

2013

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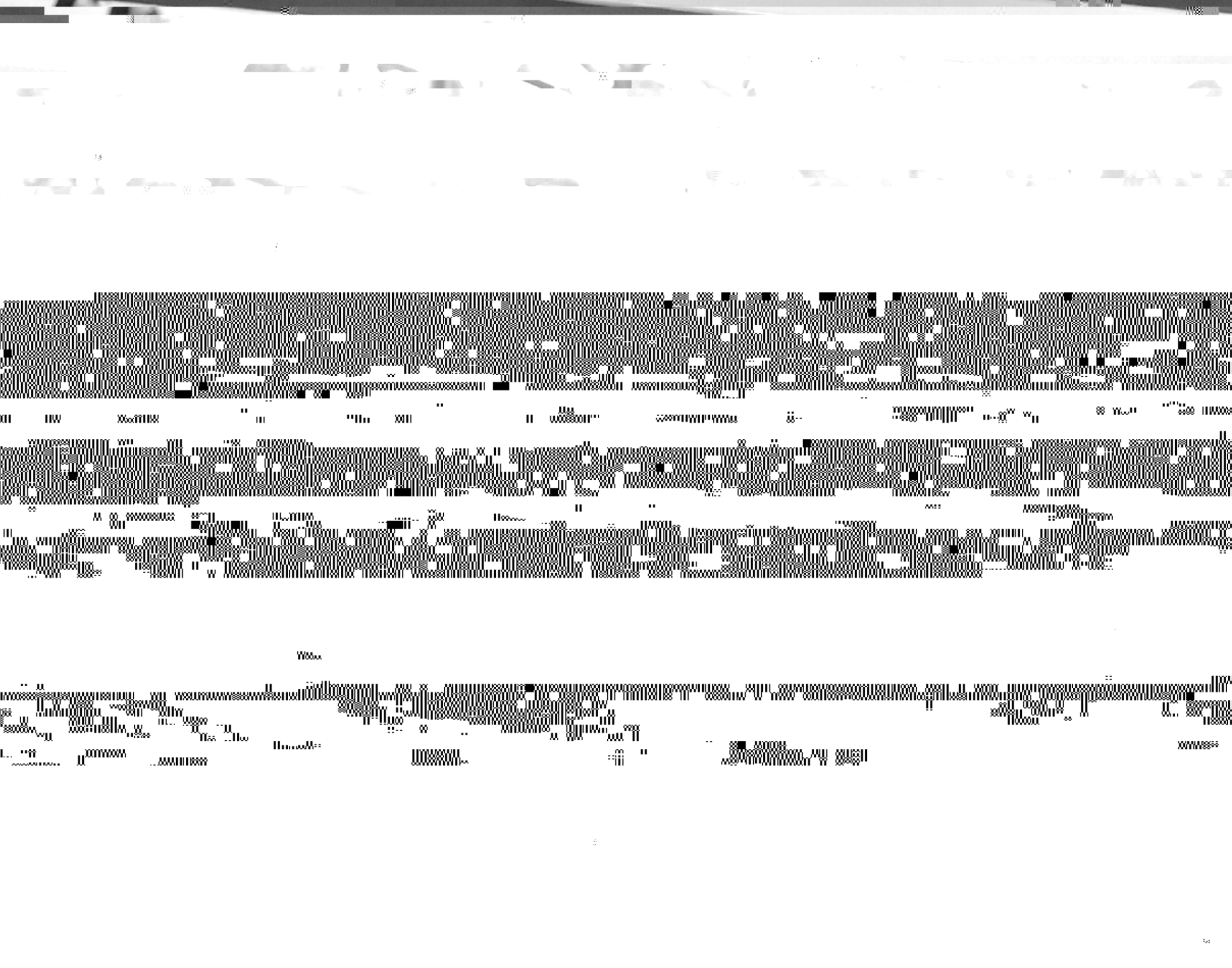
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Correspondence Directory

If you ask Virginia Wesleyan students why they came here, most

A handwritten signature in black ink, reading "Timothy R. Brank", is centered on a light gray rectangular background.



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

The Virginia Wesleyan Creed

We accept and support the Virginia Wesleyan Honor Code.

- a commitment to trustworthiness and a willingness to assume personal responsibility for honorable behavior.

We seek experiences that enhance personal academic excellence and an integrated liberal arts perspective.

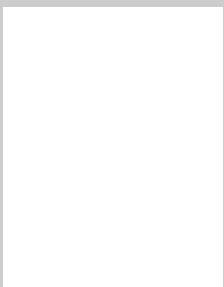
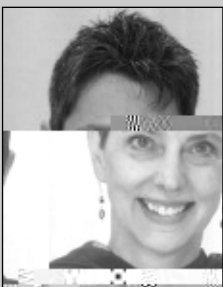
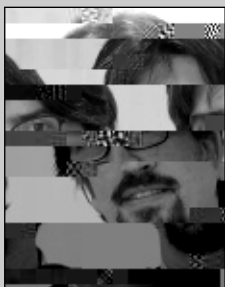
- a commitment to sustained achievement in the classroom.

We abide by and uphold the Virginia Wesleyan Community Standards.

- a commitment to good campus citizenship in all undertakings.

We value and respect diversity in all facets of our multicultural society.

- a commitment to recognize and to celebrate the importance of cultural differences within our campus community and to oppose all forms of discrimination.



4. ***Providing opportunities for experiential learning.*** In addition to the many opportunities offered through course enhancements, faculty members are committed to developing and supporting the wider academic program, which offers an array of experiential learning opportunities, including the PORTfolio program, travel abroad in Winter Session, semesters abroad, community service opportunities such as the annual Homeless Shelter week, internships and externships related to specific academic disciplines, and intercollegiate academic activities such as the Model U.N. and Ethics Bowl programs.
5. ***Offering a multi-faceted educational experience.*** Although faculty members have their own academic specialties, their interests tend to be broad and their experiences varied, so that the educational program as a whole manifests a commitment to considering multiple approaches to intellectual questions. This flexibility is evident in the faculty's support of First-Year Experience and the General Studies Program, as well as the various experiential learning opportunities listed above.
6. ***Providing quality faculty advising.*** Faculty assist students personally as they choose majors, minors, and elective courses; they also mentor students as they address issues related to their academic performance, plan their careers, and apply to graduate and professional schools.
7. ***Encouraging civic engagement.*** Faculty designed the curriculum to encourage reflection on the ethical dimensions of human experience by asking students to think about their values and their civic and human roles and responsibilities. While no specific cause or ideology is promoted, they intend that students should come to recognize and value their involvement in various local, regional, national, and global communities.

In short, under the direction of a strong dedicated faculty, Virginia Wesleyan's academic program challenges students to take responsibility for their learning, to embrace a wide variety of academic experiences, and to commit themselves to substantial intellectual work and personal development.

The Student Experience

Recognizing that the skills and previous educational experiences of students vary widely, faculty at Virginia Wesleyan are committed to guiding students and helping them advance their skills, from the time they enter the college until they graduate. To get the most from their college experience, students will need to possess the following general academic skills and personal qualities:

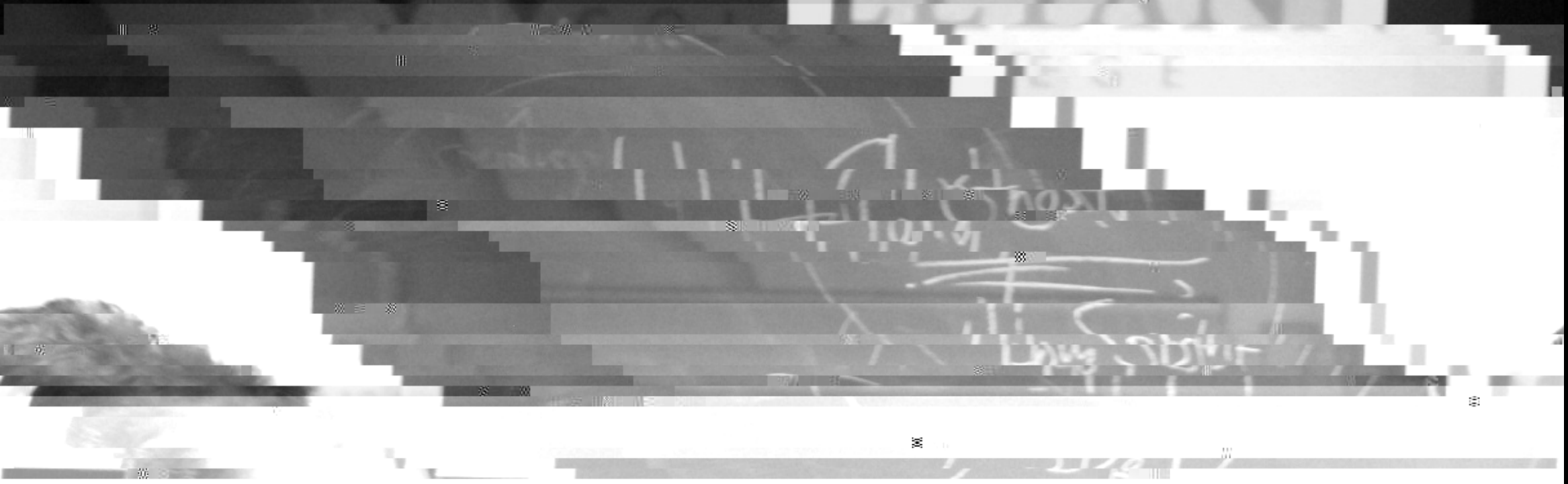
1. ***Organizational and time management skills.*** The 4x4 curriculum demands that students prioritize their academic work over jobs, sports, and other activities. The time commitment required for success is a major change for many students who are new to the college. The papers, independent projects, and other enhancements in many courses require students to devote significant time outside of class to course-related activities, working independently or in small groups. First-semester students need to recognize and adapt quickly to this increase in their academic responsibilities.
2. ***The ability to persist.*** The 4x4 curriculum requires that students enter the college with well-established study habits and the willingness to spend countless hours strengthening their academic skills to accomplish the intense intellectual work typical of the 4-semester hour courses. Writing an original research paper or completing a significant hands-on project requires students to tackle a series of complex problems over an extended period of time. They must be willing and able to work through multiple stages and multiple revisions, assisted by professors who provide mentoring and encouragement.
3. ***Effective communication with faculty, staff, and other students.*** Many of the course enhancements in the 4x4 curriculum require students to be proactive and articulate as they seek information and assistance from other students, faculty, librarians, and professionals at institutions and organizations outside the college. This is a change for many students, compared to their high school experience. They must be willing to seek out support and encouragement from faculty members and advisors as they learn to articulate their needs clearly and diplomatically.
4. ***The ability to read and respond to complex texts.*** The 4x4 curriculum requires entering students to possess strong general reading skills. During their years at the college, they will be expected to draw on a broad educational background to interpret texts according to their cultural and rhetorical contexts, and to recognize structural elements, analyze arguments, and detect implicit assumptions and agendas.
5. ***The ability to develop questions, synthesize and respond to ideas, and apply theory to practice.*** The 4x4 curriculum requires students

and math skills, test preparation, time management, academic counseling, and services and accommodations for students with special needs. Services are available free of charge to all students.

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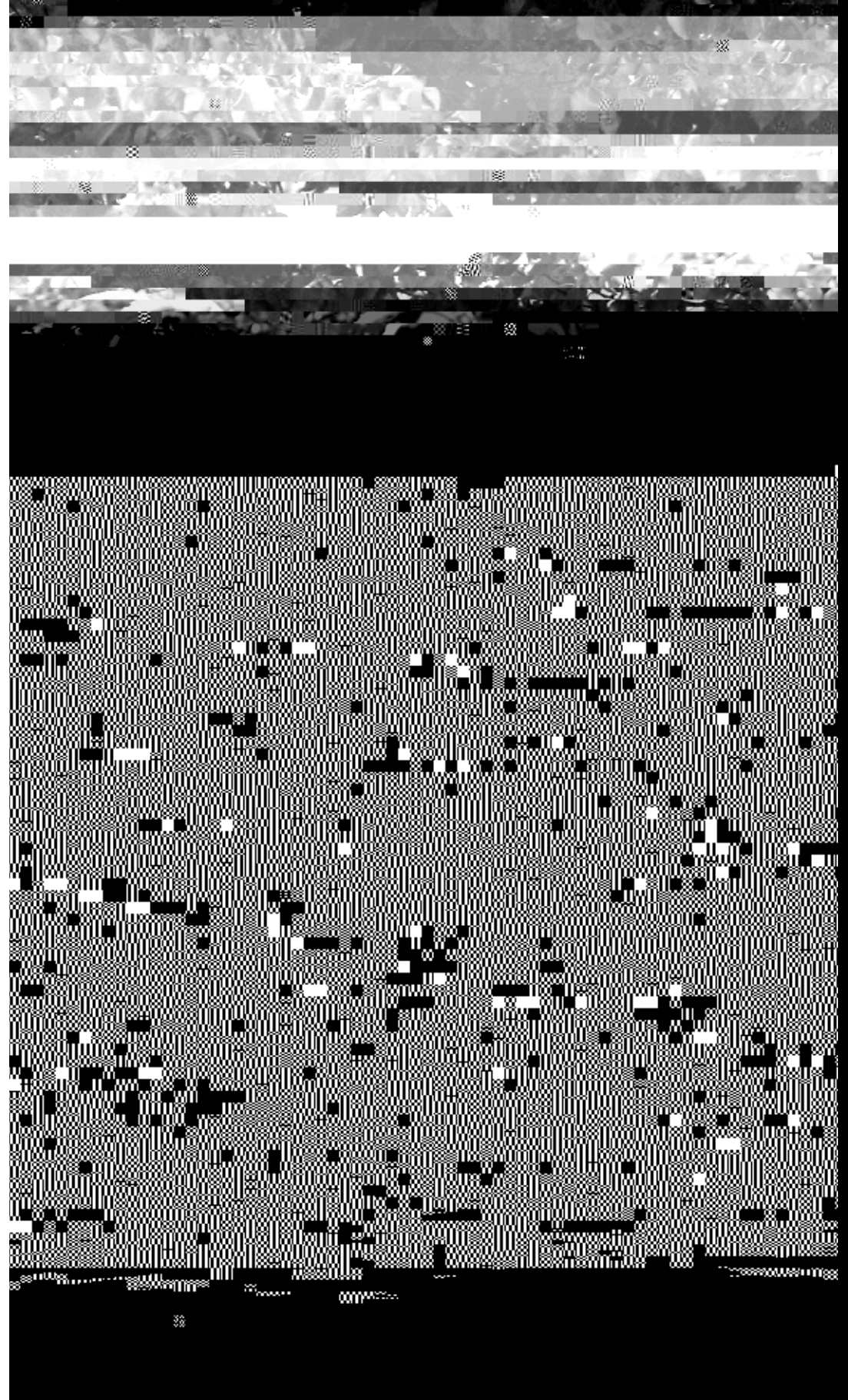
“**W**hat kind of job can I get with a major



The Center for Sacred Music at Virginia Wesleyan College offers opportunities for all students to broaden their awareness of the music and ritual that have been part of humankind's

American Protestant hymnody; "Let All the World in Every Corner Sing," an examination of "service music" used in various world religions; "Here Comes the Bride," wedding ritual and music in various world traditions; and "Sing Me To Heaven," an exploration of the music and ceremony used in various cultures for funerals and services of remembrance.

Performance Opportunities: The Wesleyan Festival Chorus and the Wesleyan Worship Choir are massed choirs of students and community singers which link choral musicians with the finest conductors in the world for worship leadership and concert performance. Each July, the choruses participate in events as part of the Sacred Music



Commuter Assistant, who holds office hours dedicated to commuters.

CLUB SPORTS

Dance Team
 Dance Company
 Equestrian Club
 Field Hockey Club
 Lacrosse Club
 Roller Hockey Club
 Step Team
 Surf Club
 Swim Club

FRATERNITIES AND SORORITIES

Alpha Kappa Alpha
 Alpha Sigma Alpha
 Greek Presidents Council
 Interfraternity Council
 Iota Phi Beta
 Kappa Alpha
 Panhellenic Council
 Phi Kappa Tau
 Phi Sigma Sigma
 Sigma Sigma Sigma

LEADERSHIP GROUPS

Commuter Club
 Club President Roundtable
 First Year Leadership Council
 Honors and Scholars
 Residence Hall Association
 Student Government Association
 Wesleyan Activities Council

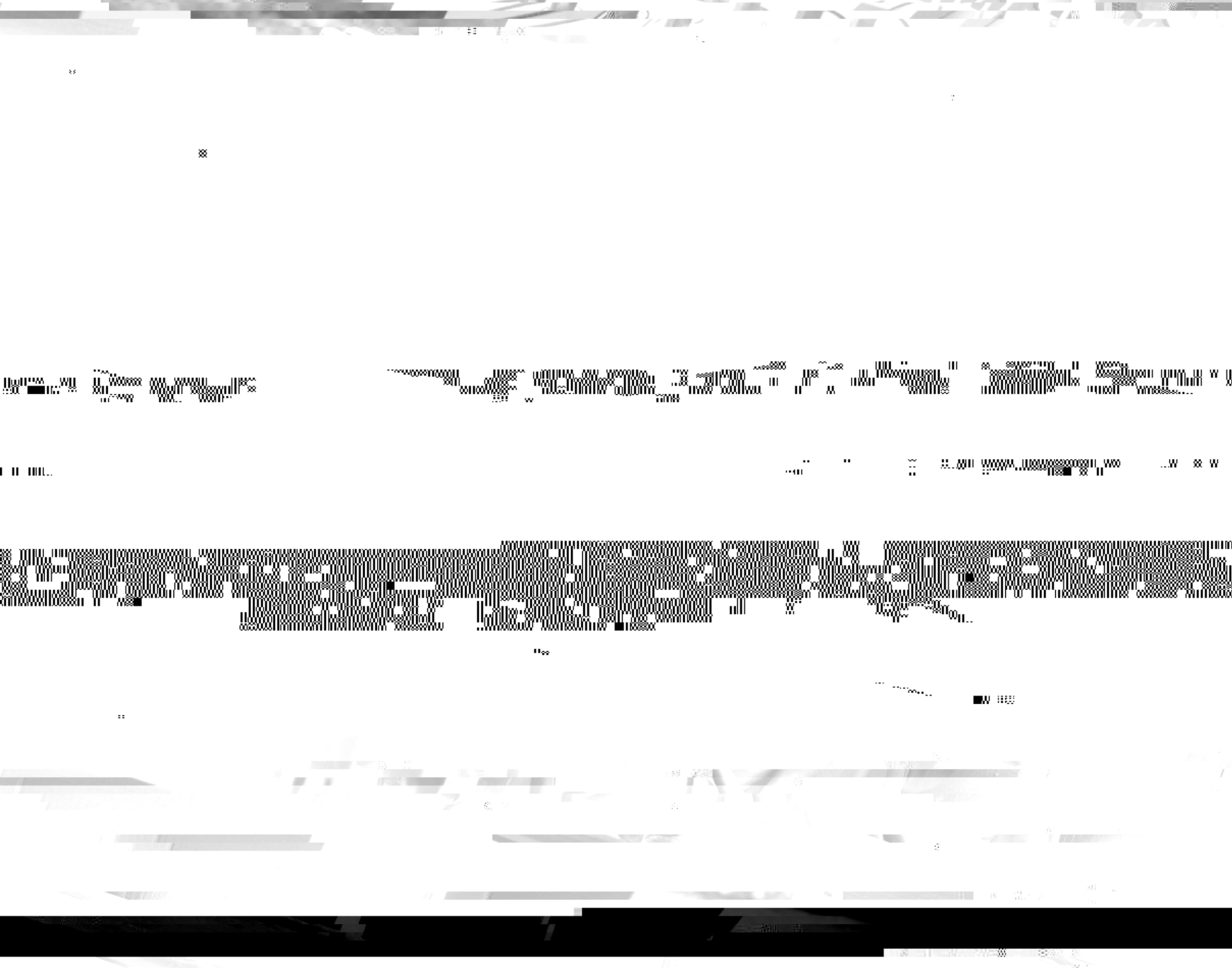
- After Dark
- ICE
- Mainstage
- TGIF
- Traditions
- VWC and Beyond

CLUBS ORGANIZED AROUND MAJORS

American Criminal Justice Club
 Classics Club
 Drama Club
 French, German, Spanish Club
 Math/Computer Science Club
 Order of Infinity
 Philosophical Society
 Political Science Association
 Psychology Club
 Recreation Majors Club
 Science Club
 Society for the Advancement of
 Management (SAM)
 SVEA/NEA

NATIONAL HONOR SOCIETIES

Alpha Kappa Delta
 Alpha Phi Sigma
 Alpha Sigma Lambda(F)35(r)Si Be i Be i Bed(F)35(r)S7D(esidep S)10iation



4. An official record of scores on the Scholastic Assessment Test (SAT) or the American College

responsibility for their educational and living expenses. Students must submit a financial affidavit before an I-20 can be issued.

International students who have outstanding academic records and have taken the SAT exam may apply to the Admissions Office for an academic or leadership scholarship. Scholarships are awarded based on the TOEFL score, the SAT scores, the high school transcript, and a scholarship essay.

Veterans





The schedule for payment for new students entering fall 2013 is as follows:

Resident Student (double room)

May 1 (deposit)	\$	300
July 29		20,520
December 9		20,020

Commuter Student

May 1 (deposit)	\$	300
July 29		16,116
December 9		15,776

New students who have not completed their

Full-Time Students

- Full-time students receiving financial aid are allowed six academic years (an academic year is two semesters plus one summer) to complete the bachelor's degree.
- Full-time students must successfully complete a minimum of 22 semester hours in any single academic year (fall, Winter Session, spring, and summer).
- Full-time students must also maintain an acceptable grade point average as follows: a student classified as a freshman must have a minimum cumulative GPA of 1.6; a sophomore, 1.8; a junior, 2.0; and a senior, 2.0.

A student whose cumulative grade point average is below the minimum is considered to be making satisfactory progress if he or she has earned the required number of semester hours and maintained a grade point average of 2.5 for the immediate past semester.

Part-Time Students

Part-time students receiving financial aid are expected to progress at proportionately the same rate as full-time students. They are limited to 12 academic years of aid eligibility.

Transfer Students

The satisfactory progress of transfer students receiving financial aid is based on a student's class status at the time of enrollment at Virginia Wesley 5D



exam are placed in a foreign language course of their choice at the level determined by the

basis for placement. The levels are coded by

Historical Perspectives (H)

Complete one from the following list:

ARTH 231	FR 329	HIST 313	HIST 350	HIST 418
ARTH 232	GER 317	HIST 314	HIST 351	MBE 330
ARTH 341	GER 344	HIST 316	HIST 352	PHIL 332
ARTH 351	HIST 219	HIST 317	HIST 353	PHIL 336
CLAS 209	HIST 220	HIST 325	HIST 380	POLS 317
CLAS 210	HIST 250	HIST 328	HIST 385	RELST 303
CLAS 356	HIST 251	HIST 347	HIST 415	RELST 304
CLAS 360	HIST 252	HIST 348	HIST 417	RELST 326
FR 328	HIST 306	HIST 349		

Natural Science Laboratory (L)

Complete one from the following list:

BIO 100	BIO 221	EES 131	EES 210	PHYS 142
BIO 131	BIO 222	EES 133	PHSC 100	PHYS 221
BIO 132	CHEM 120	EES 200	PHYS 141	PHYS 222
BIO 150				

Quantitative Perspectives (Q)

Complete one from the following list:

CS 110	MATH 104	MATH 150	MATH 189	POLS 265
CS 112	MATH 135	MATH 171	MATH 205	PSY 210
CS 205	MATH 136	MATH 172	MATH 210	SW 450

Institutional and Cultural Systems (S)

Complete one from the following list:

AMST 200	MBE 106	POLS 210	POLS 350	SOC 237
BIO 285	MBE 332	POLS 250	POLS 353	SOC 251
CJ 348	MBE 333	POLS 302	POLS 355	SOC 270
COMM 101	MBE 373	POLS 323	POLS 373	SOC 311
ENVS 106	POLS 103	POLS 326	POLS 422	SOC 351
ENVS 326	POLS 111	POLS 335	PSY 380	SPAN 355
GEOG 112	POLS 112	POLS 343	REC 101	SPAN 365
GEOG 113	POLS 201	POLS 344	SOC 100	SW 201
HIST 346	POLS 202	POLS 345	SOC 110	WGS 219
INST 202	POLS 206	POLS 348	SOC 219	

Literary Textual Analysis (T)

Complete one from the following list:

CLAS 263	ENG 258	ENG 265	ENG 284	ENG 289
CLAS 264	ENG 259	ENG 266	ENG 285	PHIL 203
ENG 216	ENG 261	ENG 280	ENG 286	POLS 203
ENG 250	ENG 263	ENG 281	ENG 287	TH 250
ENG 251	ENG 264			

Ethical Values and Faith Perspectives (V)

Complete one from the following list:

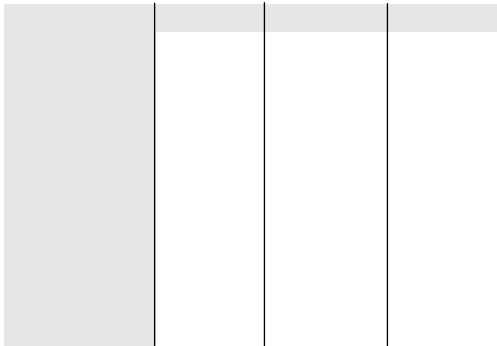
CLAS 105	PHIL 110	PHIL 350	RELST 217
COMM 335	PHIL 212	PHIL 353	RELST 218
CSRF 232	PHIL 215	PHIL 372	RELST 232
CSRF 233	PHIL 221	POLS 204	RELST 233
ENVS 304	PHIL 253	POLS 239	RELST 238
GER 205	PHIL 272	RELST 113	RELST 250
GER 305	PHIL 304	RELST 116	
HIST 248	PHIL 316	RELST 140	
HUM 150	PHIL 321	RELST 157	RELSG 261REL4T 352 351(P)EDHIL00(1)TJT*W
PHIL 101	PHIL 328	RELST 180	
PHIL 102	PHIL 337	RELST 181	
PHIL 105			

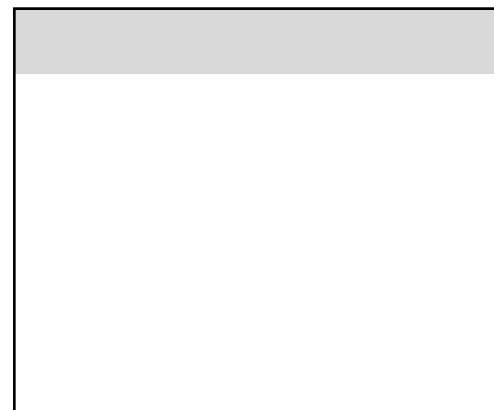
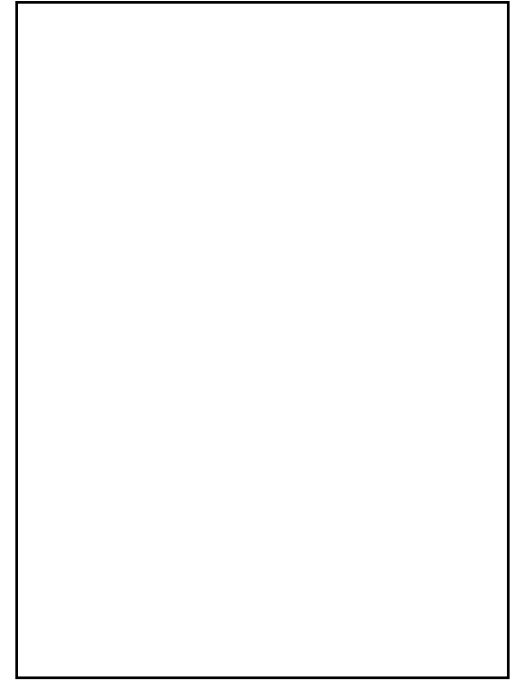
Majors

Each student must successfully complete at least one major offered by the college. The student must declare a major and designate a major advisor no later than the semester in which the student completes 64 hours. Subsequent change to a different major is subject to the requirements of that particular major, such as restrictions on GPA and time of declaration. Forms for completing this process are available on the Registrar's home page or in the Registrar's Office. Students may change majors at any time by filing a new declaration.

The student's major advisor or committee must certify that the student has successfully completed all the requirements for the major prior to graduation. A student may not present more than 64 semester hours in any one discipline or more than 88 semester hours in any two disciplines to fulfill graduation requirements (see "Limitation on Course Credits").

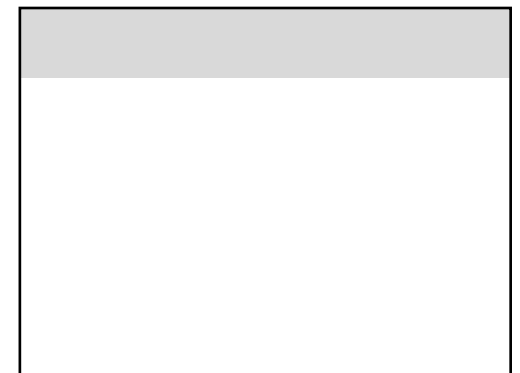
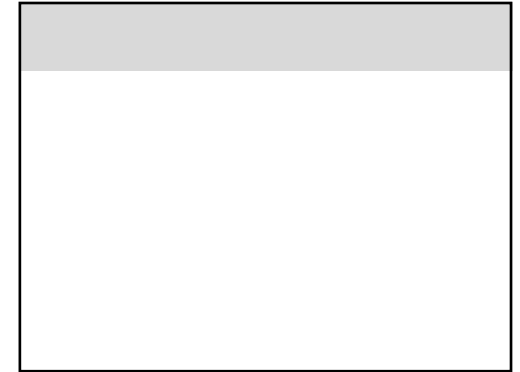
who has graduated from high school and attended college. Students who have completed dual e





Cross-Registration: Virginia Wesleyan's membership in the Virginia Tidewater Consortium provides students with opportunities for enriching their educational programs through a process of cross-registration at other institutions of higher education located in Hampton Roads. Subject to available space at another school, Virginia Wesleyan students may cross-register at other member institutions for a course that is not offered here in a given semester. Students requesting to cross-register for a course at another school must have the written approval of their advisor and the Registrar and be in good academic standing (2.00 GPA). Grades earned through cross-registration become part of the student's grade point average. Complete information covering the conditions of cross-registration is available in the Registrar's Office.

Transient Registration: Virginia Wesleyan students may take courses at other institutions of higher education and transfer the credit in. To do so, they must be in good academic standing, complete an application, and receive the written approval of their advisor and the Registrar prior to registering for any courses at other institutions. Approved credit is



**After 64 credit hours, students with a GPA below 2.0 can be placed on probation by the Committee on Academic Standing, or suspended or dismissed by the Committee.*

Academic Clemency

Virginia Wesleyan College recognizes that some students may, for a variety of reasons, develop academic records that do not reflect their true abilities. Students who leave the college with poor records di8witsh tore

natural sciences, humanities, and social sciences/

One of the following:

COMM 321 Theories of Mass Communication	
ENG 311 Theory & Criticism	
HIST 360 Junior Research Seminar	4
SOC 345 Foundations of Sociology	
SOSCI 3xx Research Methods for the Social Sciences	
WGS 319 Feminist and Gender Theory	

One additional course from either Category 1 or Category 2*	4
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AMST 4xx American Studies Thesis	4
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TOTAL	32
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*For a complete listing of courses, please see the program coordinator.

Minor Requirements: American Studies

COURSE NUMBER AND TITLE	SEM. HRS.
AMST 200 Introduction to American Studies	4
One 300/400-level course from the Social Sciences*	4
One 300/400-level course from the Humanities*	4
Electives*	8
TOTAL	20

*For a complete listing of courses available in the American Studies minor, please see the program coordinator.

AMERICAN STUDIES COURSES (AMST)

200 Introduction to American Studies (4) S

Introduces students to the interdisciplinary field of American studies and exposes them to a variety of approaches to understanding American national experiences, values, and ideals. Investigates the myths and cultural narratives that have shaped our definition of what it means to be American, and general perceptions about American culture. Offered each fall.

ANTHROPOLOGY

(See Sociology)

ART

Ms. SHARON SWIFT, Program Coordinator

Mr. PHILIP GUILFOYLE

Dr. JOYCE HOWELL

Mr. JOHN RUDEL

The Art Department offers courses in studio art and art history, balancing art production with an awareness of related cultural values. The art major consists of core courses in studio art and art history, upper-level electives in a choice of media, and a capstone course that involves creating a body of work and exhibiting it. Class work is supported by ongoing art exhibitions in two campus gallery spaces and by field trips to local and regional museums and galleries, further enriching the curriculum. Art majors may also earn certification for teaching by supplementing the major with specific education courses and in-service teaching. Minors are offered in both studio art and art history. Students should select courses for the minor according to their interests or to strengthen skills needed for art-related careers in communications, design, business, recreation, therapy, arts management, and other creative fields.

Major Requirements: Art

COURSE NUMBER AND TITLE	SEM. HRS.
ART 204 Digital Art I	OR 4
ART 206 Painting I	
ART 205 Drawing I	OR 4
ART 207 Representations of Space	
ART 208 Photography I	4
ART 209 Sculpture I	OR 4
ART 213 Ceramics I	
ARTH 231 Ancient & M38 303.0784 T005TD-0P0001 Tc55	

209 Sculpture I (4) A

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

213 Ceramics I (4) A

Structured to provide an introduction to ceramic art production, balanced with ceramic art history,

320 Ornithology (4)

A study of birds emphasizing diversity, behavioral ecology, and life history. Regular field observations are required and may occur under a variety of weather conditions. Prerequisite: BIO 131. Lecture three hours, laboratory three hours each week. Offered on demand.

354 Marine Invertebrate Evolution (4)

An introduction to the study of evolutionary processes, with particular attention paid to marine invertebrates, especially marine bivalves, because of their rich evolutionary history and well-documented fossil record. Evolution is examined at a variety of scales from molecular to ecological. Lecture three hours, laboratory three hours each week. Prerequisite: BIO 131 or 132. \$50 lab fee. Offered fall of even-numbered years on demand.

355 Marine Biology (4)

A study of organismal adaptation and community organization in marine and estuarine habitats. A variety of marine habitats are examined, with the laboratory focusing primarily on local species and habitat types. Prerequisite: two semesters of general biology or BIO 131 and sophomore status or higher. Offered each fall.

371 Histology (4)

A detailed study of the cells, tissues, and organs that comprise the mammalian body. Intended for students seeking careers in biology, medicine, or veterinary sciences. Prerequisite: a grade of C or higher in BIO 131 and 132 or consent. Lecture three hours, laboratory three hours each week. Offered on demand.

372 Comparative Anatomy (4)

A study of the evolution, morphology, and physiology of ver

305 International Accounting Theory (4)

A study of accounting for firms engaged in international commerce: translation of foreign currency financial statements, and for branches, subsidiaries, mergers, acquisitions, and divestitures of multinational corporations. Prerequisites: MBE 203 and 204. Offered spring of odd-numbered years.

306 Business Law (4)

A study of contract law and the Uniform Commercial Code. Prerequisites: MBE 101 or 201 and junior/senior status. Offered spring of even-numbered years.

308 Comparative Economic Systems (4)

An in-depth, integrated study of the development and functioning of the American economic system compared with those of other countries. Prerequisite: MBE 100 or 201. Offered intermittently.

310 Money, Banking, and Financial Institutions (4)

The basics of monetary policy in terms of public policy. Includes the study of the Federal Reserve System, commercial bank lending, investments, money, and capital markets. Prerequisites: MBE 201 and 202. Offered each fall.

315 Managing Diversity in Organizations (4)

Promotes an awareness of cultural differences and positive attitudes toward these differences. Includes topics related to effective management of people who vary in race, gender, age, disability status, nationality, or sexual orientation. Prerequisite: ENG 105 with a grade of C or higher. Offered fall of odd-numbered years.

316 Marketing Principles (4)

Builds upon the analytical and communication skills gained in lower-level courses. Students gain an understanding of products and services, channels of distribution, pricing strategies, and elements of promotion. Prerequisites: MBE 201 and 203 and junior status. Offered each semester.

322 Financial Management (4)

Students learn how to determine in what assets a firm should invest and what sources of funding are appropriate. Topics include mathematical analysis of operating and financial leverage, the cost of capital, management of working capital, and sources of money and capital. Prerequisites: MBE 201, 202, 203, and 204, and MATH 210 (formerly MATH 106). Offered each semester.

324 Human Resource Management (4) W

A study of the human resource process including such issues as recruiting, selection, training, performance appraisal, and compensation. Learning activities include experiential and group exercises, discussions, readings on HRM framework and application to cases, analytical issue papers, and oral reports. Prerequisites: ENG 105 with a grade of C or higher and MBE 301, or consent. Offered fall of odd-numbered years.

Prerequisites: senior status, MBE 301, 316, 322, 400 and all other general studies requirements completed at least concurrently. Offered intermittently.

414 Internship Exploration and Design (4)

Students find, design, and maximize the independent learning experience to be undertaken in the spring internship courses, MBE 416 and 417. A major outcome is the negotiation of a learning plan agreement with a sponsoring organization. Prerequisites: a major in business with a 3.0 or higher GPA, all required major and general studies requirements completed at least concurrently, and admission to the internship program. Offered each fall.

416 Management Internship (12)

Students implement the work-and-learning agreements devised in MBE 414 for full-time placement (14 weeks or a minimum of 560 total hours) as a professional in a sponsoring organization. They gain practical experience in applying previously acquired knowledge and managerial skills. Students self-evaluate and are evaluated by their organizational supervisor. Pass/fail grading. Prerequisite: MBE 414; must co-register for MBE 417. Offered each spring.

417 Internship Seminar (4) I

Integrates management theory, especially ethical analysis and action, with general studies knowledge while enhancing business skills during a full-time internship. Weekly written and oral reports, two major reflection papers, and a strategic management simulation enhance learning. Prerequisite: MBE 414; must co-register for MBE 416. Offered each spring.

490 Independent Study in Management (1-3)

problem solving skills. Lecture four hours, laboratory three hours each week. Prerequisites: high school chemistry, CHEM 105 or equivalent or PHSC 100

450 Global Environmental Cycles (4)

Explores the connections among the atmosphere, hydrosphere, lithosphere, and biosphere through exploration of global cycling of nutrients and pollutants. Students investigate these biogeochemical cycles through analysis of primary research articles, field measurements, chemical analysis, and a self-

Civilization, Culture, Tradition

Three of the following:

CLAS 105	
Classical Mythology	
CLAS 120	
Introduction to Classical Archaeology	
CLAS 209	
Greek History	
CLAS 210	12
Roman History	
CLAS 263	
World Literature I	
ARTH 231	
Ancient & Medieval Art History	
RELST 217	
The Old Testament World	
RELST 218	
The New Testament World	

Synthesis and Specialization ‡

Four of the following:

CLAS 330	
Classical Epic & the Epic Tradition	
CLAS 350	
Women in the Ancient World	
CLAS 370	
The Ancient World in Cinema	
CLAS 356	
VWC in Greece	
CLAS 360	16
Classical Virginia	
LATN 305*	
Topics in Latin Prose	
LATN 306*	
Topics in Latin Poetry	
RELST 303	
Saints & Heretics: Christian History I	
PHIL 332	
Ancient Greek Philosophy	

CLAS 450	4
Senior Seminar in Classics	

TOTAL 36

* If taken only once, LATN 305 or 306 may count either toward the language component or the civilization component, but not both. When a student's previous language experience and career goals make it appropriate, the language requirement for the major in classical studies may be waived by the program coordinator, or the LATN 111-112 or GREK 121-122 sequence counted as sufficient. In these circumstances the additional 4 hours needed to reach the minimum of 36 hours required for the major must be taken from other courses under the CLAS, LATN, or GREK rubrics, or from

appropriate courses in related disciplines approved by the Classics Program Coordinator. When offered, intermediate-level biblical Hebrew may also be used to fulfill the language requirement.

‡ Other appropriate 300/400-level courses in related disciplines such as art history may also be counted toward these 16 hours, subject to the approval of the Classics Program Coordinator.

Major Requirements: Latin

COURSE NUMBER AND TITLE		SEM. HRS.
Civilization, Culture, Tradition		
CLAS 209		
Greek History	OR	4
CLAS 210		
Roman History		
Two of the following:		
CLAS 105		
Introduction to Classical Mythology		
CLAS 120		
Classical Archaeology		
CLAS 263		8
World Literature I		
LATN 213		
Intermediate Latin		
GREK 213		
Intermediate Greek		
Language, Translation, Rhetoric, Textual Analysis, and Etymology (both repeated with a different topic)		
LATN 305		12
Topics in Latin Prose		
LATN 306		
Topics in Latin Poetry		
Synthesis and Specialization ‡		
One of the following:		
CLAS 330, 350, 356, 360, 370,		4
RELST 303, PHIL 332, LATN 471		
CLAS 450		4
Senior Seminar in Classics		
TOTAL		32

‡ Other appropriate 300/400-level courses in related areas such as art history may also be counted toward these four credits, subject to the approval of the Classics Program Coordinator.

Students interested in graduate school are strongly encouraged to undertake more iterations of these courses. Those considering graduate school in classics, archaeology, or a related discipline should take GREK 121, 122, and some Greek at the 300 level.

architecture helped to shape the culture of the state of Virginia. Offered Winter Session when circumstances permit.

370 The Ancient World in the Cinema (4) A

Studies how ancient Greece and Rome continue to interest and influence us through the modern medium of cinema. Includes readings of selected classical texts and comparisons with modern screen treatments. Attention is given both to modern cinematic adaptations of ancient literary works and to epic "historical" spectacles. Examines directorial creativity, audience expectation, historical accuracy, and modern myth-making.

450 Senior Seminar in Classics (4) I,W

Offers students the opportunity to do sustained research on a chosen topic and to present the results in a substantial (20-30 page) piece of work. Upon completion of the project, students present their work in a public oral defense. Prerequisites: successful completion of ENG 105 with a grade of C or higher and senior status, with a major in Classical Studies or Latin. Offered annually as needed.

GREEK COURSES (GREK)

121 Beginning Ancient Greek I (4)

An introduction to the grammar, syntax, and vocabulary of ancient Greek. Completion of the year-long sequence prepares students to read connected passages in ancient texts such as the dialogues of Plato

conventions of continuity and composition,
videography, lighting, editing, and production

- At least 24 of the 44 total semester hours in the major must be taken at the 300/400 level. These 24 upper-level semester hours must be distributed across at least two academic divisions.
- No more than half of the semester hours from courses in any one division may be taken in the same department or discipline.
- One interdisciplinary course designated INST may be included in the major and counted either as a humanities or social sciences course. An INST course may not be counted in the major as a natural sciences and mathematics course.
- At least one laboratory science course must be included as part of the major.
- English and foreign language courses taken to satisfy core requirements in the Program of General Studies may not be included in the major, but courses satisfying other General Studies requirements may be included.
- A 2.5 grade point average in all courses included in the CLS is required for graduation.

A student wishing to declare the CLS major must file a Declaration of Major form with the Office of the Registrar at least two semesters before graduation, summer not counting as a semester. In addition, a contract outlining the plan of study must be worked out in close consultation with an academic advisor, who may be a full-time faculty member from any one of the three academic divisions. This contract must include (1) a list of the courses the student plans to take and include in the proposed CLS major; and (2) an essay explaining the student's goals and reasons for choosing the CLS major and articulating a unifying theme that will define and give clear direction to the major; and (3) a statement identifying courses that will be used to fulfill the college's requirements for oral communication competence computer proficiency and showing how those courses will fulfill these requirements.

~~The contract must be approved~~

**132 Environmental Geology
without Laboratory (4)**

Identical to EES 133 but with web-based assignments in lieu of a formal laboratory. Intended for those interested in learning about environmental

each week. Includes at least two required field trips to key locations in the central Appalachians. Offered spring of even-numbered years.

340 Climatology (4) W

An examination of the earth's climate system and the science of climate change. Topics include the dynamics and feedbacks of the climate system, ocean and biosphere influences on climate, reconstruction of past climate, predications of future climate, and human influences on global and regional weather patterns. Prerequisite: EES 200 or EES 210. Offered fall of even-numbered years.

400 Scanning Electron Microscopy (SEM) (2)

Introduces the broad research applications of SEM. Topics include sample preparation, critical point drying, sputter coating, imaging, and x-ray microanalysis. Includes weekly hands-on training with the SEM and completion of an independent research project. Identical to BIO 400. Prerequisites: junior/senior status and consent. Offered in select spring semesters.

410 Watershed Hydrology (4)

An introduction to the underlying theory and practical applications of water science at the watershed scale. Lectures include brief in-class exercises and problems that illustrate hydrologic principles. Prerequisites: EES 132 or ESS 133 and math placement H or A, or MATH 135. Offered spring of even-numbered years.

425 The Age of Oil (4) I

Explores all aspects of oil: its chemistry and origin; how we find it and turn it into myriad products; the influence that cheap, abundant oil has had on our society; and its role in politics and war. Environmental effects and the questions about the future supply will also be considered. Prerequisites: senior status or consent. Offered when circumstances permit.

435 Tropical Ecology (4) I

EDUCATION/ SPECIAL EDUCATION

DR. KAREN BOSCH, Director of Teacher Education
MS. GINGER L. FERRIS
DR. HILVE A. FIREK
DR. B. MALCOLM LIVELY
DR. JAYNE E. SULLIVAN
MRS. STACEY WOLLERTON,
Director of Field Experiences

Virginia Wesleyan College is known for excellence in preparing classroom teachers. The Professional Education Program provides the highest quality of teaching methodology and disciplinary preparation in the content areas. Unique features of the program include a comprehensive liberal arts education, early field experiences, strong mentoring by faculty and staff, and the development of area school partnerships through advisory committees and school division contacts. The program is reviewed periodically by the Virginia Department of Education and approved by the Virginia Board of Education. All programs fulfill the curricular requirements detailed in the *Regulations Governing the Review and Approval of Education Programs in Virginia*. Career assistance is provided to all candidates who successfully complete one of the approved programs.

Admission to the Professional Education Program

Students interested in becoming teachers must formally apply for admission to the Professional Education Program. Packets for admission are distributed in INST 202 and EDUC 225 classes and are also available in Pruden 103. The packets are to be completed and submitted to the Education Department Administrative Assistant in Pruden 103 before the end of your sophomore year, and definitely one semester before enrolling in 300 level classes.

Students interested in teacher certification will not be allowed to register for upper level (300+) professional education courses until they are admitted into the Professional Education Program. Transfer students must complete and submit the packet for admission by the **end of their first semester** of coursework at VWC.

Specifically, students will not be able to continue with Education Coursework beyond INST 202, INST 203, and EDUC 225 or PSY 205 until admitted to the Professional Education Program. Transfer students will not be able to continue with education courses beyond the first semester of attendance until admitted to the

Professional Education Program. The 300/400-level education courses will be "Consent Only."

When the completed packet for admission is received, a committee will determine acceptance into the Professional Education Program. A letter will be sent to confirm acceptance. The packet for admission has the following requirements listed below:

- Achieve passing scores on Praxis I test (composite) or SAT/ACT equivalent and passing scores on the VCLA, or passing scores on VCLA and Praxis I Math.
- Maintain a cumulative GPA of at least 2.5 at the time of application.
- Achieve a grade of C or better in ALL Professional Education courses.
- Pass Civics Education Module found at following link: <http://www.civiceducationva.org> and submit certification of completion.
- Pass Child Abuse and Neglect module found at the following link: http://www.dss.virginia.gov/family/cps/mandated_reporters/cws5691/index.html and submit certification of completion.

Following admission to the Professional Education Program, a teacher candidate is required to complete the following requirements prior to the pre-service student teaching semester to remain in good standing with the department:

- Maintain the required GPA in your major. GPA requirement for the Comprehensive Liberal Studies major is 2.5.
- Grades of C or better in ALL Professional Education courses.
- Pass Praxis II prior to the start of pre-service student teaching.
- Elementary/Special Education ONLY:** Pass the Reading for Virginia Educators (RVE) assessment upon completion of EDUC 320 and EDUC 321 (Passing score is 157).
- NOTE: Passing scores on VCLA, Praxis II, and RVE (where applicable) are required for licensure by the Virginia Department of Education.

Elementary Education Program

The student seeking elementary teacher certification completes the Comprehensive Liberal Studies major, along with the required general studies courses and the sequence of professional education courses. Careful coordination of these three sets of requirements is essential if the course of study is to be completed in four years. This program prepares the successful candidate for licensure with an endorsement in elementary education preK-6.

COURSE NUMBER AND TITLE	SEM. HRS.
PSY 205 Lifespan Developmental Psychology	4
INST 202 The School & Society	4
INST 203	

hours and 150 hours of direct instruction. The placements are in diverse school settings. The student must request a placement from the Director of Field Experiences the semester before student teaching. Includes an on-campus seminar. Prerequisite: consent and admission to the Education Program. Offered each semester.

435 Elementary Preservice Teaching II (8)

A preservice teaching experience in grades 4-5. The student teaching I and II provide over 300 clock hours and 150 hours of direct instruction. The placements are in diverse school settings. The student must request a placement from the Director of Field Experiences the semester before student teaching. Includes an on-campus seminar. Prerequisite: consent and admission to the Education Program. Offered each semester.

**436 Middle Education
Preservice Teaching I (8)**

A preservice teaching experience in grade 6. Student teaching I and II provide over 300 clock hours and 150 hours of direct instruction. The placements are in diverse school settings. The student must request a placement from the Director of Field Experiences the semester before student teaching. Includes an on-campus seminar. Prerequisite: consent and admission to the Education Program. Offered each semester.

**437 Middle Education
Preservice Teaching II (8)**

A preservice teaching experience in grades 7-8. Student teaching I and II provide over 300 clock hours and 150 hours of direct instruction. The placements are in diverse school settings. The student must request a placement from the Director of Field Experiences the semester before student teaching. Includes an on-campus seminar. Prerequisite: consent and admission to the Education Program. Offered each semester.

445 Secondary Preservice Teaching I (8)

A preservice teaching experience in grades 6-8. Student teaching I and II pro

ENGLISH

DR. EDCertification

**438 Special Education Preservice
Teaching I (8)**

A preservice teaching experience in grades K-6. Student teaching I and II provide over 300 clock hours and 150 hours of direct instruction. The placements are in diverse school settings. Students must request a placement from the Director of Field Experiences the semester prior to student teaching. Includes an on-campus seminar. Attendance is mandatory. Prerequisite: consent and admission to the Education Program. Offered each semester.

**439 Special Education Preservice
Teaching II (8)**

A preservice teaching experience in grades 6-12. Student teaching I and II provide over 300 clock hours and 150 hours of direct instruction. The placements are in diverse school settings. Students must request a placement from the Director of Field Experiences the semester prior to student teaching. Includes an on-campus seminar. Attendance is mandatory. Prerequisite: consent and admission to the Education Program. Offered each semester.

**465 Alternative Certification for
Teachers (ACT) Special Education
Preservice Teaching I (4)**

A preservice teaching experience for Alternative Certification for Teachers (ACT) students in special education grades K-6. Student teaching I and II provide over 300 clock hours and 150 hours of direct instruction. The placements are in diverse school settings. Students must request a placement from the Director of Field Experiences the semester before student teaching. Seminars are included. Attendance is mandatory. Prerequisite: consent and admission to the Education Program. Corequisite: SPED 466. Offered each semester.

**466 Alternative Certification for
Teachers (ACT) Special Education
Preservice Teaching II (4)**

A preservice teaching experience for Alternative Certification for Teachers (ACT) students in special education grades 6-12. Student teaching I and II provide over 300 clock hours and 150 hours of direct instruction. The placements are in diverse school settings. Students must request a placement from the Director of Field Experiences the semester before student teaching. Seminars are included. Attendance is mandatory. Prerequisite: consent and admission to the Education Program. Corequisite: SPED 465. Offered each semester.

One "outside voices" course at the 200 level or above: ENG 251, 258, 261, or an appropriate topics course approved by the student's advisor	4
ENG 222 Teaching Grammar and Writing	4
One of the following: COMM 101, JOUR 201, TH 210, TH 220, TH 320	4
Three courses in English, or literature courses in classics, or literature courses in foreign languages and literatures at the 300/400 level and approved by the student's advisor	12
TOTAL	40

**Major Requirements: English with
Concentration in Creative Writing
(Poetry Track)**

COURSE NUMBER AND TITLE	SEM. HRS.
ENG 289 Approaches to Literary Study	4
ENG 311 Theory & Criticism	4
ENG 489 Senior Thesis Workshop	4
One English course in literature before 1675 at the 300/400 lev	

232 Literature Into Film (4) A

An examination of the differences between literary and film narrative. Both popular fiction and classics are used in examining how plot, characterization, setting, spectacle, and other aspects of storytelling change depending on whether the medium is the written word, the stage, or the screen. Prerequisites: ENG 105 with grade of C or higher and either sophomore status or consent. Does not fulfill General Studies "T" requirement. Offered in selected Winter Sessions.

242 Writing for Business and Organizations (4)

Covers skills needed to write various types of business and organizational communications. Emphasizes planning, drafting, and editing as well as developing a professional writing style to achieve results. Gives attention to global ethical issues concerning business and to intercultural communication. Prerequisite: ENG 105 with a grade of C or higher, a "T" course, and sophomore status or above. Offered in selected semesters.

250 Studies in Literature (4) T

Selected topics that approach literature from various generic, historical, or methodological perspectives. Versions of the course may include several different media, but the focus is always on literature. At least 20 pages of writing are required, including at least one documented essay. Prerequisites: ENG 105 with a grade of C or higher. Offered each semester.

251 Diversity in American Literature (4) T

An opportunity to study—and to listen to—

250 Studies in Literature (4) T

Prerequisites: ENG 105 with a grade of C or higher and any "T" course or consent. Identical to ENVS 306. Offered in selected semesters.

310 Distinctive Voices in Contemporary American Poetry (4) W

A study of the many and varied voices in contemporary American poetry, especially selected works of poetry published since 1960. Authors studied include Jorie Graham, Harryette Mullen, Yusef Komunyakaa, and Adrienne Rich. Prerequisites: ENG 105 with a grade of C or higher, one 200-level literature course, and junior status or consent. Offered spring even-numbered years.

311 Theory and Criticism (4) W

A survey of key debates in the history of literary theory and criticism from Plato to the present, with an emphasis on contemporary approaches to interpretation and emerging directions in literary studies. Students also pursue research emphasizing methodological preparation for ENG 489, the senior English project. Prerequisites: ENG 105 with a grade of C or higher and junior/senior status or consent. Offered each fall.

314 The English Language (4) W

A study of the English language from its origins to the present. Includes discussion of recent trends, dialect variation, and social and political issues relating to English today. Students write several papers, including an original research study on a topic of interest. Prerequisites: ENG 105 with a grade of C or higher and junior status or consent. Offered spring of even-numbered years.

315 The Experience of Poetry (4)

An intensive introduction to poetry through examining the poem's relationship to universal human experiences. Students gain a thorough ie A

399 Advanced Fiction Writing (4)

An advanced-level workshop in the writing of fiction with class discussions of student work as well as the work of established authors. Students work on a collection of short stories with an aim towards publication. Pass/fail grading. Prerequisite: ENG 299 or consent. Offered fall of even-numbered years.

learn what it means to pursue a liberal arts education, connect to the college community, and build academic resourcefulness that will foster learning throughout their college years.

FIRST-YEAR EXPERIENCE COURSES (FYE)

101 First-Year Experience (1)

Designed to help students engage and succeed both academically and socially in the Virginia Wesleyan community. Led by a faculty mentor, a small, close-knit group of new students engage in an array of activities and exercises that invite them to explore the nature of liberal education, connect to the

Minor Requirements: German Studies

COURSE NUMBER AND TITLE	SEM. HRS.
GER 307 Topics in Advanced Conversation and Composition	4
Five of the following:	
GER 307 Topics in Advanced Conversation and Composition (may be repeated as topics vary)	
GER 317 Great German Thinkers	
GER 318 Great German Writers	
GER 329 Modern German Literature	20
GER 340 German Cinema: Art and Politics	
GER 344/444 Modern Germany through the Cinema	
GER 350 Topics in German Studies	
GER 430 The German Comedy	
GER 471 Practicum in the Teaching of German	
Strongly encouraged:	
GER 3xx Study Abroad (at the Goethe Institut)	
TOTAL	24

Five of the following:

SPAN 307 (second iteration only)
Topics in Advanced Conversation and Composition

SPAN 312
Survey of Latin American Literature

SPAN 313
Seminar In Hispanic Cultures

SPAN 316
Studies In Hispanic Poetry

SPAN 317
Civilization of Spain

SPAN 318
Civilization of Spanish Peoples II: Latin America

SPAN 321
Political Writings of Latin America

SPAN 329
Latin America through the Cinema

SPAN 333
Commercial Spanish

SPAN 345
Seminar In Spanish Literature

SPAN 350
Hispanic American Women Writers

SPAN 355
Myths, Rituals, and Reality In the Hispanic Syncretic Imagination

SPAN 365
U.S. Latino culture

Strongly encouraged:
GER 3xx
Study Abroad

TOTAL	24
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Minor Requirements: Hispanic Studies

COURSE NUMBER AND TITLE	SEM. HRS.
SPAN 307 Topics in Advanced Conversation and Composition (Taught in Spanish and can be taken more than once for credit.)	4

FRENCH STUDIES

The French Studies major aims to develop in its students the skills, knowledge, attitudes, and values necessary for living and working in a French-speaking society with little or no dependence on English. Students attain language skills at the high-advanced level, as well as knowledge of French history, literature, and the arts, including cinema. Courses are designed to help students understand contemporary French culture as compared to their own and deepen their appreciation of these differences. The major also prepares students for meaningful exchange in an increasingly complex, globalized, transnational, and multicultural world where interaction with non-English speaking people has become not just desirable, but unavoidable and where liberal arts graduates should have a sense of enlightened understanding of, appreciation for, and solidarity with other countries, nations, and peoples. The major

GERMAN STUDIES COURSES (GER)

111 Beginning German I (4)

An introduction to the German language and culture. Special attention is given to cultural aspects. Emphasizes the development of basic listening, speaking, reading, and writing skills. Audiovisual materials supplement the program. Prerequisite: no previous instruction in German. Offered each year.

112 Beginning German II (4)

An introduction to the German language and culture. Special attention is given to cultural aspects. Emphasizes is placed on the development of basic listening, speaking, reading, and writing skills. Audiovisual materials supplement the program. Prerequisite: A grade of C or higher in GER 111 or proficiency as determined by the instructor. Offered each year.

205/305 The Short Prose of Kafka (4) V,W*

Examines the short prose of Franz Kafka and its relevance in both literature and film today. Students search for common themes and interpretation in selected works. Taught in English. Offered in selected Winter Sessions. *GER 205: (V); GER 305 (V,W).

213 Intermediate German (4)

Continues the instruction of German as a spoken and written language. Extensive oral-aural practice is undertaken in the daily classroom conversation and prepares the student for travel or study abroad. Required lab. Prerequisite: GER 112 or equivalent. Offered each fall.

240/340 German Cinema: Art and Politics (4) A,W*

From early silent films, through the time of Hitler, to the present, German cinema has reflected the challenges and tensions involved when art is shaped by politics. By looking at German film in general—and at the Weimar and New German Cinema in particular—this course focuses on the aesthetics, history, and politics of German cinema. Taught in English. Movies are screened outside of class. *GER 240: (A); GER 340 (A,W).

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Can be taken more than once for credit. Prerequisite:
SPAN 213 or consent.

312 Survey of Latin American Literature (4)

The most important works of Spanish American prose, poetry and essay from the Conquest to the present are studied against the cultural background.

Introduction to the course. Prerequisite: SPAN 213 or consent.

375 Topics in Mexican Culture and History (4)

A multidisciplinary approach to Mexico and its diaspora throughout history based on discussion of specific issues. Students examine specific topics that define Mexican culture using a selection of fictional and non-fictional literary pieces and other forms of cultural and artistic expression. Offered each spring.

420 The Latin American Novel (4)

A study of the development of the Latin American novel from the 19th century to the present. Examines theme, form, style, and technique; the historical and social context and Latin American women as authors and as characters. Prerequisite: SPAN 307. Offered spring of even-numbered years.

471 Practicum in the Teaching of Spanish (4)

Students learn various methods for the teaching of grammar, writing, and speaking in Spanish. They also serve as assistants and tutors in SPAN 111, 112, and 213. Prerequisite: SPAN 307 (or the capability of using the Spanish language effectively) and consent. Offered each year.

LATIN COURSES (LATN)

(See Classics for Latin courses and major.)

GEOGRAPHY

GEOGRAPHY COURSES (GEOG)

111 Physical Geography (4)

A study of the physical earth with an emphasis on the processes of planetary composition, planetary motion, the atmosphere, water, plate tectonics, glaciers, landforms, and other major topics. Environmental issues provide applications to current events and conditions. Basic location identification serves as a foundation for atlas and general thematic map usage. Offered each semester.

112 Cultural Geography (4) S

The study of how geography affects culture and how culture affects geography. This course is regional in its approach and explores the reciprocal relationship of the earth and its inhabitants and how they affect each other. Urban, cultural, medical, historical, and economic themes provide the focus for regional applications. Basic map skills and location identification serve as a foundation for atlas and general thematic map usage. Offered each spring and summer.

include government, civics, international studies, economics, and geography. This major also emphasizes historical interpretation and offers students opportunities to pursue independent historical research.

Major Requirements: History

COURSE NUMBER AND TITLE	SEM. HRS.
Three history courses at the 100/200 level*	12
Five history courses at the 300/400 level*	20
HIST 260 Introduction to Historiography	4
HIST 360 Junior Research Seminar	4
HIST 460 Senior Thesis Seminar	4
TOTAL	44

*These courses should include at least two in U.S. history and one in non-Western history. At least two of the courses should carry a "W" General Studies designation.

**Major Requirements:
History and Social Science**

COURSE NUMBER AND TITLE	SEM. HRS.
HIST 111 World History to A.D. 1600	8
HIST 112 World History: The Modern Era	
HIST 113 History of U.S. to 1877	4
HIST 114 History of U.S. Since 1877	
OR	
HIST 116 History of the U.S.	
HIST 260 Introduction to Historiography	4

performances, students investigate the historical developments of the cities, especially the conflicts radiating from the construction and destruction of the urban landscape. Begins at VWC with an

**353 History of Women in
Europe Since 1700 (4)****H,W**

Explores the history of women in Europe from the 18th century to the present. Focuses on women's roles in society, both public and private. Examining women in the spaces they have historically occupied, students probe some of the central questions concerning the history of women in Europe: how did society define "woman," and why was she generally seen as the "other"? How did society construct women's roles, and to what extent did women contest traditional gender roles? How did industrialization shape women's lives? To what extent did women participate in political struggle, and how did their political goals and means of struggle vary from those of men? How did contemporaries view the female body? Why did some women oppose "emancipation", as defined by feminists? Prerequisite: sophomore/junior/senior status. Offered fall of even-numbered years.

HUMANITIES

HUMANITIES COURSES (HUM)

**150 Service Learning in a
Global Context (4) V**

Students engage in service projects in communities that have been damaged by the effects of violence, poverty, and social injustice. They learn about the target community, engage in a service project that addresses the needs of that community, and reflect on the service experience. May be repeated for credit. Prerequisite: students should be prepared to travel abroad (have valid passports, etc.). Offered in selected Winter Sessions.

231/431 A Tale of Two Cities (4) A, I*

An individualized travel and research course through which students experience and analyze the culture of two important cities, as represented in their museums, architecture, and historic sights, and in their living culture. The course is tailored to each student's research interests and includes components before, during, and after the trip. Prerequisite for 431: 75 semester hours. Offered in selected Winter Sessions. *HUM 231: (A); HUM 431: (I).

INDIVIDUALIZED STUDIES MAJOR

A student who has discovered a well-defined problem area or theme that cannot be addressed through Virginia Wesleyan's established major programs may develop an individualized major. Because this type of study requires considerable initiative and imagination, students pursuing this option must demonstrate preparedness by having completed at least 32 credit hours of college work with an overall GPA of at least 2.7. At least 16 semester hours must have been completed in residence.

Eligible students must identify an advisory board consisting of a faculty sponsor and two additional faculty members. The members of the advisory board must be familiar with the student's academic work or have expertise in the proposed area of study. In consultation with these faculty, the student will develop a comprehensive academic plan of study, to include coursework in at least two different departments/programs. The major must reflect between 40 and 48 semester hours of approved courses. 10.230234921001 TD0 Tc(n)uir

status, and one "L" course. Offered Winter Sessions of even-numbered years.

482 Issues in Education (4) I,W

Offers students the opportunity to develop a descriptive research study. The student chooses a topic, conducts a review of the related literature, designs the study, develops research questions, gathers and analyzes data, and reports the results. Does not fulfill divisional requirements for Latin honors but may fulfill research requirement for summa cum laude. Prerequisites: ENG 105 with a grade of C or higher and junior/senior status. Offered each semester.

485 Selected Topics (1 to 4)

Provides opportunities to explore current topics, trends, and issues related to curriculum, methodology, and evaluation. Primarily intended to meet in-service and re-certification needs of practicing educators. Does not fulfill any requirements for Latin honors. Prerequisite: consent. Offered each semester.

Major Requirements: International Studies

COURSE NUMBER AND TITLE	SEM. HRS.
POLS 103 Global Realities	4
POLS 206 Introduction to Comparative Politics	OR 4
POLS 210 Introduction to International Relations	

INTERNATIONAL STUDIES

The International Studies major emphasizes an interdisciplinary approach that teaches students to think critically about international political, economic, cultural, and business processes and problems. The program contains a core of required courses, but offers students the opportunity to develop an individualized program in one of three concentration areas: international politics, international business, and international cultural studies. Classroom study is supplemented by real-life international experiences with internship or study abroad opportunities. Virginia Wesleyan College is located in the international port of Hampton Roads. Intergovernmental organizations, including the United Nations, have offices here, as do national intelligence, security, and military branches of the government; thus the area can offer students international intern experiences without leaving the region. Students prepare for careers in international work with governments, with non-government organizations, and in international business. The major consists of a minimum of ten courses and either an internship or study abroad. Students must become proficient in a foreign language.

on a specific theme, issue, geographic area, or time period relevant to the study of Judaism or the Jewish people. Prerequisites: RELST 180 or 181 or permission of the faculty member administering the JST minor. Offered on demand.

JOURNALISM

(See Communication)

MANAGEMENT

(See Business)

MATHEMATICS AND COMPUTER SCIENCE

MRS. KATHY R. AMES
 DR. LYDIA KENNEDY, Program Coordinator
 DR. AUDREY MALAGON
 DR. MARGARET REESE
 DR. Z. JOHN WANG
 MS. DENISE POCTA WILKINSON

Mathematics is at its heart the search for pattern or structure. It is an essential component of the liberal arts: A mathematician finds a structure and develops a vocabulary or theory for describing, exploring, and extending it further. Each course in mathematics engages students in the search and in the articulation of the consequences. The study of mathematics requires both creativity and rigorous, logical thinking.

Mathematics courses are offered at the following locations: 6800, 6801, 6802, 6803, 6804, 6805, 6806, 6807, 6808, 6809, 6810, 6811, 6812, 6813, 6814, 6815, 6816, 6817, 6818, 6819, 6820, 6821, 6822, 6823, 6824, 6825, 6826, 6827, 6828, 6829, 6830, 6831, 6832, 6833, 6834, 6835, 6836, 6837, 6838, 6839, 6840, 6841, 6842, 6843, 6844, 6845, 6846, 6847, 6848, 6849, 6850, 6851, 6852, 6853, 6854, 6855, 6856, 6857, 6858, 6859, 6860, 6861, 6862, 6863, 6864, 6865, 6866, 6867, 6868, 6869, 6870, 6871, 6872, 6873, 6874, 6875, 6876, 6877, 6878, 6879, 6880, 6881, 6882, 6883, 6884, 6885, 6886, 6887, 6888, 6889, 6890, 6891, 6892, 6893, 6894, 6895, 6896, 6897, 6898, 6899, 6900, 6901, 6902, 6903, 6904, 6905, 6906, 6907, 6908, 6909, 6910, 6911, 6912, 6913, 6914, 6915, 6916, 6917, 6918, 6919, 6920, 6921, 6922, 6923, 6924, 6925, 6926, 6927, 6928, 6929, 6930, 6931, 6932, 6933, 6934, 6935, 6936, 6937, 6938, 6939, 6940, 6941, 6942, 6943, 6944, 6945, 6946, 6947, 6948, 6949, 6950, 6951, 6952, 6953, 6954, 6955, 6956, 6957, 6958, 6959, 6960, 6961, 6962, 6963, 6964, 6965, 6966, 6967, 6968, 6969, 6970, 6971, 6972, 6973, 6974, 6975, 6976, 6977, 6978, 6979, 6980, 6981, 6982, 6983, 6984, 6985, 6986, 6987, 6988, 6989, 6990, 6991, 6992, 6993, 6994, 6995, 6996, 6997, 6998, 6999, 7000.

problems, management science, and others. Focus is on critical thinking skills, communicating mathematics orally and in writing, and applications to other disciplines. Prerequisite: placement level A or B. Offered each spring

171 Calculus I (4) Q

Students learn the basic tools of calculus, why they work, and how to apply them in various contexts. Calculus I develops the differential calculus through symbolic, graphical, and numerical approaches. Topics include differentiation of algebraic and transcendental functions, applications in modeling and optimization, and the Fundamental Theorem of calculus and an introduction to differential equations. Prerequisite: placement level A or consent. Offered each fall.

172 Calculus II (4) Q

A continuation of Calculus I. More advanced techniques are studied and used to solve quantitative problems in various contexts. Topics include integration techniques, applications of definite integration, polar coordinates, parametric equations and sequences and series. Prerequisite: MATH 136 or 171 with a grade of C- or higher or consent. Offered each semester.

189 Games and Decisions (4) Q

Learn how to win games with math! In this course, use discrete mathematics (game theory, logic, probability) to model real-world situations involving decision making. Prerequisite: placement level A, B or H. Offered each fall.

205 Foundations of Logic and Proof (4) Q

The analysis of finite step-by-step processes. Develops reasoning skills, enhances software-writing abilities, and introduces elementary computer circuitry. Topics include Boolean algebra, digital logic circuits, the nature of valid argument, mathematical induction, recursive sequences, and counting techniques, including combinatorics methods. Many class examples are drawn from computer science. Prerequisite: MATH 135 with a grade of C- or higher, or placement level H or A, or consent. Identical to CS 205. Offered each spring. Recommended spring freshman year.

210 Introductory Statistics (4) Q

Introduces students to learning from data. Topics include the basics of data production, data analysis, probability, Central Limit Theorem, and statistical inference. Statistical software is used for data management, calculation, and visualization. No previous knowledge of statistics is required. Prerequisites: placement level B or A or H, MATH

104 with a grade of C- or higher, or MATH 105 with a grade of C- or higher, or consent. Freshmen by consent only. Students must have a TI-83 or TI-84 graphing calculator. Offered each semester.

217 Linear Algebra (4)

~~200 or 181D~~ The study of vector spaces and linear equations in several variables. Topics include systems of linear equations, vector spaces, linear dependence of vectors, bases, dimension, linear transformations, matrices, determinants and applications. Prerequisite: MATH 172 (grade of C- or higher) or consent. Offered each fall.

Zwilich, and others are included. Students have the opportunity to attend selected live performances as part of their coursework. Offered spring of even-numbered years.

310 Topics in Sacred Music (4)

An in-depth study of some aspect of sacred music including, but not limited to, hymnology and sacred choral literature, sacred music history, and choral directing, all within the context of a variety of religious traditions. Offered each semester.

321 Conducting Techniques (4)

Offers basic and advanced skills for choral and instrumental conductors. Includes all conducting patterns, instrumental and choral techniques,

and their application to controversial issues in contemporary life. Students develop the critical and analytical skills required for thinking clearly about moral problems and forming their own conclusions about them. Offered each spring.

**105 Meaning, Happiness, and
the Good Life (4) V**

303 Urban Politics (4)

Students examine scholarly perspectives on the evolution of political processes, institutions, the intergovernmental context, key actors and contemporary issues in urban politics such as urban sprawl and economic development. A major part of this class is a six-week simulation of a city government where students take roles of city councilors, lawyers, business leaders, and citizen activists in making important decisions about the city's future. Prerequisite: junior/senior status. Offered spring of odd-numbered years.

307 The Presidency and the American Political System (4)

Examines the institutions and processes of American government in regard to the presidency. Offered spring of even-numbered years.

308 Elections in American Politics (4)

Examines the dynamics of the American elections system. Students explore theoretical literature that seeks to explain elections and their outcomes, and engage in practical activities associated with the running of electoral campaigns. Prerequisites: junior status or consent. Offered intermittently.

315 Politics in the Media (4)

Explores recurring themes in studies of the mass media, including the interplay between news producers, consumers, and politicians. Students will examine the role of mass media within a democracy, the media's effects on the citizens who consume it,

parties, and the regulatory agencies are treated as separate units of a unified focus upon our institutions of national government. Offered each fall.

337 American Legislative Process (4)

Examines the structure and function of law making in Congress and the state legislatures, including consideration of such topics as committees, representation, policy making, leadership, and interest group influence. Also examines the impact of Congress and state legislatures on vital issues of public policy ranging from foreign policy to urban policy, or from taxation to energy policy. The role of party politics and campaigns in the legislative process are also considered. Offered intermittently.

338 Comparative Politics: Middle East and North Africa (4)

Offers students a basic understanding of broad trends of social change, state building, and economic development in the modern Middle East and North Africa (MENA) during the post-World War I period. Attends to distinctions across MENA states along these three major dimensions, with special attention to public and private responses to modernization, democratization, and globalization. Offered fall of even-numbered years.

343 Public Administration (4) S

Reviews contemporary approaches to policy-making and decision-making techniques in light of the values represented in them and their promises for serving the public interest. Examines classic and modern theories of bureaucracy; the history, development, and philosophical assumptions of the science of administration; the structure and functioning of American federal, state, and local administration; the budget-making process; government regulations of business and society; and the major challenges facing governmental professionals in our time. Offered each spring.

344 European Union in World Politics (4) S

Examines the foreign policies of European countries, both individually and collectively through the European Union, toward one another, regional and intergovernmental organizations, and other regions of the world. Explores other issues related to Europe economic and political integration, including national identities, democratic accountability, the Union's expansion, U.S.-European relations, the European Constitution, Turkey's bid to join the Union, and immigration and Islam in Europe. Prerequisite: junior status or consent. Offered fall of odd-numbered years.

345 International Law and Organizations (4) S

Introduces rules and institutions providing the context for global politics. Examines how international and non-governmental organizations attempt to establish and protect international standards of political behavior. Special focus is placed on the United Nations, equipping students for participation in the National Model United Nations in New York City. Prerequisite: consent. Offered each fall.

346 Model United Nations (1)

Provides further understanding of the operations of the United Nations, including the UN's bureaucratic structure, resolution writing, multilateral diplomacy, and specific issues in contemporary international politics. Guides students' preparation for and participation in the annual National Model United Nations conference. Pass/fail grading. Prerequisite: consent. May be repeated for credit. Offered each spring.

348 International Human Rights (4) S,W

Examines the practical and philosophical questions surrounding civil, political, social, and economic rights, self-determination, and minority rights. Explores the contemporary practice of human rights in policy-making and law, with special emphasis on the role of politics in their interpretation, implementation, and enforcement. Prerequisites: ENG 105 with a grade of C or higher and junior status or consent. Offered spring of even-numbered years.

350 Immigration and Citizenship (4) S,W

Explores the causes and consequences of international migration, how governments regulate it, and how it transforms our ideas of citizenship. Migrants contribute to their native and adopted lands, but also exacerbate inequality, enflame nationalist sentiments, and carry with them values and attitudes that may threaten existing sociocultural and political orders. Offered fall of even-numbered years.

353 Globalization and Its Discontents (4) S

Studies the theoretical, political, economic, and institutional foundations and practices of free trade. Students develop case studies from Internet data on the issues and stakeholders in the globalization debate and the impact of their activities. Included among these are human rights, environmental, and labor groups; the World Bank; the World Trade Organization; and global corporation. Offered in selected Winter Sessions.

PORTFOLIO COURSES (PORT)**121 Introduction to the PORTfolio Program: Self and Circumstance (4)**

A time of self-exploration and discovery involving close work with faculty mentors and other PORTfolio students. Readings, off-campus explorations, and the development of an electronic portfolio assist students in clarifying their own reasons for coming to Virginia Wesleyan, their purposes while they are here, and the unique resources that they bring to the learning process. In addition, students discover their connections to the Chesapeake Bay environment and the international port of Hampton Roads and begin to use these unique resources to enrich their education. Prerequisite: admission to PORTfolio Program. Taken in the fall of the freshman year.

122 Liberal Arts Seminar (4)

What are the liberal arts, and why spend four good years studying them? In the U.S., the liberal arts are housed institutionally in colleges and the undergraduate programs of universities, so the questions may be rephrased as: What are colleges? What are they for? How do they try to accomplish their goals? These questions are approached in several ways. One is historical. How did colleges in general, and VWC in particular, get to be the way they are? Where do ideas of what it means to be liberally educated come from? A second is more philosophical. What does it mean to know something? How would you teach, given different answers to that question? Another is normative. What should colleges in general be doing? What kind of curriculum should we have at Virginia Wesleyan? Offered each spring.

123 Service Learning in Hampton Roads (1)

Raises civic consciousness by fostering engaged citizenship where students perform a week of direct community service. Orientation and preparation before the direct service, as well as a reflection journal, document student learning. May be repeated for credit. Identical to INST 123. Offered each Winter Session.

124 Service Learning and Issues of Civic Engagement in Hampton Roads (4)

Students are introduced to a community-based project and investigate the issue involved through research, reading, and lecture, followed by a week of direct community service. Includes reflection, assessment, and consideration of broader contexts. May be repeated for credit. Identical to INST 124. Offered each Winter Session.

221 Problem Solving Seminar (2)

A course for sophomores participating in the PORTfolio Program. Develops problem-solving skills by having students work out solutions, individually and collaboratively, to real-life situations. Culminates in guided design. Prerequisite: PORT 122. Offered on demand.

225 Career Study (4)

Provides an in-depth introduction to a career field of choice, an externship experience in that career field, and subsequent reporting and processing. Students spend the first week researching the career choice made in previous PORTfolio courses and the site at which they will extern. In the second week they carry out the on-site externship. The final week is used to document, process, and present the lessons learned. They include final reflection and summary in an updated elected t1nal reflection and summary in

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PDS POLS 1 Women and Politics (2)

**HEALTH EDUCATION COURSES
(HE)****201 Safety and First Aid (4)**

Provides the general public with the knowledge and skills necessary to meet and handle most emergency situations when first-aid care is needed. Incorporates personal safety and accident prevention information and acquaints students with the many causes of accidents so care can be taken to eliminate or minimize such causes. Offered fall and spring of odd-numbered years.

**PHYSICAL EDUCATION
COURSES (PE)**

(Activity fees apply to some PE courses.)

13 449n to eliminate

Minor Requirements: Religious Studies

COURSE NUMBER AND TITLE	SEM. HRS.
RELST 113 Introduction to Religious Studies	4
RELST 116 World Religions	4
One Religious Studies course at the 200 level or above	4
Two Religious Studies courses at the 300/400 level	8
One Religious Studies course at any level	4
TOTAL	20

RELIGIOUS STUDIES COURSES
(RELST)

113 Introduction to Religious Studies (4) V

An introduction to the academic study of religion. Students gain familiarity with a wide range of religious traditions; ways in which religions shape society, culture, and world affairs; and scholarly tools for coming to terms with the wide variety of sometimes strange, always interesting phenomena. Offered each fall.

116 World Religions (4) V

A survey of major religions of the world, their beliefs, practices, and ethical concerns. Focusing primarily on Judaism, Christianity, Islam, Hinduism, and Buddhism, students examine the history, literature, structures, and manifestations of each of these religions. They examine how such disciplines as psychology, sociology, theology, art, and ethics shape, and are shaped by, religious world views. Concludes with an examination of some of the key conflicts/disagreements between two of these religious traditions. Offered each semester.

140 Religion in American Culture (4) V

Focuses on religion as practiced by both mainstream and minority groups in America. Examines how religion shapes, and is shaped by, American views on ethnicity, ethics, literature, business, and politics. Offered each spring.

157 Bible in American Culture/Life (4) V

Focuses not on the content of the Bible, but on the function of the Bible in American culture, politics, and society. Students examine such persons as Elizabeth Cady Stanton and Thomas Jefferson and distinctively American types of biblical interpretation.

Issues such as slavery, prohibition, and the Scopes trial are studied and highlight how the Bible has been used and abused in arguments on social policies. By examining issues related to publishing and translating the Bible, some of the most intense theological debates in American life are highlighted. Students also learn how American laws shape the influence of the Bible in American life by highlighting contemporary public educational contexts. Offered on demand.

180 Judaism and Film (4) V

Introduces students to Judaism through the use of film. Examines images of Jewish history, text, ritual, and belief, as presented in film, and evaluates the contemporary positive and negative portrayal of Judaism from both non-Jewish and Jewish sources. Offered each spring.

181 Judaism through Food (4) V

A hands-on introduction to Judaism. From feasts to fasts, students explore the history, texts, and traditions of Judaism through the study and first-hand encounter with its foods; their place, preparation, restrictions, and geographical variations that are central to the religious and cultural experience of Judaism. Offered each spring.

201 Religion in the News (4)

An introduction to the way in which religious communities and religious issues are portrayed in today's news. Through an investigation of multiple sources, students examine the ways in which news shapes—and is shaped by—our understanding of religions (or lack thereof). Offered in Winter Sessions on demand.

217 The Old Testament World (4) V

The ancient Israelites wrote stories of their past. They preserved laws. They wrote prophecies, biographies, common-sense advice, love poetry, and apocalypses. An introduction to some of these writings; specifically, the writings preserved in the Old Testament and in the Apocrypha. Examines both the history of the Hebrews and Israelites and the literature they used to express and communicate their faith. Offered fall of odd-numbered years.

primarily philosophical. In each case, discussions begin with the issues raised in important primary

Departmental Policies

1. Students must apply to the major. Applications are available on the department's college website. Students may apply to the program as early as spring of their sophomore year.

classifications of drugs of abuse, their addictive potential and the continuum of use, misuse, abuse and addiction are addressed. The short and long term consequences of drug use are studied in addition to the dangers of drug interactions. Offered most fall semesters.

**385 Substance Abuse and
Chemical Dependency (4)**

Examines the effects of drugs of abuse on our society. Topics include defining the drug problem and its effects on the abuser, family, economy, legal system, and health care, and the issues and impact of treatment and 12-step support groups. Offered most spring semesters.

402 Women on the Brink (4)

Challenges the student to explore the interaction of complex societal and psychological factors as they relate to America's most vulnerable women. Students examine the history of women's roles in society.

SPAN 307
Topics in Advanced Conversation
& Composition
MATH 210
Statistics
CHEM (any course)
CS (any course)



POLS 239
 American Political Thought
 POLS 335
 Women, Power and Politics
 PSY 351
 Psychology of Gender
 PSY 385
 Psychology of Eating Disorders
 SOC 311
 Family
 SPAN 350
 Hispanic American Women Writers
 SW 361
 Human Sexuality
 SW 402
 Women on the Brink
 TH 371
 Images of Women in Theatre and Film
 TH 410
 Theater of Diversity

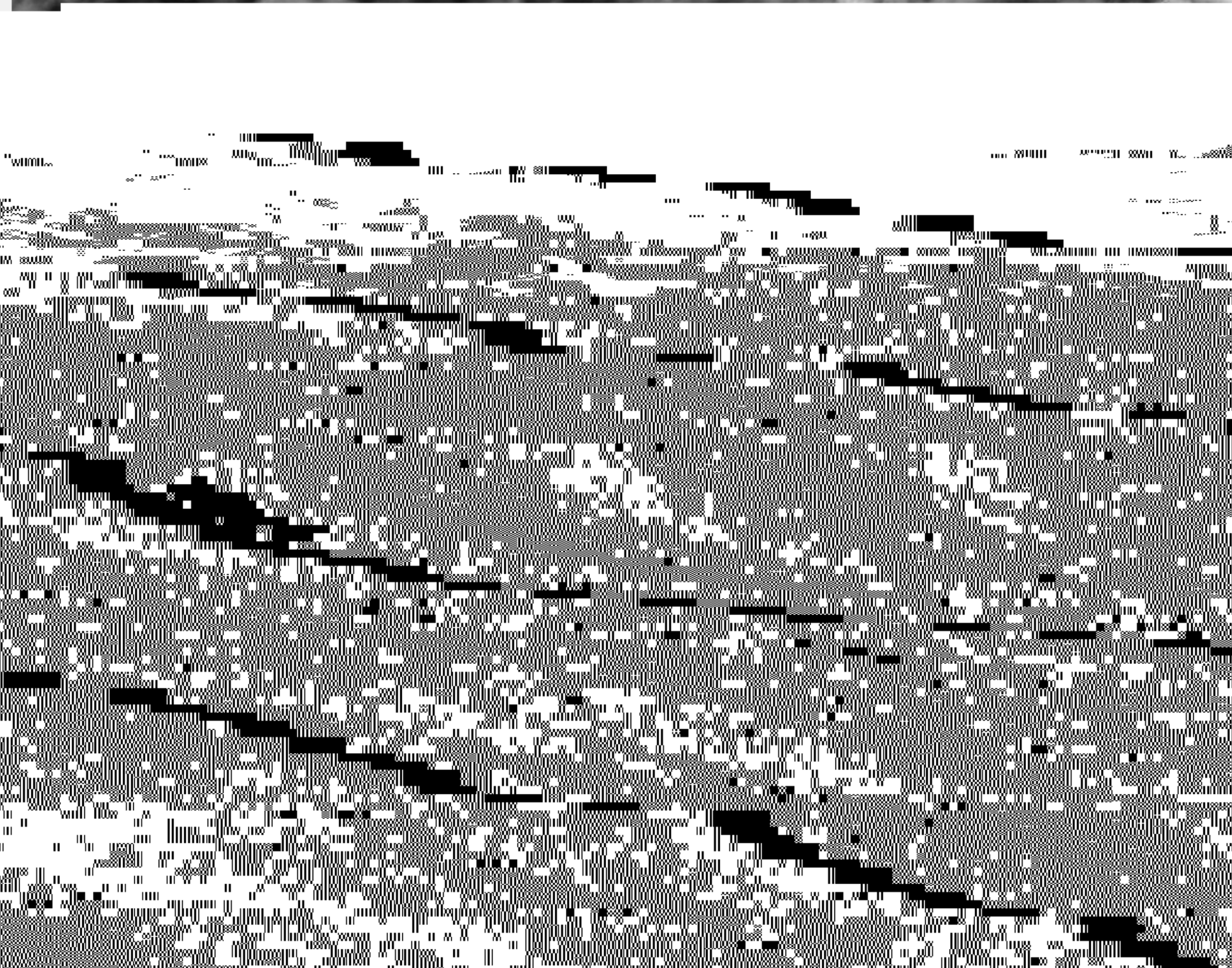
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Many other topics courses fulfill WGS elective requirements. See program coordinator for a complete list each semester.

WOMEN'S AND GENDER STUDIES COURSES (WGS)

219 Women in Culture and Society (4) S

Students examine conflicting definitions of gender in the contemporary U.S., analyzing general patterns and the impact of gender definitions on their own lives. Differences in the definitions of womanhood and manhood are discussed, along with the variety of women's experiences and perspectives. Ideas about gender are contrasted with the real-life situations of women and men in our society. Emphasizes the opportunities and difficulties that women of differing races and classes encounter in today's society. Offered each fall.



- Travis B. Malone (2011, 2005)
*Associate Professor of Theatre and Chair,
Division of Humanities*
B.A., Sterling College
M.A., Kansas State University
Ph.D., Bowling Green State University
- Alison Marganski (2010, 2010)
Assistant Professor of Criminal Justice
B.S., The College of New Jersey
M.A., Ph.D., Rutgers –
The State University of New Jersey
- Daniel S. Margolies (2010, 2000)
Professor of History
B.A., Hampshire College
M.A., Ph.D., University of Wisconsin-Madison
- Gabriela A. Martorell (2010, 2010)
Associate Professor of Psychology
B.S., University of California, Davis
M.A., Ph.D., University of California, Santa Barbara
- Eric M. Mazur (2011, 2007)
*Gloria and David Furman
Professor of Judaic Studies*
B.A., M.A., University of Virginia
Ph.D., University of California, Santa Barbara
- Stuart C. Minnis (2005, 2001)
Associate Professor of Communication
B.S., M.S., Texas Christian University
Ph.D., University of Kansas
- Taryn A. Myers (2010, 2010)
Assistant Professor of Psychology
B.A., Kenyon College
M.A., Kent State University
Ph.D., Kent State University
- Garry E. Noe (1994, 1988)
Associate Professor of Physics
B.S., M.S., Ph.D., University of California, Riverside
- Deborah E. Otis (2000, 1988)
Professor of Chemistry
B.A., Gettysburg College
Ph.D., Virginia Polytechnic
Institute and State University
- Timothy G. O'Rourke (2007, 2007)
Professor of Political Science
B.A., University of Pittsburgh
M.A., and Ph.D., Duke University
- Gavin M. Pate (2010, 2010)
Assistant Professor of English
B.A., Guilford College
M.F.A., Naropa University
- Lisa Lyon Payne (2011, 2011)
Assistant Professor of Communication
B.A., College of William and Mary
M.S., University of Tennessee
Ph.D., University of Georgia
- Sharon L. Payne (2012, 1999)
Professor of Social Work
B.S., Ursinus College
M.S.W., Smith College School for Social Work
L.C.S.W., C.S.A.C.
- Wayne M. Pollock (2009, 2000)
Assistant Professor of Recreation/Leisure Studies
B.S., West Chester University
M.S., University of North Carolina at Chapel Hill
Ph.D., Old Dominion University
- Paul B. Rasor (2005, 2005)
*Professor of Interdisciplinary Studies and
Instructor of Religious Studies*
B.Mus., J.D., University of Michigan
M.Div., Harvard Divinity School
Ph.D., Harvard University
- Margaret Reese (2007, 2004)
*Thomas R. Fanney Distinguished
Associate Professor of Mathematics*
B.A., Converse College
M.A., Ph.D., University of South Carolina
- Diana E. Risk (2006, 2001)
Eaton Professor of SM&P/IGD/col hkw 0 C522 657 n904.5 657 IS&BT/

- Charles L. Kessler (1971, 1993)
Professor of Religious Studies Emeritus
B.A., Northwestern University
M.Div., Garrett Theological Seminary
Ph.D., Northwestern University
- J. Patrick Lang (1980, 2007)
Professor of Mathematics Emeritus
B.S., University of Washington
M.S., Ph.D., Florida State University
- D. Barry Lipscomb (1968, 2007)
Professor of Psychology Emeritus
B.S., Georgia Institute of Technology
Ph.D., Duke University
- Gordon A. Magnuson (1971, 1997)
Professor of English Emeritus
B.S., Bemidji State College
M.A., Ph.D., University of Arkansas
- Nancy D. Montgomery (1988, 2010)
Instructor of Recreation/Leisure Studies Emerita
B.S., Longwood College
M.A., Brigham Young University
- L. Anderson Orr (1968, 1999)
Lambuth M. Clarke Professor of English Emeritus
B.Mus., B.A., Southwestern at Memphis
B.D., Seabury-Western Theological Seminary
M.A., Ph.D., University of Virginia
- Stanford C. Pearson (1981, 2007)
Instructor of Mathematics Emeritus
B.A., Amherst College
M.S., Florida State University
- Paul M. Ressler (1996, 1983)
Professor of Biology
B.S., West Virginia Wesleyan College
M.S., Ph.D., North Carolina State University
- William J. Ruehlmann (1998, 2011)
Professor of Communication Emeritus
B.A. American University
M.A., University of Arizona
Ph.D., University of Cincinnati
- Isabelle L. Shannon (1979, 1998)
Professor of Education Emerita
B.A., Wheaton College
M.A., Boston University
Ph.D., Michigan State University
- William R. Shealy (1968, 1997)
Professor of Religious Studies Emeritus
Ph.B., University of Chicago
B.D., Garrett Theological Seminary
S.T.M., Union Theological Seminary, New York
Ph.D., Drew University
- Patricia R. Sullivan (1972, 1999)
Professor of French Emerita
B.S., Georgetown University
M.A., Ph.D., University of Virginia
- Donald Garrett Wolfgang (1972, 2007)
Professor of Psychology Emeritus
B.A., The Colorado College
M.A., Ph.D., University of Missouri
- Margaret C. Zimmerman (1982, 2005)
Professor of Psychology Emerita
B.A., University of Western Ontario
M.S., Ph.D., Old Dominion University

BATTEN PROFESSORSHIPS

- 2013-2016**
Dr. Richard Bond
Dr. William Gibson
Dr. Benjamin Haller
Dr. Diana Risk
Dr. Philip Rock

- 2012-2015**
Dr. Deirdre Gonsalves-Jackson
Dr. Susan Larkin
Dr. Sara Sewell

- 2011-2014**
Dr. Soraya Bartol
Dr. Malcolm Lively
Dr. Craig Jackson
Dr. Susan Wansink

ADJUNCT FACULTY

The date in parentheses indicates the year of appointment to the instructional staff.

- Kevin M. Adams (2002)
*Adjunct Associate Professor of Management/Business/
Economics and Information Systems*
B.S., Rutgers University
M.S., Massachusetts Institute of Technology
Ph.D., Old Dominion University
- Dwight Bolling (1988)
Adjunct Associate Professor of Sociology
B.S., M.S., Florida State University
- Edward E. Brickell (2003)
Adjunct Professor of Education and English
B.A., College of William and Mary
M.A., University of Chicago
C.A.G.S., Ed.D., College of William and Mary
- Wynter L. Edwards (2008)
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B.A., Virginia Wesleyan College
M.A., Old Dominion University
- Ms. Denise K. Makowski (2008)
Adjunct Instructor of Management/Business/Economics

Center for Sacred Music

Sandra Billy (1995)

*Director of the Center for Sacred Music
and Artistic Director of the VWC Concert Series*

B.S., Old Dominion University

B.S., M.S., LaSalle University

D.S.M., Graduate Theological Union

**Center for the
Study of Religious Freedom**

Paul B. Rasor (2005)

Director of Center for the Study of Religious Freedom

B.M., J.D., University of Michigan

M.Div., Harvard Divinity b2nological UnionD

Women's Resource Center

Sharon L. Payne (1993)
Director of Women's Resource Center
 B.S., Ursinus College
 M.S.W., Smith College School for Social Work
 L.C.S.W., C.S.A.C.

Business Affairs

Cary A. Sawyer (1994)
Vice President of Finance
 B.S., Virginia Polytechnic Institute
 and State University

Elaine Aird (1988)
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 B.A., Virginia Wesleyan College
 M.A., Norfolk State University

Oreleah Barham (1991)
*Coordinator of Special Projects and
 Coordinator of Collections*

Maria DeSantis (2010)
Student Accounts Coordinator
 B.S., Old Dominion University

Audrey Gluck (1984)
Payroll Manager

Delicia Johnson (2010)
Staff Accountant
 B.S., University of Panama

Ronda L. Rothwell (2003)
Business Office Cashier

Lindsay A. Sands (2001)
Student Accounts Supervisor

Bruce F. Vaughan (1999)
Vice President of Business Operations
 B.S., University of Maryland
 M.A., Central Michigan University

Midge L. Zimmerman (1999)
Director of Purchasing

Human Resources

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Director of Human Resources
 B.S., Longwood College

Amy Dudley (1999)
*Human Resources Assistant and
 Employee Benefits Coordinator*

Auxiliary and Customer Services

Cecile A. Brown (2010)
Copy Center Specialist
 B.S., Columban College

Kimberly Brown (2000)
Manager, Scribner Bookstore

Tia Caffee (2002)
Materials Manager

Argina Fernandez (2006)
Mail Clerk/Shipping and Receiving

Diana Myers (1989)
Switchboard Operator/Receptionist

Jessica West (2007)
Switchboard Operator/Receptionist
 B.A., Virginia Wesleyan College

Saskia White (2009)
Assistant Manager, Scribner Bookstore

Computer Services Department

Jack Dmoch (1999)
Chief Technology Officer
 B.S., Virginia Polytechnic Institute
 and State University

John D. Aird (1997)
Senior Technology Specialist
 B.S., Virginia Wesleyan College

Gregory Baptiste (2001)
Manager of Administrative Computer Systems
 B.S., Old Dominion University

Terry Critser (2003)
Computer Systems Administrator
ECPI

Amanda Harvey (2011)
Administrative Computing Programmer I
 B.S., Hampton University

Scott Harvey (2012)
Help Desk Technician

Shawn Loulies (2011)
Help Desk Supervisor
ECPI

Nicholas Mushik (2009)
Computer Systems Administrator

George Patillo (2011)
Administrative Computing Programmer I
 B.A., Virginia Wesleyan College

Marcia J. Williams (1997)
Network Manager
 B.A., Saint Leo College
 M.P.Tia Caffee (2002)

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