus on painting from observation using acrylic, oil, and watercolor. 3 credits.

ART 283. *Second-Year Assessment Zero-Credit Course.* Assessment of a portfolio of the second-year student's work created in the student's concentration courses, and the student's presentation of said portfolio. Grading is Pass/No Pass. Prerequisites: ART 183. Zero Credit.

ART 292. *Internship in Art.* A semester-long, on-the-job learning experience designed to apply the principles of art. 1-18 credits.

ART 295. *Special Topics in Visual Arts.* The topics and descriptions will vary from semester to semester. Descriptions will be available from academic advisors. May be repeated for credit when topics change. 1-3 credits.

ART 301, 302. *Study of Western Art in Europe.* A study tour of a European city or country designed to provide an in-depth awareness of the great works of art, architecture and design which stand as visual expressions of the spiritual aspirations and intellectual achievements of Western culture. 3 credits each.

ART 311, 312. *Studies Abroad.* Primarily intended for transfer of credit earned abroad in courses on Art. 1-18 credits.

ART 313. *Introduction to Jewelry and Metalsmithing.* Construction of jewelry and objects in non-ferrous metals with emphasis on original design and basic techniques. 3 credits.

ART 316. *Introduction to Arts Administration.* This course will explore the structure and mechanics of managing nonprofit visual arts institutions as a basis for understanding basic institutional frameworks, personnel

management, financial management, strategic planning, governance, policy creation and implementation, and communications and marketing. 3 credits.

ART 318, 319, 320. *Advanced Stained Glass I, II, III.* Continued exploration of functional and non-functional stained glass objects with strong emphasis on original designs and independent study. Unique and creative combinations of other media and techniques are encouraged. Each course builds on preceding one depending on individual needs and progress. Prerequisite: ART 218 and permission of instructor. 3 credits.

ART 324. *Papermaking.* The art of papermaking employs a set of techniques, materials and equipment that vary from one culture to the next. This course introduces all students to the basic techniques, but will explore western and non-western approaches in any given semester. Focus will be on sheet forming, casting, and creating sculptural paper designs emphasizing a variety of materials via processes. 3 credits. (Course can be repeated for up to six credits.)

ART 325. *Advanced Design in Wood.* Advanced construction of functional objects with emphasis on original design and advanced woodworking techniques. Prerequisite: ART 224. 3 credits.

ART 350. *Bookbinding.* Learn the essentials of creating a book in this basic hand binding class. This course will include creating a variety of blank book structures, developing sound construction methods, and mastering binding skills. From the pamphlet stitch to a flatback sketchbook, a variety of fundamental books will be constructed. Bookbinding is designed to compliment all concentrations offered in the art program. 3 credits. (Course can be repeated for up to six credits.)

ART 351. *Printmaking: Silk Screen.* Exploration of traditional and contemporary screen prints with photographic and digital manipulations as aesthetic expression through the making of multiples. Practical applications are investigated with primary printing emphasis on paper as well as fabric and unorthodox surfaces. Participation in a print exchange is encouraged. 3 credits.

ART 352. *Printmaking: Intaglio and Lithography.* Exploration of traditional and contemporary intaglio and lithography printmaking techniques with photographic and digital manipulations as aesthetic expression through the making of multiples. Intaglio processes include mark making on metal with dry and wet (acid) techniques as Rembrandt popularized. Lithography processes include direct drawing and painting as well as digital transfer, similar to how many of our books, magazines and posters are printed. Participation in a print exchange is encouraged. 3 credits.

ART 353. *Artists' Books.* An introduction to bookmaking designed to provide basic vocabulary, tools, and bindings necessary to construct traditional and contemporary book forms. Focus will be placed on exploring a variety of materials, mastering basic bindings and developing creative self-expression. This course will take an interdisciplinary approach to melding text, image and structure. 3 credits. Course can be repeated for up to six credits.

ART 354. *Alternative Photographic Processes.* Introduction to basic techniques and principles of alternative photographic processes. This course focuses on technical experimentation and creative possibilities inherent in these processes. Prerequisites: ART 155 or permission of instructor. 3 credits.

ART 355. *Advanced Photography.* This advanced level photography course focuses on contemporary photographic genres and themes. Students are exposed to a range of work by contemporary photographers as well as theoretical writings by critics, curators and photographers. Students develop work based on topics discussed in class, readings and lectures. Prerequisites: ART 155, 254, 256 or permission of instructor. 3 credits.

ART 360. *Women in the Visual Arts.* A survey of the important role women have played in the history of art from the Middle Ages to the current. 3 credits.

ART 362. *Modern Art.* A study of the movements associated with 20th century modernism, including post-impressionism, surrealism, cubism and abstract expressionism. 3 credits.

ART 365. *Contemporary Art.* This course is an introduction to major art movements since 1945. Through this course, the complex conditions that have produced a visual art, such as war, feminism consumerism, identity, the power structures of representation and visual culture, and the nature of art itself will be investigated. 3 credits. SP. WR.

ART 366. *Survey of Non-Western Art.* This course is designed to introduce the student to the artistic genres and the resulting significant artifacts of non-Western cultures. From a brief survey of the arts of Asia, Africa, Oceania, and the Americas the student will gain knowledge of artistic mediums and traditions of every era and culture in the history of the non-Western world. 3 credits. SP. WR.

ART 369. *American Art.* Survey from Colonial to 20th Century, including painting, sculpture, architecture and crafts. 3 credits.

ART 370. *Intermediate Painting.* Exploration of a cohesive set of techniques, methodologies, and concepts with emphasis on the creative approaches of painting and drawing. Emphasis on conceptual development and individual growth. Course may be repeated once. 3 credits.

ART 371. *Advanced Painting.* Advanced painting with emphasis on the exploration of individual style using oils, acrylics, watercolor and mixed media. Prerequisites: ART 270 and 271 and permission of instructor. 3 credits.

ART 381. *Sculpture I.* Study of fundamental sculpture principles. Work with a variety of materials. 3 credits.

ART 382. *Sculpture II.* Continuation of various sculpture techniques in a variety of materials. Prerequisite ART 381. 3 credits.

ART 383. *Third-Year Student Assessment Zero Credit Course.* Assessment of the third-year student's senior project proposal, a portfolio of the student's work created in the student's third year concentration courses, and the student's presentation of said portfolio. Grading is Pass/No Pass. Participation in the Junior Art Show is mandatory to pass third-year assessment. Prerequisite: ART 283. Zero credit.

ART 390. *Directed or Independent Study.* Must be approved by the head of the department. May be repeated as 391. 1-18 credits.

ART 392. *Internship in Art.* A semester-long, on-the-job learning experience designed to apply the principles of art. 1-18 credits.

ART 395. *Special Topics.* Selected topics in Art. The topics may vary from semester to semester. Descriptions are available from academic advisors. May be repeated for credit when topics change. 1-3 credits.

ART 400. *History of Photography.* This course will survey the history of photography from its origins in the early 19th century through its use both primarily and as a multi-disciplinary tool in contemporary art. The course will proceed chronologically, while exploring major styles, influential photographers, technical developments, and important criticism regarding the medium. 3 credits.

ART 402. *History of Prints and Book Arts.* This course will survey the history of the print from its origins in the early 15th century with the printing press in Germany through the sustainable processes that continue to be developed in contemporary art. The course will proceed chronologically, while exploring major artists and developers and the primary uses of prints at various points in Western culture. The development of printmaking will be cross-referenced with its effects upon the longer history of bookmaking, primarily in Western Europe. We will begin the semester with a history of bookmaking and the illuminated manuscripts of the Middle Ages and the continuation of handmade books as a craft today. 3 credits. WR.

ART 403. *History of Ceramics.* This course will survey the history of ceramics from ancient cultures to contemporary. The course will proceed chronologically, while exploring the major contributions in ceramics from various cultures including Japan, the Near East, Pre-Columbia, and Native American tribes. The primary uses of ceramics functionally and ceremonially as well as the appreciation of ceramics as a fine art will be explored. 3 credits. WR.

ART 406. *Ceramics III.* Independent problems in ceramics. May be continued as 407, 408. Prerequisites: ART 213, 214. 3 credits.

ART 409. *Jewelry and Metalsmithing: Enameling.* The design and production of jewelry and objects by fusing colorful glass onto metal. 3 credits.

ART 410. *Jewelry and Metalsmithing: Forming.* This course will introduce both traditional and contemporary approaches to the art of forming of non-ferrous metal. Students will explore the plasticity of metal and its ability to form three-dimensional forms in high relief. Techniques will include hydraulic die forming, chasing and repousse, raising, cold forging and fold forming. Finished pieces can include jewelry, objects, mixed media, and installation pieces. 3 credits.

ART 412. *Ceramics IV.* Continued independent problems in ceramics. Course may be repeated twice for additional credit. Prerequisite: Art 213, 214, 406. 3 credits.

ART 413. *Intermediate Jewelry and Metalsmithing.* Continued exploration of various metals and techniques with strong emphasis on design. Prerequisites: ART 313. 3 credits.

ART 416. *Jewelry and Metalsmithing: Casting.* Exploration of the lost wax casting process with strong emphasis on design and experimentation. Prerequisite: ART 313. 3 credits.

ART 419. *Advanced Jewelry and Metalsmithing.* Continued exploration of various metals and techniques with strong emphasis on design. Prerequisite: ART 313 and ART 413. 3 credits.

ART 423. *Senior Project Mid-Assessment Zero Credit Course.* Assessment of both the fourth-year student's senior project at the mid-way point and the student's presentation of said senior project. Grading is Pass/No Pass. Prerequisite: ART 383. Zero Credit.

ART 430. ART 431. ART 432. ART 433. *Drawing Studio.* Open to students who have completed Art 130, 131, and 230. Students will create self-directed drawings that relate to their own conceptual interests, processes, media and techniques. Permission of instructor required for enrollment. May be continued as ART 431, 432, 433 with permission of instructor, for a maximum of 12 credits. 3 credits.

ART 441. *The Teaching of Art in the Secondary Schools.* A concentrated study of contemporary practices, theory, technology and materials necessary for the formulation of a meaningful art program in the secondary school. 3 credits. For art majors only. Prerequisites: ART 442, Entrance to Teacher Preparation Program or permission of instructor.

ART 442. *The Teaching of Art in the Elementary Schools.* 3 credits. A concentrated study of theory, methods and materials necessary for the formulation of a meaningful, creative art program in the elementary school. For art majors only. Prerequisite: Entrance to Teacher Preparation Program or permission of instructor.

ART 448. *Integrated Arts/Visual Arts.* A study of the value and practical application of integrating the arts across all content areas of the curriculum with a focus on the plastic arts. Students will gain an understanding of the role of the creative process in the classroom and will investigate the various means of expressing ideas, emotions and images through the use of visual arts, music, drama, movement, and theatre. Prerequisites: Junior or Senior Status or permission of instructor. 3 credits.

ART 450. *Printmaking Studio.* The student will select an area of concentration and problems of specialization in printmaking media and technique. May be continued as ART 451, 452, and 453. Prerequisites: ART 250, 252, 351 or 352. Permission of instructor required for enrollment. 3 credits.

ART 456. *Photography Studio.* Self directed work in photographic media with emphasis on experimentation and artistic expression. Students work independently and meet for regularly scheduled group discussions and critique sessions. May be repeated for credit. Prerequisites: ART 155, 254, 256, 355. 3 credits.

ART 457. *Editions.* This course integrates papermaking, printmaking, bookbinding, image and text. Students will develop content, form paper, create images, and produce multiples resulting in contemporary book forms or sculptural installations. Emphasis is on sequential design and examining alternative possibilities to conceptualizing the artist book form. Editions offers a continued exploration in the diverse medium of the contemporary print world. 3 credits. Course can be repeated for up to six credits.

ART 462. *Professional Practices in Art.* Designed specifically for and required of all art major seniors, this course enables students to examine and apply elements of professional practices common to all senior art majors through invited speakers, presentations, demonstrations and on-site visits. 3 credits. SP *Fulfills General Education Goal 14.

ART 465, 466, 467. *Advanced Crafts I, II, III.* Continued exploration of functional and non-functional craft objects with strong emphasis on original designs and independent study. Students will focus on a specific media or combine unique and creative solutions of a variety of media. Each course builds on the preceding course depending on the student's needs and progress. Prerequisites: ART 110, 120 and permission of instructor. 3 credits.

ART 471. ART 472. ART 473. *Painting Studio.* Open to students who have completed 270 or equivalent. Students will create self-directed paintings that relate to their own conceptual interests, processes, media and techniques. Permission of instructor required for enrollment. May be continued as ART 472 and 473 with permission of instructor, for a maximum total of 9 credits. 3 credits.

ART 480. *Sculpture Studio.* Open to students who have completed ART 381 and 382. The student will select media and techniques and set up individual problems. Permission of instructor required for enrollment. May be repeated as ART 481, 482, etc. 3 credits.

ART 483. *Senior Project Final Assessment Zero Credit Course.* Assessment of the fourth-year student's finished senior project and the student's presentation of said portfolio. Grading is Pass/No Pass. Prerequisite: ART 423. Zero Credit.

ART 490. *Directed or Independent Study.* Must be approved by the head of the department. 1-18 credits.

ART 492. *Internship in Art.* A semester-long, on-the-job learning experience designed to apply the principles of art. 1-18 credits.

ART 495. *Special Topics.* Selected topics in Art. The topics may vary from semester to semester. Descriptions are available from academic advisors. May be repeated for credit when topics change. 1-3 credits.

ART 496. *Art/Craft Apprenticeship Program.* An individually tailored program similar to student teaching that allows a student to gain valuable on-the-job experience in any non-teaching art environment. Student must have an art faculty sponsor, approval of department head and apply one semester in advance. Prerequisite: 75 credit hours and a 2.5 GPA. 3, 6, or 9 credits.

ART 497. *Research Projects in Art.* This course provides students with an opportunity for independent original research in art. 1-3 credits.

ART 498. Honors Research in Art. Students conduct research in art under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 3 credits.

GRAPHIC AND ANIMATION DESIGN PROGRAM

Faculty

Amanda Christensen, MFA, *Assistant Professor of Graphic and Animation Design*

Wade Lough, MFA, *Associate Professor of Graphic and Animation Design*

Christopher M. Register, MFA, *Professor of Graphic and Animation Design*

William Tucker, BFA, *Lecturer of Graphic and Animation Design*

Program Mission

Longwood University's Graphic and Animation Design (GAND) program provides students with a rigorous and comprehensive four-year education in all facets of Graphic Design, Animation/Simulation and Time-based Media Design.

Our primary mission is to prepare students to be able to think critically, communicate both visually and in writing, and to be able to engage in—and execute—a systematic approach to visual problem solving. This includes effective research and cross disciplinary problem solving methodologies, concept generation, concept development and critical analysis.

Students are provided with a solid foundation in traditional and digital craft and tools skills. We promote exploration, the use of narrative and storytelling, organization, and visual information systems to be able to craft an appropriate message for a specific audience.

The GAND program has been developed around contemporary methods and practices, and encourages students to compete nationally in refereed competitions, and through real client interaction with the student-run agency Design Lab.

The GAND program, in conjunction with an excellent liberal arts foundation and the program's emphasis on interdisciplinary electives, aims to graduate students with the skills and nimble thinking to excel in the marketplace of today and tomorrow.

STUDENT ASSESSMENTS

As a graduation requirement, all students must participate in, and pass each of the five levels of the Graphic and Animation Design's (GAND) portfolio assessments. At each of the five assessment levels, students must present work that is predetermined by the faculty. The assessment evaluations are scored as either pass, no pass, or conditional no pass. See "Evaluation scores explained" for definitions of each evaluation score.

Each student must register for the appropriate zero-credit class for each level of assessment. The zero-credit classes are used to prevent students who have received a no-pass for an assessment from advancing to the next level in the GAND program. Since the class is zero credit, it does not affect the student's GPA. Each student will register for the appropriate zero-credit class when they register for classes in each of their assessment semesters. Beginning with the Third-year Assessment, students will register for the appropriate section of the zero-credit class in their area of study; either Brand, Identity, Media Design or Animation, Simulation and Time-Based Media.

Zero-credit Class Schedule

GAND 100 - First-year Assessment

GAND 200 - Second-year Assessment

GAND 300 - Third-year Assessment - choose the section specific to the student's area of study. Participation in the Junior Show is mandatory to pass Third-year Assessment.

GAND 350 - Fourth-year Assessment - choose the section specific to the student's area of study.

GAND 400 - Senior Project Final Assessment - choose the section specific to the student's area of study. Participation in the Senior Show is mandatory to pass Senior Assessment.

Transfer students must contact the Theatre, Art, and Graphic and Animation Design Department Chair, who will route them to the appropriate faculty, who will determine what assessments the students must complete for graduation. This contact is the responsibility of the student and should occur shortly after the student is admitted into the Longwood GAND program. A review of the transfer student's portfolio may be required to determine what assessments are required.

The five levels of assessment are usually offered twice a year: in the fall, usually just after Fall Break (for students whose first semester at Longwood was in the previous spring), and in the spring, usually the week prior to Spring Break (for student whose first semester at Longwood was the previous fall.)

The five levels of assessment progress as follows:

- First-year Portfolio Assessment – Six to eight works from the student's first year GAND courses— GAND 101, 102, 103, 104, 105, and 204—are assessed.
- Second-year Portfolio Assessment – Five to seven works from the student's second-year GAND courses are assessed.
- Third-year Portfolio Assessment – The focus of this assessment is the evaluation of the student's Senior Project Proposal, and additional work from the student's third-year GAND courses are assessed.
- Senior Project Mid-Assessment – The focus of this assessment is the evaluation of the student's Senior Project at its mid-point.
- Senior Project Final Assessment – The focus of this assessment is the evaluation of the student's completed Senior Project.

Evaluation scores explained

- A pass permits the student to progress to the next level and continue to take GAND classes.
- A conditional no pass is granted only if the assessing faculty members believe the problems with the work can be improved in the remaining weeks before the end of the semester. If a conditional no-pass is granted, the student will be reassessed. The student will be informed as to what must be improved, and a date and time for the reassessment will be set. The reassessment will take place within the remaining weeks before the end of the semester and by the original assessors.
- A no-pass stops the student from advancing to the next level in the GAND programs. Only one no-pass assessment is permitted. A second no-pass results in the student losing the opportunity to major in GAND. Any student receiving a no-pass in an assessment must wait one year before that student is eligible to be reassessed.

TRANSFER STUDENTS

The Graphic and Animation Design BFA degree program is a true four-year study in graphic and animation design. Therefore, a transfer student can expect to spend a minimum of three years within the GAND program. A student planning to transfer to the Longwood's GAND program is encouraged to contact the Chair of the Department of Theatre, Art, and Graphic and Animation Design who will route them to the appropriate GAND faculty for questions about the student's transfer plans.

COURSE REQUIREMENTS

All Graphic and Animation Design majors will receive a Bachelor of Fine Arts Degree. The General Education Requirements will be identical both for the Brand, Identity, Media Design Track and the Animation, Simulation and Time-based Media Track.

To satisfy major requirements for graduation, **students majoring in Graphic and Animation Design must earn a grade no less than C in all GAND courses.** The student bears full responsibility for meeting all graduation requirements.

Additionally, as a graduation requirement, all students must participate in, and pass, five annual portfolio assessments.

Every attempt has been made to state the major requirements as clearly as possible. However, it is strongly recommended that every student majoring in Graphic and Animation Design maintain close communication with the academic advisor assigned in order to plan their program in a fashion best suited to the student's individual goals and needs. The faculty stands ready to assist any student in this regard.

ADDITIONAL REQUIREMENTS

Field trips in some lecture and studio classes may involve a nominal cost for the students. Students are required to furnish all necessary supplies and some tools. However, many items are purchased with a studio fee, which allows students to benefit from bulk purchases and also have the convenience of the materials being readily available.

Per course fees will be assessed depending on the class and the materials supplied. A list of these fees is available from the Dean's Office and the Department of Theatre, Art, and Graphic and Animation Design office. Any student enrolled in a GAND class after the end of the "add period" must pay this fee. To avoid the fee, it is imperative that the student be officially withdrawn from the class prior to this deadline. This rule will be strictly enforced and no exceptions made since these funds must be spent early in the semester to insure the availability of student supplies for the classes. Students who withdraw after the deadline will have the option of obtaining their share of the purchased materials.

BACHELOR OF FINE ARTS DEGREE

Graphic and Animation Design Major

A. General Education Core Requirement/38 credits

Goal 1: LSEM 100 Longwood Seminar/1 credit

Goal 2: ENGL 150 Writing and Research/3 credits

Goal 3: Literature goal/3 credits

Goal 4: Arts goal/3 credits

Goal 5: Math goal/3 credits (CMSC 121 recommended)

Goal 6: Natural Sciences goal/4 credits

Goal 7: Western Civilization goal/3 credits

Goal 8: Social Science goal/3 credits (PSYC 101 or SOCL 101 recommended)

Goal 9: Diversity goal/3 credits

Goal 10: Foreign language goal/3 credits

Goal 11: Physical Activity goal/2 credits

Goal 12: Ethics goal/3 credits

Goal 13: Active Citizenship goal/3 credits

Goal 14: Experiential Learning goal/1 credit (One credit of GAND 462 meets this requirement.)

B. Additional Degree Requirements/6 credits

Bachelor of Fine Arts Degrees require the following requirements along with General Education: HUMANITIES/3 credits; not in the discipline of the major.

SOCIAL SCIENCES/3 credits; Students must take one of the following courses:
History 200, 354 or 360; Geography 241; or 3 credits at the 202 or above level foreign language.

C. Major requirements

1. All students must pass GAND 100; 200; 300; 350; 400.

These are 0 credit classes attached to the five assessments. A passing grade (P) must be earned in all five as a graduation requirement.

2. CORE REQUIREMENTS/27 credits

GAND 101: Visual Problem Solving for Design/1.5 credits
GAND 102: Drawing for Design/1.5 credits
GAND 103: Handcraft and Color/3 credits
GAND 104: Digital Craft and Color/3 credits
GAND 105: Research Critique and Presentation for Design/3 credits
GAND 204: Surface, Space and Time I/3 credits
GAND 205: Surface, Space and Time II/3 credits
ART 262: History of Western Art: Renaissance to Modern/3 credits
GAND 301: History of Graphic Design/3 credits
ART 362: Modern Art/3 credits

3. Brand, Identity and Media Design concentration/23 credits

GAND 221: Graphic Design and Production I/3 credits
GAND 226: Typography I/3 credits
GAND 322: Graphic Design and Production II/3 credits
GAND 326: Typography II/3 credits
GAND 330: Illustration and Digital Imaging/3 credits
GAND 421: Portfolio/3 credits
GAND 425: Interactive Design/3 credits
GAND 462: Senior Professional Project/3 credits (1 credit for Goal 14)

4. Animation, Simulation, and Time-Based Media Design concentration/26 credits

GAND 202: Action Analysis/3 credits
GAND 210: Animation/Simulation I/3 credits
GAND 212: Narrative Sequencing and Storyboards/3 credits
GAND 310: Animation/Simulation II/3 credits
GAND 325: Introduction to 3-D Modeling/3 credits
GAND 330: Illustration and Digital Imaging/3 credits
GAND 410: Intermediate 3-D Modeling/3 credits
GAND 421: Portfolio/3 credits
GAND 462: Senior Professional Project/3 credits (1 credit for Goal 14)

D. Major electives

Brand, Identity and Media Design (15 credits)

GAND 246; 345; 346; 445: Design Lab/1–3 credits per lab (serves as theory, critical or practical)

THEORY (choose 6 credits from the following list)

ENGL 302: History of Rhetoric/3 credits
ENGL 303: Visual Rhetoric and Document Design/3 credits
ENGL 350: Linguistics and Language Learning/3 credits
PHIL 300: Logic/3 credits
GEOG 358: Map design and Analysis/3 credits
MANG 360: Principles of Management/3 credits
MANG 463: Project Management/3 credits
MANG 469: Entrepreneurship/3 credits
MARK 280: Fundamentals of Marketing/3 credits

MARK 380: Principles of Marketing/3 credits
MARK 381: Marketing Research/3 credits
MARK 383: Consumer Behavior/3 credits
MARK 484: New Product Marketing/3 credits
PSYC 360: Consumer Psychology/3 credits
PSYC 384: Cross-Cultural Psychology/3 credits
PSYC 400: Human Factors Psychology/3 credits
THEA 340: Scene Design/3 credits

CRITICAL (choose 3 credits from the following list)

ENGL 301: Rhetorical Criticism/3 credits
THEA 339: Fashion History and Décor/3 credits
SOCL 302: Sociology of Popular Culture/3 credits

PRACTICAL (choose 6 credits from the following list)

ART 250: Printmaking: Relief/3 credits
ART 252: Printmaking: Instaprint /3 credits
ART 457: Editions/3 credits
CMSC 210: Web Page and Scripting/3 credits
ENGL 301: Rhetorical Criticism/3 credits
ENGL 319: Technical Writing/3 credits
GEOG 358: Map design and Analysis/3 credits
THEA 225: Elements of Theatrical Design/3 credits
THEA 240: Technical Theatre/3 credits
THEA 241: Drafting for Theatrical Design/3 credits
THEA 339: Fashion History and Décor/3 credits
THEA 340: Scene Design/3 credits
THEA 345: Costume Design/3 credits

Animation, Simulation, and Time-Based Media Design (15 credits)

GAND 246; 345; 346; 445: Design Lab/1–3 credits per lab (serves as theory, critical or practical)

THEORY (choose 6 credits from the following list)

GAND 226: Typography I/3 credits
GAND 302: Action Analysis II/3 credits
GAND 402: Action Analysis III/3 credits
GAND 430: Motion Capture/3 credits
PHIL 300: Logic/3 credits
MANG 469: Entrepreneurship/3 credits
MARK 484: New Product Marketing /3 credits
THEA 225: Elements of Theatrical Design/3 credits
THEA 340: Scene Design/3 credits
ENGL 356: The Art of Film I/3 credits
ENGL 357: The Art of Film II/3 credits
ENGL 360: Genre Studies/3 credits

CRITICAL (choose 6 credits from the following list)

GAND 232: Character Design and Animation Layout/3 credits
GAND 280: Character Animation/3 credits
GAND 311: History of Animation/3 credits

GAND 312: Advanced Storyboards/3 credits
ENGL 356: The Art of Film I/3 credits
ENGL 357: The Art of Film II/3 credits
ENGL 358: Women and Film/3 credits
THEA 339: Fashion History and Décor/3 credits

PRACTICAL (choose 3 credits from the following list)

GAND 221: Graphic Design and Production/3 credits
CMSC 210: Web Page and Scripting/3 credits
CMSC 325: Mathematical Modeling & Simulation/3 credits
CMSC 381: Introduction to Graphic Programming/3 credits
GEOG 358: Map design and Analysis/3 credits
THEA 240: Technical Theatre/3 credits
THEA 241: Drafting for Theatrical Design/3 credits
THEA 345: Costume Design/3 credits
THEA 339: Fashion History and Décor/3 credits

E. General electives

Brand, Identity and Media Design concentration/11 credits
Animation, Simulation and Time-Based Media Design concentration/8 credits

F. Total Credits B.F.A. Visual and Performing Arts Graphic and Animation Design Concentration

B.F.A. with a concentration in Brand, Identity and Media Design - 120
B.F.A. with a concentration in Animation, Simulation and Time-Based Media Design - 120

GRAPHIC DESIGN AND ANIMATION COURSES (GAND)

†A special fee is charged for all studio courses.

General Education Courses *
Writing Intensive Courses WR
Speaking Intensive Courses SP

GAND 100. *First-year Portfolio Assessment.* Assessment of a portfolio of the first-year student's work created in the student's first-year Graphic and Animation Design (GAND) courses, and the student's presentation of said portfolio. Final grading is pass/no pass. Zero credit.

GAND 101. *Visual Problem Solving for Design.* Explores the foundations and principles of problem solving for visual communication designers. Various approaches are presented including techniques of problem definition, idea generation, visual research, brainstorming, mind mapping and interviewing strategies. Co-requisite: GAND 102. 1.5 credits.

GAND 102. *Drawing for Design.* This course gives students concrete drawing skills that assist in idea development and communicating and informing views of form, shape, and scale. Sketching methods, drawing in perspective, establishing point of view, establishing light source, and conveying proper proportion also will be explored. Co-requisite: GAND 101. 1.5 credits.

GAND 103. *Handcraft and Color for Design.* Focuses on the development of the necessary non-computer skills used in making graphic design. Topics covered include making comprehensives, prototypes, paper engineering and material selection. Additionally, the class covers traditional methods of working with color, such as gouache and color-aid paper, and examines different color models in order to teach the principles of color theory. 3 credits.

GAND 104. *Digital Craft and Color.* This course focuses on the development of the necessary computer skills used in making graphic design. Topics covered include introduction to the basic design software, proper document setup for print production, and file formats. Additionally, the class covers digital methodologies such as color, color spaces, how to vector, and creation of press-ready Portable Document Files (PDFs). 3 credits.

GAND 105. *Research, Critique, and Presentation for Design.* This class will apply the critical skills learned in “Visual Problem Solving” and “Drawing for Design” to generate effective processes for research, critique, and presentation related to visual communication. Research topics covered include the gathering, analyzing, unpacking, and effective use of information. Critique topics covered include the mechanics of a successful critique, understanding the value of constructive criticism, and generation of alternative ideas. Presentation topics include how to successfully present and defend a design solution persuasively, ways to educate clients about graphic design, and the fundamentals of business etiquette. Existing case studies will be examined for the ways research and analysis were successfully applied. WR. 3 credits.

GAND 200. *Second-year Portfolio Assessment.* Assessment of a portfolio of the first-year student’s work created in the student’s second-year Graphic and Animation Design (GAND) courses, and the student’s presentation of said portfolio. Final grading is pass/no pass. Prerequisite: GAND 100. Zero credit.

GAND 202. *Action Analysis I.* A study of the fundamentals of human and animal motion through pose, proportion, balance, and weight within expressive gesture drawing. Through these techniques students will explore issues within traditional and digital animation and how to enhance the fluidity of movement throughout their work. 3 credits.

GAND 204. *Surface, Space, and Time I.* This class addresses the theoretical constructs of (surface) two-, (space) three-, and (time) four-dimensional design. Topics include basic Gestalt theory, as well as the language, grammar, and syntax of design. Graphic design works representing the three design spaces will be deconstructed and analyzed in preparation for their application in making graphic design projects in “Surface, Space, Time II”. WR. 3 credits.

GAND 205. *Surface, Space, and Time II.* This class addresses the application of the theoretical constructs of (surface) two-, (space) three-, and (time) four-dimensional design. Class builds on and employs the theoretical learning from “Surface, Space, and Time I” as students create a single project and design it in each of the three design spaces. Concepts and skills gained in previous graphic design courses are utilized. Prerequisite: GAND 100. 3 credits.

GAND 210. *Animation and Simulation I.* Introduction to various forms of animation and simulation design theory and practice. Students will explore traditional and digital animation formats including flip books, Claymation, stop-motion, rotoscoping, and Flash. In addition, students learn the fundamentals of animation and simulation design, narrative, sequencing, and storyboarding. Prerequisite: GAND 100. 3 credits.

GAND 212. *Narrative Sequencing and Storyboards.* This course focuses on the basics of storyboarding and narrative structure. Students will learn how to visually express sequences of images and clearly communicate ideas and actions to the audience. 3 credits.

GAND 221. *Graphic Design and Production I.* Introduction to the elements, and vocabulary of graphic design and the technical production of printed and electronic visual materials. Topics include identifying audience, appropriateness, purpose, context and graphic voice. Students address formal and conceptual issues related to graphic design through projects confronting format, image and text, story and sequence. Technical aspects of print and digital production will be introduced and explored. Prerequisite: GAND 100. 3 credits.

GAND 226. *Typography I.* Communication problem solving through the language of visual media. The fundamentals of typography and type design are explored in experimental and practical projects. Prerequisite: GAND 100. 3 credits.

GAND 232. *Character Design and Animation Layout.* This course focuses on the exploration of different aspects for creating characters, props, and settings for animation. Students will learn to incorporate personality into their characters. Prerequisite: GAND 202. 3 credits.

GAND 246. *Design Lab 1.* Practical experience for design students in an in-house design studio environment. Students work with a graphic design professor on both client-based assignments and undergraduate research projects. Credits: 1–3. Permission of instructor. SP.

GAND 280. *Character Animation.* A more in-depth study of motion analysis focusing on structure and form. Students will build upon experiences learned from GAND 202 through a variety of advanced exercises. Prerequisites: GAND 202. 3 credits.

GAND 300. *Third-year Portfolio Assessment.* Assessment of the third-year student's senior project proposal, a portfolio of the student's work created in the student's third year concentration courses, and the student's presentation of said portfolio. Final grading is pass/no pass. Prerequisite: GAND 200. Zero credit.

GAND 301. *History of Graphic Design.* Overview of the history of graphic design and its relationship to American and world cultures. Key works of graphic design will be investigated and discussed, along with less canonical, yet important works. 3 credits.

GAND 302. *Action Analysis II.* An intermediate study of human and animation motion. Students will build upon experience learned from GAND 202 through a variety of intermediate exercises. Prerequisite: GAND 202. 3 credits.

GAND 310. *Animation and Simulation II.* Continued exploration of animation and simulation techniques that extend the student's understanding of movement, time, and kinetic states. Through more advanced projects, students will be able to execute longer animation sequences which include experimentation, sequence, narrative, storytelling and creative expression. Sound integration and editing will be introduced. Prerequisite: GAND 200. 3 credits.

GAND 311. *Animation History.* An exploration of the development of animation within a historical context. The influences of society and human events, advances in technology, and major stylistic trends are discussed in terms of their impact on animation. 3 credits.

GAND 312. *Advanced Storyboards.* This course will help students to increase their knowledge of storyboarding and apply advanced techniques for advertising, animation, and film. Students work to become visual storytellers through the use of camera angles, perspective, and lighting. Emphasis will be placed on story structure, process evaluation, revision, and ability to meet deadlines. Prerequisite: GAND 212. 3 credits.

GAND 322. *Graphic Design and Production II.* A hands-on, problem-solving approach to design, from idea to finished product. This course is designed to provide the students with practical experience in graphic design and production. Emphasis is on the development of ideas, concepts, graphic impact and creativity, and use of technology in the production of printed and digital media. Prerequisite: GAND 200. 3 credits.

GAND 325. *Introduction to 3D Modeling.* Emphasis is on technical proficiency using industry standard software. Students will learn to create objects, surfaces, shading, textures, and cameras in the rendering of 3D and 4D formats. Prerequisite: GAND 200. 3 credits.

GAND 326. *Typography II.* A further exploration of the use of letterforms and type in graphic and visual communication design. Emphasis is on building knowledge and understanding of type as a way of communicating meaning through content and design. Exploration of experimental letterforms and type arrangements, three dimensional typography and type for environments and exhibitions. Creative and expressive use of type will be encouraged. Prerequisite: GAND 100. 3 credits.

GAND 330. *Illustration and Digital Imaging.* An introduction to the history and techniques of conventional and digital illustration and digital imaging. This course focuses on the role of illustration and its value in the creation of editorial images in advertising and graphic design. In addition, students will utilize image editing software to create and enhance digital images for use as illustrations, and will gain a critical understanding of image preparation and editing possibilities for use in print and digital formats. Prerequisite: GAND 200. 3 credits.

GAND 345 *Design Lab 2.* Practical experience for design students in an in-house design studio environment. Students work with a graphic design professor on both client-based assignments and undergraduate research projects. Students will build upon experience learned from ART 246/GAND 246 through more client interaction, assignment to more complex design projects, and promotion to more responsible management of projects. 1-3 credits. Permission of Instructor. SP.

GAND 346. *Design Lab 3.* Practical experience for design students in an in-house design studio environment. Students work with a graphic design professor on both client-based assignments and undergraduate research projects. Students will build upon experience learned from ART 246/GAND 246; ART 345/GAND 345 through more client interaction, assignment to more complex design projects, and promotion to more responsible management of projects. 1-3 credits. Permission of Instructor. SP.

GAND 350. *Senior Project Mid-Assessment.* Assessment of both the fourth-year student's senior project at the mid-way point and the student's presentation of said senior project. Final grading is pass/no pass. Prerequisite: GAND 300. Zero credit.

GAND 390. *Directed or Independent Study.* This course is a third-year-level study of a particular theme or topic in either Graphic or Animation Design through readings, research and analysis. Prerequisite: approval of the chair of the department. 1-3 credits.

GAND 400. *Senior Project Final Assessment.* Assessment of both the fourth-year student's completed senior project and the student's presentation of said senior project. Final grading is pass/no pass. Prerequisite: GAND 350. Zero credit.

GAND 402. *Action Analysis III.* An study of human and animation motion. Students will build upon experience learned from GAND 302 through a variety of advanced projects. Prerequisite: GAND 302. 3 credits.

GAND 410. *Intermediate 3D Modeling.* A continuing exploration of the technical and artistic principles relating to 3D modeling. Projects will cover such topics as character modeling, rigging and skinning, shading, and lighting. Prerequisite: GAND 325. 3 credits.

GAND 430. *Motion Capture.* The course will focus on the fundamentals of motion capture technology and the ways to use these fundamentals to explore conventional and non-conventional types of motion capture. 3 credits.

GAND 421. *Portfolio.* Continued concentrated study and exploration of graphic design or animation (depending on the student's area of concentration), resulting in the development and execution of a professional-level portfolio. Students will execute solutions to problems and themes developed in conjunction with the instructor, while covering topics related to job search and employment opportunities. Prerequisite: GAND 200. 3 credits.

GAND 425. *Interactive and Web Design.* Introduction to the elements of website design. Emphasis is on technical proficiency, creative communication and creative self-expression. Using industry standard software, students will learn to design, code and implement a website. 3 credits. Prerequisite: GAND 200.

GAND 430. *Motion Capture.* The course will focus on the fundamentals of motion capture technology and the ways to use these fundamentals to explore conventional and non-conventional types of motion capture. 3 credits.

GAND 445. *Design Lab 4.* Practical experience for design students in an in-house design studio environment. Students work with a graphic design professor on both client-based assignments and undergraduate research projects. Students will build upon experience learned from ART 246/GAND 246; ART 345/GAND 345; ART 346/GAND 346 through more client interaction, assignment to more complex design projects, and promotion to more responsible management of projects. 1-3 credits. Permission of Instructor. SP.

GAND 462. *Senior Professional Seminar.* Analysis and critique of each student's completed senior project. Students will evaluate the success of their senior projects relative to professionalism, current design critique, and theory, appropriateness of the subject, and future life if the project. Schedule, budget, working methods, research and problem solving results will also be evaluated. Seniors will write a detailed case studies of their senior projects and present them to the rising seniors. Prerequisite: GAND 350. 3 credits. (1 credit to fulfill Goal 14)

GAND 490. *Directed or Independent Study.* This course is an advanced study of a particular theme or topic in either Graphic or Animation Design through readings, research and analysis. Prerequisite: approval of the chair of the department. 1-3 credits.

College of Business and Economics

Accredited by AACSB International – The Association to Advance Collegiate Schools of Business

Paul T. Barrett, *Dean*

Melinda I. Fowlkes, *Assistant Dean for Undergraduate Studies*

Abigail H. O'Connor, *Assistant Dean for Graduate Studies*

Sarah Luongo, *Communications and Events Coordinator*

Desiree Lee, *Administrative Assistant to the Department Chairs*

Degree Programs:

Bachelor of Science in Business Administration

Bachelor of Science in Economics

Minors:

Business Administration

Economics

Cyber Security, Forensics, and Policy

Endorsement:

Supply Chain Management

Department of Accounting, Economics, Finance, and Information Systems

Bennie D. Waller, *Chair*

Department of Management and Marketing

Charles D. White, *Chair and Assistant Dean*

McGaughy Internship & Professional Development Center

Patricia B. Carey, *Director*

Nancy C. Postans, *Executive Assistant*

Military Science Program

Captain Reginald Moise, *Officer in Charge*

Faculty

Cheryl L. Adkins, PhD, *Professor of Management*

Frank W. Bacon, PhD, *Professor of Finance*

Paul T. Barrett, PhD, CPA, *Professor of Business*

Xun Bian, PhD, *Assistant Professor of Finance and Real Estate*

Darrell R. Carpenter, PhD, *Assistant Professor of Information Systems and Cyber Security*

Robert J. Cochran, PhD, CPA, *Associate Professor of Accounting*

Justin C. Contat, *Assistant Professor in Economics*

Melinda I. Fowlkes, MBA, *Assistant Professor of Business*

John N. Gaskins, PhD, *Associate Professor of Marketing*

James C. Haug, DBA, *Associate Professor of Management*

Claire R. LaRoche, JD, MBA, *Associate Professor of Business Law*

Herbert R. Lefler, SFC, *Instructor in Military Science*

Linda K. Lau, PhD, *Associate Professor of Information Systems and Cyber Security*

David Lehr, PhD, *Associate Professor of Economics*

Melanie B. Marks, PhD, *Professor of Economics*

Hua (Meg) Meng, *Assistant Professor of Marketing*

Reginald Moise, Capt, *Assistant Professor in Military Science*

Richard W. Monroe, PhD, *Visiting Professor of Management*

Surma Mukhopadhyay, PhD *Assistant Professor of Information Systems and Cyber Security*

Abigail H. O'Connor, MBA, *Senior Lecturer in Marketing*
Steven A. Samaras, PhD, *Assistant Professor of Management*
Peter M. Staples, MBA & MS, *Visiting Professor of Economics*
Bennie D. Waller, PhD, *Professor of Finance and Real Estate*
Charles D. White, PhD, *Associate Professor of Management*
Linda B. Wright, PhD, *Associate Professor of Marketing*
Ling Yang, PhD, *Assistant Professor of Accounting*
Yueming Zou, *Assistant Professor of Marketing*

DEGREE PROGRAMS

The College of Business and Economics offers courses leading to a Bachelor of Science in Business Administration and a Bachelor of Science in Economics. In addition, minors are offered in Business Administration and Economics, as well as an interdisciplinary minor in Cyber Security, Forensics, and Policy. An Endorsement in Supply Chain Management is also offered at the undergraduate level, and a Master of Business Administration degree is offered at the graduate level.

COLLEGE OF BUSINESS AND ECONOMICS

The College of Business and Economics is accredited by AACSB International, the most prestigious business school accrediting agency. The College is characterized by excellence in teaching and high levels of student achievement as defined by the business community. The vision, mission, values, and degree outcomes of the College of Business and Economics are defined as follows:

VISION: To be recognized as a national leader in business education.

MISSION: Building upon Longwood University's mission of developing citizen leaders, the College of Business and Economics is dedicated to developing highly effective leaders in business and economics who will have a positive impact on the world. To accomplish this, the faculty and staff of the College of Business and Economics is committed to::

- Teaching excellence
- Active scholarship in practice, pedagogy, and theory
- Fostering an engaging learning community where student-faculty interactions extend beyond the classroom
- Encouraging students to develop team skills and become involved in leadership roles
- Promoting real world experience through internships, collaborative research, interaction with business leaders, and travel study, complemented by coursework that emphasizes the application of knowledge to the resolution of practical issues
- Cultivating critical thinking, formal analysis, and communication skills
- Incorporating a world view that includes ethical responsibility, diversity, community service, and appreciation for the global marketplace
- Coordinating disciplines for an integrated academic experience
- Striving for continuous improvement in all we do

VALUES: The following seven values, called *Citizen 7*, guide the behaviors of the faculty, staff and students of the College of Business and Economics.

INTEGRITY: Always do the “right thing” even when no one is looking, and encourage others to do the same.

ACCOUNTABILITY: Admit your responsibilities. Honor your commitments.

RESPECT: Treat others fairly and with the same professional and personal consideration you expect.

COMMUNICATION: Listen effectively; ask questions with care and share information thoughtfully.

WIN-WIN: Look for and employ the options that provide the most positive outcomes for everyone.

TEAMWORK: Value the strengths and differences in others. Together everyone achieves more.

GROWTH: Be a student for life, learning from others and improving each step of the way.

DEGREE OUTCOMES

Students will:

- gain core business knowledge and in-depth knowledge in their concentration.
- integrate concepts across disciplines, utilizing effective critical thinking skills and problem solving techniques.
- communicate effectively orally and in writing, formulating thoughts and ideas and transmitting them to target audiences.
- exercise sound ethical reasoning, synthesizing and critically analyzing information from multiple perspectives, and making informed, ethical decisions.
- analyze and interpret data and make conclusions and/or recommendations for action based on the analysis.

ADMISSION REQUIREMENT

Students must be formally admitted to the College of Business & Economics before they may declare a business or economics major or minor or register for upper-division business and economics courses. All new freshmen and transfer students entering with freshman or sophomore standing interested in pursuing a Bachelor of Science in Business Administration (BSBA) or a Bachelor of Science in Economics will be admitted to the respective “pre-business” or “pre-economics” program pending their successful completion of the criteria for formal admission to the College of Business & Economics.

Declaration of an intended concentration is advisable for all pre-business and pre-economics students, but not required.

Current Students:

The minimum criteria for formal admission to the College of Business & Economics are as follows:

Admission to the College of Business & Economics as a Business Administration or Economics Major

- good standing with the university (not subject to probation or suspension or in financial arrears);
- an overall grade-point average (GPA) of at least 2.33;
- successful completion of the following “pre-core” business and economics courses
 - for business administration majors: ACCT 240, ACCT 242, ECON 217, ECON 218, and MATH 171
 - for economics majors: ECON 217, ECON 218, MATH 171 and one upper-level economics course
- a business administration or economics major GPA of at least 2.33;
- the completion of a minimum of 45 credits for business administration majors or 30 credits for economics majors; and
- submission of the College of Business & Economics admission application by the posted deadline the term prior to expected admission (October 1 for Spring Semester and March 1 for Fall Semester).

Admission to the College of Business & Economics as a Business Administration or Economics Minor

- good standing with the university (not subject to probation or suspension or in financial arrears);
- an overall grade-point average (GPA) of at least 2.33;

- successful completion of the following “pre-core” business and economics courses
 - for business administration minors: ACCT 240 and ECON 217 with at least a C- or better
 - for economics minors: ECON 217 and ECON 218 with at least a C- or better
- submission of the College of Business & Economics admission application by the posted deadline the term prior to expected admission (October 1 for Spring Semester and March 1 for Fall Semester).

Transfer Students:

The College of Business & Economics concentrates most of its professional business and economics courses in the last two years of the four-year program. As a result of this approach and because of the standards of AACSB International accreditation, it would be best for students planning to transfer to the College from another program to do so by the end of their sophomore year.

It is recommended that students majoring in business at a two-year college or another university should take only those business courses that are offered at the freshman or sophomore level at Longwood University as a part of the College of Business & Economics “pre-core” described above. *Students transferring from two-year colleges or from four-year programs not accredited by AACSB International may not use coursework completed at those institutions to satisfy upper-division course requirements of the College of Business & Economics.*

Transfer students entering Longwood University with junior status or higher in a business or economics program may be provisionally admitted to the College of Business & Economics for one semester during which they must successfully complete any remaining “pre-core” courses and otherwise comply with all admission criteria listed above.

Upper-division transfer students from non-business or economics fields of study or those otherwise unable to meet the College of Business & Economics admission criteria within one semester of study at Longwood will be admitted when they do meet all criteria.

For purposes of eligibility, GPA for transfer students is computed on the basis of Longwood work only.

To facilitate the transfer of students from the Virginia Community College System (VCCS) and Richard Bland College to Longwood University College of Business & Economics, the following agreement has been established. This agreement is supplementary to the Guaranteed Admission Agreement between Longwood University and VCCS and Richard Bland College, and it does not alter or eliminate any of the provisions of that agreement.

Admission to the College of Business & Economics as a Business Administration Major:

Graduates of VCCS and Richard Bland College (RBC) who meet the requirements of the Guaranteed Admission Agreement AND who have completed the following “pre-core” courses with a least a GPA of 2.33:

- ACC 211 and 212 at VCCS or BUS 201 and 202 at RBC
- ECO 201 and 202 at VCCS and RBC
- MTH 146, 157, 240 or 241 at VCCS or MATH 217 at RBC

will be deemed to have met the admission criteria to the College of Business & Economics and will be admitted to the University as business administration majors. Students who meet all the requirements of the Guaranteed Admission Agreement but have not completed the above-mentioned courses and/or the major GPA required for admission to the College of Business & Economics will be provisionally admitted to the College of Business & Economics for one semester during which they must successfully complete the remaining “pre-core” course(s) and **earn at least a 2.33 cumulative and major grade point average.** Transfer students may be admitted as pre-business majors and then complete the “pre-core” business courses at Longwood to earn admission to the business administration program.

Admission to the College of Business & Economics as an Economics Major:

Graduates of VCCS and Richard Bland College (RBC) who have met the requirements of the Guaranteed Admission Agreement AND who have completed the following “pre-core” courses with at least a GPA of 2.33:

- ECO 201 and 202 at VCCS and RBC
- MTH 146, 157, 240 or 241 at VCCS or MATH 217 at RBC

will be provisionally admitted to the College of Business & Economics for one semester during which they must successfully complete the remaining “pre-core” course (one 300-400 level economics course), and **earn at least a 2.33 cumulative and major grade point average**. Students who meet all the requirements of the Guaranteed Admission Agreement but have not completed the above-mentioned courses and/or the major GPA required for admission to the College of Business & Economics will be provisionally admitted to the College of Business & Economics for one semester during which they must successfully complete the remaining “pre-core” course(s) and **earn at least a 2.33 cumulative and major grade point average**. Transfer students may be admitted as pre-economics majors and then complete the “pre-core” economics courses at Longwood to earn admission to the economics program.

Continuation and Graduation Eligibility Requirements

Continuation

Continued enrollment in the College of Business & Economics is a privilege that is granted to a student who is making satisfactory academic progress and meets the standards of the College of Business & Economics, Longwood University and the Longwood Student Government Association. Students failing to do so will be subject to the Probation and Suspension Policy of Longwood University.

To be eligible to register for the internship program and/or the MANG 497 Business Strategy or ECON 461 Senior Seminar capstone courses, a student must continue to meet the College of Business & Economics entrance requirements (2.33 cumulative and major GPA).

Probation and Suspension

The academic probation and suspension policies of Longwood University are described under Academic Probation and Suspension Policy of this catalog. In addition to those policies, College of Business & Economics students on probation or returning from suspension are required to first correct any deficiencies in their previously attempted business and economics coursework before moving forward in their program sequence.

Readmission after Suspension

Eligibility for readmission to Longwood University is determined according to the procedure and requirements described under Academic Probation and Suspension Policy of this catalog.

To be considered for readmission to the College of Business & Economics, a student must be readmitted to Longwood and meet the College’s admission criteria described above. Until readmitted to the program a student may only register for those College courses necessary to correct any deficiencies in their previously attempted business and economics courses.

Graduation

Bachelor of Science in Business Administration (BSBA) degree:

To be eligible for graduation, students seeking the BSBA degree must be in good standing with the university, must complete their respective programs with a GPA of at least 2.33 in their major, and pass the Major Field Achievement Test (MFAT) for Business.

Bachelor of Science in Economics:

To be eligible for graduation, students seeking the BS degree in economics must be in good standing with the University, must complete their respective programs with a GPA of at least 2.33 in their major, and pass a comprehensive examination in economics.

GENERAL GUIDELINES

All students will be assigned an individual College of Business and Economics academic advisor to assist them with program planning, course selection, course registration, and career planning. Students are strongly encouraged to maintain close communication with their faculty advisor in order to plan a program that meets their individual goals and needs.

Since the College of Business and Economics offers some upper-level courses only once a year and does not guarantee that all courses will be offered every year, it is important for students to consult their academic advisor as they plan their course of study.

GENERAL REQUIREMENTS

- Courses should be taken in the order approved by the faculty of the College of Business and Economics. All prerequisites listed for individual courses must be satisfied (see individual course listings for prerequisites). Under special circumstances, a student may have a course prerequisite waived by obtaining written permission of the respective department chair and Dean of the College of Business and Economics.
- Students must meet course requirements in general education, additional degree requirements, major requirements, and the requirements of a selected area of concentration.
- Students are allowed a maximum of six credits in internship (the 492 courses) toward the total credit hour requirement for any degree offered by the College of Business and Economics.
- Any course substitution involving Major Requirements must be approved by the respective department chair and the Dean of the College of Business and Economics.

BUSINESS ADMINISTRATION DEGREE PROGRAM

Students seeking a Bachelor of Science in Business Administration (BSBA) degree pursue a general course of business study that includes taking core courses in the functional areas of business. Students earning the BSBA degree must take a minimum of 50 percent of the total business hours at Longwood. For the purpose of assessing the quality of the program, graduating seniors will be tested on their general knowledge of business by taking the Major Field Test in Business.

Students also gain in-depth business knowledge by concentrating in one of the areas of business. Students must declare a concentration prior to registering for the second semester of their junior year.

Concentration Areas

Students pursuing a Bachelor of Science in Business Administration degree (BSBA) must concentrate in one of the following areas:

Accounting: Students concentrating in accounting take courses that provide both technical instruction and a managerial perspective relevant to a career in accounting. The accounting concentration is designed to prepare students to be professional accountants in industry, government, or public practice. Students who complete the requirements for a concentration in accounting meet the specified content requirements to take the Virginia Certified Public Accountant examination. Students need a total of 150 credit hours to be certified in Virginia as a public accountant. A five-year BSBA and MBA program is available for students who want to graduate with 150 credit hours.

Economics: Economic logic underlies all business decisions and all government policies. A goal of the economics concentration is to teach students how to think critically about a situation and analyze its implications. Emphasis is placed on exposing students to important consumer, business, government and international situations. Graduates with a background in economics are hired by government and industry. In addition, a concentration in economics is a traditional education for students wishing to enter law school.

Finance: The finance concentration prepares students to make financial assessments and managerial decisions as well as plan and supervise financial activities for businesses and clients. Courses cover the theory and practice of managing financial aspects of businesses and organizations, including capital budgeting, investments, capital markets, financial institutions, and emerging financial instruments. With this background, students are prepared for lucrative careers such as financial managers, financial analysts, treasurers, controllers, credit managers, financial services representatives, stockbrokers, and more.

Information Systems and Cyber Security (ISCS): The ISCS concentration is designed to prepare students to plan, design, engineer, and implement secure networks and information systems in today's modern electronic, mobile, and global environment. Students learn how to manage information technologies and exploit their full potential while protecting the information assets and rights of individuals and organizations. The concentration prepares students for a career in a variety of organizations ranging from the end users and creators of information systems to the guardians of information assets and the organization's electronic infrastructure.

Management: The management concentration explores the relationship of behavioral and quantitative management techniques in the application of human resources, production processes, and organizational development. This curriculum provides students with skills in communication and critical thinking leading to management careers in any organization. In addition, the management skills of planning, directing, motivating, and controlling are essential for achieving organizational goals. The management concentration not only prepares students for professional careers with a wide range of management opportunities upon graduation, but it also provides a strong foundation for future graduate study in business.

Marketing: Careers in advertising, buying, selling, logistics, product management, international marketing, and marketing research are only a few of the fields available to students concentrating in marketing. This concentration is designed to prepare students for managerial positions in these fields. The curriculum includes not-for-profit, governmental, and international applications of marketing knowledge. Classroom knowledge, internship opportunities, and involvement of students in business organizations are integral components of the marketing concentration.

Real Estate: This concentration prepares students for a career as a professional in the real estate field. Students completing this concentration will be prepared to enter the areas of real estate investment, mortgage banking, property management, sales, appraisal, and development. The Principles of Real Estate (FINA 453) and Real Estate Appraisal (FINA 454) courses have been approved by the state of Virginia as preparation for the licensure exams.

BUSINESS ADMINISTRATION MAJOR, BSBA DEGREE

A. General Education Core Requirements/38 credits

Lower Level General Education/31 credits

Upper Level General Education/7 credits - Business students must take:

MATH 171 is recommended for General Education Goal 5 (required for admission to degree program)

MANG 474 is required for General Education Goal 12

Internship 492 in the area of concentration is required for General Education Goal 14

B. Additional Degree Requirements/7 credits

Natural Science/4 credits

MATH 301 Applied Statistics/3 credits (Prerequisite: at least a C- in MATH 171)

C. Major Requirements/41 credits (plus 4 credits listed from General Education: MANG 474/3 credits and Internship 492/1 credit)

A minimum of 50 percent of the total business hours must be taken at Longwood.

1. General Core 32 credits (plus 4 credits counted in upper-level General Education)
 - ACCT 240 Principles of Accounting I/3 credits
 - ACCT 242 Principles of Accounting II/3 credits
 - ACCT 296 Legal Environment/3 credits
 - ECON 217 Principles of Economics (Micro Emphasis)/3 credits
 - ECON 218 Principles of Economics (Macro Emphasis)/3 credits
 - FINA 350 Principles of Finance/3 credits
 - MANG 291 Business Communication/3 credits
 - MANG 360 Principles of Management/3 credits
 - MANG 391 Professional Skills Development/1 credit
 - MANG 474 Managing Business Ethics and Diversity/3 credits
(Meets General Education Goal 12)
 - MANG 497 Business Strategy/3 credits
 - MARK 380 Principles of Marketing/3 credits
 - ACCT, ECON, FINA, ISCS, MANG or MARK 492 - Internship/2 credits
(1 credit of which meets General Education Goal 14)
2. Functional Competencies/9 credits
Concentrations require at least one course from each group as indicated:

International Issues:

ECON 319 International Economics/3 credits (All concentrations)

Information Systems:

ISCS 370 Principles of Management Information Systems/3 credits (All concentrations)

Quantitative Methods:

ECON 309 Managerial Economics/3 credits (Accounting, Economics, Finance, Real Estate)

MANG 363 Operations Management/3 credits
(Information Systems and Cyber Security, Management, & Marketing).

D. Business Concentration Requirements/15-30 credits

In addition to completing the major requirements, each candidate for the BSBA degree shall satisfy the additional specific requirements of one of the following concentrations. Students must declare a concentration prior to registering for the second semester of their junior year but are strongly encouraged to do so earlier.

Business Concentration Requirements - Accounting 30; Economics, Information Systems and Cyber Security, & Real Estate 21; Finance and Marketing 18 credits; Management 15.

ACCOUNTING/30 credits

ACCT 340 Intermediate Accounting I/3 credits
ACCT 341 Intermediate Accounting II/3 credits
ACCT 342 Cost Accounting/3 credits
ACCT 344 Tax Accounting I/3 credits
ACCT 346 Intermediate Accounting III/3 credits
ACCT 442 Auditing/3 credits

Select four of the following for a total of 12 credits:

ACCT 345	Tax Accounting II/3 credits
ACCT 350	Principles of Fraud Examinations/3 credits
ACCT 441	Accounting Theory/3 credits
ACCT 443	Governmental Not-For-Profit and Advanced Accounting/3 credits
ACCT 445	Law for Accountants/3 credits
ACCT 495	Special Topics in Accounting/1-3 credits

ECONOMICS/21 credits

ECON 317	Intermediate Microeconomics/3 credits
ECON 318	Intermediate Macroeconomics/3 credits
ECON 414	Econometrics and Forecasting/3 credits
ECON 461	Senior Seminar/3 credits
ENGL 319	Technical Writing/3 credits

Economics electives/6 credits 300-400 level, ECON 492 cannot be used as economics elective

FINANCE/18 credits

FINA 353	Managerial Finance/3 credits
FINA 450	Financial Management/3 credits
FINA 451	Investment Analysis and Portfolio Management/3 credits
FINA 452	Financial Markets and Institutions/3 credits

Select two from the following for a total of 6 or more credits:

ACCT 340	Intermediate Accounting I/3 credits
ACCT 341	Intermediate Accounting II/3 credits
ACCT 342	Cost Accounting/3 credits
ACCT 344	Tax Accounting I/3 credits
ACCT 345	Tax Accounting II/3 credits
ECON 308	Money and Banking/3 credits
ECON 317	Intermediate Microeconomics/3 credits
ECON 318	Intermediate Macroeconomics/3 credits
ECON 414	Econometrics and Forecasting/3 credits
FINA 351	Risk Management/3 credits
FINA 354	Working Capital and Treasury Function/3 credits
FINA 413	International Financial Markets/3 credits
FINA 453	Principles of Real Estate/4 credits
FINA 454	Real Estate Appraisal/4 credits
FINA 455	Real Estate Finance and Investments/4 credits
FINA 495	Special Topics in Finance/1-3 credits
MATH 261	The Differential and Integral Calculus/4 credits
<i>or</i> MATH 262	The Differential and Integral Calculus/4 credits
MATH 267	Applications of Calculus/4 credits

INFORMATION SYSTEMS AND CYBER SECURITY/21 credits

ISCS 272	Introduction to Business Programming/3 credits
ISCS 373	Database Management/3 credits
ISCS 376	Cyber Security/3 credits
ISCS 471	Introduction to Systems Analysis and Design/3 credits
ISCS 473	Network Communications/3 credits

Select two courses from the following for a total of 6 credits:

ISCS 377	Cyber Forensics/3 credits
ISCS 475	Web Programming/3 credits
ISCS 476	Cyber Security II/3 credits
ISCS 477	Advanced Forensics/3 credits
ISCS 495	Special Topics/3 credits

MANAGEMENT/15 credits

MANG 362	Organizational Behavior/3 credits
MANG 465	Human Resource Management/3 credits

Select three from the following (a minimum of two courses selected must have the MANG prefix) for a total of 9 credits:

MANG 364	Negotiation and Conflict Resolution/3 credits
MANG 385	Supply Chain Management/3 credits
MANG 460	Management Application and Skill Development/3 credits
MANG 463	Project Management/3 credits
MANG 469	Entrepreneurship/3 credits
MANG 495	Special Topics in Management/1-3 credits
FINA 353	Managerial Finance/3 credits
FINA 450	Financial Management/3 credits
MARK 481	International Business/3 credits
COMM 362	Organizational and Professional Communication/3 credits
POSC 394	Political Leadership/3 credits
SOCL 310	Complex Organizations/3 credits

MARKETING/18 credits

MARK 381	Marketing Research/3 credits
MARK 383	Consumer Behavior/3 credits
MARK 482	Marketing Strategy/3 credits

Select three from the following for a total of 9 credits:

MANG 385	Supply Chain Management/3 credits
MARK 382	Professional Selling and Sales Force Management/3 credits
MARK 386	Direct Marketing/3 credits
MARK 387	Principles of Retailing/3 credits
MARK 388	Services Marketing/3 credits
MARK 480	Integrated Marketing Communications/3 credits
MARK 481	International Business/3 credits
MARK 484	New Product Marketing/3 credits
MARK 490	Independent Study/1-3 credits
MARK 495	Special Topics in Marketing/1-3 credits

REAL ESTATE/21 credits (must complete a Finance Internship in a real estate setting)

FINA 453	Principles of Real Estate/4 credits
FINA 454	Real Estate Appraisal/4 credits
FINA 455	Real Estate Finance and Investments/4 credits
FINA 456	Real Estate Law/3 credits

Select two from the following for a total of 6 credits:

ECON 308	Money and Banking/3 credits
FINA 353	Managerial Finance/3 credits
FINA 451	Investment Analysis and Portfolio Management/3 credits
FINA 452	Financial Markets and Institutions/3 credits
MANG 469	Entrepreneurship/3 credits
MARK 381	Marketing Research/3 credits
MARK 382	Professional Selling and Sales Force Management/3 credits
MARK 480	Integrated Marketing Communication/3 credits

- F. General Electives: Accounting/4 credits; Economics, Information Systems and Cyber Security, and Real Estate/13 credits; Finance and Marketing/16 credits; Management/19 credits;**

G. Total Credits Required for Bachelor of Science in Business Administration with a concentration in Accounting, Economics, Finance, Information Systems and Cyber Security, Management, Marketing, Real Estate/120.

ENDORSEMENT IN SUPPLY CHAIN MANAGEMENT

The Endorsement in Supply Chain Management provides an aspiring manager in logistics and supply chain management with a coherent body of knowledge relating to various aspects of these dynamic fields. Students will normally complete the prerequisites for the courses that qualify them for the endorsement as part of a Major or Minor in Business Administration. Students completing other majors may need to complete an additional 9 to 12 credits of prerequisites.

Students must complete the following requirements:

Endorsement in Supply Chain Management/12 credits

MANG 363 Operations Management/3 credits

MANG 385 Supply Chain Management/ 3 credits

Select two from the following for a total of 6 credits:

FINA 351 Risk Management/ 3 credits

MANG 364 Negotiation and Conflict Resolution/3 credits

MANG 463 Project Management/ 3 credits

MANG 469 Entrepreneurship/ 3 credits

MINOR IN BUSINESS ADMINISTRATION

The College of Business and Economics offers a minor in Business Administration. To be admitted to the Business Administration minor and allowed to take upper-level business and economics courses, students must make a C- or better in ACCT 240 and ECON 217 and have at least a 2.33 cumulative GPA. Students should apply for admission to the Business Administration minor during the semester in which they will complete admission requirements (Oct. 1 for fall semester and March 1 for spring semester).

Students must complete the following requirements:

Business Administration/18 credits

ACCT 240 Principles of Accounting I/3 credits

ECON 217 Principles of Economics (Micro Emphasis)/3 credits

Take 12 credits of business and economics courses; at least 9 credits must be 300 or 400 level courses and from at least two disciplines (for example, MANG and MARK). Internships, ECON 461 and MANG 497 may not be taken by non-business and non-economics majors.

MINOR IN CYBER SECURITY, FORENSICS, AND POLICY/18 credits

Students may pursue a minor in Cyber Security, Forensics, and Policy. Students pursuing this interdisciplinary minor will take courses in Information Systems and Cyber Security, Computer Science, and Criminology and Criminal Justice.

Cyber Security, Forensics, and Policy/18 credits

ISCS 376 Cyber Security/3 credits

CMSC 355 Computer Security/3 credits

ISCS 377 Cyber Forensics/3 credits

ISCS 476 Cyber Security II/3 credits

Select two from the following for a total of 6 credits:

ACCT 350 Principles of Fraud Examinations/3 credits

CMSC 360 Computer Network Theory/3 credits

CMSC 455 Network Security and Cryptography/3 credits

ISCS 473 Network Communications/3 credits

ECONOMICS DEGREE PROGRAM

The Bachelor of Science in Economics is designed to offer the student flexibility in fashioning the major. Students are taught to think critically about typical issues faced in business and social policy and how to analyze their implications. Emphasis is placed on exposing the student to decision-making tools used in a variety of career paths. All economics majors are required to take at least 36 hours of economics courses.

Economics is also considered to be a traditional pre-law degree since students with an economics degree enter law school with well-refined analytical tools and an ability to think critically. The *Wall Street Journal* has quoted Edward Tom of UC Berkeley School of Law as stating that “of all the majors, economics ranks in the top four or five consistently year after year for both applications and offers made. Logical reasoning and analytical skills are critical to legal studies.” Furthermore, research has shown that economics majors tend to perform well on the LSAT exam. Research published in the *Journal of Economics Education* reports that of the 14 majors that had more than 2,000 students taking the exam, economics students received the highest average score in both of the time periods studied.

There are three curricular tracks offered for the Bachelor of Science in Economics, each of which has a different emphasis. The first track, Business Economics Concentration, focuses on economics while requiring students to take supporting courses in accounting, finance, computing, and statistical methods. It is designed to prepare students for analytical positions in a variety of businesses.

The second track, the International Economics Concentration, offers a wide-ranging international experience providing students a greater understanding of the global economy. To gain greater international exposure, students are encouraged to complete the International Studies Minor. In addition, Longwood's Office of International Affairs offers many study-abroad experiences that complement this concentration.

The third track, the General Economics Concentration, provides the most flexibility in both course work and career choices.

ECONOMICS MAJOR, BS DEGREE

A. General Education Core Requirements/38 credits

Lower Level General Education/31 credits

Upper Level General Education/7 credits

MATH 171 is recommended for General Education Goal 5 (required for admission to degree program)

ECON 492 is required for General Education Goal 14

B. Additional Degree Requirements/7 credits

Natural Science /4 credits

MATH 301 Applied Statistics/3 credits (Prerequisite: at least a C- in MATH 171)

C. Major Core Requirements/29 credits (plus 1 credit counted in upper-level General Education)

ECON 217 Principles of Economics (Micro Emphasis)/3 credits

ECON 218 Principles of Economics (Macro Emphasis)/3 credits

ECON 309 Managerial Economics/3 credits

ECON 317 Intermediate Microeconomics/3 credits

ECON 318 Intermediate Macroeconomics/3 credits

ECON 319 International Economics/3 credits

MANG 391 Professional Skills Development/1 credit

ECON 414 Econometrics and Forecasting/3 credits

ECON 461 Senior Seminar/3 credits

ECON 492	Internship/2 credit (1 credit of which meets General Education Goal 14) (Additional credits of ECON 492 may be taken as general electives, but may not be used as ECON electives. The total credits in ECON 492 cannot exceed 6 hours.)
ENGL 319	Technical Writing/3 credits

D. Economics Concentration Requirements

In addition to completing the major core requirements, each candidate for the BS in Economics degree shall satisfy the additional specific requirements of one of the following concentrations:

BUSINESS ECONOMICS/24 credits

ECON Electives/15 credits (at the 300 or 400 level)	
ACCT 240	Principles of Accounting I/3 credits
ACCT 242	Principles of Accounting II/3 credits
FINA 350	Principles of Finance/3 credits

INTERNATIONAL ECONOMICS/24 credits

ECON 307	Economic Development and Transition to Free Markets/3 credits
ECON Electives/12 credits	

Select nine credits from the following

GEOG 220	Geography of South America/3 credits
GEOG 352	World Regional Geography/3 credits
GEOG 403	Geography of Europe/3 credits
HIST 200	History of China/3 credits
HIST 314	Political History of Africa/3 credits
HIST 336	History of Japan/3 credits
HIST 328	Modern Latin America/3 credits
HIST 360	Russia Since 1861/3 credits
POSC 335	Western European Politics and Government/3 credits
POSC 375	Latin American Politics and Government/3 credits
POSC 305	International Relations/3 credits
POSC 442	International Law/3 credits

GENERAL ECONOMICS/15 credits

ECON Electives/15 credits (at the 300 or 400 level)	
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General Electives:

Business Economics Concentration: 22 credits.

International Economics Concentration: 22 credits

General Economics Concentration: 31 credits.

For the BS in Economics, no more than 30 total credits can be taken in Business (ACCT, FINA, ISCS, MANG, MARK). There is no limit on how many of these credits can be taken as ECON.

E. Total Credits Required for a BS in Economics/120

The College of Business and Economics offers a minor in Economics. To be admitted to the Economics minor, **students must earn at least a C- in ECON 217 & 218** and have at least a **2.33 cumulative GPA**. Students should apply for admission to the Economics minor during the semester in which they meet the admission requirements (Oct. 1 for fall semester and March 1 for spring semester).

Students must complete the following requirements:

Economics/21 credits

ECON 217 Principles of Economics (Micro Emphasis)/3 credits

ECON 218 Principles of Economics (Macro Emphasis)/3 credits

ECON 317 Intermediate Microeconomics/3 credits

or ECON 318 Intermediate Macroeconomics/3 credits

Economics electives/12 credits (at the 300- or 400-level)

(ECON 492 may not be used as an Economics elective)

MILITARY SCIENCE

The objective of the military science and leadership program is to provide the leadership and management foundation required for military service as a commissioned officer or in a civilian counterpart position. In support of this objective the program includes classroom instruction and activities geared to the development of leadership skills.

Military Science and Leadership classes may be taken by all University students. Class enrollment in the 100 and 200-level Military Leadership classes carry no U.S. Army commitment, and there is no obligation to enroll for successive course offerings. College and/or commissioning credit may be awarded for prior military service, attendance at the ROTC Leader's Training Course, or Junior ROTC participation. International students desiring to attend Military Science and Leadership classes must have written approval from their respective embassies prior to taking classes.

ACCOUNTING COURSE DESCRIPTIONS (ACCT)

General Education Courses *

Writing Intensive Courses WR

Speaking Intensive Courses SP

ACCT 240. *Principles of Accounting I.* Introduction to the basics of the accounting cycle, including the analysis of accounting transactions and how accounting transactions impact the preparation of the Financial Statements. Introduction to generally accepted accounting principles (GAAP) for transactions common among all companies reporting in the US. 3 credits.

ACCT 242. *Principles of Accounting II.* Continuation of ACCT 240. Introduction to internal accounting tools and techniques common among all companies for determining the cost to provide a product or service. Introduces cost-volume-profit analysis, budgeting, standard costing and analysis of variances between budgeted amounts and actual results. Introduction to the format and interpretation of the Statement of Cash Flows. Prerequisite: ACCT 240. 3 credits.

ACCT 295. *Special Topics.* Selected topics in accounting. Topics may vary from semester to semester. May be repeated for credit when topics change. Prerequisite: Permission of the instructor. 1-3 credits.

ACCT 296. *Legal Environment.* A survey of the critical business law requirements that are needed for day-to-day business operations. Topics such as contracts, consumer protection, agency and bailments will be included. 3 credits.

ACCT 311-312. *Studies Abroad.* Primarily intended for transfer of credit earned abroad in courses in accounting. 1-18 credits.

ACCT 340. *Intermediate Accounting I.* Review of the accounting cycle; development of the theoretical foundation of financial reporting; accounting for assets; payroll accounting; additional topics related to current developments in financial accounting and reporting. Offered fall semester only. Prerequisite: ACCT 242 with a C- or better. 3 credits.

ACCT 341. *Intermediate Accounting II.* Continuation of ACCT 340. Accounting for assets, liabilities, stockholders' equity, and cash flows; financial statement disclosure and analysis; additional topics related to current developments in accounting. Offered spring semester only. Prerequisite: ACCT 340. 3 credits.

ACCT 342. *Cost Accounting.* The study of basic cost accounting systems and concepts. Consideration of inventory costing, cost variance analysis, budgeting, and managerial decision-making based on economic considerations. Offered spring semester only. Prerequisite: ACCT 242 with a C- or better. 3 credits.

ACCT 344. *Tax Accounting I.* A comprehensive study of income tax problems relating to individuals. These topics, among others, will be studied: income, exclusions, gain or loss on sales, exchange and involuntary conversions, deductions, exemptions and credits. Offered fall semester only. Prerequisite: ACCT 242 with a C- or better. 3 credits. WR.

ACCT 345. *Tax Accounting II.* A comprehensive study of income tax problems relating to partnerships, corporations, specially taxed corporations, estates and trusts. Offered spring semester only. Prerequisite: ACCT 344. 3 credits.

ACCT 346. *Intermediate Accounting III.* Continuation of ACCT 341. Accounting for leases, pensions, and income taxes; effect of accounting changes; revenue measurement and income presentation; accounting for partnerships; additional topics related to current developments in financial accounting and reporting. Offered fall semester only. Prerequisite: ACCT 341. 3 credits.

ACCT 350. *Principles of Fraud Examinations.* Fraud examination will cover the principles and methodology of fraud detection and deterrence. The course includes such topics as skimming, cash larceny, check tampering, register disbursement schemes, billing schemes, payroll and expense reimbursement schemes, non-cash misappropriations, corruption, accounting principles and fraud, fraudulent financial statements, and interviewing witnesses. The course includes a focus on current events related to fraudulent activity. Offered spring semester only. Prerequisite: ACCT 240 or permission of the instructor. 3 credits.

ACCT 390. *Directed or Independent Study.* Must be approved by the head of the department. May be repeated as 391. 1-18 credits.

ACCT 441. *Accounting Theory.* A study of current issues in accounting, including generally accepted accounting principles, APB opinions, and FASB statements. Prerequisite: ACCT 346. 3 credits. WR.

ACCT 442. *Auditing.* Examines auditing standards, procedures, internal control, programs and reports to clients, ethics and legal liabilities. Offered fall semester only. Prerequisite: ACCT 341. 3 credits. WR and SP.

ACCT 443. *Governmental Not-For-Profit and Advanced Accounting.* Fund and budget accounting for governmental and not-for-profit entities. Consolidated financial reporting for corporations. Offered fall semester only. Prerequisite: ACCT 340. 3 credits.

ACCT 445. *Law for Accountants.* This course is designed to present students concentrating in accounting with a broad overview of the legal environment of U.S. business operations with emphasis on areas of substantive law that entry level professional accountants are expected to know. Offered spring semester only. 3 credits.

ACCT 490. *Directed or Independent Study.* Must be approved by the head of the department. May be repeated. 1-18 credits.

ACCT 492. *Internship: Accounting.* An on-the-job learning experience designed to give students an opportunity to apply their technical and professional skills and to observe organizations in action. Prerequisites: Cumulative and major GPA of 2.33 or greater, 60 credits, declared business or economics major and a declared concentration, MANG 391, ACCT 340, and permission of internship director, 2-3 credits per internship placement; limited to a maximum of 6 credits. *Fulfills General Education Goal 14.

ACCT 495. *Special Topics.* Selected topics in accounting. An individually designed course that allows the student to pursue advanced topics in specific accounting areas. Topics may vary from semester to semester. May be repeated for credit when topics change. Prerequisite: Permission of the instructor. 1-3 credits.

ACCT 498. *Honors Research in Accounting.* Students conduct research in accounting under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 3 credits.

ECONOMICS COURSE DESCRIPTIONS (ECON)

General Education Course *
Writing Intensive Course WR
Speaking Intensive Course SP

ECON 111. *Contemporary Economic Issues and Social Policy.* Course addresses fundamental economic principles and the economic way thinking as they apply to social issues. Material is addressed in a manner that illustrates the importance of understanding economic issues that affect you as a consumer, citizen, and taxpayer. Topics include social security, health care, education reform, international trade, financial planning /investing, the macroeconomy, central planning vs capitalism, environmental economics, drug legalization, etc. 3 credits.
*Fulfills General Education Goal 8.

ECON 115. *Economics for Educators.* An examination and exploration of economic concepts and principles as well as instructional approaches aimed at incorporating these concepts into the elementary school curriculum. This course is designed especially for students preparing for careers as elementary school educators and will focus on preparing students to be able to implement the economics strand in the Virginia Social Studies Standards of Learning adopted in 1995. This course may not be taken for credit by business or economics majors. Prerequisite: Admission to Teacher Preparatory Program. 3 credits.

ECON 217. *Principles of Economics (Micro Emphasis).* Overview of economic theory and real world applications. For example, how are prices in the economy determined? How do economic markets operate? How do economic events such as technological advances, increases in input prices, and government policy changes affect market prices and the consumer? Sometime will be spent on discussion of market structures such as competitive markets versus monopoly. Real world applications will be used to illustrate economic theories. 3 credits.

ECON 218. *Principles of Economics (Macro Emphasis).* Study of the economy as a whole. Topics include the determination of a general price level for the economy, determinants of inflation, unemployment, interest rates, and Gross Domestic Product. For example, this course addresses how the Federal Reserve uses monetary policy to manipulate economic activity, inflation, and interest rates. 3 credits.

ECON 295. *Special Topics.* Selected topics in economics. The topics may vary from semester to semester. May be repeated for credit when topics change. 1-3 credits.

ECON 300. *Study Abroad: Introduction to Southeast Asia.* This class is offered in conjunction with study abroad to destinations in Southeast Asia. The goal is to provide students with an overview of this region while also focusing on specific countries where travel will take place. Content addresses general economics, environmental economics, trade, economic development, geography, politics, history, and culture. Prerequisite: None. Permission of instructor is required.

ECON 301. *Economic Development, Tourism, and Sustainability in Costa Rica.* This class is offered in conjunction with study abroad to Costa Rica. The goal is to provide students with an overview of Latin America with a specific focus on the particular country. Students will understand that Costa Rica is model for sustainable development, despite the fact that there are many challenges. Topics will include: introduction to sustainable development, economics of Central America, eco-tourism as a way to promote development, the importance of trade and the impact on the country/region, importance of the coffee, sugar, and banana industries (and associated trade concerns), alternatives to GDP as measures of economic progress, rainforest destruction/protection, and economic/social issues including squatting, prostitution, and drugs. 3 credits.

ECON 302. *Law for Economists.* Students will evaluate the law based on economic principles and will form connections to public policy. Specifically, students will examine the effects of current law on behavior and predict the effects of future laws on society. Topics include economics of crime and punishment, economic theory of property and property liability, and medical malpractice. Students will apply legal and economic concepts to recent cases. Prerequisite: ECON 217. 3 credits.

ECON 303. *Economics of Sports.* A study of how economic theories apply to the markets for professional and amateur sports. Topics will include competition within the industry, wage determination, labor market functions, regulation and market failure. Class will be discussion oriented. Prerequisite: ECON 217. 3 credits.

ECON 305. *Economics of the European Union.* The purpose of this course is to study the evolution of the European Union from the early post-war years all the way to the recent largest expansion in the EU's history. While covering historical, geographic and cultural aspects of the process of European integration, we will focus primarily on the economic analysis of the present and future challenges in the EU. The scope of this class includes two areas: first, the effects of EU on major world markets; and second, the policy issues and challenges for the private enterprises and government policy makers in EU. Prerequisites: ECON 217 and ECON 218. 3 credits.

ECON 307. *Economic Development and Transition to Free Markets.* This course represents a unified approach to issues that have been traditionally partitioned into two separate subjects, the Economics of Development and Economics Systems. The events of 1989 in Eastern and Southeastern Europe brought political and economic changes, which highlight the fact that the countries undergoing transition from a centrally planned economy to free markets face challenges that are similar to those of the developing countries. That is why we examine the processes of transition together with economics development in a unified context with common basis in methods of analysis and measurement. Prerequisite: ECON 217 and 218. 3 credits.

ECON 308. *Money and Banking.* The function of money as legal tender and the relation of money and credit to prices. Emphasis will be placed on monetary policy, interest rates, and the Federal Reserve System, international applications, and problems of currency exchange. Prerequisites: ECON 217 and 218. 3 credits.

ECON 309. *Managerial Economics.* This course applies to economics to business decision-making. Applied regression analysis, an important empirical tool that is widely used in business and government, will be used to study managerial insights that can be gained from business data. Additional topics include linear programming, forecasting, and business strategies for firms in competitive and monopolistic markets. Offered spring semester only. Prerequisites: ECON 217 and one of the following: MANG 275, MATH 171, MATH 271 or MATH 301. 3 credits.

ECON 310. *Economic History of the World.* This course deals with the international economic history. Main emphasis is on the economic and technical development in the world starting with the industrialization in Europe and the U.S. economic history since the 1770's. The center of interest is the special, rather short,

period of world history when in a limited part of the world a development takes place from static, stationary societies to growing economies which gradually have raised GDP per capita far above the traditional subsistence level. Together with the analysis of the main factors of economic growth, the analysis will result in a deep understanding of the role of U.S. as a leader in the world economy. Prerequisites: ECON 217 and ECON 218. 3 credits.

ECON 311, 312. *Studies Abroad.* Primarily intended for transfer of credit earned abroad in courses in economics. 1-18 credits.

ECON 313. *Public Economics.* This course addresses the role of government in a market economy. The economic rationale for government intervention in correcting market failures is analyzed, along with regulation and redistribution issues. Emphasis is placed on the evaluation of government policies and programs, as well as potential reforms; for example, health care, drug prohibition, education reform, and farm subsidy programs. Contrast is made between bureaucratic and market solutions. Prerequisite: ECON 217. 3 credits.

ECON 314. *Environmental and Resource Economics.* This course analyzes environmental concerns and the economics of resource use. Specifically, a contrast will be made between governmental solutions to environmental issues and market-based environmental reforms. Issues addressed include: animal extinction and common ownership problems, pollution, water management, global warming/global cooling, and land management. The underlying theme of the course is the ability to use economic theory to develop appropriate incentive structures for the use of economic resources. Prerequisite: ECON 217. 3 credits.

ECON 317. *Intermediate Microeconomics.* Advanced topics in microeconomics supplemented by applications of microeconomic theory to policy and business issues. Theory of the consumer and production will be emphasized. Offered fall semester only. Prerequisite: ECON 217. 3 credits.

ECON 318. *Intermediate Macroeconomics.* Advanced coverage of monetary and fiscal theory and policy with emphasis on money supply and interest rates, national income determination, unemployment, inflation, and international issues. Offered spring semester only. Prerequisites: ECON 217 and 218. 3 credits.

ECON 319. *International Economics.* Analytical approach to gains derived from trade, treatment of various theories of international trade (classical and current). Includes analysis of economic and political influences on exports and imports, foreign exchange rates, concept of elasticity as applied to international trade, balance of payments, significance of foreign trade and investment. Prerequisites: ECON 217 and 218. 3 credits.

ECON 401. *Economics in the High School Classroom.* Teachers will learn basic economic concepts and how to apply them to topics including domestic and global issues such as the environment, international trade, economic reform in Russia, macroeconomic policy, welfare reform, and drug legalization. Classroom activities and social studies SOL's will be addressed. Course taught through the Longwood Center of Economic Education. Not for credit toward the economics major, minor, or concentration. 3 credits.

ECON 411. *Economics of Labor and Discrimination.* Economic analysis of labor markets, including issues of labor supply and demand, wage determination, unemployment, job search, education, and other human capital investments. Emphasis will be placed on the analysis of data on labor market outcomes relative to ethnicity and gender. Theories of discrimination will be addressed. Policy issues and programs such as minimum wage, comparable worth pay programs, and affirmative action will be discussed. Prerequisite: ECON 217. 3 credits.

ECON 413. *International Financial Markets.* This course will analyze the key financial markets and instruments that facilitate trade and investment activity on a global scale. The scope of this class includes two areas: first, the economic determinants of prices, price changes, and price relationships in the major financial markets; and second, the policy issues that result for private enterprises and government policymakers. Prerequisite: ECON 308 or FINA 350. 3 credits.

ECON 414. *Econometrics and Forecasting.* Introduction to the basic concepts used in economic data analysis. Emphasis is on applications of linear regression techniques to analyze common empirical problems in economics, business, and government. Forecasting techniques that are commonly used by economists will be covered. Students will receive hands-on experience in data collection, computer software, and project design. Offered fall semester only. Prerequisites: ECON 217, 218, and one of the following: MANG 275, MATH 171, MATH 271 or MATH 301; and senior status; or permission of instructor. 3 credits. WR and SP.

ECON 416. *Thinking Strategically: Applied Game Theory.* This course examines decision-making in an interdependent environment. Often choices are difficult to make because there are other active decisions makers whose choices interact with each other. Such situations are known as “games” and this course explores the science behind these games. Knowledge of game theory will give students an advantage in such strategic settings. The course will cover simultaneous and sequential games, games of perfect and incomplete information, and one period and multi-period games. Prerequisite: ECON 217. 3 credits.

ECON 417. *Economic Growth, Development, and Public Policy.* Patterns of economic growth across countries and over time will be analyzed, and the stylized facts of growth uncovered. Both exogenous and endogenous growth models will be introduced and carefully analyzed, with their public policy implications highlighted. Traditional and current policy issues such as population growth, financial markets, education, technological change & innovation, and trade will be emphasized. This course emphasizes the applicability of growth theories to real world issues. Prerequisites: ECON 217 and ECON 218. 3 credits.

ECON 461. *Senior Seminar.* This course is designed as a seminar for senior level economics students and centers around the development of a semester-long original econometrics research project. Technical writing and oral presentations are emphasized. The Senior Exit Examination is administered as part of this course. Offered spring semester only. Prerequisites: Cumulative and major GPA of 2.33 or greater; ENGL 319, ECON 317, 318, 319, a C- or better in ECON 414. (ECON 318 and 319 may be taken concurrently with ECON 461). 3 credits. WR. SP.

ECON 490. *Independent Study: Economics.* This is an individually designed course that allows the student to pursue advanced topics in specific areas of economics. Prerequisites: Senior standing and permission of instructor. 1-3 credits.

ECON 492. *Internship: Economics.* An on-the-job learning experience designed to give students an opportunity to apply their technical and professional skills and to observe organizations in action. Prerequisites: Cumulative GPA of 2.33 or greater, 60 credits, declared business or economics major, a declared concentration, MANG 391, and permission of internship director. 2-3 credits per internship placement; limited to a maximum of 6 credits. *Fulfills General Education Goal 14.

ECON 495. *Special Topics.* Selected topics in economics. The topics may vary from semester to semester. May be repeated for credit when topics change. 1-3 credits.

ECON 498. *Honors Research in Economics.* Students conduct research in economics under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 3 credits.

ECON 501. *Economics and the Environment in the K-12 Classroom.* This educator-oriented class is designed to cover the economic strands of the Virginia Standards of Learning using an environmental context. Students will learn basic economics theory and innovative, hands-on methods of delivering the content. Environmental themes include resource scarcity, common pool and tragedy of the commons, externalities, population growth, regulation, garbage and recycling, pollution, and endangered species. Children’s literature is incorporated. Students are responsible for development of curriculum activities appropriate for the classroom. Students may not use this course to meet the economics requirements in the economics major (BS or BA in Economics), in the business administration major (BSBA) or in the economics minor. 3 credits.

ECON 502. *Financially Focused in the K-12 Classroom.* This educator-oriented class is designed to cover the essential elements of financial literacy, including basic economics, financial planning, saving/investing,

budgeting, use of credit, taxation, social security, and insurance. Hands-on activities will be included, so that teachers learn how to make these topics more interesting for students. Students may not use the course to meet the economics requirements in the economics major, the business administration major, or the economics minor. 3 credits.

ECON 503. *Saving Our Rivers and Bays with Dollars and Sense.* This educator-oriented class focuses on the importance of Virginia's water resources. Participants will explore both the scientific and economic reasons that Virginians should be concerned about the quality of these resources and the reasons that they are being degraded. They will understand how water resources are impacted by the common pool problem and the tragedy of the commons, and they will explore the role of property rights in setting the correct incentives for protection. Participants will also learn how to teach a classroom-friendly model for effective decision making with respect to environmental resources. A major focus of the class is the Chesapeake Bay and its importance in the Virginia economy. Hands-on classroom activities and children's literature selections will be a major element of this training. This class is intended for educator relicensure and cannot be counted towards the Economics major, the Economics minor, the B.S. in Business Administration, or the Master in Business Administration. 3 credits.

FINANCE COURSE DESCRIPTIONS (FINA)

General Education Courses *
Writing Intensive Course WR
Speaking Intensive Course SP

FINA 250. *Personal Finance.* Basic fundamentals in selected areas of personal finance; role of the individual as a consumer and as an investor. Students cannot receive credit for both FINA 250 and MATH 114. 3 credits.
*Fulfills General Education Goal 5.

FINA 295. *Special Topics.* Selected topics in finance. The topics may vary from semester to semester. May be repeated for credit when topics change. Prerequisite: Permission of instructor. 1-3 credits.

FINA 311, 312. *Studies Abroad.* Primarily intended for transfer of credit earned abroad in courses in finance. 1-18 credits.

FINA 350. *Principles of Finance.* Principles and practices of financial management within a business firm. Examines acquisition of funds, cash flow, financial analysis, capital budgeting, working capital requirements, and capital structure. Prerequisites: ACCT 240, ECON 217, and one of the following: MANG 275, MATH 171, MATH 271 or MATH 301. 3 credits.

FINA 351. *Risk Management.* An introduction to the fundamentals of risk management. General understanding of the varied applications of the principles of insurance to situations involving risk. Prerequisite: FINA 350. 3 credits.

FINA 353. *Managerial Finance.* This course focuses on corporate financial decision-making. Topics include risk assessment, capital budgeting, cost of capital, and asset pricing models. Offered fall semester only. Prerequisite: FINA 350. 3 credits.

FINA 354. *Working Capital and Treasury Function.* This course complements FINA 353; it concerns managing liquidity, working capital, long-term liabilities, selecting a capital structure, and obtaining long-term financing. Prerequisite: FINA 350. 3 credits.

FINA 390. *Directed or Independent Study.* Must be approved by the head of the department. May be repeated as 391. 1-18 credits.

FINA 413. *International Financial Markets.* This course will analyze the key financial markets and instruments that facilitate trade and investment activity on a global scale. The scope of this class includes two areas: first, the economics determinants of prices, price changes, and price relationships in the major financial markets; and second, the policy issues that result for private enterprises and government policymakers. Prerequisite: ECON 308 or FINA 350. 3 credits.

FINA 450. *Financial Management.* Considerations, analyses and decisions pertinent to the financial management of a business firm. The course will make extensive use of cases. Offered spring semester only. Prerequisite: FINA 353. 3 credits. WR and SP.

FINA 451. *Investment Analysis and Portfolio Management.* Characteristics and analysis of individual securities as well as the theory and practice of optimally combining securities into portfolios. The presentation of material is intended to be rigorous and practical, without being overly quantitative. Offered spring semester only. Prerequisite: FINA 350. 3 credits.

FINA 452. *Financial Markets and Institutions.* Characteristics of and interrelationships among financial markets, securities, and institutions. Includes analysis of futures, options, swaps, and other derivative instruments. Offered fall semester only. Prerequisite: FINA 350. 3 credits.

FINA 453. *Principles of Real Estate.* Principles of ownership and transfer of real property interests; buying, selling, or leasing residential or investment real estate; and legal, economic, financial, and appraisal aspects of the subject matter. Offered spring semester only. Prerequisite: FINA 350, or permission of instructor. 4 credits.

FINA 454. *Real Estate Appraisal.* Introduction to the basic principles and procedures of real estate appraisal. Topics include the real estate market, principles of valuation, building and site analysis, legal concepts, and the application of the three approaches to real estate valuation. Single family housing and rural lands will be highlighted. Offered spring semester only. Prerequisites: FINA 350 and FINA 453 or instructor's permission. 4 credits. SP.

FINA 455. *Real Estate Finance and Investments.* Introduction to the basic principles and procedures of real estate finance and investments. Topics include sources of funds, types and contents of financing instruments, roles of private and governmental institutions, the determination of economics feasibility of real estate investments and the effects of financing and taxes on investment profitability. Offered fall semester only. Prerequisite: FINA 350. 4 credits.

FINA 456. *Real Estate Law.* Legal concepts of real estate, land descriptions, real property rights, estates in land, contracts, conveyances, encumbrances, foreclosures, recording procedures, evidence of title, consumer protection and landlord-tenant law. Offered fall semester only. 3 credits.

FINA 490. *Independent Study.* Advanced topics in finance. This is an individually designed course that allows the student to pursue advanced topics in specific finance areas. Prerequisites: Senior standing and permission of instructor. 1-3 credits.

FINA 492. *Internship: Finance.* An on-the-job learning experience designed to give students an opportunity to apply their technical and professional skills and to observe organizations in action. Prerequisites: Cumulative and major GPA of 2.33 or greater, 60 credits, declared business or economics major, a declared concentration, FINA 350, MANG 391, and permission of internship director. 2-3 credits per internship placement; limited to a maximum of 6 credits. *Fulfills General Education Goal 14.

FINA 495. *Special Topics.* Selected topics in finance. The topics may vary from semester to semester. May be repeated for credit when topics change. Prerequisite: Permission of instructor. 1-3 credits.

FINA 498. *Honors Research in Finance.* Students conduct research in finance under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 3 credits.

INFORMATION SYSTEMS AND CYBER SECURITY COURSE DESCRIPTIONS (ISCS)

General Education Courses *
Writing Intensive Course WR
Speaking Intensive Course SP

ISCS 170. *Computer Applications.* The course utilizes several common business software applications to explore how these tools are used in typical business environments. The course enhances the students' knowledge of tools needed for upper-level courses in the College of Business and Economics, as well as their knowledge of computer concepts that are required in the business world. 3 credits.

ISCS 272. *Introduction to Business Programming.* The course emphasizes analysis of existing systems and designs of new systems using common structured and object-oriented modeling tools. It also includes the development of information systems from the analysis of present information flow, system specifications, and modeling. 3 credits.

ISCS 275. *Web Design for Beginners.* An introduction to Web page design and development. Students will be introduced to HTML, JavaScript and Vbscript. Students will create a Web site with features such as pictures, video, guestbook, marquees, forms, and other useful tools for Web site creation. In addition, OBNC connectivity, ASP and server/client relationships will be introduced for creating dynamic web pages and understanding Electronic commerce. 3 credits.

ISCS 295. *Special Topics.* Selected topics in Information Systems and Cyber Security. The topics may vary from semester to semester. May be repeated for credit when topics change. 1-3 credits.

ISCS 311, 312. *Studies Abroad.* Primarily intended for transfer of credit earned abroad in courses in Information Systems and Security. 1-18 credits.

ISCS 370. *Principles of Management Information Systems.* A general overview of information systems. Planning, designing and implementing information management systems. Emphasis is on application of the systems. 3 credits.

ISCS 373. *Database Management.* Introduction to theory of data structure, implementation of database models, and applications using a conventional database system. Prerequisites: ISCS 370 or CMSC 362. 3 credits.

ISCS 375. *Web Design and Development.* This course teaches students how to use powerful, sophisticated, commercially available Web design tools to create interactive multimedia projects in an interdisciplinary team environment. Students build a personal Web site, an interactive portfolio site, and a site for a "real world" client. Other topics include introduction to ASP, CGI, Perl, VBScript, JavaScript, and Jscript. Prerequisites: ISCS 370, or permission of the instructor. 3 credits.

ISCS 376. *Cyber Security.* This class focuses on cyber security as well as corresponding cyber law, policy, and methods and tools for gaining forensic information from computer systems and networks. It includes case studies of cyber crimes as well as information on the capabilities and limitations of forensics techniques used in the analysis of cyber crime. Offered spring semester only. Prerequisite: take one of the following: ISCS 370, CMSC 121 or CMSC 160; or permission of the instructor. 3 credits.

ISCS 377. *Cyber Forensics.* This is a fundamental required course as part of an interdisciplinary curriculum that is very much in demand in today's society. This course covers cyber forensics as part of one of the three academic areas in the interdisciplinary curriculum. The three areas covered are cyber security, cyber forensics, and cyber policy and law. It includes case studies of cyber-crimes as well as the application and management of cyber forensics. The course introduces students to forensics tools using hands-on experience and the Internet. Prerequisite: ISCS 370 or CMSC 121 or permission of instructor. 3 credits.

ISCS 390. *Directed or Independent Study.* Must be approved by the head of the department. May be repeated as 391. 1-18 credits.

ISCS 471. *Introduction to Systems Analysis and Design.* Development of an information system from the analysis of present information flow, system specifications and equipment selection to implementation. Emphasis on analysis of existing systems and design of new systems. Prerequisite: ISCS 373. 3 credits. SP.

ISCS 473. *Network Communications.* A study of voice and data communications concepts, including network components, strategies, topologies, planning and design issues, security considerations, evaluation/performance criteria, and management control requirements. Topics cover physical components as well as theoretical issues. Course includes in-class lectures as well as hands-on lab experiences with physical media, microcomputer connectors, and network operating systems. Prerequisite: ISCS 370 or CMSC 121 or permission of instructor. 3 credits.

ISCS 475. *Web Programming.* An in-depth study of programming techniques used in Web page design. Topics can include HTML and derivative languages, server-side programming, client-side programming, Web server architecture, and Web security. Use of these programming techniques to create contemporary applications will be covered. These applications can include, but are not limited to, shopping carts, guest books, login validation, database access and manipulation, form processing, auctions, and chat rooms. Other applications and techniques may be covered that reflect current trends in Web design and use. Prerequisites: ISCS 272 or CMSC 160 and one of the following: ISCS 170, ISCS 370, or CMSC 362; or permission of instructor. 3 credits.

ISCS 476. *Cyber Security II.* This class covers cyber law and policy and its application to techniques for identifying and tracking cyber-attacks, as well as methods and tools for gaining forensic information from computer systems. It includes case studies of cyber-crimes with a focus on the relationship between cyber forensics, cyber security and cyber law and policy today. The course will emphasize the application of law, ethics, conceptual models and hands-on experiences of using forensic tools with personal computers, servers, Internet activity and Web browser usage. Prerequisites: ISCS 376 or CMSC 355 or permission of instructor. 3 credits.

ISCS 477. *Advanced Forensics.* This is an advanced required course as part of the Cyber Forensics and Security curriculum that is very much in demand in today's society. The eight domain areas covered in this course include legal and ethics; investigative process; storage media; mobile and embedded devices; network forensics; program and software forensics; QA-QC management; and lab and forensic operations. This class introduces advanced methods and computer tools to obtain and analyze forensic information from computer systems and networks. Students will learn using case studies of cybercrimes as well as the application and management of cyber forensics. The course also provides students with advanced skills and knowledge in cyber forensics analysis using hands-on experience and the Internet. Pre-requisite: ISCS 377. 3 credits. SP.

ISCS 492. *Internship: Information Systems and Cyber Security.* An on-the-job learning experience designed to give students an opportunity to apply their technical and professional skills and to observe organizations in action. Prerequisites: Cumulative GPA of 2.33 or greater, 60 credits, declared business or economics major, a declared concentration, ISCS 370, MANG 391, and permission of the internship director. 1-3 credits per internship placement; limited to a maximum of 6 credits. *Fulfills General Education Goal 14.

ISCS 495. *Special Topics.* Selected topics in Information Systems and Cyber Security. An individually designed course that allows the student to pursue advanced topics in specific management information systems areas. Topics may vary from semester to semester. May be repeated for credit when topics change. Prerequisite: Permission of the instructor. 1-3 credits.

ISCS 498. *Honors Research in Information Systems and Cyber Security.* Students conduct research in information systems and cyber security under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 3 credits.

MANAGEMENT COURSE DESCRIPTIONS (MANG)

General Education Course*

Writing Intensive Course WR

Speaking Intensive Course SP

MANG 190. *Introduction to the American Business System.* Operations of the American Business System and its place in the economy. The course provides the basic understanding of the business world, philosophy, objectives, and general responsibilities to the environment, government, and society. 3 credits.

MANG 260. *The 7 Habits of Highly Effective People.* *The 7 Habits of Highly Effective People* is one of the most influential business books of all time and the 7 Habits program has been taught and used by thousands of organizations worldwide. The 7 Habits program is intended to help students become effective in all areas of life by teaching them to achieve personal and interpersonal effectiveness from the inside out. 1 credit.

MANG 275. *Business Statistics.* An introductory course in statistics stressing managerial applications. Interpret and analyze business data for use in managerial decision-making. Topics include descriptive statistics, probability sampling, estimation, hypothesis testing, and regression correlation analysis. 3 credits.

MANG 291. *Business Communication.* Principles, practices, and techniques of writing and speaking in business settings. Includes report and letter writing, interpersonal and group communication, and oral presentation skills. Prerequisite: ENGL 150 with a C- or better. 3 credits. WR and SP.

MANG 295. *Special Topics.* Selected topics in management. The topics may vary from semester to semester. May be repeated for credit when topics change. Prerequisite: Permission of instructor. 1-3 credits.

MANG 360. *Principles of Management.* Management fundamentals with emphasis on theories of management, the evolution of management thought, and the functions of management in organizational activity. 3 credits.

MANG 362. *Organizational Behavior.* An examination of behavior at the individual, group, and organizational levels. Topics include individual differences, perception and attribution, motivation, groups and teams, decision-making, leadership, organizational culture and socialization, and change in organizations. Emphasis on translating theories of behavior into management practice. 3 credits.

MANG 363. *Operations Management.* Introduction to strategies and fundamental concepts applicable to the planning, design, operation and control of systems which produce goods and services. Topics include product design, process design, facility locations, operations planning, quality management, inventory management, and data analysis techniques. Prerequisites: One of the following: MANG 275, MATH 171, MATH 271, or MATH 301. 3 credits.

MANG 364. *Negotiation and Conflict Resolution.* A study of negotiation and conflict resolution theory and application in various settings, with simulations. Demonstrations and role-plays provide for skill development as managers resolving conflict for themselves, with subordinates, and in teams. Course also covers designing organizational systems to manage conflict. 3 credits.

MANG 385. *Supply Chain Management.* Fundamentals of supply chain management are covered with emphasis on strategies to improve supply chain performance and to assure the continual flow for products, information and money. Supplier relationships and customer relationships are also emphasized in the context of effective supply chain management. Prerequisite: MANG 363 or MARK 380 or Concurrent registration in either one. 3 credits.

MANG 390. *Directed or Independent Study.* Must be approved by the head of the department. 1-18 credits.

MANG 391. *Professional Skills Development.* Designed to prepare students for their required internships and ultimately a post-graduate job. 1 credit.

MANG 460. *Management Application and Skill Development.* In this course, you will learn how you can improve your own management skills, using models of behavior that we know to be successful. You will develop personal skills, interpersonal skills, and group skills, as applied in leadership and teamwork. 3 credits.

MANG 463. *Project Management.* Concepts and techniques to plan, organize, lead, control, and terminate projects. Topics include project planning and initiation, network models, resource balancing and allocation, and performance measurement. Knowledge of concepts is strengthened with the use of Microsoft Project. Prerequisite: MANG 360. 3 credits.

MANG 465. *Human Resource Management.* An introduction to human resource management with an emphasis on strategic human resource management. Topics include: legal issues affecting human resource management, human resource planning, job analysis, recruitment and election, training and development, performance appraisal compensation of employees (including employee benefits), and occupational safety and health. Prerequisite: MANG 360. 3 credits. SP.

MANG 469. *Entrepreneurship.* An introduction to the essential functions of business planning for success in entrepreneurial endeavors. Students will learn concepts related to the planning organizing, financing, and management of a small business, as well as concepts related to marketing their business. Students will develop a start-up business plan during the course to test the feasibility of their business concept and to act as the blueprint for a potential start-up venture. Prerequisite: ACCT 240 and junior or higher standing. 3 credits.

MANG 474. *Managing Business Ethics and Diversity.* Comparison of egoistic, deontological, and utilitarian ethical theories as well as the exploration of the perception of human differences based on concepts of demographic and cultural diversity. Methods and suggestions are analyzed for turning ethical and diversity issues into management opportunities. Prerequisite: Junior or higher standing. 3 credits. *Fulfills General Education Goal 12. WR.

MANG 490. *Independent Study: Management.* An individually designed course that allows the student to pursue advanced topics in specific management areas. Prerequisites: Senior standing and permission of instructor. 1-3 credits.

MANG 492. *Internship: Management.* An on-the-job learning experience designed to give students an opportunity to apply their technical and professional skills and to observe organizations in action. Prerequisites: Cumulative and major GPA of 2.33 or greater, 60 credits, declared business or economics major and a declared concentration, MANG 360 and 391, and permission of internship director. 2-3 credits per internship placement; limited to a maximum of 6 credits. *Fulfills General Education Goal 14.

MANG 495. *Special Topics.* Selected topics in management. The topics may vary from semester to semester. May be repeated for credit when topics change. Prerequisite: Permission of instructor. 1-3 credits.

MANG 497. *Business Strategy.* Integrates the various functional areas of business in terms of policy level decision-making. The comprehensive case study method is used. Prerequisites: Cumulative and major GPA of 2.33 or greater, FINA 350, MANG 360, MARK 380, and senior standing. 3 credits. WR.

MANG 498. *Honors Research in Management.* Students conduct research in management under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 3 credits.

MARKETING COURSE DESCRIPTIONS (MARK)

General Education Courses *
Writing Intensive Course WR

MARK 280. *Fundamentals of Marketing.* Fundamentals of marketing is a survey course designed for the nonbusiness major. This course will introduce the student to a broad range of marketing concepts, ideas, and topics for a variety of perspectives. 3 credits.

MARK 295. *Special Topics.* Selected topics in marketing. The topics may vary from semester to semester. May be repeated for credit when topics change. Prerequisite: Permission of instructor. 1-3 credits.

MARK 380. *Principles of Marketing.* An introduction to the functions of marketing in our economy with particular attention to the influence of social, economic, ethical, legal, and technological forces on marketing activities. Problems and policies involved in the marketing of goods and services. Prerequisite: ACCT 240 and ECON 217, or permission of instructor. 3 credits.

MARK 381. *Marketing Research.* An application of scientific research methodology to marketing problems. The systematic gathering, recording, processing, and analyzing of marketing data are applied to studies of market structure, market segmentation, positioning, concept and product testing, name and package testing, advertising pre-testing and tracking, and test marketing. Students will complete an individual research project. Prerequisite: MARK 380 and MATH 171 or other approved statistics course. 3 credits.

MARK 382. *Professional Selling and Sales Force Management.* This class will focus on the fundamental principles of personal selling. Topics include the economic problems connected with personal selling, an analysis of products and markets, the interview and the selling process, and building relationships and goodwill. The class will also focus on a strategic approach to the process of planning, organizing, directing, and controlling the activities of the sale force. Prerequisite: MARK 380. 3 credits.

MARK 383. *Consumer Behavior.* A study of consumer purchasing behavior and the environmental factors that affect that behavior. Cultural, social, and psychological determinants of consumer behavior are examined. The implications of these determinants for market segmentation and marketing strategy are stressed. Prerequisite: MARK 380. 3 credits.

MARK 386. *Direct Marketing.* This is a survey course designed to provide an overview of direct marketing approaches, presenting direct marketing essentials, emphasizing retailing and advertising online, and exploring other direct marketing media. The course will cover both consumer and business perspectives as well as online marketing research. Prerequisite: MARK 380 or permission of instructor. 3 credits.

MARK 387. *Principles of Retailing.* Study of the marketing role of retailing in the economy. Special emphasis will be placed on careers in retailing, retail market segmentation, location theory, buying, pricing, and promotion in the retail industry. Prerequisite: MARK 380. 3 credits.

MARK 388. *Services Marketing.* This class will focus on current developments in the services marketing area. It will focus on topics such as service encounters, marketing mixes for services, managing, delivering, evaluating the service process, and customer relationship management. Prerequisites: MARK 380. 3 credits.

MARK 389. *Retail Merchandising.* This class will focus on merchandising. Topics include the merchandising cycle, buying techniques, inventory systems, and display principles. The dynamics of fashion and consumer buying behavior are also explored. Prerequisites: MARK 380 and 387. 3 credits.

MARK 390. *Directed or Independent Study.* Must be approved by the head of the department. May be repeated as 391. 1-18 credits.

MARK 480. *Integrated Marketing Communication.* Principles underlying advertising, economic and social aspects of advertising, policies and objectives, selection and use of various media, advertising organizations, campaigns, displays and copy. Prerequisite: MARK 380. 3 credits.

MARK 481. *International Business.* A study of successful business practices in the global marketplace. Areas of coverage include: levels of international involvement, organizational behavior across cultures, the environment of global marketing, identifying global opportunities, and international market planning and strategy. Prerequisite: MARK 380 and MANG 360. 3 credits.

MARK 482. *Marketing Strategy.* Policymaking and operating decisions of the marketing manager and tools available to aid in solving marketing problems. Prerequisites: FINA 350, MANG 360, MARK 381, MARK 383, plus senior standing. 3 credits. SP.

MARK 484. *New Product Marketing.* This course focuses on the marketing of new products, including strategy, planning, analysis, and implementation. Of interest are the concepts and tools to be used in successful development and marketing of new products. Specific decisions to understand include: product policy formulation, the selection of product market strategies, and new product development process. Prerequisite: MARK 380. 3 credits.

MARK 489. *Retail Strategy.* This class will integrate the elements of product and services marketing with a focus on strategy, operating decisions, and problem solving from the perspective of the retail-marketing manager. The case study methods will be utilized. Prerequisites: MARK 380, 383, 387, and MANG 360. 3 credits.

MARK 490. *Independent Study: Marketing.* Advanced topics in marketing. An individually designed course that allows the student to pursue advanced topics in specific marketing areas. Prerequisites: Senior standing and permission of instructor. 1-3 credits.

MARK 492. *Internship: Marketing.* An on-the-job learning experience designed to give students an opportunity to apply their technical and professional skills and to observe organizations in action. Prerequisites: Cumulative and major GPA of 2.33 or greater, 60 credits, declared business or economics major, a declared concentration, MARK 380 and MANG 391, and permission of internship director. 2-3 credits per internship placement; limited to a maximum of 6 credits. *Fulfills General Education Goal 14.

MARK 495. *Special Topics: Marketing.* Selected topics in marketing. The topics may vary from semester to semester. May be repeated for credit when topics change. Prerequisite: Permission of instructor. 1-3 credits.

MARK 498. *Honors Research in Marketing.* Students conduct research in marketing under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 3 credits.

MILITARY SCIENCE COURSE DESCRIPTIONS (MISC)

MISC 101. *Foundations of Officership.* The course introduces students to fundamental components of service as an officer in the United States Army. These initial lessons form the building blocks of progressive lessons in values, fitness, leadership and officership. Additionally, the semester addresses life skills, including fitness, communications theory and practice (written and oral), and interpersonal relationships. Prerequisite: Freshmen or sophomore class standing. 1 credit.

MISC 102. *Introduction to Leadership.* Introduction to “life skills” of problem solving, decision-making, and leadership designed to help students in the near-term as leaders on campus. Will also help students be more effective leaders and managers in the long-term, whether they serve in the military or as leaders in civilian life. This course is designed to introduce the student to fundamental officer skills such as map reading, land navigation, tactics and leadership values/actions. Using these basic skills, students will build a rudimentary understanding of the core competencies necessary to become an Army officer and leader. Prerequisite: Freshman or sophomore class standing. 1 credit.

MISC 201. *Military Leadership I: Innovative Team Leadership.* MISC 201 explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army leadership framework. Aspects of personal motivation and team building are practiced planning, executing and assessing team exercises and participating in leadership labs. The focus continues to build on developing knowledge of the leadership values and attributes through understanding Army rank, structure, and duties as well as broadening knowledge of land navigation and squad tactics. Case studies will provide a tangible context for learning the Soldier's Creed and Warrior Ethos as they apply in the contemporary operating environment. Prerequisite: MISC 101 and MISC 102. 2 credits.

MISC 202. *Military Leadership II: Leadership and Foundations of Tactical Leadership.* MISC 202 examines the challenges of leading tactical teams in the complex contemporary operating environment (COE). This course highlights dimensions of terrain analysis, patrolling, and operation orders. Continued study of the theoretical basis of the Army leadership framework explores the dynamics of adaptive leadership in the context of military operations. MISC 202 provides a smooth transition into MISC 301. Cadets develop greater self awareness as they assess their own leadership styles and practice communication and team building skills. COE case studies give insight into the importance and practice of teamwork and tactics in real-world scenarios. Prerequisite: MISC 201. 2 credits.

MISC 204. *Leader's Training Course.* Five-week summer course consisting of leadership training at Fort Knox, Kentucky. Completion of this course equates to completion of MISC 101-202 and enables students to enroll in the advanced military leadership courses. Amount of academic credit awarded depends upon the amount of basic military leadership credit previously earned. Travel pay and salary provided through Department of Military Science and Leadership. Graded pass/fail. Prerequisite: Enrollment into the ROTC Program, military service obligation and permission of the departmental chair required. 0-6 semester hours. 6 credits.

MISC 295. *Special Topics.* Selected topics in military science. The topics may vary from semester to semester. Military Science Program approval required prior to registration. May be repeated for credit when topics change. 1-3 credits.

MISC 301. *Adaptive Team Leadership.* Students are challenged to study, practice, and evaluate adaptive team leadership skills as they are presented with the demands of the ROTC Leader Development and Assessment Course (LDAC). Challenging scenarios related to small unit tactical operations are used to develop self awareness and critical thinking skills. Students receive systematic and specific feedback on leadership abilities. Prerequisite: MISC 202 or MISC 204, or permission of departmental chair.

MISC 302. *Leadership in Changing Environments.* Instruction and case studies that build upon leadership competencies and military skills attained in Military Science and Leadership 301 in preparation for future responsibilities as army officers. Specific instruction is given in individual leader development, planning and execution of small unit operations, individual and team development, and the army as a career choice. Prerequisite: MISC 301 or permission of departmental chair. 3 credits.

MISC 305. *Leadership Development Assessment Summer Course Practicum.* Six weeks of intensive leadership application. Students are exposed to varying leadership situations requiring problem-solving and decision-making skills under physically and mentally stressful conditions. Prerequisites: MISC 301 and 302 and approval of Military Science Program. 3 credits.

MISC 401. *Advanced Military Leadership I.* Command and staff operations and procedures, military briefings, and military correspondence are studied in detail. Prerequisites: MISC 302 and approval of Military Science Program. 4 credits.

MISC 402. *Advanced Military Leadership II.* Study of military justice, the Law of Warfare, professionalism and ethics. Prerequisite: MISC 401 and permission of instructor. 4 credits.

MISC 495. *Special Topics.* Selected topics in military science. The topics may vary from semester to semester. Military Science approval required prior to registration. May be repeated for credit when topics change. 1-3 credits.

College of Education and Human Services

Paul E. Chapman, *Dean*

David Locascio, *Associate Dean*

Allison Allgood, *Assistant to the Associate Dean*

Peggy Ward, *Executive Administrative Assistant to the Dean*

MISSION: To educate leaders committed to the advancement of the organizations and individuals they serve, competent in the skills and knowledge required to serve people in a diverse society, and caring in the way that their commitments to others are pursued.

FIELD PLACEMENT REGULATION: Longwood University requires that each student purchase a background check through www.CertifiedBackground.com. CertifiedBackground.com is a background check service that allows students to purchase their own background check. The results of a background check are posted to the CertifiedBackground.com web site in a secure, tamper-proof environment. The student retrieves the report and posts to the Canvas course for the Office of Professional Services (OPS). OPS must also have negative tuberculosis test results and an automobile insurance form on file (via Canvas) before placements can be requested for a student.

Department of Education and Special Education

Department of Social Work and Communication Sciences and Disorders

Department of Health, Athletic Training, Recreation, and Kinesiology

Call Me MISTER Program

Early Childhood Development Initiative (ECDI)

Infant and Toddler Connection (ITC)

Institute for Teaching through Technology and Innovative Practices (ITTIP)

Office of Professional Services (OPS)

Speech, Hearing and Learning Services (SHLS)

SLP Online (prerequisite courses)

Department of Education and Special Education

Kevin Doyle, *Chair*

Lee Moore, *Administrative Office Specialist*

Education Program

Faculty

Gretchen Braun, PhD, *Professor*

Jodie Brinkmann, EdD, *Assistant Professor*

Patricia L. Horne, PhD, *Assistant Professor*

Stephen Keith, EdD, *Assistant Professor*

Corrie Kelly, MEd, *Instructor of Education*

Robin Kerestely, MEd, *Clinical Instructor*

Katrina Maynard, PhD, *Associate Professor, Coordinator Elementary and Middle Education Programs*

Sara Miller, EdD, *Assistant Professor*

In collaboration with Liberal Studies, the Department of Education and Special Education offer the following programs of study:

1. **Liberal Studies Elementary Education.** In collaboration with the Liberal Studies program, this Department offers the education coursework and field experiences for students who wish to be elementary education (PK – 6) teachers. Students are Liberal Studies Elementary majors.
2. **Liberal Studies Elementary and Middle School Education.** In collaboration with the Liberal Studies program, this Department offers the education coursework and field experiences for students who wish to be elementary or middle education teachers (6 – 8 add on endorsement). Students are Liberal Studies Elementary and Middle School majors.
3. **Liberal Studies Special Education.** In collaboration with the Liberal Studies program, this department offers a five-year program in special education with licensure in Special Education: General Curriculum K-12. Students are Liberal Studies majors with a concentration in special education. Students who complete the undergraduate program will receive a bachelor's degree in Liberal Studies and upon the completion of the fifth year will receive a Master's degree and licensure in special education. Students must complete the fifth year to be endorsed to teach special education.
4. **Master of Education degree with a program in School Librarianship or Reading, Literacy and Learning.**
5. **Master of Science degree with Education major graduate programs in Algebra & Middle School Mathematics, Counselor Education, Elementary & Middle School Mathematics, Educational Leadership, Elementary Education, and Special Education.** Information on these programs is found in the Graduate Catalog.

Office of Professional Services

Dr. Connie H. Ballard, *Assistant Professor of Education/Director*

LaTasha Tucker, *Assistant Director*

Judy Kovach, *Administrative Office Specialist*

Office of Professional Services: <http://www.longwood.edu/professionalservices>

The Office of Professional Services (OPS) coordinates the application process for admittance to the Teacher Preparation Program and all field and clinical experience placements that prepare the teacher candidate to enter the field of education with an initial license. Field experiences (Practicum One-Week, Practicum Integration, and Practicum Application) represent a variety of early and ongoing school-based opportunities in which the teacher candidate may observe, assist, tutor, plan and present instruction. The clinical experience is student teaching. It provides the teacher candidate with experiences that allow for full immersion in a school setting so that s/he is able to demonstrate proficiencies in the professional roles for which s/he is preparing. Teacher candidates are placed in diverse educational settings for practica and student teaching placement experiences.

Prior to the first field placement, the teacher candidate, at her/his expense, is asked to present evidence of a criminal background check, negative tuberculosis test results, and an automobile insurance form. The instructions and forms for completing your criminal background, tuberculosis test results, and automobile insurance form may be found in the OPS Teacher Preparation Canvas course. The teacher candidates will upload these documents into the OPS Teacher Preparation Canvas course. The teacher candidate must submit all updates and changes to previously submitted forms.

In addition to Longwood requirements, school divisions may have their own forms to complete and additional requirements. This information is found in the OPS Teacher Preparation Canvas course. It is the teacher candidate's responsibility to obtain this information. OPS does not require annual updates; however, some school divisions do require current requirements that will be at the candidate's expense. Travel distance and commute time to and from placements vary. Transportation and lodging, if needed, are at the expense of the candidate. It is the responsibility of the teacher candidate to access the OPS Teacher Preparation Canvas course on a regular basis for updates regarding requirements, meeting dates, applications for placement and other essential information.

Field Placements:

- Introduction to the Teaching Profession: Practicum (EDUC 261): The first field experience for elementary and middle school teacher candidates is an in-depth observation and analysis of the school classroom as part of the foundations education course. The teacher candidate is placed in a public school setting for at least 30 hours. The teacher candidate completes this course with embedded placement in the second year of enrollment. An application is required to receive a placement.
- Practicum One-Week (EDUC 270, MUSC 345, MUSC 346): The first field experience for secondary majors is an in-depth observation and analysis of the school classroom. The teacher candidate is placed in a public school setting for at least 30 hours. The university supervisor is assigned to observe and provide feedback. It is recommended that the teacher candidate complete Practicum One-Week after her/his first year of enrollment. Since Practicum One-Week is not required for all program areas, the teacher candidate must consult with her/his advisor before submitting an application.
- Practicum Experiences embedded in discipline-specific courses (EDUC 473, HTLH 465, KINS 364, KINS 377, KINS 378, MAED 252, MAED 352, MUSC 441, SCED 252, SLIB 570): The teacher candidate is placed in a public school setting according to program requirements. Your advisor can help you plan the timeline for completion of these field experiences by OPS.
- Practicum Integration (EDUC 361) The second field experience for elementary and middle school teacher candidates continues to be one of observation and analysis of the public school classroom for at least 60 hours. The university supervisors observe and provide feedback. In order to complete Practicum Integration, the teacher candidate must be admitted to the Teacher Preparation Program

by the applicable deadlines (posted in the OPS Teacher Preparation Canvas course). This course must be taken immediately prior to the EDUC 461 term. Corequisites: EDUC 310, 380.

- Practicum Three-Weeks (EDUC 370 or SPED 327): The second field experience continues to be one of observation and analysis of the public school classroom for at least 90 hours. In addition, the teacher candidate plans and teaches at least one lesson. The university supervisor observes and provides feedback. In order to complete Practicum Three-Weeks, the teacher candidate must be admitted to the Teacher Preparation Program by the applicable deadlines (posted on the OPS Teacher Preparation Canvas course).
- Practicum Application (EDUC 461): This is a 90-hour field experience for candidates to implement lessons based on best practice in Literacy, Mathematics, Science and Social Studies.
- The teacher candidate must notify the OPS on the application if assigned to a school where s/he attended as a student or where an immediate family member attends or is employed. Failure to notify the OPS of such conflict may result in a cancellation of the Practicum placement and/or receiving a failing grade.
- Teacher candidates who need placement by OPS must attend one of the Orientation sessions offered annually that are specific to the placement type (ex: Practicum Integration). These sessions will vary by date and time, but are listed on the OPS website. Practicum One Week, Practicum Integration, Practicum Three Weeks and Practicum Application students must also attend a mandatory meeting with their respective university supervisor before contacting their cooperating teacher. The date, time, and location for this meeting will be posted on the OPS website and announced by email to Practicum students.

Teacher Preparation Program (“Teacher Prep”)

- Admission to Teacher Prep is required before placements can be made for Practicum Integration, Practicum Application and Student Teaching. Admission is also required for higher-level education courses.
 - The elementary, middle, secondary and PK-12 teacher candidate will not be allowed to enroll in 300-400 level EDUC courses until s/he is admitted into Teacher Prep. The SPED teacher candidate will not be allowed to enroll in SPED 321 or SPED/EDUC courses above this level until admitted into Teacher Prep.
- The transfer student must meet requirements and apply for admission to Teacher Prep by March 1 or October 1 of her/his second semester at Longwood. For transfer students seeking admission into Teacher Prep during their first semester at Longwood, the overall GPA from the transferring college/university may be used to meet the GPA admission requirement. These GPA requirements for admission to Teacher Prep are summarized below.
- Requirements for Admission
 - Qualifying Test Scores
 - The OPS needs a copy of the official score report you received submitted to the OPS Teacher Preparation Canvas course. Batch scores (not individual score reports) from the testing agency are submitted electronically to Longwood’s Registrar and cannot be used by the OPS for admission to Teacher Prep. Please note you will receive your score report electronically, but it will become inactive after 30 days. Make sure you print or save a copy during that window of time or you will need to pay for another copy. Please keep the original for your personal records.
 - Composite SAT score of 1100, with 530 or higher on the subtests for math and reading OR
 - Composite ACT score of 24, with math score of 22, reading and English combined score of 46 OR
 - Virginia Communication and Literacy Assessment (VCLA) Composite Score of 470 and SAT Mathematics Score of 530 *if composite score was 1100* OR

- VCLA Composite Score of 470 and ACT Mathematics Score of 22 *if composite score was 24* OR
 - VCLA Composite Score of 470 and Praxis I CASE Mathematics Score of 150 (test code 5732) OR
 - Praxis I CASE Reading Score 156, Writing Score 162, Mathematics Score 150
- Two Positive Faculty Recommendations as specified by the program area
 - Full directions are posted in the OPS Teacher Preparation Canvas course. Teacher candidate must request recommendations from appropriate faculty using the link in myLongwood.
 - Faculty submit online using myLongwood.
 - Confirm in myLongwood that the required recommendations have been completed (before the deadline).
- Course Prerequisites
 - **You must have a “C-” or better in ENGL 150 or the transfer equivalent regardless of your major/program area.**
 - **You must have a “C” or better in the introductory courses associated with your program area:**
 - PK-6, 6-8 (add-on endorsement), Secondary 6-12: EDUC 245 and EDUC 260 or 261 depending on your catalog year/program area
 - Special Education: SPED 202
 - Music Education: MUSC 145 and EDUC 245
 - Physical and Health Education at least two of the following courses: HLTH 201, HLTH 205, KINS 201, or KINS 203
 - **You must have a “C” or better in EDUC 310, EDUC 380 and EDUC 361 in order to take EDUC 461: Practicum Application during the Partnership semester.**
 - **You must have a “B-” or better in EDUC 423, EDUC 433, EDUC 443 and EDUC 461 in order to Student Teach (EDUC 400 or EDUC 401)**
- Individual applicants with an overall GPA of at least 3.0 will be immediately eligible for admission to Teacher Prep and will have their applications to the program processed after the October 1st or March 1st deadline in advance of the following advising and registration period. Prospective teacher candidates who have an Overall GPA ranging from 2.5 to 2.99 will be put on a waitlist by the OPS and admitted in descending GPA order such that the cohort average GPA remains at 3.0 for that semester. Longwood University requires that the cohort average GPA of students being admitted to Teacher Prep in any given semester be at least 3.0 (overall). The OPS will admit as many other students as mathematically possible while maintaining the cohort’s average GPA at the 3.0 required by the Council for the Accreditation of Educator Preparation (CAEP). These calculations will not be completed for these waitlisted students until the end of the semester of application, so any improvements in the GPA during that semester would improve students’ chances of admittance and semesters’ end. In the event that students cannot be admitted as part of the semester’s cohort, they will be expected to work with their academic advisors to develop a plan for improving their overall GPA, which may include course retakes and/or tutoring services. Students will remain on the waitlist until such time as they have the 3.0, can be admitted as part of a future cohort, or request that OPS cancel their application to the Teacher Preparation Program.
- Complete/submit the application via myLongwood upon selecting an education-related major/concentration.
- Students need to meet requirements by the applicable deadline (March 1 for summer and fall course registration purposes and October 1 for spring course and Practicum Integration registration purposes) in order for OPS to guarantee processing before the registration window/closes.
- Email OPS when all requirements have been met so your application will be processed.

- Complete/submit the application via myLongwood upon selecting an education-related major/concentration.
- Students need to meet requirements by the applicable deadline (March 1 for summer and fall course registration purposes and October 1 for spring course and Practicum Integration registration purposes) in order for OPS to guarantee processing before the registration window/closes.
- Email OPS when all requirements have been met so your application will be processed.

Clinical Experience (Student Teaching)

- o Student teaching is the pinnacle of a teacher candidate's preparation for initial licensure. This clinical experience occurs during a teacher candidate's final semester. The placement is for 15 weeks, which is typically divided into two placements for teacher candidates who require multiple grade level/subject area placements before licensure.
- o Students who wish to graduate in a timely manner must complete the online placement application and meet the overall and major GPA requirements of 2.5 or higher one year in advance of the student teaching semester. Teacher candidates must meet the deadline (February 1 for Spring placement or September 1 for Fall placement).
- o All other placement requirements must be submitted and met by February 1 for a fall placement and September 1 for a spring placement. Clinical experience placement requests will only be sent to school divisions for the teacher candidates who meet all criteria and requirements by the posted deadlines. Any teacher candidate denied admission to student teaching may reapply upon meeting requirements. Licensure assessments are due on or before the placement requirements deadline. This is also the date by which teacher candidates must submit requests for two positive faculty recommendations via MyLongwood in accordance with program area guidelines.
- o The teacher candidate must notify the OPS on the application of any schools where s/he attended or where a family member currently attends or works. Failure to notify the OPS of such conflict may result in a cancellation of the placement and/or receiving a grade of incomplete.
- o Important dates for student teaching are included in the OPS Calendar of Important Dates on the website. Student teachers are required to attend the following training sessions and meetings:
 - Student Teaching Orientation Meeting
 - Student Teaching Follow-Up Meeting
 - Seminar Day and Meeting with University Supervisor(s)
 - Wrap-Up Workshop (OPS assists graduating student teachers with completion of initial licensure paperwork. Full details of the workshop options are shared at the appropriate student teaching meetings and by email.)

Initial Licensure

- o Admission to the Teacher Preparation Program
- o Field Experience Placements
- o Clinical Experience Placement (Student Teaching)
- o Assessments
 - The teacher candidate seeking initial licensure in Virginia is required to take and submit to the OPS Teacher Preparation Canvas course evidence of passing scores on all tests required for licensure. Keep the original for your personal records. Scores submitted to Longwood University are not recognized by the Virginia Department of Education and therefore cannot be accepted by the OPS. Consult with your program area and/or advisor to determine which assessments are required for your initial licensure and when they should be taken and completed.

- Virginia Communication and Literacy Assessment (VCLA)
 - Passing Scores
 - Composite: 470
 - For more information, refer to www.va.nesinc.com
 - Reading for Virginia Educators (RVE)
 - Passing Scores
 - Teachers: 157
 - Reading Specialist: 162
 - For more information, refer to www.ets.org
 - Praxis II
 - Specialty Content Area Tests (if applicable)
 - For more information, refer to www.ets.org
- Required Documents
- Child Abuse Recognition and Intervention Training Module
- The certificate of completion needs to be submitted to the OPS Teacher Preparation Canvas course to fulfill the Virginia Department of Education requirement.
 - Go to http://www.dss.virginia.gov/family/cps/mandated_reporters/cws5691/index.html to complete the training module. The link is also on the OPS website.
- Civics Education in Virginia Training Module
- Elementary, middle, and history teacher candidates must complete this online module. Special education teacher candidates must also complete the module if seeking dual endorsement in elementary education.
 - The certificate of completion needs to be submitted to the OPS Teacher Preparation Canvas course to fulfill a Virginia Department of Education licensure requirement.
 - Go to <http://www.civiceducationva.org/> to complete the training module. The link is also on the OPS website. NOTE: The module is not very compatible with Internet Explorer. OPS recommends using Google Chrome, Mozilla Firefox, or Safari instead.
- Training in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED).
- The card or certificate of completion needs to be submitted to the OPS Teacher Preparation Program Canvas Course to fulfill the Virginia Department of Education requirement.

LIBERAL STUDIES ELEMENTARY AND MIDDLE SCHOOL EDUCATION PROGRAM

The Liberal Studies major has been designed specifically for students seeking licensure to teach with an Elementary or Middle School Endorsement. Requirements for the BS Degree in Liberal Studies are listed in the Catalog. With careful scheduling and attention to the requirements for admission to the teacher preparation program, a student can complete all degree and program requirements in four years. After completing the degree and program requirements, students receive a BS Degree in Liberal Studies and are eligible for licensure in Elementary Education, or Elementary Education with Middle School Endorsements.

Students seeking teacher licensure and majoring in Liberal Studies will be assigned an academic advisor in Liberal Studies or Education. Such students declare Liberal Studies as their major by the end of the sophomore year and inform the Office of the Registrar that they will be majoring in Liberal Studies and seeking teacher licensure in Elementary Education\ or Elementary Education with Middle School Endorsements.

Dr. Gena Southall is the Director of the Liberal Studies program.

Liberal Studies Elementary Education/40 credits

The 40-credit Liberal Studies Elementary program consists of the following education courses:

EDUC 245	Human Growth and Development/3 credits
EDUC 261	Introduction to the Teaching Profession/3 credits
EDUC 310	Foundations of Literacy Instruction/3 credits
EDUC 380	Classroom Assessment/2 credits
EDUC 423	Elementary Literacy Methods/ 3 credits
EDUC 433	Elementary Math, Social, Science Methods/ 3 credits
EDUC 467	Classroom Management and System Issues (Elementary & Middle)/3 credits
SPED 389	Survey of Exceptional Children/3 credits

Practica:Three practica are required:

EDUC 261	Introduction to the Teaching Profession: Practicum/3 credit (Take sophomore year)
EDUC 361	Practium Integration/ 2 credits (Perquisite: Admission to Teacher Prep, EDUC 261 or EDUC 270; Co-requisites: EDUC 310, EDUC 380) (Take semester prior to Partnership)
EDUC 461	Practicum Application/ 3 credits (Perquisite: EDUC 361; Co-requisites: EDUC 423, EDUC 433) (Take during the Partnership semester)

(All of the above will be taken prior to enrolling in the Student Teaching semester. See Office of Professional Services section for requirements for admission to Teacher Preparation and Student Teaching.)

* Student must be admitted to the Teacher Preparation Program before they will be permitted to enroll in any subsequent 300-400 level EDUC courses.

Partnership Program

Elementary and Elementary and middle education teacher candidates participate each week in a semester of Partnership Program courses. The program consists of four days of on-site methodological preparation in reading/language arts, mathematics, science and social science; one-half of each of the four days is spent in the classrooms working with the children. Teacher candidates return each Friday to the campus for courses that focuses on classroom management. Special education teacher candidates follow a modified form of this program.

Student Teaching:

- EDUC 401 Elementary Directed Teaching/12 credits
- or**
- EDUC 406 Directed Teaching for Students with Exceptional Needs/12 credits

- or**
- EDUC 406 Directed Teaching for Students with Exceptional Needs/12 credits

Liberal Studies Elementary and Middle School Education

Students wishing to teach at the middle school level, grades 6 - 8, have one option:

They may add middle grades (6-8) endorsement to the elementary education licensure (pre-K-6) by

completing all Liberal Studies and Education requirements for elementary licensure and adding specified courses in one subject concentrations as well as one 4-credit middle school education courses—EDUC 443 Middle School Literacy, Math, Science, and Social Studies Methods. These students should select EDUC 400 Elementary and Middle School Directed Teaching for student teaching. They complete one practica at the primary level and one at the middle school level.

Note: If they wish to teach a single subject, they may major in that subject and seek 6-12 endorsement. (See below.) They complete one practica at the middle level and one at the secondary level.

SECONDARY EDUCATION PROGRAMS 6-12/28-38 credits

Teaching Area	Department
Biology	Biological and Environmental Sciences
Chemistry	Chemistry and Physics
Physics	Chemistry and Physics
English	English and Modern Languages
History and Social Science	History, Political Science, and Philosophy
Mathematics	Mathematics and Computer Science

To teach on the secondary level, a student must have an advisor in one of the departments listed above. Further information on course requirements can be found in the section of this catalog related to that particular major. With careful scheduling, a student can complete all degree and program requirements in four years.

Professional Studies/15-18 credits

EDUC 245	Human Growth and Development/3 credits
EDUC 260	Introduction to the Teaching Profession/2 credits
EDUC 432	Content Area Literacy/3 credits
EDUC 455	Principles of Secondary Education/1 credit
EDUC 487	Classroom Management and System Issues/3 credits

Methods course in the student's major/3-6 credits (Please see undergraduate catalog for course number and title)

- Student must be admitted to the Teacher Preparation Program before they will be permitted to enroll in any subsequent 300-400 level EDUC courses.

Practica - *Field Placement*/1 credit

Take in First Summer School session at end of freshman or sophomore year: (if required by major)

EDUC 270	Practicum One-Week 1 credit
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(All courses listed above will be taken prior to enrolling in Student Teaching
A minimum Cumulative 2.5 GPA is required. See Office of Professional Services section.)

Professional Semester/12 credits

See program area for Student Teaching course.

TEACHER EDUCATION PROGRAM Pre-K-12

Teaching Area	Department
Art	Theatre, Art, and Graphic and Animation Design
Modern Languages: French, German, Spanish, English as a Second Language	English and Modern Languages
Instrumental Music: Vocal/Choral Music	Music
Kinesiology: Physical and Health Education	Health, Athletic Training, Recreation, and Kinesiology
Theatre Arts	Theatre, Art, and Graphic and Animation Design

Professional Studies/15-18 credits

EDUC 245	Human Growth and Development/3 credits
EDUC 260	Introduction to the Teaching Profession/2 credits
EDUC 432	Content Area Literacy/3 credits
EDUC 455	Principles of Secondary Education/1 credit
EDUC 487	Classroom Management and System Issues/3 credits

Methods course in the student's major/3-6 credits (Please see undergraduate catalog for course number and title)

- Student must be admitted to the Teacher Preparation Program before they will be permitted to enroll in any subsequent 300-400 level EDUC courses. See Office of Professional Services section for more information.

Practica - *Field Placement*/1credit

Take in First Summer School session at end of freshman or sophomore year:

EDUC 270	Practicum One-Week 1 credit
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(All courses listed above will be taken prior to enrolling in Student Teaching
A minimum Cumulative 2.5 GPA is required. See Office of Professional Services section.)

Professional Semester/12 credits

See program area for Student Teaching course.

For students who want to teach art, modern languages (French, German, and Spanish), music, or physical education on the PK-12 level, please review the information under that department for the courses that need to be taken. An academic/professional advisor will be assigned by that department. With careful scheduling, a student can complete all degree and program requirements in four years.

ADD-ON ENDORSEMENTS

It may be possible for some teacher education students to add a second endorsement to a teaching license while completing degree and teacher education requirements. To receive an add-on endorsement, a student must complete all requirements in one of the disciplines listed below. Students interested in an Add-on-Endorsement should meet with the Department Chair of the endorsement to plan their schedule. With careful scheduling, it may be possible for a student to complete degree requirements, teacher education program requirements, and an add-on endorsement, in four years.

Add-On Endorsements for Grades 6-12:

- Algebra I: for secondary majors
- Biology: for science majors only
- Chemistry: for science majors only
- Driver Education: for secondary majors
- Physics: for science majors only

EDUCATION COURSE DESCRIPTIONS (EDUC)

Writing Intensive Courses WR

Speaking Intensive Courses SP

A special fee is charged for all practicum and student teaching courses. †

EDUC 205. *Project Success: Life, Leadership and Career Preparation.* More commonly known as “project Success”, EDUC 205 is a long standing, one-credit elective course for sophomores that focuses on personal development, civic engagement, career planning and leadership. In a highly interactive classroom setting, sophomores work in groups with pre-selected Senior Mentors to complete a community partnership project and participate in numerous activities that promote a sense of direction, resiliency, and social responsibility, all essential attributes for success at Longwood and beyond. 1 credit.

EDUC 245. *Human Growth and Development.* A survey of physical, cognitive, and social-emotional development of human beings. Heredity and environmental influences will be stressed in the life-span study with specific emphasis upon prenatal through adolescent development. 3 credits.

EDUC 260. *Introduction to the Teaching Profession.* An overview of teaching and schooling that addresses the foundations of education and the professional aspects of teaching. Emphasis on the history and philosophy of education; school organization; governance; legal and financial issues; teacher preparation; professional development; practicum preparation; and lesson planning. 2 credits.

EDUC 261. *Introduction to the Teaching Profession: Practicum.* An overview of teaching and schooling that addresses the foundations of education and the professional aspects of teaching. Emphasis in this course is on history and philosophy of education; school organization; governance; legal and financial issues relating to education; teacher preparation and professional development; practicum preparation and lesson planning. In addition, an introductory practicum experience (30 hours minimum) will be completed as part of the course. It is intended to support class content within the course and provide time for discussion of classroom experiences and observations and link theory with practice in the practicum setting. The introductory practicum experience will take place in a public school setting, with a cooperating teacher qualified to host a preservice, under the direction of Longwood faculty. 3 credits.

EDUC 270. *Practicum One-Week.* An observation and participation practicum taking place in a public school setting for one week (30 hours minimum) under the supervision of Longwood. Students will complete reflective journals and other specific reports demonstrating an understanding of the roles of educational professionals and the school culture. 1 credit.

EDUC 275. *Educational Leadership I.* Course is for Orientation Leaders who assist with the Longwood Seminar. Designed to prepare these leaders to work with professors and their first-year students in the Seminar. Prerequisite: Open to Student Orientation Leaders only and permission of instructor. 1 credit.

EDUC 295. *Special Topics.* Selected topics in Education. The topics will vary from semester to semester. Descriptions will be available from academic advisors. May be repeated for credit when topics change. 1-3 credits.

EDUC 310. *Foundations of Literacy Instruction.* This course will provide an introduction to literacy learning and instruction. The nature and functions of literacy and the development of language use within and across different social and cultural contexts will be discussed. Attention will be given to early literacy development, appropriate teaching techniques and materials, differentiation, and instructional design. Diagnostic tools for the assessment of literacy development in diverse populations will be introduced. Interpretation and application of data from these assessments will be discussed. Prerequisite: Students must be admitted to teacher prep; this course should be taken immediately prior to the Partnership term. Students must receive a C or better in order to take any Partnership courses. Co-requisites: EDUC 380, EDUC 361. 3 credits.

EDUC 311-312. *Studies Abroad.* Primarily intended for transfer of credit earned abroad in courses in education. Prerequisite: 1-18 credits.

EDUC 361. *Practicum Integration.* Practicum Integration provides students with 60 hours field time in a public school setting to practice integrating content from their Education classes. Under the supervision of Longwood Professors, students will complete assignments related to content learned in both EDUC 310 and EDUC 380. Students will be observed by professors throughout this practicum experience. Prerequisite: EDUC 261 (or EDUC 270), Students must receive a C or better in order to take any Partnership courses. Students must be admitted to teacher prep; this course should be taken immediately prior to the Partnership term. Co-requisites: EDUC 310, EDUC 380. 2 credits.

EDUC 370. *Practicum Three-Weeks.* Additional participation and micro-teaching processes in public school settings for at least 60 hours under Longwood supervision. In addition, instruction and follow-up will occur. Prerequisite: Admission to the Teacher Preparation Program. 3 credits. †

EDUC 376. *Introduction to Residential Learning.* This course will provide the student with a knowledge base about the learning and development of college students in residential communities. The class is grounded in the theoretical framework of human development theory and research. 3 credits.

EDUC 380. *Classroom Assessment.* During this course, students will learn theory and practice in construction of teacher-made evaluation instruments with heavy emphasis upon test construction and alternative assessment. The four main types of assessments will be the focus of the course as students learn about the complexities of test construction as well as the dynamics of grading and student motivation. The course includes the study of standardized testing and an in-depth study of the Virginia Assessment program. Students must receive a C or better in order to take any Partnership courses. Students must be admitted to teacher prep; this course should be taken immediately prior to the Partnership term. Co-requisites: EDUC 310, EDUC 361. 2 credits

EDUC 381. *Media and Technology.* A laboratory course concerned with the utilization of instructional media and computer technology in the learning process. Prerequisite: Admission to the Teacher Preparation Program. 1 credit.

EDUC 400. *Middle and Elementary Directed Teaching.* Required of all students seeking licensure to teach elementary school (grades PK-6). See prerequisites for student teaching. 12 credits. SP.

EDUC 401. *Elementary Directed Teaching.* Required of all students seeking licensure to teach elementary school (grades PK-6). See prerequisites for student teaching. 12 credits. SP.

EDUC 402. *Directed Teaching in the Secondary School.* Required of all students in the secondary education curricula. See prerequisites for student teaching. 12 credits.

EDUC 406. *Directed Teaching for Students with Exceptional Needs.* Required of all students seeking licensure to teach Special Education. 12 credits SP.

EDUC 410. *Directed Elementary/Secondary Teaching for Art and Music.* Required of all students seeking licensure to teach K-12 Art or Music. Prerequisite: Admission to student teaching. 12 credits.

EDUC 415. *Educator Oriented Course.* Applying economics to environmental issues such as resource scarcity, pollution, property rights, garbage and recycling, oil spills, and endangered species. Students will learn how markets and prices can be used to help solve environmental problems. Course cannot be used toward credit towards economics major or minor in economics. Students cannot receive credit for both EDUC 415/ECON 415 and ECON 500 or both ECON 415/EDUC 415 and ECON 314. Prerequisite: Admission to the Teacher Preparation Program. 3 credits.

EDUC 423. *Elementary School Literacy Instruction.* This course will focus on teaching literacy in the elementary school, PreK-6 including reading, writing, speaking, listening, and viewing. PreK-6 concepts introduced in EDUC 310 will be applied in the elementary partnership setting during this course. Attention will be given to encoding and decoding to communicate meaningfully, motivation, materials, technologies, teaching strategies and using assessment to inform instruction. Students must receive a B- or better in order to Student Teach. Prerequisite: EDUC 310; Co-requisite: EDUC 461. 3 credits. WR

EDUC 430. *Teaching Reading in the Content Area.* An analysis of skills and practices required in the content areas required for reading comprehension in middle and secondary grades 6-12, including question strategies in literal, interpretive, critical, evaluative comprehension, and techniques for fostering an appreciation of a variety of literature and independent reading. Prerequisite: Admission to the Teacher Preparation Program. 2 credits.

EDUC 432. *Content Area Literacy.* This course provides secondary education students an overview of the skills and strategies required to support literacy in the content areas. It includes as emphasis on the supporting comprehension, vocabulary, and writing at the high school level across all subject. Prerequisite: Admission to the teacher preparation program. 3 credits.

EDUC 433. *Elementary Mathematics, Science, & Social Studies Methods (PK-6).* This course will focus on mathematics, science, and social studies. Interdisciplinary units and content appropriate pedagogical approaches will be utilized to meet the Virginia standards of learning in grades PreK-6. This course will further address generic teaching strategies, time utilization, teaching effectiveness, research, and professional responsibilities. It is required for those seeking a teaching license with endorsement to teach at the elementary level. Students must receive a B- or better in order to Student Teach. Prerequisite: EDUC 380. Co-requisites: EDUC 461. 3 credits. WR.

EDUC 443. *Middle School Literacy, Math, Science and Social Studies Methods (6-8).* This course will focus on middle school methods for literacy, mathematics, science, and social studies. Interdisciplinary units and content appropriate pedagogical approaches will be utilized to meet the Virginia Standards of Learning in grades 6-8. Course is required for those seeking licensure to teach at the middle level. The course is designed to help pre-service teachers develop their abilities to develop and adapt middle school level curricula in the areas of literacy, mathematics, science, and social studies. Meeting the challenges of academically diverse classrooms also represents an underlying emphasis in the course. Students must receive a B- or better in order to Student Teach. Prerequisite: EDUC 310 & EDUC 380. 4 credits. WR

EDUC 455. *Principles of Secondary Education.* Principles and methods of curriculum and instruction in the secondary school with an emphasis on Virginia SOL's. Required of all majors seeking licensure at the secondary level. Prerequisites: Admission to the Teacher Preparation Program. 1 credit.

EDUC 461. *Practicum Application.* Practicum Application is a 90-hour field experience for partnership students to implement lessons based on best practice in Literacy, Mathematics, Science, & Social Studies. Partnership Methods Professors will mentor students and observe students' implementation of model lessons in the core content areas. This coaching model scaffolds students' instructional practices to best prepare them for the next step in their training, Student Teaching. This field placement allows for classroom experiences, observations and the opportunity to link theory with practice in the partnership setting. Intensive application of assessments and instructional approaches will be required. Students must receive a B- or better in order to Student Teach. Prerequisite: EDUC 361. Co-requisites: EDUC 423, EDUC 433 & EDUC 443. 3 credits.

EDUC 467. *Classroom Management and System Issues (Elementary & Middle)*. This course is an examination of classroom management techniques and the development of skills necessary to foster a supportive learning environment as well as examination of system problems and solutions within traditional education settings. Students must receive a B- or better in order to Student Teach. 3 credits.

EDUC 470. *Senior Mentoring for Project success (10284)*. In EDUC 470, pre-selected seniors are taught fundamental mentoring and guidance skills and paired with sophomores in a highly interactive “Project Success” class that addresses personal development, civic engagement, career planning and leadership. All students complete a community partnership project and the seniors facilitate that promote a sense of direction, resiliency, and social responsibility, all essential attributes for success at Longwood and beyond. 1 credit.

EDUC 473. *Inquiry into the Classroom Community*. Prospective teachers will examine the principles of content planning (curriculum), effective methods for teaching content that reflects best practices (instruction), and demonstrate the alignment of curriculum with assessment. Participants will complete a Teacher Work Sample in a 75 hr. minimum supervised field placement prior to the Professional Internship. Research that informs best practices for grades 6-12 student learning will be examined. 3 credits. WR.

EDUC 475. *Educational Leadership II*. Course is for Orientation Leaders who assist with the Longwood Seminar for the second time. Designed to provide additional experiences for Orientation Leaders who work with professors and their first-year students. Prerequisite: EDUC 275 and permission of instructor. 1 credit.

EDUC 495. *Special Topics*. Selected topics in Education. The topics will vary from semester to semester. Descriptions will be available from academic advisors. May be repeated for credit when topics change. Prerequisite: Admission to the Teacher Preparation Program. 1-3 credits.

EDUC 498. *Honors Research in Education*. Students conduct research in education under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. Prerequisite: Admission to the Teacher Preparation Program. 3 credits.

SPECIAL EDUCATION/LIBERAL STUDIES GENERAL CURRICULUM FIVE YEAR K-12 (SLG)

Faculty

Christopher Jones, PhD, *Associate Professor of Special Education and Coordinator*

Aftab Khan, PhD, *Assistant Professor of Special Education*

Longwood offers a five-year Special Education Program/Liberal Studies General Curriculum Five Year (SLG) leading to a Master’s Degree with a concentration in Special Education (graduate courses will need to be taken in the summer). This program is designed for students who want to become Special Education teachers. Liberal Studies is the major for teacher education. (See the Liberal Studies section of this Catalog.) Students graduate with a Bachelor’s Degree in Special Education/Liberal Studies in four years. Those who choose not to complete the fifth year of the program will not be licensed to teach in Special Education.

Course Sequence - Special Education

YEAR 1

SPED 202 Introduction to Special Education/3 credits

EDUC 245 Human Growth and Development/3 credits

YEAR 2

SPED 305 Behavior Management/3 credits

** Students must be admitted to the Teacher Preparation Program before they will be permitted to enroll in SPED 321 or SPED/EDUC courses above this level. Information on meeting the requirement is available at the Office of Professional Services web site.

YEAR 3

SPED 321	Reading and Language Arts for Students with Exceptional Needs/3 credits
SPED 323	Practicum in Reading Assessment and Tutoring/2 credits
SPED 325	Introduction to Assessment/3 credits ***SPED 321, 323, and 325 must be taken concurrently. ***
SPED 322	Mathematics, Science, and Social Studies Adaptations for Students with Exceptional Needs/3 credits
SPED 327	Practicum II/3 credits

YEAR 4

SPED 475	Language and Language Disorders/3 credits
SPED 411	Assistive Technology and Augmentative Communication in the General Curriculum/3 credits
EDUC 406	Directed Teaching for Students with Exceptional Needs/12 credits *** Note: Students are required to complete the VCLA and the Praxis II (Elem. Content knowledge OR a secondary content knowledge test) prior to EDUC 406. Note: Students are required to complete the VCLA and the Praxis II (Elem. Content knowledge OR a secondary content knowledge test) prior to needs to lineup with other text EDUC 406.

YEAR 5

EDUC 502	Research Design/3 credits
EDUC 620	School Law/3 credits
SPED 516	Medical and Neurological Problems of Exceptional Students/3 credits
SPED 519	Instructional Phonics/3 credits
SPED 525	Evidence Based Language Arts Instruction/3 credits
SPED 545	Psychoeducational Assessment/3 credits
SPED 565	Behavior Management/3 credits
SPED 575	Career and Life Planning for Exceptional Learners in the General Curriculum/3 credits
SPED 600	Thesis Research/3 credits
or SPED 601	Collaborative Special Education Research/3 credits
or EDUC 699	Comprehensive Examination Option/0 credits***
SPED 682	Collaboration in the School, Home and Community/3 credits
SPED 689	Seminar of Current Issues in Special Education/3 credits
SPED 690	Graduate Internship/3 credits

***Students selecting the Comprehensive Examination option must complete a three-credit graduate class in lieu of SPED 600 or SPED 601 and register for the comprehensive examination. (See Graduate Catalog).

Suggested three-credit classes for the comprehensive examination option include: EDUC 549, EDUC 571, EDUC 524, EDUC 527, EDUC 530, SPED 550, SPED 555, SPED 560.

Note: Students must complete the Praxis II Special Education Knowledge-Based Core Principles prior to completion of the Master of Science degree.

MINOR IN SPECIAL EDUCATION

A special education minor may be pursued by students in any other major. Students who wish to minor take the following sequence of courses: 18 credits

Required Courses/15 credits

SPED 305	Behavior Management/3 credits
SPED 322	Mathematics, Science, and Social Studies Adaptations for Students with Exceptional Needs /3 credits
SPED 489	Survey of Exceptional Children/3 credits
SPED 475	Language and Language Disorders/3 credits (except CSDS students)
SPED 411	Assistive Technology and Augmentative Communication in the General Curriculum /3 credits

3 credits from the following:

CSDS 206	Introduction to Sign Language/3 credits
EDUC 245	Human Growth and Development/3 credits
PSYC 101	Introduction to Psychology/3 credits
PSYC 356	Abnormal Psychology/3 credits
PSYC 357	Psychopathology of Childhood and Adolescence/3 credits

SPECIAL EDUCATION COURSE DESCRIPTIONS (SPED)

A special fee is charged for all practicum, student teaching, internship, and assessment courses. †

Writing Intensive Courses WR

Speaking Intensive Courses SP

SPED 202. *Introduction to Special Education.* Introduction to all exceptionalities included in special education; the psychology of exceptional learners and legislation pertaining to the education of students with disabilities. 3 credits.

SPED 221. *Diversity in School Settings.* This course emphasizes the responsibility of teachers and other school professionals to 1) communicate effectively for diverse audiences; 2) consider how verbal and non-verbal communication can be considered through various cultural lenses including that of disability; 3) communicate in a manner which fosters greater intercultural awareness and sensitivity; 4) examine the role of technology in contemporary communication with and between students; 5) consider the role and responsibilities of educators in public discourse in diverse professional settings. Course is required for those seeking licensure to teach Special Education General Curriculum K-12. Prerequisite: SPED 202 or EDUC 245 or instructor permission. 3 credits.

SPED 295. *Special Topics.* Selected topics in Special Education. The topics will vary from semester to semester. Descriptions will be available from academic advisors. May be repeated for credit when topics change. 1-3 credits.

SPED 305. *Behavior Management.* Strategies for developing positive behavior intervention plans and supports from behavioral, cognitive, ecological, psychoeducational, and psychodynamic theories. 3 credits.

SPED 311-312. *Studies Abroad.* Primarily intended for transfer of credit earned abroad in courses in special education. 1-18 credits.

SPED 321. *Reading and Language Arts for Students with Exceptional Needs.* Research-based strategies for teaching reading and Language Arts to Students with Exceptional Needs. Emphasis on teacher-directed instruction and direct instructional teaching models. Must be taken concurrently with SPED 323. Prerequisites: SPED 202 and admission to the Teacher Preparation Program. 3 credits.

SPED 322. *Mathematics, Science, and Social Studies Adaptations for Students with Exceptional Needs.* Emphasis on strategies, accommodations, modifications, and collaboration for content areas such as Mathematics, Social Studies, and Science. Prerequisites: SPED 202. 3 credits.

SPED 323. *Practicum in Reading Assessment and Tutoring.* A field experience tutoring students with exceptional needs. Prerequisite: SPED 202 and admission to the Teacher Preparation Program. Must be taken concurrently with SPED 321 and SPED 325. † 2 credits.

SPED 325. *Introduction to Assessment.* This course is designed to introduce students to the assessment process in special education by addressing foundational knowledge and issues surrounding the construction of IEP's, curriculum-based measurement and assessment (CBM and CBA), and teacher-made tests. In addition, state assessments, such as SOL's, will be discussed as they relate to special education students. Prerequisites: SPED 202. Must be taken concurrently with SPED 321 and SPED 323. 3 credits. WR.

SPED 327. *Practicum II.* Advanced teaching experience with students with exceptional needs. Prerequisite: SPED 305. 3 credits. SP.

SPED 389. *Survey of Exceptional Children.* An introduction to all disabilities in special education. Characteristics and needs of students with disabilities, legislation, litigation, inclusion, and the role of the classroom teacher as a member of the IEP team. 3 credits

EDUC 406. *Directed Teaching for Students with Exceptional Needs/12 credits*** SP.*

SPED 411. *Assistive Technology and Augmentative Communication in the General Curriculum.* Students will develop an understanding of low tech and high tech Assistive Technology (AT) and Augmentative/Alternative Communication (AAC) systems. Study will include federal and state laws related to the provision of AT/AAC and funding for devices. Students will learn to assess for, design, and apply AT and AAC to facilitate success in the lives of persons with disabilities. 3 credits.

SPED 475. *Language and Language Disorders.* A study of normal development of language and delayed language acquisition resulting from environmental and organic causes. 3 credits.

SPED 495. *Special Topics in Special Education.* Selected topics in special education. The topics may vary from semester to semester. May be repeated for credit when topics change. 1-3 credits.

SPED 498. *Honors Research in Special Education.* Students conduct research in special education under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 3 credits.

SPED 516. *Medical and Neurological Problems of Exceptional Students.* A comprehensive study of environmental/hereditary factors affecting the child with disabilities from the prenatal period through the school years. Educational strategies for accommodating medical and neurological conditions in the classroom. 3 credits.

SPED 519. *Instructional Phonics.* This course covers the principles of decoding and word identification skills. The emphasis will be on phonological and phonemic awareness, on alphabetic principles and explicit phonics instruction, and on morphemic analysis to build vocabulary. Effective practices to promote fluency with decoding skills and to improve comprehension will also be included. Students will be expected to master phonics concepts and skills and informal assessment of these skills. 3 credits.

SPED 525. *Evidence Based Language Arts Instruction.* All teachers, especially special educators, must demonstrate proficiency not only with the components of evidence based language arts instruction, but they must also be proficient in their delivery and monitoring of this instruction. This course will systematically teach the skills needed for an individual teacher to deliver evidence based language arts programs. 3 credits.

SPED 545. *Psychoeducational Assessment.* Psychological and educational assessment, administration and interpretation of informal, curriculum-based, standardized, and criterion-referenced tests. Interpretation of test results as a basis for placement and instruction. 3 credits. Pre-requisites: SPED 202 or 489 or 515 or permission of instructor. Fee required - \$15.00. 3 credits.

SPED 565. *Behavior Management.* This course is designed to provide students with an overview of techniques used in the management of behavior. The principles and practice of behavior modification and applied behavior analysis for teachers will be stressed. 3 credits.

SPED 575. *Career and Life Planning for Exceptional Learners in the General Curriculum.* An in-depth study of preparatory skills for vocational opportunities for individuals with disabilities. An overview of social, leisure and recreational opportunities and assistive technology for individuals with disabilities. 3 credits.

SPED 595. *Special Topics in Special Education.* Selected topics in special education. The topics may vary from semester to semester. May be repeated for credit when topics change. 1-3 credits.

SPED 600. *Thesis Research.* This credit is awarded for the successful completion of a proposal, data collection, final thesis paper, and thesis presentation. Students must complete three hours for the degree requirement and must remain continuously enrolled in at least one credit hour until completion. Students must be enrolled in the semester scheduled for graduation. Prerequisite: SPED 689, EDUC 502. 1-3 credit hours.

SPED 601. *Collaborative Special Education Research.* The student will design, conduct, evaluate, discuss and disseminate the results of her/his proposed collaborative research project that is conducted with a Longwood University Professor. The product of this research will be either an article submitted for possible publication in a professional journal or a product approved by the faculty committee. Students must complete three hours for the degree requirement and must remain continuously enrolled in at least one credit hour until completion. Students must be enrolled in the semester scheduled for graduation. Prerequisite: SPED 689, EDUC 502. 1-3 credit hours.

SPED 682. *Collaboration in the School, Home and Community.* Techniques for mainstreaming the child with mild/moderate disabilities through collaboration with the regular classroom teacher. 3 credits

SPED 689. *Seminar of Current Issues in Special Education.* A discussion of current selected issues in special education such as litigation, legislation, personnel preparation and research. 3 credits.

SPED 690. *Graduate Internship.* A minimum of 200 clock hours in a public or private agency, supervised by a faculty advisor, in diagnosis, consultation, or research. Continuous enrollment required. Students may re-enroll as many times as necessary to earn the required 3 credit hours. Prerequisite: EDUC 406. Required fee for 3 credits - \$15.00. 1-3 credits.

Department of Social Work and Communication Sciences Disorders

Theresa A. Clark, PhD, *Chair*

Peg Turner, *Administrative Assistant*

SOCIAL WORK PROGRAM

Faculty

Theresa A. Clark, PhD, *Associate Professor of Social Work and Department Chair*

Ian Danielsen, PhD, *Visiting Assistant Professor of Social Work*

Kayla Sherwood, MSW, *Visiting Assistant Professor of Social Work*

Teresa Reynolds, MSW, LCSW, *Director of Field Education*

Mission Statement

The mission of the Longwood University undergraduate Social Work Program is to prepare generalist practitioners who have a foundation in social work knowledge, theory and research through a strong liberal arts based education; to prepare competent and effective generalist practitioners who become citizen leaders in their respective communities, while representing and empowering oppressed individuals, groups, and communities to improve the quality of life; to reduce the inequalities in society through the use of social justice strategies and effective practice; and to contribute to the knowledge base of practice, research, and theory regarding the needs of diverse populations served by professional social workers.

Goals

1. Provide strong liberal arts based education that incorporates coursework from the natural sciences, humanities, social sciences, and mathematics and computer sciences.
2. Provide guided field instruction experiences that promote the delivery of effective services to diverse populations.
3. Provide social work curricula that build on the knowledge and skills acquired in the liberal arts education and that focuses on research, knowledge, theories and skills that develop effective generalists' social work practitioners.
4. Encourage understanding and respect for the person-in-environment conceptualization, diversity, inequalities and changing needs of a complex society and use this information to address social injustices.
5. Support faculty and student research and knowledge building to ensure excellence in learning and teaching.
6. Prepare students to be self-aware and accountable to themselves, the profession and the community by promoting social work ethics and values to include worth and dignity of the person, service, integrity, competence, importance of human relationships, and social justice.

Objectives

1. Upon completion of the Social Work Program, social work students should be able to:
2. Communicate effectively, both orally and in writing, with diverse constituencies.
3. Think critically and apply analytic skills in understanding current issues and in providing effective services to diverse clientele.
4. Use current technology to locate and disseminate information.
5. Understand the biological and psychosocial developmental stages of individuals.
6. Recognize the importance of diversity and its implications for effective social work practice.
7. Understand the core values that form the basis of the profession of Social Work to include service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence.
8. Integrate knowledge, skills and abilities to provide direct and indirect services in diverse practice settings.
9. Use information gained from continuous self-assessment to recognize when changes in behavior and practice are needed.
10. Enable faculty to engage in research, practice, and other knowledge building activities.
11. Synthesize and use various theoretical approaches in understanding the needs of clientele and in the provision of services to clientele at the micro, mid and macro levels of practice.
12. Conduct and understand the results of research projects and apply the information to practice settings of diverse sizes.
13. Present self in a professional manner.
14. Recognize the impact of oppression and discrimination on historically underrepresented populations.
15. Use knowledge and skills to reduce inequalities and injustices in society.

Admissions Process

Any student accepted to Longwood University may declare Social Work as a major. However, the student will be officially accepted to the Social Work Program at the conclusion of their sophomore year after established criteria have been met.

To be admitted to Longwood University Social Work Program, a student must:

1. Submit a completed application to the Social Work Program by the Friday before spring break of the sophomore year, or Friday before fall break once requirements are met.
2. Provide two professional references with one from a Longwood Social Work professor.
3. Complete 55 earned credit hours, which must include successful completion of ENG 150, SOWK 201. Completion of SOCL 101, PSYC 101, MATH 171 and BIOL 101 are strongly recommended within the 55 credit hours. Transfer students who meet the above criteria upon entering Longwood must complete one semester at Longwood and provide a reference from one of Longwood's Social Work

professors. (A recommended course of study is included in the student handbook that students declaring Social Work as their major receive in their first advising session as a social work major.)

4. Have a **2.30 cumulative grade point average** (which is the current GPA requirement to enter field instruction).
5. **Earned no grade less than a C in any Social Work course.** If a grade of C- or below is received in any social work course, the course must be retaken to receive a grade of C or above.
6. Student/Faculty with concerns may request a formal interview.

The Program in Social Work provides an undergraduate course of study of unique and personalized instruction accredited by the Council on Social Work Education, leading to the Bachelor of Science or Bachelor of Arts in Social Work. The curriculum prepares graduates for first-level professional social work practice as practitioners utilizing the generalist perspective. Program graduates frequently pursue advanced study in graduate schools and may be eligible for admission into advanced standing one-year MSW degree programs. They may utilize their professional credentials for careers as generalist-based, professional practitioners according to the standards of the National Association of Social Workers in such areas as:

- Adoption
- Case Management
- Child Protection
- Child Welfare
- Mental Health
- Crisis Intervention
- Disaster Relief
- Domestic Violence
- Foster Care
- Gerontology
- Medical Social Work
- Homelessness
- Global Social Work
- Policy
- Advocacy
- Research
- Social Justice
- School-based Social Work
- Substance Abuse
- Addiction
- Community Planning

The faculty of the Social Work Program, reflecting the generalist orientation, provides an individualized focus on each student's professional growth and development. Specifically, the Program faculty, using academic and practice courses as well as internships in human service agencies, work strategically with each student to develop proficiency in professional knowledge and skills.

Junior Field Instruction consists of an agency placement or field practicum concurrent with integrative course work and involves 180 hours of instruction in a field setting. A grade point average of 2.3 both in the major and overall is required for placement in a field instruction setting. Students transferring into the program later in their academic pursuits are afforded the opportunity to enter the accelerated 9 1/2-week summer program. Senior Field Instruction usually occurs during the last semester and consists of 500-600 hours (15 weeks, 40 hours per week) of field instruction in an agency setting. Only those students who are social work degree candidates may be admitted to the field practicum experiences. Enrollment in social work practice courses (SOWK 330, 425, and 430) is restricted to social work majors only! Practicum experiences are readily available throughout the state, and many students choose to live at home during this experience, thus saving money

and greatly enhancing their professional career entry. The Social Work Program, in compliance with CSWE accreditation standards, grants no academic credit for life experience and/or previous work experience in lieu of the field practicum or in lieu of courses in the professional foundation content areas.

SOCIAL WORK MAJOR, BA, BS DEGREE

A. General Education Core Requirement/38 credits

See General Education Requirements

B. Additional Requirements for BA Degree/6 credits

Additional Requirements for BS Degree/6-7 credits

See Degree Requirements

C. Major Requirements/71 credits

Core Courses/53 credits

SOWK 201	Introduction to Social Work and Social Welfare/3 credits
SOWK 300	Social Problems and the Development of Social Policy/3 credits
SOWK 301	Human Behavior and the Social Environment I/3 credits
SOWK 302	Human Behavior and the Social Environment II/3 credits
SOWK 320	Introduction to Social Work Research/3 credits
SOWK 325	Human Diversity: Populations-at-Risk/3 credits
SOWK 330	Methods: Practice I Individuals and Families/4 credits
SOWK 392	Junior Field Instruction Internship/6 credits
SOWK 412	Leadership and Professional Development in Social Work/3 credits
SOWK 425	Methods: Practice II Social Work Practice with Groups/4 credits
SOWK 430	Methods: Practice III Communities and Organizations/4 credits
SOWK 492	Senior Field Instruction Internship/15 credits (one credit satisfies General Education Goal 14)

Social Work Electives/18 credits (select 6 from the following courses)

SOWK 215	Global Social Work/3 credits
SOWK 230	Social Work and Addiction/3 credits
SOWK 250	Spirituality and Social Work/3 credits
SOWK 305	Social Work with Older Americans/3 credits
SOWK 337	Family and Children's Services/3 credits
SOWK 362	Social Work with Children/3 credits
SOWK 490	Directed or Independent Study/1-18 credits
SOWK 495	Special Topics: Selected Topics in Social Work/3 credits

And any other courses from other disciplines that are approved by the academic advisor.

Students must earn no grade less than a C in any Social Work course. If a grade of C- or below is received in any social work course, the course must be retaken to receive a grade of C or above.

D. General Electives for BA Degree/5 credits

General Electives for BS Degree/4-5 credits

E. Total Credits Required for BA or BS in Social Work/120 credits

SOCIAL WORK COURSE DESCRIPTIONS (SOWK)

General Education Course*

Writing Intensive Course WR

Speaking Intensive Course SP

SOWK 201. *Introduction to Social Work and Social Welfare.* This course introduces the broad range of human service professions designed to provide a wide variety of services to individuals, groups, the community, and the larger society. Further, this course is designed to introduce students seeking to become generalist social workers (entry-level practitioners) to the unique aspects of the social work profession. The historic development of social work and social welfare and the relationship to effective provision of intervention services, which are based on the profession's knowledge, skills, and values are explored. 3 credits.

SOWK 215. *Global Social Work.* The purpose of this course is to introduce students to practice and policy aspects of global Social Work. From a strengths perspective, biological, psychological, social and spiritual factor will be considered as they relate to global Social Work. The inquiring, attentive student should emerge from the course with more questions than answers but a determination to keep seeking knowledge on the nature of global Social Work and unique individual and cultural differences. For learning to take place, there must be online class discussion and tolerance for our differences. 3 credits.

SOWK 230. *Social Work and Addiction.* The purpose of this course is to introduce students to practice and policy aspects of addiction counseling. From a strengths perspective, biological, psychological, social, and spiritual factors will be considered as they relate to addiction. The inquiring, attentive student should emerge from the course with more questions than answers but a determination to keep seeking knowledge in the nature of addiction and unique individual and cultural differences. 3 credits.

SOWK 250. *Spirituality and Social Work.* This elective course will provide a framework of knowledge, skills and values to students in assisting people from diverse spiritual backgrounds. Students will examine how spirituality plays a role in the micro and macro level of social work and will develop skills to respond competently with individuals, organizations and communities. A variety of instructional methods and media will be used in this course to illustrate the material. Methods and media include lectures, overhead slides and PowerPoint presentations, film and video, small group activities, and role plays. 3 credits.

SOWK 295. *Special Topics.* Selected topics in Social Work. The topics will vary from semester to semester. Descriptions will be available from academic advisors. May be repeated for credit when topics change. 1-3 credits.

SOWK 300. *Social Problems and the Development of Social Policy.* The development of social policies in response to social problems is examined with a special emphasis on the impact of social injustices. The history of the relationship between social work practice and social policy development is explored. Students are encouraged to view social policy practice as a viable and bona fide multi system social work practice intervention. Analytic skills, interactional skills, political skills, and value-clarifying skills are primary skill areas that students build on in preparation for policy analysis and development. Prerequisite: SOWK 201. 3 credits. SP.

SOWK 301. *Human Behavior and the Social Environment I.* Using the general systems approach, the student will develop a multi-level perspective of human behavior in the areas of personality development and self-concept in the context of community and organizational systems, group processes, personal change dynamics, family systems, and life cycles. Concurrent focus is placed on the relevancy of the theory base. Integrated into this course as well is content on human diversity and populations at risk, a strengths perspective, and the values and ethics of social work practice. Prerequisites: SOCL 101 or SOCL 102. 3 credits.

SOWK 302. *Human Behavior and the Social Environment II.* The application of a multidimensional perspective in an examination of human behavior across the life span and in terms of biological, social and psychological processes. This course primarily emphasizes models and theories of human behavior in families, groups, organizations, institutions and communities, all from an ecological and systems perspective. Integrated into this course as well is content on human diversity and populations at risk, a strengths perspective, and the values and ethics of social work practice. Prerequisite: SOCL 101 or SOCL 102. 3 credits. WR.

SOWK 305. *Social Work with Older Americans.* This course will explore the diverse mandates for social welfare services and for the providers of these services, especially professional social workers. In addition, the course will provide an overview of the aging process and how it impacts the individual, family, and ultimately society. Further, the course will examine the interface between older Americans and social problems, social policies and the rights of older Americans. 3 credits.

SOWK 309. *Human Sexual Adjustment.* Socio-cultural influences on gender identity and sexual behavior will be analyzed and issues regarding sexual expression and sexual dysfunctioning will be explored. Methods of dealing with sexual adjustment difficulties at both the individual and community levels are presented including human service. 3 credits.

SOWK 311-312. *Studies Abroad.* Primarily intended for transfer of credit earned abroad in courses in social work. 1-18 credits.

SOWK 320. *Introduction to Social Work Research.* Students will learn and apply the fundamental principles and practices of social science research in the context of the social work profession, social work policy and social work practice. Students will address issues and practices related to the development, production, consumption, and dissemination of research in terms empirically based knowledge and evidence-based interventions, social work ethics and values, and in consideration of human diversity and populations at risk. Prerequisite: MATH 171. 3 credits. WR.

SOWK 325. *Human Diversity: Populations-at-Risk.* Conceptual frameworks for understanding human diversity with a special emphasis on understanding self will under gird the identification and study of populations-at-risk in society. The dynamics of social injustices and the impact on diverse groups in society are explored. Students will develop competent skills to provide services to diverse clientele at multilevel systems. Prerequisite: SOCL 101 or SOCL 102. 3 credit hours. SP.

SOWK 330. *Methods: Practice I Individuals and Families.* A generalist model of practice is presented which emphasizes a problem-solving approach toward assisting clients/consumers of social work services. The primary framework discussed in this course will be theories employing a generalist social work model. Content area required by CSWE is included and focuses on issues of diversity, populations-at-risk, social and economic justice, and social work values and ethics. Along with SOWK 425 and SOWK 430, this course builds theoretical and practice knowledge, skills, and values, which are used to assist individuals, families, groups, communities, and organizations in a wide range of social welfare/human services settings. Prerequisites: SOWK 301. Must be at least Junior status with a minimum of 56 credits. Co-or prerequisite: SOWK 302. 4 credits.

SOWK 337. *Family and Children's Services.* Major concepts of family and child welfare are presented and trends in relevant policy, services and practice skills related to supportive, supplemental and substitutive programs are analyzed. 3 credits.

SOWK 362. *Social Work with Children.* This course is designed to provide undergraduate social work students with the knowledge and beginning skills needed to work with children as a generalist social worker in multiple human service settings. This is a practice course that explores the strengths and needs of children from a systems and risk/resilience perspective, with emphasis on collaboration. A special emphasis is given to populations at-risk and ethical considerations in working with children. 3 credits.

SOWK 390. *Directed or Independent Study.* Must be approved by the head of the department. May be repeated as 391. 1-18 credits.

SOWK 392. *Junior Field Instruction Internship.* This is the first of two sequential courses. This course is open only to majors with junior status. Students will spend 14 hours per week in a local community agency under the supervision of an agency based field instructor. The purpose of this course is intended to begin the application of beginning level practice skills in working with individuals, families, groups, organizations, and communities from a generalist perspective. Reinforces students' identification with the purposes, values, and ethics of the Social Work profession. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program objectives. Semester Course: 6 credits. Prerequisite SOWK 330.

SOWK 412. *Leadership and Professional Development in Social Work.* This course will provide knowledge, ethics and values and skills involved in organizational leadership in social work practice. The focus will be on the theoretical perspectives, functions and structures, leadership styles, techniques and skills and ethical and value-driven leadership needed in the field of social work. In addition, this course will provide skills in professional development to prepare for entry level generalist social work practice. Prerequisite SOWK 392. 3 credits.

SOWK 425. *Methods: Practice II Social Work Practice with Groups.* Students will develop theoretical and practice knowledge and skills regarding group practice in various human service settings and contexts. Students will integrate an eco-systems perspective, knowledge, and skills regarding social work ethics and values, principles of human diversity, social justice, populations at risk, and a strengths perspective. This course will review and apply different theoretical approaches and practice methods to social work with various kinds of small groups, including therapy or counseling groups, socialization and education groups, support and self-help groups, various task groups and social action groups. Emphasis is placed on the role of social work practice with groups in the promotion of well-being and optimal functioning. Prerequisites: SOWK 301, SOWK 302 and SOWK 330. 4 credits.

SOWK 430. *Methods: Practice III Communities and Organizations.* This course introduces theories and concepts for socially and culturally competent social work practice in communities and organizations. Students examine the roles of communities and organizations within and beyond the context of traditional social work practice with individuals, families, small groups, organizations and large systems. Students will integrate social work's historical and contemporary emphasis on empowerment, a strengths perspective, human and cultural diversity, populations at risk, and the values and ethics of social work practice. Political action, advocacy, and related collaborative approaches for building and strengthening communities, neighborhoods, and organizations will be stressed. Prerequisite: SOWK 392. 4 credit hours.

SOWK 461. *Topical Seminar in Social Work.* A series of topical lectures, presentations and discussions concerning areas of current concern to practitioners in a variety of welfare settings. Emphasis is placed on practice related material and the involvement of practitioners from local agencies is encouraged. 1-3 credits.

SOWK 462. *Delivering Hospice Care.* A skills approach to the provision of hospice care to the terminally ill. Physical, psychological, social, and spiritual needs unique to this client population will be presented. 1 credit.

SOWK 490. *Directed or Independent Study.* Must be approved by the head of the department. May be repeated. 1-18 credits.

SOWK 492. *Senior Field Instruction Internship.* This course is open only to majors with senior status. Forty hours per week in a local community agency under the supervision of an agency based field instructor will be a major component to the course. The total hours of senior field instruction (SOWK 492) is 500-600 hours upon placement. SOWK 492 is intended to extrapolate and build from Junior Field Instruction beginning level practice skills with individuals, families, groups, organizations, and communities. The purpose of this course is to reinforce students' identification with the purpose, values, and ethics of the social work profession. Field education is systematically designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of program objectives. SOWK 492 is a semester course of 15 credits. Prerequisite classes include: SOWK 330, 425, and 430 with a 2.30 G.P.A average overall. *Fulfills General Education Goal 14.

SOWK 495. *Special Topics.* Selected topics in Social Work. The topics will vary from semester to semester. Descriptions will be available from academic advisors. May be repeated for credit when topics change. 1-3 credits. SP.

SOWK 498. *Honors Research in Social Work.* Students conduct research in social work under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 3 credits.

COMMUNICATION SCIENCES AND DISORDERS PROGRAM

Faculty

Mani Aguilar, Au.D., CCC-A, *Clinical Audiologist*

Stephanie Bailey, MA, CCC-SLP, *Clinical Educator*

Ann Cralidis, PhD, CCC-SLP, *Assistant Professor and Undergraduate Program Coordinator*

Caitlin Frank, MS, CCC-SLP, *Coordinator/Clinical Educator*

Kellyn Hall, PhD, CCC-SLP, *Associate Professor*

Lissa Power-deFur, PhD, CCC-SLP, *Professor and Graduate Program Coordinator*

Wendy Pulliam, MS, CCC-SLP, *Clinical Educator and Clinic Director*

Shannon W. Salley, SLPD, CCC-SLP, *Assistant Professor and SLP Online Coordinator*

Program Mission Statement

The Communication Sciences and Disorders (CSDS) Program is dedicated to providing a comprehensive education in human communication processes and in the prevention, assessment, and treatment of communication disorders across the lifespan. The program is committed to providing students in the undergraduate program with comprehensive pre-professional academic and observation experiences for entrance into a graduate program in speech language, pathology, audiology, deaf education, or related field.

Undergraduate Program

The Bachelor of Science degree program in Communication Sciences and Disorders (Speech-Language Pathology) is a pre-professional program that provides academic training in the normal process of speech, language, hearing, and their associated pathologies. The coursework provides the foundation for pursuing a master's degree in speech-language pathology or audiology. The master's degree is the entry-level degree in the profession of speech-language pathology, while a clinical doctorate in audiology is required for entry into that profession. Successful completion of the Communication Sciences and Disorders program prepares students for graduate education in Speech Language Pathology, Audiology, Deaf Education, Special Education as well as careers in a variety of Human Service fields.

Admission to the Communication Sciences and Disorders Major

All students first entering the College of Education and Human Services (CEHS) who wish to pursue a bachelor's degree in Communication Sciences and Disorders must meet the following criteria prior to registration for CSDS courses at and beyond the 314 level:

- Completion of 45 credit hours

- Minimum overall GPA of 3.0
- Demonstration of competency in written and oral English as evidenced by no less than a grade of “B” in English 150 or the equivalent course or courses from a community college or another university.
- An earned grade of no less than “B” in Biology 101 or the equivalent course or courses from a community college or other university.
- An earned grade of no less than “B” in CSDS 285.

Students may enroll in a few selected courses required for the CSDS major while they are moving toward satisfying the above requirements. These courses include CSDS 201, CSDS 206, CSDS 207, CSDS 285, CSDS 290, CSDS 307, CSDS 313, and EDUC 245, SPED 305, and SPED 389.

Students transferring from other colleges and universities and entering Longwood University with junior level standing may register for CSDS courses from the 201 through 313 level. Student transfers will need to earn a 3.0 Longwood University GPA prior to registering for CSDS courses at and beyond the 314 level.

COMMUNICATION SCIENCES AND DISORDERS MAJOR, BS Degree

A. General Education Core Requirements/38 credits

Goal 12: Recommended choice: PHIL 315/3 credits

B. Additional Degree Requirements/7 credits

MATH 171 Statistical Decision Making/3 credits

PHYS 103 Conceptual Science/4 credits

C. Major Requirements/56 credits

To satisfy major requirements for graduation, students majoring in Communication Sciences and Disorders **must earn a grade of no less than C in all CSDS courses** and an **overall GPA of 2.75**.

CSDS 201	Introduction to Communication Disorders/3 credits
CSDS 206	Introduction to Sign Language/3 credits
CSDS 207	Intermediate Sign Language/3 credits
EDUC 245	Human Growth and Development/3 credits
CSDS 285	Language Development Across the Life Span/3 credits
CSDS 290	Morphology and Syntax/3 credits
CSDS 307	Phonetics/3 credits
CSDS 313	Anatomy and Physiology of Speech & Hearing Mechanisms/3 credits
CSDS 314	Phonology and Language Disorders/3 credits
CSDS 361	Introduction to Audiology and Hearing Science/3 credits
CSDS 430	Language and Literacy/3 credits
CSDS 450	Speech Science/3 credits
CSDS 455	Neurology in Human Communication/3 credits
CSDS 460	Introduction to Neurogenic Communication Disorders/2 credits
CSDS 489	Introduction to Clinical Practice/2 credits (one credit satisfies General Education Goal 14)
SPED 305	Behavior Management, Part 1/3 credits
SPED 489	Survey of Exceptional Children/3 credits
ENGL 470	Professional Writing Skills/3 credits
HLTH 275	Medical Terminology/2 credits

Choose one of the following:

SOWK 325 Human Diversity: Populations-at-Risk/3 credits

SOCL 233 Introduction to Social Inequality and Difference/3 credits

PSYC 384 Cross-Cultural Psychology/3 credits

HLTH 210	Global Health/3 credits
RELI 242	World Religions/3 credits
PHIL 360	Philosophy of Religion/3 credits

D. General Electives/19 credits

Recommended Electives:

SOCL 102	Contemporary Social Problems/3 credits
ENGL 382	Grammar: Theory and Practice/3 credits
SOCL 320	Sociology of Education/3 credits. open to juniors and seniors only
PSYC 453	Psychology of Language/3 credits
COMM 101	Public Speaking/3 credits
PSYC 371	Infant and Child Development/3 credits
PSYC 373	Adolescent and Adult Development/3 credits
SPED 411	Assistive Technology and Augmentative Communication in the General Curriculum/3 credits

E. Total credits required for a BS in Communication Sciences and Disorders/120

COMMUNICATION SCIENCES AND DISORDERS MINOR

Minor Requirements/18 credits

To satisfy minor requirements in Communication Disorders for graduation, students must take these five courses.

CSDS 201	Introduction to Communication Disorders/3 credits
CSDS 206	Introduction to Sign Language/3 credits
EDUC 245	Human Growth and Development/3 credits
CSDS 285	Language Development Across the Life Span/3 credits
CSDS 290	Morphology and Syntax/3 credits

Plus students must select one (1) course from the list below:

CSDS 207	Intermediate Sign Language/3 credits
CSDS 307	Phonetics/3 credits
CSDS 313	Anatomy and Physiology of Speech & Hearing Mechanisms/3 credits

COMMUNICATION SCIENCES AND DISORDERS COURSE DESCRIPTIONS (CSDS)

Writing Intensive course WR

Speaking intensive course SP

CSDS 201. *Introduction to Communication Disorders.* An overview of the field of communication disorders, including the professions of speech-language pathologist and audiologist. 3 credits.

CSDS 206. *Introduction to Sign Language.* To promote understanding of American Sign Language and pidgin sign systems used with persons who are deaf or hard of hearing and to develop basic communication skills in sign language. Includes overview of national and state interpreting standards, roles and responsibilities of interpreters, interpreter Code of Ethics. 3 credits.

CSDS 207. *Intermediate Sign Language.* Intermediate Sign Language. This intermediate level course is intended to improve or advance the communication skills of those students whose core vocabulary of signed languages and knowledge of deafness has already been established. Includes an overview of various sign language dialects. A review of the acquisition of sign language skills in children and the respective roles of parents and various professionals, including interpreters, in teaching sign language to young children, will be presented. Prerequisite: CSDS 206 or equivalent. 3 credits.

CSDS 285. *Language Development Across the Life Span.* An introduction to the normal acquisition of language, including the components of language, the physical, social, and cognitive bases for language, theories of language development, and how language evolves from infancy through adulthood to senescence. Cultural influences on language development will also be explored. 3 credits. SP.

CSDS 290. *Morphology and Syntax.* Learn the terminology related to morphology and syntax and its application to analyzing language samples. 3 credits.

CSDS 295. *Special Topics.* Selected topics in Communication Disorders The topics will vary from semester to semester. Descriptions will be available from academic advisors. May be repeated for credit when topics change. 1-3 credits.

CSDS 307. *Phonetics.* The phonetic structure of the English Language, its dialects and derivations; clinical application of the International Phonetic Alphabet. 3 credits.

CSDS 313. *Anatomy and Physiology of Speech and Hearing Mechanisms.* Anatomical structures of the human communication system and the physiology of inter-related movements. Prerequisite: BIOL 101. 3 credits.

CSDS 314. *Phonology and Language Disorders.* The identification and evaluation of phonological and language disorders in children and adolescents, etiological factors, and basic assessment and management procedures for a culturally and linguistically diverse populations. Prerequisites: CSDS 285 and 307, or permission of instructor. 3 credits.

CSDS 361. *Introduction to Audiology and Hearing Science.* Physics of sound; physiology of hearing; types and amounts of hearing loss; hearing evaluation: audiometry. Prerequisite: CSDS 313 or consent of instructor. 3 credits.

CSDS 430. *Language and Literacy.* Overview of the relationship between language and literacy Learning outcomes target the specific skills for professionals in communication disorders including: phonological and phonemic awareness, development of expressive language, and a focus on collaborative practice with classroom teachers. Therapeutic strategies, which integrate listening, thinking, speaking, reading and writing, are targeted for all children. Prerequisites: CSDS 285 and CSDS 290. 3 credits. SP.

CSDS 450. *Speech Science.* An introduction to speech science theory, instrumentation, and measurement Emphasis on normal speech perception and production. Prerequisites: CSDS 307, 313, and 361. 3 credits.

CSDS 455. *Neurology in Human Communications.* An overview of neurology as it relates to communication and communication disorders. Prerequisite: CSDS 313. 3 credits.

CSDS 460. *Introduction to Neurogenic Communication Disorders.* This course is an introduction to the study of theories, principles, and procedures for the evaluation and treatment of neurologically-based communications disorders. Prerequisite: CSDS 455 or approved course equivalent. 2 credits.

CSDS 489. *Introduction to Clinical Practice.* Class instruction related to clinical methods and practicum experience plus 20 hours field experience with a Speech-Language Pathologist or Audiologist. Co-requisite: CSDS 314 or consent of instructor. 2 credits. *Fulfills General Education Goal 14. WR.

CSDS 495. *Special Topics.* Selected topics in Communication Disorders. The topics will vary from semester to semester. Descriptions will be available from academic advisors. May be repeated for credit when topics change. Prerequisite: CSDS 314. 1-3 credits.

Department of Health, Athletic Training, Recreation and Kinesiology

Rená Koesler, *Chairperson*

Nancy E. Scruggs, *Administrative Assistant*

The Department offers three BS degree programs, one in athletic training, one in therapeutic recreation, and one in kinesiology with concentrations in either teaching physical and health education or exercise science. The department also offers a teaching endorsement in driver education, and minor programs in coaching, health education, outdoor education and pre-professional clinical studies. A variety of activity classes, whose goal is to develop fitness and skills in life-time sport and recreation, are offered to all students. Health and activity classes are structured to provide students with knowledge about current health problems and to help them develop behaviors and attitudes that will aid in maintaining a state of optimal health and well-being throughout the life-span.

Faculty

Ann Bailey, MS, *Instructor of Therapeutic Recreation*

J. Charles Blauvelt, PhD, *Associate Professor of Physical Education*

A. Vonnie Colvin, EdD, *Professor of Physical Education*

Faustena L. Ewing, MEd, *Senior Lecturer in Physical Education*

Nikki Hall-Atkinson, M.S. *Lecturer in Exercise Science*

Lindsey Ingle, MEd, ATC, *Instructor of Athletic Training*

Rená A. Koesler, PhD, *Professor of Recreation*

Chrystyna Kosarchyn, PhD, CHES, *Professor of Health Education*

Timothy G. Coffey, PhD, *Assistant Professor of Exercise Science*

Kyle Levers, PhD, *Assistant Professor of Exercise Science*

Matthew D. Lucas, EdD, *Associate Professor of Physical and Health Education*

Susan E. Lynch, PhD, CTRS, *Professor of Therapeutic Recreation*

Sharon M. Menegoni, MS, ATC, *Associate Professor of Athletic Training*

Jo Morrison, PhD, *Associate Professor of Exercise Science*

Michael Mucedola, PhD, MCHES, *Assistant Professor of Health Education*

Alicia Peterson, MEd, *Lecturer in Physical Education*

Troy Purdom, M.S. *Instructor in Exercise Science*

Margaret Frederick Thompson, EdD, ATC, *Associate Professor of Athletic Training*

William C. Thomson, EdD, *Associate Professor of Physical Education*

Rodney L. Williams, BA, *Artist-in-Residence, Dance*

Kirstin Whitely, MA, *Instructor of Therapeutic Recreation*

KINESIOLOGY PROGRAMS

The Kinesiology curriculum offers programs of study leading to a Bachelor of Science degree in kinesiology in two areas: Exercise Science and in teaching Physical and Health Education (PHETE). Both majors must take a core of kinesiology theory; then, depending upon interest and career goals, students will take course work in one of the following program concentrations: Exercise Science or in Physical and Health Education Teacher Education, PK-12.

PHYSICAL AND HEALTH EDUCATION TEACHER EDUCATION PK-12 CONCENTRATION (PHETE)

Faculty

J. Charles Blauvelt, PhD, *Associate Professor of Physical Education*
A. Vonnie Colvin, EdD, *Program Coordinator, Professor of Physical Education*
Chrystyna Kosarchyn, PhD, CHES, *Professor of Health Education*
Matthew D. Lucas, EdD, *Associate Professor of Physical and Health Education*
Michael Mucedola, PhD, MCHES, *Assistant Professor of Health Education*
William C. Thomson, EdD, *Associate Professor of Physical Education*

PHYSICAL AND HEALTH EDUCATION TEACHER EDUCATION (PHETE)

The PHETE program prepares students to meet State licensure requirements to teach both health and physical education from pre-kindergarten through 12th grade. Students can also elect to become endorsed to teach Driver Education. Our program is a competency-based, fieldwork intensive curriculum that ensures students obtain teaching experiences throughout their academic career. As a result, graduates tend to enter the workforce confident in their ability to deal with the many challenges faced by public school teachers.

Admission to the teacher education program requires that by the second semester of the sophomore year students complete an application which includes successful completion of state mandated standardized testing requirements, demonstrate competency in written and oral English (**earn a grade of “C-” or better in ENGL 150**), have satisfactory professional dispositions, successfully complete an interview with the Physical and Health Education Teacher Education faculty, and possess an overall grade point average of 3.0. Students with a 2.5-2.99 are placed on a wait list for admission. (For more information, refer to the Office of Professional Services section located under the Department of Education and Special Education in the catalog.) **All PHETE majors must earn a minimum grade of “C” in each professional course noted below by an asterisk.** Transfer students have two semesters to complete the above requirements. Additional policies and standards for PHETE majors are in the Physical and Health Education Teacher Education Student Handbook.

KINESIOLOGY, BS DEGREE

Physical and Health Teacher Education, PK-12 Physical and Health Education Licensure

A. General Education Core Requirement/38 credits

B. Additional Degree Requirements/7 credits

BIOL 206	Human Anatomy and Physiology I/4 credits
SOCL 320	Sociology of Education/3 credits

C. Major Requirements/80-82 credits (plus 1 credit included in General Education)

Professional Core/11 credits

KINS 275	Foundations of Physical Education and Sport/3 credits
KINS 386	Biomechanics/4 credits
KINS 387	Physiology of Exercise/4 credits

Teaching Concentration Activity Requirements/10 credits

KINS 150	Fitness Education/1 credit
*KINS 350	Team Sports/3 credits
*KINS 351	Teaching Fundamental Movement Concepts, Skills Themes and Dance/3 credits
*KINS 352	Lifetime Activities/3 credits

Teaching Concentration Requirements/59-61 credits (plus 1 credit included in General Education)

BIOL 207	Human Anatomy and Physiology II/4 credits
KINS 201	Introduction to the Teaching in a Movement Setting/2 credits
KINS 203	Technology in Health and Physical Education/1 credit
KINS 204	Assessment in Health and Physical Education/2 credits
KINS 280	Motor Development/3 credits
*KINS 364	Adapted Physical Education/3 credits
*KINS 374	Methods of Teaching High School Physical Education/4 credits
*KINS 377	Teaching Elementary Physical Education/4 credits
*KINS 378	Teaching Middle School Physical Education/4 credits
KINS 482	Directed Teaching in Elementary and Secondary Physical Education and Health/10 credits (one credit satisfies General Education Goal 14)
KINS 483	Seminar in Teaching/2 credits
HLTH 201	Orientation to Healthy Schools/2 credits
HLTH 205	Health and Wellness/3 credits
HLTH 260	Emergency Care and First Aid/3 credits
or HLTH 160	Basic Care and First Aid/1 credit
HLTH 313	Drugs and Human Behavior/3 credits
HLTH 314	Human Sexuality/3 credits
HLTH 335	Nutrition/3 credits
*HLTH 465	Comprehensive School Health Education/3 credits
EDUC 432	Content Area Literacy/3 credits

Total Credits Required for BS Degree with Physical and Health Education with Teacher Education PK-12 Concentration/125-127

Driver Education Endorsement/6 credits

Any student may elect to take the following sequence of courses and become endorsed to teach driver education in secondary schools.

HLTH 301	Foundations of Traffic Safety/3 credits
HLTH 302	Instructional Principles and Methodologies of Classroom and In-Car Instruction/3 credits

D. Total Credits Required for BS Degree with Physical and Health Education with Teacher Education PK-12 Concentration and Driver Education Concentration/131-133

Non-Teaching Option

EXERCISE SCIENCE

Faculty

Timothy G. Coffey, PhD, *Assistant Professor of Exercise Science*

Kyle Levers, PhD, *Assistant Professor of Exercise Science*

Jo Morrison, PhD, *Program Coordinator, Associate Professor of Exercise Science*

Troy Purdom, MS, *Instructor of Exercise Science*

Nikki Hall-Atkinson, MS, *Lecturer of Exercise Science*

The Exercise Science Concentration is designed to provide students with a foundation in the sciences with emphasis in exercise, health, and sport sciences. Students enrolled in this concentration are prepared for entrance into health-related fitness and sport science professions. Graduates of this program are eligible to sit for certification examinations offered by the American College of Sports Medicine and the National Strength and Conditioning Association, and to apply for advanced study in a variety of applied science and allied health programs.

Sequencing in the Exercise Science Curriculum Program

To ensure that students have a fundamental understanding of core competencies to be successful in upper level courses, grades below C- will not apply toward the fulfillment of prerequisite requirements.

Formal Admission to the Exercise Science Concentration

Students must be formally admitted to the Kinesiology Exercise Science Concentration before they can declare the major or register for upper division Kinesiology Exercise Science curriculum courses.

Admission to the Kinesiology Exercise Science program requires successful completion of the criteria for, and formal admission to the Kinesiology Exercise Science concentration. Admission to Kinesiology Exercise Science is competitive. Admissions decisions will be made by the Kinesiology Exercise Science faculty based on the collective results across all pre-admission categories. A final rank ordering is based on the total of all components of the application process. Students who have completed the required Kinesiology Exercise Science classes cannot be assured admission to the Kinesiology Exercise Science program. Students will be informed of their admission to the program prior to Spring advising and registration. Students who are not formally admitted to the Kinesiology Exercise Science program may not enroll in any Kinesiology course at the 300 or 400 level. Additional policies and standards for Kinesiology Exercise Science students are in the Exercise Science Student Handbook.

The minimum criteria for formal admission to the Kinesiology Exercise Science concentration are as follows:

- An overall grade point average (GPA) of at least 2.0
- Successful completion of the following Kinesiology Exercise Science courses
 - KINS 205 – Introduction to Exercise Science with at least B-
 - BIOL 206 and BIOL 207 – Anatomy and Physiology I & II with at least C in both courses
- Submission of the Exercise Science admission application by the posted deadline.

For purposes of eligibility, GPA is computed on the basis of Longwood work only.

Internship Requirements

Eligibility for the Exercise Science Internship requires the successful completion of KINS 387 and KINS 486, junior standing, and an overall GPA of 2.0. The internship reflects a 400 hour, minimum of 8 weeks supervised, off-campus learning experience in a clinical, community, or sports-oriented fitness setting. The internship takes place during the summer between the junior and senior years.

KINESIOLOGY MAJOR, BS DEGREE

Exercise Science Concentration

A. General Education Core Requirements/38 credits

B. Additional Degree Requirements/7 credits

BIOL 206 Human Anatomy and Physiology I/4 credits*

Take one of the following:

MATH 171 Statistical Decision Making/3 credits

MATH 301 Applied Statistics/3 credits

C. Major Requirements/75 credits

Supporting Courses/11 credits (4 credits included in General Education)

BIOL 207 Human Anatomy and Physiology II/4 credits*

CHEM 101 General Chemistry/4 credits+

or CHEM 111 Fundamentals of Chemistry/4 credits

PHYS 101 General Physics/4 credits

or PHYS 103 Conceptual Physics/4 credits+

HLTH 335 Nutrition/3 credits

Core Requirements/46 credits (1 credit included in General Education)

KINS 205 Introduction to Exercise Science/2 credits

KINS 215 Exercise Is Medicine/3 credits

KINS 218 Motor Learning and Control/3 credits

KINS 316 Essentials of Strength Conditioning/3 credits

KINS 365 Specialized Exercise Science /3 credits

KINS 370 Health Fitness Management/2 credits

KINS 376 Sports Nutrition/3 credits

KINS 385 Sport Psychology/3 credits

KINS 386 Biomechanics/4 credits

KINS 387 Physiology of Exercise/4 credits*

KINS 392 Exercise Science Internship/8 credits (one credit satisfies General Education Goal 14)*

KINS 470 Research Methods in Exercise Science/3 credits

KINS 484 Certified Exercise Physiologist Workshop and Certification/1 credit

KINS 486 Exercise Testing and Prescription/5 credits*

Additional Major Requirements/12 credits

KINS 399 Advanced Exercise Physiology/3 credits

KINS 400 Career Preparation in Exercise Science/1 credit

KINS 462 Administration of Exercise Science and Sport/3 credits

KINS 480 Advanced Exercise Testing/2 credits

KINS 488 Exercise Intervention in Disease/3 credits

Take 6 credits from following:

KINS 217 Olympic Lifting Movements/1 credit

KINS 375 Exercise Science Seminar/3 credits

KINS 412 Advanced Health and Fitness Management/3 credits

KINS 416 Advanced Strength and Conditioning for Performance Enhancement/3 credits

KINS 430 Applied Exercise Physiology/3 credits

KINS 487 Clinical Exercise Physiology/3 credits

KINS 493 Exercise Science Journal Club/1 credit

TOTAL/75 credits

A. Total Credits Required for BS Degree with Exercise Science Concentration/120 credits

One of the above courses will count as a general education course under Goal 6 and will be considered as

4 credits of the 38 total required credits. +

Courses in which students must have a grade of C- or higher.*

ATHLETIC TRAINING MAJOR, BS DEGREE

Faculty

Margaret Frederick Thompson, EdD, *Program Coordinator and Clinical Coordinator, Associate Professor of Athletic Training*

Lindsey Ingle, MEd, ATC, *Instructor of Athletic Training*

The Athletic Training program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE) and is designed to prepare students for a career in the field of athletic training, or may serve as the pre-professional course of study for physical therapy and sports medicine. The course of study leading to the Bachelor of Science Degree includes one year of pre-athletic training, a selection process, and three years in the professional and clinical education phase of the program. Admission to the Athletic Training Program is competitive. Because of enrollment limitations, students who have completed the pre-athletic training year at Longwood cannot be assured admission to the professional and clinical education phase of the Athletic Training Program.

Formal Admission to the Athletic Training Curriculum Program

Students must be formally admitted to the Athletic Training curriculum program before they can declare a major or register for upper division Athletic Training curriculum courses. Only those students admitted to the curriculum program (see admission criteria below) may declare an Athletic Training major.

All new freshmen and transfer students interested in pursuing a Bachelor of Science in Athletic Training will be admitted to the “Pre-athletic Training” program. Upon their successful completion of the criteria for and formal admission to the Athletic Training curriculum, the student will declare the Athletic Training major.

Admission to the Athletic Training Program is competitive. Because of enrollment limitations, students who have completed the pre-athletic training year at Longwood cannot be assured admission to the professional and clinical education phase of the Athletic Training Program.

Admission to the athletic training program is contingent upon the student satisfactorily completing the following prerequisites:

- a. written application;
- b. 75 hours of athletic training directed observation/work experience at one of the program’s clinical sites;
- c. 30 credit hours of college course work;
- d. a 2.5 overall grade point average (GPA),
- e. a 2.75 GPA or better in all athletic training major and supporting courses are required at the time of application (ATTR 200, 210, BIOL 207 and BIOL 206, with no grades lower than C- in these courses);
- f. completion of all Level I Skill Competencies and Proficiencies, and
- g. demonstration of appropriate clinical performance and conduct as determined by clinical preceptor evaluations of the directed-observation experience.

Admission to the Longwood University Athletic Training Program is a three stage process. In the first stage students must (a) meet a number of grade and grade point criteria, (b) file a formal written application for admission, (c) successfully complete prerequisite courses, and (d) complete a directed observation requirement.

Once those criteria are met the student will enter the second stage which includes (a) obtaining updated grade estimates and (b) participation in an admission interview. Assessments for each student are placed in rank order for each component of the application process. A final rank ordering is based on the total of all components of the application process. Preliminary admission decisions are made by the Athletic Training

Review Committee based on collective results across all pre-admission categories. At the completion of stage two, students will be informed by the program director of the preliminary admission decision or denial.

Students granted preliminary admission enter stage three. In this stage, final semester grades are subject to the grade and grade point criteria. The program director verifies that the student's final semester grades meet the grade and grade point requirements. Final admission decisions are made following the verification of candidates' semester grades.

Students (freshmen) may apply for admission to the program after the completion of the first academic year or the first semester on campus (transfer students) providing that all prerequisite courses are completed. The admissions process will be administered at the end of the spring semester. Students will be informed by the program director of exact dates.

Students who are accepted into the program are required to accumulate a minimum of 800 hours of supervised clinical experience with the Longwood intercollegiate athletic program or an affiliated site. Students will also complete an off campus clinical internship at a site of their choice during the final semester of the program. Graduates of this program are eligible to sit for the Board of Certification examination. The course of study for students planning to participate as a member of an intercollegiate athletic team is five years.

The technical standards set forth by the Athletic Training Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency (CAATE). Technical standards for program admission are published in the Athletic Training Program Curriculum Handbook.

Internship Requirements

Eligibility for the Clinical Internship in Athletic Training (ATTR 492) requires the successful completion of all coursework in the curriculum. The student must maintain a 2.5 overall grade point average and a 2.75 grade point average in all major coursework. The internship reflects a 480 hour, minimum of 12 weeks placement to be taken during the final semester of enrollment. Placement must be in an agency or educational institution under the supervision of a certified athletic trainer (ATC). University and CAATE standards will be adhered to throughout this experience.

ATHLETIC TRAINING MAJOR, BS DEGREE

A. General Education Core Requirements/38 credits

MATH 171 is recommended for General Education Goal 5.

The program requires PHIL 315 for Goal 12 and ATTR 492 for Goal 14.

B. Additional Degree Requirements/7 credits

BIOL 206 Human Anatomy and Physiology I/4 credits

MATH 301 Applied Statistics/3 credits (MATH 171 prerequisite course)

C. Major Requirements/78 credits

Supporting Courses/16 credits (4 credits included in General Education)

KINS 386 Biomechanics/4 credits

KINS 387 Physiology of Exercise/4 credits

PHYS 101* General Physics I/4 credits

PHYS 102* General Physics II/4 credits

BIOL 207 Human Anatomy and Physiology II/4 credits

Required Requirements/42 credits (2 credits included in General Education)

HLTH 260	Emergency Care and First Aid/3 credits
KINS 376	Sports Nutrition/3 credits
ATTR 200	Introduction to Athletic Training/3 credits
ATTR 210	Basic Skills in Athletic Training/3 credits
ATTR 250	Athletic Training Clinical Orientation/0 credits
ATTR 300	Injury Mechanism and Assessment I (Lower Extremity)/3 credits
ATTR 310	Injury Mechanism and Assessment II (Upper Extremity)/3 credits
ATTR 320	Therapeutic Modalities/3 credits
ATTR 325	Principles of Therapeutic Exercise/3 credits
ATTR 326	Applied Therapeutic Exercise/2 credits
ATTR 330	Injury Mechanism and Assessment III (Head, Neck and Spine)/3 credits
ATTR 410	Athletic Training Administration/3 credits
ATTR 420	Medical Aspects in Athletic Training/3 credits
ATTR 470	Clinical Research Methods/3 credits
PHED 116	Beginning Weight Training/1 credit
KINS 316	Essentials of Strength Conditioning/3 credits
PHED 101**	Fitness Concepts/2 credits

Clinical Requirements/21 credits (plus 1 credit included in General Education)

ATTR 371	Clinical Methods in Athletic Training I/2 credits
ATTR 372	Clinical Methods in Athletic Training II/2 credits
ATTR 471	Clinical Methods in Athletic Training III/2 credits
ATTR 472	Clinical Methods in Athletic Training IV/2 credits
ATTR 473	Clinical Methods in Athletic Training V/2 credits
ATTR 492	Clinical Internship in Athletic Training/12 credits (one credit satisfies General Education Goal 14)

*PHYS 101-102 waives General Education Goal 6

** PHED 101 also satisfies Goal 11

D. Total Credits Required for BS Degree in Athletic Training/124

THERAPEUTIC RECREATION PROGRAM

Faculty

Ann Bailey, MS, *Instructor of Therapeutic Recreation*

Rená A. Koesler, PhD, *Professor of Recreation*

Susan E. Lynch, PhD, CTRS, *Program Coordinator, Professor of Therapeutic Recreation*

Kirstin Whitely, MA, *Instructor of Therapeutic Recreation*

The Bachelor of Science in Therapeutic Recreation degree is an accredited program of the National Recreation and Park Association Council on Accreditation (COAPRT) and reflects the National Council for Therapeutic Recreation Certification (NCTRC) competencies. The program exists within the framework of an allied health profession, and is a professional preparation program offering both didactic and experiential learning designed to prepare the student for basic-entry level practice in health and human service settings.

The application of therapeutic recreation principles and practices utilize a wide variety of interventions including leisure experiences to facilitate, promote and/or maintain client functioning, promote healthy behaviors, assisting with habilitation/rehabilitation needs while enhancing quality of life; including the development of a personally meaningful leisure life-style. The context of therapeutic recreation service delivery is contained in: physical medicine and rehabilitation facilities, psychiatric and mental health facilities for children and adults; substance treatment programs; corrections and juvenile justice centers; wilderness therapy camps; long-term, sub-acute care; and adult day health and nursing homes; community service boards residences for individuals with developmental disabilities school settings, and community parks and recreation departments.

Longwood's nationally recognized Therapeutic Recreation program provides students with a comprehensive foundation of: liberal arts, biological and health sciences, social sciences, disability studies and leisure theory. The technical aspects of the Therapeutic Recreation profession are taught within specialty courses emphasizing professional and therapeutic communication, program planning, intervention techniques, clinical assessment and documentation, clinical reasoning, management and research.

Outdoor Education Minor

The outdoor education minor enhances the Therapeutic Recreation major, and is especially useful for those clinicians who will work with "at-risk-youth" in education, juvenile justice systems, and adventure therapy programs. Although not limited to these populations, outdoor education has a wide application to diverse population groups and is often used as a "modality" in the delivery of therapeutic recreation services.

The experiential nature of the course offerings in this minor provide the student with skill development, self-awareness, aesthetic appreciation, safe practice and risk management. The course offerings provide the foundation knowledge for future certifications in the outdoor adventure field.

Sequence and Progression

The requirements of this professional preparation program are designed to academically prepare the student in a sequenced offering of coursework. The sequence and progression of the student in the curriculum will be determined and monitored by the therapeutic recreation faculty.

1. Critical to student learning is that all therapeutic recreation majors, or intending majors, must complete BIOL 206/207 (Anatomy and Physiology); HLTH 275 (Medical Terminology) or equivalencies by the second year of study.

A transfer student must show evidence of prior learning, or equivalencies in these courses to enable them to progress in the sequence as determined.

2. All upper level Therapeutic Recreation content courses are available only to Therapeutic Recreation majors, or permission by the Program Coordinator.

Fieldwork and Internship Requirements

Successful completion of this degree program requires practical experience, beyond the classroom. The following progression and requirements are identified below:

1. Preliminary Fieldwork

All students must complete 120 hours of volunteer work in a recreation setting which includes persons with disabilities. The recording of these hours will be the responsibility of the student and the faculty advisor. All 120 hours must be completed by the summer prior to the student's enrollment in RECR 300 Pre-Internship Seminar course.

2. Junior Internship

Eligibility for junior internship requires the successful completion of all courses at the 100, 200, and 300 levels. The student must maintain a 2.50 GPA in all Therapeutic Recreation content coursework, and a 2.25 GPA overall. The junior internship reflects a minimum 400-hour, 10-12 week placement the summer after the junior year.

3. Senior Internship

Eligibility for senior internship requires the successful completion of all coursework in the curriculum. The student must maintain a 2.50 GPA in Therapeutic Recreation coursework, and a 2.25 GPA overall. The senior internship reflects a 560 hour, minimum of 14 weeks placement to be taken during Spring semester Senior year. Placement must be in an affiliated agency, and supervision carried out by a Certified Therapeutic Recreation Specialist (CTRS®). University and NCTRC standards will be adhered to throughout this experience.

Upon graduation, students become eligible to sit for the national certification examination through the National Council for Therapeutic Recreation Certification (NCTRC®). The processes for application are the responsibility of the graduate, and the university cannot enter into the process. Application is available at www.nctrc.org.

THERAPEUTIC RECREATION MAJOR, BS DEGREE

Students must have a “C-” or better in all additional degree requirements and major required recreation courses which also includes HLTH 275, 3 credit course in Social Science or Human Services, BIOL 206, BIOL 207, PSYC 330 and PSYC 356.

A. General Education Core Requirements/38 credits

The Therapeutic Recreation program recommends MATH 171 for the satisfaction of General Education Goal 5.

B. Additional Degree Requirements/7 credits

BIOL 206 Human Anatomy and Physiology/4 credits
PSYC 356 Abnormal Psychology/3 credits

C. Major Requirements/79 credits

RECR 110 Introduction to Therapeutic Recreation/3 credits
RECR 111 Foundations of Leisure Services/3 credits
RECR 120 Therapeutic Recreation: Professional Practice I/3 credits
RECR 205 Recreation Leadership and Activity/3 credits
RECR 250 Leisure Education and Counseling/3 credits
RECR 260 Therapeutic Recreation for Children with Disabilities/3 credits
RECR 300 Pre-Internship Seminar/1 credit
RECR 301 Therapeutic Recreation in Mental Health Settings/3 credits
RECR 303 Therapeutic Recreation and Physical Disabilities/3 credits
RECR 304 Leisure and Aging: Therapeutic Services/3 credits
RECR 320 Facilitation Techniques/Interventions I in Therapeutic Recreation/3 credits
RECR 321 Facilitation Techniques/Interventions II in Therapeutic Recreation/3 credits
RECR 371 Program Planning in Leisure Services/3 credits
RECR 392 Junior Internship/6 credits
RECR 408 Therapeutic Recreation Professional Practice II/3 credits
RECR 410 Supervision and Administration of Leisure Services/3 credits
RECR 437 Group Dynamics/3 credits
RECR 461 Issues and Trends in Recreation/3 credits
RECR 492 Senior Internship/12 credits (one credit satisfies General Education Goal 14)
HLTH 275 Medical Terminology/2 credits
BIOL 207 Human Anatomy and Physiology II/4 credits
PSYC 330 Life-Span Developmental Psychology/3 credits
Elective Social Science/Human Services/3 credits (with prior approval of Therapeutic Recreation advisor)

Must have a 2.25 overall GPA and 2.50 GPA in major courses

D. Total Credits Required for BS Degree in Therapeutic Recreation/123

MINORS

The Health, Athletic Training, Recreation and Kinesiology curricula offer minor programs in coaching, health education, outdoor education and pre-professional clinical studies.

COACHING MINOR/18 credits

Matthew D. Lucas, EdD, Associate Professor of Health and Physical Education

Students interested in the coaching minor must enroll in 18 hours of specialized professional courses in kinesiology and physical education. Any student may elect to take the following sequence of courses for a minor in coaching:

KINS 218	Motor Learning/3 credits
KINS 298	Prevention and Care of Athletic Injuries/3 credits
KINS 316	Essentials of Strength Conditioning/3 credits
KINS 385	Sport Psychology/3 credits
KINS 404	Principles of Coaching/3 credits
KINS 491	Practicum in Coaching /3 credits

HEALTH EDUCATION MINOR/18 credits

Chrystyna Kosarchyn, PhD, CHES, *Professor of Health Education*

Michael Mucedola, PhD, MCHES, *Assistant Professor of Health Education*

The minor in Health Education is designed to provide students with information about current health issues and to help them develop attitudes and behaviors that will be helpful in attaining a state of optimal health throughout their lifetime. This minor is open to students in any major program other than those in the Physical and Health Education Teacher Education Program (PHETE) and is particularly complementary to degrees in the health and human services areas.

Core/3 credits

HLTH 205	Health and Wellness/3 credits
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Choose 5 courses/ 15 credits from the following:

HLTH 210*	Global Health/3 credits
HLTH 215	Physical Activity and Health/3 credits
HLTH 313	Drugs and Human Behavior/3 credits
HLTH 314	Human Sexuality/3 credits
HLTH 315	Promoting Mental Health/3 credits
HLTH 325	Human Diseases/3 credits
HLTH 335	Nutrition/3 credits
HLTH 400	Environmental Health/3 credits
HLTH 430	Women's Health and Health Care Issues/3 credits

*may be used to fulfill the Health Education Minor requirements ONLY if not used to fulfill General Education Goal 9.

OUTDOOR EDUCATION MINOR/21 credits

Rená A. Koesler, PhD, *Professor of Recreation*

The minor in Outdoor Education is open to those students interested in developing the skills, knowledge and experience in the outdoor education field. Students will gain the necessary skills and experience to teach, lead, and/or serve individuals who wish to use the natural environment as well as enhance their appreciation of it. Students who minor in Outdoor Education are required to take the following courses. Grades below "C-" will not apply toward the fulfillment of minor requirements.

*Students who enroll in the Wilderness First Responder (WFR) course, successfully pass the exam AND receive the certification will be waived from taking the HLTH 260 class. Verification of certification must be given to Dr. Koesler, Coordinator of the Outdoor Education Program.

RECR 237	Adventure Programming/3 credits
RECR 340	Introduction to Outdoor Adventure Skills/3 credits (canoeing, rock climbing, orienteering)
RECR 350	Ropes Course and Initiative Dynamics/3 credits
RECR 375	Leadership Development Through Wilderness Pursuits/3 credits
HLTH 260	Emergency Care and First Aid/3 credits
RECR 420	Environmental Education Resources/3 credits
RECR 487	Practicum Experience in Outdoor Education/3 credits

PRE-PROFESSIONAL CLINICAL STUDIES MINOR/19 credits

Margaret Frederick Thompson, EdD, *Program Coordinator and Clinical Coordinator,*
Associate Professor of Athletic Training

The purpose of this minor is to provide the student with applied knowledge of athletic training clinical theory and skills. It is primarily designed for those students pursuing other medical and allied health fields or graduate education. It is an attractive and marketable combination with the following programs: pre-medicine, pre-physical therapy, pre-occupational therapy, and pre-nursing.

The minor in Pre-professional Clinical Studies does not meet Board of Certification or Virginia licensure eligibility requirements, and therefore does not lead to certification as an Athletic Trainer.

ATTR 210	Basic Skills in Athletic Training/3 credits
ATTR 300	Injury Mechanism and Assessment I (Lower Extremity)/3 credits
ATTR 310	Injury Mechanism and Assessment II (Upper Extremity)/3 credits

Select one of the following/ 3 credits

ATTR 320 Therapeutic Modalities/3 credits

OR

ATTR 330 Injury Mechanism and Assessment III (Head, Neck and Spine)/3 credits

Select one of the following/ 3 credits

ATTR 325 Principles of Therapeutic Exercise/3 credits

OR

ATTR 420 Medical Aspects in Athletic Training/3 credits

Select one of the following/ 4 credits

KINS 386 Biomechanics/4 credits

OR

KINS 387 Physiology of Exercise/4 credits

HEALTH PROGRAM COURSE DESCRIPTIONS (HLTH)

General Education Course *

Writing Intensive Course WR

Speaking Intensive Course SP

HLTH 160. *Basic Emergency Care and First Aid.* This course will enable the student to acquire the essential skills to perform basic first aid. Knowledge and skill gained will lead to certifications in first aid, cardiopulmonary resuscitation, and automatic external defibrillator. 1 credit.

HLTH 201. *Orientation to Healthy Schools.* This course will focus on the role of the Coordinated School Health Program (CSHP) in affecting positive changes in students' lives by addressing health risk behaviors and examines effective assessment and teaching methodologies. Observation opportunities of CSHP components in local schools are provided. 2 credits.

HLTH 205. *Health and Wellness.* Focusing on the application of scientific facts and principles to current health issues, this course is designed to help foster intelligent decision-making in the areas of health needs and health behaviors. 3 credits.

HLTH 210. *Global Health.* An examination of the physical, psychological, social, and environmental dimensions of health as encountered in a variety of cultures with a particular emphasis on those in the non-Western world. 3 credits. *Fulfills General Education Goal 9.

HLTH 215. *Physical Activity and Health.* This course examines the effect of physical activity on health and diseases. Patterns and trends in physical activity are also covered as well as understanding and promoting physical activity in a variety of populations/settings. Prerequisite: PHED 101. 3 credits.

HLTH 260. *Emergency Care and First Aid.* Emergency care procedures necessary to sustain life and maintain life support until the victims of an accident or sudden illness are cared for by more qualified medical personnel. Knowledge and skill gained will lead to certification in first aid and cardiopulmonary resuscitation. 3 credits.

HLTH 275. *Medical Terminology.* An on-line course designed to familiarize students entering the public health field with the fundamentals of medical terminology and to provide them with the skills to learn medical terminology easily and quickly. Prerequisite: internet access. 2 credits.

HLTH 295. *Special Topics.* Selected topics in health education. The topics will vary from semester to semester. Descriptions will be available from academic advisors. May be repeated for credit when topics change. 1-3 credits.

HLTH 301. *Foundations of Traffic Safety.* Foundation of Traffic Safety is the first of two courses required by the Virginia Department of Education for an endorsement in driver education. The intent of this course is to develop a thorough understanding of the highway transportation system, the complexity of the driving task, factors contributing to the performance of highway users, and attitudes and skills necessary to develop competent drivers. It will also provide prospective teachers with the essential knowledge and skills to effectively deliver the course content as presented in the Administrative and Curriculum Guide for Driver Education for Virginia. 3 credits.

HLTH 302. *Instructional Principles and Methodologies of Classroom and In-Car Instruction.* Principles and Methodologies of Classroom and In-Car Instruction is the second of two courses required by the Commonwealth of Virginia for endorsement in driver education. This course provides students with an overview of teaching methods and effective practices for driver education instruction. Emphasis is placed on program organization and administration, classroom instruction, single car instruction, multiple-car range instruction, simulation and evaluation. Focus is also placed on teaching skills. The course includes a minimum of 14 hours of behind-the-wheel supervised teaching experiences. 3 credits.

HLTH 311, 312. *Studies Abroad.* Primarily intended for transfer of credit earned abroad in courses on health education per semester. 1-18 credits.

HLTH 313. *Drugs and Human Behavior.* An examination of drug use and abuse in today's society. Emphasis is placed on prevention and strategies for the learner while providing accurate, up-to-date information concerning human biology, sociological principles, and the pharmacological nature of drugs. 3 credits.

HLTH 314. *Human Sexuality.* An examination of the biological, psychological, cultural and behavioral aspects of sexuality with emphasis on providing the student with practical and meaningful information pertaining to human sexuality and family life while encouraging the development of responsible sexual behaviors and attitudes. 3 credits.

HLTH 315. *Promoting Mental Health.* This course provides an overview on mental health conditions with a focus on coping strategies and mental health challenges. Prevalence, symptoms, and prevention or reduction of symptoms for common mental health issues will be addressed. In addition, efforts geared toward existing resources and advocacy efforts are covered. 3 credits

HLTH 325. *Human Diseases.* A study of communicable and chronic diseases with regards to disease description, etiology, signs and symptoms, diagnostic procedures, treatment, prognosis and prevention. Prerequisites: HLTH 205 or consent of instructor. 3 credits.

HLTH 335. *Nutrition.* This course examines the principles of normal human nutrition applied to various stages in life, especially as they relate to disease prevention, fitness, and weight control. Factors that influence human nutrition needs and eating patterns are also covered. 3 credits.

HLTH 340. *Pharmacology.* The emphasis of this course is on legal and illegal drug use in the world today. Topics will include indications, contraindications, and effects of commonly used non-prescription and prescription medicines, ergogenic aids and the use of illegal substances in athletics, and neurophysiology and pharmacology as it relates to the effects of drugs on the body. Prerequisites: BIOL 206 and CHEM 101 or CHEM 111. 2 credits.

HLTH 345. *Selected Health Topics.* An in-depth examination of timely health issues such as stress management, aging, and death and dying, which have physical, psychological and sociological implications for one's overall health status. 3 credits.

HLTH 390. *Directed or Independent Study.* Must be approved by the head of the department. May be repeated as 391. 1-18 credits.

HLTH 400. *Environmental Health.* The study of the environment as it relates to the total well being of the individual with special emphasis on the threats to human health posed by the degradation of the environment. Environmental diseases/illnesses attributed to toxic substances, metals, pesticides, food additives and contaminants, radiation, noise, and infectious agents will be addressed. 3 credits.

HLTH 405. *Practicum.* Supervised field experience in community health education setting. 1-3 credits.

HLTH 430. *Women's Health and Health Care Issues.* An examination of women's health problems, their prevention and treatment. 3 credits.

HLTH 465. *Comprehensive School Health Education.* A study of comprehensive school health education (CSHE) with a focus on the teaching of health, (P, K-12) including an examination of the components of CSHE, health education content, instructional methodology, resource materials (including audiovisual and computer applications), evaluation of teaching, and computer assisted instruction. A supervised practicum experience is required. Prerequisites: HLTH 201, HLTH 205, HLTH 313, HLTH 314, HLTH 335 and admission to the teacher education program. 3 credits.

HLTH 490. *Independent Study.* Individualized study. 1-18 credits.

HLTH 492. *Internship in Health Education.* A semester-long, on-the-job learning experience designed to apply the principles of health education. 1-18 credits.

HLTH 495. *Special Topics in Health.* Selected topics in health which will vary from semester to semester. May be repeated for credit when topics change. 1-3 credits.

HLTH 498. *Honors Research in Health Education.* Students conduct research in health under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 3 credits. WR.

DANCE COURSE DESCRIPTIONS (DANC)

DANC 127. (PHED 127). *Aerobic Dancing.* An aerobic activity which combines different styles of music with vigorous jazz and modern dance movements to increase cardio respiratory fitness. In addition to performing choreographed routines, students receive instruction in monitoring heart rate, injury prevention and a variety of other topics relevant to body/mind wellness. 1 credit.

DANC 128. (PHED 128). *Beginning Social and Recreation Dance.* Beginning instruction in the fundamental skills of square dance, folk dance, novelty and contemporary rhythms and in the social dance steps. 1 credit.

DANC 129. (PHED 129). *Beginning Ballet.* Dance techniques that evolved over the past five centuries, combined with freer contemporary techniques. It includes barre work: plie, tendu, rond de jambe; center combinations: glissade, assemble; and combinations across the floor: saute and soutenu. 1 credit.

DANC 130. (PHED 130). *Beginning Jazz.* Dance style based on a combination of African and European influences which has developed into the dance form seen on Broadway, film and television. Basic skills include stretching exercises for strength and flexibility, isolations and syncopated movements such as rib isolation, kicks, jump turns, and jazz runs. 1 credit.

DANC 131. (PHED 131). *Beginning Modern Dance.* Instruction in creative or interpretive dance utilizing specific stretching exercises and movement such as leaps, walks, bends, and turns. Emphasis on performing short dances and creating dances which can be performed with or without music. 1 credit.

DANC 132. *Advanced Modern Dance.* High level of skill required in any one of three dance forms: ballet, jazz, or modern dance. Prerequisite: audition. 2 credits.

DANC 133. (PHED 133). *Ballroom and Social Dance.* Introduces the student to the steps, rhythms, and body positions that are fundamental to ballroom and social dances. Dances that will be taught include, but are not limited to the following: waltz, fox trot, cha-cha-cha, tango, rumba, shag, and electric slide. 1 credit.

DANC 136. (PHED 136). *International Folk Dance.* Performance of dances from selected countries and early American culture, and an examination of the influence of the culture upon a country's folk dance and costume. 1 credit.

DANC 138. *African Dance.* African dance is a movement and technique course designed to explore the dances, rhythms, and chants of Africa. It also focuses on cultural enrichment, history, language and customs of the people of African ancestry. 1 credit.

DANC 228. (PHED 228). *Intermediate Social and Recreation Dance.* Advanced instruction in square dance, folk dance, novelty and contemporary rhythms and in the social dance steps. Prerequisite: permission of the instructor. 1 credit.

DANC 229. (PHED 229). *Intermediate Ballet.* Emphasis on improving ballet skills and on allowing further opportunities for creating and learning dances. 1 credit.

DANC 230. (PHED 230). *Intermediate Jazz.* Emphasis on improving jazz dance skills and on allowing further opportunities for creating and learning dances. 1 credit.

DANC 231. (PHED 231). *Intermediate Modern Dance.* Emphasis on improving modern dance skills and on allowing further opportunities for creating and learning dances. 1 credit.

DANC 232. *Advanced Modern Dance.* High level of skill required in any one of three dance forms: ballet, jazz, or modern dance. Prerequisite: audition. 2 credits.

ATHLETIC TRAINING COURSES (ATTR)

Writing Intensive Courses WR

Speaking Intensive Courses SP

ATTR 200. *Introduction to Athletic Training.* A survey of the area of Athletic Training and Sports Medicine and their professional applications. The course is designed as an initial experience for students considering a career in athletic training or physical therapy. Open to non-majors. 3 credits.

ATTR 210. *Basic Skills in Athletic Training.* Practical study of procedures for the evaluation and treatment of injuries within the athletic environment which includes classroom instruction in selected basic skills. The course also involves a directed observation experience requirement and participation in the student mentor program. 3 credits.

ATTR 250. *Athletic Training Clinical Orientation.* Orientation to basic therapeutic modalities, including proper set-up as well as indications, contraindications, and precautions for safe and effective use. Grading is Pass/No Pass. Prerequisite: Admission to the Athletic Training Education Program. 0 credits.

ATTR 300. *Injury Mechanism and Assessment I (Lower Extremity).* An examination of the mechanism and pathology of injuries to the lower extremities. Detailed anatomy, biomechanics, evaluation, and immediate care are discussed. Prerequisites: ATTR 210, BIOL 207. 3 credits.

ATTR 310. *Injury Mechanism and Assessment II (Upper Extremity).* An examination of the mechanism and pathology of injuries to the upper extremities. Detailed anatomy, biomechanics, evaluation, and immediate care are discussed. Prerequisites: ATTR 210, BIOL 207. 3 credits.

ATTR 320. *Therapeutic Modalities.* The use of therapeutic modalities for the treatment of the injured athlete. The course includes an introduction to the physiological principles and operational procedures of contemporary therapeutic modalities as they relate to the care and treatment of athletic injuries. Prerequisite: ATTR 210 and PHYS 102. 3 credits.

ATTR 325. *Principles of Therapeutic Exercise.* An introduction to the concepts and principles of comprehensive rehabilitation programs including determination of therapeutic goals and objectives, selection of therapeutic exercises, methods of evaluating and recording rehabilitation progress, development of criteria for return to competition, and the physiological effects of tissue trauma/wound healing and inactivity/immobilization. Prerequisites: ATTR 210, KINS 386, PHYS 101. 3 credits.

ATTR 326. *Applied Therapeutic Exercise.* This course emphasized the application of principles and theory of therapeutic exercise in order to develop proficiency in case management and advanced rehabilitation skills using critical thinking and problem solving proficiency. Content of this course includes skillful rehabilitation examination and the design and analysis of therapeutic exercise programs. Units include gait, training, Swiss balls/foam rollers rehabilitation and the application of therapeutic techniques for specific musculoskeletal injuries and conditions. Prerequisite: ATTR 325. 2 credits.

ATTR 330. *Injury Mechanism and Assessment III (Head, Neck, and Spine).* An examination of the mechanism and pathology of injuries to the head, neck, and trunk. Detailed anatomy, biomechanics, evaluation, and immediate care are discussed. Prerequisites: ATTR 210, BIOL 207. 3 credits.

ATTR 371. *Clinical Methods in Athletic Training I.* Supervised application and mastery of basic clinical proficiencies in a clinical and laboratory setting. Focus is on evaluative methods including manual muscle testing, ROM, goniometry and palpation. Prerequisite: ATTR 250. 2 credits.

ATTR 372. *Clinical Methods in Athletic Training II.* Continuation of proficiency mastery through clinical instruction in a laboratory setting as well as practical experience. Coursework relates to special testing, padding and bracing, protective equipment, and casting. Prerequisite: admission to the athletic training program. 2 credits.

ATTR 410. *Athletic Training Administration.* This course utilizes an experiential approach to examine the administration of athletic training programs. Content of this course includes professional communications, record keeping, financial and human resource management, insurance and legal liability issues, professionalism, public relations, and facility planning, design and operation. Prerequisite: ATTR 330. 3 credits. SP and WR.

ATTR 420. *Medical Aspects in Athletic Training.* The emphasis of this course is on general medical conditions prevalent in athletic populations. Focus is on the recognition, treatment and prognosis of skin conditions, congenital deformities, disease, special populations, and environmental factors. Epidemiology, counseling techniques, and current pharmacology concepts are discussed. Prerequisites: BIOL 206-207. 3 credits.

ATTR 450. *Current Manual Therapy Techniques.* This class will provide a clinically and anatomically based approach to the use of current manual therapy techniques. Special attention will be directed towards investigating the use of therapeutic massage, myofascial release, muscle energy and the use of therapeutic devices, such as foam rollers, spiked balls, and the fibroblaster. Prerequisite: ATTR 300 or by permission of instructor. 2 credits.

ATTR 470. *Clinical Research Methods.* This course introduces the student to investigative methods of clinical research. Content includes how research contributes to the development of athletic training knowledge, improves athletic training practice, and enhances education and professional accountability. The research process and evidence-based practice are emphasized. Review of literature, definition of problem and formatting and design, reporting data and conclusions are presented. Prerequisite: MATH 271 or MATH 301. 3 credits. SP and WR.

ATTR 471. *Clinical Methods in Athletic Training III.* Supervised application and mastery of advanced clinical proficiencies related to evaluation and management of athletic related injuries and conditions. Included coursework involves isokinetic testing skills. Prerequisite: admission to the athletic training program. 2 credits.

ATTR 472. *Clinical Methods in Athletic Training IV.* Continuation of advanced proficiency mastery in athletic clinical education and isokinetic evaluation and interpretation are covered. Prerequisite: admission to the athletic training program. 2 credits.

ATTR 473. *Clinical Methods in Athletic Training V.* Concentrated clinical experience in athletic training. Mastery of proficiencies related to assessment and rehabilitation of athletic injuries, as well as management and administration of the athletic training room. Includes certification examination review. Prerequisite: admission to the athletic training program. 2 credits.

ATTR 492. *Clinical Internship in Athletic Training.* Supervised off-campus on-the-job learning experience designed to give students an opportunity to gain practical experience in a private clinic, educational setting, or sports organization which is involved in athletic health care. Prerequisites: Completion of all required courses. 12 credits.

GENERAL EDUCATION AND PHYSICAL ACTIVITY COURSE DESCRIPTIONS

General Education Courses *
Writing Intensive Courses WR
Speaking Intensive Courses SP

PHED 101. *Fitness Concepts.* Examination of issues dealing with physical and mental well-being, and participation in physical activities that can improve physical and mental well-being. 2 credits. *Fulfills General Education Goal 11.

RECR 101. *Fitness Concepts/Adaptive Activities.* Examination of issues dealing with physical and mental well-being, and participation in physical and mental well-being. This course is designed for individuals with severe disabilities who require assistive devices, accommodations, and/or modifications (ex: high level spinal cord injury, severe cerebral palsy, traumatic brain injury, or those individuals who use a motorized wheelchair due to severe physical limitations of mobility and upper body strength). Students must be registered with the Office of Disability Resources and receive approval from RECR/PHED 101 faculty to take this course. 2 credits. *Fulfills General Education Goal 11.

PHYSICAL EDUCATION ACTIVITY CLASSES (PHED)

To enroll in the beginning level the student should have little or no prior experience in the sport. Enrollment in the intermediate and advanced levels requires successful completion of a beginning class or meeting the prerequisites listed. The instructor reserves the right to evaluate the level of skill and make assignments as to the appropriate level.

PHED 104. *Beginning Tennis.* Beginning instruction in the fundamental skills of forehand, backhand, serve and volley. Competitive play in women's and men's singles and doubles. 1 credit.

PHED 106. *Downhill Skiing.* Instruction in the basic skills of traversing hill, snowplow, stopping and parallel turns. Fee charged. 1 credit.

PHED 107. *Beginning Bowling.* Beginning instruction in the fundamentals of approach, release, arm swing, picking up spares, methods in scoring, rules, and etiquette on the lanes. Interclass competition with handicaps. 1 credit.

PHED 108. *Beginning Golf.* Beginning instruction in techniques in putting, short approach shots, and the full swing with irons and woods. Course includes rules and etiquette of golf. Students play at the Longwood Golf Course. 1 credit.

PHED 109. *Beginning Volleyball.* Instruction in the basic skills of serving, bump, dig, set and spike. Team defensive and offensive strategies and rules are included. 1 credit.

PHED 111. *Beginning Swimming.* Development of the five (5) basic strokes and basic rescue skills. Prerequisites: able to swim a width of the pool on the front and back, but uncomfortable in deep water. 1 credit.

PHED 112. *Water Aerobics.* Exercising in the water to music for the purpose of improving muscular strength, flexibility, slimness and especially aerobic fitness as well as overall swimming ability. 1 credit.

PHED 114. *Beginning Scuba Diving.* Instruction in scuba diving skills in preparation for open water dives and certification. Fee charged. 1 credit.

PHED 115. *Pilates.* This course addresses the technique and theory of Mat Pilates. The course is designed to focus on integrating the body as a whole, rather than exercising each body part separately, in order to achieve better alignment and efficiency. Additionally, the course is designed to prepare the participant to teach the technical aspects of Pilates in order to become eligible for certification. 1 credit.

PHED 116. *Beginning Weight Training.* An introductory course with emphasis on current issues dealing with weight training. The student will learn and workout with various weight training programs and apply the principles to his/her individual workouts. The course employs basic techniques in proper lifting with safety procedures involved. 1 credit.

PHED 117. *Beginning Canoeing.* Basic river paddling skills in canoeing culminating in river trip(s) in class I and class II white water. 1 credit.

PHED 118. *Cycling.* An introductory activity course with emphasis upon the history and development of the modern bicycle, selection and properly fitting the bicycle to the rider, development of good riding skills, maintenance of the bicycle and knowledge and adherence to correct safety procedures. The class emphasizes the fitness and leisure application of cycling. 1 credit.

PHED 120. *Beginning Racquetball.* Basic skills and rules of the sport applied to the games of singles, doubles, and 3 player racquetball. 1 credit.

PHED 123. *Beginning Equitation.* Beginning instruction in balance seat (hands, seat, feet and leg position). Proper method of groom, saddle, bridle, mount and dismount. Fee charged: \$140.00. 1 credit.

PHED 125. *Beginning Archery and Badminton.* Instruction of the basic skills relating to shooting the arrow and including good form. Instruction in the basic skills and techniques of badminton for singles, doubles and mixed doubles play. A semester course with half the semester in archery and half in badminton. 1 credit.

PHED 126. *Beginning Yoga.* Instruction in physical (Hatha) postures with the incorporation of breath control and conscious relaxation. Emphasis on stress management, increased vitality and physical well-being. 1 credit.

PHED 127. (DANC 127). *Aerobic Dancing.* An aerobic activity which combines different styles of music with vigorous jazz and modern dance movements to increase cardio respiratory fitness. In addition to performing choreographed routines, students receive instruction in monitoring heart rate, injury prevention and a variety of other topics relevant to body/mind wellness. 1 credit.

PHED 128. (DANC 128). *Beginning Social and Recreation Dance.* Beginning instruction in the fundamental skills of square dance, folk dance, novelty and contemporary rhythms and in the social dance steps, rumba, tango, samba, Lindy and fox trot. 1 credit.

PHED 129. (DANC 129). *Beginning Ballet.* Dance techniques that evolved over the past five centuries, combined with freer contemporary techniques. It includes barre work: plie, tendu, rond de jambe; center combinations: glissade, assemble; and combinations across the floor: saute and soutenu. 1 credit.

PHED 130. (DANC 130). *Beginning Jazz.* Dance style based on a combination of African and European influences which has developed into the dance form seen on Broadway, film and television. Basic skills

include stretching exercises for strength and flexibility, isolations and syncopated movements such as rib isolation, kicks, jump turns, and jazz runs. 1 credit.

PHED 131. (DANC 131). *Beginning Modern Dance.* Instruction in creative or interpretive dance utilizing specific stretching exercises and movement such as leaps, walks, bends, and turns. Emphasis on performing short dances and creating dances which can be performed with or without music. 1 credit.

PHED 133. (DANC 133). *Ballroom and Social Dance.* Introduces the student to the steps, rhythms, and body positions that are fundamental to ballroom and social dances. Dances that will be taught include, but are not limited to the following: waltz, fox trot, cha-cha-cha, tango, rumba, shag, and electric slide. 1 credit.

PHED 136. (DANC 136). *International Folk Dance.* Performance of dances from selected countries and early American culture, and an examination of the influence of the culture upon a country's folk dance and costume. 1 credit.

PHED 137. *Orienteering.* Fundamental skills for traveling outdoors by map, compass, and observation, and an introduction to orienteering as a competitive cross country sport. 1 credit.

PHED 141. *Aerobic Fitness and Weight Control.* Instruction and participation in aerobic exercises and their relationship to personal health, physical fitness and weight control. 1 credit.

PHED 204. *Intermediate Tennis.* Instruction in spin serve, lob and advanced drive placement. Emphasis on singles and doubles playing strategies. 1 credit.

PHED 208. *Intermediate Golf.* Advanced instruction and practice with the full swing, short game and putting. Emphasis on advanced techniques and strategies related to ball control, sand shots, course management and psychological aspects of the game. Prerequisites: score below 90 on regulation 18 hole golf course or permission of instructor. 1 credit.

PHED 212. *Life-guarding and Emergency Water Safety.* Instruction in lifesaving, first aid, CPR and lifeguard techniques leading to certification by the American Red Cross. Prerequisite: pass screening test. 2 credits.

PHED 228. (DANC 228). *Intermediate Social and Recreation Dance.* Advanced instruction in square dance, folk dance, novelty and contemporary rhythms and in the social dance steps. Prerequisite: permission of the instructor. 1 credit.

PHED 229. (DANC 229). *Intermediate Ballet.* Emphasis on improving ballet skills and on allowing further opportunities for creating and learning dances. 1 credit.

PHED 230. (DANC 230). *Intermediate Jazz.* Emphasis on improving jazz dance skills and on allowing further opportunities for creating and learning dances. 1 credit.

PHED 231. (DANC 231). *Intermediate Modern Dance.* Emphasis on improving modern dance skills and on allowing further opportunities for creating and learning dances. 1 credit.

PHED 241. *Advanced Aerobics.* Instruction and participation in aerobic activities for students with good cardiovascular endurance. The emphasis is on long distance training and its effect on the body systems. 1 credit.

PHED 314. *Fitness Swimming.* Emphasis on competitive stroke with workouts designed for endurance and speed. 1 credit.

PHED 315. *Water Safety Instructor.* Methods of teaching and in depth analysis of swimming and personal safety skills leading to American Red Cross certification as a swimming instructor. Prerequisite: pass screening test. 2 credits.

KINESIOLOGY ACTIVITY/THEORY COURSES (KINS)

KINS 150. *Fitness Education.* Students in this course will examine issues relating to the teaching of physical fitness in the public schools and will participate in a wide range of fitness activities. These issues include the definition of physical fitness, fitness related to stages of development, and assessment of physical fitness. The main focus of the course, however, will be on the participation in fitness activities that are appropriate for use in educational settings, including aerobic dance. 1 credit.

KINS 201. *Introduction to Teaching in a Movement Setting.* This course orients the future physical education professional to teaching in a movement setting. It allows teacher candidates to begin learning, implementing, and reflecting upon basic teaching skills. Prerequisites: Kinesiology major (PreK-12 concentration and GPA of 2.0 or higher). 2 credits.

KINS 203. *Technology in Health and Physical Education.* This course will enable the teacher candidate to acquire the essential skills to utilize technology efficiently in the classroom and in the gymnasium. Prerequisites: HLTH 201 and KINS 201. 1 credit.

KINS 204. *Assessment in Health and Physical Education.* Assessment of motor and cognitive performance and affective behavior in the health and physical education PK-12 setting. This includes use of basic statistics, grading procedures and rubric construction. Prerequisites: HLTH 201 and KINS 201. 2 credits.

KINS 205. *Introduction to Exercise Science.* This course is designed to introduce majors to aspects of the content areas in the discipline, including technology, certifications, professional associations, and career opportunities. These initial lessons allow for examination of the philosophical, historical, and psycho-social origin of the fields of exercise science. Current issues and future directions will also be explored. 2 credits.

KINS 215. *Exercise Is Medicine.* This course examines the role of physical activity and exercise as standard components of a disease prevention and treatment medical paradigm. Patterns and trends in physical activity are also covered as well as understanding and promoting exercise within various populations in a variety of settings. Prerequisites: PHED 101 or permission of instructor. 3 credits.

KINS 217. *Olympic Lifting Movements.* A sequel to PHED 116, this course addresses the technique and theory of Olympic lifting movements, specifically the clean and jerk and the snatch, in addition to their assistance exercises, plyometrics and medicine ball training, as a means of training for explosive strength and power. 1 credit.

KINS 218. *Motor Learning and Control.* This course will introduce students to the principles and practices associated with the learning and control of movement skills. Neural and mechanical variables underlying and influencing movement acquisition will be addressed. Practical application of theoretical concepts to movement instruction and skill acquisition will be emphasized. 3 credits.

KINS 261 (SOCL 261). *A Comparative Study of Sport in the UK.* This course will entail a study abroad experience in London, England with a focus on UK Sport. The course explores issues related to the structure and culture of sport as well as the historical foundations of UK sport. Students will focus on how sociological ideas such as forms of inequality, globalization, identity, fandom, and the relationships between other institutions and the sporting system. Attention will be paid learning the skills and strategies associated with different UK sports such as cricket, stoolball, and lawn bowling. Students will be expected to participate in all pre-departure logistics planning/informational sessions. The course is open to all academic majors, yet

students must pre-apply for participation in the course. Students must possess a 2.5 overall GPA, and must be able to secure on reference to qualify for participation. 3 credits.

KINS 275. *Foundations of Physical Education and Sport.* Survey of the historical philosophical bases of health and physical education. 3 credits.

KINS 280. *Motor Development.* This course emphasizes the sequential, age-related, and continuous processes whereby movement behavior changes across the life span. Attention is directed toward physical growth and aging as well as acquisition of basic skills, perceptual motor development, and fitness development. Implications for future exercise scientists and physical educators are emphasized. 3 credits.

KINS 292. *Internship in Physical Education.* A semester-long, on-the-job learning experience designed to apply the principles of physical education. 1-18 credits.

KINS 295. *Special Topics in Physical Education.* Selected topics in physical education which will vary from semester to semester. May be repeated for credit when topics change. 1-3 credits.

KINS 298. *Prevention and Care of Athletic Injuries.* An examination of the basic philosophic issues concerning ethics and moral reasoning and how these issues relate to sport. Students will be encouraged to develop their ability to make informed ethical choices and decisions relating both to sport and to their own personal and professional lives. 3 credits. *Fulfills General Education Goal 12.

KINS 311, 312. *Studies Abroad.* Primarily intended for transfer of credit earned abroad in courses on physical education. 1-18 credits.

KINS 316. *Essentials of Strength Conditioning.* This course addresses the selection and implementation of advanced resistance training methods, focusing primarily on periodization programs. Components include discussions of physiological principles and strength assessment as they relate to resistance training. Prerequisites: PHED 116 and BIOL 207 or permission of the instructor. 3 credits.

KINS 350. *Team Sports.* The purpose of this course is to provide learning experiences that will lead to the development of knowledge, skills, and strategies in a variety of team sports. In addition to individual performance development, the course will focus on strategies for planning and implementing effective instruction and game content in 5-12 physical education programs utilizing current research and best practices. Students will be expected to achieve an intermediate level of skill in the selected team sports. Co-requisite: KINS 378 or permission of the instructor. 3 credits.

KINS 351. *Teaching Fundamental Movement Concepts, Skill Themes and Dance.* The purpose of this course is to provide learning experiences that will lead to the development of fundamental movement concepts, skill themes and dance skills. Topics include manipulative skills, locomotor patterns, transfer of weight, balance, and rhythmic activities. Co-requisite: KINS 377. 3 credits.

KINS 352. *Lifetime Activities.* The purpose of this course is to provide learning experiences which lead to the development of knowledge, skills, and strategies in a variety of lifetime activities and individual sports. In addition to individual performance development, the course will focus on strategies for planning and implementing effective instruction and game content in grade 5-12 Physical Education programs utilizing current best practices. Students will be expected to achieve an intermediate level of skill in the selected sports. Co-requisite: KINS 374 or permission of the instructor. 3 credits.

KINS 362. *Administration in Exercise Science and Sport.* Practice and theory in organizing and administering intramurals. 3 credits.

KINS 364. *Adapted Physical Education.* Symptoms, causes and implications of various types of disabilities in relation to programming. Techniques in individual educational planning, activity adaptation and classroom organization. 3 credits.

KINS 365. *Specialized Exercise Science.* This course is designed to present in-depth material related to Exercise Physiology; Performance Enhancing Substances and Exercise Physiology of Aging. Prerequisites: Admission to Exercise Science Program, or permission of the instructor. 3 credits.

KINS 370. *Health Fitness Management.* This course is designed to advance a student's knowledge, skills and abilities (KSA's) related to exercise leadership, health education, and fitness program administration. Practical experience is emphasized. Prerequisites: Admission to Exercise Science Program or permission of the instructor. 2 credits.

KINS 374. *Methods of Teaching High School Physical Education.* This is the first course in the pedagogy sequence and allows teacher candidates to begin to develop their teaching skills. The course focuses on the high school level of physical education (9-12). This course will address characteristics of learners, curriculum development aligned with the Virginia Standards of Learning, behavior management, teaching techniques, use of relevant technology, and assessment of learning, with special emphasis on the "Sport Education" model of teaching physical education. Teacher candidates have a field teaching experience at the high school level. This course is designated as speaking intensive. Prerequisite: Admission to the Teacher Preparation Program. Co-requisite: KINS 352. 4 credits. SP.

KINS 375. *Exercise Science Seminar.* Designed to help the student understand principles fundamental to the professional field as well as to provide students with an understanding of scientific hypotheses currently being investigated, this seminar course will consist of three separate sections of varying topics. Prerequisites: BIOL 207; pre- or co-requisite KINS 387. 3 credits.

KINS 376. *Sports Nutrition.* Discussion of nutrient use and requirements with the increased demand of exercise and sports activities, and discussion of ways to meet these demands. Emphasis will be on the application of sports nutrition concepts for recreational and collegiate athletes. Prerequisites: Admission to the Exercise Science Program or Athletic Training Program or permission of the instructor. 3 credits.

KINS 377. *Teaching Elementary Physical Education.* This is the second of three courses in the pedagogy sequence is designed to explore the teaching-learning process and develop teaching skills. This course focuses specifically on the planning and implementation of developmentally appropriate physical education programs in the elementary school. Issues such as diversity, curriculum development aligned with the Virginia Standards of Learning, interdisciplinary teaching through physical education, behavior management, teaching techniques with emphasis on the "Skill Themes" approach, and assessment of learning are discussed. PHE/TE candidates will have field teaching experiences with PK-4 students. This course is designated as speaking and writing intensive. Co-requisite: KINS 351. Prerequisite: KINS 374. 4 credits. SP, WP.

KINS 378. *Teaching Middle School Physical Education.* This is the third course in the pedagogy sequence and is designed to explore the teaching-learning process and develop teaching skills specifically for the middle school grades (grades 5-8). This course focuses specifically on the planning and implementation of a developmentally appropriate physical education program for the middle schools (grades 5-8). Learning experiences are provided to address issues such as diversity, characteristics of children in the middle school years, curriculum development aligned with the Virginia Standards of Learning, behavior management, teaching techniques and assessment of learning. Teacher candidates have an extensive field teaching experience at the middle school level. Co-requisite: KINS 350. Pre-requisite: KINS 377 and Admission to the Teacher Preparation Program. 4 credits.

KINS 385. *Sport Psychology.* An examination of the psychological dimensions which influence an athlete's skill acquisition and performance in the competitive environment. 3 credits.

KINS 386. *Biomechanics.* The analysis of human movement with an emphasis on the knowledge and methods of mechanics applied to the structure and function of the human system. This course provides a knowledge base for a systematic analysis of motor skills and exercise regimes as well as practical experience in applying

knowledge to the analysis of a performer and/or performance. Prerequisite: Biology 207 or permission of instructor. 4 credits.

KINS 387. *Physiology of Exercise.* Lecture and laboratory experiences in the physiological responses of the body to the physical activity in everyday life and in sports. Prerequisites: Biology 206 and Biology 207. 4 credits.

KINS 389. *Methods of Teaching Health and Physical Education for Elementary Classroom Teachers.* This course is designed to acquaint liberal studies majors with content information, organizational skills, and the methods of instruction needed to teach health education and physical education in the K-6 school. Prerequisite: EDUC 260 or SPED 202 and sophomore standing required. 3 credits.

KINS 390. *Directed or Independent Study.* Must be approved by the head of the department. May be repeated as 391. 1-18 credits.

KINS 392. *Exercise Science Internship.* An 8-10 week supervised, off-campus learning experience in a clinical, community, or sports-oriented fitness setting (minimum of 400 hours). The internship will take place during the summer between the junior and senior years. To be eligible for participation the student must be of junior standing, enrolled in the Exercise Science concentration and have an overall GPA of 2.0. Prerequisites: KINS 387, 486. 8 credits.

KINS 397. *Mechanical and Physiological Principles of Sport and Exercise.* The physiological responses of the body to exercise and the mechanical principles of human movement. Designed for students other than physical education majors; physical education majors may not take this course. 3 credits.

KINS 398. (PHIL 398). *Ethics in Sport and Physical Education.* An examination of the basic philosophic issues concerning ethics and moral reasoning and how these issues relate to sport. Students will be encouraged to develop their ability to make informed ethical choices and decisions relating both to sport and to their own personal and professional lives. This course is designed for all students of any major Junior or Senior Status. 3 credits. *Fulfills General Education Goal 12.

KINS 399. *Advanced Exercise Physiology.* A study of the acute and chronic physiologic adaptations to anaerobic and aerobic energy metabolism, energy support systems, and adaptations to training. Prerequisite: KINS 387, co-requisite KINS 480, or permission of instructor. 3 credits.

KINS 400. *Career Preparation in Exercise Science.* Designed to prepare students for the job market by refining job application skills and interviewing technique. Practical application is emphasized. Prerequisite: KINS 392. 1 credit. WR.

KINS 404. *Principles of Coaching.* This course provides the student with a basic understanding of the theoretical and practical applications related to coaching. Current issues and topics will include: addressing the principles and problems of the future interscholastic coach, developing a coaching philosophy, and utilizing basic pedagogy, sport psychology, sport medicine, and sport physiology. This course meets the 40 National Standards for Sport Coaches established by the National Association for Sport and Physical Education. Students successfully completing the course and successfully passing the two in-class national exams (at least 80% on the tests) will receive a Coaching Principles Certification from the American Sport Education Program. This certification permits the student to be listed on the National Coaching Registry. In addition, successfully passing this course and the in-class Virginia High School Exam (at least 80% on the test) fulfills the requirement established by the Virginia High School League to coach in the Commonwealth of Virginia. 3 credits.

KINS 412. *Advanced Health and Fitness Management.* This course is designed to provide practical application of knowledge, skills and abilities (KSA's) in the administration and management of organizations in the fitness, recreation and sport industry. Program planning and event management are emphasized. Prerequisites: KINS 370, 392. 3 credits.

KINS 416. *Advanced Strength and Conditioning for Performance Enhancement.* This course addresses advanced exercise assessment techniques and integrated functional exercise modalities that can be used to enhance performance in sport. Components include discussions of biomechanical, neuromuscular, and physiological principles as they relate to functional exercise training for sport. Prerequisite: KINS 316, 392, Pre or co requisite KINS 386. 3 credits.

KINS 430. *Applied Exercise Physiology.* The application of physiological principles of training for physical fitness and sport will be examined. Other topics include aspects of neuromuscular and cardiovascular exercise. A variety of applied activities will be investigated to assist the student in understanding principles fundamental to the professional field. Prerequisite: KINS 387. 3 credits.

KINS 462. *Administration of Exercise Science and Sport.* Administrative theory applicable to a variety of settings including education, industry, health clubs, Y's. Prerequisites: Admission to the Exercise Science Program permission of the instructor. 3 credits. WR.

KINS 470. *Research Methods in Exercise Science.* Methods, techniques, and application of the research process related to a variety of functions typically found in health, physical education, and recreation professions. Designed to acquaint students with practical and applicable tools emphasizing research methodology and elementary data treatment through practical experiences, including computer use. Prerequisites: KINS 387, C- in ENGL 150. 3 credits. WR.

KINS 480. *Advanced Exercise Testing.* Designed to advance student's knowledge, skills, and abilities (KSA's) of exercise testing and metabolic assessment to assist both pre-professionals in the field and candidates for ACSM certification. Practical experience is emphasized. Prerequisite: Co-requisite KINS 399, or permission of instructor. 2 credits. WR.

KINS 482. *Directed Teaching in Elementary and Secondary Physical Education and Health.* Students are placed in elementary and secondary schools where they are responsible for the planning and delivery of instruction in the areas of health and physical education. This semester-long experience is evenly divided between placements at the elementary, (K-6) and secondary levels (12). The experience is supervised by a Longwood University supervisor who will work closely with school-based cooperating teachers. Prerequisites: Completion of all other university requirements for a BS degree in Kinesiology, Pre-K-12 concentration (except KINS 483) and successful completion of all standardized testing required for teacher licensure. Co-requisite: KINS 483. 10 credits. \$300 fee.

KINS 483. *Seminar in Teaching.* This seminar provides an opportunity for teacher candidates during the student teaching experience to interact with peers, PK-12 teachers, and professors about teaching, ideas, and innovations. Reflection on the teaching experience is emphasized. Critical issues in teaching are discussed. Practical solutions to the teacher candidates' most pressing challenges are explored. The teacher candidate will prepare an interview/employment portfolio and complete a Teacher Work Sample. Co-requisite: KINS 482. 2 credits. WR.

KINS 484. *Certified Exercise Physiologist Workshop and Certification.* This course will provide structured experiences in the classroom, laboratory, and exercise arenas to improve the knowledge, skills, and abilities in health-related physical fitness assessment and exercise programming as outlined by the American College of Sports Medicine guidelines. This experience will culminate with the student taking the Health Fitness Specialist certification exam, which requires the student to demonstrate knowledge, skills, and abilities that are needed by an entry level health/fitness practitioner. Prerequisites: KINS 392 and 102 credit hours of KINS coursework. 1 credit.

KINS 485. *Motor Learning and Control.* Processes and conditions influencing the acquisition and performance of motor skills. 3 credits.

KINS 486. *Exercise Testing and Prescription.* This course is designed to provide students with an understanding of fundamental guidelines for exercise testing and prescription methodologies and clinical experiences in

applying these methodologies while working under the guidance of an academic supervisor. Students will also gain knowledge relating to the administration of programs for special populations. Students will work in a minimum of one practicum setting during this course. Pre or co requisite: KINS 387. 5 credits. SP.

KINS 487. *Clinical Exercise Physiology.* Designed to advance student's knowledge, skills, and abilities (KSA's) of exercise testing, prescription, metabolic assessment, and fitness program administration to assist both pre-professionals in the field and candidates for certification. Clinical experience is emphasized. Prerequisite: KINS 486. 3 credits. SP.

KINS 488. *Exercise Intervention in Disease.* This course examines the impact of exercise on the disease process, focusing primarily on cardiovascular disease and diabetes, and to a lesser extent on pulmonary disease and osteoporosis. Emphasis is placed on a review of epidemiological research and exercise/diet intervention studies. Pre or co requisite KINS 387. 3 credits. SP.

KINS 490. *Independent Study.* Must be approved by the head of the department. May be repeated. 1-18 credits.

KINS 491. *Practicum in Coaching.* This course is designed to provide the future coach with the opportunity to apply the principles and practices of coaching youth sports. This entails supervised observation, lesson/practice development, and direct work with student athletes and coaches in a specific sport. This is a multicultural learning course and serves as part of your education that enhances your coaching experiences. Students are required to work collaboratively with a school or organization. Prerequisite: 9 credits in the minor. 3 credits.

KINS 492. *Internship.* A semester-long, on-the-job learning experience designed to apply the principles of physical education. 1-18 credits.

KINS 439. *Exercise Science Journal Club.* Students and faculty will present and critique current research in the exercise sciences. Prerequisite: KINS 392. 1 credit. May be repeated for credit.

KINS 495. *Special Topics in Physical Education.* Selected topics in physical education which will vary from semester to semester. May be repeated for credit when topics change. 1-3 credits. Prerequisite: permission of the Instructor.

KINS 497. *Special Projects in Physical Education.* Independent study and research projects for qualified students. 1-3 credits.

KINS 498. *Honors Research in Physical Education.* Students conduct research in physical education under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 3 credits. WR

RECREATION COURSE DESCRIPTIONS (RECR)

Writing Intensive Courses WR

Speaking Intensive Courses SP

RECR 110. *Introduction to Therapeutic Recreation.* History, philosophy, rationale for service and overview of the profession of therapeutic recreation; and overview of therapeutic recreation settings and employment opportunities. 3 credits.

RECR 111. *Foundation of Leisure Services.* The history and development of the recreation profession, definitions of recreation, theories of play, and the role of recreation and leisure in society. Providers of leisure services and general operational aspects of various organizations and agencies are investigated. 3 credits. WR.

RECR 115. *Arthritis Aquatics Practicum.* A course designed to provide students with a practical experience in teaching aquatic exercise for individuals diagnosed with arthritis. Topics include the meaning and types of arthritis, benefits of exercise, safety issues, and teaching older adults basic and endurance aquatic exercise. 1 credit.

RECR 120. *Therapeutic Recreation: Professional Practice I.* This course will introduce the student to professional behaviors and beginning professional practice skills in therapeutic recreation services; overview the diagnostic groupings and populations served in health care settings and community services promoting health and well-being. 3 credits.

RECR 205. *Recreation Leadership and Activity.* The development of creative leadership skills, methods, and techniques that can be applied in various recreational settings through the use of social and informal recreational activities. 3 credits.

RECR 237. *Adventure Programming.* This course will involve the theory and application of outdoor and experiential education; students will have the opportunity to plan, organize and implement a variety of outdoor and environmental education activities for a variety of age and population groups. Students will also learn and practice specific skills related to camping and outdoor education activities. 3 credits.

RECR 250. *Leisure Education and Therapeutic Recreation.* This course is an exploration and application of the various theories and practices of leisure education in Therapeutic Recreation. Emphasis will be placed on the exploration of self in relation to leisure behavior. Instruction will also include: teaching methods, the learning of appropriate activities; and leisure counseling sessions when working with individuals with disabilities. Prerequisite: Therapeutic Recreation majors or Permission of Instructor. 3 credits.

RECR 260. *Therapeutic Recreation for Children with Disabilities.* This course is designed to prepare TR students for work with children challenged by illnesses, disabilities or environmental situations requiring particular sensitivity and specialized therapeutic interventions. Prerequisites: PSYC 330. 3 credits.

RECR 295. *Special Topics in Recreation.* Selected topics in recreation which will vary from semester to semester. May be repeated for credit when topics change. 1-3 credits.

RECR 300. *Pre-Internship Seminar.* This course prepares therapeutic recreation majors for their internships. Students will be guided in resume writing, professional oral and written correspondence, self-assessment and interviewing techniques. Culmination of course includes placement in junior internship. 1 credit.

RECR 301. *Therapeutic Recreation in Mental Health.* An exploration of socio-cultural and psycho-dynamic dimensions of mental health and mental illness. Students will draw from foundation of abnormal behavior; focus on functioning characteristics of different mental illnesses as determined by the DSM-IV, and the preventative and restorative functions of therapeutic recreation and application of the therapeutic recreation process. Co-requisite: PSYC 356. 3 credits.

RECR 303. *Therapeutic Recreation and Physical Disabilities.* In-depth study of predominant physical disabilities. Emphasis is placed on normal physiology as well as pathophysiology of specific disorders and the implications for therapeutic recreation intervention. Prerequisite: BIOL 206. 3 credits.

RECR 304. *Leisure and Aging: Therapeutic Services.* This course explores the process of aging, including biological and sociological aspects. Theories of aging, concepts of leisure and aging, and principles and practices related to delivery, planning, implementation, and evaluation of leisure services of older adults are investigated. Prerequisite: RECR 205. Co-requisite: RECR 320, 371 or permission of the Program Coordinator. 3 credits.

RECR 311, 312. *Studies Abroad.* Primarily intended for transfer of credit earned abroad in courses on recreation per semester. 1-18 credits.

RECR 320. *Facilitation Techniques/Interventions I in Therapeutic Recreation.* This course will provide an in-depth analysis of specific techniques and interventions used in therapeutic recreation services common in mental health, addiction, and habilitation/rehabilitation settings. Students will demonstrate application of the techniques and interventions through presentations and other assignments. (Two course sequence) 3 credits. SP.

RECR 321. *Facilitation Techniques/Interventions II in Therapeutic Recreation.* In this course, students will identify the meaning of specific interventions and the purpose of these interventions. Special emphasis will be placed on techniques and intervention strategies necessary for developing and implementing individualized treatment plans in pediatric and long term care settings. Prerequisite: RECR 320. 3 credits.

RECR 340. *Introduction to Outdoor Adventure Skills.* This course will address the basic skills in canoeing, rock climbing, and orienteering. Students will learn the skills, techniques and safety factors involved in each activity and are able to transfer skills into practice. 3 credits.

RECR 350. *Ropes Course and Initiative Dynamics.* Provides physical and mental challenges through adventure activities. Leadership, communication, decision-making and problem solving will be enhanced. The development of creativity, ingenuity, and trust are essential elements that will be experienced throughout the course. 3 credits.

RECR 371. *Program Planning in Leisure Services.* Application of the essential elements of programming within the context of recreation and leisure services. This course will address both the theory and techniques of recreation programming, reflecting a benefit-based approach; and designed to support programming with a socially purposeful end for varied constituent groups. Prerequisites: RECR 205, 250. 3 credits.

RECR 375. *Leadership Development through Wilderness Pursuits.* Leadership development through a variety of outdoor experiences and situations. Demonstrations and practical applications of technical skills, problem solving, decision making, and group dynamics. Planning, implementation, and development of outdoor skills and knowledge for back-country travel. 3 credits.

RECR 390. *Directed or Independent Study.* Must be approved by the head of the department. May be repeated as 391. 1-18 credits.

RECR 392. *Junior Internship.* A 10-12 week supervised practicum in clinical, community or outdoor therapeutic recreation settings during the summer after completion of the junior year. Prerequisites: Permission of Program Coordinator and 2.25 overall GPA and 2.50 in major. 6 credits. \$100 fee.

RECR 408. *Therapeutic Recreation: Professional Practice II.* Current principles and practice of therapeutic recreation will be studied and applied through the use of systematic programming. Emphasis placed on assessment, individual treatment plans, documentation and client evaluation; and advanced professional communication and behavior. 3 credits.

RECR 410. *Supervision and Administration of Leisure Services.* Application of management theory and techniques of leisure service delivery, including such areas as organization, supervision techniques, financing and budget, personnel, public relations, legal foundations and liability. Prerequisites: Completion of RECR 392 or permission of Instructor. 3 credits.

RECR 420. *Environmental Education Resources.* This course is designed to explore and provide ways to sensitize human beings to the environment. Emphasis will be placed on examining a variety of ways to interpret the environment in order for people to develop environmental ethics and behaviors. Topics such as history and philosophy, environmental ethics, culture and environmental values and environmental education will be covered. Unique to this class will be the opportunity to apply class information to practical experience in teaching and the development of environmental projects. 3 credits.

RECR 437. *Group Dynamics.* Includes analyses of TRS group facilitation styles, skills and techniques. Content and exercises emphasize comprehension of small group behavior; group processes and dynamics; verbal and non-verbal communication, and effective problem-solving and decision-making. Prerequisite: RECR 392 or permission of Instructor. 3 credits. SP.

RECR 461. *Issues and Trends in Recreation.* This course is the capstone course for the therapeutic recreation degree. The student will be provided opportunities for critical thinking in the process of exploring and examining current trends and issues which include evidence based research in the recreation literature. Students will engage in philosophical and knowledge base discussions through the facilitation of questions and the exchange of ideas. Prerequisites: RECR 392 or Permission of Instructor. 3 credits. WR

RECR 463. *Special Projects in Therapeutic Recreation.* Qualified students will pursue independent study projects and/or directed research under supervision of an instructor. Nature of study will depend on interests and needs of the students. 1-3 credits.

RECR 487. *Practicum Experience in Outdoor Education.* Students will engage (work or volunteer) in an experience with emphasis in outdoor education, adventure education, or environmental education. The experience will enable students to broaden their perspective about career choices and strengthen their knowledge, skills and experiences in outdoor education. Prerequisites: HLTH 260, two (2) outdoor education courses and Permission of Instructor. 3 credits.

RECR 490. *Independent Study.* Individualized study. 1-18 credits.

RECR 492. *Senior Internship.* A minimum of 14 weeks (560 hours) educational experience during the senior year designed to provide maximum opportunities for the student majoring in therapeutic recreation to participate in selected professional laboratory experiences. Spring only or permission from Program Coordinator. Prerequisites: Completion of all coursework, minimum GPA 2.50 TR content courses, and GPA 2.25 overall, permission of the Program Coordinator. 12 credits. \$100 fee.

RECR 495. *Special Topics in Recreation.* Selected topics in recreation which will vary from semester to semester. May be repeated for credit when topics change. 1-3 credits.

RECR 498. *Honors Research in Recreation.* Students conduct research in recreation under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 3 credits. WR.

College of Graduate and Professional Studies

Jeannine R. Perry, PhD, *Dean of Graduate and Professional Studies*

Kathy E. K. Charleston, MS, *Assistant Dean for Graduate Studies*

Katie H. Manis, BS, *Budget Administrator*

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Charles E. Faison, Jr, MS, *Instructional Technology Trainer*

Rebecca Patt, MA, *Instructional Technology Specialist, ITC Manager*

Muneeb Mobashar, BA, *Instructional Technology Support Specialist*

(See Graduate Catalog <http://www.longwood.edu/graduatestudies/17168.htm> for further details)

Longwood offers graduate level programs leading to the degree of Master of Business Administration, the degree of Master of Education with majors in Reading, Literacy & Learning and School Librarianship, and the degree of Master of Science with majors in Communication Sciences and Disorders, and Education. Our graduate programs are designed to provide capable students with opportunities for individual inquiry, to develop knowledge and skills necessary to work efficiently and lead effectively, and to integrate academic knowledge with practical applied experiences. In the school librarianship major two tracks, Licensed Teacher and Initial Licensure, are offered. In the education major, areas of concentration include: Algebra and Middle School Mathematics, Counselor Education, Curriculum and Instruction Specialist/Special Education General Curriculum K-12, Educational Leadership, Elementary and Middle School Mathematics, and Health and Physical Education. The Elementary Education PreK-6 Initial Licensure, and Special Education General Curriculum K-12 Initial Licensure concentrations are available for persons with a baccalaureate degree in any discipline who wish to obtain a master's degree plus a teaching license in one of those two areas. The M.S. in Education is also awarded to Longwood students enrolled in the Special Education/Liberal Studies five-year program. In addition, professional endorsement only programs in Reading Specialist, School Librarianship and Special Education General Curriculum K-12 are available. The Communication Sciences and Disorders major prepares individuals for entry level positions in speech-language pathology. The Business Administration online major offers concentrations in General Business, Real Estate and Retail Management.

A senior at Longwood may take up to six hours of graduate credit beyond the undergraduate degree requirements. Such graduate credit may be earned only in 500-level courses and, if it meets course requirements for the degree, may be counted toward a master's degree. The senior must have a "B" average (3.0 GPA or higher) overall and must receive permission from the department chair of their major and then the Dean of the College of Graduate and Professional Studies. In any case where an undergraduate student is registered for a 500-level course that is to be applied to a graduate degree, the Dean of the College of Graduate and Professional Studies must notify the Office of the Registrar of this designation.

A student who holds a baccalaureate degree with a minimum 2.75 cumulative GPA from an accredited institution may apply for admission to graduate study in most of our programs. Applications for graduate study are reviewed by the respective graduate admission committees once monthly beginning around the middle of the month on a rolling basis, but adherence to the published deadlines is a good guideline for optimum consideration. Applicants to the Communication Sciences and Disorders program must have a minimum 3.00 cumulative GPA, scores from the General Test of the GRE and submit their applications by February 1st for review for admission to the subsequent fall semester. Applicants to the online Business Administration program must have a minimum 2.75 cumulative GPA, scores from either the General Test of the GRE or the GMAT, and submit their applications by February 1st for admission as a full-time student to the subsequent summer semester or by May 1st for admission as a part-time student to the subsequent fall semester.

For further information regarding admission to the graduate program, contact the College of Graduate and Professional Studies, Longwood University, 201 High Street, Farmville, Virginia 23909; (434) 395-2380 or (877) 267-7883 toll free or graduate@longwood.edu or visit the web site at www.longwood.edu/graduatestudies. Individual program specific requirements for admission are outlined in the Graduate Catalog and on the website.

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