

Emory & Henry College ACADEMIC CATALOG 2018-2019



EMORY & HENRY COLLEGE



**MISSION STATEMENT OF
EMORY & HENRY COLLEGE**

“Increase in Excellence,” the historic motto of Emory & Henry College, expresses our intention to be a learning community that moves toward fulfilling every student’s potential. Bishop John EMORY, along with the founders of Methodism, symbolizes our belief in the union of faith and learning, while Governor Patrick HENRY symbolizes our commitment to freedom and civic virtue.

We affirm the Christian faith as our spiritual and moral heritage and encourage all our members to grow in faith as they grow in knowledge. We believe in the worth of each person’s religious and cultural heritage, inasmuch as that heritage leads to service to others in our region and the larger world.

We affirm the liberal arts as our intellectual foundation for undergraduate, graduate, and professional programs and we believe that excellence results when everyone actively participates in the educational process. We challenge all persons to confront historical and contemporary ideas and issues and to develop the ability to think critically about all areas of human experience and to pursue research as appropriate.

These traditions provide the context for our pursuit of excellence, as we engage a diverse group of well-qualified persons in educational experiences that lead to lives of service, productive careers, and global citizenship.

Revised by the Emory & Henry College Community, Fall 2016.

Reaffirmed by the Emory & Henry College Board of Trustees, October 29, 2016.

Emory & Henry College does not discriminate or permit discrimination by any member of its community, to include faculty, staff, students, visitors, vendors, contractors or third parties, against any individual on the basis of race, color, religion, national origin, sex, sexual orientation, age, disability, veteran status or genetic information in matters of employment, admissions, housing, services or its educational programs and activities. Emory & Henry College affirms the dignity and worth of every

Emory & Henry College reserves the right to make changes to the policies and procedures contained in this catalog, including the decision to add or discontinue courses or programs. When possible, the college will attempt to minimize the inconvenience that such changes might create for students.

Emory & Henry College Catalog

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THE COLLEGE

The oldest institution of higher learning in Southwest Virginia, Emory & Henry is a coeducational, church-related liberal arts college that began in Emory, Virginia. Today, in addition to undergraduate and masters level programs housed on its original campus, the college operates an equestrian and riding center near Bristol, Virginia, and a school of health sciences in Marion, Virginia awarding both masters and doctoral degrees. The college name is derived from two persons. John Emory was an eminent Methodist bishop of the era when the college was founded; he was the same person for whom Emory University in Atlanta was named. Patrick Henry was a renowned Virginian, a patriot of the American Revolution and Virginia's first post-Colonial governor. The names were chosen to represent the guiding principles of the college: Christian leadership and distinctive statesmanship.

HISTORY

Construction of the main Emory & Henry campus began in 1836, and the first students were enrolled in 1838. Emory & Henry College is one of the few in the South which have operated for more than 180 years under the same name and with continued affiliation with the founding organization. The founding organization was Holston Conference of the Methodist Episcopal Church, and Emory & Henry's church-relatedness remains strong. Today Emory & Henry is one of 122 institutions affiliated with The United Methodist Church.

Because of its distinguished history, the main campus of Emory & Henry is designated as a "historic district" on the National Register of Historic Places and the Virginia Historic Landmarks Register. Emory & Henry was granted the honor for having pioneered in efforts to establish higher education in rural Southwest Virginia.

Four individuals were instrumental in founding Emory & Henry by raising funds and locating a site for the original campus: Tobias Smyth, a local farmer and enthusiastic Methodist lay person; the Reverend Creed Fulton, a Methodist minister; Colonel William Byars, a distinguished Presbyterian and political leader; and Alexander Findlay, an Abingdon businessman. As a tribute to these founders, Tobias Smyth's log house, dating to about 1770, has been preserved on the campus for use as a museum and meeting place. Emory & Henry's first president, the Reverend Charles Collins, and the first three faculty members were graduates of Wesleyan University in Connecticut, a Methodist school with a reputation for academic excellence. That legacy has shaped the character and history of Emory & Henry.

From its founding until the outbreak of the Civil War, Emory & Henry enjoyed growth in enrollment, expansion of course offerings, and additions to the facilities. When the war came to Southwest Virginia, the college temporarily suspended classes, although the faculty remained on duty; the administration building was used as a Confederate hospital. Immediately after the Civil War, classes resumed, but the political and economic instability of that era made the late 1800s a time of struggle for the college. With the inauguration of Richard G. Waterhouse as president in 1893 and an improvement in the regional economy, enrollment stabilized and the college began an ambitious building program.

Women first enrolled at Emory & Henry in 1899, and true coeducation was implemented gradually over the next three decades. In 1918, the administration of Emory & Henry was merged with that of Martha Washington College, a Methodist-affiliated, all-female school in Abingdon. When Martha Washington College closed in 1931, many of the students transferred to Emory & Henry. Today, the site of the former college houses the Martha Washington Inn.

The Depression era of the 1930s provided a severe test for the college, but strict financial management implemented in the early 1940s, as well as a World War II contract to host a Navy V-12 program on campus, put the college back on sound footing. With strengthened finances and stable enrollments built partly by military veterans aided by the GI bill, Emory & Henry embarked on a massive building program during the era stretching from the mid-1950s into the early 1970s. During this time, the main campus was transformed by the construction of Memorial Chapel, Wiley Jackson Hall, the Van Dyke Center, Hillman Hall, the Kelly Library, the King Health and Physical Education Center, and other major construction and renovation projects. This period of construction established much of what is considered the heart of the main campus.

A new era of construction and renovation began on the main campus in the 1990s. Weaver and Carriger residence halls were thoroughly renovated, and Martin-Brock Gymnasium was transformed into the Student Activities Center.

A new Physical Plant Building was constructed. The train depot was converted to an arts complex, with two renovated galleries. The year 2000 saw the completion of a new academic center, McGlothlin-Street Hall, and the expansion of King Athletic Center to include the new Robert Gibson III Fitness Center. Two new residence halls were built in 2006 in The Village. In 2007-2013, the college again embarked on a number of notable facilities projects. Byars Hall was renovated and expanded, and Wiley Hall was completely renovated. Designed to be “green” buildings, both Byars and Wiley received LEED (Leadership in Energy and Environmental Design) certification. Artificial turf, perimeter fencing, and field lighting were added to the main athletic field and the complex was named Fred Selfe Stadium. The James H. Brooks Field House was completed in 2012. A new residence hall in the central campus was constructed in 2010 and a second opened in 2013. In addition, a comprehensive master plan for future growth and expansion of the college was completed. The Woodrow W. McGlothlin Center for the Arts opened in 2015 and a new Village Housing complex added 200 beds in 2017.

Currently, Emory & Henry enrolls over 1,000 undergraduate students, almost equally divided between men and women, along with a growing number of graduate students both on the main campus and at the school of health sciences. These students join with a dynamic faculty and staff to pursue the college’s motto: *Macte virtute*, “Increase in Excellence.” The academic program described in this catalog reflects some of the same ideals set forth by the founding fathers in 1836: commitment to the concept of liberal arts education, a desire for education of high quality, and a concern for spiritual and ethical issues. At the same time, the academic program reflects a learning community that fulfills every student’s potential and affirms the liberal arts as the intellectual foundation that leads to lives of service, productive careers, and global citizenship. Members of the college community are proud of its past and excited about the future.

ACCREDITATION AND MEMBERSHIPS

Emory & Henry College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award Bachelor’s, Master’s and Doctoral level degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, telephone 404-679-4500, or <http://www.sacscoc.org> for questions about the accreditation of Emory & Henry College. It is also accredited by the University Senate of The United Methodist Church. The Teacher Preparation programs are accredited under the approved approach of the Commonwealth of Virginia. The Athletic Training program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The Doctor of Physical Therapy program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE). The Master of Physician Assistant Studies (MPAS) program is accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). The Master of Occupational Therapy is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE). Emory & Henry holds institutional membership in the Association of American Colleges and Universities, the American Council on Education, the National Association of Schools and Colleges of The United Methodist Church, the Appalachian College Association, the Council of Independent Colleges in Virginia, the Virginia Foundation for Independent Colleges, and the National Collegiate Athletic Association (Division III).

CAMPUS AND FACILITIES

The 335-acre main campus of Emory & Henry is located off interstate 81, exit 26, in the Appalachian foothills of Washington County, Virginia, within view of Virginia’s two highest peaks, Mount Rogers and White Top Mountain. The main campus is a scenic microcosm of the surrounding countryside. Special campus features are the variety of trees, open grassy spaces, and the duck pond which is inhabited by a host of geese and ducks. Visitors to the main Emory & Henry campus often express interest in the beauty and historic background of the college. The following provides a very brief glimpse of selected buildings.

Wiley Hall, which is on a hill at the center of the main campus, serves as the principal administration building. Some classrooms and faculty offices also are located in Wiley. **McGlothlin-Street Hall** houses programs in natural sciences, social sciences, international and area studies, and the Neff Center for Teacher Education. **Miller-Fulton Hall** is home for departments including mass communications, mathematics, physics, history, and economics. **Byars Hall** is a focal point for the visual and performing arts. The **Kelly Library** provides access to more than 370,000 items ranging from books and periodicals to compact discs, audiotapes, videotapes, DVDs, electronic books (e-books), and online reference databases containing more than 93,000 full-text periodicals.

The **McGlothlin Center for the Arts** is a \$22 million, 47,367-square-foot state-of-the-art facility that houses a 461-seat proscenium stage theatre and fly system, a 120-seat black box theatre, dressing rooms, production areas, a modern art gallery, offices for theatre department faculty members and staff, and studios for the campus and community radio station, WEHC 90.7 FM.

The **King Health and Physical Education Center** houses a regulation playing court which can be adapted for basketball and volleyball, a junior Olympic swimming pool, racquetball courts, a weight training and fitness center, instructional areas, and offices for faculty and coaches. Near the King Center are the **DeVault Baseball Field** and the **Nicewonder Field** complex, which includes **Fred Selfe Stadium** and the **James H. Brooks Field House**. The **Martin-Brock Student Activities Center** contains a WOW! Café and Wingery, lounges for student use, and offices for the student media and student government. **Van Dyke Center** incorporates a dining hall, private dining areas and meeting rooms, and offices for the food service. **Memorial Chapel** occupies a central position on campus and is used for all types of religious events as well as weekly worship services of the Emory United Methodist Church. The **Emory Train Depot** serves as the home for the Athletic Training Program. **Residence halls**, which are spread across the entire campus, range in size and style from apartment-style town homes in the Village to Wiley Jackson Hall, which has the capacity for 190 students. In addition, the college owns and operates the **Bartlett-Crowe Field Station**, a pristine 73 acre property along the scenic Holston River, outside of Glade Spring, Virginia.

The School of Health Sciences campus in nearby Marion (off interstate 81, exit 45) is located on the site of the former Smyth County Community Hospital. This 14.6 acre campus includes the newly renovated Health Sciences Building and Smyth Hall. The **Health Sciences Building** includes a 96-seat lecture hall, multiple classrooms and skills laboratories, faculty and staff offices, a state-of-the-art clinical simulation center, and two community outreach centers (Falls Prevention Center and Obesity Research Center). **Smyth Hall** includes a classroom and clinical skills lab as well, as a technology enhanced cadaver anatomy lab.

The nationally award winning **equestrian and riding center** is located minutes from the main campus off interstate 81, exit 10, and adjoins The Virginian, a spectacularly planned development community and golf course outside of Bristol, Virginia. The 120-acre riding center has indoor and outdoor arenas and a cross-country course suitable for competitions and hands-on training. Facilities include a state-of-the-art riding center surrounded by rolling hills and stunning landscapes. The college provides approximately 50 quality school horses, but students are welcome to bring their own horses when space is available.

FACULTY

Emory & Henry has approximately 70 full-time teaching undergraduate faculty members and another 20 at the graduate school of health sciences. The undergraduate student-faculty ratio is approximately 11:1, providing for personalized attention and small class enrollments. Detailed information on the degrees, publications, and special interests of the faculty is available from the Provost.

ALUMNI

Emory & Henry has an active Alumni Association in which all former students automatically hold membership. The association elects officers who meet three times annually, and alumni are active in Homecoming, reunions, and career networking. The college's Director of Alumni Affairs serves as a liaison between the college and the Alumni Association, and alumni chapters meet in a number of locations in the eastern United States. The official magazine, *Emory & Henry*, is mailed regularly to alumni and friends of the college.

THE
UNDERGRADUATE
CATALOG

UNDERGRADUATE ACADEMIC PROGRAMS

THE ACADEMIC PROGRAM

The academic program at Emory & Henry has been developed through a process of thoughtful planning and spirited debate by faculty and students. Since the college's founding in 1836, the academic program has been firmly rooted in the liberal arts tradition, but the specific nature and shape of curricular requirements have changed from time to time in response to changing needs of students and the demands of society. Today, the college's academic program responds both to the short-term needs of students and to their long-term welfare, shaped by these goals:

- To develop the student's intellectual abilities in thinking about significant matters and distinguishing the important from the unimportant, relating competency to integrity.
- To understand religion as an intrinsic and abiding reality of human nature.
- To strengthen the framework within which ethical decisions and responsible actions are conducted.
- To relate educational preparation to vocational opportunities.
- To evoke in the student an understanding that a key motivation behind vocational choices should be commitment to serve others.
- To nurture the distinctive human impulse for curiosity as a continuing search for truth, through lifelong learning.

The academic program implements these goals through specific experiences, creatively designed to respond to the developmental needs of students. The program constitutes an integrative approach to liberal learning.

MAJOR AND MINOR

Each student chooses a **major**, often in the field of study most directly related to his or her professional career goals. Normally it consists of ten courses (minimum of 30 semester hours), including courses that deal with foundations, principles, and theories of the field, along with advanced courses that permit specialization as appropriate. The major includes a senior project, bringing into focus the knowledge acquired from various disciplines and giving the student an opportunity to work closely with a faculty member. For purposes of calculating the grade point average (GPA) in the major, the major is defined as required courses, exclusive of courses that fulfill a college Core curriculum requirement or a contextual and support area.

To complement and enrich the major, each student may take either a minor or a cluster of contextual and support courses. In some programs, the student may choose between these two approaches, while other programs have a specified requirement. Some programs may require neither. Students who complete a minor take a group of courses from a single discipline other than the major discipline (minimum of 18 semester hours). Those who complete a contextual and support area take courses outside the major, chosen from several different fields which relate to that discipline (minimum of 18 semester hours). In both instances, the courses increase the student's breadth and depth of knowledge, and they illustrate the interrelatedness of various types of knowledge. The student plans the minor or contextual and support area, if required, in consultation with his or her faculty advisor.

For information regarding individualized area of concentration, individualized minor, or double major, consult the **Academic Policies** section of this catalog. A single course cannot count both in the major and in the minor or the contextual and support area, nor may it count toward two different majors or minors. A student may fulfill one Mode requirement in the department of the student's primary major prefix. The Modes of Inquiry courses may apply to a contextual and support area, or a second major.

ELECTIVES

Almost all students have electives within the sequence of courses necessary for graduation. Some students choose electives so as to pursue personal interests and explore fields different from the major, while others use the courses to acquire skills to supplement or add depth to the primary discipline.

AMPERSAND: INTEGRATIVE LEARNING ACROSS THE CURRICULUM

Ampersand is the student experience at Emory & Henry College that focuses on **integrative learning** where students connect what they care about to what they are learning, then design and implement projects that contribute

to the common good. Ampersand creates a culture of active, hands-learning in which students connect experiences across disciplines, curricular and co-curricular activities, personal experiences on and off campus, and to the larger world. Ampersand also emphasizes the connections between people—faculty, staff, other students, community partners, alumni—and among different disciplines and activities, creating a “whole” and unique experience for each student.

Project-based work is the means to integrative learning; therefore, students are supported in experiential learning opportunities in a variety of settings. Students are introduced to the concept of project-based learning in their Transitions I course, and projects are an integral approach to learning in other core courses and in majors and minors. Some students’ work may culminate in a major project; other students may work on a series of projects that represent their endeavors. Projects come in all shapes and sizes, from the more traditional to the wildly experimental. They are found not only embedded in single courses but also extending over several semesters, both inside and outside the classroom. Engaged students—from their classrooms and laboratories to co-curricular activities and service learning—are encouraged to explore, to try out, to share, even to fail, as they pursue their ideas in a multitude of projects from scientific research to creative performances.

Inherent to this process is **critical reflection**, where students take time to review their efforts, make connections across classes and activities, and make plans for future work. Critical reflection is the process students use to find greater and additional meaning in their experiences, often through a questioning process which is descriptive, analytical, and critical. It is an additional way for students to interact with and internalize the material and the learning process, and to better understand themselves. It can take many forms including written, oral or artistic, and is often but not always guided by prompts based on the desired student learning outcomes.

Critical reflection is a key component of the **learning portfolio**, an electronic portfolio that connects student projects to reflection on knowledge, work, curiosity, and personal passion. Learning portfolios are introduced in the Transitions I course and utilized in various ways throughout the student’s Emory & Henry experience. Students are encouraged to utilize their portfolios as lifelong learning tools.

CORE CURRICULUM REQUIREMENTS

At the heart of Emory & Henry’s curriculum is a series of courses deemed so important to a liberal arts education that the faculty have established them as curricular requirements for all students. This four-year program engages students intellectually, encourages the integration of knowledge and essential skills, expands curiosity, and promotes learning and service as lifelong commitments. Students encounter topics that arise from the arts, humanities, sciences, and religion; develop thoughtful responses to ethical questions; and seek to understand their political and social responsibilities as citizens in an interconnected world.

The goal of the Core Curriculum is to enable a liberally educated graduate of Emory & Henry College to:

1. **“Know thyself”**: Critically examine one’s own beliefs; strive for consistency in personal ethics; be aware of the consequences of political and ethical positions.
2. **Connect**: Understand and appreciate diversity in cultures, politics, and belief systems; comprehend and analyze the meaning of the local, national, and global; develop proficiency in a foreign language; broaden one’s perspective through regional, national, and international travel.
3. **Serve**: Appreciate the role of service in the community; be a responsible citizen of the state and nation; be cognizant of the impact of one’s actions on others.
4. **Explore**: Be able to engage in a variety of disciplines as well as understand their purposes, interrelationships, and contributions to human knowledge; analyze and interpret significant literary texts as they represent the variety of individual, social, and cultural contexts of human experience.
5. **Experiment**: Develop knowledge about natural science and the experimental process; learn and apply the scientific method.
6. **Create**: Value visual and performing arts as forms of human expression; understand and interpret art through creation or analysis.
7. **Quantify**: Interpret and use numbers and mathematics confidently, ethically, and appropriately; apply numbers to real-life experience; appreciate quantitative reasoning as a tool of intellectual inquiry and communication.

8. **Communicate:** Generate original ideas and apply the methods of analysis, synthesis, and reason; create clear and persuasive oral and written arguments; communicate effectively in individual and group settings.
9. **Apply:** Use applied learning experiences such as laboratories, internships, formal presentations, and critical thinking exercises to further knowledge; realize the continuity between past and present events; use information and technologies proficiently and appropriately.
10. **Be strong:** Value and pursue the benefits of lifelong physical fitness, balance in work and recreation, and psychological well-being.

A. PROFICIENCY REQUIREMENTS

Computer Proficiency. Upon entering Emory & Henry, all students will take an online computer technology proficiency exam. Students who do not receive at least 70% on this exam will be required to take a Computer Information Management course within their first two years.

Foreign Language. Students meet this requirement in any one of several ways. They may (a) complete two sequential foreign language courses at the 100 level (6 to 8 semester hours), or (b) demonstrate competency through the 102 level by appropriate performance on a foreign language proficiency exam and oral interview with Foreign Languages faculty, or (c) fulfill the requirement during a Study Abroad experience, or (d) substitute a native language other than English, or (e) complete two sequential American Sign Language (ASL) courses. Departments may require additional hours beyond the minimum.

Students with documented disabilities of a severe language-based nature may request pre-approved course substitutions to meet the Core Curriculum foreign language proficiency requirement. Course substitutions approved for this purpose will also serve to meet the foreign language requirements of a major for which no more than eight credit hours of any foreign language are required. Students must initiate such a request in time to receive a decision prior to the end of their sophomore year, or in the case of a transfer student, within the first semester at the college. The request for substitution must be approved prior to any coursework that will count as substitution. Attempting a foreign language will not preclude a student from successfully requesting a foreign language substitution. Students must be registered with Disability Support Services in the Powell Resource Center before initiating a substitution request. Procedures for registering with Disability Support Services and for requesting foreign language substitutions are available in the Powell Resource Center. Students interested in these procedures begin by making an appointment with the Director of Disability Support Services.

Mathematics. The mathematics requirement enables students to develop skills that will assist them in college courses and in vocational preparation. This requirement is met by completion of mathematics courses specified in each departmental headnote for a major.

Oral Communication. Students are introduced to oral communication in individual public speaking and small group settings in the first Core Curriculum course and continue to exercise the skill in subsequent Core Curriculum courses. In addition, students meet this requirement by completing at least one course that is oral-communication intensive, designated **OC** in the catalog. Courses that satisfy the proficiency requirement for Oral Communication in the disciplines are listed below.

Written Communication. Students meet this requirement by receiving a grade of C- or better in English 101 and completing the core courses. In addition, students meet this requirement by completing at least one course that is written-communication intensive, designated **WC** in the catalog. Faculty members evaluate the quality of style, organization, grammar, and usage when grading any assignment. Courses that satisfy the proficiency requirement for Written Communication in the disciplines are listed below.

Unless exempted on the basis of high SAT or ACT verbal scores, or unless entering Emory & Henry with AP or transfer credit, all students are required to take English 100 and/or English 101 during the first year. Students enrolled in English 100 must earn at least a C- in English 100 in order to take English 101. Similarly, students who obtain lower than a C- in English 101 must retake it and obtain at least a C- to meet the college writing requirement. Students exempted from both English 100 and English 101 must complete an advanced writing course chosen from the following: English 200, 203, 230, 250, 251, 252, 255, 256, 321, 322, 323, or 326. Some departments may also require an advanced writing course as a graduation requirement.

Students who exhibit weaknesses in college-level writing skills in any course after the completion of English 101 may be required to complete English 199 in order to graduate. Any faculty member may make a formal referral to English 199. A student officially referred to English 199 must enroll in and pass the course in order to graduate.

Critical Thinking. Students are introduced to the skill of making arguments in the first Core Curriculum course and continue to exercise the critical thinking skills in subsequent Core Curriculum courses. In addition, students meet this requirement by completing at least one additional course that is critical-thinking intensive, designated **CT** in the catalog. Courses that satisfy the proficiency requirement for Critical Thinking in the disciplines are listed below.

Ethical Reasoning. Students are introduced to ethical reasoning in the Foundations I course and continue to exercise the skill in subsequent Core Curriculum courses. In addition, students meet this requirement by completing at least one additional course that is ethical-reasoning intensive, designated **ER** in the catalog. Courses that satisfy the proficiency requirement for Ethical Reasoning in the disciplines are listed below.

Quantitative Reasoning. Students are introduced to quantitative reasoning in the first Core Curriculum course. Students meet this requirement by passing a quantitative reasoning exam. Students who do not pass this exam initially will be required to take Quantitative Reasoning 101, 102, and/or 103 before retaking the exam. Students must pass the quantitative reasoning exam in order to graduate.

Quantitative Literacy. After passing the proficiency exam, students further meet this requirement by completing a course that is quantitative-literacy intensive, designated **QL** in the catalog. The *Modes of Inquiry: Understanding the Natural World* courses may not be used to meet this requirement. Courses that satisfy the proficiency requirement for Quantitative Literacy in the disciplines are listed below.

PROFICIENCY COURSES

The following courses are designated to fulfill the corresponding proficiency requirement in the disciplines. Courses not designated may not be substituted without documented additional work specifically addressing the proficiency and approved in advance.

(* indicates course fulfills more than one proficiency requirement)

Oral Communication

ART 356 Painting II
ART 371 Special Studies – Painting
ART 455 and 456 Advanced Painting and Drawing
ATR 462 Research and Design*
BIOL 450 Senior Seminar
CHEM 221 Analytical Chemistry*
CVIN 400 Senior Project
ECON 313 The Economics of Growth and Development
ECON 450 Seminar*
ENGL 450 Senior Seminar
ENVS 450 Seminar in Environmental Studies*
EQST 336 Methods of Teaching II
ESCI 212 Environmental Geology
FRCH 202A French Intermediate Conversation and Composition*
FRCH 402 Advanced Conversation, Grammar and Composition
GEOG 322 (ENVS 322X) Environmental Policy*
HHP 412 Skills and Techniques in Teaching Physical Education
HHP 430 Sport and Facility Management
HIST 111 American History to 1861
MATH 370 Discrete Structures
MATH 420 History of Mathematics*
MCOM 210 Electronic Media Production
MEIS 206 (POLS 206X) Islam, History, and Politics
MGMT 449 Management Policy and Strategy*

MUSC 301 Music History I
PHIL 231 Techniques of Reasoning*
PHYS 450 Senior Seminar
PHYS 451 Advanced Laboratory*
POLS 217 Constitutional Interpretation*
PSYC 211 Research Design in Psychology*
RELG 310 (HIST 310X) History of Christianity
SOVI 450 Senior Seminar
THRE 105 Introduction to Acting
THRE 205 Acting I
THRE 245 Voice for the Stage

Written Communication

ART 222 History of Western Art II
ATR 462 Research and Design*
BIOL 201 Organismal Biology
BIOL 310 (EXCS 310X, HHP 310X) Exercise Physiology
ECON 262 Environmental and Natural Resource Economics
ENGL 200 Reading and Writing About Literature
ENGL 321 (MCOM 321X) Advanced Composition
ENVS 450 Seminar in Environmental Studies*
EQST 224 Schooling Techniques
EQST 418 Equine Health Management
FRCH 202A French Intermediate Conversation and Composition*
FRCH 302A Literature Survey I*
FRCH 303A Literature Survey II*
GEOG 322 (ENVS 322X) Environmental Policy*
HIST 105 World History to 1500 CE
HIST 122 Modern Europe
HIST 316 History and Geography of Virginia and Tennessee
FRCH 202 French Composition
MATH 420 History of Mathematics*
MCOM 202 Writing, Reporting, and Editing I
MCOM 262 Science Communication*
MGMT 305 Marketing in a Global Economy
MUSC 302 Music History II*
PHYS 451 Advanced Laboratory*
POLS 310 Parties and Elections in American Politics
POLS 314 National and International Security
POLS 337 (SOVI 337X, WSTU 337X) Women and Politics
POLS 343 Studies in American Political Development
POLS 450 Senior Seminar: Problems in Politics
PSYC 211 Research Design in Psychology*
RELG 431 Advanced Old Testament Studies
RELG 433 Paul
SOVI 334 Social Theory
THRE 320 Theatre History I
THRE 336 Musical Theatre History

Critical Thinking

ATR 120 Introduction to Athletic Training
CHEM 112 General Chemistry II
ECON 322 International Trade*
EDUC 370/570 Survey of Exceptional Children
ENGL 332 Literary Theory
EQST 305 Horse Show Management and Judging

EQST 325 Beginning Training Methods
FRCH 302A Literature Survey I*
FRCH 303A Literature Survey II*
HHP 220 Prevention and Care of Athletic Injuries
HHP 360 Social and Psychological Dimensions of Sport
HIST 205 Historical Methods
MCOM 320 Social Media Theory and Practice*
MCOM 390 Persuasive Communication
MATH 201 Introduction to Mathematical Reasoning
MGMT 449 Management Policy and Strategy*
MUSC 302 Music History II*
PHIL 221 Health Care Ethics*
PHIL 231 Techniques of Reasoning*
POLS 217 Constitutional Interpretation*
PSYC 316 Physiological Psychology
PSYC 318 Health Psychology
PSYC 320 Learning and Cognition
SOCI 230 Environmental Sociology
RELG 352 (HIST 352X) Jesus
THRE 270 Script Analysis

Ethical Reasoning

ACCT 351 Ethics and Professional Responsibility
ATR 380 General Medical Conditions in Athletic Training
BIOL 300 Genetics*
CHEM 320 Materials Science
ECON 450 Seminar*
EDUC 445 Foundations of Education
EQST 324 Methods of Teaching
EQST 420 Senior Seminar
GEOG 205 (BIOL 205X, ENVS 205X) Environment and Planning
HHP 336 Leadership in Sport and Society
HIST 305 Approaching Global History*
MCOM 320 Social Media Theory and Practice*
MCOM 451 Media Law and Ethics
MATH 360 Mathematical Probability and Statistics*
PHIL 201 Ethics
PHIL 221 Health Care Ethics*
PHIL 224 Environmental Ethics*
POLS 240 (EUST 240X, PHIL 240X) History of Political Philosophy
PSYC 422 Application of Psychotherapeutic Techniques
RELG 221 Church and World
SOCI 300 Race, Class, Gender and Sexuality
THRE 321 Theatre History II
THRE 322 American Theatre

Quantitative Literacy

ART 345 Printmaking I
BIOL 300 Genetics*
CHEM 221 Analytical Chemistry*
ECON 152 Principles of Economics II
ENGL 333 Linguistics
ENVS 200 Environmental Monitoring
EQST 360 Conformation and Selection
EQST 417 Equine Business Management
HHP 334 (ATR 334X) Evaluation in Physical Education

HIST 220 (ECON 220X) Economic History of the U.S.
MATH 360 Mathematical Probability and Statistics*
MCOM 262 Science Communication*
MUSC 304 Conducting II - Choral Methods
MUSC 305 Conducting II – Instrumental Methods
MUSC 401 20th and 21st Century Music
PHIL 224 Environmental Ethics*
PHYS 361 Electronics Instrumentation
PSYC 210 Personality Theories
PSYC 315 Testing and Measurement
RELG 321 (SOC 321X) Contemporary Religion in the U.S.
SOC 330 (POL 330X) Methods of Social Research
THRE 110 Stagecraft

B. CORE COURSE REQUIREMENTS

Transitions I: Engaging the Liberal Arts. This seminar course is taken in the fall semester of the first year. It introduces students to the concepts and methods of a liberal arts education, teaches students to use different methodological proficiencies to explore and analyze complex ideas, encourages students to develop their curiosity and creativity, and urges students to take responsibility for their own learning. Each seminar focuses on one topic, idea, problem, or concept. Students choose from a list of available Transitions I courses as part of the first-year registration process.

Foundations. This common syllabus course is taken in the fall or spring semester of the second year. Through the examination of texts and cultural sources, we explore historical and contemporary understandings of the human condition, epistemology (ways of knowing), and ethics. We examine the rise of the natural and social sciences and the effect that the emergence of technology has on understanding human systems.

Lifetime Wellness. The wellness requirement totals two semester hours. One hour is a Lifetime Wellness course designed to be taken during the student's first year.

The course is designed to promote an understanding of wellness and related behavior that contributes to a healthy lifestyle. Students also complete two **different** half-hour activity courses. Accommodations will be made for students with documented disabilities.

Transitions II: Emory Across America. This one-semester hour course is an examination of political, social, and economic issues related to place and culminating in a domestic travel experience. Early in the spring semester of their first year, students choose from a list of available Transitions II courses involving trips to different locations. (Elective status.)

Great Works in Context. This seminar course is an in-depth multidisciplinary study of select great works, with an emphasis on how important literary and/or artistic ideas influence society. For courses that satisfy the Great Works in Context requirement, see listing under Core Courses.

Religion. Each student completes a religion course (111, 131, 132, 200 or 213) to explore the roots, teachings and contemporary understandings of the Christian faith or a variety of religious beliefs and practices and the importance of religion in the lives of people all over the world.

Emory Abroad. Students complete one of the following: study abroad for a semester or a summer, a course of three to four semester hours with a short-term study abroad component, or a course that meets the international exploration requirement. These disciplinary courses provide an international academic experience for students who cannot travel abroad, enhancing students' awareness of a community or culture outside the United States. Courses that meet the study abroad requirement are designated **EA** in the catalog; those that meet the international exploration requirement are designated **IE**. Courses that satisfy the Emory Abroad or International Experience are listed below.

Connections. This is a seminar course involving an in-depth study of a broad public problem, with an emphasis on regional, national, and international institutions, policies, cultural practices, and ethical aspects that must be negotiated to address the problem. Senior status is required. Connections courses cannot satisfy the International Exploration requirement. For courses that satisfy the Connections requirement, see listing under Core Courses.

Emory Abroad Courses

ART 322 Italian Art

BIOL 340 Tropical Biology

ETLA 240 Directed Study Abroad

Current ETLA 240 offerings include:

Chinese Language, Culture & Politics (China)

Cross-Cultural Christian Mission (Various Locations)

Cross-Cultural Psychology/Social Psychology of the Holocaust (Czech Republic and Poland)

Cuban Culture and Identity Documentary Film Experience (Cuba)

Environment & Sustainability (Belize)

International Perspectives on Student Leadership – Habitat for Humanity (Various Locations)

Italian Art (Italy)

Language and Culture in the Southern Cone (Argentina)

Sociology of Culture (Sweden and Netherlands)

Spanish Language & Culture (Spain, Peru or Cuba)

The Emory Odyssey (Greece)

The Wide World of Sport in Western Europe (Various Locations)

Theatre and Culture in London – Renaissance to Modernity (England)

Tropical Biology (Panama)

PSYC 340 Cross-Cultural Psychology

International Exploration Courses

ECON 322 International Trade*

ETLA 307 Basho's *Haiku* and Beyond

GEOG 245 (MEIS 245X) Geography of the Middle East

GEOG 333 (EUST 333X) Geography and Economy of Europe

HHP 310 The Wide World of Sport

HIST 305 Approaching Global History*

MGMT 320 Issues in International Management

PHIL 305 Asian Philosophies

POLS 105 (INST 105X) Introduction to International Relations

POLS 225 (MEIS 225X) Comparative Politics in the Middle East and North Africa

POLS 235 (EUST 235X) Comparative European Politics

POLS 245 (ASIA 245X) Comparative Politics of Asia

POLS 255 Politics of Latin America

RELG 212 (ASIA 212X) Asian Religions

RELG 314 Islam

SOCI 221 Cultures and Peoples

SOCI 260 Studies in Culture

C.MODES OF INQUIRY

The objective of this requirement is to encourage students to develop a foundation in the methods and practices of the liberal arts. Students take Modes of Inquiry courses outside the department of the student's primary major prefix; however, unless a department specifies otherwise for their majors, a student is able to fulfill one (1) Mode in the department of the student's primary prefix major. The requirement is met by a class or set of classes from each mode; the following are the courses which should be taken to meet the requirements in each of the four modes.

Understanding the Individual and Society. (One course, three semester hours) Courses to analyze and explain the individual in the context of society.

ECON 101 Contemporary Economic Issues
ECON 151 Principles of Economics I
ECON 152 Principles of Economics II
ENGL 252 Major British Writers III
GEOG 111 Human Geography
GEOG 211 Urban Geography
HIST 105 World History to 1500 CE
HIST 110 Modern World History
HIST 111 American History to 1861
HIST 112 American History Since 1861
HIST 122 Modern Europe
MCOM 101 Mass Media and Society
MCOM 250 (WSTU 250X) Women and Media
MEIS 206 (POLS 206X) Islam, History, and Politics
PHIL 101 Introduction to Philosophy
PHIL 201 Ethics
PHIL 341 Contemporary Problems of Justice
POLS 103 Politics of the United States
POLS 105 (INST 105X) Introduction to International Relations
POLS 215 Introduction to Comparative Politics
POLS 225 (MEIS 225X) Comparative Politics in the Middle East and North Africa
POLS 235 (EUST 235X) Comparative European Politics
POLS 245 (ASIA 245X) Comparative Politics of Asia
POLS 255 Politics of Latin America
PSYC 102 Introduction to Psychology as a Social Science
RELG 201 Religious Individuals Who Changed History
SOCIO 101 Introduction to Sociology
SOCIO 226 Marriage and Family
WSTU 200 Introduction to Women's Studies

Understanding the Natural World. (One course with laboratory or field component, four semester hours) Courses to apply scientific methodology to natural phenomena.

BIOL 105 Introduction to College Biology
CHEM 111 General Chemistry I
ENVS 200 Environmental Monitoring
ESCI 111 Physical Geology
ESCI 212 Environmental Geology
PHYS 100 Conceptual Physics
PHYS 101 Astronomy
PHYS 201 General Physics I
PSYC 101 Introduction to Psychology as a Natural Science

Artistic Expression. (One course of three semester hours, or two courses in dance technique, music ensemble or lesson participation) Courses to develop the creative process through aesthetic expression.

ART 111 Introduction to Art & Design
ART 112 Three-Dimensional Design
ART 151 Drawing
ART 205 Photography I
ART 206 Digital Photography
ART 210 Visual Arts Computing
ART 215 Web Design

ART 231 Ceramics
 ART 241 Crafts I
 ENGL 322 Writing Poetry
 ENGL 323 Writing Prose Fiction
 ENGL 326 Creative Nonfiction Workshop
 ENGL 328 Nature Writing
 MCOM 204 Beginning Publication Design
 MUSC 318 Music, Learning and Culture
 MUSP 100, 109, 117 Beginning Voice, Piano, Guitar, respectively
 MUSP 101 Brass Methods
 MUSP 211, 212, 213, 214, 215, 216, 217, 218 Intermediate Piano, Organ, Guitar, Brass, Woodwinds, Voice, Strings, Percussion, respectively
 MUSP 225 Festival Choir
 MUSP 230 Concert Choir
 MUSP 232 Marching Band
 MUSP 234, 237, 238, 239 Guitar, Brass, Trumpet, Woodwind Ensembles, respectively
 MUSP 235 Pep Band/Wind Ensemble
 MUSP 236 Brass Quintet
 MUSP 240 Opera Workshop
 MUSP 411, 412, 413, 414, 415, 416 Advanced Piano, Organ, Guitar, Brass, Woodwinds, Voice, respectively
 THRE 105 Introduction to Acting
 THRE 109 Introduction to Dance Artistry
 THRE 204 Stage Lighting
 THRE 207 Costume Construction
 THRE 210 Fundamentals of Theatrical Design
 THRE 216 Ballet
 THRE 217 Jazz
 THRE 218 Tap
 THRE 219 Musical Theatre Styles
 THRE 245 Voice for the Stage
 THRE 300 Stage Movement
 THRE 316 Applied Theatre
 THRE 335 Musical Theatre

Interpreting Texts. (One course, three semester hours) Courses to analyze and interpret texts.

ART 221 History of Western Art I
 ART 222 History of Western Art II
 ART 321 Twentieth-Century Art and Theory
 ART 322 Italian Art
 ENGL 200 Reading and Writing about Literature
 ENGL 203 World Literature
 ENGL 231 Studies in Poetry
 ENGL 232 Studies in Short Fiction
 ENGL 233 Studies in Drama
 ENGL 317 Literature for Children and Young Adults
 HIST 210 Archaeology and Prehistory
 HIST 232 Myth, Magic, and Ritual in the Ancient World
 PHIL 211 Ancient and Medieval Philosophy
 PHIL 212 History of Modern Philosophy
 PHIL 220 Philosophy of Sport
 PHIL 305 Asian Philosophies
 POLS 240 (EUST 240X, PHIL 240X) History of Political Philosophy
 RELG 212 Asian Religions
 RELG 261 The Christian Faith in Literature
 RELG 314 Islam

THRE 100 Introduction to Theatre
THRE 321 Theatre History II
THRE 322 American Theatre

REQUIREMENTS FOR GRADUATION

Faculty advisors and the Academic Affairs Office assist students in planning a course of study which will fulfill the requirements for graduation; however, the ultimate responsibility for fulfillment of requirements lies with the individual student. Each student completes a **graduation contract** and submits the contract with all the necessary signatures to the Centralized Student Assistance Office for an audit of the student's degree requirements. Deadlines for receipt of this contract are December 15 of the prior year for December graduates, May 15 of the prior year for May graduates, and September 15 of the prior year for summer graduates. Regularly enrolled students who fail to submit the completed graduation contract by the deadline will be charged a late fee. Any changes to a previously approved graduation audit must be submitted to and approved by the advisor and the Registrar. Courses to be counted for graduation in a particular major, including those listed for the minor or the contextual and support area (if one is in the student's program), must be approved in writing by the chairperson of that department before the Registrar certifies that graduation requirements have been met. Any exceptions to the requirements listed in the applicable catalog will be documented by Course Substitution Forms signed by the advisor and the department chair and submitted to the Registrar. For interdisciplinary majors, all involved departments will approve graduation audits as above.

The graduation contract includes a request that a diploma be ordered in the name indicated on the contract. Should the student be unable to use this diploma, either by reason of change of name through marriage or by delay in completing degree requirements, an additional charge will be made to cover costs of a new diploma. The following are college-wide requirements for graduation:

Completion of **120 semester hours for the B.A. and B.F.A. degrees** or **124 semester hours for the B.S. degree**. (Some programs have specific requirements necessitating the completion of more than 120 or 124 semester hours.) If a student is a double major in a B.A. program and a B.S. program, two diplomas will be awarded.

Achievement of a **cumulative grade point average (GPA) of 2.0**, based on a 4.0 scale. Also, a GPA of 2.0 must be achieved in the major at Emory & Henry. Students in teacher preparation programs must achieve a GPA of 2.5 overall, and 2.5 in the major and the contextual and support area at Emory & Henry. If a course is repeated, only the higher grade is used in computing the GPA.

Completion of **Core Curriculum requirements**, including the proficiency requirements, core courses, and Modes of Inquiry listed above.

Completion of an approved **major**. Requirements for the major, and for the minor or contextual and support area if included in the student's program, are determined by the catalog in effect at the time of the student's initial enrollment. With an advisor's approval, a student may elect to follow the requirements in any subsequent catalog by notifying the Registrar's Office in writing of that change.

Attendance at **Lyceum** programs. All students who are enrolled in a degree program are required to participate in the college Lyceum program as described in a subsequent section of this catalog.

Fulfillment of a minimum **residency requirement** of the final 33 semester hours at Emory & Henry, half of the required courses in the major, half of the required courses in the minor or contextual and support area (if one is included in the student's major), and the Great Works in Context and Connections courses. Exceptions must be approved by the Provost.

Payment of all college **charges**, including graduation fee during final semester of enrollment; **freedom from disciplinary sanctions**; and **attendance at Commencement exercises**.

While, as appropriate, a single course may meet a proficiency requirement, an international exploration requirement, and a major, minor, or contextual and support area requirement, a single course may not be counted as meeting more than one major, minor, or contextual and support area requirement. When courses required by majors, minors, and/or contextual and support areas overlap, the appropriate program director will choose substitute courses. In some cases, certain courses (as noted in their descriptions) may satisfy the requirements for two proficiencies.

Students may return to the college to complete or add to their academic programs. Students who return within ten years of their first enrollment may complete the graduation requirements listed in the catalog under which they entered, provided that the requirements for the major are approved by the appropriate department. Students who return ten or more years after their first enrollment must complete the graduation requirements of the current catalog. Exceptions must be approved by the Academic Standards Committee.

Students who have been awarded an Emory & Henry baccalaureate degree (B.A. or B.S.) may return to earn a second major within that degree at the college. Upon completion of the requirements, which must include a minimum of an additional 30 semester hours completed at Emory & Henry, the second major in the B.A. or B.S. will be entered on the student's record and transcript; however, no new diploma will be awarded. If a student returns for a second degree (B.A. or B.S.), a minimum of an additional 30 semester hours of work selected in consultation with an academic advisor is required; a new diploma will be awarded.

A student with a bachelor's degree from a regionally accredited college or university other than Emory & Henry College may enroll at Emory & Henry to complete a **second degree** by satisfying the course requirements for the chosen major, plus a Connections course. A minimum of thirty semester hours must be earned at Emory & Henry College. No more than one-half of the semester hours in the major may be accepted as transfer credits, and no transfer credit may be substituted for the Connections requirement.

DEPARTMENTS AND DIVISIONS OF THE COLLEGE

Emory & Henry has twenty-seven academic departments and programs which are the primary academic units of the college. The departments are grouped into five academic divisions (Humanities, Visual & Performing Arts, Natural Sciences, Social Sciences, and Education) and one academic school (Health Sciences). Certain parts of Emory & Henry's academic program, especially the general requirements, correspond to the divisional structure. Following are the primary departments and programs listed by division or school.

Education Division: Education, Health & Human Performance.

Humanities Division: English, Foreign Languages, Philosophy, Religion.

Social Science Division: Business Administration, Civic Innovation, Economics, Geography & Earth & Environmental Sciences, History, Mass Communications, Political Science, Sociology.

Natural Science Division: Biology, Chemistry, Equine Studies, Mathematics, Physics, Psychology.

Visual & Performing Arts Division: Art, Music, Theatre.

School of Health Sciences: Athletic Training, Exercise Science, Occupational Therapy, Physical Therapy, Physician Assistant Studies.

In addition to these primary programs, there are several courses of study which fit into special categories.

Interdisciplinary programs include Environmental Studies; Philosophy, Political Science, and Economics; and International and Area Studies. **Service areas** are fields in which the college does not offer a major, but it offers individual courses which may form part of a contextual and support area or a minor, or which may be taken as electives.

BACHELOR'S DEGREES

Emory & Henry offers a Bachelor of Arts (B.A.), a Bachelor of Fine Arts (B.F.A), and a Bachelor of Science (B.S.) degree. The Bachelor of Arts degree is offered in most departments and programs, while the Bachelor of Fine Arts is only offered in the Theatre department. Both the B.A. and B.F.A. degrees require the completion of at least 120 semester hours. The Bachelor of Science degree is offered by all departments in the Natural Science Division, as well as the Athletic Training and Business Administration departments. The B.S. degree requires the completion of at least 124 semester hours.

FIELDS OF STUDY

The college offers students more than fifty fields of study. Specific options are frequently referred to as *tracks*, with the terms “tracks” and “majors” used synonymously throughout this catalog. The tracks are listed below according to the sponsoring department or program, and the course requirements for each option are outlined in the departmental headnotes in a subsequent section of the catalog. Any option listed below may be chosen as a major unless denoted as being available only for a contextual and support area, a minor, or a service area. A student whose interests are not met by any of the established majors may apply for an individualized area of concentration, planned in consultation with a faculty advisor.

Appalachian Studies *minor*

Art (B.A.)

- Art - Studio
- Art - Graphic Design
- Art - Teacher Preparation

Athletic Training

- Athletic Training (B.A. or B.S.)
- Master of Science in Athletic Training (MSAT)
- Exercise Science - Clinical Health Professions (B.S.)
- Exercise Science - Fitness & Wellness (B.S.)

Biology (B.A. or B.S.)

- Biology
- Biology - Teacher Preparation

Business Administration (B.S.)

- Management
- Accounting
- Business - Teacher Preparation
- International Studies and Business

Chemistry

- Chemistry (B.A. or B.S.)
- Chemistry - Applied Health Sciences (B.A.)
- Chemistry - Teacher Preparation (B.A. or B.S.)

Civic Innovation (B.A.)

Community and Organizational Leadership (M.A.COL)

Computer Information Management *service area*

Creative Communication *minor*

Economics (B.A.)

Education *contextual and support area*

- Virginia state-approved teacher preparation programs
 - Elementary (PK-3)
 - Elementary (PK-6)
 - Elementary and Middle School (PK-6, 6-8)
 - Secondary (6-12)
 - Art, Music, Modern Language, and Physical Education (PK-12)
- English/Language Arts (M.A.Ed.)
- Reading/Language Arts (M.A.Ed.)
- Reading Specialist (M.A.Ed.)
- Professional Studies Master of Education (M.Ed.)

Engineering *preparatory program*

English (B.A.)

- English - Literature
- English - Literature and Creative Writing
- English - PreProfessional English-Publishing
- English - PreProfessional English-Library and Information Technology
- English - Teacher Preparation

Equine Studies (B.A. or B.S.)

Foreign Languages

French and Francophone Studies (B.A.)
French and International Commerce (B.A.)
French - Teacher Preparation (B.A.)
Hispanic Studies (B.A.)
Spanish - Teacher Preparation (B.A.)

Geography & Earth & Environmental Sciences

Geography (B.A.)
Geography - Social Sciences (B.A.)
Environmental Studies - Policy (B.A.)
Environmental Studies - Science (B.S.)
Environmental Studies - Teacher Preparation (Earth Science Licensure)(B.S.)
Food Studies *minor*

Health & Human Performance

Human Performance (B.A.)
Health and Physical Education - Teacher Preparation (B.A.)
Human Performance - Sport Management (B.A.)

History

History (B.A.)
Interdisciplinary History and Social Sciences - Teacher Preparation (B.A.)
American History (M.A.Ed.)

International Studies

International Studies (B.A.)
International Studies and Business (B.S.)

Land Use Analysis and Planning *contextual and support area***Mass Communications** (B.A.)**Mathematics**

Mathematics (B.A. or B.S.)
Mathematics - Teacher Preparation (B.A. or B.S.)

Music (B.A.)

Music
Music - Performance
Music - Teacher Preparation - Choral/Vocal
Music - Teacher Preparation - Instrumental

Occupational Therapy

Master of Occupational Therapy (MOT)

Philosophy (B.A.)**Philosophy, Political Science, and Economics** (B.A.)**Physical Therapy**

Doctor of Physical Therapy (DPT)

Physician Assistant Studies

Master of Physician Assistant Studies (MPAS)

Physics (B.A. or B.S.)

Physics
Physics - Teacher Preparation

Politics, Law, and International Relations (B.A.)

Political Science
Political Science - Law and Politics

Psychology (B.A. or B.S.)**Quantitative Literacy** *service area***Religion** (B.A.)**Sociology** (B.A.)

Sociology
Sociology-Crime and Society

Speech *service area***Statistics** *service area*

Theatre

Theatre (B.A.)
Acting (B.F.A.)
Directing (B.F.A.)
Production and Design (B.F.A.)
Musical Theatre (B.F.A.)

Women and Gender Studies *minor*

PRE-MEDICAL STUDIES, ALLIED HEALTH PROFESSIONS, ATHLETIC TRAINING

For many years, Emory & Henry has been respected for the high quality of its pre-medical and allied health preparations. Recent graduates have pursued careers in medicine, dentistry, veterinary medicine, pharmacy, physical therapy, and other fields. Members of the Health Professions Committee advise and oversee students on preparation for health and medical careers. Because health and medical fields require studies in the natural sciences--and science courses are offered sequentially at Emory & Henry--first-year students must carefully plan their schedules so as to begin the sequence on time. The committee provides information on admissions requirements, testing procedures, and related occupations. Students active in the Health Professions Club hold monthly meetings featuring speakers from various health fields, organize special events, and sponsor trips to visit medical schools. Students interested in health or medical careers should contact Dr. J.P. Barfield, pre-health advisor.

PRE-LAW PREPARATION

Emory & Henry has a long and distinguished tradition of pre-legal education. Since law schools do not require or even recommend a specific pre-law course of study, the college encourages pre-law students to develop programs of study which emphasize the areas of knowledge needed for good performance on the Law School Admissions Test and for subsequent good performance in law school and as attorneys. Based on surveys of law schools and lawyers, the significant skills and areas of knowledge are written and oral communication, including composition, speech, and debate; logic and reasoning; economics and general computation; and knowledge of history, government, and political affairs.

Students interested in law careers are aided by a pre-law advisory committee at Emory & Henry, composed of students, faculty, administrators, and alumni who are lawyers. Faculty members in the Political Science Department counsel students and maintain liaisons between the college and law schools in the region. An active Pre-Law Society sponsors trips to visit law schools, special speakers, and other events which focus on the legal profession.

Students who plan to pursue legal careers should be aware of the keen competition for admission to law school and should recognize the need for hard work and high academic performance. The admissions criteria of most law schools emphasize demonstrated aptitude on the Law School Admission Test, a high GPA, and good letters of recommendation. Practical experience obtained through internships or volunteer work often is beneficial. The college offers such experiences through local offices of the Legal Aid Society, Commonwealth's Attorneys, and private law firms. In some instances, outstanding students obtain pre-law internships with Congressional offices.

PREPARATION FOR CHURCH VOCATIONS

Many persons prepare for full-time Christian service through studies at Emory & Henry. Career opportunities in the local church include service as a pastor, director of Christian education, or minister of music, all of which require graduate study in seminary. With study beyond the B.A. degree, a person may also serve as a chaplain in a hospital or in the military, a pastoral counselor, a campus minister, or a religion teacher. Seminaries and graduate schools of theology encourage persons to seek a good liberal arts education, with the balance of general studies and concentration which Emory & Henry offers. Other fields may provide vocational possibilities immediately after graduation from college, including service as a director of Christian education or youth ministry in a local church.

Students interested in church vocations are encouraged to discuss their plans with any member of the Department of Religion as early as possible during their program. A church vocations group, Kerygma, provides possibilities for discussions with other students planning similar careers, and internships give first-hand experience which also may be valuable preparation.

LIBRARY

The Frederick T. Kelly Library functions as the heart of the College's academic program. Library staff work with faculty and students to develop research skills and to provide a wide range of support services which enhance the teaching and learning experience. The library's print and electronic holdings are designed to support the areas of study offered at the college and to encourage intellectual and personal growth in a liberal arts setting.

Kelly Library provides easy access to more than 391,000 items including books, ebooks, periodicals, government documents, and DVDs. Kelly Library subscribes to approximately 320 periodicals and newspapers in print and has access to 100,000 full-text periodicals and newspapers in electronic databases available through the Library's website. The Library's electronic resources can be accessed by any College user from on or off campus.

The Library's facilities include collaborative study space, private study carrels, Kelly Computer Lab, McGowan Computer Classroom, and the Robert D. and Rachel K. Denham Poetry Collection. The Library is open 90 hours per week when the College is in session. Kelly Library also houses the college archives, rare book collections, the Hunt Room and its Collections, and historical collections of note.

Kelly Library is a member of the Holston Associated Libraries, Inc. (HAL), a consortium of two private colleges and two public library systems. The libraries share a state of the art library automation system with all holdings combined in an online public access catalog, which allows for reciprocal borrowing privileges. Kelly Library also participates in the VIVA (Virtual Library of Virginia) and the Appalachian College Association Central Library consortia, which provide an extensive collection of electronic resources. If students need research materials which are not available in Kelly Library, the materials may be requested online through ILLiad, the college's electronic interlibrary loan system.

Students and faculty have access to research assistance through email, phone, and in person. The professional librarians offer instructional programs, training sessions and orientations, along with academic reference services, and individualized assistance with projects, research questions, and term papers.

INFORMATION TECHNOLOGY SERVICES

The campus is wired for voice, video, and data. Data drops are also available in each room in all student residence halls. Additionally, Emory & Henry has a campus-wide wireless network accessible in all populated parts of the campus. There are about 200 public access computers in labs and other locations throughout the campus.

Emory & Henry College provides Internet access for research purposes and an e-mail account for every student. Training in the use of e-mail, Internet access, and supported software applications is available from Information Technology Services. Computers are available in several locations on campus, with specialized software in various locations. Most computer labs are accessible when not utilized for classes. After hours computer lab access is available in the computer lab located in McGlothlin-Street Hall, room 233, during the fall and spring semesters. The Information Services Help Desk is located on the ground floor of Kelly Library. The telephone number for the Help Desk is 944-6881. The Help Desk can be emailed at ithelpdesk@ehc.edu.

THE ACADEMIC CALENDAR

The academic program operates with a two-semester calendar during the regular school year. Each semester is approximately fourteen and a half weeks long, the first running approximately from late August to December and the second running approximately from January to May. Typically, classes meet three days per week (Monday, Wednesday, and Friday) for fifty minutes per day or two days per week (Tuesday and Thursday) for one hour and twenty minutes per day. Classes with laboratories and classes in the visual and performing arts often have additional hours as part of the course requirements. The calendar for the current academic year is included in the back of this catalog.

SUMMER SCHOOL

Summer school is offered each year, with a variety of courses. **Summer Term I** and **Summer Term III** are three-week terms. Students may enroll in no more than one class during Term I and one class in Term III. **Summer Term II** is a five-week term. Students may enroll in no more than two classes during Term II. Students must have

permission from the faculty advisor and the Provost to exceed these limits; normally, such students should have at least a 3.0 GPA. Most courses offer three semester hours credit.

Fees for summer school are charged on the basis of a tuition rate per semester hour. Individuals wishing to reside on campus also pay room and board. The specific summer school fees for the current year are listed in the **Fees** section of this catalog. Additional information on summer offerings may be obtained from the Provost or the Registrar.

SPECIAL STUDY OPPORTUNITIES

The college offers a number of special study opportunities that enrich the regular course offerings. Emory & Henry supports work experience programs, study abroad, independent study, and other variations of the traditional classroom work as adding a special dimension to the educational program and providing intellectual motivation.

STUDY ABROAD

The experience of studying, working, or traveling abroad can add immeasurably to any student's education. Many departments offer Emory Abroad courses, which are taught by faculty in the regular semester with a short-term study abroad experience at spring break or the end of the term (for example, art in Italy or biology in Panama). Other students participate in a semester or summer abroad. Any of these approved experiences meet the Emory Abroad core curriculum requirement.

The college is prepared to assist students in identifying appropriate programs in a variety of international settings. The student considering such an experience should consult Dr. Celeste Gaia, the Director of International Education. Students are required to pay a program fee for faculty-led Emory Abroad courses. This fee covers transportation, accommodations, excursions, and most meals. Semester and summer programs are operated through partnerships with other accredited U.S. universities, as well as universities abroad. Typically, semester abroad students stay enrolled at Emory & Henry, pay tuition to Emory & Henry at Emory & Henry's tuition rate plus any excess tuition differential charge of the abroad program (e.g., room, board, insurance, etc.), and pay a study abroad fee. Partnerships with universities in England, France and Germany provide students the opportunity to study abroad for a semester, while students from the host institution attend Emory & Henry. Students who participate in this partnership pay regular tuition to Emory & Henry College and the housing costs to the university abroad. There is no study abroad fee for exchanges.

Emory & Henry College offers its own civic engagement program in Dublin, Ireland, where students take courses at Dublin City University and work in the community at a variety of locations including with youth sports teams, employment services, and childcare centers. This program is in partnership with the International Partnership of Service Learning and is open to all majors. Because this is a program directly affiliated with Emory & Henry College, there is no study abroad fee required.

Study abroad entails costs beyond those involved in on-campus study. As a general rule, the student should expect to incur the costs of travel, food and accommodations, and (when the tuition for the program exceeds that of Emory & Henry College) any excess tuition. Students must meet the deadlines and academic requirements for the study abroad application and deposit to participate in these programs. When the student is a recipient of financial aid from Emory & Henry, the question may arise of whether that aid will apply toward the tuition of the study abroad program. These cases are reviewed each year. During the year prior to study abroad, the student wishing to receive this benefit must meet with the Director of Financial Aid. The Director, in consultation with the Provost and Associate Vice President for Business and Finance, will determine whether such support can be provided.

Students should explore scholarships and grants that can assist with study abroad expenses. One special option at Emory & Henry College is summer study at a British Isles university, with most expenses covered by the Emily Williams English Speaking Union Scholarship. Two rising seniors are chosen each year on the basis of their academic record and an interview with a faculty selection committee. Students interested in this program should seek nomination by a faculty member. Other scholarship and grant opportunities can be found on the Emory & Henry College International Education website.

Prior to enrolling at another institution with the intent of transferring courses back to Emory & Henry, a student must have the specific course roster pre-approved by the faculty advisor, the chair of the department in which the

course falls, and the Provost. If a student pursues study abroad without pre-approval of courses, a review of the course record may be required from an independent foreign transcript evaluation service at the student's expense, and the award of Emory & Henry College credit cannot be assured.

Any grade earned in a course taught abroad by E&H faculty will appear as the regular letter grade on the transcript. These grades are calculated into the GPA. In courses taught by non-E&H faculty abroad, students must earn a passing grade according to the host institution to receive credit for the course. A passing grade will appear as P (PASS) on the transcript and a non-passing grade will appear as NG (NO GRADE). This policy applies only to grades earned during a study abroad program and not to transfer credit.

SEMESTER-A-TRAIL

The Semester-A-Trail Program is a unique opportunity for students seeking a learning experience that goes well beyond the classroom. Students in the Program earn college credit while attempting a thru-hike or section of the Appalachian Trail. The experience offers the student a synthesis of academic learning and outdoor adventure in an intensive, goal-oriented journey that will challenge them both physically and intellectually, immersing students in real-world competencies.

During the semester of travel, students are required to take English 328, Nature Writing, a three-credit course, and the student typically enrolls in twelve semester hours of coursework, though twelve hours of coursework are not required. Students will work with the Director of Semester-A-Trail to construct a schedule and select courses that are conducive to the experience. The Semester-A-Trail Program offers students the opportunity to build independent studies and projects with broadened field-based implications. Student hikers have developed imaginative projects across the curriculum in ecotourism, human physiology, water quality, wellness, and photography.

The student considering the experience should consult Jim Harrison, Director of Outdoor Programs.

Candidates for Semester-A-Trail will be required to submit an application and backcountry resume. Additionally, candidates will be required to:

- * attend the two-day Semester-A-Trail orientation in October prior to the spring of departure.
- * hold a current Wilderness First Aid and CPR certificate by date of departure. Certificates must remain current during travel.
- * complete HHP 164 Hiking/Backpacking with a grade of B or better or demonstrate equivalent.
- * successfully complete at least three Outdoor Program backpacking trips or have a backcountry resume that demonstrates equivalent experience/contextual support.
- * hold a minimum cumulative GPA of 2.5.
- * complete a four year advising plan (for E&H students).
- * submit a comprehensive trip plan, containing but not limited to a budget, risk management plan, and logistics (resupply/support plan, gear list, etc.)
- * Have required gear, including functioning GPS locator/communication device prior to departure.

Special Admits: Students attending other colleges may participate in the Emory & Henry Semester-A-Trail Program. This special category of student must meet all requirements in order to be considered a candidate for the Semester-A-Trail. The student applies to Emory & Henry as a non-degree-seeking student but continues to be a full-time student (or otherwise) at their home institution. The student's home institution initiates a consortium agreement with Emory & Henry to indicate that the institution will accept our transcript toward its degree-seeking student's record. It is the student's responsibility to solicit advanced approval from the home institution so that coursework from Emory & Henry College will be accepted in transfer. Students will be awarded financial aid through their school and pay Emory & Henry directly.

The Semester-A-Trail entails specific fee structures and includes costs beyond those involved in on-campus study. As a general rule, the student should expect to incur the costs associated with outfitting or gearing up for the trip and for travel (for example, to and from the terminuses of the Appalachian Trail).

During the spring semester of travel, the student will reside on campus to complete coursework and final trip preparations until the departure goal of March 1.

INTERNSHIPS

Emory & Henry offers internships and other types of cooperative work experience programs to assist students in obtaining on-the-job training and an opportunity for career exploration. Administered by Career Services in the Ampersand Center, the internship program is open to students who have completed at least 57 credit hours and have at least a 2.0 GPA overall. These students also must meet the prerequisites for the department that will award the internship credit. To be considered for an internship, the student must seek approval from his or her academic department and then attend a mandatory Internship Orientation Session the semester before the intended internship semester to obtain the required documentation for registering their internship with the College. Enrollment will be approved subject to the availability of a faculty member who can provide close supervision of the internship experience, and subject to the availability of an internship for which the student is well-suited, in the judgment of the supervising faculty member.

Internships are designated by departmental courses numbered 470 (first-time internship) and 471 (subsequent internships). Although the usual internship will carry either three or six semester hours of credit, a student may elect to arrange an internship carrying between two and six hours credit with the permission of the major department. Each hour of credit will require forty hours at the internship site. Students who participate in the internship program are encouraged to meet the following objectives: application of knowledge related to the primary academic field, acquisition of skills both general and specific, reinforcement of values, career exploration, and strengthened self-confidence.

Among possible sites are the U.S. Congress, corporations, financial institutions, small and large businesses, hospitals, mental health centers, law firms, theaters, schools, and government agencies. Most interns do not receive compensation. Details on the program may be obtained from Career Services or from faculty members in participating departments.

INDEPENDENT STUDY

Students have the opportunity to do independent study and research through special assignments in regular classes. Junior and senior students who wish to study a topic or subject area not listed in the college's regular offerings may request permission to pursue the topic as an independent study, working under the guidance of a faculty member. Application is made using a form available in the Centralized Student Assistance Office. The application must be submitted no later than the last day for course addition during the semester in which the credit is to be earned. Enrollment is subject to the approval of the proposed instructor and of the department chair, based on their judgment of the student's readiness for independent study and their judgment of the appropriateness of the proposed study plan.

DEPARTMENTAL HONORS PROJECT

In certain departments, any student who has achieved at least junior status may apply for departmental honors work provided that he or she has a GPA of at least 3.5 in the major field and a cumulative GPA of at least 3.3 in all courses. An application and proposed program for study must be approved by all faculty members in the major area. Upon approval, the student will register for three hours in the 490 course or six hours in the 490-491 courses of the appropriate department.

The departmental honors project must be distinguished by creative, critical, and independent scholarship and must culminate in a thesis or honors paper. A committee of at least three faculty, no more than two from the student's department, must approve the completed project by majority vote in order for honors to be awarded. If the project is approved, the student's transcript will be marked "Graduated with Honors," the thesis title will be listed in the Commencement program, and the manuscript will be placed in Kelly Library. Should the project not be approved for honors, the completed study may be recorded on the transcript as an independent study.

HONORS PROGRAM

Scott Boltwood, Director

The Honors Program, epitomizing the college motto, "Increase in Excellence," recruits students who want an academic experience even more challenging than the traditional Emory & Henry College experience. Upon

enrollment, this select group of students is offered competitive academic, co-curricular, and service opportunities. Honors Scholars take their academic and/or artistic interests to exceptional levels of achievement both in and out of the classroom.

Honors Scholars work closely with the Director of the Honors Program during the advisement process in order to select courses and extracurricular experiences that will help them to achieve their goals. Honors courses are noted on the college transcript, and Honors Scholars with thirty semester hours of Honors work on their transcripts receive additional recognition upon graduation. New first-year student applicants and students wishing to transfer to Emory & Henry College who are interested in the Honors Program should contact the Office of Admissions.

Requirements for admission to the Honors Program: For consideration, applicants should have a minimum grade point average of 3.5 and either 1250 on the SAT or 27 on the ACT. Exceptions may be made for applicants who exhibit an extraordinary talent in a specific discipline but otherwise do not meet these minimum requirements. Eligible students will be invited to interview for admission to the Honors Program. Following the interviews, a select number of students will be offered admission to the Honors Program based on test scores, high school GPA, letters of recommendation, and interview performance. A committee of faculty members and current honors students, chaired by the Honors Director, will make recommendations for invitations to the Honors Program to the Provost.

Emory & Henry College students with outstanding academic performance (GPA of 3.5 or above) in their first year may apply for in-course admission to the program. The Honors Director will invite qualified students to apply for admission to the Honors Program during the spring semester of the first year. Each qualified applicant will participate in an interview process. Following the interviews, a select number of students will be offered admission to the Honors Program based on Emory & Henry GPA, letters of recommendation, and interview performance. A committee of faculty members, chaired by the Honors Director, will make recommendations for invitations to the Honors Program to the Provost. The number of in-course scholars admitted may vary from year to year, depending on the number of returning scholars.

For continued participation in the Honors Program, a minimum GPA of 3.5 is required at the end of each academic year. A student who falls below 3.5 may petition the Honors Director for a probationary semester. The student will then be required to exhibit adequate progress to continue as an Honors Scholar beyond that semester. Students who fail to demonstrate adequate progress toward the minimum program standard GPA and/or the completion of the requirements for an Honors diploma may be removed from the program on recommendation of the Honors Director (in consultation with the Honors Steering Committee) and confirmation by the Provost. Students who are deemed ineligible for an honors project at the beginning of their senior year will not be allowed to continue in the program.

Curriculum components: The Honors Program builds on the strengths of common requirements, special colloquia, independent Honors projects and theses, and traditional courses. Special sections of core courses are tailored to the needs of the Honors Scholar, and students may petition for Honors credit in regularly offered sections of 300- or 400-level courses. Offerings include core requirements (up to 13 semester hours), Honors thesis (6-8 semester hours), and Honors-enhanced courses and/or colloquia (up to 18 semester hours). A minimum of 3 semester hours of the Honors-enhanced courses should be taken in a discipline outside the primary major.

Honors sections of Core Curriculum courses are indicated by an **HR** after the course number and are normally open only to Honors Scholars. Under certain circumstances, students with excellent academic records may be admitted to honors sections (with the permission of the instructor) even if they are not members of the Honors Program. Honors sections build on the strengths of the traditional courses with more depth, more complex ideas, more challenging projects, more engagement with state-of-the-art technology where appropriate, even greater emphasis on communication skills, more discussion of applicable theories, and more preparation and class participation. Students enrolled in Honors courses are expected to take a greater share in the responsibility for designing and selecting course materials. The Honors Core Curriculum requirements are Transitions I (3 semester hours), Transitions II (1 semester hour), Foundations (3 semester hours), and Great Works in Context (3 semester hours).

Honors projects and course enhancements: All students in the Honors Program are expected to complete Honors projects within their majors during the senior year. Upon application to the Honors Director and the Provost, students may complete an interdisciplinary honors project that draws upon multiple academic disciplines. Honors

committees for interdisciplinary honors projects should include faculty from each relevant discipline as well as the Honors Director.

In addition, smaller projects in Honors may be completed in the context of independent study courses with Honors contracts or special topics courses with Honors contracts. These courses may include courses in the major, a special field of study, or colloquia in special topics. Honors-enhanced courses include an in-depth project or projects to be worked out in association with the instructor of a course in a major or area of strong interest. Projects include but are not limited to the expansion of a course assignment or assignments, the presentation of results of the project in a public forum, and/or additional assignments that allow students to delve more deeply into the subject of the course. Honors credit is offered only to students who make a grade of B or above in any Honors-enhanced courses. Students who make below B do not receive Honors designation on the transcript. Approval of the course instructor, Honors Director, and Provost is required for each Honors-enhanced course. The paperwork for Honors-enhanced courses should be filed with the Honors Director by no later than the end of the drop/add period for the term in which the course will be completed. Students are responsible for assuring that paperwork noting the successful completion of an honors enhancement is filed with the Honors Director at the conclusion of each semester.

Service component: Students work together during the first year as a cohort to complete a common service project. Each year after that, every student is required to contribute approximately two hours a week to an appropriate service activity that has been approved by the Honors Director. For off-campus service projects, the Appalachian Center for Civic Life will be consulted.

THE APPALACHIAN CENTER FOR CIVIC LIFE

Talmage A. Stanley, Director

As part of the college's mission to integrate education with service and citizenship, the Appalachian Center for Civic Life exists to help individuals and student groups with short-term and extended service activities. It also seeks to establish service partnerships between the college and local communities. The center houses the Bonner Scholars Program and Appalachian Center Associates. Its staff coordinates service-learning placements, encourages volunteerism across the campus, and plans for a diversity of ways in which persons can become involved in the community. Guided by a vision of what people can accomplish when working together, the center's work is defined by the conviction that everyone has the potential to make a difference in the community. The center's staff is available to provide educational opportunities for campus and community groups on such topics as Appalachian political economy, Appalachian culture, rural community development, citizen activism, and social change.

ACADEMIC POLICIES

For academic policies that apply specifically to students in the graduate programs, see the appropriate sections contained under the School of Health Sciences and the Graduate Programs – Main Campus headings of the catalog.

LYCEUM PROGRAM

To the ancient Greeks, Lyceum was the place near Athens where Aristotle taught. To contemporary students at Emory & Henry, Lyceum designates an opportunity to encounter the liberal arts through special events on campus. All students who are enrolled in a degree program are required to register attendance at five Lyceum events per regular semester, exclusive of summer school. No more than two Lyceum events may be films each semester. Students may accumulate up to ten events during fall semester and carry five credits over to the spring semester, but no credits may be carried over from a spring semester to the following fall.

Seniors are exempted from the Lyceum requirement during their final semester; however, all accumulated deficiencies must be satisfied by mid-term of that semester. Students who extend their program beyond four years are not required to attend more than thirty-five Lyceum events. Students who are enrolled in a combination of undergraduate and graduate courses must attend a Lyceum event for each undergraduate course enrolled each semester, up to a maximum of five.

Part-time students enrolled in eleven or fewer semester hours in a semester are required to attend one event for each course in which they are enrolled for credit that semester. Students who are enrolled in student teaching will be required to attend two events during that particular semester. Students who successfully complete a Study Abroad semester with earned credits will be awarded credit for five Lyceum events once the official transcript from the college which the student attended is received.

Appeals for Alternative Requirements. Commuter students and part-time students who encounter extreme problems with commuting or other unforeseen circumstances may appeal to the Lyceum Committee for a special hearing if they wish to request some alternative way of satisfying part of the Lyceum requirement in a particular semester. Students who anticipate student teaching or internships that will require them to do extensive work away from the college may make a written appeal to the Lyceum Committee for an alternative requirement. All appeals should be made within the first two weeks of the semester.

SELECTION AND APPROVAL OF MAJOR

Each student's major program must be approved by an academic advisor. The student has responsibility for seeking such approval through the following steps:

- Prepare, with the assistance of the faculty advisor, a program of study, which indicates the selection of courses to include a major, a minor or a contextual and support area if included within the student's program, and fulfillment of Core Curriculum requirements.
- Meet with faculty members from the primary discipline to discuss program plans.
- Complete a Major Declaration Form, with departmental approval, during the sophomore year and submit a copy to the Centralized Student Assistance Office.

Every student is required to have a **declared major** by the beginning of the junior year and to have an advisor in the major field. The Change of Major form must be signed by the faculty advisor and submitted to the college Registrar no later than the last day for course addition in the first semester of the junior year. A student pursuing pre-medical studies, a B.S. degree, or another field with a specified course sequence may need to confirm his or her program at an earlier date.

The student must complete a graduation audit one year prior to his or her anticipated graduation date. Deadlines for receipt of this audit are December 15 of the prior year for December graduates, May 15 of the prior year for May graduates, and summer of the prior year for summer graduates. Any changes in a previously approved graduation audit must be submitted to and approved by the advisor and the Registrar. Courses to be counted for graduation in a particular major, including those listed for the minor or the contextual and support area (if one is in the student's program), must be approved in writing by the chairperson of that department before the Registrar certifies that graduation requirements have been met. Any exceptions to the requirements listed in the applicable catalog will be

documented by Course Substitution Forms signed by the advisor and the department chair and submitted to the Registrar. For interdisciplinary majors, all involved departments will approve graduation audits as above.

INDIVIDUALIZED AREA OF CONCENTRATION

A student with special interests not met by any of the established majors may submit this proposal for an individualized area of concentration with approval from the Associate Dean of Academic Affairs and faculty advisors in two disciplines related to the proposed concentration. An individualized area of concentration must meet these criteria: the coursework must include in-depth study from at least one department; the capabilities of the student and the resources of the institution must be sufficient to sustain the intended program; the program must be approved by the time the student applies to graduate, and the program must meet all the goals and expectations of the concept of a major. An individualized area of concentration must include a minimum of six courses from a single discipline (including a senior project) and no fewer than two courses from a second discipline, totaling a minimum of 30 semester hours.

DOUBLE MAJOR

A student desiring more than one major should consult with faculty in each discipline about its requirements, and have an advisor assigned for each discipline. The student must develop a program that includes a **minimum** of eight courses in each discipline (including the required courses) and meets the mathematics requirements appropriate to each major. (If a single course can fulfill both requirements, a student may take a single course.) For double majors, departments retain the option of requiring all courses listed under departmental requirements in the department's headnote. In completing two majors, the student meets the requirement of a minor or a contextual and support area. Courses that may be taken for credit in both of the majors selected (cross-listed courses) may be used only once for credit and may not be counted for credit in both majors. Double majors must be approved by an advisor in each discipline.

INDIVIDUALIZED MINOR

A student with special interests not met by any of the established minors or contextual and support areas may submit a proposal for an individualized minor, with approval from the student's major advisor, the faculty members from disciplinary areas related to the proposed minor, and the Provost. An individualized minor must meet these criteria: the capabilities of the student and the resources of the institution must be sufficient to sustain the intended minor; the minor must be approved by the end of the student's fifth semester or its equivalent; and the minor must meet all the goals and expectations of the concept of a minor (minimum of 18 semester hours).

STUDENT CLASSIFICATION

Regular students are those who have been admitted with the expectation that they will become candidates for degrees. **Special students** are those who have been admitted for limited or special programs in non-degree status. Special students are admitted without satisfying the usual entrance requirements of the college, provided there is proof of adequate preparation for the courses to be taken. A special student who eventually seeks admission as a regular student to pursue a degree must complete the standard application procedures for admission as described below.

The classification of regular students according to the number of credits earned is as follows:

First-year students have completed fewer than 26 semester hours.

Sophomores have completed at least 26 semester hours but fewer than 57.

Juniors have completed at least 57 semester hours but fewer than 87.

Seniors have completed at least 87 semester hours.

COURSE LOAD

A full course load at Emory & Henry is 12 to 18 semester hours. The tuition figure for one semester for a full-time student is based on a course load within this range.

The normal course load for first-year students wishing to complete their degree in eight semesters is 14 to 15 semester hours, and the normal course load for students after the first year is 15 to 18 semester hours. Students who wish to carry more than 18 semester hours must obtain written permission from the Provost.

Such course loads are subject to an additional tuition charge as described in the **Fees** section of this catalog.

PREREGISTRATION AND REGISTRATION FOR COURSES

All fees must be paid if the student is to maintain eligibility for preregistration and registration for courses. Please refer to the section on **Fees** for specific requirements.

Each semester, students preregister for the courses to be taken in the following semester. All preregistration information is submitted to the Registrar through online registration with the approval of the faculty advisor. More information regarding online registration is available in the Centralized Student Assistance Office and on the Registrar's website.

Preregistered courses become registered courses on registration day. Registration day is the first day of a semester, and all students are required to have completed their initial schedule and be registered by that date. No student may register later than the last day for course addition designated in the academic calendar. Students who do not complete registration (including payment of fees) by the end of the last day for course addition will be removed from the college roster, will not be permitted to attend classes, and will not be allowed to register retroactively.

CHANGE OF SCHEDULE AFTER REGISTRATION DAY

For any change of schedule after registration day, including dropping or adding one or more courses, a student must use the forms available in the Centralized Student Assistance Office. Changes are permitted only during the period specified in the college calendar and must be accompanied by the written consent of the faculty advisor and the Registrar or the Provost. Students may add a course after the first scheduled class session only with the written permission of the instructor.

GRADES AND GRADE POINTS

Emory & Henry uses the 4.0 grade point system. In this system, the grade point average (GPA) is determined by using a system of grade points per letter grade, as shown below, weighted according to the semester hours of credit earned in each course. For example, a student who earns an A in a course which has three semester hours credit will get twelve grade points (4 points x 3 hours) for that course, whereas a B earned in a course which has two semester hours credit will get six grade points (3 points x 2 hours). The total of grade points earned each term is divided by the total semester hours attempted, to yield the student's overall GPA. The overall GPA and the letter grade for each completed course are issued to the student at the end of each semester.

Letter Grade	Grade Points per Semester Hour
A+	4.00
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
D-	0.67
F	0 (Failure)
W (Withdrawn)	No credit/no penalty
WF (Withdrawn Failing)	0 (Failure)
WP (Withdrawn Passing)	No credit/no penalty
P (Passing)	Credit given but no grade points

NG (No Grade)	No credit/no penalty
I (Incomplete)	No credit/no penalty*
IP (In Progress)	No credit/no penalty*

*See **Incomplete and In Progress Courses** below

CHANGE OF GRADE

An instructor may submit a change of grade only in cases where the final grade has been miscalculated. A change of grade cannot be based on the submission of additional coursework.

REPEATING A COURSE TO IMPROVE THE GRADE

Regardless of the grade earned, a student may retake any regularly scheduled course except an independent study or an internship. In consultation with the advisor, a student may substitute a Great Works in Context, Connections, Religion Requirement course (111, 131, 132, or 200) or Statistics course (161, 162, or 163) with a different number. In the case of such courses, the student wishing to take the new course on a substitution basis must inform the Registrar of this by completing a Repeated Course Form before the last day for course addition designated in the academic calendar for the semester. (Otherwise, the second Great Works in Context, Connections, Religion Requirement, or Statistics course will be treated as a new and separate course enrollment.) Substitution does not apply to Modes of Inquiry courses.

When a course is repeated at Emory & Henry College, only the higher grade is used in computing the GPA. The other grade is shown on the college transcript but is designated as not applicable to the GPA. If a student is taking a repeatable course, such as GNST 151 or MUSP 230, and wishes both grades to be included, the student can indicate this on the Repeated Course Form, which is submitted to the Centralized Student Assistance Office, where the appropriate adjustments are made. Special Topics courses, numbered 150 or 350, may be repeated for credit only if there is a different course title. Other courses may not be repeated for credit unless specifically allowed in the course description. Courses repeated after graduation may not be used to raise the GPA earned prior to graduation.

TRANSCRIPT OF GRADES

In addition to the end-of-semester grades available to students on WebAdvisor, an official transcript is maintained for each student in the Centralized Student Assistance Office. The transcript is part of the school's permanent records during and after the student's period of attendance. A student or alumnus may obtain a copy of his or her transcript by sending a written request to the Registrar. Pursuant to the Privacy Act and because a signature is required, requests made by telephone cannot be honored. Student accounts must be current, and graduate accounts must be paid in full, before transcripts will be released.

TRANSFER CREDIT

Credit for academic work completed with a grade of **C** (2.0) or better may be transferred if the course is appropriate to the curriculum of Emory & Henry. (Transfer credit will be awarded for transferable courses in which a grade of **P** was earned, provided that the course bears not more than one semester hour of credit, and that the course grading scheme was P/F by election of the college, as opposed to election of the student.) The work must be completed at a regionally accredited college or university, i.e., accredited by the Southern Association of Colleges and Schools or a comparable association. (Credits from a U.S. college or university holding accreditation through some other agency are evaluated on an individual basis.) **Grades** for courses taken elsewhere may not be transferred, and a student's cumulative GPA is based solely on work attempted at Emory & Henry. The Registrar and appropriate department chairs evaluate all transfer credit and determine its applicability toward fulfillment of requirements at Emory & Henry.

For those students pursuing an undergraduate degree at Emory & Henry, a maximum of 62 semester hours may be transferred from a community college or other two-year institution and applied toward graduation at Emory & Henry. Credit for work done outside the United States, unless it is part of a study abroad program sponsored by Emory & Henry College, must be evaluated at the student's expense by an international transcript evaluator recognized by the National Association of Credential Evaluation Services (NACES) or evaluated by the American Association of Collegiate Registrars and Admissions Officers International Education Services.

In order to receive credit for the equivalent of a course numbered 300 or above at Emory & Henry, a student must have completed the course at a regionally accredited institution that grants a baccalaureate degree or must receive approval of the chair of the appropriate department at Emory & Henry. Transfer of credit from four-year institutions is subject to the graduation requirement that the following must be taken at Emory & Henry: the final 33 semester hours, half of the required courses in the major, half of the minor or the contextual and support area (if one is included in the student's major), the Great Works in Context and Connections courses. Exceptions must be approved by the Provost. Each course must have been graded C (2.0) or better in order to transfer. The college does not grant credit for non-credit courses, for life experience, or for professional certificates. Courses accepted for transfer from other institutions are not used in the computation of grade point averages for academic good standing.

Students already enrolled in Emory & Henry who wish to take coursework at other institutions **must** seek advance approval from the faculty advisor, the chair of the department in which the course falls, and the Provost or Registrar. Approval forms are available in the Centralized Student Assistance Office and online. Such applications, especially for courses to meet requirements, should be made only in **exceptional** circumstances and for convincing **academic** reasons. The chair of the department involved may specify that following the completion of a course at another institution, transfer of credit is contingent upon satisfactory completion of a departmental examination at Emory & Henry. The Committee on Academic Standards serves as a board of appeals for proposals which do not receive approval from any of the above academic officers.

Students are not permitted to transfer courses to Emory & Henry if those courses are taken concurrently with enrollment at the college, except with prior approval by the Provost. The college's limits with respect to course load apply also to courses taken at other schools, or at any combination of schools.

TRANSFER STUDENTS

Transfer students are required to meet all Emory & Henry College Proficiency, Core, and Modes of Inquiry requirements outlined in the catalog above under "Core Curriculum Requirements" (subsections A, B, and C), and "Requirements for Graduation," with the exceptions noted below:

Only transfer students who have completed at least twelve semester hours of college credit elsewhere following high school graduation may be exempted from completing Transitions I (ETLA 100).

Students who have completed at least twenty-six transferable semester hours elsewhere following high school graduation are exempted from the Lifetime Wellness course (ETLA 103), but not the associated physical activity courses.

Transfer students who enter Emory & Henry with at least fifty-six semester hours completed elsewhere following high school graduation are exempt from the Foundations (ETLA 200) and the Emory Abroad requirements.

The college's Great Works in Context and Connections requirements must be completed at Emory & Henry.

WRITING AND FOREIGN LANGUAGE PLACEMENT

Writing. A student with unusually high verbal scores on the SAT or ACT may be exempted from English 100 and 101. In order to fulfill college requirements, such a student still must enroll in and complete an upper-level writing course. Credit is granted only for the writing course which the student completes.

Foreign language. All students will take an online language placement exam in their chosen language, administered by the Department of Foreign Languages, in order to be placed in the appropriate course. Students who place into the 200 level are required to pass an oral interview with Foreign Languages faculty in order to confirm fulfillment of the Foreign Language requirement.

ADVANCED PLACEMENT CREDIT

Students who seek course credit or advanced placement for college-level work completed during high school should take the appropriate examinations offered by the Advanced Placement Program of the College Entrance Examination Board. Emory & Henry will award credit for the following scores:

AP Test Title	Score	E & H Equivalent
Art 2D Design	4	ART 111
Art 3D Design	4	ART 112
Art Drawing	4	ART 151
Art History	4	ART 221
Biology	3	BIOL 117
Calculus AB	4	MATH 151
Calculus BC	3	MATH 151
Calculus BC	4	MATH 152
Chemistry	4	CHEM 111
Chemistry	5	CHEM 112
Computer Science A	3	CIMT 120
Computer Science B	3	CIMT 140
Economics – Micro	4	ECON 151
Economics – Macro	4	ECON 152
English Language – Composition	3	ENGL 101
English Literature – Composition	3	3 ENGL elective credits
English Literature – Composition	4	ENGL 101
Environmental Science	4	ENVS 100
French Language	3	FRCH 101

French Literature	3	FRCH 201
Government & Politics – Comparative	4	POLS elective
Government & Politics – US	4	POLS 103
German Language	3	GRMN 101
History – European	4	HIST 121
History – European	5	HIST 121 or HIST elective
History – U.S.	4	HIST 111
History – U.S.	5	HIST 111 or HIST 112
History – World	4	HIST 141 – 163 elective
History – World	5	HIST elective
Human Geography	4	GEOG 111
International English Language	3	ENGL elective
Latin Literature	3	Language elective
Latin – Virgil	3	Language elective
Music Theory	3	MUSC 152
Physics 1	4	PHYS elective
Physics 2	4	PHYS elective
Physics C – Mechanics	4	PHYS 201
Physics C – Electricity & Magnetism	4	PHYS 202
Psychology	3	PSYC 102

Spanish Language	3	SPAN 101
Spanish Literature	3	SPAN 201
Statistics	3	STAT 161

INTERNATIONAL BACCALAUREATE CREDIT

Emory & Henry recognizes successful achievement of students in the International Baccalaureate Program. Students who have earned certificates or diplomas in this program may present their transcript for consideration for the awarding of advanced placement credit. Credit is awarded by the Centralized Student Assistance Office in consultation with the appropriate department chair. Emory & Henry College will normally offer a comparable number of credit hours to entering students who have studied at the “Higher Level” and have earned an IB grade of 5 or better.

COLLEGE-LEVEL EXAMINATION PROGRAM

Credit for the College Board CLEP program or in the Subject Standardized Test of the United States Armed Forces Institute (DANTES) may be awarded only with approval by the Registrar, the appropriate department chair, and the Provost.

GRADUATE CREDIT

Upon approval of the course instructor, undergraduate students with senior status and a minimum GPA of 3.0 may enroll in and receive undergraduate credit for 500-level graduate courses that have been approved for the Emory & Henry master’s degree programs. If courses are used as part of the major, permission of the department chair is required. Emory & Henry students accepted into graduate programs as undergraduates may enroll in graduate coursework before beginning a master’s program, but a minimum of 150 hours must be earned in order to receive a bachelor and a master’s degree at Emory & Henry. Students may need more credit hours in order to fulfill all degree requirements in their respective programs. For additional information, see the **Graduate Studies** section.

CLASS ATTENDANCE

Emory & Henry College holds the philosophy that regular class attendance is a necessary part of the educational program of its students. Failure to conform to the policy of the college on attendance, formulated as specific attendance requirements for each course, may result in the instructor’s lowering the course grade or assigning a grade of F. On recommendation of the instructor, the Committee on Academic Standards may dismiss the student from the course and assign a grade of W, WP, WF, or F, depending on the time in which the request is made by the professor. Habitual class absence may result in dismissal from the college by action of the Committee on Academic Standards.

When a class is missed, the student is responsible for material missed because of the absence. Participation in college-sponsored activities does not release one from class responsibilities, although instructors are expected to make reasonable accommodations for absences required by such activities. Students should consider carefully the number of activities in which they engage, especially those which may require class absences. Except in cases of emergency or illness, the student should advise the instructor of the expected absence before it occurs.

INCLEMENT WEATHER

Emory & Henry College has campus locations in Emory, Bristol, and Marion. Due to the difference in locations, it is possible that classes may be delayed or cancelled on one campus and not the other. Because the Emory campus is primarily a residential college with a majority of its undergraduate students living on campus, it is the intention of the College to remain open during inclement weather conditions. Under rare circumstances, such as severe inclement weather, a natural disaster, or other emergency, the College may delay the opening of college activities or suspend operations early. When information is sent to local media, the information will clarify Main Campus,

located in Emory, and Marion Campus for classes at that location. In the event of a delayed opening of the Marion campus, classes will be delayed but will meet for the normal length of time.

Emory & Henry offers “LiveSafe”, a state-of-the-art notification app, that is capable of sending notifications instantly and simultaneously to all registered wireless phones and email addresses. Registration is available at <http://www.ehc.edu/alert> or by downloading the app on Google Play or the App Store . This is an opt-in program and you must register in order to receive the alerts. This is the surest way for you to receive notifications critical to your safety and well-being. In the event of a critical emergency, the campus siren will be activated. This is a signal to check your mobile phone or campus e-mail for information. If you have questions regarding the Campus Alert System, please contact the Dean of Students Office.

The decisions to cancel or delay classes and/or cancel or delay the opening of offices because of inclement weather will be made by 6:30 a.m. on the day of the college schedule change. When inclement weather or other circumstances lead to a delayed opening and/ or cancellation of classes and office hours at Emory & Henry College, information will be communicated through a variety of sources in the order provided below.

1. Information will be distributed through the Campus Alert System, which provides an email and text message to registered users only. This is the college’s preferred method of communicating emergency messages, and college community members are strongly encouraged to sign up for this free service at <http://www.ehc.edu/alert>.
2. Campus Alert Messages will be posted at the top of www.ehc.edu for one hour following each alert.
3. Information will be sent to the following TV and radio stations, in order of contact: WCYB-TV 5 (Bristol); WJHL-TV 11 (Johnson City); WABN-FM 92.7 (Abingdon); WOLDFM 102.5 (Marion).

When the College cancels classes and office hours for the day, academic programming and business operations are not held on that day. When the opening of the College is on a two-hour delay due to inclement weather, the condensed class schedule listed below applies, with the exception of the Marion Campus and the Equestrian Center. On days when a two-hour delay is issued, Equestrian Center classes prior to 1:30 p.m. will be cancelled due to the travel distance.

Inclement Weather Plan—Delayed Schedule

Monday, Wednesday, Friday
Regular Time—Inclement Day
8 a.m. = 10 – 10:35 a.m.
9 a.m. = 10:40 – 11:15 a.m.
10 a.m. = 11:20 – 11:55 a.m.
11 a.m. = 12 – 12:35 p.m.
12 p.m. = 12:40 – 1:15 p.m.

Tuesday, Thursday
Regular Time—Inclement Day
8 a.m. = 10 – 10:55 a.m.
9:30 a.m. = 11 – 11:55 a.m.
11 a.m. = 12 – 12:55 p.m.

Remaining class times will not change.

In the event of inclement weather resulting in a delayed opening of the college, college offices will open at the time designated in the delayed opening message, and faculty and staff should report at that time. However, since conditions vary throughout the area, employees should exercise judgment as to whether travel conditions may be too hazardous for them to report to work.

An instructor who feels that it is best to cancel his or her class because of inclement weather will notify the Provost (or designee) so that appropriate action may be taken. When a class is canceled, the Registrar (or designee) will post an official notice. The instructor is responsible for communicating with individual students in the class concerning makeup work and other information.

Questions from faculty related to closings and/or delays should be directed to the Office of the Provost at extension 6168. Questions from staff related to closings and/or delays, emergency work, or other issues should be directed to the Human Resources Office staff, extension 6814.

The decisions to cancel or delay classes and/or cancel or delay the opening of offices because of inclement weather are made by the Provost (or designee), who confers with the Vice President for Student Life (or designee) and Security staff about road and other weather conditions. The Vice Presidents for Academic Affairs and Student Life are responsible for implementing the communication plan outlined in this policy.

FINAL EXAMINATIONS

Final examinations are given at the end of each semester, embracing substantially all of the work done in class during the entire term. The schedule for final examinations is determined by the Academic Council upon recommendation of the Registrar. Exceptions to this schedule may be authorized only by the Provost. Examinations missed because of emergency may be made up with consent of the instructor. Ordinarily the make-up examination should be taken within one month of the date of the regularly scheduled examination; in no event may it be taken later than the end of the following semester.

STUDENT RECORDS

Enrollment at the college constitutes student permission to distribute information to advisors and college offices when needed for academic advisement, for verification of academic standing, and for eligibility for honors, awards, scholarships, and participation in sports and activities. Emory & Henry provides for the confidentiality of student education records in accordance with the General Education Provisions Act, Title IV, Public Law 90--247 (or as amended) and under the Family Educational Rights and Privacy Act, as amended. An education record is defined as any and all student records maintained by the institution. Following is a partial list of records maintained in college offices and the officers responsible for each. A complete listing of all educational, directory, and other records is provided in the *Student Handbook*.

Academic records and transcripts—Registrar

Academic progress reports—Faculty advisors and Registrar

Correspondence on judicial proceedings—Dean of Students

Placement folders (must be compiled by student)—Director of Career Services

Financial aid records—Director of Student Financial Planning

General financial records (including student accounts)—Vice President for Business and Finance

Current students needing to change their name, or update a permanent or mailing address, may do so by completing a Name/Address Change Form and submitting it to the Registrar's Office, located in Wiley 101. The form can be found on the Self Service portal or picked up in the Registrar's Office. (Note: If submitting a name change, supporting documentation must be attached to the form.)

The college shares students' personally identifiable information for relevant reasons with the following: American College Testing Program; College Sports Project; Colleges That Change Lives, Inc.; Council for Aid to Education; Council of Independent Colleges of Virginia; Educational Testing Service, Inc.; National Research Center for College and University Admissions; National Survey of Student Engagement; National Student Clearinghouse; State Council of Higher Education for Virginia; Noel-Levitz and Pharos Resources.

ONLINE STUDENT PRIVACY POLICY

Student Conduct

Technological Responsibilities

As part of their online course experience, students should practice technological responsibility. Students should

- have a back-up plan in place in case of computer difficulties or loss of internet service.
- avoid using "technical problems" as an excuse for late work.
- search online for solutions to error messages or other difficulties before contacting the Help Desk.

Communication and Netiquette

- Students and faculty should communicate respectfully and professionally. Inappropriate language or behavior may result in disciplinary action and/or expulsion.
- Writing Expectations -- Students should
 - use standard English grammar, spelling, punctuation, and capitalization.

- proofread all work before submitting it.
- avoid acronyms, emoticons, and abbreviations such as "u" for "you," "B4" for "before," and so on.

Student Privacy

Identity Protection

- All course participants will be issued a username and password. **Students are prohibited from sharing this information for any reason, including allowing others to access course materials.**
- Students must fill out the online consent form available on the E&H website. This form allows students to indicate how and when the College may release personal information. (To inform faculty of **Family Education Rights and Policies Act [FERPA]** rights and obligations, the College will distribute the Information Release Policy and offer presentations at faculty meetings.)
- To verify that the registered student is the same person who completes the coursework, the College will periodically check student IDs.
- Students may also be asked to present identification in the following circumstances:
 - Campus visits
 - Face-to-face classes
 - Video conferences with instructors

Data Protection

All distance education courses are housed and conducted in Moodle, our learning management system. To ensure the security of the student database, the College uses eThink, a cloud-based security system. Backups of student accounts and work are performed daily.

Institutionally, College software administrators enroll online students using data from our student information system. Faculty track student grades through Moodle. Students may access only courses in which they are enrolled and may view only their own grades.

Participation and Attendance

Attendance Requirements

Just as in traditional classes, professors of online courses often require attendance. Individual instructor requirements will vary, but faculty are required to record students' log-ins at least twice a week. Online students will register their attendance digitally by logging onto the course management system.

Academic Integrity

Distance education students are required to sign and abide by the same academic honesty statement as traditional students. To ensure academic integrity, Emory & Henry College uses Respondus, a secure browser application, and Respondus Monitor, a tool that allows faculty to observe students via webcam. Moodle also offers additional features such as password-protected tests and random-ordered questions.

To indicate their acceptance of the honor code, online students will sign the academic honesty statement in the Orientation for Online Learners course.

Academic Honesty

Identity Checks

To ensure that the enrolled student is the one who actually takes the course, the College has instituted the following identity checks:

- First check: when students enroll and register
- Second check: when students attend face-to-face sessions with faculty or attend on-campus events. (If a class does not require a face-to-face meeting, faculty will be expected to verify a student's identity through a web conference.)

Complaint Process

If a student has a complaint, they should first try to resolve the issue by talking to the relevant faculty or staff member (who may ask for additional information and/or schedule an appointment to discuss the problem.) If the student does not feel comfortable contacting the faculty/staff member, they may address the relevant supervisor. If

no resolution is possible, the student should submit a formal written, signed complaint to the Director of Human Resources/Title IX Coordinator.

The formal complaint should include

- The actual complaint, stated as specifically as possible;
- A description of the desired outcome.

The Student Complaint form is available online at <https://www.ehc.edu/files/4713/7356/1378/Complaint-Form.pdf> or in the Human Resources Office. Each student has the right to seek remedy for a disagreement. Specific policies and procedures are outlined in the Academic Catalog and the Student Handbook; possible issues include grade appeals, parking tickets appeals, student conduct, and student records.

In the case of issues not covered by the Catalog or Handbook, students have the right to file a complaint and request resolution. The dean of the relevant area (or a designee) will address the complaint in a timely manner and resolve it appropriately. If the complainant is dissatisfied with the resolution, they may appeal to the president of the College. This policy does not apply to academic grade disputes, Title IX issues, or other published policies or procedures.

If a student prefers to report a concern anonymously, they may call the independently-administered Campus Conduct Hotline at (866)-943-5786. The hotline is available twenty-four hours a day, seven days a week. All calls remain confidential (and anonymous if desired). The hotline operator will submit all inquiries to the appropriate College staff member.

DIRECTORY INFORMATION

Emory & Henry College deems the following student records as Directory Information: student name, major and minor field of study, dates of attendance, enrollment status (e.g., full-time or part-time) and class standing, participation in officially recognized activities, height and weight information for student athletes, degrees, honors and awards received, and most recent education institution attended. Release of student records and information, other than directory information can only be accomplished when the student submits a signed written release form, which is available online and in the Centralized Student Assistance Office.

CREDIT HOURS

At Emory & Henry College, a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates

1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester, or
2. At least an equivalent amount of work as required outlined in item 1 above for other academic activities as established by the College including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

This definition follows that specified in the Code of Federal Regulations, Title 34, part 600. Its application to Emory & Henry College courses is as follows:

The standard for credit hour calculation is the 3-credit hour course, meeting for three hours per week (each hour consisting of 50 minutes, to allow transitions time between classes). Depending on holidays and days of the week a class meets, a three-hour course meets for 41 to 43.5 hours per semester. Each course is assigned a three-hour exam period (three full hours) which increases the contact time to 44 to 46.5 hours. In line with the federal definition of two hours of work outside of class for each hour of direct faculty instruction, each three-hour class should require nine hours of work per week (three hours of direct instruction and six hours of homework).

In applying this formula to other methods of delivery, we maintain the principles (1) that the total estimated time spent on task by each student to earn one semester credit hour shall be approximately 45 hours or more, including regular coursework and final exams and (2) that at least one-third of those hours are directly supervised by faculty, whether through lecture, discussion, supervised laboratory work, supervised internship activity, structured on-line activities, or other means.

PASS-FAIL OPTIONS

Certain courses at the college are always graded on a Pass-Fail basis, including internships; such courses are indicated as “Pass-Fail only” in their catalog descriptions. However, other courses may be taken Pass-Fail under certain conditions. A student who has achieved junior or senior status and who has earned a cumulative GPA of at least 3.0 may apply to take elective courses on this basis; a course in the Core Curriculum, the primary discipline, or the contextual and support areas may not be taken on a Pass-Fail basis. Only during the period designated for course addition may a student request that a course be changed to or from the Pass-Fail option. Written approval is required from the faculty advisor, the chair of the primary department, and the Provost. Credit earned in a Pass-Fail course may contribute to the number of hours needed for graduation but will not affect the GPA. No more than one such elective course may be taken during any semester, and no more than a total of four such courses may be credited toward a degree.

INCOMPLETE AND IN PROGRESS COURSES

A grade of I (Incomplete) may be given when, for valid reasons, the requirements of a course are not met during the semester in which the student registered for the course. In these cases, an Incomplete Grade Agreement Form is submitted to the Centralized Student Assistance Office with signatures from the instructor and the student. The Incomplete grade carries no credit and must be removed by the end of the next semester of the regular academic year. If the work is not finished during that time, the grade is automatically changed to an F. Exceptions to this regulation require approval of the Provost. Incomplete courses are included as credit hours in calculating tuition and fee charges. IP (In Progress) reflects incomplete coursework that cannot be completed in a given semester due to institutional requirements.

AUDITING A COURSE

To audit a course, the student must mark the course “Audit” on the standard registration form. It is recommended that the student have prior permission from the course instructor. Part-time students must pay a course audit fee. Full-time students must pay an audit fee if the usual credit hour value of the audited course, added to their registered for-credit course load, would total more than 18 hours. Audited courses are entered on the transcript but are not computed in the student’s academic standing. Applied music classes and private lessons may not be audited. A course registered for credit may be changed to audit, or a course registered as audit may be changed to credit registration, only during the period designated for course addition. Related tuition and fee adjustments will be made for such changes. Members of the College Community Club may audit courses at a reduced fee with the permission of the instructor; see the office of the Provost for more information.

ACADEMIC STANDING AND ACADEMIC PENALTIES

Each student’s academic performance must meet certain minimum requirements for the student to continue at Emory & Henry. Following are the minimum grade point averages (GPAs) required of students at various stages.

Students who have earned	Must have a cumulative GPA of at least
Fewer than 26 hours of credit	1.800
At least 26 hours but fewer than 57	1.900
57 hours of credit or more	2.000

(Note: these semester hour totals include any credits transferred from other institutions, although only courses taken at Emory & Henry count toward the GPA.) Failure to meet the minimum requirements will result in academic penalties assigned in the following manner.

If a student fails to meet the minimum GPA at the end of any semester of enrollment at Emory & Henry, he or she will receive **academic warning**.

If at the end of the next semester the minimum GPA has not been attained, the student will be placed on **academic probation**. Any student on academic probation who earns a semester GPA of 2.3 or above, but whose cumulative GPA is still below the minimum, will be placed on **automatic extended probation**. Students may stay on automatic extended probation for no more than three consecutive semesters and must earn a semester GPA of 2.3 in each of those semesters. A student on academic probation who does not meet the 2.3 semester GPA required for automatic

extended probation will face **academic dismissal** from the college. At the end of three consecutive semesters on extended probation, students whose cumulative GPA is still below the minimum will face academic dismissal. A student who once clears academic warning or probation and then falls below the minimum GPA in any semester thereafter is immediately placed on academic probation.

Appeals of academic dismissal status must be lodged within two weeks of notification of dismissal and will be referred to the Committee on Academic Standards for a recommendation to the Provost. If a student fails all classes during a full-load semester or receives WF grades for all classes, he or she will be dismissed from the college. A part-time student who fails all classes for the fall or spring semester may be dismissed at the prerogative of the Provost.

While not facing an academic penalty, any first-year student with a GPA between 1.80 and 1.99 and any sophomore with a GPA between 1.90 and 1.99 will be classified as at **academic risk**. Such students will be required to take and pass General Studies 150, **Strategies for Academic Success**. All students on academic warning or academic probation who have not previously passed General Studies 150 are also required to enroll in this course.

A student who is on academic probation may not participate in activities which represent the student body or the college in public or official capacities, including debates, dramatic or musical performances, or other similar public appearances; intercollegiate athletics; student publications, elected or appointed positions in campus government, or other leadership positions on campus; boarding private horses at the Riding Center; managing athletic teams, cheerleading, or similar activities. Questions of eligibility for participation must be cleared with the Committee on Academic Standards.

A student dismissed for academic deficiency must wait through one fall or spring semester before applying for **readmission**. While under dismissal status, he or she may not enroll as a special student during a fall or spring semester, although the student may take courses during summer sessions. No student dismissed at the end of the fall semester will be eligible for readmission before the next June 1. No student dismissed at the end of the spring semester will be eligible for readmission before the next November 1. Courses taken during summer school do not entitle a student who has been dismissed to consideration of readmission before waiting through one regular academic semester.

A student who is readmitted following academic dismissal is automatically placed on academic probation upon return. The student's academic status may not be upgraded until he or she has completed one fall or spring semester after readmission to the college.

Academic standing is computed at the end of the fall and spring semesters. It is also re-computed at the end of the last summer session for participating students. However, students who have been dismissed may not have their academic status upgraded until they have completed one fall or one spring semester after readmission to the college.

DISMISSAL FROM A COURSE

A student who proves unable or unwilling to carry a course satisfactorily may be dropped from it by the Committee on Academic Standards upon recommendation of the instructor. When a student is dismissed from a class by the Committee on Academic Standards, the grade that is recorded on the student's transcript will be the grade (W, WP, WF, or F) that would have been earned had the student withdrawn voluntarily at that time. If dismissal occurs after the period designated for course changes, tuition and fee adjustments will not be made.

WITHDRAWAL FROM CLASS

A student may drop a class during the period specified in the academic calendar and the course will not be recorded on the transcript. A student may voluntarily withdraw with an entry of W (Withdrawn) on the transcript after the last day for course addition and continuing through the withdrawal deadline. Withdrawals after this time and prior to mid-semester are recorded on the transcript and designated by the instructor as either WP (Withdrawn Passing) or WF (Withdrawn Failing). After mid-semester all withdrawals are designated as WF (Withdrawn Failing) unless the withdrawal is for demonstrably bona fide reasons acceptable to the Committee on Academic Standards. A first-year student may not withdraw from Transitions I.

Students are not permitted to withdraw from a course to avoid the consequences of academic dishonesty.

All withdrawals must be submitted officially on forms available from the Registrar. The student's withdrawal will be official on the date this form is signed by the Provost or Registrar. The dates for Withdrawal Passing are not the same as the dates for withdrawal accompanied by refund of tuition charges, as described in the catalog section on **Refunds in the Event of Withdrawal from a Class**.

WITHDRAWAL FROM EMORY & HENRY

A student who withdraws from Emory & Henry before the close of a semester must receive clearance from the Dean of Students. Withdrawal forms are available from the Registrar. Withdrawal will be complete and refunds will be issued based on the date the form is signed by the Dean of Students, following an exit interview. Refunds will be given as described in the catalog section on **Refunds in the Event of Withdrawal from the College**.

A student who withdraws from the college during the period specified in the academic calendar for course addition will have no courses recorded on the transcript for the semester. Withdrawals will be recorded as W (Withdrawn) on the transcript after the last day for course addition and continuing through the withdrawal deadline. An additional time period is allotted for withdrawals to be recorded on the transcript and designated by the instructor as either WP (Withdrawn Passing) or WF (Withdrawn Failing). After the WP/WF deadline all withdrawals are designated as WF (Withdrawn Failing) unless the withdrawal is for medical or other demonstrably bona fide reasons acceptable to the Committee on Academic Standards.

When seeking a medical withdrawal, students must submit to the Associate Provost a paper copy of their request to withdraw for medical reasons no later than seven class days prior to the last day of classes; students should consult the current academic calendar for withdrawal deadlines. To be approved, withdrawals for medical reasons must be certified by a licensed health professional via a letter on the health professional's letterhead (sent to the Associate Provost) with sufficient explanation as to the medical justification for the student's withdrawal. Medical withdrawals approved by Academic Standards are designated as W (Withdrawn).

The Committee on Academic Standards will also require a student receiving a medical withdrawal to provide a letter by a licensed health professional on the professional's letterhead stating that the student is ready to return to a college environment. This should also be sent to the Associate Provost. In order for a student who has received a medical withdrawal to return for the following semester, this letter should be received by the Associate Provost two days before the start of the next semester's classes. Any student who has been gone from the College for at least one full semester must apply for readmission in order to return. **See Readmission of Students in this catalog.**

LEAVE OF ABSENCE

An enrolled student intending to suspend the college experience by taking a semester or longer off from classes may request a Leave of Absence in writing to the Registrar. This request must be submitted before the last day to withdraw with a grade of W of the semester in which the leave commences. The request will be reviewed by the Provost, who will normally grant it. The Leave of Absence can be for one or two semesters, subject to extension if an additional request is filed. The student may reenter the college at the end of the leave (or earlier) simply by announcing to the Registrar the intent to do so. While on leave a student may preregister for the semester in which he or she plans to return, by contacting the Registrar. A student on academic, financial, or social dismissal is not eligible for a Leave of Absence. A student who has formally withdrawn from the college cannot retroactively seek a Leave of Absence.

A student on leave is not prohibited from taking courses at another school, although transfer of any such courses back to Emory & Henry cannot be assured without prior approval; see the section above on **Transfer Credit**.

Financial aid for semesters in the distant future cannot be guaranteed; however, when possible, students returning from Leave of Absence will receive the same financial aid support that they would have received had they remained as continuous students. Exceptions may arise, for instance, (a) when the student's financial status changes, (b) when governmental aid regulations change, or (c) when the student's endowed scholarship has been awarded to another student in the interim.

MILITARY SERVICE

A student called to active military service will be allowed a reasonable time to complete course requirements missed during short-term absences. A grade of I (Incomplete) will be assigned if an absence extends through the end of the semester. When completion of course requirements is impractical, a student who leaves the college during the period designated for course addition will have no entries on the transcript. After that period, the transcript will have an entry of W (Withdrawn). It is the student's responsibility to notify the Provost and to provide the appropriate military orders.

If no academic credit is received for the period missed, all tuition and fees paid by the student will be applied to the semester during which the student returns in a full-time capacity. Room and board payments will be refunded on a pro-rata basis. It is the student's responsibility to notify the Dean of Students and to provide the appropriate military orders.

ACADEMIC CODE AND PROCEDURES FOR DUE PROCESS

Emory & Henry College, as a community of persons "mutually united in a quest for truth," supports the principles of academic freedom and academic due process for both students and faculty. Such rights imply a parallel responsibility for academic integrity. Students are expected to do their own work on individual assignments and to acknowledge the sources of information summarized or quoted in papers. Faculty should state course expectations clearly, evaluate work fairly and promptly, and deal honestly with intellectual positions. Failure to fulfill these responsibilities or to resolve disagreements about other academic matters impairs the effectiveness of the educational process.

The **Academic Code** of the college outlines specific rights and responsibilities of faculty and students in regard to academic matters. The code describes the procedures of informal resolution of academic grievances and of an official appeal to the Committee on Academic Standards. The code is available in the *Student Handbook* or may be obtained from the Office of the Provost. The college's **Honor Code** is also described in the *Student Handbook*.

AWARDS AND RECOGNITION

Emory & Henry encourages achievement by sponsoring awards which are given on the basis of distinctive performance in academics or leadership.

ACADEMIC HONORS

Students who achieve academic distinctions through earned GPA on all courses taken at Emory & Henry are graduated as follows: **cum laude** if at least 3.3, **magna cum laude** if at least 3.6, and **summa cum laude** if at least 3.9. Grades in courses accepted for transfer of credit to Emory & Henry are not included in the computation of cumulative GPA.

Academic achievements also are recognized during each semester. Students who enroll for a minimum of twelve semester hours and whose semester averages are 3.6 or above are placed on the **Dean's List**. (Students with a grade of Incomplete are not eligible for the Dean's List, though students with a grade of In Progress are eligible.) Alpha Chapter of **Sigma Mu** scholarship society was established in 1936. Membership is limited to the highest ranking tenth of the senior class and the highest ranking fifteenth of the junior class. The first-year student with the highest overall average at the end of the first year of study is named for the Sigma Mu Freshman Award. Those students ranked at the top of the sophomore, junior, and senior classes receive the **Snavelly Prize** for their respective class. The winner of the Senior Snavelly Prize receives a Revere bowl. A number of other academic awards are presented to junior and senior students by individual departments.

Merit Scholarships. Emory & Henry has a comprehensive program of merit scholarships which are awarded to students on the basis of their academic achievements and, in some cases, their records of leadership and service. First-year students and transfer students who have compiled outstanding records are considered for a number of merit scholarships. Such scholarships may impact other financial aid received. For information on scholarships, see http://www.ehc.edu/admissions/cost-financial-aid#scholarships_grants.

Leadership and Service Awards. The Senior Service Award may be given to one senior student who has made unusually outstanding contributions to campus life. The Cardinal Key Cup and Blue Key Cup are given each year to a female and male student who have been distinguished by leadership and service on campus. A senior orator is chosen each year by vote of seniors to express the aspirations and concerns of the class as part of Commencement exercises. A limited number of junior and senior students are chosen each year for listing in *Who's Who Among Students in American Universities and Colleges*.

AWARDS TO FACULTY AND STAFF

Outstanding performance by faculty members, both in classroom teaching and in demonstrated concern for students in other settings, is recognized annually through the Excellence in Teaching Award presented by the student body, the James A. Davis Recognition Award given by the Alumni Association, and the Finch Award given by the college. A faculty or staff member is chosen each year for the Earnest and Elizabeth Maiden Award, given for outstanding professional contributions to the college.

Research and professional advancement among faculty members are encouraged through generous grants from the Mellon Challenge Fund for Faculty Development and the Reverend E.L. McConnell Scholarship Fund.

ENDOWED CHAIRS AND PROFESSORSHIPS

Distinguished faculty members with long terms of service to the college may be designated for one of the following endowed chairs or professorships: James Earl Copenhaver Professorship in Chemistry; Holbert L. Harris Professorship in Free Enterprise; Hawthorne Chair in Political Science; Hull Chair of Economics and Business; David C. and Richard H. Hull Chair in the Natural Sciences; Billie Sue Hurst Professorship in Chemistry; Jack and Mary Ellen McConnell Professorship in Biology; Geraldine A. Meyung-Dr. Clyde Alley Chair in International Studies; C. Lee Richardson, Sr., and Mahala Reeves Richardson Chair of American History; Allen B. and Agnes Rowlett Chair of Creative Studies; Floyd Bunyan Shelton Chair of Religion; Henry Carter Stuart Chair of English; and John M. Wolfe and Rebecca McMullin Wolfe Chair of Religious Education.

LECTURE SERIES

Endowed lectureships enable the college to bring to campus guest speakers of national stature: the Bays Blackwell Lectureship (statesmanship and public service); the Richard Joshua Reynolds Lectureship (humanities and the arts); the Staley Distinguished Christian Scholar Lectureship (religion); the Marcus A. and Mary E. Talbert Lectureship (science); and the Robert B. Platt III Lectureship on Contemporary Ecological Perspectives (environmental studies). Lectureships have also been established in English, honoring Daniel G. Leidig, and in biology, honoring Nancy Pence Groseclose.

The *Iron Mountain Review*, published annually by the English Department, reprints the proceedings of the college's annual literary festival, along with some new writing by that year's featured author and a bibliography on his or her work. Each year since 1982 the literary festival has celebrated the achievement of a writer with strong ties to the Appalachian region, including such notable figures as James Still, Fred Chappell, Lee Smith, Jim Wayne Miller, Wilma Dykeman, Mary Lee Settle, Robert Morgan, Charles Wright, Gurney Norman, and Denise Giardina.

UNDERGRADUATE COURSE OFFERINGS

All regular courses offered by the college are listed in the following section of the catalog. In addition to the courses listed in this catalog, other offerings may become available as approved by the faculty. For a description of any course which may have been approved after the catalog was printed or which may have been approved for offering as a special course for only one year, consult the Office of the Provost.

Some courses are offered every year; others are offered on an alternate year basis. A schedule of courses to be offered is published each semester by the Centralized Student Assistance Office and becomes available during preregistration.

Most courses at Emory & Henry carry three semester hours of credit. Some courses carry less credit, and those courses with required laboratory hours or field experience may carry more credit.

Courses numbered **100-200** are primarily for first-year students and sophomores. Courses numbered **300-400** are primarily for juniors and seniors. Courses numbered **500-600** are primarily for graduate students and are listed separately in the **Graduate Studies** section of this catalog. Prerequisites noted in any course description must be completed prior to enrollment in that course unless specifically waived in writing by the instructor.

X courses have been cross-referenced from the department of origination to another department which desires to offer the course. The title of the course appears in any department which chooses to cross-reference the course, while the complete description is listed only in the department of origination.

THE CORE CURRICULUM: ENGAGING THE LIBERAL ARTS

The Core Curriculum includes the courses that each student takes as a foundation for and enhancement to a disciplinary curriculum. The full requirements of the Core Curriculum are listed under **The Academic Program** section in this catalog. The following are the core *courses* required of each student.

Objectives: The core courses integrate knowledge drawn from the disciplines to create a meld of thinking, learning, and knowledge. They serve as models for study in the disciplines and lifelong learning after college. The courses emphasize, in different degrees, proficiency in writing, speaking, numeracy, critical thinking, and ethical reasoning.

ETLA is an acronym for Engaging the Liberal Arts, which expresses the overarching goal of each of these courses.

• CORE COURSES

ETLA 100 TRANSITIONS I: ENGAGING THE LIBERAL ARTS

This course introduces students to the concepts and methods of a liberal arts education, teaches students to use different methodological proficiencies to explore and analyze complex ideas, encourages students to develop their curiosity and creativity, and urges students to take responsibility for their own learning. Each seminar focuses on one topic, idea, problem, or concept. Students choose from a list of available Transitions I courses on admission to the college. *Three semester hours.*

Topics offered in 2018-2019 are:

Activism and the Arts

Alternative Energy

Banned Books: Controversy and Censorship

The Ethics of Westeros: Morality and George R. R. Martin's Game of Thrones

Frontier Nation

The Mind-Body Connection

Mind Control: How Words Shape Our Reality

Mothers and Fathers: What's the Difference?

Myth

Oppressed Voices Dismantling Dominant Narratives: Black and Brown Power in America

Our Dystopian Future

Racial Identity in Context

She Persisted: The Legacy of England's Queens

Tetris, Mario and Deep Blue
What is the “Good Life” in the Digital Age?
You Say You Want a Revolution
Your Numbers
#WorkWoke: A Push Toward Justice and Equity in America’s Criminal Justice System

ETLA 102 TRANSITIONS II: EMORY ACROSS AMERICA

This one-hour course is an examination of political, social, and economic issues related to place and culminating in a domestic travel experience. Students choose from a list of available Transitions II courses involving trips to different locations early in the spring semester of their first year. (Elective status until the program is fully implemented.) *One semester hour.*

ETLA 103 LIFETIME WELLNESS

Understanding of wellness and related behavior that contributes to a healthy lifestyle. *One semester hour.*

ETLA 200: FOUNDATIONS

Through the examination of texts and cultural sources, explores historical and contemporary understandings of the human condition, epistemology (ways of knowing), and ethics. Examines the rise of the natural and social sciences and the effect that the emergence of technology has on understanding human systems. *Three semester hours.*

ETLA 240 DIRECTED STUDY ABROAD (EA)

Directed study abroad led by a faculty member. Location determined by course content. May be cross-listed; may be repeated for credit. This course satisfies the Emory Abroad requirement. Prerequisite: Permission of the Director of International Education. *Zero to four semester hours.* (For listing of current Directed Study Abroad opportunities, please see page 13).

ETLA 300-389 GREAT WORKS IN CONTEXT

In-depth multidisciplinary study of select great works, with an emphasis on how important movements and ideas influence society. Prerequisite: junior status.

ETLA 301 VIRGINIA WOOLF’S *TO THE LIGHTHOUSE* AND THE ECONOMISTS, PAINTERS, AND FILMMAKERS OF 1920S ENGLAND

An interdisciplinary study of Virginia Woolf’s major writings during the 1920s within the context of the art and intellectual writings of the Bloomsbury Group, a collective of English artists and intellectuals. Along with Woolf, special attention will be given to John Maynard Keynes and Vanessa Bell. *Three semester hours.*

ETLA 304 *PRIDE AND PREJUDICE* IN CULTURAL CONTEXT

A study of Jane Austen’s *Pride and Prejudice* as art and as historical, cultural, and ideological artifact. Contextual materials will include history, literary and film criticism/theory, film and television adaptations, and modern literary revisions of the text (chosen from among titles such as *Pride and Prejudice and Zombies*, *Bridget Jones’ Diary*, *Mr. Darcy’s Secret*, etc.). *Three semester hours.*

ETLA 305 HOMER’S *ILLIAD* AND CITIES UNDER SIEGE

An interdisciplinary study of Homer’s epic poem and its subsequent influence on our literature, drama, film, historiography, and scientific thinking. The theoretical ramifications of sieges and their importance for framing our understanding of warfare as an irreducible element of the human experience will be considered. Works to be studied in addition to the eponymous epic include Shakespeare’s *Troilus and Cressida*, Mihalis Kakogiannis’s film version of Euripides’ *Trojan Women*, Ismail Kidare’s *The Siege*, Shelby Foote’s *The Siege of Vicksburg*, and E. O. Wilson’s *Anthill*. *Three semester hours.*

ETLA 306 EDWARD ABBEY’S *DESERT SOLITAIRE* AND CORMAC MCCARTHY’S *NO COUNTRY FOR OLD MEN* – EXPLORING THE DESERT SOUTHWEST AND THE BEGINNING OF MODERN ENVIRONMENTAL WRITING

A study of how Edward Abbey’s *Desert Solitaire* influenced a generation of nature writers and led to the creation of the Earth First political movement and Eco-criticism. Works of Larry McMurtry, Charles Bowden, Terry Tempest

Williams, Cormac McCarthy, and others will be studied in the context of how this contemporary literature of the natural world was created and is still being developed. *Three semester hours.*

ETLA 307 BASHO'S HAIKU AND BEYOND (IE)

Study of the Japanese writer Matsuo Basho (1644-1694), with an emphasis on the relationship between the haiku and ecological awareness. Some attention to the poet's followers. Related study of philosophy, the natural world, art, and music. This course satisfies the International Exploration requirement. *Three semester hours.*

ETLA 308 THE MOZART-DAPONTE OPERAS

Exploration of Mozart's collaborations with the librettist Lorenzo Da Ponte and the composition of three masterpieces of opera: *Le nozze di Figaro*, *Don Giovanni*, and *Così fan tutte*. Exploration of the musical, cultural, and social context in which these operas were written: the tastes and expectations of the contemporary opera audience, Mozart's intentions and aspirations in a period of rapid intellectual and political change, Da Ponte's views of opera, and the practical logistics of opera production at the time. *Three semester hours.*

ETLA 309 BEETHOVEN'S SYMPHONY NO. 9

An interdisciplinary study of Ludwig van Beethoven's Symphony No. 9 (1824) involving political and cultural context. This massive work for symphony orchestra, chorus, and soloists is an iconic and influential work in music history. Discussions of German/Austrian poetry (Schiller, Goethe), art (Friedrich), and history will provide the context for an examination of this seminal musical work. *Three semester hours.*

ETLA 310 THE SISTINE CHAPEL

In-depth interdisciplinary study of the Sistine Chapel. Exploration of artists who influenced this masterpiece from the early Renaissance including Giotto, Nardo Di Cione, Botticelli, Perugino, Ghirlandaio, and Rosselli providing artistic context for Michelangelo's ceiling and the *Last Judgment*. Literary, religious, historical and societal contexts include Dante Alighieri's *Inferno*, Giovanni Pico della Mirandola's *Oration on the Dignity of Man*, the *Book of Genesis*, and the Reformation. *Three semester hours.*

ETLA 311 THE GOSPEL OF JOHN IN CONTEXT

A study of the Gospel of John in its literary, religious, philosophical and socio-historical contexts. This course is motivated by the following questions: How does John relate to other Gospels? To what degree does John appropriate Greco-Roman philosophy, religion, and economic structures? For what sort of religious community was the Gospel written? What is John's rhetorical purpose? *Three semester hours.*

ETLA 312 HARRY POTTER IN CONTEXT

A study of notions of literary "greatness" and of the artistic, commercial, ideological, and cultural contexts of the Harry Potter series, one of the most successful publishing ventures in print history. Contextual materials will include attention to literary genre (novel, school story, and fantasy), British history of the nineteenth through twenty-first centuries, film adaptations, and literary/gender/class/cultural theory. Students will read the Harry Potter series in its entirety: the first five volumes must be read before class begins. *Three semester hours.*

ETLA 313 HAMLET AND OPHELIA: MURDER, CONSPIRACY, OBSESSION SUICIDE, AND THE GOOD LIFE

A study of *Hamlet*, its precursors in ancient Greece and medieval Scandinavia, and its modern impact upon film, "girl" culture, and the ideas of heroism and the individual in virtual society. Along with several film adaptations, an exploration of its origins in various ancient stories of vexed families, a reading of the play, and the various modern attempts to understand it. An exploration of how its characters have become icons of our age, from Ophelia as the model for the troubled adolescent to Hamlet as the avatar of our future selves. *Three semester hours.*

ETLA 314 THE JAZZ AGE: THE GREAT GATSBY IN CONTEXT

Study of F. Scott Fitzgerald's *The Great Gatsby* in relation to its context, including the historical, cultural, and social factors surrounding the work. Film, music, literature, etc., considered as contributions to our understanding of the primary text and the period in which it was created. *Three semester hours.*

ETLA 315 THE BOOK OF GENESIS IN CONTEXT

An interdisciplinary study of the first book of the Jewish and Christian canons which explores its historical, cultural, and religious contexts in the Ancient Near East, its tradition history, and a wide range of contemporary approaches to interpretation of the book, including contemporary literary and artistic renderings. *Three semester hours.*

ETLA 316 FREDERICK DOUGLASS'S NARRATIVE IN CONTEXT

An interdisciplinary study of Frederick Douglass's 1845 *Narrative of the Life of Frederick Douglass, An American Slave, Written by Himself*, the antebellum American context in which it was written, and post-Civil War contributions to the genre of the slave narrative, including oral histories of ex-slaves recorded by the Federal Writers Project in the 1930s. *Three semester hours.*

ETLA 321 MAYA LIN'S VIETNAM VETERAN'S MEMORIAL

In-depth interdisciplinary study of Maya Lin's Vietnam Veteran's Memorial. Exploration of the Vietnam War and cultural conflicts surrounding it, including the Civil Rights and the Feminist movements, and the influence of the Vietnam War Memorial on public, political, and large-scale art. Contextual works to be studied include Tim O'Brien's *The Things They Carried*, Rick Atkinson's *The Long Gray Line*, and related articles. *Three semester hours.*

ETLA 350 SPECIAL TOPICS

Study of a major work of art, literature, or music within its cultural, literary, and historical context. *Three semester hours.*

ETLA 390 HONORS JUNIOR SEMINAR

Collaborative seminar for students working on honors theses in their disciplines. Prerequisites: junior status, GPA of 3.5 in their intended major and overall, and permission of the Director of the Honors Program and the Provost. *One semester hour.* Pass-Fail only.

ETLA 400-489 CONNECTIONS

In-depth study of a broad public problem with an emphasis on regional, national, and international institutions, policy practices, and ethical aspects that must be negotiated to address the problem. Prerequisite: senior status.

ETLA 401 CHRISTIANS AND SOCIAL JUSTICE

History, ethical issues, and practices of five Christian social liberation movements; Latin American Liberation Theology; Christian Environmentalism; Black Liberation; the Women's Rights Movement; and Lesbian/Gay/Transgender Liberation. *Three semester hours.*

ETLA 402 GLOBAL SECURITY

The connections among the individual, the state, and the globe in addressing issues related to environmental change, human security, and conflict. Debates surrounding human trafficking, terrorism, the impact of nuclear weapons, and the links between natural resources, poverty, and conflict. *Three semester hours.*

ETLA 403 EDUCATION IN A GLOBAL SOCIETY

A comparative exploration of education in developed and developing countries drawing on several disciplines to examine the role that education plays in individual and national development. *Three semester hours.*

ETLA 404 KISS, BOW, OR SHAKE HANDS

An examination of the protocols that define acceptable interactive behavior of various cultural groups within the global community. *Three semester hours.*

ETLA 406 CYBER SECURITY: DEFENDING AGAINST GLOBAL THREATS VIA THE INTERNET

Ethical and policy implications of electronic attacks through the Internet, including economic and institutional attacks by hackers, terrorists, and governments. Patterns of past attacks, potentially catastrophic dangers, and potential technical and other options for preventive measures and security improvements. *Three semester hours.*

ETLA 408 FACES OF MIGRATION

Study of historical, geographical, economic, and social aspects of migration as a vehicle for addressing awareness of others and demonstrating use of proficiencies. Students will produce white papers taking positions on various aspects of migration. *Three semester hours.*

ETLA 409 DIFFERENCE OR DISABILITY: THE SOCIAL CONSTRUCTION OF HUMAN VARIATION

A study of disability as a social, cultural, and political phenomenon using interdisciplinary and multidisciplinary perspectives. *Three semester hours.*

ETLA 410 FOOD: HOW WHAT WE EAT AFFECTS OUR WORLD AND OUR BODIES

Addresses how our food choices affect the world and national economy, the environment, and our health and longevity – with special attention to the psychological processes that underlie those choices and to the political and economic context in which food is produced and distributed. *Three semester hours.*

ETLA 411 CITIZENSHIP IN THE NUCLEAR AGE

Introduction to basic nuclear energy and weapons technologies followed by exploration of current issues pertaining to these technologies. Examination of the international implications of nuclear energy and nuclear weapons along with the ethical, historical, and cultural underpinnings that drive policy. *Three semester hours.*

ETLA 412 MINORITY IMAGES IN THE MEDIA

A cultural studies approach to analyzing mass media messages (film, television, advertising, and more) that portray particular ethnic groups, then distinguishing the differences between what is represented about these groups versus what is accurate – while emphasizing discussion of the societal impact of distorted portrayals of minority groups. *Three semester hours.*

ETLA 418 GLOBAL ENERGY AND TRANSPORTATION

Introduction to current and historical forms of large scale power generation and transportation followed by exploration of the economic, social and environmental impacts of those technologies worldwide. In conjunction with this course students will embark on a 10day study abroad experience to Germany. Course topics and the travel experiences will allow students to compare and contrast western and European culture as well as energy and transportation systems with another modern industrialized nation. Instructor approval required. Corequisite: ETLA 240 (one credit). *Three semester hours.*

ETLA 419 IRAN AND THE WEST

This is an interdisciplinary course on Iran's relationship with the "West" from antiquity to the present. The course focuses on Iranian culture and politics, along with the international and transnational connections between Iran and the world, especially the United States and the countries of Western Europe. It explores subjects such as the place of Iran in the global imagination, the evolution of Iran from ancient empire to modern nationstate, Persian poetic and literary masterpieces, the various encounters and waves of conquest that integrated Iran into the world system, the relationship between Islam and politics, the Iranian Revolutions of the twentieth century, U.S.-Iran relations, and the Islamic Republic of Iran. *Three semester hours .*

ETLA 422 MUSIC AND SOCIAL CHANGE

This course examines theories and practices of cultural resistance, specifically through music and music making. The aim of the course is that of providing students with an overview of some of the most effective and meaningful practices of cultural resistance, with a particular focus on the engagement of subcultural groups with music. During the course, we will develop analyses that situate practices of cultural resistance in a historical, inter/national and political economic context. In the first part of the course we will discuss the way in which different scholars have analyzed cultural resistance. Subsequently, we will focus on how musical resistance was used to resist the Apartheid regime in South Africa, Russian occupation in Estonia, and during the American anti-Vietnam War movement. Students will then apply the methods and theories of music/cultural resistance to a historical or current resistance movement. *Three semester hours.*

ETLA 450 SPECIAL TOPICS

Study of a problem of global significance from an interdisciplinary perspective.

ETLA 490 AND 491 HONORS SENIOR SEMINAR

Collaborative seminar for students working on honors theses in their disciplines. Prerequisites: senior status, GPA of 3.5 in their intended major and overall, and permission of the Director of the Honors Program and the Provost. *One to four semester hours.* 490: Pass-Fail only.

ACCOUNTING

See **Business Administration**

APPALACHIAN STUDIES

minor

Talmage A. Stanley, Program Advisor

The Appalachian Studies minor is designed to provide students with an understanding of the history, natural resources, culture, politics, economy, and literary and artistic expressions of the region in which they were raised, will work and/or are presently located and to provide a coherent learning experience through multi-disciplinary studies of a single area.

The program consists of English 364 when the topic is Appalachian Literature; History 318; Political Science 203; and Art 241 or Environmental Studies 225; an internship or independent study approved by the Appalachian Studies Program Advisor, and one additional course selected from Geography 311, 331; History 316.

ARABIC

See **Foreign Languages**

ART

Professors

Manda Remmen, Chair
Charles W. Goolsby

Tracks

Art - Studio (B.A.)
Art - Graphic Design (B.A.)
Art - Teacher Preparation (B.A.)

MISSION

The Art department at Emory & Henry College prepares students for a variety of career and graduate school opportunities by educating them to understand and apply the creative process.

VALUES

We believe that the connections students find in the study of art create an understanding of historical perspectives, contemporary issues, and relationships inherent in art and life. We aim to provide an intensive study of the visual arts and their histories in which students will use creative problem solving skills to understand and express visual language. We foster an environment where students can develop their abilities and confidence to conceive, analyze and understand works of art in a variety of forms.

ART - CORE COURSES

ART 111	Introduction to Art and Design	3
ART 151	Drawing	3
ART 210	Visual Arts Computing	3
ART 221	History of Western Art I	3
ART 222	History of Western Art II	3

ART 255	Painting I	3
ART 401	Seminar I	0.5
ART 402	Seminar II	0.5
Total		19

Note: Though studio art courses typically meet for approximately five hours per week, they earn three semester hours of academic credit.

ART - STUDIO (B.A.)

Objectives: To acquaint students with concepts and techniques of the visual arts; to study art as a tool in communication; to provide students with foundation experiences, processes, and necessary skills for effective visual self-expression; and to prepare students for advanced study in art.

Requirements: Students majoring in Studio Art must complete the following:

ART CORE		19
ART 112	Three-Dimensional Design	3
ART 200	Figure Drawing	3
<i>Two courses from:</i>		6
ART 305	Photography II	
ART 345	Printmaking I	
ART 356	Painting II	
ART 405 or 406	Advanced Photography	
ART 410	Advanced Digital Art	
ART 445 or 446	Advanced Printmaking	
ART 455 or 456	Advanced Painting and Drawing	
Total		31
<i>Additional Requirements</i>		
<i>One course from:</i>		3-4
MATH 121	College Algebra (3)	
MATH 123	Pre-Calculus (3)	
MATH 151	Calculus I (4)	
STAT 161	Introduction to Statistics (4)	
STAT 162	Introductory Statistics for the Social Sciences (4)	
STAT 163	Introductory Statistics for the Behavioral Sciences (4)	

Every art major must be featured in a senior one-person exhibition of twelve departmentally approved works.

Students planning a graduate program in art should complete Art 321, Philosophy 333, and two additional upper-level studio courses selected in consultation with the advisor in painting, photography, printmaking, or digital art.

Students must complete a minor in another discipline or a contextual and support area composed of six courses chosen from two or three supporting disciplines, with the approval of the faculty advisor and the department chair.

ART - GRAPHIC DESIGN (B.A.)

Objectives: To acquaint students who wish to enter a design field with the necessary foundations in the visual arts and to provide preparation for employment in illustration, photography, and computer image-processing.

Requirements: Students majoring in Graphic Design must complete the following:

ART CORE		19
ART 215	Web Design	3
ART 310	Graphic Design	3

ART 345	Printmaking I	3
ART 410	Advanced Digital Art	3
Total		31
<i>Recommended</i>		
ART 470	Internship I	2-6
<i>Additional Requirements</i>		
<i>One course from:</i>		3-4
MATH 121	College Algebra (3)	
MATH 123	Pre-Calculus (3)	
MATH 151	Calculus I (4)	
STAT 161	Introduction to Statistics (4)	
STAT 162	Introductory Statistics for the Social Sciences (4)	
STAT 163	Introductory Statistics for the Behavioral Sciences (4)	

Every art major must be featured in a senior one-person exhibition of twelve departmentally approved works.

Students must complete a minor in another discipline or a contextual and support area composed of six courses chosen from two or three supporting disciplines, with the approval of the faculty advisor and the department chair.

ART - TEACHER PREPARATION (B.A.)

Objective: To enable students to meet Virginia requirements for licensure to teach art in grades PK-12.

Departmental Requirements:

ART CORE		19
ART 112	Three-Dimensional Design	3
ART 205	Photography I	3
ART 231	Ceramics I	3
ART 241	Crafts I	3
ART 312	Sculpture	3
ART 345	Printmaking I	3
Total		37

Every art major must be featured in a senior one-person exhibition of twelve departmentally approved works.

Licensure Requirements:

EDUC 114	Introduction to Education	1
EDUC 115	Early Field Experience	.5
EDUC 115	Early Field Experience	.5
EDUC 305	Human Growth and Development	3
EDUC 320	Technology and Instructional Design	3
EDUC 370	Survey of Exceptional Children	3
EDUC 440	Seminar: Teaching in Secondary School	2
EDUC 441	Supervised Teaching in Secondary School	10
EDUC 445	Foundations of Education	3
EDUC 449	Reading, Writing, and Instruction in Content Areas	3
EDUC 450	Curriculum and Instruction in Secondary School	3
<i>One course from:</i>		3
HIST 111	American History to 1861*	
HIST 112	American History 1861-present*	
STAT 161	Introduction to Statistics	4
	Laboratory Science*	4

Total		43
<i>Recommended</i>		
EDUC 401	Practicum in Education	2
<i>One course from:</i>		3
HHP 231	Personal Health	
HHP 232	School and Community Health	
HHP 251	Safety Education	

*Met as Modes of Inquiry in Core Requirements.

MINOR IN ART

A student may minor in Art by completing 111, 112, 151, 221, 222, and one course selected from 205, 210, 231, 241, 255, 305, 312, and 345.

MINOR IN ART - GRAPHIC DESIGN

A student may minor in Art - Graphic Design by completing 111, 151, 210, 221, 222, and 310.

• ART COURSES

ART 111 INTRODUCTION TO ART & DESIGN

Introduction to the basic materials and concepts of the visual arts through two-dimensional design projects. Art examples selected from representative historical periods integrated with laboratory experiences. Emphasis on visual problem solving, vocabulary of art, and craftsmanship in the use of materials. This course satisfies the Modes of Inquiry requirement for Artistic Expression. *Three semester hours.*

ART 112 THREE-DIMENSIONAL DESIGN

Emphasis on three-dimensional experiences and expression. Art examples selected from representative historical periods integrated with laboratory experiences. This course satisfies the Modes of Inquiry requirement for Artistic Expression. *Three semester hours.*

ART 151 DRAWING

Fundamentals of observational and conceptual drawing processes. Art elements and principles explored through a variety of black and white drawing media with a focus on still life, landscape, perspective, and figure drawing. This course satisfies the Modes of Inquiry requirement for Artistic Expression. *Three semester hours.*

ART 200 FIGURE DRAWING

Drawing the figure using a variety of media and approaches with attention to proportion, structure, anatomy, movement, and expressive quality. Prerequisite: 151. *Three semester hours.*

ART 205 PHOTOGRAPHY I

Cameras, shutters, exposure meters, enlargers, lenses, filters, and lighting. Developing, black and white printing, and enlarging. Developers and fixers. Close-up photography, special techniques and effects. This course satisfies the Modes of Inquiry requirement for Artistic Expression. *Three semester hours.*

ART 206 DIGITAL PHOTOGRAPHY

Techniques and processes of digital image-making with cameras, including image capture, manipulation, work flow, organization and digital printing. Emphasizes professional standards, technical proficiency and individual artistic expression. This course satisfies the Modes of Inquiry requirement for Artistic Expression. *Three semester hours.*

ART 210 VISUAL ARTS COMPUTING

Use of personal computers and discipline-related software as aids in visual design. This course satisfies the Modes of Inquiry requirement for Artistic Expression. *Three semester hours.*

ART 215 WEB DESIGN

Visual design, navigation development, communication and authoring of websites. This course satisfies the Modes of Inquiry requirement for Artistic Expression. *Three semester hours.*

ART 221 HISTORY OF WESTERN ART I

Chronological survey of major periods through pre-Renaissance. Representative works in painting, sculpture, and architecture studied in context of parent cultures. This course satisfies the Modes of Inquiry requirement for Interpreting Texts. *Three semester hours.*

ART 222 HISTORY OF WESTERN ART II (WC)

Chronological survey of major periods from the Renaissance to the current period. Representative works in painting, sculpture, architecture, and contemporary media studied in context of parent cultures. This course satisfies the Modes of Inquiry requirement for Interpreting Texts. This course satisfies the proficiency requirement for Written Communication in the disciplines. *Three semester hours.*

ART 231 CERAMICS I

Exploration of hand-building and introduction to wheel-throwing processes involved in producing pottery; working knowledge of firing, glazing, and throwing techniques. This course satisfies the Modes of Inquiry requirement for Artistic Expression. *Three semester hours.*

ART 241 CRAFTS I

Introduction to a variety of craft materials and techniques. Emphasis on crafts as an artistic, educational, and recreational resource and as a part of Appalachian culture. This course satisfies the Modes of Inquiry requirement for Artistic Expression. *Three semester hours.*

ART 255 PAINTING I

Techniques in oil/acrylic media in still life, landscape, figure, and portraiture. Emphasis on perceptual and technical development in relation to color theory, art theory, history, studio practices. Prerequisite: 151. *Three semester hours.*

ART 265 MUSEUM STUDIES

Working theoretical knowledge related to the history and philosophy of museums, as well as an introduction to the “hands on” skills of exhibition practice. Student application of knowledge and skills towards future work and studies in the field of museums. *Three semester hours.*

ART 305 PHOTOGRAPHY II

Black and white photography applications: portraits, flash, studio and location lighting, quality control, special films and developers, photojournalism, advertising photography, and photography as fine art. Prerequisite: 205. *Three semester hours.*

ART 310 GRAPHIC DESIGN

Fundamentals of digital visual communication and modern advertising techniques. Emphasis on computer design, layout, typography, and reproduction. Prerequisite: 210. *Three semester hours.*

ART 312 SCULPTURE

Additive and subtractive processes in a variety of media with an emphasis on three-dimensional expression. Prerequisite: 112. *Three semester hours.*

ART 321 TWENTIETH-CENTURY ART AND THEORY

Study of the Modernist and Postmodernist movements. Examination of art styles including Post-Impressionism through Conceptual Art. Theories of Fry, Bell, Greenberg, Langer, Derrida, Foucault, and others, within the context of visual art developments. This course satisfies the Modes of Inquiry requirement for Interpreting Texts. *Three semester hours.*

ART 322 ITALIAN ART (EA)

Study in Rome, Pompeii, and Florence. Art history of Italy traced from antiquity through Baroque times, with emphasis on architecture, sculpture, and painting. Students will be responsible for travel expenses to locations

abroad. This course satisfies the Modes of Inquiry requirement for Interpreting Texts. This course satisfies the Emory Abroad requirement. Prerequisite: permission of instructor. *Three semester hours.*

ART 331 CERAMICS II

Intermediate studio practices and theory in forming, firing and glazing clay-ware and sculpture with an emphasis on individual instruction. Prerequisite: 231. *Three semester hours.*

ART 345 PRINTMAKING I (QL)

Relief and intaglio processes and history. Experimentation with traditional and experimental techniques that define uniqueness of artistic reproduction. This course satisfies the proficiency requirement for Quantitative Literacy in the disciplines. Prerequisite: 111. *Three semester hours.*

ART 356 PAINTING II (OC)

Painting problems with an emphasis on concept and media experimentation. This course satisfies the proficiency requirement for Oral Communication in the disciplines. Prerequisite: 255. *Three semester hours.*

ART 370-376 SPECIAL STUDIES IN ART

Advanced topics in art. Significant amount of mature work produced. Prerequisites: junior status, permission of department and instructor. *Three semester hours.*

370 Special Studies-Photography

371 Special Studies-Painting(OC) This course satisfies the proficiency requirement for Oral Communication in the disciplines.

372 Special Studies-Ceramics

373 Special Studies-Crafts

374 Special Studies-Graphics

375 Special Studies-Sculpture

376 Special Studies-Art History

ART 401 SEMINAR I

Professional course serving as a format for the development and execution of the departmentally required senior exhibition along with the necessary professional materials, including resumés, artist's statements, slides, portfolios, exhibition proposals, exhibition installations, presentation of work, labeling, shipping, and tax implications. Art majors only. Semester prior to senior exhibition. Corequisite: 300 or 400-level studio course taken at the same time. Prerequisite: permission of department. *.5 semester hour.*

ART 402 SEMINAR II

Professional course serving as a format for the development and execution of the departmentally required senior exhibition along with the necessary professional materials, including resumés, artist's statements, slides, portfolios, exhibition proposals, exhibition installations, presentation of work, labeling, shipping, and tax implications. Art majors only. Semester during senior exhibition. Prerequisite: 401. *.5 semester hour.*

ART 405 AND 406 ADVANCED PHOTOGRAPHY

A study of photography, with emphasis on advanced strategies for exploring issues of thematic concern. Focus on individual artistic development and expression taken to higher professional standards. A significant amount of mature work must be produced. Prerequisite: 305. *Three semester hours.*

ART 410 ADVANCED DIGITAL ART

A study of digital art, with emphasis on advanced strategies for exploring issues of thematic concern. Focus on individual artistic development and expression taken to higher professional standards. A significant amount of mature work must be produced. Prerequisite: 310. *Three semester hours.*

ART 445 AND 446 ADVANCED PRINTMAKING

A study of printmaking, with emphasis on advanced strategies for exploring issues of thematic concern. Focus on individual artistic development and expression taken to higher professional standards. A significant amount of mature work must be produced. *Three semester hours.*

ART 455 AND 456 ADVANCED PAINTING AND DRAWING (OC)

A study of painting and/or drawing, with emphasis on advanced strategies for exploring issues of thematic concern. Focus on individual artistic development and expression taken to higher professional standards. A significant amount of mature work must be produced. This course satisfies the proficiency requirement for Oral Communication in the disciplines. Prerequisite: 255. *Three semester hours.*

ART 460 INDEPENDENT STUDY

Advanced study for individual students at the senior level who wish to work on a major problem in art, under the supervision of a faculty member. Prerequisites: senior status, 3.0 average or higher in the art major, and departmental permission. *One to four semester hours.*

ART 470 AND 471 INTERNSHIP I AND II

Work experience related to the student's major, jointly supervised by the department and a professional in the field. Although the usual internship will carry either three or six hours credit, a student may elect to arrange an internship carrying between two and six hours credit with the permission of the department. Each hour of credit will require forty hours at the internship site. Prerequisites: junior or senior status, 2.0 GPA overall and in art, and departmental permission. *Two to six semester hours.* Pass-Fail only.

ATHLETIC TRAINING & EXERCISE SCIENCE

Professors

Dennis C. Cobler, Chair
Jean-Paul Barfield
Eleanor M. Beltz
A. Louise Fincher
Beth Funkhouser
Brienne Kilbourne

Tracks

Athletic Training (B.A. or B.S.)
Exercise Science - Clinical Health Professions (B.S.)
Exercise Science - Fitness & Wellness (B.S.)

The undergraduate Athletic Training Program at Emory & Henry College is accredited by the Commission on Accreditation of Athletic Training Education (CAATE) located at 6850 Austin Center Blvd., Suite 100, Austin, TX 78731-3184. The program is currently applying to the CAATE for a change in the level of degree.

As such, the undergraduate program will no longer be accepting new students past the 2016-2017 Academic Year.

For Master of Science in Athletic Training, see Graduate Program Offerings.

ATHLETIC TRAINING (B.A. OR B.S.)

The Department of Athletic Training offers two degree tracks (B.S. and B.A.). Both the B.A. and B.S. degrees prepare students for careers in the health care profession of athletic training. Athletic trainers are health care professionals who collaborate with physicians to provide preventative services, emergency care, clinical diagnosis, therapeutic intervention and rehabilitation of injuries and medical conditions. Athletic trainers function as integral members of the health care team in secondary schools, colleges and universities, sports medicine clinics, hospitals, professional sports programs, and other health care settings involving physically active individuals.

Objectives: To prepare students for health care careers as certified athletic trainers.

Requirements: All entering students interested in the athletic training major are required to participate in orientation and observation experiences in the athletic training clinical setting. There is a competitive admission policy for the Athletic Training program, with an average of twelve students accepted each year. During the second semester, students may formally apply for admission to the Athletic Training program. To gain admission into the Athletic Training Program, students must have an overall GPA of 2.75, complete an application letter, successfully complete an interview with the ATP faculty, must earn a B or higher in ATR 120, complete 50 observations hours,

accumulate 75% of the available points in each category of the admissions evaluation form, present two letters of recommendations, meet the technical standards of the program, and complete an athletic participation agreement (if an athlete). As changes may have occurred since the last printing of the academic catalog, please refer to the program's website for the most up to date requirements. All entering first-year students are required to complete a Medical Information Form signed by a physician, which is returned to Admissions prior to fall registration. Transfer students will be considered on an individual basis, depending on previous coursework and experience.

Requirements:

ATR 120	Introduction to Athletic Training	3
ATR 200	Clinical Education Experience I	2
ATR 211	Clinical Education Experience II	2
ATR 236	Advanced Strength and Conditioning	2
ATR 240	Evaluation of Lower Extremities	3
ATR 261X	Applied Anatomy and Kinesiology	3
ATR 262	Therapeutic Modalities	3
ATR 280	Therapeutic Rehabilitation	3
ATR 321	Clinical Education Experience III	2
ATR 331	Clinical Education Experience IV	2
ATR 334X	Evaluation in Physical Education	3
ATR 340	Evaluation of Upper Extremities	3
ATR 370	Nutrition	2
ATR 371	Pharmacology for Common Illnesses	3
ATR 380	General Medical Conditions in Athletic Training	3
ATR 441	Clinical Education Experience V	2
ATR 451	Clinical Education Experience VI	2
ATR 462	Research and Design	3
ATR 463	Organization and Administration of Athletic Training	1
Total		47
<i>Contextual and Support courses:</i>		
BIOL 310	Exercise Physiology	4
BIOL 311	Human Anatomy	4
BIOL 425	General Physiology	4
PSYC 102	Introduction to Psychology as a Social Science	3
CHEM 111	General Chemistry I	4
<i>Additional requirements</i>		
<u>One course from:</u>		3-4
MATH 121	College Algebra (3)	
MATH 123	Precalculus (3)	
MATH 151	Calculus I (4)	
<u>One course from:</u>		4
STAT 161	Introduction to Statistics	
STAT 162	Introduction to Statistics for the Social Sciences	
STAT 163	Introduction to Statistics for the Behavioral Sciences	
<i>Recommended</i>		
SOCI 226	Marriage and Family	3
PHYS 201	General Physics I	4

ACCREDITATION

The Emory & Henry Athletic Training program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). Students completing the athletic training major may sit for the BOC examination after receiving approval from the Program Director.

EXERCISE SCIENCE (B.S.)

Exercise Science majors have two track options to choose from, both of which include classroom, laboratory, and clinical internship experiences. Both the Clinical Health Professions and Fitness & Wellness tracks provide students with a strong scientific foundation related to the physiological benefits of exercise and the harmful effects of physical inactivity. Exercise Science graduates will be eligible to pursue certifications with the American College of Sports Medicine and the National Strength and Conditioning Association.

EXERCISE SCIENCE – CORE AND SUPPORT COURSES

EXCS 236X	Advanced Strength and Conditioning	2
EXCS 261X	Applied Anatomy and Kinesiology	3
EXCS 270	Motor Learning	3
EXCS 310X	Exercise Physiology	4
EXCS 320	Fitness Assessment and Programming	4
EXCS 370X	Nutrition for Health and Performance	2
EXCS 410	Exercise Testing and Prescription for Special Populations	4
EXCS 420	Exercise and Preventive Medicine	3
EXCS 430	Health Law and Ethics	1
<i>One course from:</i> EXCS 440 EXCS 470/471	Research in Exercise Science Internship	2-6
<i>Additional requirements</i>		
GNST 205	Introduction to Healthcare Professions	1
BIOL 117	General Biology	4
BIOL 120	Integrated Anatomy & Physiology I	4
BIOL 121	Integrated Anatomy & Physiology II	4
CHEM 111	General Chemistry I	4
STAT 161	Introduction to Statistics	4
PSYC 102	Introduction to Psychology as a Social Science	3
PSYC 321	Abnormal Psychology	3
Total		55-59

CLINICAL HEALTH PROFESSIONS (B.S.)

Objective: To prepare students for a graduate degree in a health professions discipline (i.e., athletic training, physical therapy, occupational therapy, physician assistant studies) or other health-related field (public health, nutrition/dietetics, clinical exercise physiology, kinesiology.)

Requirements:

EXERCISE SCIENCE CORE AND SUPPORT		55-59
<i>One course from:</i> PHYS 110 PHYS 201	College Physics I General Physics I	4
<i>One course from:</i> PHYS 111	College Physics II	4

PHYS 202	General Physics II	
MATH 121 Or higher	College Algebra**	3
11 hours of elective courses*		11
Total		77-81

*Chosen in consultation with advisor.

**Calculus I required for PHYS 201/202

FITNESS & WELLNESS (B.S.)

Objective: To prepare students for careers in the fields of commercial fitness, corporate wellness, or strength and conditioning, or for graduate study in a health-related field (public health, nutrition/dietetics, clinical exercise physiology, kinesiology.) Potential employment settings for Exercise Science – Fitness/Wellness graduates include:

- Corporate Fitness/Wellness Programs
- University Wellness/Adult Fitness Programs
- Hospitals/Clinics with specialties in Cardiac and/or Pulmonary Rehabilitation
- Commercial Fitness Centers
- Senior Activity Centers
- Worksite Health Promotion Programs

Requirements:

EXERCISE SCIENCE CORE AND SUPPORT		55-59
MATH 121 Or higher	College Algebra	3
Minor or Contextual Support Area*		18
Total		76-80

*Chosen in consultation with advisor.

• ATHLETIC TRAINING COURSES

ATR 120 INTRODUCTION TO ATHLETIC TRAINING (CT)

Exploration of the Athletic Training profession. Physiological and anatomical analysis of the lower extremity. Practical experience dealing with wrapping and taping. This course is required for students who wish to formerly apply to the Athletic Training Program. This course satisfies the proficiency requirement for Critical Thinking in the disciplines. *Three semester hours.*

ATR 200 CLINICAL EDUCATION EXPERIENCE I

Review and integration of clinical skills related to injury prevention, patient safety, emergency care and care of acute injuries. Students are required to complete a clinical education experience under the supervision of an approved Clinical Preceptor. Students must complete a minimum of 150 clinical education hours. Prerequisite: 120 and 230; admission to the Athletic Training program. *Two semester hours.*

ATR 211 CLINICAL EDUCATION EXPERIENCE II

Indepth instruction of medical terminology. Address various issues relating to personal and public health. Students are required to complete a clinical education experience under the supervision of an approved Clinical Preceptor. Students will complete a minimum of 150 clinical education hours. Pre/corequisites: B or Higher in ATR 200: 220. Admission to the AT program. *Two semester hours.*

ATR 213 MEDICAL TERMINOLOGY

This course will allow the student to learn and use medical terminology effectively through a body systems approach. In this course, students will learn and recognize word roots, combining forms, prefixes, and suffixes used in medical language. Learn how to combine elements to identify specific medical conditions and procedures as well as comprehend their definition and know the correct spelling and usage. In addition, students will learn to use and understand appropriate medical abbreviations commonly used in documentation and professional communication. *Three semester hours.*

ATR 230 EMERGENCY CARE FOR HEALTH PROFESSIONALS

Preparation as it relates to addressing emergency situations, including first aid, CPR, AED, oxygen administration, monitoring and interpreting vital signs. Addressing acute emergent conditions including cardiac arrest, airway management, wound care, and splinting. Two lecture hours and two lab hours. *Three semester hours.*

ATR 236 ADVANCED STRENGTH AND CONDITIONING (EXERCISE SCIENCE 236X)

Principles of designing and implementing strength and conditioning programs for various populations. Prerequisite: 261 and departmental permission. Prerequisite or corequisite: Biology 310. *Two semester hours.*

ATR 240 EVALUATION OF LOWER EXTREMITIES

Recognition and assessment of specific musculoskeletal injuries and conditions occurring in the lower extremities, including the thoracic region. Pre/corequisite: 261 or permission. Two lecture hours and two lab hours. *Three semester hours.*

ATR 261X APPLIED ANATOMY AND KINESIOLOGY (HEALTH & HUMAN PERFORMANCE 261)**ATR 262 THERAPEUTIC MODALITIES**

Application of electrical, mechanical, and thermal therapeutic modalities used to assist the body's natural healing process. Prerequisite: 220. Two lecture hours and two lab hours. *Three semester hours.*

ATR 280 THERAPEUTIC REHABILITATION

The design of evidence-based therapeutic rehabilitation programs that return patients to participation and improve their health-related quality of life. Prerequisites: 220 and 262. Two lecture hours and two lab hours. *Three semester hours.*

ATR 321 CLINICAL EDUCATION EXPERIENCE III

Review, refinement, and integration of evaluative techniques of upper and lower extremity musculoskeletal injuries and conditions. Review of OSHA standards. BLS certification or recertification. Students are required to complete a clinical education experience under the supervision of an approved Clinical Preceptor. Students must complete a minimum of 150 clinical education hours. Prerequisites: B or higher in 211; 240 and 340; Admission to the AT program. *Two semester hours.*

ATR 331 CLINICAL EDUCATION EXPERIENCE IV

Review and integration of knowledge and clinical skills needed for designing and implementing therapeutic interventions. Students are required to complete a clinical education experience under the supervision of an approved Clinical Preceptor. Students must complete a minimum of 150 clinical education hours. Prerequisites: B or higher in 321; 262 and 280; Admission to the AT program. *Two semester hours.*

ATR 334X EVALUATION IN PHYSICAL EDUCATION (QL) (HEALTH & HUMAN PERFORMANCE 334)**ATR 340 EVALUATION OF UPPER EXTREMITIES**

Recognition and assessment of specific musculoskeletal injuries and conditions occurring in the upper extremity, including the cervical spine. Prerequisite: 240 and 261, or permission. Two lecture hours and two lab hours. *Three semester hours.*

ATR 370 NUTRITION (EXERCISE SCIENCE 370X)

Proper nutrition as it relates to preventing illness and recovering from injury in both the athletic and the non-athletic population. The effect that nutrition has on athletic performance. Nutrition-related disorders. *Two semester hours.*

ATR 371 PHARMACOLOGY FOR COMMON ILLNESSES

Pharmacologic applications relevant to treatment of injuries and illnesses of the physically active person. Prerequisites: Biology 311 and 425, or departmental permission. *Three semester hours.*

ATR 380 GENERAL MEDICAL CONDITIONS IN ATHLETIC TRAINING (ER)

This course will cover general medical conditions that are routinely encountered when caring for athletic populations. The course will discuss causes, recognition and treatments for a host of diseases or disorders affecting the physically active. This course satisfies the proficiency requirement for Ethical Reasoning in the disciplines. Two lecture hours and two lab hours. *Three semester hours.*

ATR 441 CLINICAL EDUCATION EXPERIENCE V

Review, refinement and integration of evaluative and assessment techniques for general medical and behavioral conditions. Rotation in primary care with licensed physician. Review of OSHA standards. BOC examination practice. BLS certification or recertification. Students are required to complete a clinical education experience under the supervision of an approved Clinical Preceptor. Students must complete a minimum of 150 clinical education hours. Prerequisites: B or higher in 331; and 380; Admission to the AT program. *Two semester hours.*

ATR 451 CLINICAL EDUCATION EXPERIENCE VI

Refinement of administrative topics and skills, professional development, and preparation for the BOC examination process. Students are required to complete a clinical education experience under the supervision of an approved Clinical Preceptor. Students must complete a minimum of 150 clinical education hours. Prerequisite: B or higher in 441; Admission to the AT program. *Two semester hours.*

ATR 460 INDEPENDENT STUDY

Directed study in a specific area of athletic training or related field, under the supervision of a faculty member. Prerequisite: departmental permission. *One to three semester hours .*

ATR 462 RESEARCH AND DESIGN (WC, OC)

Experiential program utilizing research design, implementation, and analytical evaluation of specific rehabilitation programs for actual cases. Taught in conjunction with local orthopedic physicians and physical therapists. This course satisfies the proficiency requirements for Written Communication and Oral Communication in the disciplines. *Three semester hours.*

ATR 463 ORGANIZATION AND ADMINISTRATION OF ATHLETIC TRAINING

Organization and operation of an athletic training program; computer applications, insurance, patient records, budgeting, and leadership skills. Prerequisite: senior status or departmental permission. *One semester hour.*

ATR 490 AND 491 HONOR THESIS I AND II

Directed study in a specific area of athletic training, under the supervision of a faculty member. Prerequisite: senior status, GPA of 3.5 in the major and 3.3 overall, and permission of all members of the department . *Three semester hours.*

• EXERCISE SCIENCE COURSES**EXSC 236X ADVANCED STRENGTH & CONDITIONING (ATHLETIC TRAINING 236)****EXSC 261X APPLIED ANATOMY AND KINESIOLOGY (HEALTH & HUMAN PERFORMANCE 261)****EXSC 270 MOTOR LEARNING**

Theories and principles associated with the acquisition of motor skills ranging from activities of daily living to the performance of elite athletes. The cognitive and motor processes that influence motor skill acquisition and the quality of movement will also be discussed. *Three lecture hours.*

EXSC 285-288 RESEARCH EXPERIENCE IN EXERCISE SCIENCE

Hands-on research experience through assistance in faculty research projects. Prerequisites: permission of the faculty member directing the project. *One semester hour per semester, for a maximum of four semesters.*

EXSC 310X EXERCISE PHYSIOLOGY (WC) (BIOLOGY 310)**EXSC 320 FITNESS ASSESSMENT AND PROGRAMMING**

Principles and techniques for assessing cardiovascular endurance, muscular strength, endurance, flexibility, and body composition. Interpretation of fitness assessment results will be applied to the design of individual and group exercise program. Prerequisite: EXSC 310X. Three lecture hours and three laboratory hours. *Four semester hours.*

EXSC 370X NUTRITION FOR HEALTH AND PERFORMANCE (ATHLETIC TRAINING 370)**EXSC 410 EXERCISE TESTING AND PRESCRIPTION FOR SPECIAL POPULATIONS**

Exercise testing and prescription for patients/clients with specific diseases or conditions. The associated pathophysiology, risk factors, exercise responses, and issues of concern will be discussed as they relate to children, pregnancy, older adults and those with disease(s) involving the cardiovascular, pulmonary, metabolic, musculoskeletal, neuromuscular, and immunologic systems. Three lecture hours and three laboratory hours. *Four semester hours.*

EXSC 420 EXERCISE AND PREVENTIVE MEDICINE

The role of exercise in maintaining health and well-being and preventing disease. Strategies for promoting regular exercise and a healthy lifestyle will be discussed. *Three semester hours.*

EXSC 430 HEALTH LAW AND ETHICS

Introduction to the legal aspects, code of ethics and policy issues relevant to health care. Legislative and regulatory processes, legal terminology, confidentiality, privacy and security policies, release of information policies and procedures, and professional-related ethical issues will also be discussed. *One semester hour.*

EXSC 440 RESEARCH IN EXERCISE SCIENCE

Introduction to experimental research. Areas of investigation will include research design, methodology, data collection, statistical analysis, scientific writing, and presentation styles. *Three semester hours.*

EXSC 460 INDEPENDENT STUDY

Individual experimental or theoretical research approved and directed by the department. *One to four semester hours.*

EXSC 470 AND 471 INTERNSHIP I AND II

Work experience related to the student's major, jointly supervised by the department and a professional in the field. Weekly departmental conferences with faculty supervisor. Although the usual internship will carry either three or six hours credit, a student may elect to arrange an internship carrying between two and six hours credit with the permission of the department. Each hour of credit will require forty hours at the internship site. Prerequisites: 2.0 GPA overall and in exercise science; departmental approval; senior major. *Two to six semester hours.* Pass-Fail only.

EXSC 490 AND 491 HONORS THESIS I AND II

Independent research in a special topic for honors. Prerequisites: senior status, GPA of 3.5 in the major and 3.3 overall, and permission of all members of the department. *Three semester hours.*

BIOLOGY

Professors

George C. Argyros, Chair
 Jacob Bova
 Gerald Bresowar
 Regenia Campbell
 Christopher Fielitz
 Christine M. Fleet

Tracks

Biology (B.A. or B.S.)
 Biology - Teacher Preparation (B.A. or B.S.)

BIOLOGY – CORE COURSES

BIOL 117	General Biology	4
BIOL 201	Organismal Biology	4
BIOL 300	Genetics	4
BIOL 307	Junior Seminar	1
BIOL 420	Evolutionary Biology	4
BIOL 450	Senior Seminar	1
<i>One course from: Cell/Biochemistry</i>		4
BIOL 315	Cell Biology	
BIOL 332	Microbiology and Immunology	
BIOL 430	Biochemistry	
BIOL 440	Molecular Biology	
<i>One course from: Organismal</i>		4
BIOL 225	Plant Taxonomy	
BIOL 275	Vertebrate Zoology	
BIOL 340	Tropical Biology	
<i>One course from: Structure/Function</i>		4
BIOL 312	Developmental Biology	
BIOL 320	Comparative Anatomy	
BIOL 425	General Physiology	
<i>One course from: Population/Ecosystem</i>		4
BIOL 240	Global Change and Arctic Biology	
BIOL 345	Ecology	
BIOL 415	Biogeography	
Total		34

BIOLOGY (B.A.)

Objectives: To acquaint students with the basic principles and branches of the biological sciences; to provide preparation for employment in industry, research, conservation, or health-related areas.

Requirements:

BIOLOGY CORE		34
<i>Contextual and Support</i>		
CHEM 111	General Chemistry I	4
CHEM 112	General Chemistry II	4
CHEM 211	Organic Chemistry I	4
<i>Three courses from:</i>		9-12
ESCI	Any Earth Science course (3-4)	

ENVS	Any Environmental Studies course (3-4)	
MCOM 262	Science Communication (3)	
GEOG 311	Conservation of Natural Resources (3)	
Total		55-58
<i>Additional Requirements</i>		
MATH 151	Calculus I	4
<i>One course from:</i>		4
STAT 161	Introduction to Statistics	
STAT 162	Introduction to Statistics for the Social Sciences	
STAT 163	Introduction to Statistics for the Behavioral Sciences	

The senior project is the completion of a departmental oral examination.

BIOLOGY (B.S.)

Objectives: To acquaint students with the basic principles and branches of the biological sciences; to provide preparation for graduate study or employment in industry, research, conservation, or health-related areas.

Requirements:

BIOLOGY CORE		34
BIOL 207	Biological Investigation II	2
<i>Contextual and Support courses</i>		
CHEM 111	General Chemistry I	4
CHEM 112	General Chemistry II	4
CHEM 211	Organic Chemistry I	4
CHEM 212	Organic Chemistry II	4
PHYS 201	General Physics I	4
PHYS 202	General Physics II	4
Total		60
<i>Additional Requirements</i>		
MATH 151	Calculus I	4
MATH 152	Calculus II	4
<i>One course from:</i>		4
STAT 161	Introduction to Statistics	
STAT 162	Introduction to Statistics for the Social Sciences	
STAT 163	Introduction to Statistics for the Behavioral Sciences	

The senior project is the completion and presentation of a comprehensive independent research project and a departmental oral examination.

BIOLOGY - TEACHER PREPARATION (B.A. OR B.S.)

Objective: To enable students to meet Virginia requirements for licensure to teach biology and, under certain circumstances, other related subjects.

Departmental requirements: Prospective teachers must meet the requirements for the B.A. (with addition of PHYS 201) or B.S. degree as outlined above.

Licensure Requirements:

EDUC 114	Introduction to Education	1
EDUC 115	Early Field Experience	.5
EDUC 115	Early Field Experience	.5

EDUC 305	Human Growth and Development	3
EDUC 320	Technology and Instructional Design	3
EDUC 370	Survey of Exceptional Children	3
EDUC 440	Seminar: Teaching in Secondary School	2
EDUC 441	Supervised Teaching in Secondary School	10
EDUC 445	Foundations of Education	3
EDUC 449	Reading, Writing, and Instruction in Content Areas	3
EDUC 450	Curriculum and Instruction in Secondary School	3
Total		32
<i>Additional Requirements:</i>		
<i>One course from:</i>		
HIST 111	American History to 1861*	3
HIST 112	American History since 1862*	
<i>Recommended</i>		
<i>One course from:</i>		
HHP 231	Personal Health	3
HHP 232	School and Community Health	
HHP 251	Safety Education	
<i>For middle school endorsement:</i>		
EDUC 401	Practicum in Education	2

*Met as Modes of Inquiry in Core Requirements.

MINOR IN BIOLOGY

A student may minor in biology by completing Biology 117, 201, and 300 plus two additional biology courses approved by the department chair.

PRE-VETERINARY PREPARATION

While students cannot major in pre-veterinary or other pre-health studies, completion of a Biology major provides good preparation for students planning to apply to such programs after graduation.

The college offers the pre-requisites necessary for students who want to attend veterinary school. Most veterinary schools require 3-6 credits of English composition, as well as 12-16 credits of humanities courses. Specific to the mathematics and science requirements students should take 3-6 credits of mathematics including statistics (Statistics 161), two semesters of inorganic chemistry (Chemistry 111 and 112), two semesters of Organic Chemistry (Chemistry 211 and 212), as well as two semesters of physics (Physics 201 and 202). Biology courses that should be taken include General Biology (Biology 117), Organismal Biology (Biology 201), Genetics (Biology 300), Cell Biology (Biology 315), Microbiology (Biology 332) and Biochemistry (Biology 430). Many, but not all, veterinary schools require General Physiology (Biology 425), Introduction to Animal Science and Animal Nutrition. Other useful courses and activities include Comparative Anatomy (Biology 320), Vertebrate Zoology (Biology 275), research projects and internships. Students should work with their advisor in determining the specific requirements for the school where the student is interested in submitting an application.

• SERVICE COURSES (NOT APPLICABLE TOWARD A MAJOR OR MINOR IN BIOLOGY)

BIOL 205X ENVIRONMENT AND PLANNING (GEOGRAPHY 205)

BIOL 310 EXERCISE PHYSIOLOGY (WC) (EXERCISE SCIENCE 310X, HEALTH AND HUMAN PERFORMANCE 310X)

Organ level approach to structure and function of human systems; laboratory emphasis on physiology of exercise. Recommended for Health and Human Performance majors. This course satisfies the proficiency requirement for Written Communication in the disciplines. Prerequisite: 105 or 117. Three lecture hours; laboratory hours by announcement. *Four semester hours.*

• DEPARTMENTAL OFFERINGS

BIOL 105 INTRODUCTION TO COLLEGE BIOLOGY

Origin, evolution, and diversity of life; basic biological chemistry; cell structure; energy metabolism; and basic genetics. Not intended for potential science majors. This course satisfies the Modes of Inquiry requirement for Understanding the Natural World. Three lecture hours and three laboratory hours. *Four semester hours.*

BIOL 107 BIOLOGICAL INVESTIGATION I

Introduction to the basic investigative skills required for biological research and communication. Exploration of biological science through the examination of science philosophy and practice. Includes an introduction to oral and written modes of scientific communication and basic etymology. Two lecture hours. *Two semester hours.*

BIOL 117 GENERAL BIOLOGY

Origin and evolution of life, basic life chemistry, the cell, energy, basic genetics, and ecology. Three lecture hours and three laboratory hours. *Four semester hours.*

BIOL 120 INTEGRATED HUMAN ANATOMY AND PHYSIOLOGY I

This is the first part of a two-part Anatomy & Physiology Course sequence. In this section, the anatomy and physiology of integumentary, muscular, skeletal, nervous and endocrine systems will be covered, as well as the basic chemistry, molecular and cellular biology necessary to understand the structure and function of the human body. Many key concepts will be carried over into BIOL 121 (A&P 2). *For those in health fields, this information will serve as the foundation for most of your courses.* Prerequisite: "C" grade or higher in 117. *Four semester hours.*

BIOL 121 – INTEGRATED HUMAN ANATOMY AND PHYSIOLOGY II

This is the second part of a two-part Anatomy & Physiology Course sequence. In this section, the anatomy and physiology of Lymphatic and Immune, Circulatory, Respiratory, Excretory (Urinary), Digestive, and Reproductive systems necessary to understand the structure and function of human body will be covered. Many key concepts will be carried over from BIOL 120 (A&P 1) focusing on the integration of all systems. *For those in health fields, this information will serve as the foundation for most of your courses.* Prerequisite: "C" grade or higher in 120. *Four semester hours.*

BIOL 201 ORGANISMAL BIOLOGY (WC)

Survey of biological diversity with discussion of morphology, anatomy, reproduction, and evolution as related to classification. Ecological and economic significance of organisms discussed briefly. This course satisfies the proficiency requirement for Written Communication in the disciplines. Prerequisite: C or better in 117, or permission of instructor. Three lecture hours and three laboratory hours. *Four semester hours.*

BIOL 207 BIOLOGICAL INVESTIGATION II

Introduction to the scientific literature, survey of equipment and techniques used in biological research, biological sampling, and principles of experimental design. Culminates in the production of a scientific research proposal. Prerequisites: 117 or permission of instructor. Two lecture hours. *Two semester hours.*

BIOL 225 PLANT TAXONOMY

Classification and identification of common and economically important plant families with attention to ecological associations; study of regional and greenhouse specimens. Prerequisite: 201 or permission. Three lecture hours and four laboratory/field work hours. *Four semester hours.*

BIOL 240 GLOBAL CHANGE AND ARCTIC BIOLOGY

Exploration of the ecological impacts of climate change through Arctic field biology. Includes a survey of Arctic ecosystems, with emphasis on the interaction between climate and the ecology of Arctic organisms. Following a semester-long survey of the natural history of the Arctic, students will complete field projects during an expedition above the Arctic Circle. Prerequisites: permission of instructor and one course from the following: Biology 105 or 117, Earth Science 112, Environmental Studies 100, or Geography 311. Three lecture hours and four laboratory hours. *Four semester hours.*

BIOL 275 VERTEBRATE ZOOLOGY

Examines the systematics, taxonomy, identification, and natural history of vertebrate organisms. Major

evolutionary trends leading to the complex design, form and function of vertebrate taxa will be covered employing an integrative approach. Laboratory will cover anatomy, field identification, habitat characteristics, collection, and preparatory techniques focusing on vertebrates of the southern Appalachians. Prerequisite: 201 or permission of instructor. Three lecture hours and three laboratory hours. *Four semester hours.*

BIOL 285-288 RESEARCH EXPERIENCE IN BIOLOGY

Hands-on research experience through assistance in faculty research projects. Prerequisites: 117 and permission of the faculty member directing the project. *One semester hour per semester, for a maximum of four semesters.*

BIOL 300 GENETICS (ER, QL)

Heredity, cytogenetics, population dynamics, DNA structure and function. This course satisfies the proficiency requirements for Ethical Reasoning and Quantitative Literacy in the disciplines. Prerequisite: C or better in Biology 117 and sophomore status; Prerequisite or corequisite: 201, or permission of instructor. Three lecture hours and four laboratory hours. *Four semester hours.*

BIOL 307 JUNIOR SEMINAR

Focus on current topics in biology, with emphasis on developing student research, written review of primary literature, oral communication skills, and peer and faculty feedback. Prerequisite: junior status. One and a half lecture hours. *One semester hour.*

BIOL 311 HUMAN ANATOMY

Study of cellular, histological, structural, and functional aspects of body systems. Focus on the structure of the human body and physiological mechanisms used to maintain homeostasis. Designed for paramedical students in pre-physical therapy and athletic training. Prerequisite: 117. Three lecture hours and three laboratory hours. *Four semester hours.*

BIOL 312 DEVELOPMENTAL BIOLOGY

Analysis of development in terms of cell and tissue interactions, cellular differentiation and development of organ systems. Structure and development in plants and animals; experimental embryology. Prerequisites: 117, 201, 300. Three lecture hours and three laboratory hours. *Four semester hours.*

BIOL 315 CELL BIOLOGY

Investigation into the organization and function of cell ultrastructure, specifically the mechanisms by which organic macromolecules interact to create a living system. Cellular energetics, transmembrane transport, intra- and intercellular communication, and cell cycle control and cell death. Prerequisites: 117 and 300. *Four semester hours.*

BIOL 320 COMPARATIVE ANATOMY

Comparative study of chordate anatomy stressing evolutionary relationships and homologous structures culminating in study of mammalian anatomy. Study of chordate tissues and their relationships. Prerequisite: 201 or departmental permission. Three lecture hours and three laboratory hours. *Four semester hours.*

BIOL 332 MICROBIOLOGY AND IMMUNOLOGY

Morphology, physiology and taxonomy of selected microorganisms; emphasis on laboratory techniques. Prerequisite: Chemistry 211 or permission. Three lecture hours and four laboratory hours. *Four semester hours.*

BIOL 340 TROPICAL BIOLOGY (EA)

Discussion of neotropical ecosystems, focusing on rainforest structure and function, evolution and coevolution, and ecological interactions among tropical organisms. Following the lecture part of the course will be an analysis of organisms and their habitats in a tropical environment (usually Costa Rica), with emphasis on identification and field research techniques. This course satisfies the Emory Abroad requirement. Students will be responsible for travel and other expenses. Prerequisites: 201 and departmental permission. Three lecture hours and four laboratory hours. *Four semester hours.*

BIOL 345 ECOLOGY

Study of the relationships of organisms to their environments and to each other, and how these relationships drive evolutionary histories. Emphasis on assessment and importance of habitat structure and variation, population

genetics and dynamics, community transitions, and species interactions, along with student led research projects and topic review. Laboratory component involving sampling and assessment of ecological variables in a variety of habitat types throughout southwestern Virginia. Prerequisite: 201. Three lecture hours and four laboratory hours. *Four semester hours* .

BIOL 350 SPECIAL TOPICS IN BIOLOGY

Selected topics in biology chosen by the instructor in response to student needs and interests. Prerequisites: 117 and permission of instructor. *Three semester hours*.

BIOL 360 POPULATION AND CONSERVATION BIOLOGY

Exploration of factors which affect short-term and long-term stability and health of biological populations, including immigration, emigration, recruitment and mortality, and the environmental factors which can affect each of these forces. Emphasis on understanding and manipulating mathematical models of hypothetical populations. Conservation of biological populations and communities, as well as critical natural resources. Prerequisites: 117 and 201. *Four semester hours*.

BIOL 415 BIOGEOGRAPHY

Patterns and dynamics of the geographic distribution and abundance of plants and animals. Historical, ecological, and evolutionary foundations of biogeography. Applications of biogeographical models in the assessment of habitat degradation and climate change effects on species distribution and abundance. Prerequisites: 117 and 201, or permission of instructor. Three lecture hours and four laboratory hours. *Four semester hours*.

BIOL 420 EVOLUTIONARY BIOLOGY

Patterns and processes of organismal change over time, emphasizing both micro- and macroevolution. Development of evolutionary thought, natural selection, speciation, phylogenetics, and the origin of life covered. Prerequisite: C or better in 300, or permission of instructor. *Four semester hours*.

BIOL 425 GENERAL PHYSIOLOGY

Chemical and physical functions of organisms including maintenance of homeostasis, water balance, metabolism, movement, gas exchange, and hormonal regulation, with emphasis on human systems and comparisons to other animals and to plants. Analysis of current literature and case studies, use of relevant instrumentation, and interpretation of data. Includes a service learning component. Prerequisites: Chemistry 111 and 112, and C or better in Biology 201. Three lecture hours and three laboratory hours. *Four semester hours*.

BIOL 430 BIOCHEMISTRY (CHEMISTRY 430X)

Cell ultrastructure, metabolic pathways, and control mechanisms for cellular processes: respiration, photosynthesis, DNA, replication, protein synthesis, and differentiation. Prerequisites: Biology 117 and Chemistry 211. Three lecture hours and three laboratory hours. *Four semester hours*.

BIOL 440 MOLECULAR BIOLOGY

Introduction to current concepts and experiments in gene manipulation. Study of recombinant DNA technology to understand gene expression and control of cells. Prerequisites: 300 and junior or senior status. Three lecture hours and three laboratory hours. *Four semester hours*.

BIOL 450 SENIOR SEMINAR (OC)

Study of current topics in biology based on survey of primary literature. Focus on oral communication through scientific presentations and small-group discussions. This course satisfies the proficiency requirement for Oral Communication in the disciplines. Prerequisite: senior status. *One semester hour*.

BIOL 460 INDEPENDENT STUDY

Independent research project conducted under supervision of department. Prerequisite: B average in biology and overall; departmental approval in semester before project begins. *One to four semester hours*.

BIOL 470 AND 471 INTERNSHIP I AND II

Work experience related to the student's major, jointly supervised by the department and a professional in the field. Weekly departmental conferences with faculty supervisor. Although the usual internship will carry either three or

six hours credit, a student may elect to arrange an internship carrying between two and six hours credit with the permission of the department. Each hour of credit will require forty hours at the internship site. Prerequisites: 2.0 GPA overall and in biology; departmental approval; senior major. *Two to six semester hours.* Pass-Fail only.

BIOL 490 AND 491 HONORS THESIS I AND II

Independent research in a special topic for honors. Prerequisites: senior status, GPA of 3.5 in the major and 3.3 overall, and permission of all members of the department. *Three semester hours.*

BUSINESS ADMINISTRATION

Professors

Kyle P. Macione, Chair
 J. Thomas Fowlkes
 A. Denise Stanley

Tracks

Management (B.S.)
 Accounting (B.S.)
 Business - Teacher Preparation (B.S.)
 International Studies and Business (B.S.)

BUSINESS ADMINISTRATION – CORE AND SUPPORT COURSES (34 HOURS)

ACCT 201	Principles of Accounting I	3
ACCT 202	Principles of Accounting II	3
MGMT 305	Marketing in a Global Economy	3
MGMT 345	Management Theory and Practice	3
MGMT 441	Production and Operations Management	3
MGMT 445	Corporate Finance	3
MGMT 449	Management Policy and Strategy	3
<i>Contextual and Support courses</i>		
ECON 151	Principles of Economics I	3
ECON 152	Principles of Economics II	3
CIMT 140	Introduction to Computers	3
<i>One course from:</i>		4
STAT 161	Introduction to Statistics	
STAT 162	Introduction to Statistics for the Social Sciences	
STAT 163	Introduction to Statistics for the Behavioral Sciences	
Total		34

ACCOUNTING (B.S.)

Objectives: To prepare students for a career or graduate work in accounting, and to help qualify them to sit for the Uniform Certified Public Accountant Examination in the Commonwealth of Virginia.

Requirements:

BUSINESS ADMINISTRATION CORE AND SUPPORT		34
ACCT 200	Spreadsheet Applications for Business	1
ACCT 301	Intermediate Accounting I	4
ACCT 302	Intermediate Accounting II	4
ACCT 310	Income Taxation	3
ACCT 340	Managerial Cost Accounting	3
ACCT 351	Ethics and Professional Responsibility	3

ACCT 401	Advanced Accounting	3
ACCT 409	Auditing	3
MGMT 203	Business Law I	3
MGMT 204	Business Law II	3
MGMT 360	Management Information Systems	3
Total		67

The senior project requirement is met by successful completion of Management 449.

Students planning graduate study are encouraged to take Mathematics 151.

The B.S. in Accounting degree program will enable a student to meet the educational qualifications in accounting and business courses required to sit for the Uniform CPA Examination in Virginia: 30 hours of accounting courses and 24 hours of management and/or economics courses. Requirements for other states are provided at www.aicpa.org.

MANAGEMENT (B.S.)

Objective: To give students a broadly-based background in business administration leading to employment or graduate study.

Requirements:

BUSINESS ADMINISTRATION CORE AND SUPPORT		34
ACCT 200	Spreadsheet Applications for Business	1
MGMT 203	Business Law I	3
MGMT 204	Business Law II	3
MGMT 360	Management Information Systems	3
Total		44

The senior project requirement is met by the successful completion of Management 449.

Students planning graduate study are encouraged to take Mathematics 151.

BUSINESS - TEACHER PREPARATION (B.S.)

Objective: To give students a broadly based background in business administration and to prepare them for careers teaching in secondary schools.

Departmental Requirements:

BUSINESS ADMINISTRATION CORE AND SUPPORT		34
MGMT 203	Business Law I	3
MGMT 360	Management Information Systems	3
MGMT 470	Internship I <u>or</u> A significant experience approved by the Neff Center Director	3-6
<i>Additional Requirements</i>		
CIMT 199	Introduction to Programming	2
<i>One course from:</i>		3-4
MATH 121	College Algebra (3)	
MATH 123	Precalculus (3)	

MATH 151	Calculus I (4)	
Total		48-52

The senior project requirement is met by successful completion of Management 449.

Licensure Requirements:

EDUC 114	Introduction to Education	1
EDUC 115	Early Field Experience	.5
EDUC 115	Early Field Experience	.5
EDUC 305	Human Growth and Development	3
EDUC 320	Technology and Instructional Design	3
EDUC 370	Survey of Exceptional Children	3
EDUC 440	Seminar: Teaching in Secondary School	2
EDUC 441	Supervised Teaching in Secondary School	10
EDUC 445	Foundations of Education	3
EDUC 449	Reading, Writing, and Instruction in Content Areas	3
EDUC 450	Curriculum and Instruction in Secondary School	3
<i>One course from:</i> HIST 111 HIST 112	American History to 1861* American History 1861-present*	3
	Laboratory Science*	4
Total		39
<i>Recommended</i>		
EDUC 401	Practicum in Education	2
<i>One course from:</i> HHP 231 HHP 232 HHP 251	Personal Health School and Community Health Safety Education	3

*Met as Modes of Inquiry Core Requirement.

INTERNATIONAL STUDIES AND BUSINESS (B.S.)

Objectives: To provide students with a professional education and an understanding of the political, economic, and cultural complexities in the world. To prepare students for careers in business, journalism, diplomacy, international law, or public policy.

Requirements:

BUSINESS ADMINISTRATION CORE AND SUPPORT		34
MGMT 320	Issues in International Management	3
<i>One course from:</i> ECON 322 INST 223X INST 105X	International Trade International Political Economy Introduction to International Relations	3
<i>One course from:</i> INST 450 ASIA 460 EUST 460 MEIS 460	Senior Seminar Independent Study Independent Study Independent Study	3
Total		46
<i>Contextual and Support</i>		12

<i>Four courses (at least two at the 300 level or above) from:*</i>		12
POLS 215	Introduction to Comparative Politics	
POLS 216	Politics of Decision Making	
POLS 225	Comparative Politics in the Middle East	
POLS 245	Comparative Politics of Asia	
POLS 255	Politics of Latin America	
POLS314	National and International Security	
POLS 328	Comparative Immigration	
POLS 329	Democracy and Democratization	
POLS 337	Women and Politics	
	<i>*Other courses with a heavy international component can be substituted with advisor's approval.</i>	
<i>Foreign Language</i>	Minimum of four courses in a foreign language. Students who wish to study a foreign language not offered at Emory & Henry can do so at cooperating institutions either in the United States or abroad.	

*Chosen in consultation with an advisor in the Department of Politics, Law, and International Relations. Other courses with a heavy international component can be substituted with advisor's approval.

MINOR IN MANAGEMENT

A student majoring in a discipline other than accounting may minor in management by completing Economics 151, Management 305 and 345, Accounting 201, and two additional courses selected from the following: Economics 152, Accounting 202, Management 203, 308, 320, 441, or 445.

MINOR IN ACCOUNTING

A student majoring in a discipline other than management may minor in accounting by completing Accounting 201 and 202 and four additional courses selected from the following: Accounting 301, 302, 310, 340, 401, 409, or Management 308 or 445.

MINOR IN INTERNATIONAL BUSINESS

A student majoring in a discipline other than management may minor in international business by completing International Studies 105X or Geography 221; Economics 151, 152, and 322; and Management 305 and 320.

• ACCOUNTING COURSES

ACCT 200 SPREADSHEET APPLICATIONS FOR BUSINESS

Advanced spreadsheet topics within accounting and business contexts. Focus on spreadsheet preparation and analysis to enhance decision-making skills related to all functional areas of a business. Examples include depreciation calculations, loan amortization schedules, and the use of pivot tables. Prerequisite: Computer Information Management 120 or 140. *One semester hour.*

ACCT 201 PRINCIPLES OF ACCOUNTING I

Fundamentals of accounting theory for sole proprietorships and partnerships. Classification of accounts; analysis and recording of business transactions; development of financial statements. Use of spreadsheet to organize data and solve problems. Prerequisite: sophomore status. *Three semester hours.*

ACCT 202 PRINCIPLES OF ACCOUNTING II

Fundamentals of accounting theory for corporations; budgeting; process cost accounting. Analysis of financial statements and cash flows, including the time value of money. Prerequisite: 201. *Three semester hours.*

ACCT 301 AND 302 INTERMEDIATE ACCOUNTING I AND II

Accounting theory and procedures, including inventory valuation, corporate investment, valuation of tangible and intangible assets, long-term debt, corporate capital, reserves, funds flow, and financial statement analysis. Prerequisites: 201 and 202. *Four semester hours each.*

ACCT 310 INCOME TAXATION

Background and history of income taxation; current income tax law, preparation of federal and state income tax returns. Prerequisite: 201 or permission of instructor. *Three semester hours.*

ACCT 340 MANAGERIAL COST ACCOUNTING

Budgeting and policymaking; job order, process, and standard cost systems. Prerequisites: 201 and 202. *Three semester hours.*

ACCT 351 ETHICS AND PROFESSIONAL RESPONSIBILITY (ER)

Ethical issues in business and accounting. Exploration of moral values and codes of ethics. Emphasis on identifying issues, stakeholders, and the distinction between legality and professional responsibility. This course satisfies the proficiency requirement for Ethical Reasoning in the disciplines. Prerequisite: 201. *Three semester hours.*

ACCT 401 ADVANCED ACCOUNTING

Examination of theory and procedures used in accounting for business combinations and consolidated financial statements, segment and interim reporting, reporting requirements of the Securities and Exchange Commission, and international accounting standards. Prerequisite: 301 or permission of instructor. *Three semester hours.*

ACCT 409 AUDITING

Study of the independent auditor's examination of the accounting control system and other evidence as a basis of expressing an opinion on a client's financial statements. Basic audit objectives, standards, ethics, terminology, procedures, and reports. Prerequisites: 301 and Statistics 161. *Three semester hours.*

ACCT 450 SEMINAR

Open to junior and senior majors with permission of department. *Three semester hours.*

ACCT 460 INDEPENDENT STUDY

Supervised independent study of area of individual interest in accounting. Prerequisites: junior or senior status and approval of department. *One to four semester hours.*

ACCT 470 AND 471 INTERNSHIP I AND II

Work experience related to the student's major, jointly supervised by the department and a professional in the field. Although the usual internship will carry either three or six hours credit, a student may elect to arrange an internship carrying between two and six hours credit with the permission of the department. Each hour of credit will require forty hours at the internship site. Prerequisites: junior or senior status, approval of the department, and completion of two courses selected from Accounting 201, Accounting 202, and Economics 152. *Two to six semester hours.* Pass-Fail only.

ACCT 490 AND 491 HONORS THESIS I AND II

Independent research in a special topic for honors. Prerequisites: senior status, GPA of 3.5 in the major and 3.3 overall, and permission of all members of the department. *Three semester hours.*

• MANAGEMENT COURSES**MGMT 203 BUSINESS LAW I**

Introduction to the U.S. legal system, civil and criminal law, contract law, negligence, torts, strict liability, and intellectual property. Prerequisite: sophomore status. *Three semester hours.*

MGMT 204 BUSINESS LAW II

Study of the Uniform Commercial Code, contract law, employment and labor law, negotiable instruments, business organizations, and agency. Prerequisite: 203. *Three semester hours.*

MGMT 305 MARKETING IN A GLOBAL ECONOMY (WC)

Study of the organizational function of marketing, including theoretical and practical concerns from a global perspective. This course satisfies the proficiency requirement for Written Communication in the disciplines. Corequisite: Accounting 201. *Three semester hours.*

MGMT 308 PERSONAL FINANCIAL MANAGEMENT

Basic principles of personal financial management, including cash management, debt management, insurance, investing, retirement planning and estate planning. Prerequisite: sophomore status. *Three semester hours.*

MGMT 320 ISSUES IN INTERNATIONAL MANAGEMENT (IE)

Topical and regional international management issues, addressing contemporary concerns in such areas as the European Union, the Middle East, China and the Pacific Rim, Eastern Europe, and Latin America. Cross-cultural analyses from the perspective of the American business organization. The course satisfies the International Exploration requirement. Prerequisite: junior status. *Three semester hours.*

MGMT 345 MANAGEMENT THEORY AND PRACTICE

Study of contemporary management theory and practice, including traditional principles, functions of management, organizational behavior, and international management. Prerequisite: sophomore status. *Three semester hours.*

MGMT 360 MANAGEMENT INFORMATION SYSTEMS

Survey of information systems concepts and the design of commercial software systems from a management perspective. *Three semester hours.*

MGMT 399 ORGANIZATIONAL LEADERSHIP

Advanced study in leadership concepts and principles focusing on transformational, situational, and servant leadership theories. Emphasis on the nature and importance of leadership, including the following topics: power, influence, teamwork, motivation, problem-solving, communication, and conflict resolution. Strategic, developmental, and international leadership issues. Prerequisite: junior status. The course is open to students from all disciplines. *Three semester hours.*

MGMT 441 PRODUCTION AND OPERATIONS MANAGEMENT

Introduction to the basic concepts of operations management on an international scale within the context of both manufacturing and service organizations. Emphasis on decision-making tools that aid the operations function. Case studies of actual companies, addressing both domestic and international operations issues. Prerequisite: Statistics 161, 162, or 163. *Three semester hours.*

MGMT 445 CORPORATE FINANCE

Introduction to theories and practices of corporate financial management, including methods of financial analysis, concepts related to the time value of money, valuation of securities, capital budgeting, and the development and evaluation of business strategies. Prerequisites: Economics 152 and Accounting 202, or permission of instructor. *Three semester hours.*

MGMT 449 MANAGEMENT POLICY AND STRATEGY (OC, CT)

Comprehensive “capstone” course in management that addresses business policy-making and strategic management within the context of international competition. Focus on the general management function, with particular emphasis on environmental analysis, strategy formulation, and policy implementation from a macro-organization perspective. Case studies and business simulations that address both domestic and international issues. Must be taken during the senior year, preferably in the final semester. This course satisfies the proficiency requirements for Oral Communication and Critical Thinking in the disciplines. *Three semester hours.*

MGMT 450 SEMINAR

Open to junior and senior majors with permission of department. *Three semester hours.*

MGMT 460 INDEPENDENT STUDY

Supervised independent study in area of individual interest in management. Prerequisites: junior or senior status and approval of department. *One to four semester hours.*

MGMT 470 AND 471 INTERNSHIP I AND II

Work experience related to the student's major, jointly supervised by the department and a professional in the field. Although the usual internship will carry either three or six hours credit, a student may elect to arrange an internship carrying between two and six hours credit with the permission of the department. Each hour of credit will require forty hours at the internship site. Prerequisites: junior or senior status, approval of the department, and completion of two courses selected from Economics 152 and Accounting 201 and 202. *Two to six semester hours.* Pass-Fail only.

MGMT 490 AND 491 HONORS THESIS I AND II

Independent research in a special topic for honors. Prerequisites: senior status, GPA of 3.5 in the major and 3.3 overall, and permission of all members of the department. *Three semester hours.*

CHEMISTRY**Professors**

Michael Lane, Chair
James C. Duchamp
Jamie Ferguson
Laura J. Hainsworth

Tracks

Chemistry (B.A. or B.S.)
Chemistry - Applied Health Sciences (B.A.)
Chemistry - Teacher Preparation (B.A. or B.S.)

The program is a four-year sequence of courses in the Chemistry and Teacher Preparation tracks, or a three-year sequence at Emory & Henry followed by courses at a school of pharmacy in the Applied Health Sciences track. To prevent scheduling problems, first-year students are encouraged to consult with members of the department for a recommended four-year academic plan. Some courses in the contextual and support areas also should be scheduled at certain times.

CHEMISTRY - CORE COURSES

CHEM 111	General Chemistry I	4
CHEM 111L	General Chemistry I Lab	0
CHEM 112	General Chemistry II	4
CHEM 112L	General Chemistry II Lab	0
CHEM 211	Organic Chemistry I	4
CHEM 212	Organic Chemistry II	4
CHEM 351	Junior Seminar	1
Total		17

CHEMISTRY (B.A.)

Objectives: To prepare students for work as chemists in industry or as teachers.

Requirements:

CHEMISTRY CORE		17
<i>Five courses from:</i>		15-19
CHEM 221	Analytical Chemistry (4)	
CHEM 230	Introduction to Inorganic Chemistry (3)	
CHEM 240	Introduction to Biochemistry (3)	
CHEM 312	Physical Chemistry I (3)	
CHEM 313	Physical Chemistry II (3)	
CHEM 320	Materials Science (3)	
CHEM 330	Advanced Lab (4)	
CHEM 350	Special Topics in Chemistry (3-4)	
CHEM 422	Instrumental Analysis (3)	

CHEM 430X	Biochemistry (4)	
CHEM 433	Advanced Organic Chemistry (3)	
CHEM 450	Senior Seminar	1
Total		33-37
<i>Additional Requirements</i>		
MATH 151	Calculus I	4
MATH 152 or STAT 161	Calculus II Introduction to Statistics	4

The senior project is completed by taking 450.
Satisfactory performance on departmental assessment exams is also required.

CHEMISTRY (B.S.)

Objective: To prepare students for graduate study related to chemistry or the health/medical professions and also for employment in various areas of chemistry.

Requirements:

CHEMISTRY CORE		17
CHEM 221	Analytical Chemistry	4
CHEM 230	Introduction to Inorganic Chemistry	3
CHEM 240	Introduction to Biochemistry	3
CHEM 312	Physical Chemistry I	3
CHEM 313	Physical Chemistry II	3
CHEM 330	Advanced Lab	4
CHEM 450	Senior Seminar	1
CHEM 460 or CHEM 490	Independent Study (1-4) Honors Thesis (3)	1-4
<i>Two courses from:</i>		6-8
CHEM 320	Materials Science (3)	
CHEM 350	Special Topics in Chemistry (3-4)	
CHEM 422	Instrumental Analysis (3)	
CHEM 430X	Biochemistry (4)	
CHEM 433	Advanced Organic Chemistry (3)	
Total		45-50
<i>Contextual and Support Requirements</i>		
MATH 151	Calculus I	4
MATH 152	Calculus II	4
MATH 253 or STAT 161	Calculus III Introduction to Statistics	4
PHYS 201	General Physics I	4
PHYS 202	General Physics II	4

The senior project is completed by taking 450.
Satisfactory performance on departmental assessment exams is also required.

Students planning advanced study in chemistry should elect to take Physics 311 and other courses in consultation with the faculty advisor.

Students planning advanced study in health fields should elect to take Biology 117, 210 or 211, and other courses in consultation with the faculty advisor.

CHEMISTRY – APPLIED HEALTH SCIENCES (B.A.)**Objective:** To prepare students for admission to pharmacy programs and careers in pharmacy.**Requirements:**

CHEMISTRY CORE		17
CHEM 312	Physical Chemistry I	3
	Courses taken at a recognized school of pharmacy in consultation with the Department of Chemistry.	16
<i>Contextual and Support Requirements</i>		
MATH 151	Calculus I	4
MATH 152	Calculus II	4
STAT 161	Introduction to Statistics	4
PHYS 201	General Physics I	4
PHYS 202	General Physics II	4
<i>Courses required for admission to a school of pharmacy</i>		
BIOL 117	General Biology	4
BIOL 201	Organismal Biology	4
BIOL 332	Microbiology and Immunology	4
BIOL 425	General Physiology	4
BIOL 430	Biochemistry	4

Students must apply for admission to this track. See the Chemistry Department Chair for more information.

Because this program is demanding and accelerated, students are required to maintain a GPA of 3.3 at the end of each academic year.

Satisfactory performance on departmental assessment exams given in the final semester at Emory & Henry is also required.

CHEMISTRY - TEACHER PREPARATION (B.A. OR B.S.)**Objective:** To enable students to meet Virginia requirements for licensure to teach chemistry.

Departmental requirements: Except for the senior project and the support courses, teacher preparation students should complete the above requirements for the B.S. or the B.A. degree. Satisfactory performance on departmental assessment exams is also required. The B.A. degree must include Chemistry 312, Chemistry 330, and all prerequisites.

Licensure Requirements:

EDUC 114	Introduction to Education	1
EDUC 115	Early Field Experience	.5
EDUC 115	Early Field Experience	.5
EDUC 305	Human Growth and Development	3
EDUC 320	Technology and Instructional Design	3
EDUC 370	Survey of Exceptional Children	3
EDUC 440	Seminar: Teaching in Secondary School	2
EDUC 441	Supervised Teaching in Secondary School	10
EDUC 445	Foundations of Education	3
EDUC 449	Reading, Writing, and Instruction in Content Areas	3

EDUC 450	Curriculum and Instruction in Secondary School	3
<i>One course from:</i>		3
HIST 111	American History to 1861*	
HIST 112	American History 1861-present*	
PHYS 201	General Physics I**	4
Total		39
<i>Recommended</i>		
EDUC 401	Practicum in Education	2
<i>One course from:</i>		3
HHP 231	Personal Health	
HHP 232	School and Community Health	
HHP 251	Safety Education	

*Met as Modes of Inquiry Core Requirement.

**Prerequisite for CHEM 312.

MINOR IN CHEMISTRY

A student may minor in chemistry by completing Chemistry 111, 111L, 112, 112L, and four courses chosen from Chemistry 211, 212, 211, 212, 221, 230, 240, 312, 313, 330, 430X, and 433.

• CHEMISTRY COURSES

CHEM 105 INTRODUCTION TO COLLEGE CHEMISTRY

Basic theories of atomic structure, chemical reactions, gas laws, atomic theory, and chemical bonding. Not intended for potential science majors. Three lecture hours and three laboratory hours. *Four semester hours.*

CHEM 111 GENERAL CHEMISTRY I

Concepts and theories of atomic structure, chemical bonding, gases, liquids, and solids. Qualitative and quantitative descriptions of chemical reactions. Solution chemistry. This course satisfies the Modes of Inquiry requirement for Understanding the Natural World. Prerequisite: Exceed the math placement cut-off score as established by the Department of Mathematics in order to take any 100-level mathematics course, or C- or better in Math 100. Corequisite: 111L. Three lecture hours. *Four semester hours.*

CHEM 111L GENERAL CHEMISTRY I LAB

Lab course covering the concepts and theories of atomic structure, chemical bonding, gases, liquids, and solids. Qualitative and quantitative descriptions of chemical reactions. Solution chemistry. This course satisfies the Modes of Inquiry requirement for Understanding the Natural World. Corequisite: 111. Three laboratory hours. *Zero semester hours.*

CHEM 112 GENERAL CHEMISTRY II (CT)

Fundamental laws of kinetics, thermodynamics, electrochemistry, chemical equilibrium, acid base theory, descriptive chemistry of metals and nonmetals, and nuclear chemistry. This course satisfies the proficiency requirement for Critical Thinking in the disciplines. Prerequisite: C- or better in 111 and 111L. Corequisite: 112L. Three lecture hours. *Four semester hours.*

CHEM 112L GENERAL CHEMISTRY II LAB

Lab course covering the fundamental laws of kinetics, thermodynamics, electrochemistry, chemical equilibrium, acid base theory, descriptive chemistry of metals and nonmetals, and nuclear chemistry.. Corequisite: 112. Three laboratory hours. *Zero semester hours.*

CHEM 211 AND 212 ORGANIC CHEMISTRY I AND II

Study of organic compounds based on the functional groups approach. Emphasis on physical and chemical properties, applications, reactions, mechanisms, syntheses, nomenclature, stereochemistry, spectroscopy, and molecular modeling. Three lecture hours and four laboratory hours. Prerequisite for 211: C- or better in 112. Prerequisite for 212: C- or better in 211. *Four semester hours.*

CHEM 221 ANALYTICAL CHEMISTRY (OC,QL)

Quantitative volumetric and gravimetric analysis, statistical treatment of data, electrochemistry, and introductory instrumental methods of analysis. This course satisfies the proficiency requirements for Oral Communication and Quantitative Literacy in the disciplines. Prerequisite: 112. Three lecture hours and four laboratory hours. *Four semester hours.*

CHEM 230 INTRODUCTION TO INORGANIC CHEMISTRY

Foundational course in inorganic chemistry. Topics include periodic properties, simple bonding and molecular orbital theory, molecular symmetry and group theory, acidbase and donoracceptor chemistry, and descriptive chemistry of the main group elements. Prerequisite: Three lecture hours. *Three semester hours.*

CHEM 240 INTRODUCTION TO BIOCHEMISTRY

An introduction to the molecules and chemical reactions of living systems. Structure and function of important classes of biomolecules are explored and the relationship of structure to function is stressed. Basic metabolic sequences are discussed. Prerequisite: 112. Three lecture hours. *Three semester hours.*

CHEM 285-288 RESEARCH EXPERIENCE IN CHEMISTRY

Hands-on research experience through assistance in faculty research projects. Prerequisites: 112 and permission of the faculty member directing the project. *One semester hour per semester, for a maximum of four semesters.*

CHEM 312 PHYSICAL CHEMISTRY I

Study of physical chemical principles related to classical thermodynamics, equilibrium properties of solids and solutions, kinetic theory and reaction kinetics. Prerequisites: Chemistry 112, Mathematics 152, and Physics 201; or permission. Three lecture hours. *Three semester hours.*

CHEM 313 PHYSICAL CHEMISTRY II

Quantum mechanical approach extended to descriptions of chemical bonding and spectroscopy using group theory. Physical methods of studying crystal structure and electromagnetic properties. Prerequisite: 312. Three lecture hours. *Three semester hours.*

CHEM 320 MATERIALS SCIENCE (ER)

Focus on kinetic and thermodynamical processes in solid state structures. Emphasis on structure-property Relationships especially as related to mechanical properties. This course satisfies the proficiency requirement for Ethical Reasoning in the disciplines. Prerequisite: 112. Three lecture hours. *Three semester hours.*

CHEM 330 ADVANCED LAB

An enriched, integrated laboratory experience focusing on procedures associated with inorganic and physical chemistry. Topics include apparatus design and construction, synthesis, separation methods, spectroscopic analysis and application of computers in the laboratory. Prerequisites: 221, 230; Corequisite: 312. Six laboratory hours. *Four semester hours.*

CHEM 350 SPECIAL TOPICS IN CHEMISTRY

Selected topics in chemistry chosen by the instructor in response to student needs and interests. Prerequisites: 111 and 112 and permission of instructor. *Three or four semester hours.*

CHEM 351 JUNIOR SEMINAR

Study of current topics in chemistry based on survey of primary literature. *One semester hour.*

CHEM 411 INORGANIC CHEMISTRY

Chemistry of the elements emphasizing periodic trends and electronic properties. Current theories of bonding and molecular structure; reactivity and uses of coordination complexes. Prerequisite: 212. Three lecture hours and four laboratory hours. *Four semester hours.*

CHEM 422 INSTRUMENTAL ANALYSIS

Principles of design and operation of modern instrumentation in chemistry. Consideration of methods common in research as well as applied sciences such as environmental monitoring and medicine. Prerequisite: 221. Three lecture hours. *Three semester hours.*

CHEM 430X BIOCHEMISTRY (BIOLOGY 430)**CHEM 433 ADVANCED ORGANIC CHEMISTRY**

Organic reactions and mechanisms. Hückle molecular orbital theory, electrocyclic reactions, molecular photochemistry, nonclassical carbonium ions, carbanions, natural products, synthesis of novel and biologically important compounds. Prerequisite: 212. Three lecture hours. *Three semester hours.*

CHEM 444 INSTRUMENTAL ORGANIC ANALYSIS

Qualitative and quantitative analysis of organic compounds based on spectrometric and chromatographic methods. Techniques including infrared, nuclear magnetic resonance, mass spectrometry, ultra-violet/visible, gas chromatography, high performance liquid chromatography, and combination techniques such as GC-MS. Emphasis on problem solving with instrumentation. Prerequisite: 212. Three lecture hours and four laboratory hours. *Four semester hours.*

CHEM 450 SENIOR SEMINAR

Study of current topics in chemistry based on survey of primary literature. *One semester hour.*

CHEM 460 INDEPENDENT STUDY

Experimental or theoretical student research under chemistry faculty supervision. Prerequisites: senior status and departmental approval. *One to four semester hours.*

CHEM 470 AND 471 INTERNSHIP I AND II

Work experience related to the student's major, jointly supervised by the department and a professional in the field. Although the usual internship will carry either three or six hours credit, a student may elect to arrange an internship carrying between two and six hours credit with the permission of the department. Each hour of credit will require forty hours at the internship site. Prerequisites: junior or senior status, approval of department, and completion of appropriate courses as preparation for the desired work experience. *Two to six semester hours.* Pass-Fail only.

CHEM 490 AND 491 HONORS THESIS I AND II

Independent research in a special topic for honors. Prerequisites: senior status, GPA of 3.5 in the major and 3.3 overall, and permission of all members of the department. *Three semester hours.*

CHINESE

See Foreign Languages

CIVIC INNOVATION**Professors**

Talmage A. Stanley, Chair

Major

Civic Innovation (B.A.)

Civic Innovation (B.A.)

Objectives: Situated at the intersection of academic knowledge, vocational exploration, and a commitment to the common good, Civic Innovation provides an understanding of the interdisciplinary nature of public life and issues, including the dynamic interplay of the natural environment, the built environment, and human culture and history in places and the role of that interplay in developing innovative solutions to civic issues and problems. As a central part of the curriculum in Civic Innovation, students are actively solving community-identified problems and achieving outcomes for people and places. Graduates understand the innovation process, have the skills, knowledge, and attributes to be innovative problem solvers, to organize, lead, and coordinate civic initiatives, and to help forge

creative alliances of persons and organizations to meet community needs and achieve outcomes that serve the common good. In collaboration with their advisor, students chart a course of study that provides skills that they can apply in the public and private sectors or in post-graduate study. Throughout the curriculum, students build and maintain a results portfolio, presenting this at points in their study, culminating in the senior capstone presentation.

Place, Politics, and Policy

The practice of civic innovation requires a working familiarity with existing political structures and processes. Fulfillment of this requirement provides students with an introduction to and initial familiarity with public policy and politics.

Diversity Studies

The practice of civic innovation requires a familiarity with questions and issues of social and cultural diversity.

Requirements:

CVIN 100	Introduction to Civic Innovation	4
CVIN 124	Skills Seminar: Project Design and Project Management for Innovation	1
CVIN 125	Skills Seminar: Public Presentations	1
CVIN 126	Skills Seminar: Interviewing and Collaborative Research	1
CVIN 205	Skills Seminar: Building Collaboratives and Alliances for Innovation	4
CVIN 224	Skills Seminar: Innovative Leadership for Community Groups, Projects and Nonprofits	1
CVIN 225	Skills Seminar: Funding Innovation	1
CVIN 226	Skills Seminar: Program Development and Assessment for Innovation	1
CVIN 240	Research Methods for Innovation	3
CVIN 300	Skills Seminar: Innovative Leadership for Projects	4
<i>One course from:</i>		3
CVIN 200	Public Movements, Social and Cultural Change	
CVIN 255	Place, the Built Environment, and Civic Innovation in New York	
CVIN 260	Ireland	
CVIN 400	Senior Project	6
CVIN 450	Civic Innovation, Citizenship, and Place: Capstone Seminar and Thesis	3
<i>Area Selection:</i>		3-4
<i>One course from Place, Politics and Policy area:</i>		
CVIN 312	Politics and Public Policy (3)	
ECON 262	Environmental and Natural Resource Economics (3)	
GEOG 205	Environment and Planning (3)	
GEOG 322	Environmental Policy (3)	
POLS 202	State and Local Government in the United States (3)	
POLS 310	Parties and Elections in American Politics (3)	
OR		
<i>One course from Diversity Studies area:</i>		
CVIN 345	Innovative Capacity and Community Development (4)	
HIST 234	Comparative Slavery and Race Relations in the Americas (3)	
HIST 309	Studies in U.S. Women’s History (3)	
MCOM 250	Women and Media (3)	
SOCI 270	Race and Ethnicity	
Total		36-37
<i>Additional Requirement</i>		

<i>One course from:</i>		4
STAT 161	Introduction to Statistics	
STAT 162	Introduction to Statistics for the Social Sciences	
STAT 163	Introduction to Statistics for the Behavioral Sciences	

Minor in Civic Innovation

Required courses: 100; one course from the Place, Politics, and Policy area or one course from the Diversity Studies area; either 450 or 470 (at least 3 semester hours credit); and 8 credit hours in skills seminars, chosen in consultation with program chair and advisor.

•CIVIC INNOVATION COURSES

CVIN 100 INTRODUCTION TO CIVIC INNOVATION

Students understand the distinguishing characteristics of innovation and innovative practice, and work with peers building effective collaborations that address a community need. Students identify and analyze the root causes of the need they are addressing, propose creative outcomes, and outline the innovative practices to achieve those outcomes. Civic Project: Entry level project work. *Four semester hours.*

CVIN 124 SKILLS SEMINAR: PROJECT DESIGN AND PROJECT MANAGEMENT FOR INNOVATION

Students develop skills for implementing major projects, focusing on innovation and prototyping social entrepreneurial ideas. Students will acquire skills for identifying results and articulating their work in terms of results achieved in projects and other settings. *One semester hour.*

CVIN 125 SKILLS SEMINAR: PUBLIC PRESENTATIONS

Students make public presentations, engage in public debate on current civic issues and questions, and facilitate collaborative planning process focused on bringing innovative solutions to a local problem. Students develop a personal results eportfolio to be utilized in project based work across the Emory & Henry curriculum. *One semester hour.*

CVIN 126 SKILLS SEMINAR: INTERVIEWING AND COLLABORATIVE RESEARCH

Students acquire skills for organizing and implementing collaborative research to find innovative responses to community needs. Students learn how to deploy interviewing, transcription, and reporting skills, and social media skills for effective collaborative innovation and project implementation. *One semester hour.*

CVIN 200 PUBLIC MOVEMENTS, SOCIAL AND CULTURAL CHANGE

Drawing from efforts for social and cultural change across regional, national, and international contexts, students apply key lessons and strategies to specific contemporary issues and questions, emphasizing the development of innovative ideas and building support for them. Students understand the difference between policydriven innovation and change and citizen driven innovation and change, particularly in the Appalachian context, and assess the effectiveness of those change efforts based on outcomes. *Three semester hours.*

CVIN 205 SKILLS SEMINAR: BUILDING COLLABORATIVES AND ALLIANCES FOR INNOVATION

As part of an ongoing major project, student teams effectively organize and mobilize citizens to take on collaborative work that innovatively addresses community needs to achieve tangible results. Teams develop result leaders, recruit participants, negotiate instances of conflict, and identify and learn from mistakes. Civic Project: Organizing Collaborative Work. *Four semester hours.*

CVIN 224 SKILLS SEMINAR: INNOVATIVE LEADERSHIP FOR COMMUNITY GROUPS, PROJECTS, AND NONPROFITS

Students apply best practices of innovative leadership to nonprofit organizational issues, including governance, board structure and effectiveness, staff development, volunteer recruitment. Students use GIS technology to support prototyping and programming. *One semester hour.*

CVIN 225 SKILLS SEMINAR: FUNDING INNOVATION

Students understand the difference between conventional funding such as grants from foundations and funders who act as investors in innovative responses to problems, questions, and issues, looking for a return on the investment. Students accommodate and address both opportunities. *One semester hour.*

CVIN 226 SKILLS SEMINAR: PROGRAM DEVELOPMENT AND ASSESSMENT FOR INNOVATION

Students will learn how to prototype innovative responses to community needs and issues, and acquire skills for assessing those efforts by learning from successes, failures, and mistakes with an emphasis on knowledge creation for further innovation. *One semester hour.*

CVIN 240 RESEARCH METHODS FOR INNOVATION

Addressing an identified civic issue or question, students apply a range of both quantitative and qualitative research methods to identify innovative ways to achieve tangible outcomes for a community. *Three semester hours.*

CVIN 250 APPALACHIA

By examining the interface between politics, public policy, private sector business, citizen activism, and the complex dynamics of place, students articulate an understanding of the history, culture, and status of the people Appalachia. Students apply the understanding to contemporary public issues in Appalachia and develop innovative responses, creative strategies, and outcomes. May have a travel component. *Three semester hours.*

CVIN 255 PLACE, THE BUILT ENVIRONMENT, AND CIVIC INNOVATION IN NEW YORK

In the contexts of the five boroughs of New York, students examine and articulate the relationship between urban society and the built environment, with particular focus on the effects of that relationship on civic innovation for social justice. Students apply their understanding to contemporary urban contexts, including New York, and to local rural communities. Has a travel component. *Three semester hours.*

CVIN 260 IRELAND

Students explore and articulate social and cultural contradictions in contemporary Irish society, the role of place in Irish cultural and political identities, and the interplay of the Irish diaspora and homeland in Irish politics and culture. Students apply their understanding of these factors in contemporary Ireland to issues and questions in the American national and Appalachian regional contexts, looking for innovative, cross cultural, and international solutions. Has a travel component. *Three semester hours.*

CVIN 300 SKILLS SEMINAR: INNOVATIVE LEADERSHIP FOR PROJECTS

Students are entrepreneurial leaders in a major ongoing project. As project leaders, students utilize concepts of innovation, social entrepreneurship, results planning, and the identification of citizen leaders. *Four semester hours.*

CVIN 312 POLITICS AND PUBLIC POLICY

Students study the interrelationship of municipal/local, county, and state governing bodies and their agencies. Students articulate the role of citizens in local deliberation and decision-making, and acquire skills in navigating the processes and procedures of local policy formation and implementation between state, county, and local governments. Students will understand the Virginia constitutional officers and role of appointed office holders at each level, and the role of both elected and appointed officials and citizens in the process of policy formation and implementation. *Three semester hours.*

CVIN 345 INNOVATIVE CAPACITY AND COMMUNITY DEVELOPMENT

From examining contemporary situations, students understand the distinctions between asset based and need based community development, as well as the role of spark plugs in communities and how to build the innovative capacity of communities and leaders. Students use quantitative data to analyze community issues, applying these in a major ongoing community development project. *Four semester hours.*

CVIN 350 SPECIAL TOPICS

Selected topics in civic life, civic innovation, leadership, cultural studies, place, community development. Topics chosen by instructors in consultation with students. May be repeated for different topics. *Three semester hours.*

CVIN 400 SENIOR PROJECT (OC)

While engaged in a significant leadership on a major collaborative project, drawing on the work already accomplished in the CVIN program, students deploy entrepreneurial leadership skills, developing innovative solutions to identified problems and opportunities, to achieve tangible outcomes on the project. This serves as one part of the two part capstone experience. This course satisfies the proficiency requirement for Oral Communication in the disciplines. Prerequisites: senior status and permission instructor. *Six semester hours.*

CVIN 450 CIVIC INNOVATION, CITIZENSHIP, AND PLACE: CAPSTONE SEMINAR AND THESIS

Students produce a major interdisciplinary paper in which they explore an issue or question they have confronted over their time in the program. Students apply concepts of innovation, citizenship, and place, articulating a statement of purpose or identity of themselves as innovative civic leaders. Both the paper and the results portfolio are a part of the student's capstone presentation. Public presentation of Four Year Results Portfolio. *Three semester hours.*

CVIN 460 INDEPENDENT STUDY

Advanced independent interdisciplinary research in a specific area related to Civic Innovation, under the supervision of a faculty member. *One to four semester hours.*

CVIN 470 CIVIC PROJECT

Civic innovative work focused on achieving identified outcomes for an organization, agency, or community, jointly supervised by department and a proven civic innovator. A Civic Project, depending on scope of work and ambition of outcomes, may carry between two and six hours credit with the permission of the program director. Credit hours will be determined before the launch of the civic project and will reflect the scope of work required to achieve the identified outcomes. *Two to six semester hours.*

CVIN 490 HONORS THESIS I

Independent and interdisciplinary research in a special topic for honors. Prerequisites: senior status, GPA of 3.5 in the major, a GPA of 3.3 overall, and permission of all faculty members in the CVIN program. *Three semester hours.*

CVIN 491 HONORS THESIS II

Independent and interdisciplinary research in a special topic for honors. Prerequisites: senior status, GPA of 3.5 in the major, 3.3 overall, and permission of all faculty members in the CVIN program. *Three semester hours.*

COMPUTER INFORMATION MANAGEMENT

service area

Professor

Jerry L. Jones

Computer Information Management courses are offered at Emory & Henry as support courses for other programs and to satisfy proficiency requirements. Neither a major nor a minor is offered in this area.

- **COMPUTER INFORMATION MANAGEMENT COURSES**

CIMT 120 SURVEY OF COMPUTER APPLICATIONS

Operation of a personal computer and its peripherals, fundamentals of word processing, spreadsheet applications, web-authoring software, library access and online search techniques, email, and navigation of the Internet.

Laboratory setting. Students with college credit in a Computer Science course are not eligible for Computer Information Management 120. *One semester hour.* Pass-Fail only.

CIMT 130 COMPUTER THEORY AND APPLICATIONS

Overview of computers and information technology, including history, terminology, and ethical issues. Use of application software for word processing, spreadsheets, databases, email, network browsers, presentation graphics software, and web design. Prerequisite: 120. *Two semester hours.*

CIMT 140 INTRODUCTION TO COMPUTERS

Overview of computers and information technology, including history, terminology, and ethical issues. Use of application software for word processing, spreadsheets, databases, email, network browsers, presentation graphics software, and web design. Students who have completed CIMT 120 may enroll in CIMT 130 (2 credits), but not CIMT 140 (3 credits). *Three semester hours.*

CIMT 199 INTRODUCTION TO PROGRAMMING

The purpose of this course is to introduce the student to object oriented programming and provide guided practice as students develop their own programs. This course is required for students in the Business and Teacher Preparation program and can be taken as an elective by other students . *Two semester hours .*

CREATIVE COMMUNICATION

minor

Tracy Lauder and Felicia Mitchell, Program Advisors

Objective: To explore creative concepts and practices related to communication in the fields of art, English, and mass communications.

Requirements: Art 210; Art 215 or 310; English 200 or 321 or Mass Communications 202; English 322 or 323; Mass Communications 204; and Mass Communications 302.

EARTH SCIENCE

See **Geography & Earth & Environmental Sciences**

ECONOMICS

Professors

Deborah Spencer, Chair

Major

Economics (B.A.)

ECONOMICS (B.A.)

Objective: To give a broad background in economic theory and policy, preparing students to better understand human behavior and the events which shape their lives; to prepare students for graduate study in economics, law, and public policy, and for work in government and industry.

Requirements:

ECON 151	Principles of Economics I	3
ECON 152	Principles of Economics II	3
ECON 251	Microeconomics	3
ECON 252	Macroeconomics	3
<i>Four courses from:</i>		12
ECON 220X	Economic History of the U.S.	
ECON 225	History of Economic Thought	
ECON 231	Public Finance	
ECON 260	Law and Economics	
ECON 262	Environmental and Natural Resource Economics	
ECON 321	Money and Banking	
ECON 322	International Trade	
ECON 330	Labor Economics	
ECON 332	Organization and Regulation of Industry	
ECON 350	Special Topics in Economics	
<i>* Students who have a double major only need to select three courses from this list.</i>		

<u>One course from:</u> ECON 450 ECON 460 ECON 470	Seminar (3) Independent Study (1-4)* Internship (3-6)* <i>*Must be at least 3 credits</i>	3*
Total		27
<i>Additional Requirements</i>		
<u>One course from:</u> MATH 151 SOC 330	Calculus I Methods of Social Research	4
<u>One course from:</u> STAT 161 STAT 162 STAT 163	Introduction to Statistics Introduction to Statistics for the Social Sciences Introduction to Statistics for the Behavioral Sciences	4

Students planning a graduate program in economics are encouraged to take Mathematics 151, 152, 253, and 321.

Students also select a minor in another discipline or the contextual and support area for Economics.

Minor OR		
<i>Contextual and Support Area</i>	<u>Six</u> courses	18-20
<u>At least one from:</u> ENGL 200 MATH 152 MATH 321 PHIL 231 SOC 330	Reading and Writing About Literature (3) Calculus II (4) Linear Algebra (3) Techniques of Reasoning (3) Methods of Social Research (4)	
<u>At least one from:</u> POLS 103 POLS 117 POLS 217 POLS 343 HIST 112 SOC 101 SOC 229 SOC 270	Politics of the United States (3) Law and Society (3) Constitutional Interpretation (3) Studies in American Political Development (3) American History since 1861 (3) Introduction to Sociology (3) Social Demography (3) Race and Identity (3)	
<u>At least one from:</u> GEOG 221 POLS 105 POLS 225 POLS 240 SOC 240 ASIA 241	Fundamentals of Economic Geography (3) Introduction to International Relations (3) Comparative Politics of the Middle East and North Africa (3) History of Political Philosophy (3) The Consumer Society (3) Sources of Asian Tradition (3)	

MINOR IN ECONOMICS

A student may minor in economics by completing Economics 151, 152, 251, 252, and any two of the following: Economics 220X, 231, 260, 262, 321, 322, 330, 332, 450.

• ECONOMICS COURSES

ECON 101 CONTEMPORARY ECONOMIC ISSUES

Applications of economic concepts to current issues. This course satisfies the Modes of Inquiry requirement for Understanding the Individual and Society. *Three semester hours.*

ECON 151 PRINCIPLES OF ECONOMICS I

Nature of economic choices as faced by individuals and businesses, basic supply and demand analysis, applications to taxation, trade, and environmental issues. This course satisfies the Modes of Inquiry requirement for Understanding the Individual and Society. *Three semester hours.*

ECON 152 PRINCIPLES OF ECONOMICS II (QL)

Historical answers to questions of society-wide problems including business cycle fluctuations, data collection, functions of money and related economic institutions. Emphasis on ability to understand media descriptions of economic phenomena. This course satisfies the Modes of Inquiry requirement for Understanding the Individual and Society. This course satisfies the proficiency requirement for Quantitative Literacy in the disciplines. *Three semester hours.*

ECON 220X ECONOMIC HISTORY OF THE U.S. (QL) (HISTORY 220)**ECON 225 HISTORY OF ECONOMIC THOUGHT**

Contributions to economic thought of principal theorists, with reading of selections from their significant writings. Prerequisite: 152. *Three semester hours.*

ECON 231 PUBLIC FINANCE

Structure of taxation and expenditures at different levels of government; impact upon and relationship of these to economic development. Prerequisite: 151. *Three semester hours.*

ECON 251 MICROECONOMICS

Theory of pricing and output in commodity and factor markets; resource allocation. Prerequisite: 151. *Three semester hours.*

ECON 252 MACROECONOMICS

A more detailed mathematical look at long-run economic growth and short-run business cycle fluctuations. Emphasis on varying theories and policies regarding government intervention in the economy. Prerequisites: 151 and 152. *Three semester hours.*

ECON 260 LAW AND ECONOMICS

Applications of economics to property, contracts, torts, and criminal law, emphasizing property rights, breach of contract, product liability and punishment. Prerequisite: 101 or 151. *Three semester hours.*

ECON 262 ENVIRONMENTAL AND NATURAL RESOURCE ECONOMICS (WC)

Applications of economics to the problems of pollution and exhaustion of resources. This course satisfies the proficiency requirement for Written Communication in the disciplines. Prerequisite: 151. *Three semester hours.*

ECON 313 THE ECONOMICS OF GROWTH AND DEVELOPMENT (OC)

Theories of economic growth and economic development. Application of these theories as well as considerations of evolving economic ideas to the study of local, national, regional, and global institutions in the formation of perspectives and policies relating to trade, poverty, education, and the environment. This course satisfies the proficiency requirement for Oral Communication in the disciplines. Prerequisites: 151 and 152. *Three semester hours.*

ECON 321 MONEY AND BANKING

Nature and functions of financial intermediation, asset demand theory, money, Federal Reserve System operations, and monetary policy. Prerequisites: 151 and 152. *Three semester hours.*

ECON 322 INTERNATIONAL TRADE (IE, CT)

Trade theory and policy; role of tariffs and other barriers; international monetary theory and practice, including role of fiscal and monetary policy under floating and fixed exchange rate regimes. Overview of international economic institutions, including the World Trade Organization and the International Monetary Fund. This course satisfies the

International Exploration requirement and the proficiency requirement for Critical Thinking in the disciplines. Prerequisite: 151; prerequisite or corequisite: 152. *Three semester hours.*

ECON 330 LABOR ECONOMICS

Theory of supply and demand for labor. Applied topics including compensating wage differentials, union activity, gender and racial discrimination, income distribution, immigration, and the role of education. Prerequisites: 151 and 152. *Three semester hours.*

ECON 332 ORGANIZATION AND REGULATION OF INDUSTRY

Conduct of U.S. industry with emphasis on regulation and antitrust. Prerequisite: 151. *Three semester hours.*

ECON 350 SPECIAL TOPICS IN ECONOMICS

Selected topics in economics chosen by the instructor in response to student needs and interests. Prerequisites: 151 and 152. *Three semester hours.*

ECON 450 SEMINAR (ER, OC)

This course satisfies the proficiency requirements for Ethical Reasoning and Oral Communication in the disciplines. Open to junior and senior majors with permission of department. *Three semester hours.*

ECON 460 INDEPENDENT STUDY

Supervised independent study in area of individual interest in economics. Prerequisites: junior or senior status and approval of department. *One to four semester hours.*

ECON 470 AND 471 INTERNSHIP I AND II

Work experience related to the student's major, jointly supervised by the department and a professional in the field. Although the usual internship will carry either three or six hours credit, a student may elect to arrange an internship carrying between two and six hours credit with the permission of the department. Each hour of credit will require forty hours at the internship site. Prerequisites: junior or senior status, approval of the department, and completion of Economics 152. *Two to six semester hours.* Pass-Fail only.

ECON 490 AND 491 HONORS THESIS I AND II

Independent research in a special topic for honors. Prerequisite: senior status, GPA of 3.5 in the major and 3.3 overall, and permission of all members of the department. *Three semester hours.*

EDUCATION

Professors

Janet Justice Crickmer, Chair and
Director of the Neff Center
Douglas E. Arnold
Sandra Frederick
Eric Grossman
Mark Hainsworth

Licensure options

Elementary (PK-3)
Elementary (PK-6)
Elementary and Middle School (PK-6, 6-8)
Secondary (6-12)
Art, Music, Modern Language, and Health and Physical
Education (PK-12)

Students seeking licensure to teach in elementary or middle school complete a B.A. degree in Interdisciplinary English, Interdisciplinary Mathematics, or Interdisciplinary History and Social Sciences. Students seeking licensure to teach at the secondary level should select the appropriate bachelor's degree track in the major they wish to pursue. Requirements in Professional Studies constitute the contextual and support area for teacher preparation students. For details about each program, consult the faculty advisors in the Neff Center for Teacher Education.

Teacher preparation programs at Emory & Henry are based on the conviction that a broad liberal arts background, a strong program of study in an academic discipline, and a rigorous but minimal set of professional experiences constitute the proper undergraduate education for a teacher.

The Department of Education is a component of the William N. Neff Center for Teacher Education. The center and the department work with academic departments of the college to provide programs leading to licensure at the elementary, middle school and secondary school levels.

Students interested in teaching licensure must:

Contact the Director of the Neff Center to indicate interest.

Complete and file with the Registrar the appropriate form indicating their area of interest for teacher preparation.

Verify each semester's schedule with an advisor in the Education Department, since graduation and licensure requirements are not always the same.

Meet all degree and licensure requirements.

Complete student teaching successfully. Completion does not guarantee recommendation for licensure.

Apply through the Neff Center for Virginia teaching licensure.

Admissions Requirements: A GPA of 2.5 overall and 2.5 in the major, successful program interview, passing scores on the Praxis I Math subtest or Virginia Department Of Education approved alternatives, Virginia Communication and Literacy Assessment, Reading for Virginia Educators (required for PK-3, PK- 6 and Special Education - General Curriculum K-12 only) and the appropriate Praxis II subject area assessment are required for admission into Emory & Henry Teacher Preparation Programs.

Required Assessments: Students interested in teacher preparation must take the Praxis I Math subtest and the Virginia Communication and Literacy Assessment (VCLA) during the same semester in which they take EDUC 114. Reading for Virginia Educators must be taken at the end of the semester in which students take EDUC 410/549E. The Praxis II subject area test should be taken after all course requirements in the student's major are completed.

Students are responsible for all testing fees.

For detailed information on admission and retention procedures and course requirements, consult the Neff Center for Teacher Education. Emory & Henry's teacher preparation programs are accredited by the Teacher Education Accreditation Council nationally and by the Commonwealth of Virginia, meet standards of the National Association of State Directors of Teacher Education and Certification, and qualify for interstate acceptance under the terms of the Interstate Licensure Contracts.

The college provides **approved programs** in these areas:

(1) elementary (PK-3, PK-6), elementary and middle school (PK-6, 6-8), all centered around a major in Interdisciplinary English, Interdisciplinary Mathematics, or Interdisciplinary History and Social Sciences;

(2) secondary licensure in the following subjects for grades indicated:

Art PK-12

Biology 6-12

Business Education 6-12

Chemistry 6-12

Earth Science 6-12

English, English and Journalism, English and Theatre, English and Speech 6-12

French PK-12

Geography 6-12

History and Social Sciences 6-12

Mathematics 6-12

Music - Choral/Vocal PK-12

Music - Instrumental PK-12

Physical Education PK-12

Physics 6-12

Spanish PK-12

Courses are also available for add-on endorsements in other areas, including driver education and English as a Second Language. Students interested in teaching but not enrolled in an approved program should consult the Director of the Neff Center for Teacher Education.

VIRGINIA LICENSURE REQUIREMENTS

The requirements of all Emory & Henry College Virginia-approved teacher education programs meet or exceed the Virginia licensure requirements which were in effect at the time the programs were approved. From time to time, the Virginia Board of Education and/or the Virginia General Assembly make substantive changes in these requirements and set deadlines for their implementation. Students enrolled in Emory & Henry College teacher preparation programs will be required to meet the current standards for licensure, even if these requirements are not reflected in the college catalog under which the student entered.

Common licensure requirements for interdisciplinary programs

Licensure options share many common objectives and course requirements. Academic work is centered around a major in Interdisciplinary English, Interdisciplinary Mathematics, or Interdisciplinary History and Social Sciences. To complete all requirements in four years, a student should choose core courses carefully, selecting those that meet both core requirements and teacher preparation requirements. It is also important to pay particular attention to sequential courses and courses that are taught only in fall semesters or only in spring semesters.

All students interested in teacher preparation should register with the Neff Center for Teacher Education during the first year or sophomore year in addition to the relevant academic department.

Requirements in professional studies for Interdisciplinary English, Interdisciplinary Mathematics, and Interdisciplinary History and Social Sciences & Teacher Preparation:

EDUC 114	Introduction to Education	1
EDUC 115	Early Field Experience	.5
EDUC 115	Early Field Experience	.5
EDUC 305	Human Growth and Development	3
EDUC 310	Teaching Reading and Language Arts	3
EDUC 320	Technology and Instructional Design	3
EDUC 340	Contemporary Teaching of Science and Mathematics in Elementary and Middle Schools	3
EDUC 370	Survey of Exceptional Children	3
EDUC 401	Practicum in Education	2
EDUC 410	Practicum in Diagnosis and Remediation of Reading Problems	3
EDUC 420	Seminar: Teaching in Elementary and Middle Schools	2
EDUC 421	Supervised Teaching in Primary, Elementary or Middle School	10
EDUC 430	Contemporary Teaching of Social Studies and Writing in Elementary and Middle Schools	3
EDUC 445	Foundations of Education	3
Total		40

Student Teaching is the senior project.

INTERDISCIPLINARY ENGLISH (B.A.)

ELEMENTARY PK-3

ELEMENTARY AND MIDDLE SCHOOL PK-6, 6-8

Objective: To provide an introduction to courses in English language and literature as a foundation for a career in teaching and to enable students to meet Virginia requirements for licensure to teach grades PK-3, PK-6, 6-8 (depending on choices in professional studies). Note: Students pursuing licensure to teach with a major in Interdisciplinary English must notify the Neff Center immediately and are advised by a member of the Neff Center for Teacher Education in consultation with the Chair of the English Department.

Requirements:

ENGL 200	Reading and Writing About Literature	3
ENGL 203	World Literature	3
<i>One course from:</i> ENGL 250 ENGL 251 ENGL 252	Major British Writers I Major British Writers II Major British Writers III	3
<i>One course from:</i> ENGL 255 ENGL 256	Major U.S. Writers I Major U.S. Writers II	3
ENGL 317	Literature for Children	3
ENGL 333	Linguistics	3
<i>One additional 300-level English course</i>		3
Total		21
Professional Requirements		40
<i>Additional Requirements</i>		
<i>One course from:</i> RELG 111 RELG 131 RELG 132 RELG 200	World Religions* Old Testament Survey* New Testament Survey* Introduction to the Christian Faith*	3
<i>One course from:</i> MATH 121 MATH 123 MATH 151	College Algebra (3) PreCalculus (3) Calculus I (4)	3-4
MATH 311	Fundamentals of Mathematics in Elementary and Middle Schools	3
<i>One course from:</i> STAT 161 STAT 162 STAT 163	Introduction to Statistics Introduction to Statistics for the Social Sciences Introduction to Statistics for the Behavioral Sciences	4
HIST 111	American History to 1861**	3
HIST 112	American History since 1862	3
<i>One course from:</i> HIST 105 HIST 122	Pre-Modern Europe Modern Europe	3
POLS 103	Politics of the United States	3
<i>One course from:</i> ECON 151 ECON 152	Principles of Economics I Principles of Economics II	3
<i>One course from:</i> GEOG 111 GEOG 331	Human Geography Geography of the U.S. and Canada	3
<i>One course from:</i> BIOL 105 BIOL 117	Introduction to College Biology** General Biology**	4
<i>One course from:</i> ART 111 ART 241 MUSC 318 THRE 105	Introduction to Art & Design** Crafts I** Music, Learning, and Culture** Introduction to Acting**	3

<i>One course from:</i>		4
CHEM 111	General Chemistry I	
ESCI 111	Physical Geology	
ESCI 201	Weather and Climate	
PHYS 100	Conceptual Physics	
PHYS 101	Astronomy	
Total		103-104

*Met in Religion Core requirement.

**Met in Modes of Inquiry Core requirement.

Substitution of courses must be approved by the Director of the Neff Center for Teacher Education and the Chair of the English Department, guided by teacher certification requirements.

Student Teaching is the senior project.

Variations for Particular Licensure Options In Elementary/ Middle School:

Elementary PK-3: The above program is complete for PK-3 licensure.

Elementary PK-6 and Middle 6-8: In addition to the above program, students must complete Education 401, History 111 and 112, History 105 or 122, and one course in economics.

INTERDISCIPLINARY MATHEMATICS (B.A.)

TEACHER PREPARATION

ELEMENTARY AND MIDDLE SCHOOL PK-6, 6-8

Objective: To offer an interdisciplinary program of study with a broad foundation in mathematics and to enable students to meet Virginia requirements for licensure to teach in the elementary and middle schools.

Requirements:

MATH 123	Precalculus	3
MATH 151	Calculus I	4
MATH 161X	Introduction to Statistics	4
MATH 201	Introduction to Mathematical Reasoning	3
MATH 340	Geometry	3
MATH 420	History of Mathematics	3
PHYS 100	Conceptual Physics	4
Total		24
Professional Requirements		40
<i>Additional Requirements</i>		
<i>One course from:</i>		3
RELG 111	World Religions*	
RELG 131	Old Testament Survey*	
RELG 132	New Testament Survey*	
RELG 200	Introduction to the Christian Faith*	
ENGL 200	Reading and Writing About Literature	3
ENGL 317	Literature for Children	3
ENGL 333	Linguistics	3
MATH 311	Fundamentals of Mathematics in Elementary and Middle Schools	3
HIST 111	American History to 1861**	3
HIST 112	American History since 1862	3
HIST 122	Modern Europe	3
POLS 103	Politics of the United States	3

<i>One course from:</i> GEOG 111 GEOG 331	Human Geography Geography of the U.S. and Canada	3
<i>One course from:</i> BIOL 105 BIOL 117	Introduction to College Biology** General Biology**	4
<i>One course from:</i> ART 111 ART 241 MUSC 318 THRE 105	Introduction to Art & Design** Crafts I** Music, Learning, and Culture** Introduction to Acting**	3
<i>One course from:</i> ECON 151 ECON 152	Principles of Economics I Principles of Economics II	3
Total		104

*Met in Religion Core requirement.

**Met in Modes of Inquiry Core requirement.

Substitution of courses must be approved by the Director of the Neff Center for Teacher Education and the Chair of the Mathematics Department, guided by teacher certification requirements.

Student Teaching is the senior project.

INTERDISCIPLINARY HISTORY AND INTEGRATIVE SOCIAL SCIENCES (B.A.)

TEACHER PREPARATION

ELEMENTARY AND MIDDLE SCHOOL PK-6, 6-8

Objective: To enable students to meet Virginia requirements for licensure to teach history and social sciences in the elementary and middle schools.

Requirements:

<i>One course from:</i> ECON 151 ECON 152 HIST 220 ENGL 200 GEOG 111 HIST 111 HIST 112 HIST 305 HIST 316	Principles of Economics I Principles of Economics II Economic History of the U.S. Reading and Writing About Literature Human Geography American History to 1861** American History since 1862 Approaching Global History History and Geography of Virginia and Tennessee	3 3 3 3 3 3 3
<i>One additional 200- or 300-level History course</i>		3
POLS 103	Politics of the United States	3
Total		27
Professional Requirements		40
<i>Additional Requirements:</i>		
<i>One course from:</i> RELG 111 RELG 131	World Religions* Old Testament Survey*	3

RELG 132	New Testament Survey*	
RELG 200	Introduction to the Christian Faith*	
ENGL 317	Literature for Children	3
<i>One course from:</i>		3-4
MATH 121	College Algebra (3)	
MATH 123	PreCalculus (3)	
MATH 151	Calculus I (4)	
MATH 311	Fundamentals of Mathematics in Elementary and Middle Schools	3
<i>One course from:</i>		4
STAT 161	Introduction to Statistics	
STAT 162	Introduction to Statistics for the Social Sciences	
STAT 163	Introduction to Statistics for the Behavioral Sciences	
<i>One course from:</i>		4
BIOL 105	Introduction to College Biology**	
BIOL 117	General Biology**	
<i>One course from:</i>		4
CHEM 111	General Chemistry I	
ESCI 111	Physical Geology	
ESCI 201	Weather and Climate	
PHYS 100	Conceptual Physics	
PHYS 101	Astronomy	
<i>One course from:</i>		3
ART 111	Introduction to Art & Design**	
ART 241	Crafts I**	
MUSC 318	Music, Learning, and Culture**	
THRE 105	Introduction to Acting**	
Total		94-95

*Met in Religion Core requirement.

**Met in Modes of Inquiry Core requirement.

The senior project is met by either History 450, or 470-471, or 490-491.

For teacher preparation students not enrolled in the Five-Year Teacher Education Program, student teaching is the senior project.

SECONDARY EDUCATION 6-12 AND ART, MUSIC, MODERN LANGUAGE, AND PHYSICAL EDUCATION PK-12

The major course requirements are described in the departmental headnotes for the subject the student desires to teach. Professional studies in education complete the contextual and support area. For information on driver education, coaching, and athletic training, consult the catalog headnote of the Health and Human Performance Department.

Objective: To prepare students to teach particular subject areas in secondary and middle school.

Requirements in professional studies:

EDUC 114	Introduction to Education	1
EDUC 115	Early Field Experience	.5
EDUC 115	Early Field Experience	.5
EDUC 305	Human Growth and Development	3
EDUC 320	Technology and Instructional Design	3
EDUC 370	Survey of Exceptional Children	3
EDUC 440	Seminar: Teaching in Secondary School	2
EDUC 441	Supervised Teaching in Secondary School	10
EDUC 445	Foundations of Education	3

EDUC 449	Reading, Writing and Instruction in Content Areas	3
EDUC 450	Curriculum and Instruction in Secondary School	3
Total		32
<i>Additional Requirements</i>		
<i>One course from:</i>		3
HIST 111	American History to 1861	
HIST 112	American History since 1862	
One Lab Science		4
STAT 161	Introduction to Statistics*	4
<i>Recommended</i>		
<i>One course from:</i>		3
HHP 231	Personal Health	
HHP 232	School and Community Health	
HHP 251	Safety Education	

The student should select core courses to meet state licensure requirements while fulfilling college graduation requirements. *Statistics 161 is required in addition to the mathematics requirement in the major.

Physical Education students take HHP 335 in lieu of EDUC 370.

Education 440, 441, and 450 are taken in the professional semester.

Student Teaching is the senior project for teacher preparation, but individual departments may have additional senior project requirements.

Add-on endorsements: A student who has completed a major in one subject area often can use a minor or its equivalent in another field to add a second teaching field. Examples are theatre with any major; speech, mass communications, or a foreign language with English; and earth science with another science or geography. For more information about add-on endorsements, consult faculty advisors in the Neff Center for Teacher Education.

PROFESSIONAL STUDIES MASTER OF EDUCATION

FIVE-YEAR PROGRAM BACHELOR'S DEGREE AND M.ED.

Five-Year Program Bachelor's Degree and Masters of Education Degree

Students may select a five year program leading to the appropriate bachelor's degree and a professional studies master of education degree. This option provides more subject area content for teacher preparation students at the undergraduate level and significant professional preparation in the fifth year. Students may also select a special education option that meets the endorsement requirements for special education - general curriculum K-12. Students must complete at least 32 semester hours at the graduate level to receive the master's degree.

Admission requirements:

Official transcript(s)

2.75 GPA overall and 3.00 GPA in major

Passing scores on Praxis I math skills test or Virginia Department of Education approved alternatives, Virginia Communication and Literacy Assessment, appropriate Praxis II, and Reading for Virginia Educators (PK-3, PK-6 and Special Education - General Curriculum only)

Approval of Committee on Teacher Preparation

Persons who hold a bachelor's degree without teacher licensure may be eligible to participate in the Professional Studies Masters of Education degree program. Prospective students should consult the Director of the Neff Center for Teacher Education or M.Ed. Program Director.

Enrolled Emory & Henry College undergraduate students:

E&H undergraduate students should apply to enroll in the five year teacher preparation program after completing 27 semester hours and before completing 57 semester hours. Students accepted into the Five Year Program will complete Education 501 or 501B in lieu of 401; 505 in lieu of 305; 509; 570 in lieu of 370; 545 in lieu of 445; and

either 549 (E-Elementary) or 549 (S-Secondary) in lieu of the appropriate 400 level reading instruction course. In addition, all other undergraduate program requirements must be completed.

Professional Semester Requirements:

<i>One course from:</i> EDUC 520 EDUC 540 EDUC 560	Seminar: Teaching in Elementary and Middle Schools Seminar: Teaching in Secondary School (9-12) Seminar: Teaching in the K-12 Special and Inclusive Classroom	2
<i>One course from:</i> EDUC 530 EDUC 550	Curriculum and Instruction in Social Science for Elementary and Middle Schools Curriculum and Instruction in Secondary School	3
<i>One course from:*</i> EDUC 521 EDUC 541 EDUC 561	Supervised Teaching in Primary, Elementary or Middle School Supervised Teaching in Secondary School Student Teaching in K-12 Special and Inclusive Education	10
Total		17

*Based on the appropriate level of instructional assignment.

See the **Graduate Studies** section of this catalog for graduate level program course descriptions.

Students coming to Emory & Henry College with a bachelor’s degree:

Persons holding a bachelor’s degree may be eligible to apply to the Professional Studies Master’s Degree Program.

Professional Requirements:

<i>One course from:</i> EDUC 501 EDUC 501B	Practicum in Education Practicum in Interventions for Students with disabilities in Special and Inclusive Education	3
EDUC 505	Human Growth and Development	3
EDUC 509	Action Research Practicum	1-4
<i>One course from:</i> EDUC 520 EDUC 540 EDUC 560	Seminar: Teaching in Elementary and Middle Schools Seminar: Teaching in Secondary School (9-12) Seminar: Teaching in the K-12 Special and Inclusive Classroom	2
<i>One course from:</i> EDUC 530 EDUC 550	Curriculum and Instruction in Social Science for Elementary and Middle Schools Curriculum and Instruction in Secondary School	3
<i>One course from:*</i> EDUC 521 EDUC 541 EDUC 561	Supervised Teaching in Primary, Elementary or Middle School Supervised Teaching in Secondary School Student Teaching in K-12 Special and Inclusive Education	10
EDUC 545	Foundations of Education	3
<i>One course from:</i> EDUC 549E EDUC 549S	Practicum in Diagnosis and Remediation of Reading Problems Reading, Writing, and Instruction in Content Area	3
EDUC 570	Survey of Exceptional Children	3
Total		32

*Based on the appropriate level of instructional assignment.

Any undergraduate work required for Virginia Board of Education licensure also will be required. See the Graduate Studies section of this catalog for graduate-level course descriptions.

See the **Graduate Studies** section of this catalog for graduate level program course descriptions.

Admission requirements:

Official transcript(s)

2.75 GPA overall and 3.00 GPA in major

Passing scores on Praxis I math skills test or Virginia Department of Education approved alternatives , Virginia Communication and Literacy Assessment, appropriate Praxis II, and Reading for Virginia Educators (PK-3, PK-6, and special education - general curriculum only).

Approval of M.Ed. Admissions Committee

FIVE-YEAR PROGRAM – PROFESSIONAL STUDIES MASTER OF EDUCATION: SPECIAL EDUCATION – GENERAL CURRICULUM K-12 ENDORSEMENT TRACK

Students may select a five year program leading to the appropriate bachelor’s degree and a Professional Studies Master’s degree while meeting the certification requirements for endorsement in special education-general curriculum K-12. Students in this track also meet certification requirements for general education endorsements. This option provides more subject area content for teacher preparation students at the undergraduate level and significant professional preparation in the fifth year.

Professional Requirements:

EDUC 310	Teaching Reading and Language Arts	3
MATH 311	Fundamentals of Mathematics	3
<i>One course from:</i> EDUC 410 EDUC 549E	Practicum in Diagnosis and Remediation of Reading Problems Practicum in Diagnosis and Remediation of Reading Problems	3
EDUC 501B	Practicum in Interventions for Students with disabilities in Special and Inclusive Education	3
EDUC 505	Human Growth and Development	3
EDUC 509	Action Research Practicum	1-4
<i>One course from:</i> EDUC 530 EDUC 550	Curriculum and Instruction in Social Science for Elementary and Middle Schools Curriculum and Instruction in Secondary School	3
EDUC 545	Foundations of Education	3
<i>One course from:</i> EDUC 449 EDUC 549S	Reading, Writing, and Instruction in Content Area Reading, Writing, and Instruction in Content Area	3
EDUC 560	Seminar: Teaching in the K-12 Special and Inclusive Classroom	2
EDUC 561	Student Teaching in K-12 Special and Inclusive Education	10
EDUC 570	Survey of Exceptional Children	3
<i>One course from:</i> SPED 402 SPED 502	Curriculum Design and Instruction in Special Education Curriculum Design and Instruction in Special Education	3
<i>One course from:</i> SPED 403 SPED 503	Assessment and Collaboration in Special and Inclusive Education Assessment and Collaboration in Special and Inclusive Education	3
<i>One course from:</i> SPED 422 SPED 522	Managing the Learning Environment Managing the Learning Environment	3
Total		49-52

Any undergraduate work required for Virginia Board of Education licensure also will be required. Students should consult the Director of the Teacher Education Program or the Director of the Special Education Program.

See the **Graduate Studies** section of this catalog for course descriptions.

- **EDUCATION COURSES**

EDUC 114 INTRODUCTION TO EDUCATION

Introduction to the career of teaching and the field of education through early field experience and discussion. Preparation for Praxis I, a prerequisite for acceptance into the teacher education program. Education 114 should be completed in the first semester of the sophomore year and should be taken prior to the first Education 115. *One semester hour. Pass-Fail only.*

EDUC 115 EARLY FIELD EXPERIENCE

Pre-student teaching experience during sophomore and junior years. Observation and teacher-aiding in a variety of elementary, secondary, and special education settings. Minimum 20 hours per experience. Expenses are the responsibility of the student. Two enrollments in Education 115 (with passing grade) are required of all teacher preparation students. Students are urged to make early contact with one of the Neff Center faculty to discuss the teacher preparation program and register for an initial field experience. The 115 experience may begin as early as the sophomore year and must be completed before the professional semester. Some courses related to teacher preparation will require a concurrent 115 registration. Prerequisite: 114. *Each 115 registration earns one-half semester hour.* May be taken two times for credit. Pass-Fail only.

EDUC 116 FIELD EXPERIENCE/TUTORING

Intensive training as reading or math tutors, and then one-on-one work with children in area K-12 schools, typically twice a week for one hour each visit. On-campus training and supplies are provided. *Each 116 registration earns one semester hour.* May be taken twice for credit. Pass-Fail only.

EDUC 305 HUMAN GROWTH AND DEVELOPMENT

Study of growth and development from birth through adolescence, contributing to an understanding of the physical, social, intellectual, emotional, and psychological development of children and youth, and the ability to use this understanding in guiding teaching and learning experiences. Focus on implications for education, early childhood through adolescence. Includes a service learning component. *Three semester hours.*

EDUC 310 TEACHING READING AND LANGUAGE ARTS

Introduction to the reading process; exploration of how meaning is constructed in relation to written texts, and the teacher's role in helping elementary and middle school students including those with cultural, linguistic, and other learning differences learn this developmental process. Comprehension, skill acquisition, and assessment; explanation of how to provide students with integrated language arts instruction that includes a strong systematic, explicit phonics component; Virginia Standards of Learning. Prerequisite: junior status. Corequisite: 115. *Three semester hours.*

EDUC 320 TECHNOLOGY AND INSTRUCTIONAL DESIGN

Specific skills in using technology in the delivery of instruction. The rationale behind instructional designs using technology. This course satisfies the Computer Proficiency requirement. *Three semester hours.*

EDUC 340 CONTEMPORARY TEACHING OF SCIENCE AND MATHEMATICS IN ELEMENTARY AND MIDDLE SCHOOLS

Current curricular methods, materials, philosophies, and Virginia Standards of Learning in elementary and middle school science and mathematics education. Developing and identifying science and mathematics materials and approaches. Prerequisites: Education 115, junior status, and one course in laboratory science (biology, chemistry, or physics) and one course in mathematics. *Three semester hours.*

EDUC 350 SPECIAL TOPICS IN EDUCATION

Particular issues, movements, or initiatives that are timely and of interest and value especially to the student in teacher education. Not restricted to students in teacher education. *One to three semester hours.*

EDUC 370 SURVEY OF EXCEPTIONAL CHILDREN (CT)

Diverse and exceptional students, their learning needs, and protection under the law. Focus on creating instructional contexts and using appropriate teaching strategies to accommodate the special learning needs of students who are academically at-risk, including but not limited to students who are labeled learning dis/abled, emotionally disturbed,

developmentally delayed, autistic, other health impaired, traumatic brain injury, multiple disabilities, gifted and talented, and those who come from culturally, linguistically, socioeconomically, or multiculturally diverse backgrounds. This course satisfies the proficiency requirement for Critical Thinking in the disciplines. Prerequisite: 305. Students preparing to teach should take 370 concurrently with 115. *Three semester hours.*

EDUC 401 PRACTICUM IN EDUCATION

Required of all persons seeking PK-6 licensure. Suggested for all persons seeking secondary licensure who are interested in teaching middle school. Approximately 80 hours on-site experience. Prerequisite: permission of instructor and Education Department. *Two semester hours.* Education practicum fee.

EDUC 410 PRACTICUM IN DIAGNOSIS AND REMEDIATION OF READING PROBLEMS

Techniques in evaluation of reading process, difficulties encountered by children in reading-learning process, and diagnostic techniques used by the classroom teacher. Individualized instruction; pragmatic corrective measures. Prerequisite: C- or higher in 310. *Three semester hours.*

EDUC 445 FOUNDATIONS OF EDUCATION (ER) (SOCIOLOGY 445X)

History and contemporary issues in general and special education. Historical, philosophical, social, political, and cultural factors affecting the nature of schooling, curriculum, and individual education attainment for students with and without disabilities. Legal aspects, regulatory requirements, and expectations associated with identification, education, and evaluation of students with and without disabilities. Virginia Standards of Learning and the organization of schools. This course satisfies the proficiency requirement for Ethical Reasoning in the disciplines. Prerequisite: junior or senior status or permission of instructor. *Three semester hours.*

EDUC 449 READING, WRITING, AND INSTRUCTION IN CONTENT AREAS

Instructional techniques useful to secondary teachers in supporting and guiding students prior to, during, and after reading, writing, and learning experiences. Discipline-specific methods during content instruction, including the appropriate use of technology and texts, and specific strategies for supporting students with cultural, linguistic, and other learning differences. Must be taken in the semester immediately prior to student teaching. Prerequisite: senior status or permission of department. Corequisite: Education 115, 401, or 501B. *Three semester hours.*

EDUC 451 CURRICULUM DESIGN AND INSTRUCTIONAL METHODS FOR TEACHING ENGLISH AS A SECOND LANGUAGE

Introduction to and practice of effective strategies and methods for teaching English to speakers of other languages, for future teachers. Practicum included. Prerequisite: permission of Neff Center Director. *Three semester hours.*

EDUC 452 ESL CURRICULUM DEVELOPMENT

Current second language curriculum models, with emphasis on theoretical and practical aspects of cross-cultural communication which underlie their use in various classrooms. Prerequisite: permission of Neff Center Director. *Three semester hours.*

EDUC 453 ESL ASSESSMENT PRINCIPLES

Testing methods for the second language classroom. Design of various assessment tools for use in practical settings, implementing a selection, and reporting on their relative effectiveness. Prerequisite: permission of Neff Center Director. *Three semester hours.*

EDUC 454 CROSS-CULTURAL EDUCATION

Survey of cultural and language differences that affect communication and education. Prerequisite: permission of instructor. *Three semester hours.*

EDUC 460 INDEPENDENT STUDY

Supervised research in selected areas. Offered to advanced students on individual basis with approval of instructor and department chair. *One to four semester hours.*

SPED 402 CURRICULUM DESIGN AND INSTRUCTION IN SPECIAL EDUCATION

Understanding and application of service delivery, curriculum, and instruction of students with high incidence disabilities. Theories, characteristics, etiology, and needs of students with specific learning disabilities, students with

emotional disturbance, multiple disabilities, OHI, and students with mental retardation. Application in the classroom setting. Prerequisite: 370 or 570. *Three semester hours.*

SPED 403 ASSESSMENT AND COLLABORATION IN SPECIAL AND INCLUSIVE EDUCATION

Understanding of the assessment and evaluation of students with disabilities. Hands-on application of assessment and evaluation strategies with targeted students in public school settings. Collaboration among general and special educators and family members as a key component of successful inclusive education within the context of the assessment process. Overview of assessment processes and concerns, including fundamental legal and ethical considerations and pre-referral and entitlement decision-making. Basic concepts of measurement. Formulating appropriate interventions. Prerequisite: 370 or 570. Education practicum fee. *Three semester hours.*

SPED 422 MANAGING THE LEARNING ENVIRONMENT

Understanding and application of diverse educational approaches to classroom management techniques, and individual and small-group intervention strategies which address emotional well-being, behavioral conduct, self-direction, and conflict management skills. Consideration of medical approaches to behavioral and emotional problems. Experience with functional assessment of learning environments and individual behavior and the development of positive behavioral support plans with school-age students identified as presenting significantly challenging behaviors and labels of ADD/ADHD or emotional disturbance. Prerequisites: 305 or 505, and 370 or 570. *Three semester hours.*

Note: for education courses at the 500 level and above, see the **Graduate Studies** section of this catalog.

• PROFESSIONAL SEMESTER

SUPERVISED TEACHING BLOCK OF COURSES

Supervised teaching is required of students in approved teacher preparation programs during the fall and/or spring terms of the senior year. The student is expected to devote full time to this activity, taking only the ten semester hours in supervised teaching along with the seminar in teaching and the appropriate methods course. Jobs and extracurricular activities must be avoided.

STUDENT TEACHING

Student teaching requires a full semester of actual classroom experience under supervision -- including observation, participation, responsible teaching, and conferences. Application for admission to supervised teaching must be filed no later than May 1 of the student's junior year in four year programs. All travel and personal expenses are the responsibility of the student. Prerequisites: Elementary -- 115, 305, 310, 340, and 370. Secondary -- 115, 305, 370, and 449. Elementary and Secondary -- senior status, overall GPA of at least 2.5, and 2.5 in major subject field at Emory & Henry, approval of Committee on Teacher Preparation, and admission to the teacher preparation program, including passing scores of Praxis I math or satisfaction of VDOE approved alternatives, Virginia Communication and Literacy Assessment, Reading for Virginia Educators (PK-3, PK- 6 and Special Education - General Curriculum only), and appropriate Praxis II. Student Teaching is the senior project for teacher preparation, but individual departments may have additional senior project requirements.

EDUC 420 SEMINAR: TEACHING IN ELEMENTARY AND MIDDLE SCHOOLS

Required as part of supervised-teaching block. General review, consolidation, and amplification of instructional techniques. Overview of educational administration, career education, multi-cultural and multi-ethnic concerns in education. Identification and referral of exceptional children. Assessment strategies, Virginia Standards of Learning. Priorities, frustrations, appropriate role-clarification, and other needs of the student teacher as a person. *Two semester hours.*

EDUC 421 SUPERVISED TEACHING IN PRIMARY, ELEMENTARY, OR MIDDLE SCHOOL

Prerequisites as stated under **Student Teaching** above. Supervised teaching fee. *Ten semester hours.*

EDUC 430 CONTEMPORARY TEACHING OF SOCIAL STUDIES AND WRITING IN ELEMENTARY AND MIDDLE SCHOOLS

Current curricular methods, materials, philosophies, and Virginia Standards of Learning in elementary and middle school social studies and writing education. Developing and identifying social studies and writing materials and

approaches. Prerequisites: Education 115, junior status, one course in the social sciences, and one course in English. *Three semester hours.*

EDUC 440 SEMINAR: TEACHING IN SECONDARY SCHOOL (9-12)

Required as part of supervised-teaching block. General review, consolidation, and amplification of instructional techniques. Overview of educational administration, career education, multi-cultural and multi-ethnic concerns in education. Identification and referral of exceptional children. Assessment strategies, Virginia Standards of Learning. Priorities, frustrations, appropriate role-clarification, and other needs of the student teacher as a person. *Two semester hours.*

EDUC 441 SUPERVISED TEACHING IN SECONDARY SCHOOL

Prerequisites as stated under **Student Teaching** above. Supervised teaching fee. *Ten semester hours.*

EDUC 450 CURRICULUM AND INSTRUCTION IN SECONDARY SCHOOL

Organization and direction of classroom activities and experiences. Varied teaching methods, techniques and strategies, lesson planning, and Virginia Standards of Learning. Guest lecturers, individual or small group study directed by departmental representatives. Student presentations to demonstrate grasp of content. *Three semester hours.*

ENGAGING THE LIBERAL ARTS

See the section on Core Curriculum (p. 44) for ETLA course descriptions.

ENGINEERING

preparatory program

The college offers an opportunity to begin an engineering program in a liberal arts setting. This bachelor's degree program is completed in cooperation with a selected engineering school. Three possible tracks are available: (1) two or three years at Emory & Henry followed by two years at an engineering school, leading to an engineering degree; (2) four years at Emory & Henry followed by one or two years at an engineering school, leading to degrees from both institutions; or (3) for highly qualified students, a three-two program, leading to degrees from both institutions. Most recently, Emory & Henry students have continued their study of engineering at Virginia Polytechnic Institute & State University, Georgia Institute of Technology, and Rose-Hulman Institute of Technology.

Although this program is oriented primarily to students in the physical sciences, a combined degree program in certain fields is available to students from the life sciences, behavioral sciences, and humanities. The basic engineering program listed below is intended to prepare a student for any of the engineering fields.

In the first year of study, most engineering schools require two semesters each of English, calculus, physics, and chemistry, and one semester of computer programming. Calculus through differential equations and economics are usually required by the end of the second year. All of these courses may be taken at Emory & Henry and transferred to an engineering school.

BASIC ENGINEERING

The basic engineering curriculum provides the fundamental coursework for the fields of chemical, civil, electrical, electronic, or mechanical engineering. Required courses include the following: Chemistry 111 and 112; Physics 201, 202, 311, and either 321 or 361. The mathematics requirement is met by Mathematics 151, 152, 253, 353, and one of the following: 321, 453, or 455. Additional coursework must include Economics 151 and the general requirements. Students interested in pursuing biomedical engineering should take four additional courses in biology and/or chemistry.

ENGLISH

Professors

Scott Boltwood, Chair
 Kathleen R. Chamberlain
 Nicole Drewitz-Crockett
 Felicia Mitchell
 Mary Ellis Rice
 Jennifer Krause

Tracks

English - Literature (B.A.)
 English - Literature and Creative Writing (B.A.)
 English - Pre-Professional English – Publishing (B.A.)
 English - Pre- Professional English – Library and Information
 Technology (B.A.)
 English - Teacher Preparation (B.A.)

ENGLISH - LITERATURE (B.A.)

Objectives: To provide depth and breadth in the study of literature as a foundation for advanced study or for career objectives in literature, teaching, information services, mass communication, theatre, publishing, law, business, theology, and other fields.

Requirements:

ENGL 200	Reading and Writing About Literature	3
<i>Two courses from:</i>		6
ENGL 250	Major British Writers I	
ENGL 251	Major British Writers II	
ENGL 252	Major British Writers III	
<i>One course from:</i>		3
ENGL 255	Major U.S. Writers I	
ENGL 256	Major U.S. Writers II	
ENGL 332	Literary Theory	3
ENGL 360	Shakespeare	3
ENGL 364	Studies in Literary Traditions: Ethnic, National, Regional, Cultural	3
ENGL 450	Senior Seminar	3
ENGL Elective		3
ENGL Elective		3
Total		30
<i>Additional Requirements</i>		
<i>One course from:</i>		3
RELG 111	World Religions	
RELG 131	Old Testament Survey	
RELG 132	New Testament Survey	
Any Math course beyond 099 or any Statistics course		3-4

All juniors pass the junior-level writing proficiency test; a student who does not pass the test must enroll in and pass English 199 prior to repeating the writing proficiency test.

The senior project is met by 450.

Students may elect a minor in another discipline or – with the approval of the major advisor, faculty members from the disciplinary areas related to the minor, and the Provost – design an individualized minor.

ENGLISH - LITERATURE AND CREATIVE WRITING (B.A.)

Objectives: To provide depth and breadth in the study of literature; to develop skills in writing creatively; and to prepare students for advanced study in creative writing or for related careers.

Requirements:

ENGL 200	Reading and Writing About Literature	3
<i>Two courses from:</i>		6
ENGL 230	Introduction to Creative Writing	
ENGL 231	Introduction to Poetry	
ENGL 232	Introduction to Fiction	
ENGL 233	Introduction to Drama	
ENGL 234	Introduction to Film	
<i>Two courses from:</i>		6
ENGL 250	Major British Writers I	
ENGL 251	Major British Writers II	
ENGL 252	Major British Writers III	
<i>One course from:</i>		3
ENGL 255	Major U.S. Writers I	
ENGL 256	Major U.S. Writers II	
<i>Two courses from:</i>		6
ENGL 322	Poetry Workshop	
ENGL 323	Fiction Workshop	
ENGL 326	Creative Nonfiction Workshop	
ENGL 450	Senior Seminar	3
ENGL Elective		3
Total		30
<i>Additional Requirements</i>		
<i>One course from:</i>		3
RELG 111	World Religions	
RELG 131	Old Testament Survey	
RELG 132	New Testament Survey	
Any Math course beyond 099 or any Statistics course		3-4

All juniors pass the junior-level writing proficiency test; a student who does not pass the test must enroll in and pass English 199 prior to repeating the writing proficiency test.

The senior project is met by 450.

Students may elect a minor in another discipline or – with the approval of the major advisor, faculty members from the disciplinary areas related to the minor, and the Provost – design an individualized minor.

ENGLISH – PRE-PROFESSIONAL ENGLISH (B.A.)

Objectives: To provide depth and breadth in the study of literature, and to provide additional interdisciplinary study specifically to prepare students for employment or graduate study in (1) Publishing or (2) Library and Information Technology. Each Pre-Professional track contains appropriate contextual and support courses; a minor or contextual and support area is not needed for these tracks.

ENGLISH – PRE-PROFESSIONAL ENGLISH 1: PUBLISHING (B.A.)

Objectives: To prepare students for employment or graduate study in Publishing (specifically Administration, Editorial, Managing Editorial, Marketing, and Production), by combining an in-depth knowledge of English literature, advanced writing and proofreading skills, and the knowledge of related business and computer technology that are required to enter the field.

Requirements:

ENGL 200	Reading and Writing About Literature	3
<i>Two courses from:</i>		6
ENGL 250	Major British Writers I	

ENGL 251	Major British Writers II	
ENGL 252	Major British Writers III	
<i>One course from:</i>		3
ENGL 255	Major U.S. Writers I	
ENGL 256	Major U.S. Writers II	
ENGL 332	Literary Theory	3
<i>One course from:</i>		3
ENGL 360	Shakespeare	
ENGL 362	Studies in Major Authors	
ENGL 364	Studies in Literary Traditions: Ethnic, National, Regional, Cultural	3
ENGL 450	Senior Seminar	3
ENGL Elective		3
ENGL Elective		3
Total		30
<i>Additional Requirements</i>		
MCOM 101	Mass Media and Society	3
MCOM 202	Writing, Reporting, and Editing	4
<i>One course from:</i>		3
MCOM 204	Beginning Publication Design	
ART 215	Web Design	
<i>One course from:</i>		2-3
CIMT 130	Computer Theory and Applications	
CIMT 140	Introduction to Computers	
ACCT 200	Spreadsheet Applications for Business	1
MGMT 305	Marketing in a Global Economy	3
<i>One course outside of English</i>		3
<i>One course from:</i>		3
RELG 111	World Religions	
RELG 131	Old Testament Survey	
RELG 132	New Testament Survey	
Any Math course beyond 099 or any Statistics course		3-4

* Selected in consultation with advisor.

All juniors pass the junior-level writing proficiency test; a student who does not pass the test must enroll in and pass English 199 prior to repeating the writing proficiency test.

The senior project is met by 450.

ENGLISH – PRE-PROFESSIONAL ENGLISH 2: LIBRARY AND INFORMATION TECHNOLOGY (B.A.)

Objectives: To prepare students for employment or graduate study in Library and Information Technology, by combining an in-depth knowledge of English literature, advanced research and instructional skills, critical thinking, and computer-based skills that are required to enter the field.

Requirements: English 200; two courses from 250, 251, and 252; 255 or 256; 332; 360 or 362; 364; 450; and two electives in English. The senior project is met by 450. The concentration in Library and Information Technology (LIT) is fulfilled by Computer Information Management 140; Statistics 162; Art 215; Philosophy 231; Education 320; and one additional course outside of English selected by student in consultation with advisor. To meet the religion requirement, students complete Religion 111, 131 or 132. To meet the mathematics requirement, students complete any mathematics course beyond 099 or any statistics course. All juniors pass the junior-level writing proficiency test; a student who does not pass the test must enroll in and pass English 199 prior to repeating the writing proficiency test.

Requirements:

ENGL 200	Reading and Writing About Literature	3
<i>Two courses from:</i>		6
ENGL 250	Major British Writers I	
ENGL 251	Major British Writers II	
ENGL 252	Major British Writers III	
<i>One course from:</i>		3
ENGL 255	Major U.S. Writers I	
ENGL 256	Major U.S. Writers II	
ENGL 332	Literary Theory	3
<i>One course from:</i>		3
ENGL 360	Shakespeare	
ENGL 362	Studies in Major Authors	
ENGL 364	Studies in Literary Traditions: Ethnic, National, Regional, Cultural	3
ENGL 450	Senior Seminar	3
ENGL Elective		3
ENGL Elective		3
Total		30
<i>Additional Requirements</i>		
CIMT 140	Introduction to Computers	3
ART 215	Web Design	3
PHIL 231	Techniques of Reasoning	3
EDUC 320	Technology and Instructional Design	3
<i>One course outside of English selected in consultation with advisor</i>		3
<i>One course from:</i>		3
RELG 111	World Religions	
RELG 131	Old Testament Survey	
RELG 132	New Testament Survey	
Any Math course beyond 099 or any Statistics course		3-4
STAT 162		4

All juniors pass the junior-level writing proficiency test; a student who does not pass the test must enroll in and pass English 199 prior to repeating the writing proficiency test.

The senior project is met by 450.

ENGLISH AND TEACHER PREPARATION REQUIREMENTS (B.A.)

Objective: To enable students to meet Virginia requirements for licensure to teach English in one of the two following tracks:

INTERDISCIPLINARY ENGLISH (PK-3, PK-6, 6-8) & TEACHER PREPARATION

Objective: To provide an introduction to courses in English language and literature as a foundation for a career in teaching.

Requirements:

ENGL 200	Reading and Writing About Literature	3
ENGL 203	World Literature	3

<i>One course from:</i> ENGL 250 ENGL 251 ENGL 252	Major British Writers I Major British Writers II Major British Writers III	3
<i>One course from:</i> ENGL 255 ENGL 256	Major U.S. Writers I Major U.S. Writers II	3
ENGL 317	Literature for Children	3
ENGL 333	Linguistics	3
<i>One additional 300-level English course</i>		3
<i>One course from:</i> ENGL 450 EDUC 421	Senior Seminar (3 – non-Teacher Preparation students) Supervised Teaching in Primary, Elementary or Middle School (10)	
Total		21-24

*Student Teaching is the senior project for Teacher Preparation students.

Professional Requirements:

EDUC 114	Introduction to Education	1
EDUC 115	Early Field Experience	.5
EDUC 115	Early Field Experience	.5
EDUC 305	Human Growth and Development	3
EDUC 310	Teaching Reading and Language Arts	3
EDUC 320	Technology and Instructional Design	3
EDUC 340	Contemporary Teaching of Science and Mathematics in Elementary and Middle Schools	3
EDUC 370	Survey of Exceptional Children	3
EDUC 401	Practicum in Education	2
EDUC 410	Practicum in Diagnosis and Remediation of Reading Problems	3
EDUC 420	Seminar: Teaching in Elementary and Middle Schools	2
EDUC 421	Supervised Teaching in Primary, Elementary or Middle School	10
EDUC 430	Contemporary Teaching of Social Studies and Writing in Elementary and Middle Schools	3
EDUC 445	Foundations of Education	3
Total		40
<i>Additional Requirements</i>		
<i>One course from:</i> RELG 111 RELG 131 RELG 132 RELG 200	World Religions* Old Testament Survey* New Testament Survey* Introduction to the Christian Faith*	3
<i>One course from:</i> MATH 121 MATH 123 MATH 151	College Algebra (3) PreCalculus (3) Calculus I (4)	3-4
MATH 311	Fundamentals of Mathematics in Elementary and Middle Schools	3
<i>One course from:</i> STAT 161 STAT 162 STAT 163	Introduction to Statistics Introduction to Statistics for the Social Sciences Introduction to Statistics for the Behavioral Sciences	4
HIST 111	American History to 1861**	3

HIST 112	American History since 1862	3
<i>One course from:</i> HIST 105 HIST 122	World History to 1500CE Modern Europe	3
POLS 103	Politics of the United States	3
<i>One course from:</i> ECON 151 ECON 152	Principles of Economics I Principles of Economics II	3
<i>One course from:</i> GEOG 111 GEOG 331	Human Geography Geography of the U.S. and Canada	3
<i>One course from:</i> BIOL 105 BIOL 117	Introduction to College Biology** General Biology**	4
<i>One course from:</i> ART 111 ART 241 MUSC 318 THRE 105	Introduction to Art & Design** Crafts I** Music, Learning, and Culture** Introduction to Acting**	3
<i>One course from:</i> CHEM 111 ESCI 111 ESCI 201 PHYS 100 PHYS 101	General Chemistry I Physical Geology Weather and Climate Conceptual Physics Astronomy	4
Total		103-104

Substitution of courses must be approved by the Director of the Neff Center for Teacher Education and the Chair of the English Department, guided by teacher certification requirements.

*Met in Core Religion Requirement.

**Met in Modes of Inquiry Core Requirement.

ENGLISH – TEACHER PREPARATION (6-12)

Objectives: To provide depth and breadth in literary studies as a foundation for a career in teaching and to enable students to meet Virginia requirements for licensure to teach English grades 6-12. *Note: Students pursuing licensure to teach must notify the Neff Center immediately and must be assigned a second advisor in the Neff Center for Teacher Education.*

Departmental Requirements:

ENGL 200	Reading and Writing About Literature	3
ENGL 203	World Literature	3
ENGL 250	Major British Writers I	3
<i>One course from:</i> ENGL 251 ENGL 252	Major British Writers II Major British Writers III	3
<i>One course from:</i> ENGL 255 ENGL 256	Major U.S. Writers I Major U.S. Writers II	3
ENGL 332	Literary Theory	3
ENGL 333	Linguistics	3
ENGL 360	Shakespeare	3
ENGL 364	Studies in Literary Traditions: Ethnic, National, Regional, Cultural	3

ENGL 450	Senior Seminar	3
Total		30
<i>Additional Requirements</i>		
<i>One course from:</i> RELG 131	Old Testament Survey	3
RELG 132	New Testament Survey	

The senior project for the English major is met by 450.

All juniors pass the junior-level writing proficiency test; a student who does not pass the test must enroll in and pass English 199 prior to repeating the writing proficiency test.

Licensure Requirements:

EDUC 114	Introduction to Education	1
EDUC 115	Early Field Experience	.5
EDUC 115	Early Field Experience	.5
EDUC 305	Human Growth and Development	3
EDUC 320	Technology and Instructional Design	3
EDUC 370	Survey of Exceptional Children	3
EDUC 440	Seminar: Teaching in Secondary School	2
EDUC 441	Supervised Teaching in Secondary School	10
EDUC 445	Foundations of Education	3
EDUC 449	Reading, Writing and Instruction in Content Areas	3
EDUC 450	Curriculum and Instruction in Secondary School	3
Total		32
<i>Additional Requirements:</i>		
<i>One course from:</i> HIST 111	American History to 1861*	3
HIST 112	American History since 1862*	
	Laboratory Science*	4
STAT 161	Introduction to Statistics	4
<i>Recommended</i>		
<i>One course from:</i> HHP 231	Personal Health	3
HHP 232	School and Community Health	
HHP 251	Safety Education	
<i>For middle school endorsement:</i> EDUC 401	Practicum in Education	2

The student should select core courses to meet state licensure requirements while fulfilling college graduation requirements.

*Met as Modes of Inquiry in Core Requirements.

Education 440, 441, and 450 are taken in the professional semester.

Student Teaching is the senior project for teacher preparation, but individual departments may have additional senior project requirements.

WRITING PROFICIENCY TEST

A junior-level writing proficiency test is administered annually for students pursuing the B.A. in English (all tracks). A student must pass the proficiency test to complete the degree. Students failing the test are required to enroll in and pass English 199 prior to repeating the writing proficiency test.

MINOR IN ENGLISH - LITERATURE

A student may minor in English by completing 200; 250, 251, or 252; 255 or 256; and three 300-level electives chosen in consultation with the department chair.

MINOR IN ENGLISH - CREATIVE WRITING

A student may minor in Creative Writing by completing 200; two courses chosen from 230, 231, 232, 233; two courses chosen from 322, 323, 326; and one 300-level elective course chosen in consultation with the department chair.

• ENGLISH COURSES

ENGL 100 FOUNDATIONS OF WRITING

Review of writing skills expected in college-level courses, including ability to write clear and correct Standard English prose in paragraphs and short essays. A student enrolled in English 100 must earn a grade of at least C- in order to take 101. *Three semester hours.*

ENGL 101 WRITING

Development of writing skills necessary for academic work at all levels, including skills in rhetoric, grammar, electronic research, and documentation. At least a C- is required to fulfill the college's writing requirement. *Three semester hours.*

ENGL 199 WRITING REVIEW

Review and practice in grammar and writing skills expected of successful college graduates. For students referred to English 199, the course becomes a graduation requirement. At least a C- is required in order to receive credit for the course if a student is formally referred to the course. *One semester hour.*

ENGL 200 READING AND WRITING ABOUT LITERATURE (WC)

Instruction in reading and analyzing literature, writing academic discourse, and using electronic research and documentation. Introduction to different genres and selected critical theories. English majors should complete this course before the end of the sophomore year. This course satisfies the Modes of Inquiry requirement for Interpreting Texts. This course satisfies the proficiency requirement for Written Communication in the disciplines. Prerequisite: 101. *Three semester hours.*

ENGL 203 WORLD LITERATURE (INTERNATIONAL STUDIES 203X)

Introduction to classics of world literature, with attention to mythology, religion, philosophy, and the multicultural aspects of our culture. This course satisfies the Modes of Inquiry requirement for Interpreting Texts. Prerequisite: 101. *Three semester hours.*

ENGL 230 INTRODUCTION TO CREATIVE WRITING

The writing of poetry, fiction, and other creative projects; instruction in reading literary texts with attention to the crafts of poetry, prose (fiction and nonfiction), and drama. Development of workshop practice and instruction in research for creative purposes. Prerequisite: 101 or permission of instructor.

ENGL 231 INTRODUCTION TO POETRY

Introduction to the reading and enjoyment of poetry through the study of poems from selected time periods and diverse cultural traditions. English majors in the creative writing track are encouraged to take this course prior to English 322. This course satisfies the Modes of Inquiry requirement for Interpreting Texts. Prerequisite: 101. *Three semester hours.*

ENGL 232 INTRODUCTION TO FICTION

Introduction to short fiction, including stories and short novels, with attention to a variety of forms from classical narrative to fantasy and expressionism. English majors in the creative writing track are encouraged to take this course prior to English 323. This course satisfies the Modes of Inquiry requirement for Interpreting Texts. Prerequisite: 101. *Three semester hours.*

ENGL 233 INTRODUCTION TO DRAMA (THEATRE 233X)

Introduction to drama, with a focus on the literary issues specific to drama as a form of narrative; consideration of dramatic genre and theory, and some attention to staging and performance, with an introduction to important playwrights of the tradition. English majors in the creative writing track are encouraged to take this course prior to English 325X. This course satisfies the Modes of Inquiry requirement for Interpreting Texts. Prerequisite: 101. *Three semester hours.*

ENGL 234 INTRODUCTION TO FILM (MASS COMMUNICATIONS 271X)

Introduction to film techniques and conventions; consideration of social, artistic, and historical contexts of films, how they shape and are shaped by their time; and systematic exploration of such influential film genres as silent film, documentary, *film noir*, New Cinema, and auteur analysis. Prerequisite: 101. *Three semester hours.*

ENGL 250 MAJOR BRITISH WRITERS I

Introduction to earlier British literature with attention to selected works by authors including Chaucer, Shakespeare, Spenser, Donne, Milton, Dryden, Pope, Swift, and Johnson. English majors should complete this course before the end of the sophomore year. Prerequisite: 101. *Three semester hours.*

ENGL 251 MAJOR BRITISH WRITERS II

Introduction to later British literature with attention to selected works by authors including Wordsworth, Coleridge, Byron, Shelley, Keats, Tennyson, Browning, Arnold, G. Eliot, Woolf, Yeats, and T.S. Eliot. English majors should complete this course before the end of the sophomore year. Prerequisite: 101. *Three semester hours.*

ENGL 252 MAJOR BRITISH WRITERS III

Introduction to literature from 1945 to the present and its diverse cultural, social, and political contexts. Study of English-language authors from the British Isles, Africa, India, and the Caribbean, with attention to English as a language of world literature. English majors should complete this course before the end of their sophomore year. This course satisfies the Modes of Inquiry requirement for Understanding the Individual and Society. Prerequisite: 101. *Three semester hours.*

ENGL 255 MAJOR U.S. WRITERS I

Survey of writing in the United States through World War I, with attention to selected works by Emerson, Thoreau, Hawthorne, Melville, Poe, Douglass, Whitman, Dickinson, Twain, James, Crane, Chopin, and Dreiser that introduce students to American Romanticism, Realism, and Naturalism. Prerequisite: 101. *Three semester hours.*

ENGL 256 MAJOR U.S. WRITERS II

Survey of writing in the United States after World War I, with attention to selected American authors from Eliot, Hemingway, Moore, and Fitzgerald to the present. Prerequisite: 101. *Three semester hours.*

ENGL 261X THE CHRISTIAN FAITH IN LITERATURE (RELIGION 261)**ENGL 317 LITERATURE FOR CHILDREN AND YOUNG ADULTS**

Survey of traditional and modern texts for children and young adults, with attention to multicultural social contexts, genre, and developmental stages in reading. This course satisfies the Modes of Inquiry requirement for Interpreting Texts. Prerequisite: 101. *Three semester hours.*

ENGL 321 ADVANCED COMPOSITION (WC) (MASS COMMUNICATIONS 321X)

Reading and writing longer forms of exposition, persuasion, narration, and analysis, with emphasis on clarity of style, argument, and advanced editing and research skills. This course satisfies the proficiency requirement for Written Communication in the disciplines. Prerequisite: 101. *Three semester hours.*

ENGL 322 POETRY WORKSHOP

The writing of poetry, with attention to traditional prosody and innovations in contemporary poetry. This course satisfies the Modes of Inquiry requirement for Artistic Expression. Prerequisite: 101. *Three semester hours.*

ENGL 323 FICTION WORKSHOP

The writing of prose fiction, with emphasis on techniques of characterization, voice, plot development, and theme. This course satisfies the Modes of Inquiry requirement for Artistic Expression. Prerequisite: 101. *Three semester hours.*

ENGL 325X INTRODUCTION TO PLAYWRITING (THEATRE 325)**ENGL 326 CREATIVE NONFICTION WORKSHOP**

The study of creative nonfiction, with inspiration from writing based on topics from personal narratives to the natural world. The composition of original writing inspired by personal and professional interests for a range of publications, from journals to blogs. This course satisfies the Modes of Inquiry requirement for Artistic Expression. Prerequisite: 101. *Three semester hours.*

ENGL 328 NATURE WRITING

The writing and study of nature writing as a genre and pertinent literary forms, with attention to writing from Thoreau, Carlson, Leopold, Abbey, Berry, Lopez, Dillard, and Bass. This course is taken as part of the Semester-A-Trail Program. This course satisfies the Modes of Inquiry requirement for Artistic Expression. Prerequisite: 101. *Three semester hours.*

ENGL 332 LITERARY THEORY (CT)

An applied study of critical perspectives on literature and related literary theories, including New Criticism, New Historicism, Feminism, Postcolonialism, Structuralism, and others. This course satisfies the proficiency requirement for Critical Thinking in the disciplines. Prerequisite: 101. *Three semester hours.*

ENGL 333 LINGUISTICS (QL)

Overview of general linguistic theories, including applied linguistics, psycholinguistics, and sociolinguistics. Nature, development, and acquisition of both first and second languages including knowledge of phonological, morphological, and semantic aspects of English and their impact on the development of vocabulary, spelling, and grammatical competence. This course satisfies the proficiency requirement for Quantitative Literacy in the disciplines. Prerequisite: 101. *Three semester hours.*

ENGL 350 SPECIAL TOPICS

Selected topics within any area of literature, comparative cultures and literature, criticism, and creative writing. Prerequisite: 101. *Three semester hours.*

ENGL 360 SHAKESPEARE (THEATRE 360X)

Representative comedies, histories, tragedies, and romances from his early, middle, and late periods, studied in the context of cultural and dramatic history and the Elizabethan theatre. Prerequisite: 101. *Three semester hours.*

ENGL 362 STUDIES IN MAJOR AUTHORS

A study of the works, life, and culture of a single major author in the Anglophone tradition. Possible topics include Austen, Chaucer, Dickens, Faulkner, Milton, Woolf. May be repeated for credit. Prerequisite: 101. *Three semester hours.*

ENGL 364 STUDIES IN LITERARY TRADITIONS: ETHNIC, NATIONAL, REGIONAL, CULTURAL

Study of a selected ethnic, national, regional, or cultural literary tradition. Rotating traditions will include Multi-ethnic American, Irish, women's, Southern, and Appalachian traditions. May be repeated for credit. Prerequisite: 101. *Three semester hours.*

ENGL 450 SENIOR SEMINAR (OC)

Analysis of a selected topic in literature with related study of genre and schools of critical theory. Students in the literature and secondary education tracks complete a critical project. Students in the creative writing track may elect to complete a combined critical-creative project. Evaluation of student presentations by members of the English Department. This course satisfies the proficiency requirement for Oral Communication in the disciplines.

Prerequisite: for seniors in the English major only, except with permission of department chair. *Three semester hours.*

ENGL 460 INDEPENDENT STUDY

Advanced independent research in a special area of literature and criticism, or a creative writing project, under the supervision of a faculty member. Prerequisite: departmental approval. *One to four semester hours.*

ENGL 470 AND 471 INTERNSHIP I AND II

Work experience related to the student’s major, jointly supervised by the department and a professional in the field. Although the usual internship will carry either three or six hours credit, a student may elect to arrange an internship carrying between two and six hours credit with the permission of the department. Each hour of credit will require forty hours at the internship site. Prerequisite: departmental approval. *Two to six semester hours.* Pass-Fail only.

ENGL 490 AND 491 HONORS THESIS I AND II

Independent research in a special topic for honors. Prerequisites: senior status, GPA of 3.5 in the major and 3.3 overall, and permission of all members of the department. *Three semester hours.*

ENVIRONMENTAL STUDIES

See **Geography & Earth & Environmental Sciences**

EQUINE STUDIES

Professors

Patricia Graham-Thiers, Chair
Lisa Moosmueller-Terry
Heather Richardson
Jessica Denniston

Major

Equine Studies (B.A. or B.S.)

EQUINE STUDIES (B.A. OR B.S.)

Objectives: The Equine Studies program is a nationally-recognized program that specializes in the disciplines of Show Jumping, Equitation, Show Hunters, Dressage and Combined Training. Students earn a bachelor’s degree in Equine Studies through a program designed to produce a well-rounded horseperson with skills in teaching, training and stable management. This program prepares students to enter the horse industry with the knowledge and confidence necessary to perform successfully and professionally.

EQUINE STUDIES (B.A.)

Requirements:

<i>Seven (7) semester hours from:</i>		7
EQST 101	Fundamentals of Riding (Beginner/Advanced Beginner) (1)	
EQST 102	Fundamentals of Riding (Advanced Beginner) (1)	
EQST 103	Introduction to Show Ring Competition I (1)	
EQST 104	Introduction to Show Ring Competition (1)	
EQST 201	Fundamentals of Riding (Intermediate) (1)	
EQST 202	Fundamentals of Riding (Intermediate) (1)	
EQST 203	Show Jumping Practicum I (1)	
EQST 204	Show Jumping Practicum II (1)	
EQST 301	Fundamentals of Riding (Advanced Intermediate) (1)	

EQST 302	Fundamentals of Riding (Advanced Intermediate) (1)	
EQST 303	Show Jumping Practicum III (1)	
EQST 304	Show Jumping Practicum IV (1)	
EQST 315	Applied Schooling I (2)	
EQST 316	Applied Schooling I (2)	
EQST 322	Dressage I (1)	
EQST 323	Dressage II (1)	
EQST 352	Show Hunter Practicum (1)	
EQST 403	Show Jumping Practicum V (1)	
EQST 404	Show Jumping Practicum VI (1)	
EQST 415	Applied Schooling II (2)	
EQST 416	Applied Schooling II (2)	
EQST 422	Advanced Dressage (2)	
EQST 217	Stable Management I	3
EQST 224	Schooling Techniques	3
EQST 305	Horse Show Management and Judging	3
EQST 306	Equine Facilities Design and Management	4
EQST 324	Methods of Teaching	3
EQST 326	Equine Nutrition	3
EQST 327	Farrier Science	3
EQST 335	Equine Anatomy, Physiology and First Aid	3
EQST 336	Methods of Teaching II	3
EQST 360	Conformation and Selection	3
EQST 418	Equine Health Management	3
EQST 435	Equine Health and Breeding	3
EQST 470	Equine Studies Internship	3
Total		47
<i>Additional Requirement</i>		
HHP 251	Safety Education	3
MATH 121 Or higher	College Algebra	3

EQUINE STUDIES (B.S.)

Requirements:

<u>Seven (7) semester hours from:</u>		7
EQST 101	Fundamentals of Riding (Beginner/Advanced Beginner) (1)	
EQST 102	Fundamentals of Riding (Advanced Beginner) (1)	
EQST 103	Introduction to Show Ring Competition I (1)	
EQST 104	Introduction to Show Ring Competition (1)	
EQST 201	Fundamentals of Riding (Intermediate) (1)	
EQST 202	Fundamentals of Riding (Intermediate) (1)	
EQST 203	Show Jumping Practicum I (1)	
EQST 204	Show Jumping Practicum II (1)	
EQST 301	Fundamentals of Riding (Advanced Intermediate) (1)	
EQST 302	Fundamentals of Riding (Advanced Intermediate) (1)	
EQST 303	Show Jumping Practicum III (1)	
EQST 304	Show Jumping Practicum IV (1)	
EQST 315	Applied Schooling I (2)	
EQST 316	Applied Schooling I (2)	
EQST 322	Dressage I (1)	
EQST 323	Dressage II (1)	
EQST 352	Show Hunter Practicum (1)	

EQST 403	Show Jumping Practicum V (1)	
EQST 404	Show Jumping Practicum VI (1)	
EQST 415	Applied Schooling II (2)	
EQST 416	Applied Schooling II (2)	
EQST 422	Advanced Dressage (2)	
EQST 217	Stable Management I	3
EQST 224	Schooling Techniques	3
EQST 305	Horse Show Management and Judging	3
EQST 306	Equine Facilities Design and Management	4
EQST 324	Methods of Teaching	3
EQST 326	Equine Nutrition	3
EQST 327	Farrier Science	3
EQST 335	Equine Anatomy, Physiology and First Aid	3
EQST 336	Methods of Teaching II	3
EQST 350	Special Topics: Exercise Physiology	3
EQST 360	Conformation and Selection	3
EQST 418	Equine Health Management	3
EQST 435	Equine Health and Breeding	3
EQST 470	Equine Studies Internship	3
Total		50
<i>Additional Requirements</i>		
HHP 251	Safety Education	3
<i>One course from:</i>		4
MATH 151	Calculus I	
MATH 161X	Introduction to Statistics	
<i>One course from:</i>		4
BIOL 105	Introduction to College Biology	
BIOL 117	General Biology	
One additional lab science course		4

MINOR IN EQUINE STUDIES

A student may minor in Equine Studies by completing 2 semester hours chosen from 101, 102, 201, 202, 301, 302, 401, or 402; 217, 224, 324, 326, 327, 360, 417, and 418.

PRE-VETERINARY PREPARATION

The college offers the pre-requisites necessary for students who want to attend veterinary school. Most veterinary schools require 3-6 credits of English composition, as well as 12-16 credits of humanities courses. Specific to the mathematics and science requirements students should take 3-6 credits of mathematics including statistics (Statistics 161), two semesters of inorganic chemistry (Chemistry 111 and 112), two semesters of Organic Chemistry (Chemistry 211 and 212), as well as two semesters of physics (Physics 201 and 202). Biology courses that should be taken include General Biology (Biology 117), Organismal Biology (Biology 201), Genetics (Biology 300), Cell Biology (Biology 315), Microbiology (Biology 332) and Biochemistry (Biology 430). Many, but not all, veterinary schools require General Physiology (Biology 425), Introduction to Animal Science and Animal Nutrition. Other useful courses and activates include Comparative Anatomy (Biology 320), Vertebrate Zoology (Biology 275), research projects and internships. Students should work with their advisor in determining the specific requirements for the school where the student is interested in submitting an application.

• EQUINE STUDIES COURSES

Note: Spaces in Equine Studies classes are limited to Equine Studies majors or minors during the pre-registration period. Non-majors may register for Equine Studies classes (if room permits) during regular registration at the opening of the semester.

EQST 101 FUNDAMENTALS OF RIDING (BEGINNER/ADVANCED BEGINNER)

This course is designed for the student with no riding experience or with no hunt seat experience. The student will be introduced to the basics of proper position at the walk, trot, and canter; to hunt seat terminology, and to low fences. Advanced Beginner: Emphasis is on securing the rider's position on the flat and over fences, with further exposure to jumping. To enter this level the student should be able to exhibit good basic control over a horse ridden in a group. Prerequisite: permission of instructor. Beginner: Two mounted hours per week. *One semester hour.* May be repeated for credit.

EQST 102 FUNDAMENTALS OF RIDING (ADVANCED BEGINNER)

Continuation of Equine Studies 101. Prerequisite: permission of instructor. Two mounted hours a week. *One semester hour.* May be repeated for credit.

EQST 103 INTRODUCTION TO SHOW RING COMPETITION I

This is a mounted course where the student gains practical experience in a competitive setting. The sections will emphasize Show Hunters and Equitation. Prerequisite: permission of instructor. One and a half mounted hours per week. *One semester hour.* May be repeated for credit.

EQST 104 INTRODUCTION TO SHOW RING COMPETITION Continuation of Equine Studies 103. Prerequisite: permission of instructor. One and a half mounted hours per week. *One semester hour.* May be repeated for credit.

EQST 201 FUNDAMENTALS OF RIDING (INTERMEDIATE)

Building on principles covered in Equine Studies 101 and 102, this course will concentrate on the refinement of position. To enter this level, a student should be able to ride confidently, with or without stirrups, at all three gaits and should be able to negotiate a sequence of fences. Prerequisite: permission of instructor. Two mounted hours per week. *One semester hour.* May be repeated for credit.

EQST 202 FUNDAMENTALS OF RIDING (INTERMEDIATE)

Continuation of Equine Studies 201. Prerequisite: permission of instructor. Two mounted hours per week. *One semester hour.* May be repeated for credit.

EQST 203 SHOW JUMPING PRACTICUM I

Students in this course should be able to negotiate a 3' - 3'3" course in proper hunter seat equitation form. This course will introduce the jumper divisions to those riders with a solid background in the hunter and equitation divisions. Advanced equitation courses, such as those found in the lower-level jumper divisions, will be dealt with. The US Equestrian Rulebook sections pertaining to the jumper divisions will be discussed as will methods of course walking and course construction. Prerequisite: permission of instructor. One and a half mounted hours per week. *One semester hour.* May be repeated for credit.

EQST 204 SHOW JUMPING PRACTICUM II

Students in this course should be able to negotiate a 3' - 3'3" course in proper hunter seat equitation form. This course will introduce the jumper divisions to those riders with a solid background in the hunter and equitation divisions. Advanced equitation courses, such as those found in the lower-level jumper divisions, will be dealt with. The US Equestrian Rulebook sections pertaining to the jumper divisions will be discussed as will methods of course walking and course construction. Prerequisite: permission of instructor. One and a half mounted hours per week. *One semester hour.* May be repeated for credit.

EQST 217 STABLE MANAGEMENT I

This course is designed to introduce the student to the basic care of horses. Topics include techniques of grooming, braiding, bandaging, equipment care and maintenance, and basic first aid. Other topics will include evolution of the horse, different breeds and horse activities available to the rider today. Student will be assigned one horse and related equipment to care for and maintain throughout the semester. Two lecture hours and additional practical lab hours. *Three semester hours.*

EQST 224 SCHOOLING TECHNIQUES (WC)

This course is designed to provide students with a background which will enable them to evaluate a horse, rider and design a program to provide optimum results. The course will address three main areas: (1) understanding the mechanism of the horse and its functions, (2) defining and understanding the rider's position and its use, and (3) applying these concepts in actual labs. This course satisfies the proficiency requirement for Written Communication in the disciplines. Prerequisite: Equine Studies 360 recommended. Two lecture hours and up to three practical hours a week. *Three semester hours.*

EQST 301 FUNDAMENTALS OF RIDING (ADVANCED INTERMEDIATE)

Emphasis will be placed on developing the riders' seat and understanding the concept of "contact" with the horse's mouth. Additional concepts such as impulsion, straightness, bending and obedience will be explored. Jumping simple gymnastics, lines, and both hunter and equitation courses will be included. Prerequisite: permission of instructor. Two mounted hours per week. *One semester hour.* May be repeated for credit.

EQST 302 FUNDAMENTALS OF RIDING (ADVANCED INTERMEDIATE)

A continuation of Equine Studies 301. Prerequisite: permission of instructor. Two mounted hours per week. *One semester hour.* May be repeated for credit.

EQST 303 SHOW JUMPING PRACTICUM III

Students in this course should be able to negotiate a 3'3"-3'6" course in proper hunter seat equitation form. This course will give the student the opportunity to ride weekly over a jumper course and jump-off pattern. Students will be able to experience show-ring competition in the jumper divisions by participating in on-campus and away horse shows. Course analysis, techniques of training show jumpers, course construction and US Equestrian rules for show jumper competition will be dealt with. Prerequisite: permission of instructor. One and a half mounted hours per week. *One semester hour.* May be repeated for credit.

EQST 304 SHOW JUMPER PRACTICUM IV

Continuation of Equine Studies 303. Prerequisite: permission of instructor. One and a half mounted hours per week. *One semester hour.* May be repeated for credit.

EQST 305 JUDGING, MANAGEMENT AND COURSE DESIGN (CT)

This class will meet in lecture and practical sessions. Lectures cover the organization of horse shows under the guidelines of US Equestrian and the Intercollegiate Horse Show Association. The practical requirements will include the production of college-hosted competitions. Judging of hunters, hunter seat equitation and jumpers will also be incorporated into this class. This class will meet in lecture and practical sessions. Lectures cover the judging and scoring of the Hunter, Jumper, Equitation, Dressage and Eventing disciplines. The US Equestrian rules related to governing these disciplines and course design requirements are studied in depth as well as managing shows or events in these disciplines. The practical requirements will include the production of college-hosted competitions, judging practice, course design, arena set-up and arena management. This course satisfies the proficiency requirement for Critical Thinking in the disciplines. Two lecture hours and up to three practical hours a week. *Three semester hours.*

EQST 306 EQUINE FACILITIES DESIGN AND MANAGEMENT

This course will be a 2 part course starting with an introduction to the management of equine facilities, stable building and maintenance. The course will also explore many aspects of running a horse facility, including contracts and records, budgeting, insurance, employees, taxes, advertising, client relationships and the development of a professional attitude. The introduction of equine management software will be done in this course. Prerequisite: 217 and junior status. Three lecture hours a week and up to 3 lab hours a week. *Four semester hours.*

EQST 315 APPLIED SCHOOLING I

This class will ride four hours a week. Three hours will be structured lessons. The other hour will be either a self-directed training session or an additional structured lesson. Lecture material may also be included. This course is designed for the serious advanced rider with aspirations toward the show ring in the hunter, jumper and equitation divisions. Basic schooling concepts, flatwork and refinement of position will be stressed. Riders will negotiate different types of courses derived from the hunter, jumper and equitation rings. Riders will also experience riding

horses of different levels ranging from “very green” to “extremely well schooled.” Prerequisite: permission of instructor. Four mounted hours per week. *Two semester hours*. May be repeated for credit.

EQST 316 APPLIED SCHOOLING I

Continuation of Equine Studies 315. Prerequisite: permission of instructor. Four mounted hours per week. *Two semester hours*. May be repeated for credit..

EQST 322 DRESSAGE I

This is a mounted course designed to introduce the rider to the basic principles of dressage. The repetition of transitions and training figures at working gaits in regards to the USAE Introductory and Training Level tests will be applied. The main emphasis is the realization that every horse and rider, regardless of his or her discipline, can benefit from dressage training. Students may also learn through lectures and videos on riding techniques. The USAE and USDF rules governing dressage competitions will be studied. Prerequisite: permission of instructor. One and a half mounted hours per week. *One semester hour*. May be repeated for credit.

EQST 323 DRESSAGE II

This course is a mounted class designed for the intermediate Dressage rider and to be a continuation for those that have mastered the skills in Dressage I. More advanced figures and tests will be studied and practiced. This course is geared to the Training and First levels of Dressage. The USAE and USDF rules governing dressage competitions will be studied. Students may also learn through lectures and videos on riding techniques. Prerequisite: 322 and/or permission of instructor. One and a half mounted hours per week. *One semester hour*. May be repeated for credit.

EQST 324 METHODS OF TEACHING I (ER)

This course will introduce the skills and techniques used to teach riding students of various levels and age groups. This course will analyze the rider’s position and its use. Students will learn basic philosophies of teaching and how the student learns as well as develop their knowledge of the materials they will be teaching. This course is also designed to explore teaching and training philosophies of the leading professionals of the industry. This course will be presented through lectures, teaching labs and assistant teaching. This course satisfies the proficiency requirement for Ethical Reasoning in the disciplines. Prerequisite: junior or senior status or permission of instructor. Two lecture hours and three laboratory hours a week. *Three semester hours*.

EQST 325 BEGINNING TRAINING METHODS (CT)

This course will focus on training the young, inexperienced horse that has never been ridden. Topics covered will include how the horse learns, longeing and long lining, biting, starting a young horse under saddle and over fences, correct use of training equipment. Introducing the inexperienced horse to new situations, and techniques of choosing young training prospects. Classes will involve lecture as well as practical demonstrations. This course satisfies the proficiency requirement for Critical Thinking in the disciplines. Prerequisite: 224. Two lecture hours and up to three supervised laboratory hours per week. *Three semester hours*.

EQST 326 EQUINE NUTRITION

This course will cover the physiology of digestion as related to the horse and its utilization of water, carbohydrates, lipids, proteins, vitamins, and minerals. Nutrient requirements and deficiencies will be covered. The course will also stress the practices of basic principles of nutrition in developing and balancing rations for horses. *Three semester hours*.

EQST 327 FARRIER SCIENCE

This course is designed to acquaint the student with the science and art of horseshoeing. Topics to be covered will include anatomy of the leg and foot, corrective shoeing, diseases, abnormalities and unsoundnesses of the foot, as well as actual shoeing procedures. Three lecture hours per week plus practical work as assigned. *Three semester hours*.

EQST 333 HORSE SHOW INDUSTRY WORKSHOP

Students will work with outside professionals such as judges, stewards and show managers to learn how to run a large “A” level horse show. *One semester hour*. May be repeated for credit.

EQST 335 EQUINE ANATOMY, PHYSIOLOGY AND FIRST AID

An in-depth study of the anatomy and physiology of the horse. This course will cover the basic evolutionary changes and functioning of the skeletal, muscular, circulatory, respiratory, digestive, urinary, reproductive and integumentary systems of the horse. In addition, first aid for diseases, unsoundnesses and emergency situations will be dealt with.

Prerequisite: junior or senior status. *Three semester hours.*

EQST 336 METHODS OF TEACHING II (OC)

A continuation of Equine Studies 324 with emphasis on hands-on experience. Students will be required to teach Fundamentals classes under the supervision of Equine Studies faculty. Class will also meet in a discussion setting to evaluate problems and developments. This course satisfies the proficiency requirement for Oral Communication in the disciplines. Prerequisite: 324 and junior or senior status or permission of instructor. *Three semester hours.*

EQST 343 EVENTING I

This course is designed to introduce the student to a horse trial. The three phases comprising a trial (dressage, cross-country and stadium jumping) and the United States Eventing Association and USA Equestrian rules governing them will be studied and practiced. Exercises are geared to the beginner novice and novice levels of eventing.

Prerequisite: permission of instructor. Two mounted hours per week. *One semester hour.* May be repeated for credit.

EQST 344 EVENTING II

A continuation of the skills acquired in Equine Studies 343. Exercises are geared toward training level eventing and above. Students will learn to develop conditioning programs for the event horse as well as to introduce green horses to cross-country jumping. Prerequisite: permission of instructor. Two mounted hours per week. *One semester hour.* May be repeated for credit.

EQST 350 SPECIAL TOPICS

Selected topics in Equine Studies chosen by the instructor in response to student interests. *One to three semester hours.*

EQST 352 SHOW HUNTER PRACTICUM

This is a mounted class where students will become familiar with training and riding the show-ring hunter. Techniques to improve the jumping form of the horses will be emphasized. Methods to use in the schooling ring, as well as solutions for problem horses, will be explored. Prerequisite: permission of instructor. One and a half mounted hours per week. *One semester hour.* May be repeated for credit.

EQST 360 CONFORMATION AND SELECTION (QL)

This course will familiarize the student with critiquing the conformation of the horse. Ideal traits as well as defects will be discussed as well as the way conformation affects movement and performance suitability. Evolution of the horse and breed development will also be covered. This course satisfies the proficiency requirement for Quantitative Literacy in the disciplines. Two lecture hours and two hours of lab and practical work as assigned. *Three semester hours.*

EQST 401 FUNDAMENTALS (ADVANCED)

Riders at this level should have an understanding of “putting a horse on the bit” and “seeing distances.” Flat work sessions will include work on collection and flexion. Jumping advanced equitation courses like those found in USET classes will be dealt with. Prerequisite: permission of instructor. Two mounted hours per week. *One semester hour.* May be repeated for credit.

EQST 402 FUNDAMENTALS (ADVANCED)

Continuation of Equine Studies 401. Prerequisite: permission of instructor. Two mounted hours per week. *One semester hour.* May be repeated for credit.

EQST 403 SHOW JUMPING PRACTICUM V

Students in this course should be able to negotiate a 3’6”-4’ course in proper hunter seat equitation form. This course will give the student an opportunity to ride weekly over a jumper course and jump-off pattern. Students will be able to experience show-ring competition in the jumper divisions by participating in on-campus and away horse

shows. Course analysis, techniques of training show jumpers, course construction and the US Equestrian rules for show-jumper competitions will be dealt with. Prerequisite: permission of instructor. One and a half mounted hours per week. *One semester hour.* May be repeated for credit.

EQST 404 SHOW JUMPING PRACTICUM VI

Continuation of Equine Studies 403. Prerequisite: permission of instructor. One and a half mounted hours per week. *One semester hour.* May be repeated for credit.

EQST 415 APPLIED SCHOOLING II

This course is designed for the student wanting to gain an intensive concentration in the areas of the care of the horse, a complete understanding of the rider's position, classical flatwork as it relates to the horse, hunter, jumper and equitation performance requirements, and various techniques to improve each through the conditioning and development of the horse. This class will meet in regular, self-directed and additional group sessions. Lecture material will also be presented. Prerequisite: permission of instructor. Four mounted hours per week. *Two semester hours.* May be repeated for credit.

EQST 416 APPLIED SCHOOLING II

Continuation of Equine Studies 415. Prerequisite: permission of instructor. Four mounted hours per week. *Two semester hours.* May be repeated for credit.

EQST 418 EQUINE HEALTH MANAGEMENT (WC)

This course will allow the student to put into practical application information gained in other classes taken in the Equine Studies major. A structured lab session will be used to illustrate concepts that may previously have been encountered only in a lecture setting. Topics will include general health assessment, parasites, vaccinations, general health problems and a section on pharmacology. This class will also help to prepare students to take the competency/proficiency exams at the end of the senior year. This course satisfies the proficiency requirement for Written Communication in the disciplines. Prerequisite: junior or senior status. Two lecture hours and two lab hours with additional practical lab work. *Three semester hours.*

EQST 420 SENIOR SEMINAR (ER)

This course will assist the student in preparing a portfolio to help the student gain employment. Resume preparation and interviewing skills will be covered. Proficiency testing will be implemented through this class. This course satisfies the proficiency requirement for Ethical Reasoning in the disciplines. Prerequisite: senior status. *One semester hour.*

EQST 422 ADVANCED DRESSAGE

This course is a mounted class designed for the advanced Dressage rider and to be continuation for those that have mastered the skills in Dressage II. Students in this course should be familiar with lateral work, collected and extended gaits. The student should be comfortable sitting the trot on a variety of horses for the duration of each class. Work in this class is geared at First level and above. The USAE and USDF rules governing dressage competitions will be studied. Prerequisite: permission of instructor. Three mounted hours per week. *Two semester hours.* May be repeated for credit.

EQST 424 EQUINE STUDIES RESEARCH PRACTICUM

Students gain hands-on experience with research by assisting with ongoing equine nutrition and exercise physiology research projects. Prerequisite: permission of instructor. *One to three semester hours.* May be repeated for credit.

EQST 434 INDEPENDENT STUDY

This course offers on-the-job experience in stable management, training or instructing for Equine Studies majors. This study is recommended to those students who are employed or engaged in the horse industry during the summer recess. Prerequisites: junior or senior status and approval of department. *One to three semester hours.* May be repeated for credit.

EQST 435 EQUINE HEALTH AND BREEDING

This course will stress reproductive physiology and genetics of the horse. Topics include selection, breeding systems, breeding contracts, and keeping accurate records. Prerequisite: junior or senior status. Three lecture hours per week plus practical work as assigned. *Three semester hours.* Offered spring semester.

EQST 470 EQUINE STUDIES INTERNSHIP

On-the-job experience for majors in various segments of the horse industry. Prerequisites: junior or senior status and approval of department. *Three semester hours.*

EXERCISE SCIENCE

See **Athletic Training**

FOREIGN LANGUAGES**Professors**

Xiangyun Zhang, Chair
Mary Bell Boltwood
Gonzalo Baptista
Mariano Ayala

Tracks

French and Francophone Studies (B.A.)
French and International Commerce (B.A.)
French – Teacher Preparation (B.A.)
Hispanic Studies (B.A.)
Spanish – Teacher Preparation (B.A.)

FRENCH AND FRANCOPHONE STUDIES (B.A.)

Objective: To provide students an interdisciplinary framework for the study of the history, literature, film and culture of France and the world in which French is an important medium of culture.

Requirements:

FRCH 101	Beginning French I	4
FRCH 102	Beginning French II	4
FRCH 201	French Grammar	3
FRCH 202A	French Intermediate Conversation and Composition	3
FRCH 300	French Civilization	3
FRCH 301A	Contemporary Issues in France and Francophone Regions and Countries	3
FRCH 304A	Literature Survey III	3
FRCH 402	Advanced Conversation, Grammar and Composition	3
FRCH 450	Senior Seminar	3
<u>Two</u> additional French courses at the 300- or 400-level*		6
Total		35
<i>Additional requirement</i>		
MATH 121 Or higher		3

*Courses to be completed in the three following optional ways: **a)** two courses taken at Emory & Henry College, **b)** one course taken at Emory & Henry College and three semester hours completed with an approved study abroad program in a francophone region or country, or **c)** six semester hours completed with an approved study abroad program in a francophone region or country.

The senior project is met by 450, which is designed to increase students' knowledge of a French speaking country or region in their particular field of interest.

FRENCH AND INTERNATIONAL COMMERCE (B.A.)

Objectives: To train students in French and acquaint them with the cultures, and fundamental business and economic concepts in order to prepare them for careers in management and leadership in organizations that operate globally.

Requirements:

FRCH 101	Beginning French I	4
FRCH 102	Beginning French II	4
FRCH 201	French Grammar	3
FRCH 202A	French Intermediate Conversation and Composition	3
<i>One course from:</i>		3
FRCH 300	French Civilization	
FRCH 301A	Contemporary Issues in France and Francophone Regions and Countries	
FRCH 305	Advanced Business French	3
Six semester hours completed with an approved study abroad program		6
FRCH 480	Senior Project	1-3
Total		27-29
<i>Additional requirements:</i>		
ACCT 201	Principles of Accounting I	3
ACCT 202	Principles of Accounting II	3
MGMT 320	Issues in International Management	3
MGMT 345	Management Theory and Practice	3
ECON 151	Principles of Economics I	3
ECON 152	Principles of Economics II	3
ECON 322	International Trade	3
<i>One course from:</i>		4
STAT 161	Introduction to Statistics	
STAT 162	Introduction to Statistics for the Social Sciences	

The senior project is met by 480, which is designed to increase students' knowledge of a French speaking country or region in their particular field of interest.

FRENCH – TEACHER PREPARATION (B.A)

Objective: To enable students to meet Virginia requirements for licensure to teach French.

Department requirements:

FRCH 101	Beginning French I	4
FRCH 102	Beginning French II	4
FRCH 201	French Grammar	3
FRCH 202A	French Intermediate Conversation and Composition	3
FRCH 300	French Civilization	3
FRCH 301A	Contemporary Issues in France and Francophone Regions and Countries	3
FRCH 402	Advanced Conversation, Grammar and Composition	3
Three additional French courses at the 300- or 400-		9

level*		
Total		32
<i>Additional requirements</i>		
ENGL 333	Linguistics	3
MATH 121 Or higher		3

*Courses to be completed in the three following optional ways: **a)** three courses taken at Emory & Henry College, **b)** one course taken at Emory & Henry College and six semester hours completed with an approved study abroad program in a francophone region or country, or **c)** nine semester hours completed with an approved study abroad program in a francophone region or country.

Licensure Requirements:

EDUC 114	Introduction to Education	1
EDUC 115	Early Field Experience	.5
EDUC 115	Early Field Experience	.5
EDUC 305	Human Growth and Development	3
EDUC 320	Technology and Instructional Design	3
EDUC 370	Survey of Exceptional Children	3
EDUC 440	Seminar: Teaching in Secondary School	2
EDUC 441	Supervised Teaching in Secondary School	10
EDUC 445	Foundations of Education	3
EDUC 449	Reading, Writing and Instruction in Content Areas	3
EDUC 450	Curriculum and Instruction in Secondary School	3
Total		32
<i>Additional Requirements:</i>		
<i>One course from:</i>		3
HIST 111	American History to 1861*	
HIST 112	American History since 1862*	
	Laboratory Science*	4
STAT 161	Introduction to Statistics**	4
<i>Recommended</i>		
<i>One course from:</i>		3
HHP 231	Personal Health	
HHP 232	School and Community Health	
HHP 251	Safety Education	
<i>For middle school endorsement:</i>		
EDUC 401	Practicum in Education	2

The student should select core courses to meet state licensure requirements while fulfilling college graduation requirements.

*Met as Modes of Inquiry in Core Requirements.

**Statistics 161 is required in addition to the mathematics requirement in the major.

Education 440, 441, and 450 are taken in the professional semester.

Student Teaching is the senior project for teacher preparation, but individual departments may have additional senior project requirements.

HISPANIC STUDIES (B.A.)

Objective: To provide students an interdisciplinary framework for the study of the history, literature, and film of the Spanish-speaking world. To become proficient in the four communication goals in Spanish (listening, reading, speaking, and writing), and the cultural component.

Requirements:

SPAN 101	Beginning Spanish I	4
SPAN 102	Beginning Spanish II	4
SPAN 201	Intermediate Spanish I	3
SPAN 202A	Communication in the Hispanic World	3
SPAN 301	Advanced Grammar and Expressions in Hispanic Culture	3
SPAN 302A	Introduction to Hispanic Literature and Film	3
<i>Four courses from:</i>		4-12
SPAN 350	Special Topics in Spanish* (1-3)	
SPAN 401 ST	Special Topics in Hispanic Studies* (1-3)	
SPAN 402 ST	Special Topics in Hispanic Studies* (1-3)	
SPAN 450	Senior Seminar	3
Total		27-35
<i>Additional requirement</i>		
MATH 121 Or higher		3

*May be repeated with different topics.

The senior project is met by 450.

Students pursuing a double major must complete: 101, 102, 201, 202A, 301, 302A, 401ST and 402ST.

SPANISH – TEACHER PREPARATION (B.A.)

Objective: To enable students to meet Virginia requirements for licensure to teach Spanish.

Department Requirements:

SPAN 101	Beginning Spanish I	4
SPAN 102	Beginning Spanish II	4
SPAN 201	Intermediate Spanish I	3
SPAN 202A	Communication in the Hispanic World	3
SPAN 301	Advanced Grammar and Expressions in Hispanic Culture	3
SPAN 302A	Introduction to Hispanic Literature and Film	3
<i>Three courses from:</i>		3-9
SPAN 350	Special Topics in Spanish* (1-3)	
SPAN 401 ST	Special Topics in Hispanic Studies* (1-3)	
SPAN 402 ST	Special Topics in Hispanic Studies* (1-3)	
SPAN 407	Teacher Preparation	3
Total		26-32
<i>Additional requirements:</i>		
ENGL 333	Linguistics	3
MATH 121 Or higher		3

*May be repeated with different topics.

Licensure Requirements:

EDUC 114	Introduction to Education	1
EDUC 115	Early Field Experience	.5
EDUC 115	Early Field Experience	.5
EDUC 305	Human Growth and Development	3
EDUC 320	Technology and Instructional Design	3
EDUC 370	Survey of Exceptional Children	3
EDUC 440	Seminar: Teaching in Secondary School	2
EDUC 441	Supervised Teaching in Secondary School	10
EDUC 445	Foundations of Education	3
EDUC 449	Reading, Writing and Instruction in Content Areas	3
EDUC 450	Curriculum and Instruction in Secondary School	3
Total		32
<i>Additional Requirements:</i>		
<i>One course from:</i>		3
HIST 111	American History to 1861*	
HIST 112	American History since 1862*	
	Laboratory Science*	4
STAT 161	Introduction to Statistics**	4
<i>Recommended</i>		
<i>One course from:</i>		3
HHP 231	Personal Health	
HHP 232	School and Community Health	
HHP 251	Safety Education	
<i>For middle school endorsement:</i>		
EDUC 401	Practicum in Education	2

The student should select core courses to meet state licensure requirements while fulfilling college graduation requirements.

*Met as Modes of Inquiry in Core Requirements.

**Statistics 161 is required in addition to the mathematics requirement in the major.

Education 440, 441, and 450 are taken in the professional semester.

Student Teaching is the senior project for teacher preparation, but individual departments may have additional senior project requirements.

MINOR IN SPANISH

A student may minor in Spanish by completing Spanish 101, 102, 201, 202A, 301, and 302A.

MINOR IN FOREIGN LANGUAGES OTHER THAN SPANISH

A student may minor in a foreign language other than Spanish by completing that language's courses numbered 101, 102, and 201, plus three additional courses, two of which must be on the 300 or 400 level.

PLACEMENT

Students who have taken Spanish, French, or German in high school will take an online language placement test administered by the Foreign Languages Department in order to be placed in the appropriate course.

COURSES AT COOPERATING INSTITUTIONS

Students who wish to study a foreign language not offered at Emory & Henry can do so at cooperating institutions either in the United States or abroad.

•CHINESE COURSES

CHIN 101 AND 102 BEGINNING CHINESE I AND II

Introduction to study of pronunciation, communication, and culture of Chinese language regions and countries; introduction to vocabulary and basic grammar structures. No prerequisite for 101. Passing grade in 101 or result of Language Placement Test is prerequisite to 102. *Three semester hours for each class.*

CHIN 201 AND 202 INTERMEDIATE CHINESE I AND II

Integrated grammar review, diverse selection of readings, and practice in speaking and writing. Class conducted in Chinese language. Prerequisite: Language 102 in the respective language. *Three semester hours for each class.*

CHIN 330 AND 331 STUDY ABROAD PROGRAM

Travel and study abroad in a program approved by the department. Prerequisite: two semesters of college language study. *Three semester hours.*

CHIN 350 SPECIAL TOPICS IN CHINESE

Advanced grammar, conversation, and writing. Different topics, such as business, civilization, and literature, offered for further development of reading and writing skills. Class conducted in Chinese language. May be repeated for credit. Prerequisite: Language 201 in the respective language. *One to three semester hours.*

• FRENCH COURSES

FRCH 101 AND 102 BEGINNING FRENCH I AND II

Introduction to study of pronunciation, communication, and culture of francophone people; introduction to vocabulary and basic grammar structures. Three lecture hours and eighty minutes language laboratory. No prerequisite for 101. Passing grade in 101 or result of Language Placement Test is prerequisite to 102. *Four semester hours for each class.*

FRCH 201 FRENCH GRAMMAR

Intensive review of grammar and vocabulary, based on communicative approach to language learning. Prerequisite: 102 or placement. *Three semester hours.*

FRCH 202A FRENCH INTERMEDIATE CONVERSATION AND COMPOSITION (WC, OC)

Study of French composition with topics selected from everyday events and readings in French. This course also train students to develop natural patterns of speech through studies of vocabulary and usage of everyday conversation. This course satisfies the proficiency requirement for Written and Oral Communication in the disciplines. Prerequisite: 201. *Three semester hours.*

FRCH 300 FRENCH CIVILIZATION

Introduction to French history, civilization, culture, and fine arts. Prerequisite: 201. *Three semester hours.*

FRCH 301A CONTEMPORARY ISSUES IN FRANCE AND FRANCOPHONE REGIONS AND COUNTRIES

Advanced-level conversation and readings, based on discussion of current social and political issues affecting French-speaking communities in the world. Prerequisite: 201. *Three semester hours.*

FRCH 302A LITERATURE SURVEY I (CT, WC)

Study of French literature from Middle Ages to 18th Century. Prerequisite: C or higher in 201, or permission of instructor. This course satisfies the proficiency requirements for Critical Thinking and Written Communication in the disciplines. *Three semester hours.*

FRCH 303A LITERATURE SURVEY II (CT, WC)

Study of French literature from 19th Century to present. Prerequisite: C or higher in 201, or permission of instructor. This course satisfies the proficiency requirements for Critical Thinking and Written Communication in the disciplines. *Three semester hours.*

FRCH 304A LITERATURE SURVEY III

Study of literature of Francophone regions and countries in the world. Prerequisite: C or higher in 201, or permission of instructor. *Three semester hours.*

FRCH 305 ADVANCED BUSINESS FRENCH

Provides advanced training in the acquisition and application of business skills from an applied language vantage point. Prerequisite: 201 or permission of instructor. *Three semester hours.*

FRCH 330 AND 331 STUDY ABROAD PROGRAM

Travel and study abroad in a program approved by the department. Prerequisite: two semesters of college language study. *Three semester hours.*

FRCH 350 SPECIAL TOPICS IN FRENCH

Discussion and study of selected topics in French language and literature with emphasis on the interests of students. Prerequisite: two years of language study or permission of instructor. *One to three semester hours.*

FRCH 402 ADVANCED CONVERSATION, GRAMMAR, AND COMPOSITION (OC)

Designed to increase facility in using French. This course satisfies the proficiency requirement for Oral Communication in the disciplines. Prerequisites: junior status and C or higher in 201, or permission of instructor. *Three semester hours.*

FRCH 450 SENIOR SEMINAR

Completion of a project in which the student demonstrates his or her command of written and spoken French. Project must include aspect(s) of French and/or Francophone cultures and will be undertaken in consultation with the department. *Three semester hours.*

FRCH 460 INDEPENDENT STUDY

Advanced directed study in a specific area. Prerequisites: junior or senior status; departmental permission. *One to four semester hours.*

FRCH 470 AND 471 INTERNSHIP I AND II

Work experience related to the student's major, jointly supervised by the department and a professional in the field. Although the usual internship will carry either three or six hours credit, a student may elect to arrange an internship carrying between two and six hours credit with the permission of the department. Each hour of credit will require forty hours at the internship site. Prerequisites: junior or senior status, approval of department, and completion of appropriate coursework. *Two to six semester hours.* Pass-Fail only.

FRCH 480 SENIOR PROJECT

Increase students' knowledge of a Francophone country or region in their particular field of interest. Prerequisite: French Language major with senior status or departmental permission. *One to three semester hours.*

FRCH 490 AND 491 HONORS THESIS I AND II

Independent research in a special topic for honors. Prerequisites: senior status, GPA of 3.5 in the major and 3.3 overall, and permission of all members of the department. *One to three semester hours.*

• GREEK COURSES**GREK 101 AND 102 BEGINNING GREEK I AND II**

Basic *Koiné* Greek grammar and vocabulary, and translation from the New Testament. 101 is prerequisite to 102. *Three semester hours.*

GREK 205 THE GOSPELS (RELIGION 205X)

Translation of selected passages from New Testament gospels, developing vocabulary, grammar, and interpretive ability. Prerequisite: 102. *Three semester hours.*

GREK 301 LETTERS OF PAUL (RELIGION 301X)

Translation and interpretation of representative passages from Paul's writings. Prerequisite: 102. *Three semester hours.*

GREK 350 SPECIAL TOPICS IN GREEK

Discussion and study of selected topics in Greek language and literature with emphasis on the interests of students. Prerequisite: two years of language study or permission of instructor. *One to three semester hours.*

GREK 433X PAUL (RELIGION 433)

•**LATIN COURSES**

LAT 101 AND 102 BEGINNING LATIN I AND II

Introduction to study of pronunciation, communication, and reading of Latin language; introduction to vocabulary and basic grammar structures. No prerequisite for 101. Passing grade in 101 or result of Language Placement Test is prerequisite to 102. *Three semester hours for each class.*

LAT 101 AND 102 BEGINNING LATIN I AND II

Introduction to study of pronunciation, communication, and reading of Latin language; introduction to vocabulary and basic grammar structures. No prerequisite for 101. Passing grade in 101 or result of Language Placement Test is prerequisite to 102. *Three semester hours for each class.*

LAT 201 AND 202 INTERMEDIATE LATIN I AND II

Integrated grammar review, diverse selection of readings, and practice in speaking and writing. Class conducted in Latin language. Prerequisite: Language 102 in the respective language. *Three semester hours for each class.*

LAT 330 AND 331 STUDY ABROAD PROGRAM

Travel and study abroad in a program approved by the department. Prerequisite: two semesters of college language study. *Three semester hours for each class.*

LAT 350 SPECIAL TOPICS IN LATIN

Advanced grammar, conversation, and writing. Different topics, such as business, civilization, and literature, offered for further development of reading and writing skills. Class conducted in Latin language. May be repeated for credit. Prerequisite: Language 201 in the respective language. *One to three semester hours.*

• **SPANISH COURSES**

SPAN 101 AND 102 BEGINNING SPANISH I AND II

Introduction to study of pronunciation, communication, and culture of Spanish-speaking people; introduction to vocabulary and basic grammar structures. Three lecture hours and eighty minutes language laboratory. No prerequisite for 101. Passing grade in 101 or result of Language Placement Test is prerequisite to 102. *Four semester hours for each class.*

SPAN 201 INTERMEDIATE SPANISH I

Continuation of study of pronunciation, grammar, and communication in everyday situations, with emphasis on reading and writing. Prerequisite: 102 or placement. *Three semester hours.*

SPAN 202A COMMUNICATION IN THE HISPANIC WORLD

Spanish 202A is an intermediate course, and it is designed to train students in written and oral skills in culture and civilization of the Hispanic world. This is a required course for Hispanic Studies majors and minors. Prerequisite: 201 or permission of instructor. *Three semester hours.*

SPAN 203A SPANISH FOR PROFESSIONALS

This is a course designed for intermediate level Spanish students who wish to broaden their vocabulary skills in different areas, such as Medical Care, Business, Civic Engagement, Social Justice, etc. Prerequisite: 202A or permission of instructor. *Three semester hours.*

SPAN 301 ADVANCED GRAMMAR AND EXPRESSIONS IN HISPANIC CULTURE

Advanced study enabling students to fine-tune points of grammar and communicative skills. Through compositions and presentations in class we will analyse artifacts that represents Culture and Civilization in the Hispanic World. Prerequisite: 202A or permission of instructor. *Three semester hours.*

SPAN 302A INTRODUCTION TO HISPANIC LITERATURE AND FILM

This course focuses on the critical reading and interpretation of visual and written texts from the Hispanic world. We will analyze a variety of genres, periods, and styles from Latin America, Spain, and the United States. Prerequisite: 301 or permission of instructor. *Three semester hours.*

SPAN 305 ADVANCED BUSINESS SPANISH

Provides advanced training in the acquisition and application of business skills from an applied language vantage point. Prerequisite: 201 or permission of instructor. *Three semester hours.*

SPAN 310 SPANISH SERVICE PRACTICUM

Community service in Spanish translation, tutoring, and after-school programs. One lecture hour and four hours of on-site service. Prerequisite: 201 and permission of instructor. *Three semester hours.*

SPAN 330 AND 331 STUDY ABROAD PROGRAM

Travel and study abroad in a program approved by the department. Prerequisite: two semesters of college language study. *Three semester hours.*

SPAN 350 SPECIAL TOPICS IN SPANISH

Discussion and study of selected topics in Spanish language and literature with emphasis on the interests of students. Prerequisite: two years of language study or permission of instructor. *One to three semester hours.*

SPECIAL TOPICS IN HISPANIC STUDIES

Discussion and study of selected literary works in Spanish. Prerequisite: two years of language study or permission of instructor. *One to three semester hours.* Example courses could include:

SPAN 401ST SPECIAL TOPICS

Possible titles for this course: Humor and Horror in Hispanic Arts; Literary routes in Hispanic Regions; Visions of Nature and Modernity in Hispanic traditions; Traveling Latin-America; Leaving the country, living the City; Hispanic Women Writers.

SPAN 402ST SPECIAL TOPICS

Possible titles for this course: Love & Violence in Hispanic artifacts; Don Quixote and His Bastard Family (Literature and Film); War & Ghost in Contemporary Hispanic Fictions; Diaspora and Identity. A Hispanic glance; Trans-Atlantic Approaches to Hispanic Studies; Crimes and Confessions in Hispanic Fictions.

SPAN 407 TEACHER PREPARATION

This course will prepare students in the Teacher Preparation track. The course includes pedagogy related to the skills necessary to teach a foreign language. Prerequisite: 302A or permission of instructor. *Three semester hours.*

SPAN 450 SENIOR SEMINAR

Completion of a project in which the student demonstrates his or her command of written and spoken Spanish. Project must include aspect(s) of Spanish and/or Latin American culture and will be undertaken in consultation with the department. *Three semester hours.*

SPAN 460 INDEPENDENT STUDY

Advanced directed study in a specific area. Prerequisites: junior or senior status; departmental approval. *One to four semester hours.*

SPAN 470 AND 471 INTERNSHIP I AND II

Work experience related to the student's major, jointly supervised by the department and a professional in the field. Although the usual internship will carry either three or six hours credit, a student may elect to arrange an internship carrying between two and six hours credit with the permission of the department. Each hour of credit will require forty hours at the internship site. Prerequisites: junior or senior status, approval of department, and completion of appropriate coursework. *Two to six semester hours.* Pass-Fail only.

SPAN 480 SENIOR PROJECT

Increase students' knowledge of a Spanish-speaking country or region in their particular field of interest. Prerequisite: Spanish Language major with senior status or departmental permission. *One to three semester hours.*

SPAN 490 AND 491 HONORS THESIS I AND II

Independent research in a special topic for honors. Prerequisites: senior status, GPA of 3.5 in the major and 3.3 overall, and permission of all members of the department. *One to three semester hours.*

•OTHER LANGUAGE COURSES

The following pertains to languages other than those listed above, such as Arabic, German, or Russian.

LANG 101 AND 102 BEGINNING LANGUAGE

Introduction to study of pronunciation, communication, and culture of target language regions and countries; introduction to vocabulary and basic grammar structures. No prerequisite for 101. Passing grade in 101 or result of Language Placement Test is prerequisite to 102. *Three semester hours for each class.*

LANG 201 AND 202 INTERMEDIATE LANGUAGE

Integrated grammar review, diverse selection of readings, and practice in speaking and writing. Class conducted in the language taught. Prerequisite: Language 102 in the respective language. *Three semester hours.*

LANG 203 CONVERSATION

Training to develop natural patterns of speech. Vocabulary and usage of everyday conversation. Prerequisite: Language 102 in the respective language. *Three semester hours.*

LANG 300 CIVILIZATION

Introduction to civilization, culture, and fine arts of the learned language. Prerequisite: Language 201 in the respective language. *Three semester hours.*

LANG 350 SPECIAL TOPICS IN LANGUAGE

Discussion and study of selected topics in foreign language and literature with emphasis on the interests of students. Prerequisite: two years of language study or permission of instructor. *One to three semester hours.*

LANG 402 ADVANCED CONVERSATION, GRAMMAR, AND COMPOSITION

Designed to increase facility in using the language. Prerequisite: junior status and at least one 300-level course in the respective language. *Three semester hours.*

FRENCH

See **Foreign Languages**

GENERAL STUDIES

service area

Michael J. Puglisi, Director

• **GENERAL STUDIES COURSES**

GNST 100 EFFECTIVE LEARNING STRATEGIES FOR COLLEGE SUCCESS

Instruction in the utilization of essential learning strategies to promote collegiate and lifelong learning. Personal habits of successful learners, academic ethics, time management, class discussion skills, and critical reading. *One semester hour.*

GNST 120 TRANSITIONING TO COLLEGE

This course will provide guidance in what first semester students are expected to know in terms of organization, class notes, reading texts, and time management. The course will also give students the opportunity to process the challenges of making the transition to college, through discussion and reflection about their experiences in their first semester. Generalized instruction will transform to applied mentoring based on individual students' course schedules. In addition to class, students will meet individually with the instructor for a minimum of three times. Permission of Instructor. *This course is required for conditionally admitted students and cannot be repeated for credit; nor can it be taken for credit by students who have completed GNST 100 which will also satisfy the requirement for conditional admittance. One semester hour.*

GNST 123 MATHEMATICS STUDY SKILLS

This class will focus on common topics that students at all levels of mathematics struggle with. The course will increase student's facility with basic algebraic manipulation and mathematical visualization necessary for success in college mathematics courses. Students will gain mathematics specific study skills, learn techniques to combat mathematics anxiety, and become familiar with self-help resources available. Corequisite: current enrollment in Mathematics 099, Mathematics 121 or Mathematics 123 and Permission of Department Chair. *Two credit hours. This course may not be repeated for credit.*

GNST 150 STRATEGIES FOR ACADEMIC SUCCESS

Focus on wide range of practical study skills and critical thinking strategies with emphasis on self-discovery and self-definition to help students meet the challenge of college courses. Completion of this course is required of all students on Academic Warning or Academic Probation. *One semester hour.*

GNST 151 STRATEGIES FOR ACADEMIC SUCCESS II

Review of academic strategies and study skills developed in General Studies 150 with emphasis on identifying individualized goals and objectives to help students achieve success in their educational experience. Completion of this course is required of all students who have passed General Studies 150 but in any subsequent semester are on Academic Warning or Academic Probation. *One semester hour credit per semester. May be repeated for credit for a maximum of two semester hours credit.*

GNST 202 MAJOR AND CAREER EXPLORATION

This course will allow students a space to explore majors and subsequently careers related to their individual interests, skills, values, and personality type through career assessments, occupational resources, and informational interviews. Students will develop skills for career exploration, research, and reflection that will be applicable to their academic career and life after college. *One semester hour.*

GNST 203 TRANSITION TO THE WORLD OF WORK

Obtain the skills and resources needed for a successful internship or job search which will lead to meaningful employment upon graduation. Learn how to translate the advantages of a liberal arts degree into effective application materials and interviewing. Explore career possibilities by major; research all facets of a career from education required, to job outlook, to salary; determine the most beneficial internship and job search resources and strategies; create a strong resume and cover letter; conduct an actual internship or job search; and connect with professionals in careers of interest. *One semester hour.*

GNST 205 INTRODUCTION TO HEALTHCARE PROFESSIONS

An overview of the healthcare professions including a description of the responsibilities associated with each profession, appropriate undergraduate preparation, and steps in the application process. Students will develop personal educational plans to pursue entrance into their desired healthcare field. *One semester hour.*

GNST 250 SPECIAL TOPICS

Topics of interest to students in a variety of disciplines, offered at the discretion of instructors and departments. May be cross-listed; may be repeated for credit. *One-half to three semester hours.*

GNST 400 STUDY ABROAD

Study at a college or university outside the United States with which Emory & Henry has an exchange agreement. *Minimum of twelve credit hours.*

GEOGRAPHY & EARTH & ENVIRONMENTAL SCIENCES

Professors

Edward H. Davis, Chair
Aaron Barth
Laura Hainsworth

Tracks

Geography (B.A.)
Geography - Social Sciences (B.A.)
Environmental Studies-Policy (B.A.)
Environmental Studies-Science (B.S.)
Environmental Studies-Teacher Preparation (Earth Science Licensure) (B.S.)

This department serves students interested in careers or graduate education in geography, earth science or environmental studies.

The **Geography** program provides a broad-based background for students planning a career in public service, teaching or advanced study in geography.

Objectives: to produce geographically informed citizens who understand the world in spatial terms, to support the education of geography teachers, and to graduate majors who can succeed in geography graduate school and apply geographical thinking in a wide range of activities and careers.

The program in **Environmental Studies** prepares students for employment or graduate study through interdisciplinary education in both scientific and policy-related aspects of the earth's ecosystems. The capstone course for all students in the major is the senior seminar, in which students from both tracks meet and study current research relevant to key debates on the environment. Each track contains appropriate contextual and support courses; a minor or contextual and support area is not needed for this program.

Objectives: To provide a basis for sound decision-making through knowledge of environmental science and policy; to create respect for the multi-faceted and interdisciplinary nature of environmental problems; to provide an awareness of the global dimensions of environmental issues, and of the links between local and global scales; to develop skills for analysis and communication proper to the field of environmental studies; to furnish students with service experience through internships in environmental organizations; and to forge stronger connections between the college and its region through service on local environmental issues.

Earth science courses are offered at Emory & Henry as an adjunct to and support for teacher licensure and for majors in environmental studies, geography, and land use analysis and planning. A full major is not offered in this area. Students seeking teacher licensure in earth science must complete a major in geography, biology, chemistry, or physics, and 24 semester hours in earth science, including geology, oceanography, astronomy, and meteorology. Approved courses from environmental studies may be used as elective credit in the earth science licensure program.

EARTH SCIENCE LICENSURE

Students planning to teach may obtain licensure for geography and earth science by completing a geography major and 24 semester hours in earth science, including geology, oceanography, astronomy, and meteorology. Approved courses from environmental studies may be used as elective credit in the earth science licensure program. Students pursuing licensure to teach must notify the Neff Center and be assigned an individual advisor from the Education Department

GEOGRAPHY (B.A.)

Objective: To provide a broad-based background for students planning careers in public service or advanced study in geography.

Requirements:

<i>One course from:</i> GEOG 111 GEOG 211 GEOG 221	Human Geography Urban Geography Fundamentals of Economic Geography	3
<i>One course from:</i> GEOG 205 GEOG 311	Environment and Planning Conservation of Natural Resources	3
<i>One course from:</i> GEOG 201X GEOG 202X	Weather and Climate Geomorphology	3
GEOG 240	Geospatial Techniques	3
GEOG 331	Geography of the U.S. and Canada	3
GEOG 450	Seminar	3
GEOG 460	Independent Study	3
<i>One to Three additional Geography courses</i>		3-9
Total		24-30
<i>Additional requirement:</i>		
MATH 120 or above		3

The senior project is fulfilled by completion of an independent study (460).

Students planning to pursue graduate study are encouraged to take Statistics 161, 162, or 163.

Students also choose a minor in another discipline or a contextual and support area of six courses, selected in consultation with the faculty advisor and approved by the department chair.

GEOGRAPHY - SOCIAL SCIENCES (B.A.)

Objective: To enroll in an interdisciplinary and integrated program of study through a combination of courses.

Requirements: Majors are required to complete at least 48 semester hours of coursework in the social sciences. At least half of the courses' content must deal with American history, economy, government, geography, and emphasis on comparative and international studies, as well as on philosophical and conceptual dimensions of the social sciences. This program has been designed to prepare students for graduate school, law school, and other areas of employment.

GEOG 111	Human Geography	3
GEOG 201X	Weather and Climate	3
GEOG 221	Fundamentals of Economic Geography	3
<i>One course from:</i> GEOG 322 GEOG 331	Environmental Policy Geography of the U.S. and Canada	3
GEOG 450	Seminar	3
RELG 212	Asian Religions	3
<i>One course from:</i>		3

GEOG 350X	Selected Topics in Geography and Earth Science	
HIST 205	Historical Methods	
SOCI 330	Race, Class, Gender, and Sexuality	
HIST 110	Modern World History	3
HIST 111	American History to 1861	3
HIST 112	American History Since 1861	3
<i>Two courses from:</i>		6
POLS 103	Politics of the United States	
POLS 105	Introduction to International Relations	
POLS 225	Comparative Politics in the Middle East and North Africa	
HIST 318	Appalachia	
SOCI 221	Cultures and Peoples	
<i>Two courses from:</i>		6
ECON 151	Principles of Economics I	
ECON 152	Principles of Economics II	
HIST 220	Economic History of the U.S.	
<i>Two courses from economics, history, sociology, geography, political science, or religion*</i>		6
Total		48
<i>Additional requirements</i>		
<i>One course from:</i>		3-4
MATH 123	Precalculus (3)	
MATH 151	Calculus I (4)	
<i>One course from:</i>		4
STAT 161	Introduction to Statistics	
STAT 162	Introduction to Statistics for the Social Sciences	
STAT 163	Introduction to Statistics for the Behavioral Sciences	

*Chosen in consultation with the advisor.

Students planning to pursue graduate study are encouraged to take Statistics 161 or 162.

The college computer proficiency requirement is met by Computer Information Management 140.

GEOGRAPHY - TEACHER PREPARATION 6-12 (EARTH SCIENCE LICENSURE) (B.A.)

Objective: To enable students to meet Virginia requirements for licensure to teach Earth Science.

Requirements:

<i>One course from:</i>		3
GEOG 111	Human Geography	
GEOG 211	Urban Geography	
GEOG 221	Fundamentals of Economic Geography	
<i>One course from:</i>		3
GEOG 205	Environment and Planning	
GEOG 311	Conservation of Natural Resources	
<i>One course from:</i>		
GEOG 201X	Weather and Climate	
GEOG 202X	Geomorphology * See ESCI endorsement	
GEOG 331	Geography of US & Canada	3

GEOG 450	Seminar	3
GEOG 460	Senior Project	1-4
<u>Two additional Geography courses</u>		6
<i>Earth Science endorsement</i>		
ESCI 111	Physical Geology	4
ESCI 112	Historical Geology	4
ESCI 201	Weather and Climate (also GEOG 201X)	3
ESCI 202	Geomorphology (also GEOG 202X)	3
ESCI 310	General Oceanography	2
<u>Two additional Earth Science courses</u>		6
GEOG 240	Geospatial Techniques	3
PHYS 101	Astronomy	4
Total		47-50
<i>Additional requirements</i>		
STAT 161	Introduction to Statistics	4

Licensure Requirements:

EDUC 114	Introduction to Education	1
EDUC 115	Early Field Experience	.5
EDUC 115	Early Field Experience	.5
EDUC 305	Human Growth and Development	3
EDUC 320	Technology and Instructional Design	3
EDUC 370	Survey of Exceptional Children	3
EDUC 440	Seminar: Teaching in Secondary School	2
EDUC 441	Supervised Teaching in Secondary School	10
EDUC 445	Foundations of Education	3
EDUC 449	Reading, Writing and Instruction in Content Areas	3
EDUC 450	Curriculum and Instruction in Secondary School	3
Total		32
<i>Additional Requirements</i>		
<u>One course from:</u>		3
HIST 111	American History to 1861*	
HIST 112	American History since 1862*	
<i>Recommended</i>		
<u>One course from:</u>		3
HHP 231	Personal Health	
HHP 232	School and Community Health	
HHP 251	Safety Education	
<i>For middle school endorsement:</i>		
EDUC 401	Practicum in Education	2

The student should select core courses to meet state licensure requirements while fulfilling college graduation requirements.

*Met as Modes of Inquiry Core Requirement.

Education 440, 441, and 450 are taken in the professional semester.

Student Teaching is the senior project for teacher preparation, but individual departments may have additional senior project requirements.

ENVIRONMENTAL STUDIES - POLICY (B.A.)

Objectives: To prepare students for employment or graduate work in policy-related aspects of the environment, so that graduates can contribute to the formulation of public and corporate policies for the restoration and preservation of ecosystems.

Requirements:

ENVS 100	Introduction to Environmental Studies	3
ENVS 450	Seminar in Environmental Studies	3
<i>One course from:</i>		4
BIOL 105	Introduction to College Biology	
BIOL 117	General Biology	
CHEM 111	General Chemistry I	4
CHEM 112	General Chemistry II	4
GEOG 205	Environment and Planning	3
GEOG 322	Environmental Policy	3
ECON 151	Principles of Economics I	3
POLS 103	Politics of the United States	3
<i>Three courses from:</i>		7-12
ENVS 200	Environmental Monitoring (4)	
ENVS 212X	Environmental Geography (4)	
ENVS 225	Sustainable Agriculture in Appalachia (3)	
ENVS 350	Special Topics in Environmental Studies (1-4)	
ESCI 201	Weather and Climate (3)	
GEOG 340	Geographic Information Systems (3)	
Total		37-42
<i>Additional requirements</i>		
STAT 161	Introduction to Statistics	4
<i>Three courses from:</i>		8-14
ENVS 300	Wildlife Monitoring and Management (4)	
ENVS 460	Independent Study (3-4)	
ENVS 470	Internship (2-6)	
GEOG 221	Fundamentals of Economic Geography (3)	
GEOG 311	Conservation of Natural Resources (3)	
GEOG 332	Principles of Land Use Planning (3)	
PHIL 224	Environmental Ethics (3)	
SOCI 230	Environmental Sociology (3)	
MCOM 262	Science Communication (3)	
OR		
Major or Minor in another discipline		

The senior project is fulfilled by ENVS 450.

ENVIRONMENTAL STUDIES - SCIENCE (B.S.)

Objectives: To prepare students for employment or graduate work in science-related aspects of the environment, so that graduates can contribute to the understanding, restoration, and preservation of habitats and ecosystems. To study biology of plants and animals, population biology, geomorphology, aquatic and terrestrial chemistry, atmospheric chemistry, and environmental monitoring.

Requirements:

ENVS 100	Introduction to Environmental Studies	3
ENVS 200	Environmental Monitoring	4
ENVS 300	Wildlife Monitoring and Management	4
ENVS 450	Seminar in Environmental Studies	3
BIOL 117	General Biology	4
CHEM 111	General Chemistry I	4
CHEM 112	General Chemistry II	4
<i>Three courses from:</i>		9-10
ENVS 205X	Environment and Planning (3)	
ENVS 225	Sustainable Agriculture in Appalachia (3)	
ENVS 320X	Hydrology (4)	
ENVS 322X	Environmental Policy (3)	
Total		35-36
<i>Additional requirements</i>		
MATH 151	Calculus I	4
STAT 161	Introduction to Statistics	4
<i>Three courses from:</i>		7-14
BIOL 201	Organismal Biology (4)	
BIOL 225	Plant Taxonomy (4)	
BIOL 340	Tropical Biology (4)	
CHEM 211	Organic Chemistry I (4)	
CHEM 221	Analytical Chemistry (4)	
ESCI 201	Weather and Climate (3)	
ESCI 202	Geomorphology (3)	
ESCI 212	Environmental Geology (4)	
ENVS 350	Special Topics in Environmental Studies (1-4)	
ENVS 460	Independent Study (3-4)	
ENVS 470	Internship (2-6)	
ENVS 490	Honors Thesis (3)	
GEOG 221	Fundamentals of Economic Geography (3)	
GEOG 311	Conservation of Natural Resources (3)	
GEOG 332	Principles of Land Use Planning (3)	
GEOG 340	Geographic Information Systems (3)	
MCOM 262	Science Communication (3)	
PHYS 201	General Physics I (4)	
OR		
Major or Minor in another discipline		

The senior project is fulfilled by ENVS 450.

MINOR IN GEOGRAPHY

A student may minor in geography by completing Geography 111 or 221; either 201X or 202X; either 331 or 333; either 450 or 460; and two additional geography courses approved by the department chair.

MINOR IN ENVIRONMENTAL STUDIES

A student may minor in environmental studies by completing Environmental Studies 100, 200, and 450, and three courses chosen from the following: Environmental Studies 205X, 212X, 225, 300, 320X, 350, Earth Science 201, Geography 240, 311, 322, 332, 340, 390, Biology 411, Economics 262.

MINOR IN FOOD STUDIES

A student may minor in food studies by completing Environmental Studies 100 or Civic Innovation 100 or Sociology 230; Environmental Studies 225 or Civic Innovation 224, 225, and 226, or Civic Innovation 225; Sociology 230 or SOCI 250 Food and Justice (required if SOCI 230 already taken); Environmental Studies 206; Environmental Studies 207; Environmental Studies 470 or Civic Innovation 470 or Sociology 470

• EARTH SCIENCE COURSES

ESCI 111 PHYSICAL GEOLOGY

Study of rocks and minerals, forces and processes that alter the earth's surface, and mechanisms that contribute to the constantly changing earth. Earth materials, plate tectonics, erosion, volcanism, and diastrophism. Lecture, laboratory, and field work hours. This course satisfies the Modes of Inquiry requirement for Understanding the Natural World. *Four semester hours.*

ESCI 112 HISTORICAL GEOLOGY

Past events in earth's history as interpreted by record of the rocks. Major geologic periods, continuity of change, and evolutionary progress of life. Prerequisite: 111 or departmental permission. Lecture, laboratory, and field work hours. *Four semester hours.*

ESCI 201 WEATHER AND CLIMATE (GEOGRAPHY 201X)

Meteorological and climatological principles presented as background to understanding the global geography of climates. Special emphasis on understanding the relationships between climate and vegetation, and climate and human activities. *Three semester hours.*

ESCI 202 GEOMORPHOLOGY (GEOGRAPHY 202X)

Examination of landforms in relation to tectonics, climatic environment, and geologic processes. Special emphasis on understanding the development and evolution of the Appalachian Mountains. Required field trips. *Three semester hours.*

ESCI 212 ENVIRONMENTAL GEOLOGY (OC) (ENVIRONMENTAL STUDIES 212X)

Relations between society and the geologic environment. Focus on geologic hazards such as floods, landslides, volcanoes, and earthquakes; geologic resources such as metals, fossil fuels, and water; and environmental challenges such as groundwater contamination. Lab includes required field trips. This course satisfies the Modes of Inquiry requirement for Understanding the Natural World. This course satisfies the proficiency requirement for Oral Communication in the disciplines. *Four semester hours.*

ESCI 310 (A, B) GENERAL OCEANOGRAPHY

Part (a): chemical and biological aspects of the ocean environment; emphasis on life in the beach zone; chemical factors important to study of the ocean world. *Two semester hours.* Prerequisite: permission of instructor. [Note: Persons seeking general science or earth science teacher endorsement should also enroll in part b.] Part (b): physical and geological aspects of the ocean and coastal region; emphasis on topographic features and longshore processes of the coastal environment; erosion problems of Atlantic and Gulf beaches. Ocean beach field trip of several days duration required. Prerequisites: 111 and 112 or permission of instructor. *Two semester hours.*

ESCI 320 HYDROLOGY (ENVIRONMENTAL STUDIES 320X)

Study of the movement, distribution, and quality of fresh water throughout the Earth. Focus on the hydrologic cycle, water resources, watershed sustainability, hydrologic modeling, and the influence of climate, geology, and human activity on the hydrosphere. The lab component requires fieldwork. Prerequisites: 111 or 112, and Mathematics 123. *Four semester hours.*

ESCI 350 SELECTED TOPICS IN GEOGRAPHY AND EARTH SCIENCE (GEOGRAPHY 350X)

Special studies offered according to needs of students. Emphasis on remote sensing, cartography, environmental geology, and other topics for students in geography, land use planning, environmental studies, and archeology. *Three semester hours.*

ESCI 400 (A, B, C, D, E) FIELD STUDY

A culminating earth science experience in which skills in field geology are developed and geological sites are investigated; travel required. Each section lasts one week and earns one semester hour of credit. Week 1 (part a) devoted to using tools of geology and the construction of a geologic map. Weeks 2-5 (parts b-e) involve close study of sites in Southwest Virginia and other regions. Depending on student needs, field trips in meteorology and astronomy may be substituted for some geology activities. Prerequisites: 111, 112, and permission of instructor. *One semester hour credit per section up to a maximum of four semester hours.*

• ENVIRONMENTAL STUDIES COURSES

ENVS 100 INTRODUCTION TO ENVIRONMENTAL STUDIES

Study of the earth's environmental systems and of the role of humans in those systems. Focus on the major policy and scientific developments and debates, including such topics as nuclear waste disposal, depletion of stratospheric ozone, global climate change, water pollution, and loss of biodiversity. *Three semester hours.*

ENVS 200 ENVIRONMENTAL MONITORING (QL)

Study of human effects on the biosphere and the physical and chemical techniques used to monitor environmental quality. Waste disposal, recycling, energy utilization, industrial pollution, pesticide use, water quality, and regulatory instruments such as the Environmental Protection Act. Quantitative monitoring of air, water, and general environmental quality. Analytical methods and use of modern instrumentation, including gas chromatography, mass spectroscopy, high pressure liquid chromatography, and potentiometric methods. This course satisfies the Modes of Inquiry requirement for Understanding the Natural World. This course satisfies the proficiency requirement for Quantitative Literacy in the disciplines. Prerequisites: Chemistry 111. *Four semester hours.*

ENVS 205X ENVIRONMENT AND PLANNING (GEOGRAPHY 205)

ENVS 206 ORGANIC FOOD PRODUCTION

This course covers the basic principles and methods of organic production of crops, including composting, crop rotation, soil fertility, crop planning and seed ordering for organic production. Students will work in the college vegetable garden as part of the course, practicing all aspects of commercial garden management. *Three semester hours.*

ENVS 207 ADVANCED ORGANIC FOOD PRODUCTION

This course will focus on the implementation of plans developed in ENVS 206 for the organic production of crops, including soil management and preparation, seed starting, seeding and transplanting, irrigation, harvest and post-harvest handling, and seed saving. Students will work in the college vegetable garden and greenhouse as part of the course, in all aspects of farm management. *Three semester hours.*

ENVS 212X ENVIRONMENTAL GEOLOGY (EARTH SCIENCE 212)

ENVS 225 SUSTAINABLE AGRICULTURE IN APPALACHIA

Agriculture is the largest single land use on our planet. This course examines both conventional and unsustainable agriculture and their impacts on our environment. We review design and management of plant crops and animal husbandry systems and the sustainability of these procedures for our region and for our planet. Prerequisite: Environmental Studies 100. *Three semester hours.*

ENVS 285-288 RESEARCH EXPERIENCE IN ENVIRONMENTAL TOPICS

Research experience through assistance in faculty-led research projects. Prerequisites: 100 and permission of the faculty member directing the project. *One semester hour per semester, for a maximum of four semesters.*

ENVS 300 WILDLIFE MONITORING AND MANAGEMENT

Modern techniques used by field researchers for monitoring individuals and populations of various animal groups important in the Appalachian region. Modern issues and approaches to habitat and species management. Emphasis on research methods. Prerequisites: Environmental Studies 100 and Statistics 161. Three lecture hours and four laboratory hours. *Four semester hours.*

ENVS 320X HYDROLOGY (EARTH SCIENCE 320)

ENVS 322X ENVIRONMENTAL POLICY (GEOGRAPHY 322)

ENVS 350 SPECIAL TOPICS IN ENVIRONMENTAL STUDIES

Selected topics in environmental science and/or policy. Topics chosen by instructors in consultation with students. *One to four semester hours.* May be repeated for different topics.

ENVS 450 SEMINAR IN ENVIRONMENTAL STUDIES (OC, WC)

Advanced study of selected topics in environmental policy and science, including guest lectures and presentations by faculty and students. This course satisfies the proficiency requirements for Oral Communication and Written Communication in the disciplines. Open to senior Environmental Studies majors or by permission of instructors. *Three semester hours.*

ENVS 460 INDEPENDENT STUDY

Independent research under faculty supervision by students either in the policy track or in the science track. Prerequisites: senior status or permission of instructor; permission of program director. *Three to four semester hours.*

ENVS 470 AND 471 INTERNSHIP I AND II

Work experience related to the student's major, jointly supervised by the program director and a professional in the field. Although the usual internship will carry either three or six hours credit, a student may elect to arrange an internship carrying between two and six hours credit with the permission of the department. Each hour of credit will require forty hours at the internship site. Prerequisites: junior or senior status, permission of program director, and completion of coursework appropriate to the field work. *Two to six semester hours.* Pass-Fail only.

ENVS 490 AND 491 HONORS THESIS I AND II

Independent research in a special topic for honors. Prerequisites: senior status, GPA of 3.5 in the major and 3.3 overall, and permission of all members of the department. *Three semester hours.*

• **GEOGRAPHY COURSES**

GEOG 111 HUMAN GEOGRAPHY (SOCIOLOGY 111X)

Natural forces influential in shaping cultural patterns that evolved in human history. Relationship of humankind to such elements as climate, terrain, vegetation, and world location. Cultural forces affecting humankind. This course satisfies the Modes of Inquiry requirement for Understanding the Individual and Society. *Three semester hours.*

GEOG 201X WEATHER AND CLIMATE (EARTH SCIENCE 201)

GEOG 202X GEOMORPHOLOGY (EARTH SCIENCE 202)

GEOG 205 ENVIRONMENT AND PLANNING (ER) (ENVIRONMENTAL STUDIES 205X)

Introduction to contemporary environmental issues and problem solving at various geographic scales. Particular attention given to planning approaches to environmental issues. This course satisfies the proficiency requirement for Ethical Reasoning in the disciplines. *Three semester hours.*

GEOG 211 URBAN GEOGRAPHY

Concepts of urban growth and systems of cities, with comparative analysis of urban development in the United States and other countries. This course satisfies the Modes of Inquiry requirement for Understanding the Individual and Society. *Three semester hours.*

GEOG 221 FUNDAMENTALS OF ECONOMIC GEOGRAPHY

Basic human resources and their uses by various nations. Agricultural production and its relation to climate, soils, terrain, vegetation, and world location with respect to population concentrations and markets. Major industrial resources, important regions, and world commerce. *Three semester hours.*

GEOG 240 GEOSPATIAL TECHNIQUES

Production and use of various types of maps. Geodesy, projections, aerial imagery, global positioning systems, and the principles of map analysis. *Three semester hours.*

GEOG 245 GEOGRAPHY OF THE MIDDLE EAST (IE) (MIDDLE EASTERN AND ISLAMIC STUDIES 245X)

The Middle East as a cultural crossroads; the region's rich diversity of people, life, and landscape; and its dependence on oil production and scarce water supplies. This course satisfies the International Exploration requirement. *Three semester hours.*

GEOG 311 CONSERVATION OF NATURAL RESOURCES

Distribution, use, and exploitation of natural resources, with primary focus on the United States. History of the conservation movement and appraisal of present problems including population growth and depletion of useable land, inventory and use analysis of resources, and general landscape pollution. Role of national and regional planning in resource use and conservation. *Three semester hours.*

GEOG 316X HISTORY AND GEOGRAPHY OF VIRGINIA AND TENNESSEE (HISTORY 316)**GEOG 322 ENVIRONMENTAL POLICY (OC, WC) (ENVIRONMENTAL STUDIES 322X)**

Historical development and current assessment of policy for environmental protection. Emphasis on the geographic nature of policies, resulting from the interplay of local, state, and federal governments and non-governmental organizations. This course satisfies the proficiency requirements for Oral Communication and Written Communication in the disciplines. Prerequisite: 205. *Three semester hours.*

GEOG 331 GEOGRAPHY OF U.S. AND CANADA

Regional survey of the U.S. and Canada with the human-use region forming the focal point in the study. Examination of climate, soils, vegetation, terrain, economic resources, historical background, present pattern of population, and general character of the economy of each region. *Three semester hours.*

GEOG 332 PRINCIPLES OF LAND USE PLANNING

Problems of coordination and integration in planning from perspective of national planner, regional planner, and local planner. Emphasis on the role of the public. Regional, urban, business, industrial, and recreational planning as well as planning for growth and stability. Prerequisite: 201X or permission. *Three semester hours.*

GEOG 333 GEOGRAPHY AND ECONOMY OF EUROPE (IE) (INTERNATIONAL STUDIES 333X)

Analysis of the economic, political, cultural, and physical systems of Europe. Emphasis on the European Union and its economic policies. This course satisfies the International Exploration requirement. Prerequisite: permission of instructor. *Three semester hours.*

GEOG 340 GEOGRAPHIC INFORMATION SYSTEMS

Introduction to geographic information systems with a focus on concepts, data management, and applications in geographic research, planning, business, and environmental studies. Use of ArcGIS software with both raster and vector data structures. *Three semester hours.*

GEOG 345X SUSTAINABLE COMMUNITY DEVELOPMENT (PUBLIC POLICY AND COMMUNITY SERVICE 345)**GEOG 350X SELECTED TOPICS IN GEOGRAPHY AND EARTH SCIENCE (EARTH SCIENCE 350)****GEOG 355 LATIN AMERICAN SUSTAINABLE DEVELOPMENT**

Focus on success and failure of small-scale development and environmental protection projects. Special attention to Central America. Prerequisite: one geography course or permission of instructor. *Three semester hours.*

GEOG 370 FIELD STUDY IN GEOGRAPHY

Methods and activities in field research, through investigations conducted at off-campus sites. *One-half to three semester hours.*

GEOG 390 ADVANCED GEOGRAPHIC INFORMATION SYSTEMS

Principles of geodatabase design, spatial modeling, and application of these techniques with both vector and raster data structures. A project-based course, using ArcGIS software in a computer laboratory setting. *Three semester hours.*

GEOG 450 SEMINAR

Regional studies not included in regular course sequence, such as Russia, China, Africa, or East Europe, or systematic or topical studies such as geographic concepts, research methods, urban studies. Prerequisite: junior and senior majors in geography; students from closely related fields accepted by special permission. *Three semester hours.*

GEOG 460 INDEPENDENT STUDY

Advanced independent research in a specific area of geography, under the supervision of a faculty member. Prerequisite: juniors and seniors with departmental permission. *One to four semester hours.*

GEOG 470 AND 471 INTERNSHIP I AND II

Work experience related to the student's major, jointly supervised by the department and a professional in the field. Although the usual internship will carry either three or six hours credit, a student may elect to arrange an internship carrying between two and six hours credit with the permission of the department. Each hour of credit will require forty hours at the internship site. Prerequisites: junior or senior status and departmental permission. *Two to six semester hours.* Pass-Fail only.

GERMAN

See Foreign Languages

HEALTH & HUMAN PERFORMANCE**Professors**

Beverly Sheddan, Chair
Rebecca R. Buchanan
Joy Scruggs

Tracks

Human Performance (B.A.)
Health and Physical Education - Teacher Preparation (B.A.)
Human Performance - Sport Management (B.A.)

HEALTH & HUMAN PERFORMANCE – CORE COURSES

HHP 211	Foundations of Health, Safety and Physical Education	3
HHP 222	Recreation, Health and Physical Education	3
HHP 231	Personal Health	3
HHP 251	Safety Education	3
HHP 334	Evaluation in Physical Education	3
Total		15

HUMAN PERFORMANCE (B.A.)

Objective: To permit persons to choose areas of study related to health and human performance which will support their vocational and/or professional goals.

Requirements: Required courses are,. In consultation with the department, the student must select an approved minor or a contextual and support area. Electives may include one or more coaching classes, and one or more internships in the major or minor area.

HHP CORE		15
HHP 220	Prevention and Care of Athletic Injuries	3
HHP 261	Applied Anatomy and Kinesiology	3
HHP 335	Physical Education for Exceptional Children	3

HHP 336	Leadership in Sport and Society	3
HHP 412	Skills and Techniques in Teaching Physical Education	3
Ten physical education activity courses*		5
Total		35
<i>Additional requirement:</i>		
MATH 121	College Algebra	3

* The student must take a swimming proficiency test or a class in swimming (154, 156, 158) as one of the ten activity courses.

The senior project is a seminar in leadership conducted in 336.

In consultation with the department, the student must select an approved minor or a contextual and support area.

Electives may include one or more coaching classes, and one or more internships in the major or minor area.

HEALTH AND PHYSICAL EDUCATION - TEACHER PREPARATION (B.A.)

Objective: To prepare students for careers teaching physical education at the secondary level or combined secondary and elementary levels.

Departmental Requirements:

HHP CORE		15
HHP 220	Prevention and Care of Athletic Injuries	3
HHP 232	School and Community Health	3
HHP 261	Applied Anatomy and Kinesiology	3
HHP 335	Physical Education for Exceptional Children	3
HHP 412	Skills and Techniques in Teaching Physical Education	3
Ten physical education activity courses*		5
Total		35
<i>Additional requirements:</i>		
BIOL 310	Exercise Physiology	4
SOCI 226	Marriage and Family	3
MATH 121	College Algebra	3

* The student must take a swimming proficiency test or a class in swimming (154, 156, 158) as one of the ten activity courses.

The senior project for students in the four year program is supervised student teaching.

Students in the five year program add HHP 336 for the senior project.

Licensure Requirements:

EDUC 114	Introduction to Education	1
EDUC 115	Early Field Experience	.5
EDUC 115	Early Field Experience	.5
EDUC 305	Human Growth and Development	3
EDUC 320	Technology and Instructional Design	3
EDUC 440	Seminar: Teaching in Secondary School	2

EDUC 441	Supervised Teaching in Secondary School	10
EDUC 445	Foundations of Education	3
EDUC 449	Reading, Writing and Instruction in Content Areas	3
EDUC 450	Curriculum and Instruction in Secondary School	3
Total		32
<i>Additional Requirements</i>		
<i>One course from:</i>		3
HIST 111	American History to 1861*	
HIST 112	American History since 1862*	
STAT 161	Introduction to Statistics**	4
<i>Recommended</i>		
EDUC 401	Practicum in Education	2

*Met as Modes of Inquiry Core Requirement.

**Statistics 161 is required in addition to the mathematics requirement in the major.

The student should select core courses to meet state licensure requirements while fulfilling college graduation requirements.

Education 440, 441, and 450 are taken in the professional semester.

Student Teaching is the senior project for teacher preparation, but individual departments may have additional senior project requirements.

For an add-on endorsement in driver education, the student must take Health & Human Performance 241 and 341.

HUMAN PERFORMANCE - SPORT MANAGEMENT (B.A.)

Objective: To prepare students for business-related careers in the sport field.

Requirements:

HHP CORE		15
HHP 324	Coaching and Officiating Sport	3
HHP 336	Leadership in Sport and Society	3
HHP 360	Social and Psychological Dimensions of Sport	3
HHP 430	Sport and Facility Management	3
HHP 470	Internship	3-6
Five physical education activity courses*		2.5
Total		32.5-35.5
<i>Additional requirements:</i>		
<i>One course from:</i>		3-4
MATH 121	College Algebra (3)	
MATH 123	Precalculus (3)	
MATH 151	Calculus I (4)	
<i>One course from:</i>		4
STAT 161	Introduction to Statistics	
STAT 162	Introduction to Statistics for the Social Sciences	
STAT 163	Introduction to Statistics for the Behavioral Sciences	
CIMT 140	Introduction to Computers	3

<p><u>Minor</u> in accounting, international business, or management <u>OR</u> complete six contextual and support courses approved by the department</p>		18
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* The student must take a swimming proficiency test or a class in swimming (154, 156, 158) as one of the five activity courses.

The senior project is met by 470.

MINOR IN HUMAN PERFORMANCE

A student may minor in human performance by completing six courses: 211, 220, 222, 231 or 336, 251, and 412. In addition, minors must take five activity courses. Any substitution of courses in the minor must be approved by the department chair.

MINOR IN SPORT MANAGEMENT

A student may minor in sport management by completing six courses: 211, 324, 336, 360, 430, and 470. In addition, minors must take five activity courses. Any substitution of courses in the minor must be approved by the department chair.

• HEALTH & HUMAN PERFORMANCE COURSES

HHP 211 FOUNDATIONS OF HEALTH, SAFETY, AND PHYSICAL EDUCATION

Principles and philosophy of safety, health, and physical education including liability; historical, psychological, and biomechanical influences; and contributions to general education. Organization and administration of modern programs in levels K-12. *Three semester hours.*

HHP 220 PREVENTION AND CARE OF ATHLETIC INJURIES (CT)

Preventive measures emphasizing proper conditioning, safe equipment, and facilities. Physiological and anatomical analysis. Practical experience dealing with wraps, taping, therapeutic techniques, and rehabilitative exercises. This course satisfies the proficiency requirement for Critical Thinking in the disciplines. *Three semester hours.*

HHP 222 RECREATION, HEALTH, AND PHYSICAL EDUCATION

Health and physical education activities in public schools and community recreation. Needs, characteristics, and experiences at all grade levels. Attention to issues in safety and school health and a variety of recreational activities and skills. *Three semester hours.*

HHP 231 PERSONAL HEALTH

Cardiovascular disease, cancer, body systems, reproduction, birth, sexually transmitted diseases, drugs, alcohol, tobacco, nutrition, non-communicable diseases, and communicable diseases. *Three semester hours.*

HHP 232 SCHOOL AND COMMUNITY HEALTH

Total School Health Program, including health instruction, healthful school environment, and school health services. Planning, implementing, and evaluating the school health program. Methods and materials in teaching health education. Health in the community, community health agencies, and community health services. Prerequisites: sophomore status and enrollment in a teacher preparation program, or permission of instructor. *Three semester hours.*

HHP 233 DIMENSIONS OF WELLNESS

Assessment of wellness dimensions, self-responsibility and self-management, prevention of common injuries associated with physical fitness, weight management based on predicted basal metabolism rate and body composition, cancer prevention, and planning wellness. *Three semester hours.*

HHP 241 FOUNDATIONS OF TRAFFIC SAFETY

Behaviors, attitudes, and skills associated with proper driving fundamentals. Teacher preparation students will utilize the *Administrative and Curriculum Guide for Driver Education in Virginia* and cover the code of Virginia as it relates to motor vehicles. *Three semester hours.*

HHP 251 SAFETY EDUCATION

General safety as it relates to the total program. Recreational, occupational, and home safety. Student projects in safety and first aid including CPR and liability. *Three semester hours.*

HHP 261 APPLIED ANATOMY AND KINESIOLOGY (ATHLETIC TRAINING 261X, EXERCISE SCIENCE 261X)

Structural anatomy and its applications to performance. Exploration of biomechanical concepts of human movement. *Three semester hours.*

HHP 310 THE WIDE WORLD OF SPORT (IE)

Examination of sport throughout the world, including sports which are more popular outside the United States, such as soccer, rugby, and cycling, as well as those even lesser known in the United States. Examination of sport organizations and structure, as well as international competition and venues. This course satisfies the International Exploration requirement. (When taken as the corresponding ETLA 240 topic, this course satisfies the Emory Abroad requirement.) *Three semester hours.*

HHP 310X EXERCISE PHYSIOLOGY (WC) (BIOLOGY 310)**HHP 324 COACHING AND OFFICIATING SPORT**

Investigation of controversial topics related to coaching that affect modern sport and reflection on improvement practices. Development of individual coaching philosophy. Offensive and defensive fundamentals for a variety of sports, including rules, regulations, and governing organizations. Prerequisite: 211. *Three semester hours.*

HHP 334 EVALUATION IN PHYSICAL EDUCATION (QL) (ATHLETIC TRAINING 334X)

Techniques of selecting, constructing, administering, scoring, interpreting, and utilizing tests in health and physical education at K-12 levels. This course satisfies the proficiency requirement for Quantitative Literacy in the disciplines. *Three semester hours.*

HHP 335 PHYSICAL EDUCATION FOR EXCEPTIONAL CHILDREN

Adapted physical education with practical application in county school programs for students enrolled in special education. Program planning, psychological needs and characteristics, activities for exceptional children in levels K-12. Prerequisites: 211, 222 or departmental permission. *Three semester hours.*

HHP 336 LEADERSHIP IN SPORT AND SOCIETY (ER)

Study and evaluation of leadership as it relates to sport and society, methods of motivation as well as, investigation of skills, competencies, and self-analysis needed to succeed as an effective leader. . Prerequisite: junior status. This course satisfies the proficiency requirement for Ethical Reasoning in the disciplines. *Three semester hours.*

HHP 341 PRINCIPLES OF METHODOLOGIES OF CLASSROOM AND IN-CAR INSTRUCTION

Basic methods and techniques in teaching driver education. Includes twenty hours of behind-the-wheel instruction. Prerequisites: 241, junior status, teacher preparation students only. *Three semester hours.*

HHP 350 SPECIAL TOPICS IN PHYSICAL EDUCATION

Selected issues in sports medicine, recreation, and physical education. Topics may be chosen by full-time faculty/staff in the department, in response to student needs. *One to four semester hours.*

HHP 360 SOCIAL AND PSYCHOLOGICAL DIMENSIONS OF SPORT (CT)

Sport as a microcosm of society and the influences of traditions and values on sport. Psychological influences on participants and spectators. This course satisfies the proficiency requirement for Critical Thinking in the disciplines. *Three semester hours.*

HHP 412 SKILLS AND TECHNIQUES IN TEACHING PHYSICAL EDUCATION (OC)

Applied experience in teaching fundamentals and advanced skills using a variety of mass games, team and individual sports, and health and fitness activities as models. This course satisfies the proficiency requirement for Oral Communication in the disciplines. Prerequisite: junior status or departmental permission. *Three semester hours.*

HHP 430 SPORT AND FACILITY MANAGEMENT (OC)

Analysis and evaluation of sport manager responsibilities, including event management, marketing, and facility design. This course satisfies the proficiency requirement for Oral Communication in the disciplines. *Three semester hours.*

HHP 460 A AND B INDEPENDENT STUDY

Supervised research and independent study in selected areas. Offered to advanced students on individual basis with permission of instructor and department chairperson. *One to four semester hours.*

HHP 470 AND 471 INTERNSHIP I AND II

Work experience related to the student's major, jointly supervised by the department and a professional in the field. Although the usual internship will carry either three or six hours credit, a student may elect to arrange an internship carrying between two and six hours credit with the permission of the department. Each hour of credit will require forty hours at the internship site. Prerequisites: 2.0 GPA overall and in major field, junior or senior status, and permission of department. *Two to six semester hours.* Pass-Fail only.

• ACTIVITY COURSES

The Health and Human Performance Department offers activity courses which are open to all interested students. All Human Performance majors must complete a required number of activity classes as specified under the tracks of Human Performance, Athletic Training, and Teacher Preparation. Every Health and Human Performance student in each of the majors must take a swimming course or meet the departmental standard for swimming proficiency no later than the junior year. Human Performance minors must take five activity courses. Only one swim course may count toward the requirement.

HHP 101 WELLNESS AND LIFETIME PHYSICAL ACTIVITY *One-half semester hour.*

HHP 102 GOLF *One-half semester hour.*

HHP 104 FLY FISHING *One-half semester hour.*

HHP 105 ARCHERY *One-half semester hour.*

HHP 106 TRACK AND FIELD *One-half semester hour.*

HHP 107 BALLROOM DANCE I *One-half semester hour.*

HHP 108 BALLROOM DANCE II *One-half semester hour.*

HHP 110 TENNIS *One-half semester hour.*

HHP 112 INDOOR RACQUET SPORTS *One-half semester hour.*

HHP 114 RHYTHMIC ACTIVITIES *One-half semester hour.*

HHP 120 SOCCER *One-half semester hour.*

- HHP 130 BASKETBALL** *One-half semester hour.*
- HHP 132 VOLLEYBALL** *One-half semester hour.*
- HHP 136 PHYSICAL FITNESS AND CONDITIONING** *One-half semester hour.*
- HHP 142 INTERMEDIATE TENNIS** *One-half semester hour.*
- HHP 146 MODERN DANCE** *One-half semester hour.*
- HHP 150 SPECIAL ACTIVITY TOPICS** *One-half to one semester hour.*
- HHP 154 SWIMMING SKILLS** *One-half semester hour.*
- HHP 156 LIFEGUARDING** *One-half semester hour.*
- HHP 158 WATER SAFETY INSTRUCTION** *One-half semester hour.*
- HHP 162 ROCK CLIMBING** *One-half semester hour.*
- HHP 164 HIKING/BACKPACKING** *One-half semester hour.*
- HHP 168 MOUNTAIN BIKING** *One-half semester hour.*
- HHP 170 SELF DEFENSE FOR WOMEN** *One-half semester hour.*
- HHP 172 YOGA** *One-half semester hour.*
- HHP 174 BOWLING** *One-half semester hour.*
- HHP 176 INTRODUCTION TO ADVENTURE SPORTS** *One-half semester hour.*
- HHP 178 INTRODUCTION TO WHITEWATER KAYAKING** *One-half semester hour.*

HISTORY

Professors

Thomas J. Little, Chair
 Matthew Shannon
 Jack Wells

Tracks

History (B.A.)
 Interdisciplinary History and Social
 Sciences (B.A.) & Teacher Preparation
 American History (M.A.Ed.)

HISTORY (B.A.)

Objectives: To provide students with an integrated path of study that includes surveys of various historical regions and periods, the techniques of historical research and writing, and practical and professional experience. To prepare students for advanced study or careers in archival work, historical preservation, government service, international studies, library work, law, and teaching.

Requirements:

In addition to the two foundational courses (205 and 305), history majors take courses from the following groups:

(a) History 100-199: Area Studies

This group of courses provides broad survey coverage of major geographical regions and time periods of world history. These courses are designed to give students a foundational understanding of the major events, trends, figures, and questions of the regions, nations, and periods under study. Students gain fundamental experience confronting historical problems and engaging both primary and secondary texts.

(b) History 200-299: Methods and Perspectives

This group employs case studies to introduce students to the principal subfields, approaches, and methods of professional historians. In each course, students investigate the sources, questions, conclusions, problems, and key works related to each method or approach while developing skills reading scholarly literature and secondary texts. Students are encouraged to consider the methods and perspectives that will inform their research during their capstone experiences.

(c) History 300-399: Topics and Themes

These courses allow students to study specific historical events, periods, and trends in greater depth. Students are encouraged to apply methodological and cognitive learning to the specific problems and questions of selected topics.

(d) History 400-499: Capstone Experiences

This group includes either a seminar culminating in a research paper or a professional experience resulting in a substantial reflective essay.

(e) Electives and Minors

Students majoring only in history must take two additional history courses as electives and complete a minor in another discipline.

HIST 205	Historical Methods	3
HIST 305	Approaching World History	3
<i>Three courses, including at least one U.S. Survey from:</i>		9
HIST 105	World History to 1500 CE	
HIST 110	Modern World History	
HIST 111	American History to 1861	
HIST 112	American History Since 1861	
HIST 122	Modern Europe	
HIST 123	America and the World	
HIST 162	China	
HIST 164	The Modern Middle East	
<i>Two courses from:</i>		12
HIST 210	Archaeology and Prehistory	
HIST 220	Economic History of the U.S.	
HIST 232	Myth, Magic and Ritual in the Ancient World	
HIST 234	Comparative Slavery and Race Relations in the Americas	
HIST 251	Perspectives in History	
HIST 306	The Old South	
HIST 307	Civil War and Reconstruction	
HIST 309	Studies in U.S. Women’s History	
HIST 310X	History of Christianity	
HIST 316	History and Geography of Virginia and Tennessee	
HIST 318	Appalachia	
HIST 319	Colonial and Revolutionary America	
HIST 320	Middle Period of America	
HIST 321	Ancient Greece	

HIST 322	Ancient Rome	
HIST 324	Medieval Europe	
HIST 335	The History of Race in the United States	
HIST 336	International Cold War	
HIST 340	History of England	
HIST 350	Special Topics	
HIST 352X	Jesus	
<i>One course from:*</i>		3-6
HIST 450	Seminar	
HIST 460	Independent Study	
HIST 470	Internship	
HIST 490	Honors Thesis	
<i>Two History electives**</i>		6
Total		36-39
<i>Additional requirement</i>		
<i>One course from:</i>		4
STAT 161	Introduction to Statistics	
STAT 162	Introduction to Statistics for the Social Sciences	
STAT 163	Introduction to Statistics for the Behavioral Sciences	

*Double majors may substitute a 400-level capstone course in their other major, but must take an additional 200 or 300 level history course if they make this substitution.

**Students majoring only in history.

As many as two of the elective courses may be chosen from Social Sciences disciplines (Business Administration, Economics, Geography, Mass Communications, Political Science, and Public Policy and Community Service) and applied to the B.A. in History degree provided those courses are *not* counted toward another major and are approved by the advisor and the department chair.

INTERDISCIPLINARY HISTORY AND SOCIAL SCIENCES (B.A.) & TEACHER PREPARATION

Objectives: To serve the needs of students seeking teaching licensure in history and social sciences or preparing for careers or advanced study in social science fields. To enable students to enroll in an interdisciplinary and integrated program of study through a combination of courses.

Students pursuing an interdisciplinary history and social science major must choose from these options: Interdisciplinary History and Integrative Social Sciences & Teacher Preparation – PK-6, 6-8; Interdisciplinary History and Social Sciences for Teacher Preparation – Secondary 6-12; or Applied History and Social Sciences.

INTERDISCIPLINARY HISTORY AND INTEGRATIVE SOCIAL SCIENCES & TEACHER PREPARATION – PK-6, 6-8

Objectives: To enable students to meet Virginia requirements for licensure to teach history and social sciences in the elementary and middle schools. To provide students with a foundational program of study in history and social sciences focused on interdisciplinary and integrative learning. To enable students to meet the goals and expectations of advanced coursework in graduate and professional schools. To provide a degree appropriate for a person seeking a master's in education or in another area of master's level work.

Requirements:

<i>One course from:</i>		3
ECON 151	Principles of Economics I	
ECON 152	Principles of Economics II	
HIST 220	Economic History of the U.S.	
ENGL 200	Reading and Writing About Literature	3

GEOG 111	Human Geography	3
HIST 111	American History to 1861*	3
HIST 112	American History since 1862	3
HIST 305	Approaching Global History	3
HIST 316	History and Geography of Virginia and Tennessee	3
<u>One</u> additional 200- or 300-level History course**		3
POLS 103	Politics of the United States	3
Total		27

*Met as Modes of Inquiry Core Requirement.

**Chosen in consultation with the advisor.

Professional Requirements:

EDUC 114	Introduction to Education	1
EDUC 115	Early Field Experience	.5
EDUC 115	Early Field Experience	.5
EDUC 305	Human Growth and Development	3
EDUC 310	Teaching Reading and Language Arts	3
EDUC 320	Technology and Instructional Design	3
EDUC 340	Contemporary Teaching of Science and Mathematics in Elementary and Middle Schools	3
EDUC 370	Survey of Exceptional Children	3
EDUC 401	Practicum in Education	2
EDUC 410	Practicum in Diagnosis and Remediation of Reading Problems	3
EDUC 420	Seminar: Teaching in Elementary and Middle Schools	2
EDUC 421	Supervised Teaching in Primary, Elementary or Middle School	10
EDUC 430	Contemporary Teaching of Social Studies and Writing in Elementary and Middle Schools	3
EDUC 445	Foundations of Education	3
Total		40
<i>Additional Requirements:</i>		
<u>One</u> course from:		3
RELG 111	World Religions*	
RELG 131	Old Testament Survey*	
RELG 132	New Testament Survey*	
RELG 200	Introduction to the Christian Faith*	
ENGL 317	Literature for Children	3
<u>One</u> course from:		3-4
MATH 121	College Algebra (3)	
MATH 123	PreCalculus (3)	
MATH 151	Calculus I (4)	
MATH 311	Fundamentals of Mathematics in Elementary and Middle Schools	3
<u>One</u> course from:		4
STAT 161	Introduction to Statistics	
STAT 162	Introduction to Statistics for the Social Sciences	
STAT 163	Introduction to Statistics for the Behavioral Sciences	
<u>One</u> course from:		4
BIOL 105	Introduction to College Biology**	
BIOL 117	General Biology**	

<i>One course from:</i> CHEM 111 ESCI 111 ESCI 201 PHYS 100 PHYS 101	General Chemistry I Physical Geology Weather and Climate Conceptual Physics Astronomy	4
<i>One course from:</i> ART 111 ART 241 MUSC 318 THRE 105	Introduction to Art & Design Crafts I Music, Learning, and Culture Introduction to Acting	3
Total		94-95

*Met as Religion Core Requirement.

**Met as Modes of Inquiry Core Requirement.

The senior project is met by either History 450, or 470-471, or 490-491.

For teacher preparation students not enrolled in the Five-Year Teacher Education Program, student teaching is the senior project.

INTERDISCIPLINARY HISTORY AND SOCIAL SCIENCES & TEACHER PREPARATION – SECONDARY 6-12

Objective: To enable students to meet Virginia requirements for licensure to teach history and social science, history, history and geography, or history and government.

Departmental Requirements:

HIST 105	World History to 1500 CE	3
HIST 111	American History to 1861*	3
HIST 112	American History Since 1861	3
HIST 122	Modern Europe	3
HIST 205	Historical Methods	3
HIST 305	Approaching World History	3
POLS 103	Politics of the United States	3
POLS 105	Introduction to International Relations*	3
POLS 202	State and Local Government in the United States	3
POLS 217	Constitutional Interpretation	3
POLS 240	History of Political Philosophy*	3
GEOG 111	Human Geography	3
GEOG 201X	Weather and Climate	3
GEOG 316X	History and Geography of Virginia and Tennessee	3
GEOG 331	Geography of the U.S. and Canada	3
ECON 151	Principles of Economics I	3
ECON 152	Principles of Economics II	3
Total		51

*Met as Mode of Inquiry Core Requirement.

Licensure Requirements:

EDUC 114	Introduction to Education	1
EDUC 115	Early Field Experience	.5
EDUC 115	Early Field Experience	.5
EDUC 305	Human Growth and Development	3

EDUC 320	Technology and Instructional Design	3
EDUC 370	Survey of Exceptional Children	3
EDUC 440	Seminar: Teaching in Secondary School	2
EDUC 441	Supervised Teaching in Secondary School	10
EDUC 445	Foundations of Education	3
EDUC 449	Reading, Writing and Instruction in Content Areas	3
EDUC 450	Curriculum and Instruction in Secondary School	3
Total		32
<i>Additional Requirements</i>		
	Laboratory Science*	4
<i>One course from:</i>		3-4
MATH 121	College Algebra (3)	
MATH 123	PreCalculus (3)	
MATH 151	Calculus I (4)	
<i>One course from:</i>		4
STAT 161	Introduction to Statistics	
STAT 162	Introduction to Statistics for the Social Sciences	
STAT 163	Introduction to Statistics for the Behavioral Sciences	
<i>Recommended</i>		
<i>One course from:</i>		3
HHP 231	Personal Health	
HHP 232	School and Community Health	
HHP 251	Safety Education	
<i>For middle school endorsement:</i>		
EDUC 401	Practicum in Education	2

*Met as Mode of Inquiry Core Requirement. Psychology 101 recommended.

The student should select core courses to meet state licensure requirements while fulfilling college graduation requirements..

Education 440, 441, and 450 are taken in the professional semester.

Student Teaching is the senior project for teacher preparation, but individual departments may have additional senior project requirements.

APPLIED HISTORY AND SOCIAL SCIENCES

Objective: To provide students with broad experience in history and social science theory and practice in preparation for advanced studies, professional schools, or careers with state and federal governments, non-profit foundations, or other organizations.

Requirements:

<i>One course from:</i>		3
HIST 111	American History to 1861	
HIST 112	American History Since 1861	
<i>One course from:</i>		3
HIST 105	World History to 1500 CE	
HIST 110	Modern World History	
HIST 122	Modern Europe	
HIST 205	Historical Methods	3
HIST 305	Approaching World History	3
<i>One course from:</i>		3
HIST 450	Seminar	

HIST 470-471	Internship	
HIST 490-491	Honors Thesis	
<u>One</u> History elective		3
Minor in a social science discipline*		18
<i>Four</i> courses from:**		12-13
ECON 151	Principles of Economics I (3)	
ECON 152	Principles of Economics II (3)	
GEOG 111	Human Geography (3)	
GEOG 316X	History and Geography of Virginia and Tennessee (3)	
GEOG 331	Geography of the U.S. and Canada (3)	
POLS 103	Politics of the United States (3)	
POLS 105	Introduction to International Relations (3)	
PSYC 102	Introduction to Psychology as a Social Science (3)	
SOCI 101	Introduction to Sociology (3)	
SOCI 330	Methods of Social Research (4)	
Total		48
<i>Additional Requirements:</i>		
<u>One</u> course from:		3-4
MATH 121	College Algebra (3)	
MATH 123	PreCalculus (3)	
MATH 151	Calculus I (4)	
<u>One</u> course from:		4
STAT 161	Introduction to Statistics	
STAT 162	Introduction to Statistics for the Social Sciences	
STAT 163	Introduction to Statistics for the Behavioral Sciences	

*Minor in economics, geography, international and area studies, political science, psychology, sociology, or women's studies.

**Course selections may not overlap with the courses chosen for the above major or minor requirements.

AMERICAN HISTORY (M.A.ED.)

For a description of this program, see the **Graduate Studies** section of this catalog.

CERTIFICATE IN PUBLIC HISTORY

Objective: To provide students with special training and practical experience for careers in public history. This certificate is available to students majoring in any discipline, so long as they complete the requirements below.

Requirements: Students must complete History 111, 112, 205, 210, 318, and 470 (at least three semester hours, chosen in consultation with the department and supervised by the department).

MINOR IN HISTORY

A student may minor in history by completing History 111 or 112, 205, 305, and three additional courses selected in consultation with the department.

MINOR IN HISTORY WITH EMPHASIS IN AFRICAN-AMERICAN STUDIES

This minor is designed to provide students with an understanding of the histories, cultures, political economies, regional relationships, and literary and artistic expressions of African Americans over time, with multi-disciplinary studies of the African-American experience. A student may complete this minor with History 234, 335, and another history course chosen in consultation with the department; English 364 when the topic is African-American Literature; and two courses chosen from the following: History 220, 306, 316, Geography 111, Political Science 103 or 117, and Sociology 270.

• HISTORY COURSES

HIST 105 WORLD HISTORY TO 1500 CE (WC)

Survey of the emergence and spread of major world civilizations from prehistory to 1500. Equal weight given to the civilizations of Africa, Eurasia, and the Americas. This course satisfies the Modes of Inquiry requirement for Understanding the Individual and Society. This course satisfies the proficiency requirement for Written Communication in the disciplines. *Three semester hours.*

HIST 110 MODERN WORLD HISTORY

Survey of some of the major trends, events, and forces of change since 1500 with particular emphasis on exploration, revolution, imperialism, industrialization, and their consequences. This course satisfies the Modes of Inquiry requirement for Understanding the Individual and Society. *Three semester hours.*

HIST 111 AMERICAN HISTORY TO 1861 (OC)

Evolution of the American constitutional republic and its ideas, institutions, and practices from the colonial period to the Civil War; the American Revolution, historical challenges of the American political system; religious traditions; immigration; the difference between a democracy and a republic; the tensions between liberty and equality, liberty and order, region and nation, individualism and the common welfare, and between cultural diversity and national unity. This course satisfies the Modes of Inquiry requirement for Understanding the Individual and Society. This course satisfies the proficiency requirement for Oral Communication in the disciplines. *Three semester hours.*

HIST 112 AMERICAN HISTORY SINCE 1861

Evolution of the American constitutional republic and its ideas, institutions, and practices from the Civil War to the present; historical challenges of the American political system; religious traditions; immigration; cultural diversity; social, political, and economic transformations in American life during the twentieth century; social consequences of the Industrial Revolution and its impact on politics and culture; origins, effects, aftermath, and significance of the two world wars, the Korea and Vietnam conflicts, and the post-Cold War era. This course satisfies the Modes of Inquiry requirement for Understanding the Individual and Society. *Three semester hours.*

HIST 122 MODERN EUROPE (WC)

History of early modern and modern Europe from the emergence of the Renaissance to the present. This course satisfies the proficiency requirement for Written Communication in the disciplines. This course satisfies the Modes of Inquiry requirement for Understanding the Individual and Society. *Three semester hours.*

HIST 123 AMERICA AND THE WORLD

Rise of America from a colonial marchland to a global superpower in the twentieth century with emphasis on such themes as war and diplomacy, the transnational and cultural dimensions of American expansion, and America's growing interaction and connections with the wider world. *Three semester hours.*

HIST 162 CHINA (INTERNATIONAL STUDIES 162X)

Chinese history from the origins of Chinese civilization to the present. *Three semester hours.*

HIST 164 THE MODERN MIDDLE EAST (INTERNATIONAL STUDIES 164X)

Middle Eastern and Islamic history from the imperial encounters and Ottoman reforms, and the defensive modernization efforts of Middle East in the nineteenth century, to the current problems confronting the region. Emphasis on the creation of new nation-states in the aftermath of the First World War, Arab Nationalism, the Arab-Israeli conflict, and America's emergence as the dominant external power in the region. *Three semester hours.*

HIST 205 HISTORICAL METHODS (CT)

Research methods employed by historians, including a review of information technology, use of libraries and archives, and the process of writing a research paper. This course satisfies the proficiency requirement for Critical Thinking in the disciplines. *Three semester hours.*

HIST 210 ARCHAEOLOGY AND PREHISTORY

Introduction to the methods of archaeological research; history of the archaeological discipline, including the origins of professional archaeology, significant theoretical developments in the field, and current issues in archaeological practice. Ways in which archaeology informs historical research and reveals the social and cultural development of prehistoric peoples on the European and North American continents. This course satisfies the Modes of Inquiry requirement for Interpreting Texts. *Three semester hours.*

HIST 220 ECONOMIC HISTORY OF THE U.S. (QL) (ECONOMICS 220X)

Study of American political economy, emphasizing forces that have determined economic growth and development since 1607; social, political, and economic transformations in American life from 1607 to the present; structure and function of the U.S. market economy as compared with other economies. This course satisfies the proficiency requirement for Quantitative Literacy in the disciplines. *Three semester hours.*

HIST 232 MYTH, MAGIC, AND RITUAL IN THE ANCIENT WORLD

Religious history of the ancient Mediterranean, focusing on myth and its modern interpretations, magic as a category of activity separate from religion, and the role of ritual in the religious lives of Greeks and Romans. This course satisfies the Modes of Inquiry requirement for Interpreting Texts. *Three semester hours.*

HIST 234 COMPARATIVE SLAVERY AND RACE RELATIONS IN THE AMERICAS (INTERNATIONAL STUDIES 234X)

History of African American slavery and race relations in the New World with emphasis on Brazil, the United States, and the colonial Caribbean possessions of Spain, France, and Great Britain. *Three semester hours.*

HIST 251 PERSPECTIVES IN HISTORY

Selected case studies employing specific historical approaches or methods chosen by the instructor in response to students. *Three semester hours.*

HIST 305 APPROACHING GLOBAL HISTORY (IE, ER) (INTERNATIONAL STUDIES 305X)

Comparative study of world regions and nations through an exploration of prominent historical themes, trends, and processes that connect cultures and societies across borders or across the globe. This course satisfies the International Exploration requirement and the proficiency requirement for Ethical Reasoning in the disciplines. *Three semester hours.*

HIST 306 THE OLD SOUTH

The American South from prehistory to the Civil War, emphasizing the normative character of the experience of the region, its centrality in the formation of American culture, and the overall process of sectional differentiation. *Three semester hours.*

HIST 307 CIVIL WAR AND RECONSTRUCTION

Origins and consequences of the American Civil War. Emphasis on regionalism, sectionalism, and nationalism; economic interdependencies and conflicts; abolitionist saints and pro-slavery divines, and other cultural counterpoints; modern war and ancient traditions; battlefield tactics and broader social strategies; compromise and the deferred commitments to equality and social justice during the post-bellum Reconstruction period. *Three semester hours.*

HIST 309 STUDIES IN U. S. WOMEN'S HISTORY (WOMEN AND GENDER STUDIES 309X)

Women's history in the U.S. from colonial times to the present with emphasis on the nineteenth and twentieth centuries. *Three semester hours.*

HIST 310X HISTORY OF CHRISTIANITY (OC) (RELIGION 310)**HIST 316 HISTORY AND GEOGRAPHY OF VIRGINIA AND TENNESSEE (WC) (GEOGRAPHY 316X)**

Comparative study of geography and history of two southern states. Emphasis on teacher responsibilities in the public schools with regard to the standards of learning. This course satisfies the proficiency requirement for Written Communication in the disciplines. *Three semester hours.*

HIST 318 APPALACHIA

Analytical study of the geography and cultures of the region, as well as the social, economic, and political institutions of the people who live in Appalachia. *Three semester hours.*

HIST 319 COLONIAL AND REVOLUTIONARY AMERICA

Events and ideas involved in the long colonial era, especially in Virginia, and seminal intellectual and cultural conceptions of the American Revolution. *Three semester hours.*

HIST 320 MIDDLE PERIOD AMERICA

Events and ideas involved in the critical formative period of nation-building in the early and middle of the nineteenth century, with special emphasis on cultural patterns in religion and ideology, economic aspects of developing trade, commerce and slavery, and emerging regional tensions between North and South. *Three semester hours.*

HIST 321 ANCIENT GREECE

The history of Greece from the Bronze Age through the Hellenistic Period. Topics include the literature and culture of Greece, the rise of the polis and the development of the Classical world, and the transformation of the Greek world in the wake of Alexander's conquests. *Three semester hours.*

HIST 322 ANCIENT ROME

The history of Rome from the founding of the city to the fifth century C.E. Topics include the origins of the city as described in myth and archaeology; the development of the republican constitution, Roman imperialism; the creation of the empire by Augustus Caesar; society, culture, and the economy of the Roman world; the religious life of the empire and the historical development of Christianity; and the transformation of the empire during the period of late antiquity. *Three semester hours.*

HIST 324 MEDIEVAL EUROPE

Analysis of the historical development of culture and society from the sixth century C.E. to 1500; medieval society, institutions, and civilizations; manorialism and feudalism and the evolution of representative government. *Three semester hours.*

HIST 335 THE HISTORY OF RACE IN THE UNITED STATES

Examination of patterns of racial diversity in the U.S. from colonial times to the present. Emphasis on the peculiar institution of slavery, the Jim Crow system of racial segregation, the Civil Rights movement, the relationship between European Americans and Native Americans, and the diverse experiences of immigrant communities. *Three semester hours.*

HIST 336 INTERNATIONAL COLD WAR (INTERNATIONAL STUDIES 336X)

Historical and political and diplomatic analysis of the post-1945 international history of the Cold War from the vantage points of Washington, Moscow, Beijing, and beyond. Focus on the relationships and alliances of the Cold War era, the ebb and flow of political and military tension between the Western Bloc and the Eastern Bloc, and the effects of the Cold War on contemporary world affairs. *Three semester hours.*

HIST 340 HISTORY OF ENGLAND

Interpretive analysis of key questions and issues of English history from the Norman Conquest to the present. Topics include the process of nation-building on the island of Great Britain, the development of parliamentary democracy, and the role of England in colonization, imperialism, and industrialization. *Three semester hours.*

HIST 350 SPECIAL TOPICS

Selected topics in history chosen by the instructor in response to students. May be re-taken for credit for different topics. *Three semester hours.*

HIST 352X JESUS (CT) (RELIGION 352)**HIST 356X WOMEN AND CHRISTIANITY (RELIGION 356)**

HIST 450 SEMINAR

Advanced independent seminar research and writing in a specific area of history under the supervision of a faculty member. Prerequisite: junior or senior status and departmental permission. *Three semester hours.*

HIST 460 INDEPENDENT STUDY

Advanced directed research in a specific area of history, under the supervision of a faculty member. *One to three semester hours.*

HIST 470 AND 471 INTERNSHIP I AND II

Work experience related to the student's major, jointly supervised by the department and a professional in the field. Although the usual internship will carry either three or six hours credit, a student may elect to arrange an internship carrying between two and six hours credit with the permission of the department. Each hour of credit will require forty hours at the internship site. Prerequisites: 2.0 GPA overall and in major; junior or senior status. *Two to six semester hours.* Pass-Fail only.

HIST 490 AND 491 HONORS THESIS I AND II

Independent research in a special topic for honors. Prerequisites: senior status, GPA of 3.5 in the major and 3.3 overall, and permission of all members of the department. *Three semester hours.*

INTERNATIONAL STUDIES**Professors**

Krystin Krause, Program Director
Sarah Fisher

Tracks

International Studies (B.A.)
International Studies and Business (B.S.)

INTERNATIONAL STUDIES (B.A.)

Objective: To promote understanding of contemporary patterns of politics, economics, international relations, law, culture, society, religion, and the historical development of different regions around the world, as well as ground students in the concepts of globalization and global citizenship.

Requirements:

INST 105X	Introduction to International Relations	3
INST 223X	International Political Economy	3
INST 215X	Introduction to Comparative Politics	3
<i>Six courses from:</i>		18
INST 101X	Mass Media and Society (MCOM 101)	
INST 162X	China (HIST 162)	
INST 164X	The Modern Middle East (HIST 164)	
INST 203X	World Literature (ENGL 203)	
INST 212X	Asian Religions (IE) (RELG 212)	
INST 221X	Cultures and Peoples (IE) (SOCI 221)	
INST 225X	Comparative Politics in the Middle East and North Africa (IE) (POLS 225)	
INST 234X	Comparative Slavery and Race Relations in the Americas (HIST 234)	
INST 245X	Comparative Politics of Asia (IE) (POLS 245)	
GEOG 245	Geography of the Middle East (IE)	
INST 255X	Politics of Latin America (IE) (POLS 255)	
INST 260X	Studies in Culture (IE) (SOCI 260)	
INST 305X	Approaching Global History (IE, ER) (HIST 305)	
INST 306X	Asian Philosophies (IE) (PHIL 305)	
POLS 314	National and International Security	
INST 314X	Islam (IE) (RELG 314)	
INST 328X	Comparative Immigration (POLS 328)	

INST 329X	Democracy and Democratization (POLS 329)	
INST 333X	Geography and Economy of Europe (IE) (GEOG 333)	
INST 336X	International Cold War (HIST 336)	
INST 337X	Women and Politics (WC) (POLS 337)	
INST 450	Senior Seminar	3
Total		30
<i>Additional Requirements</i>		
<i>One course from:</i>		4
STAT 161	Introduction to Statistics	
STAT 162	Introduction to Statistics for the Social Sciences	
STAT 163	Introduction to Statistics for the Behavioral Sciences	
Foreign Language	Competency through four college-level semesters	12-14

Additional options include an honors thesis. The honors thesis program encourages a more intensive study of an area of study than is required for the normal major. Students who successfully complete the program requirements will be awarded either “High Honors” or “Honors.” Study abroad provides enhancement educationally, culturally, and linguistically. Students are required to participate in study abroad programs sponsored by the college or by cooperating institutions or participate in an international experience approved by the program director.

INTERNATIONAL STUDIES AND BUSINESS (B.S.)

For the objectives and requirements of this track, see the listing in the Department of Business Administration.

• INTERNATIONAL STUDIES COURSES

INST 101X MASS MEDIA AND SOCIETY (MASS COMMUNICATIONS 101)

INST 105X INTRODUCTION TO INTERNATIONAL RELATIONS (IE) (POLITICAL SCIENCE 105)

INST 162X (HISTORY 162)

INST 164X THE MODERN MIDDLE EAST (HISTORY 164)

INST 203X WORLD LITERATURE (ENGLISH 203)

INST 212X ASIAN RELIGIONS (IE) (RELIGION 212)

INST 215X INTRODUCTION TO COMPARATIVE POLITICS (POLITICAL SCIENCE 215)

INST 221X CULTURES AND PEOPLES (IE) (SOCIOLOGY 221)

INST 223X INTERNATIONAL POLITICAL ECONOMY (POLITICAL SCIENCE 223)

INST 225X COMPARATIVE POLITICS IN THE MIDDLE EAST AND NORTH AFRICA (IE) (POLITICAL SCIENCE 225)

INST 234X COMPARATIVE SLAVERY AND RACE RELATIONS IN THE AMERICAS (HISTORY 234)

INST 245X COMPARATIVE POLITICS OF ASIA (IE) (POLITICAL SCIENCE 245)

INST 252 MAJOR BRITISH WRITERS III (ENGLISH 252)

INST 255X POLITICS OF LATIN AMERICA (IE) (POLITICAL SCIENCE 255)

INST 260X STUDIES IN CULTURE (IE) (SOCIOLOGY 260)

INST 305X APPROACHING GLOBAL HISTORY (IE, ER) (HISTORY 305)

INST 306X ASIAN PHILOSOPHIES (IE) (PHILOSOPHY 305)

INST 314X ISLAM (IE) (RELIGION 314)

INST 328X COMPARATIVE IMMIGRATION (POLITICAL SCIENCE 328)

INST 329X DEMOCRACY AND DEMOCRATIZATION (POLITICAL SCIENCE 329)

INST 333X GEOGRAPHY AND ECONOMY OF EUROPE (IE) (GEOGRAPHY 333)

INST 336X INTERNATIONAL COLD WAR (HISTORY 336)

INST 337X WOMEN AND POLITICS (WC) (POLITICAL SCIENCE 337)

INST 429X INTERNATIONAL DISPUTE RESOLUTION (POLITICAL SCIENCE 429)

INST 450 SENIOR SEMINAR

Global issues and concerns which cut across regional and civilizational boundaries, utilizing a problem-solving approach, research, writing, and oral presentation. Designed as a capstone experience to bring together senior majors from across the four areas of International and Area Studies. *Three semester hours.*

LAND USE ANALYSIS AND PLANNING

contextual and support area

Edward H. Davis, Program Advisor

Land Use Analysis and Planning is available as a contextual and support area to complement primary disciplines in geography, political science, or economics.

Objective: To provide students with the background necessary for graduate study or employment in land use planning or some field of public service.

Requirements: Required courses are Geography 200, 201X, 332, and 350; and an internship approved by the program advisor. The mathematics requirement is met by completion of any mathematics course. Students planning to pursue graduate study are encouraged to take Statistics 161, 162, or 163. Additional courses to total twenty must be selected in consultation with the faculty advisor from the following approved courses: Biology 210, 411; Economics 151, 152, 331; Management 311; Geography 221, 311; Earth Science 111; Political Science 103, 203, 213, 333; Sociology 101, 104, 222. No more than ten courses from a single discipline may be applied toward the Land Use Analysis and Planning contextual and support area.

Students in Land Use Analysis and Planning may obtain applied experience through the college internship program. Interns typically have been placed in municipal, county, and regional planning agencies; state and national forest and park offices; and environmental regulatory agencies. A maximum of two course credits may be earned through internships.

LATIN

See Foreign Languages

MANAGEMENT

See Business Administration

MASS COMMUNICATIONS

Professors

Mark Finney, Chair
 Danianese Woods
 Annie Sugar
 Tracy Lauder

Major

Mass Communications (B.A.)

MASS COMMUNICATIONS (B.A.)

In consultation with the advisor, majors may follow individual interests and choose courses leading to careers in print, broadcasting, graphic design, or corporate on-line and multimedia communication.

Objectives: To provide liberal arts students a thorough foundation in the theories and applications of mass communications and an understanding of the function of communication in society. To develop broad-based skills and understanding which will prepare students for a wide variety of careers or for advanced study in communication, business, government, or law.

Requirements:

MCOM 101	Mass Media and Society	3
MCOM 202	Writing, Reporting and Editing I	4
MCOM 204	Beginning Publication Design	3
MCOM 210	Electronic Media Production	3
MCOM 302	Writing, Reporting and Editing II	3
MCOM 390	Persuasive Communication	3
MCOM 451	Media Law and Ethics	3
<i>One course from:</i>		3-6
MCOM 470	Internship	
MCOM 480	Senior Project	
<i>Two additional courses in Mass Communications</i>		6
Total		31-34
STAT 162	Introduction to Statistics for the Social Sciences	4
Minor or Contextual Support Area		18

*Chosen in consultation with advisor.

MINOR IN MASS COMMUNICATIONS

A student may minor in mass communications by completing 101, 202, 210, 390, 451, and one additional course other than 470, 471, or 480.

MINOR IN VISUAL COMMUNICATIONS

A student may minor in visual communications by completing 101, 210, 204, 390, 404, and 451.

• MASS COMMUNICATIONS COURSES

MCOM 101 MASS MEDIA AND SOCIETY (INTERNATIONAL STUDIES 101X)

Study of the structure, function, and effects of mass communication in the U.S. culture. Influence of economics and governmental regulations on media content. Special attention to the rights and responsibilities of the media. This course satisfies the Modes of Inquiry requirement for Understanding the Individual and Society. *Three semester hours.*

MCOM 202 WRITING, REPORTING, AND EDITING I (WC)

Basic gathering and writing of news information in a fair and accurate manner suitable for presentation in various media formats. Editing of news writing for grammar, clarity, conciseness, accuracy, and style. This course satisfies the proficiency requirement for Written Communication in the disciplines. Prerequisite: English 101. *Four semester hours.*

MCOM 204 BEGINNING PUBLICATION DESIGN

Application of basic design and typographic principles to a variety of print publications such as advertisements, flyers, newspapers, and brochures, using the latest design software. This course satisfies the Modes of Inquiry requirement for Artistic Expression. *Three semester hours.*

MCOM 210 ELECTRONIC MEDIA PRODUCTION (OC)

Development of programming for electronic media. Emphasis on research, writing, production, and video editing, including news, promotional formats, and other longer-form programming. Some attention to preparing a variety of electronic media files for the web. This course satisfies the proficiency requirement for Oral Communication in the disciplines. *Three semester hours.*

MCOM 250 WOMEN AND MEDIA (WOMEN AND GENDER STUDIES 250X)

Current and historical relationship of women with media. Women as subject matter, audience, and participants in various media forms. This course satisfies the Modes of Inquiry requirement for Understanding the Individual and Society. *Three semester hours.*

MCOM 262 SCIENCE COMMUNICATION (WC, QL)

Application of research and writing skills designed to enable science and communications students to consume sophisticated scientific literature and data and communicate effectively with general audiences about science topics. This course satisfies the proficiency requirements for Written Communication and Quantitative Literacy in the Disciplines. Prerequisite: English 101. *Three semester hours .*

MCOM 263 SPORTS COMMUNICATION

Development of skills in the art and science of sports communications and exploration of the impact of communication on the experience of sport. Students will study the impact of media on sport consumption and the influence of communication within sporting organizations. Cultural, organizational and critical theoretical approaches will be applied to various contexts of sport including sports journalism, sports organizations, sport films, and other media to explore contemporary issues of sport communication. *Three semester hours.*

MCOM 271X INTRODUCTION TO FILM (ENGLISH 234)**MCOM 301 ADVANCED MEDIA STUDIES**

This course will use a case study to explore concepts supporting the media studies discipline. This perspective explores the social, political and cultural role of media: such as the news, advertising, speeches, entertainment, social and experiential media. Students will explore media production, content and effects through the application of media studies concepts. In addition, students will examine how audience predispositions, such as ideological orientations, the characteristics of decision making, and emotion are tied to perceptions of media representations and affect decision making and behavior. *Three semester hours.*

MCOM 302 WRITING, REPORTING, AND EDITING II

Intermediate work in information gathering and writing for media in various styles, including in-depth reporting, features, and opinion pieces. Intermediate-level story planning, editing, and packaging for presentation in various media formats. Prerequisite: C or better in 202. *Three semester hours.*

MCOM 320 SOCIAL MEDIA THEORY AND PRACTICE (CT, ER)

This course combines theory and practice to understand how social media is used for communication to attract and engage audiences. Students gain hands-on experience by experimenting with social media, producing a portfolio of

multimedia stories, and building their own professional online brand. An emphasis is placed on critically assessing the credibility and authenticity of user-generated content, online etiquette, and social media ethics. This course satisfies the proficiency requirements for Critical Thinking and Ethical Reasoning in the disciplines. Prerequisite: 101 or sophomore status. *Three semester hours.*

MCOM 321X ADVANCED COMPOSITION (ENGLISH 321)

MCOM 330X METHODS OF SOCIAL RESEARCH (SOCIOLOGY 330)

MCOM 350 SPECIAL TOPICS IN MASS COMMUNICATIONS

Selected topics in the field with particular emphasis determined by student interest. *Three semester hours.*

MCOM 368 CAMPUS MEDIA WORKSHOP

Application of media theories and management skills to campus media operation and production. Presentation of workshop proposal to a mass communications faculty member. Prerequisites: sophomore status and major in mass communications. *One-half semester hour credit per term, maximum total credit two semester hours.*

MCOM 390 PERSUASIVE COMMUNICATION (CT)

Introduction to persuasion theory, research, ethics, and methods with emphasis on analysis of and application to mass media messages. This course satisfies the proficiency requirement for Critical Thinking in the disciplines. *Three semester hours.*

MCOM 404 ADVANCED PUBLICATION DESIGN

Application of advanced design and typographic principles to a variety of more complex print publications such as newsletters, magazines, books, and pamphlets, using the latest design software. Prerequisite: C or better in 204. *Three semester hours.*

MCOM 410 ADVANCED VIDEO PRODUCTION

Advanced work in producing programming for electronic media. Emphasis on longer forms of video presentation. Study of contemporary documentaries included. Other long-form media presentations may be required. Prerequisite: C or better in 210. *Three semester hours.*

MCOM 420 ADVANCED REPORTING

Advanced work in gathering and organizing information for long-form writing, such as in-depth newspaper series, magazine articles, broadcast packages and online reports. Emphasis on locating sources, interviewing, following paper trails, and using databases. Prerequisites: 202, 302, and junior status. *Three semester hours.*

MCOM 430 PUBLIC RELATIONS

Application of persuasion theory and multimedia skills to basic strategic communication formats used in a variety of organizations. Attention to economic, managerial, legal, and ethical considerations. Prerequisites: 202, 204, 390, and junior status. *Three semester hours.*

MCOM 451 MEDIA LAW AND ETHICS (ER)

Principles of communication law, including constitutional issues, libel, privacy, copyright, and broadcast regulation. Development of an ethical perspective for media issues. This course satisfies the proficiency requirement for Ethical Reasoning in the disciplines. Prerequisite: senior status. *Three semester hours.*

MCOM 460 INDEPENDENT STUDY

Advanced research on a topic related to mass communications, under the supervision of a faculty member. Prerequisites: junior or senior status, permission of instructor. *One to four semester hours.*

MCOM 470 AND 471 INTERNSHIP I AND II

Work experience related to the student's major, jointly supervised by the department and a professional in the field. Periodic meetings with instructor, critique of experience including skills assessment, journal, and summary paper. Although the usual internship will carry either three or six hours credit, a student may elect to arrange an internship carrying between two and six hours credit with the permission of the department. Each hour of credit will require

forty hours at the internship site. Prerequisites: junior or senior status, permission of department. *Two to six semester hours.* Pass-Fail only.

MCOM 480 SENIOR PROJECT

Study of a communications question and completion of a project in consultation with a faculty member in the Mass Communications Department. Prospective candidates for the senior project should advise the department chair of their plans at the beginning of the junior year. Prerequisites: senior status and departmental permission. *Three semester hours.*

MCOM 490 AND 491 HONORS THESIS I AND II

Independent research in a special topic for honors. Prerequisites: senior status, GPA of 3.5 in the major and 3.3 overall, and permission of all members of the department. *One to three semester hours.*

MATHEMATICS

Professors

Xiaoxue Li, Chair
John Iskra
Christina C. Carroll
Crystal Hall

Tracks

Mathematics (B.A. or B.S.)
Mathematics – Secondary Teacher Preparation (B.A. or B.S.)
Interdisciplinary Mathematics (B.A.)
Interdisciplinary Mathematics – Elementary and Middle School Teacher Preparation (B.A.)

MATHEMATICS (B.A. OR B.S.)

Objectives: To offer a broad foundation in theoretical and applied mathematics. To provide the necessary preparation for teaching, graduate study, or related work in a number of vocational fields.

Requirements:

MATH 151	Calculus I	4
MATH 152	Calculus II	4
MATH 201	Introduction to Mathematical Reasoning	3
MATH 253	Calculus III	4
MATH 321	Linear Algebra	3
MATH 421	Modern Algebra	3
MATH 451	Real Variable Theory	3
<u>Three</u> additional courses at or above the 200 level*		9-15
Total		33-39
<i>Recommended</i>		
PHYS 201	General Physics I	4

*Chosen in consultation with the advisor.

The mathematics requirement is met by Mathematics 151.

Math 201 should be taken in the sophomore year, as it is prerequisite to most upper-level courses.

Only one course from Mathematics 460, 470, 471, 490, and 491 can count toward the major. Math 460 (Independent Study) can fill a major requirement only if it is taken for 3 or more credits.

Students in the B.S. degree program must minor in biology, chemistry, physics, or complete 20 hours of credit in at least three departments outside of mathematics in the Natural Sciences division.

INTERDISCIPLINARY MATHEMATICS & TEACHER PREPARATION – PK-6, 6-8 (B.A.)**Objective:** To offer an interdisciplinary program of study with a broad foundation in mathematics.**Requirements:**

MATH 123	Precalculus	3
MATH 151	Calculus I	4
MATH 161X	Introduction to Statistics	4
MATH 201	Introduction to Mathematical Reasoning	3
MATH 340	Geometry	3
MATH 420	History of Mathematics	3
PHYS 100	Conceptual Physics	4
Total		24

Professional Requirements:

EDUC 114	Introduction to Education	1
EDUC 115	Early Field Experience	.5
EDUC 115	Early Field Experience	.5
EDUC 305	Human Growth and Development	3
EDUC 310	Teaching Reading and Language Arts	3
EDUC 320	Technology and Instructional Design	3
EDUC 340	Contemporary Teaching of Science and Mathematics in Elementary and Middle Schools	3
EDUC 370	Survey of Exceptional Children	3
EDUC 401	Practicum in Education	2
EDUC 410	Practicum in Diagnosis and Remediation of Reading Problems	3
EDUC 420	Seminar: Teaching in Elementary and Middle Schools	2
EDUC 421	Supervised Teaching in Primary, Elementary or Middle School	10
EDUC 430	Contemporary Teaching of Social Studies and Writing in Elementary and Middle Schools	3
EDUC 445	Foundations of Education	3
Total		40
<i>Additional Requirements</i>		
<i>One course from:</i>		3
RELG 111	World Religions*	
RELG 131	Old Testament Survey*	
RELG 132	New Testament Survey*	
RELG 200	Introduction to the Christian Faith*	
ENGL 200	Reading and Writing About Literature	3
ENGL 317	Literature for Children	3
ENGL 333	Linguistics	3
MATH 311	Fundamentals of Mathematics in Elementary and Middle Schools	3
HIST 111	American History to 1861**	3
HIST 112	American History since 1862	3
HIST 122	Modern Europe	3
POLS 103	Politics of the United States	3
<i>One course from:</i>		3
GEOG 111	Human Geography	
GEOG 331	Geography of the U.S. and Canada	
<i>One course from:</i>		4
BIOL 105	Introduction to College Biology**	
BIOL 117	General Biology**	

<i>One course from:</i> ART 111 ART 241 MUSC 318 THRE 105	Introduction to Art & Design Crafts I Music, Learning, and Culture Introduction to Acting	3
<i>One course from:</i> ECON 151 ECON 152	Principles of Economics I Principles of Economics II	3
<i>One course from:</i> CHEM 111 ESCI 111 ESCI 201 PHYS 100 PHYS 101	General Chemistry I Physical Geology Weather and Climate Conceptual Physics Astronomy	4
Total		108

*Met in Religion Core Requirement.

**Met in Modes of Inquiry Core Requirements.

The Senior Project for non-teacher track students is Mathematics 420. The senior project for students who complete a teacher preparation endorsement is Mathematics 421.

Substitutions for students seeking licensure in elementary and middle school endorsement must be approved by the Director of the Neff Center for Teacher Education and the Chair of the Mathematics Department, guided by teacher certification requirements.

MATHEMATICS - TEACHER PREPARATION – SECONDARY 6-12 (B.A. OR B.S.)

Objective: To enable students to meet Virginia requirements for licensure to teach mathematics.

Departmental Requirements:

MATH 151	Calculus I	4
MATH 152	Calculus II	4
MATH 201	Introduction to Mathematical Reasoning	3
MATH 253	Calculus III	4
MATH 312	Fundamentals of Mathematics in Secondary Schools	3
MATH 321	Linear Algebra	3
MATH 340	Geometry	3
<i>One course from:</i> MATH 360 STAT 161	Mathematical Probability and Statistics (3) Introduction to Statistics (4)	3-4
MATH 370	Discrete Structures	3
MATH 420	History of Mathematics	3
MATH 421	Modern Algebra	3
Total		36-37
<i>Recommended</i> MATH 451	Real Variable Theory	3

Students must complete or place out of Mathematics 123.

The Mathematics requirement will be satisfied by Mathematics 151.

Students who wish to receive a B.S. in Mathematics - Teacher Preparation must complete a minor as directed in the requirements for the BS in mathematics.

Licensure Requirements:

EDUC 114	Introduction to Education	1
EDUC 115	Early Field Experience	.5
EDUC 115	Early Field Experience	.5
EDUC 305	Human Growth and Development	3
EDUC 320	Technology and Instructional Design	3
EDUC 370	Survey of Exceptional Children	3
EDUC 440	Seminar: Teaching in Secondary School	2
EDUC 441	Supervised Teaching in Secondary School	10
EDUC 445	Foundations of Education	3
EDUC 449	Reading, Writing and Instruction in Content Areas	3
EDUC 450	Curriculum and Instruction in Secondary School	3
Total		32
<i>Additional Requirements:</i>		
<i>One course from:</i>		3
HIST 111	American History to 1861*	
HIST 112	American History since 1862*	
	Laboratory Science*	4
<i>Recommended</i>		
<i>One course from:</i>		3
HHP 231	Personal Health	
HHP 232	School and Community Health	
HHP 251	Safety Education	
<i>For middle school endorsement:</i>		
EDUC 401	Practicum in Education	2

*Met as Modes of Inquiry Core Requirements.

The student should select core courses to meet state licensure requirements while fulfilling college graduation requirements.

Education 440, 441, and 450 are taken in the professional semester.

Education 441 is the senior project for teacher preparation.

MINOR IN MATHEMATICS

A student may minor in mathematics by completing Mathematics 151, 152, 201, and 253, and two additional courses at or above the 300 level, not including 311, 312, 420, 460, 470, or 480.

- **MATHEMATICS COURSES**

MATH 100 FUNDAMENTAL ALGEBRA

Introduction to variable expressions and equations, simplifying expressions, solving linear equations and inequalities, graphing linear equations and inequalities, solving systems of equations graphically and by substitution, exponents, operations on polynomials, factoring polynomial equations, solving quadratic equations, and quadratic functions. In addition, students will learn to address math anxiety, math study skills, and how studying mathematics will benefit future career and academic opportunities. Placement into 100 is determined by an algorithm based on SAT (or equivalent ACT) math scores and high school GPA. This course does not fulfill the mathematics requirement for any major. A student in Mathematics 100 must earn a grade of at least C- in order to take Mathematics 121. *Three semester hours.*

MATH 120 MATHEMATICS FOR AN INFORMED CITIZENRY

Introduction to the nature of mathematical thought. Fundamental structure of mathematical systems and basic quantitative skills required for functioning in modern society. Intended as a terminal course for non-majors. *Three semester hours.*

MATH 121 COLLEGE ALGEBRA

Introduction to factoring and polynomial equations; working with equations and functions of the following types: linear, quadratic, polynomial, rational, radical, exponential, and logarithmic; functions and their inverses; properties of radicals and logarithms, and inequalities. Prerequisite for students as indicated by an algorithm based on SAT (or equivalent ACT) math scores and high school GPA, C- or better in Mathematics 099, or results of a placement exam. *Three semester hours.*

MATH 123 PRECALCULUS

Precalculus is designed to help students develop the computational and problem solving skills needed to succeed in calculus. Topics covered will include: Solving and graphing equations of exponential, logarithmic, and trigonometric functions, trigonometry including analytical trigonometry, and an introduction to limits. This class is not intended as a terminal mathematics course. Prerequisites can be satisfied by a C or better in 121 or placement as determined by a departmental placement exam. *This course is taught in Fall and Spring semesters. Three semester hours.*

MATH 151 CALCULUS I

Graphical, numerical, and symbolic study of functions and limits; fundamental concepts of differentiation and integration. Differentiation formulas. Applications to exponential growth and decay, velocity and acceleration. Use of a CAS. Prerequisite: C or higher in 123 or permission of instructor. *Four semester hours.*

MATH 152 CALCULUS II

A continuation of Mathematics 151. Applications of integration to physics, statistics and engineering including finding volumes, arc lengths, surface area. Sequences and series, parametrically defined functions including those defined in the polar plane. Introduction to vectors, vector spaces and operations on vectors, including the cross and dot products, norms and linear transformations. Prerequisite: C or higher in 151 or permission of instructor. This course is typically taught every semester. *Four semester hours.*

MATH 161X INTRODUCTION TO STATISTICS (STATISTICS 161)**MATH 201 INTRODUCTION TO MATHEMATICAL REASONING (CT)**

Topics in discrete mathematics; mathematics topics and processes essential to proper understanding of material to be covered in advanced courses; emphasis on techniques of mathematical reasoning. This course satisfies the proficiency requirement for Critical Thinking in the disciplines. Prerequisites: 151 and sophomore status or departmental permission. *Three semester hours.*

MATH 253 CALCULUS III

Infinite series; two- and three-dimensional vectors, vector calculus; partial derivatives; multiple integrals. Use of a CAS. Prerequisite: C or higher in 152 or permission of instructor. *Four semester hours.*

MATH 311 FUNDAMENTALS OF MATHEMATICS IN ELEMENTARY AND MIDDLE SCHOOLS

Content and pedagogy of elementary and middle school mathematics. Problem solving, logic, sets, number theory, and structure, algorithms of rational numbers, geometry, probability, and statistics. Not applicable toward mathematics major. Prerequisites: one college level mathematics course and junior status. *Three semester hours.*

MATH 312 FUNDAMENTALS OF MATHEMATICS IN SECONDARY SCHOOLS

Content and pedagogy of secondary school mathematics. Problem solving, logic, sets, number theory, and structure, algorithms of rational numbers, geometry, probability, and statistics. Not applicable toward mathematics major. Prerequisites: one college level mathematics course and junior status. *Three semester hours.*

MATH 321 LINEAR ALGEBRA

Vector spaces, linear dependence, linear mappings, the algebra of matrices over a field, characteristic equations, characteristic roots. Prerequisite: 201. *Three semester hours.*

MATH 340 GEOMETRY

Topics from Euclidean geometry, using transformational approach; general axiomatic systems leading to finite and non-Euclidean geometries. Prerequisite: 201 or departmental permission. *Three semester hours.*

MATH 350 SPECIAL TOPICS IN MATHEMATICS

Topics selected by the instructor for one semester of study based on needs and interests of students, including (but not limited to) number theory, cryptology, real analysis, graph theory, or coding theory. Prerequisites: junior or senior status and permission of instructor. *One to four semester hours.*

MATH 353 DIFFERENTIAL EQUATIONS

Some first-order methods; second-order constant coefficient equations; series solutions; first-order linear and nonlinear systems and phase-plane analysis. Applications including population growth models, simple and forced harmonic motion, the pendulum, and chaotic behavior. Use of a CAS. Prerequisites: 201 and 253. *Three semester hours.*

MATH 360 MATHEMATICAL PROBABILITY AND STATISTICS (ER, QL) (STATISTICS 360X)

An introduction to the mathematical theories of probability and statistics, including some topics such as combinatorial methods, conditional probability and independence, discrete and continuous random variables, expectation, simple and multiple regression, analysis of variance, contingency tables, time series, logistic regression, and experimental design. This course satisfies the proficiency requirements for Ethical Reasoning and Quantitative Literacy in the disciplines. Prerequisites: Mathematics 152 and Statistics 161, or permission of instructor. *Three semester hours.*

MATH 370 DISCRETE STRUCTURES (OC)

Theoretical foundations of computer science, including sets, functions, Boolean algebra, first order predicate calculus, trees, graphs, discrete probability. This course satisfies the proficiency requirement for Oral Communication in the disciplines. Prerequisites: 201 and knowledge of a high-level programming language or departmental permission. *Three semester hours.*

MATH 420 HISTORY OF MATHEMATICS (OC, WC)

The historical development of mathematics over the past 5,000 years, including typical mathematical problems from various historical periods and biographical and philosophical aspects of mathematics. This course satisfies the proficiency requirements for Oral Communication and Written Communication in the disciplines. Prerequisites: mathematics major with senior status or departmental permission. *Three semester hours.*

MATH 421 MODERN ALGEBRA

Groups, rings, and fields. Normal subgroups, quotient groups, permutation groups, homomorphisms, isomorphisms, and Lagrange's theorem. Prerequisite: 201 and 321. *Three semester hours.*

MATH 440 MATHEMATICAL MODELING

Applications of mathematics to a wide variety of problems inherent in a technological society. Emphasis may vary among applications to physical, biological, and environmental systems or linear programming, queueing theory, Markov processes, and other problems of systems engineering. Emphasis on constructing mathematical interpretations of such problems. Prerequisites: 321 and 360. *Three semester hours.*

MATH 451 REAL VARIABLE THEORY

Introduction to mathematical analysis. Axiomatic development of the real number system. Examination of foundations of the theory of functions of real variable; limits, continuity, differentiation, and integration of functions of a single real variable, an infinite series. Prerequisites: 201 and 253. *Three semester hours.*

MATH 455 MATHEMATICS OF THE PHYSICAL SCIENCES (PHYSICS 455X)

Series solutions of differential equations, Fourier analysis, partial differential equations, and functions of a complex variable with emphasis on application to physical systems. Prerequisites: 353 and Physics 202, or departmental permission. *Three semester hours.*

MATH 460 INDEPENDENT STUDY

Individual study and research in mathematics, under the supervision of a faculty member. Prerequisites: junior or senior status, GPA of 3.0 in mathematics courses, and departmental permission. *One to four semester hours.*

MATH 470 AND 471 INTERNSHIP I AND II

Work experience related to the student's major, jointly supervised by the department and a professional in the field. Although the usual internship will carry either three or six hours credit, a student may elect to arrange an internship carrying between two and six hours credit with the permission of the department. Each hour of credit will require forty hours at the internship site. Prerequisites: 2.0 GPA overall and in mathematics, junior or senior status, permission of department, and completion of 151, 152, 253, and courses appropriate to the work experience. *Two to six semester hours.* Pass-Fail only.

MATH 473 NUMERICAL ANALYSIS

Mathematical theory underlying selected numerical methods and the application of those methods to solving problems of practical importance. Computer programs used to facilitate calculations. Roots of equations, systems of linear equations, interpolation, approximation, and numerical integration. Prerequisites: 353 and knowledge of a high-level programming language. *Three semester hours.*

MATH 480 SENIOR SEMINAR

Selected topics in mathematics; presentations by students, faculty, or visiting speakers. Prerequisite: mathematics major with senior status or departmental permission. *Three semester hours.*

MATH 490 AND 491 HONORS THESIS I AND II

Independent research in a special topic for honors. Prerequisites: senior status, GPA of 3.5 in the major and 3.3 overall, and permission of all members of the department. *Three semester hours.*

MUSIC**Professors**

Matthew D. Frederick, Chair
Lisa Withers
Michelle Bell

Tracks

Music (B.A.)
Music - Performance (B.A.)
Music - Teacher Preparation - Choral/ Vocal (B.A.)
Music - Teacher Preparation - Instrumental (B.A.)

All students majoring in music must develop certain skills in order to complete graduation requirements; in addition to completion of specified courses, the student must demonstrate proficiency in sight-singing, ear training, keyboard harmony, and piano. The first three areas are developed in conjunction with theory courses in the department; students deficient in piano must enroll in Piano Class I-IV: MUSP 110A, 110B, 210A, and 210B. All music majors must participate in ensemble each semester they are enrolled. Attendance at certain concerts and recitals is also required of music majors. In addition to course offerings for students majoring in music, the department offers applied music and ensemble courses for other interested students. Participation in choral, vocal, and instrumental ensembles is open to all students with permission of the director.

MUSIC – CORE COURSES

MUSC 152	Music Theory I	3
MUSC 153	Aural Skills I	1
MUSC 162	Music Theory II	3
MUSC 163	Aural Skills II	1

MUSC 252	Music Theory III	3
MUSC 253	Aural Skills III	1
MUSC 262	Music Theory IV	3
MUSC 263	Aural Skills IV	1
MUSC 301	Music History I	3
MUSC 302	Music History II	3
Total		22

MUSIC (B.A.)

Objectives: To provide the basis for a lifetime of engagement with music and/or for a professional vocation in music. Also appropriate for those wishing to continue with musicological or theoretical studies in graduate school.

Requirements:

MUSIC CORE		22
MUSC 401	20 th and 21 st Century Music	3
<i>One course from:</i>		.5-3
MUSC 425	Senior Recital (.5)	
MUSC 426	Senior Research Project (3)	
Applied Music		6
Ensemble		3
Music Electives		6
Total		40.5-43
<i>Additional requirement:</i>		3-4
MATH 120 or above, OR		
STAT 161 or above		

All music majors must demonstrate keyboard proficiency through examination and/or coursework before graduation. Those music students who do not have any background in piano will be required to enroll in piano classes until the requirement is fulfilled.

The capstone experience will be 425 or 426, which will involve a recital or the completion of a senior research project in music.

MUSIC - PERFORMANCE (B.A.)

Objectives: To develop individual potentials in musicianship, technique, artistry, self-expression, and critical thinking through academic and applied music study focusing on the instrumental, piano, or vocal repertoire. To provide a broad liberal arts foundation and opportunities for career preparation in a variety of performance-related areas.

Entrance audition: To enter this track as a major, the student should demonstrate technical and musical proficiency at an entrance audition. Knowledge of technical skills particular to each area, a basic understanding of all periods of music literature, and a performance of two contrasting pieces must be included in this audition. Contact the music department chair for further information.

Requirements:

MUSIC CORE		22
MUSC 325	Junior Recital/Research Project	.5
MUSC 401	20 th and 21 st Century Music	3
MUSC 425	Senior Recital	.5
Private Study in principal area		8

Ensemble pertinent to principal area		3
Total		37
<i>For Piano performance area:</i>		
MUSC 315	Literature for the Piano	1
MUSC 317	Collaborative Piano in Context	1
MUSC 319	Piano Pedagogy	1
<i>For Voice performance area:</i>		
MUSC 203	Lyric Diction	3
MUSP 240	Opera Workshop	1-4
MUSC 310	Literature for Voice with Piano	1
<i>Additional requirement</i>		
MATH 120 or above, OR STAT 161 or above		3-4

All music majors must demonstrate keyboard proficiency through examination and/or coursework before graduation. Those music students who do not have any background in piano will be required to enroll in piano classes until the requirement is fulfilled.

All performance majors are required to demonstrate their ability to continue in the performance degree program by participating in a sophomore performance review (twenty minutes of music and interview) in front of the music faculty. This requirement is designed to prepare the student for the juried junior and senior recitals.

All performance majors are required to complete Music 325 and 425. The juried junior recital must include a minimum of twenty-five minutes of music, and the juried senior recital must include a minimum of fifty minutes of music. For piano majors, a juried, full-length collaborative recital or a piano pedagogy research paper of fifteen to twenty pages, approved by the music faculty, may be substituted for the junior recital. See the music department handbook for details about all recital requirements.

MUSIC - TEACHER PREPARATION – GRADES PK-12 CHORAL/VOCAL (B.A.)

Objectives: To enable students to meet Virginia requirements for licensure to teach vocal and choral music in grades K-12, while developing individual potentials in musicianship and providing a broad liberal arts education.

Entrance audition: To enter this track as a major, the student should demonstrate technical and musical proficiency at an entrance audition. A basic understanding of all periods of music literature and a performance of at least two contrasting vocal selections (one of which must be in a foreign language) must be represented at this audition.

Departmental Requirements:

MUSIC CORE		22
MUSC 203	Lyric Diction	3
MUSC 225	Introduction to Music Education	3
MUSC 226	Elementary Music Methods	2
MUSC 303	Conducting I	2
MUSC 304	Conducting II – Choral Methods	2
MUSC 325	Junior Recital/Research Project	.5
Primary Instrument		6
Secondary Instrument		3
Ensemble		3.5
Total		47
<i>Additional requirement:</i>		

MATH 120 or above	3-4
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All music majors must demonstrate keyboard proficiency through examination and/or coursework before graduation. Those music students who do not have any background in piano will be required to enroll in piano classes until the requirement is fulfilled.

Licensure Requirements:

EDUC 114	Introduction to Education	1
EDUC 115	Early Field Experience	.5
EDUC 115	Early Field Experience	.5
EDUC 305	Human Growth and Development	3
EDUC 320	Technology and Instructional Design	3
EDUC 370	Survey of Exceptional Children	3
EDUC 440	Seminar: Teaching in Secondary School	2
EDUC 441	Supervised Teaching in Secondary School	10
EDUC 445	Foundations of Education	3
EDUC 449	Reading, Writing and Instruction in Content Areas	3
EDUC 450	Curriculum and Instruction in Secondary School	3
Total		32
<i>Additional Requirements</i>		
<i>One course from:</i>		3
HIST 111	American History to 1861*	
HIST 112	American History since 1862*	
	Laboratory Science*	4
STAT 161	Introduction to Statistics**	4
<i>Recommended</i>		
<i>One course from:</i>		3
HHP 231	Personal Health	
HHP 232	School and Community Health	
HHP 251	Safety Education	
<i>For middle school endorsement:</i>		
EDUC 401	Practicum in Education	2

*Met as Modes of Inquiry Core Requirement.

**Statistics 161 is required in addition to the mathematics requirement in the major.

The student should select core courses to meet state licensure requirements while fulfilling college graduation requirements.

Education 440, 441, and 450 are taken in the professional semester.

Student Teaching is the senior project for teacher preparation.

MUSIC - TEACHER PREPARATION – GRADES PK-12 INSTRUMENTAL (B.A.)

Objectives: To enable students to meet Virginia requirements for licensure to teach instrumental music in grades K-12, while developing individual potentials in musicianship and providing a broad liberal arts education.

Entrance audition: To enter this track as a major, the student should demonstrate technical and musical proficiency at an entrance audition. Knowledge of all major and minor scales, a basic understanding of all periods of music literature, and a performance of at least two contrasting selections (only one of which may be an étude) must be represented at this audition.

Departmental Requirements:

MUSIC CORE		22
MUSC 225	Introduction to Music Education	3
MUSC 226	Elementary Music Methods	2
MUSC 303	Conducting I	2
MUSC 305	Conducting II – Instrumental Methods	2
MUSC 325	Junior Recital/Research Project	.5
MUSP 101	Brass Methods	1
MUSP 102	Woodwind Methods	1
MUSP 103	Percussion Methods	1
MUSP 104	Strings Methods	1
Primary Instrument		6
Secondary Instrument		3
Ensemble*		3.5
Total		48
<i>Additional requirement:</i>		
MATH 120 or above		3-4

*Ensemble must include 1.5 semester hours of MUSP 232 – Marching Band.

All music majors must demonstrate keyboard proficiency through examination and/or coursework before graduation. Those music students who do not have any background in piano will be required to enroll in piano classes until the requirement is fulfilled.

Licensure Requirements:

EDUC 114	Introduction to Education	1
EDUC 115	Early Field Experience	.5
EDUC 115	Early Field Experience	.5
EDUC 305	Human Growth and Development	3
EDUC 320	Technology and Instructional Design	3
EDUC 370	Survey of Exceptional Children	3
EDUC 440	Seminar: Teaching in Secondary School	2
EDUC 441	Supervised Teaching in Secondary School	10
EDUC 445	Foundations of Education	3
EDUC 449	Reading, Writing and Instruction in Content Areas	3
EDUC 450	Curriculum and Instruction in Secondary School	3
Total		32
<i>Additional Requirements</i>		
<i>One course from:</i>		3
HIST 111	American History to 1861*	
HIST 112	American History since 1862*	
	Laboratory Science*	4
STAT 161	Introduction to Statistics**	4
<i>Recommended</i>		
<i>One course from:</i>		3
HHP 231	Personal Health	
HHP 232	School and Community Health	
HHP 251	Safety Education	
<i>For middle school</i>		

<i>endorsement:</i> EDUC 401	Practicum in Education	2
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The student should select core courses to meet state licensure requirements while fulfilling college graduation requirements.

*Met as Modes of Inquiry Core Requirement.

**Statistics 161 is required in addition to the mathematics requirement in the major.

Education 440, 441, and 450 are taken in the professional semester.

Student Teaching is the senior project for teacher preparation.

MINOR IN MUSIC

A student may minor in music by completing 152, 153, 162, 163, 301, 302 in sequence, one elective approved by the department chair, three semester hours in applied music, and two semester hours in ensemble.

• MUSIC COURSES

MUSC 101 INTRODUCTION TO MUSIC

Survey of various parameters of music (pitch, intervals, chord structure, scales, keys, meters, forms, instruments, dynamics, tempos) with simultaneous aural exposure to significant literature representing various styles from plainsong to present. *Three semester hours.*

MUSC 102 HISTORY OF JAZZ

Introduction to a unique American form of music through its historical and musical manifestations. Listening assignments and attendance at live performances when possible. *Three semester hours.*

MUSC 152 MUSIC THEORY I

Development of reading and writing skills related to basic musicianship and musical literacy. *Three semester hours.*

MUSC 153 AURAL SKILLS I

Development of aural perception, including identification of interval, scale, and chord quality; dictation/performance of simple melodies and rhythms; development of basic keyboard skills. *One semester hour.*

MUSC 162 MUSIC THEORY II

Diatonic harmony; tonal and linear analysis; written harmonization of simple tonal melodies and bass patterns. Prerequisite: C- or higher in 152 or permission of instructor. *Three semester hours.*

MUSC 163 AURAL SKILLS II

Continued development of aural perception, including identification of chord inversions, seventh chords, voice leading; dictation/performance of melodies, rhythms, primary chord progressions. Prerequisite: C- or higher in 153 or permission of instructor. *One semester hour.*

MUSC 203 LYRIC DICTION

Principles of phonetics and skills of lyric diction for singing in Italian, English, German, and French. International Phonetic Alphabet. Prerequisite: applied voice study or permission of instructor. *Three semester hours.*

MUSC 225 INTRODUCTION TO MUSIC EDUCATION

Contemporary issues facing music teachers in public schools, such as curriculum development, multiculturalism, special needs, music technology, and assessment. History of music education in America. Field observations. *Three semester hours.*

MUSC 226 ELEMENTARY MUSIC METHODS

Contemporary music education methods for the elementary general music classroom. Strategies for developing skills in singing, moving, listening, creating, and playing classroom instruments. Specific attention given to child development, special learners, and diverse musical instruments. Field observations. *Two semester hours.*

MUSC 252 MUSIC THEORY III

Diatonic and chromatic harmony; tonal and linear analysis including modulation; analysis of small forms; transposition and arranging projects. Prerequisite: C- or higher in 162 or permission of instructor. *Three semester hours.*

MUSC 253 AURAL SKILLS III

Continued development of aural perception, involving identification of chromatic inflection, irregular rhythms; dictation/performance of melodies, rhythms, diatonic chord progressions. Prerequisite: C- or higher in 163 or permission of instructor. *One semester hour.*

MUSC 262 MUSIC THEORY IV

Advanced chromatic and twentieth century techniques; analysis of larger and twentieth century forms; significant research/analysis project. Prerequisite: C- or higher in 252 or permission of instructor. *Three semester hours.*

MUSC 263 AURAL SKILLS IV

Continued development of aural perception, involving identification of secondary chords, modulations; dictation/performance of chromatic melodies, complex rhythms, highly inflected chord progressions. Prerequisite: C- or higher in 253 or permission of instructor. *One semester hour.*

MUSC 301 MUSIC HISTORY I (OC)

Historical survey of music history from antiquity to 1750, based on music developed in the European traditions. Stylistic and analytical study of the music. This course satisfies the proficiency requirement for Oral Communication in the disciplines. Prerequisite: C- or higher in 162 or permission of instructor. *Three semester hours.*

MUSC 302 MUSIC HISTORY II (WC, CT)

Historical survey of music history from 1750 to the present. This course satisfies the proficiency requirements for Written Communication and Critical Thinking in the disciplines. Prerequisite: C- or higher in 301 or permission of instructor. *Three semester hours.*

MUSC 303 CONDUCTING I

Fundamentals of effective conducting: physical gesture and score study. Emphasis on posture, beat patterns, cut-offs and cues, articulation, tempo changes, and listening skills. Laboratory conducting experience. *Two semester hours.*

MUSC 304 CONDUCTING II - CHORAL METHODS

Skills necessary for effective teaching in middle and high school choral programs. Advanced score study techniques, age-appropriate rehearsal planning, and rehearsal techniques. Methods of developing musical literacy in the ensemble, student assessment, and overall program building. Laboratory conducting experience. Prerequisite: 303. *Two semester hours.*

MUSC 305 CONDUCTING II - INSTRUMENTAL METHODS (QL)

Skills necessary for effective teaching in elementary, middle, and high school instrumental programs. Advanced score study techniques, age-appropriate rehearsal planning, and rehearsal techniques. Methods of developing musical literacy in the ensemble, student assessment, and overall program building. Laboratory conducting experience. This course satisfies the proficiency requirement for Quantitative Literacy in the disciplines. Prerequisite: 303. *Two semester hours.*

MUSC 310 LITERATURE FOR VOICE WITH PIANO

Survey of art song from 18th century to present; class performance. Stylistic and structural analysis, translation of texts, development of repertory, and program building. Prerequisite: permission of instructor. *One semester hour.*

MUSC 315 LITERATURE FOR PIANO

Historical survey of the standard piano repertoire with emphasis on discovery of stylistic characteristics of major keyboard composers and their relationship to the development of the piano. *One semester hour.*

MUSC 317 COLLABORATIVE PIANO IN CONTEXT

Skills and repertoire of the collaborative pianist. Vocal coaching and accompanying, choral ensemble accompanying, the piano in instrumental chamber music, and orchestral piano. Skills including sight reading, score reading/reduction, and transposition. Prerequisite: private piano study and permission of instructor. *One semester hour.*

MUSC 318 MUSIC, LEARNING, AND CULTURE

Music fundamentals. Practical experience in leading events with instruments and singing. Techniques and materials for utilizing music in a variety of cultural contexts such as public school classrooms, civic organizations, and churches. No musical experience necessary. This course satisfies the Modes of Inquiry requirement for Artistic Expression. *Three semester hours.*

MUSC 319 PIANO PEDAGOGY

Techniques and materials for teaching piano in private and classroom settings for a variety of age and ability levels. Prerequisite: private piano study and permission of instructor. *One semester hour.*

MUSC 320 VOCAL PEDAGOGY

Techniques and materials for teaching voice in private and classroom settings for a variety of ages and abilities. Prerequisite: MUSP 216 or MUSP 416 and permission of instructor. *Two semester hours.*

MUSC 325 JUNIOR RECITAL/RESEARCH PROJECT

Required of all music performance majors during their third year of private study. *One-half semester hour.*

MUSC 350 SPECIAL TOPICS IN MUSIC

Study of a particular category of music in historical context; for example, American music, the symphony, music for the theatre. Variation in topics from year to year. Prerequisite: MUSC 101 or 150. *Three semester hours.*

MUSC 401 20TH AND 21ST CENTURY MUSIC (QL)

Historical context and analytical techniques in art music of the last century, including intersections with popular and folk music. This course satisfies the proficiency requirement for Quantitative Literacy in the disciplines. Prerequisite: 252. *Three semester hours.*

MUSC 412 CHURCH MUSIC (RELIGION 412X)

Character and role of music in Christian worship. Structure and content of effective music ministry. Prerequisite: permission of instructor. *Three semester hours.*

MUSC 425 SENIOR RECITAL

Required of all music performance majors during their final year of private study. *One-half semester hour.*

MUSC 426 SENIOR RESEARCH PROJECT

Independent research in a special topic approved by the department faculty, requiring the senior music major to apply analytical skills to a particular musicological or theoretical issue. Prerequisite: senior status or departmental permission. *Three semester hours.*

MUSC 460 INDEPENDENT STUDY

Studies in theory, history, or literature, under the supervision of a faculty member. Prerequisite: departmental permission. *One to four semester hours.*

MUSC 490 AND 491 HONORS THESIS I AND II

Independent research in a special topic for honors. Prerequisites: senior status, GPA of 3.5 in major and 3.3 overall, and permission of all members of the department. *Three semester hours.*

- **APPLIED MUSIC**

Instruction in applied music is offered in the form of fractional courses. In order to have such courses accumulate credit toward a degree, a student must complete the equivalent of one or more full course units. Instruction is provided in classes for beginning students and in private lessons for advanced students (one or two lessons per week). The decision on the number of lessons is made by the professor, with consideration of the student's need and the availability of staff time. One class or private lesson per week earns one hour credit per semester. The charge for private applied music lessons is a special fee; for details, see catalog section on **Fees**. Applied music classes and lessons may not be audited. Following is the listing of course numbers and titles to be used in registering for applied music instruction.

MUSP 100 BEGINNING VOICE CLASS

Provides students new to singing with the fundamentals for a healthy and beautiful sound. Voice physiology and health, vocal registers, selecting literature, lyric diction and pronunciation, and performance psychology. This course counts toward the Modes of Inquiry requirement for Artistic Expression. *One semester hour.*

MUSP 101 BRASS METHODS

For teacher preparation students who will demonstrate rudimentary playing techniques and tone production skills to initiate beginning instruction. Students develop playing on trumpet or French horn and trombone, euphonium, or tuba. This course counts toward the Modes of Inquiry requirement for Artistic Expression. *One semester hour.*

MUSP 102 WOODWIND METHODS

For teacher preparation students who will acquire correct tone production and playing techniques sufficient to initiate beginning instruction. Students demonstrate skills with flute, clarinet, saxophone, and oboe or bassoon. *One semester hour.*

MUSP 103 PERCUSSION METHODS

For teacher preparation students who will demonstrate correct playing techniques and develop a resource file containing information on percussion instruments and instructional materials as needed by the school music teacher. Introduction to the various instruments of the percussion family. *One semester hour.*

MUSP 104 STRINGS METHODS

For teacher preparation students who will develop rudimentary playing techniques sufficient to initiate instruction for beginning students. Correct playing positions and tone production for violin, viola, and cello or double bass. *One semester hour.*

MUSP 109 BEGINNING PIANO CLASS

Designed for the non-music major. Offered to any student interested in beginning piano with no prior experience. Classes held on the nine-keyboard electronic piano lab. This course counts toward the Modes of Inquiry requirement for Artistic Expression. *One semester hour.*

MUSP 110A-110B PIANO CLASS I-II

Designed for the music major. Offered to all non-piano concentration music majors who will be developing keyboard skills in harmonizing, score reading, scales/keyboard technique, and sight-reading needed to pass the keyboard proficiency examination. Classes held on the nine-keyboard electronic piano lab. Prerequisite for 110B: C- or higher in 110A. *One semester hour per semester.*

MUSP 117 BEGINNING GUITAR CLASS

Survey of various guitar styles to help beginning students gain basic skills and determine focus for private guitar study. Student must have his or her own guitar. This course counts toward the Modes of Inquiry requirement for Artistic Expression. *One semester hour per semester.*

MUSP 210A-210B PIANO CLASS III-IV

Continuation of 110A-110B. Preparation for the keyboard proficiency examination. Classes held on the nine-keyboard electronic piano lab. Prerequisite for 210A: C- or higher in 110A-110B or permission of instructor. Prerequisite for 210B: C- or higher in 210A. *One semester hour per semester.*

MUSP 211 INTERMEDIATE PIANO - PRIVATE LESSONS

Studio lessons in piano for non-music majors and music majors at the intermediate level. One half-hour lesson per week. Occasional performance class required. This course counts toward the Modes of Inquiry requirement for Artistic Expression. Prerequisites: prior experience in piano and permission of instructor. Fee. *One semester hour.* May be repeated for credit.

MUSP 212 INTERMEDIATE ORGAN - PRIVATE LESSONS

Studio lessons in organ for non-music majors and music majors at the intermediate level. One half-hour lesson per week. Designed for the student with sufficient facility at the keyboard to permit successful integration of the pipe organ pedalboard. This course counts toward the Modes of Inquiry requirement for Artistic Expression. Prerequisites: prior experience in piano and permission of instructor. Fee. *One semester hour.* May be repeated for credit.

MUSP 213 INTERMEDIATE GUITAR - PRIVATE LESSONS

Studio lessons in guitar for non-music majors and music majors at the intermediate level. One half-hour lesson per week. This course counts toward the Modes of Inquiry requirement for Artistic Expression. Prerequisites: prior experience in guitar and permission of instructor. Fee. *One semester hour.* May be repeated for credit.

MUSP 214 INTERMEDIATE BRASS - PRIVATE LESSONS

Studio lessons in brass (trumpet, horn, trombone, euphonium, tuba) for non-music majors and music majors at the intermediate level. One half-hour lesson per week. This course counts toward the Modes of Inquiry requirement for Artistic Expression. Prerequisites: prior experience in brass and permission of instructor. Fee. *One semester hour.* May be repeated for credit.

MUSP 215 INTERMEDIATE WOODWINDS - PRIVATE LESSONS

Studio lessons in woodwinds (clarinet, saxophone, flute) for non-music majors and music majors at the intermediate level. One half-hour lesson per week. This course counts toward the Modes of Inquiry requirement for Artistic Expression. Prerequisites: prior experience in woodwinds and permission of instructor. Fee. *One semester hour.* May be repeated for credit.

MUSP 216 INTERMEDIATE VOICE - PRIVATE LESSONS

Studio lessons in voice for non-music majors and music majors at the intermediate level. One half-hour lesson per week. This course counts toward the Modes of Inquiry requirement for Artistic Expression. Prerequisites: prior experience in voice and permission of instructor. Fee. *One semester hour.* May be repeated for credit.

MUSP 217 INTERMEDIATE STRINGS – PRIVATE LESSONS

Studio lessons in strings (violin, viola, cello, bass) for non-music majors and music majors at the intermediate level. One half-hour lesson per week. This course counts toward the Modes of Inquiry requirement for Artistic Expression. Prerequisites: prior experience in strings and permission of instructor. Fee. *One semester hour.* May be repeated for credit.

MUSP 218 INTERMEDIATE PERCUSSION – PRIVATE LESSONS

Studio lessons in a variety of percussion instruments for non-music majors and music majors at the intermediate level. One half-hour lesson per week. This course counts toward the Modes of Inquiry requirement for Artistic Expression. Prerequisites: prior experience in percussion and permission of instructor. Fee. *One semester hour.* May be repeated for credit.

MUSP 225 FESTIVAL CHOIR

Laboratory for development of vocal and choral skills with a primary focus on performance of large choral works. Brief audition with the instructor is required. This course counts toward the Modes of Inquiry requirement for Artistic Expression. One hour per week. *One-half semester hour.* May be repeated for credit.

MUSP 230 CONCERT CHOIR

The auditioned touring choir with a strong tradition of excellence. Annual national or international tour and representation of the college in other off-campus appearances. Membership by audition. This course counts toward the Modes of Inquiry requirement for Artistic Expression. Four hours per week. *One-half semester hour*. May be repeated for credit.

MUSP 231 CHORAL ENSEMBLE

Participation by audition only. Various vocal combinations possible. One to three hours of rehearsal per week. *One-half semester hour*. May be repeated for credit.

MUSP 232 MARCHING BAND

Open to all students who have experience in marching band and color guard with approved audition. Class meeting is five hours per week. This course counts toward the Modes of Inquiry Requirement for Artistic Expression. *One-half semester hour*. May be repeated for credit.

MUSP 233 INSTRUMENTAL ENSEMBLE

Participation by audition only. Various instrumental combinations possible. One to three hours of rehearsal per week. *One-half semester hour*. May be repeated for credit.

MUSP 234 GUITAR ENSEMBLE

Participation by audition only. One or two hours of rehearsal per week; performances at various campus venues. This course counts toward the Modes of Inquiry requirement for Artistic Expression. *One-half semester hour*. May be repeated for credit.

MUSP 235 PEP BAND/WIND ENSEMBLE

Open to all students who play instruments and are interested in performing for various campus events. Class meetings two hours per week. This course counts toward the Modes of Inquiry requirement for Artistic Expression. *One-half semester hour*. May be repeated for credit.

MUSP 236 BRASS QUINTET

Participation by audition only. Class meetings two to three hours per week; performances for many on-campus and off-campus events and frequent tours. This course counts toward the Modes of Inquiry requirement for Artistic Expression. *One-half semester hour*. May be repeated for credit.

MUSP 237 BRASS ENSEMBLE

Open to all students who play brass instruments and are interested in playing in a large brass ensemble. Class meetings two hours per week; performances at various campus functions. This course counts toward the Modes of Inquiry requirement for Artistic Expression. *One-half semester hour*. May be repeated for credit.

MUSP 238 TRUMPET ENSEMBLE

Open to all students who play the trumpet and are interested in performing in a large ensemble. Class meetings two hours per week; performances at various campus functions. This course counts toward the Modes of Inquiry requirement for Artistic Expression. *One-half semester hour*. May be repeated for credit.

MUSP 239 WOODWIND ENSEMBLE

Open to all students who play woodwind instruments and are interested in performing in a large ensemble. Class meetings two hours per week; performances at various campus functions. This course counts toward the Modes of Inquiry requirement for Artistic Expression. *One-half semester hour*. May be repeated for credit.

MUSP 240 OPERA WORKSHOP

Performance of excerpts from the standard repertoire. Open to coaches, accompanists, and stage directors as well as singers. This course counts toward the Modes of Inquiry requirement for Artistic Expression. Prerequisite: permission of instructor. *One to four semester hours*.

MUSP 411 ADVANCED PIANO - PRIVATE LESSONS

Studio lessons in piano, primarily for music majors at the advanced level. One hour lesson per week. Occasional performance class required. This course counts toward the Modes of Inquiry requirement for Artistic Expression. Prerequisites: prior experience in piano and permission of instructor. Fee. *One semester hour.* May be repeated for credit.

MUSP 412 ADVANCED ORGAN - PRIVATE LESSONS

Studio lessons in organ, primarily for music majors at the advanced level. One hour lesson per week. Designed for the student with sufficient facility at the keyboard to permit successful integration of the pipe organ pedalboard. This course counts toward the Modes of Inquiry requirement for Artistic Expression. Prerequisites: prior experience in organ and permission of instructor. Fee. *One semester hour.* May be repeated for credit.

MUSP 413 ADVANCED GUITAR - PRIVATE LESSONS

Studio lessons in guitar, primarily for music majors at the advanced level. One hour lesson per week. This course counts toward the Modes of Inquiry requirement for Artistic Expression. Prerequisites: prior experience in guitar and permission of instructor. Fee. *One semester hour.* May be repeated for credit.

MUSP 414 ADVANCED BRASS - PRIVATE LESSONS

Studio lessons in brass (trumpet, horn, trombone, euphonium, tuba), primarily for music majors at the advanced level. One hour lesson per week. This course counts toward the Modes of Inquiry requirement for Artistic Expression. Prerequisites: prior experience in brass and permission of instructor. Fee. *One semester hour.* May be repeated for credit.

MUSP 415 ADVANCED WOODWINDS - PRIVATE LESSONS

Studio lessons in woodwinds (clarinet, saxophone, flute), primarily for music majors at the advanced level. One hour lesson per week. This course counts toward the Modes of Inquiry requirement for Artistic Expression. Prerequisites: prior experience in woodwinds and permission of instructor. Fee. *One semester hour.* May be repeated for credit.

MUSP 416 ADVANCED VOICE - PRIVATE LESSONS

Studio lessons in voice, primarily for music majors at the advanced level. One hour lesson per week. This course counts toward the Modes of Inquiry requirement for Artistic Expression. Prerequisites: prior experience in voice and permission of instructor. Fee. *One semester hour.* May be repeated for credit.

PHILOSOPHY

Professors

Ben H. Letson, Chair
Ian Hensley

Major

Philosophy (B.A.)

PHILOSOPHY (B.A.)

Objectives: To engage students in critical and reflective inquiry; to prepare students for graduate study or for a number of vocational fields.

Requirements:

PHIL 101	Introduction to Philosophy	3
PHIL 201	Ethics	3
PHIL 211	History of Ancient and Medieval Philosophy	3
PHIL 212	History of Modern Philosophy	3
PHIL 231	Techniques of Reasoning	3
PHIL 314	Twentieth Century Philosophy	3
PHIL 480	Senior Project	3

<u>Three</u> additional courses in Philosophy*		9
Total		30
<i>Additional requirement:</i> MATH 121 or above, OR STAT 161, 162 or 163		3-4

*Chosen in consultation with the advisor.

The senior project requires research, development of a personal methodological stance, and application of analytical skills.

MINOR IN PHILOSOPHY

A student may minor in philosophy by completing 101, 211, 212, 231, and two other philosophy courses chosen in consultation with the department chair.

• PHILOSOPHY COURSES

PHIL 101 INTRODUCTION TO PHILOSOPHY

Introduction to critical thinking through inquiry into fundamental aspects of philosophy; methods of critical analysis applied to selected ethical, religious, and metaphysical problems. This course satisfies the Modes of Inquiry requirement for Understanding the Individual and Society. *Three semester hours.*

PHIL 201 ETHICS (ER)

Critical examination of main procedures for making moral decisions. Application of ethical ideas to contemporary moral issues. This course satisfies the proficiency requirement for Ethical Reasoning in the disciplines. This course satisfies the Modes of Inquiry requirement for Understanding the Individual and Society. *Three semester hours.*

PHIL 211 HISTORY OF ANCIENT AND MEDIEVAL PHILOSOPHY

Examination of the development of philosophical ideas from 5th century B.C. through Middle Ages; emphasis on Plato, Aristotle, Augustine, and Aquinas. This course satisfies the Modes of Inquiry requirement for Interpreting Texts. *Three semester hours.*

PHIL 212 HISTORY OF MODERN PHILOSOPHY

Development of philosophical ideas as seen in writings of selected thinkers from Renaissance through 19th century. Hobbes, Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, Kant, and Hegel. This course satisfies the Modes of Inquiry requirement for Interpreting Texts. *Three semester hours.*

PHIL 220 PHILOSOPHY OF SPORT

Analysis of the philosophical issues that arise in sport, investigation of the function and value of sport in society, and consideration of ethical dilemmas arising from participation in sport. This course satisfies the Modes of Inquiry requirement for Interpreting Texts. *Three semester hours.*

PHIL 221 HEALTH CARE ETHICS (CT, ER)

An examination of ethical questions related to medicine and biomedical research. Special emphasis on patient autonomy, informed consent, medical paternalism, research on animals and human subjects, and allocation of scarce medical resources. This course satisfies the proficiency requirements for Critical Thinking and Ethical Reasoning in the disciplines. *Three semester hours.*

PHIL 224 ENVIRONMENTAL ETHICS (ER, QL)

This course explores a variety of ethical questions regarding the environment and our relationship to it, including but not limited to what obligations we have to animals and wildlife, how those obligations weigh in designing policy,

what individual decisions we ought to make regarding our interaction with the environment, and what obligations we have to future generations. This course satisfies the proficiency requirement for Ethical Reasoning and Quantitative Literacy in the disciplines. *Three semester hours.*

PHIL 231 TECHNIQUES OF REASONING (CT, OC)

Introduction to techniques of sound reasoning in written and verbal communication. Formulation and testing of arguments; means of identifying and correcting fallacious reasoning. Practical applications. This course satisfies the proficiency requirements for Critical Thinking and Oral Communication in the disciplines. *Three semester hours.*

PHIL 240X HISTORY OF POLITICAL PHILOSOPHY (ER) (POLITICAL SCIENCE 240)

PHIL 305 ASIAN PHILOSOPHIES (IE) (INTERNATIONAL STUDIES 306X)

Beliefs, practices, and scriptures of Hinduism, Buddhism, Confucianism, Daoism, and Shinto. This course satisfies the Modes of Inquiry requirement for Interpreting Texts. This course satisfies the International Exploration requirement. *Three semester hours.*

PHIL 314 TWENTIETH CENTURY PHILOSOPHY

The development of philosophy in the 20th century; logical positivism, ordinary language analysis, existentialism, pragmatism, and process philosophy. Prerequisite: 101 or 211 or permission of instructor. *Three semester hours.*

PHIL 333 AESTHETICS

Examination of contemporary issues in philosophy of art: definition of a work of art, the nature of aesthetic experience, standards of aesthetic evaluation. Application to painting, sculpture, music composition and performance, drama, acting, film, and dance. *Three semester hours.*

PHIL 335 PHILOSOPHY OF RELIGION (RELIGION 335X)

Critical examination of philosophical problems of religion: nature of religion, religious experience, theistic proofs, religious knowledge, religious language, alternative views of God, problem of evil, relation of religion and value-experience. Prerequisite: 101 or 211 or permission of instructor. *Three semester hours.*

PHIL 341 CONTEMPORARY PROBLEMS OF JUSTICE

Examination of contemporary political philosophy and its application to key questions of justice in contemporary political life. This course satisfies the Modes of Inquiry requirement for Understanding the Individual and Society. *Three semester hours.*

PHIL 350 SPECIAL TOPICS IN PHILOSOPHY

Selected topics in philosophy chosen by the instructor in response to student interests. *Three semester hours.* May be retaken for credit for different topics.

PHIL 450 SEMINAR

Intensive study of a selected philosophical topic. Prerequisite: departmental permission. *Three semester hours.*

PHIL 460 INDEPENDENT STUDY

Advanced independent research in a specific area of philosophy, under the supervision of a faculty member. Prerequisite: departmental permission. *One to four semester hours.*

PHIL 470 AND 471 INTERNSHIP I AND II

Work experience related to the student's major, jointly supervised by the department and a professional in the field. Although the usual internship will carry either three or six hours credit, a student may elect to arrange an internship carrying between two and six hours credit with the permission of the department. Each hour of credit will require forty hours at the internship site. Prerequisites: junior or senior status, permission of department, and completion of appropriate coursework. *Two to six semester hours.* Pass-Fail only.

PHIL 480 SENIOR PROJECT

Individually-designed reading and research program, developed in consultation with faculty in the department, requiring the senior philosophy major to apply acquired analytical skills in attempting to solve a particular philosophical problem. Prerequisite: departmental permission. *Three semester hours.*

PHIL 490 AND 491 HONORS THESIS I AND II

Independent research in a special topic for honors. Prerequisites: senior status, GPA of 3.5 in the major and 3.3 overall, and permission of all members of the department. *Three semester hours.*

PHILOSOPHY, POLITICAL SCIENCE, AND ECONOMICS**Professors**

Sarah Fisher, Program Director
Deborah Spencer
Ben H. Letson

Major

Philosophy, Political Science, and Economics (B.A.)

PHILOSOPHY, POLITICAL SCIENCE, AND ECONOMICS (B.A.)

Objective: To provide students with an integrated approach to examinations of social and political life by encouraging broad, integrated education in three distinct but related disciplines; to enhance preparation for careers in public policy and public service, consulting, political and economic journalism, law, and international affairs.

Requirements:

ECON 151	Principles of Economics I	3
ECON 152	Principles of Economics II	3
PHIL 201	Ethics	3
PHIL 341	Contemporary Problems of Justice	3
POLS 217	Constitutional Interpretation	3
POLS 240	History of Political Philosophy	3
PPE 450	Seminar in Philosophy, Political Science, and Economics	1
<i>One course from:</i>		3
ECON 225	History of Economic Thought	
ECON 260	Law and Economics	
ECON 262	Environmental and Natural Resource Economics	
ECON 330	Labor Economics	
<i>One course from:</i>		3
PHIL 211	History of Ancient and Medieval Philosophy	
PHIL 212	History of Modern Philosophy	
PHIL 231	Techniques of Reasoning	
PHIL 335	Philosophy of Religion	
<i>One course from:</i>		3
POLS 105	Introduction to International Relations	
POLS 223	International Political Economy	
POLS 343	Studies in American Political Development	
SOCI 334	Social Theory	
<i>One course from:</i>		1-4
ECON 460	Independent Study (1-4)	
ECON 490	Honors Thesis (3)	
PHIL 460	Independent Study (1-4)	
PHIL 480	Senior Project (3)	
PHIL 490	Honors Thesis (3)	
POLS 460	Independent Study (1-4)	
POLS 490	Honors Thesis (3)	
Total		29-32

<i>Additional requirements:</i>		
MATH 121	College Algebra	3
STAT 162	Introduction to Statistics for the Social Sciences	4

• PHILOSOPHY, POLITICAL SCIENCE, AND ECONOMICS COURSES

PPE 450 SEMINAR IN PHILOSOPHY, POLITICAL SCIENCE, AND ECONOMICS

Advanced study of selected topics in Philosophy, Political Science, and Economics, including team-teaching and student presentations of senior projects. Open to senior PPE majors or by permission of instructors. *One semester hour.*

PHYSICS

Professors

Danielle Morel, Chair
Charles Fay

Tracks

Physics (B.A. or B.S.)
Physics - Teacher Preparation (B.A. or B.S.)

PHYSICS (B.A.)

Objectives: To provide background in basic physics, emphasizing laboratory skills and knowledge which students will need in industrial or government employment or a science teaching career; to stress applications of analytical software and mathematical techniques.

Requirements:

PHYS 201	General Physics I	4
PHYS 202	General Physics II	4
PHYS 311	Modern Physics	4
<u>Five additional courses in Physics*</u>		15-20
<u>One course from:</u>		3-6
PHYS 460	Independent Study (3-4)	
PHYS 470	Internship (3-6)	
Total		30-38
<i>Additional requirements:</i>		
MATH 151	Calculus I	4
MATH 152	Calculus II	4
MATH 253	Calculus III	4
MATH 353	Differential Equations	3

*Chosen in consultation with the advisor.

The senior project is completed as part of a 460 or 470 course (at least three semester hours credit) within the required courses.

PHYSICS (B.S.)

Objectives: To provide background in basic physics preparing students for entry into graduate school or engineering programs; to stress applications of analytical software and mathematical techniques.

Requirements:

PHYS 201	General Physics I	4
PHYS 202	General Physics II	4

PHYS 311	Modern Physics	4
PHYS 321	Intermediate Mechanics	3
PHYS 411	Electricity and Magnetism	3
PHYS 421	Quantum Mechanics	3
Three additional upper division courses in Physics*		9-12
Total		30-33
<i>Additional requirements:</i>		
MATH 151	Calculus I	4
MATH 152	Calculus II	4
MATH 253	Calculus III	4
MATH 353	Differential Equations	3
<i>Contextual and Support courses:</i>		
CHEM 111	General Chemistry I	4
CHEM 111L	General Chemistry I Lab	0
CHEM 112	General Chemistry II	4
CHEM 112L	General Chemistry II Lab	0
CHEM 312	Physical Chemistry I	3
<i>Two courses from:</i>		6-8
CHEM 211	Organic Chemistry I (4)	
CHEM 212	Organic Chemistry II (4)	
CHEM 221	Analytical Chemistry (4)	
CHEM 313	Physical Chemistry II (3)	
CHEM 411	Inorganic Chemistry (4)	
CHEM 422	Instrumental Analysis (3)	
MATH 321	Linear Algebra	3
MATH 360	Mathematical Probability and Statistics	3
MATH 440	Mathematical Modeling	3
MATH 451	Real Variable Theory	3
MATH 473	Numerical Analysis	3

*Chosen in consultation with the advisor.

The senior project may consist of satisfactory performance on the Advanced Physics section of the Graduate Record Examination, successful completion of an internship or a sponsored Research Experience for Undergraduates, or a comprehensive examination given during the first term of the senior year.

TEACHER PREPARATION – 6-12 SECONDARY (B.A. OR B.S.)

Objective: To enable students to meet Virginia requirements for licensure to teach physics and, under certain circumstances, other related subjects.

Departmental requirements: Except for the senior project and the contextual and support courses, teacher preparation students should complete the above requirements for the B.A. or the B.S. degree.

Licensure Requirements:

EDUC 114	Introduction to Education	1
EDUC 115	Early Field Experience	.5
EDUC 115	Early Field Experience	.5
EDUC 305	Human Growth and Development	3
EDUC 320	Technology and Instructional Design	3

EDUC 370	Survey of Exceptional Children	3
EDUC 440	Seminar: Teaching in Secondary School	2
EDUC 441	Supervised Teaching in Secondary School	10
EDUC 445	Foundations of Education	3
EDUC 449	Reading, Writing and Instruction in Content Areas	3
EDUC 450	Curriculum and Instruction in Secondary School	3
Total		32
<i>Additional Requirements:</i>		
<i>One course from:</i>		3
HIST 111	American History to 1861*	
HIST 112	American History since 1862*	
	Laboratory Science*	4
STAT 161	Introduction to Statistics**	4
<i>Recommended</i>		
<i>One course from:</i>		3
HHP 231	Personal Health	
HHP 232	School and Community Health	
HHP 251	Safety Education	
<i>For middle school endorsement:</i>		
EDUC 401	Practicum in Education	2

The student should select core courses to meet state licensure requirements while fulfilling college graduation requirements.

*Met as Modes of Inquiry Core Requirements.

**Statistics 161 is required in addition to the mathematics requirement in the major.

Education 440, 441, and 450 are taken in the professional semester.

Student Teaching is the senior project for teacher preparation, but individual departments may have additional senior project requirements.

MINOR IN PHYSICS

A student may minor in physics by completing five courses or 18 semester hours as follows: 201, 202, 311, and two additional courses, both of which must be at the 300 or 400 level.

• PHYSICS COURSES

PHYS 100 CONCEPTUAL PHYSICS

Exploration of physical concepts, social and philosophical implications, utility and limitations of physics for solution of problems in the modern world. Not intended for potential science majors. This course satisfies the Modes of Inquiry requirement for Understanding the Natural World. Three lecture hours and two laboratory hours. *Four semester hours.*

PHYS 101 ASTRONOMY

General introduction to the theories and techniques of astronomy. This course satisfies the Modes of Inquiry requirement for Understanding the Natural World. Three lecture hours and two laboratory hours. *Four semester hours.*

PHYS 110 AND 111 COLLEGE PHYSICS I AND II

Introductory two-semester sequence to the fields of mechanics, thermal physics, sound, electricity, magnetism, optics, atomic and nuclear physics. This sequence is not suitable for the physics major or minor, nor the chemistry

or biology majors. Pre-requisite: MATH 121 or higher. PHYS 110 is a prerequisite for PHYS 111. Six laboratory/discussion hours. *Four semester hours each.*

PHYS 121 INTRODUCTION TO ENGINEERING SCIENCE

Students will be introduced to engineering fundamentals and will be prepared for success through integration of problem solving and engineering design, ethical decision-making, teamwork, and communicating to diverse audiences. Students will be introduced to the different types of engineering, including aerospace, biomedical, chemical, civil, computer, electrical, environmental, and mechanical engineering. Prerequisite: Mathematics 123 or equivalent. Three lecture hours and three laboratory hours. *Four semester hours .*

PHYS 201 AND 202 GENERAL PHYSICS I AND II

Introduction to mechanics, heat, sound, electricity and magnetism, and optics. Workshop format, providing a background in basic physics for all science majors, including those interested in the health sciences. 201 satisfies the Modes of Inquiry requirement for Understanding the Natural World. Pre/corequisite for 201: Mathematics 151. Prerequisite for 202: Physics 201. Six laboratory/discussion hours. *Four semester hours each.*

PHYS 285-288 RESEARCH EXPERIENCE IN PHYSICS

Hands-on research experience through assistance in faculty research or approved student-proposed projects. Prerequisites: 202 and permission of the faculty member directing the project. *One semester hour per semester, for a total of four semesters.*

PHYS 311 MODERN PHYSICS

Introduction to atomic and nuclear physics, quantum mechanics, and the theory of relativity. Laboratory experiments which form the foundation of the modern view of the physical world. Prerequisites: 202 and Mathematics 151, or departmental permission. Three lecture hours and three laboratory hours. *Four semester hours.*

PHYS 321 INTERMEDIATE MECHANICS

Statics and dynamics of rigid bodies with extensive use of vector calculus; Lagrangian and Hamiltonian formulations of mechanics. Prerequisites: 202 and Mathematics 253. Pre/corequisite: Physics 355 or Mathematics 353. *Three semester hours.*

PHYS 350 SPECIAL TOPICS IN PHYSICS

Selected topics in physics chosen by the instructor in response to student needs and interests. Prerequisite: 202 and permission of instructor. *Three or four semester hours.*

PHYS 355 MATHEMATICAL METHODS FOR THE PHYSICAL SCIENCES I

This course introduces some of the mathematical tools required for upper-level physics courses. Emphasis is placed on recognizing the equations that appear repeatedly in many different areas of physics and understanding their solutions. Topics include ordinary differential equations of first & second order, series solution of differential equations, vector analysis, Fourier series, partial differential equations, boundary value problems, and integral transforms. Prerequisite: Mathematics 253. *Four semester hours.*

PHYS 361 ELECTRONICS INSTRUMENTATION (QL)

Study of circuits used in scientific instrumentation; emphasis on electrical measurements, digital electronics, and analog circuits; characteristics of transducers and detectors. This course satisfies the proficiency requirement for Quantitative Literacy in the disciplines. Prerequisites: 202 and Mathematics 151, or departmental permission. Three lecture hours and three laboratory hours. *Four semester hours.*

PHYS 411 ELECTROMAGNETIC THEORY

Systematic study of electromagnetic phenomena with extensive use of vector calculus and Maxwell's equations. Prerequisites: 202 and Mathematics 253. Pre/corequisite: Physics 355 or Mathematics 353. *Three semester hours.*

PHYS 421 QUANTUM MECHANICS

Methods of quantum mechanics including development of Schroedinger equation, its solutions for certain cases, and applications to atomic, nuclear, and solid state physics. Prerequisites: 311, 321, 411, and 355 or Mathematics 353. *Three semester hours.*

PHYS 440 ASTROPHYSICS

Mathematical treatment of modern astrophysics. Astronomical instruments, solar system, stars, interstellar matter, galaxies, quasars, pulsars, cosmology, and astrophotography. Prerequisite: 202 or departmental permission. Offered on demand. *Three semester hours.*

PHYS 450 SENIOR SEMINAR (OC)

Study of current topics in physics based on survey of primary literature. Focus on oral communication through scientific presentations and small-group discussions. This course satisfies the proficiency requirement for Oral Communication in the disciplines. Prerequisite: 311. *One semester hour.*

PHYS 451 ADVANCED LABORATORY (OC, WC)

Laboratory study of various topics selected from the current literature, including nonlinear dynamics, optics, atomic physics, and nuclear physics. This course satisfies the proficiency requirements for Oral Communication and Written Communication in the disciplines. Prerequisite: 311. One lecture hour and seven laboratory hours. *Four semester hours.*

PHYS 455X MATHEMATICS OF THE PHYSICAL SCIENCES (MATHEMATICS 455)**PHYS 460 INDEPENDENT STUDY**

Individual experimental or theoretical research approved and directed by the department. *One to four semester hours.*

PHYS 470 AND 471 INTERNSHIP I AND II

Work experience related to the student's major, jointly supervised by the department and a professional in the field. Although the usual internship will carry either three or six hours credit, a student may elect to arrange an internship carrying between two and six hours credit with the permission of the department. Each hour of credit will require forty hours at the internship site. Prerequisites: junior or senior status; permission of department; and completion of 201, 202, 311, and other courses appropriate to the desired work experience. *Two to six semester hours.* Pass-Fail only.

PHYS 490 AND 491 HONORS THESIS I AND II

Independent research in a special topic for honors. Prerequisites: senior status, GPA of 3.5 in the major and 3.3 overall, and permission of all members of the department. *Three semester hours.*

POLITICS, LAW, AND INTERNATIONAL RELATIONS**Professors**

Anne Shumaker, Chair
Sarah Fisher
Krystin Krause

Tracks

Political Science (B.A.)
Political Science - Law and Politics (B.A.)

The members of the Department of Politics, Law, and International Relations offer two distinct major tracks in Political Science (listed below). Furthermore, in conjunction with colleagues from other departments, we participate in five different interdisciplinary majors: Philosophy, Political Science, and Economics (PPE, listed separately in this catalog); Asian Studies (ASIA); European Studies (EUST); Middle Eastern and Islamic Studies (MEIS); and International Studies and Business (INSB) (the last four listed separately in this catalog under International Studies).

POLITICAL SCIENCE (B.A.)

Objectives: To give students an understanding of the full spectrum of political science and political activity, with a focus on the four traditional branches of the discipline: American, comparative, international, and political theory. To prepare students for graduate study in political science; entry into careers related to public service, government,

international affairs, business abroad, or public administration; or teaching civics, American government, or foreign affairs at the secondary level.

Requirements:

POLS 103	Politics of the United States	3
POLS 105	Introduction to International Relations	3
POLS 215	Introduction to Comparative Politics	3
POLS 240	History of Political Philosophy	3
POLS 450	Senior Seminar: Problems in Politics	3
Five additional courses in Political Science*		15
Total		30
<i>Additional requirement</i>		
<i>One course from:</i> STAT 161	Introduction to Statistics	4
STAT 162	Introduction to Statistics for the Social Sciences	
STAT 163	Introduction to Statistics for the Behavioral Sciences	

* At least two of the elective courses must be 300-level courses with a primary listing in POLS that count for Written Communication (WC) proficiency credit. Elective courses should be chosen in consultation with the faculty advisor.

As many as two of the elective courses may be chosen from cognate Social Sciences disciplines and applied to the Political Science degree provided those courses are not counted as Modes, and are approved by the advisor and the department chair.

* The preferred Quantitative Literacy (QL) proficiency course for all political science majors is Political Science 330X/ Sociology 330.

Students adding a second major in Political Science to a primary major in another cognate Social Sciences discipline may complete the Political Science major with eight courses consisting of the five core requirements and three other courses, at least one of which must be a 300-level POLS course that counts for WC credit.

POLITICAL SCIENCE - LAW AND POLITICS (B.A.)

Objectives: To provide students with an integrative approach to the study of law as a part of liberal education; to introduce fundamental notions of the nature of law, its history and development, and principles which underlie its administration and to prepare students for law school and the practice of law.

Requirements:

POLS 103	Politics of the United States	3
<i>One course from:</i> POLS 105	Introduction to International Relations	3
POLS 215	Introduction to Comparative Politics	
<i>One course from:</i> POLS 117	Law and Society	3
POLS 217	Constitutional Interpretation	
POLS 240	History of Political Philosophy	3
<i>One course from:</i> POLS 317	Civil Rights and Liberties	3
POLS 329	Democracy and Democratization	
POLS 400	Moot Court	3
POLS 450	Senior Seminar: Problems in Politics	3

POLS 470	Internship	2-6
<u>Two</u> additional courses in Political Science*		6
Total		29-33
<i>Additional requirement</i>		
<u>One</u> course from:		4
STAT 161	Introduction to Statistics	
STAT 162	Introduction to Statistics for the Social Sciences	
STAT 163	Introduction to Statistics for the Behavioral Sciences	

* Must count for Written Communication (WC) proficiency credit

The preferred Quantitative Literacy (QL) proficiency course for all political science majors is Political Science 330X/ Sociology 330.

Elective courses should be chosen in consultation with the faculty advisor.

Students adding a second major in Political Science to a primary major in another cognate Social Sciences discipline may complete the Political Science major with eight courses consisting of the five core requirements and three other courses, at least one of which must be a 300-level POLS course that counts for WC credit.

HONORS THESIS PROGRAM IN POLITICAL SCIENCE

An honors thesis program encourages more intensive study of political science than is required for the regular major. The program provides for close contact between students and their advisors so that students can receive guidance throughout their research and writing. Students will agree to the schedule in the *Political Science Major Handbook* and must meet all intermediate deadlines in order to continue in the honors program. Students who successfully complete the program requirements will be awarded either “High Honors” or “Honors.”

Requirements: (1) In-depth study of an appropriate question and completion of a thesis, normally written under the direction of a member of the Political Science Department or some closely related department. Honors students may take up to six semester hours of honors directed readings and research (490-491). Only three of these credits may count toward the 30 semester hours for the basic political science major requirements. (2) An average GPA in political science of at least 3.5. (3) Completion of all requirements for the B.A. degree in political science, a cumulative GPA of at least 3.3, and approval of the completed project by a committee of at least two faculty from the department and one from outside the department (majority vote is required for honors to be awarded).

Prospective candidates for the honors thesis program should advise the department chair of their interest and plans no later than the end of the spring term of the junior year. The department chair will assist students in finding an appropriate thesis advisor. Formal research proposals must be circulated to all members of the proposed committee no later than October 1 of the senior year. A revised version of this research proposal must be approved by a meeting of the student with all the members of his or her committee before November 1. Admission to the honors thesis program is not automatic and may be restricted if there are too many applications.

MINOR IN POLITICAL SCIENCE

A student may minor in political science by completing 103, 105; 215; 240; and two additional courses chosen in conjunction with the advisor, at least one of which will be at the 300-level.

• POLITICAL SCIENCE COURSES

POLS 103 POLITICS OF THE UNITED STATES

Introductory study of (1) the nature and origins of the United States constitution; (2) structure, organization, and functions of the executive, legislative, and judicial branches of the national government; and (3) the evolution and character of elections, media, parties, and interest groups in American political society. This course satisfies the Modes of Inquiry requirement for Understanding the Individual and Society. *Three semester hours.*

POLS 105 INTRODUCTION TO INTERNATIONAL RELATIONS (IE) (INTERNATIONAL STUDIES 105X)

The concepts, theories, and debates of International Relations, with a focus on contemporary issues across all regions of the globe. Emphasis on the role of states, international organizations, NGOs, and individuals in both cooperation and conflict, and the ways in which transnational issues related to globalization challenge state sovereignty. This course satisfies the Modes of Inquiry requirement for Understanding the Individual and Society. This course satisfies the International Exploration requirement. *Three semester hours.*

POLS 117 LAW AND SOCIETY (SOCIOLOGY 117X)

Contexts and range of tasks confronting modern societies in using the law as a special type of process that restores, maintains, or corrects the four basic functions of the law: resolution of disputes, facilitation and protection of voluntary arrangements, molding moral and legal conceptions of a society, and maintenance of historical continuity and consistency of doctrine. *Three semester hours.*

POLS 202 STATE AND LOCAL GOVERNMENT IN THE UNITED STATES

Overview of the politics, elections, institutions, policy practices, and court systems of the states and their local governments in the U. S. federal system. Special emphasis on Virginia politics. Participation in a community service project. Prerequisite: 103. *Three semester hours.*

POLS 215 INTRODUCTION TO COMPARATIVE POLITICS

Basic theories and issues in the field of Comparative Politics, issues of economic development and regime type, reasons why different countries work under different political institutions, and the benefits and shortcomings of different institutional configurations. Important political and social issues analyzed from a comparative perspective. This course satisfies the Modes of Inquiry requirement for Understanding the Individual and Society. *Three semester hours.*

POLS 216 POLITICS OF DECISION MAKING

Assessment and critique of theories of decision making in political science, ranging from rational choice theory to new attempts to incorporate neuroscience into political theory. Application of decision-making theories to issue areas and case studies such as crisis decision making and ethnic conflict. Application of theories of decision making to both historical and contemporary settings. *Three semester hours.*

POLS 217 CONSTITUTIONAL INTERPRETATION (CT, OC)

Development and evolution of the institutions of political power under the United States Constitution with particular emphasis on amendments to the Constitution and major decisions of the Supreme Court on the nature and scope of the judicial power, the expansion of national regulation, changes in the roles of the states and the national governments, and the growth of executive power. This course satisfies the proficiency requirements for Critical Thinking and Oral Communication in the disciplines. *Three semester hours.*

POLS 221 WRITING IN POLITICAL SCIENCE

Writing skills specific to the social sciences for political science majors. Proper APA citation format, how to incorporate correctly cited direct quotations and paraphrased sources into political science writing, how to find sources and write a literature review, and how to revise writing and incorporate instructor feedback into subsequent drafts. *One semester hour.*

POLS 223 INTERNATIONAL POLITICAL ECONOMY (INTERNATIONAL STUDIES 223X)

Reciprocal interaction of international political and international economic relations, the formation of industrial policy and trade policy, and issues related to international investment flows. Cases from Asia, the Middle East, Europe, and North America. Prerequisites: Economics 151 and 152 and Political Science 105. *Three semester hours.*

POLS 225 COMPARATIVE POLITICS IN THE MIDDLE EAST AND NORTH AFRICA (IE) (INTERNATIONAL STUDIES 225X)

Interaction of culture, economy, society, intellectual and ideological currents, international environment, and the nature of change and nation-building in selected nations of the Middle East and North Africa. Emphasis on Egypt, Iran, and Turkey; the Levant states of Israel, Lebanon, and Syria; the Gulf states of Iraq and Saudi Arabia; and

Algeria in North Africa. This course satisfies the Modes of Inquiry requirement for Understanding the Individual and Society. This course satisfies the International Exploration requirement. *Three semester hours.*

POLS 235 COMPARATIVE EUROPEAN POLITICS (IE) (EUROPEAN STUDIES 235X)

Interaction of history, culture, economy, society, and international environment in shaping contemporary European political systems at the national, regional, and global level. This course satisfies the Modes of Inquiry requirement for Understanding the Individual and Society. This course satisfies the International Exploration requirement. *Three semester hours.*

POLS 240 HISTORY OF POLITICAL PHILOSOPHY (ER) (EUROPEAN STUDIES 240X, PHILOSOPHY 240X)

Major works from the history of political philosophy with emphasis on the development of major ideas in political philosophy, debates between major thinkers, and the relevance of great works of political philosophy to human self-understanding and major political issues of our time. This course satisfies the Modes of Inquiry requirement for Interpreting Texts. This course satisfies the proficiency requirement for Ethical Reasoning in the disciplines. *Three semester hours.*

POLS 245 COMPARATIVE POLITICS OF ASIA (IE) (INTERNATIONAL STUDIES 245X)

Political, economic, and societal dimensions of Japan, China, the Koreas, and India, including security issues in the region and the foreign economic policies of each country. This course satisfies the Modes of Inquiry requirement for Understanding the Individual and Society. This course satisfies the International Exploration requirement. *Three semester hours.*

POLS 255 POLITICS OF LATIN AMERICA (IE) (INTERNATIONAL STUDIES 255X)

Basic theories and issues of comparative politics of Latin America, including development, modernization, dependency, populism, authoritarianism, democratization, democratic breakdown, civil-military relations, political institutions, and governance. This course satisfies the Modes of Inquiry requirement for Understanding the Individual and Society. This course satisfies the International Exploration requirement. *Three semester hours.*

POLS 285-286-287-288 RESEARCH EXPERIENCE IN POLITICAL SCIENCE

Hands-on research experience, assisting in faculty research projects. Prerequisites: sophomore status and permission of department. *One semester hour credit per semester, for a maximum of four semesters.*

POLS 300X RACE, CLASS, GENDER, AND SEXUALITY (ER) (SOCIOLOGY 300)

POLS 310 PARTIES AND ELECTIONS IN AMERICAN POLITICS (WC)

Exploration of the role that parties, elections, interest groups, public opinion polls, and the media play in the political system of the United States, including discussions of the evolution of the American party system, the character of contemporary political campaigns, and campaign finance issues. This course satisfies the proficiency requirement for Written Communication in the disciplines. *Three semester hours.*

POLS 311 THE PRESIDENT AND CONGRESS

The institutional structure and operation of each branch; their constitutional, electoral, and political interrelationships including discussions of styles of presidential leadership, the evolving relationship between the President and the bureaucracy, congressional committee structures, and various strategies for securing the interbranch agreement necessary to make laws. *Three semester hours.*

POLS 312 POLITICS AND PUBLIC POLICY

This course will focus on state and federal policy, with an emphasis on policy development and analysis. The course will provide an overview of role of various institutions, politics, and various actors on the policy process. Major theoretical models of policy development will be addressed. *Three semester hours.*

POLS 314 NATIONAL AND INTERNATIONAL SECURITY (WC)

Exploring and theorizing various national and international security issues, including nuclear proliferation, shifts in the frequency and nature of wars, genocide, ethnic conflict, and the use of political violence by state and non-state actors. Emphasis on the debates surrounding American primacy, counterterrorism, transnational security issues, and

efforts for global and regional security cooperation. This course satisfies the proficiency requirement for Written Communication in the disciplines. *Three semester hours.*

POLS 317 CIVIL RIGHTS AND LIBERTIES

Role of the U.S. Supreme Court in using cases based on the Constitution to protect the rights of citizens from undue or prohibited interference with their protected liberties, including discussions of cases dealing with individual v. group rights, religious liberty, free expression, racial and gender discrimination, political participation, rights of the aged, immigrants, and the criminally accused. *Three semester hours.*

POLS 328 COMPARATIVE IMMIGRATION (INTERNATIONAL STUDIES 328X)

Basic theories as to why people migrate across international borders, how states control migration, how migrants are (or are not) integrated into their adoptive countries, and how ethnicity and identity play a role in the politics of immigration. Examination of economic, humanitarian, cultural, and security aspects of immigration around the globe. *Three semester hours.*

POLS 329 DEMOCRACY AND DEMOCRATIZATION (INTERNATIONAL STUDIES 329X)

Analysis of the causes and consequences of democracy, including definitions of democracy, democratic breakdown, transition and consolidation, the quality of democracy, and hybrid regimes. Theories drawing on economics, structuralism, rational choice, cultural theory, sociology, and institutionalism will be examined. *Three semester hours.*

POLS 330X METHODS OF SOCIAL RESEARCH (QL) (SOCIOLOGY 330)

POLS 337 WOMEN AND POLITICS (WC) (INTERNATIONAL STUDIES 337X, SOCIOLOGY 337X, WOMEN AND GENDER STUDIES 337X)

The political roles, attitudes, and status of women worldwide, including assessments of women's participation, cultural empowerment, and access to resources across diverse case studies and regions of the world. Emphasis on women and political activism, the construction of gender roles for political purposes, and the impact of globalization on women. This course satisfies the proficiency requirement for Written Communication in the disciplines. *Three semester hours.*

POLS 343 STUDIES IN AMERICAN POLITICAL DEVELOPMENT: ROTATING TOPICS (WC)

Studies in specific periods or issues in American politics including major events in American political history; major works and important thinkers in the American political tradition; the historical development of political thought and practice in the United States; and fundamental tensions present in the American commitment to democratic government, individual liberty, equality, and the public good. Topics may include the American Founding, Rise and Fall of Jacksonian Democracy, the Long Reconstruction, Issues in Current Constitutional Construction, etc. This course satisfies the proficiency requirement for Written Communication in the disciplines. *Three semester hours. May be re-taken for credit with different topics.*

POLS 350 SPECIAL TOPICS IN POLITICAL SCIENCE

Selected topics in American government, political history or theory, comparative government, or public policy. Topics chosen by instructors in consultation with student interests. *One to three semester hours.* May be repeated for different topics.

POLS 400-401 MOOT COURT (SPEECH 400X)

Development of student skills in legal research, reasoning, argumentation, and writing. Team preparation of an appellate brief on a moot court case and appellate argument before a panel of faculty and visiting attorneys. Political Science 400 prerequisites: 117 and 217. *Three semester hours credit for Political Science 400.* Political Science 401 prerequisite: 400. *One semester hour credit for Political Science 401.*

POLS 429 INTERNATIONAL DISPUTE RESOLUTION (INTERNATIONAL STUDIES 429X)

Peaceful settlement of disputes involving application of international law, including disputes between sovereign states, disputes between states and individuals, and disputes between states and corporations. Institutions concerned with dispute settlement such as arbitral tribunals, the International Court of Justice, and more specialized bodies

such as the International Center for Settlement of Investment Disputes, the World Trade Organization, and other institutions handling economic, political, and human rights disputes. *Three semester hours.*

POLS 450 SENIOR SEMINAR: PROBLEMS IN POLITICS (WC)

Selected political issues associated with the institutions, culture, and politics of the United States; international or comparative politics; or political theory, thought, or philosophy. All students will complete a major research essay on a topic of their choice. Prerequisites: 103; 105; 240; and 225, 235, or 245; senior status or the permission of the department chair. This course satisfies the proficiency requirement for Written Communication in the disciplines. *Three semester hours.*

POLS 460 INDEPENDENT STUDY

Advanced independent research in a specific area of political science, under the supervision of a faculty member. Prerequisites: junior or senior status; departmental permission. *One to four semester hours.*

POLS 470 AND 471 INTERNSHIP I AND II

Work experience related to the student’s major, jointly supervised by the instructor and agency personnel. Although the usual internship will carry either three or six hours credit, a student may elect to arrange an internship carrying between two and six hours credit with the permission of the department. Each hour of credit will require forty hours at the internship site. Prerequisite: junior or senior status. *Two to six semester hours.* Pass-Fail only.

POLS 490 AND 491 HONORS THESIS I AND II

Independent research in a special topic for honors. Prerequisites: senior status, GPA of 3.5 in the major and 3.3 overall, and permission of all members of the department. *Three semester hours.*

PSYCHOLOGY

Professors

A. Celeste Gaia, Chair
 Kimberly Baranowsky
 R. Christopher Qualls

Tracks

Psychology (B.A. or B.S.)

PSYCHOLOGY – CORE COURSES

PSYC 101	Introduction to Psychology as a Natural Science	4
PSYC 102	Introduction to Psychology as a Social Science	3
PSYC 211	Research Design in Psychology	4
PSYC 411	Research in Social Psychology	4
Three additional courses in Psychology*		9-12
<i>One course from:</i> PSYC 460	Independent Study (3-4)	3-6
PSYC 470	Internship (3-6)	
PSYC 480	Senior Project (3)	
PSYC 490	Honors Thesis (3)	
Total		27-33

*Chosen in consultation with advisor.

PSYCHOLOGY (B.A.)

Objectives: To provide a general program for students who wish to study a wide range of psychological topics; to prepare students for possible graduate study or employment in human services.

Requirements:

PSYCHOLOGY CORE		27-33
<i>One course from:</i>		4
PSYC 316	Physiological Psychology	
PSYC 318	Health Psychology	
PSYC 320	Learning and Cognition	
PSYC 321	Abnormal Psychology	3
Total		34-40
<i>Additional requirements</i>		
MATH 121 or above*		3
<i>One course from:</i>		4
STAT 161	Introduction to Statistics	
STAT 162	Introduction to Statistics for the Social Sciences	
STAT 163	Introduction to Statistics for the Behavioral Sciences	

*Cannot include MATH 161X.

PSYCHOLOGY (B.S.)

Objective: To provide a specialized program for students interested in aspects of psychology that relate to the natural sciences.

Requirements:

PSYCHOLOGY CORE		27-33
<i>Two courses from:</i>		8
PSYC 316	Physiological Psychology	
PSYC 318	Health Psychology	
PSYC 320	Learning and Cognition	
Total		35-41
<i>Additional requirements</i>		
MATH 151	Calculus I	4
MATH 152	Calculus II	4
<i>One course from:</i>		4
STAT 161	Introduction to Statistics	
STAT 162	Introduction to Statistics for the Social Sciences	
STAT 163	Introduction to Statistics for the Behavioral Sciences	
Contextual and Support Area OR	Five science courses from the disciplines of biology, chemistry, and physics	18-20
Minor	Chosen from biology, chemistry, mathematics, or physics.	18-20

The contextual and support area is designed to develop analytical and research skills providing a strong foundation for advanced study.

MINOR IN PSYCHOLOGY

A student may minor in psychology by completing 101, 102, 211, and two additional courses in consultation with the department. Statistics 163 is also required for the minor in Psychology (Statistics 161 or 162 may be substituted).

• **PSYCHOLOGY COURSES**

PSYC 101 INTRODUCTION TO PSYCHOLOGY AS A NATURAL SCIENCE

Basic processes of human behavior, sensation and perception, motivation, conditioning and learning. Laboratory introduction to experimental design and statistics. (This course will not fulfill teacher certification requirements for lab science.) This course satisfies the Modes of Inquiry requirement for Understanding the Natural World. Three lecture hours and three laboratory hours. *Four semester hours.*

PSYC 102 INTRODUCTION TO PSYCHOLOGY AS A SOCIAL SCIENCE

Complex processes of human behavior. Child and adult development, personality, abnormal psychology, social psychology, and issues of gender, sexuality and culture. This course satisfies the Modes of Inquiry requirement for Understanding the Individual and Society. 101 is not a prerequisite to 102. *Three semester hours.*

PSYC 163X INTRODUCTORY STATISTICS FOR THE BEHAVIORAL SCIENCES (STATISTICS 163)

PSYC 205 PSYCHOLOGY OF SEX AND GENDER (WOMEN AND GENDER STUDIES 205X)

A critical and multi-disciplinary inquiry into various theories, methods and research concerning the issue of psychological differences between females and males. Historical, biological, sociological and anthropological perspectives. Prerequisite: sophomore status or permission of instructor. *Three semester hours.*

PSYC 210 PERSONALITY THEORIES (QL)

Selected influential theories of personality that address aspects of human behavior and psychological functioning. This course satisfies the proficiency requirement for Quantitative Literacy in the disciplines. Prerequisite: 102. *Three semester hours.*

PSYC 211 RESEARCH DESIGN IN PSYCHOLOGY (OC, WC)

Introduction to behavioral research, emphasizing experimental method. Critical examination of factors determining validity and limiting inferences. Applications of statistics and scientific writing. This course satisfies the proficiency requirements for Oral Communication and Written Communication in the disciplines. Prerequisite: Statistics 163. Three lecture hours and three laboratory hours. *Four semester hours.*

PSYC 220 CHILD DEVELOPMENT

Survey of the physical, cognitive, emotional, and social changes that occur in infancy, childhood, and adolescence. Prerequisite: 102. *Three semester hours.*

PSYC 285-286-287-288 RESEARCH EXPERIENCE IN PSYCHOLOGY

Hands-on research experience, assisting in faculty research projects. Prerequisites: 211 and permission of department. *One semester hour credit per semester, for a maximum of three semesters.*

PSYC 315 TESTING AND MEASUREMENT (QL)

Issues relevant to psychological testing including intellectual, traditional personality, and behavioral assessment. Psychometric construction and evaluation of standardized tests. Service learning component in this course. This course satisfies the proficiency requirement for Quantitative Literacy in the disciplines. Prerequisites: 102 and Statistics 163. *Three semester hours.*

PSYC 316 PHYSIOLOGICAL PSYCHOLOGY (CT)

Biological basis of behavior with attention to structure and function of nervous system, endocrine glands, and sensory processes as determinants of behavior. This course satisfies the proficiency requirement for Critical Thinking in the disciplines. Prerequisite: 101 or Biology 117. Three lecture hours and three laboratory hours. *Four semester hours.*

PSYC 318 HEALTH PSYCHOLOGY (CT)

Applications of psychology to the encouragement of health and wellness, to the prevention of disease, and to the healing process. The course satisfies the proficiency requirement for Critical Thinking in the disciplines. Prerequisite: 101. Three lecture hours and three laboratory hours. *Four semester hours.*

PSYC 320 LEARNING AND COGNITION (CT)

Experimental investigation of learning and cognitive processes, including classical and operant conditioning, attention, perception, memory, language, problem-solving, and decision-making. This course satisfies the proficiency requirement for Critical Thinking in the disciplines. Prerequisite: 101. Three lecture hours and three laboratory hours. *Four semester hours.*

PSYC 321 ABNORMAL PSYCHOLOGY

Description and classification of patterns of deviant behavior, identification of their determinants, survey of procedures for modifying disorders. Prerequisite: 102. *Three semester hours.*

PSYC 340 CROSS-CULTURAL PSYCHOLOGY (EA)

Theory and research of cultural influences on human behavior and psychological processes. Combination of a classroom instructional component with a study abroad experience to identify and compare psychological aspects of different cultures. Students will be responsible for travel expenses to locations abroad. This course satisfies the Emory Abroad requirement. Prerequisite: permission of instructor. 102 recommended. *Three semester hours.*

PSYC 345X PSYCHOLOGICAL DEVELOPMENT AND RELIGIOUS FAITH (RELIGION 345)**PSYC 350 SPECIAL TOPICS IN PSYCHOLOGY**

Selected topics in psychology chosen by the instructor in response to student needs and interests. May be retaken for credit for different topics. *One to three semester hours.*

PSYC 411 RESEARCH IN SOCIAL PSYCHOLOGY (SOCIOLOGY 411X)

Behavior of the individual in social settings. Social and cultural influences on behavior, language and communication, attitudes and opinions, interpersonal relations, and group processes. Prerequisites: 102; junior status; 211 or Sociology 330. Three lecture hours and three laboratory hours. *Four semester hours.*

PSYC 422 APPLICATION OF PSYCHOTHERAPEUTIC TECHNIQUES (ER)

Overview of ethics related to psychotherapy, instruction in diagnostic interviewing, and application of general psychotherapeutic techniques shown to produce effective psychological intervention. Development of skills through the administration of the selected techniques in simulated therapeutic settings. This course satisfies the proficiency requirement for Ethical Reasoning in the disciplines. Prerequisites: 102 and 321. Three lecture hours and three laboratory hours. *Four semester hours.*

PSYC 430 HISTORY OF PSYCHOLOGY

Historical introduction to psychology. Selected theories of mind, brain, and behavior in western thought from ancient Greeks to contemporary "schools" of psychology. Prerequisites: 101 and 102 or permission; junior status. *Three semester hours.*

PSYC 450 SEMINAR

Topics selected on basis of current research, and interest and needs of the students. Prerequisite: junior status or permission of instructor. Offered on demand. *Three semester hours.*

PSYC 460 INDEPENDENT STUDY

Individual research to be designed, carried out, and reported in the style of report writing approved for psychological journals, under the supervision of a faculty member. Prerequisites: psychology major; senior status. *One to four semester hours.*

PSYC 470 AND 471 INTERNSHIP I AND II

Work experience related to the student's major, jointly supervised by the department and a professional in the field. Although the usual internship will carry either three or six hours credit, a student may elect to arrange an internship carrying between two and six hours credit with the permission of the department. Each hour of credit will require forty hours at the internship site. Prerequisites: senior status, permission of department, 2.0 GPA overall and in psychology, and completion of 101, 102, and 321. *Two to six semester hours.* Pass-Fail only.

PSYC 480 AND 481 SENIOR PROJECT I AND II

Basic or applied research undertaken in close consultation with the department. Design, conducting, and documentation of an independent research project. Prerequisites: 211, senior status, and departmental permission. *Three semester hours.*

PSYC 490 AND 491 HONORS THESIS I AND II

Independent research in a special topic for honors. Prerequisites: senior status, GPA of 3.5 in the major and 3.3 overall, and permission of all members of the department. *Three semester hours.*

QUANTITATIVE REASONING

service area

Crystal Hall, Program Director

• **QUANTITATIVE REASONING COURSES**

QUAN 101 QUANTITATIVE REASONING – RATIO ANALYSIS AND STATISTICS

Percent increase and decrease, unit conversions, numerical and graphical statistical summaries, probability, margin of error, law of large numbers and expected values. Use of statistical software. Intended for students preparing to pass the quantitative reasoning exam. *One semester hour.*

QUAN 102 QUANTITATIVE REASONING – LOGIC AND FINANCE

Statements, converses, simple interest, compound interest, loans, credit cards, mortgages, taxes, paycheck deductions. Introduction to tax preparation software. Intended for students preparing to pass the quantitative reasoning exam. *One semester hour.*

QUAN 103 QUANTITATIVE REASONING – SPATIAL REASONING AND NUMBER SENSE

Volume, area, and perimeter calculations of simple and complex geometric figures, estimation techniques, introduction to current societal significant numbers. Use of statistical software. Intended for students preparing to pass the quantitative reasoning exam. *One semester hour.*

RELIGION

Professors

Joseph T. Reiff, Chair
James M. Dawsey
Adam Wells

Major

Religion (B.A.)

RELIGION (B.A.)

Objective: To investigate religious thought and action within a balanced context of approaches, utilizing biblical, theological, literary, and historical insights.

Requirements:

RELG 131	Old Testament Survey	3
RELG 132	New Testament Survey	3
<i>Two courses from:</i>		6
RELG 111	World Religions	
RELG 212	Asian Religions	
RELG 213	Comparative Theology: Judaism, Christianity and Islam	
RELG 314	Islam	
RELG 221	Church and World	3
RELG 310	History of Christianity	3

<i>One course from:</i> RELG 431 RELG 432 RELG 433 RELG 450	Advanced Old Testament Studies Advanced New Testament Studies Paul Senior Seminar	3 1
<u>Three</u> additional courses in Religion		9
Total		31
<i>Additional requirement</i>		
MATH 120 or above, OR STAT 161, 162 or 163		3-4

Majors cannot count both 111 and 200 toward completion of the major.

The senior project is fulfilled through successful completion of 450, the Senior Seminar, required of all majors in their senior year.

MINOR IN RELIGION

A student may minor in religion by completing 131, 132; 111, 212, 213 or 314; 310 and two electives from the department selected in consultation with the department chair.

• RELIGION COURSES

RELG 111 WORLD RELIGIONS

Important traditions, ideas, and practices of major religions in historical and cultural context. *Three semester hours.*

RELG 131 OLD TESTAMENT SURVEY

Development of Israelite history and literature explored by modern historical methods. Attention to theological relevance of the material. *Three semester hours.*

RELG 132 NEW TESTAMENT SURVEY

The life and teachings of Jesus, the message of Paul, first-century Judaism and Greco-Roman culture, and development of the early Christian Church explored by using modern historical methods. *Three semester hours.*

RELG 200 INTRODUCTION TO THE CHRISTIAN FAITH

Historical and contemporary expressions of Christian belief and practice, with special reference to biblical sources. *Three semester hours.*

RELG 201 RELIGIOUS INDIVIDUALS WHO CHANGED HISTORY

The lives, times, and influences of religious people who have become agents of social change. Attention to changes in culture, economics, and value systems. This course satisfies the Modes of Inquiry requirement for Understanding the Individual and Society. *Three semester hours.*

RELG 205X THE GOSPELS (GREEK 205)

RELG 212 ASIAN RELIGIONS (IE) (INTERNATIONAL STUDIES 212X)

Beliefs, scriptures, understandings of life, and historical development of Hinduism and Buddhism; Confucianism and Daoism in China; Zen, Shinto, and new religions of Japan. This course satisfies the Modes of Inquiry requirement for Interpreting Texts. This course satisfies the International Exploration requirement. *Three semester hours.*

RELG 213 COMPARATIVE THEOLOGY: JUDAISM, CHRISTIANITY, AND ISLAM

Study of major theological and philosophical themes in Judaism, Christianity, and Islam. Prerequisite: sophomore status. *Three semester hours.*

RELG 221 CHURCH AND WORLD (ER)

Exploration of the central issue of Christian social ethics: the appropriate relationship between the Church/individual Christians and the surrounding culture, between “Church” and “world.” Biblical, historical, and contemporary sources. This course satisfies the proficiency requirement for Ethical Reasoning in the disciplines. Prerequisite: 131, 132, or 200. *Three semester hours.*

RELG 261 THE CHRISTIAN FAITH IN LITERATURE (ENGLISH 261X)

Analysis of the contribution of works of fiction and poetry to an understanding of contemporary life and the proclamation of the Christian faith. This course satisfies the Modes of Inquiry requirement for Interpreting Texts. *Three semester hours.*

RELG 301X LETTERS OF PAUL (GREEK 301)

RELG 310 HISTORY OF CHRISTIANITY (OC) (HISTORY 310X)

History, liturgy, and doctrine of the church from approximately 100 C.E. to the present. Includes Augustine, Francis of Assisi, Luther, Calvin, Isabella of Spain, Wesley, and John XXIII. This course satisfies the proficiency requirement for Oral Communication in the disciplines. *Three semester hours.*

RELG 314 ISLAM (IE) (INTERNATIONAL STUDIES 314X)

A historical, theological and philosophical survey of Islam from its origins to the modern period. This course satisfies the Modes of Inquiry requirement for Interpreting Texts. This course satisfies the International Exploration requirement. *Three semester hours.*

RELG 321 CONTEMPORARY RELIGION IN THE U. S. (QL) (SOCIOLOGY 321X)

Study of the contemporary American religious landscape, using current literature and survey data on the range of religious affiliation, participation, beliefs, and practices. This course satisfies the proficiency requirement for Quantitative Literacy in the disciplines. Prerequisite: 111, 131, 132, or 200. *Three semester hours.*

RELG 335X PHILOSOPHY OF RELIGION (PHILOSOPHY 335)

RELG 343 CHURCH AND COMMUNITY MINISTRIES

Exploration of the challenge, promise, and problems of church ministries in the community, including action for social justice, work with the poor, and other forms of outreach. Participation in church and community ministry through a service learning component. Prerequisite: sophomore status and either 131 or 132. *Three semester hours.*

RELG 345 PSYCHOLOGICAL DEVELOPMENT AND RELIGIOUS FAITH (PSYCHOLOGY 345X)

Relationship of cognitive, moral, and emotional developmental processes to the formation of religious faith from childhood through older adulthood. Special emphasis on James Fowler’s faith development theory, including psychological and theological sources, critiques, and alternative approaches. Prerequisite: junior status or permission of instructor. *Three semester hours.*

RELG 350 SEMINAR

Comprehensive understanding of selected topics through intensive study, discussion, and participation in other learning activities. Prerequisites: 131 and 132, or permission of instructor. *Three semester hours.*

RELG 352 JESUS (CT) (HISTORY 352X)

Exploration of historical, literary, and artistic portrayals of Jesus through the centuries. This course satisfies the proficiency requirement for Critical Thinking in the disciplines. Prerequisite: 132 or permission of instructor. *Three semester hours.*

RELG 356 WOMEN AND CHRISTIANITY (HISTORY 356X, WOMEN AND GENDER STUDIES 356X)

The lives, writings and influences of women on Christianity. Attention to the history of thought and the changes in culture and value systems. This course satisfies the Modes of Inquiry requirement for Understanding the Individual and Society. *Three semester hours.*

RELG 401 CONTEMPORARY THEOLOGY

Contributions of historic events and theologians to contemporary thinking. Prerequisite: 312 or permission of instructor. *Three semester hours.*

RELG 412X CHURCH MUSIC (MUSIC 412)

RELG 431 ADVANCED OLD TESTAMENT STUDIES (WC)

Concentrated, critical study of a theme or block of literature from the Old Testament, such as the Torah. Instructor may permit student to take two different themes under this course heading. This course satisfies the proficiency requirement for Written Communication in the disciplines. Prerequisite: 131. *Three semester hours.*

RELG 432 ADVANCED NEW TESTAMENT STUDIES

Concentrated, critical study of a theme or block of literature from the New Testament, such as the “quest of the historical Jesus.” Instructor may permit student to take two different themes under this course heading. Prerequisite: 132. *Three semester hours.*

RELG 433 PAUL (WC) (GREEK 433X)

Exploration of Paul’s life, writings, and influence on the Christian Church. This course satisfies the proficiency requirement for Written Communication in the disciplines. Prerequisite: 132 or permission of instructor. *Three semester hours.*

RELG 450 SENIOR SEMINAR

Capstone experience required of all majors to review learning in three content areas: Bible, Christian tradition, and non-Christian religions. Evaluation of student research presentations by the entire Religion Department, and reflective evaluation by students of their experiences as majors. For seniors only, except with permission of department chair. *One semester hour.* Pass-Fail only.

RELG 460 INDEPENDENT STUDY

Advanced directed study in a specific area, under the supervision of a faculty member. Prerequisite: departmental permission. *One to four semester hours.*

RELG 470 AND 471 INTERNSHIP I AND II

Work experience related to the student’s major, jointly supervised by the department and a professional in the field. Although the usual internship will carry either three or six hours credit, a student may elect to arrange an internship carrying between two and six hours credit with the permission of the department. Each hour of credit will require forty hours at the internship site. Prerequisites: 2.0 GPA overall and in religion, junior or senior status, permission of department, and completion of 131-132 plus three religion courses. *Two to six semester hours.* Pass-Fail only.

RELG 490 AND 491 HONORS THESIS I AND II

Independent research in a special topic for honors. Prerequisites: senior status, GPA of 3.5 in the major and 3.3 overall, and permission of all members of the department. *One to three semester hours.*

RUSSIAN

See Foreign Languages

SOCIOLOGY

Professors

Shelley Koch, Chair
Amy Sorensen

Tracks

Sociology (B.A.)
Sociology - Crime and Society (B.A.)

SOCIOLOGY – CORE COURSES

SOCI 101	Introduction to Sociology	3
SOCI 330	Methods of Social Research	4
SOCI 334	Social Theory	3
SOCI 450	Seminar	3
Total		13

SOCIOLOGY (B.A.)

Objective: To introduce students to the theoretical and empirical foundations of sociology and develop their skills in critical evaluation, data collection, and data analysis in order to prepare them for careers in business, policy analysis, program evaluation, or human services as well as for continued study of sociology in graduate programs across the country.

Requirements:

SOCIOLOGY CORE		13
<u>Six</u> courses in Sociology*	(Chosen in consultation with advisor)	18
Total		31
<i>Additional requirements</i>		
<u>One</u> course from: STAT 161 STAT 162 STAT 163	Introduction to Statistics Introduction to Statistics for the Social Sciences Introduction to Statistics for the Behavioral Sciences	4
Minor		18

SOCIOLOGY - CRIME AND SOCIETY (B.A.)

Objective: To provide students with coursework and practical experience in preparation for graduate study in criminology and/or careers in law enforcement, victim advocacy, and related fields.

Requirements:

SOCIOLOGY CORE		13
SOCI 222	Criminology	3
SOCI 245	Social Problems	3
SOCI 470	Internship	3-6
<u>One</u> course from: SOCI 270 SOCI 300	Race and Ethnicity Race, Class, Gender, and Sexuality	3
<u>One</u> course from: SOCI 117X POLS 103	Law and Society Politics of the United States	3
<u>One</u> course from: POLS 217 POLS 317 GEOG 340	Constitutional Interpretation Civil Rights and Liberties Geographic Information Systems	3

PSYC 321	Abnormal Psychology	3
Total		34-37
<i>Additional requirement</i>		
<i>One course from:</i>		4
STAT 161	Introduction to Statistics	
STAT 162	Introduction to Statistics for the Social Sciences	
STAT 163	Introduction to Statistics for the Behavioral Sciences	

MINOR IN SOCIOLOGY

A student may minor in sociology by completing 101, 330, 334, and three additional courses in sociology approved by the department chair.

• SOCIOLOGY COURSES

SOCI 101 INTRODUCTION TO SOCIOLOGY

Basic sociological concepts and processes. Social structure, deviance, change, and progress. This course satisfies the Modes of Inquiry requirement for Understanding the Individual and Society. *Three semester hours.*

SOCI 103 INTRODUCTION TO SOCIOCULTURAL ANTHROPOLOGY

Introduction to the wide variety of human societies and cultures. The basic building blocks of human societies, illustrated by examining western and non-western cultures. Economic structure, society and ecology, kinship and social organization, religion and cosmology, political organization, social inequality and stratification, gender roles, colonialism and exposure to advanced technological societies, and cultural autonomy and cultural survival. *Three semester hours.*

SOCI 111X HUMAN GEOGRAPHY (GEOGRAPHY 111)

SOCI 117X LAW AND SOCIETY (POLITICAL SCIENCE 117)

SOCI 162X INTRODUCTORY STATISTICS FOR THE SOCIAL SCIENCES (STATISTICS 162)

SOCI 221 CULTURES AND PEOPLES (IE) (INTERNATIONAL STUDIES 221X)

Characteristic cultural features, social organizations, and special problems associated with populations in different areas of the world. Varying focus from year to year, including East Asia, Native Americans, and African Americans. This course satisfies the International Exploration requirement. *Three semester hours.*

SOCI 222 CRIMINOLOGY

Introduction to the study of crime, including its definition, measurement, and correlates. Examination of classical and contemporary theories of deviance and crime as well as the social responses to crime and their effects on offenders, victims, and society-at-large. Evaluation of commonly-used sources of crime statistics at the local, state, and federal levels. *Three semester hours.*

SOCI 226 MARRIAGE AND FAMILY

Comparative, historical, and contemporary analysis of European and American families. The interplay of economic, social, demographic, and legal forces on family formation, child-rearing, marriage, divorce, separation, fertility, patriarchy, and social definitions of gender in Europe from the Middle Ages to the end of the nineteenth century and in the United States from 1900. This course satisfies the Modes of Inquiry requirement for Understanding the Individual and Society. *Three semester hours.*

SOCI 229 SOCIAL DEMOGRAPHY

The study of population, its dynamics and composition, over time and across regions and nations. The role of the economy, disease, war, the state, and social variables such as ethnicity and income in shaping fertility, mortality,

marriage, migration, and family formation. Effects of these demographic factors on economic, social, political, and military policy. *Three semester hours.*

SOCI 230 ENVIRONMENTAL SOCIOLOGY (CT)

Development of a global sociological perspective on environmental issues and investigation of relationships between various environmental and social problems and the role of political, social, and economic factors in shaping our interaction with the natural world. Examination of key environmental problems may include environment and health, disaster, environmental policy, environmental risk, human and animal interactions, environmental justice and social movements. This course satisfies the proficiency requirement for Critical Thinking in the disciplines. *Three semester hours.*

SOCI 240 THE CONSUMER SOCIETY

Exploration of the cultural significance of consumption in modern social life. Introduction to works by classic and contemporary sociologists who examine and critique consumer society. Analysis of the role played by modern consumer society in shaping and organizing personal identity. Examination of the social and environmental consequences of consumer society on local, national and global communities. *Three semester hours.*

SOCI 241X SOURCES OF ASIAN TRADITION (ASIAN STUDIES 241)

SOCI 245 SOCIAL PROBLEMS

Examination of pressing social problems and issues facing American society and the world, including crime and violence; work and unemployment; development and human rights; and economic, racial, and gender inequality. Emphasizes the institutional bases of social problems and employs key sociological perspectives to evaluate their causes, consequences, and possible solutions. *Three semester hours.*

SOCI 250 FOOD AND JUSTICE

Examine the contemporary food system by looking at food production, distribution, preparation and consumption through the lens of food justice. Apply diverse theoretical, applied and ethical perspectives, including gender, race and ethnicity, social class, economic, environmental and health to an analysis of the food system. Examine food justice organizations/movements working to create healthy and sustainable food systems, with a particular focus on rural food systems. *Three semester hours.*

SOCI 260 STUDIES IN CULTURE (IE) (INTERNATIONAL STUDIES 260X)

Selected human societies, ancient and/or modern, in a specific region of the world. Variation from year to year in region, societies, and issues. This course satisfies the International Exploration requirement. *Three semester hours.*

SOCI 270 RACE AND ETHNICITY

The study of race and ethnicity in defining peoples and cultures; in delineating boundaries of social interaction and discourse; in establishing enduring patterns of interpersonal and institutional discrimination, prejudice, and persecution; and in creating sectional and national conflict. The history of race and ethnicity in the United States and elsewhere, as well as current research on the biological and social bases of race and ethnicity. *Three semester hours.*

SOCI 285-286-287-288 RESEARCH EXPERIENCE IN SOCIOLOGY

Hands-on research, assisting with faculty research projects. Prerequisites: sophomore status and permission of department. *One semester hour credit per semester, for a maximum of four semesters.*

SOCI 300 RACE, CLASS, GENDER, AND SEXUALITY (ER) (POLITICAL SCIENCE 300X, WOMEN AND GENDER STUDIES 300X)

How socially-constructed race, class, gender, and sexuality roles influence the lives of women and men in the United States. Similarities and differences between and among forms of oppression and ways in which issues of race, class, gender, and sexuality intersect. Public policies related to these issues. Strategies for coalition-building and redefining differences. Participation in a service project. This course satisfies the proficiency requirement for Ethical Reasoning in the disciplines. Prerequisite: sophomore status. *Three semester hours.*

SOCI 321X CONTEMPORARY RELIGION IN THE U.S. (RELIGION 321)

SOCI 330 METHODS OF SOCIAL RESEARCH (QL) (MASS COMMUNICATIONS 330X, POLITICAL SCIENCE 330X)

Quantitative and qualitative approaches to organizing, analyzing, and interpreting social data. Applications of statistics and social scientific writing. This course satisfies the proficiency requirement for Quantitative Literacy in the disciplines. Prerequisites: Sociology 101, Geography 111, Mass Communications 101, Political Science 103, or Economics 151; and Statistics 161, 162, or 163. Three lecture hours and three laboratory hours. *Four semester hours.*

SOCI 334 SOCIAL THEORY (WC)

Major schools of social science thought, with primary emphasis on sociology. Ideas of significant theorists considered with reference to their lives and sociohistorical contexts. This course satisfies the proficiency requirement for Written Communication in the disciplines. Prerequisites: 101 and junior status. *Three semester hours.*

SOCI 337X WOMEN AND POLITICS (WC) (POLITICAL SCIENCE 337)

SOCI 350 SPECIAL TOPICS IN SOCIOLOGY

Selected topics chosen by instructors in response to student needs and interests. *One to three semester hours.* May be re-taken for credit for different topics.

SOCI 411X RESEARCH IN SOCIAL PSYCHOLOGY (PSYCHOLOGY 411)

SOCI 445X FOUNDATIONS OF EDUCATION (EDUCATION 445)

SOCI 450 SEMINAR (OC)

Selected issues and problems; research implications of the work of representative researchers. This course satisfies the proficiency requirement for Oral Communication in the disciplines. Prerequisites: junior status and departmental permission. *Three semester hours.*

SOCI 455 SEMINAR IN APPLIED SOCIAL RESEARCH

Uses of sociology in non-academic settings. Place of theory and methods in evaluation and problem solving. Normally taken in conjunction with an internship experience. Prerequisites: 330 and 334. *Three semester hours.*

SOCI 460 INDEPENDENT STUDY

Advanced study in a selected area of sociology, under the supervision of a faculty member. Preparation of papers and reports. Prerequisites: junior status and departmental permission. *One to four semester hours.*

SOCI 470 AND 471 INTERNSHIP I AND II

Applied research experience jointly supervised by the department and a professional in the field. Although the usual internship will carry either three or six hours credit, a student may elect to arrange an internship carrying between two and six hours credit with the permission of the department. Each hour of credit will require forty hours at the internship site. Prerequisites: junior status; departmental permission; completion of 330 and 334. *Two to six semester hours.* Pass-Fail only.

SOCI 490 AND 491 HONORS THESIS I AND II

Independent research in a special topic for honors. Prerequisites: senior status, GPA of 3.5 in the major and 3.3 overall, and permission of all members of the department. *Three semester hours.*

SPANISH

See Foreign Languages

SPEECH

service area

Speech courses are offered at Emory & Henry as support courses for other programs. Neither a major nor a minor is offered in this area.

- **SPEECH COURSES**

- **SPCH 105X INTRODUCTION TO ACTING (THEATRE 105)**

- **SPCH 125 INTRODUCTION TO ORAL COMMUNICATION**

- Practicum in effective oral skills. Critical listening, discussion techniques, delivery of an informative oral report, and a persuasive presentation. *One semester hour.*

- **SPCH 150 FUNDAMENTALS OF EFFECTIVE SPEAKING**

- Effective oral communication through analysis and practice of basic speech skills; control of vocal mechanisms; audience analysis; speech construction and interpretive skills of public speaking. *Three semester hours.*

- **SPCH 205X ACTING I (THEATRE 205)**

- **SPCH 245X VOICE FOR THE STAGE (THEATRE 245)**

- **SPCH 400X MOOT COURT (POLITICAL SCIENCE 400)**

STATISTICS

service area

Statistics courses are offered in support of other areas of study. The major and minor are not offered in this area.

Statistics 161, 162, and 163 overlap greatly in content but differ somewhat in purpose and emphasis. While the three will meet the needs of many students equally well, it is strongly recommended that sociology majors enroll in Statistics 162 and that psychology majors enroll in Statistics 163.

No more than one of these courses (161, 162, 163) may count toward the 120 semester hours for the B.A. or 124 semester hours for the B.S. required to graduate. If a student completes more than one of them, each will remain on the transcript, but only the one in which the student obtained the higher grade will count toward graduation and be included in the GPA.

- **STATISTICS COURSES**

- **STAT 161 INTRODUCTION TO STATISTICS (MATHEMATICS 161X)**

- Descriptive and inferential statistics, probability, and research design with a broad range of applications to various disciplines; statistical software. *Four semester hours.*

- **STAT 162 INTRODUCTORY STATISTICS FOR THE SOCIAL SCIENCES (SOCIOLOGY 162X)**

- Descriptive and inferential statistics, probability, and research design with a broad range of social science applications; statistical software. *Four semester hours.*

- **STAT 163 INTRODUCTORY STATISTICS FOR THE BEHAVIORAL SCIENCES (PSYCHOLOGY 163X)**

- Descriptive and inferential statistics, probability, and research design with a broad range of behavioral science applications; statistical software. *Four semester hours.*

- **STAT 352X ADVANCED STATISTICS FOR ECONOMICS AND BUSINESS (ECONOMICS 352)**

STAT 353 ADVANCED STATISTICS FOR THE SCIENCES

Advanced topics in statistics, including factor analysis, analysis of covariance, multivariate analysis, logistical and multivariate regression. Prerequisite: B or higher in Statistics 161, 162, or 163. *Three semester hours.*

STAT 360X MATHEMATICAL PROBABILITY AND STATISTICS (MATHEMATICS 360)**THEATRE****Professors**

Kelly Bremner, Chair
 Rachel Black
 Kevin Dudley
 Rachael Swartz

Tracks

Theatre (B.A.)
 Acting (B.F.A.)
 Directing (B.F.A.)
 Production and Design (B.F.A.)
 Musical Theatre (B.F.A.)

The Department of Theatre offers both a major and a minor. In addition, the department offers a cooperative pre-professional program in association with Barter Theatre of Abingdon, Virginia, a professional regional theatre. There are four specific areas of concentration within the pre-professional program, all of which lead to a B.F.A. degree in theatre.

The department also offers the option of an add-on endorsement for those with teaching licensure or holding an endorsement in another teaching area. Consult the Department of Education for licensure requirements in theatre arts.

THEATRE (B.A.)

Objectives: To provide the basis for a lifetime appreciation of the theatre and/or for a professional or educational vocation in the theatre.

Requirements:

THRE 110	Stagecraft	3
THRE 205	Acting I	3
THRE 270	Script Analysis	3
THRE 309	Fundamentals of Theatrical Design	3
THRE 314	Principles of Play Directing	3
THRE 320	Theatre History I	3
Three additional courses in Theatre*		9
THRE 402	Theatre Practicum	9
THRE 480	Professional Theatre Experience	3
Total		39
<i>Additional requirement</i>		
MATH 120 or above		3

*Chosen in consultation with advisor.

THEATRE (B.F.A.)

A student who wishes to pursue the pre-professional degree will choose one of the four tracks listed below. Students in all tracks will take a set of common courses.

Entrance audition/portfolio review/interview: To enter the BFA track, students must demonstrate promise of pre-professional abilities at an entrance audition/portfolio review and interview. In this audition/portfolio review students must demonstrate proficiency in their particular area of focus. The

faculty will then determine if the student is eligible for the program. Students may audition for the BFA tracks prior to beginning at E&H college, or may petition the department to be admitted to the program after beginning at a yearly spring date. See department for specific information on requirements.

Jury requirements: All BFA students must jury yearly in front of department faculty to demonstrate sufficient progress in their pursuit of the BFA degree. Jury requirements will be set by the faculty and sent out to the students well in advance of the scheduled jury. Students may have one of 3 results in a jury: Pass, Probation or Fail. Students who are making satisfactory progress to their degree will pass their jury and will not need to jury again until the following year. Students who are not making satisfactory progress to their degree will be placed first on probation. A student on probation must re-jury the following semester. If at that time the student has not addressed the concerns of the faculty, the student will fail their jury and be removed from the BFA program. Students can appeal this decision in writing to the chair, and may be granted the opportunity to petition their way back into the degree in the following spring. Additional time to graduation may be required at that time.

ACTING (B.F.A)

Requirements :

THRE 110	Stagecraft	3
THRE 205	Acting I	3
THRE 206	Acting II	3
<i>Two courses from:*</i>		2
THRE 216	Ballet	
THRE 217	Jazz	
THRE 218	Tap	
THRE 219	Musical Theatre Styles	
THRE 416	Ballet II	
THRE 417	Jazz II	
THRE 418	Tap II	
THRE 419	Musical Theatre Styles II	
THRE 245	Voice for the Stage	3
THRE 270	Script Analysis	3
THRE 300	Stage Movement	3
THRE 305	Acting III	3
THRE 320	Theatre History I	3
THRE 400	Senior Project	2
THRE 405	Acting IV	3
<i>Four additional courses in Theatre**</i>		12
THRE 402	Theatre Practicum	12
THRE 480	Professional Theatre Experience	6
Total		61
<i>Additional requirement</i>		
MATH 120 or above		3

*Dance classes may be repeated for credit.

**Chosen in consultation with advisor.

DIRECTING (B.F.A.)

Requirements:

THRE 110	Stagecraft	3
THRE 205	Acting I	3
THRE 206	Acting II	3
<i>Two courses from:</i>		5-6

THRE 204	Stage Lighting (3)	
THRE 207	Costume Construction (3)	
THRE 208	Drawing for the Theatre (2)	
THRE 272	Stage Management (3)	
<i>Two courses from:*</i>		2
THRE 216	Ballet	
THRE 217	Jazz	
THRE 218	Tap	
THRE 219	Musical Theatre Styles	
THRE 416	Ballet II	
THRE 417	Jazz II	
THRE 418	Tap II	
THRE 419	Musical Theatre Styles II	
<i>Two courses from:</i>		4-6
THRE 235	Principles of Singing – Acting (2)	
THRE 236	Principles of Singing – Acting II (2)	
THRE 245	Voice for the Stage (3)	
THRE 300	Stage Movement (3)	
THRE 305	Acting III (3)	
THRE 405	Acting IV (3)	
THRE 270	Script Analysis	3
THRE 309	Fundamentals of Theatrical Design	3
THRE 312	Devised Performance	3
THRE 314	Principles of Play Directing	3
THRE 315	Advanced Directing for the Stage	3
THRE 320	Theatre History I	3
<i>Two courses from:</i>		6
THRE 321	Theatre History II	
THRE 322	American Theatre	
THRE 336	Musical Theatre History	
THRE 400	Senior Project	2
THRE 402	Theatre Practicum	12
THRE 480	Professional Theatre Experience	6
Total		64-67
<i>Additional requirement</i>		
MATH 120 or above		3

*Dance classes may be repeated for credit.

PRODUCTION AND DESIGN (B.F.A.)

Requirements:

THRE 110	Stagecraft	3
<i>One course from:</i>		3
THRE 105	Introduction to Acting	
THRE 205	Acting I	
THRE 204	Stage Lighting	3
THRE 207	Costume Construction	3
THRE 208	Drawing for the Theatre	2
THRE 270	Script Analysis	3
THRE 272	Stage Management	3
THRE 309	Fundamentals of Theatrical Design	3
THRE 310	Advanced Design for the Theatre	3
THRE 314	Principles of Play Directing	3

THRE 320	Theatre History I	3
THRE 400	Senior Project	2
THRE 402	Theatre Practicum	12
THRE 480	Professional Theatre Experience	6
<i>One course from:</i>		3
ART 111	Introduction to Art & Design	
ART 151	Drawing	
Total		55
<i>Additional requirement</i>		
MATH 120 or above		3

MUSICAL THEATRE (B.F.A.)

Requirements:

THRE 110	Stagecraft	3
THRE 111	Musical Theatre Class Voice	1
THRE 205	Acting I	3
THRE 206	Acting II	3
THRE 216 or 416	Ballet or Ballet II	1
THRE 217 or 417	Jazz or Jazz II	1
THRE 218 or 418	Tap or Tap II	1
THRE 219 or 419	Musical Theatre Styles of Musical Theatre Styles II	1
THRE 235	Principles of Singing – Acting	3
THRE 237	Music Skills for Musical Theatre	3
THRE 245	Voice for the Stage	3
THRE 270	Script Analysis	3
THRE 300	Stage Movement	3
THRE 320	Theatre History I	3
THRE 335	Musical Theatre	3
THRE 336	Musical Theatre History	3
THRE 400	Senior Project	2
THRE 402	Theatre Practicum	12
THRE 480	Professional Theatre Experience	6
MUSP 216 and/or MUSP 416*	Intermediate Voice – Private Lessons Advanced Voice – Private Lessons	3
Total		61
<i>Additional requirement</i>		
MATH 120 or above		3

*MUSP 216 and MUSP 416 are 1 credit each. May be repeated for credit for a total of 4 credits.

MINOR IN THEATRE

A student may minor in theatre by completing 100, 110, either 105 or 205, and two additional theatre electives (for a total of at least six credits) chosen in consultation with the department. Students must also complete three semester hours of Practicum (Theatre 402).

• THEATRE COURSES

THRE 100 INTRODUCTION TO THEATRE

Understanding the theatrical experience through study of the various types, styles, and production processes of the theatre; theatre as public art and its relationship to culture. This course satisfies the Modes of Inquiry requirement for Interpreting Texts. *Three semester hours.*

THRE 105 INTRODUCTION TO ACTING (OC) (SPEECH 105X)

Study and practice of the fundamentals of acting through improvisation and exploratory exercises; basic principles of stage performance applied to various professions and non-theatre venues; building of strong presentational and communication skills. Recommended for non-majors. This course satisfies the Modes of Inquiry requirement for Artistic Expression. This course satisfies the proficiency requirement for Oral Communication in the disciplines. *Three semester hours.*

THRE 109 INTRODUCTION TO DANCE ARTISTRY

An introductory survey class of dance as art and cultural practice in our world. This class focuses study on vocabulary, styles, and history of dance, studied through viewings and writing, quizzes, movement studies, and discussion of issues, both current and historical. This course satisfies the Modes of Inquiry requirement for Artistic Expression. *Three semester hours.*

THRE 110 STAGECRAFT (QL)

Introduction to the technical aspects of scenery, costumes, lighting, props, and sound production with emphasis on the tools, terminology, techniques, and safety procedures appropriate to each discipline. Practical application through participation in theatrical production. This course satisfies the proficiency requirement for Quantitative Literacy in the disciplines. *Three semester hours.*

THRE 111 MUSICAL THEATRE CLASS VOICE

Study of basic singing technique. Specific emphasis will be placed on vocal aesthetics appropriate for the genre of American Musical Theatre. Musical Theatre students are required to complete THRE 111 before taking MUSP 216. Permission of the Instructor required. *One semester hour.*

THRE 204 STAGE LIGHTING

Introduction to the technical aspects of stage lighting for theatrical productions with emphasis on the tools, terminology, techniques, creativity and safety procedures appropriate to the discipline. Great attention is paid to the practical application through participation in theatrical production. This course satisfies the Modes of Inquiry requirement for Artistic Expression. *Three semester hours.*

THRE 205 ACTING I (OC) (SPEECH 205X)

Overview of acting styles and methods; development of imagination through improvisation, exercises, and scene work; audition techniques. This course satisfies the proficiency requirement for Oral Communication in the disciplines. Prerequisite: Theatre 105 or Theatre major or minor. *Three semester hours.*

THRE 206 ACTING II

Thorough examination and application of Stanislavski's system and its descendants. Scene study and character development for contemporary realistic theatre. Rehearsal technique. Prerequisite: 205. *Three semester hours.*

THRE 207 COSTUME CONSTRUCTION

Introduction to the sewing and technical aspects of costuming and costume construction with emphasis on the tools, terminology, techniques, creativity, fashion and safety procedures appropriate to the discipline with practical application through in class projects and participation in theatrical production. This course satisfies the Modes of Inquiry requirement for Artistic Expression. *Three semester hours.*

THRE 208 DRAWING FOR THE THEATRE

This course teaches students of set, costume, and lighting design the fundamentals of visual communication in a variety of media and techniques. *Two semester hours*

THRE 216 BALLET

An exploration of ballet dance technique evaluating body alignment and execution of ballet steps. Basic knowledge of ballet history. This course counts toward the Modes of Inquiry requirement for Artistic Expression. *One semester hour.* May be repeated for credit.

THRE 217 JAZZ

An exploration of jazz dance technique evaluating body alignment for jazz dance and execution of jazz steps. This

course counts toward the Modes of Inquiry requirement for Artistic Expression. *One semester hour.* May be repeated for credit.

THRE 218 TAP

An exploration of tap dance technique evaluating rhythmic play, footwork, and terminology as well as historical and cultural impact of tap dance. This course counts toward the Modes of Inquiry requirement for Artistic Expression. *One semester hour.* May be repeated for credit.

THRE 219 MUSICAL THEATRE STYLES

Overview of a variety of musical theatre dance styles and learning of choreography in style of production. This course counts toward the Modes of Inquiry requirement for Artistic Expression. *One semester hour.* May be repeated for credit.

THRE 233X INTRODUCTION TO DRAMA (ENGLISH 233)

THRE 235 PRINCIPLES OF SINGING - ACTING

Investigation and application of the fundamental principles of singing - acting. Students learn to make expressive behavioral choices utilizing their voice, face and body while singing. Song analysis is taught as a tool to identify and produce successful and effective behavioral choice-making that demonstrates specificity, clarity, emotional truth, variety and intensity in performance. Technique is developed through study in exercises and repertoire. Pre or corequisite: MUSP 216 or 416. *Three semester hours.* May be repeated for credit.

THRE 236 PRINCIPLES OF SINGING - ACTING II

Advanced investigation and application of singing acting techniques and methodologies. Students refine their ability to make expressive behavioral choices utilizing their voice, face and body while singing through application in scene work and solo singing. Prerequisite: 235. *Two semester hours.*

THRE 237 MUSIC SKILLS FOR MUSICAL THEATRE

Skill training in sight reading, ear training, and music theory, oriented to the needs of the musical theater performer. Fundamentals of notation, pitches, intervals, rhythms, and simple chords. In-class exercises and drills are supplemented with computer-based instruction. *Three semester hours.*

THRE 245 VOICE FOR THE STAGE (OC) (SPEECH 245X)

Advanced study in vocal control; breathing, projection, pronunciation, articulation, dialect, vocal range and pitch; emphasis on speaking classical language; attention to the International Phonetic Alphabet. This course satisfies the Modes of Inquiry requirement for Artistic Expression. This course satisfies the proficiency requirement for Oral Communication in the disciplines. *Three semester hours.*

THRE 270 SCRIPT ANALYSIS (CT)

Systems for analyzing scripts which may be employed by directors, actors, and/or designers. This course satisfies the proficiency requirement for Critical Thinking in the disciplines. *Three semester hours.*

THRE 272 STAGE MANAGEMENT

This course develops the skills of effective Stage Management and Theatre Administration. Students will master concepts related to time management, leadership and organizational skills as applied to production stage management in the professional theatre arena. *Three semester hours.*

THRE 300 STAGE MOVEMENT

Basic understanding of elements of physicalization for the stage through practical application; exploration of the body as it reflects the inner life; examination of movement theories. This course satisfies the Modes of Inquiry requirement for Artistic Expression. *Three semester hours.*

THRE 301 ADVANCED STAGE MOVEMENT

Organization of movement expression using essence theory of emotion, intentions, gesture, and physical characterization through movement; period movement and dance; unarmed and armed combat. Prerequisite: 300. *Three semester hours.*

THRE 305 ACTING III

Examination of major historical periods and genres; focus on classical tragedy and comedy, Shakespeare, Moliere, Brecht, and others. Prerequisites: 206 and 270, or permission of instructor. *Three semester hours.*

THRE 309 FUNDAMENTALS OF THEATRICAL DESIGN

Introduction to theories of theatrical design and their applications. This course satisfies the Modes of Inquiry requirement for Artistic Expression. *Three semester hours.*

THRE 310 ADVANCED DESIGN FOR THE THEATRE

Selected topics in advanced design and technology with emphasis on contemporary skills and techniques. Prerequisite: 309. *Three semester hours.*

THRE 312 DEvised PERFORMANCE

Devised Performance is an approach to performance that emphasizes the collaborative creation of scripts for performance. In this course we will focus on the development of key Devised Performance skills such as collaboration, improvisation, writing, and social and civic engagement in a workshop classroom environment. *Three semester hours.*

THRE 314 PRINCIPLES OF PLAY DIRECTING

Introduction to and analysis of director's role with emphasis on interpretation, creating stage action, composition, rhythm, picturization, and the coaching of actors. Prerequisite: 270, or permission of instructor. *Three semester hours.*

THRE 315 ADVANCED DIRECTING FOR THE STAGE

Application of the techniques for directing introduced in 314; includes preparation of a one-act play or excerpt from a full-length play for presentation. Prerequisite: 314. *Three semester hours.*

THRE 316 APPLIED THEATRE

An introduction to the practice of theatre methods in non-traditional and non-theatrical settings, often with marginalized or underserved populations. The course will cover Applied Theatre techniques which tackle such diverse topics as public health, education, housing, social welfare, and juvenile and criminal justice. This course satisfies the Modes of Inquiry requirement for Artistic Expression. *Three semester hours.*

THRE 320 THEATRE HISTORY I (WC)

Survey of world theatre from its origins to the Restoration; emphasis on major periods, typical plays, important personages, and major architectural and production techniques. This course satisfies the proficiency requirement for Written Communication in the disciplines. *Three semester hours.*

THRE 321 THEATRE HISTORY II (ER)

Study of world theatre from the Restoration to the present; emphasis on major periods, typical plays, important personages, and major architectural and production techniques. This course satisfies the Modes of Inquiry requirement for Interpreting Texts. This course satisfies the proficiency requirement for Ethical Reasoning in the disciplines. *Three semester hours.*

THRE 322 AMERICAN THEATRE (ER)

Study of American theatre with emphasis on major periods, typical plays, important personages, and major architectural and production techniques. This course satisfies the Modes of Inquiry requirement for Interpreting Texts. This course satisfies the proficiency requirement for Ethical Reasoning in the disciplines. *Three semester hours.*

THRE 325 INTRODUCTION TO PLAYWRITING (ENGLISH 325X)

Introduction to the major components of writing for the stage; emphasis on dramatic action, character, and dialogue; tools and techniques of playwriting; focus on the imagination and creativity of the student through the development of the one-act play. *Three semester hours.*

THRE 335 MUSICAL THEATRE

Survey history of musical theatre; emphasis on practical application of styles, periods, movement, dance, acting, voice, and interpretation; special emphasis on the American musical. This course satisfies the Modes of Inquiry requirement for Artistic Expression. Prerequisite: one of the following: Theatre 105, Theatre 205, Applied Music 216, Applied Music 416, or permission of instructor. *Three semester hours.*

THRE 336 MUSICAL THEATRE HISTORY (WC)

Comprehensive survey of the history of musical theatre from antiquity to present day, and assumptions about its future; an emphasis on major periods, important individuals, noteworthy works, and, artistic, cultural and commercial trends that influenced the art form. This course satisfies the proficiency requirement for Written Communication in the disciplines. *Three semester hours.*

THRE 340 AUDITIONS

Preparation for professional auditions. Strategies, audition techniques, examination of all aspects of acting as a career, and individualized coaching. *One to three semester hours.*

THRE 350 SPECIAL TOPICS IN THEATRE

Topics for advanced study in theatre, chosen by the department in response to needs and interests of students. Prerequisite: permission of instructor. *One to four semester hours.*

THRE 360X SHAKESPEARE (ENGLISH 360)**THRE 400 SENIOR PROJECT**

Individually designed program of study developed in consultation with faculty in the department. Prerequisite: majors or minors in their senior year; departmental permission. *Two semester hours.*

THRE 402 THEATRE PRACTICUM

Training in acting, set design, construction, costumes and props, makeup, lighting, house managing, sound performance, and other stage production needs. Prerequisite: Permission of instructor. *One half to three semester hours credit for each practicum, maximum credit of six semester hours per academic year.* May be repeated for credit.

THRE 405 ACTING IV

Advanced scene study, rehearsal technique, characterization, styles, and audition preparation. Special attention is given in this course to making the transition into the professional acting world. Prerequisites: 206 and 270, or permission of instructor. *Three semester hours.*

THRE 415 THE BUSINESS OF THEATRE

Understanding not-for-profit arts organizations and organizational structures; focus on personnel, unions, audience development, fund-raising, artistic mission, volunteer support, and fiscal control. *Three semester hours.*

THRE 416 BALLET II

An intermediate exploration of ballet dance technique evaluating body alignment and greater execution of ballet steps. Wider knowledge of ballet history and ballet repertoire. This course satisfies the Modes of Inquiry requirement for Artistic Expression. Prerequisite: permission of instructor. *One semester hour.* May be repeated for credit.

THRE 417 JAZZ II

An intermediate exploration of jazz dance technique evaluating body alignment for jazz dance and greater execution of jazz steps. Wider knowledge of jazz history and style. This course satisfies the Modes of Inquiry requirement for Artistic Expression. Prerequisite: permission of instructor. *One semester hour.* May be repeated for credit.

THRE 418 TAP II

An intermediate exploration of tap dance technique evaluating rhythmic play, footwork, and terminology as well as historical and cultural impact of tap dance. Wider knowledge of percussive patterns and styles. This course satisfies

the Modes of Inquiry requirement for Artistic Expression. Prerequisite: permission of instructor. *One semester hour.* May be repeated for credit.

THRE 419 MUSICAL THEATRE STYLES II

Overview of more difficult musical theatre shows and learning of enhanced choreography in style of production. Advance dance scene styles and execution. This course satisfies the Modes of Inquiry requirement for Artistic Expression. Prerequisite: permission of instructor. *One semester hour.* May be repeated for credit.

THRE 460 INDEPENDENT STUDY

Advanced research in a specific area of theatre under the supervision of a faculty member in the department. Prerequisite: departmental permission. *Three semester hours.*

THRE 470 AND 471 INTERNSHIP I AND II

Work experience related to the student's major, jointly supervised by the department and a professional in the field. Although the usual internship will carry either three or six hours credit, a student may elect to arrange an internship carrying between two and six hours credit with the permission of the department. Each hour of credit will require forty hours at the internship site. Prerequisite: departmental permission. *Two to six semester hours.* Pass-Fail only.

THRE 480 PROFESSIONAL THEATRE EXPERIENCE

Participation in professional workshops, attendance at Barter productions followed by talk-back sessions with Barter professionals, instructional tours, observation of professional rehearsals and mentoring by Barter professionals. This class is for majors and intended majors only. *One semester hour.* May be repeated for credit.

THRE 490 AND 491 HONORS THESIS I AND II

Independent research in a special topic for honors. Prerequisites: senior status, GPA of 3.5 in the major and 3.3 overall, and permission of all members of the department. *Three semester hours.*

WOMEN AND GENDER STUDIES

minor

Co-Directors

Kelly Bremner

Christine M. Fleet

Shelley Koch

Objective: To examine the history and current status of gender issues, providing theoretical and practical experience in a variety of areas.

Requirements: 200, 460, and four additional courses chosen from the Women's Studies offerings listed below. Students may take no more than two courses in the same discipline.

• WOMEN AND GENDER STUDIES COURSES

WGST 200 INTRODUCTION TO WOMEN'S STUDIES

Introduction to the history, methods, and current issues of Women's Studies. Exploration of material from a variety of disciplines, including literature, political science, psychology, biology, philosophy, sociology, history, and religion. Students may take the course for credit in only one additional department. This course satisfies the Modes of Inquiry requirement for Understanding the Individual and Society. *Three semester hours.*

WGST 205X PSYCHOLOGY OF SEX AND GENDER (PSYCHOLOGY 205)

WGST 250X WOMEN AND MEDIA (MASS COMMUNICATIONS 250)

WGST 300X RACE, CLASS, GENDER, AND SEXUALITY (ER) (SOCIOLOGY 300)

WGST 309X STUDIES IN U. S. WOMEN'S HISTORY (HISTORY 309)

WGST 337X WOMEN AND POLITICS (WC) (POLITICAL SCIENCE 337)

WGST 350 SPECIAL TOPICS IN WOMEN'S STUDIES

Discussion and study of selected topics in Women's Studies with emphasis on student interests. Prerequisite: 200. *Three semester hours.*

WGST 356X WOMEN AND CHRISTIANITY (RELIGION 356)

WGST 460 INDEPENDENT STUDY

Advanced research in an area of the student's particular interest(s) in Women's Studies, under the supervision of a faculty member. Prerequisites: 200, senior status, and permission of the program advisor. *Three semester hours.*

WGST 470 AND 471 INTERNSHIP I AND II

Work experience jointly supervised by the program advisor and a professional in the field. Although the usual internship will carry either three or six hours credit, a student may elect to arrange an internship carrying between two and six hours credit with the permission of the department. Each hour of credit will require forty hours at the internship site. Prerequisites: 200, junior or senior status, permission of program advisor. *Two to six semester hours.* Pass-Fail only.

CAMPUS POLICIES AND SERVICES

CAMPUS LIFE

In addition to its strong academic program, Emory & Henry provides opportunities for cultural enrichment, student participation in campus government, recreation, and special services. Following is a brief outline of some of these opportunities and services. More detailed information is provided in the *Student Handbook* which is published annually. Copies of the *Student Handbook* are available on our webpage at www.ehc.edu/sites/default/files/student_handbook.pdf and in the Office of the Dean of Students in Wiley 121.

CAMPUS GOVERNMENT AND INTEREST GROUPS

Student Government serves as the principal legislative body for students. It is composed of the Student Body President, his/her cabinet, and the **Student Government Senate**, which is made up of a majority of elected students and a minority of faculty and staff members. The Senate is responsible for legislation and funding for a wide variety of student initiatives and interest groups and sports clubs. In addition, other independent student organizations provide a rich variety of extracurricular options on campus. Students wishing to begin a new campus organization should meet with the Director of Campus Activities to discuss implementation procedures.

The **Campus Media Board** is responsible for the policies and regulations regarding college-sponsored campus media. Campus media include *The Whitetopper*, the *Sphinx*, *Ampersand*, and campus media outlets under the supervision of the Mass Communications Department, WEHC-FM, EHC-TV and *ehcwired!* These media outlets were established as forums for student expression and, as such, should provide a full opportunity for students to inquire, question, and exchange ideas. The Campus Media Board is composed of five members: three students, one faculty member, and the Assistant Dean of Students.

Spiritual life is fundamental to the purpose of Emory & Henry. The college takes pride in its United Methodist heritage and affiliation; however, the campus spiritual life program is ecumenical and open to all. Special programs and worship services are provided in Memorial Chapel on campus. Visiting theologians and special lectures focus on religious questions and topics. Students meet regularly in a number of groups for Bible study and discussion; others prepare for church vocations through membership in a club known as Kerygma or gather together on Tuesday nights for Campus Christian Fellowship.

Many **cultural events** are organized into a Lyceum program which includes a variety of lectures, films, art exhibits, musical programs, theatrical presentations, and other events. Students have opportunities to demonstrate their own special talents through participation in the college choirs, drama and music productions, reading of academic papers, and art shows. Students are required to attend a specified number of approved Lyceum events as part of college graduation requirements (*please refer to Lyceum in the catalog directory for more information*).

STUDENT ACTIVITIES

To provide on-campus opportunities for entertainment, recreation, and socializing, the college offers a student activities program under the direction of the Office of Student Life. The Emory Activities Board is made up of students who plan an annual calendar of events ranging from dances to concerts to carnival events. They host popular comedians and other entertainers on campus. In addition, the intramural program offers a wide variety of recreational sports competitions in individual and team formats. The Student Life Office manages facilities such as the Martin-Brock Student Center (which houses a game room, student lounges, and a recreational gym), offers rental of sports and outdoor equipment, and plans special events.

ATHLETICS

The college offers varsity intercollegiate competition for men in football, basketball, baseball, tennis, soccer, and cross country; women compete in basketball, volleyball, softball, tennis, cross country, soccer, and swimming. Many other sports are covered through interest clubs and intramural competition. To be eligible for participation in varsity athletics, an individual must be enrolled as a full-time degree-seeking student and must not be on academic or disciplinary probation. Additional eligibility requirements, as well as regulations for the overall athletic program, are prescribed by the college faculty, the Old Dominion Athletic Conference (ODAC), and the athletic association in which Emory & Henry holds membership, the National Collegiate Athletic Association (Division III).

Emory & Henry College competes according to NCAA Division III guidelines. The same policies which apply to all students will be exercised in the case of student athletes.

Department of Athletics Mission Statement

Emory & Henry College's intercollegiate athletics program prepares students for lives of service, productive careers, and global citizenship by instilling in them the traits that serve as the foundation for achieving success.

We believe that academic excellence, high ethical standards, good sportsmanship and equal opportunities are the foundations of our commitment to the well-being of our students.

We strive to provide an outstanding athletics experience in a competitively successful environment and to foster a sense of athletics-based pride and appreciation in our College community.

We espouse the ideals of amateurism, sportsmanship, and fair play as fundamental to an environment in which a student-athlete's athletic activities are an integral part of their educational experience.

RESIDENCE HALLS

Because Emory & Henry is a residential campus, all full-time undergraduate students are required to live on campus unless they are living with a parent or guardian, 23 years of age or older, or married. Room assignments are made through the Office of Student Life. Each resident student signs a housing agreement to assume certain responsibilities for keeping the residence hall in good condition. Abuse of the privileges of residence hall life may subject the student to disciplinary action and/or charges for damages. The college reserves the right to consolidate rooms after the first two weeks of each semester. Room consolidation means that the resident may choose a roommate, or declare the room a single and pay the single room rate (pending approval by the Office of Student Life and based on space availability), or be moved to another room by Student Life. Every residential student is required to participate in the college meal plan.

Each resident student living in college residence halls, including the college-owned small houses, will be issued a room key and access to a main entrance of his or her hall. Access is given in either the form of a main entrance key to the residence hall or electronic access on the student ID card. If a student loses a room key, he or she will be charged the cost of replacement, and a new key will be ordered through the Office of Student Life. If an entrance key is lost, in addition to paying to replace the key, the student will be required to pay the cost of a new lock cylinder and keys for all the residents. If a student does not return the issued keys at the time of checkout, he or she will be charged for replacement of the key(s), and for a new lock cylinder if an entrance key is not returned.

AMPERSAND CENTER

The Ampersand Center, in support of the institution's emphasis on integrative learning, houses key staff who assist students as they connect what they care about to what they are learning as they work on projects that contribute to the common good. Here students can explore potential majors and careers, as well as find ways to get involved in "hands-on" endeavors such as internships, employment, and other real-world experiences. The Center also helps students seeking involvement in undergraduate research and artistic expression work, project planning, civic engagement activities, and co-curricular opportunities, as well as student funding for projects and project-related travel. Additionally, the college's career services experts are housed here and provide assistance in obtaining post-college employment and graduate school admission. The Ampersand Center also develops programming to support faculty and staff in their work as mentors, teachers, project developers, and integrative learners. People may drop in or make appointments; the staff will provide guidance toward answers and direct people to essential resources on and off campus.

Career counseling is provided by the staff of the Ampersand Center. Self-assessments are available which can help students identify careers and majors that are best suited to their personality, interests, and abilities. The services are available to all students, and special encouragement is given to first-year students and sophomores to begin career planning early. Some of the specific services offered are workshops on how to choose a career and relate it to an academic field; career fairs to bring professional persons to campus to talk with students; individual career

counseling to help students choose a major, apply to graduate school, or structure a job search; and publications featuring career opportunities.

The **Internship Program** at Emory & Henry College is administrated by Career Services. Students interested in completing an internship for academic credit should seek approval from their academic department and then attend a mandatory Internship Orientation Session to obtain the required documentation for registering their internship with the College.

Job search services are provided by Career Services. Seniors and alumni seeking full-time, permanent positions, along with other students who desire summer, student employment/work study, or part-time work, may consult with career services staff. Students can receive assistance with resumé writing, interview skills, and job search strategies. Career Services also offers General Studies 201: Career Planning and Development, to help students with the career exploration process.

ACADEMIC SUPPORT AND STUDENT SERVICES

The **Paul Adrian Powell III Resource Center** is centrally located on the second floor of Wiley Hall and houses Academic Services, Counseling Services and Quantitative Learning. The Powell Resource Center (PRC) supports the mission of Emory & Henry College, to be a learning community that moves toward fulfilling every student's potential – personal, academic, and professional. The PRC provides comprehensive academic and personal counseling in support of all students to facilitate lifelong learning and excellence in their professional pursuits.

Academic Support Services are provided to all interested students at no charge, including peer tutoring which is available in most subjects; individual academic counseling which can enhance time management, study skills, or organizational skills, etc.; or group skill development which is available through General Studies 150 and 151 courses. The Academic Support Services office also coordinates accommodations for students with documented disabilities; if accommodations are desired, it is the student's responsibility to register with the office of Academic Support Services and request accommodations.

In order to register for **Disability Services**, students should contact the Director of Disability Support Services and provide documentation according to Emory & Henry's Documentation Policies for Students with Disabilities; a copy of documentation policies is available in the Disability Support Services office. Students with diagnosed learning disabilities or Attention Deficit Disorder must submit a copy of the report of psycho-educational testing results; all documentation must be current (within three years of the date of matriculation for high school students or within five years for adults). Additionally, students are required to submit a Disability Disclosure Form and participate in an in-take session to register with the office of Disability Support Services. Students wanting accommodations then submit an Accommodation Request Form and collaboratively establish an accommodation plan with the director. Reasonable accommodations based on the disability will be coordinated, once the student has provided professors involved with a copy of the accommodation plan. Questions or concerns regarding academic accommodations should be brought to the attention of the Director of Disability Support Services immediately.

Counseling, in the form of individual counseling, groups, and workshops, is available from Counseling Services, which is part of the Paul Adrian Powell III Resource Center. Counseling Services focuses on helping students meet the personal, social, and academic challenges that are part of the college experience. The services offered are designed to be a part of the growth and development of students as well as providing help during more difficult times. Counseling Services also provides consultation and referral services to students, faculty and staff.

The **Quantitative Literacy Center** is available for students wishing to improve their mathematical reasoning and quantitative literacy skills. The center is located on the second floor of Wiley Hall and is home to mathematics tutoring services, professional test (Praxis, GRE, MCAT, LSAT) preparation materials and services, quantitative instructional materials, instructional software and testing instruments. Students who require additional mathematics instructional support are encouraged to visit the Quantitative Literacy Center (Wiley 214) and speak with peer tutors or the Quantitative Literacy Director.

The **Writing Center** is available for students who would like assistance with their writing. Staffed by faculty and student tutors, the center offers help with the planning, drafting, and revising of papers and with grammar,

punctuation, spelling, and other elements of effective writing. Students may also contact the Director of the Writing Center for advice and diagnosis of problems.

Health services are available in the College Health Center, located inside the Emory Internal Medicine office. The College Health Center provides certain routine medical services to students through fees included in the tuition charge. Students must have their medical history form on file in order to be seen at the College Health Center. Special services and medications are not covered; fees for such services and medications will be added to students' accounts in the Business Office. For serious illnesses or accidents, students are referred to Johnston Memorial Hospital in Abingdon. The college cannot be held liable for any expense incurred through hospitalization or medical attention off campus.

Also, students are advised that, at all times, on college property or off, or in the course of college-sanctioned activities, they must assume individual liability for potential injuries. Enrollment in the Student Health Insurance Plan is required for all students registered for full-time undergraduate and graduate studies. To ensure compliance, students are automatically enrolled in and billed for the Student Health Insurance Plan. Students who are currently insured can waive enrollment prior to published deadlines. Please note that non U.S.- based International coverage and short term coverage are not considered comparable insurance coverage.

ADVISEMENT

Academic advisement is an important part of the relationship between faculty and students. All students are assigned an individual faculty advisor prior to or immediately after enrolling for their first semester. In addition to schedule planning and course selection, faculty advisors assist students in defining their academic goals and developing plans to achieve those goals. Faculty advisors help students to understand the educational program and meet its requirements, interpret the course schedule, and register for each semester; advisors also deal with academic problems as they arise. Additional advising help is available through the Powell Resource Center to all students who are experiencing academic concerns.

CENTRALIZED STUDENT ASSISTANCE (CSA) OFFICE

The CSA Office is the single location to contact or visit for information on financial aid, student accounts, and academic records. Most institutions have multiple offices for these functions scattered across campus. At Emory & Henry College, students and their families can efficiently handle their administrative business in Wiley 101.

EXPECTATIONS OF STUDENTS

Emory & Henry College students are expected to conduct themselves at all times as responsible members of an academic community. Stated rules of behavior deal primarily with areas not specifically covered in the laws of the state and with certain expectations which are particularly relevant to the purpose of the institution. Regulations are specifically spelled out in the *Student Handbook*, available online and in the Office of the Dean of Students in Wiley Hall 121. Following is a summary of some of the more important rules.

Because the living-learning environment of residence halls is seen as an integral part of the educational process at Emory & Henry, the college requires that all students live in college-owned residences, with the following exceptions: students who reside with their parents, with guardians, or with spouses; students who are 23 years of age or older; part-time students with eight or fewer semester hours; and students who have special medical or personal considerations which must be accommodated (documentation is required).

A waiver must be signed in the Office of Student Life for approval for every student living off campus. If this residence requirement waiver is not completed, the student will be billed for room and board.

Part-time and special students who wish to reside in college-owned residence halls may apply and be granted approval to live in college facilities if space is available.

Every residential student is required to participate in the college meal plan. Requests for exceptions based on medical and/or financial reasons must include appropriate documentation and are subject to review and approval by

the Office of the Dean of Students. Non-residential students may elect to purchase the meal plan and participate at their option.

The college rejects conduct that interferes with the legitimate rights of others, the use of threats or violence or intimidation, harassment, the destruction of property, and the disruption of the normal order of the college. Lying, cheating, plagiarism, and all forms of gambling and hazing are prohibited. Secret fraternities or other organizations not chartered and approved by the college are forbidden. Underage drinking or underage possession of alcoholic beverages on the campus is prohibited. Emory & Henry recognizes the right of students 21-years of age or older to consume alcoholic beverages in accordance with state law. The College supports responsible drinking for those of legal age who wish to consume alcohol while balancing that right against the need to provide a safe and welcoming campus environment free from abusive and disruptive behavior that often accompanies excessive drinking or intoxication. Accordingly, the College will follow state law prohibitions on campus with respect to 1) public intoxication; 2) public display or public consumption of alcohol outside of residence hall rooms, except at special events approved by the Dean of Students; 3) driving while impaired or under the influence; and 4) giving, supplying or furnishing alcohol to students under the age of 21. In addition, the College strictly prohibits the use of kegs on campus, except at special events approved by the Dean of Students, and then only in designated areas. Binge drinking is strongly discouraged. Evidence suggests a strong link between the consumption of alcohol and incidents of sexual assault or abuse, so students should always be careful when consuming alcoholic beverages, especially when consumed along with prescription medications. The use or possession of illegal drugs is prohibited on campus in accordance with state law. Students who violate policy or state law are subject to disciplinary action and/or arrest and guests who violate policy or state law are subject to removal from campus and/or arrest. Fireworks, firearms, and other such weapons or materials which endanger student health or safety are strictly prohibited.

All automobiles must be registered with the Campus Security Office. Students in acceptable standing are eligible to register and operate automobiles. This right may be forfeited by a student who is placed on disciplinary probation or who receives excessive traffic violations. The catalog section on **Fees** lists the automobile registration fee.

Students who damage college property will be held liable for expenses incurred in the replacement and/or repair of the damaged property. If damage occurs in common residence hall areas, the cost of repair will be prorated among all currently registered students of that hall. Property damage charges will be added to student accounts by the Business Office.

For the purpose of health and fire safety, there is to be no smoking in any campus building or outside of campus buildings except in designated smoking areas located at least 25 feet from all entries, outdoor air intakes and operable windows. This includes tobacco products and electronic smoking devices. Please use the containers that are provided outside of buildings for the disposal of cigarette butts.

Students who violate college regulations will be subject to penalties including fines and probations. The most serious penalty, other than suspension or expulsion from the college, is **disciplinary probation**. A student on probation may be excluded from engaging in activities which represent the student body or the college in public or official capacities, including debates, dramatic or musical performances, or other similar public appearances; intercollegiate athletics; student publications, elective or appointive positions in campus government, or other leadership positions on campus; managing athletic teams, cheerleading, or similar activities. Questions of eligibility for participation must be cleared with the Dean of Students. A student who is on probation may be required to forfeit the privilege of having an automobile on campus; violation of this rule may be grounds for further disciplinary action. A student on probation may forfeit any financial aid provided by the college. A student who violates the conditions of probation is subject to immediate dismissal from the college. A student on academic probation, who is dismissed for disciplinary reasons and subsequently is readmitted after clearing the disciplinary penalty, will remain on academic probation for the semester after readmission.

Appropriate procedures are provided for hearing and review, and every student has the right of appeal. The campus Student Code of Conduct is contained in the *Student Handbook*.

INCLUSIVE LANGUAGE

Emory & Henry College expects the use of inclusive language in all college publications, in the conduct of college business, in the classroom, and in all academic communications.

ADMISSION PROCEDURES FOR UNDERGRADUATE STUDENTS

Emory & Henry actively strives for diversity with respect to the socioeconomic, cultural, and ethnic backgrounds represented in the student body. In its admission policies and procedures, the college does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, age, disability, veteran status or genetic information. Financial background is not a factor in admission decisions.

Emphasis is placed on students who are highly motivated, accomplished and academically well prepared. Evidence that a student has the personal discipline to balance a rigorous academic curriculum alongside involvement in co-curricular activities is considered, as the college places a high value on student engagement and involvement in contributing to the needs of their home communities.

The secondary school record, including strength of the curriculum in the junior and senior year; advanced or enrichment courses taken (dual-enrollment, AP, IB), performance and aptitude as measured by GPA, class rank, and standardized test scores; and involvement and leadership in extracurricular and community activities round out the factors in the review process. An essay is required, while recommendation letters and activity resumes are strongly recommended.

Admission requirements include four years of English, three or more units of mathematics (at least through Algebra II), two or more units of laboratory science (physics, biology, chemistry), and two or more units of social studies and history. Among electives, at least two courses of a single foreign language and one course in the fine arts is also strongly recommended.

ADMISSION

Students applying for admission may submit the application at any time as Emory & Henry utilizes a rolling admissions policy. In most instances, applicants will be notified of their admission decision within a month of submitting a completed application. A completed admission application consists of the following: the application form, an official secondary school transcript, a report of either Scholastic Assessment Test (SAT I) or American College Test (ACT) scores, an essay. At least one letter of recommendation and a campus visit are strongly recommended.

Personal statements which help explain inconsistencies in academic performance or standardized tests, while not required, are strongly recommended. If additional information is requested by the Admissions Office, the applicant will be notified promptly. Students may apply via the online E&H application, or through the Common Application website. Application requirements are the same for either application method.

An admitted student may reserve a place in the entering class by submitting an enrollment deposit. For Regular Decision applicants, Emory & Henry College subscribes to the National Candidate Reply Date of May 1. This deposit is applied to tuition charges for the initial semester of enrollment. All deposits are non-refundable.

TRANSFER STUDENT ADMISSION

Students are classified by Admissions as transfer students when they have attended one or more colleges after high school graduation and before admission to Emory & Henry. A prospective transfer student should submit the following: an application form, official transcripts from all colleges previously attended, and a completed Dean's Certificate. Any student transferring to Emory & Henry with fewer than 26 credit hours may also be required to submit official high school transcripts and/or college entrance test scores.

Prior to enrolling at Emory & Henry, transfer students receive a formal evaluation of transfer credits, class standing and work remaining for graduation. Policies on accepting transfer credit are described in the catalog section "Transfer Credit" in the **Academic Policies** section of the catalog. Transfer students should also read carefully the

section “Transfer Students” in the **Academic Policies** section of the catalog, as well as the sections “Core Curriculum Requirements” (subsections A, B, C) and “Requirements for Graduation.”

Emory & Henry offers guaranteed admission to any student who has graduated from a Virginia community college with a transfer-oriented associate degree (Associate of Arts, Associate of Science, and Associate of Arts and Sciences degrees) and a GPA of 2.5 or higher. Students with a minimum GPA of 2.0 are eligible to be considered for admission and transfer credit, but acceptance is not automatic. Important note: The guaranteed admissions program does not apply to high school students who receive their associate degree through dual enrollment high school programs.

Based on cumulative GPA at the college(s) previously attended, a transfer student may be eligible for a merit scholarship from Emory & Henry. Information is available upon request from the Admissions Office.

INTERNATIONAL STUDENTS

Emory & Henry College warmly welcomes international students into its degree programs. Students coming to the college from outside the United States bring a fresh outlook to the classroom and to life on campus.

English proficiency: Since instruction, reading, and research are all in English, it is essential that all international students be able to understand and speak English fluently immediately upon arrival to campus. Students from countries in which English is not the native language and/or from schools where English is not the language of instruction must demonstrate their proficiency in English as one of the requirements for admission. This may be done by submitting results from the Test of English as a Foreign Language (TOEFL) administered by the Educational Testing Service at the nearest examination center. A minimum score of 525 on the paper test, 213 on the computer-based test, or 78 (with no sub score below 18) on the internet-based test is required for acceptance. In lieu of TOEFL results, the college will accept a “Band 6” (with at least a score of 5 in each exam area) and above on the IELTS exam or completion of an accredited Level 9 English as a Second Language course, from an ESL Center in the United States. For more information concerning these tests, please visit www.toefl.org or www.ielts.org.

Academic records: International applicants are required to submit certified, translated copies of all academic records prior to consideration for admission.

Financial responsibility: International applicants must establish their financial capability to meet the costs of an education at Emory & Henry College before consideration for admission. Each student must complete a Certification of Finances form, demonstrating the ability to provide United States dollars for the total amount of the costs of tuition, room, board, and health insurance, in addition to transportation, before the I-20 form will be issued.

Full-time status: International students admitted to the United States on an F-1 student visa status are required by federal law to be registered as full-time students, carrying a minimum of 12 credit hours of academic work each semester.

CAMPUS VISITS

Every prospective student is urged to visit the Emory & Henry campus which includes an information session with an admissions officer, a tour of the campus and facilities, and contact with students and faculty. The Admissions Office hosts campus visits each weekday at 10:00 a.m. and 1:00 p.m., along with selected Saturdays.. Formal visit days are also available throughout the summer and the academic year. Visit www.ehc.edu/visit for the dates of visit programs and to schedule a personalized visit or sign-up to attend an event. Personalized appointments can also be arranged by contacting the Admissions Office, Emory & Henry College, P.O. Box 947, Emory, VA 24327-0947. Telephone 800-848-5493 or 276-944-6133; email admission@ehc.edu.

READMISSION OF STUDENTS

Former students who wish to re-enroll must complete a special application form available from the Admissions Office. Students applying for readmission must submit their application no later than July 15 for readmission to the college for the fall semester, and no later than December 1 for readmission to the college for the spring semester. After assessing the reasons for leaving and requesting readmission, an admissions officer will refer the application to the Registrar, to the Business Office Manager, to the Dean of Faculty, and to the Dean of Students to determine the

applicant's academic, financial, and disciplinary standing. Students who were not in good academic standing at the time of withdrawal from the college will have their request reviewed by the Committee on Academic Standards for permission to re-enroll. Students who have approved Leave of Absence status, or whose absence has been necessitated by military service, are not required to seek readmission in order to resume their studies at the college. Such students may re-enroll by contacting the Registrar directly. If a student has withdrawn for medical reasons, the Vice President for Student Life has the right to impose any conditions deemed necessary, such as requiring the student to obtain a medical release stating that he or she is able to be readmitted. The Committee on Academic Standards can decide if the student has met those conditions as part of its decision to approve or reject his or her application for readmission.

FINANCIAL AID

The U. S. Department of Education believes that the cost of a student's education rests primarily with the student and the student's family. The primary goal of Emory & Henry College's financial aid program is to assist students in obtaining the necessary funds to enable attendance at the college. A variety of sources for financial aid, such as federal, state, institutional, and private or outside, creates opportunities for students to finance their education. A student must maintain satisfactory academic progress in order to retain eligibility for financial aid. For a full description of types of financial aid available, application procedures, timeline, and other requirements, please see the Emory & Henry College Financial Aid Handbook found on the college website under *Costs & Financial Aid, Resources*: <http://www.ehc.edu/admissions/cost-financial-aid/resources/handbook>.

In compliance with NCAA Division III regulations, the composition of the financial aid package of student-athletes shall be consistent with the established policy of the institution and financial aid procedures for student-athletes shall be the same as for non-athletes. Institutions may not consider athletics ability, leadership, participation or athletic performance in the financial aid packaging. Institutions must submit an annual report to the NCAA that includes data regarding financial aid packages for student-athletes, as well as for non-athlete students. For a summary of NCAA regulations, see: <http://gowasps.com/information/compliance/index>

Student Responsibilities

A student who desires aid has the following responsibilities:

Be a newly admitted or continuing student at the college.

Read the Emory & Henry College Financial Aid Handbook found online under *Costs & Financial Aid, Resources*.

Apply for financial aid each year by filing a Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov (beware of any site other than a .gov site).

Complete and submit all required documents to the Financial Aid Office or appropriate agency prior to each semester of enrollment or as requested.

Enroll in a minimum of 12 semester hours each semester or notify the Financial Aid Office in writing of the intent to be less than full time. Some types of aid (see the Emory & Henry College Financial Aid Handbook online) may not be available for less than full-time enrollment.

Maintain satisfactory academic progress, as defined below.

Notify the Financial Aid Office of any unusual change in the family's financial situation, including any types of aid or outside scholarships being received from sources other than Emory & Henry College, whether paid directly to the student or to the college. This assures that no student is receiving an over-award of federal, state, or institutional funds that may have to be repaid in the future. Over-awards can impact eligibility for future federal, state, or institutional aid.

Use financial aid funds, including student and parent loans, solely for educational purposes, including personal expenses supporting student education.

If an over-award of a loan or grant occurs, repay any amount due within that semester.

If any student loans were taken, complete exit counseling for student loans, when no longer enrolled at least half time.

Provide the Office of the Dean of Students with current mailing and email addresses, along with home and cellular telephone information.

Students should beware of any person or agency offering scholarship search services for a fee. They should contact the Financial Aid Office before paying for these services. Students should not give personal information to any person or agency contacting them by telephone unless they are certain with whom they are dealing. No reputable agency can guarantee receipt of a scholarship.

Satisfactory Academic Progress

For the purpose of satisfactory academic progress, financial aid includes all federal, state, and Emory & Henry College funded scholarships, grants, discounts, work, and loans.

The 150% Rule

The maximum timeframe for undergraduate students completing degree requirements is six years for full-time study and twelve years for part-time study. Therefore, financial assistance will not be available beyond the maximum timeframes. For a degree requiring 120 credit hours to complete financial aid eligibility ends after 180 credit hours are attempted. For a degree requiring 121 credits to complete financial aid eligibility ends after 182 credit hours are attempted. Withdrawals, and repeated courses, will be counted toward total credits attempted.

Emory & Henry College institutional aid (scholarships and grants) is not available for more than eight (8) semesters - four (4) full-time years of study.

Students should also be aware that by completing the minimum 24 credit hours per year on a full-time basis would not allow the degree to be completed in four (4) years. Students enrolling for 12 credit hours per year on a part-time basis will not be able to complete the degree in eight (8) years.

Quantitative Standards

To be eligible for continued receipt of financial aid, full-time students enrolled in a degree program must complete at least 75% of all attempted credit hours.

Satisfactory progress standards are cumulative and will include all semesters of the student's enrollment, even those for which the student did not receive student aid.

Qualitative Standards

Grant Point Average Requirements

When progress is reviewed, full and part-time students must meet the cumulative GPA requirement at their level of study. Students are required to have a 1.7 cumulative GPA after their first semester of enrollment. Students are required to have a 1.8 cumulative GPA after their second semester of enrollment; and a 1.9 after their third semester of enrollment. Students are required to have a minimum of a 2.0 cumulative GPA after four semesters of enrollment. If the required CGPA is not met, the student is not eligible for financial aid until it is achieved.

Measurement of Academic Progress

Academic Progress measurement includes the Fall and Spring semesters and will be measured at the end of each semester.

Failures and withdrawals are courses attempted, not completed. Incompletes are not counted towards credits completed until after the coursework is successfully completed and posted by the Registrar. Repeat courses will not count toward credits completed for SAP since the credits were already counted toward the standards the first time the course was completed and the student already received aid for these courses.

When Minimum Standards of Academic Progress are NOT achieved:

The Financial Aid office will notify students who fail to meet these requirements when information on academic progress is available at the end of each semester. Students who fail to meet these requirements the first time will be placed on Financial Aid Warning for the following semester. If the student is still not meeting the minimum

standards, their financial aid will be suspended and will not be considered until all standards have been achieved or a successful appeal has been granted. If an appeal has been granted, then the student is placed on Financial Aid probation for the following semester. Under no circumstances will student aid be awarded retroactively to the semester(s) in which the standards were not met.

Students who fail to meet these requirements are encouraged to make up the hours and grade point requirements during the summer sessions at their own expense. Once the Registrar posts the grades and credits for the summer coursework, and if the requirements have been met, the student will be considered for financial aid for the next academic year. Only coursework attempted at Emory & Henry College will contribute to the grade point average. Students with an approved Application for Transfer Credit will receive unit credit only from coursework taken at another institution.

A student who has not made progress may submit an appeal request to the Director of Financial Aid for an extension to meet the progress requirements, if they feel there were circumstances that contributed to not making progress. Students are encouraged to meet with their Academic Advisor and/or the Associate Dean of Academic Affairs to create an academic plan to regain satisfactory academic progress. A student filing an appeal must explain, and document, any unusual/extraordinary circumstances that prevented their academic success and also submit their advisor approved academic plan. All appeals should be sent to the Director of Financial Aid. The student will be contacted in writing regarding the outcome of the appeal.

Dropped Courses

A course that is dropped during the drop/add period will not be considered as an attempted course. A course that is dropped after the drop/add period will be considered as attempted and not completed. Therefore, that course will count against a student's completion rate.

Readmitted Students

In order for a readmitted student to be eligible to receive financial aid that student must meet SAP standards at the time of readmission. If a student left the college in an ineligible status then, the student is still required to attain the required SAP standards before becoming eligible to receive financial aid.

Transfer Students

A transfer student who enrolls at Emory & Henry will be considered to be maintaining satisfactory progress for their first academic year of their enrollment. At the end of a transfer student's first academic year of enrollment, progress will be reviewed in the same manner as for all other students.

Transfer Credits and Credit by Exam

Credits earned through courses transferred from other institutions, through examination or testing (such as Advanced Placement (AP) or International Baccalaureate (IB) exams) or through dual credit programs will be considered when determining a student's completion rate and maximum timeframe. Only the GPA earned on hours completed at Emory & Henry will be considered when evaluating the cumulative GPA.

Withdrawals

A student who withdraws from Emory & Henry after a semester has begun will have his or her satisfactory academic progress standing re-evaluated at the end of the academic year in which the withdrawal occurred. A student who was in good standing prior to the withdrawal will remain eligible to receive financial aid until their standing is re-evaluated. If a student withdraws from Emory & Henry while on financial aid probation, he or she will be immediately declared ineligible to receive financial aid and must submit an appeal to have his or her standing re-evaluated.

Incomplete Courses

A course in which a student receives an "incomplete" grade will be counted against the student's completion rate for the period being evaluated. An "incomplete" grade will not be included in calculating the cumulative GPA used for the period being evaluated. When the "incomplete" grade is replaced with a final grade in the course, that student's SAP status will be re-evaluated to determine his or her final standing.

Failed Courses

A course in which the student receives a failing grade will be considered toward the cumulative GPA, semester hours attempted, and whether a student is making satisfactory academic progress.

Repeated Courses

The hours attempted/earned for a repeat course will be considered toward the cumulative semester hours attempted/earned. The grade earned in the most recent satisfactory completion of the course will be included in the cumulative GPA.

Terms for Disbursement of Aid

All financial aid administered by Emory & Henry College is credited directly to the student's tuition account in the college's Centralized Student Assistance Office, with the exception of Federal work-study wages which are disbursed in the form of paychecks or direct deposit to the students each month following submission of a timesheet. For each regular semester a student is enrolled in at least 12 semester hours and eligible to receive aid, one-half of his or her total financial aid award for that academic year is credited to his or her account after the end of the registration add/drop period, as actual funds are received from the source of the financial aid. All financial aid funds are disbursed with priority given to students who complete the application process by the deadlines specified in the Centralized Student Assistance Office. Late applicants, even if qualified, may fail to receive funds. Students who have not previously made arrangements to be less than full time and had their aid appropriately recalculated will find their financial aid adjusted after the end of the add/drop period of registration, based on the number of hours for which they actually enroll.

The college may withhold payment of financial aid funds, in whole or in part, for any semester during which any of the following conditions is found to exist:

The student fails to comply with all federal aid regulations;

The student is not maintaining satisfactory academic progress as defined above;

The student is in default on a loan made from any student loan funds or on a loan made, issued, or guaranteed under any of the federal loan programs; or The student is not enrolled at least half-time in a degree program.

For more detailed information on any financial aid program or on application procedures, visit the *Costs and Financial Aid* section of the college website (particularly the Financial Aid Handbook under *Resources*) or contact the Financial Aid Office at Emory & Henry. Current or prospective students and their parents are welcome to make an appointment to talk in person with the Financial Aid Staff. Please write the Financial Aid Office, Emory & Henry College, P. O. Box 947, Emory, Virginia 24327-0947; email ehfinaid@ehc.edu; or call 276-944-6940.

UNDERGRADUATE STUDENT COSTS 2018-2019

Outlined below are costs and fees associated with enrollment at Emory & Henry College for the 2018-2019 academic year. This outline provides you with a guide for costs and associated fees, many of which depend on your course of study and selected activities.

Direct Costs – Full Time Annual	12-18 Hrs. per Semester
Tuition – Entering first year/transfer students (2017-2018)**	\$34,500
Activity Fee	\$200
Technology Fee (Residential)	\$400
Technology Fee (Commuter)	\$300
Room (average)*	\$6,300
Board (19 meals)*	\$5,800
Total (full-time residential w/19 meal plan)	\$47,235

*Costs vary based on residence and meal plan selected. See options below.

**Tuition rates are fixed for each entering class cohort group.

Housing (Room) Options – Annual (Fall & Spring Semesters)

Stuart, Matthews, Carriger & Village Houses	\$5,400
Weaver, Wiley Jackson, Sullins	\$5,500
Hillman (single residence)	\$7,200
Cambridge, Prillaman	\$7,200
Elm, Hickory	\$7,200
Village Townhouse	\$7,900
Private Room charge (additional, based on availability)	\$1,300

Cost includes high-speed wireless internet Wi-Fi, laundry, and digital cable.

Meal Plan (Board) Options – Annual

19 meals per week plus \$260 in Flex Cash & \$260 in GET Funds Cash	\$5,800
14 meals per week plus \$300 in Flex Cash & \$300 in GET Funds Cash	\$5,600
10 meals per week plus \$300 in Flex Cash & \$300 in GET Funds Cash (Requires junior or senior status)	\$4,700
5 meals per week plus \$250 Flex Cash & 250 GET Funds Cash (Commuting students only eligible)	\$1,850

Flex Cash may be used at Sodexo venues (the dining hall, the Hut, Hometown Express, and Simply To Go). GET Funds may be used for a variety of purposes outside the meal plans.

Daily meal rates available.

Tuition – Part-Time Undergraduate and Other

Part-time tuition (per credit hour, under 12 hrs. per semester)	\$1,350
Overload tuition (per credit hour, over 18 hrs. per semester)	\$1,350
Part-time non-degree seeking (limit one course per semester)	\$1,050
Audit course (requires approval, limit two courses per semester)	\$135
Community Club audit fee (limit two courses per semester)	\$60
Activity Fee (part-time students, per semester)	\$50
Dual Enrollment Program	TBA

Summer School Costs

Tuition – Session I, II, III (per credit hour)	TBA
Room – Session I (3 weeks, \$55 per week)	TBA
Room – Session II (5 weeks, \$55 per week)	TBA
Room – Session III (3 weeks, \$55 per week)	TBA

General Fees

Graduation (senior year)	\$200
Auto registration (annual)	\$125
Enrollment deposit	\$200
Room reservation fee (returning students)	\$100
Orientation fee	\$50
Convenience Copies: first 125/term free, cost thereafter	

Course Program Fees (based on individual course of study)

Supervised teaching (all teacher preparation programs)	\$590
Education practicum	\$100
Applied music fee (private lesson) per course: 1/2 hour lesson	\$440
Applied music fee (private lesson) per course: 1 hour lesson	\$880
Outdoor Program membership (annual)	\$125
Kayaking, Rock Climbing, and Backpacking (each course)	\$50

Equine Studies

Boarding fee (fall & spring, per semester) <i>(Does not include vet or farrier expenses)</i>	\$2,700
Equine non-mounted course fee (per credit hour) <i>(Supports horse and facility overhead and maintenance)</i>	\$125
Mounted course fee: 1 credit course, 2x/week	\$750
2 credit course, 1x/week	\$650
2 credit course, 3x/week	\$1,000
Equine workshops	TBA

International Studies

Study Abroad fee (3 rd party programs, per semester) <i>(Personal expenses & travel costs in addition)</i>	\$2,000
Study Abroad (short-term)	All travel related expenses

Student Health Insurance

Student health insurance is required of all students. It is billed at the beginning of each school year. If you have insurance, you must waive out of coverage. Premiums for the 2018-2019 year plan are \$2,166 for 12 months.

Late Fees and Replacement Charges

Late payment fee	\$500
Diploma reorder	\$50
Late graduation contract	\$125
Returned check	\$30
I.D. replacement	\$50
Room key replacement	\$35
Room lock replacement	\$70
Late add/drop fee (per course)	\$25
Late course withdrawal (per course)	\$25

Student accounts may be accessed through the student's My E&H account. Additional information is available at www.ehc.edu/current-students and click the student account link.

Note: These costs are subject to change during the school year. Emory & Henry reserves the right to modify charges at any time.

EXPLANATION OF FEES

Full-Time Tuition, Room, and Board

Basic Fees. All regularly enrolled students at Emory & Henry are charged basic fees which include tuition and—where applicable—room and board. The base figure for tuition for one semester covers a load of 12 to 18 credit hours. Independent studies and internships are charged tuition at the same rate as other courses, regardless of location and circumstances.

Special Academic Charges and Fees

Part-Time Tuition. Students taking fewer than 12 credit hours may pay tuition on a prorated basis, derived by multiplying the total number of credit hours by the figure shown for “Part-Time Tuition per credit hour.”

Special Part-Time Tuition. To qualify for this course rate, a student must not be seeking a degree, certification, or endorsement and can take only one undergraduate course.

Course Overload Fee. Students carrying a course load greater than 18 credit hours pay for each additional hour or fraction thereof on a prorated basis as described above.

Student Activities Fee. All undergraduate students pay a fixed fee each semester, dependent upon full- or part – time status, to support student activities on campus.

Applied Music Private Lesson Fee. Private lessons in voice and in various instruments are offered in addition to general classroom instruction in music. If the student’s credit hours for such lessons fall within the 18 credit hour limit, no additional tuition will be charged, but a private lesson fee will be assessed to cover the extra cost of such instruction. If the student’s credit hours fall below 12 hours or above 18 hours, prorated tuition will be charged as explained in the above section on Part-Time Tuition, and the special fee also will be assessed.

Course Audit Fee. A maximum of two full-term courses may be audited by any Emory & Henry College student or employee during a semester. Prior approval of the Registrar is required. Part-time students must pay a course audit fee. Full-time students must pay an audit fee if the usual credit hour value of the audited course, added to their registered for-credit course load, would total more than 18 hours.

College Community Club Course Audit Fee. Registered members of the College Community Club are entitled to audit 2 undergraduate courses at one-half the course audit fee rate per semester.

Enrollment Deposit. After acceptance, students pay a non-refundable commitment deposit to confirm their intent to enroll. The deposit will be applied to the student account toward the cost of tuition and other charges after class enrollment is confirmed.

Early Arrival Fee. Students wanting to check into their residence hall prior to their assigned date at the start of each term are assessed a daily fee, provided the college can accommodate their early arrival.

Automobile Registration Fee. Every commuting student and residential student with a car is required to register the vehicle each school year. Vehicle registration forms are available on-line or in the Centralized Student Assistance Office, and all accounts will be charged this fee. If a student does not need to register a vehicle, he or she may return the vehicle registration waiver form, also available on-line or in the Centralized Student Assistance Office. Accounts will be adjusted upon receipt of the waiver, if received in the Centralized Student Assistance Office within fourteen calendar days after registration day. Otherwise, the automobile registration fee will remain on the account.

Supervised Teaching Fees. Students enrolled in Supervised Teaching (Education 421, 441, 521, 541 or 561), or Practicum (Education 401, 501 or 501B) pay fees to cover costs beyond the regular instructional program at the college. These fees include expenses for supervision in the public schools.

Graduation Fee. This charge is made in the senior year (or final semester, for graduate students) to help cover costs of graduation expenses, diploma and engraving fees, caps and gowns, senior résumé packet, and transcripts.

Payment is due in the semester in which a student becomes a candidate for a degree. If the student changes his or her target date for graduation after diplomas have been ordered, an additional fee is charged for the second diploma.

Late Graduation Contract Fee. Regularly enrolled students who fail to submit to the Centralized Student Assistance Office their completed graduation contract before the deadline for submission will be charged this fee; the submission deadline can be found in the **Requirements for Graduation** section of this catalog.

International Studies Fee. Students who intend to enroll in term programs overseas are required to pay this fee to offset any additional expenses that might be required for the college to offer these programs. This fee does not apply to students enrolled in the Emory & Henry Ireland program or the Exchange Programs of Nottingham, Exeter, Dortmund, and Picardi.

Equine Fees. Students are not charged for extra riding outside class time, exercising available horses, or team practices. Instructors may provide non-credit, private lessons.

Equine Boarding. Horses may be boarded for \$2,700 per semester or a total of \$5,400 per academic year. There is an extra charge for Summer terms. The horse owner is responsible for farrier costs, medical supplies, and veterinary care.

Equine Non-Mounted Course Fees. Fees for equine studies courses are \$125 per credit hour

Equine Mounted Courses. 1 credit hour classes that meet 2 times per week are \$750. 2 credit hour classes that meet 1 time per week are \$650. 2 credit hour classes that meet 3 times per week are \$1,000.

Equine Workshops. The fees for equine studies workshops vary.

STUDENT INSURANCE

All full-time undergraduate and graduate students are required to maintain primary major medical insurance coverage that covers treatment in the southwest Virginia/northeast Tennessee region. The College requires proof of primary health insurance coverage for full-time undergraduate students or mandates the purchase of a PPACA-compliant insurance policy through the college. Enrollment in the student health plan is automatic for all full-time students unless waived by September 1, 2018. To waive this insurance, an On-Line Waiver must be completed. Go to www.gallagherstudent.com/EHC and complete the information requested. Once submitted you will receive a confirmation number which should be kept for your records. **NO PAPER WAIVERS WILL BE ACCEPTED).** **The billing statement for your first semester will include the \$ 2,166.00 charge for this insurance plan, and this charge will remain until the waiver requirement is met.** Coverage is from August 1, 2018 - July 31, 2019. A prorated plan will be available for new students enrolling in spring 2019.

For students enrolled in their family's health or hospitalization plan, it is recommended that your policy be reviewed to determine at what age the dependent's coverage ceases. This is especially important for upperclassmen. Coverage under the Emory & Henry College Student Plan extends through July 31, 2019, even when the student graduates. Also, HMO/PPO plan participants will want to verify that their plan's coverage extends to providers as in-network in the southwest Virginia/northeast Tennessee region. A brochure describing the Emory & Henry College Student Health Insurance plan is available at www.gallagherstudent.com/EHC .

The college cannot assume liability for the personal articles of students which are damaged or destroyed by fire and/or any other causes, or which are stolen. Appropriate insurance coverage should be obtained by the student or parents before enrolling.

PAYMENTS

The student account statement for each semester will be based on the preregistered courses selected, the particular meal plan chosen, the particular dorm room assigned, and other miscellaneous items, such as having an automobile on campus and student insurance. All billing statements must be viewed online. Students (and others, if permission is granted by the student) may view their student account online at any time utilizing their assigned ID and

password. All students are responsible for maintaining their student account online to ensure that the accounts stay up-to-date at all times.

Payment for the fall term is due in full by August 1, 2018 and payment for the spring term is due in full by January 1, 2019. By these dates, payment in full is required (payments may be made online through My E&H or by mail) or enrollment in the Tuition Management Systems payment plan is required to cover the amount due (there are options for 8, 10 or 12 payments, depending on date of enrollment).

Emory & Henry College will drop classes if payment arrangements are not completed satisfactorily by August 1, 2018 and January 1, 2019, respectively. If enrollment in the payment plan is completed and payments are returned for any reason, and the amount due is not paid within 30 days of the due date, classes will be dropped, enrollment in the payment plan will be terminated, and any remaining balance due on the student account will be due in full to Emory & Henry College immediately.

The account statement may change if changes are made to class registration, the meal plan, the dorm, or other miscellaneous items.

Any student whose account is not current will be ineligible to participate in preregistration or room draw. Any student whose account is not fully settled by the conclusion of a semester will be ineligible to obtain (or maintain, if preregistered) a class schedule for the subsequent semester. A transcript and/or diploma will not be issued to any student whose account is not settled. Also, any senior student whose account is not settled may be prohibited from participating in commencement activities. Should a period of 90 days pass without any activity on an account with an unpaid balance, then the college may refer the account to a collection agency. The student will be responsible for the fees of any collection agency, which may be based on a percentage at a maximum of 33.333% of the debt, and all costs and expenses, including reasonable attorney's fees, the college incurs in such collection efforts. A delinquent account may be reported to major credit bureaus for nonpayment. Failure to comply with the payment obligation will result in the application of a FINANCE CHARGE to the unpaid account balance. The FINANCE CHARGE will be applied at the monthly periodic rate of 1% (ANNUAL PERCENTAGE RATE OF 12%).

REFUNDS IN THE EVENT OF WITHDRAWAL FROM THE COLLEGE

The college operates on an annual budget that necessitates advance planning and financial commitments to teaching staff and others whose services are essential to its operation. For this reason, no semester charges are removed for those persons who are dismissed from the college for disciplinary reasons. Likewise, students who withdraw from the college, even for illness or other emergencies, receive no refunds of room rent or other fees. Adjustments for tuition and board are pro-rated as indicated below. The date of withdrawal used to compute a student's balance is the date on which the Dean of Students signs the official college withdrawal form. The student who leaves school at one date and waits to withdraw officially at a later date receives appropriate adjustments based on the date of official withdrawal. For an explanation of the procedures for official withdrawal, consult the catalog section on **Academic Policies**.

Student Account Adjustments for College Withdrawals During the Regular Academic Year

Before the first class	100% (less advance deposits)
Before end of first week of class	90% adjustment to tuition and meals
Before end of second week of class	75% adjustment to tuition and meals
Before end of third week of class	50% adjustment to tuition and meals
Before end of fourth week of class	25% adjustment to tuition and meals
No adjustments are made to tuition or meals after the fourth week of class.	

During Summer Session

During first week of session	75% adjustment to tuition
No adjustment to tuition after first week of summer session	

FINANCIAL AID ADJUSTMENTS

Federal regulations require financial aid funds to be awarded under the assumption that a student will attend the institution for the entire period in which federal assistance was awarded. When a student withdraws from all courses

for any reason, including medical withdrawals, he/she may no longer be eligible for the full amount of funds that he/she was originally scheduled to receive. The return of federal funds is based upon the premise that students earn their financial aid in proportion to the amount of time in which they are enrolled. A prorated schedule is used to determine the amount of federal student aid funds he/she will have earned at the time of the withdrawal. Thus, a student who withdraws in the second week of class has earned less of his/her financial aid than a student who withdraws in the seventh week. Once 60 percent of the semester is completed, a student is considered to have earned all of his/her financial aid and will not be required to return any funds to the federal government. Federal law requires schools to calculate how much federal financial aid a student has earned if that student completely withdraws OR stops attending before completing the semester. Therefore, return of federal funds may result in a balance due to the college. In such case, the entire balance is due to the college immediately.

REFUNDS IN THE EVENT OF WITHDRAWAL FROM A CLASS

The schedule of refunds for withdrawal from a class is different from the above. No adjustments are granted for a course dropped later than seven **calendar** days after registration day. For full details on the procedures to be completed for official withdrawals, see the catalog section on **Academic Policies**. Note that the timetable for withdrawal from class without academic penalty is different from the timetable for withdrawal accompanied by refund.

REFUNDS OF EXCESS FINANCIAL AID

Students receiving financial aid funds, including student and/or parent loans, are entitled to a refund of any excess funds remaining after all current charges, in accordance with federal regulations, have been paid in full. Please note that financial aid may be subject to change before refund calculation if a student is not enrolled full time at the end of the registration drop/add period. Refunds will not be made from any funds that have not been credited to the student's account in the Centralized Student Assistance Office. A refund will automatically be issued for an account with a credit balance unless the student (or parent for a PLUS loan) signs an Account Authorization Form which authorizes the college to hold the funds in excess of current charges on the student's account, or refund only the credit balance after bookstore and other authorized charges are deducted. Any student whose refund is the result of a parent PLUS Loan must have that parent authorize in writing if the refund goes to the student rather than to the parent(s). Refunds will be generated within fourteen days after financial aid is transferred to the student's account.

PERKINS LOANS EXIT INTERVIEWS

Students receiving Perkins Loans while at Emory & Henry must complete an exit interview at mycampusloan.com upon leaving the college, in accordance with federal regulations. All students will be notified by email with appropriate information regarding the interview process. All students who fail to complete the interview will be ineligible to receive transcripts and/or diplomas.

THE
GRADUATE
CATALOG

GRADUATE ACADEMIC POLICIES

Students should also check specific policies under each graduate program.

REQUIREMENTS FOR ADMISSION

See Admission Requirements under each graduate program.

CREDIT HOURS

At Emory and Henry a credit hour is an amount of work represented by intended learning outcomes and verified by evidence of student achievement that reasonably approximates:

FOR DIDACTIC (CLASSROOM AND LABORATORY EXPERIENCES)

- 1) Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work for each week for approximately 15 weeks for one semester, or
- 2) A. At least an equivalent amount of work as required outlined in item 1 above for other academic activities as established by the College including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours, or
B. For graduate programs in Health Sciences, at least a minimum of two hours of in-class student work combined with a minimum of 1 hour of out of class student work for other academic activities, including laboratory activities, for each week for approximately 15 weeks for one semester as established by the College and the School of Health Sciences leading to the award of credit hours.

FOR CLINICAL EXPERIENCES

Contact hours are operationally defined as 80 contact hours to 1 semester credit hour. Additionally, contact hours for clinical experiences (e.g., clinical immersions, fieldwork, internships, supervised clinical practice experiences) are defined as clinical experiences, completion of documentation assignments, and out-of-clinic learning experiences (e.g., online lectures, reading assignments, on-campus didactic activities, service learning activities).

This definition follows that specified in the Code of Federal Regulations, Title 34, part 600. Its application to Emory & Henry College courses is as follows:

The standard for credit hour calculation is the 3-credit hour course, meeting for three hours per week (each hour consisting of 50 minutes, to allow transitions time between classes). Depending on holidays and days of the week a class meets, a three-hour course meets for 41 to 43.5 hours per semester. Each course is assigned a three-hour exam period (three full hours) which increases the contact time to 44 to 46.5 hours. In line with the federal definition of two hours of work outside of class for each hour of direct faculty instruction, each three-hour class should require nine hours of work per week (three hours of direct instruction and six hours of homework).

In applying this formula to other methods of delivery, we maintain the principles (1) that the total estimated time spent on task by each student to earn one semester credit hour shall be approximately 45 hours or more for didactic courses and approximately 80 hours for clinical experiences, including regular coursework and final exams and (2) that at least one-third of those hours are directly supervised by faculty, whether through lecture, discussion, supervised laboratory work, supervised internship activity, structured on-line activities, or other means.

GRADES AND GRADE POINTS FOR GRADUATE STUDIES (NON-HEALTH SCIENCES)

Final grades for graduate coursework are assigned as follows:

Letter Grade	Grade Points per Semester Hour
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00

C-	1.67
F	0
W (Withdrawn)	No credit/no penalty

GRADES AND GRADE POINTS FOR GRADUATE STUDIES (HEALTH SCIENCES)

Final grades for graduate coursework in the School of Health Sciences are assigned as follows:

Letter Grade	Grade Points per Semester Hour
A	4.00
B	3.00
C	2.00
F	0
W (Withdrawn)	No credit/no penalty

TRANSFER CREDIT

For non-Health Science graduate programs, a student may transfer up to six hours of graduate credit from another accredited college or university or from one of the programs at Emory & Henry College. Emory & Henry students accepted into graduate programs as undergraduates may enroll in graduate coursework before beginning a master's program, but a minimum of 150 hours must be earned in order to receive a bachelor and a master's degree at Emory & Henry. Students may need more credit hours in order to fulfill all degree requirements in their respective programs. Appropriateness of work proposed for transfer credit will be determined by the Registrar in consultation with the appropriate Program Director, who in turn will consult with the chairs of the departments if necessary. Occasionally, work from a foreign university may be accepted if it meets the accreditation requirements of a professional accrediting body responsible for free-standing institutions within a specialty, or acceptance of credit for military education. Credit will not be given for portfolios or life experience.

For graduate Health Science programs, see Transfer Credit policies under each program.

WITHDRAWAL FROM CLASS

A student who withdraws before the third class meeting in a term will have no entry on the transcript for that term. A student who withdraws after the third class meeting receives a grade of W (Withdrawn) in the course, except that, for cause involving plagiarism or academic misconduct, the professor, with the approval of the Provost and the appropriate Program Director, may award a grade of F.

CAMPUS SAFETY

Emory & Henry offers "LiveSafe", a state-of-the-art notification app, that is capable of sending notifications instantly and simultaneously to all registered wireless phones and email addresses. Registration is available at <http://www.ehc.edu/alert> or by downloading the app on Google Play or the App Store. This is an opt-in program and you must register in order to receive the alerts. This is the surest way for you to receive notifications critical to your safety and well-being. If you have questions regarding the Campus Alert System, please contact the Dean of Students Office.

INCLEMENT WEATHER

Emory & Henry College offers graduate programs on both the Emory and Marion campuses. Due to the difference in locations, it is possible that classes may be delayed or cancelled on one campus and not the other. When information is sent to local media, the information will distinguish between the Main Campus, located in Emory, and Marion Campus.

The decisions to cancel or delay classes and/or cancel or delay the opening of offices because of inclement weather will be made by 6:30 a.m. on the day of the college schedule change. When inclement weather or other circumstances lead to a delayed opening and/or cancellation of classes and office hours at Emory & Henry College, information will be communicated through a variety of sources in the order provided below.

1. Information will be distributed through the Campus Alert System (LiveSafe), which provides an email and text message to registered users only. This is the college's preferred method of communicating emergency messages, and college community members are strongly encouraged to sign up for this free service at <http://www.ehc.edu/alert>.
2. Campus Alert Messages will be posted at the top of www.ehc.edu for one hour following each alert.
3. Information will be sent to the following TV and radio stations, in order of contact: WCYB-TV 5 (Bristol); WJHL-TV 11 (Johnson City); WABN-FM 92.7 (Abingdon); WOLD-FM 102.5 (Marion).

When the College cancels classes and office hours for the day, academic programming and business operations are not held on that day. In the event of a delayed opening of the Marion campus, classes will be delayed but will meet for the normal length of time. When the opening of the Emory campus is on a two-hour delay due to inclement weather, the condensed class schedule listed below applies.

Inclement Weather Plan—Delayed Schedule (Emory Campus)

Monday, Wednesday, Friday	Tuesday, Thursday
Regular Time—Inclement Day	Regular Time—Inclement Day
8 a.m. = 10 – 10:35 a.m.	8 a.m. = 10 – 10:55 a.m.
9 a.m. = 10:40 – 11:15 a.m.	9:30 a.m. = 11 – 11:55 a.m.
10 a.m. = 11:20 – 11:55 a.m.	11 a.m. = 12 – 12:55 p.m.
11 a.m. = 12 – 12:35 p.m.	
12 p.m. = 12:40 – 1:15 p.m.	

Remaining class times will not change.

Graduate students taking evening classes should monitor the local media, LiveSafe app, and E&H website for information on delayed or canceled classes.

In the event of inclement weather resulting in a delayed opening of the college, college offices will open at the time designated in the delayed opening message, and faculty and staff should report at that time. However, since conditions vary throughout the area, employees should exercise judgment as to whether travel conditions may be too hazardous for them to report to work.

An instructor who feels that it is best to cancel his or her class because of inclement weather will notify the Provost (or designee) so that appropriate action may be taken. When a class is canceled, the Registrar (or designee) will post an official notice. The instructor is responsible for communicating with individual students in the class concerning makeup work and other information.

Questions from faculty related to closings and/or delays should be directed to the Office of the Provost at extension 6168. Questions from staff related to closings and/or delays, emergency work, or other issues should be directed to the Human Resources Office staff, extension 6814.

The decisions to cancel or delay classes and/or cancel or delay the opening of offices because of inclement weather are made by the Provost (or designee), who confers with the Vice President for Student Life (or designee), the Vice President for Health Sciences, and Security staff about road and other weather conditions. The Vice Presidents for Academic Affairs, Student Life, and Health Sciences are responsible for implementing the communication plan outlined in this policy.

STUDENT RECORDS

Enrollment at the college constitutes student permission to distribute information to advisors and college offices when needed for academic advisement, for verification of academic standing, and for eligibility for honors, awards, scholarships, and participation in sports and activities. Emory & Henry provides for the confidentiality of student education records in accordance with the General Education Provisions Act, Title IV, Public Law 90--247 (or as amended) and under the Family Educational Rights and Privacy Act, as amended. An education record is defined as any and all student records maintained by the institution. Following is a partial list of records maintained in college

offices and the officers responsible for each. A complete listing of all educational, directory, and other records is provided in the *Student Handbook*.

Academic records and transcripts—Registrar

Academic progress reports—Faculty advisors and Registrar

Correspondence on judicial proceedings—Dean of Students

Placement folders (must be compiled by student)—Director of Career Services

Financial aid records—Director of Student Financial Planning

General financial records (including student accounts)—Vice President for Business and Finance

Current students needing to change their name, or update a permanent or mailing address, may do so by completing a Name/Address Change Form and submitting it to the Registrar's Office, located in Wiley 101. The form can be found on the Self Service portal or picked up in the Registrar's Office. (Note: If submitting a name change, supporting documentation must be attached to the form.)

The college shares students' personally identifiable information for relevant reasons with the following: American College Testing Program; College Sports Project; Colleges That Change Lives, Inc.; Council for Aid to Education; Council of Independent Colleges of Virginia; Educational Testing Service, Inc.; National Research Center for College and University Admissions; National Survey of Student Engagement; National Student Clearinghouse; State Council of Higher Education for Virginia; Noel-Levitz and Pharos Resources.

ONLINE STUDENT PRIVACY POLICY

Student Conduct

Technological Responsibilities

As part of their online course experience, students should practice technological responsibility. Students should

- have a back-up plan in place in case of computer difficulties or loss of internet service.
- avoid using "technical problems" as an excuse for late work.
- search online for solutions to error messages or other difficulties before contacting the Help Desk.

Communication and Netiquette

- Students and faculty should communicate respectfully and professionally. Inappropriate language or behavior may result in disciplinary action and/or expulsion.
- Writing Expectations -- Students should
 - use standard English grammar, spelling, punctuation, and capitalization.
 - proofread all work before submitting it.
 - avoid acronyms, emoticons, and abbreviations such as "u" for "you," "B4" for "before," and so on.

Student Privacy

Identity Protection

- All course participants will be issued a username and password. **Students are prohibited from sharing this information for any reason, including allowing others to access course materials.**
- Students must fill out the online consent form available on the E&H website. This form allows students to indicate how and when the College may release personal information. (To inform faculty of **Family Education Rights and Policies Act [FERPA]** rights and obligations, the College will distribute the Information Release Policy and offer presentations at faculty meetings.)
- To verify that the registered student is the same person who completes the coursework, the College will periodically check student IDs.
- Students may also be asked to present identification in the following circumstances:
 - Campus visits
 - Face-to-face classes
 - Video conferences with instructors

Data Protection

All distance education courses are housed and conducted in Moodle, our learning management system. To ensure the security of the student database, the College uses eThink, a cloud-based security system. Backups of student accounts and work are performed daily.

Institutionally, College software administrators enroll online students using data from our student information system. Faculty track student grades through Moodle. Students may access only courses in which they are enrolled and may view only their own grades.

Participation and Attendance

Attendance Requirements

Just as in traditional classes, professors of online courses often require attendance. Individual instructor requirements will vary, but faculty are required to record students' log-ins at least twice a week. Online students will register their attendance digitally by logging onto the course management system.

Academic Integrity

Distance education students are required to sign and abide by the same academic honesty statement as traditional students. To ensure academic integrity, Emory & Henry College uses Respondus, a secure browser application, and Respondus Monitor, a tool that allows faculty to observe students via webcam. Moodle also offers additional features such as password-protected tests and random-ordered questions.

To indicate their acceptance of the honor code, online students will sign the academic honesty statement in the Orientation for Online Learners course.

Academic Honesty

Identity Checks

To ensure that the enrolled student is the one who actually takes the course, the College has instituted the following identity checks:

- First check: when students enroll and register
- Second check: when students attend face-to-face sessions with faculty or attend on-campus events. (If a class does not require a face-to-face meeting, faculty will be expected to verify a student's identity through a web conference.)

Complaint Process

If a student has a complaint, they should first try to resolve the issue by talking to the relevant faculty or staff member (who may ask for additional information and/or schedule an appointment to discuss the problem.) If the student does not feel comfortable contacting the faculty/staff member, they may address the relevant supervisor. If no resolution is possible, the student should submit a formal written, signed complaint to the Director of Human Resources/Title IX Coordinator.

The formal complaint should include

- The actual complaint, stated as specifically as possible;
- A description of the desired outcome.

The Student Complaint form is available online at <https://www.ehc.edu/files/4713/7356/1378/Complaint-Form.pdf> or in the Human Resources Office. Each student has the right to seek remedy for a disagreement. Specific policies and procedures are outlined in the Academic Catalog and the Student Handbook; possible issues include grade appeals, parking tickets appeals, student conduct, and student records.

In the case of issues not covered by the Catalog or Handbook, students have the right to file a complaint and request resolution. The dean of the relevant area (or a designee) will address the complaint in a timely manner and resolve it appropriately. If the complainant is dissatisfied with the resolution, they may appeal to the president of the College. This policy does not apply to academic grade disputes, Title IX issues, or other published policies or procedures.

If a student prefers to report a concern anonymously, they may call the independently-administered Campus Conduct Hotline at (866)-943-5786. The hotline is available twenty-four hours a day, seven days a week. All calls

remain confidential (and anonymous if desired). The hotline operator will submit all inquiries to the appropriate College staff member.

DIRECTORY INFORMATION

Emory & Henry College deems the following student records as Directory Information: student name, major and minor field of study, dates of attendance, enrollment status (e.g., full-time or part-time) and class standing, participation in officially recognized activities, height and weight information for student athletes, degrees, honors and awards received, and most recent education institution attended. Release of student records and information, other than directory information can only be accomplished when the student submits a signed written release form, which is available online and in the Centralized Student Assistance Office.

INCOMPLETE COURSES

A grade of I (Incomplete) may be given when, for valid reasons, the requirements of a course are not met during the semester in which the student registered for the course. In these cases, an Incomplete Grade Agreement Form is submitted to the Centralized Student Assistance Office with signatures from the instructor and the student. The Incomplete grade carries no credit and must be removed by the end of the next semester of the regular academic year. If the work is not finished during that time, the grade is automatically changed to an F. Exceptions to this regulation require approval of the Provost. Incomplete courses are included as credit hours in calculating tuition and fee charges. IP (In Progress) reflects incomplete coursework that cannot be completed in a given semester due to institutional requirements.

WITHDRAWAL FROM EMORY & HENRY

A student who withdraws from Emory & Henry before the close of a semester must receive clearance from the Dean of Students (for Emory campus programs) or the Vice President for Health Sciences (for Marion campus programs). Withdrawal forms are available from the Registrar. Withdrawal will be complete and refunds will be issued based on the date the form is signed by the Dean of Students or Vice President for Health Sciences, following an exit interview. Refunds will be given as described in the catalog section on **Refunds in the Event of Withdrawal from the College**.

A student who withdraws from the college during the period specified in the academic calendar for course addition will have no courses recorded on the transcript for the semester. Withdrawals will be recorded as W (Withdrawn) on the transcript after the last day for course addition and continuing through the withdrawal deadline. An additional time period is allotted for withdrawals to be recorded on the transcript and designated by the instructor as either WP (Withdrawn Passing) or WF (Withdrawn Failing). After the WP/WF deadline all withdrawals are designated as WF (Withdrawn Failing) unless the withdrawal is for medical or other demonstrably bona fide reasons acceptable to the Committee on Academic Standards.

When seeking a medical withdrawal, students must submit to the Associate Dean for Academic Affairs (Emory campus programs) or Vice President for Health Sciences (Marion campus programs) a paper copy of their request to withdraw for medical reasons no later than seven class days prior to the last day of classes; students should consult the current academic calendar for withdrawal deadlines. To be approved, withdrawals for medical reasons must be certified by a licensed health professional via a letter on the health professional's letterhead (sent to the Associate Dean for Academic Affairs or Vice President of Health Sciences) with sufficient explanation as to the medical justification for the student's withdrawal. Medical withdrawals approved by Graduate Standards are designated as W (Withdrawn).

The Graduate Standards Committee will also require a student receiving a medical withdrawal to provide a letter by a licensed health professional on the professional's letterhead stating that the student is ready to return to a college environment. This should also be sent to the Associate Dean for Academic Affairs (Emory campus programs) or Vice President of Health Sciences (Marion campus programs). In order for a student who has received a medical withdrawal to return for the following semester, this letter should be received by the Associate Dean or Vice President of Health Sciences two days before the start of the next semester's classes. Any student who has been gone from the College for at least one full semester must apply for readmission in order to return. **See Readmission of Students in this catalog.**

ACADEMIC CODE AND PROCEDURES FOR DUE PROCESS

Emory & Henry College, as a community of persons “mutually united in a quest for truth,” supports the principles of academic freedom and academic due process for both students and faculty. Such rights imply a parallel responsibility for academic integrity. Students are expected to do their own work on individual assignments and to acknowledge the sources of information summarized or quoted in papers. Faculty should state course expectations clearly, evaluate work fairly and promptly, and deal honestly with intellectual positions. Failure to fulfill these responsibilities or to resolve disagreements about other academic matters impairs the effectiveness of the educational process.

The **Academic Code** of the college outlines specific rights and responsibilities of faculty and students in regard to academic matters. The code describes the procedures of informal resolution of graduate academic grievances and of an official appeal to the Graduate Studies Committee. The code is available in the *Student Handbook* or may be obtained from the Office of the Provost. The college’s **Honor Code** is also described in the *Student Handbook*.

MILITARY SERVICE

A student called to active military service will be allowed a reasonable time to complete course requirements missed during short-term absences. A grade of I (Incomplete) will be assigned if an absence extends through the end of the semester. When completion of course requirements is impractical, a student who leaves the college during the period designated for course addition will have no entries on the transcript. After that period, the transcript will have an entry of W (Withdrawn). It is the student’s responsibility to notify the Provost and to provide the appropriate military orders.

If no academic credit is received for the period missed, all tuition and fees paid by the student will be applied to the semester during which the student returns in a full-time capacity. Room and board payments will be refunded on a pro-rata basis. It is the student’s responsibility to notify the Dean of Students and to provide the appropriate military orders.

REQUIREMENTS FOR GRADUATION

Graduate students should select courses in their desired track in consultation with the appropriate Program Director or their advisor. The specific degree requirements for each graduate program are outlined below. Students can reasonably expect to complete the degree within a three-year period, including enrollments in fall, spring, and summer terms. All students are expected to complete the degree within a six-year period. Students who go beyond this time limit may have to take additional courses, as determined by the Program Director.

ACADEMIC STANDING AND ACADEMIC PENALTIES

Satisfactory progress requires a 3.00 GPA. Any student in a graduate degree program whose GPA falls below 3.00 after attempting nine or more semester hours of coursework will not be in good standing and will be placed on **academic warning**. If, at the end of the first semester of academic warning, or any subsequent semester, the student again does not attain minimum satisfactory academic progress, he or she may be placed on **academic probation**. If a student fails to raise his or her GPA to a 3.00 after a semester on academic probation, he or she will be dismissed from the program.

Students dismissed from the graduate program may apply for readmission after one semester. Students seeking readmission after having been dismissed must provide evidence of an attempt to improve academic performance during their time away from the graduate program. A non-refundable fee equal to the initial admission fee must accompany the application for readmission. Students who are readmitted to the program two semesters or more after academic dismissal must meet the requirements of the graduate catalog in force when they are readmitted. Students who have been academically dismissed twice from the graduate program will not be readmitted to the program.

Students should consult individual program requirements for specific Academic Standing requirements.

GRADUATE PROGRAM FEES

Refer to the **Fees** section of this catalog for the graduate student tuition as well as any other applicable fees. Note that different graduate programs may have different tuition and fees charged. Unless noted otherwise in this section regarding graduate studies, other fees applicable to graduate students are the same as those for undergraduate students, listed in the **Fees** section of this catalog. Graduate students are also susceptible to the same penalties for delinquent accounts as undergraduate students, as described in the **Fees** section of this catalog. Tuition charges will be refunded in full, subject to any required return of Title IV funding, for graduate students who officially withdraw on or before the third class meeting date. Any deposits or required fees will be forfeited. No tuition will be refunded to students in graduate courses who fail to withdraw officially, or who withdraw officially after the third class, subject to any required return of Title IV funding. Graduate students who withdraw after the third class may actually owe more for their charges, based on required return of Title IV federal funds calculations.

FINANCIAL AID

Graduate students who are U.S. citizens or hold permanent resident status are encouraged to complete a Free Application for Federal Student Aid (FAFSA) no later than eight weeks prior to the beginning of their program in order to determine their eligibility. Students should submit all financial aid paperwork and requests to the Centralized Student Assistance (CSA) Office. For full details on the financial aid process, types of aid, etc., please refer to the Emory & Henry College Financial Aid Handbook, found on the college website under *Costs & Financial Aid, Resources*: <http://www.ehc.edu/admissions/cost-financial-aid/resources/handbook>.

Financial aid awards are conditional on students' maintaining satisfactory progress in their graduate program. Satisfactory progress is a qualitative and quantitative requirement. For financial aid purposes, the qualitative requirement parallels the 3.0 minimum grade point average (GPA) necessary to avoid probation in the graduate program. The quantitative requirement is met when a graduate student satisfactorily completes fifty percent (50%) of coursework attempted in any given academic year. A student failing to meet minimum standards must meet with his or her advisor in order to develop a written academic plan to regain satisfactory academic progress. This plan is presented to the Director of Financial Aid for review by committee. If probation is granted and the student has not regained satisfactory academic progress at the end of the probationary period, the student will lose federal financial aid eligibility. A student may still be eligible to receive private student loans from outside agencies that are not tied to satisfactory academic progress. Please note that regardless of satisfactory progress for financial aid purposes, a student cannot be aided for more than 150 percent of his or her program length of attempted courses regardless of whether the student has completed the courses. For example, for a graduate program of 30 semester hours, a student can receive financial aid for up to 45 semester hours **attempted**, but no more, including those classes from which a student has withdrawn.

The academic progress of students who fail to meet minimum qualitative and quantitative standards will be reviewed each academic year. Financial aid will be suspended for any student failing to achieve minimum standards, pending filing of an appeal and written academic plan. If financial aid is suspended, the graduate student has a right of appeal and a full review of the circumstances resulting in insufficient academic progress upon written request to the Director of Financial Aid. Upon review, a waiver of the aid suspension may be granted if it is deemed by the committee that the student can successfully complete the program within an appropriate time. A waiver may not be made to the 150 percent rule.

LIBRARY

The Frederick T. Kelly Library functions as the heart of the College's academic program. Library staff work with faculty and students to develop research skills and to provide a wide range of support services which enhance the teaching and learning experience. The library's print and electronic holdings are designed to support the areas of study offered at the college and to encourage intellectual and personal growth in a liberal arts setting.

Kelly Library provides easy access to more than 391,000 items including books, ebooks, periodicals, government documents, and DVDs. Kelly Library subscribes to approximately 320 periodicals and newspapers in print and has access to 100,000 full-text periodicals and newspapers in electronic databases available through the Library's website. The Library's electronic resources can be accessed by any College user from on or off campus.

The Library's facilities include collaborative study space, private study carrels, Kelly Computer Lab, McGowan Computer Classroom, and the Robert D. and Rachel K. Denham Poetry Collection. The Library is open 90 hours per week when the College is in session. Kelly Library also houses the college archives, rare book collections, the Hunt Room and its Collections, and historical collections of note.

Kelly Library is a member of the Holston Associated Libraries, Inc. (HAL), a consortium of two private colleges and two public library systems. The libraries share a state of the art library automation system with all holdings combined in an online public access catalog, which allows for reciprocal borrowing privileges. Kelly Library also participates in the VIVA (Virtual Library of Virginia) and the Appalachian College Association Central Library consortia, which provide an extensive collection of electronic resources. If students need research materials which are not available in Kelly Library, the materials may be requested online through ILLiad, the college's electronic interlibrary loan system.

Students and faculty have access to research assistance through email, phone, and in person. The professional librarians offer instructional programs, training sessions and orientations, along with academic reference services, and individualized assistance with projects, research questions, and term papers.

INFORMATION TECHNOLOGY SERVICES

The campus is wired for voice, video, and data. Additionally, Emory & Henry has a campus-wide wireless network accessible in all populated parts of the Emory and Marion campuses.

Emory & Henry College provides Internet access for research purposes and an e-mail account for every student. Training in the use of e-mail, Internet access, and supported software applications is available from Information Technology Services. Computers are available in several locations on the Emory and Marion campuses, with specialized software in various locations. Most computer labs on the Emory campus are accessible when not utilized for classes. After hours computer lab access is available in the computer lab located in McGlothlin-Street Hall, room 233, during the fall and spring semesters. Computers are available on the Marion campus in the Library/Resource Room and the group study rooms. The Information Services Help Desk is located on the ground floor of Kelly Library. The telephone number for the Help Desk is 944-6881. The Help Desk can be emailed at ithelpdesk@ehc.edu.

THE ACADEMIC CALENDAR

The academic program operates with a two-semester calendar during the regular school year. Each semester is approximately fourteen and a half weeks long, the first running approximately from late August to December and the second running approximately from January to May. The graduate programs in the School of Health Sciences follow a 12-month calendar that includes fifteen week fall and spring semesters and a twelve week summer term. The calendar for the current academic year is included in the back of this catalog.

GRADUATE PROGRAMS AND COURSE OFFERINGS

ATHLETIC TRAINING

Professors

Dennis C. Cobler, Chair
Eleanor M. Beltz
Beth Funkhouser
Brianne Kilbourne

Tracks

Master of Science in Athletic Training (MSAT)

MASTER OF SCIENCE IN ATHLETIC TRAINING

The Master of Science in Athletic Training (MSAT) Program is offered on the Emory & Henry College School of Health Sciences Campus in Marion. The MSAT is a 24 month program, consisting of six semesters, including five clinical placements.

PROGRAM MISSION

The mission of the Athletic Training Department is to prepare students for entry-level careers by educating them in the knowledge, clinical skills, and professional behaviors needed to successfully practice as an athletic training professional. We strive to provide students with a comprehensive education that will develop critical thinking and promote civic engagement.

REQUIREMENTS FOR ADMISSION

Admission Requirements include:

- Hold a Bachelor's degree from an accredited institution.
- Completed a minimum of 50 observation hours with a certified athletic trainer
- Have a minimum overall cumulative GPA of 2.75 and 3.0 or better in prerequisite courses
- Three letters of recommendation with at least one coming from a certified athletic trainer
- Completed application letter

Required Prerequisites Courses:

- | | |
|--------------------------------|--------|
| ● Nutrition | (2-3) |
| ● Exercise Physiology | (3-4) |
| ● Kinesiology /Biomechanics | (3-4) |
| ● General Biology | (4) |
| ● Statistics | (4) |
| ● Chemistry | (4) |
| ● Human Anatomy and Physiology | (8) |
| ● Psychology | (3) |
| ● Physics | (4) |

Credit Hours:

Recommended

- | | |
|--|-------|
| ● Introduction to Healthcare Professions | (1) |
| ● Medical Terminology | (2-3) |

Candidates should also complete the GRE and use code 2231 to have the scores directly submitted to Emory & Henry College.

TRANSFER CREDIT

The Athletic Training Program may accept up to 9 credits of program-specific courses that will be considered on a case by case basis. The coursework must have been completed at a regionally accredited institution and also from a program currently accredited by the Commission on Accreditation for Athletic Training Education (CAATE) and taken within the 2 years prior to requesting consideration for transfer. The courses will be evaluated by the

Admissions Committee of the program, including a faculty member with knowledge/expertise in the content area of the course being considered to determine equivalency to the program courses in the Athletic Training Program at Emory & Henry College.

In order to consider transfer credit to the Athletic Training Program, the applicant must meet the following criteria:

1. An applicant cannot have been dismissed by another program secondary to not meeting academic or professional standards
2. An applicant seeking transfer to these MSAT programs must meet the minimal standard requirements for acceptance into the program.

ACADEMIC POLICIES/REQUIREMENTS FOR PROMOTION AND GRADUATION

Attaining the MSAT degree requires the successful completion of all didactic courses and clinical rotations as sequenced into six consecutive semesters. All clinical rotations are completed off-campus and students are responsible for all travel and living expenses during the rotations. Satisfactory progress through the Program requires a GPA of B (3.00) in each semester. The minimum passing grade in each course is a C (2.00) as long as the semester GPA is maintained at a grade of B (3.00) or higher. **Students must also pass challenge exams at the end of each semester in the program.** Students are assigned an academic advisor within the program to monitor their progress and to recommend resources for students experiencing academic difficulty. Students who fail to maintain the academic requirements are subject to probation or dismissal. Students dismissed from the Program may apply for readmission after one year.

• ATHLETIC TRAINING COURSES

ATR 500 FOUNDATIONS IN ATHLETIC TRAINING

This course will cover the history of athletic training and the various professional organizations that are involved in certification, licensure, and accreditation. The role and scope of the practice of athletic training will be discussed as well as the athletic trainer's role in the overall care of the physically active. *One semester hour.*

ATR 501 HUMAN GROSS ANATOMY

Human Gross Anatomy includes lectures and cadaver lab instruction and dissection, in addition to clinical correlations and radiographic anatomy, providing students with in-depth training and experience in head-to-toe human gross anatomy and radiographic imaging pertinent to medical practice. Three hours lecture and three hours lab. *Four semester hours.*

ATR 502 CLINICAL SKILLS IN ATHLETIC TRAINING

This course will cover the primary skills needed to evaluate musculoskeletal injuries. Topics will include basic evaluation procedures (e.g., HOPS, SOAP); taping and wrapping techniques; the selection, fitting, and construction of splints and braces; palpations, and goniometry. One hour lecture and three hours lab. *Two semester hours.*

ATR 504 KINESIOLOGY

This course provides a foundation for the practice of physical rehabilitation. The structural and functional anatomy of the musculoskeletal system is applied to the study of human movement. The course includes both classroom and laboratory instruction with emphasis on movement and function of the upper extremities, axial skeleton, and lower extremities. Normal and abnormal posture and gait as well as an introduction to motor control are included as a part of this course. Three hours lecture and three hours lab. *Four semester hours.*

ATR 505 EMERGENCY CARE FOR HEALTHCARE PROFESSIONALS

This course provides a comprehensive approach to the recognition and management of emergency medical conditions. Students will develop venue-specific emergency action plans. Clinical simulations will enable students to apply emergency care skills and to develop problem solving, critical thinking, and clinical reasoning skills. Two lecture hours and three lab hours. *Three semester hours.*

ATR 515 CLINICAL EDUCATION I

First in a series of 5 integrated clinical education courses in the MSAT curriculum. This series of courses will focus on clinical practice and/or collaborative practice (interprofessional education, civic engagement, etc.). Students will

work in teams, each with a clinical faculty member/ preceptor and/or an academic faculty member, to observe patient interactions, apply skills, demonstrate clinical problem-solving and assume professional roles in various patient care settings (based on their level of clinical experience). Each semester, students will be expected to demonstrate skills and knowledge gained from the current and previous coursework. The bulk of this course is completed at affiliated clinical facilities during 10 weeks (~8 hours per week) of the 2nd semester of the first year for a total of 80 hours. Students are expected to demonstrate content knowledge and competency with clinical skills learned in semesters 1 and 2. Prerequisites: Satisfactory completion of first MSAT semester. *One semester hour.*

ATR 516 CLINICAL EDUCATION II

Second in a series of 5 integrated clinical education courses in the MSAT curriculum. This series of courses will focus on clinical practice and/or collaborative practice (interprofessional education, civic engagement/activities, etc.). Students will work in teams, each with a clinical faculty member/ preceptor and/or an academic faculty member, to observe patient interactions, apply skills, demonstrate clinical problem-solving and assume professional roles in various patient care settings (based on their level of clinical experience). Each semester, students will be expected to demonstrate skills and knowledge gained from the current and previous coursework. The bulk of this course is completed at affiliated clinical facilities during 10 weeks (~16 hours per week) of the 3rd semester of the first year for a total of 160 hours. Students are expected to demonstrate content knowledge and competency with clinical skills learned in previous semesters. Satisfactory completion of ATR 515, good standing in the MSAT program. *Two semester hours.*

ATR 540 MUSCULOSKELETAL EXAM & DIAGNOSIS I

This course will discuss the principles and structures associated with musculoskeletal examinations of the upper extremities. The anatomy of the upper extremities will be reviewed, mechanisms of injury analyzed, advanced concepts in examination will be discussed, and skills necessary to accurately diagnose related musculoskeletal injuries will be practiced. Evidence-based practice with regard to examination techniques will be a focal point of the course. Extensive time will be spent practicing skills in various laboratory activities. Three hours lecture and three hours lab. *Four semester hours.*

ATR 541 EVIDENCE-BASED PRACTICE

This course is designed to introduce students to the basic information and skills required to understand and utilize clinical research to optimize patient care and improve patient outcomes. Students will learn how to: (a) ask a focused and answerable clinical question; (b) search for the best available evidence; (c) critically appraise the evidence; (d) apply the results to clinical practices; (e) evaluate the outcomes of clinical practices. Instruction will include discussions related to types of research, research design, common measures and instruments used in health care, and the skills necessary to critically evaluate and apply research to clinical practice. *Three semester hours.*

ATR 545 MUSCULOSKELETAL EXAM & DIAGNOSIS II

Students will learn the principles and structure of musculoskeletal examination techniques for the lower extremity and lumbosacral spine. The anatomy of the lower extremities and lumbosacral spine will be reviewed, mechanisms of injury analyzed, advanced concepts in examination will be discussed, and skills necessary to accurately diagnose related musculoskeletal injuries. Documentation in athletic training will be discussed and practiced. Evidence-based practice with regard to examination techniques will be a focal point of the course. Extensive time will be spent practicing skills in various laboratory activities. Three hours lecture and three hours lab. *Four semester hours.*

ATR 562 THERAPEUTIC INTERVENTIONS I

This course will explore the application of electrical, mechanical, and infrared modalities used to assist the body's natural healing process. The healing process and theories of pain control will be discussed in-depth. This course will also explore the concepts of therapeutic exercise as it relates to the athletic training profession. Three lectures hours and three lab hours. *Four semester hours.*

ATR 563 THERAPEUTIC INTERVENTIONS II

This course will provide an in-depth study of theories and principles used in evidence-based therapeutic rehabilitation programs. Didactic and laboratory experience will allow students to learn and apply theories in principals to design evidence-based therapeutic rehabilitations programs that will return patients from injury or dysfunction improving health-related quality of life. Three lecture hours and three lab hours. *Four semester hours.*

ATR 565 MUSCULOSKELETAL EXAM & DIAGNOSIS III

The course will address the anatomy of, and injuries associated with, the head, neck, face and thorax. Considerable time will be dedicated to head injuries with specific attention given to diagnosing and managing concussions. One lecture hour and two lab hours. *Two semester hours.*

ATR 600 HEALTH PROMOTION

This course is designed to introduce students to prevention and wellness for individual and family across the lifespan. Students will learn basic health promotion concepts and theories, in addition to the environmental, sociocultural, influences on development throughout the life. Specific guidelines for assessment and interventions will be discussed within the context of development and the lifespan. *Two semester hours.*

ATR 615 CLINICAL EDUCATION III

Third in a series of 5 integrated clinical education courses in the MSAT curriculum. This series of courses will focus on clinical practice and/or collaborative practice (interprofessional education, civic engagement/activities, etc.). Students will work in teams, each with a clinical faculty member/ preceptor and/or an academic faculty member, to observe patient interactions, apply skills, demonstrate clinical problem-solving and assume professional roles in various patient care settings (based on their level of clinical experience). Each semester, students will be expected to demonstrate skills and knowledge gained from the current and previous coursework. The bulk of this course is completed at affiliated clinical facilities during 8 weeks (~20 hours per week) of the 1st semester of the second year for a total of 80 hours. Students are expected to demonstrate content knowledge and competency with clinical skills learned in previous semesters. Prerequisites: Satisfactory completion of ATR 516, good standing in MSAT Program. *Two semester hours.*

ATR 616 CLINICAL EDUCATION IV

Fourth in a series of 5 integrated clinical education courses in the MSAT curriculum. This series of courses will focus on clinical practice and/or collaborative practice (interprofessional education, civic engagement/activities, etc.). Students will work in teams, each with a clinical faculty member/ preceptor and/or an academic faculty member, to observe patient interactions, apply skills, demonstrate clinical problem-solving and assume professional roles in various patient care settings (based on their level of clinical experience). Each semester, students will be expected to demonstrate skills and knowledge gained from the current and previous coursework. The bulk of this course is completed at affiliated clinical facilities during 2 blocks of 6 weeks (~20 hours per week) of the 2nd semester of the second year for a total of 240 hours. Students are expected to demonstrate content knowledge and competency with clinical skills learned in previous semesters. Prerequisites: Satisfactory completion of ATR 615, good standing in MSAT Program. *Three semester hours.*

ATR 617 CLINICAL EDUCATION V

Final in a series of 5 integrated clinical education courses in the MSAT curriculum. This series of courses will focus on clinical practice and/or collaborative practice (interprofessional education, civic engagement/activities, etc.). Students will work in teams, each with a clinical faculty member/ preceptor and/or an academic faculty member, to observe patient interactions, apply skills, demonstrate clinical problem-solving and assume professional roles in various patient care settings (based on their level of clinical experience). Each semester, students will be expected to demonstrate skills and knowledge gained from the current and previous coursework. The bulk of this course is completed through a full immersion at affiliated clinical facilities during the 3rd semester of the second year for a total of 400 hours (~40 hours per week). Students are expected to demonstrate content knowledge and competency with clinical skills learned in previous semesters. Prerequisites: Satisfactory completion of ATR 616, good standing in MSAT Program. *Five semester hours.*

ATR 618 NUTRITION AND EXERCISE PRESCRIPTION

An in-depth study of the influence of nutrition and exercise on performance, injury, activities of daily living, and quality of life. This course will focus on nutritional assessment, fitness assessment, and the synthesis of the information gained into appropriate, evidence-based nutrition and exercise programs. The programs designed will be developed using principles related to cardiovascular fitness, muscular strength and endurance, body composition, flexibility, and balance. Consideration will be given to diets and ergogenic aids. Didactic and laboratory experience will allow students to learn and apply theories in laboratory and field assessment. Three lecture hours. Three lab hours. *Four semester hours.*

ATR 640 ADVANCED CLINICAL PROCEDURES

This course introduces the student to advanced clinical procedures often used to evaluate or treat dysfunction of body structures. Topics will include imaging (CT, MRI, PET), Phlebotomy, IV, Suturing, Joint Aspiration and Injections, Casting, and Orthotics. Three hour lab. *One semester hour.*

ATR 651 RESEARCH IN ATHLETIC TRAINING

This course is designed to introduce students to the research process. Students will learn how to discriminate among the types of research, research designs, and statistical analysis. Additionally students will learn how to integrate findings within the context of the current literature and the skills necessary to write and publish knowledge that contributes directly to evidence-based practice. *Three semester hours.*

ATR 660 SEMINAR IN ATHLETIC TRAINING

This course will prepare the AT student to transition to professional practice with emphasis on preparation for the Board of Certification (BOC) exam. Students will critically reflect on their clinical immersion experiences and prepare to transition from student to professional. *Three semester hours.*

ATR 680 GENERAL MEDICAL CONDITIONS AND PHARMACOLOGY

The course will discuss causes, recognition, and treatments associated with a host of diseases and disorders affecting those who are physically active. As part of the treatment process, pharmacokinetics will also be discussed regarding what roles various drugs may play in the recovery process. Three hours lecture and two hours lab. *Four semester hours.*

ATR 683 ADMINISTRATION AND LEADERSHIP

This course analyzes elements of organization and administration of athletic training programs in a variety of settings. Students will examine and critique components of: leadership, medical informatics and record keeping, insurance, billing & reimbursement models, budgeting, risk management, legal issues, ethical practice, health care governing bodies, human resources, and employment issues. *Three semester hours.*

ACCREDITATION

The graduate Athletic Training Program at Emory & Henry College is accredited by the Commission on Accreditation of Athletic Training Education (CAATE) located at 6850 Austin Center Blvd., Suite 100, Austin, TX 78731-3184.

Students completing the MSAT degree requirements may sit for the BOC examination after receiving approval from the Program Director.

EDUCATION

Reading Specialist (M.A.Ed.)
Professional Studies Master of Education (M.Ed.)
Special Education - General Curriculum
American History (M.A.Ed.)

READING SPECIALIST

Program Director

Janet Justice Crickmer

Tracks

Reading Specialist (M.A.Ed.)

Objectives: To provide practicing and prospective teachers the opportunity to learn contemporary pedagogy in Reading and address contemporary and controversial issues that affect public education. This program is designed to meet Virginia certification standards for reading specialists. **The program is cohort based and implemented face to face or online with two residential experiences. Contact the Neff Center for Teacher Education for more information on the current cohort structure.**

Reading Specialist Requirements:

READ 502	Developmental Teaching of Reading	3
READ 503	Theories of Cognitive Processing: Implications for Teaching	3
READ 504	Assessment in Special and Inclusive Education	3
READ 510	Language and Literacy Development	3
READ 511	Formal Assessment Practicum	3
READ 512	Needs of Dyslexic and Other Exceptional Literacy Learners	3
READ 514	Practicum in Interventions of Reading Difficulties	3
READ 516	Reading Comprehension	3
READ 519	Issues in Multicultural literacy and Research	3
READ 520	Modern Grammar: Theory and Practice	3
Total		30

When students have completed 24 semester hours of coursework, they will be required either to take a written comprehensive examination or to complete an integrative project. A follow-up oral examination may be required.

Although the M.A.Ed. and M.Ed. are teaching degrees rather than research degrees, a culminating writing project will be required that can take two directions. In most programs, students will write a comprehensive paper in which they will analyze what they have learned, and the implications of their discoveries for what they expect to happen in their classrooms. In the reading program, this project usually takes the form of a comprehensive case study wherein students demonstrate what they have learned.

REQUIREMENTS FOR ADMISSION (M.A.ED. PROGRAMS)

Admission to a Master of Arts in Education degree program requires a baccalaureate degree from an accredited undergraduate institution with a minimum GPA of 2.75 overall and 3.0 in the major; completion of the Graduate Record Examination; submission of a writing sample of high quality; and review by an admissions committee. For experienced teachers and other individuals of exceptional promise, the admissions committee may modify the GPA requirement. Prospective graduate students are required to provide three recommendations from individuals familiar with their work, submit a completed application for graduate admission, and provide official copies of any professional tests they have completed.

• READING SPECIALIST COURSES**READ 502 DEVELOPMENTAL TEACHING OF READING**

Advanced practicum focusing on the use of informal, direct measures to assess the language competence of students from kindergarten to grade 12 in both whole-class and one-on-one settings. Administration of a variety of reading and comprehension inventories, assessment of developmental word knowledge and writing at children's instruction literacy level. Prerequisite: admission to M.A.Ed. program or permission of instructor. *Three semester hours.*

READ 503 THEORIES OF COGNITIVE PROCESSING: IMPLICATIONS FOR TEACHING

Intermediate level course designed to introduce and explore prominent theories of intellectual, personality, and moral and social development of children and adolescents as they develop in diverse contexts. Emphasis on how children learn, and the importance of the social context that surrounds and influences cognitive development and learning. Construction of a practical understanding of human adaptation that will enable more effective teaching. *Three semester hours.*

READ 504 ASSESSMENT IN SPECIAL AND INCLUSIVE EDUCATION

Overview of assessment processes and concerns, including fundamental legal and ethical considerations and pre-referral and entitlement decision-making. Issues related to norm-referenced tests and teacher-made tests. Basic concepts of measurement. *Three semester hours.*

READ 510 LANGUAGE AND LITERACY DEVELOPMENT

Theoretical overview of language acquisition. Relation of language to literacy development, including phonological processing, syntax, semantics, and pragmatics. Classroom-based strategies for oral and written language

development and language intervention. Prerequisite: admission to M.A.Ed. program or permission of instructor. *Three semester hours.*

READ 511 FORMAL ASSESSMENT PRACTICUM

Administering, scoring, and interpreting standardized literacy-related tests and formulating appropriate interventions. Education practicum fee. Prerequisite: admission to M.A.Ed. program or permission of instructor. *Three semester hours.*

READ 512 NEEDS OF DYSLEXIC AND OTHER EXCEPTIONAL LITERACY LEARNERS

Overview and characteristics of exceptional readers and writers, including learners with dyslexia. Review of scientifically-based research interventions. Prerequisite: admission to M.A.Ed. program or permission of instructor. *Three semester hours.*

READ 514 PRACTICUM IN INTERVENTIONS OF READING DIFFICULTIES

Use of diagnostic tools and remediation strategies in teaching reading development, use of counseling techniques with teachers and parents of children with reading difficulties. Prerequisite: admission to M.A.Ed. program or permission of instructor. *Three semester hours.*

READ 516 READING COMPREHENSION

Exploration of the interactive mechanisms which readers use when constructing meaning from written texts. Special attention given to cognitive processes, expository and narrative text structures, and issues in comprehending content specific texts. Needs of ESL readers also addressed. Prerequisite: admission to M.A.Ed. program or permission of instructor. *Three semester hours.*

READ 519 ISSUES IN MULTICULTURAL LITERACY AND RESEARCH

Exploration of the role of a specialist as a leader, supervisor, and literacy advocate. Examination of research methodologies used in reading and literacy research and how to use these methods to inform other administrators, the general public, parents, and students about best practice. *Three semester hours.*

READ 520 MODERN GRAMMAR: THEORY AND PRACTICE

Overview of modern systems of grammar, including the study of phonetics, phonology, morphology, syntax, and semantics. Theory related to practice and teaching. Prerequisite: admission to M.A.Ed. program or permission of instructor. *Three semester hours.*

READ 525 COMPOSITION THEORY: RESEARCH AND APPLICATIONS

Examination of rhetorical theory and contemporary writing research as they apply to classroom practice. Software applications included. *Three semester hours.*

PROFESSIONAL STUDIES MASTER OF EDUCATION

Program Director

Douglas E. Arnold

Tracks

Professional Studies Master of Education (M.Ed.)

Objective: To provide prospective teachers with significant professional development at the master's level.

Five-Year Program Bachelor's Degree and Masters of Education Degree

Students may select a Five Year Program leading to the appropriate bachelor's degree and a professional studies master of education degree. This option provides more subject area content for teacher preparation students at the undergraduate level and significant professional preparation in the fifth year. Students may also select a special education option that meets the endorsement requirements for special education - general curriculum K-12. Students must complete 32 graduate semester hours to receive the master's degree.

Interested E&H undergraduate students should apply to enroll in the five year teacher preparation program before taking EDUC 300-level and above courses. In addition, all other undergraduate program requirements must be

completed. Students accepted into the Five-Year program should complete EDUC 505, EDUC 509, and either 549 (E-Elementary) or 549 (S-Secondary) in their senior year, which will count no more than 9 credit hours toward the graduate degree. Students should consult the Director of the Teacher Preparation Program or M.Ed. Program Director

Students Coming to Emory & Henry College with a Bachelor’s Degree (Fast Track M.Ed.):

Persons holding a bachelor’s degree may be eligible to apply to the Professional Studies Master’s Degree Program. Students should consult the Director of the Teacher Preparation Program or M.Ed. Program Director.

REQUIREMENTS FOR ADMISSION (M.ED. PROGRAM)

Admission to the Master of Education degree program requires official transcript(s) from undergraduate institution(s) with a minimum GPA of 2.75 (will change to 3.0 in Fall 2019) overall and 3.0 in the major; submission of a writing sample of high quality; review by an admissions committee; and passing scores on Praxis I Math (or exemption) and the Virginia Communication and Literacy Assessment (VCLA). Prospective graduate students are required to provide two recommendations from individuals familiar with their work, submit a completed application for graduate admission, and provide official copies of required professional assessments they have completed.

Admission requirements:

Completed Application

Official transcript(s)

2.75 GPA overall and 3.00 GPA in major

Passing scores on Praxis I math test (or Virginia Department of Education approved alternatives), and the Virginia Communication and Literacy Assessment. Approval of M.Ed. Admissions Committee

Professional Requirements:

M.Ed. Course Requirements:

<i>One course from:*</i>		3
EDUC 501	Practicum in Education	
EDUC 501B	Practicum in Interventions for Students with disabilities in Special and Inclusive Education	
EDUC 505	Human Growth and Development	3
EDUC 509	Action Research Practicum	2
EDUC 545	Foundations of Education	3
EDUC 570	Survey of Exceptional Children	3
EDUC 549E	Practicum in Diagnosis and Remediation of Reading Problems	3
EDUC 549S	Reading, Writing, and Instruction in Content Area	
	PROFESSIONAL SEMESTER	
<i>One course from:*</i>		2
EDUC 520	Seminar: Teaching in Elementary and Middle Schools	
EDUC 540	Seminar: Teaching in Secondary School (9-12)	
EDUC 560	Seminar: Teaching in the K-12 Special and Inclusive Classroom	
<i>One course from:*</i>		3
EDUC 530	Curriculum and Instruction in Social Science for Elementary and Middle Schools	
EDUC 550	Curriculum and Instruction in Secondary School	
<i>One course from:*</i>		10
EDUC 521	Supervised Teaching in Primary, Elementary or Middle School	
EDUC 541	Supervised Teaching in Secondary School	

EDUC 561	Student Teaching in K-12 Special and Inclusive Education	
Total		32

*Based on licensure endorsement area

Any undergraduate work required for Virginia Board of Education licensure also will be required including an additional reading course for middle school licensure. Before any student may enter the professional semester, s/he must have passed all required assessments including Praxis II and RVE (elementary and special education only).

FIVE -YEAR PROGRAM – PROFESSIONAL STUDIES MASTER OF EDUCATION : SPECIAL EDUCATION – GENERAL CURRICULUM K -12 ENDORSEMENT TRACK

Students may select a five year program leading to the appropriate bachelor’s degree and a Professional Studies Master’s degree while meeting the certification requirements for endorsement in special education-general curriculum K-12. Students in this track also meet certification requirements for general education endorsements. This option provides more subject area content for teacher preparation students at the undergraduate level and significant professional preparation in the fifth year.

Professional Requirements:

EDUC 310	Teaching Reading and Language Arts	3
<i>One course from:</i> EDUC 410 EDUC 549E	Practicum in Diagnosis and Remediation of Reading Problems Practicum in Diagnosis and Remediation of Reading Problems	3
EDUC 501B	Practicum in Interventions for Students with disabilities in Special and Inclusive Education	3
EDUC 505	Human Growth and Development	3
EDUC 509	Action Research Practicum	1-4
<i>One course from:</i> EDUC 530 EDUC 550	Curriculum and Instruction in Social Science for Elementary and Middle Schools Curriculum and Instruction in Secondary School	3
EDUC 545	Foundations of Education	3
<i>One course from:</i> EDUC 449 EDUC 549S	Reading, Writing, and Instruction in Content Area Reading, Writing, and Instruction in Content Area	3
EDUC 560	Seminar: Teaching in the K-12 Special and Inclusive Classroom	2
EDUC 561	Student Teaching in K-12 Special and Inclusive Education	10
EDUC 570	Survey of Exceptional Children	3
<i>One course from:</i> SPED 402 SPED 502	Curriculum Design and Instruction in Special Education Curriculum Design and Instruction in Special Education	3
<i>One course from:</i> SPED 403 SPED 503	Assessment and Collaboration in Special and Inclusive Education Assessment and Collaboration in Special and Inclusive Education	3
<i>One course from:</i> SPED 422 SPED 522	Managing the Learning Environment Managing the Learning Environment	3
Total		46-49

Any undergraduate work required for Virginia Board of Education licensure also will be required. Students should consult the Director of the Teacher Education Program or the Director of the M.Ed. Program.

Professional Semester

Supervised clinical teaching is required of students for teacher licensure. The student is expected to devote full time to this activity, taking only the required 15 semester hours of the professional semester; ten in supervised teaching

along with the seminar in teaching and the appropriate methods course. Jobs and extracurricular activities should be avoided.

Student teaching requires a full semester of actual classroom experience under supervision – including observation, participation, responsible teaching, and conferences. All travel and personal expenses are the responsibility of the student. Prerequisites: overall GPA of at least 2.75 (3.0 in Fall 2019), and 3.0 in major subject field at Emory & Henry, successful Program Interview, and admission to the teacher preparation program, including passing of Praxis I math test or Virginia Department of Education approved alternatives, Praxis II, Virginia Communications and Literacy Assessment, and Reading for Virginia Educators, if required for licensure. Student Teaching is the senior project for teacher preparation, but individual departments may have additional senior project requirements. Students who enter the M.Ed. program with a baccalaureate degree do not complete a senior project in their major area.

- **PROFESSIONAL EDUCATION COURSES**

- EDUC 501 PRACTICUM IN EDUCATION**

- Classroom instruction and approximately one hundred hours field-based experience. Prerequisite: permission of instructor and Education Department. Education practicum fee. *Three semester hours.*

- EDUC 501B PRACTICUM IN INTERVENTIONS FOR STUDENTS WITH DISABILITIES IN SPECIAL AND INCLUSIVE EDUCATION**

- Required of all persons seeking a licensure that includes special education-general curriculum K-12. Approximately one hundred hours on-site experience in an inclusive setting. Prerequisite: permission of instructor and Education Department. Education practicum fee. *Three semester hours.*

- EDUC 505 HUMAN GROWTH AND DEVELOPMENT**

- Growth and development from birth through adolescence, contributing to an understanding of the physical, social, intellectual, emotional, and psychological development of children and youth, and the ability to use this understanding in guiding teaching and learning experiences. Focus on implications for education, early childhood through adolescence. Includes a service learning component. *Three semester hours.*

- EDUC 509 ACTION RESEARCH PRACTICUM**

- Design of an action research project within a school setting that includes children of differing abilities. Practical, problem-based, and professional development criteria; curricular changes and teaching and learning strategies. *One to four semester hours.*

- EDUC 520 SEMINAR: TEACHING IN ELEMENTARY AND MIDDLE SCHOOLS**

- Required as part of supervised-teaching block. General review, consolidation, and amplification of instructional techniques. Overview of educational administration, career education, multi-cultural and multi-ethnic concerns in education. Identification and referral of exceptional children. Assessment strategies, Virginia Standards of Learning. Priorities, frustrations, appropriate role-clarification, and other needs of the student teacher as a person. *Two semester hours.*

- EDUC 521 SUPERVISED TEACHING IN ELEMENTARY OR MIDDLE SCHOOL**

- Supervised teaching fee. *Ten semester hours.*

- EDUC 530 CURRICULUM AND INSTRUCTION IN SOCIAL SCIENCE FOR ELEMENTARY AND MIDDLE SCHOOLS**

- Current curricular methods, materials, philosophies, and Virginia Standards of Learning in elementary and middle school social studies and writing education. Developing and identifying social studies and writing materials and approaches. *Three semester hours.*

- EDUC 540 SEMINAR: TEACHING IN SECONDARY SCHOOL (6-12)**

- Required as part of supervised-teaching block. General review, consolidation, and amplification of instructional techniques. Overview of educational administration, career education, multi-cultural and multi-ethnic concerns in education. Identification and referral of exceptional children. Assessment strategies, Virginia Standards of

Learning. Priorities, frustrations, appropriate role-clarification, and other needs of the student teacher as a person. *Two semester hours.*

EDUC 541 SUPERVISED TEACHING IN SECONDARY SCHOOL

Supervised teaching fee. *Ten semester hours.*

EDUC 545 FOUNDATIONS OF EDUCATION

History and contemporary issues in general and special education. Historical, philosophical, social, political, and cultural factors affecting the nature of schooling, curriculum, and individual education attainment for students with and without disabilities. Legal aspects, regulatory requirements, and expectations associated with identification, education, and evaluation of students with and without disabilities. Virginia Standards of Learning and the organization of schools. *Three semester hours.*

EDUC 549E PRACTICUM IN DIAGNOSIS AND REMEDIATION OF READING PROBLEMS

Techniques in evaluation of the reading process, difficulties encountered by children in the reading-learning process, and diagnostic techniques used by the classroom teacher. Individualized instruction; pragmatic corrective measures. Prerequisites: 310 and senior status. *Three semester hours.*

EDUC 549S READING, WRITING, AND INSTRUCTION IN CONTENT AREAS

Instructional techniques useful to secondary teachers in supporting and guiding students prior to, during, and after reading, writing, and learning experiences. Discipline-specific methods during content instruction, including the appropriate use of technology and texts, and specific strategies for supporting students with cultural, linguistic, and other learning differences. Must be taken in the semester immediately prior to student teaching. *Three semester hours.*

EDUC 550 CURRICULUM AND INSTRUCTION IN SECONDARY SCHOOL

Organization and direction of classroom activities and experiences. Varied teaching methods, techniques and strategies, lesson planning, and Virginia Standards of Learning. Guest lecturers, individual or small group study directed by department representatives. Student presentations to demonstrate grasp of content. *Three semester hours.*

EDUC 560 SEMINAR: TEACHING IN THE K-12 SPECIAL AND INCLUSIVE CLASSROOM

Required as part of supervised teaching block. General review, consolidation, and amplification of instructional techniques in special and inclusive education settings. Overview of educational administration, career education, multi-cultural and multi-ethnic concerns in education. Review of identification and referral of exceptional children, assessment strategies, and Virginia Standards of Learning. Transition, consultation, and collaboration issues in special and inclusive education. Priorities, frustrations, appropriate role-clarification, and other needs of the student teacher as a person. *Two semester hours.*

EDUC 561 STUDENT TEACHING IN K-12 SPECIAL AND INCLUSIVE EDUCATION

Supervised teaching fee. *Ten semester hours.*

EDUC 570 SURVEY OF EXCEPTIONAL CHILDREN

Diverse and exceptional students, their learning needs, and protection under the law. Focus on creating instructional contexts and using appropriate teaching strategies to accommodate the special learning needs of students who are academically at-risk, including but not limited to students who are labeled learning dis/abled, emotionally disturbed, developmentally delayed, autistic, other health impaired, traumatic brain injury, multiple disabilities, gifted and talented, and those who come from culturally, linguistically, socioeconomically, or multiculturally diverse backgrounds. This course satisfies the proficiency requirement for Critical Thinking in the disciplines. Prerequisite: Education 305 or 505. *Three semester hours.*

EDUC 600 GRADUATE SEMINAR

Selected content, pedagogy, movements, or issues in the K-12 curriculum. Prerequisites: graduate status and permission of instructor. *One to four semester hours.*

EDUC 601 INDEPENDENT STUDY

Advanced independent research in a special area of education. Prerequisite: permission of the Director of the M.A.Ed. Program in consultation with the Chair of the English Department and the Chair of the Education Division. *One to four semester hours.*

SPED 502 CURRICULUM DESIGN AND INSTRUCTION IN SPECIAL EDUCATION

Understanding and application of service delivery, curriculum, and instruction of students with high incidence disabilities. Theories, characteristics, etiology, and needs of students with specific learning disabilities, students with emotional disturbance, multiple disabilities, autism, OHI, and students with mental retardation. Application in the classroom setting. A research paper and/or action research project and presentation to the class are required for graduate credit. Prerequisite: 370 or 570. *Three semester hours.*

SPED 503 ASSESSMENT AND COLLABORATION IN SPECIAL AND INCLUSIVE EDUCATION

Understanding of the assessment and evaluation of students with disabilities. Hands-on application of assessment and evaluation strategies with targeted students in public school settings. Collaboration among general and special educators and family members as a key component of successful inclusive education within the context of the assessment process. Overview of assessment processes and concerns, including fundamental legal and ethical considerations and pre-referral and entitlement decision-making. Basic concepts of measurement. Formulating appropriate interventions. A research paper and/or action research project and presentation to the class are required for graduate credit. Prerequisite: 370 or 570. Education Practicum Fee. *Three semester hours.*

SPED 522 MANAGING THE LEARNING ENVIRONMENT

Understanding and application of diverse educational approaches to classroom management techniques, and individual and small-group intervention strategies which address emotional well-being, behavioral conduct, self-direction, and conflict management skills. Consideration of medical approaches to behavioral and emotional problems. Experience with functional assessment of learning environments and individual behavior and the development of positive behavioral support plans with school-age students identified as presenting significantly challenging behaviors including but not limited to students labeled ADD/ADHD or emotional disturbance. Prerequisites: 305 or 505, and 370 or 570. *Three semester hours.*

HISTORY**Program Director**

Thomas J. Little

Tracks

American History (M.A.Ed.)

Objectives: To provide a degree appropriate for a person seeking certification to teach history or social studies with endorsement for Virginia and states with reciprocal agreements concerning credentials. To provide the proof required for competency and mastery according to federal guidelines.

Requirements:

HIST 502	Colonial and Revolutionary America	3
HIST 503	Middle Period America	3
HIST 505	Historiography and Methods	3
HIST 507	Civil War and Reconstruction	3
HIST 516	History and Geography of Virginia and Tennessee	3
<i>One course from:</i>		3
HIST 517	Modern American Studies	
HIST 519	Pragmatism and Modern American Ideas	
HIST 520	Industrialization and Economic Development	3
<i>One course from:</i>		3
HIST 536	World Wars	
HIST 539	Europe in the Postwar Era	

HIST 540	History of England	
HIST 552	Latin America	3
HIST 560	Seminar	3
Total		10

When students have completed 24 semester hours of coursework, they may be required either to take a written comprehensive examination or to complete an integrative project. A follow-up oral examination may be required.

Although the M.A.Ed. is primarily a teaching degrees rather than a research degree, a culminating writing project will be required that can take two directions. In some cases, students will write a comprehensive paper in which they will analyze what they have learned, and the implications of their discoveries for what they expect to happen in their classrooms. In other cases, students will pursue an original research project involving primary and secondary research.

REQUIREMENTS FOR ADMISSION (M.A.ED. PROGRAMS)

Admission to a Master of Arts in Education degree program requires a baccalaureate degree from an accredited undergraduate institution with a minimum GPA of 2.75 overall and 3.0 in the major; completion of the Graduate Record Examination; submission of a writing sample of high quality; and review by an admissions committee. For experienced teachers and other individuals of exceptional promise, the admissions committee may modify the GPA requirement. Prospective graduate students are required to provide three recommendations from individuals familiar with their work, submit a completed application for graduate admission, and provide official copies of any professional tests they have completed.

• HISTORY COURSES

HIST 502 COLONIAL AND REVOLUTIONARY AMERICA

Events and ideas involved in the long colonial era, especially in Virginia, and the seminal intellectual and cultural conceptions of the American Revolution. *Three semester hours.*

HIST 503 MIDDLE PERIOD AMERICA

Events and ideas involved in the critical formative period of nation-building in the early and middle nineteenth century, with special emphasis on cultural patterns in religion and ideology, economic aspects of developing trade, commerce and slavery, and emerging regional tensions between North and South. *Three semester hours.*

HIST 505 HISTORIOGRAPHY AND METHODS

Appraisal of major themes in historical writing and major approaches to historical problems, emphasizing a comparative approach to selected historical traditions. *Three semester hours.*

HIST 507 CIVIL WAR AND RECONSTRUCTION

Origins and consequences of the American Civil War. Emphasis on regionalism, sectionalism, and nationalism; economic interdependencies and conflicts; abolitionist saints and pro-slavery divines, and other cultural counterpoints; modern war and ancient traditions; battlefield tactics and broader social strategies; compromise and the deferred commitments to equality and social justice during the post-bellum Reconstruction period. *Three semester hours.*

HIST 516 HISTORY AND GEOGRAPHY OF VIRGINIA AND TENNESSEE

Comparative study of geography and history of two southern states. Emphasis on graduate-level research and teacher responsibilities in the public schools with regard to the standards of learning. *Three semester hours.*

HIST 517 MODERN AMERICAN STUDIES

An American Studies approach to cultural development and ideological growth in modern American society, with special emphasis on regional patterns. *Three semester hours.*

HIST 519 PRAGMATISM AND MODERN AMERICAN IDEAS

Philosophical and intellectual currents in the U. S. states since 1911, with special emphasis on pragmatic ideas and reformism in late liberal rationalism. *Three semester hours.*

HIST 520 INDUSTRIALIZATION AND ECONOMIC DEVELOPMENT

Industrialization and rise of managerial bourgeoisie, petite bourgeoisie, proletariat, and laboring class from the early post-bellum era to the present; organizational capitalism and imperialism, radical protests, the “take-off” phase of industrial development and high mass consumption in the post-industrial era. *Three semester hours.*

HIST 536 WORLD WARS

The two World Wars in imperialist context and with cross-cultural perspective. Economic causes and consequences, and ideological currents. Battlefield tactics and broader social strategies. *Three semester hours.*

HIST 539 EUROPE IN THE POSTWAR ERA

Close examination of the history of Eastern and Western Europe from the end of World War II to the present. Focus on the political and economic reconstruction of early postwar Europe, the role of Europe in the Cold War, the emergence of the “New Europe” in the post-communist period, and the transformation of Europe’s political, economic, and cultural relations with the United States. *Three semester hours.*

HIST 540 HISTORY OF ENGLAND

Interpretive analysis of key questions and issues of English history from the Norman Conquest to the present. Topics include the process of nation-building on the island of Great Britain, the development of parliamentary democracy, and the role of England in colonization, imperialism, and industrialization. *Three semester hours.*

HIST 550 SPECIAL TOPICS IN AMERICAN HISTORY

Selected topics in history chosen by instructor in response to students. May be re-taken for credit for different topics. *Three semester hours.*

HIST 552 LATIN AMERICA

Comparative analysis of structural continuities and revolutions in Latin American history since the pre-Columbian era. *Three semester hours.*

HIST 600 SEMINAR

Capstone course involving original research and investigation of important secondary sources, leading to a major research paper concerning developments in American history, with emphasis on educational problems and classroom challenges. *Three semester hours.*

COMMUNITY AND ORGANIZATIONAL LEADERSHIP (M.A.COL)**Program Director**

Talmage A. Stanley

Tracks

Master of Arts in Community and Organizational Leadership
(M.A.COL)

Objectives: To equip early and mid-career professionals with the skills necessary to be more effective leaders within communities and organizations; to offer an interdisciplinary approach to questions and issues of leadership and community development in both the public and private sectors, for proactive leadership focused on building communities. The Masters of Community and Organizational Leadership has two tracks: 5-Year B.A./MCOL and the Mid-Career M.A.

REQUIREMENTS FOR ADMISSION

B.A./MCOL: Admission to the 5-Year Combined BA/MCOL degree program requires a GPA of 2.75 overall and 3.0 in the major; submission of an essay in response to a prompt provided, two letters of recommendation from

faculty familiar with their work, a completed application for graduate admission, and review by an admissions committee. In some cases for individuals of exceptional promise or leaders with a remarkable record of achievement, the admissions committee may modify the GPA requirement.

Mid-Career M.A.: Admission to the Mid-Career Master of Arts in Community and Organizational Leadership degree program requires a baccalaureate degree from an accredited undergraduate institution, with a minimum GPA of 2.75 overall and 3.0 in the major; at least three years of relevant work experience, submission of an essay in response to a prompt provided, and review by an admissions committee. In some cases for individuals of exceptional promise or leaders with a remarkable record of achievement, the admissions committee may modify the GPA or work requirement. Prospective graduate students are required to provide three recommendations from individuals familiar with their work, and submit a completed application for graduate admission.

Requirements for the 5-Year B.A./MCOL:

MCOL 501	Organizational Leadership	3
MCOL 502	Budgeting and Finance Management for Community Organizations	3
MCOL 511	Research Methods	3
MCOL 513	Grant Development and Writing	3
MCOL 518	Strategic Planning and Evaluation	3
MCOL 532	Capacity Building for Effective Nonprofits	3
MCOL 535	Communications for Effective Leadership	3
<i>One course from:</i>		3
MCOL 504	Topics in Economics	
MCOL 505	Topics in Geography	
MCOL 506	Topics in Civic Innovation	
MCOL 507	Topics in Sociology	
<i>One course from:</i>		3
MCOL 510	Human Resources Leadership	
MCOL 512	Leadership for Philanthropy	
MCOL 515	Ethical and Legal Issues in Leadership	
MCOL 520	Public Policy, Advocacy, and Collaboration	
MCOL 530	Introduction to Nonprofit Organizations	
MCOL 600	Capstone Seminar	6
Total		33

5-Year B.A./MCOL: Students may select a five-year program leading to the appropriate bachelor’s degree and a Masters in Community and Organizational Leadership. Undergraduates should apply to enroll after completing 57 hours (or junior status) and before completing 87 hours. Students accepted into the program will complete MCOL 501, 511, and one of the following: 504, 505, 506, or 507 in their senior year which will count no more than nine credit hours toward the graduate degree. Students must complete 32 graduate credit hours to receive the Master’s degree.

Requirements for the Mid-Career M.A.:

MCOL 501	Organizational Leadership	3
MCOL 502	Budgeting and Finance Management for Community Organizations	3
MCOL 513	Grant Development and Writing	3
MCOL 518	Strategic Planning and Evaluation	3
MCOL 532	Capacity Building for Effective Nonprofits	3
MCOL 535	Communications for Effective Leadership	3
<i>Three courses from:</i>		9
MCOL 510	Human Resources Leadership	
MCOL 512	Leadership for Philanthropy	

MCOL 515	Ethical and Legal Issues in Leadership	
MCOL 520	Public Policy, Advocacy, and Collaboration	
MCOL 530	Introduction to Nonprofit Organizations	
MCOL 600	Capstone Seminar	6
Total		33

- **COMMUNITY AND ORGANIZATIONAL LEADERSHIP COURSES**

MCOL 501 ORGANIZATIONAL LEADERSHIP

Introduction to issues and questions of organizational leadership; differences between management and leadership; development of students' personal vision of leadership. *Three semester hours.*

MCOL 502 BUDGETING AND FINANCE MANAGEMENT FOR COMMUNITY ORGANIZATIONS

Introduction and overview of processes of fiscal leadership for community organizations. Questions of public finance and reporting. *Three semester hours.*

MCOL 504 TOPICS IN ECONOMICS

Selected topics in economics chosen by the department in response to program need. *Three semester hours.*

MCOL 505 TOPICS IN GEOGRAPHY

Selected topics in geography chosen by the department in response to program need. *Three semester hours.*

MCOL 506 TOPICS IN CIVIC INNOVATION

Selected topics in civic innovation chosen by the department in response to program need. *Three semester hours.*

MCOL 507 TOPICS IN SOCIOLOGY

Selected topics in sociology chosen by the department in response to program need. *Three semester hours.*

MCOL 510 HUMAN RESOURCES LEADERSHIP

Best practices in the recruitment, training, appraisal, and retention of human resources within sustainable and diverse organizations. Understanding of employment law related to human resources; ways that leaders can build effective interpersonal relationships within organizations. *Three semester hours.*

MCOL 511 RESEARCH METHODS

Quantitative and qualitative approaches to organizing, analyzing and interpreting data. *Three semester hours.*

MCOL 512 LEADERSHIP FOR PHILANTHROPY

Leadership skills for developing philanthropic resources for communities and organizations. Effective identification, recruitment, and retention of donors, funding foundations, and volunteers. Planning, implementing, and supervising a range of fund development strategies. *Three semester hours.*

MCOL 513 GRANT DEVELOPMENT AND WRITING

Overview to the process of grant development, writing and administration. Identification of potential funding sources, understanding guidelines and the review process, grant-writing, developing realistic budgets, and packaging grant submissions. *Two semester hours.*

MCOL 515 ETHICAL AND LEGAL ISSUES IN LEADERSHIP

Processes of ethical decision-making, balancing individual needs and goals with those of the community or organization. Legal ramifications of organizational questions and issues. *Three semester hours.*

MCOL 518 STRATEGIC PLANNING AND EVALUATION

Strategic planning in communities and social sector organizations. Methods for effective evaluation, connecting strategic planning and evaluation with sustainability and capacity building of organizations, and with community health and vitality. *Three semester hours.*

MCOL 520 PUBLIC POLICY, ADVOCACY, AND COLLABORATION

Building and transforming organizations focused on sustainable communities. Diagnosing community needs and assets, helping the community to determine priorities, prescribing mutually agreed-upon solutions and responses to diagnosed needs. Working with elected officials and appointed civil servants, reporting to and communicating with public officials. *Three semester hours.*

MCOL 530 INTRODUCTION TO NONPROFIT ORGANIZATIONS

Developing by-laws and applying for incorporation as a nonprofit organization, tax codes and state and federal policies governing nonprofit organizations. Approaches to governance, the responsibilities of boards of directors, the development of effective boards of directors, and the relationship between program staff, executive leadership, and governing boards. Integrating an organization's mission and values into all aspects of programming and fund development. *Three semester hours.*

MCOL 532 CAPACITY BUILDING FOR EFFECTIVE NONPROFITS

Linking organizational capacity and community capacity. Principles and processes of expanding the capacities of individuals and organizations for community leadership. Resource allocation and development, volunteer engagement and utilization. Increasing an organization's preparedness to plan, implementing a collaborative, integrated decision-making structure. *Three semester hours.*

MCOL 535 COMMUNICATIONS FOR EFFECTIVE LEADERSHIP

Public and internal communication skills and strategies to enhance and strengthen communities and social sector organizations. Communication with boards of directors, executive leadership, professional staff, volunteers, and external constituencies. Communicating in situations of conflict, negotiation skills, and means of maintaining effective communication lines under difficult circumstances. Various models of effective public relations strategies, community relations, and media relationships. *Three semester hours.*

MCOL 540 INTRODUCTION TO THE UNITED STATES HEALTHCARE SYSTEM

Organization, financing, and delivery of healthcare in the United States, contrasting private and public sectors, the effects of market competition and government regulation on healthcare policy and delivery. Ways that medical providers are paid and major issues currently facing physicians, hospitals, and the pharmaceutical industry. *Three semester hours.*

MCOL 542 FINANCING AND DELIVERY OF HEALTH SERVICES FOR VULNERABLE POPULATIONS

Public policy issues associated with the organization, financing, and delivery of health services to vulnerable populations and safety net providers. Competitive market forces, financing, organizational subsidies, population factors, and federal, state, and local policies regarding health services. *Three semester hours.*

MCOL 545 LEADERSHIP FOR HEALTH SERVICES ORGANIZATIONS

Leadership development, human resources management, approaches to process improvement, and negotiating change in health services organizations. Case studies of application of concepts to improving productivity and health outcomes in hospitals, primary care organizations, and integrated delivery systems. *Three semester hours.*

MCOL 600 CAPSTONE SEMINAR

This seminar integrates the intellectual insights, civic tools, leadership skills, and understandings acquired through the Master's curriculum. It provides the organizational partner with a tangible product that expands its programming, increases organizational efficiency, or extends its mission. Public presentation of learning, with a paper and portfolio documenting the work accomplished through the M.A., integrating major themes, ideas, and insights of the course of study. *Six semester hours.*

OCCUPATIONAL THERAPY

Professors

John Jackson, Chair
Angelika Brocklehurst
Teri Gilley
Lynne Umbarger
Stephanie Williams

Tracks

Master of Occupational Therapy (MOT)

The Master of Occupational Therapy (MOT) Program is offered on the Emory & Henry College School of Health Sciences Campus in Marion. The MOT program is a 27 month program, consisting of seven consecutive semesters, including two 12 week clinical fieldworks.

PROGRAM MISSION

Emory & Henry College's motto is "Increase in Excellence" and has an intention to be a learning community with a commitment to freedom and civic virtue. The mission of the Master of Occupational Therapy Program is to graduate competent entry-level occupational therapists that are occupation-centered and possess leadership, advocacy, critical thinking and professional reasoning skills that will enable them to serve and meet the occupational therapy needs of communities. Graduates will have necessary skills to work in a variety of settings including rural healthcare settings to meet the needs of those who are underserved in areas of health disparities.

VISION

The vision of the Occupational Therapy Program is to be innovative and a national leader in occupational therapy graduate education and to transform the lives of others in order to promote a positive change in the region, nation and world communities.

REQUIREMENTS FOR ADMISSION

Admission Requirements:

- Hold a Bachelor's degree from an accredited institution.
- Completed a minimum of 40 documented hours of observations with an Occupational Therapist.
- Have a minimum overall cumulative GPA of 2.75 and 3.0 for prerequisite courses.
- Have a grade of 'C' or better in all required prerequisite courses.
- Completion of the Graduate Record Examination (GRE) using Emory & Henry College's OTCAS ETS #7409.
- Completion of CPR for Professionals certification and immunizations prior to enrollment.
- 3 letters of recommendation from professionals with at least one from an Occupational Therapist.
- 500 word essay.

Required Prerequisite Courses:

- | | |
|---|---------|
| ● Human Anatomy and Physiology | 8 hours |
| ● Physics and/or Kinesiology | 3 hours |
| ● Abnormal Psychology | 3 hours |
| ● Human or Psychology Development | 3 hours |
| ● Statistics or Research Design | 3 hours |
| ● Sociology and/or Philosophy and/or Ethics | 3 hours |

*No AP or CLEP credit will be allowed for the prerequisite courses. All prerequisites are subject to evaluation. There may be a few course alternatives but these will need to be approved by the program director. Admission will be on a competitive and space available basis. The MOT Admissions Committee uses an internal rubric scoring system to score items such as overall GPA, prerequisite GPA, last 60 hours GPA, GRE scores, application essay, references, onsite interview, etc. Additional points are scored for Emory & Henry College graduates as well as current residents of Southwest Virginia as defined by the Virginia Health Workforce Development Authority. A bachelor's degree can be in progress but must be completed prior to enrollment of the program. CPR for

professionals and all immunizations must be current prior to enrollment in the program. At time of enrollment, each student must sign a Technical Standards/Essential Functions form.

The Master of Occupational Therapy program at Emory & Henry College will participate in the Occupational Therapist Centralized Application Service, known as OTCAS, in the 2018-2019 admissions cycle. Applicants applying to the entry-level occupational therapist education program for the 2019 class should apply online using the OTCAS application beginning in July 2018 (<https://otcas.liaisoncas.com>). Deadline for the application will be December 4, 2018.

ACADEMIC POLICIES/REQUIREMENTS FOR PROMOTION AND GRADUATION

Attaining the MOT degree requires the successful completion of all didactic courses and clinical fieldworks as sequenced into seven consecutive semesters. The two full-time, clinical fieldworks are completed at off-campus sites, and students are responsible for all travel and living expenses during the fieldworks. Satisfactory progress through the Program requires a GPA of B (3.00) in each semester. The minimum passing grade in each course is a C (2.00) as long as the semester GPA is maintained at a grade of B (3.00).

TRANSFER CREDIT

The Occupational Therapy Program may accept up to 9 credits of program-specific courses that will be considered on a case by case basis. The coursework must have been completed at a regionally accredited institution and also from a program currently accredited by the program's accrediting body and taken within the 2 years prior to requesting consideration for transfer. The courses will be evaluated by the Admissions Committee of the program, including a faculty member with knowledge/expertise in the content area of the course being considered, to determine equivalency to program courses in the Occupational Therapy Program at Emory & Henry.

1. An applicant cannot have been dismissed by another program secondary to not meeting academic or professional standards.
2. An applicant seeking transfer to the MOT program must meet the minimal standard requirements for acceptance into the program.

Transfers of credits for prerequisite courses are determined by the office of admissions and the MOT program director. Typically, transfer of credits from another occupational therapy program will not be accepted but exceptions may be determined by the office of admissions and the MOT program director. Up to 9 transfer credits of equivalent professional-level coursework, as deemed equivalent by the office of admissions and the MOT program director may be accepted from a student who requests to be considered for transfer to the Emory & Henry Occupational Therapy Program. Any student seeking transfer to the MOT Program at Emory & Henry College must be in good academic and professional behavior standards in his/her current occupational therapy program.

Students are assigned an academic advisor within the program to monitor their progress and to recommend resources for students experiencing academic difficulty. Students who fail to maintain the academic requirements and/or ethical policies are subject to probation or dismissal. Students dismissed from the Program may apply for readmission after one year.

Please refer to the Program's Student Handbook for details on all academic policies.

CURRICULUM SEQUENCE

Fall Year 1		Credits
OT 500	Human Anatomy 1	3
OT 501	Human Anatomy 2	2
OT 502	Kinesiology for OT	3
OT 510	Foundations in OT	2
OT 511	OT Across the Lifespan	2
OT 551	OT Process in Mental Health	3
Total		15

Spring Year 1		
OT 503	Applied Neuro Science	4
OT 512	OT Theory	3
OT 513	Modalities	2
OT 541	Evidence-Based Practice	2
OT 551	OT Process in Pediatrics	3
Total		14
Summer Year 1		
OT 521	Clinical Reasoning 1	2
OT 542	Applied Research in OT	3
OT 553	Assistive Technology Across Lifespan	3
OT 5581	Fieldwork 1:1	1
Total		9
Fall Year 2		
OT 514	Professional Development	2
OT 543	Research Project 1	2
OT 554	OT Process in Adults/Older Adults	4
OT 555	OT Process in Hand/UE Rehabilitation	3
OT 556	OT Process in Community/Rural Health	3
Total		14
Spring Year 2		
OT 515	Management and Organization in OT	3
OT 522	Clinical Reasoning 2	2
OT 544	Research Project 2	2
OT 582	Fieldwork 1:2	2
OT 601	Advanced Practice in OT	4
Total		13
Summer Year 2		
OT 602	Fieldwork 2:1	6
OT 610	Fieldwork Seminar	1
Total		7
Fall Year 3		
OT 603	Fieldwork 2:2	6
OT 611	Clinical Reasoning 3	3
Total		9
Total		81

•MOT COURSES

OT 500 HUMAN ANATOMY 1 (DPT700)

This course is the classroom component which will cover normal human gross anatomy with emphasis on the structure and physiology of the musculoskeletal, neuromuscular, cardiopulmonary, digestive and integumentary systems across the lifespan. Other anatomical systems will be covered briefly, especially as they relate to the function of the five emphasized systems. This course is designed to help students establish a foundational understanding of the neuromusculoskeletal systems of the human body for the practice of occupational therapy. We

will take a regional approach covering the arms, trunk, head, and legs. At the end of the class students will have an understanding of how the structure of the human body determines function as a prelude to a clinical understanding of how to treat structural dysfunction. *Three semester hours.*

OT 501 HUMAN ANATOMY 2 (DPT701)

This course is the laboratory component involving cadaver dissection to complement the study of systems covered in OT500 (i.e. musculoskeletal, neuromuscular, cardiopulmonary, digestive and integumentary). Additionally, there will be a dry lab incorporating surface anatomy exercises, using anatomical models and utilizing a variety of audiovisual means including medical imaging. *Two semester hours.*

OT 502 KINESIOLOGY FOR OT

This course provides knowledge and understanding of basic concepts of kinesiology including normal human movement and how movements occur at the joint level. Training is provided for range of motion and manual muscle testing procedures. Student domains of learning used: Sciences/Knowledge and Assessment/Intervention Skills. Two lecture hours and three lab hours. *Three semester hours.*

OT 503 APPLIED NEURO SCIENCE

This course will study basics of neuroanatomy and the nervous system and how neurological conditions have an impact on occupational performance. Neurological screening and assessments for cognitive, visual perception, functional mobility issues and other areas of the OT framework will be covered as well as clinic safety. Student domains of learning used: Sciences/Knowledge and Assessment/Intervention Skills. Three lecture hours and three lab hours. *Four semester hours.*

OT 510 FOUNDATIONS IN OT

This course provides an introduction to history and philosophy and key terminology used in the profession including framework, role and meaning of occupation, occupational science, ethics, and task/activity analysis. Student domain of learning used: Sciences/Knowledge. Two lecture hours. *Two semester hours.*

OT 511 OT ACROSS THE LIFESPAN

This course looks at human and occupational development throughout the lifespan. Discusses health literacy and OT's role in many different settings such as early child intervention, schools, hospitals, outpatient centers, home health, community, higher education, consultant, contract, entrepreneur and other emerging practice areas. Introduction to OT associations on a state, national and international level. Student domain of learning used: Sciences/Knowledge. Two lecture hours. *Two semester hours.*

OT 512 OT THEORY

This course compares, contrasts and applies use of theories, models of practice and frames of reference in the evaluation and intervention process. Discusses role of occupation in health promotion and how health conditions affect occupational performance. Student domains of learning used: Sciences/Knowledge and Assessment/Intervention skills. Three lecture hours. *Three semester hours.*

OT 513 MODALITIES

This course covers theoretical concepts, indications, contraindications, and clinical reasoning for the selection/application for the safe use of various types of superficial thermal/mechanical and deep thermal/electrotherapeutic modalities. Students will be required to complete competencies (skills assessments) for proper and safe use of the modalities. Student domains of learning used: Sciences/Knowledge; Assessment/Intervention Skills and Clinical/Professional Applications. Two lecture hours. *Two semester hours.*

OT 514 PROFESSIONAL DEVELOPMENT

This course addresses many professional issues involving global areas, OT associations, legislature, policy development, reimbursement and appeals mechanisms, credentialing, roles of OT and OTA, state licensure practice acts, ethical conflicts, professional development, liability and fieldwork education. Students will participate in an advocacy activity through a grant design and/or writing activity to promote OT services for the local and/or other communities. Student domains of learning used: Sciences/Knowledge; Assessment/Intervention Skills and Clinical/Professional Application. Two lecture hours. *Two semester hours.*

OT 515 MANAGEMENT AND ORGANIZATION IN OT

This course covers all aspects of management, supervision, and organization in occupational therapy and healthcare. Course includes topics such as ethics, role of OT/OTA, practice outcomes, quality improvement, consultation, liability, advocacy, interviewing, credentialing, reimbursement/payor systems, legislation, program development, marketing and writing a business plan. This course will include a service learning component. Student domain of learning used: Assessment/Intervention Skills, Clinical/Professional Application and Clinic/Fieldwork Education. Three lecture hours. *Three semester hours.*

OT 521 CLINICAL REASONING 1

This course uses case studies and reflection to promote integrating knowledge and application of task analysis, influences of sociocultural and socioeconomically factors, theoretical concepts, and development of occupation-based intervention plans in the practice areas of pediatrics and mental health. Course will emphasize preparation for board exam in these areas including an annual competency and exam. Student domains of learning used: Assessment/Intervention Skills and Clinical/Professional Application. Two lecture hours. *Two semester hours.*

OT 522 CLINICAL REASONING 2

This course uses case studies and reflection to promote integrating knowledge and application of task analysis, influences of sociocultural and socioeconomically factors, theoretical concepts, documentation, and development of occupation-based intervention plans in the practice areas of adults, older adults, hand/upper extremity conditions, and assistive technology issues. Course will emphasize preparation for board exam in these areas including an annual competency and exam. Student domains of learning used: Assessment/Intervention Skills and Clinical/Professional Application. Two lecture hours. *Two semester hours.*

OT 541 EVIDENCE-BASED PRACTICE

This course examines the topic of evidence-based practice including introduction to research design, use of statistics, standardized test scores, validity and reliability and ability to produce critically appraised topics. Discusses importance of scholarly activities as well as professional advocacy. Student domains of learning used: Sciences/Knowledge and Clinical/Professional Application. Two lecture hours. *Two semester hours.*

OT 542 APPLIED RESEARCH IN OT

This course provides instruction for understanding and use of most commonly used quantitative and qualitative statistics. Students will be able to design a scholarly proposal including research question, literature review, sample, design, measurement, and data analysis. Students will be required to complete IRB training. Student domain of learning used: Clinical/Professional Reasoning. Three lecture hours. *Three semester hours.*

OT 543 RESEARCH PROJECT 1

This course includes a group research project supervised by a faculty member. Students will develop a research design project, complete a written proposal, seek IRB approval and begin preparation for implementation. Student domain of learning used: Clinical/Professional Application. *Two semester hours.*

OT 544 RESEARCH PROJECT 2

This course includes a group research project supervised by a faculty member. Students will implement an approved research project including data collection, data analysis of results, and completion of a written scholarly report that is presented at a local/state or national conference and/or publication. Student domain of learning used: Clinical/Professional Application. *Two semester hours.*

OT 551 OT PROCESS IN MENTAL HEALTH

This course focuses on identifying occupational needs through assessment/intervention for clients with mental health and/or psychosocial issues. Teaches appropriate selection and implementation of assessments and interventions including group-based intervention, group dynamics, therapeutic use of self, stress management, and living skills training. Student domains of learning used: Assessment/Intervention Skills and Clinical/Professional Application. Three lecture hours. *Three semester hours.*

OT 552 OT Process in Pediatrics

This course focuses on identifying the occupational needs through assessment/intervention for the pediatric population. The role of OT for birth to three, school-based practice, and clinic/hospital based practice are covered

including professional reasoning, group interventions, feeding/eating/swallowing, selection of appropriate assessments/interventions, standardized testing and documentation of OT services. Student domains of learning used: Assessment/Intervention Skills and Clinical/Professional Application. Two lecture hours and three lab hours. *Three semester hours.*

OT 553 ASSISTIVE TECHNOLOGY ACROSS LIFESPAN

This course covers assessments and interventions involving assistive technology across the lifespan. Students will be able to complete wheelchair evaluations, home assessments, ergonomic assessments, teach compensatory strategies, and show understanding of environmental control systems/computer access/ and augmentative-communication technologies. Student domains of learning used: Assessment/Intervention Skills and Clinical/Professional Application. Two lecture hours and three lab hours. *Three semester hours.*

OT 554 OT PROCESS IN ADULTS/OLDER ADULTS

This course covers all aspects of identifying occupational needs of adults and older adults through assessments and interventions. This course includes selecting and implementing appropriate assessments and interventions for many different types of adult conditions and various adult treatment settings. Training includes areas such as self-care, self-management, health management, compensatory strategies, grading and adapting activities, and referring to specialists. Student domains of learning used: Assessment/Intervention Skills and Clinical/Professional Application. Three lecture hours and three lab hours. *Four semester hours.*

OT 555 OT PROCESS IN HAND/UE REHABILITATION

This course covers all aspects of identifying occupational needs in hand and upper extremity conditions, trauma, and/or injury through assessments and interventions. This course includes many different upper extremity conditions, specialized tests, static and dynamic splinting techniques, joint mobilization and handling techniques, massage methods, kinesio taping, and application of modalities. Student domains of learning used: Sciences/Knowledge; Assessment/Intervention Skills and Clinical/Professional Application. Two lecture hours and three lab hours. *Three semester hours.*

OT 556 OT PROCESS IN COMMUNITY/RURAL HEALTH

This course covers all aspects of identifying occupational needs in the community and for clients in rural health. This course will include topics dealing with global issues, OT associations at an international/national/state/local level, designing quality improvement plan, program development, training/educational methods and community based rehabilitation. This course will include engagement in a community service learning project. Student domains of learning used: Assessment/Intervention Skills, Clinical/Professional Application and Clinic/Fieldwork Education. Three lecture hours. *Three semester hours.*

OT 581 FIELDWORK 1:1

This course provides fieldwork education that focuses on the application of evaluation, intervention and training skills working with pediatrics and/or clients with mental health and/or psychosocial issues. Activities will be implemented with individuals and/or groups. Students will comply with high ethical, confidential, and practice standards. This course will require an average of 8 hours a week in a clinic or other setting. Student domain of learning used: Clinic/Fieldwork Education. *One semester hour.*

OT 582 FIELDWORK 1:2

This course provides fieldwork education in a physical dysfunction setting where students apply clinical and professional reasoning in safely selecting and implementing assessments and interventions to meet the occupational needs of clients. This course will require an average of 8 hours a week in a clinic or other OT setting. Student domains of learning used: Assessment/Intervention Skills; Clinical/Professional Application and Clinic/Fieldwork Education. *Two semester hours.*

OT 601 ADVANCED PRACTICE IN OT

This course provides a content review of current practice and evidence-based practice in specialty and emerging areas in OT. Students participate in clinical training activities in a variety of practice areas of OT in the community throughout the semester. Course will include preparation for national board exam. Students will design and present a continuing education hour course to local practitioners and/or other health professionals. Student domains of

learning used: Assessment/Intervention Skills; Clinical/Professional Application and Clinic/Fieldwork Education. Three lecture hours and three lab hours. *Four semester hours.*

OT 602 FIELDWORK 2:1

Prerequisites for this course include successful completion of all previous professional and fieldwork courses and approval of Program Director. This course includes clinical training for 40 hours per week for 12 weeks in an OT setting supervised by an occupational therapist. This course will prepare the student for being competent in occupational therapy entry-level practice including using clinical and professional reasoning skills. Student domains of learning used: Assessment/Intervention Skills; Clinical/Professional Application and Clinic/Fieldwork Education. *Six semester hours.*

OT 603 FIELDWORK 2:2

Prerequisites for this course include successful completion of all previous professional and fieldwork courses and approval of Program Director. This course includes clinical training for 40 hours per week for 12 weeks in an OT setting supervised by an occupational therapist. This course will prepare the student for being competent in occupational therapy entry-level practice including using clinical and professional reasoning skills. Student domains of learning used: Assessment/Intervention Skills; Clinical/Professional Application and Clinic/Fieldwork Education. *Six semester hours.*

OT 610 FIELDWORK SEMINAR

This course will be provided in an online format while students are participating in Fieldwork 2:1. This course will promote student reflection, professional reasoning and integration of previous course material and current OT practice experience at fieldwork site. Student domains of learning used: Assessment/Intervention Skills and Clinic/Fieldwork Education. *One semester hour.*

OT 611 CLINICAL REASONING 3

This course will be provided in an online format with at least one weekend workshop. This course will provide reflection of fieldwork experiences including safe practice ideas, ethical considerations, therapeutic use of self, impact of contextual factors, and professional responsibility for fieldwork education. Also, this course will include opportunities for national board exam preparation. Student domains of learning used: Assessment/Intervention Skills; Clinical/Professional Application and Clinic/Fieldwork Education. *Three semester hours.*

ACCREDITATION

The entry-level occupational therapy master's degree program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is www.acoteonline.org. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

PHYSICAL THERAPY

Professors

Jean Irion, Chair
Kristi Angelopoulos
Steven Bitticker
Julia Castleberry
Eric Coley
Roberta Gatlin
John Graham
Glenn Irion
Ashlee Medley

Tracks

Doctor of Physical Therapy (DPT)

The Doctor of Physical Therapy (DPT) Program is offered on the Emory & Henry College School of Health Sciences campus in Marion. The DPT is a 3-year program, consisting of nine consecutive semesters, including three full-time clinical rotations.

PROGRAM MISSION

To prepare competent, caring and ethical entry-level physical therapists who are able to provide evidence-based, patient-centered care in an ever-changing health care system. Our program promotes academic excellence as well as civic and professional engagement at all levels, including the college, local, national and international communities.

REQUIREMENTS FOR ADMISSION/ADMISSION POLICY

Applicants who meet the following minimum eligibility requirements for the DPT program at E&H may be invited for a formal interview (based upon competitiveness with other applicants) and possible acceptance into the program:

- A baccalaureate degree from an accredited institution with either a minimum cumulative grade point average (GPA) of 2.75 (based on a 4.0 scale) or last 60 hours cumulative GPA of 2.75.
- A minimum cumulative prerequisite GPA of 3.0 (see required prerequisite course list below).
- A minimum of 40 hours of clinical experience (volunteer or work-related) with a licensed physical therapist. A variety of settings is highly recommended.
- Completion of the Graduate Record Exam (GRE) taken within five years prior to application.
- Three letters of recommendation: One (1) must be from a physical therapist; one (1) must be from a professor or instructor familiar with applicant's academic work; the third can be from multiple accepted sources (see PTCAS website).
- Proficiency in verbal and written communication (will be determined via interview and PTCAS application essay).
- Foreign applicants whose native language is not English must achieve a minimum of 79 on iBT TOEFL examination or a Band 6 on the IELTS. Also, please submit an approved credential report for coursework completed outside the United States.
- Emory & Henry College has a strong history and reputation for preparing students to be critical thinkers and to be civically engaged. Additionally, Emory & Henry College espouses serving the rural community in which it is located and the underserved throughout the area. As such, applicants are required to provide an example (in 1-2 paragraphs) of how they have worked to improve lives in their communities, and how this has impacted their personal growth in School-specific Question #3 on PTCAS.
- Early decision requirements include: minimum cumulative GPA of 3.5

The prerequisite courses are shown in the table below. Applicants should have successfully completed all of the prerequisites, either as part of their baccalaureate degree or independently, prior to being admitted into the Program.

Prerequisite Courses Credit Hours

General Biology*	8
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Human Anatomy and Physiology*	8
Chemistry*	8
Physics*	8
Statistics or Biostatistics	3
Psychology	6
Social Sciences	3
Math**	3

*All science courses must have a lab component and be intended for a science major.

**Pre-calculus or higher; if pre-calculus is a two-part course, both parts must be completed.

TRANSFER CREDIT

The Physical Therapy Program may accept up to 9 credits of program-specific courses that will be considered on a case by case basis. The coursework must have been completed at a regionally accredited institution and also from a program currently accredited by the program's accrediting body and taken within the 2 years prior to requesting consideration for transfer. The courses will be evaluated by the Admissions Committee of the program, including a faculty member with knowledge/expertise in the content area of the course being considered, to determine equivalency to program courses in the Physical Therapy Program at Emory & Henry.

In order to consider transfer of credit to these programs, the applicant must meet the following criteria:

1. An applicant cannot have been dismissed by another program secondary to not meeting academic or professional standards.
2. An applicant seeking transfer to the DPT program must meet the minimal standard requirements for acceptance into the program.

ACADEMIC POLICIES/REQUIREMENTS FOR PROMOTION AND GRADUATION

Attaining the DPT degree requires the successful completion of all didactic courses and clinical immersion/rotations as sequenced into nine consecutive semesters. The three full-time, clinical rotations are completed at off-campus sites, and students are responsible for all travel and living expenses during the internships. Satisfactory progress through the Program requires a GPA of B (3.00) in each semester. The minimum passing grade in each course is a C (2.00) as long as the semester GPA is maintained at a grade of B (3.00). Students are assigned an academic mentor within the program to monitor their progress and to recommend resources for students experiencing academic difficulty. Students who fail to maintain the academic requirements are subject to probation or dismissal. Students dismissed from the Program may apply for readmission after one year. Please refer to the Program's Student Handbook for details on all academic policies.

CURRICULUM SEQUENCE

Fall Year 1		Credits
DPT 700	Human Gross Anatomy	3
DPT 701	Human Gross Anatomy Lab	2
DPT 702	Human Histology	1
DPT 704	Kinesiology	4
DPT 706	Applied Physiology for Health Sciences	3
DPT 722	Patient Care Skills II: Tests & Measures	2
DPT 731A	Professional Issues IA	1
Total		16

Spring Year 1		
DPT 703	Human Neuroscience	3
DPT 712	Applied Exercise Physiology	1
DPT 714	Pathophysiology I	2
DPT 721	Patients Care Skills I: Principles	2
DPT 723	Patient Care Skills III: Introduction to Therapeutic Exercise & Modalities	2
DPT 731B	Professional Issues IB	1
DPT 741	Critical Inquiry I: Introduction	2
DPT 751	Musculoskeletal Physical Therapy I	4
DPT 781	Clinical Immersion, Interprofessional Practice and Civic Engagement I	1
Total		18
Summer Year 1		
DPT 715	Pathophysiology II	2
DPT 716	Pharmacology	2
DPT 732	Professional Issues II	2
DPT 752	Musculoskeletal Physical Therapy II	3
DPT 782	Clinical Immersion, Interprofessional Practice and Civic Engagement II	1
DPT 860	Health Promotion and Wellness	2
DPT 863	Rural Health and Primary Care	2
Total		14
Fall Year 2		
DPT 831	Professional Issues III	2
DPT 842	Critical Inquiry II: Research Proposal	3
DPT 851	Musculoskeletal Physical Therapy III	3
DPT 853	Neuromuscular Physical Therapy I	4
DPT 856	Cardiopulmonary Physical Therapy	3
DPT 861	Lifespan Human Development	2
DPT 881	Clinical Immersion, Interprofessional Practice and Civic Engagement III	1
Total		18
Spring Year 2		
DPT 832	Administration & Management in Health Care	3
DPT 843	Critical Inquiry III: Data Collection and Analysis	3
DPT 852	Musculoskeletal IV	4
DPT 854	Neuromuscular Physical Therapy II	3
DPT 855	Pediatric Physical Therapy	3
DPT 864	Human Learning	1
DPT 882	Clinical Immersion, Interprofessional Practice and Civic Engagement IV	1
Total		18
Summer Year 2		
DPT 713	Imaging	2
DPT 857	Integumentary PT	3
DPT 858	Management of Multisystem Impairments	3
DPT 859	Orthotics and Prosthetics	2
DPT 862	Medical Screening	2
DPT 883	Clinical Immersion, Interprofessional Practice and Civic Engagement V	1
Total		13

Fall Year 3		
DPT 833	Leadership in Daily Practice	1
DPT 981	Full-time Clinical Rotation I (12 weeks)	6
Total		7
Spring Year 3		
DPT 834	Public Policy and Physical Therapy	2
DPT 982	Full-time Clinical Rotation II (12 weeks)	6
Total		8
Summer Year 3		
DPT 983	Full-time Clinical Rotation III (12 weeks)	6
Total		6
Total		118

•DPT COURSES

DPT 700 HUMAN GROSS ANATOMY

This course is the classroom component which will cover normal human gross anatomy with emphasis on the structure and physiology of the musculoskeletal, neuromuscular, cardiopulmonary, digestive and integumentary systems across the lifespan. Other anatomical systems will be covered briefly, especially as they relate to the function of the five emphasized systems. This course is designed to help students establish a foundational understanding of the neuromusculoskeletal systems of the human body for the practice of physical therapy. We will take a regional approach covering the arms, trunk, head, and legs. At the end of the class students will have an understanding of how the structure of the human body determines function as a prelude to a clinical understanding of how to treat structural dysfunction. *Three semester hours.*

DPT 701 HUMAN GROSS ANATOMY LABORATORY

This course is the laboratory component involving cadaver dissection to complement the study of systems covered in DPT700 (i.e. musculoskeletal, neuromuscular, cardiopulmonary, digestive and integumentary). Additionally, there will be a dry lab incorporating surface anatomy exercises, using anatomical models and utilizing a variety of audiovisual means including medical imaging. *Two semester hours.*

DPT 702 HUMAN HISTOLOGY

Study of human histology with emphasis on cellular and extracellular components of the musculoskeletal, neural, cardiopulmonary and integumentary tissues. Introduction to relationships between structure and function, as the basis for pathological processes. *One semester hour.*

DPT 703 HUMAN NEUROSCIENCE

Detailed study of the structure and function of the central and peripheral nervous systems including morphology and developmental neuroanatomy. Relationship between neuroanatomy, motor control and sensory responses are discussed. *Three semester hours.*

DPT 704 KINESIOLOGY

This course provides a foundation for the practice of physical rehabilitation. The structural and functional anatomy of the musculoskeletal system is applied to the study of human movement. The course includes both classroom and laboratory instruction with emphasis on movement and function of the upper extremities, axial skeleton, and lower extremities. Normal and abnormal posture and gait as well as an introduction to motor control are included as a part of this course. *Four semester hours.*

DPT 706 APPLIED PHYSIOLOGY FOR HEALTH SCIENCES

A survey of physiological principles underlying clinical practice in the health sciences. This course is designed to prepare students for further courses in pathophysiology and those related to specific physiological systems, including neuromusculoskeletal, integumentary, and cardiovascular and pulmonary systems. *Three semester hours.*

DPT 712 APPLIED EXERCISE PHYSIOLOGY

A study of the effect of physical activity on human physiology with an emphasis on the musculoskeletal, cardiovascular, pulmonary and endocrine systems, including the acute and chronic adaptations associated with physical activity. Modes of exercise, environmental considerations, and selected clinical populations are also covered in this course. *One semester hour.*

DPT 713 IMAGING

This course introduces the student to equipment, procedures and use of medical imaging for examination and evaluation of dysfunction of body structures. Examination topics included are radiographs, arthrography, CT scans, PET scans, MRI, ultrasonography and nuclear studies. Case studies will be used to integrate imaging data in the patient/client management plan. *Two semester hours.*

DPT 714 PATHOPHYSIOLOGY I

A study of the general principles of pathophysiology impacting the practice of physical therapy and how they are managed medically and surgically in addition to the role of the physical therapist. This first course of the pathophysiology sequence is focused on cell injury and the body's responses, inflammation, disorders of vascular flow and shock, genetic disease, the immune system, neoplastic disease, infectious disease and diseases of the blood vessels and blood cells. *Two semester hours.*

DPT 715 PATHOPHYSIOLOGY II

A continuation of pathophysiology I focused on body systems. Management by healthcare professionals beyond physical therapy is discussed. The acute and chronic effects of diseases of body systems on human function/performance and achievement of outcomes of therapeutic intervention are explored. *Two semester hours.*

DPT 716 PHARMACOLOGY

A study of pharmacological principles in relation to rehabilitation of patients with systems impairments, with inclusion of the possible benefits and side effects of pharmacological agents in patients undergoing physical rehabilitation. *Two semester hours.*

DPT 721 PATIENT CARE SKILLS I: PRINCIPLES

Introductory course in basic skills and patient management processes in the physical therapy setting. Medical terminology, the patient management model, interview processes and clinical documentation are introduced. Overview of tests and measures, and basic interventions used in the physical therapy setting including vital signs, patient handling and transfer techniques, and basic gait training with assistive devices are also presented. *Two semester hours.*

DPT 722 PATIENT CARE SKILLS II: TESTS AND MEASURES

Continuation of DPT 721 with further application of the patient management model, clinical documentation, and addition of specific tests and measures commonly used in physical therapy clinical practice, including palpation, sensory, goniometry and manual muscle testing. *Two semester hours.*

DPT 723 PATIENT CARE SKILLS III: INTRODUCTION TO THERAPEUTIC EXERCISE AND MODALITIES

This course provides students with instruction designed to integrate the development, implementation, and evaluation of basic therapeutic exercise commonly used in physical therapy practice, as well as the administration of physical, thermal and mechanical interventions consistent with patient diagnosis and prognosis. Critical appraisal of the literature is addressed, in order to apply the best evidence to practice and the clinical decision making process. *Two semester hours.*

DPT 731A PROFESSIONAL ISSUES IA

First in a series of three courses integrated throughout the curriculum to prepare students as ethical, moral, responsible and accountable physical therapists. Topics in this course include the history of the profession, role of

the professional association, values of the profession, ethical and legal contemporary practice issues and an introduction to civic engagement within the physical therapy curriculum. Emphasis in this first course is on the history of the profession and the evolution of a doctoral profession. *One semester hour.*

DPT 731B PROFESSIONAL ISSUES IB

The second part of the first course in this series of three courses integrated throughout the curriculum to prepare students as ethical, moral, responsible and accountable physical therapists. Topics in this course include the use of the *Guide to PT Practice*, the ICF Model and clinical decision-making models in patient/client management. Additionally, this course includes essential components of documentation in patient care. *One semester hour.*

DPT 732 PROFESSIONAL ISSUES II

Second in a series of three courses integrated throughout the curriculum to prepare students as ethical, moral, responsible and accountable physical therapists. Topics in this course include communication as an engaged professional, the physical therapist assistant, psychiatric disorders, health care systems, electronic health records, specific documentation needs in selected physical therapy settings, and legal and ethical responsibilities to vulnerable populations. *Two semester hours.*

DPT 741 CRITICAL INQUIRY I: INTRODUCTION

First in a series of three courses to prepare students to understand, utilize and contribute to the professional literature and to integrate evidence into clinical practice. Emphasis in the first course will be on the concept of evidence as a foundation for clinical practice and the research process. *Two semester hours.*

DPT 751 MUSCULOSKELETAL PHYSICAL THERAPY I

This is the first course in a series of four that will apply the physical therapist patient/client management model to patients (across the lifespan) with musculoskeletal conditions. Students are instructed in, and practice the integration of the five elements of care (evidence-based examination, evaluation, diagnosis, prognosis, and therapeutic interventions) of the patient/client with conditions associated with the upper quarter. *Four semester hours.*

DPT 752 MUSCULOSKELETAL PHYSICAL THERAPY II

This is the second course in a series of four that will apply the physical therapist patient/client management model to patients (across the lifespan) with musculoskeletal conditions. Students are instructed in, and practice the integration of the five elements of care (evidence-based examination, evaluation, diagnosis, prognosis, and therapeutic interventions) of the patient/client with conditions associated with the lower extremities. *Three semester hours.*

DPT 781 CLINICAL IMMERSION, INTERPROFESSIONAL PRACTICE AND CIVIC ENGAGEMENT I

First in a series of 5 integrated clinical education courses that are embedded in the first 6 didactic semesters of the DPT curriculum. This series of courses will focus on clinical practice and/or collaborative practice (inter-professional education, civic engagement/activities, etc.). Students will work in teams, each with a clinical faculty member (e.g. physical therapist clinical instructor with an inter-professional team) and/or an academic faculty member, to apply skills, demonstrate clinical problem-solving and assume professional roles in various patient care settings (based on their level of clinical experience). Each semester, students will be expected to demonstrate skills and knowledge gained from the current and previous coursework. Students are also provided opportunities through service learning and other activities to engage with the professional community, with the college community and with the local, national and international communities. *One semester hour.*

DPT 782 CLINICAL IMMERSION, INTERPROFESSIONAL PRACTICE AND CIVIC ENGAGEMENT II

Second in a series of 5 integrated clinical education courses that are embedded in the first 6 didactic semesters of the DPT curriculum. This series of courses will focus on clinical practice and/or collaborative practice (inter-professional education, civic engagement/activities, etc.). Students will work in teams, each with a clinical faculty member (e.g. physical therapist clinical instructor with an inter-professional team) and/or an academic faculty member, to apply skills, demonstrate clinical problem-solving and assume professional roles in various patient care settings (based on their level of clinical experience). Each semester, students will be expected to demonstrate skills and knowledge gained from the current and previous coursework. Students are also provided opportunities through

service learning and other activities to engage with the professional community, with the college community and with the local, national and international communities. *One semester hour.*

DPT 831 PROFESSIONAL ISSUES III

This course is a third in a series of three courses to prepare students as ethical, moral, responsible and accountable physical therapists. Topics in this third course include consideration of legal, ethical, generational communication, and psychosocial and end-of-life issues in patient management. In addition, expansion of knowledge is included in the areas of protected populations, cultural competence, inter-professional practice, shared decision-making, and patient/client/caregiver-provider communication. *Two semester hours.*

DPT 832 ADMINISTRATION AND MANAGEMENT IN HEALTH CARE

Emphasis is on the role of administration and management in physical therapy practice. Student service learning projects are continued. *Three semester hours.*

DPT 833 LEADERSHIP IN DAILY PRACTICE

Physical therapists play key roles in leadership. This course creates a framework for students to develop skills for leadership in daily practice. The Core Competencies of Leadership will be explored. Other topics include: leadership styles, differentiate management from leadership, integrate a mission and strategic planning, decision-making strategies for conflict mediation, and communicating to improve outcomes. Application of leadership skills will be facilitated with case scenarios in class and application activities, in a concurrent clinical immersion course. Emphasis will be learning by doing to model key elements of leadership team work, effective behaviors, goal setting and achievement. *Two semester hours.*

DPT 834: HEALTH POLICY AND PHYSICAL THERAPY

This course introduces the student to public policymaking in the United States, with an emphasis on current health care policy affecting physical therapy practice specifically and healthcare in general. Students will engage in active learning experiences to develop a working knowledge of public policy and to provide them with skills and resources to be an effective advocate for their patients/clients and the profession. Current state and federal legislative and regulatory issues will be the focus in this course. Students will reflect on and discuss these issues in the context of their current and present clinical experiences in the program. Teaching methodology includes a mix of guided self-directed learning activities and online interactive discussion while on a final full-time internship. Critical thinking skills are emphasized in all activities. *Two semester hours.*

DPT 842 CRITICAL INQUIRY II: RESEARCH PROPOSAL

Emphasis is on the research process, including the identification of a research question and the development of a student research proposal. *Three semester hours.*

DPT 843 CRITICAL INQUIRY III: DATA COLLECTION AND ANALYSIS

Emphasis is on data collection, statistical analysis and interpretation of the results. *Three semester hours.*

DPT 851 MUSCULOSKELETAL PHYSICAL THERAPY III

A continuation of the musculoskeletal series of courses which includes etiology, medical management, physical therapy examination, evaluation and intervention of selected musculoskeletal disorders with an emphasis on the lower thoracic spine, lumbar spine and pelvis. *Three semester hours.*

DPT 852 MUSCULOSKELETAL PHYSICAL THERAPY IV

A continuation of the musculoskeletal series of courses which includes etiology, medical management, physical therapy examination, evaluation and intervention of selected musculoskeletal disorders with an emphasis on the cervical and upper thoracic spine and the temporomandibular joint. *Four semester hours.*

DPT 853 NEUROMUSCULAR PHYSICAL THERAPY I

This is the first course in a series of two that will apply the physical therapist patient/client management model to patients with neuromuscular conditions. Students are instructed in and practice the integration of the five elements of care (evidence-based examination, evaluation, diagnosis, prognosis, and therapeutic exercise/ other intervention) of the patient/client with conditions associated with the neuromuscular system across the lifespan. *Four semester hours.*

DPT 854 NEUROMUSCULAR PHYSICAL THERAPY II

The course is the second in a two-course sequence of neuromuscular patient management content areas. This course builds and adds to the framework of entry-level physical therapy practice for client centered care of neuromuscular conditions. Students are instructed in and practice the integration of the five elements of care (evidence-based examination, evaluation, diagnosis, prognosis, and therapeutic exercise/ other intervention) of the patient/client with conditions associated with the neuromuscular system across the lifespan. *Three semester hours.*

DPT 855 PEDIATRIC PHYSICAL THERAPY

Application of the patient management model will be applied to pediatric cases including typical and atypical child development. Childhood conditions, including inborn or acquired, genetic, neurological and orthopedic disorders will be addressed with the emphasis on the physical therapy evaluation, examination and intervention. The importance of providing pediatric physical therapy within the variety of childhood environments and the interaction within the patient family centered care model will be addressed.

3 credit hours

DPT 856 CARDIOPULMONARY PHYSICAL THERAPY

Introductory application of the patient management model to patients with cardiopulmonary disorders. Examination, evaluation, and management of the patient with cardiopulmonary disorders common to physical therapy practice are presented. *Three semester hours.*

DPT 857 INTEGUMENTARY PHYSICAL THERAPY

Introductory application of the patient management model to patients with integumentary disorders. Examination, evaluation and management of the patient with integumentary disorders common to physical therapy practice, including burns, are emphasized. *Three semester hours.*

DPT 859 ORTHOTICS AND PROSTHETICS

Concepts and application of orthotic and prosthetic devices commonly used in physical therapy settings, with an emphasis on the lower extremity issues. *Two semester hours.*

DPT 858 MANAGEMENT OF MULTI-SYSTEM IMPAIRMENTS

Application of the patient management model to patients with co-morbidities affecting the primary diagnosis. Emphasis is on the development and modification of the patients' plan of care with regard to their prognosis. *Three semester hours.*

DPT 860 HEALTH PROMOTION AND WELLNESS

Study of fundamentals of health promotion and wellness in individuals and populations seen in physical therapy practice. *Two semester hours.*

DPT 861 LIFESPAN HUMAN DEVELOPMENT

This course provides an overview of human development and serves as an introduction to the principles of normal growth and development across body systems as we age. Students will apply the components of physical therapy practice: screening, examination, evaluation, diagnosis, prognosis, plan of care, intervention, outcomes across the lifespan. Opportunities for exploring development and community resources will be provided through discussions, community and interprofessional engagement, reflective assignments, and critical thinking. This course prepares students as entry level physical therapists to examine effectively and provide physical therapy interventions across the lifespan perspective. *Two semester hours.*

DPT 862 MEDICAL SCREENING

A course focusing on the use of screening tests and clinical tools to enhance the therapist's role as an independent practitioner with the ability to identify medical conditions of concern that require referral to an appropriate health care provider. *Two semester hours.*

DPT 863 RURAL HEALTH/PRIMARY CARE

This course engages students in analyzing healthcare access; community needs assessment, health literacy, and interprofessional clinical practice across the lifespan in rural areas. Primary, secondary and tertiary care models will

be discussed with emphasis on medical screening, referrals, and scope of practice. Critical inquiry into evidence-based practice strategies, technology and potential inroads within the field of physical therapy will guide students to enter the workforce as entry level physical therapists. *Two semester hours*

DPT 864 HUMAN LEARNING

This course incorporates application of the principles of human learning to patient/client management, including patient/family/caregivers, and community education. Roles of the physical therapist as a clinical educator and academician are discussed, as well as opportunities/responsibilities for lifelong learning and professional development. *One semester hour.*

DPT 881 CLINICAL IMMERSION, INTERPROFESSIONAL PRACTICE AND CIVIC ENGAGEMENT III

Third in a series of 5 integrated clinical education courses that are embedded in the first 6 didactic semesters of the DPT curriculum. This series of courses will focus on clinical practice and/or collaborative practice (inter-professional education, civic engagement/activities, etc.). Students will work in teams, each with a clinical faculty member (e.g. physical therapist clinical instructor with an inter-professional team) and/or an academic faculty member, to apply skills, demonstrate clinical problem-solving and assume professional roles in various patient care settings (based on their level of clinical experience). Each semester, students will be expected to demonstrate skills and knowledge gained from the current and previous coursework. Students are also provided opportunities through service learning and other activities to engage with the professional community, with the college community and with the local, national and international communities. *One semester hour.*

DPT 882 CLINICAL IMMERSION, INTERPROFESSIONAL PRACTICE AND CIVIC ENGAGEMENT IV

Fourth in a series of 5 integrated clinical education courses that are embedded in the first 6 didactic semesters of the DPT curriculum. This series of courses will focus on clinical practice and/or collaborative practice (inter-professional education, civic engagement/activities, etc.). Students will work in teams, each with a clinical faculty member (e.g. physical therapist clinical instructor with an inter-professional team) and/or an academic faculty member, to apply skills, demonstrate clinical problem-solving and assume professional roles in various patient care settings (based on their level of clinical experience). Each semester, students will be expected to demonstrate skills and knowledge gained from the current and previous coursework. Students are also provided opportunities through service learning and other activities to engage with the professional community, with the college community and with the local, national and international communities. *One semester hour.*

DPT 883 CLINICAL IMMERSION, INTERPROFESSIONAL PRACTICE AND CIVIC ENGAGEMENT V

Fifth in a series of 5 integrated clinical education courses that are embedded in the first 6 didactic semesters of the DPT curriculum. This series of courses will focus on clinical practice and/or collaborative practice (inter-professional education, civic engagement/activities, etc.). Students will work in teams, each with a clinical faculty member (e.g. physical therapist clinical instructor with an inter-professional team) and/or an academic faculty member, to apply skills, demonstrate clinical problem-solving and assume professional roles in various patient care settings (based on their level of clinical experience). Each semester, students will be expected to demonstrate skills and knowledge gained from the current and previous coursework. Students are also provided opportunities through service learning and other activities to engage with the professional community, with the college community and with the local, national and international communities. *One semester hour.*

DPT 981 FULL-TIME CLINICAL ROTATION I

The first of three full-time clinical experiences, providing students with hands-on practice under the supervision of a licensed physical therapist. Students begin to collect clinical data with non-complex patients to develop their case studies. Emphasis is on legal and ethical issues, critical thinking and evidence-based practice. Full-time, 12 weeks. *Six semester hours.*

DPT 982 FULL-TIME CLINICAL ROTATION II

The second of three full-time clinical experiences, providing students with hands-on practice under the supervision of a licensed physical therapist. Students practice tests and measures and interventions in patients with multiple morbidities. Emphasis is on the relationship of the co-morbidities with primary physical therapy cases, critical thinking and evidence-based practice. Full-time, 12 weeks. *Six semester hours.*

DPT 983 FULL-TIME CLINICAL ROTATION III

The third of three full-time clinical experiences, providing students with hands-on practice under the supervision of a licensed physical therapist. Students are guided to practice physical therapy in patients with varying complexities, as well as to participate in the overall patient management. Preparation for independent entry-level practice is emphasized. Full-time, 12 weeks. *Six semester hours.*

ACCREDITATION

Graduation from a physical therapy education program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) is necessary for eligibility to sit for the licensure examination, which is required in all states.

The Physical Therapy Program at Emory & Henry College is accredited by the Commission on Accreditation of Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA 22314; telephone: 703-706-3245; email: accreditation@apta.org.

PHYSICIAN ASSISTANT STUDIES

Professors

Scott Richards, Chair
Peter Bruzzo
Anthony Clary
Victoria Galloway

Track

Master of Physician Assistant Studies (MPAS)

Emory and Henry College's rigorous 27-month physician assistant studies program prepares students for practice as physician assistants (PAs) and eligibility to sit for the Physician Assistant National Certification Examination (PANCE). PAs are comprehensively trained medical providers. In the U.S., PAs are nationally certified and state licensed to practice medicine, perform medical and surgical procedures, and prescribe medications and currently practice in every setting and every medical and surgical specialty. PA practice includes comprehensive patient care incorporating patient interviewing, evaluation, diagnosis, treatment plan development, implementation and follow-up and patient education and counseling. Since the origination of the physician assistant profession, PAs have been improving access to high quality medical care for patients across the U.S and throughout the world.

The following information is subject to change based upon input from our self-analysis/study and accreditation processes. Please refer to the program's website for the most up to date information.

PROGRAM MISSION

To continue Emory & Henry College's legacy of excellence and service with emphasis on changing lives, our mission is to provide graduate-level education in an interdisciplinary environment that prepares our students for future careers as PAs; to improve access to high-quality, compassionate, culturally sensitive, patient-centered, evidence-based medical care in rural and underserved areas; to foster professionalism among our students and graduates; to foster critical thinking and lifelong learning promoting improved patient experiences and outcomes; to foster continuous mindfulness practices in healthcare.

PROGRAM GOALS

- Provide resources to support students in adapting to and managing the rigorous curriculum inherent to PA education
- Provide a curriculum and experience promoting mastery of the skills and behaviors required of an entry level Physician Assistant.
- Foster a collaborative approach to work effectively in interdisciplinary patient-centered health care teams.
- Foster mindfulness based practices

- Promote and support student and faculty civic engagement opportunities
- Encourage and support student and faculty professional activities promoting the PA profession.

REQUIREMENTS FOR ADMISSION

Degree Requirement

- A bachelor's degree from an accredited institution will be required prior to matriculation. The degree can be from any field and does not need to be a specific science degree or pre-professional degree. Applicants who completed coursework from a college or university outside of the U.S. must submit a transcript evaluation from the World Education Services (WES) or Educational Credential Evaluators (ECE) to Centralized Application Service for Physician Assistants (CASPA).

Prerequisite Coursework

Listed below are courses required to be considered as a candidate for admission into the program. All courses must be completed at a regionally accredited college or university prior to matriculation. One semester credit hour (SCH) is equivalent to .67 quarter credit hours. AP courses or pass/fail courses without a letter grade reported on official transcripts and CLEP scores will not be accepted in place of prerequisites.

- Two semesters of Human Anatomy and Physiology with Labs (Total of 8 SCH). If Human Anatomy and Human Physiology are taken as separate courses, both must be with labs and, combined, must provide the complete study of the anatomy and physiology of all major human body systems. Exercise physiology coursework may not meet this requirement.
- Two semesters of Biology, each with labs (4 SH each for a minimum of 8 SCH combined in addition to the above A&P requirement)
- One semester of Genetics—with or without lab (3 SCH)
- One semester of Chemistry with lab (4 SCH)
- One semester of Organic Chemistry with lab or Biochemistry with lab (4 SCH in addition to the above chemistry requirement)—biochemistry preferred.
- One semester of Statistics or Biostatistics (3 SCH).
- One semester of Psychology, with or without lab (3 SCH)
- One semester of Sociology or Cultural Anthropology or Medical Anthropology (3 SCH)
- One semester of English Composition (3 SCH)
- One semester of Medical Terminology (must be at least 2 SCH)

Prerequisite Coursework Grade and GPA Requirements

- All prerequisite courses must be completed with a grade of 'C' or higher and all applicants must have a cumulative Prerequisite Grade Point Average of 3.0 or higher.
- All applicants must have a cumulative Overall Grade Point Average of 3.0 or higher.
- All applicants must have a cumulative Science Grade Point Average of 3.0 or higher (calculated by averaging CASPA calculated overall science and BCP GPAs).

Other Admission Requirements

- Applicants must submit GRE scores as part of their application. The MPAS Program does not require a specific score or score cut-off for acceptance into the program.
- Applicants must complete a minimum of 500 hours of patient contact experience by the time of matriculation with a minimum of 300 of those hours completed by the time of application. Volunteer and Service-Work experience are acceptable. Activities caring for a family member or relative do not meet this requirement. Activities caring for a single individual (e.g., personal care attendant) do not meet this requirement.
- Applicants must complete a minimum of 20 hours of shadowing with a nationally certified and state licensed PA (PA-C) during direct patient care activities; must be completed by the time of application.
- Applicants must have a minimum of 100 hours of service-related volunteer experience by the time of application. Rotation/Immersion experiences required as part of a healthcare certificate/degree program cannot be included as volunteer experience.
- Prior to matriculation, students must hold current certification in American Heart Association Basic Life Support (CPR and ECC) and must maintain continuous certification throughout the Program.
- Applicants must be fully proficient in use of the English language.

- Along with other Program prerequisites, all candidates must be able to independently, with or without reasonable accommodation, meet Program specific technical standards of general and specific abilities in addition to the behavioral and social attributes.
- Prior to matriculation, students must successfully pass a national background check and a drug screen.
- Applicants must meet all immunization requirements prior to matriculation. The MPAS Program immunization requirements are published on the web page.

ACADEMIC POLICIES/REQUIREMENTS FOR PROMOTION AND GRADUATION

The MPAS program is designed as a full-time “lock-step” 27-month program consisting of seven consecutive semesters. The semesters are divided between a 13-month didactic phase and a 14-month clinical phase. All program courses must be completed; advanced placement (i.e., credit for previously completed coursework) is not an option.

Attaining the MPAS degree will require the successful completion of all didactic and clinical phase coursework. Satisfactory progress through the program requires a minimum passing grade of C (73%) in each course; a 3.00 GPA in each semester, and a minimum 3.0 cumulative GPA. Failing to receive a final passing grade in didactic phase coursework will result in either deceleration or dismissal and automatically prevent students from progressing to the next semester. Failing to receive a passing grade in clinical phase coursework will result in deceleration or dismissal or require remediation (e.g., repeating a supervised clinical practice experience) resulting in delay of graduation. Students are assigned an academic advisor within the program to monitor their progress and to recommend resources if experiencing academic difficulty. Students who fail to maintain the academic requirements are subject to probation, deceleration, or dismissal.

CURRICULUM SEQUENCE

MPAS Program Course Sequence		
Semester I (Summer)		Course Credit
PA501	Human Gross Anatomy	5
PA503	Fundamentals in Biomedicine I	2
PA506	Pharmacology & Pharmacotherapy I	3
PA511	Clinical Medicine I	8
PA521	Clinical Skills I	3
Total Semester I Credit Hours		21
Semester II (Fall)		
PA504	Fundamentals in Biomedicine II	3
PA507	Pharmacology & Pharmacotherapy II	3
PA512	Clinical Medicine II	7
PA514	Behavioral Medicine & Psychiatry I	3
PA522	Clinical Skills II	3
PA531	PA Practice I	2
PA541	Research Methods & Design	2
Total Semester II Credit Hours		23
Semester III (Spring)		
PA505	Fundamentals in Biomedicine III	3
PA508	Pharmacology & Pharmacotherapy III	3
PA513	Clinical Medicine III	8

PA515	Behavioral Medicine & Psychiatry II	3
PA523	Clinical Skills III	3
PA532	PA Practice II	2
Total Semester III Credit Hours		22
Total Credit Hours for Year 1 of Program		66
Semesters IV-VI (Summer, Fall, Spring)		
PA600	Advanced Clinical Procedures	5
PA601	Behavioral Medicine/Psychiatry SCPE	3
PA602	Emergency Medicine SCPE	3
PA603	Family Medicine SCPE	3
PA604	General Surgery SCPE	3
PA605	Internal Medicine – Hospitalist SCPE	3
PA606	Pediatrics SCPE	3
PA607	Internal Medicine – Cardiology/Pulmonology SCPE	3
PA608	Women’s Health SCPE	3
PA609	Elective SCPE	3
PA611	Hospice/Palliative Care SCPE	3
Total Credit Hours for Year 2 of Program		35
Semester VII (Summer)		
PA610	Preceptorship SCPE	6
PA621	Masters Research	3
PA622	Summative Course	3
Total Semester VII Credit Hours		12
Total Credit Hours for Entire(7 semesters; 27 month) Program		113

•MPAS COURSES

PA 501 HUMAN GROSS ANATOMY

Human Gross Anatomy includes lectures and cadaver lab instruction and dissection, in addition to clinical correlations and radiographic anatomy, providing students with in-depth training and experience in head-to-toe human gross anatomy and radiographic imaging pertinent to medical practice. *Five semester hours.*

PA 503 FUNDAMENTALS IN BIOMEDICINE I

Fundamentals of Biomedicine I includes lectures covering an in-depth study of physiology and pathophysiology and applications to patient care. The course is organized by body/organ systems aligning with Clinical Medicine I and Pharmacology & Pharmacotherapy I courses. *Two semester hours.*

PA 504 FUNDAMENTALS IN BIOMEDICINE II

Fundamentals in Biomedicine II includes lectures covering an in-depth study of physiology and pathophysiology and applications to patient care; the course is organized by organ systems aligning with Clinical Medicine II, Pharmacology & Pharmacotherapy II, and Neuroanatomy courses. *Three semester hours.*

PA 505 FUNDAMENTALS IN BIOMEDICINE III

Fundamentals in Biomedicine III includes lectures covering an in-depth study of physiology and pathophysiology and application to patient care. The course is organized by body/organ systems aligning with Clinical Medicine III and Behavioral Medicine & Psychiatry II courses. *Three semester hours.*

PA 506 PHARMACOLOGY & PHARMACOTHERAPY I

Pharmacology & Pharmacotherapy I, II and III include lectures and lab experiences specifically designed to provide students with a clinical foundation in microbiology and the pharmacokinetics, pharmacodynamics and therapeutic use of pharmaceuticals for diverse patient populations with acute and chronic conditions throughout the lifespan and organized by body/organ systems aligning with the Clinical Medicine I, II and III courses, respectively. As with other courses, these courses will be taught with extensive use of a flipped classroom and team-based learning design including significant case based learning sessions geared towards problem solving and medical decision-making skills within a collaborative interprofessional patient-centered team-based model. *Three semester hours.*

PA 507 PHARMACOLOGY & PHARMACOTHERAPY II

Pharmacology & Pharmacotherapy I, II and III include lectures and lab experiences specifically designed to provide students with a clinical foundation in microbiology and the pharmacokinetics, pharmacodynamics and therapeutic use of pharmaceuticals for diverse patient populations with acute and chronic conditions throughout the lifespan and organized by body/organ systems aligning with the Clinical Medicine I, II and III courses, respectively. As with other courses, these courses will be taught with extensive use of a flipped classroom and team-based learning design including significant case based learning sessions geared towards problem solving and medical decision-making skills within a collaborative interprofessional patient-centered team-based model. *Three semester hours.*

PA 508 PHARMACOLOGY & PHARMACOTHERAPY III

Pharmacology & Pharmacotherapy I, II and III includes lectures and lab experiences specifically designed to provide students with a clinical foundation in microbiology and the pharmacokinetics, pharmacodynamics and evidence-based therapeutic use of pharmaceuticals for diverse patient populations with acute and chronic conditions throughout the lifespan and organized by body/organ systems aligning with the Clinical Medicine I, II and III courses, respectively. As with other courses, these courses will be taught with extensive use of a flipped classroom and team-based learning design including significant case based learning sessions geared towards problem solving and medical decision-making skills within a collaborative interprofessional patient-centered team-based model. *Three semester hours.*

PA511 CLINICAL MEDICINE I

Clinical Medicine I, II and III courses include lectures and lab experiences providing students with in-depth training in the etiology (including genetics/genomics), epidemiology, clinical manifestations, diagnostic evaluation (including laboratory testing), differential diagnosis, and the evidence-based treatment and management for diverse patient populations with acute, subacute and chronic conditions throughout the lifespan and organized by body/organ system. As with other courses, this course will be taught with extensive use of a flipped classroom and team-based learning design including significant case based learning sessions geared towards problem solving and medical decision-making skills within a collaborative interprofessional patient-centered team-based model. *Eight semester hours.*

PA 512 CLINICAL MEDICINE II

Clinical Medicine I, II and III courses include lectures and lab experiences providing students with in-depth training in the etiology (including genetics/genomics), epidemiology, clinical manifestations, diagnostic evaluation (including laboratory testing), differential diagnosis, and the evidence-based treatment and management for diverse patient populations with acute, subacute and chronic conditions throughout the lifespan and organized by body/organ system. As with other courses, this course will be taught with extensive use of a flipped classroom and team-based learning design including significant case based learning sessions geared towards problem solving and medical decision-making skills within a collaborative interprofessional patient-centered team-based model. *Eight semester hours.*

PA 513 CLINICAL MEDICINE III

Clinical Medicine I, II and III courses include lectures and lab experiences providing students with in-depth training in the etiology (including genetics/genomics), epidemiology, clinical manifestations, diagnostic evaluation (including laboratory testing), differential diagnosis, and the evidence-based treatment and management for diverse patient populations with acute, subacute and chronic conditions throughout the lifespan and organized by body/organ system. As with other courses, this course will be taught with extensive use of a flipped classroom and team-based learning design including significant case based learning sessions geared towards problem solving and

medical decision-making skills within a collaborative interprofessional patient-centered team-based model. *Eight semester hours.*

PA 514 BEHAVIORAL MEDICINE & PSYCHIATRY I

The Behavioral Medicine and Psychiatry I and II courses include comprehensive lecture and lab experiences providing students with in-depth training in evidence-based behavioral medicine and psychiatry. The course is designed to introduce students to the biopsychosocial model of diverse patient populations with acute and chronic conditions throughout the lifespan, including end-of-life care, integrating human physical and psychological development, human sexuality, and responses to stress, injury, illness and death. The course also incorporates continual training and practice in mindfulness practices in healthcare; training in substance use, abuse and addiction issues; treatment adherence issues; motivational interviewing (MI) and motivational enhancement therapy (MET). Evaluation, diagnosis, treatment and management of psychiatric conditions and illnesses are covered throughout the courses. *Three semester hours.*

PA 515 BEHAVIORAL MEDICINE & PSYCHIATRY II

The Behavioral Medicine and Psychiatry I and II courses include comprehensive lecture and lab experiences providing students with in-depth training in evidence-based behavioral medicine and psychiatry. The course is designed to introduce students to the biopsychosocial model of diverse patient populations with acute and chronic conditions throughout the lifespan, including end-of-life care, integrating human physical and psychological development, human sexuality, and responses to stress, injury, illness and death. The course also incorporates continual training and practice in mindfulness practices in healthcare; training in substance use, abuse and addiction issues; treatment adherence issues; motivational interviewing (MI) and motivational enhancement therapy (MET). Evaluation, diagnosis, treatment and management of psychiatric conditions and illnesses are covered throughout the course. *Three semester hours.*

PA 521 CLINICAL SKILLS I

Clinical Skills I, II and III include lectures, labs, and clinic experiences covering the in-depth study and practice of evidence-based patient interviewing, physical examination, diagnostic evaluation - including laboratory, imaging and procedural testing, patient counseling and education, and patient management for diverse patient populations throughout the lifespan. Clinical Skills I will emphasize the complete history and physical examination, including, but not limited to, documentation of care. Clinical Skills II and III will emphasize both a complete history and physical examination and documentation in addition to focused examinations organized by body/organ system aligning with the Clinical Medicine II and III courses and specific training on evidence-based technical skills and procedures. The courses also cover effective interviewing and communication skills, standardized patient and high-fidelity manikin simulation activities, and directly supervised clinical experiences in the Mel Leaman Free Clinic on campus. As with other courses, this course will be taught with extensive use of a flipped classroom and team based learning design geared towards problem solving and medical decision-making skills within a collaborative interprofessional patient-centered team-based model. *Three semester hours.*

PA522 CLINICAL SKILLS II

Clinical Skills I, II and III include lectures, labs, and clinic experiences covering the in-depth study and practice of evidence-based patient interviewing, physical examination, diagnostic evaluation - including laboratory, imaging and procedural testing, patient counseling and education, and patient management for diverse patient populations throughout the lifespan. Clinical Skills I will emphasize the complete history and physical examination, including, but not limited to, documentation of care. Clinical Skills II and III will emphasize both a complete history and physical examination and documentation in addition to focused examinations organized by body/organ system aligning with the Clinical Medicine II and III courses and specific training on evidence-based technical skills and procedures. The courses also cover effective interviewing and communication skills, standardized patient and high-fidelity manikin simulation activities, and directly supervised clinical experiences in the Mel Leaman Free Clinic on campus. As with other courses, this course will be taught with extensive use of a flipped classroom and team based learning design geared towards problem solving and medical decision-making skills within a collaborative interprofessional patient-centered team-based model. *Three semester hours.*

PA 523 CLINICAL SKILLS III

Clinical Skills I, II and III include lectures, labs, and clinic experiences covering the in-depth study and practice of evidence-based patient interviewing, physical examination, diagnostic evaluation - including laboratory, imaging and procedural testing, patient counseling and education, and patient management for diverse patient populations throughout the lifespan. Clinical Skills I will emphasize the complete history and physical examination, including, but not limited to, documentation of care. Clinical Skills II and III will emphasize both a complete history and physical examination in addition to focused examinations organized by body/organ system aligning with the Clinical Medicine II and III courses and specific training on evidence-based technical skills and procedures. The courses also cover effective interviewing and communication skills, standardized patient and high-fidelity manikin simulation activities, and directly supervised clinical experiences in the Mel Leaman Free Clinic on campus. As with other courses, this course will be taught with extensive use of a flipped classroom and team based learning design geared towards problem solving and medical decision-making skills within a collaborative interprofessional patient-centered team-based model. *Three semester hours.*

PA 531 PA PRACTICE I

PA Practice I and II include lectures and seminars covering the history of the PA profession and current trends, PA leadership and stewardship, professionalism, interprofessional team-based practice, medical ethics, public health, health policy and healthcare systems, health care disparities, patient and healthcare diversity, cultural awareness, patient safety, quality improvement, prevention of medical errors and risk management. The courses also provide an introduction to malpractice and medical liability, legal issues and PA certification, licensing, credentialing and practice regulations, and participation in service/civic engagement projects. *Two semester hours.*

PA 532 PA PRACTICE II

PA Practice I and II include lectures and seminars covering the history of the PA profession and current trends, PA leadership and stewardship, professionalism, interprofessional team-based practice, medical ethics, public health, health policy and healthcare systems, health care disparities, patient and healthcare diversity, cultural awareness, patient safety, quality improvement, prevention of medical errors and risk management. The courses also provide an introduction to malpractice and medical liability, legal issues and PA certification, licensing, credentialing and practice regulations, and participation in service/civic engagement projects. *Two semester hours.*

PA 541 RESEARCH METHODS AND DESIGNS

Research Methods and Designs includes lectures and seminars introducing students to theoretical frameworks, hypotheses development, literature searches, quantitative and qualitative research methods and designs, evaluation of research for efficacy and applicability to clinical practice, and writing publishable research papers. Throughout the course, clinical evidence-based research, practices and standards are evaluated for validity and applicability to patient care. *Two semester hours.*

PA 600 SURGICAL AND ADVANCED CLINICAL PROCEDURES

Surgical and advanced clinical procedures is divided between surgical skills and advanced clinical procedures. The surgery portion of the course will provide students with an understanding of basic surgical procedures, preoperative patient assessment, principles of postoperative care, the identification and management of common post-operative complications and routines of the operative suite including, but not limited to, sterile technique and patient transfer methods. The advanced clinical procedures portion of the course introduces students to common outpatient and emergency medical procedures and allows for in depth practice of these procedures. The course includes training in Advanced Cardiac Life Support (ACLS), Pediatric Advanced Life Support (PALS), and procedures frequently completed for Eye, Ear, Nose and Throat (EENT), Respiratory, Cardiovascular, Gastrointestinal, Genitourinary, Dermatologic, and Orthopedic systems. *Five semester hours.*

PA 601 BEHAVIORAL MEDICINE/PSYCHIATRY SCPE

Supervised clinical practice experiences (SCPEs) provide students with the opportunity to gain experience and develop competency in interacting with, evaluating, treating and managing patients seeking medical care for a wide variety of conditions, over a wide variety of situations (e.g., preventative care and health maintenance, acute and chronic illness, inpatient and pre- and post-hospital care), and within a wide variety of environments. The Behavioral Medicine/Psychiatric SCPE is specifically designed as a 4-week clinical rotation providing students with exposure to and training with male and female patients in a behavioral medicine and psychiatric practice setting;

experiences can take place in the inpatient and/or outpatient setting. In addition to clinical practice experience, the course will also include didactic teaching pertinent to the rotation. The course focus is on the epidemiology, pathophysiology, clinical presentation, interviewing and physical examination, laboratory, imaging and procedural evaluation, medical education and counseling, treatment, management, and preventative healthcare. *Three semester hours.*

PA602 EMERGENCY MEDICINE SCPE

Supervised clinical practice experiences (SCPEs) provide students with the opportunity to gain experience and develop competency in interacting with, evaluating, treating and managing patients seeking medical care for a wide variety of conditions, over a wide variety of situations (e.g., preventative care and health maintenance, acute and chronic illness, inpatient and pre- and post-hospital care), and within a wide variety of environments. The Emergency Medicine SCPE is specifically designed as a 4-week clinical rotation providing students with exposure to and training with male and female pediatric, adolescent, adult, and geriatric patients in the emergency medicine practice setting. In addition to clinical practice experience, the course will also include didactic teaching pertinent to the rotation. The course focus is on the epidemiology, pathophysiology, clinical presentation, interviewing and physical examination, laboratory, imaging and procedural evaluation, medical education and counseling, treatment, and preventative healthcare. *Three semester hours.*

PA 603 FAMILY MEDICINE SCPE

Supervised clinical practice experiences (SCPEs) provide students with the opportunity to gain experience and develop competency in interacting with, evaluating, treating and managing patients seeking medical care for a wide variety of conditions, over a wide variety of situations (e.g., preventative care and health maintenance, acute and chronic illness, inpatient and pre- and post-hospital care), and within a wide variety of environments. The Family Medicine SCPE is specifically designed as a 4-week clinical rotation providing students with exposure to and training with male and female pediatric, adolescent, adult, and geriatric patients in a primarily outpatient family practice setting. In addition to clinical practice experience, the course will also include didactic teaching pertinent to the rotation. The course focus is on the epidemiology, pathophysiology, clinical presentation, interviewing and physical examination, laboratory, imaging and procedural evaluation, medical education and counseling, treatment, management, and preventative healthcare. *Three semester hours.*

PA604 GENERAL SURGERY SCPE

Supervised clinical practice experiences (SCPEs) provide students with the opportunity to gain experience and develop competency in interacting with, evaluating, treating and managing patients seeking medical care for a wide variety of conditions, over a wide variety of situations (e.g., preventative care and health maintenance, acute and chronic illness, inpatient and pre- and post-hospital care), and within a wide variety of environments. The General Surgery SCPE is specifically designed as a 4-week clinical rotation providing students with exposure to and training with male and female patients in a primarily inpatient surgical treatment setting. In addition to clinical practice experience, the course will also include didactic teaching pertinent to the rotation. The course focus is on surgical conditions and procedures; students will participate in operating room cases, hospital consultations for surgical conditions and pre- and post-surgical patient evaluations. *Three semester hours.*

PA 605 INTERNAL MEDICINE – HOSPITALIST SCPE

Supervised clinical practice experiences (SCPEs) provide students with the opportunity to gain experience and develop competency in interacting with, evaluating, treating and managing patients seeking medical care for a wide variety of conditions, over a wide variety of situations (e.g., preventative care and health maintenance, acute and chronic illness, inpatient and pre- and post-hospital care), and within a wide variety of environments. The Internal Medicine – Hospitalist SCPE is specifically designed as a 4-week clinical rotation providing students with exposure to and training with male and female adult and geriatric patients in a primarily inpatient hospitalist setting. In addition to clinical practice experience, the course will also include didactic teaching pertinent to the rotation. The course focus is on the epidemiology, pathophysiology, clinical presentation, interviewing and physical examination, laboratory, imaging and procedural evaluation, medical education and counseling, treatment, management, and preventative healthcare. *Three semester hours.*

PA 606 PEDIATRICS SCPE

Supervised clinical practice experiences (SCPEs) provide students with the opportunity to gain experience and develop competency in interacting with, evaluating, treating and managing patients seeking medical care for a wide variety of conditions, over a wide variety of situations (e.g., preventative care and health maintenance, acute and chronic illness, inpatient and pre- and post-hospital care), and within a wide variety of environments. The Pediatric SCPE is specifically designed as a 4-week clinical rotation providing students with exposure to and training with male and female pediatric and adolescent patients in a primarily outpatient pediatric practice. In addition to clinical practice experience, the course will also include didactic teaching pertinent to the rotation. The course focus is on the epidemiology, pathophysiology, clinical presentation, interviewing and physical examination, laboratory, imaging and procedural evaluation, medical education and counseling, treatment, management, and preventative healthcare. *Three semester hours.*

PA 607 INTERNAL MEDICINE – CARDIOLOGY/PULMONOLOGY

Supervised clinical practice experiences (SCPEs) provide students with the opportunity to gain experience and develop competency in interacting with, evaluating, treating and managing patients seeking medical care for a wide variety of conditions, over a wide variety of situations (e.g., preventative care and health maintenance, acute and chronic illness, inpatient and pre- and post-hospital care), and within a wide variety of environments. The Internal Medicine – Cardiology/Pulmonology SCPE is specifically designed as a 4-week clinical rotation providing students with exposure to and training with male and female adult and geriatric patients in a cardiology and/or pulmonology specialty setting. In addition to clinical practice experience, the course will also include didactic teaching pertinent to the rotation. The course focus is on the epidemiology, pathophysiology, clinical presentation, interviewing and physical examination, laboratory, imaging and procedural evaluation, medical education and counseling, treatment, management, and preventative healthcare. *Three semester hours.*

PA 608 WOMEN'S HEALTH SCPE

Supervised clinical practice experiences (SCPEs) provide students with the opportunity to gain experience and develop competency in interacting with, evaluating, treating and managing patients seeking medical care for a wide variety of conditions, over a wide variety of situations (e.g., preventative care and health maintenance, acute and chronic illness, inpatient and pre- and post-hospital care), and within a wide variety of environments. The Women's Health SCPE is specifically designed as a 4-week clinical rotation providing students with exposure to and training with adult female patients in both outpatient and inpatient practice settings. In addition to clinical practice experience, the course will also include didactic teaching pertinent to the rotation. The course focus is on the epidemiology, pathophysiology, clinical presentation, interviewing and physical examination, laboratory, imaging and procedural evaluation, medical education and counseling, treatment and management specifically related to obstetrical and gynecological conditions and preventative healthcare. *Three semester hours.*

PA 609 ELECTIVE SCPE

Supervised clinical practice experiences (SCPEs) provide students with the opportunity to gain experience and develop competency in interacting with, evaluating, treating and managing patients seeking medical care for a wide variety of conditions, over a wide variety of situations (e.g., preventative care and health maintenance, acute and chronic illness, inpatient and pre- and post-hospital care), and within a wide variety of environments. The Elective SCPE is specifically designed as a 4-week clinical rotation providing students with exposure to and training in an elective specialty and practice setting. In addition to clinical practice experience, the course will also include didactic teaching pertinent to the rotation. The course focus is on the epidemiology, pathophysiology, clinical presentation, interviewing and physical examination, laboratory, imaging and procedural evaluation, medical education and counseling, treatment and management specifically related to specialty and practice setting. *Three semester hours.*

PA 610 PRECEPTORSHIP SCPE

Supervised clinical practice experiences (SCPEs) provide students with the opportunity to gain experience and develop competency in interacting with, evaluating, treating and managing patients seeking medical care for a wide variety of conditions, over a wide variety of situations (e.g., preventative care and health maintenance, acute and chronic illness, inpatient and pre- and post-hospital care), and within a wide variety of environments. The Preceptorship SCPE is specifically designed as a 12-week clinical rotation, divided into two 6-week long rotations providing students with exposure to and training with patients in a primary care setting. Both preceptorships will take place in the same practice specialty and setting allowing students the opportunity to participate in continuity of

care for patients. The course focus is on the epidemiology, pathophysiology, clinical presentation, interviewing and physical examination, laboratory, imaging and procedural evaluation, medical education and counseling, treatment, management, and preventative healthcare. *Six semester hours.*

PA 611 HOSPICE/PALLIATIVE CARE SCPE

Supervised clinical practice experiences (SCPEs) provide students with the opportunity to gain experience and develop competency in interacting with, evaluating, treating and managing patients seeking medical care for a wide variety of conditions, over a wide variety of situations (e.g., preventative care and health maintenance, acute and chronic illness, inpatient and pre- and post-hospital care), and within a wide variety of environments. The Hospice/Palliative Care SCPE is specifically designed as a 4-week clinical rotation providing students with exposure to and training with male and female patients in palliative care and hospice care settings. In addition to clinical practice experience, the course will also include didactic teaching pertinent to the rotation. *Three semester hours.*

PA 621 MASTERS RESEARCH

The Masters Research course includes lectures, seminars, and individual student-faculty meetings designed to assist in the completion of the required Master's research project. Lectures, seminars and meetings will take place throughout the clinical phase of training culminating in the completion and presentation of the project at a college-wide symposium during the last semester of training. *Three semester hours.*

PA 622 SUMMATIVE COURSE

The Summative Course includes lectures and seminars providing students with an intensive board review in preparation for their national certification examination in addition to summative written and practical examinations required for program completion. *Three semester hours.*

ACCREDITATION

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted Accreditation-Provisional status to the Emory & Henry College Physician Assistant Program sponsored by Emory & Henry College. Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA *Standards* or when a program holding Accreditation-Provisional status appears to demonstrate continued progress in complying with the *Standards* as it prepares for the graduation of the first class (cohort) of students. Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class.

CAMPUS POLICIES AND SERVICES

CAMPUS LIFE

In addition to its strong academic program, Emory & Henry provides opportunities for cultural enrichment, student participation in campus government, recreation, and special services. More detailed information is provided in the *Student Handbook* which is published annually. Copies of the *Student Handbook* are available on our webpage at www.ehc.edu/sites/default/files/student_handbook.pdf and in the Office of the Dean of Students in Wiley 121.

CAMPUS GOVERNMENT AND INTEREST GROUPS

Student Government serves as the principal legislative body for students. It is composed of the Student Body President, his/her cabinet, and the **Student Government Senate**, which is made up of a majority of elected students and a minority of faculty and staff members. The Senate is responsible for legislation and funding for a wide variety of student initiatives and interest groups and sports clubs. In addition, other independent student organizations provide a rich variety of extracurricular options on campus. Students wishing to begin a new campus organization should meet with the Director of Student Leadership to discuss implementation procedures.

STUDENT ACTIVITIES

To provide on-campus opportunities for entertainment, recreation, and socializing, the college offers a student activities program under the direction of the Office of Student Life. The Emory Activities Board is made up of students who plan an annual calendar of events ranging from dances to concerts to carnival events. They host popular comedians and other entertainers on campus. In addition, the intramural program offers a wide variety of recreational sports competitions in individual and team formats. The Student Life Office manages facilities such as the Martin-Brock Student Center (which houses a game room, student lounges, and a recreational gym), offers rental of sports and outdoor equipment, and plans special events.

ACADEMIC SUPPORT AND STUDENT SERVICES

The **Paul Adrian Powell III Resource Center (PRC)** supports the mission of Emory & Henry College, to be a learning community that moves toward fulfilling every student's potential – personal, academic, and professional. The PRC provides comprehensive academic and personal counseling in support of all students to facilitate lifelong learning and excellence in their professional pursuits. The PRC is centrally located on the second floor of Wiley Hall on the Emory campus and houses Academic Services, Career Services, Counseling Services, Orientation, and Quantitative Learning.

Academic Support Services are provided to all interested students at no charge, including individual academic counseling which can enhance time management, study skills, or organizational skills. The Academic Support Services office also coordinates accommodations for students with documented disabilities; if accommodations are desired, it is the student's responsibility to register with the office of Academic Support Services and request accommodations.

In order to register for **Disability Services**, students should contact the Director of Disability Support Services and provide documentation according to Emory & Henry's Documentation Policies for Students with Disabilities; a copy of documentation policies is available in the Disability Support Services office. Students with diagnosed learning disabilities or Attention Deficit Disorder must submit a copy of the report of psycho-educational testing results; all documentation must be current (within three years of the date of matriculation for high school students or within five years for adults). Additionally, students are required to submit a Disability Disclosure Form and participate in an intake session to register with the office of Disability Support Services. Students wanting accommodations then submit an Accommodation Request Form and collaboratively establish an accommodation plan with the director. Reasonable accommodations based on the disability will be coordinated, once the student has provided professors involved with a copy of the accommodation plan. Questions or concerns regarding academic accommodations should be brought to the attention of the Director of Disability Support Services immediately.

Counseling, in the form of individual counseling, groups, and workshops, is available from Counseling Services, which is part of the Paul Adrian Powell III Resource Center. Counseling Services focuses on helping students meet the personal, social, and academic challenges that are part of the graduate college experience. The services offered

are designed to be a part of the growth and development of students as well as providing help during more difficult times. Graduate Health Science students on the Marion campus can schedule appointments to meet with a counselor on either the Marion or Emory campus. Counseling Services also provides consultation and referral services to students, faculty and staff.

Health services are not provided on campus for graduate students. For serious illnesses or accidents, students are referred to Johnston Memorial Hospital in Abingdon or Smyth County Community Hospital in Marion. The college cannot be held liable for any expense incurred through hospitalization or medical attention off campus.

Also, students are advised that, at all times, on college property or off, or in the course of college-sanctioned activities, they must assume individual liability for potential injuries. Enrollment in the Student Health Insurance Plan is required for all students registered for full-time undergraduate and graduate studies. To ensure compliance, students are automatically enrolled in and billed for the Student Health Insurance Plan. Students who are currently insured can waive enrollment prior to published deadlines. Please note that non U.S.- based International coverage and short term coverage are not considered comparable insurance coverage.

ADVISEMENT

Academic advisement is an important part of the relationship between faculty and students. Graduate students are assigned an individual faculty advisor within their academic program prior to or immediately after enrolling for their first semester. Faculty advisors help students to understand the educational program and meet its requirements, interpret the course schedule, and register for each semester; advisors also deal with academic problems as they arise.

CENTRALIZED STUDENT ASSISTANCE (CSA) OFFICE

The CSA Office is the single location to contact or visit for information on financial aid, student accounts, and academic records. Most institutions have multiple offices for these functions scattered across campus. At Emory & Henry College, students and their families can efficiently handle their administrative business in Wiley 101. Graduate students on the Marion campus can schedule a meeting with CSA staff member on the Emory campus or contact them via phone or email.

EXPECTATIONS OF STUDENTS

Emory & Henry College students are expected to conduct themselves at all times as responsible members of an academic community. Stated rules of behavior deal primarily with areas not specifically covered in the laws of the state and with certain expectations which are particularly relevant to the purpose of the institution. Regulations are specifically spelled out in the *E&H Student Handbook*, available online and in the Office of the Dean of Students in Wiley Hall 121. Graduate health science students should also consult their program specific student handbook for program specific expectations and policies. Following is a summary of some of the more important College rules.

The college rejects conduct that interferes with the legitimate rights of others, the use of threats or violence or intimidation, harassment, the destruction of property, and the disruption of the normal order of the college. Lying, cheating, plagiarism, and all forms of gambling and hazing are prohibited. Secret fraternities or other organizations not chartered and approved by the college are forbidden. Underage drinking or underage possession of alcoholic beverages on the campus is prohibited. Emory & Henry recognizes the right of students 21-years of age or older to consume alcoholic beverages in accordance with state law. The College supports responsible drinking for those of legal age who wish to consume alcohol while balancing that right against the need to provide a safe and welcoming campus environment free from abusive and disruptive behavior that often accompanies excessive drinking or intoxication. Accordingly, the College will follow state law prohibitions on campus with respect to 1) public intoxication; 2) public display or public consumption of alcohol outside of residence hall rooms, except at special events approved by the Dean of Students; 3) driving while impaired or under the influence; and 4) giving, supplying or furnishing alcohol to students under the age of 21. In addition, the College strictly prohibits the use of kegs on campus, except at special events approved by the Dean of Students, and then only in designated areas. Binge drinking is strongly discouraged. Evidence suggests a strong link between the consumption of alcohol and incidents of sexual assault or abuse, so students should always be careful when consuming alcoholic beverages, especially when consumed along with prescription medications. The use or possession of illegal drugs is prohibited on campus.

in accordance with state law. Students who violate policy or state law are subject to disciplinary action and/or arrest and guests who violate policy or state law are subject to removal from campus and/or arrest. Fireworks, firearms, and other such weapons or materials which endanger student health or safety are strictly prohibited.

All automobiles must be registered with the Campus Security Office. Students in acceptable standing are eligible to register and operate automobiles. This right may be forfeited by a student who is placed on disciplinary probation or who receives excessive traffic violations. The catalog section on **Fees** lists the automobile registration fee.

Students who damage college property will be held liable for expenses incurred in the replacement and/or repair of the damaged property. Property damage charges will be added to student accounts by the Business Office.

For the purpose of health and fire safety, there is to be no smoking in any campus building or outside of campus buildings except in designated smoking areas located at least 25 feet from all entries, outdoor air intakes and operable windows. This includes tobacco products and electronic smoking devices. Please use the containers that are provided outside of buildings for the disposal of cigarette butts. The Marion campus is a tobacco free campus; therefore, all tobacco products and electronic smoking devices are prohibited.

Students who violate college regulations will be subject to penalties including fines and probations. The most serious penalty, other than suspension or expulsion from the college, is **disciplinary probation**. A student on probation may forfeit any financial aid provided by the college. A student who violates the conditions of probation is subject to immediate dismissal from the college. A student on academic probation, who is dismissed for disciplinary reasons and subsequently is readmitted after clearing the disciplinary penalty, will remain on academic probation for the semester after readmission.

Appropriate procedures are provided for hearing and review, and every student has the right of appeal. The campus Student Code of Conduct is contained in the *Student Handbook*.

INCLUSIVE LANGUAGE

Emory & Henry College expects the use of inclusive language in all college publications, in the conduct of college business, in the classroom, and in all academic communications.

INTERNATIONAL STUDENTS

Emory & Henry College warmly welcomes international students into its degree programs. Students coming to the college from outside the United States bring a fresh outlook to the classroom and to life on campus.

English proficiency: Since instruction, reading, and research are all in English, it is essential that all international students be able to understand and speak English fluently immediately upon arrival to campus. Students from countries in which English is not the native language and/or from schools where English is not the language of instruction must demonstrate their proficiency in English as one of the requirements for admission. This may be done by submitting results from the Test of English as a Foreign Language (TOEFL) administered by the Educational Testing Service at the nearest examination center. A minimum score of 525 on the paper test, 213 on the computer-based test, or 78 (with no sub score below 18) on the internet-based test is required for acceptance. In lieu of TOEFL results, the college will accept a “Band 6” (with at least a score of 5 in each exam area) and above on the IELTS exam or completion of an accredited Level 9 English as a Second Language course, from an ESL Center in the United States. For more information concerning these tests, please visit www.toefl.org or www.ielts.org.

Academic records: International applicants are required to submit certified, translated copies of all academic records prior to consideration for admission.

Financial responsibility: International applicants must establish their financial capability to meet the costs of an education at Emory & Henry College before consideration for admission. Each student must complete a Certification of Finances form, demonstrating the ability to provide United States dollars for the total amount of the costs of tuition, room, board, and health insurance, in addition to transportation, before the I-20 form will be issued.

Full-time status: International students admitted to the United States on an F-1 student visa status are required by federal law to be registered as full-time students, carrying a minimum of 12 credit hours of academic work each semester.

READMISSION OF STUDENTS

Former students who wish to re-enroll must complete a special application form available from the Admissions Office. Students applying for readmission must submit their application no later than July 15 for readmission to the college for the fall semester, and no later than December 1 for readmission to the college for the spring semester. After assessing the reasons for leaving and requesting readmission, an admissions officer will refer the application to the Registrar, to the Business Office Manager, to the Dean of Faculty, and to the Dean of Students to determine the applicant's academic, financial, and disciplinary standing. Students who were not in good academic standing at the time of withdrawal from the college will have their request reviewed by the Graduate Studies Committee for permission to re-enroll. Students who have approved Leave of Absence status, or whose absence has been necessitated by military service, are not required to seek readmission in order to resume their studies at the college. Such students may re-enroll by contacting the Registrar directly. If a student has withdrawn for medical reasons, the Vice President for Student Life has the right to impose any conditions deemed necessary, such as requiring the student to obtain a medical release stating that he or she is able to be readmitted. The Graduate Studies Committee can decide if a graduate student has met those conditions as part of its decision to approve or reject his or her application for readmission. Graduate Health Science students should consult their program specific student handbook for more information related to the readmission criteria for their program.

FINANCIAL AID

The U. S. Department of Education believes that the cost of a student's education rests primarily with the student and the student's family. The primary goal of Emory & Henry College's financial aid program is to assist students in obtaining the necessary funds to enable attendance at the college. A variety of sources for financial aid, such as federal, state, institutional, and private or outside, creates opportunities for students to finance their education. A student must maintain satisfactory academic progress in order to retain eligibility for financial aid. For a full description of types of financial aid available, application procedures, timeline, and other requirements, please see the Emory & Henry College Financial Aid Handbook found on the college website under *Costs & Financial Aid*, *Resources*: <http://www.ehc.edu/admissions/cost-financial-aid/resources/handbook>.

In compliance with NCAA Division III regulations, the composition of the financial aid package of student-athletes shall be consistent with the established policy of the institution and financial aid procedures for student-athletes shall be the same as for non-athletes. Institutions may not consider athletics ability, leadership, participation or athletic performance in the financial aid packaging. Institutions must submit an annual report to the NCAA that includes data regarding financial aid packages for student-athletes, as well as for non-athlete students. For a summary of NCAA regulations, see: <http://gowasps.com/information/compliance/index>

Student Responsibilities

A student who desires aid has the following responsibilities:

Be a newly admitted or continuing student at the college.

Read the Emory & Henry College Financial Aid Handbook found online under *Costs & Financial Aid*, *Resources*.

Apply for financial aid each year by filing a Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov (beware of any site other than a .gov site).

Complete and submit all required documents to the Financial Aid Office or appropriate agency prior to each semester of enrollment or as requested.

Enroll in a minimum of 12 semester hours each semester or notify the Financial Aid Office in writing of the intent to be less than full time. Some types of aid (see the Emory & Henry College Financial Aid Handbook online) may not be available for less than full-time enrollment.

Maintain satisfactory academic progress, as defined below.

Notify the Financial Aid Office of any unusual change in the family's financial situation, including any types of aid or outside scholarships being received from sources other than Emory & Henry College, whether paid directly to the student or to the college. This assures that no student is receiving an over-award of federal, state, or institutional funds that may have to be repaid in the future. Over-awards can impact eligibility for future federal, state, or institutional aid.

Use financial aid funds, including student and parent loans, solely for educational purposes, including personal expenses supporting student education.

If an over-award of a loan or grant occurs, repay any amount due within that semester.

If any student loans were taken, complete exit counseling for student loans, when no longer enrolled at least half time.

Provide the Office of the Dean of Students with current mailing and email addresses, along with home and cellular telephone information.

Students should beware of any person or agency offering scholarship search services for a fee. They should contact the Financial Aid Office before paying for these services. Students should not give personal information to any person or agency contacting them by telephone unless they are certain with whom they are dealing. No reputable agency can guarantee receipt of a scholarship.

Satisfactory Academic Progress

For the purpose of satisfactory academic progress, financial aid includes all federal, state, and Emory & Henry College funded scholarships, grants, discounts, work, and loans.

Quantitative Standards

To be eligible for continued receipt of financial aid, full-time students enrolled in a degree program must complete at least 75% of all attempted credit hours.

Satisfactory progress standards are cumulative and will include all semesters of the student's enrollment, even those for which the student did not receive student aid.

Qualitative Standards

Grant Point Average Requirements

When progress is reviewed, full and part-time graduate students must meet the cumulative GPA requirement as defined by their specific graduate program.

Measurement of Academic Progress

Academic Progress measurement includes the Fall and Spring semesters (Fall, Spring, and Summer for graduate health science students enrolled in 12-month programs) and will be measured at the end of each semester.

Failures and withdrawals are courses attempted, not completed. Incompletes are not counted towards credits completed until after the coursework is successfully completed and posted by the Registrar. Repeat courses will not count toward credits completed for SAP since the credits were already counted toward the standards the first time the course was completed and the student already received aid for these courses.

When Minimum Standards of Academic Progress are NOT achieved:

The Financial Aid office will notify students who fail to meet these requirements when information on academic progress is available at the end of each semester. Students who fail to meet these requirements the first time will be placed on Financial Aid Warning for the following semester. If the student is still not meeting the minimum standards, their financial aid will be suspended and will not be considered until all standards have been achieved or a successful appeal has been granted. If an appeal has been granted, then the student is placed on Financial Aid probation for the following semester. Under no circumstances will student aid be awarded retroactively to the semester(s) in which the standards were not met.

Students who fail to meet these requirements are encouraged to make up the hours and grade point requirements during the summer sessions at their own expense. Once the Registrar posts the grades and credits for the summer coursework, and if the requirements have been met, the student will be considered for financial aid for the next academic year. Only coursework attempted at Emory & Henry College will contribute to the grade point average. Students with an approved Application for Transfer Credit will receive unit credit only from coursework taken at another institution.

A student who has not made progress may submit an appeal request to the Director of Financial Aid for an extension to meet the progress requirements, if they feel there were circumstances that contributed to not making progress. Students are encouraged to meet with their Academic Advisor and/or the Associate Dean of Academic Affairs to create an academic plan to regain satisfactory academic progress. A student filing an appeal must explain, and document, any unusual/extraordinary circumstances that prevented their academic success and also submit their advisor approved academic plan. All appeals should be sent to the Director of Financial Aid. The student will be contacted in writing regarding the outcome of the appeal.

Dropped Courses

A course that is dropped during the drop/add period will not be considered as an attempted course. A course that is dropped after the drop/add period will be considered as attempted and not completed. Therefore, that course will count against a student's completion rate.

Readmitted Students

In order for a readmitted student to be eligible to receive financial aid that student must meet SAP standards at the time of readmission. If a student left the college in an ineligible status then, the student is still required to attain the required SAP standards before becoming eligible to receive financial aid.

Transfer Students

A transfer student who enrolls at Emory & Henry will be considered to be maintaining satisfactory progress for their first academic year of their enrollment. At the end of a transfer student's first academic year of enrollment, progress will be reviewed in the same manner as for all other students.

Transfer Credits and Credit by Exam

Only the GPA earned on hours completed at Emory & Henry will be considered when evaluating the cumulative GPA.

Withdrawals

A student who withdraws from Emory & Henry after a semester has begun will have his or her satisfactory academic progress standing re-evaluated at the end of the academic year in which the withdrawal occurred. A student who was in good standing prior to the withdrawal will remain eligible to receive financial aid until their standing is re-evaluated. If a student withdraws from Emory & Henry while on financial aid probation, he or she will be immediately declared ineligible to receive financial aid and must submit an appeal to have his or her standing re-evaluated.

Incomplete Courses

A course in which a student receives an "incomplete" grade will be counted against the student's completion rate for the period being evaluated. An "incomplete" grade will not be included in calculating the cumulative GPA used for the period being evaluated. When the "incomplete" grade is replaced with a final grade in the course, that student's SAP status will be re-evaluated to determine his or her final standing.

Failed Courses

A course in which the student receives a failing grade will be considered toward the cumulative GPA, semester hours attempted, and whether a student is making satisfactory academic progress.

Repeated Courses

The hours attempted/earned for a repeat course will be considered toward the cumulative semester hours attempted/earned. The grade earned in the most recent satisfactory completion of the course will be included in the cumulative GPA.

Terms for Disbursement of Aid

All financial aid administered by Emory & Henry College is credited directly to the student's tuition account in the college's Centralized Student Assistance Office, with the exception of Federal work-study wages which are disbursed in the form of paychecks or direct deposit to the students each month following submission of a timesheet. For each regular semester a student is enrolled in at least 12 semester hours and eligible to receive aid, one-half of his or her total financial aid award for that academic year is credited to his or her account after the end of the registration add/drop period, as actual funds are received from the source of the financial aid. All financial aid funds are disbursed with priority given to students who complete the application process by the deadlines specified in the Centralized Student Assistance Office. Late applicants, even if qualified, may fail to receive funds. Students who have not previously made arrangements to be less than full time and had their aid appropriately recalculated will find their financial aid adjusted after the end of the add/drop period of registration, based on the number of hours for which they actually enroll.

The college may withhold payment of financial aid funds, in whole or in part, for any semester during which any of the following conditions is found to exist:

The student fails to comply with all federal aid regulations;

The student is not maintaining satisfactory academic progress as defined above;

The student is in default on a loan made from any student loan funds or on a loan made, issued, or guaranteed under any of the federal loan programs; or The student is not enrolled at least half-time in a degree program.

For more detailed information on any financial aid program or on application procedures, visit the *Costs and Financial Aid* section of the college website (particularly the Financial Aid Handbook under *Resources*) or contact the Financial Aid Office at Emory & Henry. Current or prospective students and their parents are welcome to make an appointment to talk in person with the Financial Aid Staff. Please write the Financial Aid Office, Emory & Henry College, P. O. Box 947, Emory, Virginia 24327-0947; email ehfinaid@ehc.edu; or call 276-944-6940.

GRADUATE STUDENT COSTS 2018-2019

Outlined below are costs and fees associated with graduate student enrollment at Emory & Henry College for the 2018-2019 academic year. This outline provides you with a guide for costs and associated fees, many of which depend on your course of study and selected activities.

Graduate Tuition – Main Campus (per Credit Hour)

Education (M.A.Ed. and M.Ed.)	\$355
Community & Organizational Leadership (M.A.Col.)	\$505

Online Graduate Tuition (per credit)

Reading Specialist (M.A.Ed.)	\$450
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Graduate Tuition – Marion Campus

Doctor of Physical Therapy (D.P.T) - 2018 cohort*	(per semester)	\$11,557
Master of Occupational Therapy (MOT) – 2018 cohort*	(per semester)	\$9,118
Master of Physician Assistant Studies (M.P.A.S.) – 2018 cohort*	(per semester)	\$11,258
Master of Science in Athletic Training – Summer 2019*	(per semester)	\$7,214

*Tuition rates for future SHS cohorts may be subject to change; however, the current tuition rates above will remain the same for the duration of the programs for the cohorts entering 2018-2019.

Fees for 2018-2019 Health Science Graduate Cohorts

Technology Fee	(per semester)	\$165
Activity Fee (S.G.A.)	(per semester)	\$100

General Fees

Graduation (final semester of program)	\$200
Auto registration (annual - Emory Campus)	\$125

Course Program Fees (based on individual course of study)

Supervised teaching (all teacher preparation programs)	\$590
Education practicum	\$100

Student Health Insurance

Student health insurance is required of all students. It is billed at the beginning of each school year. If you have insurance, you must waive out of coverage. Premiums for the 2018-2019 year plan are \$2,166 for 12 months.

Late Fees and Replacement Charges

Late payment fee	\$500
Diploma reorder	\$50
Late graduation contract	\$125
Returned check	\$30
I.D. replacement	\$50
Late add/drop fee (per course)	\$25
Late course withdrawal (per course)	\$25

Student accounts may be accessed through the student's My E&H account. Additional information is available at www.ehc.edu/current-students and click the student account link.

Note: These costs are subject to change during the school year. Emory & Henry reserves the right to modify charges at any time.

EXPLANATION OF FEES

Automobile Registration Fee. Every commuting student and residential student with a car is required to register the vehicle each school year. Vehicle registration forms are available online or in the Centralized Student Assistance Office, and all accounts will be charged this fee. If a student does not need to register a vehicle, he or she may return the vehicle registration waiver form, also available online or in the Centralized Student Assistance Office. Accounts will be adjusted upon receipt of the waiver, if received in the Centralized Student Assistance Office within fourteen calendar days after registration day. Otherwise, the automobile registration fee will remain on the account.

Supervised Teaching Fees. Students enrolled in Supervised Teaching (Education 421, 441, 521, 541 or 561), or Practicum (Education 401, 501 or 501B) pay fees to cover costs beyond the regular instructional program at the college. These fees include expenses for supervision in the public schools.

Graduation Fee. This charge is made in the senior year (or final semester, for graduate students) to help cover costs of graduation expenses, diploma and engraving fees, caps and gowns, and transcripts. Payment is due in the semester in which a student becomes a candidate for a degree. If the student changes his or her target date for graduation after diplomas have been ordered, an additional fee is charged for the second diploma.

Late Graduation Contract Fee. Regularly enrolled students who fail to submit to the Centralized Student Assistance Office their completed graduation contract before the deadline for submission will be charged this fee; the submission deadline can be found in the **Requirements for Graduation** section of this catalog.

STUDENT INSURANCE

All full-time undergraduate and graduate students are required to maintain primary major medical insurance coverage that covers treatment in the southwest Virginia/northeast Tennessee region. The College requires proof of

primary health insurance coverage for full-time undergraduate students or mandates the purchase of a PPACA-compliant insurance policy through the college. Enrollment in the student health plan is automatic for all full-time students unless waived by September 1, 2018. To waive this insurance, an Online Waiver must be completed. Go to www.gallagherstudent.com/EHC and complete the information requested. Once submitted you will receive a confirmation number which should be kept for your records. **NO PAPER WAIVERS WILL BE ACCEPTED).** **The billing statement for your first semester will include the \$ 2,166.00 charge for this insurance plan, and this charge will remain until the waiver requirement is met.** Coverage is from August 1, 2018 - July 31, 2019. A prorated plan will be available for new students enrolling in spring 2019.

For students enrolled in their family's health or hospitalization plan, it is recommended that your policy be reviewed to determine at what age the dependent's coverage ceases. This is especially important for upperclassmen. Coverage under the Emory & Henry College Student Plan extends through July 31, 2019, even when the student graduates. Also, HMO/PPO plan participants will want to verify that their plan's coverage extends to providers as in-network in the southwest Virginia/northeast Tennessee region. A brochure describing the Emory & Henry College Student Health Insurance plan is available at www.gallagherstudent.com/EHC.

The college cannot assume liability for the personal articles of students which are damaged or destroyed by fire and/or any other causes, or which are stolen. Appropriate insurance coverage should be obtained by the student or parents before enrolling.

PAYMENTS

The student account statement for each semester will be based on the preregistered courses selected, the particular meal plan chosen, the particular dorm room assigned, and other miscellaneous items, such as having an automobile on campus and student insurance. All billing statements must be viewed online. Students (and others, if permission is granted by the student) may view their student account online at any time utilizing their assigned ID and password. All students are responsible for maintaining their student account online to ensure that the accounts stay up-to-date at all times.

Payment for the fall term is due in full by August 1, 2018 and payment for the spring term is due in full by January 1, 2019. By these dates, payment in full is required (payments may be made online through My E&H or by mail) or enrollment in the Tuition Management Systems payment plan is required to cover the amount due (there are options for 8, 10 or 12 payments, depending on date of enrollment).

Emory & Henry College will drop classes if payment arrangements are not completed satisfactorily by August 1, 2018 and January 1, 2019, respectively. If enrollment in the payment plan is completed and payments are returned for any reason, and the amount due is not paid within 30 days of the due date, classes will be dropped, enrollment in the payment plan will be terminated, and any remaining balance due on the student account will be due in full to Emory & Henry College immediately.

The account statement may change if changes are made to class registration, the meal plan, the dorm, or other miscellaneous items.

Any student whose account is not current will be ineligible to participate in preregistration or room draw. Any student whose account is not fully settled by the conclusion of a semester will be ineligible to obtain (or maintain, if preregistered) a class schedule for the subsequent semester. A transcript and/or diploma will not be issued to any student whose account is not settled. Also, any senior student whose account is not settled may be prohibited from participating in commencement activities. Should a period of 90 days pass without any activity on an account with an unpaid balance, then the college may refer the account to a collection agency. The student will be responsible for the fees of any collection agency, which may be based on a percentage at a maximum of 33.333% of the debt, and all costs and expenses, including reasonable attorney's fees, the college incurs in such collection efforts. A delinquent account may be reported to major credit bureaus for nonpayment. Failure to comply with the payment obligation will result in the application of a FINANCE CHARGE to the unpaid account balance. The FINANCE CHARGE will be applied at the monthly periodic rate of 1% (ANNUAL PERCENTAGE RATE OF 12%).

REFUNDS IN THE EVENT OF WITHDRAWAL FROM THE COLLEGE

The college operates on an annual budget that necessitates advance planning and financial commitments to teaching staff and others whose services are essential to its operation. For this reason, no semester charges are removed for those persons who are dismissed from the college for disciplinary reasons. Likewise, students who withdraw from the college, even for illness or other emergencies, receive no refunds of room rent or other fees. Adjustments for tuition and board are pro-rated as indicated below. The date of withdrawal used to compute a student's balance is the date on which the Dean of Students signs the official college withdrawal form. The student who leaves school at one date and waits to withdraw officially at a later date receives appropriate adjustments based on the date of official withdrawal. For an explanation of the procedures for official withdrawal, consult the catalog section on **Academic Policies**.

Student Account Adjustments for College Withdrawals During the Regular Academic Year

Before the first class	100% (less advance deposits)
Before end of first week of class	90% adjustment to tuition and meals
Before end of second week of class	75% adjustment to tuition and meals
Before end of third week of class	50% adjustment to tuition and meals
Before end of fourth week of class	25% adjustment to tuition and meals
No adjustments are made to tuition or meals after the fourth week of class.	

During Summer Session

During first week of session	75% adjustment to tuition
No adjustment to tuition after first week of summer session	

FINANCIAL AID ADJUSTMENTS

Federal regulations require financial aid funds to be awarded under the assumption that a student will attend the institution for the entire period in which federal assistance was awarded. When a student withdraws from all courses for any reason, including medical withdrawals, he/she may no longer be eligible for the full amount of funds that he/she was originally scheduled to receive. The return of federal funds is based upon the premise that students earn their financial aid in proportion to the amount of time in which they are enrolled. A prorated schedule is used to determine the amount of federal student aid funds he/she will have earned at the time of the withdrawal. Thus, a student who withdraws in the second week of class has earned less of his/her financial aid than a student who withdraws in the seventh week. Once 60 percent of the semester is completed, a student is considered to have earned all of his/her financial aid and will not be required to return any funds to the federal government. Federal law requires schools to calculate how much federal financial aid a student has earned if that student completely withdraws OR stops attending before completing the semester. Therefore, return of federal funds may result in a balance due to the college. In such case, the entire balance is due to the college immediately.

REFUNDS IN THE EVENT OF WITHDRAWAL FROM A CLASS

The schedule of refunds for withdrawal from a class is different from the above. No adjustments are granted for a course dropped later than seven **calendar** days after registration day. For full details on the procedures to be completed for official withdrawals, see the catalog section on **Academic Policies**. Note that the timetable for withdrawal from class without academic penalty is different from the timetable for withdrawal accompanied by refund.

REFUNDS OF EXCESS FINANCIAL AID

Students receiving financial aid funds, including student and/or parent loans, are entitled to a refund of any excess funds remaining after all current charges, in accordance with federal regulations, have been paid in full. Please note that financial aid may be subject to change before refund calculation if a student is not enrolled full time at the end of the registration drop/add period. Refunds will not be made from any funds that have not been credited to the student's account in the Centralized Student Assistance Office. A refund will automatically be issued for an account with a credit balance unless the student (or parent for a PLUS loan) signs an Account Authorization Form which authorizes the college to hold the funds in excess of current charges on the student's account, or refund only the credit balance after bookstore and other authorized charges are deducted. Any student whose refund is the result of a

parent PLUS Loan must have that parent authorize in writing if the refund goes to the student rather than to the parent(s). Refunds will be generated within fourteen days after financial aid is transferred to the student's account.

PERKINS LOANS EXIT INTERVIEWS

Students receiving Perkins Loans while at Emory & Henry must complete an exit interview at mycampusloan.com upon leaving the college, in accordance with federal regulations. All students will be notified by email with appropriate information regarding the interview process. All students who fail to complete the interview will be ineligible to receive transcripts and/or diplomas.

DIRECTORIES

THE FACULTY

This is a register of appointments for 2018-2019. The date of appointment to the faculty is shown.

Jake B. Schrum

2013. President of the College. Chairperson of the Faculty. B.A., Southwestern University; M.Div., Yale University.

John W. Wells

2017. Provost and Dean of Faculty. Professor of Political Science. B. A., Carson-Newman University; M.A. and Ph.D., University of Tennessee, Knoxville.

Kristi Angelopoulou

2015. Assistant Professor of Physical Therapy. B.S., Minnesota State University; M.A. and M.S., University of Central Florida; DPT, Northeastern University.

George Argyros

2014. Associate Professor of Biology. B.A., Boston University; M.S. and Ph.D., Northeastern University.

Douglas E. Arnold

2008. Visiting Associate Professor of Education. B.S., East Tennessee State University; M.Ed. and Ed.D., Virginia Polytechnic Institute & State University.

Mariano Ayala

2017. Visiting Instructor in Spanish. B.A. and M.A., Appalachian State University.

Jean-Paul Barfield

2018, Professor of Exercise Science. B.A., University of North Carolina at Chapel Hill; M.A., Appalachian State University; D.A., Middle Tennessee State University.

Kimberly Baranowsky

2004. Associate Professor of Psychology. B.S., Pennsylvania State University, Harrisburg; M.A. and Ph.D., University of Tennessee.

Aaron M. Barth

2018. Assistant Professor of Geography. B.S., George Mason University; Ph.D., Oregon State University.

Michelle Bell

2018. Visiting Assistant Professor of Music and Visiting Assistant Director of Athletic Bands. B.M., University of Massachusetts Amherst; M.M., University of Minnesota.

Eleanor M. Beltz

2018. Assistant Professor of Athletic Training. B.A., Colby College; M.S., Plymouth State University; Ph.D., University of Connecticut.

Steven R. Bitticker

2017. Associate Professor of Physical Therapy. B.S., Ohio State University; M.S., Cleveland State University; Ph.D., Gannon University.

Rachel Black

2017. Assistant Professor of Theatre. B.M., Vanderbilt University; M.M., University of Kentucky.

Noel T. Boaz

2017. Professor of Anatomy in the School of Health Sciences. B.A., University of Virginia; M.A. and Ph.D., University of California-Berkeley; M.D., Saba University School of Medicine.

Mary Bell Boltwood

2008. Instructor of Spanish. B.S., University of Virginia; B.S.; University of North Carolina; M.A., Appalachian State University.

Scott M. P. Boltwood

1996. Professor of English. B.A., Cornell University; M.A. and Ph.D., University of Virginia.

Jacob Bova

2018. Assistant Professor of Biology. B.S., M.S. and Ph.D., Virginia Polytechnic Institute and State University.

Kelly J. G. Bremner

2010. Assistant Professor of Theatre. B.A., William Smith College; M.A. and Ph.D., University of Wisconsin-Madison.

Gerald Bresowar

2014. Assistant Professor of Biology. B.S., University of Tennessee; M.S., Appalachian State University; Ph.D., University of Northern Colorado.

Angelika Brocklehurst

2017. Clinical Assistant Professor of Occupational Therapy. BOT, Stellensbosch University; OTD, Quinnipiac University.

Rebecca R. Buchanan

2008. Associate Professor of Health & Human Performance. B.A., University of North Carolina at Chapel Hill; M.S. and Ph.D., University of Tennessee.

Regenia B. Phillips Campbell

2018. Assistant Professor of Biology. B.S., King College; Ph.D., East Tennessee State University.

Christina C. Carroll

2012. Associate Professor of Mathematics. B.A., Kenyon College; M.S., University of Nebraska; Ph.D., Georgia Institute of Technology.

Julia M. O. Castleberry

2016. Associate Professor of Physical Therapy and Director of Falls Prevention Center. B.S., Virginia Polytechnic Institute and State University; M.S., Duke University; DPT, Virginia Commonwealth University.

Kathleen R. Chamberlain

1989. Professor of English. B.A., Cleveland State University; M.A. and Ph.D., University of North Carolina.

Anthony Clary

2016. Clinical Assistant Professor of Physician Assistant Studies and Director of Clinical Education. B.A. and B.S., Wofford College; M.S. and M.D., Medical College of Georgia.

Dennis C. Cobler

2000. Associate Professor of Athletic Training. B.A., Emory & Henry College; M.A. and Ed.D., East Tennessee State University.

Eric Coley

2012. Clinical Assistant Professor of Physical Therapy. B.S., Emory & Henry College; DPT, Duke University School of Medicine.

Janet Justice Crickmer

2001. Associate Professor of Education. B.A., University of Kentucky; Ed.M. and Ed.D., Teachers College, Columbia University.

Edward H. Davis

1991. Professor of Geography. B.A., University of North Carolina; M.A., University of North Carolina-Charlotte; Ph.D., University of Illinois.

James M. Dawsey

1994. Professor of Religion. John M. Wolfe and Rebecca McMullin Wolfe Chair of Religious Education. B.S., Florida Southern College; M.Div. and Ph.D., Emory University.

Jessica Denniston

2018. Clinical Assistant Professor of Equine Studies. B.A., Virginia Intermont College; M.Ed., William Woods University.

Nicole Drewitz-Crockett

2012. Associate Professor of English. B.A., Carson-Newman College; M.A. and Ph.D., University of Tennessee, Knoxville.

James C. Duchamp

1994. Professor of Chemistry. James Earl Copenhaver Professorship in Chemistry. B.A., Kalamazoo College; Ph.D., Yale University.

Kevin Dudley

2016. Visiting Assistant Professor of Theatre. B.F.A., University of Utah; M.F.A., University of Iowa.

Sandra R. Farmer

2018. Associate Professor of Nursing. B.S.N., King College; M.S.N., Capital University; D.N.P., Northern Kentucky University.

Charles W. Fay, IV

2017. Visiting Assistant Professor of Physics. B.S., University of Illinois; M.S., University of Missouri; Ph.D., Michigan State University.

Jamie Ferguson

2014. Assistant Professor of Chemistry. B.S., Davidson College; Ph.D., Queen's University of Belfast.

Christopher Fielitz

2001. Professor of Biology. B.S., University of Illinois; B.S. and M.S., University of Illinois at Chicago; Ph.D., University of Kansas.

A. Louise Fincher

2014. Vice President and Dean, School of Health Sciences. Professor of Athletic Training. B.S., Stephen F. Austin State University; M.S., Indiana State University; Ed.D., The University of Alabama.

Mark Finney

2013. Associate Professor of Mass Communications. B.A., Mary Washington College; M.S., George Mason University; Ph.D., University of Colorado.

Sarah Fisher

2015. Assistant Professor of Political Science. B.A., University of Alabama in Huntsville; Ph.D., University of Georgia.

Christine M. Fleet

2006. Professor of Biology. B.S., Tufts University; Ph.D., Duke University.

J. Thomas Fowlkes

2005. Instructor of Business. B.A., Millsaps College; L.L.B and J.D., University of Virginia.

Sandra Frederick

2018. Assistant Professor of Education. B.S., Auburn University; M.Ed., Vanderbilt University.

Beth Funkhouser

2010. Instructor of Athletic Training. B.S., Emory & Henry College; M.Ed., University of Virginia.

A. Celeste Gaia

1997. Professor of Psychology. B.A., Christian Brothers University; M.A. and Ph.D., University of Tennessee, Knoxville.

Victoria Galloway

2017. Clinical Assistant Professor of Physician Assistant Studies. B.S., Mary Washington College; B.M.S. and M.S., Mountain State University.

Roberta Gatlin

2017. Assistant Professor of Physical Therapy. B.S.Ed., Memphis State University; B.S.P.T. and D.Sc.P.T., University of Tennessee Health Sciences Center.

Teri Gilley

2015. Instructor of Occupational Therapy and Fieldwork Coordinator. B.S. and M.S., Shenandoah University.

Charles W. Goolsby^o

1994. Professor of Art. B.F.A., Radford University; M.F.A., James Madison University.

John Graham

2013. Professor of Physical Therapy. B.S., Davidson College; Ph.D., Virginia Commonwealth University.

Patricia Graham-Thiers

2014. Professor of Equine Studies. B.S., University of Massachusetts at Amherst; M.S., University of Florida; Ph.D., Virginia Polytechnic Institute & State University.

Eric Grossman

2005. Associate Professor of Education. B.A., Brown University; M.A.T. and Ed.D., University of Louisville.

Laura J. Hainsworth

1997. Associate Professor of Chemistry. David C. and Richard H. Hull Chair in the Natural Sciences. B.A., State University of New York, Potsdam College; Ph.D., University of Maryland at College Park.

Mark Hainsworth^o

2008. Instructor of Education. B.S., State University of New York at Fredonia; B.S., Clarkson University; M.S., University of Maryland.

Crystal Hall

2009. Instructor of Mathematics. Director of the Quantitative Learning Center. B.A., Emory & Henry College; M.S., East Tennessee State University.

Ian Hensley

2018. Assistant Professor of Philosophy. B.A., University of Virginia; M.A. and Ph.D., Cornell University.

Gonzalo Hernandez-Baptista

2016. Visiting Assistant Professor of Spanish. B.A., Universidad de Castilla-La Mancha; M.A., Scuola Holden; M.A. and Ph.D., University of Kentucky.

Glenn Irion

2015. Professor of Physical Therapy. B.S., University of Central Arkansas; B.A., M.Ed. and Ph.D., Temple University.

Jean Irion

2015. Professor of Physical Therapy. B.S., West Virginia University; B.S. and M.Ed., Temple University; Ed.D., University of Arkansas at Little Rock.

John Iskra

2004. Assistant Professor of Mathematics. B.S., University of Michigan; Ph.D., University of Tennessee, Knoxville.

John Jackson

2015. Assistant Professor of Occupational Therapy. B.S., Medical College of Georgia; M.A., Texas Woman's University; Ed.D., Texas Tech University.

Jerry L. Jones

2002. Visiting Professor of Computer Information Management. B.S. and M.Ed., Virginia State University; Ed.D., Virginia Polytechnic Institute & State University.

Brianne Kilbourne

2015. Assistant Professor of Athletic Training. B.S., Emory & Henry College; M.S., James Madison University; Ed.D., Liberty University.

Shelley Koch

2010. Associate Professor of Sociology. B.A., M.A., and Ph.D., University of Kansas.

Jennifer Krause

2016. Visiting Assistant Professor of English. B.A., The University of the South; Ph.D., Vanderbilt University.

Krystin Krause

2015. Assistant Professor of Political Science. B.A., The University of the South; M.A., Tulane University; M.A. and Ph.D., University of Notre Dame.

Michael Lane

2007. Professor of Chemistry. B.S., Emory & Henry College; M.S. and Ph.D., Stanford University.

Ben H. Letson

1988. Associate Professor of Philosophy. B.A., Emory & Henry College; M.A. and Ph.D., Vanderbilt University.

Xiaoxue Li

2007. Associate Professor of Mathematics. B.S., Southwest Normal University, China; M.S. and Ph.D., Lehigh University.

Thomas J. Little

1994. Professor of History. B.A. and M.A., University of South Carolina; Ph.D., Rice University.

Kyle P. Macione

2010. Visiting Associate Professor of Business. B. Accy., University of Mississippi; M. Accy., University of Alabama; J.D., Washington and Lee University.

Ashlee Medley

2016. Clinical Instructor of Physical Therapy. B.S. and M.S., University of Kentucky.

Felicia Mitchell^o

1987. Professor of English. B.A. and M.A., University of South Carolina; Ph.D., The University of Texas at Austin.

Lisa Moosmueller-Terry

2014. Clinical Associate Professor of Equine Studies and Director of the Equestrian Center. B.A., Virginia Intermont College.

Danielle Morel

2015. Assistant Professor of Physics, B.A., University of North Florida; M.S. and Ph.D., Florida State University.

R. Christopher Qualls

1990-92, 1999. Professor of Psychology. B.A., David Lipscomb College; M.M.F.T., Abilene Christian University; M.S. and Ph.D., Memphis State University.

Joseph T. Reiff

1990. Professor of Religion. B.A., Millsaps College; M.Div. and Ph.D., Emory University.

Manda Remmen

2014. Assistant Professor of Art. B.F.A., Colorado State University; M.F.A., Southern Illinois University Edwardsville.

Mary Ellis Rice

2015. Visiting Instructor in English. B.A., Presbyterian College; M.A., University of Tennessee.

Scott Richards

2015. Associate Professor of Physician Assistant Studies. B.A., University of Massachusetts, Boston; B.S., Hahnemann University; M.S. and Ph.D., Walden University.

Heather Richardson

2014. Clinical Associate Professor of Equine Studies. B.A., Virginia Intermont College.

Joy Scruggs

1981. Instructor of Health & Human Performance. B.S. and M.S., University of Tennessee.

Matthew Shannon

2013. Assistant Professor of History. B.A. and M.A., University of North Carolina-Wilmington; Ph.D., Temple University.

Beverly Sheddan

2006. Instructor of Health & Human Performance. B.A., Emory & Henry College; M.Ed., East Tennessee State University.

Anne Shumaker

2014. Visiting Professor of Political Science. B.S., East Tennessee State University; M.S.S.W. and Ph.D., University of Tennessee.

Amy M. Sorenson

2017. Visiting Assistant Professor of Sociology. B.S. and M.A., East Tennessee State University; Ph.D., Virginia Polytechnic Institute & State University.

Deborah Spencer

2014. Associate Professor of Economics. B.S., Radford University; M.A. and Ph.D., University of Notre Dame.

Angelia Denise Stanley

1992. Associate Professor of Business. B.S., Clinch Valley College; M.Acct., Virginia Polytechnic Institute & State University; Ph.D., Regent University.

Talmage A. Stanley

2003. Professor of Civic Innovation; Director of the Appalachian Center for Civic Life. B.A., Emory & Henry College; M.Div. and Ph.D., Emory University.

Annie Sugar

2018. Assistant Professor of Mass Communications. B.A. and M.A., James Madison University; M.A., University of Florida; Ph.D., University of Colorado-Boulder.

Rachael Swartz

2017. Visiting Assistant Professor of Theatre. B.A., Baldwin-Wallace College; M.F.A., University of Southern Mississippi.

Annalee Tull

2018. Visiting Assistant Professor of Theatre. B.A., Radford University; M.A., East Tennessee State University; M.F.A., Goddard College.

Angela Lynne Umbarger

2016. Clinical Assistant Professor of Occupational Therapy. B.A., University of Arizona; M.S., Virginia Commonwealth University; Ph.D., University of Toledo.

Adam Wells

2012. Associate Professor of Religion. B.A., Wake Forest University; M.A., Yale University; Ph.D., University of Virginia.

Jack Wells

2005. Associate Professor of History. B.A., Virginia Polytechnic Institute & State University; M.A., University of Kentucky; M.A. and Ph.D., The Ohio State University.

Stephanie Williams

2016. Clinical Assistant Professor of Occupational Therapy. B.A., Eastern Kentucky University; O.T.D., Rocky Mountain University of Health Professions.

Lisa Withers

2002. Associate Professor of Music. B.A., Alderson-Broaddus College; M.M., University of Michigan; D.M.A., West Virginia University.

Danianese Woods

2017. Instructor in Mass Communications. B.A., and M.A.L.S., University of Memphis.

Xiangyun Zhang

1995-2007, 2009. Professor of French. B.A., Beijing Second Foreign Languages Institute; M.A., Emory University; Ph.D., Florida State University.

° On leave during part or all of 2018-2019 academic year.

• Special Appointments

The following persons have faculty status.

Joseph Botana

2018. Director of Lifelong Learning. B.S.B.A. and M.S.I.B, Roosevelt University.

Jane E. Caldwell

1984. Assistant Director and Reference Services Librarian. B.A., West Virginia University; M.L.S., University of Kentucky.

Ruth M. Castillo

2018. Director of the College Library. B.S., Virginia Polytechnic Institute & State University; M.L.I.S., University of South Carolina.

Matthew D. Frederick

2003. Assistant Vice President for Affinity Programs; Associate Professor of Music. B.S., West Chester University; M.M., Auburn University; D.M.A., University of Texas at Austin.

Will Hankins

2015. Technical Director of the McGlothlin Center for the Arts. B.A., King College; M.F.A., University of Virginia; M.A., Regent University.

Jody Hanshew

2004. Electronic Resources and Government Documents Librarian. B.A., Emory & Henry College; M.S.I.S., University of Tennessee.

James Harrison

1999. Director of Outdoor Programs. B.A. and M.F.A., University of Memphis.

Janet R. Kirby

1994. Technical Services Librarian. B.S. and M.L.S., North Texas State University.

Tracy Lauder

2003. Assistant Vice President for Special Academic Programs; Associate Professor of Mass Communications. B.A., University of West Alabama; M.J., Louisiana State University; Ph.D., University of Alabama.

Valerie G. Lewis

2014. Director of Instructional Design and Technology. B.A., Virginia Intermont College; M.S.Ed., Virginia Polytechnic Institute & State University.

Travis Proffitt

2014. Director of Academic Diversity Initiatives; B.A., Emory & Henry College; M.A., Loyola University, Chicago.

Michael J. Puglisi

1988-1993, 2010. Associate Provost; Associate Professor of History. B.A., James Madison University; M.A. and Ph.D., The College of William and Mary.

Richard P. Rose

1999. Faculty status in Theatre. B.A., St. Norbert College; M.F.A., University of California at Davis.

Dan Van Tassel

2015. Curator of the McGlothlin Center for the Arts. B.F.A., University of Wisconsin Whitewater; M.F.A., Southern Illinois University Edwardsville.

Joseph Vess

2015. Director of Integrated Learning. B.S., Northwestern University; M.A., American University.

• Adjunct Faculty

The following persons taught on a part-time or temporary basis during 2017-2018 or are scheduled as adjunct faculty for 2018-2019.

William Adamson Jr.

B.A., University of North Carolina at Greensboro; M.A., East Tennessee State University.

Michael Armbrister

B.A. and B.S., Emory & Henry College; M.S., University of Tennessee.

Laura Baldwin

B.A., Washington and Lee University; M.P.T., Hahnemann University (Drexel); D.P.T, University of Montana

Benita Bare

B.A. and M.A.Ed., Emory & Henry College.

Devyn Bayes

B.A., Ferrum College; M.Ed., University of Arkansas at Monticello; M.A, American University School of International Service.

Breanne Bebber

B.S., Gardner-Webb University; M.B.A., Milligan College.

Patricia Bowers

B.S., George Peabody College for Teachers; M.Ed., East Tennessee State University.

Mary K. Briggs

B.A., Emory & Henry College; M.Div., Duke University.

Kevin E. Brueilly*

B.A., Cedarville College; M.P.T., University of St. Augustine for Health Sciences; DPT, Texas Tech University.

Colleen Buchanan

B.A., Emory & Henry College; M.A., University of Virginia.

Candace Butler

B.A. and B.F.A.; Virginia Intermont College; M.F.A., Antioch University.

Dennis Carter

B.S., Emory & Henry College; M.A., Radford University; Ed.D., Virginia Polytechnic Institute & State University.

C. Joseph Champagne

B.F.A., University of Central Florida; M.F.A., East Carolina University.

Shirley Cherry

B.S., Salem International University; M.B.A., Kent State University; Ed.D., East Tennessee State University

Patricia Clark

B.A., West Virginia University; M.O.T., West Virginia University

Jennifer Condon

B.A., The College of William & Mary; M.A., University of Delaware.

Jo M. Copeland

B.A., University of Tennessee; J.D., University of Tennessee College of Law.

Deena Cress

B.S.W., Virginia Intermont College; M.S.W., Radford University

Anne Crutchfield

B.A., Emory & Henry College; M.A., Virginia Polytechnic Institute & State University.

Emma Cruz

B.S., State University of New York at Fredonia; M.S., State University of New York at Buffalo.

L. James Cumbo, Jr.

B.S., East Tennessee State University; M.B.A., The College of William and Mary; Ph.D., Virginia Polytechnic Institute & State University.

Kyle Cutshaw

B.A., Emory & Henry College; M.S.Ed., University of Wisconsin La Crosse.

Jacyln Dickens

B.A., Emory & Henry College.

H. Ashby Dickerson

B.A., University of Vermont; LL.B., George Washington University Law School.

Michael Eastridge

B.A., Emory & Henry College; M.S., University of Tennessee; J.D., University of Tennessee College of Law.

Amanda Fleenor

B.S., Lincoln Memorial University; M.P.A.S., Lincoln Memorial University

William Galliher

B.S., Appalachian State University; M.S., East Tennessee State University.

Amanda Gardner

B.S. and M.S., Radford University.

Allen Gentry

B.M.Ed., East Tennessee State University.

Sheila Glenn

B.S., Medical College of Virginia, Virginia Commonwealth University.

Patricia Gonzalez

B.A., Franklin & Marshall College; M.A., Columbia University.

M. Anthony Graham

B.A., University of Virginia; M.D., Medical College of Virginia, Virginia Commonwealth University.

Kelley Gray

B.A., University of North Carolina at Chapel Hill; M.S.P.T., Washington University School of Medicine.

John Haggerty

B.M., Towson University; M.A., Peabody Institute of The Johns Hopkins University.

Mark R. Hagy

B.A., Emory & Henry College; M.A., Miami University of Ohio.

Heather P. Hall

B.S., University of Southern Indiana; MSOT, Milligan College.

Joseph Hamil

B.A., Emory & Henry College; M.S., Morehead State University; M.Ed., Lindsey Wilson College.

Megan Hamilton

B.F.A., Shenandoah University Conservatory; M.A., East Tennessee State University.

Chuck A. Harris

B.A. and M.Ed., Emory & Henry College.

Matthew S. Harris

B.S., Ohio University; M.P.T., University of Cincinnati.

Christopher Hartless

B.S. and M.A., Radford University.

Bradley Hartsell

B.A. and M.A., East Tennessee State University.

Jacob Haught

B.S., Virginia Polytechnic Institute & State University; D.V.M., University of Georgia.

Rachel Helton

B.M., and M.M., Indiana University Bloomington.

Jonathan C. Hill

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B.A. and B.S., Emory & Henry College; M.B.A., University of Tennessee; M.Div., Emory University.

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B.S., Emory & Henry College.

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*Visiting School of Health Sciences adjunct faculty by agreement with Wingate University.

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1958-1992. Professor Emerita of Psychology. B.A., Millikin University; M.A., Columbia University; Ed.D., Duke University.

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Marianne Grzywacz

1975-2001. Associate Professor Emerita of Music. B.S., Temple University; M.Mus., Indiana University.

V. Ray Hancock

1963-1991. Professor Emeritus of Mathematics. B.S., Virginia Polytechnic Institute & State University; M.A., John Hopkins University; Ph.D., Tulane University.

Rex D. Haren

1952-1988. Professor Emeritus of Mathematics. B.S., M.S., and Ph.D., University of Tennessee.

Margaret F. Hutson

1977-2004. Associate Professor Emerita of Physical Education. B.S., University of Tennessee; M.Ed., University of North Carolina; Ph.D., University of Mississippi.

Eleanor H. Hutton

1964-2003. Associate Professor Emerita of Physical Education. B.A., Duke University; M.Ed., University of Virginia.

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1983-2012. Professor Emeritus of English. B.A., St. Olaf College; Ph.D., Stanford University.

Ambrose Leong

1978-2015. Associate Professor Emeritus of Chemistry. Billie Sue Hurst Professorship in Chemistry. B.A., Drake University; M.Phil. and Ph.D., Columbia University.

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1984-2011. Associate Professor Emeritus of Economics. B.A., Rutgers University; M.R.P., University of North Carolina; Ph.D., University of Virginia.

Maurice S. Luker, Jr.

1965-2004. Professor Emeritus of Religion. B.A., Southern Methodist University; B.D. and Ph.D., Drew University.

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1964-1996. Associate Professor Emeritus of Chemistry. B.A., East Tennessee State University; Ph.D., Michigan State University.

Cecil M. Nelson

1960-1987. Professor Emeritus of Physics. B.S. and M.S., University of Chicago; Ph.D., University of Tennessee.

H. Alan Pickrell

1964-2001. Associate Professor Emeritus of English. B.A., Belmont College; M.A.T., Vanderbilt University.

Robert L. Pour

1984-2011. Associate Professor Emeritus of Mathematics. B.S.Ed., Bowling Green University; M.A., University of Virginia; Ph.D., Virginia Polytechnic Institute & State University.

Eugene L. Rasor

1965-1997. Professor Emeritus of History. B.A., Furman University; M.A. and Ph.D., University of Virginia.

Robert L. Reid

1981-2010. Professor Emeritus of English. B.A., Yale University; M.A. and Ph.D., University of Virginia.

John Herbert Roper

1988-2014. Professor Emeritus of History. B.A., University of South Carolina; M.A., North Carolina State University; M.A. and Ph.D., University of North Carolina.

Samir N. Saliba

1964-2016. Professor Emeritus of Political Science. Geraldine A. Meyung-Dr. Clyde Alley Chair in International Studies. B.A., M.A., and Ph.D., Tulane University.

E. Herbert Thompson

1985-2014. Professor Emeritus of Education. B.A., Marietta College; M.A.Ed. and Ed.D., Virginia Polytechnic Institute & State University.

George E. Treadwell

1970-2007. Professor Emeritus of Biology. B.A., King College; M.S. and Ph.D., Iowa State University.

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1991-2012. Associate Professor Emeritus of Physics. B.S., Rhodes College; M.S. and Ph.D., University of South Carolina.

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DIRECTIONS FOR CORRESPONDENCE

ACADEMIC AFFAIRS

John W. Wells, Provost and Vice President for Academic Affairs

ADMISSIONS

Anthony R. Graham, Assistant Vice President for Enrollment Management

BILLING INFORMATION

Sunny Crisp, Accounts Receivable Coordinator

BUSINESS AFFAIRS, HUMAN RESOURCES,
AND FACILITIES

Benita B. Bare, Associate Vice President for Business and Finance

FINANCIAL AID INFORMATION

Scarlett Blevins, Director of Student Financial Planning

PRESIDENT'S OFFICE

Jake B. Schrum, President

STUDENT LIFE

John Holloway, Vice President for Student Life and Student Success and Dean of Inclusion

TRANSCRIPTS AND ACADEMIC REQUIREMENTS

Tammy Sheets, Registrar

Emory & Henry College
30461 Garnand Drive
P.O. Box 947
Emory, Virginia 24327-0947

Telephone (276) 944-4121
Website: www.ehc.edu

ACADEMIC CALENDAR 2018-2019

	Fall 2018	Spring 2019
New student orientation	August 25-28	January 12-14
Residence halls open and check in for new students	August 25	January 12
Residence halls open for returning students	August 26	January 13
Check in for returning students	August 26	January 13
Classes begin	August 29	January 15
Martin Luther King, Jr., Day (alternate activities)		January 21
Last day for course addition and for withdrawal from class with no entry on transcript	September 4	January 22
Fall break (residence halls remain open)	October 10-14	
Midterm grades due online	October 19	March 8
Spring break (residence halls close on March 8 and re-open on March 17)		March 9-17
Last day for voluntary withdrawal from class with grade of W	October 29	March 22
Homecoming	October 20	
Founders Day (no classes 11:00 a.m.-12:30 p.m.)		March 28
Last day for withdrawal from class with WP	November 12	April 5
Preregistration	November 12-16	April 1-5
Thanksgiving break (residence halls close Nov. 20 and re-open Nov. 25)	November 21-25	
Easter break (residence halls remain open)		April 19-21
Internship application deadline for spring 2019	December 11	April 30
Internship application deadline for summer 2019		April 30
Last day of classes	December 11	April 30
Review days	December 12, 16	May 1, 5
Semester examinations	December 13-15, 17	May 2-4, 6
Residence halls close	December 18	May 7
Baccalaureate		May 10
Commencement		May 11
College offices closed for Christmas break	Dec. 24-Jan. 2	