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 and 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.

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

Revised by the Emory & Henry College Community, Fall 2005
Reaffirmed by the Emory & Henry College Board of Trustees, November 5, 2005

Emory & Henry College does not discriminate on the basis of race, color, national origin, age, religion, sex, sexual orientation, or physical handicap in administration of its educational policies, hiring policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs. Emory & Henry College affirms the dignity and worth of every individual.

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.

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**The College**

Emory & Henry is a coeducational, church-related liberal arts college. Its 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. The names were chosen to represent the guiding principles of the college: Christian leadership and distinctive statesmanship.

**History**

The cornerstone for Emory & Henry was laid in 1836, and the first students were enrolled in 1838. The Commonwealth of Virginia granted a charter to the college on March 25, 1839. Emory & Henry College is now the oldest institution of higher learning in Southwest Virginia and one of the few in the South which have operated for more than 170 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 92 senior colleges and universities affiliated with The United Methodist Church.

Because of its distinguished history, 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 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 1800’s 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.

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 campus was transformed by the construction of Memorial Chapel, Wiley Jackson Hall, the Van Dyke Center, Hillman Hall, the Frederick Thrasher 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 the modern campus.

A new era of construction and renovation began 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 2007-2010, 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 Fullerton Field, and the complex was named the Fred Selfe Athletic Stadium. A new residence hall was constructed. In addition, a comprehensive master plan for future growth and expansion of the college was completed. A new Woodrow W. McGlothlin Center for the Arts is in the planning stage, and a new James H. Brooks Field House is under construction.

Currently, Emory & Henry enrolls around 1,000 students, almost equally divided between men and women. 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.
ACCRREDITATION AND MEMBERSHIPS

Emory & Henry College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone number 404-679-4501) to award Bachelor's and Master's degrees. It is also accredited by the University Senate of The United Methodist Church. Emory & Henry holds institutional membership in the Association of American Colleges, 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). The teacher preparation programs are accredited under the approved approach of the Commonwealth of Virginia.

CAMPUS AND FACILITIES

The 335-acre campus of Emory & Henry is located in the Appalachian foothills of Washington County, Virginia, within view of Virginia's two highest peaks, Mount Rogers and White Top Mountain. The 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 Emory & Henry campus often express interest in the beauty and historic background of the college, so the college has developed a self-guided walking tour. The tour--available in booklet form at the college--includes a history of major buildings, descriptions of special areas on the campus, and anecdotes from bygone eras including the years encompassed by the Civil War. Interested persons are welcome to visit the campus at any time and obtain a copy of the tour booklet. The following provides a very brief glimpse of selected buildings.

Wiley Hall, which is on a hill at the center of the 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 the focal point for the visual and performing arts. The Frederick T. Kelly Library provides access to more than 300,000 items ranging from books and periodicals to compact discs, audiotapes, videotapes, DVDs, electronic books (e-books), and online reference databases containing more than 76,000 full-text periodicals.

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 Fullerton Field complex, which includes the Fred Selfe Athletic Stadium. The Martin-Brock Student Activities Center contains a snack bar, lounges for student use, and offices for the student media. Van Dyke Center incorporates a cafeteria, private dining areas and meeting rooms, and offices for the food service and campus government. Art works from the permanent collection of T. R. Phelps' photographs are exhibited in Van Dyke Center. 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 an art space with galleries. The 1912 Gallery hosts rotating
exhibits, and the T. R. Phelps Room exhibits prints made from the college’s glass plate negatives of Washington County photographer T.R. Phelps (1872-1952). **Residence halls**, which are spread across the entire campus, range in size and style from small home-like Douglas House, with space for six students, to Wiley Jackson Hall, which has the capacity for 190 students.

**Faculty**
Emory & Henry has approximately 75 full-time teaching faculty members. The faculty-student ratio is approximately 1:11, providing for personalized attention and small class enrollments. Detailed information on the degrees, publications, and special interests of the faculty is available from the Dean of Faculty or the Public Relations Office.

**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 on a quarterly basis to alumni and friends of the college.

**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.

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. Those who complete a contextual and support area take courses outside the major, chosen from several different fields which relate to that discipline. 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 core course or a Modes of Inquiry course (defined below) may not be applied to the primary major. 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.

**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 ensure that a liberally educated graduate of Emory & Henry College should:

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 of several ways. They may (a) take two sequential 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, or (c) fulfill the requirement during a Study Abroad experience, or (d) substitute a native language other than English. 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 Academic Support Services in the Powell Resource Center before initiating a substitution request. Procedures for registering with Academic 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 Academic Support Services.
Mathematics. The mathematics requirement enables students to develop skills which 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. All students will take a mathematics placement exam to determine appropriate initial course placement.

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.

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.

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, 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.

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.

Quantitative Literacy. Students meet this requirement by passing a quantitative proficiency exam. Students who do not pass this exam initially will be required to take Quantitative Literacy 101, 102, and/or 103 before retaking the exam. Students must pass the quantitative proficiency exam in order to graduate. After passing the proficiency exam, students further meet this requirement by completing a course that is quantitative-literacy intensive, designated QL in the catalog.
of Inquiry: Understanding the Natural World courses may not be used to meet this requirement.

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 I: Human Foundations. This common syllabus course is taken in the spring semester of the first year. It is an introduction to selected fundamental questions as raised by texts and other cultural sources, focusing on the examination of ideas and practices from prehistory into the sixteenth century C.E.

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 half-hour activity courses.

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. 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.)

Foundations II: Becoming Modern. This common syllabus course is taken in the fall of the sophomore year. It is an active study of major shifts in the ways of knowing, including the foundations of modern science and technology, the emergence of the social sciences, and their influences on culture, society, and the arts.

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.

Religion. Each student enrolls in a religion course (131 or 132 or 200), on the roots, teachings, and contemporary understandings of the Christian faith.

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 travel 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 travel requirement are designated EA in the catalog; those that meet the international exploration requirement are designated IE.

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.

C. Modes of Inquiry
The objective of this requirement is to encourage students to acquire a foundation of knowledge in a variety of liberal arts disciplines. Students take Modes of Inquiry courses outside the prefix of their primary major; the requirement is met by a class or set of classes from each mode, taken in four different departments outside the student’s primary major prefix. 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
- GEOG 111 Human Geography
- GEOG 211 Urban Geography
- HIST 111 American History to 1861
- HIST 112 American History Since 1861
- HIST 121 Pre-Modern Europe
- HIST 122 Modern Europe
- MCOM 101 Mass Media and Society
- MCOM 250 (WSTU 250X) Women and Media
- PHIL 101 Introduction to Philosophy
- PHIL 201 Ethics
- POLS 103 Politics of the United States
- POLS 205 (INST 205X) 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
- PPCS 100 Introduction to Public Policy and Community Service
- PPCS 200 Community Organizing
- PSYC 102 Introduction to Psychology as a Social Science
- RELG 201 Religious Individuals Who Changed History
- SOCI 101 Introduction to Sociology
- SOCI 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
- BIOL 117 General Biology
- CHEM 111 General Chemistry I
- 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 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 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 328 Nature Writing
MCOM 204 Beginning Publication Design
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 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 210 Fundamentals of Theatrical Design
THRE 220 Contemporary Dance I
THRE 245 Voice for the Stage
THRE 300 Stage Movement

**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 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 305 Asian Philosophies
POLS 340 History of Political Philosophy
RELG 261 The Christian Faith in Literature
THRE 100 Introduction to 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. 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. 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. degree** 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, the degree awarded will be the degree associated with the primary major.

- 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 following 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 will be made for students in cooperative programs.

- Payment of all college charges, including graduation fee during final semester of enrollment; freedom from disciplinary impositions; 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 chair 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.

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-three 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. 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.
Education Division: Education, Physical Education.
Humanities Division: English, Languages, Philosophy, Religion.
Social Science Division: Business Administration, Economics, Geography, History, Mass Communications, Political Science, Public Policy and Community Service, Sociology.
Natural Science Division: Biology, Chemistry, Mathematics, Physics, Psychology.

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

B.A. AND B.S. DEGREES
Emory & Henry offers the Bachelor of Arts (B.A.) degree in most departments and programs. The B.A. degree is based on completion of at least 120 semester hours. The Bachelor of Science (B.S.) degree is offered by all departments in the Natural Science Division, as well as the Business Administration and Physical Education Departments and the Program in International and Area Studies. The B.S. degree is based on 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
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.)
Community and Organizational Leadership (M.A.COL)
Computer Information Management *service area*
Creative Communication *minor*
Earth Science *service area*
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 - Teacher Preparation
Environmental Studies
  - Environmental Studies - Policy (B.A.)
  - Environmental Studies - Science (B.S.)
  - Environmental Studies - Teacher Preparation (Earth Science Licensure) (B.S.)
Geography (B.A.)
  - Geography
  - Geography - Social Sciences
History
  - History (B.A.)
  - Interdisciplinary History and Social Sciences - Teacher Preparation (B.A.)
  - American History (M.A.Ed.)
International and Area Studies
  - Asian Studies (B.A.)
  - European Studies (B.A.)
  - Middle Eastern and Islamic Studies (B.A.)
  - International Studies and Business (B.S.)
Land Use Analysis and Planning *contextual and support area*
Languages
  - French - Language and Literature (B.A.)
  - French - Language and Culture Studies (B.A.)
  - French - Teacher Preparation (B.A.)
  - Spanish - Language and Literature (B.A.)
  - Spanish - Language and Culture Studies (B.A.)
  - Spanish - Teacher Preparation (B.A.)
  - German *service area*
  - Greek *service 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

Philosophy (B.A.)

Physical Education
  Physical Education (B.A.)
  Physical Education - Teacher Preparation (B.A. or B.S.)
  Physical Education - Athletic Training (B.A. or B.S.)
  Physical Education - Sport Management (B.A.)

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

Political Science (B.A.)
  Political Science
  Political Science - American Political Studies
  Political Science - Law and Politics
  Political Science - Comparative and International Studies

Psychology (B.A. or B.S.)

Public Policy and Community Service (B.A.)

Quantitative Literacy service area

Religion (B.A.)

Sociology (B.A.)
  Sociology
  Sociology-Crime and Society

Speech service area

Statistics service area

Theatre (B.A.)
  Theatre
  Pre-Professional - Acting
  Pre-Professional - Directing
  Pre-Professional - Design and Production
  Pre-Professional - Musical Theatre

Women's 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 Prof. Gregory McConnell of the
Biology Department. Students interested in seeking BOC certification in Athletic Training should refer to the Athletic Training major in the Physical Education Department.

**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 and Information Technology Services**

Kelly Library functions as the heart of the college’s academic program. Library and Information Technology Services personnel 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. Information Technology Services supports the integration of technology into the teaching and learning process through a broad range of resources over the Emory & Henry computer network.

**Kelly Library.** The Frederick T. Kelly Library provides easy access to more than 300,000 items including books, periodicals, government documents, audio cassettes and videotapes, compact disks, and electronic databases. Emory & Henry subscribes to approximately 320 periodicals and newspapers in print and over 76,000 full-text periodicals and newspapers in electronic databases available through the library’s website. The library has numerous computer workstations from which the online catalog and electronic resources may be accessed.

Kelly Library is a member of the Holston Associated Libraries, Inc., a consortium of two private colleges and two public library systems. The libraries have a shared library automation system with all holdings combined in an online public access catalog. Kelly Library also participates in the VIVA (Virtual Library of Virginia) and Appalachian College Association Central Library projects, which provide an extensive collection of electronic resources.

**Reference Services.** The librarians offer instructional programs, training sessions and orientations, along with academic reference services, and individualized assistance with projects, research questions, and term papers. The library is open more than ninety hours per week, with professional librarians available during days, evenings, and weekends.

**Interlibrary Loan.** 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.

**Online Services.** Kelly Library maintains a library webpage with information resources available to all students online. Resources include journal indexes, full-text journals online, encyclopedias and style manuals, newspapers, government documents, and bibliographic indexes in all areas of the sciences, social sciences, and humanities. Specialized help in locating resources is available, and students may email reference questions to the librarians.

**Media Services.** The library provides audiovisual materials and equipment for the use of these library materials, including one instructional and one public access computer lab.

**Information Technology Services.** The campus is wired for voice, video, and data. All residence hall rooms provide a data drop for every residential student who brings a computer to college. 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 and also in the Kelly Library building.
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 helpdesk@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 is a three-week term. Students may enroll in no more than one class during Term I. Summer Term II is a six-week term. Students may enroll in no more than two classes during Term II unless permission is granted by the faculty advisor and the Dean of Faculty; 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 Dean of Faculty 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.

A. STUDY ABROAD
The experience of traveling, studying, or working abroad can add immeasurably to any student's education. Several departments regularly offer intersession or summer courses abroad (for example, art in Italy or biology in Costa Rica). International and Area Studies majors are required to enroll in at least six semester hours of study abroad in a college or university at a location relevant to their major. Other students are encouraged to participate in an experience of this sort as well.
One special option is summer study at a British Isles university, with most expenses covered by the Emily Williams English Speaking Union Scholarship. One rising senior is chosen each year on the basis of his or her academic record and an interview with a faculty selection committee. Students interested in this program should seek nomination by a faculty member.

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. Study Abroad programs are usually organized by other accredited U.S. universities and colleges; the student’s participation in the program involves a contract between Emory & Henry and the other institution. Typically, the student enrolls in at least twelve semester hours of courses to meet requirements or electives at Emory & Henry and pays tuition to Emory & Henry at Emory & Henry’s tuition rate plus any excess tuition differential charge of the abroad program. The college in turn forwards tuition dollars to the other institution.

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. Each student traveling as part of a college-related program is required to purchase international health insurance covering the period abroad. 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. In a limited number of cases, Emory & Henry’s financial aid may be applied to offset such tuition for one semester. Early in the semester prior to the study abroad semester, the student wishing to receive this benefit must apply specifically to the Director of Student Financial Planning. The Director, in consultation with the Director of International Education, will determine whether such support can be provided. Students for whom study abroad is related to the major (for example, International and Area Studies) will receive priority for such support.

As a general rule, prior to enrolling at another institution with the intent of transferring courses back to Emory & Henry, a student should have the specific course roster pre-approved for transfer back. Study abroad is no exception. 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.

B. 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 at least twelve hours of college credit in a single college semester while thru-hiking the Appalachian Trail, or an adventure of similar depth and scope. The experience offers students 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 students typically enroll in twelve semester hours of course work. Students will work with the Director of Semester-A-Trail and
their advisors 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:
- hold a current Wilderness First Aid and CPR certificate by date of embarkation.
- have completed Physical Education 164, Hiking/Backpacking, with a B or better.
- be a member of the Outdoor Program in good standing.
- successfully complete at least three Outdoor Program backpacking trips.
- hold a minimum cumulative GPA of 2.5.
- complete a four-year advising plan.
- submit a comprehensive trip plan, containing but not limited to a budget, risk management plan, and logistics (resupply/support plan, gear list, etc.).

Participants in the Semester-A-Trail Program will plan to embark on their trip no earlier than the spring semester of their sophomore year.

Transfer students must be at Emory & Henry for a year and meet all prerequisites in order to be considered candidates for Semester-A-Trail. Physical Education 164 must be completed at Emory & Henry.

Semester-A-Trail entails 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 course work and final trip preparations until the embarkation goal of March 1. The tuition rate for the semester will not be affected. Room and board expenses, however, will be prorated for the time spent on campus, and the college will make remaining funds available to the student for use during the trail experience.

C. 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. Coordinated by Career Services, the internship program is open to junior or senior students who have at least a 2.0 GPA overall. These students also must meet the prerequisites for the department which will award the internship credit. To be considered for an internship, the student must file an application and a résumé with Career Services. 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 and 471. 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.

D. 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.

E. 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.

F. HONORS PROGRAM
Joseph H. Lane, Jr., 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 1850 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 Vice President for Academic Affairs.

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 Vice President for Academic Affairs. 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 Vice President for Academic Affairs. 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 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), Foundations I (3 semester hours), Transitions II (1 semester hour), Foundations II (3 semester hours), and Great Works in Context (3 semester hours).

**Honors projects and course enhancements:** All students in the Honors Program complete Honors projects within their majors during the senior year. Upon application to the Honors Director and the Vice President for Academic Affairs, 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 Vice President for Academic Affairs 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 Community Service will be consulted.
The Appalachian Center for Community Service
Talmage A. Stanley, Director

As part of the college’s mission to integrate education with service and citizenship, the Appalachian Center for Community Service 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 rural 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. Through the center’s Emory Student Tutoring Program, students help in local schools to provide tutoring for young learners in need of individual attention. 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.
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 Dean of Faculty.

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. All courses which carry an amount of credit other than three semester hours will have the amount of credit indicated in the course description provided in this catalog.

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
Jack Wells, Director

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. Topics offered in 2011-2012 are:

A Starbucks Society
Absolute Power: Superheroes, Watchmen, and Other Marvels
Baseball: More Than a Game
Citizenship in a Scientific Age
Controversy and the Theater
Corporate America
Cotton: Crop, Commodity, and Culture
Food and Place
Ghosts, Psychics, and Astrology: The Unsinkable Rubber Ducks
Hip Hop Culture and Music
Myth
Race, Class, Gender, and Sexuality in Film
Racial Identity in Context
Racism: The Meaning of Color
Religious Right in America
The Human Animal in Literature
Thinking Like a Scientist

ETLA 101 FOUNDATIONS I: HUMAN FOUNDATIONS
Introduction to selected fundamental questions as raised by texts and other cultural sources. Examination of ideas and practices from prehistory into the sixteenth century C.E.

ETLA 102 TRANSITIONS II: EMMORY 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.)

ETLA 103 LIFETIME WELLNESS
Understanding of wellness and related behavior that contributes to a healthy lifestyle. One semester hour.

ETLA 201 FOUNDATIONS II: BECOMING MODERN
Active study of major shifts in the ways of knowing, including the foundations of modern science and technology, the emergence of the social sciences, and their influences on culture, society, and the arts.

ETLA 300-399 GREAT WORKS IN CONTEXT
In-depth multidisciplinary study of select great works, with an emphasis on how important movements and ideas influence society.

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.

ETLA 302 Theatre and Culture: Vaclav Havel’s Largo Desolato, Eastern Europe, and Artistic Challenges Before and After 1989 [IE]
In-depth study of Vaclav Havel’s play Largo Desolato with a multidisciplinary emphasis on the relationship between social movements and artistic ideas. Discussion of European history, politics, religion, culture, and arts will establish the cultural context of the play and the major themes introduced by Havel and other Eastern European playwrights. Students will address theatre’s role in socio-political issues of concern to us today. This course satisfies the International Exploration requirement. It is identical to ETLA 372 except that it has no travel component.

ETLA 303 Ralph Ellison’s Invisible Man (1952): Its Cultural and Historical Contexts
An exploration of Ellison’s novel, the African American cultural traditions that shaped it, and the history of American racism from the Civil War through the 1950s as it is manifest not only in Invisible Man but also in Langston Hughes’ Selected Poems and Toni Morrison’s The Bluest Eye.

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.)

ETLA 305 Homer’s Iliad 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.

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.

ETLA 307 Basho’s Haiku and Beyond
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.
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.

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.

ETLA 372 Theatre and Culture: Václav Havel’s Largo Desolato, Eastern Europe, and Artistic Challenges Before and After 1989 [EA]
In-depth study of Vaclav Havel’s play Largo Desolato with a multidisciplinary emphasis on the relationship between social movements and artistic ideas. Discussion of European history, politics, religion, culture, and arts will establish the cultural context of the play and the major themes introduced by Havel and other Eastern European playwrights. Students will address theatre’s role in socio-political issues of concern to us today. This course includes a two-week travel abroad component and satisfies the Emory Abroad requirement. It is identical to ETLA 302 except for the travel component. Prerequisite: permission of instructor. *Four semester hours.*

ETLA 400-499 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.
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, Environmental Studies 225, or Public Policy and Community Service 345; an internship or independent study approved by the Appalachian Studies Program Advisor, and one additional course selected from English 316; Geography 200, 311, 331; History 316; Public Policy and Community Service 200, 225.

ART

Professor
Charles W. Goolsby, Chair

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

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: 111, 112, 151, 200, 210, 221, 222, 255, 400, and two courses in painting, photography, printmaking, or digital art from the 300 level or higher. Though studio art courses typically meet for approximately five hours per week, they earn three semester hours of academic credit. Majors must also complete two sequential semesters in a foreign language. The mathematics requirement is met by Mathematics 121, 123, or 151, or Statistics 161, 162, or 163. 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. 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.
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: 111, 151, 210, 215, 221, 222, 255, 310, 311, 345, 400, and 411. 470 is recommended. Though studio art courses typically meet for approximately five hours per week, they earn three semester hours of academic credit. Majors must also complete two sequential semesters in a foreign language. The mathematics requirement is met by Mathematics 121, 123, or 151, or Statistics 161, 162, or 163. Requirements for the senior exhibition and the minor or contextual and support area are the same as in the Art - Studio track.

Art - Teacher Preparation (B.A.)
Objective: To enable students to meet Virginia requirements for licensure to teach art in grades PK-12.
Departmental requirements: 111, 112, 151, 205, 210, 221, 222, 231, 241, 255, 312, 345, and 400. Though studio art courses typically meet for approximately five hours per week, they earn three semester hours of academic credit. Requirements for the senior exhibition are the same as in the Art - Studio (B.A) track.
Additional requirements and requirements for professional studies: Please see “Secondary Education 6-12, and Art, Music, Modern Language, and Physical Education PK-12” in the catalog section on Education.

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 or 311.

• 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.

Art 112 Three-Dimensional Design
Emphasis on three-dimensional experiences and expression. Art examples selected from representative historical periods integrated with laboratory experiences.

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.

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.
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.

ART 210 Visual Arts Computing
Use of personal computers and discipline-related software as aids in visual design.

ART 215 Web Design
Visual design, navigation development, communication and authoring of websites.

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.

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 proficiency requirement for Written Communication in the disciplines.

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.

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.

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.

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.

ART 310 Graphic Design
Fundamentals of digital visual communication and modern advertising techniques. Emphasis on computer design, layout, typography, and reproduction. Prerequisite: 210.

ART 311 Digital Media
Emphasis on digital manipulation of photographs, illustration, web page design, and creating artwork using graphics software. Prerequisite: 210. 205 recommended.

ART 312 Sculpture
Additive and subtractive processes in a variety of media with an emphasis on three-dimensional expression. Prerequisite: 112.
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.

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 Emory Abroad requirement. Prerequisite: permission of instructor.

ART 331 Ceramics II
Advanced studio practices in forming, firing, and glazing clay-ware and sculpture, with an emphasis on individual instruction. Prerequisite: 231.

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.

ART 356 Painting II
Painting problems with an emphasis on concept and media experimentation. Prerequisite: 255.

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.
370 Special Studies-Photography
371 Special Studies-Painting
372 Special Studies-Ceramics
373 Special Studies-Crafts
374 Special Studies-Graphics
375 Special Studies-Sculpture
376 Special Studies-Art History

ART 400 Seminar
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. Fall semester prior to senior exhibition. One 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.

ART 410 and 411 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 or 311.

**ART 431 AND 432 ADVANCED CERAMICS**
A study of ceramics, 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: 331.

**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.

**ART 455 AND 456 ADVANCED PAINTING AND DRAWING**
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. Prerequisite: 255.

**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.

**BIOLOGY**

**Professors**
Christopher Fielitz, Chair
Christine M. Fleet
Gregory J. McConnell
Melissa P. Taverner

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

**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:** Required courses are 107, 117, 201, 207, 300, 420, 450, and one
course from each of the following categories:
- Cell/Biochemistry: 315, 332, 430, or 440
- Organismal: 225, 275, or 340
- Structure/Function: 312, 320, or 425
- Population/Ecosystem: 240, 411, or 415

The senior project is the completion and presentation of a comprehensive independent research project and a departmental oral examination. Students in this track must take the following contextual and support courses: Chemistry 111, 112, 211, 212; Mathematics 151 and 152; Physics 201 and 202; and either Statistics 161, 162, or 163.

**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:** Required courses are 107, 117, 201, 300, 420, 450, and one course from each of the following categories:
- Cell/Biochemistry: 315, 332, 430, or 440
- Organismal: 225, 275, or 340
- Structure/Function: 312, 320, or 425
- Population/Ecosystem: 240, 411, or 415

The senior project is the completion of a departmental oral examination. Additionally, students must take Mathematics 151, and either Statistics 161, 162, or 163. Students in this track choose one of the following contextual and support options:
(1) Chemistry 111, 112, 211, and two courses chosen from among the following: Environmental Studies 100, 200, 300, and Geography 311; or
(2) Chemistry 111, 112, 211, 212, and either 221 or 433.

**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. or B.S. degree as outlined above. Additional coursework must include Physics 201.

**Additional requirements and requirements for professional studies:** Please see “Secondary Education 6-12, and Art, Music, Modern Language, and Physical Education PK-12” in the catalog section on Education.

**Additional licensure options:** For licensure in chemistry, Chemistry 221 and 312 are required plus one additional course. For add-on licensure in earth science, the student must complete 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.

**Minor in Biology**
A student may minor in biology by completing Biology 107, 117, 201, and 300 plus two additional biology courses approved by the department chair.

**Service Courses (Not Applicable Toward a Major or Minor in Biology)**

**BIOL 200X Environment and Planning (Geography 200)**

**BIOL 310 Exercise Physiology and Human Anatomy**
Organ level approach to structure and function of human systems; laboratory
emphasis on physiology of exercise. Recommended for physical education majors. Prerequisite: 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. 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. Prerequisite: C or better in 107. Three lecture hours and three laboratory hours. 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: 107 and 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
Study of the taxonomy, identification, and natural history of the major vertebrate animals, with emphasis on those of the Southern Appalachians. Prerequisite: 201.

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)
Heredity, cytogenetics, population dynamics, DNA structure and function. This course satisfies the proficiency requirement for Ethical Reasoning in the disciplines. Prerequisite: C or better in both 117 and 201, or permission of instructor. Three lecture hours and four laboratory hours. Four semester hours.

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
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. 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 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.

**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 411 Ecology**
Study of spatial and temporal dynamics of interactions between species and their environment, with emphasis on the use of both mathematical and descriptive models to understand ecological processes at the species, community, and ecosystem levels. Examination of the role of genetics, physiology, reproduction, and dispersal in shaping organism ecology. Extensive laboratory component including the use of experimental and natural populations for student projects. Prerequisites: Biology 201 and Mathematics 151, or departmental permission. Three lecture hours and four laboratory hours. *Four semester hours.*

**BIOL 415 Biogeography**
Patterns and dynamics of the geographic distribution and abundance of plants and animals. Historical, ecological, and evolutional 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. Prerequisite: C or better in 300, or permission of instructor.

**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**
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 two 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.

**Business Administration**

**Professors**
A. Denise Stanley, Chair
Scott Ambrose
L. James Cumbo, Jr.
Kyle P. Macione

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

**Management (B.S.)**
**Objective:** To give students a broadly-based background in business administration leading to employment or graduate study.

**Requirements:** Required courses are Accounting 200, 201, and 202; Management 203, 305, 345, 360, 441, 445, and 449. The senior project requirement is met by the successful completion of Management 449. The mathematics requirement is met by Statistics 161, 162, or 163; the department also requires Management 352
or Mathematics 151. Students in this curriculum are required to take Computer Information Management 140 and Economics 151 and 152. Two additional courses must be selected in consultation with the department from other departmental offerings. Students planning graduate study are encouraged to take Mathematics 151, 152, 253, and 321.

**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:** Required courses are Accounting 200, 201, 202, 301, 302, 310, 340, 351, 401, and 409; and Management 203, 204, 305, 345, 360, 445, and 449. The senior project requirement is met by successful completion of Management 449. The mathematics requirement is met by Statistics 161, 162, or 163; the department also requires Management 352. Students in this curriculum are required to take Computer Information Management 140 and Economics 151 and 152 and are strongly encouraged to take Speech 150. Students planning graduate study are encouraged to take Mathematics 151, 152, 253, and 321.

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 courses. Requirements for other states are provided at [www.aicpa.org](http://www.aicpa.org).

**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.

**Requirements:** Required courses are Economics 151 and 152; Accounting 201 and 202; Management 203, 305, 345, 360, 441, 445, and 449; Computer Information Management 140. The senior project requirement is met by successful completion of Management 449. Students must also complete Management 470 (at least three semester hours credit) or a significant experience approved by the Neff Center Director. The mathematics requirement is met by Mathematics 121, 123, or 151; and Statistics 161, 162, or 163.

**Additional requirements and requirements for professional studies:** Please see “Secondary Education 6-12, and Art, Music, Modern Language, and Physical Education PK-12” in the catalog section on Education.

**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:**

(a) Business courses: Accounting 201 and 202; Management 305, 320, 345, 441, 445, and 449.

(b) Economics courses: Economics 151, 152, and 322 or International Studies 323X.

(c) Global education courses: International Studies 205X and 450 or 460.

(d) Contextual and support courses, 12 semester hours representing one of these three options:

- Asian Studies: Asian Studies 212X, 241, 245X; and Asian Studies 346X or International Studies 425X.
- European Studies: European Studies 235X; one course chosen from
European Studies 333X, European Studies 335X, or International Studies 425X; European Studies 410X or History 302 or 304; and one course chosen from English 201, 202, French 300, 303, 304, 402, Spanish 306, 307, 351, 401, 404.

- Middle Eastern and Islamic Studies: Middle Eastern and Islamic Studies 204; 211X; 225X; and either 326X or 415X.

(e) Mathematics requirement: Statistics 161, 162, or 163.

(f) Language requirement: a 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.

MINOR IN MANAGEMENT
A student 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 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 205X 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.

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.

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.

ACCT 340 Managerial Cost Accounting
Budgeting and policymaking; job order, process, and standard cost systems. Prerequisites: 201 and 202.

ACCT 351 Ethics and Professional Responsibility
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. Prerequisite: 201.

ACCT 401 Advanced Accounting
Examination of theory and procedures used in accounting for business combinations and consolidated financial statements. Major differences in financial reporting among countries, foreign currency translation, and harmonization efforts of the International Accounting Standards Committee. Prerequisite: 301 or permission of instructor.

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.

ACCT 450 Seminar
Open to junior and senior majors with permission of department.

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.

Management Courses
MGMT 203 Business Law I
Introduction to torts and criminal law. Law of contracts, agency, employment, negotiable instruments, fraud, product liability and security devices, illustrative court cases. Prerequisite: sophomore status.
MGMT 204 Business Law II
Real property, bailments, agency, creditors’ rights, bankruptcy, business organizations and government regulations. Prerequisite: 203.

MGMT 305 Marketing in a Global Economy
Managing the organizational function of marketing, including theoretical and practical concerns from a global perspective. Special emphasis on the integration of marketing fundamentals with decision-making through the use of case studies and simulation. Corequisite: Accounting 201.

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.

MGMT 314 Sales Management
Basic principles of sales management, including personal selling, planning, budgeting, forecasting, and international sales management. Sales force issues, such as organization, development, leadership, training, compensation, and evaluation. Prerequisites: Economics 151; Management 305 or permission of instructor.

MGMT 320 Issues in International Management
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. Prerequisites: Economics 151, Accounting 201, and Management 305 and 345.

MGMT 343 Investments
Principles of investment analysis; study of securities market and various types of investment; selection and management of portfolios. Prerequisite: Accounting 202 or permission.

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.

MGMT 352X Advanced Statistics for Economics and Business (Economics 352)

MGMT 360 Management Information Systems
Survey of information systems concepts and the design of commercial software systems from a management perspective.

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.
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 Total Quality Management (TQM) and on understanding the decision-making tools that aid the operations function. Case studies of actual companies, addressing both domestic and international operations issues. Prerequisite: Statistics 161; corequisite: Economics 352 or Mathematics 151; or permission.

MGMT 445 CORPORATION FINANCE
Legal, financial, and economic aspects of the corporation, including promotion and organization, sale and regulation of securities, corporate expansion, and reorganization. Prerequisites: Economics 152 and Accounting 202, or permission of instructor.

MGMT 449 MANAGEMENT POLICY AND STRATEGY
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.

MGMT 450 SEMINAR
Open to junior and senior majors with permission of department.

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.
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. In particular, it is recommended that chemistry students take two calculus courses during the first year (Mathematics 151 and 152 are suggested); Physics 201 and 202 in the sophomore year; and Physics 311 in the junior year.

**Chemistry (B.A.)**

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

**Requirements:** Required courses are 111, 112, 211, 212, 351, and 450. Four additional courses are selected in consultation with the faculty advisor, from 221, 312, 313, 350, 411, 422, 430X, 433, and 444. The senior project may be a major research project or completion of 460 or 470. Satisfactory performance on departmental assessment exams is also required. The mathematics requirement is met by Mathematics 151 and Mathematics 152 or Statistics 161.

**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:** Required courses are 111, 112, 211, 212, 312, 313, 351, and 450. Four courses are selected in consultation with the faculty advisor, taken from 221, 350, 411, 422, 430X, 433, and 444. The senior project may be a research project or 460 or 470. Satisfactory performance on departmental assessment exams is also required. The contextual and support courses for the B.S. are Physics 201 and 202; Mathematics 151 and 152; and Mathematics 253 or Statistics 161. 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. The mathematics requirement is met by Mathematics 151 and 152; and Mathematics 253 or Statistics 161.

**Chemistry - Applied Health Sciences (B.A.)**

**Objective:** To prepare students for admission to pharmacy programs and careers in pharmacy.

**Requirements:** Required courses from Emory & Henry are 111, 112, 211, 212, 312, and 351. The remainder of the required courses (a total of sixteen semester hours) are taken at a recognized school of pharmacy in consultation with the Department of Chemistry. The senior project may be a research project or 460 or 470. Satisfactory
performance on departmental assessment exams given in the final semester at Emory & Henry is also required. The contextual and support courses are Physics 201 and 202, Mathematics 151 and 152, and Statistics 161. In order to meet the requirements for admission to a school of pharmacy, the student must also take Biology 117, 211, 332, 425, and 430. Because this program is demanding and accelerated, students are required to maintain a GPA of 3.3 at the end of each academic year. Students must apply for admission to this track. See the Health Professions Committee for more information.

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 and its prerequisites. Additional requirements and requirements for professional studies: Please see “Secondary Education 6-12, and Art, Music, Modern Language, and Physical Education PK-12” in the catalog section on Education.

MINOR IN CHEMISTRY
A student may minor in chemistry by completing Chemistry 111 and 112 and four courses chosen from Chemistry 211, 212, 221, 312, 313, 350, 411, 422, 430X, 433, and 444.

• 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.

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. Three lecture hours and four laboratory hours. Four 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: 111. Three lecture hours and four laboratory hours. Four 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: 112. Prerequisite for 212: 211. Four semester hours.
CHEM 221 Analytical Chemistry
Quantitative volumetric and gravimetric analysis, statistical treatment of data, electrochemistry, and introductory instrumental methods of analysis. Prerequisite: 112. Three lecture hours and four laboratory hours. Four 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 and four laboratory hours. Four 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 and four laboratory hours. Four semester hours.

CHEM 350 Special Topics in Chemistry (ER)
Selected topics in chemistry chosen by the instructor in response to student needs and interests. This course satisfies the proficiency requirement for Ethical Reasoning in the disciplines. 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. Prerequisite: permission of department. One-half 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. Three lecture hours and four laboratory hours. Prerequisite: 212. 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. Three lecture hours and four laboratory hours. Prerequisite: 221. Four semester hours.

CHEM 430X Biochemistry (Biology 430)

CHEM 433 Advanced Organic Chemistry
Organic reactions and mechanisms. Hueckle 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 and four laboratory hours. Four 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. Prerequisite: permission of department. One-half 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.

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. Three 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 320 or 321 or Mass Communications 202; English 322 or 323; Mass Communications 204; and Mass Communications 302.

**Earth Science**
service area
John T. Morgan, Program Advisor
Sara Bier

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 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. 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
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.

ESCI 202 Geomorphology
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.

ESCI 212 Environmental Geology [oc]
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 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
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. Field trips may be required. Prerequisites: 111 or 112, and Mathematics 123.

ESCI 350 Selected Topics in Geography and Earth Science
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.

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.
ECONOMICS

Professors
Linda Harris Dobkins, Chair
Krista Clark

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: Required courses are Economics 151, 152, 251, and 252; and one senior project selected from Economics 450, 460, or 470 (at least three semester hours credit). Four additional courses must be selected in consultation with the department from Economics 220X, 225, 231, 260, 262, 321, 322, 330, 332, 333X, 350, 450, 460, and 470 (at least three semester hours credit). The mathematics requirement is met by Statistics 161; the department also requires either Mathematics 151 or Economics 352. 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 a contextual and support area. The contextual and support area for Economics is divided into three groups. Students select six courses from the following areas in consultation with the department, with at least one course chosen from each group.

(a) For development of analytical tools and research/communication skills, students select from English 321; Mathematics 152, 321; Philosophy 231; and Sociology 330.
(b) For understanding the domestic political and social framework in which economic decisions are made, students select from Political Science 103, 117, 217, 342; History 212, 250; Sociology 101, 229, 270; Public Policy and Community Service 250.
(c) For understanding the international framework within which economic systems function, students select from Geography 221, 231; Political Science 205, 225, 340; Sociology 240, and Asian Studies 241.

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.

  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.

  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 proficiency requirement for Quantitative Literacy in the disciplines. Prerequisite: 151.
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.

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.

ECON 251 Microeconomics
Theory of pricing and output in commodity and factor markets; resource allocation. Prerequisite: 151.

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, 152.

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.

ECON 262 Environmental and Natural Resource Economics
Applications of economics to the problems of pollution and exhaustion of resources. Prerequisite: 101 or 151.

ECON 321 Money and Banking
Nature and functions of financial intermediation, asset demand theory, money, Federal Reserve System operations, and monetary policy. Prerequisites: 151, 152.

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.

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. Prerequisite: 151.

ECON 332 Organization and Regulation of Industry
Conduct of U.S. industry with emphasis on regulation and antitrust. Prerequisite: Economics 151.
ECON 350 Special Topics in Economics
Selected topics in economics chosen by the instructor in response to student needs and interests. Prerequisite: 101, 151, or 152.

ECON 352 Advanced Statistics for Economics and Business
Regression analysis of economics and business data. Prerequisites: Economics 151 and 152, and Statistics 161.

ECON 450 Seminar (er)
This course satisfies the proficiency requirement for Ethical Reasoning in the disciplines. Open to junior and senior majors with permission of department.

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.

Education

Professors
E. Herbert Thompson, Director of Neff Center
George H. Stainback, Associate Director
Janet Justice Crickmer, Department Chair
Douglas E. Arnold
Ronald E. Diss
Eric Grossman

Licensure options
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)

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 high school levels. Admission to the college or to an academic department does not guarantee admission to a teacher preparation program. 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.
- Achieve and maintain a GPA of 2.5 overall and 2.5 in the major.
- Have a successful Program Interview, typically in the junior or senior year.
- Meet all degree and licensure requirements.
- Meet state requirements on Praxis I and II national teachers’ examinations. Prospective teacher preparation students must submit passing scores on Praxis I or satisfy alternative program requirements as a condition for admission to the Emory & Henry Teacher Preparation Program.
- Apply through the Neff Center for Virginia teaching licensure.
- Complete student teaching successfully. Completion does not guarantee recommendation for licensure.

**Required Praxis examinations:** Students interested in teacher preparation should take Praxis I, which consists of three basic skills tests. Students may pass each individual test or pass Praxis I by achieving a minimum composite (total combined) score on the three tests during the same semester in which they take Education 114. The fee for Praxis I is included in the course fee for Education 114. All students in teacher preparation must pass Praxis I or satisfy alternative requirements (established by the Neff Center Director) prior to the student teaching semester. To take advantage of this fee-paid registration, the student must register for Praxis I during the semester of enrollment in Education 114, prior to the last day of class for that semester. Students who have met the Praxis I requirement must file for reimbursement for the fee during their enrollment in Education 114.

The **Praxis II** subject area test is to be taken during the semester in which the student is completing all course work. Although successful completion of Praxis II is not a graduation requirement, it is required for completion of the Emory & Henry College Teacher Education Program. Only students who have passed the Praxis II subject area test as required by Virginia will be recommended to the State for licensure as program completers. The college pays one Praxis II registration fee for students who register for the test prior to graduation from Emory & Henry and prior to completion of Supervised Teaching.

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: Education 114, 115 (two enrollments), 305, 310, 320, 330, 370, 410, 445, and Student Teaching (Education 420, 421, and 430). Student Teaching is the senior project.

Interdisciplinary English:
Elementary PK-3
Elementary PK-6
Elementary and Middle School PK-6, 6-8
Objective: To prepare students for teaching in the elementary and middle grades.
Major requirements: One course chosen from English 231, 232, 233; one course chosen from English 201, 202, 250, 251; one course chosen from English 312, 313, 314; English 317, 324, and 333; English 320 or 321; one course addressing issues of diversity (including race, ethnicity, or gender) chosen from English 315, 316, 334, 345, 350 (when appropriate), 380, or 385; Education 310; and Education 410. The senior project is Student Teaching, which is undertaken as a requirement in professional studies. 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.
Additional requirements: Religion 131, 132, or 200; Mathematics 121, 123, or 151; Mathematics 311; Statistics 161, 162, or 163; Art 111 or 241; Music 152 or 314; History 111 or 112; Geography 111 or 331; Physical Education 222, 231, or 232; Biology 105 or 117 and one course chosen from Physics 100 or 101, Earth Science 111 or 201, Chemistry 101 or 111.
Writing proficiency requirement: Students must pass the Writing Proficiency Test or, if they fail it, must pass English 199 and repeat the test.
Variations for particular licensure options in elementary/middle school:
- Elementary PK-3: The above program is complete for PK-3 licensure.
- Elementary PK-6: In addition to the above program, students must complete Education 401, History 111 and 112, History 121 or 122, and one course in economics.
- Elementary PK-6 and Middle 6-8: In addition to the PK-6 program, students can complete an additional 21 semester hours of approved courses in a second endorsement area, which may be Mathematics, Natural Science, or Social Science.

Interdisciplinary Mathematics:
Elementary PK-6
Elementary and Middle School PK-6, 6-8
Objective: To prepare students for teaching in the elementary and middle grades.
Major requirements: Mathematics 123, 151, 161X, 201, 311, 340, and 420; and Physics 100. 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.
Additional requirements: Religion 131, 132, or 200; Art 111 or 241; Music 152 or 314; English 317, 324, and 333; History 111 and 112; History 121 or 122; Geography 111 or 331; Physical Education 222, 231, or 232; Biology 105 or 117.
Variations for particular licensure options in elementary/middle school:
- Elementary PK-6: In addition to the above program, students must complete Education 401 and one course in economics.
- Elementary PK-6 and Middle 6-8: In addition to the PK-6 program, students can complete an additional 21 semester hours of approved courses in a second
endorsement area, which may be English/Language Arts, Natural Science, or Social Science.

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

**ELEMENTARY PK-6**

**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.

**Major requirements:** Students must complete the following social science courses:
- Economics 101 or History 220; Geography 111; History 111, 112, 305, 316; Political Science 103.

**Additional requirements:** Religion 131, 132, or 200; Mathematics 121, 123, or 151; Mathematics 311; Statistics 161, 162, or 163; English 200, 317; Education 310, 410.

The Artistic Expression Mode of Inquiry requirement will be met by Art 111, 112, 151, 205, 210, 231, or 241 or Theatre 105. The Understanding the Natural World Mode of Inquiry requirement will be met by Biology 105, Chemistry 111, Earth Science 111, or Physics 100.

**Variations for particular licensure options in elementary/middle school:**
- **Elementary PK-6:** In addition to the above program, students must complete Education 401.
- **Elementary PK-6 and Middle 6-8:** In addition to the PK-6 program, students can complete an additional 21 semester hours of approved courses in a second endorsement area, which may be Mathematics, Natural Science, or English/Language Arts.

This program has been submitted to the Virginia Department of Education for review and approval. We anticipate final approval by Spring 2012. For further information please consult the Chair of the Department of History.

**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 Physical Education Department.

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

**Core requirements:** 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.

**Requirements in professional studies:** Required courses are Education 114, 115 (two enrollments), 305, 320, 370, 440, 441 (Student Teaching), 445, 449, and 450. (Note: Education 440, 441, and 450 are taken in the professional semester.) Education 401 is suggested for middle school endorsement. Additional coursework must include Education 320 and History 111 and 112. A lab science (four semester hours) other than psychology is required. A course chosen from Physical Education 231, 232, and 251 is recommended. 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. An
add-on endorsement in English as a Second Language is available to students in all teacher preparation programs. 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-Combined Bachelor’s Degree and M.Ed.**

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 150 semester hours, 30 of which must be at the graduate level, to receive the Master’s degree. See the Graduate Studies section of this catalog for admission and program requirements.

Persons who already have a bachelor’s degree may also participate in the Professional Studies Master of Education degree program. Students should consult the Director or Associate Director of the Teacher Preparation Program.

Enrolled Emory & Henry College undergraduate students in a teacher preparation field: Enrolled E&H undergraduate students should apply to enroll in the Five-Year Teacher Education 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, 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. The Professional Semester will consist of 520, 540, or 560; 530 or 550; and 521, 541, or 561, based on the appropriate level of instructional assignment. See the Graduate Studies section of this catalog for graduate-level course descriptions.

Enrolled Emory & Henry College undergraduate students in a field of study other than teacher preparation: Enrolled E&H undergraduate students who are not completing a teaching degree program at the undergraduate level may apply to the Professional Studies Master of Education degree program after they have completed at least 72 semester hours of undergraduate credit. Qualified students can complete graduate credit while completing their B.A. or B.S. degree. Initially, students will be conditionally admitted to the Professional Studies Master of Education degree program. Persons will be fully admitted after completing a bachelor’s degree and maintaining admission and program requirements. Students should consult the Director or Associate Director of the Teacher Preparation Program.

Required courses: Students accepted into the Professional Studies Master of Education degree program will complete 501 or 501B; 505; 520, 540, or 560; 521, 541, or 561; 530 or 550; 545; 549 (E or S); and 570, for a total of 30 semester hours. 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.

Students coming to Emory & Henry College with a bachelor’s degree: Persons holding a bachelor’s degree may be eligible to apply to enroll in only the
Professional Studies Master's Degree Program. Accepted students will complete 501 or 501B; 505, 520, 540, or 560; 521, 541, or 561; 530 or 550; 545; 549 (E or S); and 570, for a total of 30 semester hours. 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.

Admission requirements:
- Official transcript(s)
- 2.75 GPA overall and 3.00 GPA in major
- Passing score on Praxis I

Before student teaching:
- Passing score on Praxis II
- Passing score on Virginia Communication and Literary Assessment
- Passing score on Virginia Reading Assessment (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. Accepted students will complete Education 310, 410 or 549E, 501B, 505, 530 or 550, 545, 449 or 549S, 560, 561, and 570. Additionally, students will take Special Education 402 or 502, 403 or 503, and 422 or 522. 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 admission and program requirements.

• 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. Fee for Praxis exam.

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.

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.

EDUC 320 Technology and Instructional Design
Specific skills in using technology in the delivery of instruction. The rationale behind instructional designs using technology.

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.

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
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 dis/Abilities, gifted and talented, and those who come from culturally, linguistically, socioeconomically, or multiculturally diverse backgrounds. Prerequisite: 305. Students preparing to teach should take 370 concurrently with 115.
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.

EDUC 445 Foundations of Education (er)
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 dis/Abilities. Legal aspects, regulatory requirements, and expectations associated with identification, education, and evaluation of students with and without dis/Abilities. 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.

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.

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.

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.

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.

EDUC 454 Cross-Cultural Education
Survey of cultural and language differences that affect communication and education. Prerequisite: permission of instructor.
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 dis/Abilities. Theories, characteristics, etiology, and needs of students with specific learning dis/Abilities, students with emotional disturbance, multiple dis/Abilities, OHI, and students with mental retardation. Application in the classroom setting. Prerequisite: 370 or 570.

SPED 403 ASSESSMENT AND COLLABORATION IN SPECIAL AND INCLUSIVE EDUCATION
Understanding of the assessment and evaluation of students with dis/Abilities. 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.

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.

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. All travel and personal expenses are the responsibility of the student. Prerequisites: Elementary -- 115, 305, 310, 330, and 370. Secondary -- 115, 305, 370, and 449. Elementary and Secondary -- senior status, recommendation of chair of student’s major department, 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 of Praxis I or satisfaction of alternative requirements (established by the Neff Center Director) prior to the student teaching semester. 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**

**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.

**EDUC 440 Seminar: Teaching in Secondary School (9-12)**

**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.
ENGINEERING
preparatory program

James A. Warden, Program Director

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**
Felicia Mitchell, Chair
Scott M. P. Boltwood
Kathleen R. Chamberlain
Jennifer Flaherty
John D. Lang
Katherine A. Litton
Caroline P. Norris

**Tracks**
English - Literature (B.A.)
English - Literature and Creative Writing (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:** 200; two courses from 250, 251, and 252; 255; 332; 360 or 362; 364; 450; and two electives in English. The senior project is met by 450. To meet the religion requirement, students complete Religion 131 or 132. The mathematics requirement is met by Mathematics 121 or another mathematics or 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.

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 Dean of Faculty – 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:** 200; two courses from 231, 232, and 233; two courses from 250, 251, and 252; 255 or 256; two courses from 322, 323, and 326; 450; and one elective in English. The senior project is met by 450. To meet the religion requirement, students complete Religion 131 or 132. The mathematics requirement is met by Mathematics 121 or another mathematics or 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.

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 Dean of Faculty – design an individualized minor.

**English - Teacher Preparation (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)**

**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.

**Major requirements:** Education 310 and 410; English 200; 203; 250 or 251 or 252; 255 or 256; 317; 333; and one additional English course at the 300-level, chosen in consultation with the advisor. **See Neff Center requirements for additional certification requirements.** The senior project is Student Teaching, which is undertaken as a requirement in professional studies. 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.

**Additional requirements and requirements for professional studies:** Please see “Interdisciplinary English” in the catalog section on Education.
SECONDARY ENGLISH (9-12)

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 9-12. 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.

Requirements: 200; 203; 250; 251; 255 or 256; 332; 333; 360; 450; and one elective chosen in consultation with the advisor. The senior project is met by 450. To meet the religion requirement, students complete Religion 131 or 132. The mathematics requirement is met by Mathematics 121 or another mathematics or 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. Students take courses in professional studies to meet requirements for teacher certification.

Additional requirements and requirements for professional studies: Please see “Secondary Education 6-12, and Art, Music, Modern Language, and Physical Education PK-12” in the catalog section on Education.

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 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.

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.

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 proficiency requirement for Written Communication in the disciplines.

**ENGL 203 World Literature**
Introduction to classics of world literature, with attention to mythology, religion, philosophy, and the multicultural aspects of our culture.

**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.

**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.

**ENGL 233 Introduction to Drama**
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.

**ENGL 234 Introduction to Film**
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.

**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.

**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.

**ENGL 252 Modern and Contemporary Anglophone Writers**
Introduction to literature from Modernism to the contemporary 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.
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.

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.

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.

ENGL 321 ADVANCED COMPOSITION
Reading and writing longer forms of exposition, persuasion, narration, and analysis, with emphasis on clarity of style, argument, and advanced editing and research skills.

ENGL 322 POETRY WORKSHOP
The writing of poetry, with attention to traditional prosody and innovations in contemporary poetry.

ENGL 323 FICTION WORKSHOP
The writing of prose fiction, with emphasis on techniques of characterization, voice, plot development, and theme.

ENGL 325X PLAYWRITING (THEATRE 325)

ENGL 326 CREATIVE NONFICTION WORKSHOP
The writing of creative nonfiction, with attention to contemporary models of the essay from the personal narrative to the multi-modal composition.

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.

ENGL 332 LITERARY THEORY
An applied study of critical perspectives on literature and related literary theories, including New Criticism, New Historicism, Feminism, Postcolonialism, Structuralism, and others.

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.
ENGL 350 SPECIAL TOPICS
Selected topics within any area of literature, comparative cultures and literature, criticism, and creative writing.

ENGL 360 SHAKESPEARE
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.

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.

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 African-American, Irish, women's, Southern, and Appalachian traditions. May be repeated for credit.

ENGL 450 SENIOR SEMINAR
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. Prerequisite: for seniors in the English major only, except with permission of department chair.

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: approval of department. 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.
ENVIRONMENTAL STUDIES

Edward H. Davis and Laura J. Hainsworth, Program Directors

Tracks
Environmental Studies-Policy (B.A.)
Environmental Studies-Science (B.S.)
Environmental Studies-Teacher Preparation (Earth Science Licensure) (B.S.)

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.

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: Required courses are Environmental Studies 100, 450 (fulfills the college senior project requirement); Biology 105, or 107 and 117; Chemistry 111, 112; Geography 205X, 322; Economics 151; Political Science 103. Students also complete three courses chosen from the following: Environmental Studies 300, 460, 470; Geography 221, 311, 332; Public Policy and Community Service 200, 250, 345; or a major or minor in another discipline. The mathematics requirement is met by Statistics 161.

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: Required courses are Environmental Studies 100, 200, 300, 450 (fulfills the college senior project requirement); Biology 107, 117; Chemistry 111, 112. Students also complete three courses chosen from the following: Biology 201, 225, 340, 411; Chemistry 211, 221; Earth Science 201, 202, 212; Geography 221, 332, 340; Physics 201; Environmental Studies 350, 460, 470, 490; or a major or minor in another discipline. The mathematics requirement is met by Mathematics 151 and Statistics 161.
EnVi r o n mEnT A l sTu d iEs-TE Ac hEr PrE P ArA Ti o n (EArTh sc iEn cE Li cEn s u rE) (b.s.)
Objective: To enable students to meet Virginia requirements for licensure to teach Earth Science.
Requirements: Required courses are 100, 200, 212X, 450. Students must also complete Biology 107 and 117; Chemistry 111 and 112; Earth Science 111, 201, and 310; Physics 101 and 201. The mathematics requirement is met by Statistics 161 and Mathematics 151.
Additional requirements and requirements for professional studies: Please see “Secondary Education 6-12, and Art, Music, Modern Language, and Physical Education PK-12” in the catalog section on Education. This program has been submitted to the Virginia Department of Education for review and approval. We anticipate final approval by Spring 2012. For further information, please consult either Director of the Environmental Studies program.

Honors Program in Environmental Studies
The honors program offers more intensive study in environmental science and/or policy than is required for the regular major, through guided research and writing. Students who complete the requirements of the program will be awarded either “Honors” or “High Honors.”
Requirements: (1) In-depth study of an appropriate question and completion of a thesis of very high quality, written under the direction of a faculty member participating in Environmental Studies. Honors students may take up to six semester hours of honors readings and research (Environmental Studies 490-491). These credits do not count toward the hours needed for the major. (2) GPA in Environmental Studies of at least 3.5. (3) Completion of all requirements for a B.A. or B.S. in Environmental Studies. (4) Approval of the project by a committee of three faculty members participating in the program.

Minor in Environmental Studies
A student may minor in environmental studies by completing Environmental Studies 100, Geography 200 and 322, Earth Science 201, and either of these two emphases: (a) biology emphasis – Biology 117, and either Biology 210 or 211; (b) chemistry emphasis – Chemistry 111 and 112.

• 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.

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 proficiency requirement for Quantitative Literacy in the disciplines. Prerequisites: Chemistry 111 and 112; Mathematics 151. Four semester hours.
ENVS 205X Environment and Planning (Geography 205)

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.

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 three 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
Advanced study of selected topics in environmental policy and science, including guest lectures and presentations by faculty and students. Open to senior Environmental Studies majors or by permission of instructors.

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.

FRENCH
See 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 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 201 CAREER PLANNING AND DEVELOPMENT
Information and ideas to help the student build a foundation for effective personal career management. Focus on having each student develop and manage a career plan consistent with personal aspirations and skills and with existing career opportunities. Appreciation for multiple meanings of the word “career,” examination of organizational systems in which most careers develop, identification of significant themes in human development, and acquisition of personal data useful in matching characteristics with occupational demands. 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

Professors
John T. Morgan, Chair
Edward H. Davis

Tracks
Geography (B.A.)
Geography - Social Sciences (B.A.)

GEOGRAPHY (B.A.)
Objective: To provide a broad-based background for students planning careers in public service or advanced study in geography.
Requirements: Required courses are 111, 211, or 221; 200 or 311; 201X or 202X; 240; 331; and 450. The senior project is fulfilled by completion of an independent study (460). One to three additional geography courses must be selected in consultation with the department. 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. 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 course work 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.

Required courses are Geography 111, 201X, 221, 322 or 331, 450; Religion 212; Sociology 330 or History 215 or Geography 350X; History 110, 211, and 212. Students also choose two courses from Political Science 103, 203, 205, 225, History 318, or Sociology 221; and two courses from Economics 151, 152, and History 220. Two elective courses are selected in consultation with the faculty advisor from a list of approved courses in economics, history, sociology, geography, political science, and religion. The mathematics requirement is met by Mathematics 123 or 151, and Statistics 161, 162, or 163. 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.

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.

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.
• Geography Courses

GEOG 111 Human Geography
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.

GEOG 201X Weather and Climate (Earth Science 201)

GEOG 202X Geomorphology (Earth Science 202)

GEOG 205 Environment and Planning
Introduction to contemporary environmental issues and problem solving at various geographic scales. Particular attention given to planning approaches to environmental issues.

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.

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.

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.

GEOG 245 Geography of the Middle East (IE)
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.

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.

GEOG 316X History and Geography of Virginia and Tennessee (History 316)

GEOG 322 Environmental Policy
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. Prerequisite: 200.

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.

**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.

**GEOG 333 GEOGRAPHY AND ECONOMY OF EUROPE (IE)**
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.

**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.

**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.

**GEOG 370 FIELD STUDY IN GEOGRAPHY**
Methods and activities in field research, through investigations conducted at off-campus sites. *One 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.

**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.

**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.

HISTORY

Professors
Thomas J. Little, Chair
John Herbert Roper
Michael J. Puglisi
Jack Wells

Tracks
History (B.A.)
Interdisciplinary History and Social Sciences (B.A.)
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: History majors take History 205 and 305 and must also select courses as prescribed below:

(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. Students complete a minimum of three courses in this group, including at least one U.S. survey.

(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. Students complete at least one course in this group.

(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. Students complete at least two courses in this group or German 337 and one course in this group.

(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. Students complete at least one course in this group. Double majors may substitute a 400-level capstone course in their other major.
(e) Electives and Minors
Students majoring only in history must take an additional history course as an elective and complete a minor in another discipline.

The mathematics requirement is met by Statistics 161, 162, or 163.

**Interdisciplinary History and Social Sciences (B.A.)**

**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.

**Requirements:** Students pursuing an interdisciplinary history and social science major must choose from these options: Teacher Preparation - PK-6, 6-8; Teacher Preparation - Secondary 6-12; or Applied History and Social Sciences. The mathematics requirement is met by Mathematics 121, 123, or 151. All majors should complete Statistics 161, 162, or 163.

**Teacher Preparation - 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.

**Major requirements:** Students must complete the following social science courses: Economics 101 or History 220; Geography 111; History 111, 112, 305, 316; Political Science 103.

**Additional requirements and requirements for professional studies:**
Please see “Interdisciplinary History and Social Sciences” in the catalog section on Education.

This program has been submitted to the Virginia Department of Education for review and approval. We anticipate final approval by Spring 2012. For further information please consult the Chair of the Department of History.

**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.

**Requirements:** Students must complete 51 semester hours in social science chosen from the following:
(a) 18 semester hours of history, including History 111, 112, 122, 205, 305, and an elective in history chosen in consultation with the advisor.
(b) 18 semester hours of political science, including Political Science 103, 117 or 217, 205, 225 or 235, and two electives in political science chosen in consultation with the advisor.
(c) 9 semester hours of geography, including Geography 111, 331, and 316X.
(d) 6 semester hours of economics, including Economics 151 and 152.

**Additional requirements and requirements for professional studies:** Please see “Secondary Education 6-12, and Art, Music, Modern Language, and Physical Education PK-12” in the catalog section on Education.

**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: Students must complete a minimum of 48 semester hours chosen from the following:
(a) 18 semester hours of history, including History 111 or 112, 121 or 122, 205, 305, 450 or 470-471 or 490-491, and one elective in history chosen in consultation with the advisor.
(b) 18 semester hours fulfilling the requirements of a minor in one of the following social science disciplines: economics, geography, international and area studies, political science, psychology, public policy and community service, sociology, or women’s studies.
(c) 12 semester hours chosen from Economics 151, 152; Geography 111, 316X, 331; Political Science 103, 205; Public Policy and Community Service 100; Psychology 102; Sociology 101, 330; and Women’s Studies 101. Course selections may not overlap with the courses chosen for the above 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 141, 353, 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, 308, Geography 111, Political Science 103 or 117, Public Policy and Community Service 300, and Sociology 270.

• History Courses

HIST 111 American History to 1861
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.

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.

**HIST 121 Pre-Modern Europe**
History of Europe from the Bronze Age to the Renaissance.

**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.

**HIST 141 Africa**
African history from the peopling of the continent to the present. Emphasis on socio-economic and cultural change within the context of regional structure, intellectual history, and world politics.

**HIST 151 Latin America**
History of South and Central America since the pre-Columbian era. Focus on pre-contact Indian religion and economics, colonization by cross and sword, comparative ethnohistory of family and history, patterns of land usage, slavery, and serfdom. Enlightenment revolutions after 1810, indigenous radicalism after 1870, World War and Cold War, and questions of Latin American identities.

**HIST 162 China**
Chinese history from the origins of Chinese civilization to the present.

**HIST 163 South Asia**
History of southern Asia with particular emphasis on the social, cultural, and political histories of the Indian subcontinent during the imperial and postcolonial periods.

**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.

**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.

**HIST 220 Economic History of the U.S. (ql)**
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.
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.

HIST 233 Women and Gender in Modern Europe
Analysis of Western European history from the Enlightenment to the present through the lens of gender. Emphasis on men’s and women’s experiences, the rise of European feminist movements, the relationship between family and state, and the role of gender in the emerging civil and military spheres of Western Europe.

HIST 251 Perspectives in History
Selected case studies employing specific historical approaches or methods chosen by the instructor in response to students.

HIST 305 Approaching Global History (IE, ER)
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.

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.

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.

HIST 308 Race Relations in the U. S. South
Patterns of racism and other aspects of relations between the races in the region from colonial times to the present.

HIST 309 Studies in U. S. Women’s History
Women’s history in the U.S. from colonial times to the present with emphasis on the nineteenth and twentieth centuries.

HIST 316 History and Geography of Virginia and Tennessee (WC)
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.

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.
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.

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.

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.

HIST 337 Modern Germany
Interpretive analysis of key issues and questions of German history from the eighteenth century to the present, with emphasis on the politics, culture, and society of the Wilhelmine, Weimar, and Nazi eras.

HIST 339 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.

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.

HIST 350 Special Topics
Selected topics in history chosen by the instructor in response to students. May be retaken for credit for different topics.

HIST 352X Jesus (CT) (Religion 352)

HIST 353 The Caribbean
History of the Caribbean region and its international relations in the context of ongoing attempts to achieve self-determination within the larger world body. Emphasis on patterns of colonization and settlement, the rise of slave societies, the process of creolization, and the emergence of a unique Caribbean culture.

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.

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.

International and Area Studies

Samir N. Saliba, Program Director
Alise E. Coen

Tracks
Asian Studies (B.A.)
European Studies (B.A.)
Middle Eastern and Islamic Studies (B.A.)
International Studies and Business (B.S.)

Negotiating the complexities of the twenty-first century will require increasingly sophisticated understandings of other societies and of the regional and global political, economic, and cultural systems in which we live. To help in meeting these challenges, the International and Area Studies Program offers students a unified approach to understand and participate in the emerging global order, through four degree tracks.

Objectives of the International and Area Studies Program: To broaden students’ perspective by helping them to become sensitive to the complexities of relations and dialogues among different cultures; to enable students to grow in their ability to think about the contemporary global condition, and to be capable of creative work in the international field.

Requirements for the three B.A. degree programs in Asian Studies, European Studies, and Middle Eastern and Islamic Studies:

Required courses: International Studies 205X, 323X, 425X or 429X, and 450. These courses provide a common methodological, conceptual, and comparative framework for each area.

Area studies: (a) civilizational studies, focusing on the consciously developed and cultivated heritage of a particular civilization; (b) religious studies, the ways that religious assumptions shape cultures and are in turn shaped by cultures; (c) political, social, economic, legal, and philosophical studies of the development of the worldview of a particular area, including the dominant ways of knowing and the influence they have on concrete reality; (d) senior project: participation in a tutorial with the advisor or with an advanced external scholar approved by the advisor. The senior thesis must be completed within one semester.
Minor or contextual area: Each student completes a minor or an interdisciplinary contextual area chosen in consultation with the faculty advisor.

Language requirement: All majors must be able to demonstrate proficiency equivalent to four college-level semesters. Students who wish to study a foreign language not offered at Emory & Henry can do so through summer language study at cooperating institutions either in the United States or abroad.

Mathematics requirement: Students may choose from Statistics 161, 162, or 163.

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 encouraged to participate in study abroad programs sponsored by the college or by cooperating institutions. An internship may also be a part of an area study.

Asian Studies (B.A.)
Objectives: To promote understanding of the varieties of civilizations representative of Asia, including the political, economic, and security dimensions, with special attention to Japan, China, the Koreas, and India.
Requirements: In addition to the program-wide courses listed above, each student completes Asian Studies 212X, 241, 245X, 346X, and one additional course in Asian Studies.

European Studies (B.A.)
Objectives: To provide exposure to the contemporary patterns of politics, economics, international relations, law, culture, society, and the historical development of the new and enlarged Europe.
Requirements: In addition to the program-wide courses listed above, each student completes European Studies 201X; 235X; 333X or 335X; 340X or 347X; 410X, and 460.

Middle Eastern and Islamic Studies (B.A.)
Objectives: To study Islam as a religion and as a civilization, as well as the Middle East, a region at the center of world attention.
Requirements: In addition to the program-wide courses listed above, each student completes Middle Eastern and Islamic Studies 204, 211X, 225X, 326X, 415X, and 460.

International Studies and Business (B.S.)
For the objectives and requirements of this track, see the listing in the Department of Business Administration.

Minor in Asian Studies
A student may minor in Asian Studies with the approval of the Director of International and Area Studies and the completion of Asian Studies 212X; 241; 245X; 346X; one additional course in Asian Studies; and International Studies 425X or 429X.

Minor in European Studies
A student may minor in European Studies with the approval of the Director of International and Area Studies and the completion of European Studies 235X; 333X; 335X; 410X; one additional course in European Studies; and International Studies 425X or 429X.
MINOR IN MIDDLE EASTERN AND ISLAMIC STUDIES
A student may minor in Middle Eastern and Islamic Studies with the approval of the Director of International and Area Studies and the completion of Middle Eastern and Islamic Studies 204; 211X; 225X; 326X; 415X; and International Studies 429X.

MINOR IN INTERNATIONAL BUSINESS
A student majoring in a discipline other than management may minor in international business by completing International Studies 205X or Geography 221; Economics 151, 152, and 322; and Management 305 and 320.

MINOR IN INTERNATIONAL SOCIOECONOMIC STUDIES
A student may minor in international socioeconomic studies by completing International Studies 205X; Geography 221; Political Science 225, 235, 241X, or 245; Economics 322; Management 320; and International Studies 425X.

INTERNATIONAL STUDIES COURSES

INST 205X INTRODUCTION TO INTERNATIONAL RELATIONS (IE) (POLITICAL SCIENCE 205)
Underlying themes in international relations including power, causes of war, cooperation among nations, the role of the United Nations, nuclear proliferation, September 11 and its aftermath, international economic relations, and other contemporary issues of international significance. Case studies including the United States, the European Union, and countries in Asia and the Middle East. This course satisfies the International Exploration requirement.

INST 323X INTERNATIONAL POLITICAL ECONOMY (POLITICAL SCIENCE 323)
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 205.

INST 425X SEMINAR IN COMPARATIVE AND INTERNATIONAL POLITICS (POLITICAL SCIENCE 425)
Application of contemporary theories and tools of comparative and international politics to the study of a variety of foreign policy issues confronting the United States, the European Union, the Islamic Middle East, and Asia. May be re-taken for credit with departmental permission. Prerequisites: Political Science 205; junior or senior status.

INST 429X INTERNATIONAL DISPUTE RESOLUTION (POLITICAL SCIENCE 429)
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.

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.
• **Asian Studies**

**ASIA 212X Asian Religions (IE) (Religion 212)**
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 International Exploration requirement.

**ASIA 241 Sources of Asian Tradition**
The civilizational dynamics that prompt action, including the roles of culture, custom, religion, and historical legacies. The civilizations of China, Japan, and India. Effects of modernization and Western influence on traditional societies.

**ASIA 245X Comparative Politics of Asia (IE) (Political Science 245)**
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 International Exploration requirement.

**ASIA 346X Advanced Political Systems of Asia (Political Science 346)**
Political systems of Japan, China, the Koreas, and India. Evolution of political institutions, pluralistic pressures on policy, the nature of the state, the literature on political regimes, and recent attempts at reform and change.

**ASIA 349 Asian Political Thought**
Great issues of Asian political and social thought with focus on China, India, and Japan. Political equality and the social order, power and authority, the nature of the state and problems of legitimacy, group consciousness and the role of the individual, communal and individual rights, and conceptions of justice and moral order. Incorporation of selected readings from Western thought for comparison and contrast.

**ASIA 460 Independent Study**
Advanced research in a specific area of Asian studies. Prerequisites: junior or senior status and permission of the Director of International and Area Studies.

**ASIA 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.

**ASIA 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 the Director of International and Area Studies.

• **European Studies**

**EUST 201X Religious Individuals Who Changed History (Religion 201)**
The lives, times, and influences of religious people who have become agents of social change. Attention to changes in culture, economics, and value systems.
EUST 235X COMPARATIVE POLITICS IN WESTERN EUROPE (IE) (POLITICAL SCIENCE 235)
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 International Exploration requirement.

EUST 333X GEOGRAPHY AND ECONOMY OF EUROPE (IE) (GEOGRAPHY 333)
Analysis of the economic, political, cultural, and physical systems of Europe. Emphasis on the European Union and its economic policies. Prerequisite: permission of instructor. This course satisfies the International Exploration requirement.

EUST 335X REGIONAL AND INTERNATIONAL IMPLICATIONS OF THE NEW EUROPE (POLITICAL SCIENCE 335)
The collapse of Communist East Europe, the rise of the European Union, and the domestic and international implications of the New Europe. National rights and sovereignty in legal, political, and economic terms; integration of the former Communist states into the European Union; relations of the European Union and of member nations to the rest of the world, especially the Middle East, North America, and Asia.

EUST 340X HISTORY OF POLITICAL PHILOSOPHY (POLITICAL SCIENCE 340)
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.

EUST 347X JURISPRUDENCE (POLITICAL SCIENCE 347)
Systematic treatment of the relation between human law and higher law in the secular (natural law) or sacral (revelation) context. Presuppositions of various schools of thought as they bear on enduring human problems grouped under six major themes of legal theory: legal rights of the individual; equality before the law; control of government by the people; the rule of law; peace and the world community of law; and law, justice, and order. Use of selected classics in Western and Islamic legal thought.

EUST 410X DEMOCRACY, CIVILIZATIONS, AND WORLD ORDER (POLITICAL SCIENCE 410)
Alternative theories of governance as laid out in the classic work of Hobbes, Tocqueville, and authors of the Federalist Papers and their implications for the nature of conflict, world order, and civilization in the contemporary world.

EUST 460 INDEPENDENT STUDY
Advanced research in a specific area of European Studies. Prerequisites: junior or senior status and permission of the Director of International and Area Studies.

EUST 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.

EUST 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 the Director of International and Area Studies.

**MIDDLE EASTERN AND ISLAMIC STUDIES**

**MEIS 204 INTRODUCTION TO ISLAMIC CULTURE AND CIVILIZATION**
Introduction to the societies and cultures in which Islam has been the dominant religious tradition, focusing on the Middle East. Historical, cultural, and social context of the emergence of Islam; the great diversity that exists in the Muslim world, modern currents in Islam, and the historical and contemporary encounter between Islam and the West.

**MEIS 211X JUDAISM AND ISLAM (IE) (RELIGION 211)**
Beliefs, scriptures, understanding of life, and historical development of Judaism and Islam; relationships of Jews, Muslims, and Christians. The impact of Judaism and Islam on the world today. This course satisfies the International Exploration requirement.

**MEIS 225X COMPARATIVE POLITICS IN THE MIDDLE EAST AND NORTH AFRICA (IE) (POLITICAL SCIENCE 225)**
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 International Exploration requirement.

**MEIS 245X GEOGRAPHY OF THE MIDDLE EAST (IE) (GEOGRAPHY 245)**
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.

**MEIS 326X CONTEMPORARY ISLAMIC LEGAL THOUGHT: LAW, STATE, AND WORLD ORDER (POLITICAL SCIENCE 326)**
Contemporary Islamic thought on the legitimacy of national and international legal orders, and contemporary Islamic legal theories on the topics of legislation, constitution, legal system, nation-state, international relations, war, and world order, with regard both to ideal objectives and actual conditions.

**MEIS 415X AMERICA’S APPROACH TO THE MIDDLE EAST (POLITICAL SCIENCE 415)**
American foreign policy in the Middle East under two distinct geopolitical paradigms: (1) the older, realist, multilateral strategy based on containment of threats, reconstruction of economic infrastructure, and advancement of liberal political ideas; and (2) the post-9/11 American strategy based on a unilateral, power-based approach to dominating regions to impose order. Major case studies: Iraq and the Arab-Israeli conflict.

**MEIS 460 INDEPENDENT STUDY**
Advanced research in a specific area of Middle Eastern and Islamic Studies, under the supervision of a faculty member. Prerequisites: junior or senior status and permission of the Director of International and Area Studies.
**MEIS 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.

**MEIS 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 the Director of International and Area Studies.

**LAND USE ANALYSIS AND PLANNING**
contextual and support area

John T. Morgan, 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.

**LANGUAGES**

**Professors**
Xiangyun Zhang, Chair
Beatriz Huarte Macione
Alma Ramírez-Trujillo

**Tracks**
Language and Literature (B.A.)
Language and Culture Studies (B.A.)
Language - Teacher Preparation (B.A.)

**LANGUAGE AND LITERATURE (B.A.)**

**Objectives:** To train students in the language and to acquaint them with the literature and general culture of a foreign country or region; to prepare students for
careers in public service, diplomacy, or translating/interpreting; to prepare students for advanced study in graduate or professional school.

**Requirements:** This track may be completed in French or Spanish. Required courses in French are 101, 102, 201, 202, 203, 300, and 402. Required courses in Spanish are 101, 102, 201, 202, 203, 306 or 307, and 351. Additional requirements are three literature courses at the 300 or 400 level. French 403 is the senior project in French; Spanish 450 is the senior project in Spanish. The mathematics requirement is met by Mathematics 121 or another 100-level mathematics or statistics course.

**Language and Culture Studies (B.A.)**

**Objectives:** To link language training with an in-depth understanding of the culture associated with the target language; to offer students an experience of immersion in a foreign culture, and fluency in the language of a place, as a means of direct involvement and engagement with the people and customs of French- or Spanish-speaking societies.

**Requirements:** This track may be completed in French or Spanish. Required courses in French are 101, 102, 201, 202, 205, 300, 402, one literature course at the 300 level, and six semester hours completed with an approved study abroad program in a French-speaking country. Required courses in Spanish are 101, 102, 201, 202, 203, 306 or 307, 351, one literature course, and six semester hours completed with an approved study abroad program in a Spanish-speaking country. French 403 is the senior project in French; Spanish 450 is the senior project in Spanish. The senior project will be designed to increased students’ knowledge of a French- or Spanish-speaking country or region, in their particular field of interest. The mathematics requirement is met by Mathematics 121 or another 100-level mathematics or statistics course.

**Language - Teacher Preparation (B.A.)**

**Objective:** To enable students to meet Virginia requirements for licensure to teach French or Spanish.

**Departmental requirements:** Required courses in French are 101, 102, 201, 202, 203, 300, 402. Required courses in Spanish are 101, 102, 201, 202, 203, 306 or 307, and 351. To complete the major, the student takes three additional courses at the 300 or 400 level, and English 333.

**Additional requirements and requirements for professional studies:** Please see “Secondary Education 6-12, and Art, Music, Modern Language, and Physical Education PK-12” in the catalog section on Education.

**Minor in Spanish**

A student may minor in Spanish by completing Spanish 101, 102, 201, and 203, plus two additional courses which must be at the 300 or 400 level.

**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 Department of Languages 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.

• 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.

FRCH 202 French Composition (wc)
Study of French composition with topics selected from everyday events and readings in French; emphasis is placed on techniques of writing in French. This course satisfies the proficiency requirement for Written Communication in the disciplines. Prerequisite: 201.

FRCH 203 French Conversation
Training to develop natural patterns of speech. Vocabulary and usage of everyday conversation. Prerequisite: 102.

FRCH 205 Contemporary Issues in French
Intermediate-level conversation and readings, based on discussion of current social and political issues affecting French-speaking communities. Prerequisite: 201.

FRCH 300 French Civilization
Introduction to French history, civilization, culture, and fine arts. Prerequisite: 201.

FRCH 301 Survey I
French literature from the Middle Ages to 1700. Prerequisite: C or higher in 201, or permission of instructor.

FRCH 302 Survey II
French literature of the 18th century. Prerequisite: C or higher in 201, or permission of instructor.

FRCH 303 Survey III
French literature of the 19th century. Prerequisite: C or higher in 201, or permission of instructor.

FRCH 304 Survey IV
French literature from 1900 to the present. Prerequisite: C or higher in 201, or permission of instructor.
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.

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
Designed to increase facility in using French. Prerequisites: junior status and C or higher in 201, or permission of instructor.

FRCH 403 PRO-SEMINAR
Readings, lectures, reports, and discussions of selected topics from French literature, for French majors. Prerequisite: departmental permission.

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 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.

• GERMAN COURSES
GRMN 101 AND 102 BEGINNING GERMAN I AND II
Oral and written drill and mastery of minimum vocabulary. 101 or equivalent is prerequisite to 102. Three semester hours each.

GRMN 201 INTERMEDIATE GERMAN I
Selected readings and review of grammar and vocabulary. Prerequisite: 102 or placement.

GRMN 337 GERMAN HISTORY AND LANGUAGE
Interpretive analysis of key issues and questions of German history from the eighteenth century to the present, with emphasis on the politics, culture, and society of the Wilhelmine, Weimar, and Nazi eras. Three lecture hours in English and one discussion hour in German. Four semester hours.
GRMN 350 Special Topics in German
Discussion and study of selected topics in German 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.

- 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.

GREK 205 The Gospels
Translation of selected passages from New Testament gospels, developing vocabulary, grammar, and interpretive ability. Prerequisite: 102.

GREK 301 Letters of Paul
Translation and interpretation of representative passages from Paul’s writings. Prerequisite: 102.

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)

- 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.

SPAN 202 Intermediate Spanish II
Continuation of communication in all tenses; introduction to reading and culture selections, with strong emphasis on writing skills. Prerequisite: 201.

SPAN 203 Spanish Conversation
Training to develop natural patterns of speech. Vocabulary and usage of everyday conversation. Prerequisite: 102.

SPAN 306 Civilization and Culture of Spain
History, geography, and culture of Spain, including major artists, musicians, dance, architects, and contemporary issues. Prerequisites: C or higher in 203 and 351, or permission of instructor.
SPAN 307 Civilization and Culture of Latin America
History, geography, and culture of Latin America, beginning with indigenous cultures, focusing on Aztec, Maya, and Inca civilizations, and continuing through contemporary figures and issues. Prerequisites: C or higher in 203 and 351, or permission of instructor.

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.

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.

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.

SPAN 351 Advanced Grammar and Composition
Advanced study enabling students to fine-tune points of grammar and communicate fluently in written form. Prerequisite: C or higher in 202, or permission of instructor.

SPAN 400 Survey I
Early Spanish literature through the Golden Age. Intensive reading, analytical writing, and discussion in Spanish. Prerequisite: C or higher in 306 or 307, or permission of instructor.

SPAN 401 Survey II
Spanish literature after the Golden Age to 1900. Intensive reading, analytical writing, and discussion in Spanish. Prerequisite: C or higher in 306 or 307, or permission of instructor.

SPAN 404 Survey III
Spanish literature from 1900 to the present. Intensive reading, analytical writing, and discussion in Spanish. Prerequisite: C or higher in 306 or 307, or permission of instructor.

SPAN 405 Survey IV
Latin American literature to 1900. Intensive reading, analytical writing, and discussion in Spanish. Prerequisite: C or higher in 306 or 307, or permission of instructor.

SPAN 406 Survey V
Latin American literature from 1900 to the present. Intensive reading, analytical writing, and discussion in Spanish. Prerequisite: C or higher in 306 or 307, or permission of instructor.

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.

**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 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.

*Other Language Courses*
The following pertains to languages other than those listed above, such as Chinese.

**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. 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.*

**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.

**LANG 203 Conversation**
Training to develop natural patterns of speech. Vocabulary and usage of everyday conversation. Prerequisite: Language 102 in the respective language.

**LANG 300 Civilization**
Introduction to civilization, culture, and fine arts of the learned language. Prerequisite: Language 201 in the respective language.

**LANG 350 Advanced Language**
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 the language taught. May be repeated for credit. Prerequisite: Language 201 in the respective language. *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.
MASS COMMUNICATIONS

Professors
Teresa D. Keller, Chair
Twange Kasoma
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: Required courses are 101, 202, 204, 210, 302, 390, 451, and either 470 (at least three semester hours credit) or 480. Two additional courses are chosen in consultation with the advisor. The mathematics requirement is met by Mathematics 120, 121, 123, or 151. In addition, mass communications majors must take two semesters of a foreign language or Statistics 161, 162, or 163. Majors in mass communications choose a minor in another discipline, or a contextual and support area developed no later than the junior year and approved by the 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
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.

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.

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.

MCOM 250 WOMEN AND MEDIA
Current and historical relationship of women with media. Women as subject matter, audience, and participants in various media forms.

MCOM 271X INTRODUCTION TO FILM (ENGLISH 271)

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: 202.

MCOM 311X DIGITAL PHOTO MANIPULATION (ART 311)

MCOM 321X ADVANCED EXPOSITORY WRITING (ENGLISH 321)

MCOM 330X METHODS OF SOCIAL RESEARCH (SOCIOLGY 330)

MCOM 350 SPECIAL TOPICS IN MASS COMMUNICATIONS
Selected topics in the field with particular emphasis determined by student interest.

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.

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: 204.

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: 210.

**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.

**MCOM 424 Web Journalism**
Integration of basic communication skills, such as writing, design, web page management, and video production. Development of digital multimedia presentations. Prerequisites: junior status and completion of all required courses through 304. Completion of 310 preferred.

**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.

**MCOM 441 On-Camera Performance**
Study of the techniques of on-camera presentation. Use of classic techniques in communicating with an audience. Prerequisites: junior status and Mass Communications 210 or Theatre 205.

**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.

**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.
MATHEMATICS

Professors
John Iskra, Chair
Mark Hainsworth
Xiaoxue Li
Daniel Pragel

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

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: Required courses are 151, 152, 253, 201, 421, and 480. (Math 201 should be taken in the sophomore year, as it is prerequisite to most upper-level courses.) The remaining four courses should be at or above the 200 level, selected in consultation with the department. Only one course from Mathematics 420, 460, and 470 can count toward the major. The senior project will be Mathematics 480 and satisfactory performance on the Senior Exam. The mathematics requirement is met by Mathematics 151. In addition, Physics 201 is strongly recommended. All students except teacher preparation students will complete a minor in another discipline. Students in teacher preparation must complete the contextual and support area in education. Students in the B.S. degree program must minor in biology, chemistry, physics, or psychology.

MATHEMATICS - TEACHER PREPARATION - ELEMENTARY (INTERDISCIPLINARY MATHEMATICS B.A.)
Elementary PK-6
Elementary and Middle School PK-6, 6-8
Objective: To enable students to meet Virginia requirements for licensure to teach in the elementary and middle schools.
Major requirements: Mathematics 123, 151, 161X, 201, 311, 340, 420; and Physics 100. 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.
Additional requirements and requirements for professional studies: Please see “Interdisciplinary Mathematics” in the catalog section on Education.

MATHEMATICS - TEACHER PREPARATION - SECONDARY (B.A. OR B.S.)
Objective: To enable students to meet Virginia requirements for licensure to teach mathematics.
Requirements: Teacher preparation students should complete the requirements for the B.A. or B.S. degree. Students must complete Mathematics 123, 312, 321, 340, 360, 420, and a course in applied mathematics as part of, or in addition to the required courses for the B.A. or B.S. in mathematics.
Additional requirements and requirements for professional studies: Please see “Secondary Education 6-12, and Art, Music, Modern Language, and Physical Education PK-12” in the catalog section on Education.

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 099 Fundamental Algebra
Introduction to variable expressions and equations, review of properties and operations on real numbers, simplifying expressions, solving linear equations and systems of linear equations, graphing, exponents, and operations on polynomials. Prerequisite for students as indicated by the math placement exam. Students may appeal by applying to the chair of the Department of Mathematics. This course does not fulfill mathematics requirements. A student in Mathematics 099 must earn a grade of at least C - and exceed the math placement cut-off score as established by the Department of Mathematics in order to take any 100-level mathematics course. The course counts as three semester hours toward financial aid and eligibility standards but does not count as credit earned toward graduation or enter into a student’s GPA.

Math 120 Introduction to Discrete Mathematics
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.

Math 121 College Algebra
Set notation and operations, properties of real numbers, operations and laws of real numbers, algebraic expressions including polynomials, rational expressions, roots and exponents, radical expressions, functions and graphs, linear and quadratic equations, inequalities and exponential and logarithmic functions. Not applicable toward major in mathematics; not intended for potential science majors. Credit for both 121 and 123 is not allowed.

Math 123 Precalculus
Basic topics in algebra and trigonometry needed for calculus. Introduction to a computer algebra system (CAS). Preparatory course for students who intend to take Mathematics 151.

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. Emphasis on some integration techniques. Applications of integration including area, volume, arc length, work, improper integrals; parametric equations. Use of a CAS. Prerequisite: C or higher in 151 or permission of instructor. Four semester hours.

Math 161X Introduction to Statistics (Statistics 161)

Math 201 Introduction to Mathematical Reasoning
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. Prerequisites: 151 and sophomore status or departmental permission.
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.

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.

MATH 321 Linear Algebra
Vector spaces, linear dependence, linear mappings, the algebra of matrices over a field, characteristic equations, characteristic roots. Prerequisite: 201.

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.

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.

MATH 360 Mathematical Probability and Statistics
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. Prerequisites: Mathematics 152 and Statistics 161, or permission of instructor.

MATH 370 Discrete Structures
Theoretical foundations of computer science, including sets, functions, Boolean algebra, first order predicate calculus, trees, graphs, discrete probability. Prerequisites: 201 and knowledge of a high-level programming language or departmental permission.
MATH 420 HISTORY OF MATHEMATICS
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. Prerequisites: mathematics major with senior status or departmental permission.

MATH 421 MODERN ALGEBRA
Binary systems, groups, rings, and fields. Normal subgroups, quotient groups, permutation groups, homomorphisms, isomorphisms, and Lagrange’s theorem. Prerequisite: 201.

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.

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.

MATH 455 MATHEMATICS OF THE PHYSICAL SCIENCES
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.

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.
MATH 480 Senior Seminar
Selected topics in mathematics; presentations by students, faculty, or visiting speakers. Prerequisite: mathematics major with senior status or departmental permission.

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.

Music

Professors
Matthew D. Frederick, Chair
Robert H. Matthews
Christianne Knauer Roll
Lisa Withers

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 (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: Required courses are 152, 153, 162, 163, 252, 253, 262, 263, 301, 302, and 401. Additional coursework must include six semester hours of applied music, three semester hours of ensemble, and six hours of electives approved in advance by the department chair. The capstone experience will be 425 or 426, which will involve a recital or the completion of a senior research project in music. The mathematics requirement is met by any 100-level mathematics or statistics course.

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.

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:** Required courses are 152, 153, 162, 163, 252, 253, 262, 263, 301, 302, and 401. Additional coursework must include a minimum of eight semester hours of private study in the principal area and three semester hours of an ensemble pertinent to the principal area of private study. The mathematics requirement is met by any 100-level mathematics or statistics course. Students may also select a minor in another discipline or contextual and support courses chosen in consultation with a departmental advisor.

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.

**Additional requirements for principal performance areas:**
- Piano: Music 315, 317, 319
- Voice: Music 201, 202, 240, 310

**Music - Teacher Preparation - 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:** Required courses are 152, 153, 162, 163, 252, 253, 262, 263, 301, and 302. Additional coursework must include 201, 202, 225, 226, 303, and 304. Other requirements include six semester hours in a primary instrument, three semester hours in a secondary instrument, and 3.5 semester hours in ensemble participation. The senior project is supervised student teaching, replacing the senior
recital. The half recital during the junior year is still a requirement. 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.

Additional requirements and requirements for professional studies: Please see “Secondary Education 6-12, and Art, Music, Modern Language, and Physical Education PK-12” in the catalog section on Education.

Music - Teacher Preparation - 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: Required courses are 152, 153, 162, 163, 252, 253, 262, 263, 301, and 302. Additional coursework must include 225, 226, 303, and 305. Four one-credit instrumental methods courses, MUSP 101, 102, 103, and 104, are also required. Other requirements include six semester hours in a primary instrument, three semester hours in a secondary instrument, and 3.5 semester hours in ensemble participation. The senior project is supervised student teaching, replacing the senior recital. The half recital during the junior year is still a requirement. 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.

Additional requirements and requirements for professional studies: Please see “Secondary Education 6-12, and Art, Music, Modern Language, and Physical Education PK-12” in the catalog section on Education.

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.

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.

MUSC 152 Music Theory I
Development of reading and writing skills related to basic musicianship and musical literacy.
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: 152 or permission of instructor.

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: 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.

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.

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: 162 or permission of instructor.

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: 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: 252 or permission of instructor.

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: 253 or permission of instructor. One semester hour.
MUSC 301 Music History I  
Historical survey of music history from antiquity to 1750, based on music developed in the European traditions. Stylistic and analytical study of the music. Prerequisite: 162 or permission of instructor.

MUSC 302 Music History II  
Historical survey of music history from 1750 to the present. Prerequisite: 301 or permission of instructor.

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  
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. 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 314 Music for Children  
Music fundamentals, methods, materials, and activities for teaching and utilizing music in the public school classroom.

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 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 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.

**MUSC 401 20th and 21st Century Music**  
Historical context and analytical techniques in art music of the last century, including intersections with popular and folk music. Prerequisites: 251 and 301.

**MUSC 412 Church Music**  
Character and role of music in Christian worship. Structure and content of effective music ministry. Prerequisite: permission of instructor.

**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.

**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.*

• **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. *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. 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. 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. 110A is prerequisite for 110B.
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.
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:
110A-110B or permission of instructor. 210A is prerequisite for 210B. 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.
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. 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. 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. 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. 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. 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. 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. 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. 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. 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 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. *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. *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. *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. *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. *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. *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. 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. 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. 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. 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. 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. 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. Prerequisites: prior experience in voice and permission of instructor.Fee. One semester hour. May be repeated for credit.

**Philosophy**

<table>
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<th>Professors</th>
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<td>Ben H. Letson, Chair</td>
<td>Philosophy (B.A.)</td>
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<td>T. Edward Damer</td>
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**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:** Required courses are 101, 201, 211, 212, 231, 314, and 480 (senior project). In addition, students must take three courses chosen from 335, 340X, 347X, 450, and 460. The senior project requires research, development of a personal methodological stance, and application of analytical skills. The mathematics requirement may be satisfied by any mathematics or statistics course except Mathematics 120. Majors must complete at least two courses in a foreign language.

Students also complete a minor in another discipline or the contextual and support area for philosophy. Required courses in the contextual and support area are grouped into four categories. The student must take at least seven of the designated courses, with at least one course from each category.

(a) To develop analytical, research, and communication skills: Statistics 161, 162, 163; History 215; English 321, 322, 323.

(b) To understand the historical and/or sociological character of the development of
ideas: History 301; Economics 225; Religion 311, 312.

(c) To complement the study of Western philosophy with non-Western perspectives: English 201, 202; Religion 131, 132, 211, 212; Political Science 205.

(d) To enrich the discipline of philosophy with a study of the complex processes of human behavior: Psychology 101, 102, 411; Political Science 117, 347.

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.

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.

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.

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.

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.

PHIL 232 ARGUMENTATION AND DEBATE
A study of the methods by which policies, beliefs, and actions are evaluated and justified to others. Emphasis on both informal and formal approaches to advocacy. Exploration of alternative debate formats. Prerequisite: 231 or permission of instructor.

PHIL 305 ASIAN PHILOSOPHIES (IE)
Beliefs, practices, and scriptures of Hinduism, Buddhism, Confucianism, Daoism, and Shinto. This course satisfies the International Exploration requirement.

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.
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.

PHIL 335 PHILOSOPHY OF RELIGION
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.

PHIL 340X POLITICAL PHILOSOPHY (POLITICAL SCIENCE 340)

PHIL 347X JURISPRUDENCE (POLITICAL SCIENCE 347)

PHIL 450 SEMINAR
Intensive study of a selected philosophical topic. Prerequisite: departmental permission.

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.

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.
PHYSICAL EDUCATION

Professors
Beverly Sheddan Hatch, Chair
Rebecca R. Buchanan
Dennis C. Cobler
Beth Funkhouser
Joy Scruggs

Tracks
Physical Education (B.A.)
Physical Education - Teacher Preparation (B.A. or B.S.)
Physical Education - Athletic Training (B.A. or B.S.)
Physical Education - Sport Management (B.A.)

PHYSICAL EDUCATION (B.A.)
Objective: To permit persons to choose areas of study related to physical education which will support their vocational and/or professional goals.
Requirements: Required courses are 211, 220, 222, 231, 251, 261, 334, 335, 336, and 412. Additional requirements include ten activity courses, and swimming proficiency or a class in swimming (which may count as one of the ten activities). 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. The senior project is a seminar in leadership conducted in Physical Education 336. The mathematics requirement is met by Mathematics 121.

PHYSICAL EDUCATION - TEACHER PREPARATION (B.A. OR B.S.)
Objective: To prepare students for careers teaching physical education at the secondary level or combined secondary and elementary levels.
Departmental requirements: Required courses are 211, 220, 222, 231, 251, 261, 334, 335, 412, and Biology 310. Additional coursework must include ten physical education activity courses (totaling 5 semester hours credit). The student must take a swimming proficiency test by the end of the junior year if a swimming class is not chosen within the ten activity courses. Physical Education 154, 156, or 158 may count as one of the ten required activity courses. The senior project is supervised student teaching.
Additional requirements and requirements for professional studies: Please see “Secondary Education 6-12, and Art, Music, Modern Language, and Physical Education PK-12” in the catalog section on Education.

For an add-on endorsement in health, the student must take Physical Education 232 and Sociology 226. For an add-on endorsement in driver education, the student must take Physical Education 241 and 341.

PHYSICAL EDUCATION - ATHLETIC TRAINING (B.A. OR B.S.)
The Department of Physical Education offers two majors in athletic training. One major, leading to a B.S. degree, is completed in four years and is designed for students who wish to pursue graduate studies in exercise science or physical therapy and to sit for the Board of Certification (BOC) examination. The second major, leading to a B.A. degree, is for students wishing to teach as well as to prepare to sit for the BOC examination. The second major will take an additional year to complete.

Athletic trainers certified by the Board of Certification are skilled professionals specializing in athletic health care. In cooperation with physicians and other allied
health personnel, athletic trainers function as integral members of the athletic health care team in secondary schools, colleges and universities, sports medicine clinics, hospitals, professional sports programs, and other athletic health care settings. The Emory & Henry athletic training educational program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). Students completing this track may sit for the BOC examination.

**Objectives:** To prepare for careers as athletic trainers, teachers/athletic trainers, or in combination with other health-related fields such as pre-physical therapy.

**Requirements:** All entering students interested in the athletic training track are required to participate in orientation and observation experiences in the clinical setting of the athletic training room. There is a competitive admission policy for the athletic training program, with up to twelve students accepted each year. During the second semester, the student may formally apply for admission to the athletic training program. Admission to the program requires a GPA of 2.5 in specified courses and an overall GPA of 2.0 for the student’s first two semesters at the college. Student athletic trainers must successfully complete an interview with athletic training staff including demonstration of having met specified technical standards listed on the college’s Web Page. 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. In addition to the required immunizations, student athletic trainers also receive a Hepatitis-B series. Transfers will be considered on an individual basis, depending on previous course work and experience.

Required courses are 210, 220, 231, 236, 251, 261, 262, 275, 276, 280, 320, 330, 334, 370, 371, 375, 376, 440, 450, 461, 462, 463, and 464. In addition, 335 is recommended. Required courses in the contextual and support area provide the student with increased understanding of individual and group behaviors and scientific bases for a career in athletic training: Biology 310, 311, and 425; Psychology 102; and Chemistry 111. Sociology 226 and Physics 201 are recommended. Additional course work must include four activity classes, of which Physical Education 136 is required. The student must take a swimming course or meet the departmental standard for swimming proficiency no later than the junior year. The swimming proficiency may not count as one of the required activity courses, although a swimming class may count as one of the required activity courses. The senior project is Physical Education 462. The mathematics requirement is met by Mathematics 121, 123, or 151, and Statistics 161, 162, or 163. Athletic training students in the teacher preparation track do not need to take Physics 201. A fifth year will be required for these students to complete the courses required for teaching licensure in physical education.

**Physical Education - Sport Management (B.A.)**

**Objective:** To prepare students for business-related careers in the sport field.

**Requirements:** Required courses are 211, 222, 231, 251, 324, 334, 336, 360, 430, and 470 (at least three semester hours credit). Students must also minor in accounting, international business, or management, or complete six contextual and support courses approved by the department. Additional requirements include five activity courses. Students must take a swimming proficiency test by the end of their junior year if a swimming class is not taken within the five activity courses. The mathematics requirement is met by Mathematics 121, 123, or 151, and Statistics 161, 162, or 163. The college computer proficiency requirement is met by Computer Information Management 140. The senior project is Physical Education 336.
MINOR IN PHYSICAL EDUCATION
A student may minor in physical education by completing six courses: 211, 220, 222, 251, 231 or 336, 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.

• PHYSICAL EDUCATION COURSES

PHED 210 CLINICAL EDUCATION EXPERIENCE I
In-depth instruction of medical terminology. Spring sports rotation supervised by an ATC/ACI. Hospital rotation introducing the student to radiology, imaging, emergency department, and physical therapy. BLS certification or re-certification. Pre/corequisites: 220 and 251. One semester hour.

PHED 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.

PHED 220 PREVENTION AND CARE OF ATHLETIC INJURIES
Preventive measures emphasizing proper conditioning, safe equipment, and facilities. Physiological and anatomical analysis. Practical experience dealing with wraps, taping, therapeautic techniques, and rehabilitative exercises.

PHED 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.

PHED 231 PERSONAL HEALTH
Cardiovascular disease, cancer, body systems, reproduction, birth, sexually transmitted diseases, drugs, alcohol, tobacco, nutrition, non-communicable diseases, and communicable diseases.

PHED 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.

PHED 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.
PHED 236 Advanced Strength and Conditioning
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.

PHED 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.

PHED 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.

PHED 261 Applied Anatomy and Kinesiology

PHED 262 Therapeutic Modalities
Application of electrical, mechanical, and thermal therapeutic modalities used to assist the body’s natural healing process. Prerequisite: 220.

PHED 275 Evaluation of Lower Extremity Injuries
Recognition and assessment of specific athletic injuries and conditions occurring in the lower extremity. Pre/corequisite: 261 or permission. Two semester hours.

PHED 276 Evaluation of Upper Extremity Injuries
Recognition and assessment of specific athletic injuries and conditions occurring in the upper extremity. Prerequisite: 261 and 275, or permission. Two semester hours.

PHED 280 Therapeutic Rehabilitation
Understanding and administration of various rehabilitation protocols. Prerequisites: 220 and 261.

PHED 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 class is identical to Physical Education 311, except that it has no travel component. This course satisfies the International Exploration requirement.

PHED 311 The Wide World of Sport (EA)
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. Students will be responsible for travel expenses to locations abroad. This class is identical to Physical Education 310, except that it has a travel component. This course satisfies the Emory Abroad requirement.
PHED 320 CLINICAL EDUCATION EXPERIENCE II
Review and refinement of evaluative techniques of upper and lower extremity athletic injuries and conditions. Review of OSHA standards. Fall sports rotation supervised by an ATC/ACI. Prerequisites: 275 and 276. One semester hour.

PHED 324 COACHING AND OFFICIATING SPORT
Offensive and defensive fundamentals for a variety of sports, including rules, regulations, and governing organizations. Prerequisite: 211.

PHED 330 CLINICAL EDUCATION EXPERIENCE III
Review of clinical skills needed for various rehabilitation protocols and modality treatments. Spring sports rotation supervised by an ATC/ACI. BLS certification or re-certification. Prerequisites: 262 and 280. One semester hour.

PHED 334 EVALUATION IN PHYSICAL EDUCATION (ql)
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.

PHED 335 PHYSICAL EDUCATION FOR EXCEPTIONAL CHILDREN
Adapted physical education with practical application in county school programs for handicapped. Program planning, psychological needs and characteristics, activities for exceptional children in levels K-12. Prerequisites: 211, 222, and junior status or departmental permission.

PHED 336 LEADERSHIP IN SPORT AND SOCIETY (er)
Planning, organization, and administration of recreation programs with emphasis on individual ability to conduct and lead recreation. Applied experience in campus and community. Prerequisite: junior status. This course satisfies the proficiency requirement for Ethical Reasoning in the disciplines.

PHED 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.

PHED 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.

PHED 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.

PHED 370 NUTRITION
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.
PHED 371 Pharmacology and Common Illnesses
Pharmacologic applications relevant to treatment of injuries and illnesses of the physically active person. Prerequisites: Biology 311 and 425, or departmental permission.

PHED 375 Evaluation of Hip and Thoracic Areas
Recognition and assessment of specific injuries and conditions occurring in the hip, pelvis, sacral spine, lumbar spine, thoracic spine, and thorax. Prerequisites: 261, 275, and 276, or permission. Two semester hours.

PHED 376 Evaluation of Head and Cervical Spine
Recognition and assessment of specific athletic injuries and conditions occurring in the head, face, and cervical spine. Prerequisites: 261, 275, and 276, or departmental permission. Two semester hours.

PHED 412 Skills and Techniques in Teaching Physical Education (oc)
Applied experience in teaching fundamentals and advanced skills using basketball, soccer, racquetball, mass games, fitness, and track and field as models. This course satisfies the proficiency requirement for Oral Communication in the disciplines. Prerequisite: junior status or departmental permission.

PHED 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.

PHED 440 Clinical Education Experience IV
Review and refinement of evaluative techniques of the hip, pelvis, thorax, spine, face, and head. Review of OSHA standards. BOC examination practice. Fall sports rotation supervised by an ATC/ACI. Prerequisites: 375 and 376. One semester hour.

PHED 450 Clinical Education Experience V
Review and refinement of evaluative techniques used to assess common general medical conditions and muscle strength and joint range of motion. Student health center rotation. Spring sports rotation supervised by an ATC/ACI. BLS certification or re-certification. Prerequisite: 440. One semester hour.

PHED 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.

PHED 461 Advanced Athletic Training (er)
Evaluative techniques based on knowledge of human anatomy; athletic training administration, monitoring environmental conditions, and the BOC examination. This course satisfies the proficiency requirement for Ethical Reasoning in the disciplines. Prerequisites: 220, 261; Biology 310, 311; departmental permission.

PHED 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.

**PHED 463 Organization and Administration of Athletic Training**
Organization and operation of an athletic training program; computer applications, insurance, athlete records, budgeting, and leadership skills. Prerequisite: senior status or departmental permission. *One semester hour.*

**PHED 464 Selected Physical Therapy Topics**
Topics concerning treatment and/or rehabilitation of athletic injuries, reviewed in a laboratory setting. Goniometer measurements, functional testing, use and interpretation of the Cybex, joint mobilization, and iontophoresis. Prerequisites: 262; senior status or departmental permission. *One semester hour.*

**PHED 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 Physical Education Department offers activity courses which are open to all interested students. All Physical Education majors must complete a required number of activity classes as specified under the tracks of Physical Education, Athletic Training, and Teacher Preparation. Every Physical Education 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. Physical Education minors must take five activity courses. Only one swim course may count toward the requirement.

**PHED 101 Wellness** *One-half semester hour.*

**PHED 102 Golf** *One-half semester hour.*

**PHED 104 Fly Fishing** *One-half semester hour.*

**PHED 105 Archery** *One-half semester hour.*

**PHED 106 Track and Field** *One-half semester hour.*

**PHED 107 Ballroom Dance I** *One-half semester hour.*

**PHED 108 Ballroom Dance II** *One-half semester hour.*

**PHED 110 Tennis** *One-half semester hour.*

**PHED 112 Indoor Racquet Sports** *One-half semester hour.*

**PHED 114 Rhythmic Activities** *One-half semester hour.*
PHED 120 Soccer/Lacrosse  One-half semester hour.

PHED 130 Basketball  One-half semester hour.

PHED 132 Volleyball  One-half semester hour.

PHED 136 Physical Fitness and Conditioning  One-half semester hour.

PHED 142 Intermediate Tennis  One-half semester hour.

PHED 146 Modern Dance  One-half semester hour.

PHED 150 Special Activity Topics  One-half to one semester hour.

PHED 154 Swimming Skills  One-half semester hour.

PHED 156 Lifeguarding  One-half semester hour.

PHED 158 Water Safety Instruction  One-half semester hour.

PHED 162 Rock Climbing  One-half semester hour.

PHED 164 Hiking/Backpacking  One-half semester hour.

PHED 168 Mountain Biking  One-half semester hour.

PHED 170 Self Defense  One-half semester hour.

Physics

Professors  
Michael G. Duffy, Chair  
Ruili Wang  
James Warden  

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:  Required courses are 201, 202, 311, and five additional courses selected in consultation with the department. The senior project is completed as part of a 460 or 470 course (at least three semester hours credit) within the required courses. The mathematics requirement is met by Mathematics 151, 152, 253, and 353.

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: Required courses are 201, 202, 311, 321, 411, and 421. Three additional courses are selected in consultation with the department from other upper division courses. 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. The contextual and support courses are Chemistry 111, 112, 312; and two courses chosen in consultation with the department from Chemistry 211, 212, 221, 313, 411, and 422; and Mathematics 321, 360, 440, 451, 453, and 473. The mathematics requirement is met by Mathematics 151, 152, 253, and 353.

Teacher Preparation (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 support courses, teacher preparation students should complete the above requirements for the B.A. or the B.S. degree.
Additional requirements and requirements for professional studies: Please see “Secondary Education 6-12, and Art, Music, Modern Language, and Physical Education PK-12” in the catalog section on Education.

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. Three lecture hours and two laboratory hours. *Four semester hours.*

PHYS 101 Astronomy
General introduction to the theories and techniques of astronomy. Three lecture hours and two 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. Pre/corequisite: Mathematics 151. 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: Mathematics 353.

**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: Mathematics 353.

**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 Mathematics 353.

**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.

**PHYS 451 Advanced Laboratory**
Laboratory study of various topics selected from the current literature, including nonlinear dynamics, optics, atomic physics, and nuclear physics. 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.
**Political Science**

**Professors**
Joseph H. Lane, Jr., Chair  
Alise E. Coen  
Samir N. Saliba

**Tracks**
Political Science (B.A.)  
Political Science - American  
Political Studies (B.A.)  
Political Science - Law and Politics (B.A.)  
Political Science - Comparative and International Political Studies (B.A.)

**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 and careers in teaching at the secondary level.

**Requirements:** 103; 117; 205; 225, 235, or 245; 340 or 347; and a senior seminar chosen from 423, 425, or 429. Four other courses must be chosen in consultation with the faculty advisor.

**Political Science - American Political Studies (B.A.)**

**Objectives:** To study in depth American government and politics; to prepare students for advanced study or entry into careers related to public service, government, or administration.

**Requirements:** 103; 117; 205, 225, 235, or 245; 340 or 347; 423; and a senior project chosen from 460, 470 (at least three semester hours credit), or 490. Four additional political science courses emphasizing American political studies are selected in consultation with the faculty advisor.

**Political Science - Law and Politics (B.A.)**

**Objectives:** To provide the student 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.

**Requirements:** 103; 117; 205, 225, 235, or 245; 217; 340 or 347; 400; 423 or 429; two additional courses appropriate to the field of interest, chosen in consultation with the faculty advisor; and a senior project chosen from 460, 470 (at least three semester hours credit), or 490.

**Political Science - Comparative and International Political Studies (B.A.)**

**Objectives:** To provide a unified approach to the study of the political dimensions of the relationships among nations, to develop students’ ability to think comparatively about the diversity of political systems, and to prepare students for political work in the international field.

**Requirements:** 103; 117; 205; 225, 235, or 245; 340 or 347; one course from 235 (in addition to general requirements), 335, or 410; 323; one course from 326, 346, or 415; 425 or 429; a senior project chosen from 460 or 490; and a minimum of one year of a foreign language.

The mathematics requirement in all tracks is met by Statistics 162. Statistics 161 or 163 may be substituted with the department chair’s permission. The preferred QL course for political science majors is Sociology 330.
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). 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 three courses from the general requirements including 103, 205, and one course chosen from 225, 235, or 245; 340 or 347; one course chosen from 423, 424, 425, or 429; and one additional course chosen in conjunction with the advisor.

• 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.

POLS 117 Law and Society
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.

POLS 200X Community Organizing (Public Policy and Community Service 200)
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.

POLS 203 Appalachian Political Economy
Overview of the history, culture, and status of people living in the Appalachian mountains. Political economy of the region, including the corporate sector, land-related issues, the role of the state, and the history and nature of citizen resistance.

POLS 205 Introduction to International Relations (IE)
Underlying themes in international relations including power, causes of war, cooperation among nations, the role of the United Nations, nuclear proliferation, September 11 and its aftermath, international economic relations, and other contemporary issues of international significance. Case studies including the United States, the European Union, and countries in Asia and the Middle East. This course satisfies the International Exploration requirement.

POLS 217 Constitutional Interpretation (CT)
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 requirement for Critical Thinking in the disciplines.

POLS 225 Comparative Politics in the Middle East and North Africa (IE)
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 International Exploration requirement.

POLS 235 Comparative European Politics (IE)
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 International Exploration requirement.

POLS 241X Sources of Asian Tradition (Asian Studies 241)

POLS 245 Comparative Politics of Asia (IE)
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 International Exploration requirement.

POLS 250X Politics and Public Policy (Public Policy and Community Service 250)

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 (Public Policy and Community Service 300)

POLS 310 Parties and Elections in American Politics
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.

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.

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.

POLS 323 International Political Economy
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 205.

POLS 326 Contemporary Islamic Legal Thought: Law, State, and World Order
Contemporary Islamic thought on the legitimacy of national and international legal orders, and contemporary Islamic legal theories on the topics of legislation, constitution, legal system, nation-state, international relations, war, and world order, with regard both to ideal objectives and actual conditions.

POLS 330X Methods of Social Research (QL) (Sociology 330)

POLS 335 Regional and International Implications of the New Europe
The collapse of Communist East Europe, the rise of the European Union, and the domestic and international implications of the New Europe. National rights and sovereignty in legal, political, and economic terms; integration of the former Communist states into the European Union; relations of the European Union and of member nations to the rest of the world, especially the Middle East, North America, and Asia.

POLS 340 History of Political Philosophy
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.
POLS 342 **American Political Thought**
Major works and important thinkers in the American political tradition and the historical development of political thought in the United States; fundamental tensions present in the American commitment to democratic government, individual liberty, equality, and the public good.

POLS 346 **Advanced Political Systems of Asia**
Political systems of Japan, China, the Koreas, and India. Evolution of political institutions, pluralistic pressures on policy, the nature of the state, the literature on political regimes, and recent attempts at reform and change.

POLS 347 **Jurisprudence**
Systematic treatment of the relation between human law and higher law in the secular (natural law) or sacral (revelation) context. Presuppositions of various schools of thought as they bear on enduring human problems grouped under six major themes of legal theory: legal rights of the individual; equality before the law; control of government by the people; the rule of law; peace and the world community of law; and law, justice, and order. Use of selected classics in Western and Islamic legal thought.

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**
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 410 **Democracy, Civilizations, and World Order**
Alternative theories of governance as laid out in the classic work of Hobbes, Tocqueville, and authors of the *Federalist Papers* and their implications for the nature of conflict, world order, and civilization in the contemporary world.

POLS 415 **America’s Approach to the Middle East**
American foreign policy in the Middle East under two distinct geopolitical paradigms: (1) the older, realist, multilateral strategy based on containment of threats, reconstruction of economic infrastructure, and advancement of liberal political ideas; and (2) the post-9/11 American strategy based on a unilateral, power-based approach to dominating regions to impose order. Major case studies: Iraq and the Arab-Israeli conflict.

POLS 423 **Seminar: Problems in American Politics (wc)**
Selected political issues associated with the institutions, processes, culture, and politics of the United States. May be re-taken for credit with departmental permission. Prerequisites: 103; junior or senior status. This course satisfies the proficiency requirement for Written Communication in the disciplines.
POLS 424 American Federalism
Examination of the historical, comparative, and contemporary policy dimensions of the territorial division of governmental powers in the United States with special emphasis on Virginia government and politics.

POLS 425 Seminar: Problems in Comparative and International Politics
Application of contemporary theories and tools of comparative and international politics to the study of a variety of foreign policy issues confronting the United States, the European Union, the Islamic Middle East, and Asia. May be re-taken for credit with departmental permission. Prerequisites: 205; junior or senior status.

POLS 429 International Dispute Resolution
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.

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.

Psychology

Professors
A. Celeste Gaia, Chair
Paul H. Blaney
R. Christopher Qualls
Kimberly Reed

Tracks
Psychology (B.A. or B.S.)

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: Required courses are 101; 102; 211; one course selected from
316, 318, and 320; 315; 321; 411; and one course selected from 460, 470 (at least three semester hours credit), 480, and 490. Two additional courses are selected in consultation with the advisor. The mathematics requirement is met by Mathematics 121 (or a more advanced mathematics class, other than Mathematics 161X) and Statistics 163 (or equivalent).

**Psychology (B.S.)**

**Objective:** To provide a specialized program for students interested in aspects of psychology that relate to the natural sciences.

**Requirements:** Required courses are 101; 102; 211; two courses selected from 316, 318, and 320; either 315 or 411; and one course selected from 460, 470 (at least three semester hours credit), 480, and 490. Two additional courses are selected in consultation with the advisor. The contextual and support area is designed to develop analytical and research skills providing a strong foundation for advanced study. This goal is met through five science courses from the disciplines of biology, chemistry, and physics, chosen in consultation with the student’s advisor. In lieu of fulfilling the contextual and support requirements, a student may elect to complete a minor in biology, chemistry, mathematics, or physics. The mathematics requirement is met by Mathematics 151 and 152, and Statistics 163.

**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.

- **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.) 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. 101 is not a prerequisite to 102.

**PSYC 163X Introductory Statistics for the Behavioral Sciences (Statistics 163)**

**PSYC 205 Psychology of Sex and Gender**
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.

**PSYC 210 Personality Theories**
Selected influential theories of personality that address aspects of human behavior and psychological functioning. Prerequisite: 102.

**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.

**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**
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. Prerequisites: 102 and Statistics 163.

**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**
Applications of psychology to the encouragement of health and wellness, to the prevention of disease, and to the healing process. 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.

**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.
PSYC 345X Psychological Development and Religious Faith (Religion 345)

PSYC 411 Research in Social Psychology
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.

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.

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.

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.
PUBLIC POLICY AND COMMUNITY SERVICE

Professors
Talmage A. Stanley, Chair
Annalisa L. Raymer

Major
Public Policy and Community Service (B.A.)

The Appalachian Center for Community Service oversees service learning opportunities related to the Public Policy and Community Service major, a liberal arts, interdisciplinary major leading to the B.A. degree, designed to lead to careers in nonprofit organizations and government agencies and in fields related to human services, community development, the church, and social change.

PUBLIC POLICY AND COMMUNITY SERVICE (B.A.)

Objectives: To instill an understanding of the interdisciplinary nature of the study of public policy making and community service, including the influence of social, cultural, political, economic, and religious factors in community life. The department seeks to provide students with concepts and skills in place-based analysis and research resulting in effective action. Additionally, the department works to help students discern and understand the impact of local, regional, national, and global structures and institutions on social change, enabling students not only to understand change but to become agents of change. The program in Public Policy and Community Service involves a systematic and rigorous study of many central conceptual themes: citizenship, community service, religion, public ethics, diversity, public policy, globalization, social justice, sustainable development, and social change. The department’s principal goal is to provide students with the knowledge and tools to become fluent in these themes in both academic and practical dimensions. The department emphasizes critical thinking, analytical writing, communication skills, public problem solving, significant reflection and analysis components, and a strong field component.

Requirements: Required courses are 100, 200, 225, 250, 300, 345, 400, 450 (senior project), Economics 101 or 151, and Political Science 103. Seven additional courses are selected in consultation with the faculty advisor from among the following: one course from Environmental Studies 100 or 225, Geography 221, History 220, Political Science 203, Sociology 226; one course from Philosophy 201, Religion 201 or 221, or Political Science 340; five courses from one of the focus areas listed below. The mathematics requirement is met by Statistics 161, 162, or 163.

MINOR IN PUBLIC POLICY AND COMMUNITY SERVICE
A student may minor in Public Policy and Community Service by completing 100, 200, 250, 300, 345, and 450 or 470 (at least three semester hours credit).

• PUBLIC POLICY AND COMMUNITY SERVICE COURSES

PPCS 100 INTRODUCTION TO PUBLIC POLICY AND COMMUNITY SERVICE (CT)
Examination of the meaning and interconnection of citizenship, politics, community, culture, religion, diversity, public policy, democracy, and service in today's society. Special emphasis on the relationship between service and democratic citizenship. Participation in a community service project. This course satisfies the proficiency requirement for Critical Thinking in the disciplines.

PPCS 200 COMMUNITY ORGANIZING
Overview of the tools and techniques available to citizens wishing to engage in the
democratic process. The values, goals, processes, and strategies of different models of community organizing. Brief histories of citizen movements and profiles of individual activists. Participation in a community organizing project.

**PPCS 225 Applied Civic Methodologies (ql)**
Opportunities to apply a range of skills and methodologies, including but not limited to qualitative research, community-based research, participatory evaluation, asset-based community and leadership development, needs assessment, place-based analysis, organizational analysis and administration, public campaign organization and implementation, media campaign strategies, grant writing, grant administration and accounting, and meeting facilitation. This course satisfies the proficiency requirement for Quantitative Literacy in the disciplines.

**PPCS 250 Politics and Public Policy (wc)**
Study of the ways that public policy is formulated and implemented in the United States; the role of elected officials, bureaucrats, interest groups, and social movements in setting policy priorities and writing law; and the differences between the policy process at the national, state, and local levels of government. Case study of policy-making in one selected area used to consider the policy process as a whole. Participation in a community service project. This course satisfies the proficiency requirement for Written Communication in the disciplines.

**PPCS 300 Race, Class Gender, and Sexuality (er)**
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.

**PPCS 345 Sustainable Community Development**
Examination of sustainable community development theory and a variety of practical initiatives in the Central Appalachian region and elsewhere. Students encouraged in class and through a service-learning project to consider how their behavior as consumers, workers, and citizens affects the ecological and human communities in which they live.

**PPCS 350 Special Topics in Public Policy and Community Service**
Topics chosen by departmental personnel and in consultation with students. May be repeated for different topics. *One to three semester hours.*

**PPCS 400 Practicum (oc)**
Applied, supervised experience in the field related to the student’s focus area; required attendance at a seminar held in conjunction with the practicum. Taken preferably in first semester of the senior year. This course satisfies the proficiency requirement for Oral Communication in the disciplines. Prerequisites: senior status and permission of instructor. *Nine semester hours.*

**PPCS 450 Senior Seminar**
Capstone course drawing on personal experiences from the classroom and the
practicum; advanced readings in relevant issues. Completion of a senior project. Prerequisites: senior status and permission of instructor.

**PPCS 460 INDEPENDENT STUDY**
Advanced independent research in a specific area related to the major, under the supervision of a faculty member. Prerequisites: junior status and permission of program director. *One to four semester hours.*

**PPCS 470 AND 471 INTERNSHIP I AND II**
Work experience related to the student’s major, jointly supervised by the department 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 status; to be taken only by students who **minor** in Public Policy and Community Service. *Two to six semester hours.* Pass-Fail only.

**Focus Areas**
Students will choose one of the focus areas listed below.

**Appalachian Studies**
Political Science 203; History 318; English 334; and two courses selected from Art 241, English 316, Geography 200, 311, 331, History 316.

**Church and Community**
Religion 131, 132, 221, 311 or 312, and 343.

**Environmental Studies**
Environmental Studies 100; Economics 262; Geography 311, 322; and one course selected from Environmental Studies 460, Geography 332 or 355, Political Science 203, or Sociology 229.

**Human Services**
Psychology 102, 210, and 220; one course from Psychology 205, 321, or 340, Sociology 226 or 270; one course from Psychology 411, 422, or 450.

**International Studies**
International Studies 205X, 425X; and one of the following course sequences: Asian Studies 241, 245X, and one additional course in Asian Studies; or European Studies 235X, 335X, and one additional course in European Studies; or Middle Eastern and Islamic Studies 204, 225X, 355X.

**Political Economy**
Economics 231, 260; Political Science 203 and 310 or 311; and one course selected from Economics 262, Political Science 217, or Political Science 323.

**Spanish**
Spanish 101, 102, 201, 203; and one course selected from 306, 307, 310, 350, or 351.
Women’s Studies
Women’s Studies 200, 205X, 250X, 304X, and one course approved by the program director.

In consultation with the program director, a student may design a focus area around a particular policy issue or area of interest.

Quantitative Literacy

service area

Mark Hainsworth, Program Director

• Quantitative Literacy Courses

QUAN 101 Quantitative Literacy – 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 literacy proficiency exam. One semester hour.

QUAN 102 Quantitative Literacy – 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 literacy proficiency exam. One semester hour.

QUAN 103 Quantitative Literacy – 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 literacy proficiency exam. One semester hour.

Religion

Professors
Joseph T. Reiff, Chair
James M. Dawsey
Frederic R. Kellogg

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: Required courses are 131, 132, 211 or 212, 221, 311, 312; one course from 431, 432, or 433; and 450. Three additional religion courses are selected in consultation with the faculty advisor. The mathematics requirement is met by any 100-level mathematics or statistics course. The senior project is fulfilled through successful completion of 450, the Senior Seminar, required of all majors in the spring of their senior year.
MINOR IN RELIGION
A student concentrating in another discipline may minor in religion by completing 131, 132, 311 or 312, and three electives from the department selected in consultation with the department chair.

• RELIGION COURSES
RELG 131 OLD TESTAMENT SURVEY
Development of Israelite history and literature explored by modern historical methods. Attention to theological relevance of the material.

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.

RELG 200 INTRODUCTION TO THE CHRISTIAN FAITH
Historical and contemporary expressions of Christian belief and practice, with special reference to biblical sources.

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.

RELG 205X THE GOSPELS (GREEK 205)

RELG 211 JUDAISM AND ISLAM (IE)
Beliefs, scriptures, understanding of life, and historical development of Judaism and Islam; relationships of Jews, Muslims, and Christians. The impact of Judaism and Islam on the world today. This course satisfies the International Exploration requirement.

RELG 212 ASIAN RELIGIONS (IE)
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 International Exploration requirement.

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.

RELG 261 THE CHRISTIAN FAITH IN LITERATURE
Analysis of the contribution of works of fiction and poetry to an understanding of contemporary life and the proclamation of the Christian faith.

RELG 301X LETTERS OF PAUL (GREEK 301)

RELG 311 HISTORY OF CHRISTIANITY I: BEGINNINGS TO THE REFORMATION (OC)
History, liturgy, and doctrine of the ancient and medieval church, from the first
century A.D. to the backgrounds of the Protestant Reformation. Includes the ecumenical councils, Augustine, Francis of Assisi, Abelard and Heloise, and Joan of Arc. This course satisfies the proficiency requirement for Oral Communication in the disciplines. Prerequisite: 132 or permission of instructor.

RELG 312 History of Christianity II: Reformation to the Present
Reformation under Luther, Calvin, Anabaptist and Anglican leaders; pietist reaction to Protestant creedalism; philosophical and scientific challenges of Christianity and rise of 19th-century liberalism. Luther, Calvin, Wesley, Schleiermacher, Harnack. Prerequisite: 311 or permission of instructor.

RELG 335X Philosophy of Religion (Philosophy 335)

RELG 342 Ministry with Youth
Exploration of various aspects of the church’s ministry with adolescents. Inclusion of significant field work through a congregational service learning component. Prerequisite: sophomore status and either 131 or 132.

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.

RELG 345 Psychological Development and Religious Faith
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.

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.

RELG 352 Jesus (ct)
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.

RELG 401 Contemporary Theology
Contributions of historic events and theologians to contemporary thinking. Prerequisite: 312 or permission of instructor.

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.
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.

RELG 433 Paul (wc)
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.

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.

Sociology

Professors
Julia C. Wilson, Chair
Shelley Koch

Tracks
Sociology (B.A.)
Sociology - Crime and Society (B.A.)

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: Required courses are 101, 330, 334, and 450. Students choose six additional sociology courses with the approval of the department. The mathematics requirement is met by Statistics 162 (Statistics 161 or 163 may be substituted in consultation with the department).

Students also select a minor in another discipline or a contextual and support area of six courses:
(a) at least two courses to develop analytical and research skills, chosen from
Economics 352; English 321; History 215; Mathematics 151, 152, 201; Philosophy 231; Psychology 211, 315; Public Policy and Community Service 225; or Statistics 353.

(b) at least four courses to develop a wider knowledge about the human condition, selected in consultation with the faculty advisor. All course selections must be made in consultation with the department.

**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:** 101; 222; 245; 330; 334; 450; 470; Psychology 321; 117X or Political Science 103; Political Science 217, Political Science 317, or Geography 340; 270, 300X, or History 308.

**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.

**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.

**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 200X Community Organizing (Public Policy and Community Service 200)**

**SOCI 203X Appalachian Politics (Political Science 203)**

**SOCI 221 Cultures and Peoples**

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.

**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.
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.

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.

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.

SOCI 250X POLITICS AND PUBLIC POLICY (PUBLIC POLICY AND COMMUNITY SERVICE 250)

SOCI 260 STUDIES IN CULTURE
Selected human societies, ancient and/or modern, in a specific region of the world. Variation from year to year in region, societies, and issues.

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.

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 300X RACE, CLASS GENDER, AND SEXUALITY (PUBLIC POLICY AND COMMUNITY SERVICE 300)

SOCI 330 METHODS OF SOCIAL RESEARCH (QL)
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 Public Policy and Community Service 100; and Statistics 161, 162, or 163. Three lecture hours and three laboratory hours. Four semester hours.
**SOCI 334 Social Theory**
Major schools of social science thought, with primary emphasis on sociology. Ideas of significant theorists considered with reference to their lives and sociohistorical contexts. Prerequisites: 101 and junior status.

**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**
Selected issues and problems; research implications of the work of representative researchers. Prerequisites: junior status and departmental permission.

**SOCI 455 Seminar in Applied Social Research**

**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.

**Spanish**
See Languages
Speech

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)
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.

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.

SPCH 205X Acting I (Theatre 205)
Overview of acting styles and methods; development of imagination through improvisation, exercises, and scene work; audition techniques. Prerequisite: Theatre 105 or Theatre major or minor.

SPCH 232X Argumentation and Debate (Philosophy 232)
A study of the methods by which policies, beliefs, and actions are evaluated and justified to others. Emphasis on both informal and formal approaches to advocacy. Exploration of alternative debate formats. Prerequisite: Philosophy 231 or permission of instructor.

SPCH 245X Voice for the Stage (Theatre 245)
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.

SPCH 400X Moot Court (Political Science 400)
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. Prerequisites: Political Science 117 and 217.

Statistics

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. They are interchangeable in the graduation and course prerequisite requirements which they meet. 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**
  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**
  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**
  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.

  **STAT 360X Mathematical Probability and Statistics (Mathematics 360)**

- **Theatre**

  **Professors**
  - Biliana Stoytcheva-Horissian, Chair
  - Kelly J. G. Bremner
  - Christianne Knauer Roll
  - Daniel Wheeler

  **Tracks**
  - Theatre (B.A.)
  - Pre-Professional - Acting (B.A.)
  - Pre-Professional - Directing (B.A.)
  - Pre-Professional - Design and Production (B.A.)
  - Pre-Professional - Musical Theatre (B.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.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: Required courses are 100, 110, 205, 210, 215, 320, 321, and 350. Two additional courses are chosen in consultation with the department. Students must also complete six semester hours of Practicum. The foreign language requirement is met by completing 101 and 102 in the same foreign language. The mathematics requirement is met by Mathematics 120, 121, 123, or 151, or Statistics 161, 162, or 163. Students also complete a minor in another discipline.

Pre-Professional

A student who wishes to pursue the pre-professional degree will choose one of the four tracks listed below. As part of their program of study, students will enroll in the Professional Theatre Experience course each semester. This one-hour course will consist of professional workshops conducted by Barter professionals and attendance at Barter productions, followed by talk-backs with Barter professionals. During the junior year and senior year, students will be allowed to observe Barter rehearsals and have the opportunity of shadowing a Barter professional.

Pre-Professional - Acting (B.A.)

Requirements: 100, 110, 205, 206, 220, 245, 270, 300, 301, 305, 320, 321, three semester hours of 340 Auditions, one semester hour per semester of Professional Theatre Experience, twelve semester hours of Practicum, and either 400 or 470 (at least three semester hours credit). Students must also complete one of the following: English 360, Mass Communications 441, or Theatre 210, 215, or 335. The mathematics requirement is met by Mathematics 120, 121, 123, or 151, or Statistics 161, 162, or 163. Students also complete a minor in another discipline or a contextual and support area chosen in consultation with the department.

Pre-Professional - Directing (B.A.)

Requirements: 100, 110, 205, 206, 210, 215, 270, 300, 315, 320, 321, and 350. Students must also complete Theatre 245 or 305 or Philosophy 333, Theatre 415, one semester hour per semester of Professional Theatre Experience, twelve semester hours of Practicum, and Theatre 400 or 470 (at least three semester hours credit). The mathematics requirement is met by Mathematics 120, 121, 123, or 151, or Statistics 161, 162, or 163. Students also complete a minor in another discipline or a contextual and support area chosen in consultation with the department.

Pre-Professional - Design and Production (B.A.)

Requirements: 100, 110, 205, 210, 215, 310, 320, 321, and 350 (six semester hours). Students must also complete Art 111 and 151; one course selected from Philosophy 333, Theatre 206 or 415, or Art 200; one semester hour per semester of Professional Theatre Experience; twelve semester hours of Practicum; and Theatre 400 or 470 (at least three semester hours credit). The mathematics requirement is met by Mathematics 120, 121, 123, or 151, or Statistics 161, 162, or 163. Students also complete a minor in another discipline or a contextual and support area chosen in consultation with the department.
Pre-Professional - Musical Theatre (B.A.)

Requirements: 100, 110 or 245, 205, 206, 220, 221, 300, 305, 320, 321, and 335. Students must also complete Voice Class or Private Voice or Choir (four semester hours), Piano Class or Private Piano (two semester hours), one semester hour per semester of Professional Theatre Experience, twelve semester hours of Practicum, and Theatre 400 or 470 (at least three semester hours credit). The mathematics requirement is met by Mathematics 120, 121, 123, or 151, or Statistics 161, 162, or 163. Students also complete a minor in another discipline or a contextual and support area chosen in consultation with the department.

Minor in Theatre
A student may minor in theatre by completing 100; 110; one course selected from 205, 210, or 215; 320; 321; and six semester hours of Practicum.

• 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.

THRE 102 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. Each class can be repeated for a maximum of three semester hours. One-half to three semester hours credit for each practicum; maximum credit of six semester hours per academic year.

THRE 105 Introduction to Acting (oc)
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 proficiency requirement for Oral Communication in the disciplines.

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.

THRE 180 and 181 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. Prerequisite: pre-professional track or permission of instructor. One semester hour each semester.

THRE 202 Practicum
See THRE 102.
THRE 205 Acting I (oc)
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.

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.

THRE 210 Fundamentals of Theatrical Design
Introduction to theories of theatrical design and their applications.

THRE 215 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.

THRE 220 Contemporary Dance I
Studio class in the fundamentals of modern and contemporary dance techniques,
theory, and improvisation, including jazz and musical theatre. Historical information,
dance terminology, dance execution, and choreography. Prerequisite: permission of
instructor.

THRE 221 Contemporary Dance II
Studio class in intermediate modern and contemporary dance techniques, theory, and
improvisation, including jazz and musical theatre. Application of style and audition
techniques for the dancer. Prerequisite: 220.

THRE 233X Studies in Drama (English 233)

THRE 245 Voice for the Stage (oc)
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 proficiency requirement
for Oral Communication in the disciplines.

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.

THRE 280 and 281 Professional Theatre Experience
See THRE 180 and 181.

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.
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.

THRE 302 Practicum
See THRE 102.

THRE 305 Acting III
Examination of major historical periods and genres; focus on classical tragedy and comedy, Shakespeare, Moliere, Brecht, and others. Prerequisite: 206.

THRE 310 Advanced Design for the Theatre
Selected topics in advanced design and technology with emphasis on contemporary skills and techniques. Prerequisite: 210.

THRE 315 Advanced Directing for the Stage
Application of the techniques for directing introduced in 215; includes preparation of a one-act play or excerpt from a full-length play for presentation. Prerequisite: 215.

THRE 320 Theatre History I
Survey of world theatre from its origins to the Restoration; emphasis on major periods, typical plays, important personages, and major architectural and production techniques.

THRE 321 Theatre History II
Study of world theatre from the Restoration to the present; emphasis on major periods, typical plays, important personages, and major architectural and production techniques.

THRE 325 Introduction to Playwriting
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.

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.

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 380 and 381 Professional Theatre Experience
See THRE 180 and 181.

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.

THRE 402 Practicum
See THRE 102.

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.

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.

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 and 481 Professional Theatre Experience
See THRE 180 and 181.

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.

Women’s Studies minor

Tracy Lauder, Program Advisor

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’s Studies Courses
WSTU 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.

**WSTU 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.

**WSTU 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.

• **ADDITIONAL COURSES**

**WSTU 205X PSYCHOLOGY OF SEX AND GENDER (PSYCHOLOGY 205)**

**WSTU 233X WOMEN AND GENDER IN MODERN EUROPE (HISTORY 233)**

**WSTU 250X WOMEN AND MEDIA (MASS COMMUNICATIONS 250)**

**WSTU 300X RACE, CLASS, GENDER, AND SEXUALITY (PUBLIC POLICY AND COMMUNITY SERVICE 300)**

**WSTU 304X WOMEN IN EUROPE, 500-1700 (HISTORY 304)**

**WSTU 309X STUDIES IN U. S. WOMEN’S HISTORY (HISTORY 309)**

**WSTU 345X WOMEN IN LITERATURE (ENGLISH 345)**

**WSTU 350 SPECIAL TOPICS IN WOMEN’S STUDIES**
Discussion and study of selected topics in Women’s Studies with emphasis on student interests. Prerequisite: 200.
GRADUATE STUDIES

Program Directors
John Herbert Roper, American History
E. Herbert Thompson, English/Language Arts
Janet Justice Crickmer, Reading Specialist
Douglas E. Arnold, Professional Studies Master of Education
Talmage A. Stanley, Community and Organizational Leadership

Tracks
English/Language Arts (M.A.Ed.)
Reading/Language Arts (M.A.Ed.)
Reading Specialist (M.A.Ed.)
Professional Studies Master of Education (M.Ed.)
Special Education - General Curriculum
American History (M.A.Ed.)
Community and Organizational Leadership (M.A.COL)

ENGLISH/LANGUAGE ARTS (M.A.ED.)

Objectives: To provide practicing and prospective teachers the opportunity to learn contemporary pedagogy in English, Language Arts, and Reading, to address contemporary and controversial issues that affect public education, and to develop technology skills as they relate to education in English, Language Arts, and Reading. This program is designed to meet Virginia certification standards.

English/Language Arts Requirements: English/Language Arts 501, 502; Education 503, 545; English 520, 525; one course from English 540 or 545; one course from English 550, 555, 560, or 570; one course from English 575, 580, or 585; and English 600. Education 600 or English 600 seminar courses may be substituted for listed courses as approved by the Program Director.

Reading/Language Arts Requirements: English/Language Arts 501, 502; Education 503, 545; English 520, 525, and 540; one course from English 545, 555, or 570; one course from English 575, 580, or 585; and English 600. Education 600 or English 600 seminar courses may be substituted for listed courses as approved by the Program Director.

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.

Reading Specialist Requirements: Education 503, 504, 510, 511, 512, and 519; English 520; and English/Language Arts 502, 514, and 516. Substitutions for listed courses must be approved by the Program Director.

PROFESSIONAL STUDIES MASTER OF EDUCATION (M.ED.)

Five-Year Program Combined Bachelor’s Degree and M.Ed. 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 150 semester hours, 30 of which must be at the graduate level, to receive the Master's degree.

Persons who already have a bachelor’s degree may also participate in the Professional Studies Master of Education degree program. Students should consult the Director or Associate Director of the Teacher Preparation Program.

**Enrolled Emory & Henry College undergraduate students in a teacher preparation field:** Enrolled E&H undergraduate students should apply to enroll in the Five-Year Teacher Education 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, 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. The Professional Semester will consist of 520, 540, or 560; 521, 541, or 561; and 530 or 550 based on the appropriate level of instructional assignment.

**Enrolled Emory & Henry College undergraduate students in a field of study other than teacher preparation:** Enrolled E&H undergraduate students who are not completing a teaching degree program at the undergraduate level may apply to the Professional Studies Master of Education degree program after they have completed at least 72 semester hours of undergraduate credit. Qualified students can complete graduate credit while completing their B.A. or B.S. degree. Initially, students will be conditionally admitted to the Professional Studies Master of Education degree program. Persons will be fully admitted after completing a bachelor's degree and maintaining admission and program requirements. Students should consult the Director or Associate Director of the Teacher Preparation Program.

**Required courses:** Students accepted into the Professional Studies Master of Education degree program will complete 501 or 501B; 505; 520, 540, or 560; 521, 541, or 561; 530 or 550, 545, 549 (E or S), and 570, for a total of 30 semester hours. Any undergraduate work required for Virginia Board of Education licensure also will be required. Substitutions for listed courses must be approved by the Program Director.

**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. All travel and personal expenses are the responsibility of the student. Prerequisites: overall GPA of at least 2.75, and, if applicable, 3.0 in major subject field at Emory & Henry, approval of Committee on Teacher Preparation, and admission to the teacher preparation program, including passing of Praxis I. 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.

**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:** 30 semester hours at the 500 or 600 level, including History 502; 503; 505; 507; 516; either 517 or 519; 520; one course chosen from 536, 539, or 540; 552, and 600.

**Additional Requirements for M.A.Ed. and M.Ed.**

When students have completed 24 semester hours of course work, 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.

**Community and Organizational Leadership (M.A.COL)**

**Objectives:** To equip early and mid-career professionals with the skills necessary for them 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.

**Requirements for the Master of Arts in Community and Organizational Leadership with a focus on Nonprofit Leadership:** MCOL 501, 502, 503, 510 or 520, 512, 515, 518, 530, 532, 535, and 600.

**Requirements for the Master of Arts in Community and Organizational Leadership with a focus on Health Care Policy and Advocacy:** MCOL 501, 502, 503, 510 or 520, 512, 515, 518, 540, 542, 545, and 600.

**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.
**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 overall and 3.0 in the major; submission of a writing sample of high quality; review by an admissions committee; and a passing score on Praxis I or meeting the Virginia Department of Education criteria for exemption. 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.

**Requirements for Admission (M.A.COL Program)**
Admission to the 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; completion of the Graduate Record Examination; 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 requirement. Prospective graduate students are required to provide three recommendations from individuals familiar with their work, and submit a completed application for graduate admission.

**Academic Policies for Graduate Students**
Each graduate student is assigned an advisor who is a member of the graduate faculty. Advisors evaluate whether students are making appropriate academic progress and refer them to appropriate resources on campus.

Changes to a student’s individual program of study must be approved by the Program Director. 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 Dean of Faculty and the appropriate Program Director, may award a grade of F.

**Transfer Credit for Graduate Students**
A student may transfer up to six hours of graduate credit from another accredited college or university or from one of the accredited programs at Emory & Henry College. 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 Education, English, or History 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 portfolio or experiential learning.
### Grades and Grade Points for Graduate Studies

Final grades for graduate course work are assigned as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Points per Semester Hour</th>
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<tbody>
<tr>
<td>A</td>
<td>4.00</td>
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<tr>
<td>A-</td>
<td>3.67</td>
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<tr>
<td>B+</td>
<td>3.33</td>
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<td>B</td>
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<td>B-</td>
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<td>C+</td>
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<td>C-</td>
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<td>F</td>
<td>0</td>
</tr>
<tr>
<td>W (Withdrawn)</td>
<td>No credit/no penalty</td>
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</tbody>
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### Requirements for Graduation with a Master’s Degree

Graduate students should select courses in their desired track in consultation with the appropriate Program Director or their advisor. Students can reasonably expect to complete the degree within a three-year period, including enrollments in fall, spring, and summer terms. Thirty (30) total semester hours are required for completion of the Master’s degree. 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.

Satisfactory progress requires a 3.00 GPA. Any student in the graduate degree program whose GPA falls below 3.00 after attempting nine or more semester hours of course work 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.

### 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 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 FOR GRADUATE STUDENTS**
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.

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 Student Financial Planning 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 Student Financial Planning. A committee will be convened, consisting of the Director, the Registrar, the Vice President for Enrollment Management, and the Associate Dean of Academic Affairs. 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.

**• PROFESSIONAL EDUCATION COURSES**
**EDUC 501 Practicum in Education**
Required of all persons seeking a licensure which includes grades 6, 7, or 8. Approximately eighty hours on-site experience. A research paper and/or action
research project and presentation to the class are required for graduate credit. Prerequisite: permission of instructor and Education Department. Education practicum fee.

**EDUC 501B Practicum in Interventions for Students with Dis/Abilities in Special and Inclusive Education**
Required of all persons seeking a licensure that includes special education-general curriculum K-12. Approximately eighty hours on-site experience in an inclusive setting. Prerequisite: permission of instructor and Education Department. Education practicum fee.

**EDUC 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.

**EDUC 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.

**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. A research paper and/or action research project and presentation to the class are required for graduate credit. Co-requisite with Education 509.

**EDUC 509 Action Research Practicum**
Design and implementation 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 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.

**EDUC 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.
EDUC 512 Needs of the Exceptional Literacy Learner
Overview and characteristics of exceptional readers and writers, including learners in special education and gifted programs. Review of scientifically-based research interventions. Prerequisite: admission to M.A.Ed. program or permission of instructor.

EDUC 518 Supervision of Instruction
Introduction to supervision, emphasizing skills for a supervisor to perform effectively in a leadership position. Special attention to developing skill in human relations, group processes, and personnel administration and evaluation, particularly in reading/language arts programs. Prerequisite: permission of instructor. One or two semester hours. Repeatable for credit to a maximum of three semester hours.

EDUC 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.

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. A research paper and/or action research project and presentation to the class are required for graduate credit. Two semester hours.

EDUC 521 Supervised Teaching in Primary, Elementary, or Middle School
3.5 score on 4.0 scale for graduate credit. 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. A research paper and/or action research project and presentation to the class are required for graduate credit.

EDUC 540 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. A research paper and/or action research project and presentation to the class are required for graduate credit. Two semester hours.

EDUC 541 Supervised Teaching in Secondary School
3.5 score on 4.0 scale for graduate credit. 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 dis/Abilities. Legal aspects, regulatory requirements, and expectations associated with identification, education, and evaluation of students with and without dis/Abilities. Virginia Standards of Learning and the organization of schools. A research paper and/or action research project and presentation to the class are required for graduate credit. Prerequisite: junior or senior status or permission of instructor.

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. A research paper and/or action research project and presentation to the class are required for graduate credit. Prerequisites: 310 and senior status.

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. A research paper and/or action research project and presentation to the class are required for graduate credit. Co-requisite: 501 or 501B.

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. A research paper and/or action research project and presentation to the class are required for graduate credit.

EDUC 560 Seminar: Teaching in the K-12 Special and Inclusive Classroom

EDUC 561 Student Teaching in K-12 Special and Inclusive Education
3.5 score on 4.0 scale for graduate credit. 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 dis/Abilities, gifted and talented, and those who come from culturally, linguistically, socioeconomically, or multiculturally diverse backgrounds. Prerequisite: 305 or 505. Students preparing to teach should take 570 concurrently with 115.

**EDUC 600 Graduate Seminar**
Selected content, pedagogy, movements, or issues in the K-12 curriculum. Prerequisites: graduate status and permission of instructor.

**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 dis/Abilities. Theories, characteristics, etiology, and needs of students with specific learning dis/Abilities, students with emotional disturbance, multiple dis/Abilities, 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.

**SPED 503 Assessment and Collaboration in Special and Inclusive Education**
Understanding of the assessment and evaluation of students with dis/Abilities. 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.

**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.

• **ENGLISH COURSES**

**ENGL 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. Software applications included.
ENGL 525 Composition Theory: Research and Applications
Examination of rhetorical theory and contemporary writing research as they apply to classroom practice. Software applications included.

ENGL 540 Children’s Literature: Criticism, Research, and Applications
Survey of classical to contemporary children’s literature. Attention to criticism of children’s literature and research about its teaching.

ENGL 545 Young Adult Literature: Criticism, Research, and Applications
Survey of classical to contemporary young adult literature. Attention to criticism of young adult literature and research about its teaching.

ENGL 550 Topics in British Literature
Major works of British literature studied in the context of contemporary critical trends, with attention to innovative teaching strategies.

ENGL 555 Topics in World Literature and Comparative Cultures
Major works of world literature studied in the context of contemporary critical trends, with attention to innovative teaching strategies.

ENGL 560 Topics in American Literature
In-depth coverage of a specific period or region (e.g., the American Renaissance, Literary Modernism, Southern Writing, Appalachian Literature).

ENGL 565 Multicultural American Literature
Major texts of African American, Native American, Asian American, and Hispanic writers, examined in historical and literary contexts.

ENGL 570 Literary Genres: Poetry, Fiction, Drama
A theoretical and critical introduction to the literary genres of poetry, prose fiction, prose, and drama, with selected readings of each.

ENGL 575 Creative Writing
Development and sharing of advanced projects in fiction, poetry, and drama, along with readings of contemporary writers.

ENGL 580 Creative Dramatics
Techniques for using drama in the classroom, as well as formalized production techniques. Children’s theater, improvisation, storytelling, and dramatization of literature.

ENGL 585 Advanced Speech
Confident speaking, explanation, and direction giving. Introducing theater in the classroom through reports, discussion, and debate. Dialect, pronunciation, and pathology.

ENGL 600 Graduate Seminar
Intensive study of selected literary and/or rhetorical topics. Particular writers, movements, issues, or periods within any area of the English curriculum or canon. One to four semester hours.
ENGL 601 INDEPENDENT STUDY
Advanced independent research in a special area of literature and criticism, or a creative writing project. 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.

• ENGLISH/LANGUAGE ARTS COURSES
ENLA 501 CURRICULUM, TECHNOLOGY, AND TEACHING METHODS IN ENGLISH AND LANGUAGE ARTS
Examination of approaches to curriculum development as they relate to English/Language Arts. Attention to the role of technology in English/Language Arts content and instruction. Curricular theory and pedagogical practice.

ENLA 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 holistically, and design of instruction to teach reading, comprehension, word development, and writing at children’s instruction literacy levels. Use of portfolio assessment for documenting literacy growth across the grades.

ENLA 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.

ENLA 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.

• 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.

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.

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.
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.

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.

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.

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.

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.

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.

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.

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.

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.

HIST 552 Latin America
Comparative analysis of structural continuities and revolutions in Latin American history since the pre-Columbian era.
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.

• 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.

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.

MCOL 503 Foundations of Organizational and Social Learning
Introduction to social and organizational learning and implications for applied practice in communities and institutions. Overview and practice of process design and developmental research.

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.

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.

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. Community leadership as a relational process, making decisions that convey respect for people and places.

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.

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.
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.

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.

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.

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.

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.

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.

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. Copies of the report and portfolio will be on deposit at Emory & Henry College’s Institute for Sustainable Communities and Kelly Library. Six semester hours.
ACADEMIC POLICIES

The policies below apply to undergraduate students. For academic policies which apply to graduate students, see the preceding section on Graduate Studies.

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.

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 the Lyceum requirement in a particular semester. Students who anticipate student teaching or internships which 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.

Deficits. Any student with a deficit of five or more absences at the end of a semester will receive a Lyceum Warning. This Warning will be reported with the grades at the end of the term, and a letter explaining the implications of this warning will be sent to the student and to the student’s advisor. Any student with a deficit of eight or more absences at the end of a semester will be placed on Lyceum Probation. Seniors with deficiencies not cleared in the final semester will not have met the Lyceum requirement for graduation.

SELECTION AND APPROVAL OF MAJOR

Each student’s major program must be approved by certain college officials. 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 approximately a 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 September 15 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 a proposal for an individualized area of concentration with approval from the Dean of Faculty and two faculty advisors. The proposal must meet these criteria:
- The coursework must include study in depth of at least one area of knowledge; 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 end of the student’s fifth semester, or its equivalent; the program must meet all the goals and expectations of the concept of a major and a contextual and support area.

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 any other discipline. It must entail at least 48 semester hours, and it thus is in lieu of major, minor, and/or contextual and support requirements.

**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 which includes a minimum of eight courses in each discipline (including the required courses) and meets the mathematics requirements appropriate to each major. 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 Dean of Faculty. 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 17 ½ semester hours. The tuition figure for one semester for a full-time student is based on a course load within this range. The total hours may comprise a mixture of full-credit and partial-credit courses.

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 17 ½ semester hours. Students who wish to carry more than 17 ½ semester hours must obtain written permission from the Dean of Faculty. 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 Dean of Faculty. 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.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Points per Semester Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.00</td>
</tr>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
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<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
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<tr>
<td>D+</td>
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<tr>
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<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>0.67</td>
</tr>
<tr>
<td>F</td>
<td>0 (Failure)</td>
</tr>
<tr>
<td>W (Withdrawn)</td>
<td>No credit/no penalty</td>
</tr>
<tr>
<td>WF (Withdrawn Failing)</td>
<td>0 (Failure)</td>
</tr>
<tr>
<td>WP (Withdrawn Passing)</td>
<td>No credit/no penalty</td>
</tr>
</tbody>
</table>
P (Passing) Credit given but no grade points
I (Incomplete) No credit/no penalty*

*See Incomplete Courses below

**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 (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 a Special Topics course or Concert Choir, 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. 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 the Dean of Faculty evaluate all transfer credit and determine its applicability toward fulfillment of requirements at Emory & Henry.
For those students pursuing a 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 an 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 of the following which 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), and one Connections course. Exceptions will be made for students in cooperative programs. 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 experiential learning, 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 Dean of Faculty 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 Dean of Faculty. 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 are exempted from Foundations I (ETLA 101) and the Lifetime Wellness course (ETLA 103), but not the associated physical activity courses.

Transfer students who enter Emory & Henry with at least forty-two semester hours are exempt from the Foundations II (ETLA 201) 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.** Students who have taken Spanish, French, or German in high school will take an online language placement exam, administered by the Department of Languages, in order to be placed in the appropriate course.

**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 a score of 4 or 5 on each AP examination. At the discretion of the appropriate college department, credit may be awarded for a score of 3.

**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 Dean of Faculty.

**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 which 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. An Emory & Henry graduate who enrolls in an Emory & Henry master’s degree program may apply to that program up to 6 semester hours of appropriate 500-level course work which counted toward the baccalaureate degree. 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. Thus there are no class “cuts” at Emory & Henry. 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 responsibility. 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 is primarily a residential college with a majority of its undergraduate students living on campus. Therefore, 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. Only the President or the Vice President for Academic Affairs or their designated representatives may authorize changes in the regular operating schedule.*

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 www.ehc.edu/studentlife/studentalert.html.

(2) Information will be posted on the college home page (www.ehc.edu) under the window entitled “Today @ Emory & Henry.”

(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. When the opening of the college is on a two-hour delay due to inclement weather, the following condensed class schedule applies:
Monday-Wednesday-Friday classes:
If the class is usually the delayed time is
8:00 to 8:50 10:00 to 10:25
9:00 to 9:50 10:30 to 10:55
10:00 to 10:50 11:00 to 11:25
11:00 to 11:50 11:30 to 11:55

Tuesday-Thursday classes:
If the class is usually the delayed time is
8:00 to 9:20 10:00 to 10:45
9:30 to 10:50 10:50 to 11:35
11:00 to 12:20 11:40 to 12:25

All other classes meet at their regular time.

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 Vice President for Academic Affairs (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 Vice President for Academic Affairs 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.

*Currently, the decisions to cancel or delay classes and/or cancel or delay the opening of offices because of inclement weather are made by the Vice President for Academic Affairs (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 Dean of Faculty. 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. 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

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; Noel-Levitz.

**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 Dean of Faculty. 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 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 Dean of Faculty. Incomplete courses are included as credit hours in calculating tuition and fee charges.

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 17 ½ 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.

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.

<table>
<thead>
<tr>
<th>Students who have earned</th>
<th>Must have a cumulative GPA of at least</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fewer than 26 hours of credit</td>
<td>1.800</td>
</tr>
<tr>
<td>At least 26 hours but fewer than 57</td>
<td>1.900</td>
</tr>
<tr>
<td>57 hours of credit or more</td>
<td>2.000</td>
</tr>
</tbody>
</table>

(Note: these semester hour totals include any credits transferred from other institutions.)

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. 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.

A student on academic probation who does not meet the 2.3 GPA required for automatic extended probation will face academic dismissal from the college. Appeals of academic dismissal status must be lodged within two weeks of notification of dismissal. 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 Dean of Faculty.

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, 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 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 second 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 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 withdraw from 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 medical or other demonstrably bona fide reasons acceptable to the Committee on Academic Standards. Students must submit a paper copy of their request to withdraw for medical reasons no later than the last day of classes of the term in which they wish to withdraw. To be approved, withdrawals for medical reasons must be certified by a licensed health professional. A first-year student may not withdraw from Transitions I or Foundations I, and a sophomore may not withdraw from Foundations II.

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 Dean of Faculty 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. 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 medical or other demonstrably bona fide reasons acceptable to the Committee on Academic Standards. Students must submit a paper copy of their request to withdraw for medical reasons no later than the last day of classes of the term in which they wish to withdraw. To be approved, withdrawals for medical reasons must be certified by a licensed health professional and are designated as W (Withdrawn).

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 end of the add-drop period of the semester in which the leave commences. The request will be reviewed by the Dean of Faculty, 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 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 Dean of Faculty 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 Dean of Faculty. 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**. 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 **Snavely Prize** for their respective class. The winner of the Senior Snavely 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.

**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*. For information on other awards given to students, consult the **Student Handbook**.

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.

**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 a few of these opportunities and services. More detailed information is provided in the *Student Handbook*, published annually and given to each student. Other persons may request a copy of the *Student Handbook* from the Office of the Dean of Students.

**Campus Government and Interest Groups**

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. 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.

The principal legislative body of the student government is the **College Senate**, which is composed of the Student Body President, a majority of elected students, and a minority of faculty members and administrators. The Senate provides encouragement and funding to a wide variety of student interest groups and sports clubs. Additional independent student organizations provide a rich variety of extracurricular options on campus. Students wishing to begin a new campus organization should meet with the Dean of Students 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*, WEHC-FM, and campus media outlets under the supervision of the Mass Communications Department, 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 seven members: four students, one faculty member, one community member, and the Assistant Dean of Students.

**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 certain number of approved Lyceum events as part of college graduation requirements.

**Student Activities**
To provide on-campus opportunities for entertainment, recreation, and socializing, the college offers an ambitious student activities program under the direction of the Office of Student Life. Assisted by students who hold membership on the Student Activities Committee, the office sponsors intramural competition in more than twelve sports, plans an annual calendar of dances and concerts, brings to campus popular comedians and other entertainers, and provides a regular selection of popular movies for viewing. In addition, the office manages facilities such as the Martin-Brock Student Activities Center (which houses a game room and student lounges), 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, cross country, and golf; 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 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.

**Residence Halls**

Room assignments are made through the Office of Student Life. 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. Each resident student signs a housing contract 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 damage. 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 a main entrance key to the residence hall. 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.

**Academic Support and Student Services**

The Paul Adrian Powell III Resource Center is centrally located in Wiley Hall and houses Academic Services, Career Services, and Counseling Services. The mission of the Resource Center is to assist all students in achieving their goals -- personal, academic, and professional.

*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 with Academic Support Services, students should contact the Director of Academic 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 Academic 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 Academic 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 permitted, 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 Academic Support Services immediately.

**Advising services** are also available through the Powell Resource Center. The staff coordinates first-year student placement and registration, trains and supports faculty advisors, and provides intervention and help for students on academic warning or probation. Students who need supplemental academic advising are welcome to make an appointment with a staff member.

**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.

**Career counseling** is provided by the staff of the Paul Adrian Powell III Resource 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.

**Job search services** are provided by Career Services. Seniors and alumni seeking full-time, permanent positions, along with other students who desire summer or part-time work, may consult with career services staff. Students can receive assistance with résumé writing, interview skills, and job search strategies. The Career Services staff also offers General Studies 201: Career Planning and Development, to help students with the career exploration process.

Seniors and alumni may prepare a credentials file in Career Services, collecting references, transcripts, and other information which frequently is used in job-hunting. After the individual collects the materials for his or her file, Career Services can provide copies to prospective employers at the request of the student or alumnus. Career Services maintains information which shows the employment patterns and graduate school enrollments of graduates. This information is available to current and prospective students, faculty, and other interested persons.

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 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. Certain routine medical services are provided to students through fees included in the tuition charge. 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. It is strongly recommended that each student have personal hospitalization insurance, as described in the catalog section on **Student Insurance**.

**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.

**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 from the Office of the Dean of Students. 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 which interferes with the legitimate rights of others, the use of threat 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. Drinking or possession of alcoholic beverages on the campus is prohibited. Using or possessing illicit drugs is prohibited. 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.

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 judicial code 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.

Admissions Procedures
The administration and faculty seek to bring together on the campus a group of men and women who represent diverse backgrounds and who are well suited for the particular educational program of Emory & Henry College. The college community is one in which the unique talents and interests of each individual student are developed with a view toward personal fulfillment and positive community growth. Emory & Henry actively strives for diversity with respect to the socioeconomic, cultural, and ethnic backgrounds represented in the student body. In its admissions policies and procedures, the college does not discriminate on the basis of race, color, national origin, age, religion, sex, or physical handicap.

In admissions decisions, emphasis is placed on students who are highly motivated and academically well prepared. The admissions requirements include four years of English, three or more units of mathematics (at least through Algebra II), two or more units of laboratory science, at least two units of a single foreign language, and two or more units of social studies and history. Among electives, at least one course in the fine arts is strongly recommended.

In reviewing an application for admission, members of the admissions staff consider the following: the secondary school record, including strength of the curriculum in the senior year; performance and aptitude as measured by GPA, class rank, and standardized test scores; and involvement and leadership in extracurricular and community activities. Additionally, recommendation letters are required, while personal statements or essays are strongly considered.

Regular Admissions
The college utilizes a “rolling admissions” procedure, processing applications on a continuous basis throughout the year. In most instances, candidates will be notified of the admissions decision within two weeks after receipt of the completed application, starting August 1. A completed admissions file consists of the following: the basic application form, an official secondary school transcript, a report of either Scholastic Assessment Test (SAT I) or American College Test (ACT) scores, a non-refundable $30 application fee, and at least one recommendation letter. Personal statements or essays from the applicant, while not required, are strongly recommended. In a case in which additional data are requested before an admission decision can be made, the applicant will be notified promptly once the supplemental information is received.

An admitted student may reserve a place in the entering class by submitting an enrollment deposit of $400 ($250 for commuters). This deposit is applied to tuition charges for the initial semester of enrollment. The college honors a request for a refund of the deposit received on or before May 1, the standard candidate’s reply date. After that date, deposits are not refundable.

Early Application
Students who submit all required information on or before December 1 will receive
an admissions decision and may receive a preliminary financial aid estimate by January 1. (Note: See the Emory & Henry College Financial Aid Handbook online for complete information on the financial aid process.) Students are not required to withdraw applications to other colleges, and a $400 deposit ($250 for commuters) is not required until May 1.

To be considered for Early Application, a student should submit the completed application form, along with an official secondary school transcript, a report of either the Scholastic Assessment Test (SAT I) or American College Test (ACT) scores, a non-refundable $30 application fee, and at least one recommendation letter, by December 1. Personal statements or essays from the applicant, while not required, are strongly recommended. The college agrees to notify candidates of their admission no later than December 20.

**TRANSFER STUDENTS**

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: the basic application form, official transcripts from all colleges previously attended, a $30 application fee, and a completed Dean’s Certificate for Transfer Students. Any student transferring to Emory & Henry with fewer than 26 credit hours will also be required to submit official high school transcripts and college entrance test scores.

Students who are classified as transfer students and who enroll at Emory & Henry College during the 2011-2012 academic year will use the academic catalog indicated by their transfer credit hours below:

<table>
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<tr>
<th>Students who have transferred</th>
<th>Will use the catalog from</th>
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<tr>
<td>56 or fewer semester hours</td>
<td>2011-2012 (current catalog)</td>
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<tr>
<td>57 to 86 semester hours</td>
<td>2009-2010</td>
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<tr>
<td>87 or more semester hours</td>
<td>2008-2009</td>
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Prior to enrolling at Emory & Henry, transfer students have the right to review 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 will accept for admission any student who has graduated from a Virginia community college with a transfer-oriented associate degree program (Associate of Arts, Associate of Science, and Associate of Arts and Sciences degrees).

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 on 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 550 on the paper test, 213 on the computer-based test, or 79 on the internet-based test is required for acceptance. In lieu of TOEFL results, the college will accept completion of an accredited Level 9 English as a Second Language course, from an ESL Center in the United States.

**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, and meals, in addition to the price of round-trip airfare from the native country, 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 and Interviews**

Every prospective student is urged to visit the Emory & Henry campus for an interview with an admissions officer, a tour of the campus and facilities, and contact with students and faculty. The Admissions Office is open 9 a.m.-5 p.m. on weekdays throughout the year and by appointment on Saturdays during the regular nine-month school year. Appointments can be arranged by contacting the Admissions Office, Emory & Henry College, Emory, VA 24327-0947. Telephone 800-848-5493 or 276-944-6133; email ehadmiss@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 August 1 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, the Vice President for Enrollment Management 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 must appeal to the Committee on Academic Standards for permission to re-enroll. Students who are on 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.

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, rather than in one location. At Emory & Henry College, students and their families can efficiently handle their administrative business, since all three offices have been merged into a single office. The three distinct yet interconnected functions (financial aid, student accounts, and registrar) each have specific staff members, but there is also a group of CSA representatives to assist students in all three areas. Students are invited to contact the CSA Office with any questions or concerns.

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.

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 CSA 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 CSA 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 CSA 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 CSA 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 To Maintain Eligibility for Financial Aid

With normal academic progress and a grade point average (GPA) of at least 2.0, a student should graduate from Emory & Henry College in four years. However, situations do arise - illness, family crises, etc. - which can slow a student’s progress. A minimum standard is established in an effort to make allowances for the unforeseen in a student’s life.

The standard considers both the quantity and quality of hours achieved within the academic year. As a full-time student, one must achieve a minimum of 24 hours per academic year. At this minimum quantity of hours, a student would be enrolled for five years in order to complete the degree. The quality of those hours achieved is also important. In order to retain eligibility for Title IV federal financial aid, one must achieve at least a 1.80 cumulative GPA by the end of the first academic year, a 1.90 cumulative GPA by the end of the second academic year, and once junior status (57 semester hours) is achieved, a minimum GPA of 2.0 is required for continued aid eligibility.

<table>
<thead>
<tr>
<th>After Semester*</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Normal Progression</td>
<td>15</td>
<td>26</td>
<td>42</td>
<td>58</td>
<td>74</td>
<td>90</td>
<td>107</td>
<td>124</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Normal GPA</td>
<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minimal Progression</td>
<td>12</td>
<td>24</td>
<td>36</td>
<td>48</td>
<td>60</td>
<td>72</td>
<td>84</td>
<td>96</td>
<td>108</td>
<td>120</td>
</tr>
<tr>
<td>Minimum GPA</td>
<td>1.80</td>
<td>1.80</td>
<td>1.90</td>
<td>1.90</td>
<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
</tr>
</tbody>
</table>

*Note: This grid does not reflect Emory & Henry College’s summer term, which is optional. We strongly encourage students to use the summer term to gain extra hours and improve GPA to aid in achieving satisfactory academic progress. Students may use hours earned in summer
term at Emory & Henry College or another institution to avoid suspension of eligibility based on quantity of hours. Only the GPA earned at Emory & Henry College counts toward the quality requirement.

At the end of each spring semester, the student’s record will be evaluated for satisfactory academic progress. If the student fails to meet the minimum qualitative or quantitative requirements, all Title IV federal, state, and institutional financial aid is suspended. However, the student has the right to appeal that decision.

To file an appeal:

1. Meet with your advisor and devise an academic plan to achieve satisfactory academic progress within the next academic year. This is a critical part of your appeal. If for any reason you cannot contact your advisor, you must work with the Associate Dean of Academic Affairs or the Dean of Faculty to develop your academic plan.

2. Write your letter of appeal to the Director of Student Financial Planning, explaining how and why you fell short of the minimum standard, as well as how you plan to correct the problem, moving forward. Include a copy of your academic plan approved by your faculty advisor, the Associate Dean of Academic Affairs, or the Dean of Faculty.

Your appeal will be reviewed by a committee including the Director of Student Financial Planning, the Registrar, the Vice President for Enrollment Management, and the Associate Dean of Academic Affairs. If it is deemed feasible for you to achieve satisfactory academic progress within the year, a probationary period of one academic year will be allowed (Level 1 Probation). During probation, you will retain eligibility for Title IV federal financial aid as well as need-based institutional aid, not otherwise subject to a GPA requirement.

At the end of the probationary period, you must have regained satisfactory academic progress as defined above. If that level of progress has not been achieved, your Title IV federal and need-based eligibility will be suspended (Level 2 Aid Suspension) until the academic term following the academic year in which satisfactory academic progress is achieved. Eligibility for private loans not subject to satisfactory academic progress may continue, but these are subject to stringent credit standards, require cosigners, and take substantial time to complete.

Failure to complete your degree in six years will result in a Level 3 Aid Termination of your eligibility for Title IV federal and need-based institutional financial aid.

While you should be aware of your standing based on this policy and your academic record, every effort will be made to advise you of academic standing for financial aid purposes. An email may be sent to the current email address on record in the Centralized Student Assistance Office as reported on the FAFSA or updated by you, as well as your campus email address. A letter will also be sent to your last known address advising you of your failure to maintain satisfactory academic progress, your level of sanction, and reminding you of the appeals process. The Centralized Student Assistance Office is not responsible for lost, late, or misdirected mail whether via the U. S. Postal Service or electronic format. Remember that your aid will be automatically suspended pending your appeal. If you fail to file an appeal by July 1 of any given year, you risk having no federal, institutional, or state aid for the upcoming academic year. There may be some private loans available that are not subject to satisfactory academic progress, but those may have stringent credit standards. You
should be aware of your academic status at all times and should not wait on official notice to start your appeal process.

150% Rule
While the minimum standard is based on hours achieved and not attempted, all hours attempted count toward the maximum length of your degree program. We may only offer you financial aid for 150 percent of the hours required for your degree. For example, for a degree program requiring 120 semester hours to graduate, financial aid eligibility ends after 180 semester hours are attempted, whether or not those hours are achieved. Steady progress toward your degree is crucial to maintaining eligibility for aid.

If you retake a course, only the highest grade will count in the tally for academic quality, but the original course will continue to count in the total hours attempted. If you withdraw from a course after the regular drop/add period at the beginning of each term, you may receive a grade of W. That course will continue to count in the total hours attempted for your degree program. If you withdraw or take a leave of absence from school mid-semester and re-enroll at a later date, those courses from which you withdrew will also count toward time spent on your degree program. One semester of withdrawals, or one or two withdrawals after the end of the drop/add period, will not cause any problem. However, a continued pattern of enrolling and withdrawing from a class or classes before completing them will result in financial aid eligibility ending before you have achieved your degree. Coursework transferred into Emory & Henry College toward your enrollment here also counts within the 150 percent rule.

Further information on satisfactory academic progress for receiving financial aid is available in the Emory & Henry College Financial Aid Handbook available online under Costs & Financial Aid, Resources, or you may contact the Director of Student Financial Planning.

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 work-study wages which are disbursed in the form of paychecks 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 Director of Student Financial Planning at Emory & Henry. Current or prospective students and their parents are welcome to make an appointment to talk in person with the Director. Please write the Centralized Student Assistance Office, Emory & Henry College, P. O. Box 947, Emory, Virginia 24327-0947; email ehfinaid@ehcedu; or call 276-944-6105 or 866-794-0010.

**Costs**

Emory & Henry’s costs are among the lowest charged by any private college in Virginia. This structure of charges is made possible because of generous support from alumni and other friends of the college, along with endowment earnings. Each year’s charges are established by the Board of Trustees and are subject to change by action of that body. Charges are the same for in-state and out-of-state students. However, Virginia residents qualify for a special state grant under the Tuition Assistance Grant Program (TAG). See catalog section on Expectations of Students for information on college regulations pertaining to on-campus housing and meals.

**Fees 2011-2012**

Most fees are listed below, followed by explanations of the fees. This list is not necessarily all-inclusive, as certain courses and activities may have miscellaneous fee requirements for items such as lab kits, etc. For information on costs which a student may expect to incur in addition to these specific fees—such as textbooks, transportation, and personal expenses—the Centralized Student Assistance Office will provide a sample student budget for the current year. The college reserves the right to modify its charges at any time.

**Full-Time Tuition, Room, and Board**

<table>
<thead>
<tr>
<th>Description</th>
<th>per semester</th>
<th>per year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time Tuition (12 to 17.5 credit hours)</td>
<td>$13,520</td>
<td>$27,040</td>
</tr>
<tr>
<td><strong>Commuting Student Charge</strong></td>
<td>$13,520</td>
<td>$27,040</td>
</tr>
<tr>
<td>Double Room (air conditioned)</td>
<td>$  2,256</td>
<td>$  4,512</td>
</tr>
<tr>
<td>Board (includes 19 meals per week and $140 flex dollars)</td>
<td>$  2,276</td>
<td>$  4,552</td>
</tr>
<tr>
<td><strong>Residential Student Charge</strong></td>
<td>$18,052</td>
<td>$36,104</td>
</tr>
</tbody>
</table>

**Special Academic Charges and Fees**

- Part-Time Tuition (fewer than 12 credit hours) $1,082 per credit hour
- Special Part-Time Tuition (not seeking a degree, certificate, or endorsement) $720 for one course/semester
- Course Overload Fee (above 17.5 credit hours) $1,082 per credit hour
- Applied Music Private Lesson Fee $405 per course
- Course Audit Fee (maximum 2 per semester) $290 per course
- Supervised Teaching Fee $500
Praxis I Education Fee $175
Praxis II Education Fee $130
Education Practicum Fee $100
Graduation Fee $200
Late Graduation Contract Fee $125
Diploma Reorder Fee $ 50
Transcript Fee $ 7

**Summer School – 2012 Term I**

Tuition $435 per credit hour
Room $360
Board $450

**Summer School – 2012 Term II**

Tuition $435 per credit hour
Room $720
Board $900

Graduate Tuition – M.A.Ed. or M.Ed. $315 per credit hour
Graduate Tuition – M.A.COL $465 per credit hour

**Other Charges and Adjustments**

Enrollment Deposit $250
Room Reservation Deposit $150
Returned Check Fee $ 30 per check
Annual Automobile Registration Fee $120
Replaced I.D. Card Fee $ 50

Student Accident & Sickness Insurance Basic Plan $296
(Required of all full-time students unless waived. The annual premium can be waived by domestic students upon proof of major medical coverage in the southwest Virginia/northeast Tennessee region by August 1, 2011)

Student Accident & Sickness Insurance Basic Plan with spousal coverage (optional) $592
Student Accident & Sickness Insurance Basic Plan with children coverage (optional) $516

**Options/Amenities**

Private Room Charge $555 per semester
Non-Air Conditioned Residence Hall (double occupancy) $2,160 per semester
New Residence Halls in the Village (double occupancy) $2,780 per semester
Elm Residence Hall (double occupancy) $2,890 per semester
14 Meal Plan (with $165 flex dollars) $2,130 per semester
10 Meal Plan (with $100 flex & 60 Small Swipes) $1,935 per semester
Commuter Meal Plan (5 meals per week) $650 per semester
Additional 10 Small Swipes purchased online $40 at www.ManageMyId.com

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 17.5 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 17.5 credit hours pay for each additional hour or fraction thereof on a prorated basis as described above.

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 17.5 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 17.5 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 17.5 hours.

Supervised Teaching Fees. Students enrolled in Introduction to Education (Education 114), Supervised Teaching (Education 421 or 441), or Practicum (Education 401) pay fees to cover costs beyond the regular instructional program at the college. These fees include expenses for the Praxis I exam, supervision in the public schools, and the National Teacher Examination.

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 resumé 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.

Other Charges and Adjustments

Enrollment Deposit. After acceptance and at the start of each academic year, students must pay $250, which is applied to their student account, to confirm their enrollment. This fee is refundable until May 1 prior to the fall semester and December 15 prior to the spring semester.

Room Reservation Deposit. Each new and returning residential student is required to pay a $150 room reservation deposit to the Centralized Student Assistance Office prior to room draw during the spring semester. This deposit will be applied to the student’s fall semester balance. In order to receive a refund of the room reservation deposit, a student not returning should notify Residence Life before June 1. Residence Life will then notify the Centralized Student Assistance Office to issue a refund check. Cancellations received by Residence Life on or after June 1 are not refundable.

Automobile Registration Fee. Every commuting student and residential student with a car is required to register the vehicle each school year. Vehicle registration forms will be sent with the bill package, 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 enclosed with the bill package, to 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.

Student Insurance

All full-time students and all athletes, part-time and full-time, are required to maintain primary major medical insurance coverage including treatment in the southwest Virginia/northeast Tennessee region. Proof of insurance is required annually and must be maintained continuously. Students who are unable to provide proof of acceptable coverage will be charged for a low-cost, limited benefit accident and sickness plan available through an independent agent. This insurance is provided on a hard-waiver basis, meaning that proof of acceptable insurance must be provided before the charge will be removed from the student’s account. If a student is covered by an acceptable family insurance policy and the family does not desire more coverage, the student must complete a waiver form at http://www.studentplanscenter.com selecting “Emory & Henry College” and “on-line waiver.” The insurance charge will be removed if the waiver form is completed online after July 1 and before August 1 of each academic year. Otherwise, the student insurance fee will remain on the account, and the student will be covered by the policy. International students and Study Abroad students are required to obtain international medical insurance, provided through an independent agent, for the particular semester(s) or year(s) involved. Proof of this insurance must be presented to the Office of the Dean of Students no later than the first day of classes. Detailed information about insurance is explained in a brochure mailed in late spring to parents of students planning to enroll in the fall.
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**

Students are billed monthly to the address of choice that is submitted to the Office of the Dean of Students. The bill for the fall semester is mailed during the first week of July, and the bill for spring semester is mailed during the first week in December. This bill includes all anticipated charges based upon the course registration as of the date of billing for tuition, fees, room and board, and other general charges, as well as financial aid awards for those who have completed their financial aid process. Students must remit the full balance due or be enrolled in an approved payment plan by the first day of classes in order to be eligible to attend classes and to obtain (or maintain, if preregistered) their class schedules. Students may contact the Centralized Student Assistance Office for details on the college’s payment plan.

Any student whose account is not current will be ineligible to participate in preregistration or room draw and may be prohibited from charging at the college’s bookstore. 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 any attorneys’ fees and/or other costs associated with the collection of the unpaid balance. A delinquent account also may be reported to major credit bureaus.

**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 refunds are granted to those persons who are dismissed from the college for disciplinary reasons. Students who withdraw from the college, even for illness or other emergencies, receive no refunds of room rent or other fees, and refunds for tuition and board are pro-rated as indicated below. The date of withdrawal used to compute refunds 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 refunds based on the date of official withdrawal. For an explanation of the procedures for official withdrawal, consult the catalog section on Academic Policies.

**During regular academic year**

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Refund Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before the first class</td>
<td>100% (minus any advance deposits)</td>
</tr>
<tr>
<td>Before the end of the first week of class</td>
<td>90%</td>
</tr>
<tr>
<td>Before the end of the second week of class</td>
<td>75%</td>
</tr>
<tr>
<td>Before the end of the third week of class</td>
<td>50%</td>
</tr>
<tr>
<td>Before the end of the fourth week of class</td>
<td>25%</td>
</tr>
<tr>
<td>No refund after four weeks</td>
<td></td>
</tr>
</tbody>
</table>
During summer session
During first week of semester 75%
No refund after the first week

Students receiving federal Title IV financial aid are subject to return of federal funds based on their date of withdrawal. Return of federal funds may result in a balance due to the college. Students should complete the official withdrawal process as soon as possible in order to set the day used for refund. Without an official withdrawal date, the college may be forced to return 50% of the student’s federal funds. Students are responsible for any remaining balance and should contact the CSA Office to arrange payment.

REFUNDS IN THE EVENT OF WITHDRAWAL FROM A CLASS
The schedule of refunds for withdrawal from a class is different from the above. No refunds are granted for a course dropped later than seven calendar days after registration day, or two days for Summer Session I, or five days for Summer Session II. 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 must complete an exit interview packet upon leaving the college, in accordance with federal regulations. Any such students who fail to complete this packet will be ineligible to receive transcripts and/or diplomas.
This is a register of appointments for 2011-2012. The date of appointment to the faculty is shown.

**Rosalind Reichard**
2006. President of the College. Chairperson of the Faculty. Professor of Mathematics. B.A., Harpur College of the State University of New York at Binghamton; M.S. and Ph.D., Michigan State University.

**Linda Harris Dobkins**
1996. Interim Vice President for Academic Affairs and Dean of Faculty. Associate Professor of Economics. B.A., Missouri Southern State College; M.S., Pittsburg (Kansas) State University; M.A. and Ph.D., Virginia Polytechnic Institute and State University.

**Scott Ambrose**
2006. Assistant Professor of Business. B.S., Presbyterian College; M.B.A., Georgia State 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.

**Sara Bier**
2007. Instructor of Geology. B.S., Juniata College; M.S., University of Tennessee.

**Paul H. Blaney**

**Scott M. P. Boltwood**
1996. Professor of English. B.A., Cornell University; M.A. and Ph.D., University of Virginia.

**Kelly J. G. Bremner**

**Rebecca R. Buchanan**
2008. Instructor of Physical Education. B.S., University of North Carolina at Chapel Hill; M.S., University of Tennessee.

**Kathleen R. Chamberlain**

**Krista Clark**
2011. Visiting Instructor of Economics. B.A., Boston University; M.S., Kansas State University; M.A.Ed., Virginia Polytechnic Institute & State University.

**Dennis C. Cobler**
2000. Assistant Professor of Physical Education. B.A., Emory & Henry College; M.A. and Ed.D., East Tennessee State University.

**Alise E. Coen**
2011. Assistant Professor of Political Science. B.A., Syracuse University; M.A. and Ph.D., University of Delaware.

**Janet Justice Crickmer**

**L. James Cumbo, Jr.**
1975. Professor of Business. Hull Chair of Economics and Business. B.S., East Tennessee State University; M.B.A., The College of William and Mary; Ph.D., Virginia Polytechnic Institute & State University.

**T. Edward Damer**

**Edward H. Davis**

**James M. Dawsey**

**Ronald E. Diss**
1988. Professor of Education. B.A., Marist College; M.Ed., University of Virginia; Ed.D., Virginia Polytechnic Institute & State University.
James C. Duchamp

Michael G. Duffy

Christopher Fielitz
2001. Associate Professor of Biology. B.S., University of Illinois; B.S. and M.S., University of Illinois at Chicago; Ph.D., University of Kansas.

Jennifer Flaherty

Christine M. Fleet
2006. Assistant Professor of Biology. B.S., Tufts University; Ph.D., Duke University.

Matthew D. Frederick
2003. Associate Professor of Music. B.S., West Chester University; M.Mu., Auburn University; D.M.A., University of Texas at Austin.

Beth Funkhouser
2010. Instructor of Physical Education. B.S., Emory & Henry College; M.Ed., University of Virginia.

A. Celeste Gaia
1997. Associate Professor of Psychology. B.A., Christian Brothers University; M.A. and Ph.D., University of Tennessee, Knoxville.

Charles W. Goolsby

Eric Grossman

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
2008. Instructor of Mathematics. Director of the Quantitative Learning Center. B.S., State University of New York at Fredonia; B.S., Clarkson University; M.S., University of Maryland.

Beverly Sheddan Hatch
2006. Instructor of Physical Education. B.A., Emory & Henry College; M.Ed., East Tennessee State University.

John Iskra
2004. Assistant Professor of Mathematics. B.S., University of Michigan; Ph.D., University of Tennessee.

Jerry L. Jones

Twange Kasoma
2007. Visiting Assistant Professor of Mass Communications. B.M.C., University of Zambia; M.S., Arkansas State University; Ph.D., University of Oregon.

Teresa D. Keller
1985. Professor of Mass Communications. B.A., King College; M.A., University of North Carolina-Greensboro; Ph.D., University of Tennessee.

Frederic R. Kellogg
1969. Professor of Religion. Floyd Bunyan Shelton Chair of Religion. B.S., Louisiana Tech University; M.Th., Southern Methodist University; Ph.D., Yale University.

Shelley Koch
2010. Visiting Assistant Professor of Sociology. B.A., M.A., and Ph.D., University of Kansas.

Joseph H. Lane, Jr.
2000. Associate Professor of Political Science. Hawthorne Chair in Political Science. B.A., Hampden-Sydney College; Ph.D., Boston College.

Michael Lane
2007. Associate Professor of Chemistry. B.S., Emory & Henry College; M.S. and Ph.D., Stanford University.

John D. Lang

Tracy Lauder
2003. Assistant Professor of Mass Communications. B.A., University of West Alabama; M.J., Louisiana State University; Ph.D., University of Alabama.
Ambrose Leong  
1978. Associate Professor of Chemistry.  
Billie Sue Hurst Professorship in Chemistry.  
B.A., Drake University; M.Phil. and Ph.D.,  
Columbia University.

Ben H. Letson  
1988. Associate Professor of Philosophy.  
B.A., Emory & Henry College; Ph.D., Vanderbilt  
University.

Xiaoxue Li  
2007. Assistant Professor of Mathematics.  
B.S., Southwest Normal University, China;  
M.S. and Ph.D., Lehigh University.

Thomas J. Little  
1994. Associate Professor of History.  
B.A. and M.A., University of South Carolina; Ph.D.,  
Rice University.

Katherine A. Litton  
B.A., Emory & Henry College; M.A., Western Connecticut  
State University.

Beatriz Huarte Macione  
2005. Assistant Professor of Spanish.  
Licenciatura en Filosofia y Letras,  
Universidad de Navarra, Spain; Ph.D.,  
University of Alabama.

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.

Robert H. Matthews  
2010. Instructor of Music and Director of Choirs.  
B.M. and M.M., Appalachian State University.

Felicia Mitchell  
1987. Professor of English.  
B.A. and M.A., University of South Carolina; Ph.D.,  
University of Texas at Austin.

John T. Morgan  
1986. Professor of Geography.  
B.A. and M.A., East Carolina University; Ph.D., University of  
Tennessee.

Caroline P. Norris  
2006. Visiting Instructor in English.  
B.A., New York University; M.S., Iona College.

Daniel Pragel  
2011. Assistant Professor of Mathematics.  
B.S., University at Albany; M.S. and Ph.D.,  
California Institute of Technology.

R. Christopher Qualls  
1990-92, 1999. Associate Professor of Psychology.  
B.A., David Lipscomb College;  
M.M.F.T., Abilene Christian University; M.S.  
and Ph.D., Memphis State University.

Alma Ramirez-Trujillo  
2010. Visiting Assistant Professor of Spanish Language.  
B.A., Benemérita Universidad Autónoma de Puebla; M.A. and Ph.D., The  
University of Western Ontario.

Annalisa L. Raymer  
2009. Assistant Professor of Public Policy and Community Service.  
B.A., Berea College;  
M.L.I.S., University of Kentucky; M.P.S. and Ph.D., Cornell University.

Joseph T. Reiff  
1990. Associate Professor of Religion.  
B.A., Millsaps College; M.Div. and Ph.D., Emory University.

Christianne Knauer Roll  
2008. Visiting Assistant Professor in Music and Theatre.  

John Herbert Roper  
1988. Professor of History.  
C. Lee Richardson, Sr., and Mahala Reeves Richardson Chair of American 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. Professor of Political Science.  
Geraldine A. Meyung-Dr. Clyde Alley Chair in International Studies.  

Joy Scruggs  
1981. Instructor of Physical Education.  
B.S. and M.S., University of Tennessee.

George H. Stainback  
1999. Visiting Associate Professor of Education.  
B.S., Atlantic Christian College; M.S., Longwood College; Ed.D., University of Virginia.

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. Associate Professor of Public Policy and Community Service. B.A., Emory & Henry College; M.Div. and Ph.D., Emory University.

Biliana Stoytcheva-Horissian
2002. Associate Professor of Theatre. Diploma in Acting, National Academy for Theatre and Film Arts, Sofia, Bulgaria; M.A. and Ph.D., University of Oregon.

Melissa P. Taverner
1994. Associate Professor of Biology. Jack and Mary Ellen McConnell Chair in Biology. B.A., Randolph-Macon Woman’s College; M.S., University of Reading, England; Ph.D., University of Virginia.

E. Herbert Thompson

Ruili Wang
2010. Visiting Assistant Professor of Physics. B.S., Yunnan Normal University; M.S. and Ph.D., Georgia State University.

James A. Warden
1991. Associate Professor of Physics. B.S., Rhodes College; M.S. and Ph.D., University of South Carolina.

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.

Daniel Wheeler
2010. Visiting Assistant Professor in Theatre. B.A., University of Wisconsin-Eau Claire; M.A., University of Wisconsin-Superior; M.F.A., University of Southern California.

Julia C. Wilson
2005. Assistant Professor of Sociology. B.S., University of Mississippi; M.A. and Ph.D., University of Virginia.

Lisa Withers
2002. Associate Professor of Music. B.A., Alderson-Broaddus College; M.M., University of Michigan; D.M.A., West Virginia University.

Xiangyun Zhang
1995-2007, 2009. Associate 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 2011-2012 academic year.

Special Appointments
The following persons have faculty status.

Lorraine Netrick Abraham
2000. Chief Information Officer and Director of the Library. B.A., Armstrong Atlantic State University; M.L.I.S., University of South Carolina; M.A. and Certificate of Specialty in Medieval & Renaissance Studies, The Ohio State University.

Harry P. Baya

Jane E. Caldwell
1984. Assistant Director of Library and Information Technology Services/Reference Services Librarian. B.A., West Virginia University; M.L.S., University of Kentucky.

Patty C. Greany
1988. Public Services Librarian. B.S., Radford University; M.L.S., University of Maryland.

Jody Hanshew

James Harrison

Janet R. Kirby

Gregory J. McConnell

Michael J. Puglisi
1988-1993, 2010. Associate Dean of Academic Affairs and Director of the Powell Resource Center; 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.
Myra Sims
2010. Director of Athletics; faculty status in Physical Education. B.A., University of North Carolina at Asheville; M.S., Georgia State University.

Robert J. Vejnar, II

• Adjunct Faculty
The following persons taught on a part-time or temporary basis during 2010-2011 or are scheduled as adjunct faculty for 2011-2012.

David Alexander
B.M.Ed. and M.M., University of Texas at Austin

Michael Armbister
B.A. and B.S., Emory & Henry College; M.S., University of Tennessee.

Pamela Atwell
B.A., Emory & Henry College; M.A., University of Virginia.

Anna Baker
B.S., Methodist University; M.A., University of North Carolina at Pembroke.

Brian Baugus
B.A., McDaniel College; M.B.A., Vanderbilt University; M.A. and Ph.D., George Mason University.

Brenda W. Blevins
B.S., Appalachian State University; M.Ed., University of Virginia.

Birdie Boone
B.A., College of William & Mary; M.F.A., University of Massachusetts-Dartmouth.

Chris Burcher
B.S. and Ph.D., Virginia Polytechnic Institute & State University; M.S., Virginia Commonwealth University.

Todd Clark
B.S., Virginia Polytechnic Institute & State University; M.S., Western Illinois University.

Eric Coley
B.S., Emory & Henry College; D.P.T., Duke University School of Medicine.

Brandon Dale
B.S., Radford University.

Melissa Davis
B.S., Emory & Henry College; M.A., East Tennessee State University.

H. Ashby Dickerson
B.A., University of Vermont; LL.B., George Washington University Law School.

David H. Dobkins
B.A., Emporia State University; M.A., University of Arkansas; Ph.D., University of Oklahoma.

Wendy C. Doucette
B.A., Mt. Holyoke College; M.A. and Ph.D., Stanford University; M.S.L.I.S., Florida State University.

Karen Doyle
B.A. and M.B.A., University of West Florida.

Elizabeth Fairbanks
B.A., Emory & Henry College; M.S., Radford University.

Kimberly A. Fore
B.A., Radford University.

J. Thomas Fowlkes
B.A., Millsaps College; J.D., University of Virginia.

Travis Fravel
B.A., Emory & Henry College.

Amanda Gardner
B.S. and M.S., Radford University.

Albert L. Gayle
A.B., Princeton University; M.B.A., The College of William and Mary; M.S.F.S., The American College.

Rob Grande
B.S. and M.Ed., Salisbury State University.

Gregory Guay
B.F.A., College of Charleston; M.M., Appalachian State University.

Mark R. Hagy
B.A., Emory & Henry College; M.A., Miami University of Ohio.
Crystal Hall  
B.A., Emory & Henry College; M.S., East Tennessee State University.

Steven L. Hopp  
B.A., Simpson College; Ph.D., Indiana University.

David R. Jackson  
B.A. and B.S., Emory & Henry College; M.B.A., University of Tennessee; M.Div., Emory University.

Perry Johnson  

Shannon Johnson  
B.A., Emory & Henry College; M.Ed., Slippery Rock University.

H. Lee Jones  
B.A., Carson-Newman College; M.F.A., Savannah College of Art and Design.

William B. Jones  
B.A., Emory & Henry College.

Jack Jordan  
B.A., Trinity University; M.Ed., United States Sports Academy.

Sarah Beth Mathesius  
B.A., Emory & Henry College.

Roy Franklin McCall, III  
B.A., Emory & Henry College; M.A., East Tennessee State University.

Melissa McKinnon  
B.A., Virginia Intermont College; M.S., East Tennessee State University.

Anna Kaarina Nenonen  
B.A. and M.A., Abo Akademi, Finland; M.F.A, Rochester Institute of Technology.

W. Jay Oberfeitinger  

Brian Owens  
B.B.A., East Tennessee State University.

Melody Payne  
B.M., William Carey College; M.M. and Ph.D., Louisiana State University.

Cassie Pochyla  
B.S., Emory & Henry College.

Thomas J. Ranney  
B.A., Towson University; M.S., Florida International University.

Laura Rolen  
B.A., University of Tennessee; M.S. and Ed.S., Radford University; Ph.D., Virginia Polytechnic Institute & State University.

Kay M. Russell  
B.A., Virginia Polytechnic Institute & State University; M.Ed., University of South Carolina.

Paul Russo  
B.A., Emory & Henry College; M.Ed. and D.Min., Nicholls State University.

David T. St. Clair  
B.A., Emory & Henry College; M.Div. and D.Min., Wesley Theological Seminary.

Jennifer Taylor  
B.S., B.S.N., and M.S.N., East Tennessee State University.

Joanne Thiessen  
B.S. and M.S., Longwood University.

Dennis Webb  
B.S., University of Tennessee; M.Ed., Virginia State University.

Jimmy R. Whited  
B.A. and M.A., Jacksonville State University.

Michael B. Wright  
B.S., James Madison University.

• Emeriti

Mary B. Cox  

Ruth C. Crouse  
1956-2000. Professor Emerita of Modern Languages. B.S. and M.A., University of Tennessee; Ph.D., Florida State University.

Charles R. Davis  
Alice S. Dow  

Stephen L. Fisher  

Terry R. Griffin  

Marianne Grzywacz  

V. Ray Hancock  

Rex D. Haren  

Margaret F. Hutson  
1977-2004. Associate Professor Emerita of Physical Education. B.A., University of Tennessee; M.Ed., University of North Carolina; Ph.D., University of Mississippi.

Eleanor H. Hutton  

Barry A. Love  
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.  

Joseph H. McCoy  
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  

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  

Robert L. Reid  

George E. Treadwell  

**Mentor Teachers**

The following teachers have completed training to become Mentor Teachers associated with the Neff Center for Teacher Education at Emory & Henry.

**From the Washington County Public Schools:**

- Ellen Anderson
- Mary Anderson
- Lisa A. Andis
- Melissa Atwell
- Janet Arnold
- Carol Arrington
- Melanie Arrington
- Patricia Bales
- Suzanne L. Belcher
- Lisa Blackburn
- Thelma Blake
- Jennifer E. Blevins
- Ralph Booher
- Rhonda Byrd
- Betty C. Cain
- Teresa Campbell
- Lisa Carmody
- Loretta Carty
- Sherry Case
Howard Chafin
Terri Christian
Gertrude “Trudy” Cobler
Jennifer J. Cole
Rebecca Commerton
Pamela J. Compton
Martha Cook
Renna S. Cook
Phyllis Copeland
Paul Andy Cox
Karen Cross
Rebecca DeBusk
Amy Duncan
Carolyn F. Doss
Linda Dutton
Joan Eaton
Lassie Eide
Sylvia Evans
Judy Fanis
Rebecca Farris
Susan Fiedler
Cathy Flanary-Shelton
Jane Fleenor
Terry D. Fleenor
Lisa Fore
Linda N. Gardner
Sabrina Garrett
Karol Gray
Teresa C. Halsey
Tammy Harosky
Lisa Henderson
Dana Hendrickson
Shirley Hibbitts
Sandra Hood
Lydia Hucks
Dixie T. Hunter
Teresa James
Danny Jessee
Ann Johnson
Susan C. Johnston
Kim Kiser
Nancy Kiser
Melinda Leland
Judith Lenviel
Lisa Little
Kim Lydzinski
Sandra Martin
Tammy Martin
Nancy Mays
Marie McConnell
Kathryn McCool
Stephen Mellinger
Amy D. Merrihue
Carol Minetree
Pamela Mink
Rhonda Mossholder
Jeffery S. Musick
Mary Neal
Natysha Neel
Rhonda Neese
Andrea Newman
Richard Ornduff
Sue O’Quinn
Pam Perrigan
Patricia Peterson
William H. Phelps III
Barbara Pippin
Cynthia J. Poore
Judy Price
Trilla Puckett
Karen G. Radnoczi
Diane Rector
Patricia Richardson
Wendy Richardson
Charlene Roche
Brenda Roop
Betty Rosenbaum
Darlene Rowland
Shirley Ruemmler
Robert Salyer
Janice Samuel
Sarah Sawyers
Becky Selfe
Melvin Shelton
Timothy M. Sholes
Melanie Smiley
Mary Sue Smith
Randall W. Smith
Angela Snodgrass
Elizabeth Stacy
Tamara P. Sullivan
Michele Sutton
Linda V. Thayer
Teresa Turner
Brenda Vernon
Chad Wallace
Lisa Walls
Susan Weaver
Blanche Webb
Sherry G. Weddle
Deanna L. White
Betty Whitehead
Carolyn Wright

From the Smyth County Public Schools:
Janie V. Asbury
Michelle Atwood
Brian T. Austin
Michael Berry
David Buchanan
Marie Claire Bullins
Ronald D. Cahill
Amy Carter
James W. Carter
Valerie C. Carter
Linda Catron
Joyce S. Chapman
Kay Clawson
From the Bristol Public Schools:
Sharon Aucuff
Sherry Anderson
Nancy Arnold
Mary Barnhill
Doris Faulkner
Constance Hale
Peggy Heath
Jackie Henley
Jenny Hustad
Phyllis Lawson
Myra Ott
Eva Parker
Catherine Pomrenke
Dana M. Rasnick
Terry Scyphers
Janice Thayer

From the Russell County Public Schools:
Nell Colvard
Linda Fletcher
Jackie Fraley
Wanda Gent
Rosemary Gilmore
Betty Jessee
Connie Selfe
Allison Steele
Diane Tomlinson
Carolyn Wyson

From the Wythe County Public Schools:
Dawn Burkentine

Roban Clear
Joyce Collins
Treva Collins
Michael Colston
Misty Crutchfield
Donna Culp
Joyce G. Culp
Stephen Curran
Kim P. Davis
Amy DeBord
Anna Leigh DeBord
Rebecca Duncan
William T. Dungan, Jr.
Marcus S. Dunham III
Crystal Farley
Teresa G. Fields
Laura Fincen
Meredith Fiscus
Judy N. Fulton
Ann Gillespie
Jean G. Gillespie
Debra Gollehon
Stephen Gregory
Jean Hamm
Debby Hanshew
Bobbi H. Harden
Debra Hayes
Judy F. Hess
Helen Hinton
Nicole E. Holmes
Brenda Hopkins
Tena Hubble
Carolyn W. Jones
Judy V. Kelly
Susan Kilby
Jennifer Knecht
Robin Lewis
Anna Markham
Mariann Mellinger
Waverly R. Moss
Brenda Murphy
Sara O. Musick
Vickie Osborne
Janice W. Orr
Sandy D. Parker
Rebecca Peeny
Deborah Pennington
Stephanie Powell
Stephanie Powers
Dana Joyce Prater
Thomas E. Prater
Shirley L. Pratt
Lelia Rash
Reva Rhea
Jeffrey Richardson
Cathy Roberts
Elizabeth O. Roberts
Mark A. Roberts
Amy Robertson
Cynthia J. Robertson
Laura Robinson
Lynn Robinson
Janet M. Sage
Lori Sauls
Susan Smarr
Annette M. Scott
James D. Scott
Bonnie C. Scyphers
Connie W. Sizemore
Rebecca Sturgill
Lori Teaster
Lora Testerman
Freda Testerman
Heather Thomas
Donald H. Viles
Sue Waddell
Nanine F. Woodward
Connie Wyatt

From the Russell County Public Schools:
Nell Colvard
Linda Fletcher
Jackie Fraley
Wanda Gent
Rosemary Gilmore
Betty Jessee
Connie Selfe
Allison Steele
Diane Tomlinson
Carolyn Wyson

From the Wythe County Public Schools:
Dawn Burkentine
Administration

Office of the President
Rosalind Reichard, President
Mark Graham, Executive Assistant to the President
Kevork Horissian, Director of Institutional Research and Institutional Effectiveness

Public Relations
Dirk Moore, Director of Public Relations
Jamie Smyth, Director of Publications
Jed Arnold, Web Manager
Brent Treash, Assistant to the Director of Public Relations

Religious Life
Mary K. Briggs, Chaplain

Athletics
Myra Sims, Athletic Director
Anna Baker, Head Coach, Women's Soccer
Dan Clotfelter, Head Coach, Volleyball
Beverly Sheddan Hatch, Associate Athletic Director
Jessica Hurd, Head Coach, Women's Swimming
Jack Jordan, Head Coach, Softball
Rose Katz, Head Coach, Women's Basketball
Nathan Kish, Head Coach, Men's Soccer
Joe Matthews, Sports Information Director
Trey McCall, Assistant Athletic Director and Head Coach, Baseball
Don Montgomery, Head Coach, Football
Josh Parmenter, Head Coach, Tennis
Paul Russo, Head Coach, Men's Basketball

Academic Affairs
Linda Harris Dobkins, Interim Vice President for Academic Affairs and Dean of Faculty
Anita Coulthard, Arts Coordinator
A. Celeste Gaia, Director of International Education
Michael J. Puglisi, Associate Dean of Academic Affairs and Director of the Powell Resource Center
John Herbert Roper, Director of Graduate Studies
Jack Wells, Director of the Core Curriculum

Academic Divisions
Kathleen R. Chamberlain, Humanities Division Head
John T. Morgan, Social Science Division Head
Melissa P. Taivner, Natural Science Division Head
E. Herbert Thompson, Education Division Head
Lisa Withers, Visual & Performing Arts Division Head

Library and Information Technology Services
Lorraine N. Abraham, Chief Information Officer and Director of the Library
Harry P. Baya, Instructional Technologist
Ken Brown, Database Administrator
Jane E. Caldwell, Assistant Director/Reference Services Librarian
Bartolomeo DiPietro, Network Administrator
Patty C. Greany, Public Services Librarian
Jody Hanshew, Electronic Resources/Government Documents Librarian
Janet R. Kirby, Technical Services Librarian
Robert J. Vejnar, II, Archivist/Special Collections Librarian
Tonya White, Circulation Supervisor

Paul Adrian Powell III Resource Center
Michael J. Puglisi, Director of the Powell Resource Center
Talmage Dobbins, Director of Academic Support Services
Amanda Gardner, Director of Career Services
Mark Hainsworth, Director of the Quantitative Learning Center
Bonnie Jessee, Counselor
Jill Smeltzer, Director of Counseling Services

Appalachian Center for Community Service
Talmage A. Stanley, Director of the Appalachian Center and Director of the Bonner Scholars Program
Lisa Evans Bourne, Coordinator of Public Education Partnerships
Shai Cullop, Coordinator of Campus Service Programs
Robin Grossman, Director of Service Learning Placements
Carolyn Wilson, Coordinator of the Emory & Henry Tutoring Program

Student Life
Pamela L. Gourley, Vice President for Student Life and Dean of Students
Phyllis Blevins, Director of the Health Center and Wellness Education Programs
Todd Clark, Assistant Dean of Students
Kyle Cutshaw, Area Coordinator/Judicial Affairs
Brandon Dale, Outdoor Recreation Coordinator
Josh Griffith, Area Coordinator/Campus Activities
The principal governing body for the college is the Emory & Henry Board of Trustees. Following are the persons who held membership on the Board as of 2011.

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- **Chair** John E. Eldridge  
- **Vice Chair** Thomas D. McGlothlin  
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**Katherine Greer Andrew**  
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**Douglas K. Armbrister**  
General Surgeon (retired); Marion, Virginia

**Eugene M. Bane, Jr.**  
Optometrist (retired); Salem, Virginia

**Jeffrey B. Bodenhorst**  
Chief Executive Officer, LA Corporation; Abingdon, Virginia

**Carolee J. Bondurant**  
Owner, Bondurant Realty Corporation; Radford, Virginia

**Judy Salyers**  
Student Accounts Coordinator

**Tammy Sheets**  
Assistant Registrar

**BUSINESS AFFAIRS**
- **Dirk Wilmoth**  
  Vice President for Business and Finance

**Benita K. Bare**  
Finance Director

**Jane Brinkman**  
Business Office Manager

**Angie S. Edmondson**  
Human Resources Manager

**Jeannie Hart**  
Director of Print Shop

**Mark Pitcher**  
Director of Facilities Management

**W. Terry Richardson**  
Retail Manager

**INSTITUTIONAL ADVANCEMENT**
- **A. P. Perkinson, Jr.**  
  Interim Vice President for Institutional Advancement

**Dianna Farris**  
Prospect Research Assistant

**Monica S. Hoel**  
Director of Alumni Affairs

**Patty Hunt**  
Manager of Development Services

**Gregory C. McMillan**  
Director of Major Gifts

**Ryan D. Roorda**  
Assistant Director of Annual Giving

**Melissa B. Sutherland**  
Director of Foundation and Corporate Relations

**Charles W. Sydnor, Jr.**  
Director of Major Gifts

**BOARD OF TRUSTEES**

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President, East Tennessee Iron & Metal, Inc.; Rogersville, Tennessee

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Attorney, Jolley & Eldridge; Knoxville, Tennessee

**Joseph F. Ellis**  
President/Chief Executive Officer, TEDS, Inc.; Atkins, Virginia

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Executive Director, Communications, Public Relations, and Member Relations, Kingsport Chamber of Commerce; Kingsport, Tennessee

**Jane Hicks Harter**  
Chief Executive Officer, Jane Design, LLC; Cincinnati, Ohio

**Paul N. Hubble, Jr.**  
Facility Manager (retired), Roadway Express; Verona, Virginia
T. Rick Hughes  
Chief Executive Officer/President, Capital Automotive; Charlotte, North Carolina

F. Winton Lackey  
President/Owner (retired), Mid-Ohio Packaging; Bonita Springs, Florida

David L. Lester  
Chief Financial Officer, The Nicewonder Group; Bristol, Virginia

Eugene H. Lovell, Jr.  
Minister (retired), Holston Conference of The United Methodist Church; Maryville, Tennessee

Beth Maiden Mahaffey  
Owner/Broker, The Mahaffey Agency; Abingdon, Virginia

Thomas D. McGlothlin  
President, The McGlothlin Foundation; Bristol, Tennessee

Hal P. McHorris  
Manager (retired), Employee Services, Eastman Chemical Company; Kingsport, Tennessee

David E. Mullins  
Nephrologist, Foothills Nephrology; Spartanburg, South Carolina

O. Wayland Overstreet  
Vice President (retired), Property and Casualty Insurance, BB&T; Dublin, Virginia

William B. Pendleton  
President/Chief Executive Officer, Primary Capital; Atlanta, Georgia

Paul A. Powell, Jr.  
Vice President, Mechanical Development Corporation, Inc.; Roanoke, Virginia

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Worldwide Vice President, Government Affairs and Policy, Johnson & Johnson; Dresher, Pennsylvania

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Musician; Nashville, Tennessee

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Guidance Director (retired), Alleghany County Schools; Eagle Rock, Virginia

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Principal, Kettle Run High School; Delaplane, Virginia

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Dentist (retired); Abingdon, Virginia

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Orthodontist; Marion, Virginia

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President, The Nicewonder Group; Bristol, Virginia

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Salem, Virginia

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Glade Spring, Virginia

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Congressman (retired); Bristol, Virginia
HONORARY DEGREE
The Honorable A. Linwood Holton, Jr.
Doctor of Laws

BACHELOR OF ARTS DEGREES
Karen Ann-Louise Archibald**
Interdisciplinary English#; Great Falls, Virginia

Jonathan Arnold
History-Social Science; Mountain City, Tennessee

Samantha N. Baker
Mathematics#; Nickelsville, Virginia

Carletan Ethan Haynes Bell
Sport Management; Bristol, Tennessee

Kyle Micah Bomar
Religion, Psychology; Boones Mill, Virginia

Hollanda Rochelle Bowman
Physics#; Glade Spring, Virginia

James Ryan Bowyer**
History, Middle Eastern and Islamic Studies; Christiansburg, Virginia

George Brady Buckley, IV
Geography; Pineville, North Carolina

Corey Lawrence Burchett*
Psychology, Sociology; Mouth of Wilson, Virginia

Katelyn Laura Carswell
Sport Management; Bristol, Virginia

Robert Jeffrey Casassa*
Interdisciplinary Social Studies#; Virginia Beach, Virginia

Eileen April Casterline***
Theatre, French-Language and Literature; Woodbridge, Virginia

Corey Chase Chambers
English-Literature; Laurel Bloomery, Tennessee

Katelyn Elizabeth Clark***
Mathematics, Religion; Hiltons, Virginia

Christopher Trent Cole
Geography; Abingdon, Virginia

David R. Colley, Jr.
Interdisciplinary: Education, English, History; Saltville, Virginia

Sasha Kanoemaileokalani Iaea Cordeiro
Philosophy, Sociology; Limestone, Tennessee

Kelsey Claire Cropp*
Spanish-Language and Culture Studies; Fairfax, Virginia

Franscino Aliss Jamal Crowelle, III
Theatre-Acting; Reston, Virginia

Matthew J. Dehart
Biology#; Radford, Virginia

Troy Wayne Dempsey
Sport Management; Roanoke, Virginia

Donald Christopher Denton
Psychology; Blacksburg, Virginia

Christina G. Dishman**
Mass Communications, Sociology; Bristol, Tennessee

Jarren La’Nell Dyson
Sport Management; Yorktown, Virginia

Tanna Carolyn Edmondson
History; Abingdon, Virginia

Taulby Hawthorne Edmondson
History-Social Science, Sociology; Meadowview, Virginia

Jennifer Nicole Ferrin*
History; Purcellville, Virginia

Lora Elizabeth Ginter
History-Public History; Lascassas, Tennessee

Cassandra Leaghann Graham*
Spanish#; Glade Spring, Virginia

Daniel Carrick Guinn
Political Science-Law and Politics; Johnson City, Tennessee

DEGREES CONFERRED
COMMENCEMENT MAY 8, 2010
Michael Aaron Hall
Physical Education; Clifton Forge, Virginia

John Irvin Hansil
Geography; Huntersville, North Carolina

Christopher Aston Hatcher
Mass Communications; Abingdon, Virginia

Robert William Hudson
Sport Management, Geography; Nashville, Tennessee

Cody Glenn Jackson**
Spanish-Language and Literature; Austinville, Virginia

Katelyn Laurel Jacobs*
Sociology, Art; Mocksville, North Carolina

Dorothy Rebecca Jones
Public Policy and Community Service; Damascus, Virginia

Dustin Q. Jones
Religion, Psychology; Glade Spring, Virginia

Gary Ralph Kerns, Jr.
Physical Education; Summersville, West Virginia

Amanda King
Public Policy and Community Service; Cana, Virginia

Jessica Luby Klick*
Sociology, Spanish-Language and Culture Studies; Roanoke, Virginia

Katie MacMillian Lamb
Physical Education#; Troutville, Virginia

Justin D. Lampkins
Physical Education#; Marion, Virginia

Mallory Nichole Lane
Interdisciplinary English#; Gate City, Virginia

Alexandra Morgan Lyons
Art-Studio; Bristol, Tennessee

Leanne Nicole Mahoy*
Mass Communications, Management; Blue Ridge, Virginia

Lacey Elise May
Mass Communications; Chilhowie, Virginia

Kelly Z. McCall
French#; Abingdon, Virginia

Joanna Carter Hundley McGrath*
Mass Communications, Sociology; Roanoke, Virginia

Zachary Joseph McKenney*
Political Science-Law and Politics, Sociology; Staunton, Virginia

Ashley Nichole Mefford
Interdisciplinary Social Studies#; Norton, Virginia

Ryan Charles Mettinger
Physical Education#; Warrenton, Virginia

Andrew R. Mills
Middle Eastern and Islamic Studies; Fort Lauderdale, Florida

Codie J. Mitchell
Computer Information Management; Linville, Virginia

Megan Brittany Mitchell
Interdisciplinary Social Studies#; Sugar Grove, Virginia

Caleb Moore
Physical Education; Seymour, Tennessee

John Thomas Morgan, III**
Geography; Emory, Virginia

Matthew James Moyer
Sport Management, Geography; Virginia Beach, Virginia

Kandis Erin Newberry
Mathematics; Bristol, Virginia

Anna Ruth Nichols*
Theatre-Production; Knoxville, Tennessee

Erik Johan Olson
Geography; Blacksburg, Virginia

Nathan Randyl Payne*
Chemistry; Bristol, Virginia

Danielle Dominique Peterson
Chemistry, Religion; Bristol, Virginia

Rachel Anne Preston**
Public Policy and Community Service; Abingdon, Virginia
Laken R. Price
Physical Education; Saltville, Virginia

Tessa Marie Pulaski
Spanish-Language and Culture Studies; Madison, Virginia

Michael Dean Ratliff
Physical Education; Given, West Virginia

Joni Lee Ritter***
Public Policy and Community Service; Springville, Virginia

Brandon T. Roberts
Geography; Foster, West Virginia

James Michael Rogers
Mathematics, Economics; Gate City, Virginia

Tessa Marie Roop
Interdisciplinary Social Studies#; Saltville, Virginia

Jeanette Claire Sapp
Psychology; Martinsville, Virginia

Amy LeAnne Sawyer*
Interdisciplinary English#; Chilhowie, Virginia

Jonathan Schmidt
Mass Communications, Theatre; Johnson City, Tennessee

William Cody Searcy
Physical Education; Horse Shoe, North Carolina

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English-Literature; Marion, Virginia

Corey Dean Shepherd
History-Social Science, Geography; Hiltons, Virginia

Samantha Jo Sherrill
Political Science-Law and Politics; Ewing, Virginia

Steven Amos Shoulders
Environmental Studies-Policy, Geography; Covington, Virginia

Joanna Grace Simmerman**
Religion, History; Galax, Virginia

Jacqueline Marie Simounet
Individualized Area: Spanish Cultural Studies and Theatre; Leesburg, Virginia

Alexia Marie Singletary
Psychology, Political Science; Marion, Virginia

Cecilia Smith
Spanish#; Lebanon, Virginia

Elizabeth Anne Stone
Interdisciplinary Social Studies, Physical Education #; Lebanon, Virginia

Laura Holley Thomas
Art-Studio; Meadowview, Virginia

Emily Trainham
Theatre-Acting; Damascus, Virginia

Zachary Paul Triplett
Public Policy and Community Service; Birchleaf, Virginia

Anna Rose Trochim**
Biology; Ferrum, Virginia

Michael Lawrence Unger
Geography; Kodak, Tennessee

Alexandra D. Veatch*
Religion; Roanoke, Virginia

Allison Paige Waugh**
Religion, Psychology; Bristol, Virginia

Katherine Elaine Whaley
History, English-Literature; Ark, Virginia

Christopher Steven White
Political Science-Law and Politics; Pulaski, Virginia

Jessica Elaine Williams**
English#; Marion, Virginia

Katherine Ann Witt*
Interdisciplinary Social Studies#: Roanoke, Virginia

Bachelor of Science Degrees
Dana E. Boliek
Management; Roanoke, Virginia

Daniel Blake Booher
Management, Geography; Bristol, Tennessee
Heather Renae Brown
Accounting; Glade Hill, Virginia

Tyler Scott Brown**
Management, Sport Management; Chesterfield, Virginia

Jonathan Catron**
Environmental Studies, Geography; Chilhowie, Virginia

Raegan Clarke
Athletic Training; Danville, Virginia

Jefferson Samuel Crawford
Environmental Studies-Science, Geography; Barren Springs, Virginia

Laura Michelle Creasy*
Accounting; Atkins, Virginia

Dana Lynn Dettmar*
Athletic Training; Ewing, New Jersey

Ryan Hunter Elliott
Management, Geography; Staunton, Virginia

Rachel Elizabeth Enigk**
Biology; Bluefield, West Virginia

Megan Kaye Evans
Biology; Pickerington, Ohio

Martin C. Falloon
Management, Sport Management; Ridgeway, Virginia

Mary Katherine Fowler*
Chemistry; Madisonville, Tennessee

Bryan Anthony Furr
International Studies and Business; Charlotte, North Carolina

William Thomas Garrison**
Physics, Mathematics; Abingdon, Virginia

Andrew John Giordani**
Physics, Mathematics; Woodstock, Virginia

Kelley Rae Greeson
Management, Economics; Danville, Virginia

Seth Adam Harden**
Chemistry; Saltville, Virginia

Robert Hasty
Environmental Studies, Chemistry; Buchanan, Virginia

Tiffany Paige Hawley
Chemistry; Grundy, Virginia

Bethany Marie Hudak*
Chemistry; Bluefield, West Virginia

Sara Laureen Harding Johnson
Mathematics; Emory, Virginia

Justin Matthew Keene
Management; Marion, Virginia

Mary Caitlin Kelley
Athletic Training; Orange, Virginia

Justin Dale Lamb*
Physics, Mathematics; Hendersonville, North Carolina

Samuel Jozef Leniski*
Management, Political Science-Law and Politics; Bristol, Virginia

Spencer Lin-For Leong***
Chemistry; Bristol, Virginia

Anthony W. Lowry
Management; Covington, Virginia

Catherine Abigail Neal**
Chemistry; Harrisonburg, Virginia

Nichols M. Neblett*
Psychology, Sociology; Bentonville, Arkansas

Joseph D. Odum*
Biology, Chemistry; Meadowview, Virginia

Carolina Virginia Osborne
Biology, Environmental Studies-Science; Chilhowie, Virginia

Evin S. O’Sullivan
Management; Fredericksburg, Virginia

Michael Wayne Pennington**
Accounting, Economics; Marion, Virginia

Emily Ann Porter
Physical Education#; Wytheville, Virginia

Kannan Rasiah
Interdisciplinary Science; Buckingham, Virginia
Watson Jacob Rea**
Management, Physical Education; Catawba, South Carolina

Dustin Lee Rexrode
Environmental Studies-Science, Geography; Dayton, Virginia

Cain Edwin Ringstaff*
Athletic Training; Pounding Mill, Virginia

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Athletic Training; Gate City, Virginia

Samantha Brianne Shepard
Psychology; Tazewell, Virginia

Collin Christopher Smith
Biology; Troutville, Virginia

Baylie Frances Snyder
Athletic Training; Galax, Virginia

Travis Dean Sullins
Accounting; Abingdon, Virginia

Joel T. Surber
Accounting; Saltville, Virginia

Lamar Marques Thomas*
Management; West Columbia, South Carolina

Logan C. Wise*
Biology, Chemistry; Knoxville, Tennessee

Steven Cody Zirkle
Biology; East Stone Gap, Virginia

MASTER OF ARTS IN EDUCATION DEGREE

AMERICAN HISTORY
Thomas Anthony Manning
Toledo, Ohio

MASTER OF EDUCATION DEGREES

Karen Ann-Louise Archibald
Great Falls, Virginia

Matthew Joseph Baldwin
Jefferson, North Carolina

Benjamin Porter DeBord
Saltville, Virginia

Ashley Nichole Mefford
Norton, Virginia

Ryan Charles Mettinger
Warrenton, Virginia

Crystal Denise Mullins
Meadowview, Virginia

Tiffany Loren Necessary
Bristol, Virginia

Kimberley Erin Olinger
Saltville, Virginia

Annie Marie Smith
Abingdon, Virginia

Kevin Grant Worley
Bristol, Virginia

AFTER JULY 1, 2010

BACHELOR OF ARTS DEGREES

Joshua Aaron Brown
Mass Communications, Geography; Mount Airy, North Carolina

Matthew Smith Castle
Geography; Lebanon, Virginia

Jonathan Scott Hawkins
Sport Management; Crockett, Virginia

Joy K. Kazadi
Mass Communications; Alexandria, Virginia

Derek Lee Larimer
Political Science-American Studies, Environmental Studies-Policy; Chilhowie, Virginia

Joshua Dontiez Lee
Sport Management; Raleigh, North Carolina

Christopher Scott Poore
Geography-Social Sciences; Saltville, Virginia

Elyssia Diann Reedy
Mass Communications; Cedar Bluff, Virginia

John Frank Ritter
Geography; Bland, Virginia

James Charles Simmons
Physical Education#; Roanoke, Virginia

Sally Jane Smith
English-Literature and Creative Writing; Blacksburg, Virginia
Nathan Waters  
Theatre-Directing; Colonial Beach, Virginia

Claire Wilson  
Individualized Area: History and Southern Humanities; Charlottesville, Virginia

Erin Wolford  
Individualized Area: Sport Science; Harrisonburg, Virginia

Bachelor of Science Degrees

Cassandra Harden  
Accounting; Fairfax, Virginia

Ryan Thomas Shaw  
Biology; Bristol, Virginia

Gabriel Franklin Ward  
Management, Geography; Midlothian, Virginia

Master of Arts in Education Degrees

American History

James R. Barker  
Glade Spring, Virginia

General Zachary Thomas Franks  
Warrior, Alabama

Reading Specialist

Desiree Marie Bennett  
Damascus, Virginia

Angela Marie Bradley  
Vansant, Virginia

Nicolle Sterling Buckley  
Damascus, Virginia

Curtis Claude Collins  
Jonesville, Virginia

Alishia Renee Cox  
St. Paul, Virginia

Kathleen Mosier Maggio  
Bristol, Virginia

Alyssa Brook Phillips  
Pound, Virginia

Christine Copeland Stapleton  
Weber City, Virginia

Katie R. Vanover  
Appalachia, Virginia

Sheena DelRae Whitt Lee  
Wise, Virginia

Master of Education Degree

Marianne Louise Burgin  
Glade Spring, Virginia

*Graduated cum laude  
**Graduated magna cum laude  
***Graduated summa cum laude  
#Teacher preparation program
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DIRECTIONS FOR CORRESPONDENCE

ACADEMIC AFFAIRS
Linda Harris Dobkins, Interim Vice President
for Academic Affairs and Dean of Faculty

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David Hawsey, Vice President for Enrollment Management

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Judy Salyers, Accounts Receivable Coordinator

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Dirk Wilmoth, Vice President for Business and Finance

FINANCIAL AID INFORMATION
Margaret Murphy, Director of Student Financial Planning

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Rosalind Reichard, President

STUDENT LIFE
Pamela L. Gourley, Vice President for Student Life and Dean of Students

TRANSCRIPTS AND ACADEMIC REQUIREMENTS
Karla Leybold-Taylor, 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 2011-2012**

<table>
<thead>
<tr>
<th>Event</th>
<th>Fall 2011</th>
<th>Spring 2012</th>
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</thead>
<tbody>
<tr>
<td>New student orientation</td>
<td>August 20-22</td>
<td>January 7-8</td>
</tr>
<tr>
<td>Residence halls open and check in for new students</td>
<td>August 20</td>
<td>January 7</td>
</tr>
<tr>
<td>Residence halls open for returning students</td>
<td>August 21</td>
<td>January 8</td>
</tr>
<tr>
<td>Check in for returning students</td>
<td>August 22</td>
<td>January 9</td>
</tr>
<tr>
<td>Classes begin</td>
<td>August 23</td>
<td>January 9</td>
</tr>
<tr>
<td>Martin Luther King, Jr., Day (no classes)</td>
<td></td>
<td>January 16</td>
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<tr>
<td>Last day for course addition and for withdrawal from class with no entry on transcript</td>
<td>August 30</td>
<td>January 17</td>
</tr>
<tr>
<td>Midterm grades due online</td>
<td>October 10</td>
<td>February 28</td>
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<tr>
<td>Homecoming</td>
<td>October 15</td>
<td></td>
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<tr>
<td>Fall break (residence halls close on Oct. 19 and re-open on Oct. 23)</td>
<td>October 19-23</td>
<td></td>
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<tr>
<td>Spring break (residence halls close on March 3 and re-open on March 11)</td>
<td></td>
<td>March 3-11</td>
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<tr>
<td>Last day for voluntary withdrawal from class with grade of W</td>
<td>October 26</td>
<td>March 14</td>
</tr>
<tr>
<td>Charter Day (no classes 11:00 a.m.-12:30 p.m.)</td>
<td>November 8-11</td>
<td>March 22</td>
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<tr>
<td>Preregistration</td>
<td>November 10</td>
<td>March 29</td>
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<tr>
<td>Last day for withdrawal from class with WP or WF</td>
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<td>April 6-8</td>
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<tr>
<td>Easter break (residence halls remain open)</td>
<td></td>
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<tr>
<td>Thanksgiving break (residence halls close on Nov. 23 and re-open on Nov. 27)</td>
<td>November 23-27</td>
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<tr>
<td>Internship application deadline for spring 2012</td>
<td>December 7</td>
<td>April 25</td>
</tr>
<tr>
<td>Internship application deadline for summer 2012</td>
<td>December 7</td>
<td>April 25</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>December 8, 11</td>
<td>April 26, 29</td>
</tr>
<tr>
<td>Review days</td>
<td>December 9-10</td>
<td>Apr 27-28</td>
</tr>
<tr>
<td>Semester examinations</td>
<td>and 12-14</td>
<td>and Apr 30-May 1</td>
</tr>
<tr>
<td>Residence halls close</td>
<td>December 15</td>
<td>May 4</td>
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<tr>
<td>Baccalaureate</td>
<td></td>
<td>May 4</td>
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<tr>
<td>Commencement</td>
<td></td>
<td>May 5</td>
</tr>
<tr>
<td>College offices closed for Christmas break</td>
<td></td>
<td>Dec. 23-Jan. 2</td>
</tr>
</tbody>
</table>

**Summer 2012**

<table>
<thead>
<tr>
<th>Event</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer Term I</strong> – classes begin</td>
<td>May 14</td>
</tr>
<tr>
<td>Orientation I</td>
<td>May 25</td>
</tr>
<tr>
<td>Term I examinations on the last day of classes</td>
<td>June 1</td>
</tr>
<tr>
<td><strong>Summer Term II</strong> – classes begin</td>
<td>June 4</td>
</tr>
<tr>
<td>Orientation II</td>
<td>June 23</td>
</tr>
<tr>
<td>Independence Day break (no classes)</td>
<td>July 4</td>
</tr>
<tr>
<td>Internship application deadline for fall 2012</td>
<td>July 12</td>
</tr>
<tr>
<td>Last day of Summer Term II classes</td>
<td>July 12</td>
</tr>
<tr>
<td>Term II examinations</td>
<td>July 13</td>
</tr>
<tr>
<td>Orientation III</td>
<td>July 21</td>
</tr>
</tbody>
</table>