

VIRGINIA UNION UNIVERSITY



RICHMOND, VIRGINIA
2020 - 2022
CATALOG

VIRGINIA UNION UNIVERSITY



**Founded in 1865
Richmond, Virginia**

2020- 2022 Undergraduate and Graduate Academic Catalog

Rights reserved - - - Virginia Union University (VUU) reserves the right to change the information, regulations, requirements, and procedures announced in this catalog.

VUU does not discriminate on the basis of race, sex, color, religion, national origin, age, disability, or veteran status, sexual orientation, gender identity or genetic information. We value a learning community in which all members feel secure physically and intellectually.



ALMA MATER

Union, we'll e're revere the cause for which you stand;
Union! Majestic light, send rays throughout the land;
Thy hallowed grounds and dear old walls,
 May they forever be,
 Dear Union, we still love thee;
Thy hallowed grounds and dear old walls,
 May they forever be,
 Dear Union, we still love thee.

O, for the happy hours we spend
On that cherished and sacred hill;
Our 'Dream of joy' to us attends,
 With truth and virtue to instill;
Thoughts of by-gone days at thy shrine
Fill my raptured soul with ecstasy,
Alma Mater, my praises are Thine!
 You are God's gift to humanity.

Union, we'll e're revere the cause for which you stand;
Union! Majestic light, send rays throughout the land;
Thy hallowed grounds and dear old walls,
 May they forever be,
 Dear Union, we still love thee;
Thy hallowed grounds and dear old walls,
 May they forever be,
 Dear Union, we still love thee.

William H. Yancey
Class of 1933

A SPECIAL GREETING FROM THE PRESIDENT!



Welcome to Virginia Union University!

I invite you to explore our broad array of outstanding academic programs, which prepare you for a lifetime of personal discovery and professional achievement. Across our five (5) schools, undergraduate and graduate students can choose from more than 40 majors and concentrations, from Criminology/Criminal Justice to Social Work, from Visual Arts (Music or Theatre) to Entrepreneur Management, from Cybersecurity to Secondary Education, and much more.

For 154 years, Virginia Union University has offered an outstanding education and developed leaders who shine in the workforce, in their communities, and throughout the world. Our “Quest for the Best” begins with our students. Your success is proof of the strength and greatness of our university. I am honored to welcome you to the 2019-2020 academic year and excited to see what each of you will accomplish.

This catalog is designed to be a road map to your academic success at VUU. It will lead you through our programs of study and offers details about every course available. It is to be used as a guide as you make decisions under consultation with your academic advisor. Our faculty and staff will give you their full support and attention because they pride themselves on the close and personal connections they form with students. Everyone in the VUU community strives to promote the highest levels of academic achievement.

As you explore our university, please let us know how we can help. Your success is our success, and we look forward to learning about your many future accomplishments.

I am happy you have chosen VUU to guide you towards success in the future. I encourage you to stay focused, study hard, and experience “The Power of a Limitless Future” that can only be offered at Virginia Union University.

Hakim J. Lucas, Ph.D.
President and CEO

A handwritten signature in black ink, appearing to be 'HJL', written over a horizontal line.

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VISION STATEMENT

Virginia Union University is a premier liberal arts urban institution of higher education and center of excellence for the preparation of students and development of leaders for tomorrow's world.

MISSION STATEMENT

Virginia Union University is **nourished by its African American and Christian heritage** and **energized by a commitment to excellence and diversity**. Its mission is to: 1) Provide a nurturing intellectually challenging and spiritually enriching environment for learning; 2) Empower students to develop strong moral values for success; and 3) Develop scholars, leaders, and lifelong learners of a global society.

To accomplish this mission, Virginia Union University offers a broad range of educational opportunities that advance liberal arts education, teaching, research, science, technology, continuing education, civic engagement, and international experiences.

STRATEGIC PRIORITIES

- 1.0 Student Success
- 2.0 Academic Excellence
- 3.0 Community Partnerships
- 4.0 Financial Viability
- 5.0 Institutional Prominence

ACCREDITATION OF THE UNIVERSITY

Virginia Union University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools 1866 Southern Lane, Decatur, Georgia 30033-4097: Telephone number 404-679-4500, (www.sacscoc.org) to award Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science, Bachelor of Social Work, Master of Divinity, Master of Arts in Christian Education, Master of Arts Curriculum and Instruction and Doctor of Ministry. Undergraduate and graduate programs also are accredited by the Association of Theological Schools in the United States and Canada, the Association of Collegiate Business Schools, the Council on Social Work Education, and the Council for the Accreditation of Educator Preparation. The University is a Member of the United Negro College Fund.

The Samuel DeWitt Proctor School of Theology is accredited by the Association of Theological Schools in the United States and Canada, 10 Summit Park Drive, Pittsburgh, PA 15275-1103, Telephone Number: 412-788-6505 to award the Master of Divinity and the Doctor of Ministry Degrees. The School of Theology is a member of the Richmond Theological Consortium and The Washington Theological Consortium.



Other affiliations of the University include membership in the College Fund/UNCF, the American Council on Education, The College Board, the Council of Independent Colleges, the Council of Independent Colleges in Virginia, The Richmond Oral History Association, Beta Kappa Chi National Honor Scientific Society, Alpha Kappa Mu National Honor Society, the Association of American Colleges, Phi Beta Lambda Honor Society, Psi Chi National Honor Society in Psychology, Alpha Phi Sigma National Criminal Justice Honor Society, Kappa Delta Pi International Honor Society, Phi Delta Kappa International Honor Society, Pi Lambda Theta International Honor Society, Sigma Nu Tau National Entrepreneurship Honor Society, and the College Entrance Examination Board.

ADMINISTRATION

OFFICE OF THE PRESIDENT

Dr. Hakim J. Lucas, President and CEO

Dr. Allia L. Carter, Executive VP/Chief Operating Officer

Mrs. Renee Jolley, Executive Assistant to the President/Secretary to Board of Trustees

Mrs. Ida Jones, Assistant to the Executive VP & COO

Mrs. Esther White, Administrative Assistant

Dr. Wilbert Jenkins, Sr. Policy Advisor to the President

Mr. Adolph Brown, Jr. Policy Advisor, Special Assistant to the President

ADMINISTRATIVE SERVICES

Dr. Allia L. Carter, Executive VP/Chief Operating Officer

Ms. Kristie White, Assistant Vice President, Administrative Services

Ms. Kendra Mayers, Director, Human Resources and Talent Management

Ms. Doreen Dixon, Director, Business Intelligence and Technology

Ms. Clarella Thomas, Chief of Police/Director of Public Safety

Ms. Stephanie White, Internal Auditor

Ms. Linda Jackson, Director, Sponsored Research & Programs; Director, CLTD

ACADEMIC AFFAIRS

Dr. Joy Goodrich, Senior Vice President/Provost/Accreditation Liaison

Dr. Lisa Moon, Associate Provost/Accreditation, Assessment and Quality Assurance

Dr. Terrell Strayhorn, Associate Provost Research, Innovation, Grad Ed & Center for Study of HBCUs

Dr. Jeffrey Harlow Interim Dean, University College

Dr. Ted Ritter, Dean, School of Arts and Sciences

Dr. Robin R. Davis, Dean, Sydney Lewis School of Business

Dr. Kimberly Gaiters, Dean, Evelyn Reid Syphax School of Education and Interdisciplinary Studies

Ms. Pamela Foreman, Director, Library Science and Instructional Resources

Dr. Gregory Howard, Interim Dean, Samuel D. Proctor School of Theology

Dr. Deborah Martin, Assistant Dean, Samuel D. Proctor School of Theology

Dr. MarQuita Carmichael, Major Gifts Executive for Church Advancement

Dr. Latrelle Green, Interim Dean, Global, Adult, and Continuing Education

Dr. Ingrid Bircann, Dean, School Latin American and Caribbean Studies

Dr. Ahkinyala Cobb-Abdullah, Director, Center for Stem Diversity

INTERCOLLEGIATE ATHLETICS & WELLNESS

Mr. Joseph Taylor, Vice President of Intercollegiate Athletic & Organizational Wellness

Ms. Felicia Johnson, Athletic Director

BUSINESS AFFAIRS

Mr. Gregory E. Lewis, Senior Vice President & CFO for Business Affairs

Mr. David Gordon, Interim Assistant Vice President, Capital Projects

Ms. Robin Jefferson, Comptroller

Mr. Freddie Robinson, Director, Facilities Management

Mr. Al Dillard, Director, Purchasing

Enrollment Management

Mr. Dwight Sanchez, Vice President

Mrs. Toyarna Thomas, Director, Admissions

Ms. Erica Jackson, University Registrar

Ms. Keisha Pope, Director, Financial Aid

Mr. Chicquan Cannon, Director, Residence Life and Housing

STUDENT DEVELOPMENT

Dr. Carleitta Paige-Anderson, VP Student Development

Mr. Brock Mayers, Dean of Students/Director of VCAAM

Dr. Shanita Brown, Director of Counseling Services

Ms. Katie Giwa-Osagie, Director of Student Engagement

CAHN, Health Services

Dr. Darius Beecham, Director, Student Support Services

Ms. Christina Jackson, Director, Talent Search

Dr. Nikita Garris-Watson, Director, Upward Bound

CORPORATE & EXTERNAL AFFAIRS

Mr. Maurice Campbell, Sr. Vice President/Chief Business Officer

Mr., Brian Bullock, Assistant VP, Institutional Advancement

Ms. Pamela Cox, Assistant VP, Communications

Mrs. Deborah Alston, Director, Prospect, Research and Gift Management

Mr. Dominique Fowler, Director, Alumni Relations

Mrs. Ayasha Sledge, Director, Marketing

HISTORY OF VIRGINIA UNION UNIVERSITY

The University is the product of the “Union” of four historically black educational institutions: Richmond Theological School for Freedmen; Wayland Seminary and College; Hartshorn Memorial College; and Storer College. Formed in the wake of the Civil War, it was the mission of all these institutions to provide the means by which individuals in a population which had been long and systematically deprived of even the most rudimentary education could rise as far as their talents allowed.

In 1865 the first classes were held in Richmond, the former Confederate capital and in July of 1867 the first campus of Richmond Theological School for Freedmen was established on a plot of land at 15th and Franklin Street. This was the “Devil’s Half Acre”, site of the infamous Lumpkin’s slave jail (the former prison became the main classroom building). In 1870 the school moved to the old United States Hotel building at 19th and Main Street. There it remained until 1899 when it merged with Wayland Seminary and College to form Virginia Union University. The present campus grounds on Lombardy Street were purchased and on February 11, 1899 the first Founders’ Day was held.

The original campus consisted of the “Nine Noble Buildings” constructed from Virginia granite and Georgia pine by the noted architect John Coxhead in Victorian Gothic style. Classes began on October 4, 1899. All male in the beginning, Virginia Union became co-educational and in 1932, Hartshorn Memorial College, the first college for African American women merged into the University. In 1964, Storer College, formerly at Harper’s Ferry, West Virginia, became part of the “Union”. The University and its students were at the forefront of the Civil Rights struggle: the 1960 Sit-ins and the arrest of the “Richmond 34” – students of Virginia Union who demonstrated against discrimination – is credited with having broken the back of “Jim Crow” racism in Virginia. The Belgian Friendship Building, a gift from the Belgian government in 1941 is embellished by internationally-acclaimed sculptured friezes and an imposing bell-tower named after the crusading editor of the Pittsburgh

Courier, Robert Vann – who had attended the University in the early Twentieth Century.

The distinguished alumni/scholars of Virginia Union University are many, and they have contributed to virtually every field of human endeavor, but some selected individuals may be cited here:

- The Honorable L. Douglas Wilder, first African American state governor in history.
- State Senators Henry Marsh, III and Benjamin Lambert.
- (General Assembly) Delegates Dr. William Ferguson Reid and Dwight Jones, current Mayor of Richmond.
- Civil Rights pioneers Dr. Wyatt Tee Walker, Walter Fauntroy, Charles M. Sherrod, Elizabeth Johnson-Rice and Reginald M. Green, Curtis W. Harris, and Ralph Reavis.
- Inventors Howard S. Jones, Jr. and Albert Cralle.
- Author/activists Randall Robinson, Bessye Banks Bearden and Kate Drumgold.
- Athletes Charles Oakley and Ben Wallace.
- Pastors Adam Clayton Powell, Sr., Dr. Samuel Dewitt Proctor, and Bishop Leontine Kelly.
- Charles Spurgeon Johnson, pioneering sociologist and driving force behind the Harlem Renaissance.
- Missionary Eva Roberta Coles Boone.
- Samuel Gravely: First African American Admiral in the U.S. Navy.
- Albert L. Cralle, inventor of the ice cream scoop;
- Robert Deane Pharr, novelist.
- Randall Robinson, author/activist and founder of TransAfrica, Inc.
- Dr. Jean Louise Harris, Virginia Secretary of Human Resources, and former Mayor of Eden Prairie, Minnesota.
- Leontine T. C. Kelly, first woman of any major denomination to be consecrated as a bishop (United Methodist Church).



VIRGINIA UNION UNIVERSITY PRESIDENTS

Dr. Malcolm MacVicar
First President (1899-1905)

Dr. George Rice Hovey
Second President (1905-1919)

Mr. William John Clark
Third President (1919-1941)

Dr. John Marcus Ellison
Fourth President and first alumnus to hold that office (1941-1955)

Dr. Samuel Dewitt Proctor
Fifth President (1955-1960)

Dr. Thomas Howard Henderson
Sixth President (1960-1970)

Dr. Allix Bledsoe James
Seventh President (1970-1979)

Dr. Dorothy Norris Cowling
Acting President (July-October 1979)

Dr. David Thomas Shannon
Eighth President (1979-1985)

Dr. S. Dallas Simmons
Ninth President (1985-1999)

Dr. Bernard Wayne Franklin
Tenth President (1999-2003)

Dr. Belinda Childress Anderson
Eleventh President (2003-2009)

Dr. Claude Grandford Perkins
Twelfth President (2009 -2016)

Dr. Joseph F. Johnson
Acting President (2016-2017)

Dr. Hakim J. Lucas
Thirteenth President (2017-Present)

For a full history of the University, please visit the following link: www.vuu.edu/aboutvuu/history.htm



BOARD OF TRUSTEES

Rev. Dr. W. Franklyn Richardson; '79, *Chairman of the Board, Pastor, Grace Baptist Church*

Mr. Steve D. Bullock; '59, *Vice Chair of the Board, The Bullock Group, LLC*

Ms. Necole Parker Green; '93, *Secretary of the Board, Principal/CEO, ELOCEN Group, LLC*

Mrs. Jeannie P. Baliles; *Former First Lady, Commonwealth of Virginia and Community Volunteer*

Mr. John W. Boccock; *Chairman, Investment Management of VA, LLC*

Dr. Lucille M. Brown; '50, *Retired Superintendent, Richmond Public Schools*

Dr. Marilyn T. Brown; '56, *Retired Associate Superintendent, D.C. Public Schools*

Mr. Tyrone E. Dickerson; *CPA*

Ms. Mary Gordon; *Vice President, Retired, Altria Client Services*

Mr. Joseph B. Hill; '90, *Sr. VP/Chief Diversity Officer, Thomas Jefferson University & Jefferson Health*

Ms. Diane Leopold; *Executive VP & President & CEO Dominion Energy*

Dr. Hakim J. Lucas; *University President and CEO*

Dr. Roland E. Moore; '69, *Retired Dean, J. Sargeant Reynolds Community College*

Mr. Michael Newsome; '83, *President, VUU National Alumni Association*

N. Scott Phillips, Esq.; '83, *N. Scott Phillips Consulting*

Mr. William A. Royall, Jr.; *Founder & Former Chairman, Royall and Company*

Dr. James E. Victor; '92, *Sr. Pastor, Mount Olive Baptist Church, Arlington, VA*

Dr. Howard-John Wesley; *Senior Pastor, Alfred Street Baptist Church, Alexandria, VA*

Dr. Charles Whitfield; '11, *President, Virginia Baptist State Convention*

Dr. Frank L. Williams III; '56, *Retired, Medical Director and Executive Vice-President, Kedren Acute Psychiatric Hospital*

Dr. Theron D. Williams, Sr.; '83, '86, *Pastor, Mt. Carmel Church*

Honorary Board Members

The Honorable Walter E. Fauntroy; '91

Mr. Sidney Poitier

Dr. Frank S. Royal; '61, *Chairman Emeritus*

Dr. Jeremiah A. Wright, Jr.; *Trustee Emeritus*

ENROLLMENT MANAGEMENT

OFFICE OF ADMISSIONS

The mission of the Virginia Union University's Office of Admissions is to support the University's commitment to excellence by recruiting, accepting and enrolling students who are able to contribute to and benefit from the University's challenging array of academic and extracurricular programs. The Admissions staff is available to assist you during your college selection process. The office may be contacted by phone at 804-342-3570. Information can be accessed electronically at <http://www.vuu.edu/admissions/home.htm>.

The following are the guidelines for candidates:

Non-Degree Seeking Applicants – an applicant who is seeking to take courses at the university without obtaining a degree. Non-matriculating applicants cannot receive scholarships. If the applicant is planning to transfer credit received from VUU to another institution the applicant **MUST** have their school Registrar representative fill out the bottom portion of the non-matriculating application.

- Submit a VUU non-matriculating application
- Official Transcripts from all organizations attended (including high school)

Police Academy Applicants (Non-Degree Seeking Student) – The Richmond Police Academy and Virginia Union University have an agreement that allows graduates of the Police Officer Recruit Academy to be awarded 21 semester credit hours at VUU. The 21 semester credit hours are only awarded after the officer does the following:

- Submit an official high school transcript
- Submit a VUU Non-Degree Application
- Complete Application for Work/Life Experience (for police academy graduates) this provides the Registrar the opportunity to print a transcript for courses completed at the Academy.

Freshman Applicants- An applicant should show evidence of having been awarded a secondary

school diploma, a 2.0 grade point average and should offer a minimum of seventeen units accumulated in grades 9 through 12 or provide evidence of a GED (General Educational Development exam). A unit represents a year's study of a subject in secondary school. Of the 14 units, the following are required:

- English, 4 units
- Mathematics, 3 units
- Natural Sciences, 2 units
- Social Sciences, 2 units
- Electives, 3 units

Applicants are accepted for admission as candidates for the degree of Bachelor of Arts, Bachelor of Science, Bachelor of Fine Arts or Bachelor of Social Work either as members of the freshman class or as a transfer student from other accredited colleges or universities. An applicant desiring entrance to Virginia Union University should complete and return to the Office of Admissions an application. The freshman applicant should have the school counselor submit final official transcript which includes units earned, date of graduation, grades, signature and seal of school official and rank in the graduating class.

For a freshman application to be complete they must have:

- Submit a VUU Application
- Official Final Transcript (including Home-schooled and GED)
- SAT/ACT scores

General Educational Development (GED) Test — An applicant making satisfactory scores on the test of General Educational Development or comparable tests administered by a recognized examining agency is also in a position to be considered for admission to Virginia Union University.

Dual Enrolled Applicants – An applicant who has attended a regionally accredited post-secondary institution, while in high school. A dual enrolled applicant's decision is based on the high school transcript. However in order for the college credits

to transfer to VUU the applicant **must submit a separate official final transcript from the college.**

International Applicants –Processed by Designated School Official (SEVIS certified)

All applicants that are Non-USA residents: Students must submit an official final high school transcript by mail, showing a date of graduation. The transcript must be mailed in a sealed envelope, with a stamp/signature from the school's guidance or registrar's office. The transcript must be translated into English, with a converted grade point average, reflecting one from a 4.0 scale. The high school transcript must show a breakdown of the required 14 unit, please see Incoming Freshman page for details.

- The students' English proficiency level is taken into consideration by an examination of their standardized test results. All international applicants must submit at least one of these three official test scores. Scores must have been taken within the last 5 years of expected enrollment. The minimum requirements for test score are below:
 - SAT 800 (combined reading and math)
 - ACT 16 (composite score)
 - TOEFL 600 (paper-based)
 - TOEFL 80 (internet based)
- Foreign transcripts, if you have studied outside of the U.S. the potential student must provide an official course-by-course external credential evaluation by WES as a required part of the admissions process. The student is required to request and pay for this service. The report should be sealed and unopened, and sent directly to the Office of Admissions. All official transcripts will be required if admitted.

World Education Services (WES)

P.O. Box 5087

Bowling Green Station

New York, N.Y. 10274-5087 USA

Phone: (212) 966-6311 Fax: (212) 739-6100

- A [Financial Verification Form](#) must be completed. Please pay special attention to the section regarding sponsorships. All sponsors must submit bank account statements to prove sponsorship ability. These funds should be

readily available if needed (within 10 business days).

- A clear copy of an active passport (not expired).

Students must complete a physical examination from a primary care physician and submit a [Student Health Evaluation Form](#).

Students must submit an essay of at least 750 words describing their academic and career goals. A clear and concise plan of action should be included in the essay, explaining how the student will achieve his or her goals.

Permanent Residents – An applicant who is considered alien admitted to the United States as a lawful permanent resident. Permanent residents are also commonly referred to as immigrants; however, the Immigration and Nationality Act (INA) broadly defines an immigrant as any alien in the United States, except one legally admitted under specific nonimmigrant categories (INA section 101(a) (15)). For permanent resident applicants to be complete they must:

- Provide a clear valid copy of a permanent registration card.
- Complete requirements based on desired classification.

Transfer Applicants – An applicant, who graduated from high school, has attended a regionally accredited post-secondary institution, regardless of credit earned. First-time transfer applicants should have 30 transferable credits with a "C" or better from a regionally accredited institution(s) of higher learning. The Virginia Union University Office of Admissions considers each transfer application individually and reviews all grades received in courses attempted. Official transcripts and completed Confidential Request Forms from all colleges and/or universities attended must be submitted to the institution(s) to the Office of Admissions, prior to admissions consideration. Applicants seeking to transfer to Virginia Union University with less than 30 transferable semester hours will be evaluated by the Director of Admissions.

Transfer credits must correspond to courses offered at Virginia Union University and must be approved by the Registrar. Only credit hours, not grade points or quality points are transferable. The Registrar evaluates transcripts from other colleges with the appropriate school deans and division heads after the Office of Admissions has received the final transcripts. Transfer applicants who have been awarded an Associate Degree from other universities may be accepted at Virginia Union with up to 60 semester hours of advanced credit in basic education courses. All transfer students must earn a minimum of thirty (30) semester hours at Virginia Union University to be eligible for graduation.

For a transfer application to be complete they must have:

- Completed VUU application
- Official transcript of ALL colleges and universities attended (with at least one reflecting 30 transferable credits with a 2.0 or better)
- Completed Confidential Request Form for ALL colleges and universities attended, (found on the website)

Accelerated Degree Program – an applicant has completed a minimum of 45 credit hours to complete their degrees with weekend and evening classes. This program has rolling admissions.

For an accelerated degree application to be complete they must have:

- Submit VUU Accelerated Degree Application
- Official transcript of ALL colleges and universities attended
- Completed Confidential Request Form for ALL colleges and universities attended, (found on the website)
- DO NOT receive academic scholarships

Readmission to the University

Any student who has officially withdrawn from the University for personal or medical reasons, or who stopped attending for any other reason, i.e. suspended for academic or behavioral concerns, or dropped out, must reapply for admission by completing an Application for Readmission available online. All previous balances must be satisfied prior to the determination of academic eligibility to return.

Applications must be submitted at least one month prior to the beginning of the semester for which the student is requesting reenrollment. Any student who did not maintain a minimum cumulative GPA of a 2.0 at the time of withdrawal from the University must, along with the Application for Readmission, provide a personal statement showing an understanding of what led to poor academic performance and the steps the student expects to take to keep from repeating those behaviors that caused the problem. In cases of behavioral suspension, students must be cleared by the Office of Enrollment Management and Student Affairs.

Readmission to the University is not a guarantee of eligibility for financial aid. Past academic performance may indicate that a student has not made sufficient progress to receive such aid. Also, on-campus housing is not a guarantee to the student.


The student should visit the Offices of Financial Aid, and Residence Life to determine the availability of housing and financial aid as soon as the application for readmission is processed.

Second Degree Applicants –A second degree applicant is someone who earned a bachelor's degree from an accredited college or university, Applicants who have conferred their Bachelor's Degree at VUU, must apply through the registrars to obtain a second degree. Submit VUU application

For a second degree application to be complete they must have:

- Official transcript of ALL colleges and universities in which they have attended
- Completed Confidential Request Form for ALL colleges and universities attended, (found on the website)
- DO NOT receive academic scholarships

The following are the guidelines for candidates:



Police Academy Applicants (Non-Degree Seeking Student) – The Richmond Police Academy and Virginia Union University have an agreement that allows graduates of the Police Officer Recruit Academy to be awarded 21 semester credit hours at VUU. The 21 semester credit hours are only awarded after the officer does the following:

- Submit a VUU Non-Degree Application
- Submit an official high school transcript
- Complete Application for Work/Life Experience (for police academy graduates) this provides the Registrar the opportunity to print a transcript for courses completed at the Academy.

Graduate Admissions

Applicants for graduate program admission will follow the procedures outlined above unless otherwise directed by the Office of Admissions or the Graduate Program.

FINANCIAL AID

The purpose of the Student Financial Aid Office is to assist students with completing the financial aid process, and finding federal and non-federal funding to finance their education beyond high school. Eligibility for financial aid is determined by completing the Free Federal Application for Federal Student Aid at <https://fafsa.ed.gov/>. Parents and students are expected to contribute towards the student's education.

Grants

Pell Grants

A federal program designed to assist students in defraying the cost of attending college. Awards under this program are grants and do not require repayment. Money received must be used solely for educational purposes, which include tuition, fees, room, board, supplies, and miscellaneous expenses. Student must demonstrate financial need.

Supplemental Educational Opportunity Grant (SEOG)

A federal program designed to assist student who demonstrate a financial need and has not completed their first undergraduate baccalaureate course of study. The grant ranges from \$100 to \$4,000 per academic year. Student must be enrolled at least half time and a PELL

Grant recipient.

Tuition Assistance Grant Program

A state grant awarded to Virginians entering private colleges and universities in the state. Application is made by completing the Virginia Tuition Assistance Application by July 31. Need is not a criterion but the student must be enrolled full time.

Loans

Direct Stafford Loans are available through the William D. Ford Federal Direct Loan Program. Under the Direct Loan Program, the funds for loans are lent to students directly by the U.S. Government. Students may apply for a Stafford Student Loan if they:

- Are accepted for enrollment at the University;
- Be enrolled for at least half time course load; and
- Are in good academic standing at the University.

The aggregate loan amount is \$31,000 as a dependent undergraduate student and \$57,500 as an independent undergraduate student (only \$31,000 of this amount may be in subsidized loans). Generally, repayment begins six months after the student graduates or reduces his/her course load to less than half-time status. The period of repayment depends on which repayment plan you qualify for and range from 10-25 years. Eligibility for a Stafford Student Subsidized Loan is determined by the FAFSA and depends on the financial need of the student.

Self-Help

The Federal Work-Study program offers a variety of jobs through which students can earn a substantial portion of their cost for attending the University. The student must demonstrate financial need and be enrolled at least half time.

Workforce Development Intern

Eligibility

To qualify for a scholarship, loan, grant, or employment, a student must file the Free Application for Federal Student Aid (FAFSA) each year. Candidates for admission to the University should submit the free application for the Federal Student Aid at the time of applying for admission to Virginia Union University. This form may be obtained from the applicant's high school counselor, principal, the University, or by going to www.fafsa.ed.gov

Eligibility for any form of aid administered by the University will be determined prior to the beginning of the fall semester. Some types of financial aid are awarded on a first-come, first-served basis. The applicant, therefore, should not delay submitting information to the University.

No offer of financial assistance made to a student by an officer or employee of the University will be honored if it has not been included in the student's Financial Aid Award Notification. It is the responsibility of the student who has been promised a scholarship or aid from sources outside the University to see that such assistance reaches the Office of Financial Aid on or before his registration or before he is required to meet his financial obligations to Virginia Union University.

Financial Aid Renewal

Financial Aid must be applied for each year. Assistance is not automatically renewed. The Renewal FAFSA can be completed electronically by going to www.fafsa.ed.gov or via paper by contacting the federal processor at 1-800-433-3243. The Internet process is faster, easier and more accurate than paper. The online process is highly recommended by Virginia Union University and the Department of Education. The FAFSA ID and password is required to complete the online process.

Financial Aid Preferred Deadline

All students accepted to Virginia Union University should have a valid FAFSA filed with the Department of Education by March 15th of each year in order to have financial aid processed for the current academic year.

SATISFACTORY ACADEMIC PROGRESS (SAP) GUIDELINES FOR FEDERAL FINANCIAL AID

EFFECTIVE JULY 1, 2014

The Higher Education Act requires recipients of Title IV funds which include the Federal PELL Grant, Federal Supplemental Educational Opportunity Grant (SEOG), Federal Work-Study (FWS), Federal Direct Stafford Loan(s), and Federal Direct Parent PLUS Loan for Undergraduate Students, to maintain Satisfactory Academic Progress as they move forward in earning a degree. Satisfactory academic progress applies to all payment periods (Fall, Spring, and Summer) regardless of whether the student received financial aid. All students are required to meet both Quantitative (PACE) and Qualitative (cumulative grade point average (Cum GPA) standards). A review will be made at the end of each payment semester to determine if the student meets the criteria.

Undergraduate Financial Aid

A. Quantitative (PACE)

In order to maintain financial aid eligibility, an undergraduate student must complete at least 67% of the total credit hours attempted cumulatively. Courses that are accepted as transfer credit are added into the cumulative total of successfully completed credits when calculating PACE.

Cumulative number of credits a student successfully completed

Cumulative number of credit hours a student attempted

B. Qualitative (GPA)

In order to maintain financial aid eligibility, an undergraduate student is required to maintain a cumulative 2.0 GPA.

Undergraduate hours completed = 2.0 Cumulative GPA

Maximum Allowable Time

A student pursuing an undergraduate degree at Virginia Union University (which requires at least 120 credit hours for completion) may register for a maximum of 180 credit hours or 150% of the length of the program during his /her tenure at the University. Full-time students are required to enroll in twelve (12) hours or more each semester. A full-time undergraduate student will be allowed six (6) years or 12 semesters to complete a four (4) year program.

Part-time students are required to enroll in at least six (6) credit hours each semester to be eligible for consideration of federal aid. Students should contact the financial aid office if they plan to enroll for less than six (6) hours. Students who have Pell Grant eligibility may be eligible for the Pell Grant if enrolled in at least 3 credit hours.

Failure to meet either Quantitative (PACE) and/or Qualitative (Cumulative GPA) will result in the student being non-compliant with the SAP Policy.

If a student is suspended or expelled from the University, for any reason, the student will not be eligible for Federal aid until the minimum SAP standards are met.

FINANCIAL AID WARNING

Students failing to meet the requirements of the Satisfactory Academic Progress guidelines will be placed on financial aid warning for one semester/term. Students on warning are allowed to receive financial aid for the next enrolled payment period. While on warning, if the student does not make SAP, they **will lose** their aid eligibility for the following enrolled payment period. **If the student becomes ineligible for Federal Financial Aid, the student can appeal the decision by following the guidelines as set forth in the Financial Aid Appeal Process.**

FINANCIAL AID APPEAL PROCESS

Students who have their federal financial aid canceled for failure to make SAP while in a warning status may submit a formal appeal. The appeal request will be considered if the student has

suffered undue hardship such as death of an immediate family member, injury or illness, or other special circumstances as determined by the financial aid administrator or designee. Students requesting an appeal must submit the Financial Aid Satisfactory Academic Progress Appeal Form with appropriate documentation to the Financial Aid Office explaining the circumstances which affected the student's academic performance.

All appeals should be submitted in writing with supporting documentation to:

ATTN: Director of Financial Aid
Virginia Union University
1500 North Lombardy St
Richmond, VA 23220

Appeal letters must be received by the Office of Financial Aid no later than **July 15th for the Fall semester** and **January 3rd for the Spring semester**. **For Students attending Summer school, appeal letters must be submitted by May 15th.** In some instances, an interview may be scheduled for the student to address any questions concerning the appeal request. The appeal request will be addressed by the Financial Aid Office and/or its designee and all decisions are final.

The financial aid appeal letter should:

- Be properly addressed and grammatically correct
- Include the student's name, address, phone number, student ID number and Major
- Include the appropriate documentation relating to the situation that caused the student not to meet the SAP guidelines (injury or illness, death of family member, or other special circumstances)
- Clearly state why the student was not able to make SAP
- State what has changed in the student's situation that will allow the student to demonstrate his/her ability to meet SAP in the next payment period
- Detail what the student will do differently academically if they are granted an appeal to continue matriculation at VUU.

If the appeal is **approved, the student will be placed on Financial Aid Probation for one semester. During the student's matriculation, the student will not be allowed to successfully appeal more than two (2) times.** Once a decision has

been rendered, no further information will be considered.

As part of the appeal approval process, the student may be required to develop an Academic Success Plan (ASP) that is completed between the student and his/her academic advisor. If the appeal is granted and an ASP is developed, the original signed copy must be submitted to the Financial Aid Office prior to any aid being disbursed.

FINANCIAL AID PROBATION

Only students whose appeals have been granted will be placed on Financial Aid Probation. Financial Aid Probation is for the next enrolled payment period only unless it is determined by the academic plan that the student may need a longer probation period. At the end of the next payment period, all enrolled students on probation will have their academic record reviewed to determine if they have met the requirements for SAP and/ or the requirements of their academic plan.

RE-ESTABLISHING SATISFACTORY ACADEMIC PROGRESS

Students must meet the guidelines established for SAP as stated above in order to regain eligibility to receive Federal Financial Aid.

Cumulative grade point average can only be increased by completing courses at Virginia Union University. Sitting out for a semester is not sufficient to re-establish aid eligibility. Eligibility is only re-established when the student becomes compliant with the quantitative and qualitative measures required for Federal SAP guidelines.

Graduate Financial Aid

Applicants for graduate program financial aid will follow the procedures outlined above unless otherwise directed by the Office of Admissions or the Graduate Program.

WITHDRAWALS (W, WO, WF) and NA Grades which are recorded on the student's transcript, will be included as credits attempted and will have an adverse effect on the student's ability to maintain satisfactory academic progress. Students who officially withdraw from the

University must make up the hours and are encouraged to attend Summer School.

INCOMPLETE (I GRADES), which are recorded on the student's transcript until removed, are processed in the SAP calculation as attempted courses and may affect eligibility. If the Incomplete grade causes a student to lose financial aid eligibility, the student will not be awarded aid until the incomplete grade is removed. A student who has incomplete grades must remove them within sixty (60) days of enrollment (i.e., if classes start on August 15, grades must be in Registrar's Office by October 15) to be considered for financial aid eligibility for the year. Work for the incomplete grade must be completed 60 days into the next term of residency or it will be converted to a grade of "F".

The successful completion of a course is defined as receiving one of the following grades: A, B, C, or D. Courses with grades of F, FA, I, and W will not qualify in meeting the minimum standard.

REPEATED COURSES will be counted as attempted hours each time the course is taken and the student is receiving financial aid for that course. Financial aid recipients may repeat a failed course as many times as necessary to pass the course, but each course repeat will count as an attempted course in the quantitative calculation for SAP. A financial aid recipient may repeat a passed course only once and receive financial aid for that repeated course.

CHANGE OF MAJOR – A student may change from one major to another during attendance at the University. Students who change from one major to another are still expected to maintain satisfactory academic progress and complete the course work within the time frame or hour limitation stated unless an appeal is approved.

SUMMER SCHOOL

Satisfactory Academic Progress for Summer School will be based on the student's current eligibility status. Students who are suspended from financial aid must attend Summer School at Virginia Union University to remove their academic deficiencies. Financial aid for summer school is not available to students who failed to maintain satisfactory academic progress. Evaluation of financial aid for

Summer School is not an automatic process; therefore, students should contact the Financial Aid Office.

COURSE LOAD

The number of hours in which a student is enrolled on the day following the published last day to add or drop a class or the University's census date whichever is later will be used as the official enrollment date for financial aid purposes. Full-time status is 12 hours or more.

TRANSFER STUDENTS will be evaluated on the number of semester hours transferred in plus the hours and the GPA earned while in attendance at Virginia Union University.

NON-MATRICULATING STUDENTS

Non-Matriculating Students are not eligible for federal and state aid.

Federal Return of Title IV Funds Withdrawal from School Refund Policy

Students who leave the University prior to the end of the semester should follow the University guidelines for Withdrawing from the University. An Official Withdrawal Form must be obtained from the Office of the Registrar. The Withdrawal Form must be completed by respective offices listed on the form and returned to the Office of the Registrar in order for the student to be considered officially withdrawn. Students who stop attending all of their classes, but fail to complete the withdrawal process are considered unofficially withdrawn. The U.S. Department of Education has established guidelines for institutions to follow for students who withdraw (officially or unofficially). The policy listed below applies to students who officially and unofficially withdraw from the University.

Federal student aid recipients who begin attending classes during a semester, who cease attending or performing academic activities prior to the end of the semester, and never complete an Official Withdrawal Form, are considered by the federal government to have unofficially withdrawn. The University will review the grades of all students at the end of each semester. If the students have all non-passing grades, the academic area will be contacted to determine the date of the last academic

activity. The unofficial withdrawal date for those students will be the date of the latest academic activity.

If a federal financial aid recipient withdraws (officially or unofficially) after attending only the first day of class, the University will return and the financial aid recipient will be required to repay a prorated portion of funds received based upon Federal Return of Title IV Funds calculations. The Office of Financial Aid is required to calculate the amount of the Federal Title IV financial aid that the students have earned and the amount that is unearned. The unearned portion of Title IV financial aid must be returned to the appropriate financial aid programs according to federal and institutional guidelines. Students who withdraw on or before the 60% point of the semester will have a percentage of their financial aid calculated as earned and unearned on a pro-rata basis. If a student is enrolled beyond the 60% of the semester, all financial aid is considered earned.

Example: A Student withdraws on the 25th day of the semester and there are 116 days in the semester, the earned and unearned financial aid would be calculated as follows:

Calendar days completed in the period of enrollment 25 days

Total calendar days in period of enrollment 116 days = 21.6%

(This excludes scheduled breaks of 5 days or more.) If the University records show that a federal student aid recipient never attended a class and/or never performed an academically related activity for a semester, that recipient never established eligibility for any aid funds that may have been disbursed for that semester or term. Any student aid recipient who withdraws or drops all classes prior to the first day of class for a semester did not establish eligibility for any aid funds that may have been disbursed for that semester or term. In either case, the student aid recipient must repay the entire amount of aid disbursed for that semester or term. In either case, the student aid recipient must repay the entire amount of aid disbursed for that semester or term.

If a student did not receive any federal student aid, but did receive other types of aid, and later officially withdraws, the refund or repayments will be based upon the University's refund policy.

Repayment of Unearned Amount

The University will return to the appropriate financial aid program(s) the lesser of:

The student will return the remaining balance of unearned aid to the appropriate program(s) plus any amount the school returned that exceeds the amount of institutional charges that are credited back to the withdrawing student based upon the institutional refund policy calculation.

The Unearned Amount of aid must be returned in the order listed below:

1. Unsubsidized Stafford Direct Federal Loan.
2. Subsidized Stafford Direct Federal Loan.
3. FFEL/Direct PLUS (Graduate Student) Loans.
4. FFEL/Direct PLUS (Parent) Loans.
5. Federal Pell Grant.
6. Federal Supplemental Educational Opportunity Grant.
7. Other Title IV Aid.
8. Total amount of unearned aid or
9. Institutional charges (tuition, fees, room and board) multiplied by unearned percent.

If the student is required to repay funds through the federal grant program, the student will be required to return no more than 50% of the federal grant amount that was originally received. If a balance is due to the University, a bill will be sent by the Office of Student Accounts to the address that is on file at the University.

With the exception of any amount owed to the University, students and/or parents who are required to return a portion of all of their loan proceeds are allowed to repay the unearned amount according to the terms of the loan.

TUITION & FEES **REFERENCE GUIDE**

Undergraduate Tuition

New Student Fees

Orientation – Term I	(3-4 weeks)	\$ 350.00
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Orientation – Term II	(1-2 weeks)	\$ 160.00
Instructional Rental Fee	(per semester)	\$ 550.00
Accidental Fee	(Fall Only)	\$ 75.00
Health & Wellness	(per semester)	\$ 150.00

Full-Time Enrollment (per semester)

Tuition (12-18hours)	\$ 7,765.00
Comprehensive Fee	\$ 540.00
Building & Grounds	\$ 250.00
Technology Fee	\$ 188.00
Overload Tuition (*19 or more, per credit hour*)	\$ 600.00

Part-Time Enrollment

Tuition	(per credit hour)	\$ 482.00
Comprehensive Fee	(per credit hour)	\$ 45.00

Residence Hall Fees (per semester)

	Single	Double
Living & Learning Center	\$ 3,151.00	\$ 2,665.00
MacVicar Hall	\$ 2,368.00	\$ 1,988.00
Hartshorn Hall	\$ 2,268.00	\$ 1,787.00
Newman Hall	\$ 2,368.00	\$ 1,988.00
Storer Hall	\$ 2,368.00	\$
1,988.00		
White Hall	\$ 2,368.00	\$
1,988.00		
SGA Leadership House	\$ 2,368.00	\$ 1,988.00

Meal Plan

	Fees	FlexDollars
10 Residential	\$ 1,890.00	\$ 150.00
14 Residential	\$ 2,071.00	90.00
19 Residential	\$ 2,311.00	25.00
50 Commuter	\$ 298.00	N/A
75 Commuter	\$ 435.00	N/A
100 Commuter	\$ 571.00	N/A

Summer Tuition and Fees for Undergraduate Students

Tuition per credit hour	\$ 269.00
Room (Standard Double Occupancy Room)	\$ 523.00
Board (Standard Rate Meal Plan)	\$ 649.00

Graduate Course Tuition & Professional Fees

Weekend College/Accelerated Degree

Tuition	(per course)	\$ 649.00
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Masters of Education

Tuition	(per course)	\$ 439.00
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Masters of Theology

Tuition	(per credit hour)	\$ 215.00
Comprehensive Fee	(per term)	\$ 205.00

Doctorate of Theology

Tuition	(per credit hour)	\$ 256.00
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Comprehensive Fee (per term) \$ 205.00

Additional Options for All Students

Applied Music Course (per course) \$ 475.00
 Health and Wellness \$ 150.00
 Lab Fees/Art Fees (per course) \$ 103.00
 Installment Fee (per semester, non-refundable) \$ 100.00
 Virginia Union ID \$ 25.00
 Transcript (each official copy) \$ 6.00
 Graduation Fee (non-refundable) \$ 154.00
 Renter's Insurance (per semester) \$ 56.00

Parking Passes

Reserved Pass (per year) \$ 100.00
 VIP Reserved Pass (per year) \$ 150.00

Parking passes must be obtained from Camps Police
 Student lots, free with pass

Requirements to Register for Classes

Financially Cleared

All tuition and fees must be paid by August 6th/September 4th for Fall, January 14th for Spring, and May 17th for Summer. This includes room, board (meal plan costs), fees and deposits.

- Any charges unpaid at the end of the previous semester are also due and must be paid before you can re-enroll.
- If you owe money to the university, a hold will be placed on your account, grade and transcripts will not be released, registration will be blocked, or you will be dropped from all classes, and your housing and mail plan will be revoked or canceled.
- All payments will be applied toward your current balance.

Room Reservations

Due to the demand for on-campus housing, rooms are reserved on a first-time, first-served basis. To obtain a Room Reservation, student must complete an official housing contractual agreement, be enrolled full-time, and be financially cleared.

To maintain your Room Reservation, a student must meet all criteria prior to start of each term.

[Click here to submit an online housing application.](#)

Refund Policy

To ensure accurate charging and financial aid posting, refunds may not be issued until one month after the final registration date. Please secure funds to cover any expense that may occur

during this first month such as: books, rent, travel, etc. No emergency refunds will be issued.

ADJUSTMENTS OF FEES UPON OFFICIAL WITHDRAWAL

Failure to attend classes and/or leaving school without submitting an official notice does not constitute an official withdrawal from the University.

After the beginning of classes, students who wish to withdraw from the University must complete an **Official Withdrawal Form** available in the Office of Registrar. Tuition and fees will only be adjusted as follows:

- *During the first week of classes -80% refund on charges*
- *During the second week of classes- 60% refund on charges*
- *During the third week of classes - 40% refund on charges*
- *During the fourth week of classes- 20% refund on charges*

After the fourth week of classes, THERE ARE NO CANCELLATIONS OR REFUNDS.

Residence Hall fees and Board fees cannot be cancelled or refunded during the semester, once the contract has been signed.

Important: A student who chooses not to attend class and does not officially withdraw is still liable for all semester charges.

PAYMENT INFORMATION

Methods of payments include: **CASH, CERTIFIED CHECK, MONEY ORDER, and DEBIT OR CREDIT CARDS.** Payments should be made payable to Virginia Union University and mailed to:

Virginia Union University
 Attn: Cashier Office
 1500 North Lombardy Street
 Richmond, Virginia 23220

Please indicate student's name and University provided ID number is with remittance to ensure that the payment is properly recorded.

PERSONAL CHECKS WILL NOT BE ACCEPTED

Students can make payments online at www.vuu.edu. Please allow 72 hours for payments to post to the student's account.

Students may view their Statement of Activities from the Student Accounts Office by accessing VUU Campus Web on the University website at www.vuu.edu.

ALL FEES ARE NON-REFUNDABLE.



RESIDENCE LIFE AND HOUSING

The Office of Residence Life provides programs and activities in supportive living environments that foster campus involvement and active learning within a diverse community. The services, programs, activities, and facilities in the residence halls help students to gain the skills needed for personal, social, and academic success. Virginia Union University has five residence halls (approximately 700 beds) and three themed houses (approximately 20 beds). Each themed house can accommodate 7 to 12 students. Additional information about Residence Life can be obtained by phone at 804-257-5608, in the VUU Student Handbook, in the Residence Life Handbook, or electronically at <http://www.vuu.edu/residencelife/home.htm>.

The Henderson Student Center is opened Monday through Friday from 8:00 a.m. to 11:00 p.m., and on Saturdays and Sunday from 2:00 p.m. until 9:00 p.m. Most indoor activities sponsored by student organizations and Enrollment Management and Student Affairs educators are conducted in Henderson Student Center.



University Police

Mission

The mission of the Virginia Union University Campus Police Department is to deliver professional law enforcement services in a safe and secure environment with equal protection under the law for University employees, students, and guests. Campus Police will embrace the principles of collaboration and community policing with academic, administrative and urban organizations through; 1) protection of life and property, 2) crime and fire prevention and 3) parking and traffic system safety.

Police Regulations

The Virginia Union University Police Department has sworn police officers who are responsible for the protection of life, property safety, parking enforcement and enforcement of state and local laws. The officers also secure campus buildings and patrol the University campus on foot and marked patrol cars. The University Police Department has membership in the Virginia Association of Campus Law Enforcement Administrators and the Historically Black Colleges and Universities Law Enforcement Executives Association.

Operation and parking of a motor vehicle on campus is a privilege. All motor vehicles (including motorcycles) parked on campus are required to have a University decal. Students can purchase parking decals at the University's Cashiers Window on the bottom floor of the C.D. King Building. This can be done between the business hours of 8:30 am through 3:30 pm, Monday through Friday. Decals are issued and valid for the school year. Students, faculty, and staff are responsible for vehicles (to include parking citations) while their vehicles are located on University property. Temporary permits are available for students, faculty, and staff at the University Police office. Temporary Permits should be obtained and placed on vehicles upon arrival on campus.

Habitual parking violators will be ticketed and/or towed. Tow and ticket fees are the responsibility of the violator. The payment of fines can be paid to the University's Cashiers Window located on the bottom floor of the C.D. King Building. Please notify the

University Police when ticket(s) has been paid. The Virginia Union University Police office is located on the bottom floor of Pickford Hall. In case of emergencies please contact VUUPD at 804-257-5600 or City of Richmond Police 911.



DIVISION OF CORPORATE AND EXTERNAL AFFAIRS

The Office of Institutional Advancement is responsible for maintaining and increasing strong financial support for the University. As the central fundraising arm of the University, the purpose of the Office of Institutional Advancement is to advance Institutional priorities and goals by raising funds and strengthening beneficial relationships among constituencies in support of the Mission of Virginia Union University.

Responsibility for all fund raising rests with the Office of Institutional Advancement. All fund raising, activities, including sales, raffles and direct solicitation of donations must be approved by the Office of Institutional Advancement. All off-campus fund raising activities require the authorization of the President through the Vice-President of Institutional Advancement. All solicitations for gifts of any kind are to be conducted under the direction of the Office of Institutional Advancement.

To better serve donors, Virginia Union University allows donors to choose among varying levels of confidentiality. Regardless of whether or not confidentiality is requested, all donors are protected by the University's general privacy policy that prohibits the University from giving, selling, or otherwise furnishing lists of donors or prospective donors to anyone outside of the University for any purpose. Staff and faculty members with access to donor/prospect information are bound to keep all such information confidential and are required to sign a non-disclosure form.

OFFICE OF ASSESSMENT, ACCREDITATION, AND QUALITY ASSURANCE

The Office of Assessment, Accreditation, and Quality Assurance (OAAQA) provides leadership and assistance in developing and overseeing institutional processes for planning, assessment, evaluation, and feedback creating a culture of evidence and continuous quality improvement.

OAAQA assists with planning, developing operational objectives and implementing assessment activities that align with the university and departmental mission and goals. It monitors and implements the institutional effectiveness assessment cycle, enhances institutional capacity to engage in assessment by providing workshops and other training opportunities. This office serves as a clearinghouse for most statistical information about the university which informs the university strategic/academic planning decisions coordinates responses to external agencies for data requests and responds to special request for data from internal constituents (i.e., faculty, staff, and administrators).

OAAQA serves as the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) liaison which leads the coordination of campus efforts as it relates to SACSCOC accreditation standards and preparing for reviews, off-site, on-site and other visits.

OFFICE OF STUDENT DEVELOPMENT

COUNSELING SERVICES

The Office of Counseling Services assists Virginia Union University students with confronting obstacles that may interfere with academic, personal, and social growth during and after matriculation. Primary emphasis is on enhancing the student's academic, social, and emotional development through individual and group sessions, educational support services, psychological assessments, consultation and crisis intervention. Additional information about Counseling Services can be obtained by phone at 804-257-5874, in the VUU Student Handbook or electronically at <http://www.vuu.edu/studentaffairs/counseling/home.htm>.

There is NO Charge for services provided by the Counseling Services office. However, in the event the Counseling and Student Development Center refers a student to a mental health professional in the community, all costs associated with the referred service is the responsibility of the student, his or her insurance, or his or her parent or guardian.

Location

The Counseling Services office is located on the 2nd Floor of the Henderson Center. The office is open from 9:00 AM to 5:00 PM, Monday through Friday. To access services, students may stop by the office, or they may call 257-5874 to schedule an appointment.

Confidentiality

Counseling sessions are confidential. The Counseling Services office will not release information (this includes verification of attendance or content of sessions) outside of the Counseling office without written permission from the student, except (1) upon a court-ordered subpoena, (2) counselor believes that student present a clear and imminent risk of harm or danger to self or others, or (3) during the course of counseling, the student discloses information pertaining to the physical,

emotional or sexual abuse or neglect of a minor or an elderly or disabled person.

Mental Health Emergencies

In the event that a student's and/or others immediate safety is at risk, this is an emergency. The Campus Police should be contacted and alerted of the situation immediately. The Campus police should be informed if outside emergency medical assistance (a rescue squad or ambulance service) has been requested or is being requested.

When emergency transport is required, it is not the practice of the University to provide a staff member to accompany students. Additionally, students transported for emergencies of any type are responsible for the costs associated with the transport.

Examples of situations that may be considered an emergency are:

(Please note emergency situations are not limited to those listed below)

- Suicide threats, gestures, or attempts.
- Homicidal threats.
- Severely disorganized, psychotic, or out of control behavior.
- Rape, sexual assault, or other trauma.

In response to the emergency, the Campus Police will contact the University Counselor, Vice President of Enrollment Management and Student Affairs and/or an appropriate outside resource(s) (i.e. Richmond Behavioral Health Authority or Richmond Police Department) to provide assistance and intervene in the crisis/emergency situation.

Students with Disabilities

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 require the university to provide academic adjustments and/or accommodations for students with documented disabilities. Students seeking academic adjustments or accommodations must self-identify with the coordinator of Inclusion Learning Services for students with a medical condition or disability that might affect learning, , at

(804) 342-3885 or UC@VUU.edu, located in the University College, 2nd Floor, L Douglas Wilder Library. After meeting with the coordinator, students are encouraged to meet with their instructors to discuss their needs and if applicable, any lab safety concerns related to their disabilities.

STUDENT ACTIVITIES AND LEADERSHIP

The Office of Student Activities and Leadership (OSAL) is committed to providing students with opportunities to learn in non-traditional ways that aid their growth and development, while supporting the traditional education that is learned in the classroom. OSAL takes pride in working with and helping students, faculty, staff, alumni, and the community strive towards excellence. OSAL primarily provides a holistic collection of extracurricular programs and activities that promote student development that complement VUU students' academic experience, through our phenomenal CAPSL programming model, (Civic Engagement, Academic Achievement, Personal Growth, Spiritual Development, and Leadership). Detailed information about OSAL can be obtained by phone at 804-257-5869, in the Student Organization Handbook, or electronically by visiting

http://www.vuu.edu/student_life/office_of_student_activities_leadership.aspx and www.vuu.thezonelive.com.

Academic organizations at Virginia Union include Alpha Kappa Mu Honor Society, American Criminal Justice Association, Black Data Process Associates, Biology Club, International Students Association, Kappa Delta Pi, International Honor Society in Education, Lambda Alpha Epsilon, Gamma Alpha Psi Chapter, L. Douglas Wilder Library Club, Mathematics Club, National Model United Nations, National Association of Black Journalists, National Society of Black Engineers, Phi Beta Lambda Honor Society, Pre-Law Society, Psi Chi National Honor Society, Psychology Club, Rotaract Club, Social Work Club, Spanish Club, SVEA (Student Virginia Education Association), Union Art Association, and University Players Drama Club. A complete list of student organizations can be obtained electronically at

http://www.vuu.edu/student_life/office_of_student_activities_leadership/student_organizations.aspx.
Attendance at University – Sponsored Events for Cultural Enrichment

It is the policy of the University to provide an appropriate number of University-Sponsored cultural and personal development activities for students so that they may amass 20 extracurricular credits per year (fall and spring semesters) toward graduation. The Office of Student Affairs will compile a list of those activities that will allow students to earn 80 credits for this graduation requirement.

Henderson Student Center

Henderson Student Center is the hub for student life. Student space includes a Game Room/Commuter Lounge, SGA Offices, the Panther Grille, multi-purpose rooms 10-12, the student dining hall, and a snack bar. Administrative spaces housed in the student center include the Post Office and the offices of Enrollment Management, Student Services, Student Integrity and Conduct, Residence Life, and Student Activities and Leadership, and Thompson Hospitality (the Dining Hall Contractor). The dining rooms for the President and faculty are also housed in Henderson Center.

The administrative offices housed in the Henderson Student Center are the Division of Enrollment Management and Student Affairs and the offices of Enrollment Management, Career Services, Counseling Services, Health Services, Residence Life, Student Activities and Leadership, and Student Integrity and Conduct.

Henderson Student Center Hours of Operation

Monday - Thursday: 8:30am – 10:00pm

Fridays: 8:30am – 9:30pm

Saturday - Sunday: 12noon – 5:00pm

STUDENT RIGHTS AND RESPONSIBILITIES

All student members of the University community are entitled to the following rights upon admission to Virginia Union University:

- To be treated with dignity and respect by those within the University community.

- To receive a copy of the Official Student Handbook and Table of Violations and Possible Sanctions upon admission to the University.
- To a clear and concise statement of student rights and responsibilities.
- To pursue academic and extracurricular activities that does not violate University policies.
- To competent instruction, campus support services and University facilities.
- To a fair hearing process if charged with a violation of University policies and regulations.
- To be advised (verbally/in writing) of any matters that could lead to disciplinary actions.

All student members of the University community are responsible for the following:

- Upholding all Virginia Union University policies and regulations as described in the Student Handbook, University Catalog and other University published regulations issued by various offices and programs of the University.
- Learning the content of the Student Handbook, University Catalog and other University policies and published regulations issued by various offices and programs of the University.
- Classroom behavior that is conducive to the learning process.
- Learning the content of a course of study according to the standards of performance established by the faculty.
- Exercising his/her rights of free inquiry, expression and advocacy in a manner that does not interfere with the orderly functioning of the University.

Students who officially or unofficially withdraw from the University must complete Exit Counseling. Exit Counseling can be completed online at: www.studentloans.gov

Post-Withdrawal Disbursement

A post-withdrawal disbursement occurs when a student has earned aid that has not been disbursed to his account at the time of withdrawal. Once it has been determined that a student is due a post-withdrawal disbursement, the student/parent will be notified. The process will be:

1. Inform student that he/she is entitled to a post withdrawal disbursement of Federal Title IV Aid that was earned.
2. A written notification will be sent to student (or parent) providing the opportunity to cancel all/part of the loan for post withdrawal disbursements of loan funds (Perkins, Stafford Direct Loan, FFEL or Plus) to the student's account. This notice will be sent out immediately, but no later than 30 days of disbursement of loan funds.
3. Student/parent will be sent written notification of their eligibility for post-withdrawal disbursement in excess of outstanding current educationally related charges. This notification will be sent immediately.

These guidelines are subject to change and the newest version will be posted on the VUU website.

STUDENT HEALTH SERVICES


The Henderson Health Services is one of seven Capital Area Health Network (CAHN) throughout the Richmond area. "CAHN's mission is to provide effective, accessible, and culturally responsive patient care, education, and advocacy that promote health and quality of life for all residents in Metropolitan Richmond."

Location

Henderson Health Services is located on the 2nd floor of the Henderson Student Center. The office is open from 9:00 a.m. to 5:00 p.m., Monday through Friday. To access services, students may stop by the office, or they may call to schedule an appointment or to learn about Health Services, please consult the VUU Student Handbook or contact Health Services at 804-257-5885. <https://cahealthnet.org/>

Services

The center is open to students, faculty, staff, and the community for the treatment of minor illnesses,



accidents, and injuries. Students who pay the health and wellness fee have access to the care, if not the individual will need to work with a staff member regarding health coverage and services. Health supervision and medical care are provided through a staff of a part-time physician (ten hours per week) and a full-time nurse. The information below provides a general overview of services.

Outpatient Walk-Ins

Students are seen on a walk-in basis for minor illnesses and injuries such as colds, sore throats, headaches, lacerations, burns, etc.

Injections

Allergy injections are given during physician clinic hours. Written instructions from the students' allergist are necessary. Serum may be stored in the office. Students are responsible for picking up stored allergy injections.

Lab Work

Routine cultures—throat, urine, etc. —are done at the discretion of the school physician and sent to a local laboratory to be read and interpreted. The charges for this service may be the sole responsibility of the student.

Prescriptions

Prescriptions may be obtained from the school physician for antibiotics, decongestants, etc. and filled at a local pharmacy. All Rx's will be the responsibility of the student. Students will be given the option to designate a pharmacy of their choice.

Medications

There are limited medications available in Health Services: acetaminophen and/or aspirin, mild analgesics, cough medicine, and ibuprofen. Medications are dispensed in Health Services, and all patients must be accessed prior to medication distribution.

Medical Equipment

Ace bandages, heating pads, and ice packs are available. Prior to distribution of heating/cold packs, an assessment is needed.

Referrals

Payment

Full-time students who enroll in the \$150 Health and Wellness fee are allowed access to the service. However, in the case a student needs a referral, advance treatment or prescriptions cost or billing to their private insurance carrier may occur.

Referrals are made to physicians in the community for consultation and treatment when one of the following circumstances exists:

- The school physician is unavailable for a general medical problem.
 - The problem requires the services of a specialist.
- Insurance payment for referrals will depend on the current insurance contract provided. The reference must be made through Health Services. Appointments can be made only through Health Services. A health record must be on file in Health Services.

Student Health Insurance

The University does not provide health insurance for students. University Health and Wellness fee will allow access to service, or the students must have valid health insurance through their personal provider/carrier.

Guidelines for Medical Excuses

Medical excuses will be given to students who are determined by Health Services to be too ill to attend class. If Health Services have not seen the student, a statement from the student's licensed physician describing the condition and/or the circumstances for the student's absence from class will be considered as a basis for a medical excuse. The Director of Student Health will determine if a medical excuse is warranted. All medical excuses must be requested from Health Services no later than two (2) class days after the student returns to class. Requests for medical excuses will not be considered after this period. Medical excuses for extended periods of illness for students who are not evaluated by Health Services require a statement from the student's licensed physician. Excuses for exemption from participation in required classes and other University activities require an approved health excuse from the University's Health Services.



STUDENT SUPPORT SERVICES

Virginia Union University offers an exceptional opportunity for students in our Student Support Services Program (SSS). Student Support Services is part of the Federal Trio sponsored programs that award funds to institutions of higher education to provide opportunities for academic development,

graduation rates of the 140 project participants. The plan of SSS is to foster an institutional climate supportive of the success of low-income and first generation college students and individuals with disabilities through a continuous quality academic experience.



UPWARD BOUND

The Virginia Union University Upward Bound Program is a 100 percent federally funded grant program sponsored through the U.S. Department of Education with funding to serve 83 students from the Richmond Public School System to provide fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in their pre-college performance and ultimately in their higher education pursuits. Upward Bound serves high school students from families in which neither parent holds a bachelor's degree and high school students from low-income families. The goals of Upward Bound are to; prepare underrepresented high school students for successful application and entry into postsecondary education and to increase the number of low-income and first generation students earning a college degree.

The Upward Bound Program has two phases – the Academic Year Saturday Academy and the Summer Residential Institute. During the Academic Academy, students spend two (2) Saturdays a month on campus between September and May. For the duration of the Summer Residential Institute, students spend five (5) or six (6) weeks as mock college students on the campus of Virginia Union University.

Throughout both phases students are involved in academic classes, on-campus tutoring, group and individual counseling sessions, organized recreation, and a variety of cultural experiences. Additionally, program staff regularly visits the target high schools to work with administrators, guidance staff and teachers in meeting the needs of participants. Campus visits/college tours, field trips, recreational and cultural activities are all integral parts of the Upward Bound Program. These activities are scheduled to provide students with new experiences, exposure to a variety of college campuses, cultural awareness and enrichment. Additional information can be obtained by calling 804-257-5899.



STUDENT INTEGRITY AND CONDUCT

The Office of Student Integrity and Conduct enforces the University Code of Conduct through education, judicial hearings and disciplinary procedures. The services provided by Student Integrity and Conduct include educating the University community about expectations, managing and implementing the conduct review boards, and creating a culture of appropriate behavior on campus. Additional information about Student Integrity and Conduct can be obtained by phone at 804-257-5633, in the VUU Student Handbook or electronically <http://www.vuu.edu/ja/home.htm>.

STUDENT AND COMMUNITY SERVICE

The Office of Student and Community Services supports the University's commitment to higher education excellence by providing civic engagement programs and activities that help transform students into responsible, constructive, and contributing citizens of society. The programs

parallel, complement, reinforce, and enrich students' overall academic experiences at VUU. Student and Community Services programs and activities are Community Service, Service-Learning, Student Volunteerism, and the Brighter Future Initiative Program.

The Office of Student and Community Services collaborates with academic and Enrollment Management and Student Affairs units to create opportunities for optimum student learning and development while making a variety of relevant contributions toward addressing local community, national or global needs. As a result of participating in civic engagement, students acquire, develop, and hone various traits and characteristics that include enhanced intellectual growth, effective communication skills, improved self-esteem, satisfaction with occupational or career choices, superb leadership abilities and skills, congruency in personal values and social responsibility, and enriched spiritual awareness and tolerance.

ACADEMIC AFFAIRS

The Division of Academic Affairs at Virginia Union University is committed to exemplary teaching and boasts of its proud faculty, composed of talented professors, scholars, advisors, and researchers who are dedicated to helping students to become life-long learners. The Division includes five academic schools: the Sydney Lewis School of Business; the Evelyn Reid Syphax School of Education; School of Arts and Sciences, School of Latin and Caribbean Cultures and the Samuel Dewitt Proctor School of Theology. Additionally, the L. Douglas Wilder Library Talent Search, Student Support Services, Upward Bound and The University College are included in the Division of Academic Affairs.

Overall, the mission of the Division of Academic Affairs is to prepare students to successfully compete with their counterparts upon graduation for employment and admissions to graduate or professional studies, while exhibiting characteristics of the ideal Virginia Union University Graduate. The Division of Academic Affairs is dedicated to providing an overall academic environment which is sensitive, supportive, and nurturing, while challenging students to achieve new levels of excellence. This is done with primary emphasis on excellent teaching, research, service, advising, a strong curriculum, and high quality Academic Support Services. The Division also subscribes to the University's rich heritage and traditions which are anchored in the liberal arts and is responsive to promoting the University's overall Mission.

As the entity charged with enhancing academic excellence for the University, the Division of Academic Affairs strives to achieve the following:

- Support the recruitment, development, and retention of top-rank faculty and staff.
- Promote a dynamic learning environment that prepares students to be nurtured, enlightened, and engaged citizens in a global society.
- Foster diversity in its practices and supports a climate of inclusion for all members of the University community.

- Encourage research and creative endeavors of distinction.
- Facilitate the development of initiatives that extend the University's expertise to its constituents locally, nationally, and world-wide.

It is the Division's goal that graduates will leave the hallowed grounds of Virginia Union University with skills, knowledge, dispositions, attitudes, and values essential for their success in society.

MAJORS

Academic Affairs includes the following majors:

Accounting
Biology
Biology: Secondary Education
Business and Information Technology Education
Chemistry
Chemistry: Secondary Education
Chemistry and Chemical Engineering
Computer Information Systems
Criminology/Criminal Justice
Cyber Security
English
English: Secondary Education
Entrepreneur Management
Finance and Banking
Fine Arts
History/Political Science
History/Social Science: Secondary Education
Marketing
Mass Communication
Mathematics
Mathematics with Computer Science
Mathematics: Secondary Education
Natural Science with Computer Science
Physics
Physics/Pre-Engineering
Psychology
Religious Studies
Social Work
Teacher Education/IDS



OFFICE OF THE REGISTRAR

Mission

The mission of the Office of the Registrar at Virginia Union University supports the mission of the institution and its academic programs by providing leadership and service in the area of student records. The role of maintaining the integrity of academic records, managing and maintaining a stable and efficient student information system, enabling the University practices related to student records and registration, and enforcing the academic policies of the institution are a mainstay of the office.

Introduction

As the official custodian of academic records, the University registrar is responsible for the process of enrolling students in courses, assessing tuition charges, and collecting and maintaining academic information in accordance with University policy. The Registrar certifies students for graduation and keeps the University seal. The registrar is responsible for calculating and recording student grades, and notifying students of their status, including academic probation and suspension.

Check-in/Registration

The Check-in process is a collaborative effort by multiple University offices to provide an efficient process for students when checking in. Students will be expedited through this process by settling all financial issues prior to checking in.

The first step in the registration process is admission to the University. In order to attend classes at Virginia Union University, all students must complete the check-in process at the beginning of each fall and spring semester. Check-in dates will be posted on the academic calendar. Check-in dates may be viewed at the University's website at www.vuu.edu at the link for the Academic Calendar. The Check-in process will appear online as an alert prior to each fall and spring semester.

When checking in, students indicate their readiness to begin the process. At this time the student is notified of holds from the offices of Student

Accounting, Student Integrity and Conduct, Enrollment Management, Registrar, or Financial Aid, if any. Once the holds are cleared by the respective office and fees are paid, students will be approved to obtain their VUU ID card.

Check-in is a step-by-step process that must be followed and completed. The first step is with the Office of the Registrar to begin check-in. Students are required to verify identification with a Student ID number or a state driver's license number. If there are no holds, students proceed to housing unless the student intends to live off-campus. If students have a hold, they will be directed either to the Office of Student Accounts or the Office of Financial Aid.


Once the students have settled financial holds, they must go to Campus Police to receive their ID card. Housing is the last step unless the student intends to live off-campus.

The University College will be available to see all new freshmen and new transfers for advising after the new or transfer student has completed all orientation activities.

If students are not financially cleared, they will be dropped from all classes by the end of the registration period. *After payment of fees, the student may register for classes by using the Virginia Union University website on any computer that has internet capability. Internet services are provided in the University library, Pickford Hall, or on any personal computer with internet capability anywhere on campus.*

New students must successfully complete all new student orientation (welcoming) programs before being permitted to register for classes.

All new freshmen and sophomores, and new transfer students must visit the University College to receive their course schedules. Registration session with University College Academic Coordinators can take place virtually. Students on probation must visit the College prior to registration.



Returning students who have completed the check-in process may move into the dormitories. Returning students are expected to have communicated with their advisor during the previous semester.

Classification of Students

It is the policy of the University to recognize students by classification as the student matriculates through the University. The classification of students is as follows:

Freshman 1 - 29 semester credit hours

Sophomore 30 - 59 semester credit hours

Junior 60 - 89 semester credit hours

Senior 90 or more semester hours

Full-time A student who is registered for a minimum of 12 or more credit hours during a given semester.

Part-time A student who is registered for less than 12 semester credit hours during a given semester.

Non-Degree Seeking

A student who is not pursuing a degree program and enrolls in one course.

Choice of Catalog

Students are usually expected to follow the catalog that is in use when they enroll in the University.

Declaration of Major

By the end of the sophomore year, each student must declare a major. Many first year students are considered “undecided” during their first year.

Changes of Majors

Students enrolled at the University will be permitted to change their major; however, this change may affect their graduation date. The student is required to submit a Change of Major Form located in the Office of the Registrar or on MyVUU in order for the change to become official. The Registrar’s

Office will notify the department chair and Dean once change has been made.

Late Registration

The last date for late registration, adding classes, and changing class schedules is listed on the academic calendar at the VUU website. This schedule is subject to change; students, faculty, and staff will be notified of changes to the calendar via email.

Class Schedule Changes

Students may make class schedule changes online at the University’s website at www.myvuu.edu. New students must consult with University College. University College Academic Coordinators will assist first year students in change class schedules. All students are encouraged to consult with their academic advisor prior to scheduling classes or making changes to an existing schedule.

Withdrawal from Class

Class withdrawals begin after the add/drop period has ended. To withdraw from a class, the student must visit the office of the registrar to obtain a withdrawal form. Once the student completes and submits the form to the registrar’s office, the student is no longer expected to attend the class. The class will continue to appear on the student’s record with a grade of “W”, and indicated on the student’s transcript immediately, but only if submitted during the withdrawal period. Withdrawals from class may have ramifications for the financial aid of the student.

Students who withdraw from classes after the automatic withdrawal period will receive a “WO” or “WF”. The “WO” grade indicates the student has withdrawn from class with a passing grade. The “WF” grade indicates the student has withdrawn from class with a failing grade. Grades of “WO” and “WF” are awarded by the instructor as a final grade.

All “Withdrawal grades” may have ramifications for financial aid for the student.

It is highly recommended that students have a consultation with the advisor prior to a request for withdrawal.

Withdrawal from the University

A student may officially withdraw from the university by requesting a “Withdrawal from the University Form” from the Office of the Registrar, obtaining the required signatures, and returning the form to the Registrar’s Office. An official date of notification to withdraw will be indicated on the form on the day that the form is received in the Registrar’s Office. This date will be placed on the student’s transcript.

Unofficial Withdrawal

Drop out date – if a student leaves the University without giving an official notice, the drop out date will be established by using the grades submitted by the faculty to the Registrar’s Office at the mid-term. (Example: a student receiving all withdrawal grades at the mid-term will have the drop out date determined by the date the student last attended class.) The student’s financial aid will be adjusted, and there may be charges for which the student is responsible.

No show – if a student registered but did not attend classes, all federal funds must be restored to each program from which the student received funds. However, there may be charges for which the student is responsible.

Emergency Separation for Military Purposes

Students who desire to separate from the university for military purposes should bring in documentation stating this to the Office of the Registrar. The withdrawal grade will be given which is appropriate for the date that the student submits paperwork stating orders from the military.

Grading System

The University uses a letter system of grading based upon a 4.00 scale as follows:

A - Superior

Grade demonstrates consistent mastery of content and demonstration of the individual’s initiative and insight (90-100%).

B - Excellent

Demonstration of accurate knowledge of course content (80 - 89%).

C - Average

Grade demonstrates familiarity with basic course concepts (70-79%).

D - Poor

Failure to demonstrate the minimum standards as defined above. Considered of sufficient merit to be counted toward graduation if not received in major or related subjects (60- 69%).

F – Failure

Failure for which reexamination is not permissible (below 60%). Grade awarded to student failing coursework.

FA - Failure due to attendance

Awarded for failure of course due to insufficient class attendance where the student stops attending anytime during a given semester.

I – Incomplete

Incomplete (I) grades will be given by the instructor under extraordinary circumstances, such as severe illness, when a student has incomplete examinations, assignments, etc., and has a chance to earn a passing grade if the incomplete work is completed. Work for the incomplete grade must be completed 60 days into the next semester or it will be converted to a grade of “F”.

NA - Never Attended

This grade is assigned by the instructor when the student has never attended class.

S – Satisfactory

This grade is assigned as a passing grade to non-credit courses.

U – Unsatisfactory

This grade is assigned as a non-passing grade to non-credit courses.

W – Withdrawal

The grade is input by the Office of the Registrar when a student officially withdraws

from class through the Registrar. This grade is non-punitive.

When a student is suspended/expelled from the University for disciplinary reasons and is currently enrolled, the grade of “W” is awarded for all courses.

WO - Withdraw Passing

This grade is assigned by the instructor by the last day to receive a withdrawal grade.

WF - Withdraw Failing

This grade is assigned by the instructor by the last day to receive a withdrawal grade.

The following grades are not included in the calculation of the GPA: NA, W, I, WO, and S. Grades of WF and FA adversely affect the grade point average.

All grades must be submitted in hardcopy to the Office of the Registrar for records documentation. It is recommended that the departments maintain such documentation as well.

Dean’s List

Qualifications:

- Must be graded on a full-time basis.
- Must have a semester GPA of at least 3.00.
- Must not have received any “I” grades or “NA” or “FA” grades.
- Must not have received any grades below a “C”.

The GPA requirement is:

- Presidential Scholar 3.80 – 4.00
- Honors 3.50 – 3.79
- Honorable Mention 3.00 – 3.49

Academic Year

The academic year is comprised of thirteen (13) terms; six (6) Fall terms and seven (7) Spring terms. The academic year is from July August to June. The Terms are (see also the Academic Calendar for specific dates):

Fall

- Term I (virtual only), 4 weeks

- Term II (virtual and campus-based), 8 weeks
- Term III (virtual and campus-based), 4 weeks
- Term IV (virtual and campus-based), 16 weeks
- Term V (virtual and campus-based), 4 weeks
- Term VI (virtual and campus-based), 8 weeks

Spring

- Term I (virtual and campus-based), 8 weeks
- Term II (virtual and campus-based), 16 weeks
- Term III (virtual and campus-based), 4 weeks
- Term IV (virtual and campus-based), 4 weeks
- Term V (virtual and campus-based), 8 weeks
- Term VI (virtual and campus-based), 4 weeks
- Term VII (virtual and campus-based), 6 weeks

Full-time and Part-time Students

A student enrolled in 12 credits or more during any fall or spring semester is classified as full-time. A student enrolled in 11 credits or less during any semester is classified as part-time. Both full-time and part-time students may seek degrees at VUU.

Course Substitution

The substitution of a course in a major may be granted with the approval of the department chair and dean of the school. The substitution of a course is suggested by the student’s advisor. To make this request, the student should see the advisor first. The department will initiate a substitution form, obtain required signatures, and then submit the form to the Vice President for Academic Affairs, then to the Office of the Registrar for processing.

Transfer Courses

At the time of application for admission to the university, an official copy of the transcript from the previous institution(s) attended should be presented for evaluation. The Office of Enrollment Management sends the transcript to the Office of the Registrar for evaluation; however, transfer courses in the major may be evaluated by the department of the student’s major. The results of the evaluation are sent back to the admissions office for inclusion in the student’s file.

Cross Registration

Cross-registration is the process of taking one or two courses at other approved institutions at no

additional cost to the student, except for course fees. The cost of taking courses is included in the tuition at Virginia Union University.

A student who wishes to participate in cross-registration must receive prior approval from the advisor, department chair and the dean, and final approval from the Office of the Registrar. The approved institutions are: Virginia Commonwealth University, the University of Richmond, and Virginia State University.

To participate in cross-registration, the student must be a junior or senior at Virginia Union University, have a minimum cumulative GPA of 2.5 and may enroll in upper level courses at the other institution.

A pre-approval form may be requested from the Office of the Registrar to begin the process of obtaining approval for cross-registration. Once the signatures of the advisor, department chair and dean have been obtained, the form should be brought to the office of the registrar for final approval.

Undergraduate Student Load

Eighteen (18) semester hours are considered the maximum course load for each full semester (Fall or Spring). Any student wishing to take more than 18 credits in a semester must refer to the Course Overload policy and procedure below.

Federal Requirement 4.9

This institution has policies and procedures for determining the credit hours awarded for courses and programs that conform to commonly accepted practices in higher education and to Commission policy.

_____ Compliance _____ Non-Compliance

Narrative

Virginia Union University is in compliance with Federal Requirement 4.9. Virginia Union University defines a credit hour as follows:

In accordance with Federal Government guidelines, Virginia Union University defines a credit hour as (1) the amount of student time investment that reasonably approximates one hour of classroom or direct faculty instruction

and a minimum of two hours out of class student work for approximately fifteen weeks for one semester or (2) at least an equivalent amount of work as outlined in (1) for other academic activities as established by Virginia Union including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. In accordance with commonly accepted practices in higher education, Virginia Union operates on a 55-minute hour for this definition.

Virginia Union University's use of 55 clock minutes as equivalent to one hour is in accordance with commonly accepted practice in higher education


A unit of measure representing the equivalent of an hour (55 minutes) of instruction per week over the entire term. It is applied toward the total number of credit hours needed for completing the requirements of a degree, diploma, certificate, or other formal award.

Fifty-five minutes per week per credit hour for approximately 15 weeks provides approximately 825 minutes instruction time per credit hour, which adheres to standard practices on minimum length for academic courses:

For each semester hour of credit, a traditional lecture or laboratory course shall strive to meet a minimum of 825 minutes. Final exam periods may be counted as class time when computing required hours.

Furthermore, Virginia Union's calculation of course length adheres to standard practices and policies on Seat Time for Academic Credit. Workload associated with the traditional three-credit hour lecture class is used as the basis for determining equivalent workload and credit hour assignments to online courses.

All classes must be of reasonable length and include both content and contact sufficient to maintain high academic quality and standards commensurate with credit hours awarded for a "traditional three-semester hour lecture class.



The majority of course offerings at Virginia Union are three-credit courses and therefore the academic calendar is developed primarily around three-credit course class meetings. Each semester, the Deans of the schools propose the academic schedule of class meetings for three-credit courses which meet one, two, or three times a week to the Office of the Registrar. The schedule of class meetings provides the number of class meetings for each week of the semester as well as the total number of meetings for the semester.

Students are informed of the expectation of the University of Class Attendance and the completion of course work through the regulations listed under the Student Responsibilities section of the Academic Regulations section of the Catalog, Student Handbook and Course Syllabi.

The student enrolled at Virginia Union University obligates himself/herself to submit to guidelines, policies, requirements, and regulations set forth in the Virginia Union University Student Handbook, University Catalog, VUU website and other official published guidelines and regulations. Each student enrolled at the University is expected to exercise this obligation both on and off campus.

Transcripts

If the student/alumnus wishes to submit a transcript request by fax, prior payment must be made and a confirmation number given to the student/alumnus. A faxed request will be accepted with the confirmation number indicated on the fax.

It is the policy of the University that current and former students may obtain transcripts of their academic record as long as the student has no outstanding financial balances with Virginia Union University. Transcripts will be processed in 5 - 7 business days upon receipt of the request.

To obtain a transcript(s), a formal request must be presented. This form is available online at the University's website at www.vuu.edu. The cost of each official transcript is \$6.00, which may be paid online or by calling the Cashier's Office.

The student/alumnus must be in good financial standing with the University prior to release of the transcript(s). Transcripts may be sent to the student or outside parties, as determined by the request of the student/alumnus.

Undergraduate Course Overload


A course overload is considered to be 19 or more credit hours taken by a student in a given semester. The student must obtain the Overload Form from the respective department of the course. A student who wishes to take 19 credit hours must have a cumulative GPA of at least a 3.0 and written permission from the department chair. A student who wishes to take 20-21 credit hours must have a cumulative GPA of 3.0 and written permission from the dean. Students who wish to take 22 or more credit hours must likewise have a 3.0 GPA, written permission of the dean, and the approval of the Vice President for Academic Affairs.

Once the appropriate signatures have been obtained, the Overload Form must be submitted to the Office of the Registrar so that the student may be registered into the approved course. Any overload of courses will increase the final tuition bill for the student.

Class Attendance

Attendance will be taken in all classes. Students are expected to attend each class for the courses in which they are enrolled. Students must come to class on time. Students entering the classroom beyond five minutes of the class' start-time will be marked late. After attending two classes late, the student will receive an absence in the instructor's roll book. Also, if a student leaves class early, a similar policy will be followed i.e. two early departures will equal one class absence.

The maximum amount of time students may be out of class for reasons other than university sanctioned events is three (3) times for a class that is offered for three credit hours; four (4) times for a class that is offered for four credit hours. When freshmen and sophomores accumulate these absences, the instructor will send the appropriate form to the Center for Undergraduate Studies indicating that the student may be in jeopardy of either failing the course or having his/her final grade in the course



reduced. A copy of the form will be sent to the student's advisor and to the Chair of the department for further action.

Grade Changes

A final grade may be corrected by the faculty member with proper submission of the Change of Grade Form to the Office of the Registrar. For grades awarded in the fall semester, the change of grade must be submitted by the faculty member no later than 30 calendar days after the beginning of the following spring semester. For grades awarded in the spring semester, the change of grade must be submitted by the faculty member no later than 30 calendar days after the beginning of the following fall semester.

Repeating Courses

Students may repeat a course to improve a grade. It is advisable for the student to consult with the advisor before repeating a course. No matter how often a course is repeated, it may be counted only once towards credits for graduation. Grades for all attempted courses remain on the student's permanent record. Students may not repeat courses for which they received transfer credit.

Initiating the repeated course option will not result in a change in previously earned academic statuses (i.e. probation or suspension). Students who choose to repeat a course must do so before the awarding of their undergraduate degrees from VUU. The student's GPA will not be affected by repeating a course at any time after graduation.

Academic Progress

The academic progress of a student is tracked by the student's advisor. The academic progress is presented to the student in a concise form to show the general education requirements, major and collateral requirements, electives for a student's degree program, and the way in which the student is completing those requirements. This assessment provides accurate, up-to-date information to assist students and advisors in making wise academic choices.

At the end of junior year, the advisor will send a progress report or senior assessment to the Office of the Registrar for the record and for further confirmation through completion of the senior audit. The senior audit is sent back to the advisor

for confirmation. It is the responsibility of the advisor to contact the student regarding changes in the assessment.

Academic Appeals Process

Student should first contact instructor and attempt to resolve any concerns or issues. If no resolution is achieved, an academic appeal maybe initiated by the student to the department chairperson in which the course was taught. After this level, the appropriate steps of the appeals process include progression to the dean's level prior to contacting the Office of Academic Affairs for resolution of the matter if satisfaction is not achieved. Once the appeal is brought to the Office of Academic Affairs and the attention of the Vice President, a Grade Appeals Committee will be formulated to determine the merit of the appeal and it further action should be taken.

Satisfactory Academic Progress

Effective fall 2007, the minimum standard for satisfactory academic progress is a cumulative GPA of 2.00. Academic probation is imposed when the cumulative GPA is less than 2.00. The student on academic probation has two academic semesters, fall and spring, to raise the GPA to 2.00. Academic probation is lifted when the cumulative GPA is 2.00 or above. Academic performance will be reviewed at the end of each semester.


Probation

A student on probation:

- Has the option of attending VUU in the summer in order to raise the GPA prior to the fall semester of the next academic year.
- May take no more than 13 credit hours each fall and spring semester while on probation.
- Is advised to consult with his/her advisor in the department at the beginning of the probationary semester to determine what steps are necessary for improvements in the student's academic performance during the year.

Suspension

Suspension will occur when a student on academic probation has a GPA of less than 2.00 at the end of the probationary period. Students who have been



suspended at the end of an academic year must attend VUU in the summer in order to raise the GPA. VUU does not accept quality points from other institutions. If the GPA is raised to a 2.00 or better, the student's suspension will be rescinded. If the GPA is not raised during the summer session, the student will not be permitted to enroll until his/her period of suspension of one semester is over.

A maximum of two suspensions is permissible during a student's academic career at Virginia Union University.

Advanced Credit and Academic Equivalency

Virginia Union University will accept a maximum of 18 semester hours of advanced placement credit toward the baccalaureate degree for satisfactory scores (4 or higher) on the Advanced Placement Examinations (AP), the general and subject examinations of the College Level Examination (CLEP) of the College Entrance Examination Board, and grades received in courses from the International Baccalaureate Organization.

The student should request AP, IB, and CLEP credits as early as possible upon admission to the University. However, CLEP credits may be requested at any time during the student's enrollment. AP, IB, and CLEP credits will be granted upon the written approval to the Registrar or the Dean having jurisdiction over the courses involved.

The degree-seeking student requesting AP, IB, and/or CLEP credits may be enrolled as a full-time or part-time student. No letter grade will be received for AP, IB, or CLEP credits; therefore, grade point averages will be computed only on course work taken. No credit for CLEP will be received for courses that already have been attempted by the student.

International Baccalaureate (IB) Diploma Program

The International Baccalaureate (IB) Diploma Program is a comprehensive and challenging course of study that prepares students for college-level work. The IB Diploma Program is offered by over 1,456 schools world-wide in over 125 countries. The two-year course of study leads to final examinations in six subject areas with possible qualifications of college credit being awarded. The curriculum is rigorous and intellectually coherent, and it encourages critical thinking. Scores resulting from the IB examinations may allow individuals to receive college credit for courses in the General Education Curriculum. Students who have earned the IB Diploma and elect to take the subject exams may receive course credits at Virginia Union University in accordance with the provisions of this policy.

College Credit from the IB Exam

A final official transcript must be received by the Office of Enrollment Management and Admissions from the International Baccalaureate National Organization following the grade awarding and the request of the student. The minimum score one must achieve in order to receive any college credit from the IB subject exams is five (5). A score of at least six (6) is required in most subject areas for course credit. A maximum of 27 semester credits earned from the IB exams may be used toward attaining a bachelor's degree.

Academic Credit for Work/Life Experience

On rare occasions, the University may award academic credit to adult learners based on previous relevant life/work experience. The experience shall be: from significant professional experience, recent and relevant, and of satisfactory performance. Students must demonstrate college level learning through a portfolio process. College credit granted shall not be based on hours of experience but on relevant college level learning attained.

To apply for work/life experience credit, a student

- Be admitted to the University;
- Be at least 25 years of age;
- Have appropriate detailed documentation to validate experiences;
- Prepare a written document that thoroughly and accurately addresses the experiences; and
- Be able to verbalize the experiences addressed in the document and demonstrate as appropriate.

To obtain Work/Life experience credits, the applicant must see their department chairman for instructions for submitting a portfolio of Work/Life experiences. This should be done after admission to the University. Upon review of the portfolio, the department chairperson and dean will make recommendations regarding equivalent courses and credit hours to the Office of Academic Affairs for approval. The Office of the Registrar will be notified if any credit is to be awarded to the student and will forward information to the student relative to credit being awarded and placed on transcript.

University credit for courses taken while serving in the military will be considered for physical education, health, foreign language, computer information, and other non-technical courses. After an initial review of the transcript by the Registrar's office, academic departments will be asked to provide a second evaluation of credit.

Undergraduate Statute of Limitations on Courses

Courses taken in excess of ten years where the bachelor's degree was not awarded may be outdated and may require being repeated if they are to be used toward graduation. The Office of Academic Affairs must approve acceptance of any courses beyond the ten year limit.

Requirements for Undergraduate Graduation

A student must have completed the following to receive a bachelor's degree from Virginia Union University:

- A minimum of 120 credit hours towards a degree, including the general education core requirements.
- A cumulative GPA of 2.0 or above.
- A minimum of 30 semester hours in residence at the university.

A senior who expects to graduate must submit an Application for Graduation to the Office of the Registrar. **This application must be filed by March 30th for August graduates, May 30th for December graduates, and September 30th for May graduates.** A graduation fee of \$154 will be charged to your account in the term that you expect to graduate. If you fail to graduate during the semester of application the fee will be applied when requirements are satisfied.

There is only one Commencement exercise. It is held in May of each year.

Graduation with Honors

A student, who satisfies all degree requirements, maintains an overall average of "B", and exhibits exemplary conduct. At least half of the hours credited toward graduation must have been taken at Virginia Union University.

Cum Laude	3.00
Magna Cum Laude	3.50
Summa Cum Laude	3.80

Eligibility for Valedictorian requires 90 hours in residence at the university.

Graduate Program Course Registration and Graduation Requirements

For information regarding graduate program course registration and graduation requirements for see the information below for each graduate program.



FERPA Policy

The Family Educational Rights and Privacy Act (FERPA) afford certain rights with respect to their education records. They are:

- **The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.** Students should submit to the Office of the Registrar, located in Ellison Hall, Room 106, written requests that identify the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Office of the Registrar, the Registrar shall advise the student of the correct official to whom the request should be addressed.
- **The right to request the amendment of the student's education records the student believes are inaccurate or misleading.** Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. FERPA was not intended to provide a process to be used to question substantive judgments which are correctly recorded. The rights of challenge are not intended to allow students to contest, for example, a grade in a course because they felt a higher grade should have been assigned. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- **The right to consent to disclosures of personally identifiable information contained in the student's education**

records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, collection agent, or official of the National Student Clearinghouse); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate education interest if the official needs to review an education record in order to fulfill his or her professional responsibility. The University may disclose education records in certain other circumstances:

- To comply with a judicial order or a lawfully issued subpoena;
- To appropriate parties in a health or safety emergency;
- To officials of another school, upon request, in which a student seeks or intends to enroll;
- In connection with a student's request for or receipt of financial aid, as necessary to determine the eligibility, amount, or conditions of the financial aid, or to enforce the terms and conditions of the aid;
- To certain officials of the U.S. Department of Education, the Comptroller General, to state and local educational authorities, in connection with certain state or federally supported education programs;
- To accrediting organizations to carry out their functions;
- To organizations conducting certain studies for or on behalf of the University;

- The results of an institutional disciplinary proceeding against the alleged of a crime of violence may be released to the alleged victim of that crime with respect to that crime.

- **The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.**

The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4605.

The University may disclose “Directory Information” without a student’s prior written consent. The University designates the following as “Directory Information”: The student’s

- Name
- Addresses
- Telephone number
- School or department of major
- Major Field of study
- Degree sought
- Dates of attendance
- Full or part-time enrollment status
- Degrees and awards received
- Class rosters
- Expected date of completion of degree requirements and graduation
- The previous educational agency or institution attended
- Participation in officially recognized activities and sports
- Weight and height of athletic team members and other similar information

Except as noted in point # 10 above, the roster for a class will not be released, except to students enrolled in that class.

Students may restrict the release of “Directory Information” except to school officials with legitimate educational interests and others as indicated in point # 3 above. To do so, a student must make the request in writing to the Office of the Registrar. Once filed, this request becomes a permanent part of the student’s record until the student instructs the University, in writing, to have the request removed.

For purposes of compliance with FERPA, the University considers all students independent. For additional information about FERPA regulations and your rights under the law, go to <http://www.ed.gov> and search the word FERPA (Reg. 6/2004).

VETERAN & MILITARY SERVICES

VUU is committed to all veterans and military students—active duty, reserve, guard, separated and retired—as well as their dependents who are exploring VUU's academic opportunities. Staff members in Military and Veterans' Services, University College, Student Services, Health Services, and Workforce Development are here to help you with any challenges you encounter while working in or transitioning from a military to an academic environment.

The (SAA), is the approving authority of education and training programs for Virginia. Our office investigates complaints of GI Bill beneficiaries. While most complaints should initially follow the school grievance policy, if the situation cannot be resolved at the school, the beneficiary should contact our office via email saa@dvs.virginia.gov

For more information, please visit:

<https://www.vuu.edu/admissions/vms>



L. DOUGLAS WILDER LIBRARY AND LEARNING RESOURCE CENTER

Mission

We are proud of our history as one of the nation's older historically black colleges (HBCUs), founded in 1865. Our library was formerly the William J. Clark Library located in the historic landmark Belgian Friendship Building given to the University by the government of Belgium in 1941.

In 1997 we relocated to a new facility on campus named after Virginia Union's most celebrated alumnus, L. Douglas Wilder, humanitarian, civil rights leader and the first elected African-American governor (1990-1994) in the nation.

The library strives to provide users with a learning environment that enhances each user's understanding of the research process. The library facilitates lifelong learning by enabling users, especially students, to gain the knowledge and the tools necessary for education in and out of the classroom. Librarians are available on a "one-on-one" basis or by appointment to answer questions and assist students with research questions. The library faculty and staff are eager to help learners find and evaluate the information sources they need.

Library Collections

The General Collection (STACKS) and the **African American Collection**—there are over 147,000 volumes available for check out. Among these books is a comprehensive collection by and about Africans and African Americans.

The Archives—In January 1997, for the first time in its 136-year history, Virginia Union University opened a dedicated Archives and Special Collections Department. In addition to preserving the historical records of the campus, the Department endeavors to collect the history of African American Richmond.

The Wilder Collection—The L. Douglas Wilder Collection memorializes the life and career of Virginia's 66th Governor (1990-1994), L. Douglas Wilder. The Collection currently houses his awards

and memorabilia in a spectacular showcase setting and is an invaluable resource to researchers. This compilation includes the Press Office Photo Collection, the Audio Cassette Collection, and the Video Tape Collection.

The Press Office Photo Collection of the L. Douglas Wilder Collection contains over 1500 rolls of negatives and photos that cover the years Gov. Wilder was in office (1990-1994). They serve as the photo record of his activities as Governor, including special occasions like his inauguration, visits from foreign dignitaries and the funeral of Arthur Ashe, and his lying in state at the Executive Mansion.

The Audio Cassette Collection spans the years 1995-2001 and contains over 600 items. The recordings are primarily of Wilder's popular WRVA radio talk show. Other tapes include public service announcements, campaign ads, press conferences and national news interviews Wilder had with such news organizations as CNN, BBC and CBS.

The Video Tape Collection contains over 350 video tapes spanning the years 1983-2001. They include the gubernatorial debates between Wilder and Marshall Coleman, political advertisements, public service announcements, Wilder's inauguration ceremony, the State of the Commonwealth addresses, and Wilder's interviews on national news shows such as World News Tonight, Nightline, C Span, Sunday Morning and the Today Show.

Library Services and Resources

Interlibrary Loan (ILL)—Interlibrary loan enables library users to borrow materials from other institutions with which Virginia Union University has cooperative agreements. All faculty, staff and currently enrolled students of VUU may borrow materials through ILL.

Library Instruction—the library instruction program connects a librarian to each academic unit at the University. Librarians provide a number of

services, such as library instruction, collection development and consultation with individual faculty members and students.

Online Catalog (WALNET)—WALNET is part of an integrated library system that allows patrons to look up books, journals, audio-visual materials and reserve items. WALNET is accessible wherever Internet access is available. It is accessible from the library's website homepage.

Electronic Resources [Databases, E-books, and E-journals]—Wilder Library provides a variety of electronic resources to assist in the research process. Databases locate full-text and abstracted articles stored electronically on a subscription database. E-books are electronic versions of printed (paper) books. E-journals are electronic versions of print journals. Currently we have over 100 electronic databases and journals and over 56,000 e-books. All of these resources are available off campus with a valid VUU username and password.

Copying and Printing Services—these services are available in the library. The current cost is 10 cents per page.

Library Policies

Cell Phone Use

Our general policy states No Cell Phone Use. Please see signs posted in the library or the student handbook.

Food and Drink Policy

Our general policy states No Food or Drink in the Library. Please be sure to consume all beverages and food items before entering the library.

Internet and Computer Use Policies

Generally speaking, Wilder Library provides computer terminals with access to electronic resources to enhance the academic experience of students, faculty and staff. Terminals in the Reference and Periodicals areas on the first floor of the library may be used only to search for information. Computers for word processing purposes are available on the second floor of the library and a limited number of computers on the 1st floor.





ACADEMIC PROGRAM UNITS

Samuel Dewitt Proctor School of Theology

University College

Sydney Lewis School of Business

Evelyn Reid Syphax School of Education

School of Arts and Sciences



SAMUEL DEWITT PROCTOR SCHOOL OF THEOLOGY

Mission

The Samuel DeWitt Proctor School of Theology of Virginia Union University seeks to act as a catalyst for the critical and conscientious faith development of students; to assist students in defining and developing the specifics of their service in ministry; to provide a compassionate and nurturing context for substantive theological study; to serve as a facilitator of the church in defining and identifying worship in its broader aspects and in understanding its mission as it affects everyday life.

Departments

The Samuel DeWitt Proctor School of Theology has one undergraduate department: (1) Religious Studies; four graduate departments: (1) Biblical Studies (2) Historical Studies (3) Practical Theology (4) Theology and Ethics; and one doctoral department: (1) Contextual Theological Studies

Degrees

The Bachelors of Arts (BA) in Religious Studies degree, the Master of Divinity (MDiv) degree, the Master of Arts in Christian Education (MACE) degree and the Doctor of Ministry (DMin) degree are offered in the Samuel DeWitt Proctor School of Theology.

Major and Minor (Undergraduate)

Religious Studies

Concentrations (Doctoral)

Preaching and Social Concern
Global Leadership and Institutional Reform
Community Health and Sustainability
Youth and Young Adult Engagement
Worship and Creative Arts

Department of Religious Studies - Undergraduate

Religious Studies Major

Mission

The mission of Religious Studies is to prepare persons for graduate work in the discipline of religion and ministerial studies as well as those who seek to pursue religious vocations (i.e. youth ministers, pastoral assistants, associate ministers, etc)

Student Learning Outcomes

The teaching philosophy of the Department of Religious Studies aims to enable students to:

- Demonstrate an understanding of various religious ideas and values underlying various world religious systems.
- Demonstrate an understanding of philosophical inquiry and the relationship between philosophical theory and life experience.
- Demonstrate an understanding of Judeo-Christian religions in their various forms.
- Demonstrate an understanding of non-Judeo-Christian religions and their impact on the 21st century global community.
- Equip students to contribute positively to the world in which they live.

Outlined Program of Study

Religious Studies Major Requirements (B.A. Degree, 122 hours)

(A grade of C or better is required in all English,

History, Math, and Science)

Required Core Courses

73

hours

PHI 211	Logic or	
PHI 430	Philosophy of Religion	3
REL 201	Introduction to Religion	3
*REL 224	Religious Cults and Sects	3
*REL 235	Religious Trends in African American Communities	3
REL 311	Old Testament Literature I	3

REL 312	New Testament Literature I	3
REL 313	Old Testament Literature II	3
REL 314	New Testament Literature II	3
REL 316	Biblical Ethics	3
REL 366	Sociology of Religion	3
REL 417	Theological Communication	3
REL 420	Survey in Christian Thought	3
REL 421	Womanist Rel. Thought	3
REL 463	Cont. Trends in Theology I	3
REL 464	Cont. Trends in Theology II	3
REL 490 01	Culture/Anthro. of Women in Biblical Times	3
REL 490 02	Directed Field Work/or Community Service	4
REL 490-03A	Biblical Hebrew	3
REL 490-03B	Biblical Hebrew	3

(*Depicts courses that fulfill both a General Education and a Major requirement)

Free Electives 15
Total Hours: 122-126
hours

Religious Studies Minor
Minor Concentration Course

Requirements:

REL 311 and 313 plus 3 more courses chosen by the student in conjunction with Rel. Studies Advisor or
REL 312 and 314 plus 3 more courses chosen by the student in conjunction with Rel. Studies Advisor or
REL 311 and 312 plus 3 more courses chosen by the student in conjunction with Rel. Studies Advisor or
REL 313 and 314 plus 3 more courses chosen by the student in conjunction with Rel. Studies Advisor

Total Hours: 15 hours

Department of Theology and Ethics

Master of Divinity Degree (MDIV)

Mission

The mission of the Master of Divinity degree program is to prepare persons for: ordained

ministry, pastoral and religious leadership in local congregations and other faith-based settings, and a variety of non-ordained religious leadership roles in the church and world.

Scholarships

Rev. Barry T. Young Scholarship
S. Leon Whitney Scholarship
John Malcus Ellison Endowed Scholarship
J. Raymond Henderson Endowed Scholarship
John and Inez Bacoats Endowed Scholarship
Dr. John D. Peterson, Sr. Education Endowed Scholarship of Theology
Henry H. Mitchell Endowed Scholarship Fund
Louis D. Mitchell Endowed Scholarship Fund
Reverend Benjamin F. Bunn Endowed Scholarship
John & Lillian Henderson Endowed Scholarship
Reverend David J. Ragland Endowed Scholarship
Rev. Dr. Samuel DeWitt Proctor Endowed Scholarship
Reverend Francis O.Tabla Endowed Scholarship
Wendell C. Somerville Endowed Scholarship
John J. and Cora Wright Endowed Scholarship
Warren H. Stewart Sr. Evangelism & Emancipation Connection (Endowed Scholarship)
Dr. Michael H. Browder Endowed Scholarship
Dr. Jeremiah A. & Dr. Mary Wright Endowed Scholarship
Rev. Dr. Johnson A. Edosomwan Endowed Scholarship

Student Learning Outcomes

The goals of the Master of Divinity program are to prepare students to:

- 1) Serve in diverse ministries
- 2) Demonstrate and effectively communicate a clear and broad understanding of the diversity of the Christian tradition
- 3) Personally development as leaders is holistic and healthy (spiritually,

psychologically, socially and economically)

- 4) Appropriate Christian tradition in a manner that promotes social transformation
- 5) Become sensitized to the relevance of the Trans-Atlantic Middle Passage as a guiding motif for theological authenticity

Outlined Program of Study

Requirements (MDiv Degree, 81 hours)

(A grade of C or better is required in all Required Courses)

Required Core Courses 48 hours

ID 500	Church and Its Ministry in Context	3
BS 500	Introduction to Biblical Studies	3
PT 520	Field Education and Formation	3
CT 621	Theology and Theological Thinking	3
PT 533	Introduction to Preaching & Worship	3
PT 536	Christian Education	3
CH 640	History of Christianity	3
CH 651	History of the Black Church	3
OT 501	History of Old Testament	3
NT 501	Introduction to New Testament	3
PT 530	Introduction to Pastoral Care	3
PT 634	Black Preaching	3
ID 700	Senior Seminar	3
CT 728	Christian Ethics	3
CT ELEC	Elective	3
PT ELEC	Elective	3

Free Electives 33 hours

Total Hours: 81 hours

Transfer Credit/Advanced Standing

All students earning the Master of Divinity degree from STVU must complete forty – two (42) semester hours of study at STVU and must fulfill all graduation requirements. Students must complete 75% of their course work at STVU in order to qualify for valedictorian or top honors. The number of transfer credits accepted from other accredited graduate

theological studies programs will be determined by the Faculty Advisor and the Dean. In cases when the transfer credit has been used to earn another degree, no more than one half of the hours applied for the previous degree can be applied to the STVU Master of Divinity degree. Thus, no more than one year of a Master in Religious Education or Theological Studies may be applied to the Master of Divinity in the STVU.

In some cases, transfer credit can be awarded for courses completed in accredited non-theological graduate studies programs. Any request for the consideration of such transfer credit should be submitted to the faculty advisor prior to the end of the first semester of registration at STVU and must provide the following:

- Specification of vocational focus in ministry.
- Identification and description of the courses to be considered for transfer credit.
- Indication of how the identified courses were an aspect of preparation for and contribute to effectiveness in executing the specified ministry.
- An official transcript documenting successful completion of the course(s) submitted for consideration.

Normally, the maximum number of hours that can be transferred from non-theological graduate degree programs is twelve (12) semester hours or the equivalent of four (4) courses. Courses taken ten (10) or more years prior to enrollment in the STVU may be refused consideration. STVU does not give credit for life or work experience.

Additional Learning Opportunities

In addition to the main delivery system through which students may obtain the Master of Divinity, there are also additional opportunities by which students can meet curriculum requirements. These “outside the classroom” options provide an opportunity for

students to incorporate other areas of interest into their graduate study experience.

Service Learning

Service Learning provides an opportunity for students to gain knowledge and skills, while offering their gifts of mind and person to a church, agency, and/or activity committed to the holistic development of persons and communities. Service Learning is contextual education, where the content and method of the educational experience is determined through the interaction of the context, the student, and a context mentor. The institution shares in the offering of service by waiving the tuition for the course.

Students must submit a proposal for service learning that meets the approval of the context mentor, the faculty advisor, and the dean. Submission of service-learning proposals is not confined to normal registration periods, but any such proposal must be submitted no later than **September 30** of the student's senior year. **No letter grades are awarded for service learning. During the course of study, credit for service learning can be earned one time only.**

Service learning requires a minimum of one hundred (100) hours. A minimum of fifty of these hours must be contact hours in the context. Up to fifty of the hours can be used for research, planning, and preparing for the offering of the service. Service-learning proposals shall include the following:

- Context of service learning;
- Description of service-learning project;
- Identification and qualifications of context mentor (resume may be required);
- Learning objectives for the experience;
- Criteria for evaluation.

Upon completion of the service-learning experience, the submission of appropriate documents, and the receipt of a letter from the context mentor indicating the successful execution of all performance measures, a note will be entered upon the transcript and three (3) semester hours of credit awarded.

Experiential Learning and Cultural Immersion

Students have the opportunity to make proposals for experiential learning. Experiential learning is extra classroom education that enables the acquisition and enhancement of knowledge and skills through employment related seminars, training sessions, certifications etc. and/or church related conferences, workshops, denominational forums, etc. Any proposal for experiential learning must indicate how the learning event(s) contribute to excellence in ministry and must be executed during the student's matriculation at STVU. Credit for experiential learning will not be awarded for past service to the church or past activities in ministry.

Students also have the opportunity to make proposals for study through cultural immersion in a global context or a specifically identifiable different cultural context within the contiguous United States, such as Native American communities. General foreign travel, without specific assignments and assessment criteria does not qualify for an immersive experience. As in the case of experiential learning, any proposal for immersive learning must indicate how the experience contributes to excellence in ministry and must be executed during the student's matriculation at STVU.

Students must submit a proposal for Experiential or Immersion learning that meets the approval of the faculty advisor, the dean, and, in some cases, an event supervisor. Submission of Experiential Immersion Learning proposals is not confined to normal registration periods and no tuitions payment is required. Any such proposals must be submitted no later than **September 30th** of your senior year. **No letter grades are awarded for experiential or cultural immersive learning.**

During the period of matriculation, a student can utilize no more than one of each of the indicated experiential or immersive learning

events. Any deviation from this policy will require a vote of the faculty. In any experiential or immersive learning event, after consultation with the faculty advisor or the dean, the student must complete an Experiential Learning/Cultural Immersion Study Form indicating the following:

- Description of the Experience
- Contribution of experience to excellence in ministry
- Individual(s) and/or agency sponsoring or supervising event
- Qualifications of sponsoring/supervising agent or agency Learning objectives for the experience
- Performance measures
- Procedures, Assignments, Bibliography, and Resources for learning

Upon completion of the service-learning experience, the submission of appropriate documents, and the receipt of a letter from the context mentor indicating the successful execution of all performance measures, a note will be entered upon the transcript and three (3) semester hours of credit awarded.

All materials evidencing completion of the experience must be submitted to the faculty advisor.

Directed Study

A student can receive authorization for a directed study: (1) when an elective course listed in the catalogue is not offered during a student's period of matriculation; (2) an elective course is offered on a schedule that creates an unavoidable conflict for the student; and/or (3) there is an additional elective course needed to meet denominational, certification, or graduation requirements that cannot be accessed in normal scheduling sequence. Required courses may not be taken by directed study. The approval of the student's faculty advisor and the instructor who will supervise the directed study is required.

Independent Study

The opportunity for independent study is a privilege for students who have demonstrated academic excellence and disciplined study. Students who desire to enroll in an Independent Study course, must have a minimum 3.0 GPA at the time of enrollment. In the case of independent study, a student, with the guidance of an instructor, can design and develop his/her own course with flexible structure, methodology, and delivery. The approval of the faculty advisor and the instructor/supervisor who will guide the study is required.

In any directed or independent study, after consultation with the professor or supervisor guiding the course/event, the student must complete a directed/independent study form and indicate the following:

- Participating Professor/Supervisor;
- Topic to be considered/researched, or the nature of the experiential/cultural immersion
- Learning objectives for course or event;
- Established assignments;
- Biography
- Criteria for Evaluation;
- Number of sessions or duration of event.

Any directed or independent study requires enrollment during an established registration period, execution during an established semester, and payment of the normal tuition. A letter grade is normally awarded for directed or independent study. Students can utilize no more than one each of the non-classroom alternatives for degree requirements. Any deviation from this policy will require a vote of the faculty.

Department of Practical Theology

The Department of Practical Theology merges biblical and theological principles with intellectual and moral integrity for the application of Christian ministry. Studies are focused on Christian Education and Formation, Pastoral Studies, Preaching and Worship, and Pastoral Care. The school's partnership with

Virginia Commonwealth University offers dual degrees in the MDIV and Patient Counseling and the MDIV and MSW.

Master of Arts in Christian Education (MACE)

Mission

The mission of the Master of Arts in Christian Education (MACE) degree program as a professional graduate degree focused in the area of educational ministry, is to equip persons for leadership in educational ministry in congregations and a broad range of other settings.

Student Learning Outcomes

The goals of the Master of Arts in Christian Education are to equipped students to:

- Demonstrate their ability to be effective teachers/leaders.
- Define and apply a clear theology and a clear philosophy of educational ministry.
- Plan and evaluate an educational program in a ministry setting.
- Design and evaluate curricula for educational ministry.
- Engage in a continual process of personal and spiritual growth and maturity.

Outlined Program of Study

Requirements (MACE 2 Year Degree, 90 hours)

(A grade of C or better is required in all Required Courses)

Required Core Courses 84 hours

BS 500 Introduction to Biblical Studies	3
PT 550 Intro. to Life-Cycle Ministries	3
PT 626 Music and the Arts in CE	3
PT 625 Group Dynamics	3
OT 501 Introduction to Old Testament	3
NT 501 Introduction to New Testament	3
PT 536 Christian Education	3
PT 537 Philosophy of Education	3
PT 530 Introduction to Pastoral Care	3
CH 640 History of Christianity	3

PT 648 Faith & Human Development	3
PT 560 Education in Context	3
CT 742 Professional Ethics in Ministry	3
PT 644 Curriculum Theory and Design	3
CT 623 Systematic Theology	3
PT 748 Teaching Practicum	3

Free Electives 6 hours
Total Hours 90 hours

Outlined Program of Study

Requirements (MACE 1 Year Degree, 45 hours)

(A grade of C or better is required in all Required Courses)

Required Core Courses 33 hours

PT 537 Philosophy of Education	3
PT 550 Intro. to Life-Cycle Ministries	3
PT 560 Education in Context	3
PT 626 Music and the Arts in Christian Ed.	3
PT 625 Group Dynamics	3
PT 644 Curriculum Theory and Design	3
PT 648 Faith and Human Development	3
PT 748 Teaching Practicum	3

Free Electives 12 hours
Total Hours 45 hours

Transfer Credit

Transfer credit is not accepted for the Master of Arts in Christian Education program except for the basic biblical, historical and theological courses completed in an accredited M.Div. program. All discipline specific courses required for the Christian Education degree must be completed at STVU.

Master of Divinity and Master of Social Work (MDIV/MSW)

Mission

The purpose of the MDiv/MSW degree program is to prepare students for service in occupations where social work and the ministry intersect; to enable social workers to perform and evaluate social work practices as

they relate to biblical, theological, ethical, educational, and pastoral perspectives; and equip graduates for various forms of ministry in which clinical and administrative skills in social work are critical.

Student Learning Outcomes

The goals of the Master of Divinity program are to prepare students to:

- 1) Serve in diverse ministries
- 2) Demonstrate and effectively communicate a clear and broad understanding of the diversity of the Christian tradition
- 3) Personally development as leaders is holistic and healthy (spiritually, psychologically, socially and economically)
- 4) Appropriate Christian tradition in a manner that promotes social transformation
- 5) Become sensitized to the relevance of the Trans-Atlantic Middle Passage as a guiding motif for theological authenticity

Outlined Program of Study

**Requirements (MDiv Degree, 81 hours)
(A grade of C or better is required in all Required Courses)**

Required Core Courses 48 hours

ID 500	Church & Ministry in Context	3
BS 500	Intro to Biblical Studies	3
PT 520	Field Education and Formation	3
CT 621	Theological Thinking	3
PT 533	Intro to Preaching & Worship	3
PT 536	Christian Education	3
CH 640	History of Christianity	3
CH 651	History of the Black Church	3
OT 501	History of Old Testament	3
NT 501	Introduction to New Testament	3
PT 530	Introduction to Pastoral Care	3
PT 634	Black Preaching	3
ID 700	Senior Seminar	3
CT 728	Christian Ethics	3

VCU Electives 39 hours

Total Hours: 81 hours

Master of Divinity and Master of Science in Patient Counseling (MDIV/MS)

Mission

Through the cooperative arrangement with Virginia Commonwealth University (VCU), students can earn a Master of Divinity degree from the Samuel DeWitt Proctor School of Theology of Virginia Union University and a Master of Science degree in Patient Counseling from VCU. The mission of the graduate program in Patient Counseling is designed to assist an individual to work in the health field as one skilled in dealing with the whole person in the context of life’s crises and in a cooperative inter-professional team approach. It is offered to persons who have an existing identity in a helping or counseling profession.

Outlined Program of Study

**Requirements (MDiv Degree, 81 hours)
(A grade of C or better is required in all Required Courses)**

Required Core Courses 48 hours

ID 500	Church Ministry in Context	3
BS 500	Introduction to Biblical Studies	3
PT 520	Field Education and Formation	3
CT 621	Theological Thinking	3
PT 533	Intro to Preaching & Worship	3
PT 536	Christian Education	3
CH 640	History of Christianity	3
CH 651	History of the Black Church	3
OT 501	History of Old Testament	3
NT 501	Introduction to New Testament	3
PT 530	Introduction to Pastoral Care	3
PT 634	Black Preaching	3
ID 700	Senior Seminar	3
CT 728	Christian Ethics	3

VCU Electives 39 hours

Total Hours: 81 hours

Certificate in Faith and Public Life

Mission

Certificate in Faith and Public Life provides in-depth engagement with the foundations of religious liberty, religious freedom, and human

rights from a uniquely African American perspective.

Outlined Program of Study

Requirements (Certificate in Faith and Public Life, 15 hours)

(A grade of C or better is required in all Required Courses)

Required Core Courses 15 hours

ID609 African American Perspectives on Religious Freedom	3
ID607 Ethics and Politics	3
PT638 Religion and Law	3
CH648 Encounters of Christianity with Other Faiths	3
ID701 Capstone in Religious Freedom	3

Department of Biblical Studies

The Department of Biblical Studies and faculty offer courses that provide general to advanced study of the Bible. Course work in critical exegetical approaches examine Old Testament and New Testament literature, history, culture and theology. Course selection includes Introduction to Biblical Studies, The Bible in Africa, History of Israel, Biblical Hebrew, Introduction to the New Testament, Early African Christianity, Greek, and Topics in Hermeneutics.

Department of Historical Studies

The Department of Historical Studies is designed to inform students to research, critically read, interpret and teach the histories of Christianity. Particular attention is given to religious institutional movements, the development and evolution of the church, denominationalism, and the Black Church. Faculty facilitate explorative discussions in Black Religion and politics, the survival and continued relevance of African Traditional Religions, the growth of conservatism, modern religious sects and cults, and the history of religion in the United States.

Department of Contextual Theological Studies

The Department of Contextual Theology houses the Doctor of Ministry program. The Ministry in Cultural Context model of instruction recognizes the unique and special contributions that each cultural context provides for the church-at-large. Disciplines are informed by changing social, economic and political realities with particularities in the areas of study in community health, global leadership, preaching, worship, and intergenerational ministry.

Doctor of Ministry Degree

Mission

This mission of the Doctor of Ministry is the following:

- To empower the professional minister for the task of enhancing the spiritual growth, wholeness and leadership skills of the laity with whom they serve.
- To equip the minister with leadership skills to enable others to better serve. Particular attention is given to the impact of cultural contexts on the styles and methods of ministry.
- To enhance communication, writing and speaking skills. Students will apply these skills to their various cultural traditions and empower new contributions concerning the understanding of ministry worthy of sharing in, and between various groups that constitute the church at large.
- To establish models for addressing unique needs within and between ethnic and cultural groups as congregations and constituencies.
- To engage students in collaborative research with colleagues, community practitioners and scholars wherein

projects are intentionally designed to respond to larger-community, global and societal needs.

Student Learning Outcomes

Doctor of Ministry students should demonstrate an advanced competency in the practice of ministry. Therefore, the goal of the program is for students to accomplish the following:

1. A disciplined self-appraisal of their role as an individual, family member, and professional. A secondary gain of disciplined sharing in this area is the development of trust and openness for enrichment and to promote healing resources.
2. An in-depth review and refinement of their understanding of the context and current applicability of traditional theological discipline (biblical, theological, historical, and ethical studies) and extra theological resources, particularly as they relate to the participant's perspective for future ministry.
3. A rigorous dialogical process in the colloquia and doctoral courses, requiring complete and thoughtful preparation, creative analysis and interdisciplinary correlation of ideas and applications.
4. A constant focus on two areas that are critical for effectiveness: (a) handling the intellectual data and criteria and (b) understanding of the cultural parameters, which govern the study and engender empathy and compassion for vulnerable and under-resourced communities.

Outlined Program of Study Requirements (DMIN Degree, 62 hours)

(A grade of B or better is required in all Required Courses)

Required Core Courses **62 hours**

DM 601 Resources for Doctoral Education

CON 605 Doctoral Consultation I

DM 602 Colloquium I

DM 711 Theoretical Foundations for Ministry

CON 606 Doctoral Consultation II

DM 603 Colloquium II

DM 712 Resources for Doctoral Methods

CON 607 Doctoral Consultation III

DM 604 Colloquium III

DM 713 Transforming Community, Reforming Institutions

CON 608 Doctoral Consultation IV

DM 605 Colloquium IV

CON 609 Doctoral Consultation V

DM 608 Project/Document

CON 610 Doctoral Consultation VI

Total Hours: **81 hours**

Transfer Credit

Transfer credit is not accepted for the Doctor of Ministry of Ministry program. All D. Min. courses must be completed at and/or under the direction of STVU faculty and advisors.

STVU FACULTY

Bledsoe, Earl - B.S., M.Div., D.Min., Instructor of Practical Theology and Director of Field Education

Bond, Adam I. - B.P.S., M.Div., M.A., Ph.D., Associate Professor of Church History and Liaison for American Baptist Churches USA

Brown, Jessica Young – B.A., M.A., Ph.D., Assistant Professor of Counseling and Practical Theology

Gould-Champ, Patricia - B.A., M.Div., M.Ed., Ed.D., Associate Professor of Practical Theology

Harris, Faith B. – B.A., M.Div., S.T.M., D.Min., Assistant Professor of Theology, Director of Edsomwan Center for Faith, Leadership, and Public Life

Harris, James Henry – B.S., M.Div., M.A., M.A. M.A., Ph.D., D.Min., Distinguished Professor of Pastoral Theology and Homiletics

Howard, Greg –B.S., M.Div., D.Min., Associate Professor of Homiletics and Practical Theology, Interim Dean of the School of Theology

Janssen, Denise – B.A., M.Div., Ph.D., Associate Professor of Christian Education

Johnson, Alison Gise – B.S.ChE, M.Div., Ph.D., Associate Professor of Historical and Theological Studies

Kim, Yung Suk – B.A., M.Div., Ph.D., Associate Professor of New Testament and Early Christianity

Kinney, John William - B.A., M.Div., M.Phil., Ph.D., Distinguished Professor of Theology and Historical Studies

McKenzie, Ray- B.A., M.Div., D.Min., Instructor of Practical Theology.

Martin, Deborah - B.A., M.Div., D.Min., Instructor of Practical Theology, Assistant Dean of the School of Theology

Sanders, Boykin – B.S., M.Div., Th.M., M.A., Ph.D., Distinguished Professor of New Testament and Greek

Simmons, Harry- B.A., M.Div., M.A., D.Min., Assistant Professor of Pastoral Care

Smith, Sylvester - B.S., M.Div., Ph.D., Assistant Professor of Interdisciplinary Studies

Wafawanaka, Robert - B.A., MTS., Th.M., Th.D., Associate Professor of Biblical Studies

West, Nathaniel - BS., M.Div., M.A., Ph.D., Assistant Professor of Christian Education

STAFF

Anderson, Jacqueline - Administrative Assistant, Center for Lifelong Learning and Church Leadership, School of Theology

Davis, Laura - Administrative Assistant, School of Theology Office of the Dean

Flowers, Paul Flowers - Doctor of Ministry Program Director, School of Theology.

Goode, Yvette - Administrative Assistant, School of Theology

Jackson, Khari - Graduate Student Engagement Coordinator, School of Theology

Smith, Sheryl - Graduate Program Associate, School of Theology

School of Education Graduate Program in Curriculum and Instruction

Mission

The mission of the School is to produce a nationally validated program that develops a community of professionals competent and dedicated to improving humanity. These professionals will exhibit knowledge and skills in their fields of study, engage in life-long learning and will be committed to professional growth. The School encourages scholarly inquiry based on reflective analysis in search for excellence, solid values, and a sense of personal worth in diverse settings.

Admission requirements:

- 2.75 or above GPA in undergraduate degree program (GPAs between 2.00 and 2.75 will be considered for conditional admission)
- An OFFICIAL transcript from prior degree program
- Two letters of recommendation
- Personal Statement
- Applications are considered as they are completed

Program completion timeframe:

- 36 credit hours that can be completed within 18-24 months

Core and Track Description

The Master of Arts in Curriculum & Instruction requires a minimum of 36 credit hours, including a Capstone Project or Thesis based on Action Research and Case Studies.

The C&I master's degree program curriculum will be comprised of: 1) core courses, 2) research courses, 3) professional courses, 4) specialized track courses, and 5) Capstone/ Thesis Project. The uniqueness of the Master of Arts in C&I offered at the Syphax School resides in its specialized track model, in which students select one of the following areas of specialty:

- a) C&I: Elementary Education
- b) C&I: Special Education
- c) C&I: Urban Education

The specialized track rationale is value-added in nature and is also geared to produce highly marketable graduates and practitioners committed to excellence in education professional careers. The combinational tracks are summarized in the figure below.

Track #1: Elementary Education

This specialized track is designed to provide graduate students with knowledge and skills to serve in leadership roles in curriculum development supervision and research in the field of elementary education. Graduate students will focus on applying current theory, research and technology to the design of curriculum and instructional models. The specialized courses will endorse competencies required by the Virginia Department of Education for Elementary Education licensure. This option prepares students to work as educators, curriculum specialists, researchers and teacher educators.

Track #2: Special Education General Curriculum (K-12)

This specialized track is designed to provide graduate students with professional knowledge and skills needed to work in a variety of settings: General Education Classroom (where students with special needs are being collaboratively taught), Resource, modified resource rooms, self-contained settings or classrooms in varied urban, suburban or rural areas, Residential

programs, and various community environments. Graduate students learn assessment and diagnosis of students, effective instructional procedures, collaborative techniques, and behavior management strategies. The specialized courses will endorse competencies required by the Virginia Department of Education for K-12 Special Education licensure. Graduates will be prepared to teach, counsel, consult, and serve as a resource to general educators, agencies, families of special needs learners, curriculum specialists, researchers, teacher educators, and school leaders.

Track #3: Urban Education

The Urban Education specialized track is specifically designed: 1) to provide graduate students with a broad base of knowledge about the education of minorities and of students in urban areas and 2) to enhance graduate students' understanding of topics, such as social theory, national educational policy, urban education reform, the social and political context of urban schools, the practices and policies that govern urban teaching, and the education of ethnic, racial, cultural and language minorities in diverse settings. This option focuses on the scope of issues confronting minority students in urban contexts. The field of Urban Education incorporates perspectives from other appropriate fields such as educational policy, sociology, social work, political science, math and literacy. This option prepares students to work as educators, curriculum specialists, researchers and teacher educators in schools and universities in urban school districts and districts with large minority populations. Finally, this option addresses the needs of professionals involved in community-based education, adult literacy, community development, after school programs and family support organizations.

**MASTER OF ARTS IN CURRICULUM AND INSTRUCTION
ELEMENTARY EDUCATION**

Course Requirements	Course Titles	Semester Hrs.
Core Course (Total: 3 cr.)	EDU 520 Philosophy of Education	3 cr.
Research Course (Total: 3 cr.)	EDU 522 Measurement, Evaluation and Ethics in Action Research	3 cr.
Professional Courses (Total: 9 cr.)	EDU 524 Curriculum Theories, Design and Evaluation	3 cr.
	EDU 526 Instructional Media and Computer Technology in the Classroom	3 cr.
	EDU 528 Policy and Critical Issues in Curriculum and Instruction	3 cr.
Specialized Courses (Total: 15 cr.)	EDU 541 Multicultural Education for Today's Diverse Classrooms	3 cr.
	EDU 543 Trends & Issues in Early Childhood Education	3 cr.
	EDU 544 Literacy in Elementary Education	3 cr.
	Six(6) additional credit hours chosen from the list of C&I electives listed on pages 17-19	6 cr.
Master's Project (Total: 6 cr.)	EDU 580 Master's Thesis/Capstone and Oral Examination	6 cr.
TOTAL		36 Credits

**Master of Arts in Curriculum and Instruction
Special Education (K-12)**

Course Requirements	Course Titles	Semester Hrs.
Core Course (Total: 3 cr.)	EDU 520 Philosophy of Education	3 cr.
Research Course (Total: 3 cr.)	EDU 522 Measurement, Evaluation and Ethics in Action Research	3 cr.
Professional Courses (Total: 9 cr.)	EDU 524 Curriculum Theories, Design and Evaluation	3 cr.
	EDU 526 Instructional Media and Computer Technology in the Classroom	3 cr.
	EDU 528 Policy and Critical Issues in Curriculum and Instruction in Special Education	3 cr.
Specialized Courses (Total: 15 cr.)	EDU 541 Multicultural Education for Today's Diverse Classrooms	3 cr.
	SPE 548 Serving Special Students in Inclusive Environments, K-12	3 cr.
	SPE 549 Language Acquisition and Language Disorders	3 cr.
	Six (6) additional credit hours chosen from the list of C&I electives listed below (p. 15)	6 cr.

Master's Project (Total: 6 cr.)	EDU 580 Master's Thesis/Capstone Project and Oral Examination	6 cr.
TOTAL		36 Credits

Master of Arts in Curriculum and Instruction Urban Education

Course Requirements	Course Titles	Semester Hrs.
Core Course (Total: 3 cr.)	EDU 520 Philosophy of Education	3 cr.
Research Course (Total: 3 cr.)	EDU 522 Measurement, Evaluation and Ethics in Action Research	3 cr.
Professional Courses (Total: 9 cr.)	EDU 524 Curriculum Theories, Design and Evaluation	3 cr.
	EDU 526 Instructional Media and Computer Technology in the Classroom	3 cr.
	EDU 529 Leadership & Instruction for Effective Urban Schools	3 cr.
Specialized Courses (Total: 15 cr.)	EDU 541 Multicultural Education for Today's Diverse Classrooms	3 cr.
	EDU 552 Historical and Sociological Perspectives in Urban Education	3 cr.
	Nine (9) additional credit hours chosen from the list of C&I electives listed below (p. 15)	9 cr.
Master's Project (Total: 6 cr.)	EDU 580 Master's Thesis/Capstone Project and Oral Examination	6 cr.
TOTAL		36 Credits



UNIVERSITY COLLEGE

UNIVERSITY COLLEGE

Goal

In strategic alignment with the University's mission, the University College aims to increase VUU undergraduate student retention and graduation rates by providing all enrolled students a strong foundation for life through a comprehensive and sustained academic experience. The specific focus areas for the University College include:

- Prepares academic schedules for all newly matriculating students,
- Collaborates with and serves as a liaison between academic schools to ensure that all students are on track to complete graduation requirements in a timely manner,
- Implements the Noble Nine Leadership Seminar Series for all first year students and for all other students during a four-year academic experience,
- Coordinates the Early Alert System for Retention,
- Coordinates the University Learning Center,
- Coordinates Inclusive Learning Services for students seeking accommodations for a medical condition or disability that may affect learning.

Strategic Approach


The University College is an academic support and access center specifically dedicated to the development and educational goals of all VUU undergraduate students. At VUU, the historic mission and value proposition for a unique student experience can be leveraged for the purposes of academic excellence and student success. The general education core curriculum, along with the Noble Nine Leadership Series is an opportunity to hone student foundational skill sets to ensure overall student academic success. The University College coordinates an interdivisional data portal to facilitate clear communication on issues that may impact student learning. For example, if a student has financial challenges, this can result in

heightened anxiety and interfere with learning leading to low academic performance. Such a data portal would inform university staff and administrators on such challenges, whereby the university community can work together as a "Circle of Support." This approach can also be extended to improve the institutional mechanisms that are specifically targeted for students with learning disabilities. In sum, the specific needs of VUU students will be the driver of the University College's organization and programming efforts. Student success indicators will provide the data metrics to determine the University's College's impact to include, Fall-to-Fall first time retention (by cohort), graduation rates, academic achievement and the honor's program.

The University College facilitates the advancement of Undergraduate Education at Virginia Union University and supports the retention of first- and second-year students by providing an array of services planned to assist them in reaching optimal academic performance and the ultimate goal of graduation.

University College Services

Academic Coordinators provide guidance in all aspects of educational planning, including course scheduling, referrals to tutorial services, and monitoring of all student academic performance. By implementing oversight initiatives and monitoring systems, the Academic Coordinators ensure that the needed resources and tools are provided to assist students in their academic matriculation and overall development during their educational experience. The coordinator will implement a broad range of activities and programs that supports student success and retention. The Coordinator will research student retention issues and develop programs, in conjunction with instructional and student development units, that will help ensure student success. The Academic Coordinator will seek to provide the target population of students with the necessary guidance and support to successfully complete the academic program of their choice.



“Circle of Support:” represents a set of services officered by the University College in collaboration with the Office of Student Development and Success. These services help students become acclimated to the University and provides strategies for overcoming the challenges of the college experience. These services and programs include academic advising, the eight-course Noble Nine Leadership Seminar Series and workshops and programs targeting academic survival skills. In collaboration with the academic schools, academic coordinators assist the student with clarification of their academic, life, and career goals.

The advising process is ongoing, multifaceted, and in partnership with the student, faculty, and administration. Academic advising, if effectively delivered, can be a powerful influence on academic excellence, student development, learning, matriculation, and retention leading to graduation.

Inclusive Learning Services: Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 requires the University to provide academic adjustments and/or accommodations for students with documented disabilities. Students seeking academic adjustments or accommodations must self-identify with the Panther Promise Academic Coordinator via telephone at 804-342-3885, at UC@VUU.edu, or in person University College – 2nd floor Wilder Library. After meeting with the Coordinator, students are encouraged to meet with their instructors to discuss their needs and if applicable, any concerns related to their learning needs. See the description of Inclusive Learning Services in the Student Handbook.

Honda Campus All-Star Challenge (HCASC) is a year-long, campus-wide activity. It brings together the whole campus community -- students, faculty, administration, and alumni. The Q & A game combines academic material, popular culture and sports in a format emphasizing quick recall. African American history and culture is prominently featured in the questions.

The HCASC season involves two tiers -- the Campus Program and the National Championship. Campus competition takes place in the fall with all

students eligible to play in the Campus Tournament. Sixty-four Historically Black Colleges and Universities qualify to attend the National Championship Tournament.

After the Campus Tournament, the Campus Coordinator and Coach select the Varsity Team of players (up to 12 players). The Varsity Team meets in weekly practice sessions until the final NCT Team (**four players**) are named. Preparation is strenuous, but in the end, it is all "serious fun." Feel free to visit www.HCASC.com for additional information.

Peer Advisory Leadership Students (PALS) is a program that pairs upper class students with incoming freshmen. The student leaders serve as mentors for their freshman peers, helping them to navigate through their first year of college.


The Learning Center is located in Wilder Library on the 2nd floor and is open to all VUU students. The following tests are currently administered in the center:

- **Accuplacer** is a computer-adaptive college placement test that helps Virginia Union University Faculty evaluate incoming students' writing and mathematics skills. The results of these assessments provide insight into the academic support needs of newly matriculating students and connects them to resources they need to achieve academic success.
- **Criterion** is a web-based instructional tool that evaluates students' essay-writing skills. Virginia Union University's Faculty uses this tool to assess students writing proficiency as a part of English 102. Criterion offers students an opportunity to develop better writing skills by being able to revise their own essays and receive constructive feedback.

Tutoring

By providing tutoring at Virginia Union University, we are assisting our students in their endeavors to strive for academic success. Peer tutors are available to provide one-on-one assistance in many undergraduate courses.

The VUU tutors help students identify error/weaknesses in their courses by going over



pertinent course information, reviewing an Academic Success Plan with the tutee, and making follow-up appointments if necessary. In addition, we offer monthly tutoring programs to provide additional support to all students.

Drop-In Tutoring:

- Students are seen on a first come, first served basis
- Students can utilize this service as many times throughout the year as they would like
- Students will have a personal tutor throughout the semester

Appointment Tutoring:

- No more than one hour with a peer tutor
- Appointments must be made at least 3 days in advance
- Students will have a personal tutor throughout the semester

Students must sign-in and sign-out when utilizing the services offered by the VUU Learning Center. By tracking the services used, we can better assist our students in achieving academic success.

About the VUU Tutors

Tutors are upperclassmen at Virginia Union University who have earned an “A” or “B” average in the course(s) they tutor, and have an overall GPA of 3.0 or higher. All tutors receive training and certifications prior to rendering tutoring services.

Writing Success is also supported by the Learning Center. Efforts are designed to assist students with the development of fundamental skills and knowledge necessary for success in all academic areas. All students are provided one-on-one, expert assistance in all types of writing – academic papers, résumés, Criterion preparation, technical writing, formal letters, personal statements, and MLA/APA documentation. Assistance is available in the University College by appointment or during set hours designated for walk-ins. We encourage students to take advantage of this important resource designed to improve proficiency in grammar, punctuation, and word usage, as well as to hone skills in proper citation, essay development and clarity.

Required participation with the VUU Learning Center may be determined by:

- Accuplacer Scores
- Students referred by their instructors
- Students who fail to meet Criterion expectations

The Virginia Union University Honors Program


is a four-year comprehensive program providing accelerated learning opportunities for students of superior intellectual ability, high motivation, and broad academic interests. Student participants are required to seek and identify national merit award programs, and are supported with application assistance. The VUU Honors Program is the model by which all VUU students are expected to manifest high scholastic and ethical standards.

General Education Curriculum

Derived from Virginia Union University’s mission statement to provide all students with liberal arts foundations, the General Education Experience is foundational for all newly admitted students. Specifically, regardless of a student’s major, the General Education Experience which includes the Noble Nine Leadership Seminar Series at Virginia Union University involves nourishing *the skills, knowledge, dispositions, and values* for individual success, self-actualization, and integration in the contemporary world.

The General Education Experience is the vehicle through which Virginia Union University seeks to make its most significant impact on the lives of students. Virginia Union University offers an undergraduate experience that encompasses significant areas of a broad general education experience and student support.

The General Education Experience at Virginia Union University provides a common bond of knowledge for all students; encourages the synthesis and integration of that knowledge into a unified whole, sharpens the skills of communication, leadership, critical reflection, computation, and critical analysis; develops appreciation for diverse cultures, promotes a lifestyle of physical, personal and intellectual well-being, and fosters leadership development. The General Education Experience at Virginia Union University is designed to (a) form well-educated, well-rounded scholars and critical thinkers equipped with a variety of skills that are



sought by employers and graduate degree programs; (b) prepare graduates with sound humanistic and moral values who are ready to give back to the community; and (c) promote individual as well as global understanding and responsibilities of citizenship.

Students and advisors are responsible for keeping track of student progress throughout the VUU experience. Students are required to complete General Education Core Courses within the first two years (freshman and sophomore years) prior to transitioning into their Major disciplines for specialized knowledge as Juniors and Seniors.

The University College works collaboratively with the various departments to schedule General Education Courses for freshmen and the beginning of the sophomore experience, as well as maintaining Curriculum Templates for each academic major. The Curriculum Templates inform freshmen and sophomore students of the requirements of selected degree programs at an early stage. The Curriculum Templates also provide students with a structure for their matriculation – particularly in the critical first two years of their academic experience. The Curriculum Templates provide a visual map of courses required towards degree completion in a simple, efficient manner (from suggestions of recommended course options and elective courses to prerequisites and other major-specific requirements).

Specific courses to fulfill the general education requirements vary depending on the majors selected.

GENERAL EDUCATION EXPERIENCE : STUDENT LEARNING OUTCOMES

Objectives

Virginia Union graduates will be provided with a General Education Experience that will help them demonstrate skills, knowledge, understanding, appreciation, and application of the following student learning outcomes over the course of the student's four-year experience at VUU::

General Education Experience Student Learning Outcomes

When the student completes his or her general education experience at VUU, the following outcomes are intended:

1. Students will demonstrate effective oral and written communication for success in leadership, academics, and professional practice.
2. Students will demonstrate the ability to think critically and reflectively in order to process multiple forms of information about themselves and the world around them.
3. Students will demonstrate ethical awareness and respect for diversity and others by engaging in activities that effect change on campus and in the community.
4. Students will demonstrate an understanding of history and culture that has shaped the University and community and will shape the future.

GENERAL EDUCATION CURRICULUM REQUIREMENTS

The University's general education course requirements, covering freshman and sophomore years, provide each student with a strong background in the liberal arts and sciences. The general education courses contribute to the student's overall general education experience. At the end of the sophomore year, each student should have earned a minimum of semester hours or its equivalent in the following courses:

General Education Course Curriculum (for Catalog) Rev. 6.12.20

[Total General Education Credits = 36-42, depending on the student's major]

Students must take both ENG 101 and ENG 102 in sequence (earning a "C" or higher in both courses).			
	Course Code	Course Title	Credits
	ENG 101	Freshman Composition I	3
	ENG 102	Freshman Composition II	3
Students must choose one of the following options (unless the choice is prescribed by a department or major):			
	MCM 101	Intro to Mass Communications	3
	HUM 225	World Literature I	3
	HUM 226	World Literature II	3
	French 101	French 101	3
	French 102	French 102	3
	SPA 101	Spanish I	3
	SPA 102	Spanish II	3
	BIO 115	Writing in the Sciences	1
	SPH 203	Voice and Diction	3
	SPH 217	Informative and Persuasive Speech	2
Students must choose one of the following (unless the choice is prescribed by a department or major):			
	MAT 115	College Algebra	3
	MAT 121	Contemporary Math	3
	MAT 160	Pre-Calculus for Business Majors	3
	MAT 170	Pre-Calculus for Natural Science Majors	4
	MAT 175	Pre-Calculus with Trig for Math Majors	4
Students must choose one of the following (unless the choice is prescribed by a department or major):			
	BIO 101	Intro to Biological Science NON-MAJORS	3
	CHE 101	Intro to Chemical Science NON-MAJORS	3
	PHY 101	Intro to Physical Science	3
	NSC 260	Intro to Environmental Science	3
	BIO 111	General Biology I – Majors	3
	CHE 111	General Chemistry I – Majors	3

Students must choose one of the following (unless the choice is prescribed by a department or major):			
	CSC 160	Intro to Computing	2
	CIS 162	Business Computer Applications	3
	CIS 163	Intro to Computer Information Systems	3
	CSC 200	Intro to Computer Science	3
Students must choose one of the following (unless the choice is prescribed by a department or major)::			
	ECO 200	Consumer Economics	3
	ECO 231	Principles of Economics	3
	PHI 211	Logic	3
	PSY 101	General Psychology I	3
	PSY 201	Human Growth and Development	3
Students must choose one of the following (unless the choice is prescribed by a department or major):			
	REL 235	Black Religion	3
	HIS 225	African American History I	3
	HIS 226	African American History II	3
	NSC 290	African American Perspectives in Science	3
Students must choose three courses from at least two of the three categories below (unless the choice is prescribed by a department or major):			
<i>Religion and Philosophy</i>			
	REL 101/201	Intro to Religion	3
	REL 224	Cults and Sects	3
	PHI 211	Logic	3
	PHI 212	History and Philosophy	3
	PHI 213	Modern Philosophy	3
<i>Psychology, Social Work, Criminology and Criminal Justice</i>			
	PSY 101	General Psychology I	3
	PSY 201	Human Growth and Development	3
	SWK 155 / 255	Intro to Social Work	3
	CCJ 180	Intro to Criminal Justice	3
<i>History, Geography, Sociology, Political Science</i>			
	HIS 145	World Civilizations I	3
	HIS 146	World Civilizations II	3
	HIS 201	American History I	3
	HIS 202	American History II	3
	GEO 203	World Geography	3
	GEO 204	Cultural Geography	3
	GEO 205	Physical Geography	3
	SOC 200	Intro to Sociology	3
	PSC 230	American Governments	3
<i>Fine Arts</i>			
	HUM 210	History and Appreciation of Art	2

	HUM 211	History and Appreciation of Music	2
	HUM 212	History and Appreciation of Theatre	2
	MUS 201	Music Literature I	2
	MUS 202	Music Literature II	2
<i>Foreign Language</i>			
	FRE 101	Elementary French 101	3
	FRE 102	Elementary French 102	3
	SPA 101	Spanish 101	3
	SPA 102	Spanish 102	3
<i>Literature</i>			
	HUM 225	World Literature I	3
	HUM 226	World Literature II	3
<i>Education</i>			
	EDU 220	Foundations of Education	3
Students must take one each semester in sequence:			
	NNL 101	Nine Noble Leadership Seminar (first year students)	1
	NNL 102	Nine Noble Leadership Seminar (first year students)	1
	NNL 201*	Nine Noble Leadership Seminar (second year students)	1
	NNL 202*	Nine Noble Leadership Seminar (second year students)	1
	NNL 301*	Nine Noble Leadership Seminar (third year students)	1
	NNL 302*	Nine Noble Leadership Seminar (third year students)	1
	NNL 401	Nine Noble Leadership Seminar (fourth year students)	1
	NNL 402	Nine Noble Leadership Seminar (fourth year students)	1

*NNL 201 and 202 will be available starting AY 2021-2022. NNL 301 and 302 will be available starting AY 2022-2023.

SYDNEY LEWIS SCHOOL OF BUSINESS

Mission

The Sydney Lewis School of Business (SLSB) seeks to prepare students for 1) leadership positions in business and government organizations in a competitive global economy or 2) to pursue graduate studies. The program promotes intellectual, technical, professional and ethical development so students can be competitive in the global economy.

Departments

The Sydney Lewis School of Business has two departments: (1) Accounting and Finance and (2) Management and Marketing.

Degrees

The Bachelor of Science (BS) degree is offered for the majors in the Sydney Lewis School of Business.

Majors

Accounting
Entrepreneur Management
Finance and Banking
Marketing
Business Information and Technology/Secondary Education

Minors

All students who are in good academic and financial standing are eligible to major in the SLSB three minors:

Accounting
Business
Marketing

Accounting Minor (20 credit hours)

The minor requires 20 hours after three prerequisites are met.

Prerequisites that may be taken to satisfy

Genera education requirements:

ECO 231 Principles of Economics
MAT 160 Pre-Calculus
CIS 162 Business Computer Application or

Minor Courses:

MGT 199 Professional and Ethical Development
ACC 201 Financial Accounting

ACC 202 Managerial Accounting
ACC 303 Accounting Information Systems
ACC 305 Federal Personal Taxes **AND**
FNB 300 Principles of Finance **OR**
ACC 301 Intermediate Accounting I

Students must earn a grade of "C" or better in all courses taken for the minor in Business program.

Business Minor (19 credit hours)

Required:

ACC 201 Financial Accounting
MKT 300 Principles of Marketing
FNB 300 Principles of Finance (Prerequisite ACC 201)

AND

Three other specified courses chosen in consultation with the Chair of the Department of Accounting and Finance or Management and Marketing and approved by the Dean of the SLSB. Students must earn a grade of "C" or better in all courses taken for the minor in Business program.

Marketing Minor (12 credit hours)

Required:

MKT 300 (Prerequisite ECO 231; which may be used as a general education requirement) **AND**

Choose three additional courses from the following: (MKT 300 is the prerequisite for **all** of the following courses)

MKT 370 Buyer Behavior
MKT 371 Retailing
MKT 376 Small Enterprise Marketing
MKT 379 Promotional Strategy
MKT 383 Salesmanship
MKT 473 Organization to Organization Marketing
MKT 474 Global Marketing (additional prerequisite of MGT 316 or permission of instructor)
MKT 479 Marketing Research (additional prerequisite of a basic statistics class such as MAT 201, CCJ 335, PSY 203 or SOC 319)
MKT 490 Special Topics (as appropriate with permission of instructor)

Students must earn a grade of "C" or better in all courses taken for the minor in Business program.

Scholarships

- SLSB Ruth Coles Harris Leadership Institute Certificate Programs:
- Project Management
- Entrepreneurship
- Non-Profit and Church Administration
- Organizational Change and Leadership
- Mrs. Yvonne M. and Dr. S. Dallas Simmons Endowed Scholarship
- Mrs. Theresa Walden Endowed Scholarship
- Nationwide Insurance Company Endowed Scholarship
- Retail Merchant Association Endowed Scholarship
- M. M. Gordon Endowed Scholarship

These scholarships are available to all students pursuing majors in the SLSB.

Core Student Learning Outcomes:

All SLSB students except the Business and Information Technology Education majors will take a common business core in which students will develop knowledge and skills in a wide range of business disciplines. This will be tested through the Major Field Achievement Test in Business. In addition, core student learning outcomes include proficiencies in written and oral communication, technology, quantitative and qualitative decision making, ethical awareness and decision making, and understanding/appreciation of diversity. These competencies will be infused throughout courses in the common business core.

Outlined Program of Study

Requirements (*B. S. Degree, 120 hours*)

General Education 36-42 hours

(A minimum grade of C is required in all English, Mathematics, Economics and Business Courses)

The SLSB core, required of all business students, uses a holistic approach to learning and understanding how functional areas in business and management are intertwined and applicable to a broad range of organizational issues and problems.

SLSB Core Courses 38 hours

ACC 201 Financial Accounting	4
ACC 202 Managerial Accounting	4
ECO 232 Micro-Economics	3
FNB 300 Principles of Finance	3
MGT 199 Professional, Ethical and Entrepreneurial Development	3
MGT 200 Intro to Legal Environments	3
MGT 213 Managerial Communications	3
MGT 214 Principles of Management	3
MGT 313 Operations Management	3
MGT 316 Global Business	3
MKT 300 Principles of Marketing	3
MGT 413 Strategic Management in a Global Environment	3

Other Departmental Requirements 6 hours

MAT 201 Elementary Statistics	3
MAT 210 Business Calculus	3

Courses Required in Major 18 - 24 hours

(See course listing under specific major below)

Restricted Electives 0 - 6 hours

General Education 36-42 hours

Total Hours Required for Degree 120 hours

DEPARTMENT OF ACCOUNTING AND FINANCE

Accounting Major

Mission

The mission of the Accounting Major is to provide a curriculum that develops intellectual, technical, professional and ethical attributes essential to being successful as a CPA, management accountant, government accountant, tax accountant, or financial executive.

Student Learning Outcomes

The goals of the Accounting major are to prepare students to:

- Analyze and record business transactions using Generally Accepted Accounting Principles.
- Prepare basic financial statements for a business.
- Apply product cost concepts to determine the cost of a product or service.

- Understand the audit function and to communicate effectively by presenting audit steps related to various transactions cycles.
- Apply taxation concepts to prepare an individual and corporate tax return.
- Display ethical awareness by analyzing and reporting on an ethical dilemma.

Outlined Program of Study

Requirements (B. S. Degree, 120 hours)

General Education 36-42 hours

SLSB Core Courses 38 hours

Restricted electives 6-12 hours

Required Accounting Courses 27 hours

ACC 301 Intermediate Accounting I 4

ACC 302 Intermediate Accounting II 4

ACC 303 Accounting Information Systems 3

ACC 304 Cost Accounting 3

ACC 305 Federal Personal Taxes 3

ACC 401 Auditing 3

ACC 403 Advanced Accounting 3

ACC 404 Governmental and Non-Profit

Accounting 3

ACC 494 Internship 3

Total Hours Required for Degree 123

hours

Finance and Banking Major

Mission

The mission of the Finance and Banking major is to prepare students for careers in a range of financial related careers such as banking, corporate finance, financial planning, economic forecasting, consulting, etc.

Student Learning Outcomes

The goals of the Finance and Banking major are to prepare students to:

- Explain the importance and process of obtaining small business financing and identify and compare sources in order to create and present quality financial plans for internal and external purposes, including for management review and capital acquisition.
- Outline and discuss the key budgeting parameters, including general forecasting, cash flow, and accounting plans and ratio analysis, in order to

plan, prepare, and measure small business management needs.

- Evaluate and assess optimal financial decision making strategies, including lease vs. buy; debt vs equity capital, franchising, vendor relationships, and alliances
- Identify and distinguish source and types of capital to select the appropriate small business financing instrument(s)

Examine and appraise the legal/regulatory issues pertaining to taxation, insurance, employee benefits, and contractual relations to manage risk and assure compliance

Outlined Program of Study

Requirements (B. S. Degree, 120 hours)

General Education 36-42 hours

SLSB Core Courses 38 hours

Restricted Electives 6-12 hours

Required Finance/Banking Major 18 hours

ECO 440 Public Finance 3

FNB 344 Banking and the Financial System 3

FNB 441 Investments 3

FNB 443 International Trade and Finance 3

FNB 444 Financial Decision Making 3

MGT 494 Internship 3

Total Hours Required for Degree 120 hours

THE DEPARTMENT OF MANAGEMENT AND MARKETING

Mission

The mission of the Department of Management is to prepare students for leadership positions in 1) business and government organizations or 2) to pursue graduate studies. The Management program equips students to be competitive in the global economy through a program that promotes intellectual, technical, and ethical development.

Majors

Entrepreneur Management

Marketing

Business Information and Technology in Secondary Education

Outlined Program of Study

Requirements (B.S. Degree, 120 hours)

The SLSB core, required of all business students, uses a holistic approach to learning and

understanding how functional areas in business and management are intertwined and applicable to a broad range of organizational issues and problems.

General Education 36-42 hours

SLSB Core Courses 38 hours

ACC 201 Financial Accounting	4
ACC 202 Managerial Accounting	4
ECO 232 Micro-Economics	3
FNB 300 Principles of Finance	3
MGT 199 Professional, Ethical and Entrepreneurial Development	3
MGT 200 Intro to Legal Environments	3
MGT 213 Managerial Communications	3
MGT 214 Principles of Management	3
MGT 313 Operations Management	3
MGT 316 Global Business	3
MKT 300 Principles of Marketing	3
MGT 413 Strategic Management in a Global Environment	3

Other Departmental Requirements 6 hours

MAT 201 Statistics	3
MAT 210 Business Calculus	3

Courses Required in Major 21 hours

(See course listing under specific major below)

Restricted Electives 6 hours

Total Hours Required for Degree 123 hours

Majors in the Department of Management and Marketing

Entrepreneur Management Major

Mission

The mission of the Entrepreneurial Management Major is to provide a curriculum that develops intellectual, technical, professional and ethical attributes essential to being successful with the operation of an enterprise.

Student Learning Outcomes

The goals of the Entrepreneur Management major are to prepare students to:

- Explain the functions of an entrepreneur and discuss the start-up and management of an entrepreneurship venture.
- Discuss, and explain the importance of intrapreneurship and entrepreneurship to the

effectiveness of an organization and its role in creating competitive advantage.

- Analyze and interpret financial records to prepare a business plan to acquire start-up funds and to manage an enterprise.
- Analyze and discuss the impact of the current global business issues on the local business environment.
- Discuss ethical issues involved in the entrepreneurship ventures.

Outlined Program of Study

Requirements (B. S. Degree, 120 hours)

General Education 36-42 hours

SLSB Core Courses 38 hours

Restricted Electives 6-12 hours

Required Entrepreneur Major Courses 21 hours

ENM 315 Entrepreneurship	3
MKT 370 Buyer Behavior	3
MKT 376 Small Enterprise Marketing	3
FNB 302 Small Business Finance	3
ENM 356 Management/Employee Relations	3
ACC 305 Federal Taxes	3
MGT 494 Internship	3

Total Hours Required for Degree 120 hours

Marketing Major

Mission

The mission of the Marketing major is to prepare students to pursue career opportunities in sales, retailing, and in marketing management.

Student Learning Outcomes

The goals of the Marketing major are to prepare students to:

- Describe the underlying meaning of the marketing concept.
- Segment markets and relate them to the concepts of targeting and positioning.
- Use appropriate research methods to collect and analyze data, and to draw implications for marketing activities.
- Develop a marketing plan.

Outlined Program of Study

Requirements (B. S. Degree, 120 hours)

General Education 36-42 hours

SLSB Core Courses 38 hours

Restricted Electives 6-12 hours

Required Marketing Major Courses 21 hours

MKT 370 Buyer Behavior	3
MKT 379 Promotional Strategy	3
MKT 474 Global Marketing	3
MKT 479 Marketing Research: Data for Decision-Making	3
MKT 494 Internship	3
<u>(Plus 2 additional courses from the list below)</u>	
MKT 371 Retailing	3
MKT 376 Small Enterprise Marketing	3
MKT 473 Organizations to Organization Marketing	3
MKT 478 Database Marketing	3
MKT 490 Special Topics	3
Total Hours Required for Degree	120 hours

**Business and Information Technology –
Secondary Education Major
Mission**

The mission of the Business and Information Technology-Secondary Education program is to prepare students to become qualified to teach business subjects in high schools.

Student Learning Outcomes:

Since the Business and Information Technology-Secondary Education major will take much of the same business core classes as all other business majors, the student learning outcomes for this major will be the core learning outcomes.

These **core learning outcomes** include:

- Proficiencies in written and oral communication.
- Proficiencies in the application of technology to solve problems.
- Proficiencies in the use of quantitative and qualitative decision making, ethical awareness and decision making,
- Ethical awareness and decision making and understanding.
- Understanding of and appreciation of diversity.

**Outlined Program of Study
Requirements (B. S. Degree, 130 hours)
Professional Studies or Required
General Education 36-42 hours**

Business (Academic Core)	35 hours
ACC 201 Financial Accounting	4
ACC 202 Managerial Accounting	4

ECO 232 Micro-Economics	3
ENM 315 Entrepreneurship	3
FNB 300 Principles of Finance	3
MGT 199 Prof. and Ethical Development	3
MGT 200 Intro to Legal Environments	3
MGT 213 Managerial Communications	3
MGT 214 Principles of Management	3
MGT 316 Global Business	3
MKT 300 Principles of Marketing	3

Educational Courses 37 hours

PSY 306 Psycho-Educational Measurement and Evaluation	3
EDU 220 Foundations of Education	3
EDU 321 Instructional Strategies for Diverse Learners	3
EDU 329 Reading in the Content Areas	3
EDU 340 Computers and Technology in Edu	3
EDU 423FB Curriculum and Instruction in Secondary Schools	3
EDU 424 Student Teaching	9
<i>(Prerequisite: completion of all courses, passing required assessments)</i>	
EDU 425 Reflective Teaching Colloquium	3
<i>(Prerequisite: completion of all courses, passing required assessments)</i>	
IDS 190 Fundamentals of Learning	1
EDU 358 Classroom Behavior and Management	3
Total Hours Required for Degree	124 Hours

Other SLSB Information

Accreditation

The SLSB is accredited by the Association of Collegiate Business Schools and Programs (ACBSP), which provides standards to ensure a quality business education.

EVELYN REID SYPHAX SCHOOL OF EDUCATION

Mission

The mission of the Evelyn Reid Syphax School of Education and Interdisciplinary Studies is to produce a nationally validated program that develops a community of professionals dedicated to improving humanity. These professionals will exhibit knowledge and skills in their fields of study, engage in lifelong learning, and will be committed to professional growth. The School encourages scholarly inquiry based on reflective analysis in a search for excellence, stable values and a sense of personal worth in multi-cultural educational settings.

The goals of the Evelyn Reid Syphax School of Education and Interdisciplinary Studies are as follows:

- Provide student learning opportunities and experiences that enable them to function effectively and successfully as citizens and professionals in today's global society.
- Prepare students to apply critical and creative thinking skills with respect to making good decisions as they encounter life's challenges and opportunities.
- Provide a supportive, caring and intellectually stimulating learning environment that will enable students to advance successfully towards graduation.

Departments

The Evelyn Reid Syphax School of Education and Interdisciplinary Studies offer the following:

Majors

Interdisciplinary Studies: Elementary Education

Interdisciplinary Studies: Special Education

Secondary Education Content Areas:

Business/Information Technology

English

Mathematics

Biology

Chemistry

History

Interdisciplinary Studies: Community-Based Education

Degrees

Students who successfully meet all requirements in the Interdisciplinary Studies majors are awarded Bachelor of Science degrees. Students who successfully meet all requirements in the Content Area majors are awarded a Bachelor of Arts or Bachelor of Science degree.

DEPARTMENT OF TEACHER EDUCATION

Governance

The Evelyn Reid Syphax School of Education and Interdisciplinary Studies is the administrative unit that oversees the preparation of teachers. The unit's program is approved by the Virginia Department of Education and accredited by the National Council for the Accreditation of Teacher Education (NCATE).

Mission

The mission of the Department of Teacher Education and Interdisciplinary Studies is to produce a nationally validated program and develop a community of educators who embrace student learning as their primary commitment. These educators will exhibit knowledge and skills though selected critical attributes for professional growth and for stimulating learners to develop to their highest potential. The School of Education and Interdisciplinary Studies encourage scholarly inquiry, based on reflective analysis in a search for excellence, stable values, and a sense of personal worth in multicultural educational settings.

Goals

- The Teacher as Reflective Explorer is Competent. To be competent in teaching, the candidate must have content literacy, tools of inquiry, content pedagogy and a Liberal Arts background,
- The Teacher as Reflective Explorer is an Adaptive Constructivist. To be an adaptive constructivist, the candidate must be capable of creating learning environments that implement developmental and sequential

instruction and that encourages all students to actively construct meaningful learning experiences,

- The Teacher as Reflective Explorer has an Ethic of Caring. To have an ethic of caring, the candidate is bound to provide a caring climate for the socio-emotional and intellectual development of students while engaged in self-care, and
- The Teacher as Reflective Explorer is a Skillful Manager. To be a skillful manager, the candidate must understand that quality education occurs within a structure that involves judgment, imagination, creativity, and flexibility.

Admissions Requirements for Programs That Lead to Licensure

Candidates who meet the following criteria may complete the Application for Admission to the Teacher Preparation Program the second semester of their sophomore year:

1. Passing score on the Virginia Communication and Literacy Assessment (VCLA) (Composite Score 470)
2. Passing scores on Praxis I (Math Score 532) or Qualifying SAT/ACT scores
3. 2.5 or above GPA, a “C” or better in each course in the academic concentration
4. Acceptable evaluation of Professional Dispositions in courses completed
5. A well written philosophy of teaching statement
6. Ten (10) hours of field-based experience completed in EDU 220

Note: Students who started the program prior to Fall 2012 need to meet with your advisor regarding entry requirements.

Recommendations for Licensure

Candidates, who fulfill all degree and endorsement requirements, including successful completion of the Virginia Communication and Literacy Assessment (VCLA), Praxis Series Reading for Virginia Educators (RVE) and Praxis II, should consult with the coordinator of student teaching to apply for a teaching license from the Virginia Department of Education. The Virginia Interstate Agreement also may qualify graduates for licensure in other states.

Licensure criteria may change in accordance with policies and regulations from the Virginia Board of Education.

Interdisciplinary Studies: Elementary Education K-6 Endorsement

This program is designed for students who desire to teach at the elementary school level (PreK – 6) major in Interdisciplinary Studies with an endorsement in Elementary Education. The program is designed to give students a broad background in general education, a specified core curriculum for academic content knowledge, professional studies, and appropriate field-based (FB) instruction.

Program and Testing Requirements

Teacher candidates are expected to complete all requirements associated with the Bachelor of Science degree with an endorsement concentration in Elementary Education, including both course work and clinical experiences. The Praxis I: Mathematics (or relevant exemption test) are required for admission into the Department of Teacher Education. The Virginia Communication and Literacy Assessment must be passed prior to the student being classified as a “Junior.” The Praxis II 10014: Elementary Education and the Praxis Series Reading for Virginia Educators (RVE): Elementary and Special Education Teachers Assessment must be passed prior to the start of student teaching. The Department of Teacher Education sets a minimum grade of "C" for Academic Core courses.

TEST	TEST CODE		REQUIRED PASSING SCORE*
	Computer Based	Paper	
Praxis II Elementary Education: Content Knowledge	5014	10014	143
Praxis Series Reading for Virginia Educators (RVE): Elementary and Special Education Teachers Assessment	5306	0306	157
Virginia Communication and Literacy Assessment (VCLA)	NA		Writing Subtest: 235 Reading Subtest: 235 Or Composite: 470

**Passing scores are subject to change. Please go to the Va. DOE site to determine current required scores.*

Students should designate Virginia Union University as a score recipient at the time the tests are taken, and also provide a paper copy of the ETS score report that includes all scores and subscores. COMPLETE score reports must be received in the Teacher Education main office (Martin E. Gray Building).

Curriculum

General Education 36-42 hours

A grade of C or better is required in all English, Mathematics, History, and Science courses. See “General Education Core Curriculum Requirements” listed in the catalog under “The University College” for a full listing of courses.

Interdisciplinary Studies – Academic Core (Required for Elementary and Special Education majors; 36 hours)

IDS 190 Fundamentals of Learning	1
PHY 101 Introduction to Physical Science	4
NSC 260 Introduction to Environmental Science	4
ENG 303 Advanced Composition	3
ENG 340 Modern English Grammar or	3
ENG 341 Introduction to Linguistics	3
HIS 201 United States History to 1865	3
HIS 202 United States History since 1865	3
HUM 211 History and Appreciation of Music	2
BIO 101 Introduction to Biological Science	4
MAT 170 College Algebra and Trigonometry	4
MAT 201 Statistics	3
PSC 230 American Government (Required for Elementary Edu only)	3
PSY 306 Psycho-Educational Measurements And Evaluation	3
Total	43 hours

Professional Studies and Field Based (36 hours)

EDU 220 Foundations of Education	3
EDU 321 Curriculum and Instructional Strategies for Diverse Learners	3
EDU 323 Adaptive Constructivist Teaching	3
EDU 331 Emergent Literacy and Developmental Reading I	3
EDU 340 Computers and Technology in Edu	3

EDU 358 Classroom/ Behavior Management	3
EDU 422FB Interdisciplinary Instruction: Design and Practice	3
EDU 424 Student Teaching	9FB
EDU 425 Reflective Teaching Colloquium/ Critical Issues	3
EDU 431 Emergent Literacy and Developmental Reading II	3
Total	36

Interdisciplinary Studies: Exceptional Education K-12 Endorsement

This program is designed for students who desire to teach students enrolled K-12 Special Education General Curriculum. The program is designed to give students a broad background in general education, a specified core curriculum for academic content knowledge, professional studies, and appropriate field-based (FB) instruction.

Program and Testing Requirements

Teacher education candidates are expected to complete all requirements associated with the Bachelor of Science degree with an endorsement concentration in Special Education General Curriculum, including both course work and clinical experiences. Passing scores on the Praxis I: Mathematics (or relevant exemption test) are required for admission into programs that lead to licensure. The Virginia Communication and Literacy Assessment must be passed prior to the student being classified as a “Junior.” The Praxis Series Reading for Virginia Educators (RVE): Elementary and Special Education Teachers Assessment must be passed prior to the start of student teaching. The Department of Teacher Education sets a minimum grade of “C” for Academic Core courses.

Curriculum

General Education 36-42 hours

A grade of C or better is required in all English, Mathematics, History, and Science courses. See “General Education Core Curriculum Requirements” listed in the catalog above for a full listing of courses.

Interdisciplinary Studies –

Academic Core (36 hours)

IDS 190 Fundamentals of Learning	1
PHY 101 Introduction to Physical Science	4
NSC 260 Introduction to Environmental Science	4
ENG 303 Advanced Composition	3
ENG 340 Modern English Grammar or	3
ENG 341 Introduction to Linguistics	3
HIS 201 United States History to 1865	3
HIS 202 United States History since 1865	3
HUM 211 History and Appreciation of Music	2
BIO 101 Introduction to Biological Science	3
MAT 170 College Algebra and Trigonometry	4
MAT 201 Statistics	3
PSY 306 Psycho-Educational Measurements and Evaluation	3

Professional Studies and Field Based (36 hours)

SPE 250 Introduction to Special Education	3
SPE 340 Characteristics of Exceptionalities	3
SPE 353 Language Acquisition for Exceptional Learners	3
SPE 355 Vocational Exploration for Exceptional Children	3
SPE 358 Classroom Management for Exceptional Children	3
SPE 453FB Instruc. Programming for Learners 3FB	3
EDU 220 Foundations of Education	3
EDU 431 Emergent Literacy and Developmental Reading II	3
EDU 340FB Computers and Technology in Ed.	3
EDU 424 Student Teaching	9FB
EDU 425 Reflective Teaching Colloquium/ Critical Issues	3

Content Area Majors: Secondary Education 6-12 Endorsement

The Department of Teacher Education and Interdisciplinary Studies offers an associate major in Secondary Education (Mathematics, Biology, Chemistry, Business, History/Social Science, and English). This will lead to a Bachelor of Arts or Bachelor of Science degree and teacher licensure with an endorsement for grades 6-12. This program is designed to give students a broad background in general studies, a specific core curriculum for academic content knowledge, and professional studies.

Program and Testing Requirements

Teacher candidates are expected to complete all requirements associated with the Bachelor of Arts and Bachelor of Science degrees. Candidates with a concentration in Mathematics, Biology, Chemistry or Business will receive a Bachelor of Science degree. Candidates with a concentration in English or History will receive a Bachelor of Arts degree. Passing scores on the Praxis I: Reading, Mathematics, and Writing (or relevant exemption tes²) are required for admission into programs that lead to licensure. The appropriate Praxis II for the major subject area and the Virginia Communication and Literacy Assessment must be passed prior to the start of student teaching. The Department of Teacher Education sets a minimum grade of "C" for all courses.

TEST	TEST CODE		REQUIRED PASSING SCORE*
	Computer Based	Paper	
Praxis I: Mathematics	Mathematics - 5730	Mathematics – 0730	178
			Or Composite: 532
Praxis II: Mathematics		0061	147
Praxis II: Biology		0235	155
Praxis II: Chemistry		0245	153
Praxis II: Business Education		0101	157
Praxis II: History		0081	161
Praxis II: English Language, literature and Composition		0041	172
Virginia Communication and Literacy Assessment (VCLA)	N/A		Writing Subtest: 235 Reading Subtest: 235 Or Composite: 470

**Passing scores and approved tests are subject to change. Visit the Virginia Department of Education website*

(http://www.doe.virginia.gov/teaching/licensure/prof_teacher_assessment.pdf) or the ETS site for specific information regarding which Praxis II test is required for the content area major and current required passing scores.

Students should designate Virginia Union University as a score recipient at the time the tests are taken, and also provide a paper copy of the ETS score report that includes all scores and subscores. Visit the Virginia Department of Education website (http://www.doe.virginia.gov/teaching/licensure/prof_teacher_assessment.pdf) or the ETS site for specific information regarding which Praxis II test is required for the content area major.

Curriculum

General Education 36-42 hours

A grade of C or better is required in all English, Mathematics, History, and Science courses. See “General Education Curriculum Requirements” listed in the catalog under “University College” for a full listing of courses.

Professional Studies and Field Based Requirements for Mathematics, Biology, Chemistry, Business, History/Social Science, and English Majors (37 hours)

IDS 190 Fundamentals of Teaching	1
EDU 220 Foundations of Education	3
EDU 321 Curriculum and Instructional Strategies for Diverse Learners	3
EDU 323 Adaptive Constructivist	3
EDU 329 Reading in Content Areas	3
EDU 340 Computers and Technology in Edu	3
EDU 358 Classroom/ Behavior Management	3
EDU 423FB Curriculum and Instruction in Secondary Schools	3FB
PSY 306 Educational Measurement and Evaluation	3
EDU 424 Student Teaching	9FB
EDU 425 Reflective Teaching Colloquium/ Critical Issues	3

Mathematics Education Major - Required Content Core (37 hours; minimum grade of C required)

MAT 175 Pre-Calculus Trigonometry	4
MAT 214 Analytical Geometry and Calculus I	4
MAT 216 Analytical Geometry and Calculus II	4
MAT 301 Modern Geometry	3
MAT 304 Linear Algebra	3

MAT 306 Modern Algebra I	3
MAT 315 Discrete Mathematics	3
MAT 322 Multivariate Calculus	4
MAT 327 Differential Equations	3
MAT 428 Advance Calculus I	3
MAT 441 Complex Variables I	3

Biology Secondary Education Major

Outlined Program of Study

Requirements (*B. S. Degree, 126 hours*)

General Education (42 hours)

Science & Math Courses* (53 hours)

BIO 111 General Biology I (<i>counted as Gen Ed</i>)	
BIO 112 General Biology II	3
BIO 201 Microbiology	3
BIO 213 Genetics	3
BIO 309 Anatomy and Physiology I	3
BIO 315 Cell Biology	3
CHE 111 General Chemistry I	3
CHE 112 General Chemistry II	3
CHE 210 Organic Chemistry I	3
PHY 221 College Physics I	3
MAT 170 Pre-Calculus (<i>counted as Gen Ed</i>)	
MAT 175 Pre-Calculus with Trig	4
MAT 201 Statistics	3
NSC 115 Writing in the Sciences (<i>counted as Gen Ed</i>)	
NSC 260 Intro to Environmental Science	3

Laboratory Courses

BIL 111 General Biology I Lab	2
BIL 112 General Biology II Lab	2
BIL 309 Anatomy and Physiology I Lab	2
Biology Laboratory Electives	4
CHL 111 General Chemistry I	2
CHL 112 General Chemistry II	2
NSL 260 Intro to Environmental Science	2

Required Education Courses (31 hours)

IDS 190 Fundamentals of Teaching	1
EDU 220/221FB Foundations of Education (<i>counted as Gen Ed</i>)	3
EDU 321/322FB Curriculum and Instruction Strategies for Diverse Learners	3
EDU 323 Adaptive Constructivist Teaching	3
EDU 329/330FB Reading and Writing in the Content Areas	3
EDU 340/341FB Computers and Technology in Education (<i>counted as Gen Ed</i>)	3
EDU 358/359FB Classroom / Behavior Management	3

EDU 423FB Curriculum and Instruction in Secondary Schools	3
EDU 424 Student Teaching	9
EDU 425 Reflective Teaching Colloquium	3
PSY 201 Human Growth and Development (Pre-requisite for PSY 306) (<i>counted as Gen Ed</i>)	3
PSY 306 Psycho-Educational Measurement and Evaluation	3

Total Hours Required for Degree 126 hours

**(A minimum grade of C required)*

Chemistry Secondary Education Major

Outlined Program of Study

Requirements (*B. S. Degree, 132 hours*)

General Education (*42 hours*)

Science & Math Courses* (*59 hours*)

BIO 111 General Biology I	3
BIO 112 General Biology II	3
CHE 111 Gen. Chemistry I (<i>counted as GE</i>)	
CHE 112 General Chemistry II	3
CHE 201 Quantitative Analysis	3
CHE 210 Organic Chemistry I	3
CHE 211 Organic Chemistry II	3
CHE 300 Biochemistry	3
CHE 310 Physical Chemistry I	3
CHE 311 Physical Chemistry II	3
CHE 380 Inorganic Chemistry	3
PHY 251 University Physics I	3
MAT 170 Pre-Calculus (<i>counted as GE</i>)	
MAT 175 Pre-Calculus with Trig	4
MAT 214 Analytic Geometry & Calculus I	4

Laboratory Courses

BIL 111 General Biology I Lab	2
BIL 112 General Biology II Lab	2
CHL 111 General Chemistry I Lab	2
CHL 112 General Chemistry II Lab	2
CHL 201 Quantitative Analysis Lab	2
CHL 210 Organic Chemistry I Lab	3
CHL 211 Organic Chemistry II Lab	3
PHL 251 University Physics I Lab	2

Required Education Courses (*31 hours*)

IDS 190 Fundamentals of Teaching	1
EDU 220/221FB Foun. of Edu (<i>counted as GE</i>)	
EDU 321/322FB Curriculum & Instruction	

Strategies for Diverse Learners	3
EDU 323 Adaptive Constructivist Teaching	3
EDU 329/330FB Reading and Writing in the Content Areas	3
EDU 340/341FB Computers and Technology in Education (<i>counted as GE</i>)	
EDU 358/359FB Classroom/Behavior Mgmt.	3
EDU 423FB Curriculum and Instruction in Secondary Schools	3
EDU 424 Student Teaching	9
EDU 425 Reflective Teaching Colloquium	3
PSY 201 Human Growth and Development (Pre-req for PSY 306) (<i>counted as GE</i>)	
PSY 306 Psycho-Educational Measurement and Evaluation	3

Total Hours Required for Degree 132 hours

Business Education Major –

Required Content Core (38 hours)

ACC 201 Financial Accounting	4
ACC 202 Managerial Accounting	4
ECO 232 Micro-Economics	3
ENM 315 Entrepreneurship	3
FNB 300 Principles of Finance	3
MGT 199 Prof. and Ethical Development	3
MGT 200 Intro to Legal Environments	3
MGT 213 Managerial Communications	3
MGT 314 Management and Organizational Behavior	3
MGT 316 Global Business	3
MKT 300 Principles of Marketing	3
PSY 306 Psycho-Educational Measurement and Evaluation	3

History/Social Science-Education

Major (41 hours)

Required Content Core (39 hours)

HIS 146 World Civilizations II	3
HIS 201 U.S. History I	3
HIS 202 U.S. History II	3
HIS 226 African-American History II	3
PSC 230 Introduction to American Government	3
European History	6
History Restricted Elective	
Social Science Restricted Elective	3
Geography	9
Economics	3

Required Related Course 3 hours

PSY 306 Psycho-Educational Measurement and Evaluation	3
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English - Education Major (51 hours)

Required Content Core (33 hours)

ENG 303 Advanced Composition <i>or</i>	
ENG 453 Rhetorical Criticism	3
ENG 313 History of the English Language <i>or</i>	
ENG 341 Introduction to Linguistics	3
ENG 323 American Literature I	3
ENG 324 American Literature II	3
ENG 328 British Literature I	3
ENG 329 British Literature II	3
ENG 337 African-American Literature I	3
ENG 338 African-American Literature II	3
ENG 340 Modern English Grammar	3
ENG 454 Introduction to Literary Criticism	3
ENG 495 Senior Seminar	3

Related Courses 18 hours

Foreign Language Requirements for English Majors 6 hours

SPA or FRE 205	
(Intermediate SPA I or French I)	3
SPA or FRE 206	
(Intermediate SPA or FRE II)	3

Restricted (English) Electives for English Major 12 hours

(300-400 level English courses)

Interdisciplinary Studies:
Community Based Education (Non-Licensure)

The Community-Based Education program is designed to prepare students to work in education at programs in community settings. Students will learn the fundamentals of leadership and educational programming for community based preschool, after-school and alternative programs. Students in this program will major in Interdisciplinary Studies.

Admission Requirements for Senior Field-Experience

In the final semester of the senior year, students who meet all program requirements, general education requirements, and interdisciplinary studies or academic major requirements are able to enroll in Senior Field Experience and Senior Field Seminar. Students will spend a semester experience in a community –based organization implementing what has been learned.

SCHOOL OF ARTS AND SCIENCES

Mission

The School of Arts and Sciences is committed to providing a high quality education in the multiple disciplines offered with the capability to pursue rewarding professional careers and/or graduate studies across a variety of professions requiring expertise in their chosen field of study. The School of Arts & Sciences provides a supportive learning environment for its diverse population of students and offers instruction that employs cutting-edge technology for student involvement in undergraduate research and internships. The School of Arts & Sciences is committed to fostering partnerships with business, education, industry, government, local and global agencies that will strengthen and enhance the academic and professional development of its students.

Vision

The School of Arts & Sciences will set the standard for a liberal arts education in the twenty-first century. We are committed to creating and sustaining the conditions that enable the School of Arts & Sciences students to experience an unparalleled educational voyage that is intellectually, socially, and personally transformative.

Goals

The major goals of the School of Arts & Sciences is to achieve a broad-based knowledge of basic core concepts in the arts and sciences with general as well as specialized knowledge of over-arching interdisciplinary principles, techniques and procedures that enable students to meet the present and future challenges of a complex and dynamic workplace. Graduates of School of Arts & Sciences will be able to think critically and analytically about issues specific to their discipline and apply these skills in an academic or applied environment.

Departments

The School of Arts and Sciences is the largest academic unit at the university. It consists of ten academic departments including, Computer Information Systems and Computer Science, Criminology and Criminal Justice, Fine Arts,

History and Political Science, Languages and Literature, Mass Communications, Mathematics, Natural Science, Social Work, and Psychology. Graduates from the School of Arts and Sciences may receive the Bachelor of Fine Arts, Bachelor of Arts or Science Degree in any of these academic departments depending on the program of study. We also offer minors in many related areas. Our Social Work program is accredited by the Council on Social Work Education and students graduating from this program receive a Baccalaureate degree in Social Work (BSW). The School of Arts & Sciences collaborates with the Evelyn Reid Syphax School of Education and Interdisciplinary Studies to offer additional academic preparation for students desirous of teaching Biology, Chemistry, English, History/Social Studies, and Mathematics in secondary schools.

Degrees

The Bachelor of Arts (BA), Bachelor of Science (BS), Bachelor of Fine Arts (BFA) and Bachelor of Social Work (BSW) Degrees are offered in the following major areas:

Majors

Biology
Biology: Secondary Education
Chemistry
Chemistry and Chemical Engineering
Chemistry: Secondary Education
Computer Information Systems
Criminology and Criminal Justice
Cyber Security
English
English: Secondary Education
Fine Arts
History/Political Science
History/Social Science: Secondary Education
Mass Communications
Mathematics
Mathematics: Secondary Education
Mathematics with Computer Science
Natural Science with Computer Science
Physics
Physics and Engineering
Psychology

Religious Studies
Social Work

Minors

Biology
Chemistry
Computer Information Systems
Computer Science
Criminology and Criminal Justice
Cyber Security
English
French
History
Legal Studies
Mass Communications
Mathematics
Music
Neuroscience
Political Science
Physics
Psychology
Religious Studies
Social Work
Sociology
Spanish
Theatre
Visual Arts

Scholarships & Articulation

Agreements

Community, Culture, Research Scholarship (CCR Scholars)

The Department of Natural Sciences offers the CCR scholarship to academically talented students with financial need pursuing Bachelor of Science degrees in Biology, Chemistry, Physics or Natural Sciences. Throughout their tenure at Virginia Union, CCR Scholars will be actively involved in undergraduate research projects that address community needs and engage in activities designed to ensure they successfully graduate with a degree in STEM. The CCR scholar experience will prepare students to pursue STEM graduate degrees and pursue leadership roles in their STEM careers. This is a competitive scholarship. Only 5 applicants will be selected and this is for four (4) academic years.

The **George Powell Scholarship** for Academic Achievement in the Sciences or Mathematics

Languages and Literature from the Kennedy Foundation for the Arts.

History/Political Science from the Julian Bond Foundation.

The **Jeffrey L. Clark Psychology Scholarship**, created in 2013 in honor of Dr. Clark's 39 years of service to the Department of Psychology and to Virginia Union University, is awarded each spring to a psychology student chosen by the faculty. Please see your academic advisor for specific requirements to apply for these scholarships.

The Virginia/Nebraska Alliance


The School of Mathematics, Science, and Technology (SMST) is home for the VUU component of the Virginia/Nebraska Alliance (The Alliance). The Alliance is a unique partnership between partners dedicated to addressing the national need to diversify the healthcare and medical research workforce.

The organization consists of Historically Black Colleges/ Universities (HBCUs) within Virginia and Nebraska including the J. Sargeant Reynolds Community College, the University of Nebraska Medical Center (UNMC), Virginia Commonwealth University (VCU), the University of Richmond (U of R), the University of Virginia (UVA), Virginia Polytechnic and State University (VPSU), and the Eastern Virginia Medical School (EVMS) as academic partners. The Alliance assists the MST in identifying summer experiences for students interested in pursuing professional careers in the health, basic sciences, and other disciplines. The VUU point of contact for this program is Dr. Gerard McShepard, Associate Professor, Natural Sciences.

Meharry Medical College

The Meharry Medical College Internship program is for Virginia Union University students who meet the academic expectations of this internship and can be accepted into the School of Medicine or Dentistry at Meharry Medical College upon graduation from VUU.

Boston University School of Medicine Early Medical School Selection Program



The Boston University School of Medicine Early Medical School Selection Program (EMSSP) is designed to prepare students to better navigate the transition to medical school through rigorous undergraduate coursework, early exposure to the medical school curriculum and culture and development of a unique and supportive community. Admission to the EMSSP grants provisional acceptance to Boston University School of Medicine (BUSM) at the completion of undergraduate study.

Eastern Virginia Medical School

The Eastern Virginia Medical School Early Selection Program is designed to prepare talented and qualified students at Virginia Union University on how to navigate the transition to medical school through the completion of a challenging academic program at VUU and to obtain substantive exposure to the field of medicine as an undergraduate.

Howard University Dual Degree Program in Engineering

The Howard University and Virginia Union University Dual Degree Engineering program is designed to prepare students to complete a Physics Degree at VUU and to matriculate to HU to earn an engineering degree. The estimated number of years (on a full-time basis) will take a VUU matriculating student to receive a dual degree in Physics and Engineering is three years at VUU and two years at HU. This assumes that students take all courses outlined in the B.S. Physics/Dual Degree Engineering Program and select electives and core classes that may be used by both programs.

VUU-VCU Dual Degree Program in Engineering

The VUU-VCU Dual Degree Engineering program is designed to prepare students to complete a Physics or Chemistry Degree at VUU and to matriculate to Virginia Commonwealth University to earn an engineering degree in Chemical, Electrical or Mechanical Engineering. A student may earning a Physics, B.S. from VUU may pursue an electrical engineering or mechanical engineering degree from VCU. Students earning a Chemistry, B.S. from VUU may pursue a B.S. in Chemical and Life Science Engineering with a concentration in Chemical Engineering from VCU. The estimated number of years required to complete the program

is five years: three years at VUU and two years at VCU. This assumes that students take all courses outlined programs.

Clubs and Organizations

Alpha Kappa Mu – Is an accredited society, with more than 65 active chapters on campuses of regional colleges and universities, and over 75,000 academically gifted and talented young scholars committed to the charge. Is a general scholarship honor society open to juniors and seniors in all academic disciplines. The purpose of the Society is to promote high scholarship; to encourage sincere and zealous endeavors in all fields of knowledge and service; to cultivate a high order of personal living; and to develop an appreciation for scholarly work and scholarly endeavor in others.

Alpha Phi Sigma – National Criminal Justice Honor Society: Gamma Delta is the local chapter of Alpha Phi Sigma, the National Criminal Justice Honor Society. The purpose of the society is to encourage and recognize academic excellence. Eligibility criteria include completion of 60 semester hours that include at least five criminology/criminal justice courses as well as a cumulative GPA of at least 3.2 and a GPA of at least 3.2 in criminology/criminal justice courses.

Beta Kappa Chi – National Scientific Honor Society: Gam

Lambda Alpha Epsilon – American Criminal Justice Association: The American Criminal Justice Association provides students with the opportunity to join a national organization dedicated to the criminal justice profession. The chapter sponsors guest lecturers of interest, field trips, service projects, and special academic opportunities. Members may also attend regional and national conferences and participate in the academic, professional, or marksmanship competitions.

Leah Lewis Psychology Club - In recent years, the Leah Lewis Psychology Club has hosted presentations by a number of psychologists about careers in School psychology, Counseling Psychology, and Forensic Psychology. In addition, the Club has organized trips to special exhibits at

the Library of Congress as well as to offices of the American Psychological Association.

National Institute of Science – National Honor Society: Gam

Psi Chi - is the national honor society in Psychology. Membership is open to students who have a major interest in the study of psychology and who meet the academic qualifications. The primary purpose of Psi Chi is to “advance the science of psychology.”

Sigma Tau Delta – Is an international English Honor Society with over 900 active chapters located in the United States and abroad. The society strives to confer distinction for high achievement in English language and literature in undergraduate, graduate, and professional studies. Also this society strives to provide cultural stimulation on college campuses and promote interest in literature and the English Language in surrounding communities.

Internship Opportunities

Students who enroll in PSY 400– Field Placement are offered placements in a variety of settings. In recent years, students have been placed in a number of organizations that provide services for children and youth with special needs. These organizations include St. Joseph’s Villa, the Juvenile Detention Center, the Geara Group, and the YWCA. Other students have worked in sleep clinics and research laboratories. The Department is continuously adding to its internship resources.

Summer Undergraduate Research – Students may participate in an 8 week research experience on the campus of Virginia Union University.

The Criminology and Criminal Justice department offers a wide variety of internships throughout the wider Richmond community

THE DEPARTMENT OF FINE ARTS

Mission

The mission of the Fine Arts Department is to: (a) Bring students, faculty and community together in educational activities that promote and enhance

careers in music, theatre, and visual arts: and (b) Prepare, nurture and develop a professional level of artistic accomplishment in an atmosphere that encourages students to pursue long-term personal and professional goals. The Fine Arts Department is dedicated to the cultivation of practitioners who demonstrate practical knowledge and competence as well as sensitivity to and appreciation of the role of Fine Arts in their community and in the world.

Goals:

Upon successful completion of the Bachelor of Fine Arts, students will be able to:

- Articulate a critical appreciation of historical and contemporary art and design forms as they relate to individual and social needs and values;
- Demonstrate expertise applicable to professional practice affording them the ability to recognize, analyze and solve complex problems related to Fine Arts;
- Creatively express their personal experience as evidenced by a professional portfolio which uses relevant and pertinent professional art terminology;
- Demonstrate knowledge and skills necessary to pursue graduate studies in the fine arts, or to teach the arts;
- Exercise professional standards of oral and written communication;
- Connect with an audience using visual, oral and written presentation skills relevant to each discipline;
- Execute technical, aesthetic, and conceptual decisions based on an understanding of the arts;
- Demonstrate the professional skills and behaviors necessary to compete in the global marketplace for the arts.

Majors

Visual Arts/Music or Theatre
Music/Visual Arts or Theatre
Theatre/Visual Arts or Music

Minors

Visual Arts
Music
Theatre

Majors

As part of its ongoing curriculum review, evolving program quality improvement and dynamic extension initiative, the Fine Arts Department will offer **unique dual concentrations in the Bachelor of Fine Arts (BFA) degree program.** Students will select one of the following six combinations of discipline concentration: a) Visual Arts/Music

b) Visual Arts/Theatre

c) Music/Visual Arts

d) Music/Theatre

e) Theatre/Visual Arts or

f) Theatre/Music.

In addition to the dual concentration BFA degree program, students will be able to work with their advisor to select an additional concentration as a “Craft Your Own” option, by using electives to pursue an addition to their course of study, such as Teacher Licensure, Film Production or Mass Communications.

Outlined Program of Study

Visual Arts/Music or Theatre

General Education 36-42 hours

Core Courses 37 hours

ART 108 Fundamentals of Art I 3

ART 109 Fundamentals of Art II 3

ART 308 Art History I 3

ART 309 Art History II 3

ART 398 Jr. Studio Project & Exhibition 2

ART 405 Museum Studies 3

ART 408 African, Oceanic, Native

American Art 3

ART 425 Internship 3

ART 498 Capstone Course and Senior

Comprehensive Examination 2

ART 220 Drawing 3

ART 240 Photography 3

ART 254 Painting 3

ART 257 Ceramic 3

ART 264 Sculpture 3

ART 280 Printmaking 3

ART 285 Graphic Design 3

ART 286 Computer Graphics 3

Art Electives 24 hours

Concentration in Music or Theatre 15 hours

Free Electives 9 hours

TOTAL 122-127 hours

Music/Visual Arts or Theatre

General Education 36-42 hours

Core Courses 37 hours

MUS 101X, 101Y, or 101Z Choir, Band or

Community Orchestra
(1 credit taken each semester) 8

MUS 105-106; 205-206; 305-306; 405-406
Applied Instrumental 8

MUS 102 & 103 Basic Music Skills 2

MUS 111-112; 211-212; 221-222 Ear Training
and Sight Singing I 4

MUS 201 Music Literature I 2

MUS 202 Music Literature 2

MUS 301 Music History I 2

MUS 302 Music History II 2

MUS 303 Piano Accompanying I 1

MUS 304 Vocal Diction 2

MUS 312 Form and Analysis 2

MUS 313 Instrumental Survey 3

MUS 321 History of African American Music and
Musicians 3

MUS 410 Orchestration and Choral
Arranging 3

MUS 420 Conducting 2

MUS 480 Music of the Black Church 2

Conc. in Visual Arts or Theatre 15 hours

Free Electives 31 hours

TOTAL 120-125 hours

Theatre/Visual Arts or Music

General Education 36-42 hours

Core Courses 37 hours

THR 110 University Players –
(1 credit taken six semesters) 6

THR 201 Introduction to Theatre 3

THR 202 Stagecraft 3

THR 215 Acting I 3

THR 301 Script Analysis 3

THR 305 Theatre History 3

THR 315 Acting II 3

THR 330 Scene Design 3

THR 331 Stage Lighting 3

THR 420 Directing 3

THR 450 Internship 2

THR 498 Capstone Course and Senior
Comprehensive Examination 2

Theatre Electives 12 hours

Concentration in Visual Arts or Music 15 hours

Free Electives **20 hours**
TOTAL **121-126 hours**

Minors

Visual Arts Minor **15 hours**

ART 108 Fundamentals of Art I 3

Four ART Electives 12

Music Minor **15 hours**

MUS 100 (non-major) **Basic Music Skills I** 3

MUS 101 (non-major) Basic Music Skills II 3

MUS 101X or Y or Z Ensemble 1

MUS 121 (non-major) Sight Singing & Ear

Training I 3

MUS 122 (non-major) Sight Singing & Ear

Training II 3

PIA 100 (non-major) 1

PIA 101 (non-major)

1

Theatre Minor **15 hours**

THR 201 Introduction to Drama 3

THR 202 Stagecraft 3

THR 215 Acting I 3

Two Theatre Electives 6

THE DEPARTMENT OF LANGUAGES AND LITERATURE

Mission

The mission of the Languages and Literature Department is to provide a course of study in English, literature and foreign language that prepares students for graduate studies, professional studies, and/or careers in all fields requiring use of language and interpretation of literature.

Goals

The department produces students who demonstrate the following competencies in writing and presentation, literary interpretation, language and linguistic analysis, and editing:

- Compose well-organized, well-developed, grammatically, mechanically, and stylistically correct essays that are appropriate for specific audiences and purposes.
- Interpret literature from a variety of genres by using appropriate literary theories.

- Write an undergraduate research thesis that interprets a work from a literary, rhetorical, or linguistic perspective.
- Present the findings of the undergraduate thesis before the body of the English faculty
- Pass competency tests in American, British, and African-American literature.
- Analyze an argument for its rhetorical structure and logic
- Edit a document for publication.

Majors

English
 English-Secondary Education

Minors

English
 French
 Spanish

Outlined Program of Study

Requirements (*B. A. Degree, 120 hours*)

General Education **36-42 hours**

Required English Core Courses **33 hours**

ENG 303 Advanced Composition, or
 ENG 453 Rhetorical Criticism 3
 ENG 313 History of the English Language or
 ENG 341 Introduction to Linguistics 3
 ENG 323 American Literature I 3
 ENG 324 American Literature II 3
 ENG 328 British Literature I 3
 ENG 329 British Literature II 3
 ENG 337 African-American Literature I 3
 ENG 338 African-American Literature II 3
 ENG 340 Modern English Grammar 3
 ENG 454 Introduction to Literary Criticism 3
 ENG 495 Senior Seminar 3

Related Courses

Foreign Language 200 Level 6

Restricted Electives

(Any four 300 – 400 level English Courses) 12

Unrestricted Electives 21

Students seeking a teaching certificate in Secondary Education will complete the courses as outlined by the School of Education designed to prepare them for teacher licensure and practice.

English with Literature Minor

<u>Concentration</u>	15 hours
ENG 323 American Literature I and	3
ENG 324 American Literature II or	3
ENG 328 British Literature I and	3
ENG 329 British Literature II and	3
ENG 337 African-American Literature I and	3
ENG 338 African-American Literature II	3
One Literature Elective	3

English with Language Minor

<u>Concentration</u>	15 hours
ENG 323 American Literature I or	
ENG 324 American Literature II	3
ENG 328 British Literature I or	
ENG 329 British Literature II	3
ENG 303 Advanced Composition or	
ENG 453 Rhetorical Criticism	3
ENG 313 History of the English Language or	
ENG 341 Linguistics	3
ENG 340 Modern English Grammar	3

Additional Minors in Languages and Literature

French Minor **15 hours**

FRE 101 and 102 Elementary French	6
FRE 205 and 206 Intermediate French	6
<i>(One of the following):</i>	
FRE 307 French Composition	3
FRE 309 or 310 French Civilization	3
FRE 312 Literature of the Seventeenth Century	3
FRE 333 French Conversation	3
FRE 400 French Seminar	3
FRE 415 Crosscurrents of Contemporary French Literature	3
FRE 423 French Poetry	3
FRE 434 The French Novel	3
FRE 499 French Reading List	3

Spanish Minor **15 hours**

SPA 101 and 102 Elementary Spanish	6
SPA 205 and 206 Intermediate Spanish	6
SPA 499 Independent Study	3

THE DEPARTMENT OF MASS COMMUNICATIONS

Mission

The mission of the Mass Communications Department is to help students acquire the

knowledge and skills to build successful mass communication careers and the concepts to think critically about the role of mass communications in society. The program provides comprehensive courses of study including theory and practice in print, TV, radio and public relations. The department houses a state-of-the art television studio, radio station and digital editing lab. The department's teaching goals are aimed at building professional communicators who are grounded in the liberal arts and who possess strong reading, writing and critical thinking skills.

Goals

The Mass Communications Department produces students who:

- Meet requirements for placement in industry and graduate programs.
- Apply the fundamentals of news investigating, writing, and reporting for print and broadcast media employment situations.
- Apply the basic principles of radio, television, journalism, and public relations in the workplace.
- Write news for print media, radio, and television news services.
- Demonstrate ethical, legal, and moral responsibilities in formulating and disseminating information for mass media.
- Demonstrate radio and television production skills.
- Produce oral and written reports that meet the minimum requirements for effective communication
- Write and speak effectively and think and analyze critically.

Major Requirements **123 hours**

The Mass Communications Department offers both a major and minor in Mass Communications.

General Education **36-42 hours**

Core Courses for All Majors **22 hours**

(MCM majors must have a grade of C or better in all MCM courses)

MCM 200: Foundations of Mass Communications 3

Provides a comprehensive survey of the mass media, including their histories, evolutions, economics, and impact on society. Prerequisites: ENG 101 and 102

MCM 204: Language Skills for Communicators 3

Prepares students for professional work, with a focus on mastering the basics of the Associated Press style, grammar, punctuation and spelling. Prerequisite: MCM 200

MCM 206: Social Media 3

Gives students a broad approach to the history, theory, technology, impact and strategic uses of social media. Twitter, Facebook, Instagram, blogs, podcasts, etc. are accessible technologies that enable anyone to create, edit, publish and access messages intended for the smallest to the largest of audiences. The course will examine the strategic uses of social media for community building, civic and political participation, advertising, marketing, public relations and journalism. It provides hands-on experience with the most current technology. Prerequisite: MCM 200

MCM 210: News Reporting 3
(Prerequisite: MCM 200)

Teaches research and critical thinking skills needed to gather and analyze information. The course also builds strong writing skills and proper language use for all forms of mass communications. It emphasizes language usage, grammar and the basics of the Associated Press style. Prerequisite: MCM 200.

MCM 307: Media Ethics 3
(Prerequisites: MCM 200 & 210)

Analyzes the principles and process of ethical decision making for practitioners in both news and persuasive journalism. The course employs classical ethical theories, moral reasoning models and critical thinking skills to resolve ethical problems involving reporters, editors, broadcasters, and practitioners in advertising and public relations.

MCM 400: Mass Comm. Portfolio 1
(Prerequisite: Taken in Senior Year)

Clarifies how successfully the student has learned principles and practices in the mass communications program at VUU and illustrates to

potential employers the extent of the student's learning. Students will submit professional-quality portfolios of their work as a major requirement of the course. Prerequisite: Taken in senior year.

MCM 412: Communications Law 3
(Prerequisites: MCM 200, 210 & JR Status)

Addresses mass media law in the United States from the adoption of the First Amendment to the most recent judicial opinions affecting print, broadcast, and Internet media. Students will examine libel elements, defenses, and damages. Other topics include appropriation, intrusion, prior restraint, and free press vs. fair trial arguments.

MCM 415: Internship 3
Provides students opportunity to receive on-the-job training under the supervision of an instructor and the employer. Internships are available in newspapers, magazines, public relations, radio and television. Regular meetings with the Faculty Internship Coordinator and weekly written reports are required.
(Prerequisite: Departmental Approval)

Required Sequence Courses 18 hours
Broadcast Journalism Sequence

MCM 245: Broadcast News Writing 3
Teaches students the fundamentals of writing for radio and television news including, interviewing techniques and electronic news gatherings. Students will examine differences between writing for print and broadcast media. Practice in script writing and delivery is required. Student will also be introduced to nonlinear editing.
(Prerequisites: MCM 200 & 210)

MCM 309: Radio Production 3
Focuses on practical experience in digital audio techniques and conventional studio practices; student complete projects in radio announcing and digital audio production.

MCM 345: Television Production I
Teaches practical aspects of television production; program planning, operation of cameras, lights, and audio components; control room discipline and simple direction. Knowledge of basic terms, work areas, and crew functions are emphasized.

(Prerequisites: MCM 200 & 245) 3

MCM 414: Television Production II

Builds on and strengthens the skills gained in MCM 345. Study and practical experiences in television production and programming are emphasized. Planning and videotaping of students' projects are required, including more advanced features of nonlinear editing.

(Prerequisites: MCM 200, 245 & 345) 3

MCM Elective 3

MCM Elective 3

Public Relations Sequence

MCM 212: Principles of Public Relations

Introduces students to the practice of public relations. The entire scope of the field will be examined with emphasis on areas of specialization, media relations and simultaneous multi-public workings. (Prerequisite: MCM 200) 3

MCM 300: Research in Public Relations

Introduces students to qualitative and quantitative research methods of applied, basic and evaluative research used in developing, managing and evaluating public relations campaigns and programs (Prerequisite: MCM 212) 3

MCM 302: Public Relations Writing & Production

Gives students practical experience in developing written communication tools used in public relations. The student will learn how to prepare press releases, surveys, biographies, fact sheets, speeches, brochures, newsletters, press kit, etc. (Prerequisites: MCM 200 & 212) 3

MCM 416: Public Relations Campaigns

Instructs students in the strategic planning of a public relations campaign. Students will use practices of traditional PR methods as well as New Media methods in implementing strategic campaigns emphasizing a variety of cost-effective tactics. (MCM 206, 212 300 & 302) 3

MCM Elective 3

MCM Elective 3

Mass Communications Electives

ART 240: Photography 3

ART 285: Computer Graphics 3

MCM 304: Black Press –Name Changed to Minorities and Mass Media

MCM 304 Minorities and Mass Media 3

Studies the problems, history, criticism, and techniques of minorities within Mass Media to include television, print, radio and social media.

MCM 324: Media and Crisis Communications 3

Provides students with a fundamental understanding of crisis management, risk communication, media relations and public-opinion research techniques in multiple contexts. It introduces students to crisis management principles, strategies, tactics and communication methods. Students will learn how to predict, manage and control real-world controversies that they may confront as they pursue their careers

MCM 326: Persuasion and Propaganda 3

Studies persuasive communication as found in the media. The course analyzes the role of the mass media in the creation and use of public opinion and propaganda. It will emphasize the use and abuse of persuasive communication.

MCM 328: Event Planning 3

Teaches students how to organize and plan all aspects of business and social events, including food, location, décor, etc. Students will learn the basics of planning and coordinating various events along with how to promote and market each event.

MCM 424: International Communication 3

Cross-cultural study of the role of communication in global co-existence at socio-economic and political levels. Prerequisite: Permission of the instructor.

MCM 490: Selected Topics 3

MCM 499: Independent Study
(no longer offered) 3

Related Course Requirements 30 hours

CCJ 180: Introduction to Criminal Justice 3

ENG 341: Introduction to Linguistics 3

GEO 203: Principles of Geography 3

PSC 230: Introduction to American Government 3

SOC 305: Modern Social Problems 3

CIS 265: Electronic Commerce 3

Liberal Arts/Science Elective	3
Liberal Arts/Science Elective	3
Outside Elective	3
ENG 453: Rhetorical Criticism	3

Minor/Concentration Requirements 15 hours

MCM 200: Foundations of Mass Communications	3
MCM 210: News Reporting (Prerequisite: MCM 200)	3
MCM 307: Media Ethics (Prerequisites: MCM 200 & 210)	3
MCM 412: Communications Law (Prerequisites: MCM 200, 210 & JR Status)	3
One of these courses: MCM 206, MCM 212, or MCM 245	3 credits each

THE DEPARTMENT OF HISTORY AND POLITICAL SCIENCE

Mission

The mission of the Department of History and Political Science is to provide the academic foundation and preparation for students to successfully qualify for and pursue careers in a variety of professional fields (e. g. primary and secondary education; higher education; law; public administration/public policy; the media; etc.). By establishing these foundations, the Department also creates opportunities for students to become more productive adults and leaders in their immediate localities, in African-American communities, in the Nation and in the International arena.

Program Goals/Objectives

The primary goals of the Department of History and Political Science are:

- to prepare students to pursue graduate programs and earn Masters and Doctoral degrees in their chosen professions: education, history, political science, public administration and public policy, journalism and the law by developing the skills and competencies to obtain the graduate degree of their choice.
- to provide the tools necessary to be successful in the practice of their chosen career.
- to assure that students who seek employment after graduation will have developed the skills

which would make them competitive with other college graduates who seek careers in the private and the public sectors

- to inspire students to contribute to the broader society through their career and community activities.

The Department of History and Political Science expects its graduates to demonstrate mastery in those requisite skills and competencies for graduate education and work place performance, including: knowledge of the content areas; communication and formal reasoning skills; and research methods.

Majors

- Political Science: B.A.
- History/Political Science: B.A.
- History/Social Science – Education: B.A.
(In conjunction with the School of Education and Interdisciplinary Studies).

Minors

- History
- Political Science
- Legal Studies

Political Science Major

Outlined Program of Study

Requirements (*B. A. Degree, 121 hours*)

General Education	36-42 hours
Required Political Science Courses	48 hours
PSC 200 PSC Research Methods	3
PSC 210 Political Theory	3
PSC 230 American Government	3
PSC 330 American Presidency	3
PSC 331 State and Local Government	3
PSC 332 Political Parties and Elections	3
PSC 340 Comparative Politics or	
PSC 350 International Relations	3
PSC 430 African Americans and the Political Process	3
PSC [TBD] Congress	3
PSC 400 American Legal System or	
PSC 415 Civil Liberties/Constitution	3
PSC 492 Internship (6 hours)	6
PAD 320 Introduction to Public Admin.	3
HIS 201 United States History I	3
HIS 202 United States History II	3
GEO elective (GEO 203, 204 or 205)	3

Restricted electives	12
Free electives	23

Total Hours Required for Degree 120 hours

History/Political Science Major

Outlined Program of Study

Requirements (*B. A. Degree, 120 hours*)

General Education 36-42 hours

Required History/Political Science Courses 48 hours

HIS 146 World Civilizations II	3
HIS 200 History Research Methods	3
HIS 201 U.S. History I	3
HIS 202 U.S. History II	3
HIS 226 African-American History II	3
European History	6
Advanced American History	3
PSC 200 Research Methods	3
PSC 210 Political Theory	3
PAD 320 Public Administration or	
PSC 340 Comparative Politics	3
PSC 350 International Relations	3
Restricted HIS/PSC/PAD Electives	12

Related Courses 8 hours

GEO 203 World Regional Geography	3
Geography Elective	3
SPH 217	2

Free Electives 15 hours

Total Hours Required for Degree 120 hours

History/Social Science-Education Major

Outlined Program of Study

Requirements (*B. A. Degree, 122 hours*)

Required Core Courses 36 hours

HIS 146 World Civilizations II	3
HIS 201 U.S. History I	3
HIS 202 U.S. History II	3
HIS 226 African-American History II	3
European History	6
History Restricted Elective	3
Social Science Restricted Elective	3
PSC 230 Introduction to American Government	3
Geography	9
Economics	3

Related Course 3 hours

PSY 201 Human Growth and Development	3
(Pre-requisite for PSY 306)	
PSY 306 Psycho-Educational Measurement	

and Evaluation 3

Education Professional Requirements 30 hours

(*See: School of Education and Interdisciplinary Studies – Content Area Majors: Secondary Education 6-12*).

Minor in Political Science 15 hours

The minor consists of 15 credits of coursework.

PSC 230 American Government	3
Two courses from the following:	
PAD 320 Intro. Public Administration and Public Policy	3
PSC 200 Research Methods	3
PSC 210 Intro. Political Theory	3
PSC 340 Intro. Comparative Politics	3
PSC 350 Intro. International Relations	3
Any two courses of 300-400 Political Science	6

History Minor 15 hours

Option 1: Any four classes out of the following and one class of 300-400 level History courses

Option 2: Any three classes out of the following and two classes of 300-400 level History courses

Courses for History minors:

HIS 145 World Civilizations I	3
HIS 146 World Civilizations II	3
HIS 200 History Research methods	3
HIS 201 American History I	3
HIS 202 American History II	3
HIS 225 African-American History I	3
HIS 226 African-American History II	3

Legal Studies Minor 18 hours

UNIT ONE: Critical/Logical Thinking (Three Credit Hours)

Select one course from among the following

options: PHIL 211 - Logic

PHIL 490 - Ethics

PSC 210 - Political Theory

UNIT TWO: Comprehension/Communications Skills (Three Credit Hours)

Select one course from among the following

options: ENG 341 - Introduction to Linguistics

ENG 453 - Rhetorical Criticism

ENG 454 - Introduction to Literary Criticism

ENG Elective (Any English class where the instructor requires extensive practice in writing argumentative essays; must be approved by advisor)

UNIT THREE: Legal Content Knowledge
(Nine Credit Hours)

Select three courses from among the following options: PSC 415 - Civil Rights and the Constitution

- PSC 400 - The American Legal System
- PSC 490 - Pre Law Seminar
- PAD 320 - Introduction to Public Administration
- HIS 323 - English Legal & Constitutional History to 1688
- HIS 455 - Constitutional History of the United States
- ACC 201 - Financial Accounting
- CCJ 330 - Criminal Court Procedures
- CCJ 450 - Criminal Law
- CCJ 490 - Legal Research and Writing
- MGT 200 - Legal Environment for Business
- MGT 201 - Business Law

UNIT FOUR: Legal Internship
(Three Credit Hours)

Select one course from the following options:

- PAD 492 - Internship
- CCJ 492 - Internship
- PSC 492 - Internship

Other Internship offered through any discipline or department provided opportunity is offered in a legal environment.

RELIGIOUS STUDIES MAJOR

Mission

The mission of Religious Studies is to provide a dynamic and challenging learning environment that encourages each and every student to reach beyond their perceived limits; and strive to excel in whatever field or undertaking they choose. We also aim to nurture our students, while preparing them to take their place in the global society as scholars, leaders, and builders of the future in religious institutions, the academy or whatever other area of society within which they choose to function.

The teaching philosophy of the Department of Religious Studies aims to enable students to:

- Demonstrate an understanding of various religious ideas and values underlying various world religious systems.
- Demonstrate an understanding of philosophical inquiry and the relationship between philosophical theory and life experience.

- Demonstrate an understanding of Judeo-Christian religions in their various forms.
- Demonstrate an understanding of non-Judeo-Christian religions and their impact on the 21st century global community.
- Equip students to contribute positively to the world in which they live.

Religious Studies Major

Outlined Program of Study

Requirements (B. A. Degree, 122 hours)

General Education **36-42 hours**

Required Core Courses **73 hours**

PHI 211 Logic or	
PHI 430 Philosophy of Religion	3
REL 201 Introduction to Religion	3
*REL 224 Religious Cults and Sects in the U.S.	3
*REL 235 Religious Trends in African American Communities	3
REL 311 Old Testament Literature I	3
REL 312 New Testament Literature I	3
REL 313 Old Testament Literature II	3
REL 314 New Testament Literature II	3
REL 316 Biblical Ethics	3
REL 366 Sociology of Religion	3
REL 417 Theological Communication	3
REL 420 Survey in Christian Thought	3
REL 421 Womanist Religious Thought	3
REL 463 Contemporary Trends in Theology I	3
REL 464 Contemporary Trends in Theology II	3
REL 490 01 Culture/Anthropology of Women in Biblical Times	3
REL 490 02 Directed Field Work/or Community Service	4
REL 490-03A Biblical Hebrew	3
REL 490-03B Biblical Hebrew	3
<i>(*Depicts courses that fulfill both a General Education and a Major requirement)</i>	
Free Electives	15
Total Hours:	122-126 hours

Religious Studies Minor

Minor Concentration Course Requirements:
REL 311 and 313 plus 3 more courses chosen by the student in conjunction with Rel. Studies Advisor or
REL 312 and 314 plus 3 more courses chosen by the student in conjunction with Rel. Studies Advisor or

REL 311 and 312 plus 3 more courses chosen by the student in conjunction with Rel. Studies Advisor or
 REL 313 and 314 plus 3 more courses chosen by the student in conjunction with Rel. Studies Advisor
Total Hours: 15

Philosophy Minor

PHI 211 – Logic
 PHI 212 – History of Philosophy
 PHI 213 – Modern Philosophy
 PHI 314 – American Philosophy
 PHI 316 – Contemporary Trends in Philosophy
 PHI 430 – Philosophy of Religion

DEPARTMENT OF PSYCHOLOGY

The Psychology program is designed to help students establish a firm foundation in psychological theory, research, and practice. In addition, the program is designed to help each student develop a sense of personal worth.

The program in Psychology has the following goals:

- Graduates of the program in Psychology will be able to demonstrate knowledge of the fundamental concepts of psychology as a behavioral science.
- Graduates of the program in Psychology will be able either to pursue advanced training in psychology or related disciplines, or to obtain employment at the bachelor’s level in a job related to psychology.
- Graduates of the program in Psychology will be able to apply principles of psychology to enhance their personal growth and to deepen their understanding of self and others.

Psychology Major

Outlined Program of Study

Requirements (B. A. Degree, 120 hours)

General Education 42 hours

(Note: Psychology majors are required to take PSY 101 as one of the three General Education Culture requirements. PSY 101 is a pre-requisite for all higher level PSY courses except PSY 201.)

Nine Nobel Leadership 8 hour

NNL 101, 102, 201, 202, 301, 302, 401,402

***Freshman Composition 6 hours**
 ENG 101 and ENG 102 (*must take in sequence*)
**A grade of “C” or better is required.*

Mathematics 3 hours
 MAT 121 3 hours

Natural Science 4 hours
 BIO 101 or CHE 101

African American Heritage 3 hours
 Choose one of the following:
 ART 310, REL 235, HIS 225, HIS 226, ENG 337, ENG 338, MUS 321, MUS 333, NSC 290

Communications 3 hours
 Choose one of the following:
 MCM 101, HUM 225, HUM 226, FRE 101/102, SPA 101/102, BIO 115, SPH 203, SPH 217

Computer Science 3 hours
 Choose one of the following:
 CSC 160, CIS 162, CIS 163, CSC 200

Critical Thinking 3 hours
 PHI 211

Culture 9 hours
 PSY 101, PHI 213, and one of the following:
 HIS 145, HIS 146, GEO 203, GEO 204, GEO 205, SOC 200, PSC 230, FRE 101/102, SPA 101/102, HUM 225, HUM 226, EDU 220

Total 42 hours

Required Psychology Courses 12 hours
 PSY 102 General Psychology II 3
 PSY 203 Research Methods I - Statistics 3
 PSY 204 Research Methods II - Design 3
 PSY 495 Careers in Psychology 3

At least one of the following courses in Developmental Psychology 3 hours
 PSY 205 Infant and Child Development 3
 PSY 206 Adolescent Development 3
 PSY 311 Adult Development and Aging 3
 PSY 490 Approved Special Topic(s) 3

At least two of the following courses Clinical - Counseling Psychology 6 hours
 PSY 301 Abnormal Psychology 3
 PSY 302 Theory and Practice I 3
 PSY 309 Theory and Practice II 3
 PSY 401 Psychological Assessment 3
 PSY 491 Child Psychopathology 3
 PSY 490 Approved Special Topic(s) 3

At least three of the following courses in

Experimental Psychology 9 hours

PSY 308 Biopsychology	3
PSY 310 Advanced Statistics for Psychology	3
PSY 315 Computer Use in Soc. Science Research	3
PSY 403 Social Psychology	3
PSY 404 Learning and Cognition	3
PSY 405 History and Systems of Psychology	3
PSY 419 Behavioral Pharmacology	3
PSY 490 Approved Special Topic(s)	3

Restricted Psychology Electives 12 hours

Choose any psychology courses not previously taken to fulfill other requirements. This includes any courses listed above beyond the stated requirements in addition to the following courses: PSY 314 (Positive Psychology), PSY 316 (African American Psychology), PSY 317 (Psychology of Women), PSY 400 (Field Placement), PSY 490 (Special Topics), and PSY 499 (Independent Research and Study)

Total Psychology hours required: 42 hours

Free Electives 36 hours

Free electives are any course offered at VUU to bring a student's total credit hours to 120 credits.

Psychology Minor 15 hours

PSY 101 General Psychology I	3
PSY 102 General Psychology II	3
Psychology Electives	9

Neuroscience Minor 18 hours

BIO 111 General Biology 1	3
BIO 112 General Biology 2	3
CHE 111 General Chemistry 1	3
PSY 308 Biopsychology	3

Choose one of the following:

PSY 404, PSY 419, PSY 491, PSY 490 (selected topics) 3

Choose one of the following:

PSY 310, PSY 315, MAT 331, MAT 332 3

Tracks: If a student would like to specialize their program of study to a specific sub-field of psychology they are suggested to use their electives to take courses in other areas to strengthen their knowledge in that area. These specializations are merely suggestions of ways in which students can develop their content area knowledge, not

requirements or special programs of study separate from the B.A. in psychology.

Biopsychology /Neuroscience

Suggested Minor: Neuroscience

Suggested PSY Electives:

Biopsychology, Animal Cognition, Behavioral Pharmacology, Independent Study

Suggested Electives:

Human Genetics, Principles of Physiology, Substance Abuse

Clinical/Counseling Psychology

Suggested Minor: Social Work

Suggested PSY Electives:

Abnormal Psychology, Child Psychopathology, Theory & Practice of Counseling 1 & 2, African American Psychology, Positive Psychology

Suggested Electives:

Victimology, At-Risk Populations

Special Education

Suggested PSY Electives:

Human Growth & Development

Suggested Electives:

Juvenile Delinquency, Classroom/Behavior Management, Characteristics of Exceptionalities, Intro to Special Education, Language Acquisition, Vocational Exploration, Instructional Programing in Special Education, Computers and Technology in Education, and Emergent Literacy and Developmental Reading

Social Psychology

Suggested Minor: Sociology

Suggested PSY Electives:

Positive Psychology, Psychological Assessments, Computer Use in Social Science Research, Social Psychology

Suggested Electives:

Women in American History, Social Media, Principles of Public Relations, Persuasion and Propaganda, Social Discrimination, The Development of Social Thought, Race Relations, Cultural Geography

There is even more than this! Talk to your advisor about what interests you in psychology or what your career goals are.

THE DEPARTMENT OF SOCIAL WORK AND SOCIOLOGY

Mission

It is the mission of the Bachelor of Social Work program to produce generalist practitioners who are committed to the amelioration of social injustice and discrimination and who are competent in working with vulnerable populations. The program builds upon and validates students' lived experiences and help students to use themselves and their unique backgrounds to question and articulate environmental issues and social responsibility. The evidenced-based practice model requires students to demonstrate a broad range of competencies required to render quality services at the beginning professional level. Students are also prepared for graduate education in social work or other human services fields. Formal application to the program is made during the sophomore year and requires a 2.4 GPA.

Goals

The major goals of the Department are to:

- Develop competent generalist practitioners.
- Prepare students to master skills in oral and written communication.
- Prepare students for their roles as client advocates at the micro, mezzo and macro levels of practice.
- Prepare students for graduate study.

Social work majors are required to adhere to all policies as set forth in the Social Work Student Handbook (i.e. attendance, mandatory meetings, etc.).

Social Work Major

Outlined Program of Study

Requirements (B. S. W. Degree)	120 hours
General Education	45 hours
African American Heritage	3
Computer Science	2
English 101 and 102 (A grade of C or better is required for English courses)	6
Spanish 101 and 102	6
Nine Noble Leadership Seminars	8
Speech	2
Mathematics 121	3
Historical Studies	3
Biology	3
Sociology 200	3

Economics	3
Psychology	3

Required Core Courses

(A grade of C or better is required for all social work courses and restricted or social work electives)

Freshman year	6 hours
SWK 255 Introduction to Social Work	3
Free elective	3

Sophomore Year	9 hours
MAT 201 or PSY 203 or CCJ 335 (Statistics)	3
SWK 256 Social Work Communication Skills	3
SWK 260 Sophomore Field Experience	3

Junior Year (First Semester)	15 hours
SWK 302 Human Behavior I	3
SWK 309 Social Research I	3
SWK 311 Social Policy	3
SWK 314 Social Work Ethics	3
Restricted Elective	3

Junior Year (Second Semester)	5 hours
SWK 303 Human Behavior II	3
SWK 310 Social Research II	3
SWK 324 Social Work Practice I	3
SWK 380 Social Discrimination	3
SWK or Restricted Elective/Social Work Elective	3

Senior Year (First Semester)	15 hours
SWK 424 Practice II	3
SWK 426 Field Placement I	4
SWK 428 Senior Seminar I	2
Restricted or Social Work Elective	3
Social Work Elective	3

Senior Year (Second Semester)	15 hours
SWK 425 Practice III	3
SWK 427 Field Placement II	4
SWK 429 Senior Seminar II	2
Social Work Elective	3
Free Elective	3

Sociology Minor	18 hours
SOC 200 Principles of Sociology	3
SOC 301 The Development of Social Thought	3
SOC 305 Modern Social Problems	3
SWK 309 Research Methods I	3

Sociology Electives 6

Social Work Minor 18 hours

SWK 255 Introduction to Social Work	3
SWK 302 Human Behavior I	3
SWK 309 Research I	3
SWK 311 Social Policy I	3
SWK 314 Ethics	3
Social Work Elective	3

OFFICE OF MILITARY SCIENCE AND LEADERSHIP

The military science curriculum teaches the principles of management and leadership as a foundation for civilian and military careers. Graduates of this program are eligible for appointments as commissioned officers in the United States Army, the United States Army Reserve, or Army National Guard.

Scholarships

Army ROTC offers students several opportunities for scholarships at VUU. High school students may apply for a four-year scholarship. Three-year and two-year scholarships also are available to on campus students. Scholarships may cover VUU tuition, most books, laboratory fees, and provide between \$350 and \$500 a month during the school year for living expenses.

The Four-Year Program

The traditional four-year program is divided into two parts:

Basic Course

Normally, taken during the freshman and sophomore years, the Basic Course covers subjects like military history, traditions, organizations, and national defense. The emphasis in the course is on leadership development and general life skills.

There is no commitment to the U.S. Army, unless the student is on a ROTC scholarship.

Advanced Course

Approval is required to enter the junior and senior-level classes. They cover instruction and practice in management, tactics, ethics, professionalism and continued leadership development.

All ROTC uniforms and materials are furnished at no cost. Students selected for advanced classes receive an allowance of \$450 or \$500 a month during the school year.

During the summer between junior and senior years, students will attend a six-week course, Leadership Development and Assessment Camp (LDAC). LDAC provides hands-on experience and evaluations for students at Ft Lewis, Washington.

The Two-Year Program

Students who have not taken any of the basic classes are still eligible for a commission through the two-year program. In this program, students attend the Leader’s Training Course (LTC) at Ft. Knox, Kentucky for four weeks during the summer. Upon completion of LTC, students are eligible for the advanced courses in their junior and senior years.

Simultaneous Membership Program (SMP)

This program allows students to become members of the Army National Guard or the Army Reserve while enrolled in the Army ROTC. Advanced ROTC SMP students are paid for their guard/reserve training plus they receive a monthly ROTC allowance of \$400, \$450 or \$500 for up to three years.

ROTC for Veterans

If students are veterans, military experience can fulfill the basic course requirements. Some veterans may enroll directly into the Advanced Course. In addition to any financial assistance received from ROTC, veterans still are qualified to receive any and all VEAP/GI Bill/Army College benefits to which they are entitled.

Minor Degree in Military Science and Leadership

The Office of Military Science and Leadership offers a minor degree in Military Science and Leadership. 18 credit hours of course work must be taken. The student must commission in the Army in order to be awarded a minor degree in Military Science and Leadership.

The following are the courses required:

<i>Basic courses (Freshman &</i>	Advanced Courses (Junior and senior years)
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<i>sophomore years)</i>	
<u>MSC 101</u> – Basic Military Science (Introduction to the Army which was formerly Foundations of Officership) -1 credit hour	<u>MSC 301</u> – Advanced Military Science (Training Management and the Warfighting Function which was formerly Leadership & Problem Solving) - 3 credit hrs
<u>MSC 102</u> – Basic Military Science (Foundations of Agile and Adaptive Leadership which was formerly Basic Leadership) - 1 credit hour	<u>MSC 302</u> – Advanced Military Science (Applied Leadership in Small Unit Operations which was formerly Leadership and Ethics) - 3 credit hours
<u>MSC 201</u> – Basic Military Science (Leadership and Decision Making which was formerly Individual Military Skills) - 2 credit hours	<u>MSC 306</u> – LDAC – 0 Credits
<u>MSC 202</u> – Basic Military Science (Army Doctrine and Team Development which was formerly Leadership & Teamwork) - 2 credit hours	<u>MSC 401</u> – Advanced Military Science (The Army Officer which was formerly Leadership & Management) - 3 credit hours
	<u>MSC 402</u> – Advanced Military Science (Company Grade Leadership which was formerly Leadership in a Complex World) - 3 credit hours
MSC 306 - Military Science: Leadership Development and Assessment Course is a required course for award of Military Science and Leadership Minor Degree	

Training Academy and from the diverse types of internship placements available in the wider Richmond community.

Goals/Objectives

The major goals of the Department are as follows:

- Provide students experiences that enable them to understand the major components of the criminal justice system and the role of the key decision-makers in each component; Prepare students to apply critical thinking skills with respect to the policies and practices of the criminal justice system; and
- Prepare students to understand the development of the field of criminology, applicable theories of offender behavior, and emerging trends in measuring and explaining criminal behavior.

Majors

Students majoring in Criminology/Criminal Justice can earn a Bachelor of Arts (BA) degree.

Minors

There is a minor in Criminology/Criminal Justice.

Criminology and Criminal Justice Major Outlined Program of Study

General Education	36-42 hours
Criminology and Criminal Justice Courses	45 hours
CCJ 180 Introduction to Criminal Justice	3
CCJ 205 Criminology	3
CCJ 210 Police in America	3
CCJ 320 Correctional Theories and Practices	3
CCJ 330 Criminal Court Procedures	3
CCJ 331 Juvenile Justice	3
CCJ 335 Social Science Statistics	3
CCJ 340 Research Methods in Criminal Justice	3
CCJ 450 Criminal Law	3
CCJ 460 Analyzing Community Crime Problems	3
CCJ 480 Ethics in Criminal Justice	3
CCJ 486 Senior Seminar	3
CCJ Electives (4)	12
Other Courses	21 hours
Social Science Electives (2)	6
Free Electives (5)	15
Total Hours Required for Degree	120 hours

THE DEPARTMENT OF CRIMINOLOGY AND CRIMINAL JUSTICE

Mission

The Department of Criminology and Criminal Justice strives to provide students with comprehensive knowledge of the criminal justice system and the field of criminology. The major provides students with opportunities to explore these fields as a career choice or as preparation for graduate or law school. Students benefit from taking courses at the Richmond Police.

Outlined Program of Study - Minor in Criminology and Criminal Justice
Criminology and Criminal Justice Courses

15 hours

CCJ 180 Introduction to Criminal Justice	3
CCJ 205 Criminology	3
CCJ 210 Police in America	3
CCJ 320 Correctional Theories and Practices	3
CCJ 330 Criminal Court Procedures	3

THE DEPARTMENT OF COMPUTER INFORMATION SYSTEMS AND COMPUTER SCIENCE

Mission

The mission of the Department of Computer Information Systems and Computer Science is to create an active, experiential learning environment to prepare students enrolled at VUU to be able to plan, design and manage an e-commerce – ready enterprise architecture that is driven by effective and efficient business processes and supported by Web-ready integrated database environment. The courses are designed in accordance with the mission of the University in general and that of the Department in particular. The Department also provides service courses for students who are not majoring/minoring in Computer Information Systems, Computer Science or Cyber Security.

Students expecting to major or minor in Computer Information Systems, Computer Science, or Cyber Security must earn a grade of C or better in all major courses.

Goals

The goals of the Department are to:

- Teach and broadly disseminate fundamental knowledge concerning the design, use, and implementation of organizational computer information systems.
- Assist students in developing the fundamental understanding of programming through the systematic study of algorithmic processes that create, describe, and transform information.
- Develop an appreciation for the ubiquity of Computer Information Systems, Computer Science, and Cyber Security in the everyday life of individuals and that of society in general.

- Promote opportunities for our students to compete as professionals in a global economy that requires uniquely skilled workers from diverse cultures.
- Prepare students for success in the workplace and life-long learning in the field of computer information systems by providing the necessary knowledge and skills.
- Maintain a high level of effectiveness in instruction, intellectual contribution and professional service.
- Provide an environment conducive to attracting students and developing professional faculty.
- Empower students with tools for analytical thinking, logical reasoning and abstract argument so that they develop as critical thinkers.

Majors

Computer Information Systems (B.S.)
 Cyber Security (B.S.)

Minors

Computer Information Systems (15 hours)
 Computer Science (15 hours)
 Cyber Security (18 hours)

Computer Information Systems Major

The Bachelor of Science degree in Computer Information Systems bridges business and computer science using the theoretical foundations of information and computation to study various business models and related algorithmic processes within a computer science discipline. This major will provide students with active knowledge of computers and algorithmic processes, including their principles, their software and hardware designs, their applications, and their impact on society and business.

Outlined Program of Study

General Education	39-41 hours
MAT 160 Pre-Calculus for Business Majors*	3
CIS 163 Introduction to Computer Information Systems*	3
SPH 217 Informative and Persuasive Speaking	2
ECO 231 Principles of Economics*	3
Business Courses*	26 hours
ACC 201 Financial Accounting	4
ACC 202 Managerial Accounting	4
ECO 232 Micro-Economics	3

FNB 300 Principles of Finance	3
MGT 200 Intro to Legal Environments	3
MGT 213 Managerial Communications	3
MGT 214 Management and Organizational Behavior	3
MKT 300 Principles of Marketing	3

Computer Information Systems Courses* 30 hours

CIS 210 Introduction to Software Development	3
CIS 263 Data Communications and Networking	3
CIS 265 Electronic Commerce	3
CIS 360 Database Design and Implementation	3
CIS 362 IS Hardware and Software	3
CIS 364 Systems Analysis and Design	3
CIS 368 Application Programming	3

Plus three from the following:

CIS 214 Foundations of Cyber Crime and Security	3
CIS 320 Cryptography Methods	3
CIS 369 Advanced Application Programming	3
CIS 413 IT Strategy, Management, and Acquisition	3
CIS 460 IT Project Management	3
CIS 490 Senior Research	3

Mathematics Courses* 6 hours

MAT 201 Statistics	3
MAT 210 Applied Calculus for Business	3

Free Electives 17-19 hours

Total Hours Required for Degree 120 hours

* A minimum grade of C is required.

Cyber Security Majors

The Bachelor of Science degree in Cyber Security prepares VUU graduates to be leaders in the protection of data assets and the investigation of any breaches. This major will provide students with a strong hands-on and theory computer software, hardware, investigation, and science-based understanding of technology. The curriculum focuses on techniques, policies, operational procedures, and technologies that secure and defend the availability, integrity, authentication, and confidentiality of information and information systems. The major helps prepare students for careers as information systems security professionals, senior system managers, and system administrators responsible for information systems and security of those systems.

Cyber Security with Digital Forensics

Major

Outlined Program of Study

General Education 39-41 hours

MAT 160 Pre-Calculus for Business Majors*	3
CIS 163 Introduction to Computer Information Systems*	3
CCJ 180 Introduction to the Criminal Justice System*	3
ECO 231 Principles of Economics*	3

Business Courses* 13 hours

ACC 201 Financial Accounting	4
FNB 300 Principles of Finance	3
MGT 200 Intro to Legal Environments	3
MGT 214 Management and Organizational Behavior	3

Computer Information Systems Courses* 18 hours

CIS 263 Data Communications and Networking	3
CIS 265 Electronic Commerce	3
CIS 360 Database Design and Implementation	3
CIS 362 IS Hardware and Software	3
CIS 364 Systems Analysis and Design	3

Plus one from the following:

CIS 363 Operating Systems	3
CIS 368 Application Programming	3

Cyber Security Courses* 9 hours

CIS 214 Foundations of Cyber Crime and Security	3
CIS 215 Foundations of Digital Forensics	3
CIS 462 Network Security Management	3

Mathematics Course* 3 hours

MAT 201 Statistics	3
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Investigative Courses* 6 hours

CCJ 205 Criminology	3
CCJ 314 Criminal Investigations	3

Digital Forensics Courses* 12 hours

CCJ 360 Introduction to Forensic Investigations	3
CCJ 480 Ethics in Criminal Justice	3
CIS 320 Cryptography Methods	3

Plus one from the following:

CCJ 370 Perspectives on Terrorism	3
CCJ 375 Homeland Security	3

Free Electives 18-20 hours

Total Hours Required for Degree 120 hours

* A minimum grade of C is required.

Cyber Security with Finance and Banking

Major

Outlined Program of Study

General Education 39-41 hours

MAT 160 Pre-Calculus for Business Majors* 3

CIS 163 Introduction to Computer Information Systems* 3

CCJ 180 Introduction to the Criminal Justice System* 3

ECO 231 Principles of Economics* 3

Business Courses* 13 hours

ACC 201 Financial Accounting 4

FNB 300 Principles of Finance 3

MGT 200 Intro to Legal Environments 3

MGT 214 Management and Organizational Behavior 3

Computer Information Systems Courses* 18 hours

CIS 263 Data Communications and Networking 3

CIS 265 Electronic Commerce 3

CIS 360 Database Design and Implementation 3

CIS 362 IS Hardware and Software 3

CIS 364 Systems Analysis and Design 3

Plus one from the following:

CIS 363 Operating Systems 3

CIS 368 Application Programming 3

Cyber Security Courses* 9 hours

CIS 214 Foundations of Cyber Crime and Security 3

CIS 215 Foundations of Digital Forensics 3

CIS 462 Network Security Management 3

Mathematics Course* 3 hours

MAT 201 Statistics 3

Investigative Courses* 6 hours

CCJ 205 Criminology 3

CCJ 314 Criminal Investigations 3

Finance and Banking Courses* 15 hours

FNB 344 Public Finance 3

ECO 440 Banking and the Financial System 3

FNB 441 Investments 3

FNB 443 International Trade and Finance 3

FNB 444 Financial Decision Making 3

Free Electives 15-17 hours

Total Hours Required for Degree 120 hours

* A minimum grade of C is required.

Cyber Security with Accounting Major

Outlined Program of Study

General Education 39-41 hours

MAT 160 Pre-Calculus for Business Majors* 3

CIS 163 Introduction to Computer Information Systems* 3

CCJ 180 Introduction to the Criminal Justice System* 3

ECO 231 Principles of Economics* 3

Business Courses* 13 hours

ACC 201 Financial Accounting 4

FNB 300 Principles of Finance 3

MGT 200 Intro to Legal Environments 3

MGT 214 Management and Organizational Behavior 3

Computer Information Systems Courses* 18 hours

CIS 263 Data Communications and Networking 3

CIS 265 Electronic Commerce 3

CIS 360 Database Design and Implementation 3

CIS 362 IS Hardware and Software 3

CIS 364 Systems Analysis and Design 3

Plus one from the following:

CIS 363 Operating Systems 3

CIS 368 Application Programming 3

Cyber Security Courses* 9 hours

CIS 214 Foundations of Cyber Crime and Security 3

CIS 215 Foundations of Digital Forensics 3

CIS 462 Network Security Management 3

Mathematics Course* 3 hours

MAT 201 Statistics 3

Investigative Courses* 6 hours

CCJ 205 Criminology 3

CCJ 314 Criminal Investigations 3

Accounting Courses* 17 hours

ECO 232 Micro Economics 3

ACC 301 Intermediate Accounting I 4

ACC 302 Intermediate Accounting II 4

ACC 303 Accounting Information Systems 3

ACC 401 Auditing 3

Free Electives 13-15 hours

Total Hours Required for Degree 120 hours

* A minimum grade of C is required.

Cyber Security with Mathematics Major

Outlined Program of Study

General Education 39-41 hours

MAT 175 Pre-Calculus with Trigonometry* 4

CIS 163 Introduction to Computer Information Systems* 3

CCJ 180 Introduction to the Criminal Justice System*	3
ECO 231 Principles of Economics*	3
Business Courses*	13 hours
ACC 201 Financial Accounting	4
FNB 300 Principles of Finance	3
MGT 200 Intro to Legal Environments	3
MGT 214 Management and Organizational Behavior	3

Computer Information Systems Courses*
18 hours

CIS 263 Data Communications and Networking	3
CIS 265 Electronic Commerce	3
CIS 360 Database Design and Implementation	3
CIS 362 IS Hardware and Software	3
CIS 364 Systems Analysis and Design	3

Plus one from the following:

CIS 363 Operating Systems	3
CIS 368 Application Programming	3

Cyber Security Courses* **9 hours**

CIS 214 Foundations of Cyber Crime and Security	3
CIS 215 Foundations of Digital Forensics	3
CIS 462 Network Security Management	3

Investigative Courses* **6 hours**

CCJ 205 Criminology	3
CCJ 314 Criminal Investigations	3

Mathematics Course* **17 hours**

MAT 201 Statistics	3
MAT 214 Analytical Geometry and Calculus I	4
MAT 216 Analytical Geometry and Calculus II	4
MAT 304 Linear Algebra	3
MAT 327 Differential Equations	3

Free Electives **16-18 hours**

Total Hours Required for Degree **120 hours**

* A minimum grade of C required

Computer Information Systems Minor

A minor in computer information systems is perfect for the student who decides to enhance their degree with computer and technology courses. This minor is available to business majors, criminology and criminal justice majors, mass communications majors, or by permission of the CIS department. Prospective students must take CIS 163 as a General Education course. A minimum grade of C is required for all CIS courses.

Outlined Program of Study **Any 15 hours**

CIS 263 Data Communications and	
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Networking	3
CIS 265 Electronic Commerce	3
CIS 360 Database Design and Implementation	3
CIS 362 IS Hardware and Software	3
CIS 363 Operating Systems	3
CIS 364 Systems Analysis and Design	3
CIS 368 Application Programming	3

Computer Science Minor

The computer science minor is perfect for the VUU STEM student who decides to enhance their degree with computer and technical knowledge. This minor is available to mathematics, natural science, education, social work, psychology, and those majors with a higher concentration of mathematics above the pre-calculus and trigonometry level, or by permission of the CIS department. Prospective students must take CSC 200 as a General Education course. A minimum grade of C is required for all CSC courses.

Outlined Program of Study **15 hours**

CSC 201 Programming I	3
CSC 205 Application Design I	3
CSC 305 Application Design II	3

Plus two from the following:

CSC 310 Data Structures	3
CSC 321 Internet Programming	3
CSC 405 Numerical Analysis	3
CSC 450 Special Topics in Computer Science	3

Cyber Security Minor

The cyber security minor is streamlined to include comprehensive computer information systems and security courses for cutting-edge knowledge of cyber-crime trends and mitigation of future attacks. This option is available to business, mathematics, mass communications, criminology and criminal justice majors, or by permission of the CIS department. Prospective students must take CIS 163 and CCJ 180 as General Education courses. A minimum grade of C is required for all CIS courses.

Outlined Program of Study **18 hours**

CIS 214 Foundations of Cyber Crime and Security	3
CIS 215 Foundations of Digital Forensics	3
CIS 263 Data Communications and Networking	3
CIS 265 Electronic Commerce	3
CIS 320 Cryptography Methods	3
CIS 462 Network Security Management	3

THE DEPARTMENT OF MATHEMATICS

Mission

The Department of Mathematics provides a wide array of courses. Students can major in Mathematics, Mathematics with Computer Science, or Mathematics with Secondary Education. Students can minor in Mathematics which enable them to get in to other fields of study such as Engineering, Actuarial Science, and Information Technology. The courses are designed in accordance with the mission of the University in general and that of the Department in particular. The Department also provides service courses for students who are not majoring or minoring in Mathematics, Computer Information Systems, Computer Science, Cyber Security, or the Natural Sciences.

Students expecting to major or minor in Mathematics must earn a grade of C or better in all mathematics core courses, other major area courses, and Departmental requirements. Coursework begins with the Calculus Sequence.

Goals

The goals of the Department are to:

- Give students an exposure to the realm of Mathematics and on abstract reasoning.
- Develop an appreciation for the ubiquity of Mathematics in the everyday life of individuals and that of society.
- Promote opportunities for our students to compete as professionals in a global economy that requires uniquely skilled workers from diverse cultures.
- Empower students with tools for analytical thinking, logical reasoning and complex problem solving so that they develop as critical thinkers.

Majors

Mathematics (B.S.)

Mathematics with Computer Science (B.S.)

Mathematics: Secondary Education (B.S.)

(6 – 12 Licensure; available in collaboration with the School of Education)

Minor

Mathematics (18 hours)

Mathematics Major

Outlined Program of Study

General Education **40-42 hours**

MAT 170 3

CSC 200 Introduction to Computer Science 3

CHE 101 Introduction to Chemical Science 3

Mathematics Courses* **55 hours**

MAT 175 Pre-Calculus with Trigonometry* 4

MAT 214 Analytical Geometry and Calculus I 4

MAT 216 Analytical Geometry and Calculus II 4

MAT 304 Linear Algebra 3

MAT 306 Modern Algebra I 3

MAT 307 Modern Algebra II 3

MAT 315 Discrete Mathematics 3

MAT 322 Multivariate Calculus 4

MAT 327 Differential Equations 3

MAT 331 Probability and Statistics I 3

MAT 332 Probability and Statistics II 3

MAT 420 Vector Analysis 3

MAT 428 Advanced Calculus I 3

MAT 429 Advanced Calculus II 3

MAT 441 Complex Variables I 3

MAT 442 Complex Variables II 3

MAT 450 Numerical Analysis 3

Departmental Requirements* **13 hours**

CSC 201 Programming I 3

PHY 251 University Physics I 5

PHY 252 University Physics II 5

Restricted Electives* **3 hours**

MAT 499 Senior Research 3

PHY 305 Modern Physics 3

PHY 315 Mechanics 3

PHY 320 Electricity and Magnetism 3

Free Electives **11-13 hours**

Total Hours Required for Degree **120 hours**

* A minimum grade of C required

Mathematics with Computer Science

Outlined Program of Study

General Education **40-42 hours**

MAT 170 Pre-Calculus with Trigonometry* 3

CSC 200 Introduction to Computer Science 3

PHY 101 Introduction to Physical Science 3

Mathematics Courses* **37 hours**

MAT 175 Pre-Calculus with Trigonometry* 4

MAT 214 Analytical Geometry and Calculus I 4

MAT 216 Analytical Geometry and Calculus II 4

MAT 304 Linear Algebra 3

MAT 315 Discrete Mathematics	3
MAT 322 Multivariate Calculus	4
MAT 327 Differential Equations	3
MAT 331 Probability and Statistics I	3
MAT 332 Probability and Statistics II	3
MAT 428 Advanced Calculus I	3
MAT 450 Numerical Analysis	3
Computer Science Courses*	21 hours
CSC 201 Programming I	3
CSC 205 Application Design I	3
CSC 305 Application Design II	3
CSC 310 Data Structures	3
CSC 321 Internet Programming	3
Computer Science Elective	3
Departmental Requirements*	10 hours
PHY 251 University Physics I	5
PHY 252 University Physics II	5
Restricted Electives*	3 hours
MAT 499 Senior Research	3
PHY 305 Modern Physics	3
PHY 315 Mechanics	3
PHY 320 Electricity and Magnetism	3
Free Electives	11-13 hours
Total Hours Required for Degree	120 hours

* A minimum grade of C required

Mathematics Secondary Education Major

Outlined Program of Study

General Education	40-42 hours
MAT 170	3
CSC 200 Introduction to Computer Science	3
CHE 101 Introduction to Chemical Science	3
PSY 201 Human Growth and Development	3
EDU 220 Foundations of Education	3
Mathematics Courses*	36 hours
MAT 175 Pre-Calculus with Trigonometry*	4
MAT 201 Statistics	3
MAT 214 Analytical Geometry and Calculus I	4
MAT 216 Analytical Geometry and Calculus II	4
MAT 304 Linear Algebra	3
MAT 301 Modern Geometry	3
MAT 315 Discrete Mathematics	3
MAT 327 Differential Equations	3
MAT 428 Advanced Calculus I	3
MAT 441 Complex Variables I	3
Mathematics Elective	3
Departmental Requirements*	5 hours
PHY 221 College Physics I	5
Education Courses*	29 hours
IDS 190 Fundamentals of Learning I	1

IDS 192 Fundamentals of Teaching – Praxis II	1
EDU 321 Curriculum and Instructional Strategies for Diverse Learners	3
EDU 323 Adaptive Constructivist Teaching	3
EDU 329 Reading and Writing in the Content Areas	3
EDU 358 Classroom-Behavior Management	3
EDU 423 Curriculum and Instruction in Secondary Schools	3
EDU 424 Student Teaching	9
EDU 425 Reflective Teaching Colloquium	3
Free Electives	12-14 hours
Total Hours Required for Degree	120 hours

*A minimum grade of C required.

Mathematics Minor

A minor in mathematics allows for students who have high aptitudes in computational analytics to work in a statistical environment where organizational data is analyzed. This minor option is available to all majors. Prospective students must take MAT 170 as a General Education course. A minimum grade of C is required for all MAT courses

Outlined Program of Study **18 hours**

MAT 214 Analytical Geometry and Calculus I	4
MAT 216 Analytical Geometry and Calculus II	4
MAT 322 Multivariate Calculus	4
Plus two other MAT courses not listed as General Education	6

THE DEPARTMENT OF NATURAL SCIENCES

Mission

The mission of the Department of Natural Sciences is to prepare future generations of scientists for admission into graduate school, professional school, or for joining the workforce in academia, government, or industry. Since its inception, the department has been successful in producing competitive students to meet the challenges of a dynamic and changing global society. The department continuously seeks to enhance its programs by reevaluating and updating its curricula, supporting student research, and enriching its programs through competitively sought grants and contracts and other extramural sources of funding.

Goals/Objectives

The major goals of the Department are to:

- Acquaint the student with the basic concepts and principles of science.
- Develop in each student a functional understanding and appreciation of the methods of science.
- Develop in each student an appreciation of the vastness, grandeur, and complexity of the universe.
- Sensitize the student to problems resulting from the enormous potential of scientific endeavors.
- Give department majors such functional information, understanding, and skills as will serve as a basis for teaching, research, advanced academic work, or other professional pursuit.

Majors

Biology

Biology: Secondary Education (6 – 12 Licensure.
In collaboration with the School of Education)

Chemistry

Chemistry: Secondary Education (6 – 12 Licensure.
In collaboration with the School of Education)

Physics

Physics and Electrical Engineering (3+2 Dual
*Degree Program in collaboration with Howard
or VCU*)

Physics and Mechanical Engineering (3+2 Dual
Degree Program in collaboration with VCU)

Chemistry and Chemical Engineering (3+2 Dual
Degree Program in collaboration with VCU)

Minors

Biology

Chemistry

Physics

Biology Major

Outlined Program of Study

Requirements (B. S. Degree, 122 hours)

General Education (42 hours)

Science Courses* (64 hours)

BIO 111 General Biology I (counted as Gen Ed)	
BIO 112 General Biology II	3
BIO 201 Microbiology	3
BIO 213 Genetics	3
BIO 300 Ecology	3
BIO 309 Anatomy and Physiology I	3

BIO 310 Anatomy and Physiology II	3
BIO 315 Cell Biology	3
BIO 350 Seminar	1
CHE 111 General Chemistry I	3
CHE 112 General Chemistry II	3
CHE 210 Organic Chemistry I	3
CHE 211 Organic Chemistry II	3
NSC 115 Writing in the Sciences <i>counted as GenEd</i>	
PHY 221 College Physics I	3
PHY 222 College Physics II	3
<u>Laboratory Courses</u>	
BIL 111 General Biology I Lab	2
BIL 112 General Biology II Lab	2
BIL 309 Anatomy and Physiology I Lab	2
Biology Laboratory Electives	6
CHL 111 General Chemistry I Lab	2
CHL 112 General Chemistry II Lab	2
CHL 210 Organic Chemistry I Lab	3
CHL 211 Organic Chemistry II Lab	3
PHL 221 College Physics I Lab	2

Other Departmental Requirements* (7 hours)

MAT 170 Pre-Calculus I (counted as Gen Ed)	
MAT 175 Pre-Calculus with Trig	4
MAT 201 Statistics	3

Free Electives* (9 hours)

Total Hours Required for Degree 122 hours

**(A minimum grade of C required)*

Biology Secondary Education Major

Outlined Program of Study

Requirements (B. S. Degree, 126 hours)

General Education (42 hours)

Science & Math Courses* (53 hours)

BIO 111 General Biology I (counted as Gen Ed)	
BIO 112 General Biology II	3
	BI
O 201 Microbiology	3
BIO 213 Genetics	3
BIO 309 Anatomy and Physiology I	3
BIO 315 Cell Biology	3
CHE 111 General Chemistry I	3
CHE 112 General Chemistry II	3
CHE 210 Organic Chemistry I	3
PHY 221 College Physics I	3
MAT 170 Pre-Calculus (counted as Gen Ed)	

MAT 175 Pre-Calculus with Trig	4
MAT 201 Statistics	3
NSC 115 Writing in the Sciences (<i>counted as Gen Ed</i>)	
NSC 260 Intro to Environmental Science	3
<u>Laboratory Courses</u>	
BIL 111 General Biology I Lab	2
BIL 112 General Biology II Lab	2
BIL 309 Anatomy and Physiology I Lab	2
Biology Laboratory Electives	4
CHL 111 General Chemistry I	2
CHL 112 General Chemistry II	2
NSL 260 Intro to Environmental Science	2

Required Education Courses (31 hours)

IDS 190 Fundamentals of Teaching	1
EDU 220/221FB Foundations of Education (<i>counted as Gen Ed</i>)	3
EDU 321/322FB Curriculum and Instruction Strategies for Diverse Learners	3
EDU 323 Adaptive Constructivist Teaching	3
EDU 329/330FB Reading and Writing in the Content Areas	3
EDU 340/341FB Computers and Technology in Education (<i>counted as Gen Ed</i>)	3
EDU 358/359FB Classroom / Behavior Management	3
EDU 423FB Curriculum and Instruction in Secondary Schools	3
EDU 424 Student Teaching	9
EDU 425 Reflective Teaching Colloquium	3
PSY 201 Human Growth and Development (Pre-requisite for PSY 306) (<i>counted as Gen Ed</i>)	3
PSY 306 Psycho-Educational Measurement and Evaluation	3

Total Hours Required for Degree 126 hours

**(A minimum grade of C required)*

Biology Minor (20 hours)

For mathematics, natural science, chemistry, or physics majors, or by permission of the Natural Sciences department. A minimum grade of C required.

Biology Courses

BIO/BIL 111 General Biology I & Lab	5
BIO/BIL 111 General Biology I & Lab	5
NSC 115 Writing in the Sciences	1

BIO 201 Microbiology	3
BIO 213 Genetics	3
BIO Electives	3

Chemistry Major

Outlined Program of Study

Requirements (*B. S. Degree, 125 hours*)

General Education (42 hours)

Science Courses* (71 hours)

BIO 111 General Biology I	3
BIO 112 General Biology II	3
CHE 111 Gen. Chemistry I (<i>counted as Gen Ed</i>)	
CHE 112 General Chemistry II	3
CHE 201 Quantitative Analysis	3
CHE 210 Organic Chemistry I	3
CHE 211 Organic Chemistry II	3
CHE 300 Biochemistry	3
CHE 310 Physical Chemistry I	3
CHE 311 Physical Chemistry II	3
CHE 380 Inorganic Chemistry	3
CHE 415 Advanced Organic Chemistry	3
CHE 433 Qualitative Organic Analysis	3
CHE 450 Senior Research Seminar	3
NSC 115 Writing Sciences (<i>counted as Gen Ed</i>)	
PHY 251 University Physics I	3
PHY 252 University Physics II	3

Laboratory Courses

BIL 111 General Biology I Lab	2
BIL 112 General Biology II Lab	2
CHL 111 General Chemistry I Lab	2
CHL 112 General Chemistry II Lab	2
CHL 201 Quantitative Analysis Lab	2
CHL 210 Organic Chemistry I Lab	3
CHL 211 Organic Chemistry II Lab	3
CHL 300 Biochemistry Lab	3
CHL 310 Physical Chemistry Lab	3
PHL 251 University Physics I Lab	2
PHL 252 University Physics II Lab	2

Other Departmental Requirements* (12 hours)

MAT 170 Pre-Calculus I (<i>counted as Gen Ed</i>)	
MAT 175 Pre-Calculus with Trig	4
MAT 214 Analytical Geometry and Calculus I	4
MAT 216 Analytical Geometry and Calculus II	4

Total Hours Required for Degree 125 hours

**(A minimum grade of C required)*

Chemistry Secondary Education Major

Outlined Program of Study

Requirements (*B. S. Degree, 132 hours*)

General Education (*42 hours*)

Science & Math Courses* (*59 hours*)

BIO 111 General Biology I	3
BIO 112 General Biology II	3
CHE 111 Gen. Chemistry I (<i>counted as GE</i>)	
CHE 112 General Chemistry II	3
CHE 201 Quantitative Analysis	3
CHE 210 Organic Chemistry I	3
CHE 211 Organic Chemistry II	3
CHE 300 Biochemistry	3
CHE 310 Physical Chemistry I	3
CHE 311 Physical Chemistry II	3
CHE 380 Inorganic Chemistry	3
PHY 251 University Physics I	3
MAT 170 Pre-Calculus (<i>counted as GE</i>)	
MAT 175 Pre-Calculus with Trig	4
MAT 214 Analytic Geometry & Calculus I	4

Laboratory Courses

BIL 111 General Biology I Lab	2
BIL 112 General Biology II Lab	2
CHL 111 General Chemistry I Lab	2
CHL 112 General Chemistry II Lab	2
CHL 201 Quantitative Analysis Lab	2
CHL 210 Organic Chemistry I Lab	3
CHL 211 Organic Chemistry II Lab	3
PHL 251 University Physics I Lab	2

Required Education Courses (*31 hours*)

IDS 190 Fundamentals of Teaching	1
EDU 220/221FB Foun. of Edu (<i>counted as GE</i>)	
EDU 321/322FB Curriculum & Instruction Strategies for Diverse Learners	3
EDU 323 Adaptive Constructivist Teaching	3
EDU 329/330FB Reading and Writing in the Content Areas	3
EDU 340/341FB Computers and Technology in Education (<i>counted as GE</i>)	
EDU 358/359FB Classroom/Behavior Mgmt.	3
EDU 423FB Curriculum and Instruction in Secondary Schools	3
EDU 424 Student Teaching	9
EDU 425 Reflective Teaching Colloquium	3
PSY 201 Human Growth and Development (Pre-req for PSY 306) (<i>counted as GE</i>)	
PSY 306 Psycho-Educational Measurement and Evaluation	3

Total Hours Required for Degree **132 hours**

Chemistry Minor (*30 hours*)

For mathematics, biology, natural science, or physics majors, or by permission of the Natural Sciences department. A minimum grade of C required.

Chemistry Courses

CHE/CHL 111 General Chemistry I and Lab	5
CHE/CHL 112 General Chemistry II and Lab	5
CHE/CHL 201 Quantitative Analysis and Lab	5
CHE/CHL 210 Organic Chemistry I and Lab	6
CHE/CHL 211 Organic Chemistry II and Lab	6
Advanced Chemistry Electives	3

Chemistry & Chemical Engineering Dual Degree Program (3+2) w/ VCU

Outlined Program of Study

Requirements (B.S. Chemistry from VUU/B.S. Chemical and Life Science Engineering with concentration in Chemical Engineering from VCU, 168 hours)

VUU General Education (*42 hours*)

VUU Science Courses* (*59 hours*)

BIO 111 General Biology I	3
BIO 112 General Biology II	3
CHE 111 Gen Chemistry I (<i>counted as GE</i>)	
CHE 112 General Chemistry II	3
CHE 201 Quantitative Analysis	3
CHE 210 Organic Chemistry I	3
CHE 211 Organic Chemistry II	3
CHE 300 Biochemistry	3
CHE 311 Physical Chemistry II	3
CHE 380 Inorganic Chemistry	3
CHE 415 Advanced Organic Chemistry	3
CHE 433 Qualitative Organic Analysis	3
NSC 115 Writing in the Sciences (<i>counted as GE</i>)	
PHY 251 University Physics I	3
PHY 252 University Physics II	3
<u>Laboratory Courses</u>	
BIL 111 General Biology I Lab	2
BIL 112 General Biology II Lab	2
CHL 111 General Chemistry I Lab	2
CHL 112 General Chemistry II Lab	2
CHL 201 Quantitative Analysis Lab	2
CHL 210 Organic Chemistry I Lab	3
CHL 211 Organic Chemistry II Lab	3

PHL 251 University Physics I Lab	2
PHL 252 University Physics II Lab	2

Math Requirements* (18 hours)

MAT 170 Pre-Calculus I <i>counted as Gen Ed</i>	
MAT 175 Pre-Calculus with Trig	4
MAT 214 Analytical Geometry and Calculus I	4
MAT 216 Analytical Geometry and Calculus II	4
MAT 322 Calculus III	3
MAT 327 Differential Equations	3

Science/Engineering Courses at VCU (43 hours)

CLSE 101 Introduction to CLSE	3
CLSE 115 Intro to Programming in CLSE (<i>counted as GE</i>)	
CLSE 201 Material Balances	4
CLSE 202 Energy Balances	4
CLSE 301 Transport Phenomena I	3
CLSE 305 Thermo of Phase Equilibrium	3
ENGR 395 Prof Development	1
ECON 205 Economics of Product Development and Markets (<i>counted as GE</i>)	
CLSE 302 Transport Phenomena II	4
CLSE 312 Chemical Reaction Engineering	3
CLSE 320 Instrumentation Laboratory	3
STAT 441 App. Stat for Eng/Sci	3
CLSE 402 Senior Design Lab I	2
CLSE 440 Unit Operations	3
CLSE 409 Process Control	3
ENGR 402 Senior Design Studio I	1
ENGR 398 Internship Review	0
CLSE 403 Senior Design Lab II	2
ENGR 403 Senior Design Studio II	1

Engineering Electives (6 hours)

Total Hours Required for Degree 168 hours

*(A minimum grade of C required)

Physics Major

Outlined Program of Study

Requirements (B. S. Degree, 120 hours)

General Education (42 hours)

Science Courses (47 hours)

CHE 111 General Chemistry I	3
CHE 112 General Chemistry II	3
PHY 251 University Physics I	3
PHY 252 University Physics II	3
PHY 305 Modern Physics	3
PHY 315 Mechanics	3

PHY 491 Seminar	1
PHY 411 Advanced Lab I	3
PHY 320 Electricity & Magnetism	3
PHY 330 Thermodynamics	3
NSC 115 Writing in the Sciences	1
PHY 401 Math Methods in Physics I	3
PHY 481 Research in Physics	4
PHY 405 Quantum Mechanics	3
<u>Laboratory Courses</u>	
CHL 111 General Chemistry I Lab	2
CHL 112 General Chemistry II Lab	2
PHL 251 University Physics I	2
PHL 252 University Physics II	2

Other Departmental Requirements* (25 hours)

MAT 170 Pre-Calculus (<i>counted as Gen Ed</i>)	
MAT 175 Pre-Calculus with Trig	4
MAT 214 Analytical Geom. and Calculus I	4
MAT 216 Analytical Geom. and Calculus II	4
MAT 322 Calculus III	4
MAT 306 Modern Algebra I	3
MAT 427 Differential Equations	3
MAT 331 Prob. & Statistics I	3

Restrictive Electives 6

Total Hours Required for Degree 120 hours

*(A minimum grade of C required)

Physics Minor (22 hours)

For biology, mathematics, natural science, or physics majors, or by permission of the Natural Sciences department. A minimum grade of C required.

Physics Courses

PHY/PHL 251 University Physics I and Lab	5
PHY/PHL 252 University Physics II and Lab	5
PHY 305 Modern Physics	3
<u>Plus three from the following:</u>	
PHY 315 Mechanics	3
PHY 320 Electricity and Magnetism	3
PHY 330 Thermodynamics	3
PHY 405 Quantum Mechanics	3
PHY 411 Advanced Laboratory I	3

Physics & Electrical Engineering Dual Degree Program (3+2) w/ Howard Univ.

Outlined Program of Study

Requirements (B.S. Physics from VUU/B.S.
Electrical Engineering from Howard, 147 hours)

General Education at VUU (42 hours)

Science Courses at VUU (36 hours)

CHE 111 General Chemistry I	3
CHE 112 General Chemistry II	3
PHY 251 University Physics I	3
PHY 252 University Physics II	3
PHY 305 Modern Physics	3
PHY 491 Seminar	1
PHY 411 Advanced Lab I	3
PHY 330 Thermodynamics	3
BIO 115 Writing in the Sciences	1
PHY 401 Math Methods in Physics I	3
EGR 101 Intro to Engineering	2
Laboratory Courses	
CHL 111 General Chemistry I Lab	2
CHL 112 General Chemistry II Lab	2
PHL 251 University Physics I	2
PHL 252 University Physics II	2

Other Departmental Requirements* (22 hours)

MAT 170 Pre-Calculus (counted as Gen Ed)	
MAT 175 Pre-Calculus with Trig	4
MAT 214 Analytical Geom. and Calculus I	4
MAT 216 Analytical Geom. and Calculus II	4
MAT 322 Calculus III	4
MAT 306 Modern Algebra I	3
MAT 427 Differential Equations	3

Science Courses at Howard (40 hours)

EECE 162 Engineering Programming	3
EECE 309 Fund of Electronics Devices	3
EECE 203 Fund of Circuit Theory	4
EECE 312 Fund of Electronics Dev Lab	1
EECE 209 Fund of Circuit Theory Lab	1
EECE 333 Fund of Signals and Systems	3
EECE 212 Fund of Digital System	4
EECE 325 Fund of Energy Systems	3
EECE 218 Fund of Digital System Lab	1
EECE 326 Fund Of Energy Systems Lab	1
EECE 401 Senior Design	3
EECE 402 Senior Design	3
**SYSC Computer Science I	4
PHYS 182 Physical Mechanics	3
PHYS 178 Electricity & Magnetism	3

Restrictive Electives (24 hours)

Total Hours Required for Degree 164 hours

*(A minimum grade of C required)

Physics & Electrical Engineering Dual Degree Program (3+2) w/ VCU

Outlined Program of Study

Requirements (B.S. Physics from VUU/B.S.
Electrical Engineering from VCU, 166 hours)

General Education at VUU (53 hours)

Science Courses at VUU (36 hours)

CHE 111 General Chemistry I	4
CHE 112 General Chemistry II	4
PHY 251 University Physics I	4
PHY 252 University Physics II	4
PHY 305 Modern Physics	3
PHY 491 Seminar	1
PHY 411 Advanced Lab I	3
PHY 330 Thermodynamics	3
BIO 115 Writing in the Sciences	1
PHY 401 Math Methods in Physics	3
PHY 315 Mechanics	3
PHY 405 Quantum Mechanics	3

Other Departmental Requirements* (14 hours)

MAT 170 Pre-Calculus (counted as Gen Ed)	
MAT 175 Pre-Calculus with Trig	4
MAT 214 Analytical Geometry and Calculus I	4
MAT 216 Analytical Geometry and Calculus II	4
MAT 322 Calculus III	4
MAT 306 Modern Algebra I	3
MAT 427 Differential Equations	3

Science Courses at VCU (61 hours)

EGRE 101 Intro to Engineering	4
EGRE 206 Electric Circuits	4
EGRE 245 Engineering Programming Using C++	4
EGRE 207 Electric Circuits II	4
EGRE 306 Intro to Microelectronics	4
EGRE 246 Adv. Engineering Programming Using C++	3
EGRE 309 Electromagnetic Fields	3
ECON 205 Econ of Product Dev and Markets (counted as Gen Ed)	
EGRE 254 Digital Logic Design	4
EGRE 303 Electronic Devices	3
EGRE 334 Intro to Microfabrication	4
EGRE 335 Signals and Systems I	4

EGRE 337 Signals and Systems II	3
EGRE 364 Microcomputer Systems	4
ENGR 402 Senior Design Studio	1
EGRE 435 Microscale and Nanoscale Fabrication	4
ENGR 403 Senior Design Studio	1
EGRE 336 Intro to Communication Sys ...Gen Ed	4
EGRE 436 Adv. Microscale and Nanoscale Fabrication	4
EGRE 310 Electromagnetic Fields and Waves	3

Engineering Electives (2 hours)

Total Hours Required for Degree 166 hours

*(A minimum grade of C required)

**Physics & Mechanical Engineering Dual
Degree Program (3+2) w/ VCU**

Outlined Program of Study

Requirements (B.S. Physics from VUU/B.S.

Mechanical Engineering from VCU, 165 hours)

General Education at VUU (42 hours)

Science Courses at VUU (30 hours)

CHE 111 General Chemistry I	4
CHE 112 General Chemistry II	4
PHY 251 University Physics I	4
PHY 252 University Physics II	4
BIO 115 Writing in Science	1
PHY 305 Modern Physics	3
PHY 491 Physics Seminar	1
PHY 411 Advanced Lab I	3
PHY 405 Quantum Mechanics	3
PHY 320 Electr. & Magnetism	3

Other Departmental Requirements* (14 hours)

MAT 175 Pre-Calc. with Trig (counted as Gen Ed)

MAT 214 Anal. Geo/Calc. I (counted as Gen Ed)

MAT 216 Analytical Geo/Calculus II 4

MAT 306 Modern Algebra 3

MAT 322 Calculus III 4

MAT 327 Differential Equations 3

Science/Engineering Courses at VCU (65 hours)

EGMN 190 Intro to MNE	1
EGMN 103 MNE Practicum I	1
EGMN 102 Statics	3
EGMN 203 MNE Practicum II	1
EGMN 215 Engineering Comp. &	

Visualization (counted as Gen Ed.)

EGMN 201 Dynamics	3
EGMN 204 Thermodynamics	3
EGMN 202 Mech. of Deformables	3
STAT 441 Stat. for Sci. & Eng.	3
EGMN 300 Mech. Syst Design	3
EGMN 301 Fluid Mechanics	3
EGMN 311 Solid Mechanics Lab	1.5
EGMN 321 Numerical Methods	3
EGMN 420 CAE Design	3
ENGR 395 Prof Development	1
EGMN 302 Heat Transfer	3
EGMN 303 Thermal Syst. Design	3
EGMN 312 Thermal Sciences Lab	1.5
EGMN 421 CAE Analysis	3
EGRE 206 Electric Circuits	4
ENGR 396 Internship Experience	0
ENGR 496 Internship Review	0
ENGR 402 Senior Design Studio	1
EGMN 402 Senior Design Lab	2
EGMN 309 Material Science	3
EGMN 416 Mechatronics	3
ENGR 403 Senior Design Studio	1
EGMN 403 Senior Design Lab	2
EGMN 315 Proc & Sys Dynamics	3
MGMT 310 Managing People in Organizations	3
ECON 205 Econ. of Product Development and Markets (counted as Gen. Ed.)	3

Engineering Electives 3

Total Hours Required for Degree 165 hours

*(A minimum grade of C require)





GRADUATE COURSE DESCRIPTIONS

STVU GRADUATE COURSE DESCRIPTIONS

BIBLICAL STUDIES

BS1 500 Introduction To Biblical Studies

Designed to provide a general introduction to critical study of the Bible. The modern, exegetical approaches will be examined, and related to, study of the Bible, considering its origins, forms, settings, and uses. As a result of this course the student should be able to engage the Bible, conscientiously and critically, and begin to understand the ancient Israelite and Christian traditions in their respective contexts.

BS1 600 The Bible In Africa: Text, Appropriation, And Hermeneutics In Context

This course is an analysis of the Bible in Africa exploring various hermeneutical issues. The intention is to demonstrate the contextual appropriation of the Bible in Africa. This course seeks to investigate the presentation, acculturation, and utilization of the Bible in Africa on a historical continuum. It will focus primarily on the precolonial, colonial, and postcolonial periods. Implications of the Bible in Africa will be used to expand and inform current hermeneutical practices in the academy.

OLD TESTAMENT

OT1 501 History Of Israel Designed to give students an understanding of the ancient Yahwists' (Israelite and Judahite) interpretations of their historic events as presented in the Hebrew Bible and to introduce them to critical study (particularly, the historical-critical method) of the Hebrew


Scriptures, by which the students may interpret the Hebrew Scriptures on a scholarly and relevant basis.

OT1 502 Israelite Literature Designed to give students familiarity with and understanding of the various kinds of literature in the Old Testament, their forms, settings and purposes. Old Testament forms and interpretations of 'salvation history' will be examined, assessed, and surveyed with regard to the functions and intentions of the user/writers.

OT1 503 Biblical Hebrew I The aim of this course is to introduce students to the Hebrew language, including basic rules and grammatical principles. Students will learn the basic parts of speech, practice writing, reading, and translating Hebrew sentences. The course seeks to facilitate reading of various sections of the Hebrew Bible as well as traditional stories in Biblical Hebrew.

OT1 601 Biblical Hebrew II The aim of this course is to further introduce students to Biblical Hebrew grammar, syntax, and vocabulary. Students will also be introduced to the basic Hebrew verb conjugation or stem and its inflections. The course seeks to facilitate reading comprehension of various sections of the Hebrew Bible by applying grammatical concepts and insights learned.
Prerequisite: OT1 503

OT1 603 The Psalms Designed to facilitate critical study of the Psalms as Hebrew poetry and liturgical literature, wherein the forms and the statements of the Psalms may be understood within their respective, socio- cultic settings and utilized within commensurate, modern settings.



OT1 604 The Prophets Designed to explore the basic forms of prophetic speech in the Old Testament and their messages in the light of the historical contexts, as indicated in the Hebrew Bible. The main focus of the course will be analysis and interpretation of the texts. Prerequisite: OT1 501

OT1 605 Old Testament Law Designed to develop the student's ability to interpret, critically and adequately, the legal traditions of the Old Testament and to appreciate the theology or principles presented for living therein, so as to apply these principles to contemporary ethical issues. Prerequisite: OT1 501

OT1 606 Biblical Perspectives On Poverty And Wealth Designed to introduce students to the problem of poverty and wealth in ancient Israel, as reflected in the Old Testament. It explores what poverty and wealth meant in that ancient context, who the poor and rich were, and how they were treated. The emphasis of the course is on the various perspectives on, and attitudes towards poverty and wealth as reflected in the different parts of the Bible. Prerequisite: OT1 501.

OT1 607 Biblical Hebrew III This course is designed to complete the full study of Hebrew grammar in order to enable students to fully engage the Hebrew Bible. By completing a full study of the derived Hebrew verbal conjugations or stems, students will be able to fully engage the Hebrew Bible in its entirety and with more facility. Prerequisite: OT1 503; 601.

OT1 608 Rapid Reading Hebrew And Exegesis This course is designed to complement the complete study of Biblical Hebrew grammar and all the seven Hebrew verbal conjugations, their stems, and inflections. As a result, the students will be able to fully engage most of the Hebrew Bible in its complexity and with more facility. The course will consist of rapid reading and exegesis of select parts and books of the Hebrew Bible. Students will be expected to read, translate, and parse relevant grammatical elements. The goal is to enhance the students' knowledge of Hebrew grammar through direct contact with the biblical text. The students will also be encouraged to use the Hebrew dictionary in order to facilitate competency in

reading, translating, and performing exegesis from the Hebrew Bible. Prerequisites: OT1 503; OT1 601; and OT1 607.


OT1 700 Old Testament Exegesis Designed to sharpen students' skills in interpreting (words, phrases, and passages of) the Old Testament and to enable them to interpret systematically and methodically the Old Testament, so as to construct and develop sermons that are biblically sound. Prerequisite: OT1 501.

OT1 701 The Pentateuch Designed to facilitate an understanding of the diversity of ancient Yahwistic traditions that are found in the Pentateuch, that is, the distinguishing features of and conceptual developments within the various traditions, how the various traditions originated, how they countered, corrected, or critiqued their preceding or contemporary traditions, and how they were utilized within their respective contexts—their rationales or operative premises, their views of YHWH, evil, etc., and their significances for Yahwistic cult and society. The primary concern is to articulate and comprehend their message(s) and to consider such as measures for critique of modern theologies. Prerequisites: BS1500, OT1501.

OT1 720 Selected Old Testament Topics Designed to be a seminar on an Old Testament topic. The topic selected will be focused on throughout the semester and will be announced at least one semester in advance. Prerequisites: OT1 501 and OT1 502.

OT1 721 Ancient Israelite Culture Designed to explore and examine the impact of the various cultures upon the ancient Israelites and to compare Israelite culture to its surrounding cultures, particularly the Egyptian culture, in an effort to show the distinctiveness or compatibility of Israel in regard to its neighbors. Prerequisites: OT1 501 and OT1 502.

OT1 722 Yahwistic Short Stories Designed to facilitate reading and appreciation of Yahwistic short stories as forms of communication for teaching or inculcating Yahwistic values that are directed toward survival in response to a culturally diverse and politically dominating society and/or for



reclamation of Yahwistic identity as an act of minority consciousness. Prerequisites: BS1 500, OT1 501, PT1 533, PT1 536.

OT1 750 Independent Study Topics of interest not covered in the other course offerings may be chosen for independent study, in consultation with the faculty. Prerequisites: OT1 501 and OT1 502.

NEW TESTAMENT

NT1 501 Introduction To The New Testament

Designed to provide an introduction to New Testament literature, history, and theology. The New Testament materials are examined for the comments and insights they offer regarding the social and religious world of earliest Christians and for the theological perspectives espoused. Special attention is given to exegetical and contemporary issues.

NT1 510 The Synoptic Gospels Designed as a critical study of the four Gospels (Matthew, Mark, Luke, and John) with special attention to their literary arrangement and social and theological perspectives. Attention is also given to the historical Jesus question. This course is designed to complement NT1 501.

NT1 511 The Pauline Epistles Designed to be a complementary course to NT1 501 this course focuses on Paul's life and theology within early Christian experience, using authentic writings of Paul. Secondary allusions to Paul (e.g. Acts, Ephesians, etc.) are considered where appropriate. Contemporary concerns vis-a-vis Paul are stressed.

NT1 512 Preaching From The Synoptic Gospels

This course will enable students to sharpen their exegetical skills and therefore write sermons that are more text-oriented and biblically based. All exegetical work in this course will be done with an eye toward preaching. The course will include lectures, class discussion, extensive practice in exegesis and the preaching of sermons. Particular attention will be given to texts drawn from the Synoptic Gospels.

NT1 518 Parables Of Jesus This course will examine the parables of Jesus in their cultural and

literary contexts. Special attention will be given to recent literary analysis of the parables in the Synoptic Gospels and the Gospel of Thomas. The parables of Jesus will be read as part of these gospel texts and interpreted from diverse interpretive perspectives.

NT1 608 Paul's Letter To The Romans This course is designed to introduce students to the life of Paul and his Letter to the Romans. In doing so, the course seeks to explore the historical, literary context of Romans and the various theological issues there. Students will engage the text critically from the diverse perspectives.

NT1 613 Elementary Greek I Designed as an introduction to the grammar of Koine Greek. Emphasis on the mastery of forms, fundamentals of syntax, and basic vocabulary.


NT1 614 Greek II (Exegesis) Continuation of NT1 513. Designed to introduce issues focusing on Greek exegesis within the New Testament, with emphasis on historical and theological problems

NT1 620 The Environment Of The New Testament Designed to be a study of Jewish and Hellenistic philosophic/religious movements and traditions, and their influences on the life, world, and thoughts of early Christians. Emphasis is placed on the context-world of the New Testament, but some attention is given to the New Testament materials themselves. Prerequisites: BS1500, NT1501 and OT1501

NT1 624 Early African Christianity Designed as a study of African Christianity in the first four Christian centuries, focusing on the area of North and North-East Africa. Attention is given to the impact of African history and civilization on Christian foundations and expressions in this area. Prerequisites: BS1 500; OT1 501

NT1 626 1st And 2nd Corinthians Designed as an exegesis of the communications. Attention to social and religious setting of the Corinthian church and Paul's critique of it.

NT1 627 Exegesis: Book Of Revelation Designed as an exegesis of the Book of Revelation. As such it



aims to establish the essentials of the work. Assuming the validity of critical and literary interpretative methods, it is intended that the student become conversant with the religious-social-political world responsible for the making of Revelation. More importantly, an effort is made to seek to be guided by the "word" Revelation generates.

NT1 628 Exegesis: Philippians Designed as a combination lecture and seminar course on the book of Philippians with attention to such problems as church order, stewardship, evangelization, eschatology, Christology, heresy, and above all, involvement in ethical problems within history; special attention will be paid to the important Christological hymn in 2:6-11. Comparisons will also be made with the other undisputed Pauline letters as well as Acts.

NT1 634 Exegesis: The Gospel Of John Designed as an Exegesis of the Gospel of John, with attention to the community and theology of Johannine Christianity.

NT1 721 Topics In Hermeneutics Designed as a seminar on a New Testament topic, which grows out of contemporary faith issues. Whatever topic is selected is focused on throughout the semester and will be announced at least one semester in advance. An example of such a topic could be "Charismatic Figures and their Philosophies/Theologies in the New Testament World."

NT1 750 Independent Study Topics of interest not covered in the other course offerings may be chosen for independent study, in consultation with the faculty.

THEOLOGICAL STUDIES

CT1 621 Theology And Theological Thinking Designed as an introductory course to theology and theological thinking for graduate students, this course critically examines some of the dominant themes, ideas, concepts, and frameworks for graduate theological education with acute and sustained attention to the histories, thoughts, cultures, and expressions of continental and diasporic Africans across space and time. Students will examine some of

the key debates framing discourses in theology, philosophy, history, cultural studies, literature, and politics in the work of scholars that form and inform graduate theological education.

CT1 622 Systematic Theology I Designed as the first component of a two-semester comprehensive study of the meaning, nature, and content of theology. This first course focuses on introductory investigations related to theological prolegomena and methodology.


CT1 623 Systematic Theology II Designed as the second component of the theology requirement focuses upon doctrine proper and considers anthropology, Christology, ecclesiology, the doctrine of God, and eschatology. During this course, each student will write and present a constructive statement of his/her theological position.

CT1 627 Womanist Theology Designed to introduce students to Womanist Theology as both theoretical framework for "unmasking, disentangling and debunking" systems of oppression and as theological resource for constructing paradigms for social justice.

CT1 725 Advanced Seminar In Theological Studies Designed to probe the frontiers of theology. Sometimes it considers contemporary doctrinal developments, the current status of a movement in theology, or the work of a single theologian.

CT1 726 Christian Theology In Africa Designed as an examination of the practical and conceptual theological developments in the Christian churches of Africa, as they relate to traditional African religion, classical Christian doctrine, and other world religions.

CT1 729 Black Religion And Black Theology Designed as an in-depth study of the implicit theology emerging from the African American religious experience, with particular attention given to developments, discussions, and debates in contemporary African American theology.



CT1 730 Christology Designed as a critical interpretation and analysis of selected views of the person of Christ.

CT1 731 Theological Images And Black Literature Designed as an assessment of the theological character of ideas and themes conveyed in African American literature.

CT1 732 Ecclesiology Designed to be a critical examination of some historical and contemporary reflections of the Church.

CT1 733 Theology From The Black Perspective Designed as an in-depth, critical, and constructive theological interpretation of a selected African American thinker from among such names as Martin Luther King, Jr., Howard Thurman, Adam Clayton Powell, and others.

CT1 734 Transformed Theology Designed to be a creative engagement of the episodes in the worship experience as the foundation for theological construction and Christian praxis.

CT1 735 Tradition And Contemporary Theology Designed as a critical interpretative analysis of creedal development in the pre-Reformation Church and a constructive analysis of its contribution to contemporary theological discussion and models.

CT1 736 Anthropology Designed as a critical examination of some historical and contemporary reflections on the nature of humanity.

CT1 737 Eschatology Designed to provide a critical examination and analysis of selected reflection on the meaning of the "Kingdom of God."

ETHICS AND SOCIETY

CT1 728 Introduction To Christian Ethics Designed as an exploration of the ethical foundations of the Christian faith, the variety of motifs informing Christian ethical tradition, and the impact of such motifs upon the direction and character of Christian ethical decision-making in contemporary society.

CT1 742 Professional Ethics In Ministry Designed to explore issues of ethics in ministry with particular attention to sexual ethics and clergy misconduct. Foundations and guidelines for the maintenance of excellence and accountability in ministry are examined.

CT1 743 The Impact Of Urbanization On The Black Religious Experience Designed as an examination of the historical and sociological factors that prompted African American migration inside the United States from largely rural to urban contexts, and of the consequent issues, problems and challenges to the African American religious community caused by such migration. The theological institutional responses made by the African American Church are examined in depth with attention given to emergent quasi-Christian and non-Christian alternatives.

CT1 745 Theological Ethics Designed as an exploration of the theological foundations of ethics and how the understandings of God influence the formation and development of criteria for ethical reflection. The course will delineate the theological foundations of ethics by examining the theologies and ethics of major theologians.

CT1 747 Perspectives On African American Christian Ethics Designed as an exploration of various perspectives, both in theory and in practice, for the development of a uniquely African American approach to Christian ethics.

CT1 748 The Bible And Ethics Designed as an examination of the problems and issues inherent in the use of the Bible as a norm for Christian ethical decision-making. The nature of biblical authority, the relationship between exegesis and ethical judgment, and the functions of the various types of biblical materials in the moral life are among the many questions to be examined in connection with contemporary issues. Offered in collaboration with Biblical Studies faculty.

CT1 750 Independent Study Topics of interest not covered in the other course offerings may be chosen for independent study in consultation with the faculty.



HISTORICAL STUDIES

CH1 640 History Of Christianity Designed to cover the history of the Christian Church from its beginning to the present. Particular attention will be given to the institutions, thought, and outstanding personalities in the development of the church.

CH1 641 History Of Religion In The United States Designed as an examination of the African and European backgrounds out of which the various forms of American religion emerged with attention to the specific environments in which they flourished. Attention is given to the correlative and symbiotic developments of African American and white religious traditions. The course also examines of the Reconstruction Era and the African American preacher, the reversal of the Reconstruction, the appearance of Protestant polarities, non-Protestant immigrants, the Civil Rights Movement, and modern Protestant conservatism. The course ends with in-depth studies of the history, structure, and teachings of the various denominations, and other religious bodies, together with a study of the ecumenical movement among African- Americans as well as whites.

CH1 643 Black Fire: African American Pentecostalism This course examines the history of African American Pentecostalism with attention to the foundational and significant personalities, major movements and contributions, theological variations and practices, and emerging trends and future projections.

CH1 645 Baptist History Designed to cover the origin, organization/polity, and development of the various groups which bear the name Baptist.

CH1 646 The Social Gospel In America The course is an overview of the historical ideas and persons associated with the Social Gospel. Course readings will provide students with sources about and by the shapers of this theological tradition. The course will also create opportunities to consider the social and political environment in which it developed and, in some cases, thrived.

CH1 650 The African American Baptist

Experience The purpose of this course is to introduce students to the black Baptist experience in the United States. The course situates black Baptist history in the larger narrative of African Americans in the United States. Topics of interest include notable leaders, institutions, and events within the African American Baptist denominations. Readings include black Baptist newspapers, autobiographies, and secondary source materials on Baptist history.

CH1 651 A History Of The Black Churches

Challenging the idea of The Black Church, this course charts the historical development of black Christians in the United States. The course aims to identify the history of the construct “The Black Church” and the histories of the Christian experiences of African Americans.

CH1 652 Prosperity Gospel In American


Christianity As a movement, the Prosperity Gospel has found its way into contemporary mainstream media. A survey of this phenomenon reveals that similar theological questions about health and wealth date back to antiquity. The course will follow the trajectory of prosperity gospels into the twenty-first century.

CH1 653 Black Religion And The Great

Migration This seminar is a study of the varied religious practices of African Americans during the Great Migration. As African Americans moved from the South to the North, religious practices in both regions changed. This course will examine the music, preaching, and literature of black religious groups and figures from 1900-1950.

CH1 654 Black Religion, Black Politics This seminar examines the intersection of race, religion, and politics. The course will emphasize the complex relationship between religion and politics in the African American experience. Readings on and by black religious leaders will provide context for the social and political issues of the nineteenth and twentieth century United States. The course will assess the contributions of black religious and political traditions ranging from nationalism to social conservatism.

CH1 744 African Traditional Religions Designed as an inquiry into the beliefs and practices found in African Traditional Religions (ATR) with emphasis also given to the survival of this culture and religion



in contemporary African American culture and religious practice. The issue of the methodological problems of tracing these survivals is included.

CH1 746 Modern Sects And Cults In America Designed to provide a study of significant religious sects in America, with particular reference to cults of under-privileged Americans.

CH1 747 Growth Of Conservative Church Movements Designed as a study of fundamentalist, conservative, and neo-evangelical church groups in an effort to understand their growth patterns. Emphasis given to the charismatic movement within "traditional" church groups and the "independent" church movement. This includes the American and European scenes.

CH1 748 Representative Black Leaders Designed to study the lives, thoughts, homiletical styles, and significance of African American preachers: Richard Allen, Daniel Payne, John Jasper, Adam Clayton Powell, Sr., Howard Thurman, Vernon Johns, J. H. Jackson, J. M. Ellison, M. L. King, Jr., Benjamin

CH1 751 Seminar On The Historiography Of Religion In The United States Designed to study specific periods in history and the religious documents relating to them. Particular attention will be given to placing readings into their proper historiographical contexts.

MISSION AND GLOBAL CHRISTIANITY

CH1 551 Missions Seminar (By Special Announcement) A lecture-discussion series by world Christian scholars and church leaders held from time to time for seminarians under the auspices of the Overseas Ministries Study Center, an international, interdenominational mission agency.

CH1 644 Missiology: An Introduction To Mission History, Mission Theology, And Evangelization Designed to include (a) some re-thinking of the missionary task, emerging mission, and mission structures; (b) some discussion of the Christian mission and human transformation; (c) some emphasis on the development of people and the

meaning of service; and (d) a delineation of the ecumenical imperative.

CH1 646 Applied Anthropology For Christian Missions Designed to apply anthropology, a behavioral science, to cross-cultural situations at home or overseas. Problems to be addressed will include how cultures differ and how differences in customs and cultures influence the communication or reception of and response to the Gospel by various societies around the church in different cultures and the role of the Christian mission and message in social change.


CH1 648 Encounter Of Christian Faith With Other Faiths This course provides an introduction to the biblical basis for Christian understanding of, attitudes toward, approaches to, and encounters with persons of other faiths and belief systems. Special attention will be given to the major living religions: Hinduism, Buddhism, Judaism, Christianity and Islam, and will include brief discussions of some other faith traditions like Primal Religions, Native American faith practices, and Sikhism. The course will help students explore ways for expressing the universality of the Christian faith in a religiously plural world and for deepening meaningful dialogue with persons of other faiths and ideologies. Teaching methodology will include selective use of media resources, visitation to worship sites, interviews with persons of other faiths, and exploration of print and internet resources.

CH1 731 Ecumenical Mission Study Of The Caribbean Designed as a seminar designed to help persons who are interested in an ecumenical mission study of the Caribbean. Issues relevant to the area such as work, family life, religion, ecology, intergroup relationships, and economics are investigated.

CH1 750 Independent Study Topics of interest not covered in the other course offerings may be chosen for independent study in consultation with the faculty.

PASTORAL STUDIES

PT1 520 Field Education I This course requires the student to learn the practical application of



theology and ministry in the context of a social agency in their first academic year. The student works within a social service type agency for seven months, from October to April. The overall objective is to keep students in the instructional tension of the academic environment while being exposed to the practice and practical realities of ministry in a social agency or social ministry environment.

PT1 520-02 UM Field Education 1 This course requires the student to learn the practical application of theology and ministry in the context of a social agency, institutional, or non-parish ministry setting.

PT1 622-02 UM Field Education 2 This course requires the student to learn practical applications of theology and ministry in a parish setting. Each year's field education experience covers eight months, from September to April.

United Methodist students are in a track specifically designed to address particular requirements of Boards of Ordained Ministry for Annual Conferences, and to assist UM students in their candidacy and ordination process. Students of other traditions and denominations may also be in the United Methodist sections of Field Education from time to time as their course schedules indicate.

Students are strongly encouraged to register for Field Education and Formation in the first year at STVU. Some students also consider and enroll in a ½ unit of CPE (Clinical Pastoral Education) in the third year. CPE is not required for graduation. However, United Methodist candidates for ordination in the Virginia Conference are required to complete at least ½ unit of CPE in the three years *between* becoming a Provisional Elder and applying for Elders Orders.

CHRISTIAN EDUCATION

PT1 536 Christian Education This course is designed to assist the student in acquiring knowledge, understanding, and appreciation of the ministry of Christian education from a theoretical as well as a practical stance. Through various readings and activities students will experience Christian education as the means by which persons are introduced to the life, mission, and ministries of the church and systematically enabled to grow in faith.

This course explores foundational issues, organizational structures, and basic principles of teaching and learning.


PT1 536 Educational Ministry Of The Church Designed to provide a context for understanding Christian Education as a discipline as well as a distinct ministry of the Christian church. Explores foundational issues, organizational structures, role of the pastor as educator, and basic principles of teaching and learning.

PT1 537 Philosophy Of Christian Education Designed to promote critical reflection about the nature of what it means to know. Students will be encouraged to formulate his/her worldview and examine values of education and learning from a Christian perspective.

PT1 550 – Intro To Life Cycle Ministries Students will demonstrate their understanding of nurturing faith people of all ages by focusing on the developmental needs of children, youth, and adults at various stages of life. We will pay special attention to how the whole church organizes to attend to the faith development of people of all ages. Emphasis will be given to spiritual formation in adults (emerging, young, middle, and older) in the fall, youth in the winter, and children in the spring. Participants in the course will develop a resource notebook and identify/create models for an educational ministry program for a local church.

PT1 560 – Educational Internship The purpose of this course is to provide opportunities for students to chronicle their learning experience in the Master of Arts in Christian Education Program and to demonstrate that learning by their ability to design a church or church-based ministry proposal. Students will also develop an Educational Portfolio of artifacts representing their work in the program. Finally, the course will also provide opportunity for students to become more keenly acquainted with 20th Century Christian Educators and their historical impact on current Christian education best practices.

PT1 572 Creativity In Christian Education Creativity in Christian Education is a hybrid course is designed to motivate learners to examine and



utilize non-traditional methods of teaching and learning Christian Education. This course will teach students how to reach, encourage and engage the current and future generations. This course will discuss the relevance of creativity in teaching Christian Education, provide a variety of examples in which to teach and experience Christian Education and utilize tools for incorporating creativity in educational experiences for people of all ages in the local congregation. This course will also employ a variety of creative and experiential strategies along with readings, papers and technology to challenge students as they consider the role of creative thinking in the learning and teaching of Christian Education.

PT1 603 Multicultural Ministry In this course we study the biblical, theological and other interdisciplinary foundations of multicultural ministry with special emphasis on its educational implications. This study is done within the framework of an increasingly multicultural and diverse society, the complexity of a world that is in many ways a global village, and the prevalence of racism as an obstacle to multiculturalism. During the course, participants have the opportunity to give particular attention to the challenges and possibilities for applying multicultural principles and practices to different aspects of congregational life.

PT1 606 Teaching For Biblical Faith Christians have been called people of the book. The profession of most Christian churches is that the Bible contains the witness sufficient for faith and life (some claim it contains the Word of God). People across the theological spectrum claim to “take the Bible seriously”, but what does that mean? This course will focus opening the Bible to laypersons in congregations, building skills for exegesis and effective teaching strategies applicable for pastors, Christian educators, chaplains, and lay leaders.

PT1 610 Church And Community

PT1 623 Leadership In The Church This course is designed to assist the student in acquiring knowledge, understanding, and skills needed for leadership in a congregational setting from a

theoretical as well as a practical stance. Through various readings and activities students will explore leadership as the means by which persons are directed in the mission and ministry of the church.

PT1 625 Group Dynamics – This course is designed as a study of how to cause groups to function cohesively in accomplishing assigned tasks. Through various readings and experiential activities students will experience the process in which groups operate. Attention will be given to the value of each participant showing care and being cared for in the context of a supportive learning environment.


PT1 626 Music And The Arts In Christian Education Designed to focus on the unique place of music and the arts—drama, paintings, sculptures, etc.--as aids to learning and understanding the Christian faith and life.

PT1 628 Church Finance & Administration is a course that prepares ministers and church officers for leadership and employment in the modern day church. Students are challenged with academic and practical church administration training on church employment, finances, organizational models, staffing structures, and other key elements of church business. Additionally, training is provided on how to best use and implement administration tools and resources provided as a part of this course.

PT1 660 Resources for Creative Ministry

PT1 640 Ministry With Children In The Black Church Designed to focus on the developmental needs of children and how the total church organizes to meet these needs. Special attention is given to faith growth in children. Participation in the course will include experiences in organizing a ministry of advocacy, including the selection of resources appropriate to the level of development.

PT1 641 Ministry With Youth In The Black Church Designed as an in-depth study of the issues, methods and settings for a viable ministry with 21st century youth. Attention will be directed to the total development of youth, with special attention to faith



and spiritual development. Primary concern is given to integrating youth into congregational life.

PT1 642 Ministry With Adults In The Black Church Designed as a review of contemporary insights into the dynamics of learning and developmental characteristics of adults of all ages. Special focus will include expanding the horizon of adult education and planning how the ministry of the church can become a center of learning related to preparing leaders for service to the church and world.

PT1 643 Theology And Education Designed to explore the foundational relationship of theology and Christian education. Attention will focus on the contextual nature of theology and education, seeking to confirm a relationship of mutual respect and collaboration. Various theologies will be examined for the value of each as basic to Black church education.

PT1 644 Curriculum Theory And Design Designed to introduce students to the concept of curriculum as integral to total church ministry. Traces history of Christian curriculum from the nineteenth century and shows how the contemporary understanding is designed to foster effectiveness in ministry implementation.

PT1 645 Biblical Models For Education Designed to consider various models of teaching/learning taken from the Old and New Testaments. Particular attention is paid to the methods of Jesus as Teacher. Students will determine how these biblical models may lend variety and authenticity to modern teaching and learning.


PT1 647 Technology In The Church - This course is designed to explore the ways technology and faith can be hospitable to each other. In particular, the course will explore ways that pastors and church educators can make informed decisions about and implement the use of technology in the local church. Because this is a course about technology, you will need access to a computer to be successful. Though not required, access to a laptop or tablet that you can bring with you to class will add significantly to your experience.

PT1 648 Faith And Human Development The purpose of this course is to bring selected human development and other educational learning theories into dialogue with matters of faith. It is the premise of this course that understanding how learners develop throughout the lifespan helps us to create pedagogically appropriate learning environments in church education and provides us with the skills to nurture persons into mature Christ-like individuals.

PT1 672 Congregational Research Methods for Ministry Designed to introduce students to principles and methods of qualitative research in congregations, presupposing that research in congregations contributes to the vitality of the church. Students will examine various epistemologies and differing approaches to qualitative research, and will practice research techniques useful in ministry.

PT1 703 Youth Ministry: Companionship Youth on Spiritual Journeys This course focuses on ministry with adolescents as part of the life-cycle. The aim is to broaden our understanding of Christian education and its role in engaging in spiritual development and faith formation with youth. The course will examine human development and culture of the current adolescent generation, the context necessary for spiritual development to take place, and various ministry strategies and pedagogical models that can be used to companion youth in their spiritual passage from adolescence to young adulthood. We will engage the interplay between youth, culture and the church, paying particular attention to the North American context and the variety of subcultures in which youth develop. The foremost goal of this course is to provide a setting in which course participants can develop a working theology of ministry with youth that equips and fosters their leadership in congregations and other faith communities.

PT1 748 Teaching Practicum This course focuses on teaching and learning in the church. Through theological, educational, and ministerial lenses, the course explores a variety of pedagogical models. Students teach in class and in the parish, focusing on continual growth and development through reflection on the self as teacher.



PT1 759 Self-Care as a Spiritual Practice The purpose of this course is to understand the ethical and spiritual necessity of self-care as a part of the task of the ministerial call. Students will learn about the purpose of self-care as a ministerial task, understand their personal self-care needs, and engage in experiential exercises to build the practice of health self-care.

HOMILETICS

PT1 533 Introduction To Sermon Preparation And Worship Designed to provide the foundation for future study of Homiletics offerings in the curriculum. As a basic course, the focus is on sermon structure, development of content and noting the context in which the proclamation is to be delivered. Also, the place of the sermon in the worship setting is surveyed, giving particular attention to the African- American church experience.

PT1 630 Preaching As Healing/Therapy Designed to introduce the student to the use of the sermon as a means of providing the individual worshipper facing personal problems and crisis situations with encouragement, wisdom and healing by way of the biblical message of the Christian gospel presented from the pulpit. Several articles from the field of pastoral counseling and crisis preaching and their relevance for preaching as healing therapy will be explored. Prerequisite: PT 533; Advisable: PT 634.

PT1 634 Preaching And Worship II Designed to expand on the areas covered in the introductory preaching and worship course. It concentrates on textual preaching as a homiletical paradigm and applies the Hegelian dialectic as a methodology for fostering textuality. The course also seeks to introduce the student to the hermeneutics of liberation as a tool for preaching and worship.

PT1 735 ADVANCED PREACHING AND WORSHIP Designed to build upon previous experience gained in sermon preparation and delivery, and therefore points toward the presentation of the student's senior sermon. The student prepares

and leads a complete service of worship and is expected to demonstrate the benefits received from exposure to the various academic disciplines. Sermon delivery and worship leadership are subjected to final faculty review and evaluation.


CHURCH ADMINISTRATION AND WORSHIP

PT1 561 Managing Debt In Ministry And Life Prevent or reduce excessive student loan debt by learning how to create and manage personal and church ministry budgets. Students learn how to create multiple, diversified streams of income as a part of their regular ministries. Certified Public Accountants and Personal Financial Planners are provided as a part of this course to help students learn how to plan for and organize their personal/home finances. No accounting and finance background needed.

PT1 611 United Methodist Polity This course provides an overview of basic United Methodist Polity as found in *The Book of Discipline* (BOD) of The United Methodist Church (UMC), and helps students explore some of the links between polity, history and theology of the UMC. The course also explores practical applications of patterns for organization, order and administration in local church/ministry settings, and helps students understand local church organization in the larger context of connectional relationships of The United Methodist Church. No prerequisites. Course meets BOD and Board of Ordained Ministry requirements for students pursuing ordination in the UMC.

PT1 612 United Methodist History An introductory survey of the history of the Methodist movement in England and especially in the United States, from the period of the Wesleys to the present. The focus will be upon that stream of the movement which became a part of The United Methodist Church.

PT1 613 United Methodist Doctrine This course is designed as an exploration of the foundational, definitive theological affirmations of the United Methodist Church. Considering Wesleyan teaching, emphasis and tradition; exploring Wesleyan



theological heritage and interpretation; and considering the history of the various church mergers that have given rise to the modern UMC; the course seeks to thoroughly explore the UMC's current doctrinal stance. We will develop a working understand of UMC doctrine and become well informed and well-grounded apologists for it.

PT1 614 Women In Ministry Designed to explore how God's call of women to the ministry is facilitating a refocus and reshaping of ministry as a whole. The course will explore the biblical, theological and practical issues related to women in ministry and their effect upon the African American church.

PT1 629 Worship And The Sacraments This course will provide students with an overview of historical, biblical and theological foundations for worship; provide them with an opportunity to explore various worship traditions and rituals practiced in North American Christianity in the 21st century, equip them with tools and practices for worship design and development, and will offer some approaches to daily spiritual disciplines that will guide and sustain the pastor's personal practices for meaningful worship in their local contexts.

PT1 632 Church Administration Designed to introduce the student to the theory and practice of managing and leading the church. The focus is on leadership as a necessary correlate to management and administration. Topics range from strategic planning and budgeting to the spiritual life of the church leader.

PT1 633 Baptist Polity Designed as a study of polity and practices in Baptist churches. This course explores doctrines, governances, customs, and practices peculiar to Baptist churches from both theological and historical perspectives.


PT1 636 Church Growth And Renewal Designed to explore the new paradigms that shape ministry and influence church growth and renewal. The course will focus on congregational mega trends and principles of church growth. Included in the course will be site visitations and presentations by churches undergoing growth and renewal.

PT1 637 Preparing For The Pastorate Designed to explore principles and practices of worship in the Protestant context, from both historical and contemporary perspectives, and develops skills in the planning and conduct of public worship, including the administration of the ordinances or sacraments and the conduct of funerals, weddings, and other special services.

PT1 638 Religion And The Law Designed as a practical guide to the law as it pertains to ministerial and church functions. The course will survey the vital role the courts play in recognizing and defining religious practices, in protecting religious beliefs. In addition, the student will understand the interface between law and religion regarding contemporary social issues. The religious professional will also become sensitized to his/her personal and professional liabilities in the practice of ministry.

PT1 639 Music In Worship In African American Churches Designed as a survey of music and its uses in worship in churches of the African American tradition. Emphasis will be placed on helping participants develop a methodology for selecting appropriate music for worship services for all occasions. Students will make use of scripture, which is normative and primary, the history and traditions of churches' cultural analysis, and reasons as they seek to gain a clearer understanding of music in worship.

PT1 649 Management For Ministry Designed to explore in detail a wide range of management theories and practices affecting the church and its ministries. The course is divided into six major areas: Management and Organizational Theory in the Church, Administration and Strategic Planning, Leadership Development, Stewardship and Financial Resource Development, Congregational Studies and Church Growth, and Social Ministry and Community Development. Students will come to understand and appreciate the complexity of the church as an organization and will learn some of the skills and techniques needed for improving both the effectiveness of the church and the effectiveness of church leadership.



PT1 653 Substance Abuse Ministry Designed to provide a comprehensive overview of the alcohol and drug community. Students will explore the specific dynamics of human behavior that lead to an addictive lifestyle and how this lifestyle affects the family and immediate spiritual community. Students will examine and obtain a clear understanding of how to employ appropriate spiritual counseling techniques for the substance abusing population. Through experiential exercises, they will be exposed to the basic elements in designing a faith based substance abuse program.

PT1 654 United Methodist Studies Designed as an examination of the History, Doctrine and Polity of the United Methodist Church.

PT1 655 AID's Ministry Designed for persons who provide (or will be providing) HIV prevention education within their congregation and community and pastoral care to HIV-infected and affected persons. Course content focuses on culturally specific education and training strategies and skill development in the area of AIDS-related issues.

PT1 656 Evangelism This course provides an overview of the biblical and theological foundations for evangelism; explores the historical development of witness, assists students in developing personal theologies of evangelism, and explores various models/approaches to evangelism. Students will be challenged to investigate evangelistic strategies in cross-cultural contexts and practice critical theological reflection on Christianity in a world of religious pluralism. Course is open to all students. Course meets *The Book of Discipline* and ordination requirements for United Methodist students. There are no pre-requisites for the course.

PT1 657 Spousal/Family Relationships Designed to help seminary students cope with the call to both ministry and to be a part of a family unit. The course will explore the minister's understanding of both calls and how these calls impact one another. There will be special emphasis placed on marital relationship, but information will be shared relative to clergy divorce and single parenting. The course

is designed to involve dialogue and group sharing. Clergy spouses are encouraged to attend.

PT1 658 Coping Through Loss: Helping Families Cope With Death And Bereavement Designed as an intensive study in helping families and loved ones cope through the emotional effects of grief and mourning. Theory and practice will be blended in providing support to the bereaved person(s).


PT1 659 Taxes And Legal Issues For Ministers Designed to provide persons with a basic understanding of many of the substantive legal principles that apply to churches and clergy.

PT1 661 Denominational Issues Designed to explore issues facing denominations as we look toward the new millennium. Particular attention will begin to mainline denominations, their current state, the importance of affiliation and ways in which they benefit the local church. The student will have the opportunity to dialogue with several denominational officials and to discuss the relevance of denominational structures.

PT1 748 Developing Church Facilities Designed to help students acquire a basic understanding of how to develop church facilities. The class will discuss philosophy and goals, current trends, building concepts, program/facility needs, and the important elements of a good planning process.

PT1 761 The John Malcus Ellison – Miles Jerome Jones Convocation This course revolves around Ellison – Jones Convocation considering the power, purpose, practice and promise of preaching engaged through annual themes. The course considers the publications and presentations of the scholars and practitioners invited to reflectively and constructively engage the established theme.

PT1 765 Creation Care, Grassroots Organizing and The Faith Community Designed as a seminar to introduce students to the broad contemporary features of ecology, environmental justice, and the global climate crisis with particular attention to impacts in the state of Virginia. Students explore and develop practical theological strategies and



expertise borrowed from grassroots organizing for use in their current and future ministry contexts. The course employs site visits and guest lecturers, as well as readings and videos to provide students with a variety of tools, skills, and inspiration.

PT1 766 The Center For African American Pentecostal Convocation This course revolves around the annual Pentecostal Convocation examining the history, the theology, the practices, the worship, the contribution, and the developing character of Pentecostal assemblies. Each gathering is guided by a theme and students will engage the publications and presentation of the scholars and practitioners invited to address the established theme.

PASTORAL CARE

PT1 530 Introduction to Pastoral Care Designed as an introductory course to the field of pastoral care which offers the student the opportunity to share his/her life story for personal insight and spiritual growth. The Myers-Briggs Personality Type Indicator and genogram are used to help familiarize the student with assessing personality and family functioning. The goal of this course is to enable the student to further develop and assess his/her personal and pastoral identity and development.

PT1 631 The Ministry of Pastoral Care Designed to provide the student with a basic orientation to the field of pastoral care with actual experiences in ministry. Students are assigned pastoral responsibilities at the Veterans Affairs Medical Center in Richmond through which pastoral visitation is accomplished. Lectures, verbatim reports, and readings from the field of pastoral care and counseling will be utilized to increase the students' effectiveness as a pastoral caregiver. The goal of this course is the enhancement of the student's ability to utilize pastoral care and counseling skills and growth of professional competence as a minister.


PT1 658 Grief and Loss Loss, grief, death, bereavement and mourning are pervasive and fundamental to the human experience. An

understanding of the grief process and the ways in which clergy may compassionately respond to those who suffer loss and grief is essential to an effective ministerial practice in all settings and with all age groups. The purpose of this course is to introduce students to the evolving nature and centrality of the experience of loss, and subsequent perspectives of grief in contemporary society. The course seeks to bridge current research and best practices and foster effective pastoral skills that respond appropriately to care with persons, families, and communities in situations of death, dying, and bereavement. The course increase participants' awareness of creative self-care practices for pastoral ministry when ministering with those who are dying and grieving. Emphasis is placed on learning about grief from a biblical, theological, religious, cultural, social, psychological, and practical approach. Models for helping grieving people who experience loss from a variety of life circumstances are explored. Course participants gain new awareness and sensitivity to types of loss, and pastoral theological and ethical issues related to death, dying, and bereavement care.

PT1 730 Pastoral Care, Ministry and Special Situations Designed to deal with special problems that may arise in the ministry such as abortion, issues for the terminally ill, genetic counseling, childbirth out-of-wedlock, gay/lesbian relationships, truth in diagnosis, care of the elderly, marriage counseling, etc.

PT1 732 Pastoral Counseling Designed as a search for integration of biblical and theological traditions with the practice of pastoral counseling. Video-stimulated learning is used along with pastoral assessment tools to foster growth in both theory and skill development. Basic theories of counseling are employed in relation to both informal and formal structures of caring within the local church. A small group will be used to practice the art of counseling.

PT1 733 Pastoral Care For The Minister Designed to examine issues facing the minister as a person and as a professional are examined through lectures, reading, and special projects. Emphasis is on the integration of pastoral care skills, in one's own life as well as into one's ministry to others.



Prerequisites: PT 730 and PT 731, or current ministry placement.

PT1 734 Pastoral Care and Counseling In Grief Situations Designed to apply basic principles of pastoral care to a variety of grief situations that occur within a congregation, such as natural and accidental death, suicide, a miscarriage, divorce, family and congregational schisms, natural disasters and catastrophes, social and economic changes.
Prerequisites: PT 730 and PT 731.

PT1 737 Spiritual Disciplines and Resources For Ministers Designed to present and aware of, attuned to, and accepting of interior and exterior resources available as gifts and graces for spiritual care. Participants will benefit from individual, small group and total group experiences

PT1 739 Religion and Health Designed to develop the necessary foundation for the integration of a health ministry within the theological context of the African American church. This course will explore the relationship between religious theory and health and justify emphasizing health as a critical focus in the church. In addition, more practical aspects of organizing and administering a health ministry will be addressed.

PT1 750 Independent Study Topics of interest not covered in the other course offerings may be chosen for independent study, in consultation with the faculty.

PT1 751 Advanced Independent Study Additional study of a specific topic covered in other pastoral care courses may be approved for independent study, in consultation with the faculty.

INTERDISCIPLINARY STUDY

ID1 500 Introduction To The Church And Its Ministry Designed to explore the purpose and role of the church and its ministry. Particular attention will be given to the minister's work in and through the church. As an introductory course, it will help the student adjust to seminary education and examine key issues that may have an impact on one's ministry.

ID1 550 The Urban Term Designed to discuss and analyze the complex issues that pervade the urban milieu. Focus is placed on the pastor's and the church's understanding of issues such as violent crime, urban education, and the relationship between the church and the community. Students will also receive hands on experience with urban agencies, policies, and programs and seek to correlate this experience with the church's ministry. The course is both field and- classroom- based

ID1 601 Faith In The City This course brings together seminarians, pastors, and community and congregational leaders for the examination of critical issues facing the City (of Richmond, VA) and guides the participants in the development of applied response to the identifying issues. Issues that have been considered include poverty, housing, employment, education, transportation, criminal justice, economic development, regional planning, etc.

ID1 605 Race, Crime And Justice This course explores the politics of the criminal justice system and seeks to educate and equip faith leaders and congregations in making theological and practical responses to racial disparities in the system. Within the context of embodied faith, the course examines the racial dynamics of the criminal justice system, the socio-economic policies and incarceration, the value of restorative justice, reentry programs and alternatives to incarceration.

ID1 607 Ethics And Politics This course examines the ethical framework of social and political tension, the intersections of personal decision and social consequences and the quest for the community fulfilling the intent and design of the Creator. Issues examined include wealth and poverty, war and peace, crime and violence, environmental ethics, criminal systems and criminal justice, gender and family, etc. The course is taught onsite in the District of Columbia Department of Correction Jail and will include residents of the jail and other seminarians in the Washington Theological Consortium.



ID1 609 African American Perspectives & Religious Freedom

This blended learning course critically engages the contentious politics of race and religious freedom in American public life. Particular attention will be given to the how and in what ways power, violence, identity, and pluralism form and frame the discourse of religious freedom across time and space. The course will feature a team of scholars and professional experts actively engaged in addressing these issues in multiple contexts.

ID1 700 Senior Seminar A student-faculty colloquy designed to allow seniors to facilitate an integration of the various disciplines of theological education, i.e. biblical, historical, theological and pastoral studies, as they may bear on the practice of ministry. Enrollment limited to seniors. Students who enroll at times other than September and all transfer students will be assisted in fulfilling the requirements in the best possible sequence. The degree will be conferred at the next commencement following the completion of the course of study.

ID1 701 Capstone in Religious Freedom

Masters in Curriculum and Instruction Course Descriptions

EDU 520 Philosophy of Education (3cr.) A, B, C

A broad view of the origin, nature, and scope of American Education is presented. Emphasis is placed on trends in history, research, and philosophy that have helped shape the aims, curriculum, organization, administration, and supervision education in American and international schooling environments.

EDU 522 Measurement, Evaluation and Ethics in Action Research (4cr.) A, B, C

This course focuses on the foundations of action research. The course will explore research as it impacts decision-making and educational practices. Students will be introduced to the various elements of an action research project, including problem statement and purpose, research design and writing

skills, literature review, and action research requirements. This course also introduces the purpose of statistics as applied in educational research. Quantitative and qualitative measures will be examined, and methods for evaluating and analyzing data will be discussed. Students will identify ethical issues related to research, including professional codes of ethics, governmental regulations, confidentiality, and research using human subjects (IRB).

The information presented in this course will be implemented via individual action research projects.

EDU 524 Curriculum Theories, Design & Evaluation (3cr.) A, B, C


This course will provide an in-depth study of elementary level curriculum, pedagogy and resources for teaching. Topics will include a review of state level documents, national policy and recommendations of premier professional associations, and the recommendations of recent reform movements.

EDU 526 Instructional Media and Computer Technology in the Classroom (3cr.) A, B, C

This course provides an advanced examination of Instructional Technology (Smartboard, Promethean, etc...) as well as an overview of contemporary issues affecting the use of technology in education. This course also focuses on the selection and use of various technologies and software applications appropriate for K-12 curricula. Topics to be explored include the construction of units involving technology, classroom management issues, and student assessment criteria to assist teachers in the process of effectively integrating technology into subject matter curricula.

EDU 528 Policy and Critical Issues in Curriculum and Instruction (3cr.) A, B

This course is designed to allow students to explore current educational issues and innovations in the context of their social, political and philosophical foundations. By analyzing these controversial topics and their impact on education in today's society, students utilize critical thinking techniques to make philosophical decisions and take a stand on the



issues. (Focus need to include Policy and Critical Issues in Curriculum and Instruction for exceptional learners as well)

EDU 529 Leadership & Instruction for Effective Urban Schools (3cr.) C

This course will examine the principles, policies, and practices of leadership and instruction that promote effective schools. Course content will include an examination of evidence-based practices related to urban schooling, including: the Effective Schools Correlates, and numerous efforts on the local and state and national level designed to improve the quality of education particularly as those practices and policies affect urban student achievement. Emphasis will be placed on examining models and methodologies currently in use within area urban school settings. A ten hour practicum will be required for students without prior classroom experience.

Elective courses are indicated with an Asterisk*

EDU 541 Multicultural Education for Today's Diverse Classrooms (3cr.) A, B, C

This course explores the relationship between urban schooling and racial/ethnic/religious micro-cultures, exploring the issues, trends, theories and processes for understanding and working with culturally diverse groups in educational settings and the implications for programming at all levels. The course encourages students to examine their own educational assumptions.

EDU 543 Trends and Issues in Early Childhood Education (3cr.) A

This course will examine contemporary trends, issues and theories related to early childhood education. Emphasis will be given to major developmental theories and research related to developmentally appropriate practices and literacy. Included will be the application of theory and research to current practices in early childhood education.

EDU 544 Literacy in Elementary Education (3cr.) A

This course is designed to provide candidates with the knowledge and skills necessary to be effective communicators and collaborators within the educational environment. Candidates will explore critical reading, writing, speaking, listening, viewing, critical and creative thinking, and information and media literacy skills.

EDU 545 Behavior Management (3cr.)*

This course provides an examination of classroom and behavior management techniques and the development of skills necessary to foster a supportive, classroom learning environment congruent with norms and rules. The course also includes an examination of a variety of behavioral, cognitive theoretical approaches that are developmentally appropriate. The course also looks at principles, procedures, and strategies for classroom behavior management, social skills development, assessment of social behavior, and learning environment that are enhancement for Students with Learning Disabilities

SPE 546 Career and Life Planning for Exceptional Learners (3cr.)*


The course provides an in-depth study of preparatory skills for vocational opportunities for exceptional learners. The course presents an overview of social, leisure and recreational opportunities for exceptional learners.

SPE 547 Assistive Technology (3cr.)*

In this course, students will develop an understanding of low tech and high tech Augmentative/Alternative Communication (AAC) systems and Assistive Technology (AT) systems. Study will include federal and state laws related to the provision of AT/AAC and funding for devices.

SPE 548 Special Education in the General Curriculum K-12 (3cr.) B

This course is designed develop skills in planning, developing, implementing, and evaluating programs for students with special needs. Addresses classroom organization, development, and



implementation of individualized educational programs (IEP), group instruction, Curriculum Strategies, adaptation for transferring content area materials to students with disabilities. This course focuses on effective (research-based) adaptations and modifications of general educational materials and curricula for exceptional learners.

SPE 549 Language Acquisition and Language Disorders (3cr.) B

This course provides an overview of the structure and function of oral and written language, handwriting, spelling addresses reading fluency, comprehension, making transition to content area texts, with special attention given to reading and writing in content areas that improve content literacy, comprehension, critical thinking, and appreciation for literature appropriate to the discipline. Instruction in study skills, time management, and studying are included as they relate to the Virginia Standards of Learning and Curriculum in Special Education

EDU 550 Critical Issues in Urban Education (3cr.)*

This course explores major issues in urban education and the programs and practices that address them. Topics include effective policies and practices for urban schools, such as parent and community involvement, school violence, dropout rates, academic retention, and small learning communities.

EDU 551 Policy and Educational Reform (3cr.)*

This course is designed to help students understand the political factors that shape urban schools. The focus is on both perennial and emerging issues affecting the urban environment and schools and on major policies and educational reforms relating to those issues (e.g., equity, accountability, and school finance). The class will require several critiques of educational literature, as well as an extensive review of the literature on a substantive topic related to urban education.

EDU 552 Historical and Sociological Perspectives in Urban Education (3cr.) C

This reading and discussion class is based on literature on the history of urban education. The city of Richmond, VA will be used as a case study. Topics in urban history include the geography and functional differentiation of urban space; urban demographics with a special emphasis on racial and ethnic minorities; urban political and social institutions. Topics in urban educational history include race and ethnicity, the history of social class, and the opportunity structure in urban education.

EDU 554 History of African-American Education in the United States (3cr.)*

This course will explore the historical developments in the education of African Americans from the early 20th century to contemporary times. Critical developments in law, legacy, and the continuing quest for equity in education will be explored through analysis of biographies, laws, and research reports explicating the challenges and triumphs in the education of African Americans in our nation.

EDU 555 Legal Issues in Education (3cr.)*

This course explores the history of legal issues in education and reviews current legal issues in education. Legal rights of all constituents: educators, students and parents will be examined with special attention to recent rulings directly affecting the African American community. Students will be required to read and examine specific case law, statutes and rulings from the past and present.

EDU 556 Children, Families & Communities in A Diverse Society*

This course gives an examination of diverse cultures in American society. Course content will cover the analysis of racism, sexism, and other diversity issues within the school and community. Emphasis will be on school achievement and the role of collaborative engagement with families and communities to address the pervasive achievement gap influenced by poverty conditions and role of communities in schools. Discussion of child development within different cultures and



identifying changing family and community structures will also be included.

EDU 560 Practicum (3cr.)*

This course provides students opportunity to apply teaching competencies and work directly with school - age children under the supervision of a University supervisor and the classroom cooperating teacher. Experiences include observation and participation in schools via case studies. Option for Urban Education track program for students without prior school experience.

A Required course: Elementary Education Track

B Required course: Special Education Track

C Required course: Urban Education Track

EDU 580 Master's Thesis/Capstone Project and Oral Examination (6cr.)

This course requires students to plan, design and implement an action research project that relates to problems and issues in their track of concentration. A written document is submitted to the graduate committee and the candidate defend his/her project as well as his/ her culminating portfolio during an oral examination. This course is open to graduate students only.



UNDERGRADUATE COURSE DESCRIPTIONS

ACCOUNTING

ACC 201 Financial Accounting (4 cr.)

Focuses on the accounting system that is used to record, process, communicate, and interpret general-purpose financial information to end-users. Topics include fundamental financial accounting principles, theory of debit and credit, use of special journals and ledgers, and financial-statement preparation and interpretation. Prerequisite: Placement in MAT 115.

ACC 202 Managerial Accounting (4 cr.)

Focuses on the use of accounting information by managers within a business organization. Topics include product and service costing, budget preparation and administration, use of standard costs as a means of managerial control, capital budgeting, breakeven analysis, and cost/benefit analysis. Prerequisite: ACC 201.

ACC 301 Intermediate Accounting I (4 cr.)

Emphasizes moderately complex problems in accounting that pertain to cash, receivables, and inventories, revenues, fixed assets, liabilities, owner's equity, revenues, and expenses. Special emphasis is placed on generally accepted accounting principles and theoretical analysis. Prerequisite: ACC 201.

ACC 302 Intermediate Accounting II (4 cr.)

Emphasizes more complex problems in accounting that pertain to inventories, investments, fixed assets, liabilities, owner's equity, revenues, and expenses. As in ACC 301, emphasis is placed on generally

accepted accounting principles and theoretical analysis. Prerequisite: ACC 301.

ACC 303 Accounting Information Systems (3 cr.)

Examines the design and evaluation of manual and computerized accounting information systems. Prerequisites: ACC 202 and CIS 162.

ACC 304 Cost Accounting (3 cr.)

Focuses on cost accumulation for inventory pricing and income determination. Topics include costing of materials, labor, and overhead, cost accounting as an aid to administrative control, job orders, process, standard cost accounting, capital budgeting and decision-making. Prerequisite: ACC 202.

ACC 305 Federal Taxes (3 cr.)

The basic principles of federal income tax laws relating to individuals, sole proprietorships, partnerships, and corporations. The general concepts of income, deductions, expenses, and credits as they relate to various types of entities are examined. Prerequisite: ACC 201.

ACC 401 Auditing (3 cr.)

Covers the conceptual, theoretical, and practical procedures applicable to auditing. Primary emphasis is placed on the theory of audit evidence and the objectives, techniques, and procedures for financial audit reports. Prerequisite: ACC 301.

ACC 403 Advanced Accounting (3 cr.)

Emphasizes accounting techniques and reporting for business consolidations, multinational enterprises, and partnerships. Prerequisite: ACC 302.

ACC 404 Governmental and Non-Profit Accounting (1 cr.)

This course focuses on the accounting principles used by local, state, and federal governments and non-profit entities such as colleges and universities, and social service agencies, and the resulting financial reporting of the entities. Students will learn how to record and process transactions through journal entries, report transactions through basic financial statements, implement budgetary control systems, and use fund accounting principles for proper segregation and earmarking of resources per legislative or restrictive mandates. Parallel enrollment in ACC 403.

ACC 490 Special Topics (3 cr.)

Investigates in-depth a topic of current interest in the accounting field. Course must be approved by the student's advisor, the department chair and the dean. Prerequisite: junior or senior status.

ACC 494 Internship (3 cr.) (See MGT 494)

ART

ART 108 Fundamentals of Art I (3 cr.)

Introduction to tools, techniques, styles, and forms of the visual arts. Establishment of discretionary values and critical skills; studio assignments in two dimensions, discussions, critiques, slides, films, and exhibitions.

ART 109 Fundamentals of Art II (3 cr.)

Continuation of ART 108. Introduction to tools, techniques, styles and forms of three-dimensional visual arts. Emphasizes the establishment of discretionary values and critical skills. Prerequisite: ART 108.

ART 220 Drawing (3 cr.)

Introduces students to two-dimensional creative processes using various drawing mediums. Emphasizes expressive and interpretive qualities as well as formal relationships in drawing composition. Prerequisite: ART 108.

ART 240 Photography (3 cr.)

Introduction to basic photography, cameras, film composition, lighting, and darkroom practices. Emphasis is placed on black and white photography. Students must furnish camera, film and supplies. Prerequisite: ART 109.

ART 254 Painting (3 cr.)

Introduces students to two-dimensional creative processes using various painting medium and expressive and interpretive qualities as well as formal relationships in painting composition. Prerequisite: ART 109.

ART 257 Introduction to Ceramics (3 cr.)

Designed to explore the possibilities of clay as a creative medium, offering projects in pottery making, figure modeling, etc. Emphasis is placed on design, texture, decoration, the use of the potter's wheel, glazing.

ART 264 Sculpture (3 cr.)

Introduces students to sculptural processes, carving, casting, and modeling. Students study analysis and organization of three-dimensional forms. Prerequisite: ART 109.

ART 280 Printmaking (3 cr.)


An introduction to basic printmaking processes, including woodcuts, linocuts, etchings, monotypes. Prerequisite: ART 109.

ART 285 Graphic Design (3 cr.)

This course focuses on creating original graphic design concepts via text and images and on principles of advertising design and layout. It develops the students' skills in effective presentation through text, typography and illustration, from rough, thumb-nail design to precisely executed comprehensives, using all methods of visual exploration and investigation. Prerequisite: ART 109.

ART 286 Computer Graphics (3 cr.)

This course introduces students to the software used in the professional design field. It focuses on Adobe Creative Suite with an emphasis on Photoshop, Illustrator, and In Design. Through coursework, demonstrations, and critiques students will develop the conceptual and technical skills



necessary to succeed in a professional environment.
Prerequisite: ART 109.

ART 308 Art History I (3 cr.)

The history of art as created and developed by all races and cultures from prehistoric times to the Renaissance.

ART 309 Art History II (3 cr.)

The history of art as created and developed by all races and cultures from the Renaissance to the present.

ART 310 African American Art (3 cr.)

The history of African American Art from the Seventeenth century to the present.

ART 320 & 420 Intermediate and Advanced Drawing (3 cr. each)

Progressively advanced studies in drawing for students who wish to continue their concentration on to two-dimensional creative processes using various drawing mediums. Emphasizes expressive and interpretive qualities as well as formal relationships in drawing composition. Prerequisite: ART 220 for ART 320; ART 320 for ART 420.

ART 340 & 440 Intermediate and Advanced Photography (3 cr. each)

Progressively advanced studies in photography, cameras, film composition, lighting, and darkroom practices for students who wish to continue a concentration in photography. Emphasis is placed on black and white photography. Students must furnish camera, film and supplies. Prerequisite: ART 240 for ART 340; ART 340 for ART 440.

ART 354 & 454 Intermediate and Advanced Painting (3 cr. each)

Progressively advanced studies in two-dimensional creative process using various painting medium and expressive and interpretive qualities as well as formal relationships in painting composition, for students who wish to continue their study with a concentration in painting. Prerequisite: ART 254 for ART 354; ART 354 for ART 454.

ART 357 & 457 Intermediate and Advanced Ceramics (3 cr. each)

Designed for progressive study of clay as a creative medium, offering projects in pottery making, figure

modeling, etc. Emphasis is placed on design, texture, decoration, the use of the potter's wheel, glazing. For students who wish to continue their study with a concentration in ceramics. Prerequisite: ART 257 for ART 357; ART 357 for ART 457.

ART 364 & 464 Intermediate and Advanced Sculpture (3 cr. each)

Designed for progressive study of sculptural processes, carving, and modeling. Students study analysis and organization of three-dimensional forms, for student who wish to continue their study with a concentration in sculpture. Prerequisite: ART 264 for ART 364; ART 364 for ART 464.

ART 380 & 480 Intermediate and Advanced Printmaking (3 cr. each)

Progressive study of printmaking processes, including woodcuts, linocuts, etchings, monotypes for students who wish to continue their studies with a concentration in Printmaking. Prerequisite: ART 280 for ART 380; ART 380 for ART 480.

ART 385 & 485 Intermediate and Advanced Graphic Design (3 cr. each)

Progressive continuation of study that focuses on creating original graphic design concepts via text and images and on principles of advertising design and layout. It develops the students' skills in effective presentation through text, typography, photography and illustration, from rough, thumbnail design to precisely executed comprehensives, using all methods of visual exploration and investigation. For students who wish to continue their studies with a concentration in graphic design. Prerequisite: ART 285 for ART 385; ART 385 for ART 485.

ART 386 & 486 Intermediate and Advanced Computer Graphics (3 cr. each)

Progressive continuation of the study of software used in the professional design field. It focuses on Adobe Creative Suite with an emphasis on Photoshop, Illustrator, and In Design. Through coursework, demonstrations, and critiques students will develop the conceptual and technical skills necessary to succeed in a professional environment. For students who wish to continue their studies with



a concentration in computer graphics. Prerequisite: ART 286 for ART 386; ART 386 for ART 486.

ART 398 Junior Studio Project and Exhibition (2 cr.)

A creative project in one or more areas of concentration, embodying a written proposal to be submitted and approved by the Art faculty as well as the completed execution of the approved project/exhibition. Computer applications. Prerequisite: Junior standing as an Art major, consent of instructor.

ART 405 Museum Studies (3 cr.)

Introduction to museum work, including administration, research, documentation, curatorial duties, and exhibitions methods. Prerequisite: Junior standing, consent of instructor. Credit, 3 hours.

ART 408 African, Oceanic, and Native American Art History (3 cr.)

Study of the major themes and styles of the arts of Africa, the South Pacific, and Native America in the context of their histories and cultures.

ART 425 Internship (3 cr.)

This course provides the opportunity for the student to obtain supervised work experience in the major at an off-campus site selected and approved by the Departmental Chairperson.

ART 498 Senior Comprehensive Examination (2 cr.)

An advanced creative project in the student's chosen area(s) of concentration, embodying a written proposal to be submitted and approved by the Art faculty, complete execution of the project, a public exhibition of the results, and a written presentation to accompany the exhibit. Prerequisite: Senior standing as an Art Major and consent of instructor.

BIOLOGY

BIO 101 Introduction to Biological Science, formerly offered as SCI 150 (4cr.)

Introduces students to topics that are organized around major life functions and the structures that serve them. Topics include cellular structure and function, maintenance and regulation, reproduction

and development, genetics, and basic ecological principles. Designed for non-science majors. Three hours lecture, two hours laboratory weekly.

BIO 115 Writing in the Sciences (1 cr.)

An introduction to writing and reading within the biological sciences. Topics include review and analysis of the scientific method, library research techniques, the language of science; and reading scientific books, journals, abstracts and peer-review articles. One-hour lecture and two hours recitation.

BIO 111-112 General Biology (4 cr. per semester)

This sequence offers an in-depth overview of the primary biological principles of molecular, cellular, and organismal biology. Students survey selected plants and animals to illustrate problems and theories related to living systems and their interactions with the environment. Three hours lecture and two hours laboratory weekly. Students must earn a grade of 'C' or better in BIO 111 to qualify for BIO 112.


BIO 200 Introduction to the Biology of Aging (3 cr.)

Emphasizes the changes that occur during the aging process in humans and other mammalian species from a comparative biological point of view and integrates the biological with social and psychological problems. Changes at the molecular, cellular, physiological, and organismic levels will be examined. Prerequisites: BIO 112 or BIO 101.

BIO 201 General Microbiology (4 cr.)

Topics cover morphology and ultra-structure, microbial evolution and diversity, pathogenicity and host responses, as well as the impact of microbiology on medicine and industry. Instruction is provided on the general methods for identification and growth of bacteria, and the effects of chemical and physical agents on microbes. Other areas include immunity, epidemiology, diagnosis, pathogenicity, treatment, and prevention of important pathogenic microorganisms and the diseases that they cause. Three hours lecture reviews and three-hour laboratory weekly. Prerequisite: BIO 112.

BIO 202 Plant Science (4 cr.)



An introduction to the plant sciences. Emphasis is placed on the unique role plants play in the ecology of living things. Course topics include plant taxonomy, morphology, physiology and genetics. In addition, recent scientific advances, such as the development of genetically modified crops, the use of medicinal plants and plant derivatives, and the role of plants in the context of climate change and “green energy” will be discussed. Three hours of lecture, three hours laboratory weekly.

BIO 212 Human Genetics (3 cr.)

Provides an overview of the basic principles of heredity, theoretical, and practical problems, and heredity and evolution as it relates to humans. For non-science majors only. Three hours lecture weekly. Prerequisite: BIO 101.

BIO 213 General Genetics (4 cr.)

Provides instruction on the basic principles of heredity, evolution and genetics of both prokaryotes and eukaryotes. Special emphasis is placed on molecular properties of genetic material and its ability to replicate, recombine, mutate, and direct RNA and protein synthesis. Attention is also given to the functional interactions between genes, genetic regulation, and genes in populations. The lab exposes students to various techniques used in genetic experiments. Three hours lecture, three hours laboratory weekly. Prerequisite: BIO 112.

BIO 300 Ecology (4 cr.)

Designed to present the basic principles of ecology, the fundamentals of conservation, and problems in the environment. Considerable attention is devoted to the impact these have on human populations. The three basic areas stressed are Environment, Resources, and Populations. Three hours lecture, three hours laboratory weekly. Prerequisite: BIO 112 or consent of instructor.

BIO 307 Invertebrate Zoology (4 cr.)

Provides instruction on classification, morphology, physiology, development, ecology, and the economic importance of the major groups of invertebrates. Three hours lecture, three hours laboratory weekly. Prerequisite: BIO 112. Credit, four hours. Offered in alternate years.

BIO 308 Comparative Anatomy of Vertebrates (4 cr.)

Emphasizes the anatomy of various groups of vertebrates from the evolutionary viewpoint. The laboratory includes the dissection of various types of animals to study organs and systems. Three hours lecture, three hours laboratory weekly.

Prerequisites:

BIO 112 and 213.

BIO 315 Cell Biology (4 cr.)

A study of the molecular organization, function, and assembly of eukaryotic cell components, including membranes and membranous organelles. Includes discussion of cell surface phenomena, cell motility, energy production, and transport mechanisms. Three hours lecture, three hours laboratory weekly.

Prerequisites: BIO 112 and 213 and CHE 102.

BIO 321 Histology (4 cr.)

Presents in simple and systematic form the most important morphological characteristics of the tissues and organs of mammals. It attempts to make clear what features are to be seen in ordinary preparations, what points require special techniques demonstration, and what is to be expected as a result of investigation outside the scope of this course. Three hours lecture, three hours laboratory weekly. Prerequisite: BIO 308.

Offered in alternate years.

BIO 324 Principles of Physiology (4 cr.)


The function of animals as a whole as indicated by the physiology and interrelationship of different organs and organ systems with emphasis on humans. Molecular mechanisms of neurophysiology and muscular contraction are considered. Homeostatic mechanisms of circulation, respiration, metabolism, ionic regulation, and excretion in mammals are compared with those in other animals. Three hours lecture, three hours laboratory weekly.

Prerequisite: BIO 308.

BIO 350 Seminar in Biology (1 cr.)

Students may present oral and automated presentations on a topic approved by the instructor. Meets one hour weekly. No prerequisite. Offered fall and spring.

BIO 399 Biology Comprehensive



This is a comprehensive examination given at the end of the junior year. This examination will be based on the core biology requirements. It is designed to assess the general knowledge of information in biology. A minimum of 70% is needed to pass.

BIO 401 General Parasitology (4 cr.)

Instruction provided on the general principles of parasitism and biological interrelationships as exhibited by protozoans, helminthes and arthropods. Emphasis is placed on epidemiology, life cycles, diagnosis, pathogenicity, prevention, control, and treatment of pathogenic organisms and diseases. Three hours lecture, three hours laboratory weekly. Prerequisites: BIO 308. Offered in alternate years.

BIO 406 Vertebrate Embryology (4 cr.)

Emphasizes the dynamic nature of embryonic events that transform an apparently structure-less egg into an individual having all the structures and functions characteristic of a vertebrate organism. This course focuses on the molecular, cellular and structural factors that contribute to the formation of an organism which are essential for creating health care strategies for better reproductive outcomes. Early development of amphioxus and amphibians and the study of the development of chick and mammalian embryos are discussed and studied. Three hours lecture, three hours laboratory weekly. Prerequisite: BIO 308 and BIO 324 or consent of the instructor.

BIO 411 Research Techniques in Biology (4 cr.)

Emphasizes general biochemical and biomedical research techniques. Instruction provided on the use of selected instruments in professional laboratories. Six hours lecture and laboratory weekly. Prerequisite: CHE 211 or consent of the instructor.

BIO 412 Research in Biology (4 cr.)

Requires the completion of a research project that has been approved by the professor. The project must be written and/or presented orally. Six hours of lecture and laboratory weekly. Prerequisite: Biology 411 or consent of the instructor.

BIO 490 Selected Topics (3 cr.)

An in-depth study of a topic of current interest in the natural sciences. Prerequisite: BIO 213 or permission of instructor.

BIO 499 Independent Study (2 - 4cr.)

Selected topics and in-depth study in a specific area of the natural sciences is carried out under the supervision of a faculty member. Prerequisite: Permission of instructor.

CHEMISTRY

CHE 101 Introduction to Chemical Science formerly offered as SCI 152 (4cr.)

A study of the important principles and methods of chemistry, with applications to the more common elements and their periodic properties. For non-science majors. Three hours of lecture, two hours of laboratory weekly.

CHE 111 General Chemistry (4 cr.)

Provides instruction on chemical terminology, atomic and molecular theories, stoichiometry, and states of matter thermodynamics, solutions, colloids, chemical kinetics, and equilibrium. Prerequisite: MAT 115 or equivalent. Lecture three hours, laboratory two hours weekly.

CHE 112 General Chemistry and Qualitative Analysis (4 cr.)

A continuation of Chemistry 101, including introduction of organic chemistry, pH, solubility product, and laboratory devoted to anion and cation qualitative inorganic analysis using semi-micro techniques.


Prerequisite: CHE 101. Three hours lecture, two hours laboratory weekly.

CHE 201 Quantitative Analysis (4 cr.)

Theories of titrimetric and gravimetric quantitative inorganic analysis with corresponding macro-scales methods for analysis for chlorides, sulfate, iron, etc. Prerequisites: CHE 102. Three hours lecture; three hours laboratory weekly.

CHE 210-211 Organic Chemistry (4 cr. each semester)

Study of the treatment of the structure, properties, nomenclature, and carbon compound, including stereochemistry, functional group transformation



and reaction mechanisms of organic compounds. The laboratory emphasizes the practical synthesis of organic compound, including various methods of purification, identification and writing of scientific laboratory report.

Prerequisite: CHE 102. Three hours lecture, three hours laboratory weekly.

CHE 300 Biochemistry (4 cr.)

A study and interpretation of the biochemical changes associated with self-controlled organisms and the chemicals (carbohydrates, lipids, protein, enzymes, etc.) that effect these changes. Prerequisites: CHE 211. Three hours laboratory weekly.

CHE 310-311 Physical Chemistry (4 cr. each semester)

The fundamental theories and principles of chemistry and their applications, with the understanding of the properties of matter and how these properties stem from the behavior of individual atoms. Emphasis on thermodynamics, molecular structure, chemical bonding, and kinetics. The laboratory is an introduction to the advanced techniques of physical measurements as they apply to chemistry. Prerequisites: CHE 211, MAT 216, and PHY 252. Three hours lecture, three hours laboratory weekly.

CHE 350 Environmental Chemistry (4 cr.)

Topics such as air, water, and thermal pollution, solid wastes, recycling and the effects of foreign substances on living systems are discussed. The properties of the atmosphere, naturally occurring waters, sources and effects of pollution, and ways in which pollution can be reduced, are examined by applying detailed chemical analysis of selected compounds. A problem-solving approach is emphasized. The chemical principles of environmental chemistry are explained through laboratory experiments. Prerequisite: CHE 102. Three hours lecture and three hours laboratory weekly.

CHE 380 Inorganic Chemistry (3 cr.)

A study of chemical reactions and properties of representative elements and their compounds, including coordination and organometallic chemistry.

Attention is given to both theoretical and descriptive approaches. Prerequisites: CHE 201, 211. Three hours of lecture weekly.

CHE 399 Comprehensive Examination (0 cr.)

This is a comprehensive examination given at the end of the junior year. This examination will be based on the core chemistry requirements. It is designed to assess the general knowledge of information in chemistry. A minimum of 70% is needed to pass.

CHE 415 Advanced Organic Chemistry (3 cr.)

A treatment of special topics in Organic Chemistry with special consideration given to reaction mechanisms, stereochemistry, molecular structure, and selected methods of synthesis. Prerequisite: CHE 211. Three hours of lecture weekly.

CHE 420 Instrumental Analysis (4 cr.)

Fundamental principles of various instruments and methods as associated with them in analysis by colorimetry, coulometry, refractometer, spectroscopy, chromatography, and magnetic resonance. Prerequisite: CHE 311. Three hours lecture, four hours laboratory weekly.

CHE 433 Qualitative Organic Analysis (4 cr.)

Designed to acquaint the student with various methods of identifying organic compounds through an extended treatment of class reactions, test for chemical properties, and the preparation of derivatives. Prerequisite: CHE 211. Two hours lecture, four hours laboratory weekly.

CHE 450 Senior Research Seminar (4 cr.)

Requires a research project selected by the student and approved by the assigned research advisor. Students are familiarized with chemical literature and procedures. CHE 201, 211 and 311 or consent of advisor. Two hours lecture, four hours laboratory weekly.

CHE 499 Independent Study (2 – 4 cr.)

A laboratory and library investigation of chemical problems with a research project of interest. Prerequisite: Consent of instructor.

COMPUTER INFORMATION SYSTEMS



CIS 162 Business Computer Applications (3 cr.)

This course will provide students with an introductory to intermediate level knowledge of general business computer functions to include personal competency in word processing, spreadsheet, presentation software, and database applications. Course is for business majors.

CIS 163 Introduction to Computer Information Systems (3 cr.)

Introduces students to the basic concepts and procedures required to use the computer as a learning, problem-solving, communications, and research tool.

CIS 210 Introduction to Software Development (3 cr.)

This course introduces basics of programming logic, as well as algorithm design and development, including constant, variables, expressions, arrays, files, and control structures for sequential, iterative, and decision processing. Students learn to design and document program specifications using tools such as flowcharts, structure charts, and pseudocode. Prerequisite: CIS 163 or equivalent.

CIS 214 Foundations of Cyber Crime and Cyber Security (3 cr.)

Provides an introduction to fundamental principles and topics of Information Technology Security and Risk Management at the organizational level. Students learn critical security principles that will enable planning, development, and the performing of security tasks. Hardware, software, processes, communications, applications, and policies and procedures with respect to organizational IT Security and Risk Management are addressed. Prerequisite: CIS 163 or equivalent.

CIS 215 Foundations of Digital Forensics (3 cr.)

This course focuses on the use of the most popular forensics tools and provides specific guidance on dealing with civil and criminal matters relating to the law and technology. Includes discussions on how to manage a digital forensics operation in today's business environment. Prerequisite: CIS 163 or equivalent.

CIS 262 Advanced Business Computer Applications (3 cr.)

Course will provide students with a more advanced in-depth knowledge of business computer applications. Prerequisite: CIS 162.

CIS 263 Data Communications (3 cr.)

Explores technologies and concepts of data communications and networks, implementation and management of local, metropolitan and wide area networks, infrastructure design, selection, implementation, and management of enterprise IT solutions. Frameworks and strategies for infrastructure management, and emerging technologies are also discussed. Students will sharpen their ability to communicate technology architecture strategies concisely to a general business audience. Prerequisite: CIS 163 or equivalent.

CIS 265 Electronic Commerce (3 cr.)

Students are introduced to e-business solutions and their components. Coursework includes completion of an independent web project implemented with established and new technologies. Prerequisite: CIS 163 or equivalent.


CIS 320 Cryptography Methods (3cr.)

The course will include an introduction to standard terminology related to information assurance, security policies and mechanisms, cryptography and cryptanalysis (including symmetric and public key crypto-systems), and key distribution and management. Prerequisites: CIS 163 or equivalent, CIS 214, and CIS 215.

CIS 360 Database Design and Implementation (3 cr.)

Provides students with an introduction to core concepts in data and information management. Course content is centered on relational database requirements, modeling and normalization techniques, database administration tasks, and key concepts of data quality and data security. The course also provides an introduction to data and information management technologies that provide decision support capabilities. Prerequisite: CIS 263 and CIS 265.

CIS 362 IS Hardware and Software (3 cr.)



An introduction to the computer hardware and software skills needed to help meet the growing demand for entry-level information and communication technology professionals. The curriculum covers the fundamentals of PC technology, networking, and security, and also provides an introduction to advanced concepts. Prerequisite: CIS 263 and CIS 265.

CIS 363 Operating Systems / Software (3 cr.)

The goal of this course is to have students understand and appreciate the principles in the design and implementation of operating systems software. Topics include: Introduction to operating systems concepts, process management, memory management, file systems, virtualization, and smart-phone operating systems. The laboratory exercises will require implementing a simple operating system. Prerequisites: CIS 360 and CIS 362.

CIS 364 Systems Analysis and Design (3 cr.)

Topics include CASE tools, as well as methodologies, methods, techniques, processes, and procedures used for the purposes of analysis, design, and implementation of organizational information systems. Course also focuses on how computer-based technologies can effectively contribute to good business organization while covering a systematic methodology for analyzing a problem or opportunity. Prerequisite: CIS 360 and CIS 362.

CIS 368 Application Programming (3 cr.)

Introduces students to fundamental concepts and models of application development to understand key processes related to building functioning applications. Students learn the basic concepts of program design, data structures, programming, problem solving, programming logic, and fundamental design techniques for event-driven programs. Prerequisite: CIS 263 and CIS 265.

CIS 369 Advanced Application Programming (3 cr.)

Instruction centers on more fundamentals of object oriented programming and program design for application development. Course emphasizes program construction, algorithm development, coding, debugging, and documentation of programming applications. Prerequisite: CIS 368.

CIS 413 IT Strategy, Management and Acquisition (3 cr.)

Explores issues and approaches in managing information systems in organizations. Provides exposure from a senior management perspective in exploring acquisition, development, and the implementation of information systems plans and policies. Ideas developed and cultivated in this course are intended to provide a perspective for future leaders in an increasingly globalized and technology intensive business environment. Prerequisite: CIS 360, CIS 362 and Junior status.

CIS 460 IT Project Management (3 cr.)

Course covers a systematic methodology for initiating, planning, executing, controlling, and closing projects. Students examine project management in a modern complex team-based activity organization where various types of technologies are used in the project management process. This course also explores involvement from resources from within a company as well as from outside the organization. Prerequisite: CIS 360, CIS 362 and Junior status.

CIS 461 Data Mining and Decision Support Systems (3 cr.)

Introduction to decision analysis options with structured decision problems to arrive at optimal business decisions. Course highlights the foundations needed for applying decision analysis methods in decision support. Prerequisite: CIS 360, CIS 362 and Junior status.


CIS 490 Senior Research: Special Topics (3 cr.)

Students work independently under the supervision of one or more faculty members. Prerequisite: Senior status and permission of Department Chair.

CIS 492 Internship (1-5 cr.)

This course involves a field placement in an approved Information Technology department for integration of theory and practice through participant observation study. A maximum of 5 credit hours may be earned. This course will be offered every semester. Prerequisite: Permission of Department Chair.

CIS 499 Independent Study (1-3 cr.)



Provides an opportunity for a student to pursue a topic of study and tailored to his/her personal interests. Prerequisite: Junior or Senior status.

COMPUTER SCIENCE

CSC 160 Introduction to Computing (2 cr.)

Introduces students to the basic concepts and procedures required to use the computer as a learning, problem-solving, communications, and research tool. Course is for non-business and non-CIS majors.

CSC 200 Introduction to Computer Science (3 cr.)

An introduction to the basic concepts and procedures required in the use of the computer as learning, problem-solving, communications, and research tool. Instruction provided on computer concepts, computer hardware and software, presentation software and data communications. Course is for science and mathematics majors.

CSC 201 Programming I (3 cr.)

An introduction to structured programming where topics emphasize the basics of a structured programming language, memory concepts, decision-making, equality and relational operators, control structures, and functions. Prerequisite: CSC 200 or equivalent.

CSC 202 Programming II (3 cr.)

A study of advanced structured and object-oriented programming. Topics emphasized include introduction of classes and data abstractions, operator overloading, inheritance, virtual functions, polymorphism, and stream input/output. Prerequisite: CSC 201.

CSC 205 Application Design I (3 cr.)

An introduction of C# and Windows integrated development environment, designing Windows-based applications, control structures, procedures and functions, arrays, basic graphical user interface controls, properties, events, and methods. Prerequisite: CSC 200 or equivalent.

CSC 305 Application Design II (3 cr.)

Instruction centers on more fundamentals of object-oriented programming and program design

for application development. Course emphasizes program construction, algorithm development, coding, debugging, and documentation of programming applications. Prerequisite: CSC 205.

CSC 310 Data Structures (3 cr.)

This course is a study of data structures using structured variables, stacks, queues, linked lists, and trees in order to learn different ways of organizing data. Students then analyze many sorting, searching, and graphing algorithms to determine their run-time efficiency. Other topics include recursive procedures, applications to sorting and merging, templates, exception handling, file processing sequential, random, bits and characters, strings, and the processor. Prerequisite: CSC 305.

CSC 321 Internet Programming (3 cr.)

Course provides a study of the World Wide Web, the set-up and configuration of a web site domain and web site hosting space. Web pages include text and graphic intensive web pages, and modifications through HTML or a text editor. Prerequisites: CSC 200 or equivalent.

CSC 405 Numerical Analysis (3 cr.)

Provide students the instruction on selected topics from solutions to nonlinear equations, polynomial interpolation, numerical differentiation and integration, solutions to systems of linear equations and initial value problems. Prerequisites: MAT 216 and CSC 201.


CSC 450 Special Topics in Computer Science (3 cr.)

Students work independently under the supervision of one or more faculty members. Students may select topics from the following areas: Java or Visual Java Programming, Networking, advance web site design, Visual C++ programming, and advanced visual basic database development. Prerequisite: Junior or Senior status and permission of Department Chair.

CRIMINOLOGY and CRIMINAL JUSTICE

CCJ 101 Physical Agility (1 cr.)

This course mirrors the physical standards for police officers sanctioned by the Virginia



Department of Criminal Justice Services. The course allows students to improve their physical condition and enhance their self-confidence. May be used to fulfill the PED 101 requirement.

CCJ 180 Introduction to the Criminal Justice System (3 cr.)

This is a survey course of the process and agencies involved in the administration of criminal justice, including the legislature, the police, courts and corrections. (This course is the prerequisite for all CCJ courses except CCJ 101).

CCJ 205 Criminology (3 cr.)

This course studies current and historical data pertaining to criminal and other deviant behavior and examines past and current theories that explain crime and criminal behavior in society.

CCJ 210 Police in America (3 cr.)

Surveys police functions and responsibilities, such as law enforcement, order maintenance, public service, and problem solving. The course focuses on organizational and management aspects of policing.

CCJ 226 Substance Abuse: Causes, Consequences and Treatment (3 cr.)

This course examines issues in substance abuse and addiction from a psychological, criminological, and social work perspective. The course will include topics such as the psychological causes of substance abuse and addiction, the impact of substance abuse and addiction on the criminal justice and other social systems, and treatment alternatives.

CCJ 310 Police Problems and Practices (3 cr.)

This course is an analysis of both traditional and contemporary issues and problems existing in policing. Topics represent a wide variety of concerns including: corruption, use of deadly force, and the utilization of law enforcement to combat illegal drugs, corporate crime, computer crime, and terrorism.

CCJ 314 Criminal Investigations (3 cr.)

This course is an introduction to fundamentals of investigation; crime scene search; recording, collecting, and preserving evidence; sources of information; interview and interrogation; case

preparation and presentation; and the investigation of selected specific offenses.

CCJ 320 Correctional Theories and Practices (3 cr.)

This course focuses on the examination of corrections with special emphasis on the U.S. system, recent innovations, and current topics in the area of correctional practice.

CCJ 322 Probation, Parole and Community Corrections (3 cr.)

This course includes a comprehensive review of the theoretical and practical aspects of probation, parole, and other community-based correctional alternatives beyond the introductory level. This course will emphasize the most current research in the field of community corrections, with particular emphasis on methods of reintegrating of offender into society.

CCJ 330 Criminal Court Procedures (3 cr.)

This is a general overview of the development of the criminal justice system with special emphasis on the roles of the judge, prosecutor, jury, defense attorney, and focus on the trial process, presentencing procedures, and contemporary issues of the criminal court.

CCJ 332 Juvenile Delinquency (3cr.)


This course integrates criminological theories of delinquency with emphasis on the social environments that contribute to delinquent behavior. Additionally, the course focuses on various methods to control, treat, and prevent juvenile delinquency. Prerequisites: CCJ 205 and CCJ 331.

CCJ 331 Juvenile Justice (3 cr.)

The course is an overview of the juvenile justice system, court processing and dispositions of cases involving delinquent youth. Examination of case law and legal decisions affecting the due process rights of juveniles. Topics include current trends, juvenile justice issues, methods and programs in institutional and community settings.

CCJ 335 Social Science Statistics (3 cr.)

This course provides an introduction to quantitative data analysis through the use of statistics. The course covers both descriptive and inferential



statistics commonly used in the social sciences.
Prerequisites: Math 115 and 121

CCJ 340 Research Methods in Criminal Justice (3 cr.)

This is a survey of elementary research methods used to conduct research in the social sciences, with specific emphasis on methodologies common in the disciplines of criminology and criminal justice, such as program evaluation. Research design, data collection techniques, and data analysis and interpretation are emphasized. Prerequisites: CCJ 335

CCJ 360 Introduction to Forensic Investigations (3cr.)

This course introduces students to crime scene investigations. Each step in processing a crime scene will be discussed and students will learn about evidence collection and different methods of processing evidence. Various cases will be analyzed as examples to allow for critical analysis of the investigative process.

CCJ 370 Perspectives on Terrorism (3cr.)

This class provides a comprehensive overview of contemporary terrorism in the world today. Students will examine theories of social control, the culture of group behavior, failures and successes of governments and societies in managing terrorism, and watershed events in the history of "change oriented violence".

CCJ 375 Homeland Security (3cr.)

The course provides a strong foundation comprised of principles commonly used for preparing, mitigating, managing and recovering from emergencies and disasters. In addition, a thorough history of these principles is outlined by surveying actual emergency management conditions in the past and present.

CCJ 450 Criminal Law (3 cr.)

The course focuses on criminal procedures and procedural aspects of the legal process: analysis of criminal constitutional limitations from the arrest to release in the administration of criminal justice; legal restraints on police; relations between state and local criminal authority; and jurisdictional problems.

CCJ 460 Analyzing Community Crime Problems (3 cr.)

This course is an examination of techniques to analyze crime patterns and trends, crime forecasting and predictions, and methods of analyzing groups of incidents to discover problems. Topics will include the design of responses to problems detected and methods used to determine response effectiveness.

CCJ 462 Victimology (3 cr.)

This course focuses on the role of victims in crimes, their treatment by the criminal justice system, their decisions to report crimes and help prosecute offenders, the victims' rights movement, including victim compensation.

CCJ 464 Organized Crime (3 cr.)

This course examines the history, development and current status of the organization of crime and of criminal organizations, including an examination of law enforcement methods used to combat organized crime. Topics include 'traditional' organized crime, drug cartels, and organized white-collar crime.

CCJ 480 Ethics in Criminal Justice (3 cr.)

This course emphasizes ethical theories and their relevance to the criminal justice system, including law enforcement, courts, and institutional and community-based corrections. Students will apply this information to resolve ethical and moral dilemmas facing the criminal justice system.

CCJ 486 Senior Seminar (3 cr.)


This course integrates the diverse aspects of the criminal justice discipline through an examination of selected readings on current practices and problems in the field of criminal justice. The course emphasizes written and oral presentation skills, along with class discussions.

CCJ 490 Selected Topics (3 cr.)

This course is an in-depth study of a topic of current interest in the field of criminology and/or criminal justice. Prerequisite: CCJ 180

CCJ 491 Financial Investigations (3 cr.)

The course takes a forensic accounting approach to assist in the solving of financial crimes. The techniques covered enable the investigator to prove



culpability, identify perpetrators and/or enhance the sentence of violators found guilty of crimes. For the non-investigator, the course will assist in the detection of employee/officer crimes in order to protect the assets of the firm. Prerequisites: CCJ 180, CCJ 330, and CCJ 450 or three (3) hours of Accounting and a grade point average of 2.8 or better.

CCJ 492 Internship (1-6 cr.)

This course involves a field placement in an approved criminal justice agency for integration of theory and practice through participant observation study. A maximum of 6 hours of credit may be earned.

CCJ 499 Independent Study (3 cr.)

In this course, the student is provided the opportunity to select and research a topic in the field of criminology and/or criminal justice under the supervision of the instructor. The course culminates in the preparation of an extensive research paper on the selected topic. Prerequisites: CCJ 340, a grade point average of 3.0 or better, and permission of the instructor.

ECONOMICS

ECO 231 Principles of Economics (3 cr.)

Provides instruction on basic topics in macroeconomics. Topics include supply and demand analysis, inflation, unemployment, national income determination, fiscal and monetary policy, and international economic issues.

ECO 232 Micro-Economics (3 cr.)

Provides instruction on the theoretical, economic analysis of the firm and industry. Key topics include production, value, and distribution, as well as a study of general equilibrium analysis. Prerequisite: ECO 231.

ECO 490 Special Topics (1-3 cr.)

Investigates in-depth study of a topic of current interest in the economics field. Course must be approved by the student advisor, the department chair and the dean. Prerequisite: Junior or Senior status.

ECO 494 Internship (1 – 3 cr.) (See MGT 494)

ECO 499 Independent Study (1 – 3 cr.)

Provides an opportunity for a student to pursue a topic of study under the supervision of a designated faculty member, with monitoring by the department chair. Course must be approved by the student advisor, the department chair and the dean. Prerequisite: Junior or Senior status.

EDUCATION

EDU 220 Foundations of Education (3 cr.)

A broad view of the origin, nature, and scope of American Education is presented. Emphasis is placed on trends in history and philosophy that have helped shape the aims, curriculum, organization, administration, and supervision of the American Education System. The impact of ancient philosophies is thoroughly investigated. Development of a Philosophy of Education consistent with democratic ideals represents an objective of this course. Ten (10) hrs of practicum required.

EDU 321 Curriculum and Instructional Strategies for Diverse Learners (3 cr.)

Examines the foundation of learning processes for diverse learners (including: multi-cultural, developmentally disabled, exceptional learners, the gifted/talented, and ESL). Candidates explore instructional methods and strategies for implementing curriculum as it relates to the Virginia Standards of Learning. Multiple means of resources and technology are used as tools for instruction. Ten (10) hrs of practicum required.

EDU 323 Adaptive Constructivist Teaching (3 cr.)

Focuses on hands-on techniques for teaching core subjects. Strategies for developing critical thinking skills, creativity, and practical application of lessons that address individual student needs are emphasized. Topics include the following: differentiated instruction, cultural awareness, motivating reluctant learners, flexible grouping, and techniques for teaching elementary mathematics and science. Ten (10) hrs of practicum required.



EDU 329 Reading and Writing in the Content Areas (3 cr.)

Addresses alternative teaching strategies in the content areas, with special attention given to reading and writing in content areas that improve content literacy, comprehension, critical thinking, and appreciation for literature appropriate to the discipline. Instruction in study skills, time management, and studying with the text are included. Prerequisites: EDU 220, 321, 323.

EDU 331 - EDU 431 Emergent Literacy and Developmental Reading I and II (6 cr.)

Focuses on the significance of language acquisition, learning to read, and methods for diagnostic reading and remediation. Students examine techniques and methods of teaching reading, including phonemic awareness, word attack skills and their connection to comprehension.

EDU 340 Computers and Technology in Education (3 cr.)

Examines a variety of instructional media such as: Laser Disc, Digital Imagery, Computer-Assisted Instruction, and personal productivity tools. Emphasis is placed on systematically enhancing the teaching-learning process with multi-media instruction and effective computer usage. The Virginia Computer Standard for Instructional Personnel serves as a basis for this course.

EDU 358 Classroom/ Behavior Management (3 cr.)

Focuses on the study of principles and practical application and behavior management related to planning and classroom organization for regular education students including the gifted. Basic research design, positive practices, group contingencies, and non-aversive punishment techniques are emphasized.

EDU 422FB Interdisciplinary Studies Instruction: Design and Practice (3 cr.)

Provides opportunities for elementary teacher candidates to move from observation to practicing techniques in a variety of educational settings. Thirty (30) hrs of practicum required.

EDU 423FB Curriculum and Instruction in Secondary Schools (3 cr.)

Provides opportunities for secondary teacher candidates to move from observation to practicing techniques in a variety of 6-12 educational settings. Thirty (30) hrs of practicum required.

EDU 424 Student Teaching (9 cr.)

Provides students opportunity to apply teaching competencies acquired in the Teacher Education Program and content area discipline to a classroom setting under the supervision of a University supervisor and the classroom cooperating teacher. Prerequisites: Completion of all courses, passing required assessments

EDU 425 Reflective Teaching Colloquium (3 cr.)

Emphasizes teaching as a profession. A problem-solving, research-based approach is used to deal with specific issues related to the “real world” of teaching encountered by the student teacher. Prerequisites: Completion of all courses, passing required assessments.

ENGLISH

ENG 101 Freshman Composition I (3 cr.)

Focuses on standards and appropriateness of acceptable written expression from the sentence to short composition; involves student exploration and expansion of creative self-expression. A grade of “C” or better is required.

ENG 102 Freshman Composition II (3 cr.)

Principles of rhetorical expression and their application to the writing of expository themes; special attention given to the effective use of the library, resource materials, and preparation of the longer essay and library paper. Prerequisite: ENG 101. A grade of “C” or better is required.

ENG 200 English Essay Exam (0cr.)

Registers students for the English Essay Exam. Students meet once for administering of the exam. A passing grade on the English Essay Exam is required of all students in order to graduate. Prerequisites: A grade of ‘C’ or better in ENG 101 and 102. Passing grade in either HUM 225 or 226. No college credit.



ENG 303 Advanced Composition (3 cr.)

Emphasizes the principles of style and rhetoric underlying a variety of expository forms. Attention is given to developing critical thinking, improving written expression, and clear synthesizing of researched materials. Attention also is given to the knowledge, skills, and processes of English as defined in the Virginia Standards of Learning. Prerequisites: ENG 101 and 102, HUM 225 and 226. Offered spring semester.

ENG 304 Creative Writing (3 cr.)

Allows students opportunity to study and/or compose a number of forms: poetry, dialogue, dramatic scenes, radio plays, pantomimes, prose fiction, essays, and others. Publication of a literary magazine is the aim of the semester's work. Offered in alternate years, fall semester.

ENG 313 History of the English Language (3 cr.)

Emphasizes the origin and development of the language: the phonology, morphology, syntax and vocabulary; social and regional dialects at the present time in American English; the nature and development of language and its impact on vocabulary and spelling. Offered in alternate years, spring semester.

ENG 323 American Literature I (3 cr.)

Examines American literary works from Puritan beginnings to the mid-nineteenth century, with attention given to the contributions of Frederick Douglass and other African-American writers. Prerequisites: ENG 101 and 102. Offered fall semester.

ENG 324 American Literature II (3 cr.)

Examines works from American Realism to the present, with attention given to African-American writers, including Toni Morrison, Paule Marshall, and Rita Dove. Prerequisites: ENG 101 and 102. Offered spring semester.

ENG 328 British Literature I (3 cr.)

Provides a survey of important British writers and writings from the major literary periods: Anglo Saxon, Medieval, Renaissance, and Neo-classical. It explores the relationship between history and literature. Offered in alternate years, fall semester.

ENG 329 British Literature II (3 cr.)

Offers a survey of important British writers and writings from the last three major literary periods: Romantic, Victorian, and Modern. Students study all genres, including the novel. Offered in alternate years, spring semester.

ENG 337 African American Literature I (3 cr.)

Provides a survey of black writers in America, spanning the eighteenth to mid-twentieth centuries. It also examines the relationship between the African American writer's art and the American literary, social, and political scenes. This course traces the evolution of independence toward African American aesthetics.

Some attention is given to early folk literature and to the vernacular. Offered in alternate years, fall semester.

ENG 338 African American Literature II (3 cr.)

Provides a survey of Black American literature from the mid-twentieth century to the present. It examines literature of the modern, the Black Aesthetic (Black Arts Movement), and the contemporary periods. The course focuses on major writers like James Baldwin, Amiri Baraka, Paule Marshall, Maya Angelou, Ishmael Reed, August Wilson, and Rita Dove. Emphasis is placed on literary theory and literary criticism. Offered in alternate years, spring semester.

ENG 340 Modern English Grammar (3 cr.)


Introduces students to structural linguistics by investigating syntactic principles of modern linguistics as they apply to the theoretical study of grammar. Attention is given to the phonology, morphology, and the syntax of English. Offered fall semester.

ENG 341 Introduction to Linguistics (3 cr.)

Introduces students to the practical aspects of English grammar; and concentrates on sentence analysis, grammatical construction, usage problems, and stylistic elements. The course explores the nature of language, dialect, and other language issues. Offered spring semester.

ENG 354 Contemporary Literature (3 cr.)

Examines poetry and fiction by significant contemporary authors. Students read literature from



diverse world cultures, including non-western materials. Offered in alternate years, fall semester.

ENG 426 The Novel (3 cr.)

Offers a study of selected novels, with attention given to the historical development of the English novel from its beginnings to the early Twentieth Century. Offered in alternate years, spring semester.

ENG 433 Shakespeare (3 cr.)

Provides a study of selected history plays, comedies, and tragedies. Historical background, sources, and significant criticism are required as concurrent reading. Offered in alternate years, spring semester.

ENG 441 World Drama (3 cr.)

Provides a survey of the development of Western and non-Western world drama from ancient Greece to the present, including major theories and styles. Offered in alternate years, fall semester.

ENG 453 Rhetorical Criticism (3 cr.)

Provides students with critical tools for examining various forms of rhetoric, including speeches, arguments, editorials, advertisements, propaganda, news reports, and other non-fiction works. The course will also survey the art of rhetoric from the Classical Period to the 20th century, paying particular attention to the major critical studies of rhetoric produced during the past thirty years. Offered in alternate years, fall semester.

ENG 454 Introduction to Literary Criticism (3 cr.)

Provides a survey of critical approaches, their particular contributions, and/or limitations are questioned. Special emphasis is placed on close reading of texts and the relation between formal elements and meaning. Offered in alternate years, spring semester.

ENG 490 Selected Topics (3 cr.)

Features a study of selected fiction or non-fiction reading and instruction in areas of interest to English majors. Course content will change from semester to semester and may concentrate on genre, theme, ethnic or gender emphasis, or topical issues. Eligibility is determined after conference with instructors. This course may be repeated for credit,

provided that content is different. Offered fall or spring semester in alternate years.

ENG 495 Senior Seminar (3 cr.)

Reviews the major works of American, African American, and British literatures and the major ideas in literary theory. Students will work with an advisor to produce a researched, academic essay on an important topic in English. Other assignments involve editing a brief passage for errors and analyzing professional texts. Prerequisite: Senior status. Offered fall and spring semesters.

ENG 499 Independent Study (3 cr.)

Provides opportunity for the student, in consultation with advisors, to arrange a reading program on a topic of interest to him or her. Required assignments, tests and essays, are determined through consultation with advisors. Eligibility is determined after a conference with instructors. Offered fall and spring semesters.

ENTREPRENEUR MANAGEMENT

ENM 315 Entrepreneurship (3 cr.)


Course covers how businesses are started. Major topics include: understanding the entrepreneurial spirit, seeking and evaluating opportunities for new ventures and what it takes to convert ideas into opportunity for new businesses. A major portion of the course is developing a feasibility study for a new entrepreneurial business and the beginning of goals and objectives for a business plan.

ENM 356 Management/Employee Relations (3 cr.)

This course examines the policies and practices used to promote equitable treatment of employees. Topics include employee health and safety, employee communication, equal opportunity and affirmative action, performance management, workforce diversity, employee rights, conflict resolution, employee development, pay structure decisions, collective bargaining, labor relations. Also includes global aspects of employee relations.

ENM 490 Special Topics (1-3 cr.)

Investigates in-depth a topic of current interest in the entrepreneurial field. Course must be approved



by the student's advisor, the department chair and the Dean. Prerequisite: Junior or Senior status.

ENM 494 Internship (1-3 cr.) (See MGT 494)

ENM 499 Independent Study (1-3 cr.)

Provides an opportunity for a student to pursue a topic of study under the supervision of a designated faculty member, with monitoring by the department chair. Course must be approved by the student advisor, the department chair and the dean. Prerequisite: Junior or Senior status.

FINANCE

FNB 300 Principles of Finance (3 cr.)

Provides students with a basic understanding of financial decisions and analyses pertinent to the management of a business firm. Topics include financial analysis, planning needs for short-term and long-term funds, capital budgeting, cost of capital, and methods of raising funds to finance growth of business enterprises. Prerequisite: ACC 201.

FNB 301 Personal Financial Planning (3cr.)

This course focuses on personal financial planning issues one encounters as a responsible adult and provides an overview of the roles of the individual, business, government, and foreign trade in the global economy. This course answers fundamental questions of how to manage personal financial resources, keep up with the cost of living, make responsible spending decisions, and how to cope with economic complexities of a global marketplace. (This course is a general education course for non-business majors and restrictive elective for business majors.) No Prerequisite.

FNB 302 Small Business Finance (3cr.)

This course of small business and entrepreneurial finance that emphasizes the financial knowledge and tools needed to develop a successful venture from start-up through growth and maturity. The goal is to identify, assess, and explain the key decision-making processes required of a small business entrepreneur or financial manager. Topics include financial statement analysis, capital acquisition, legal and regulatory compliance, budgeting, forecasting, and client and vendor

relationships. Projects include creation of a financial plan and completion of a loan application. Discussion also covers contemporary issues related to finance.

FNB 344 Banking and the Financial System (3 cr.)

Introduces students to the functions of the commercial banking system and other financial institutions. Topics include the flow of funds, the role of the interest rate in money and capital markets, supply and demand of loanable funds, the corporate securities markets, municipal obligations, and the impact of monetary and other government policies on the financial markets. Prerequisite: FNB 300.

FNB 440 Public Finance (3 cr.)

Provides instruction on basic topics in public economics/finance. Topics include public goods, externalities, public choice, income redistribution, social security, and taxation. Prerequisite: ECO 232.

FNB 441 Investments (3 cr.)


Focuses on the market for long-term corporate securities. Emphasis is given to structure and function of primary and secondary markets for stocks and bonds, security valuation, analysis, and selection; efficiency of securities markets; portfolio selection principles; and use of mutual funds as investment vehicles. Prerequisite: FNB 300.

FNB 443 International Trade and Finance (3 cr.)

Focuses on financing international trade and other transactions; consideration of foreign exchange markets, and exchange rates; balance of payments and international capital movements; the nature of international payments. Also includes foreign central banking and current developments in international financing cooperation, and trade theory, commercial policy and trade problems in developing countries. Prerequisite: FNB 300.

FNB 444 Financial Decision Making (3 cr.)

The search for optimal solutions to financial management problems via applications of financial theories and analysis techniques. Includes coverage of capital budgeting, risk analysis, CAPM, capital



structure, mergers, dividends, policies, working capital management. Prerequisite: FNB 300

FNB 490 Special Topics (1-3 cr.)

Investigates in-depth a topic of current interest in the finance field. Course must be approved by the student advisor, the department chair and the dean. Prerequisite: Junior or Senior status.

FNB 494 Internship (1 – 3 cr.) (See MGT 494)

FNB 499 Independent Study (1 – 3 cr.)

Provides an opportunity for a student to pursue a topic of study under the supervision of a designated faculty member, with monitoring by the department chair. Course must be approved by the student advisor, the department chair and the dean. Prerequisite: Junior or Senior status.

FRENCH

FRE 101-102 Elementary French (3 cr. per semester)

An introduction to the language and civilization of France, including grammar, syntax, vocabulary, pronunciation, diction, conversation, and composition. Prerequisite for FRE 102: FRE 101.

FRE 205-206 Intermediate French (3 cr. per semester)

A continuation of grammar, vocabulary, conversation, and composition begun in Elementary French with emphasis on conversation and reading of texts chosen for their literary quality and their information about French civilization and culture. Prerequisite for FRE 205: FRE 102 or required high school units. Prerequisite for FRE 206: FRE 205.

FRE 307 French Composition (3 cr.)

Intensive study of idiomatic expressions, syntax, and translation. Prerequisite: FRE 206 or three or more years of high school French.

FRE 309-310 French Civilization (3 cr. per semester)

The great cultural epochs of France, art, history, literature, music, philosophy, and science in the most characteristic phases of development. Prerequisite FRE 206, three, or more years of high school French.

FRE 312 Literature of the Seventeenth Century (3 cr.)

French Classicism with emphasis on Corneille, Racine, and Moliere. Prerequisite: FRE 310. Conducted in French. Offered in alternate years.

FRE 333 French Conversation (3 cr.)

Practice in patterns of oral French, self-expression, and vocabulary building. Prerequisite: FRE 206 or three or more years of high school French. Conducted in French.

FRE 400 French Seminar (3 cr.)

Discusses the interrelationships of various literary, artistic, and scientific trends in French literature. The student is required to develop and present a topic on some phase of French literature. For seniors only. Conducted in French.

FRE 415 Crosscurrents of Contemporary French Literature (3 cr.)

A study of the ideas of representative authors in poetry, drama, and the novel. Prerequisite: FRE 310. Conducted in French. Offered in alternate years.

FRE 423 French Poetry (3 cr.)

The development of French poetry from Villon through the Nineteenth Century with emphasis on romanticism and symbolism. Prerequisite: FRE 310. Conducted in French. Offered in alternate years.

FRE 434 The French Novel (3 cr.)


Studies in the evolution of the novel from La Princesse de Cleves through the nineteenth century, with emphasis on Realism and Naturalism. Conducted in French. Offered in alternate years.

FRE 499 French Reading List (3 cr.)

An independent reading course with selected readings not particularly emphasized in other courses. Periodic conferences with the instructor are required to discuss oral and written reports. Prerequisite: Permission of instructor.

GENERAL STUDIES

GST 004 Orientation and Interpersonal Awareness (1cr.)



Focuses on developing the personal skills necessary for success in the classroom and as a foundation for career success. Emphasis is placed on interpersonal awareness.

GEOGRAPHY

GEO 203 World Regional Geography (3 cr.)

Acquaints students with the broader geographic perspective in looking at the world through the study of the various geographic regions of the world and their underlying uniqueness and complexities. The course content mainly focuses on the nine geographic regions of the world – Europe; Russia & neighboring countries; East Asia; Southeast Asia; South Asia; North Africa & Southwest Asia; Sub-Saharan Africa; Central & South America; and North America.

GEO 204 Cultural Geography (3 cr.)

A study of human activities and institutions as they relate to the world as a whole, inclusive of: religion; language; and socio-political and economic structures. Three semester hours.

GEO 205 Physical Geography (3 cr.)

A study of the earth's material composition, inclusive of: climate; landforms; natural phenomena; and human interaction with the greater environment. Three semester hours.

HEALTH

HLH 101 Personal and Community Health (1 cr.)

A study of health information derived from scientific studies that are related to major health problems. Materials are presented to assist the student in living a more effective life and making better decisions concerning his/her physical mental, and emotional health.

HISTORY

HIS 145 World Civilizations I (3 cr.)

The historical development of world cultures, including the ancient Near East, the Far East, Greece, Rome, Africa, and Europe, up to the 16th century.

HIS 146 World Civilizations II (3 cr.)

The development of world cultures and history from the 16th century to the present.

HIS 200 Research Methods (3 cr.)

An introduction to the methodologies and skills of the historical enterprise. In addition to skills development, the course is intended to introduce students to the broader issues implicit in 'doing history,' including the nature of history itself, the development of the historical profession, and the values and challenges of what one might call 'historical-mindedness.' Sophomore Status or Higher. Offered annually, spring semester.

History 201 American History I (3 cr.)

A survey of American history on the national, state, and local levels from the Colonial Period to the Civil War.

History 202 American History II (3 cr.)

A survey of American history at the national, state, and local levels since 1865.

HIS 225 African-American History I (3 cr.)

A study of the role and contributions of African Americans in the development of the American nation from colonial times through the Reconstruction Era. Offered annually, fall semester.

HIS 226 African-American History II (3 cr.)


A study of the role and contributions of African Americans in modern American society since 1865. Offered annually, spring semester.

HIS 310 Ancient Regime Europe (3 cr.)

An in-depth study of Europe during the Early Modern period, 1598-1789. Topics emphasized include the debate between the privilege-principle and theories of rationalism and/or egalitarianism, Absolutism vs. Constitutionalism; the Scientific Revolution, the emergence of the great European powers, and the Enlightenment.

HIS 311 Revolutionary Europe (3 cr.)

A study of Europe from 1789-1919, centering on the impact of the three major revolutionary upheavals: the French, the industrial, and the Russian, interweaving them with such themes as



Bonapartism, the rise of modern political ideology, Romantic nationalism and state-building, post-Industrialism, and the Great War of 1914-1918.

HIS 312 Modern Europe (3 cr.)

A study of Europe from the end of the First World War to the present. Topics covered include the breakdown of the Versailles system, World War II and the Holocaust, the Cold War, De-Colonization, the conceptualization of United Europe, and the Destruction of the Soviet Empire.

HIS 315 Ancient Egypt and Its Neighbors (3 cr.)

A study of the ancient civilizations of Northeastern Africa, with the emphasis on Egyptian civilization from c. 3100 – 31 B.C.; but encompassing pertinent information on nearby regional cultures, notably those of the Holy Land and Mesopotamia.

HIS 316 Ancient Greece and Rome (3 cr.)

Expounds upon the history and culture of the ancient Greek and Roman civilizations from their purported origins to 476 A.D. The course content will be inclusive of the advent and rise of Christianity.

HIS 318 Medieval History (3 cr.)

A survey of the major political, economic, social, and cultural developments in Europe from the dissolution of the Western Roman Empire to the Renaissance.

HIS 320 Renaissance and Reformation (3 cr.)

A study of the political, economic, religious, and intellectual changes, which characterized the waning of medieval civilization and the beginning of the modern world.

HIS 323 History of England I (3 cr.)

Intensive study of the major developments of English history from its earliest beginnings to the Glorious Revolution.

HIS 324 History of England, II (3 cr.)

An intensive study of the major developments in English history since 1700, including developments in Ireland and Britain's overseas activities.

HIS 334 History and Politics of Latin America (3 cr.)

A study of the major political, economic, social, and cultural developments in Latin America from the pre-Columbian period to the present.

HIS 348 History and Culture of Africa (3 cr.)

A survey of the major characteristics and developments of African political, social, economic, and cultural life from earliest times up to the present.

HIS 350 History and Politics of the Middle East (3 cr.)

An application of the regional approach to the study of North Africa and the Eastern Mediterranean and Persian Gulf regions. The past, present, and future of each region are covered.

HIS 355 History of Russia (3cr.)

A study of Russian history from the time of the Varangian incursions through the Tsarist, Soviet, and Post-Soviet eras, emphasizing the events of the 20th-21st centuries and their contemporary, global relevance.

HIS 356 History of China (3cr.)

A study of China, and of Chinese civilization, from its beginnings along the banks of the Yellow River, through its medieval period apex, to a present state as a divided nation.

HIS 360 Civil War and Reconstruction Era (3 cr.)

Examines the issues contributing to the Civil War and the social, political, and economic changes wrought by the War and Reconstruction.

HIS 410 Criminal Justice in Historical Perspective (3 cr.)

An examination of the history of crime and criminal justice in the context of changing attitudes and views about law over time. While the primary focus of the course is the United States, comparative developments in other countries are covered as well.

HIS 449 Women in American History (3 cr.)

A survey of the role and contributions women have made to American life from Colonial times to the present. Prerequisites: HIS 201 and 202.



HIS 455 U. S. Constitutional History (3 cr.)

A study of American constitutional development from Colonial times to the present. Prerequisites: HIS 201 and 202.

HIS 466 Topics in African-American History (3 cr.)

An in-depth exploration of selected events, circumstances, personalities, ideas, themes, problems, and issues which arise within the historical life and culture of African-American people.

HIS 490 Selected Topics (3 cr.)

In-depth study of a topic of current interest in history.

HIS 492 Internship (1 - 3 cr.)

Opportunities for students to serve in a governmental - public agency or institution. Prerequisites: Junior or senior status, cumulative GPA of 2.5 or better, and permission of the instructor.

HUMANITIES

HUM 210 History and Appreciation of Art (listed under Department of Fine Arts) (2 cr.)

General education requirement, offering the student a rich background in the history and philosophy of art as created and developed by all races and cultures from prehistoric and primitive to modern times. Prerequisite: Sophomore standing.

HUM 211 History and Appreciation of Music (listed under Department of Fine Arts) (2 cr.)

General education requirement for all students to develop their understanding of music as a vital part of today's world. Special emphasis on evaluating musical form and content, style, periods, and interpreting music from the Medieval Period to the present. Prerequisite: Sophomore standing.

HUM 212 History and Appreciation of Theatre (listed under Department of Fine Arts) (2 cr.)

General education requirement for all students to develop their understanding of theatre as a vital part of today's society. This course is designed to give a

historical overview of Western theatre from the Greeks' of Africa to the rise of realism and American theatre to the early 20th century. Prerequisite: Sophomore standing.

HUM 225 World Literature I (3 cr.)

Provides a survey of representative literature from peoples around the world from antiquity to the seventeenth century. Prerequisites: ENG 101 and 102. Offered fall and spring semesters.

HUM 226 World Literature II (3 cr.)

Provides a survey of representative literature from peoples of the world. Included in the survey is a focus on literature produced by the Western World from the latter portion of the seventeenth century to the present. Prerequisites: ENG 101 and 102. Offered fall and spring semesters.

INSTRUMENT

INS 101-102 Instrument (1cr. Each)

Fundamental studies for a development of the embouchure, breath control, and tone production; scales and arpeggios in all major and minor keys; solos of medium difficulty from standard classical and jazz literature. Prerequisite: Mastering of basic fundamentals.

INS 201-202 Instrument (1cr. Each)

Continued study of scales and arpeggios in all keys, technical and stylistic development, interpretation, principles of ensembles, orchestral excerpts, and solo pieces from standard classical and jazz literature. Prerequisite: Instrument 101-102.

INS 301-302 Instrument (1cr. Each)

More advanced technique studies, and literature including that for the Junior Recital. Prerequisite: Instrument 201-202.

INS 401-402 Instrument (1cr. Each)

Advanced studies in preparation for Senior Recital, which will comprise suitable works from standard classical and jazz literature. Prerequisite: Instrument 301-302 and Junior Recital.

INTERDISCIPLINARY STUDIES

**IDS 119 Introduction to Teaching (1cr.)**

Offers a first look at the teaching professions as it relates to the roles and responsibilities of the classroom teacher in multiple settings.

IDS 190-191 Fundamentals of Learning I and II (1 cr. Each)

This course provides students who wish to become endorsed in Education the opportunity to acquire skills related to national educational requirements. Students are engaged in computer-based learning that focuses on assessment and enhancement of reading, writing and mathematics skills. Students learn to work in a Windows-based network environment, enhancing their knowledge of computers as an instructional tool. Students also learn to operate and navigate instructional software while preparing for external computer-based and written assessments. Prerequisite: None Credit, 1 hour each.

IDS 192, 193, and 194 Fundamentals of Teaching Praxis II

This course is designed to provide students with information and guidance while preparing for the Praxis II assessment before entering the Student Teaching phase of the Teacher Education Program. Instruction is individualized according to a candidate's major.

IDS 255 Orientation to Educational Environments – Pre-school Programming (1 cr.) (Non-licensure course)

Provides an overview of terminology and programs and concepts utilized in schools. Various topics for discussion include rules/regulations, grading, assessment, discipline procedures, and the role/function of school personnel, Standards of Learning, specialized school programs, and special school populations. It is designed for anyone who wants to work in the school environment on a voluntary or paid basis.

IDS 260-261FB Survey of Community-Based Education in After-School Programming (3 cr.) (Non-licensure courses)

Exposes students to the concept of the Community Educator as a reflective strategist. Students are exposed to educational programming in community-based agencies and auxiliary schools

where support programs are needed to provide educational enrichment. Instruction focuses on the use of learning and developmental strategies for educational programming.

IDS 290 Fundamentals of Learning – Reading and Writing (2 cr.)

This course seeks to aid candidates in the refinement and enhancement of learning strategies. Reading and writing instruction focuses on strategies to decode information from multiple disciplines. Reading activities include literature taken from humanities, social sciences, science and technology. Writing activities are focused on responding to a variety of prompts from multiple disciplines and construction of appropriate essays. Students learn to develop a writing style, present opinions, and support those opinions with facts and other relevant information.


IDS 291 Fundamentals of Learning – Mathematics (2 cr.)

Design to give instruction in applied mathematics and introductory algebra to students who seek a license to teach, the course focuses on the application of mathematics skills in the context of problem solving. Topics include the following: Number Sense and Operation (positive and negative integers related to solving equations), Data Comprehension (statistics, graphs, and data interpretation), Mathematical Relationships (ratios and proportions, patterns of algebraic expressions), Geometry and Measurements (perimeter, area, volume of 2-and 3-dimensional objects), and Algebra (one and two variable expressions).

IDS 426 Senior Field Experience (9 cr.) (Non-licensure course)

Provides opportunity for students to apply the instructional competencies required in the Community-Based Education Program and the content area to a community-based or auxiliary education setting under the supervision of a University supervisor and the community field site supervisor.

IDS 427 Senior Field Experience Seminar (3 cr.) (Non-licensure course)



Accompanies IDS 426 and facilitates student growth relevant to strategies and techniques for programming associated with facilitating student learning. Students also learn about the roles of a community based educational strategist.

IDS 435 Exploration of Educational Environments (3 cr.) (Non-licensure course)

Provides opportunities for students to explore alternative educational positions in a variety of settings. It also focuses on educational leadership, instruction, and/or management in community-based agencies or support programs.

IDS 459 Communication Arts for the Hearing Impaired (3 cr.)

Introduces basic principles and practices of sign language structure and vocabulary. Provides intensive practice in receptive and expressive finger spelling. May be used to fulfill the General Education requirement in elementary foreign language.

MANAGEMENT

MGT 199 Professional and Ethical Development (3 cr.)

Introduces the student to business principles, ethical decision-making for business situations and provides the opportunity for students to develop the ‘habits of mind’ that contribute to success-oriented attitudes and business behaviors. Prerequisite: GST 004.

MGT 200 Introduction to Legal Environments (3 cr.)

The aim of the course is to acquaint the student with fundamental principles of law, traditional legal topics and with the legal environment in which business is conducted. Students will become familiar enough with the legal aspects of business problems to make the essential decisions which will be required of tomorrow’s business leaders.

MGT 201 Business Law (3 cr.)

Emphasizes a variety of topics--including law of property, estate planning, law of creditors and debtors, bankruptcy law, agency, tort, employment law, and the laws affecting the formation of business organizations. Prerequisite: MGT 200.

MGT 213 Managerial Communications (3 cr.)

Provides students with practical instruction on both written and oral presentation skills within the context of a business organization. Students learn to write clearly and effectively by focusing on style, organization, strategy, and persuasion. Prerequisites: Demonstrated keyboarding proficiency or ENG 102 and SPD 217.

MGT 214 Principles of Management (3cr.)

A survey and foundation course in management covering the development of management as a discipline. An examination of current theories, principles and practices of planning, organizing, leading, decision-making, communicating and controlling which are applicable to an enterprise. (Prerequisite: MGT199)

MGT 313 Operations Management (3 cr.)

Emphasizes production and operations planning concepts and analytical systems. Prerequisite: MAT 160.

MGT 316 Global Business (3 cr.)


Focuses on the major issues that face managers in an international environment. Students examine how different national and cultural environments affect the way that multinational companies operate from one country to the next.

MGT 413 Strategic Management (3 cr.)

Focuses on the concepts and techniques of strategic management in organizations. Topics emphasized include developing a strategic vision, setting objectives, and crafting a strategy. Students will develop a competitive analysis portfolio; match strategy to an organization’s situation; build resource capabilities, support systems, budgets, and policies; align culture and strategy; and structure the organization to implement the organization’s strategic vision in a dynamic global marketplace. Prerequisites: ACC 202, FNB 300, MKT 300, and senior standing.

MGT 490 Special Topics (1-3 cr.)

Investigates in-depth a topic of current interest in the business management field. Course must be approved by the student advisor, the department



chair and the dean. Prerequisite: Junior or Senior status.

MGT 494 Internship (1 – 3 cr.)

Offers opportunity for students to gain experience in a supervised business career through internship, mentorship, and/or work experience. Placement must be approved by the Internship Coordinator, the department chair, and the dean. Upon completion of the experience, the student will submit a written report, covering fully the nature of the activity. To assist in evaluation of the student, the employer or mentor also submits a report on the student's performance and progress. Prerequisite: junior or senior status.

MGT 499 Independent Study (1 – 3 cr.)

Provides an opportunity for a student to pursue a topic of study under the supervision of a designated faculty member, with monitoring by the department chair. Course must be approved by the student advisor, the department chair and the dean. Prerequisite: Junior or Senior status.

MARKETING

MKT 300 Principles of Marketing (3 cr.)

Introduces students to the basic problems and practice in marketing management. The course is based on an understanding of the importance of marketing to the success of any business endeavor. Topics include the marketing process, buyer behavior, market segmentation, product, pricing, promotion, and distribution decisions.

MKT 370 Buyer Behavior (3 cr.)

Emphasizes identification and analysis of major factors that influence how both consumers and institutional buyers process and learn marketing information. Emphasis also is placed on the role culture and personal and interpersonal influences have on buyer behavior. Prerequisite: MKT 300.

MKT 371 Retailing (3 cr.)

Explores the mechanisms necessary for consumer purchasing in the modern technology-rich world. Focus is placed on the changing forms of retailing as retailers move away from mass marketing to targeting individual consumers. Both large

corporate retailing and entrepreneurial alternatives are examined. Prerequisite: MKT 300.

MKT 376 Small Enterprise Marketing (3 cr.)

Examines specific marketing needs of small enterprises, including the development of strategic marketing plans within limited budgets, segmentation strategies, and developing promotional activities for targeted markets. Prerequisite: MKT 300.

MKT 379 Promotional Strategy (3 cr.)

Introduces students to total promotional strategies for a variety of products and services--both in business and non-profit environments. Strategy development includes personal selling, advertising, public relations, and sales promotion activities necessary to reach specifically targeted market segments. Prerequisite: MKT 300 and MKT 370.

MKT 473 Organization to Organization Marketing (3 cr.)


Assess marketing opportunities among organizations. Students develop strategies based on analysis of the organizational environment. Marketing mix strategies address the needs of large multi-national corporations, as well as relationships among smaller organizations. Prerequisites: MGT 315 and MKT 370.

MKT 474 Global Marketing (3 cr.)

Focuses on the global environment of business, including identification, analysis, and penetration of overseas markets. The cultural, economic, and legal influences on the development of international/global markets are examined. An integrated strategic approach is employed. All marketing activities of an organization--from procurement to R and D to advertising--are planned so that the maximum advantage is achieved from resources on a global basis. Prerequisites: MKT 300 and MGT 316.

MKT 478 Database Marketing (3 cr.)

Emphasizes the development of marketing programs utilizing computerized information systems that monitor and record the activities of customers. Included are the customizations of marketing communications for individuals by using database information and social media. The airline,



banking and grocery industries are studied for their use of database marketing. (Prerequisite: MKT300)

MKT 479 Marketing Research: Data for Decision-Making (3 cr.)

Provides opportunities for students to develop solutions for marketing information needs through problem solving. Emphasis is placed on actionable decision-making and the obtaining and analyzing of data. Prerequisites: MGT 370, MAT 201 and senior status.

MKT 490 Special Topics (1-3 cr.)

Investigates in-depth a topic of current interest in the marketing field. Course must be approved by the student advisor, the department chair and the Dean.

MKT 494 Internship (1-3 cr.) (See MGT 494)

MKT 499 Independent Study (1-3 cr.)

Provides an opportunity for a student to pursue a topic of study under the supervision of a designated faculty member, with monitoring by the department chair. Course must be approved by the student advisor, the department chair and the Dean. Prerequisite: Junior or Senior status.

MASS COMMUNICATIONS

MCM 200 Foundations of Mass Communications (3 cr.)

Provides a comprehensive survey of the mass media, including their histories, evolutions, economics, and impact on society. Prerequisites: ENG 101 and 102

MCM 204 Language Skills for Communicators (3 cr.)

Prepares students for professional work, with a focus on mastering the basics of the Associated Press style, grammar, punctuation and spelling. Prerequisite: None.

MCM 206 Social Media (3 cr.)

Gives students a broad approach to the history, theory, technology, impact and strategic uses of social media. Twitter, Facebook, blogs, podcasts, etc. are accessible technologies that enable anyone to create, edit, publish and access messages

intended for the smallest to the largest of audiences. The course will examine the strategic uses of social media for community building, civic and political participation, advertising, marketing, public relations and journalism. It provides hands-on experience with the most current technology. Prerequisite: None.

MCM 210 News Reporting (3 cr.)

Teaches research and critical thinking skills needed to gather and analyze information. The course also builds strong writing skills and proper language use for all forms of mass communications. It emphasizes language usage, grammar and the basics of the Associated Press style. Prerequisite: MCM 200.

MCM 212 Principles of Public Relations (3 cr.)

Introduces students to the practice of public relations. The entire scope of the field will be examined with emphasis on areas of specialization, media relations and simultaneous multi-public workings. Prerequisite: MCM 200.

MCM 245 Broadcast News Writing (3 cr.)


Teaches students the fundamentals of writing for radio and television news including, interviewing techniques and electronic news gatherings. Students will examine differences between writing for print and broadcast media. Practice in script writing and delivery is required. Student will also be introduced to nonlinear editing. Prerequisites: MCM 200 and MCM 210.

MCM 300 Research in Public Relations (3 cr.)

Introduces students to qualitative and quantitative research methods of applied, basic and evaluative research used in developing, managing and evaluating public relations campaigns and programs. Prerequisite: MCM 212.

MCM 302 Public Relations Writing & Production (3 cr.)

Gives students practical experience in developing written communication tools used in public relations. The student will learn how to prepare press releases, surveys, biographies, fact sheets, speeches, brochures, newsletters, press kit, etc. Prerequisite: MCM 212.

**MCM 304 Minorities and Mass Media (3 cr.)**

Studies and discusses the portrayals of minority social groups in mainstream media (news, television, social media and movies) and how it can and does shape societal opinions.

MCM 307 Media Ethics (3 cr.)

Analyzes the principles and process of ethical decision making for practitioners in both news and persuasive journalism. The course employs classical ethical theories, moral reasoning models and critical thinking skills to resolve ethical problems involving reporters, editors, broadcasters, and practitioners in advertising and public relations. Prerequisites: MCM 200 and MCM 210.

MCM 309 Radio Production (3 cr.)

Studies the history, law, ethics, theory and practical use of radio technology. Learns the operational procedures and practices in a modern radio broadcast studio and various aspects of radio production that includes: editing, announcing, producing studio-recordings, producing news or feature interview stories, pre-recorded newscasts, preparing content for radio programming, publishing content online, creating and maintaining audio streams, podcasts, and direct feed, creating content for a multimedia website, and producing ad spots and promotional posts.

MCM 324 Media and Crisis Communications (3 cr.)

Provides students with a fundamental understanding of crisis management, risk communication, media relations and public-opinion research techniques in multiple contexts. It introduces students to crisis management principles, strategies, tactics and communication methods. Students will learn how to predict, manage and control real-world controversies that they may confront as they pursue their careers. Prerequisites: MCM 212, MCM 300 and MCM 302.

MCM 326 Persuasion and Propaganda (3 cr.)

Studies persuasive communication as found in the media. The course analyzes the role of the mass media in the creation and use of public opinion and propaganda. It will emphasize the use and abuse of persuasive communication. Prerequisite: MCM 200.

MCM 328 Event Planning (3 cr.)

Teaches students how to organize and plan all aspects of business and social events, including food, location, décor, etc. Students will learn the basics of planning and coordinating various events along with how to promote and market each event. Prerequisite: None.

MCM 345 TV Production I (3 cr.)

Teaches practical aspects of television production; program planning, operation of cameras, lights, and audio components; control room discipline and simple direction. Knowledge of basic terms, work areas, and crew functions are emphasized. Prerequisites: MCM 245

MCM 400 Mass Communications Portfolio I (1 cr.)

Clarifies how successfully the student has learned principles and practices in the mass communications program at VUU and illustrates to potential employers the extent of the student's learning. Students will submit professional-quality portfolios of their work as a major requirement of the course. Prerequisite: Taken in senior year.

MCM 412 Communications Law (3 cr.)


Addresses mass media law in the United States from the adoption of the First Amendment to the most recent judicial opinions affecting print, broadcast, and Internet media. Students will examine libel elements, defenses, and damages. Other topics include appropriation, intrusion, prior restraint, and free press vs. fair trail arguments. Prerequisites: MCM 200, MCM 210 and Junior status.

MCM 414 TV Production II (3 cr.)

Builds on and strengthens the skills gained in MCM 345. Study and practical experiences in television production and programming are emphasized. Planning and videotaping of students' projects are required, including more advanced features of nonlinear editing. Prerequisite: MCM 345.

MCM 415 Internship (3 cr.)

Provides students opportunity to receive on-the-job training under the supervision of an instructor and the employer. Internships are available in newspapers, magazines, public relations, radio and



television. Regular meetings with the faculty Internship Coordinator and weekly written reports are required. Prerequisite: Departmental approval.

MCM 416 Public Relations Campaigns (3 cr.)

Instructs students in the strategic planning of a public relations campaign. Students will use practices of traditional PR methods as well as New Media methods in implementing strategic campaigns emphasizing a variety of cost-effective tactics. Prerequisites: MCM 212, MCM 300 and MCM 302.

MCM 424 International Communication (3 cr.)

Cross-cultural study of the role of communication in global co-existence at socio-economic and political levels. Prerequisite: Permission of the instructor.

MCM 490 Selected Topics (3 cr.)

Provides opportunities for students to study selected projects including newspaper publication, yearbook publication, and radio production.

MATHEMATICS

MAT 115 College Algebra (3 cr.)

Provides students with the necessary foundation for higher-level mathematics for science, business, mathematics, and interdisciplinary studies. Topics emphasized include real number system, polynomials, factoring, rational expressions, equations and inequalities, radicals, functions and their graphs including exponential and logarithmic, and systems of equations and inequalities.

MAT 121 Contemporary College Mathematics (3 cr.)

Designed for liberal arts and interdisciplinary studies majors. Topics Include set theory, logic, counting methods, probability, statistics, mathematics of finance and trigonometry. Additional topics may include fractal geometry, graph theory and/or voting and apportionment. Prerequisite: MAT 115, satisfactory mathematics placement test scores, or permission of Department Chair.

MAT 160 Pre-Calculus for Business Majors (3 cr.)

A study of algebra topics with a focus on business applications. Topics include graphing techniques, linear, quadratic, exponential and logarithmic functions, and systems of linear equations, matrices, linear programming, and introduction to probability. Prerequisite: Grade of 'C' or in MAT 115, satisfactory placement score, or permission of Department Chair.

MAT 170 Pre-Calculus (4 cr.)

Presents rational polynomials and functions, graphing higher order and nonlinear equations, exponential and logarithmic functions, applications in mathematical modeling, matrix mathematics, and an introduction to limits. Prerequisite: Grade of 'C' or better in MAT 115, satisfactory placement score, or permission of Department Chair.

MAT 175 Pre-Calculus with Trigonometry (4 cr.)

Instruction designed to presents rational polynomials and functions, graphing higher order and nonlinear equations, exponential and logarithmic functions, applications in mathematical modeling, trigonometric functions, identities and equations, applications of trigonometry, selected topics in sequences and series. Prerequisite: Grade of 'C' or better in MAT 115, satisfactory mathematics placement score or permission of Department Chair.


MAT 201 Elementary Statistics (3 cr.)

Instruction provided to students on summarizing data using graphical methods, measures of central tendency, dispersion, position, correlation, regression, data collection, elementary probability, and inferential statistics. Prerequisite: MAT 121 or higher.

MAT 210 Applied Calculus for Business (3 cr.)

Topics covered include techniques of differentiation and integration and applications that include marginal analysis, optimization, continuous compound interest, cost and revenue functions, and supply and demand equations. Prerequisite: Grade of 'C' or better in MAT 160, satisfactory placement score or permission of Department Chair.

MAT 214 Analytical Geometry and Calculus I (4 cr.)



The first in a sequence of courses designed to acquaint students with calculus and analytical geometry. Topics emphasized include limits, continuity, derivatives, definite integrals, anti-derivatives, and applications of differentiation and integration. Prerequisite: MAT 175, satisfactory placement score, or permission of Department Chair.

MAT 216 Analytic Geometry and Calculus II (4 cr.)

A continuation of MAT 214. Topics emphasized include exponential, logarithmic and inverse trigonometric functions, techniques of integration, indeterminate forms, improper integrals, parametric equations, polar coordinates, infinite sequences and infinite series. Prerequisite: MAT 214.

MAT 301 Modern Geometry (3 cr.)

Offered in alternative years. Axiomatic systems, methods of proofs, Euclidean and non-Euclidean geometries. Prerequisite: MAT 216 or permission of Department Chair.

MAT 304 Linear Algebra (3 cr.)

A study of systems of linear equations, matrices, vector spaces, linear independence, spanning, basis, dimension, determinants, Eigen values, Eigenvectors, linear transformations and applications. Prerequisite: MAT 214.

MAT 306 Modern Algebraic Theories I (3 cr.)

A study of sets, binary operations, groups, subgroups, homomorphisms, isomorphisms, permutations, cosets, normal subgroups, rings and fields. Prerequisite: MAT 216.

MAT 307 Modern Algebraic Theories II (3 cr.)

A continuation of MAT 306. Topics emphasized include integral domains, ideals, polynomials, polynomials rings, the Division Algorithm, subfields, field extensions, and Kronecker's Theorem. Prerequisite: MAT 306.

MAT 315 Discrete Mathematics (3 cr.)

A study of selected topics including discrete probability, functions, recursion, logic, proof construction techniques, algorithms and complexity theory, graph theory, set theory and Boolean algebra. Prerequisite: MAT 214.

MAT 322 Multivariable Calculus (4 cr.)

A first course in calculus of multiple-dimensional spaces. Topics include two, three, and n -dimensional geometry, vectors, scalars and their related properties, space curves, vector-valued functions, functions of several variables, limits, continuity, derivatives, differentials, integrals, multiple integrals, line integrals, independence of path, closed contours, and Green's Theorem. Prerequisite: MAT 216.

MAT 331 Probability and Statistics I (3 cr.)

An introduction to probability theory including probability density functions, discrete and continuous random variables, combinatorics, special probability distributions, moment generating functions, the laws of large numbers and the central limit theorem. Prerequisite: MAT 216. Offered in alternate years during the fall semester.

MAT 332 Probability and Statistics II (3 cr.)

Sampling, distribution estimations, mathematical expectations, normal, Poisson and related distributions, regression and correlation, hypothesis testing and analysis of variance. Prerequisite: MAT 331.

MAT 327 Differential Equations (3 cr.)


A study of solutions of ordinary differential equations with modeling applications. Topics include first order differential equations, second and higher order differential equations, Laplace transform methods, series and numerical solutions to differential equations. Prerequisite: MAT 216.

MAT 420 Vector Analysis (3 cr.)

A continuation of MAT 322. Topics emphasized include scalar and vector fields, gradient, divergence, curl, line integrals, surface integrals, Green's theorem, Divergence Theorem, Stokes theorem, general orthogonal curvilinear coordinates and applications. Prerequisite: MAT 322. Offered in alternative years.

MAT 428 Advanced Calculus I (3 cr.)

Rigorous study of calculus concepts. Topics include structure of the real number system, monotone and Cauchy sequences, continuity, uniform continuity; differentiation and the mean value theorem.



Prerequisite: MAT 322. Offered only during the fall semester.

MAT 429 Advanced Calculus II (3 cr.)

A continuation of MAT 428. Topics to be covered include: Infinite series, limits and uniform convergence, line and surface integrals. Prerequisite: MAT 428.

MAT 441 Complex Variables I (3 cr.)

A study of the algebra and geometry of complex numbers, analytic functions, elementary functions, contour integrals and applications. Prerequisite: MAT 216. Offered in alternate years during the fall semester.

MAT 442 Complex Variables II (3 cr.)

A continuation of MAT 441. Topics include series representation of analytic functions, residue theory, and conformal mappings, transform methods and applications. Offered in alternate years during the spring semester. Prerequisite: MAT 441.

MAT 450 Numerical Analysis (3 cr.)

Knowledge of a programming language or mathematical software package recommended. Topics covered: computational solutions (algorithm design, error analysis, and convergence), finding roots (equations, linear and non-linear systems), and methods of eigenvalues. Prerequisite: MAT 304.

MAT 455 Numerical Solutions of ODEs (3 cr.)

Introduction to theory of ordinary differential equations; existence and uniqueness and extendibility of solutions (continuous dependency of solutions on initial conditions); stability and linearization; Lyapunov theory of stability ; invariance theorem; applications; finite difference methods for linear/non-linear systems. Prerequisite: MAT 428 and MAT 429 or permission of instructor.

MAT 460 Introduction to PDEs (3 cr.)

The basic partial differential equations: parabolic (such as heat equation), hyperbolic (wave equation) and elliptic (steady-state) are studied. Solution methods such as separation of variables, integral transforms will be used. Practical problems and applications are emphasized. Prerequisite: MAT 327.

MAT 465 Numerical Solutions of PDEs (3 cr.)

Classification of partial differential equations, initial and boundary value problems, well-posed ness; first order equations and method of characteristics; wave equations in higher dimensions; heat equation, transform methods, maximum principle, energy methods, Laplace's equation, Dirichlet problem for the disc; survey of non-linear equations. Prerequisite: MAT 455 or permission of the instructor.

MAT 481 Independent Study (3 cr.)

The student researches a paper chosen by the instructor and presents an oral report. The research is guided by a faculty member. The student also takes the Mathematics Department Assessment Exam. Prerequisite: Permission of Department Chair.

MAT 490 Topics Course in Advanced Mathematics (3 cr.)

The delivery varies from term to term but topics can be selected from: tensor analysis, special functions, dynamical systems, fractals, Fourier analysis, wavelets, topology, differential geometry, integral equations and asymptotic/perturbation methods, or contemporary mathematics topic selected by a faculty. Prerequisite: MAT 322 + GPA of 3.0 or above + permission of Department Chair.

MAT 499 Senior Research (2-4 cr.)

Selected topics and in-depth study in a specific area of mathematics is carried out under the supervision of a faculty member.


MAT 500 Cooperative Education (3 cr.)

Provides students the opportunity to use their skills on problems arising in industry and other real world settings. Prerequisite: Junior or Senior status + cumulative GPA of 3.0 or above + recommendation of Department Chair.

MILITARY SCIENCE

MSC 101 - Military Science and Leadership: Introduction to the Army (1 cr.)

Introduces students to fundamental components of service as an officer in the U.S. Army. Forms building blocks of progressive lessons in values,



fitness, leadership and officership. Also addresses "life skills" including communications theory and practice (written and oral) and interpersonal relationships.

MSC 102 - Military Science and Leadership: Foundations of Agile and Adaptive Leadership (1 cr.)

Introduces students to "life skills" of problem solving, decision making and leadership. Designed to help students be more effective as leaders, both immediately on campus and in the long term in either military or civilian life. Introduces students to fundamental officer skills such as map reading, land navigation, tactics and leadership values/actions. Using these basic skills, students will build a rudimentary understanding of the core competencies necessary to become an Army officer and leader.

MSC 201 Military Science and Leadership: Leadership and Decision Making (2 cr.)

Explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army leadership framework. Aspects of personal motivation and team building are practiced by planning, executing and assessing team exercises, and by participating in leadership labs. The course continues to develop knowledge of leadership values and attributes through understanding Army rank, structure and duties as well as broadening knowledge of land navigation and squad tactics. Case studies provide a tangible context for learning the Soldiers Creed and Warrior Ethos as they apply in the contemporary operating environment.

Prerequisites: MSC 101 or permission of advisor.

MSC 202 Military Science and Leadership: Army Doctrine and Team Development (2 cr.)

Examines the challenges of leading tactical teams in the complex contemporary operating environment (COE). Highlights dimensions of terrain analysis, patrolling and operation orders. Continued study of the theoretical basis of the Army leadership framework explores the dynamics of adaptive leadership in the context of military operations. Cadets develop greater self-awareness as they assess their own leadership styles and practice

communication and team-building skills. COE case studies give insight into the importance and practice of teamwork and tactics in real-world scenarios. Prerequisite: MSC 201 or permission of advisor.

MSC 301 Military Science and Leadership: Training Management and the Warfighting (3 cr.)

Challenges cadets to study, practice and evaluate adaptive team leadership skills as they are presented with the demands of the ROTC Leader Development and Assessment Course. Challenging scenarios related to small unit tactical operations are used to develop self-awareness and critical thinking skills. Cadets receive systematic and specific feedback on leadership abilities. Prerequisites: MSC 101, 102, 201 and 202 (or MSC 203), permission of advisor and military service obligation.

MSC 302 Military Science and Leadership: Applied Leadership in Small Unit Operations (3 cr.)

Provides instruction and case studies that build upon leadership competencies and military skills attained in MILS 301 in preparation for future responsibilities as Army officers. Specific instruction is given in individual leader development, planning and execution of small unit operations, individual and team development, and the Army as a career choice. Prerequisite: MSC 301 or permission of advisor.

MSC 401 Military Science and Leadership: The Army Officer (3 cr.)

Develops student proficiency in planning, executing and assessing complex operations, functioning as a member of a staff, and providing performance feedback to subordinates. Cadets are given situational opportunities to assess risk, make ethical decisions and lead fellow ROTC cadets. Lessons on military justice and personnel processes prepare cadets to make the transition to becoming Army officers. MS IV (senior) cadets lead lower-level cadets. Both classroom and battalion leadership experiences are designed to prepare MS IV cadets for their first unit of assignment. Cadets identify responsibilities of key staff, coordinate staff roles and use battalion operations situations to teach, train and develop subordinates. Prerequisite: MSC 302 or permission of advisor.



MSC 402 Military Science and Leadership: Company Grade Leadership (3 cr.)

Explores the dynamics of leading in the complex situations of current military operations in the contemporary operating environment. Cadets examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. Cadets also explore aspects of interacting with nongovernment organizations, civilians on the battlefield and host nation support. Course places significant emphasis on preparing cadets for Basic Officer Leadership courses and their first unit of assignment. Utilizes case studies, scenarios and "What now, Lieutenant?" exercises to prepare cadets to face the complex ethical and practical demands of leading as a commissioned officer in the U.S. Army. Prerequisites: MSC 301, 302 and 401, or permission of advisor.

MUSIC

MUSICAL ENSEMBLES: MUS 101X, MUS 101Y AND MUS 101Z

MUS 101X College Choirs (1 cr. each semester – total 8)

Preparation of major works from choral literature for performing at services, campus concerts off-campus concerts, and special occasions. Required for all vocal majors and open to all qualified college students.

MUS 101Y University Concert, Marching and Pep Bands (1 cr. each semester)

Provides instruction for the marching band, pep band, and the concert band. All three ensembles stress the art of ensemble performance, rehearsal techniques, and the study of repertoire representing the literature from the appropriate periods in music history. Required for all instrumental majors and is open to all college students.

MUS 101Z Community Instrumental Orchestra (1 cr. each semester – total 8)

Music ensemble providing instruction/performance of orchestral music form all periods.

MUS 102 Basic Music Skills I (1 cr.)

Designed for prospective music majors who lack the necessary written and performance skills to enter Music 111-112. Placement examination scores determine whether the student enrolls in this course or in MUS 111-112. No credit toward graduation requirements for BFA-MUS majors.

MUS 103 Basic Music Skills II (1 cr.)

A continuation of Music 101 that prepares students for MUS 111-112. Designed to assist students in removing deficiencies detected in the placement test. Prerequisite: Music 101 or demonstrated proficiency. No credit toward graduation requirements for BFA-MUS majors.

MUS 105-106 Applied Instrumental (1 cr. each semester – total 2)

Provides progressive instruction in the student's instrument of choice, leading to mastery in technique and performance.

MUS 111-112 Basic Music Theory I & II (1 cr. each semester – total 2)

Emphasizes melody, functional harmony, and rhythm, including analysis of music examples and written exercises embodying principles of common practice. Prerequisite: Placement by entrance examination. MUS 111 is offered every fall, MUS 112 is offered every spring semester.

MUS 121-122 Ear Training and Sight Singing I & II (1 cr. each semester – total 2)

Incorporates ear training, sight singing, dictation, and keyboard harmony, related to the theoretical concepts learned in MUS 111/112. MUS 121 is offered every fall, MUS 122 every spring semester.


MUS 201 Music Literature I (2 cr.)

A study of major composers, works, and styles of Western music, emphasizing Ancient through Baroque music and classical through 20th-century music.

MUS 202 Music Literature II (2 cr.)

A study of major composers, works, and styles of Western music, emphasizing Baroque through present.

MUS 205-206 Applied Instrument (1 cr. each semester – total 2 cr.)



Provides progressive instruction in the student's instrument of choice, leading to mastery in technique and performance.

MUS 211 Basic Music Theory III (2 cr.)A continuation of Music 111-112, introducing chromatic procedures. Prerequisite: MUS 112. Offered each fall semester.

MUS 212 Basic Music Theory IV (2 cr.)
A continuation of Music 211, with greater emphasis on form, analysis, 20th century techniques, and creative writing. Prerequisite: MUS 211. Offered each spring semester.

MUS 221-222 Ear Training and Sight singing III and IV (1 cr. each – total 2)
A continuation of MUS 121-122, with increased emphasis on chromaticism and 20th century techniques. Prerequisite: MUS 122. MUS 221 offered every fall; 222 every spring semester.

MUS 301 Music History I (2 cr.)
A survey of Western music from the ancient Greeks through the Baroque era, covering both major and lesser composers, works, and theoretical concepts. Prerequisite: MUS 201 and 202. Courses may be taken in direct or reverse order. MUS 301 is offered every fall semester.

MUS 302 Music History II (2 cr.)
A survey of Western music from the Baroque ear through the present, covering both major and lesser composers, works, and theoretical concepts. Prerequisite: MUS 201 and 202. Courses may be taken in direct or reverse order. MUS 302 is offered every spring semester.

MUS 303 Piano Accompanying (2 cr.)
Required of piano and organ majors or concentrations; principles of accompanying soloists or chorus; studio and rehearsal experience; accompanying on student recitals (both semesters). Offered on demand.

MUS 304 Vocal Diction (1 cr.)
This course will introduce students to the IPA (International Phonetic Alphabet) and the rules for usage. Students will practice drills, reading and IPA translation in Italian, English, German, and

French, and apply these skills to song and opera texts.

MUS 305-306 Applied Instrument (1 cr. each semester – total 2)
Provides progressive instruction in the student's instrument of choice, leading to mastery in technique and performance.

MUS 309 Computers in Music (3 cr.)
Designed to introduce the student to computer skills and terminology used in music composition and arrangement.

MUS 312 Form and Analysis (2 cr.)
Exploration of formal procedures in examples from the 18th through the 20th centuries, including sectional, variational, developmental, and through-composed works, to be examined with respect to form, tonality, and texture. Prerequisite: MUS 212. Offered alternate spring semesters.

MUS 313 Instrumental Survey (3 cr.)
A survey of woodwinds, string, and percussion instruments, including fundamentals, techniques, and performance of each.

MUS 321 History of African American Music and Musicians (3 Cr.)
An historical survey of music by African Americans from 1619 to the present (Work Songs, Sorrow Songs, Blues, Gospel, Jazz, Classical, Avant-Grade, Electronic). Offered alternate spring semesters.

MUS 333 Jazz History and Literature (3 cr.)
The study of jazz as American art music, African folk idioms through Negro spirituals, ragtime, and blues, continuing with swing, bebop, cool jazz, third stream, avant garde, and the popular jazz-fusion style. Each period is demonstrated by including major works, composers, and performance practices. Offered alternate spring semesters.

MUS 371 Marching Band Techniques (2 cr.)
Attention is given to all areas of a marching band program, including drill design, band arranging, instrument maintenance and repair, auxiliary groups, budget, and inventory. Offered alternate fall semesters.

MUS 405-406 Applied Instrument (1 cr. each semester – total 2)

Provides progressive instruction in the student's instrument of choice, leading to mastery in technique and performance.

MUS 410 Orchestration and Choral Arranging (3 cr.)

A practical exploration of the instruments of the symphony orchestra, separately and in combination, incorporating exercises in transcribing existing music and/or composing new music for orchestra. A similar exploration of the possibilities of scoring for chorus. Prerequisite: MUS 212. Offered alternate fall semesters.

MUS 420 Conducting (3 cr.)

The study of conducting orchestra, symphonic band, concert band, and other instrumental ensembles, as well as conducting large and small choral ensembles. Attention is given to basic and advanced techniques. Prerequisite: MUS 211. Offered alternate spring semesters.

MUS 425 Internship (3 cr.)

This course provides the opportunity for the student to obtain supervised work experience in the major at an off-campus site selected and approved by the Departmental Chairperson.

MUS 479 Current Topics in Music (3 cr.)

A course designed to offer a scholarly approach to issues of music in research, education, business, religion, or world cultures. Topics are selected by musicology faculty. Prerequisite: MUS 302. Offered on demand.

MUS 480 Music of the Black Church (2 cr.)

Historical and musical background of church music in the Afro-American community. A look at general characteristics regarding form, content, and historical significance. Offered on demand.

MUSIC COMPOSITION

COM 101-102, COM 201-202, COM 301-302 Composition (1 cr. each)

A sequence in original composition for students not working toward a major in composition, beginning

with small forms and progressing through sectional, variational, and multi-movement forms. For those students concentrating in Commercial Music/Jazz Studies, the course can be adapted to include jazz idioms. Prerequisite: MUS 112 with grade of 'C' or better. (One-Hour Sequence.)

COM 401-402 Composition (1 cr. each)

A sequence in original composition leading to a major in composition, beginning with small forms and progressing through sectional, variational, and multimovement forms, culminating in a senior project or recital (taken separately as MUS 498). Prerequisites: MUS 112 and 122 with grades of 'B' or better. (One-Hour Sequence.)

NATURAL SCIENCE

NSC 260 Introduction to Environmental Science (4 cr.)


Explores and examines the multifaceted impact of physical and biological factors that currently threaten our environment on a global scale. Particular emphasis is placed on issues that are of primary concern to people of low socio-economic status. This course may fulfill the science requirement for non-science majors, while serving as an introductory environmental science elective for science majors. Three hours lecture and three hours laboratory weekly. No prerequisite. Open to all majors.

NSC 290 African American Perspectives in Science (3 cr.)

Through lectures, research, class discussions, group projects, and other activities, students will explore the contributions African Americans have made to the development of this country in the broad areas of science, technology, medicine and invention. The course begins in the year 1619 and continues through 1999. The changing socio-political economic climate of the period will also be discussed. Three hours lecture weekly. No prerequisite. Open to all majors.

NSC 300 Research Integrity (1 cr.)

Engages student research trainees in reading, considering, and discussing the responsible conduct in science. Contemporary issues including, but not limited to, scientific record keeping, data ownership, conflict of interest, collaborative



research, use of humans/animals in scientific research, and reporting of scientific misconduct are examined. The content, therefore, is designed to meet current federal regulations, which require NIH training grants to provide training in the responsible conduct of research. Mandatory for all research trainees. On hour lecture weekly. Offered spring semester of alternate years. No prerequisite.

NSC 301 Honors Seminar (0 cr.)

A forum for student research trainees and faculty to present their research findings. Presentations are also given by former trainees and eminent scientists from a variety of science disciplines. Trainees submit a written summary of each presentation. Meets one hour weekly. Offered fall and spring. No prerequisite.

NSC 311 Introduction to Biomedical Research (3 cr.)

Designed to introduce students to techniques and instrumentation used in biomedical research. Lectures on experimental procedures and instruments are followed by hands-on experiences in the laboratory. Meets three hours weekly. Prerequisites: BIO 112, CHE 102.

NSC 320 Biological Chemistry (4 cr.)

A study of the physical and chemical properties of the molecular components of the cell. Through lectures and laboratory, students develop an understanding of cellular structures, their biosynthesis and activities at the molecular level. Special consideration is given to the central roles of nucleic acids and proteins. This course may serve as an elective for science majors. Three hours lecture and three hours laboratory weekly. Prerequisites: BIO 112 and CHE 211.

NSC 330 Molecular Biology (4 cr.)

Integrates biochemistry, microbiology, and traditional biology in the discussion of basic molecular processes and genetic phenomena in both prokaryotic and eukaryotic systems. The nature and role of recombinant DNA technology in examining gene expressions, and in biotechnological applications such as crop biotechnology, bioremediation, and gene therapy are discussed. Laboratory exercises provide hands-on experiences that promote an understanding of selected techniques. This course may serve as an elective for

science majors. Three hours lecture and three hours laboratory weekly. Prerequisites: BIO 213 and CHE 211 or NSC 320.

NSC 412 Honors Research and Thesis (4 cr.)


Student trainees conduct year-long original biomedical research that culminates in a written thesis and oral presentations. Each research trainee is assigned a research advisor from among the participating faculty at VUU, the Medical College of Virginia Commonwealth University or the University of Richmond.

NOBLE NINE LEADERSHIP SEMINAR SERIES

NNL 101. Noble Nine Leadership Seminar 101 is designed for first year students to develop a Personal Education Plan and begin critical analysis of themselves, their purpose and passion, and their career goals. The University's Noble Nine Achievements will be introduced. Students will explore personal and professional leadership development and spiritual formation. This course may be offered in a 4-week, 8-week, or 16-week format; and may be offered with campus-based or virtual delivery. (1 credit)

NNL 102. Noble Nine Leadership Seminar 102 is designed for second semester students to expand their Personal Education Plan, confirm their major selection, and continue critical self-reflection. In NNL 102 students will reinforce their understanding of the Noble Nine Achievements and complete the first course in leadership development. The value of finding a professional mentor will be introduced. Students will begin the transition of their Personal Education Plan to their academic department. This course may be offered in a 4-week, 8-week, or 16-week format; and may be offered with campus-based or virtual delivery. NNL 101 is a prerequisite. (1 credit)

NNL 201. Noble Nine Leadership Seminar 201 is for second year students to specify their Personal Education Plan to include consideration of service learning, study-away options, and mentorships. The Noble Nine Achievements will be reinforced.



Students will explore personal and professional leadership development and begin to critically evaluate their academic progress, spiritual formation, and plans to finance their education. This course may be offered in a 4-week, 8-week, or 16-week format; and may be offered with campus-based or virtual delivery. NNL 101 and 102 are prerequisites. (1 credit)

NNL 202. Noble Nine Leadership Seminar 202 is an extension of NNL 201 and will expand the Personal Education Plan in the context of the student's academic department with a department PEP Coach. The Noble Nine Achievements will be reinforced, and leadership development will be emphasized. Students will continue critical evaluation of academic progress and spiritual formation. NNL 101, 102, and 201 are prerequisites. This course may be offered in a 4-week, 8-week, or 16-week format; and may be offered with campus-based or virtual delivery. (1 credit)

NNL 301. Noble Nine Leadership Seminar 301 is for third year students preparing for graduation and for the next steps in career development. Students will reinforce the Noble Nine Achievements by engaging in leadership development, service-learning and/or study-away opportunities, seek a professional mentor, and continue to critically evaluate spiritual formation. Students will collaborate with a PEP Coach to critically evaluate academic progress and expand the Personal Education Plan accordingly. This course may be offered in a 4-week, 8-week, or 16-week format; and may be offered with campus-based or virtual delivery. NNL 101, 102, 201, and 202 are prerequisites. (1 credit)

NNL 302. Noble Nine Leadership Seminar 302 is for third year students and is an extension of NNL 301. Students will have opportunities for additional leadership development. Students will collaborate with a PEP Coach to specify in the Personal Education Plan options for job or graduate school placement. Students will continue to critically reflect on academic progress, plans for financing education, and spiritual formation. Additional

opportunities for service-learning or professional mentors will be explored, if needed. This course may be offered in a 4-week, 8-week, or 16-week format; and may be offered with campus-based or virtual delivery. NNL 101, 102, 201, 202, and 301 are prerequisites. (1 credit)


NNL 401. Noble Nine Leadership Seminar 401 is for fourth year students preparing to graduate. Students will continue leadership development. The Personal Education Plan will be revised with the Department PEP Coach to specify actual plans for job search and placement, and/or graduate school application and placement. Students will begin to critically evaluate their academic progress and journey, including the efficacy of mentors and service-learning for academic progress. Specific plans will be established with the PEP Coach to ensure the student is eligible to graduate and is able to finance the remaining courses for graduation. Students will begin to reflect on each of the Noble Nine Achievements. This course may be offered in a 4-week, 8-week, or 16-week format; and may be offered with campus-based or virtual delivery. NNL 101, 102, 201, 202, 301, and 302 are prerequisites. (1 credit)

NNL 402. Noble Nine Leadership Seminar 402 is the final course in the series. Students will collaborate with a PEP Coach to confirm eligibility for graduation and complete the Personal Education Plan. Options for job and/or graduate school placement will be identified. Students will critically reflect on leadership self-efficacy, spiritual formation, academic progress, and overall success as a student. This course may be offered in a 4-week, 8-week, or 16-week format; and may be offered with campus-based or virtual delivery. NNL 101, 102, 201, 202, 301, 302, and 401 are prerequisites. (1 credit)

ORGAN

ORG 100 Organ (1 cr.)

Designed for those with no previous formal organ training and without adequate piano background. Strengthening of basic keyboard facility and general musicianship, emphasizing reading, rhythms, and



hand coordination. Concentration on two-part manual pieces, pedal exercises, and the introduction of hands and feet playing together. (One-Hour Sequence)

ORG 101-102 Organ (1 cr. each)

Development of pedal and keyboard techniques and coordination through the Peeters and Gleason organ methods, the chorale preludes of Dupre, J. C. Bach, Pepping, Walcha, Pachelbel and Telemann, easy trios, Bach's (Krebs) Eight Little Preludes and Fugues, and other similar pieces. In addition, Music Majors will study selections from the Orgelbuchlein. (One-Hour Sequence)

ORG 201-202 Organ (One-Hour Sequence) (1 cr. each)

Introduction to hymn playing and to French Classical literature and performance practices through the works of Couperin, Corrette, Clerambault, and Daquin. Music majors study Baroque preludes and fugues chosen from Buxtehude, Bruhns, Lubeck, and the larger works of Bach while Music Education majors continue with Eight Little Preludes and Fugues and begin in the Orgelbuchlein. Prerequisite: ORG 101-102. (One-Hour Sequence)

ORG 301-302 Organ (1 cr. each)

Emphasizes 19th and 20th century literature, including the music of Brahms, Vierne, Franck, Langlais, Mendelssohn, Messiaen, and contemporary American composers. Music majors study a major work of Bach and his larger choral preludes. Music Education majors may substitute prelude and fugues of Buxtehude, Bruhns, or Lubeck or a slow movement from a trio sonata while continuing study in the Orgelbuchlein. Music majors are expected to share a recital with one other performer. Prerequisite: ORG 201-202. (One-Hour Sequence)

ORG 401-402 Organ (1 cr. each)

Prepares students for the Senior Recital; includes a large Baroque prelude and fugue and selections representing at least three other styles and periods in order to demonstrate a general knowledge of the instrument and its literature. Prerequisite: ORG 301-302; Junior Recital. (One-Hour Sequence.)

ORG 405-406 Organ (2 cr.)

A two-semester sequence leading to the Senior Recital, taken separately as MUS 498. Instruction emphasizes advanced technical work and literature for the culminating recital. Prerequisite: ORG 306. Two-hour Sequence (Performance Major).

PHILOSOPHY

PHI 211 Logic (3 cr.)

This course will introduce students to the art of critical thinking. Toward this end, students will develop the ability to analyze and evaluate arguments. Course explorations will aid students in developing basic critical thinking skills which will include the ability to: recognize arguments, identify crucial issues, evaluate for credibility, and identify fallacies. It also examines the nature of, and assumptions underlying, scientific inquiry.

PHI 212 History of Philosophy (Ancient) (3 cr.)

This course explores ancient Greek philosophical texts as a means of understanding the ways in which certain aspects of Greek philosophical thought remain relevant in the present age. Students focus primarily on Platonic dialogues and Aristotelian texts as a means of examining the nature of virtue, friendship, political obligation, and their relationship to one's ability to live the "good life."

PHI 213 Modern Philosophy (3 cr.)

This course is a survey of philosophy and philosophers from the "Modern" period of western philosophy, which is roughly from 1600 through 1800. Particular focus is Rene Descartes and the philosophical responses to his work in both the rationalist and empiricist traditions. Topics include (but are not limited to) skepticism, the existence and nature of God, free will, and ethics.

PHI 314 American Philosophy (3 cr.)

This course covers the different areas of American Philosophy that have influenced the development of American society and philosophical thought. Specific topics include the role of Calvinist thought in colonial America, the Pragmatism of Peirce and James, and developments in African-American Philosophy from the nineteenth century through today.

PHI 316 Contemporary Trends in Philosophy (3 cr.)

This course covers contemporary philosophical theories, as well as current political, cultural, and social issues. Specific topics include the nature of the mind, recent questions about free will, and the political thought of John Rawls and Robert Nozick.

PHI 430 Philosophy of Religion (3 cr.)

This course explores the philosophical exploration of the question of God. Among the issues explored are: Arguments concerning God's existence, the existence and nature of God, the ethics and commitments that arise based on beliefs, doubt, and faith; as well as what constitutes faith, and philosophical responses to crises of faith, with a particular focus on Blaise Pascal. Students will develop an awareness of philosophical methods and their application to questions concerning God.

PHI 490 Special Topics in Philosophy (The following courses are taught under the rubric of Special Topics in Philosophy)

---Ethics (3 cr.)

This course provides a historical introduction to Western ethical thought. It explores classical and contemporary conceptions of ethics in an effort to define "ethics" in general. Students will gain a basic understanding of major ethical theories in the Western philosophical tradition and understand how these theories relate to their contemporary experiences.

---Introductory Philosophy (3 cr.)

This course provides a historical introduction to Western Philosophical thought. Students will gain an introductory understanding of the history of western philosophy, methods of philosophical argumentation, and become aware of how course theories relate to their contemporary experiences.

---Philosophy and Ethics in Politics and Society (3 cr.)

This course explores the issues involved with determining what life worth living and how what one values affects political and social concerns. Students will develop a basic understanding of classical and contemporary political philosophy. They will have a basic understanding of how it

relates to ethical theories and how such theories enable them to make determinations about what is good for society, individuals and/or groups.

PHYSICAL EDUCATION

PED 101 Fundamentals of Physical Education (1cr.)

Rules, techniques and fundamental skills needed for participation in sports and games appropriate for various seasons.

PHYSICS

PHY 101 Introduction to Physical Science formerly offered as SCI 151 (4cr.)

A study of the concepts of mechanics, and heat and sound. Emphasis is placed on building concepts, grasping principles, and learning how concepts can be quantitatively measured and calculated. Three hours lectures, two hours laboratory weekly. Designed for non-science majors. Prerequisite MAT 111 or higher (may be taken concurrently).

PHY 201 Special Topics in Physics & Engineering (4cr.)


A non-calculus based course of General Physics designed for STEM majors covering possible topics related to electricity, magnetism, optics, modern and nuclear physics, condensed matter physics, astronomy and others. Emphasis will be given on application, hands on activities and projects related to physics/engineering. Three hours lectures, two hours laboratory weekly. Prerequisite: PHY 101 and MAT 175 (may be taken concurrently) or permission of the instructor.

PHY 221-222 College Physics (4 cr. each semester)

A non-calculus based course of General Physics for biology majors, covering mechanics, heat, sound, electricity and magnetism, and elements of atomic and nuclear physics. Three hours lecture and three hours laboratory weekly. Prerequisite: MAT 160.

PHY 251-252 University Physics (4 cr. each semester)

A calculus-based course of classical physics with elements of modern physics for mathematics and science majors. It covers mechanics, acoustics, thermodynamics, kinetic theory of gases,



electrodynamics, atomic and nuclear physics. Three 121 hours lecture and three hours laboratory weekly. Prerequisite: MAT 214 (may be taken concurrently).

PHY 305 Modern Physics (3 cr.)

Foundation of modern physics, including theory of relativity, quantization of matter and energy, introduction to quantum mechanics and its application to the explanation of properties of atoms, nuclei, and crystals. Three hours lecture. Prerequisites: PHY 222 or 252, MAT 216.

PHY 315 Mechanics (3 cr.)

Systematic presentation of elements of classical mechanics, including dynamics of particles and rigid bodies, introduction to moving coordinate systems and Lagrange's and Hamilton ion method. Prerequisites: PHY 251, MAT 214. Three hours lecture weekly.

PHY 320 Electricity and Magnetism. (3 cr.)

A study of Maxwell's equations and their application to topics in electrostatics and electrodynamics, including electromagnetic waves in vacuum and solid medium. Prerequisites: PHY 252 or 222, MAT 216. Three hours lecture weekly.

PHY 325 Electronics (3 cr.)

An introduction of basic electronics and instrumentation for Electrical Engineers and Physics majors. This lab/lecture course includes study of AC and DC circuits, diodes, rectifiers, transistors and operational amplifiers. Prerequisites: PHY 252 or 222. Two hours lecture and three hours laboratory weekly.

PHY 330 Thermodynamics (3 cr.)

Fundamental concepts of thermodynamics include temperature, entropy, internal energy, thermodynamic potential, laws of thermodynamics and their consequences, thermodynamics of irreversible processes. Prerequisite: PHY 252, MAT 322.

PHY 340 Optics (3 cr.)

This course provides a solid introduction to both classical and modern optics from lenses to lasers. The students will learn about Geometric Optics, Interference, Diffraction, Light polarization,

Coherence, Maxwell theory, Modes and Mode Propagation, Blackbody Radiation, Atomic Emission and Lasers, Optical Constants, Fourier Transformation and FT-Spectrometer, Imaging Using Wave Theory. Prerequisites: PHY 252 and MAT 322.

PHY 401 Mathematical Methods in Physics I (3 cr.)

Vector Analysis, Tensor Analysis, Matrix Algebra, Sequences and Series, Functions of a Complex variable, Differential Forms, Fourier series, Fourier Transform, and Laplace Transform. Prerequisite: MAT 322.

PHY 402 Mathematical Methods in Physics II (3 cr.) Partial Differential Equations, Special Functions, Green's Functions, Integral Equations, Introduction to Dynamical Systems, Variational Methods. Prerequisite: PHY401.

PHY 405 Quantum Mechanics (3 cr.)

Introduction to quantum formalism, Schrodinger equation for a variety of potentials, simple harmonic oscillator, angular momentum, the hydrogen atom and application to nuclear physics. Prerequisites: PHY 305, MAT 322. Three hours lecture weekly.

PHY 411-412 Advanced Laboratory I and II (2 cr.)

A variety of experiments in diverse areas of Modern and classical physics, emphasizing independent work. These experiments develop the fundamental skill needed for a physicist and engineer. Prerequisites: PHY 222 or PHY 252. Four hours laboratory weekly.

PHY 481-482 Research in Physics (2 - 4 cr.)

Individual research and scholarly investigation under the supervision of a physics faculty. A written report and oral presentation are required after the completion of the course. Prerequisite: permission of the department. Four to eight hours weekly.

PHY 491-492 Physics and Engineering Seminar (1 cr.)

A required seminar course for junior and senior pre-engineering and physics majors. Each student presents an oral and written presentation on a topic in physics or engineering in his or her senior year.



PIANO

PIA 100 Piano (1 cr.)

Designed for students with no previous piano study. Instruction provided with reading and understanding of musical notation and counting simple rhythms before the playing of easy piano pieces for two hands. (One-Hour Sequence)

PIA 101-102 Piano (1 cr. each)

Instruction is provided on the development of keyboard skills through the use of scales, arpeggios, and functional exercises. Emphasis is placed on representative 17th and 18th century works by such composers as D. Scarlatti, Couperin, and a cross section J. S. Bach's keyboard works, sight reading, harmonizing simple melodies with chord symbols, and scale and chord construction. (One-Hour Sequence)

PIA 201-202 Piano (1 cr. each)

A study of intermediate piano literature comparable to the sonatinas by Clementi and Kuhlau. Emphasis is placed on the works of 19th century composers such as Schubert, Chopin, Schumann (Album for the Young), Liszt, and Brahms. Prerequisite: PIA 101-102. (One-Hour Sequence)

PIA 301-302 Piano (1 cr. each)

Prepares students for Junior Recital. Students are expected to be familiar with representative Classical and Romantic works including Debussy and Raveland and the sonatas of Beethoven, Mozart, and Hadyn. Prerequisite: PIA 201-202. (One-Hour Sequence)

PIA 401-402 Piano (1 cr. each)

Prepares students for the Senior Recital. Representative pieces by 20th century figures such as Bartok, Prokofiev, Dello Joio, and Hindemith are examined. Prerequisite: PIA 301-302, Junior Recital. (One-Hour Sequence)

POLITICAL SCIENCE

PSC 200 Research Methods (3 cr.)

Introduces the student to the logic of the linear approach in the analysis of political events. Emphasis is placed on the relevance and importance

of the scientific method to scholarly study and to effective thinking about questions relevant to the discipline of Political Science. Introduces students to the principles of scientific research, its methodologies and tools as a prelude to their future use in sponsored research projects and in the Senior Seminar.

PSC 210 Introduction to Political Theory (3 cr.)

An introduction to the historical, normative, and analytical issues and concepts which characterize the literature of Western Political Philosophy to 1) the continuity and innovation which has characterized the Western tradition, as well as its relevance to contemporary political problems, 2) to developing critical thinking skills for a sophisticated understanding of the complexity of political realities and political thinking, and 3) to thinking critically about personal identity within politics.

PSC 230 Introduction to American Government (3 cr.)

Provides a basic introduction to how the American, and the state and local government of Virginia function. It will emphasize the institutional roles of the Presidency, the Congress, and the Supreme Court, as well as the more informal roles of political parties, interest groups, the media, and elections. The course will include a complete study of the structures, function, and powers of state and local government in Virginia. Also, the course will study the importance of citizen participation in the political process in state and local government in Virginia.


PSC 330 The American Presidency (3 cr.)

An analysis of the constitutional origins and legal development of the American Presidency, while placing special emphasis on the role of the President as party leader, Chief of State, Commander-in-Chief, molder and executor of public policy, and chief administrator of the federal bureaucracy. Prerequisite: PSC 230.

PSC 331 State and Local Government (3 cr.)

An introduction to the structure, functions, and roles played by state and local governments within the federal system. Prerequisite: PSC 230.

PSC 332 Parties and Elections (3 cr.)



This course provides an understanding of the central role that parties play in American politics and other governmental systems. It explains the similarities and differences among political parties, interest groups and factions. There is a discussion of the evolution and the pervasiveness of parties in the United States; and an assessment how the two-party system has endured, and the role of minor parties in U.S. Political history. Prerequisite: PSC 230.

PSC 340 Introduction to Comparative Politics (3 cr.)

An analysis of the theoretical varieties of government and a study of selected and illustrative contemporary foreign governments. Prerequisite: PSC 230.

PSC 350 Introduction to International Relations (3 cr.)

Introduces students to the major theories, concepts, and problems of international relations and foreign policy, especially the effect of diplomacy, nationalism, and imperialism. Prerequisite: PSC 230.

PSC 336 Problems of Democracy (3 cr.)

In-depth examination of both current and enduring problems related to the theory and practice of democratic government. Prerequisite: PSC 230.

PSC 400 The American Legal System (3cr.)

This course serves as an introduction to the American legal system, including the structure, processes and personnel of the system. The emphasis of the course will be on certain core aspects of the system including the concept of judicial review and judicial decision making. We will also examine the Constitutional foundations of the American system and significant cases involving the criminal and civil aspects of the American judicial system.

PSC 415 Civil Rights and Liberties and the Constitution (3 cr.)

An intensive study of the aspects of constitutional law and politics, focusing on the rights of individuals and groups in American society. Prerequisite: PSC 230.

PSC 430 African-Americans and the Political Process (3 cr.)

The study of the political behavior of African-Americans. Through analyses of mass movements, political parties and established interest groups, students develop a sophisticated comprehension of techniques of political mobilization and organization used in African-American communities. Prerequisite: PSC 230.

PSC 450 The Urban Environment: 21st Century Challenges (3 cr.)

Given the dynamic and increasingly fluid nature of the contemporary American urban setting: this course will focus on specific, problematic topics, as selected by the Instructor; which may include: problems relation to education; the environment; racial, ethnic, and minority issues; policing; the criminal justice system; correctional facilities; homelessness; mass media and political reporting; or the inter-relationship of local state and federal entities in the decision making process.

PSC 490 Selected Topics (1 - 3 cr.)

In-depth study of a topic of current interest in political science.

PSC 492 Internship (1 - 3 cr.)

An opportunity for students to work or serve in an internship with a governmental/public agency or institution. Prerequisite: Junior or senior status, cumulative GPA of 2.5 or better, and permission of the instructor.


PSYCHOLOGY

PSY 101 General Psychology I (3 cr.)

An introduction to the major concepts of psychology as a behavioral science, this course fulfills a general education social science requirement. Topics covered include modern approaches in psychology, learning and cognition, theories of personality, psychopathology and therapies.

PSY 102 General Psychology II (3 cr.)

A continuation of General Psychology I. Enrollment is required of students intending to be psychology majors. Topics covered include biopsychology,



memory, thought and language, developmental psychology and social psychology. Prerequisite: PSY 101.

PSY 201 Human Growth and Development (3 cr.)

A life span approach to the study of developmental processes from conception to adolescence. Special emphasis is placed on the joint impact of cultural, social, emotional, cognitive, and biological factors on developmental processes. A primary goal of this course is to help students translate developmental theories into practical implications for teaching and caring for youngsters from diverse cultures. This course is intended for teacher education students.

PSY 203 Research Methods I – Statistics (3 cr.)

An introduction to basic statistical concepts and the elements of research design necessary in psychological research. Topics include frequency distributions, measures of central tendency, measures of variability, z-scores, Pearson and Spearman correlations, hypotheses testing for correlation coefficients, and hypotheses testing for two independent samples. Prerequisites: PSY 101 and MAT 121.

PSY 204 Research Methods II – Design (3 cr.)

A continuation of Research Methods I. Emphasis is on learning the concepts, techniques, and methodology involved in psychological research. Includes performing selected research and reporting the results in a systematic, scientific manner. Prerequisite: PSY 203.

PSY 205 Infant and Child Development (3 cr.)

A life span approach to the study of developmental processes with special emphasis on infancy and childhood. A primary goal of this course is to help students appreciate the joint contributions of cultural, social, emotional, cognitive, and biological factors on early development. Prerequisite: PSY 102.

PSY 206 Adolescent Development (3 cr.)

A multidisciplinary approach to the study of adolescent development from puberty to adulthood. A primary goal of this course is to help students understand that the psychological impact of the biological, cognitive, and sociocultural changes of

adolescence is shaped by the contexts –family, peer, school, work and leisure - in which the changes take place. Prerequisite: PSY 102.

PSY 301 Abnormal Psychology (3 cr.)

A study of the biological, psychological and social origins of emotional and behavioral disorders. Diagnosis and treatment of disorders is examined from multiple perspectives. Prerequisite: PSY 101.

PSY 302 Theory and Practice I (3 cr.)

This course acquaints the student with the major techniques used in counseling. Emphasis is placed not only on the techniques but also on the rationale underlying the practice of counseling, theoretical approaches, counseling techniques, and the ethics of counseling. Prerequisite: PSY 102.

PSY 306 Psycho-Educational Measurement and Evaluation (3 cr.)

Competency-based instruction, covering the principles and methods used in measurement and evaluation as part of the teaching and learning process. Emphasis is given to the construction of objective tests, performance-based assessments and observation techniques that are of interest to both regular education and special education majors. Intended for education majors. Prerequisite: PSY 201 or permission of the instructor.

PSY 308 Biopsychology (3 cr.)

A study of physiological processes of the body and their relationship to behavior. Topics emphasized include the organization of the nervous system, neural transmission, sleep and dreams, learning and memory, and psychopathology. Prerequisite: PSY 102.

PSY 309 Theory and Practice II (3 cr.)

This course presents an overview of counseling and psychotherapy theories with an emphasis on those major concepts and modalities that are commonly used in therapeutic work with clients. The major modalities include Psychoanalytic, Humanistic, Behavioral, Cognitive and Family Systems therapies. The course will also present an eclectic approach to intervention strategies for dealing with psychological, emotional, and adjustment problems. Prerequisite: PSY 102.



PSY 310 Advanced Statistics for Psychology (3 cr.)

A study of one-way analysis of variance, two-way analysis of variance, simple regression, Chi square, and Kruskal-Wallis H test . A primary goal of this course is to help students to perform descriptive and inferential procedures and to apply the answers within the context of research. Prerequisite: PSY 204.

PSY 311 Adult Development and Aging (3 cr.)

A life span approach to study of development from early adulthood to old age. A primary goal of this course is to examine the physical, emotional, social, cultural, and cognitive factors in the growth and development of normal adults from young adulthood through old age. Prerequisites: PSY 102 or PSY 201.

PSY 314 Positive Psychology (3 cr.)

An introduction to the use of the principles of psychology to promote health, wellbeing, and resilience. Prerequisites: PSY 102 or PSY 201.

PSY 315 Computer Use in Social Science Research (3 cr.)

An introduction to the use of SPSS and other computer software in research. Practical experience in the use of SPSS in the statistical analysis of data from social science research will be emphasized. The goal is to provide the student with the essentials needed to carry through the entire research process—from identifying the problem to data analysis and the preparation of a research report with the aid of a computer. Prerequisite: PSY 204 or permission of the instructor.

PSY 316 African American Psychology (3 cr.)

Introduces the fundamental concepts in understanding the psychology of African Americans, drawing upon African and American cultures and perspectives. Topics will include foundations of African American psychology, intrapersonal and interpersonal issues such as family, community, and racial identity, as well as physical and mental health issues. Pre-requisite: PSY 101

PSY 317 Psychology of Women (3 cr.)

Introduces the fundamental concepts in understanding psychological issues affecting women. Topics will include perceptual values that influence differing concerns regarding weight and body image in males versus females; gender differences in expression of aggression; gender difference in incidence, treatment and prognosis for psychological disorders; and coping mechanisms African American women utilize to deal with the unique challenges associated with being a dual minority. Service hours required. Prerequisite: PSY 101.

PSY 400 Field Placement (3 cr.)

Provides an opportunity for majors to observe and work with psychologists or other professionals. A primary goal of this course is to apply theory and skills learned in the classroom as students engage in supervised service activities. Course requires a 120 hour internship at a department approved off-campus work site in addition to class participation in weekly seminars. Prerequisites: PSY204 and PSY 301 and permission of the instructor.

PSY 401 Psychological Assessment (3 cr.)

An introduction to individual psychological testing. Basic concepts in measurement are reviewed. Topics emphasized include development of intelligence tests and personality tests and use of psychological tests to make important decisions. Prerequisites: PSY 204.

PSY 403 Social Psychology (3 cr.)


A study of the experimental findings and theories concerning the effects of social influence: the influences that people have upon the beliefs, feelings, and behaviors of others. Topics include conformity, persuasion, social cognition, and self-justification. Prerequisite: PSY 204.

PSY 404 Learning and Cognition (3 cr.)

An introduction to the major concepts, theories, and research in learning and cognition. Topics include conditioning, memory, language, problem solving, and decision-making. Prerequisite: PSY 204.

PSY 405 History and Systems (3 cr.)

An analysis of the principal historical antecedents of modern psychology and their relevance to major



contemporary systematic positions. Prerequisite: PSY 204.

PSY 419 Behavioral Pharmacology (3 cr.)

Introduces the fundamental concepts of behavioral pharmacology including pharmacokinetics, pharmacodynamics, the biological basis of addiction and mental illness. The course also profiles a number of drugs used to treat psychological disorders as well as drugs of abuse. Pre-requisite: PSY 204.

PSY 490 Selected Topics (3 cr.)

An in-depth study of a topic of current interest in Psychology. Prerequisites: PSY 102 or permission of the instructor.

PSY 495 Careers in Psychology (3 cr.)

Provides junior and senior psychology majors with information regarding career development, i.e., career options with a bachelor's degree, writing a resume, applying to graduate schools, preparing for the Graduate Record Examination, the financial costs of graduate school, and alternative graduate programs. Prerequisite: junior or senior level standing (min. 75 credits earned).

PSY 499 Independent Research and Study (An honors course) (1 - 3 cr.)

Opportunity for an advanced student to initiate, develop, and present a thesis project or activity that has specific psychological emphasis. This study is conducted with the permission of the faculty under the supervision of a designated faculty member. Prerequisites: PSY 204 and permission of the instructor.

PUBLIC ADMINISTRATION

PAD 320 Introduction to Public Administration and Public Policy (3 cr.)

An examination of the formulation and implementation of public policy and the principles and practices of the administration of government and public service organizations. Students apply modern theories of public policy to the study of bureaucracies, public budgeting, and management. Prerequisite: PSC 230.

PAD 368 Interest Groups and Public Policy (3 cr.)

The major purpose of this course is to assist the student in obtaining an understanding of the impact of interest groups on American politics and public policy, and vice versa. This course will focus on the historical events and institutional developments of organized groups; their role and functions in politics-including the policy making process; the impact on the institutions and why. Prerequisite: PSC 230.

PAD 431 Urban Politics and Policy (3 cr.)

The study of political behavior in the urban environment. Special attention is given to various mayoral, council, and commission forms of government, the structure and functions of municipal bureaucracies, the role of political party organizations, at-large and single-member electoral districts, and the unique role played by cities within the framework of the Constitution of the United States. Finally, the course also will examine the social and economic forces that impact the delivery of essential city services. Prerequisite: PSC 230

PAD 451 Perspectives on Terrorism (3 cr.)

An introduction to terrorism, a phenomenon that is likely to remain a concern of domestic and international politics for the foreseeable future. Reviews the numerous definitions of terrorism, discusses its relevant publics, analyzes the stated and ascribed motives of its practitioners, proponents, and adversaries, and assesses various criteria for evaluating its effectiveness.

PAD 472 Media and Public Policy (3 cr.)

The major purpose of this course is to assist the student in obtaining an understanding of the impact of mass media on American politics. This course will focus on the historical events and institutional developments of the media; the functions of the mass media in politics - news-making, interpretation, socialization, persuasion and agenda setting; and assess the process of information dissemination. The course also examines the impact of the media on policymakers and vice versa, especially on modern developments in foreign policy. Prerequisite: PSC 230.

PAD 490 Special Topics (3 cr.)



In-depth study of topics and issues in public administration.

PAD 492 Internship (1 – 3 cr.)

An opportunity for students to work or serve in an internship with a governmental/public agency or institution. Prerequisite: Junior or senior status, cumulative GPA of 2.5 or better, and permissions of the instructor.

RELIGIOUS STUDIES

REL 201 Introduction to Religion (3 cr.)

This course presents a survey of the religions of the world from ancient times to the present and their influence upon society then and now.

REL 224 Religious Cults and Sects in the U.S. (3 cr.)

A study of the variety of religious groups in the U.S. which while not considered to be mainline, are influential in American society.

REL 235 Religious Trends in African American Communities (3 cr.)

A study of the variety of religious expressions of African Americans in the United States from slavery to the present time.

REL 311 Old Testament Literature I (3 cr.)

An in-depth survey of the First Five Books of Moses a.k.a. Torah, Joshua, Judges, I and II Samuel, focusing on early Israelite history, conquest of Canaan and early settlement of the land.

REL 312 New Testament Literature I (3 cr.)

An in-depth survey of the Synoptic Gospels, The Gospel of John and the Book of Acts.

REL 313 Old Testament Literature II (3 cr.)

An in-depth survey of I and II Kings, the Major and Minor Prophets, biblical poetry found in the Book of Psalms and prose found in the Book of Proverbs.

REL 314 New Testament Literature II (3 cr.)

An in-depth survey of the Pauline Epistles, the Catholic Epistles and the Book of Revelation.

REL 316 Biblical Ethics (3 cr.)

The study of ethics from a biblical perspective and the application of ethics to life in the 21st century.

REL 366 Sociology of Religion (3 cr.)

The study of the complex phenomena of religion from a sociological perspective. These phenomena are studied in terms of how they influence the many forms/varieties of religious practices that exist today.

REL 417 Theological Communication (3 cr.)

An examination of the unique phenomenon of preaching in the black church/black religion context, examining the topics of dialectical discourse and the hermeneutic of suspicion.

REL 420 Survey of Christian Thought I (3 cr.)

This course presents the study of Christian Thought from the time of early church in Egypt, North Africa and the areas of the Mediterranean Basin where the birth and early growth of Christianity took place; up to the birth of the Protestant Reformation. Offered fall semester.

---Section 01

Church History up to 1500-The Protestant Reformation

---Section 02

Church History from 1500 to the Late 20th Century

REL 421 Womanist Religious Thought (3 cr.)

---Section 01

A study of the writings of African American women, reflecting their struggles in society at large and in religious communities/organizations, to attain justice and equality, and have their voices heard.


---Section 02

A study of the writings of 20th Century African Women throughout the continent of Africa that reflect their ongoing struggle for empowerment within their religious communities and society.

REL 422 Survey of Christian Thought II (3cr.)

This course covers the period beginning with the Protestant Reformation and the spread of Protestantism and its diversity up to the present. Offered spring semester.

REL 463 Contemporary Trends in Theology I (3 cr.)



The course presents the foundation of modern theology and moves on to explore some of the issues being discussed in contemporary theology, including methods of asking theological questions about God, revelation, scripture, the church and faith itself.

REL 464 Contemporary Trends in Theology II (3 cr.)

The course explores the issues facing those who believe in God while living in a scientific world. Among the topics discussed are “Scientific Perspectives on the God-World Relation.

REL 490 Topics in Religion

---Section 01

Culture and Anthropology of Women in Biblical Times (3 cr.)

This course explores the lives and cultures of women during biblical times in Israel, Greece, Egypt and Ethiopia. It focuses on their impact upon various institutions of the societies in which they lived; especially the temple, church, educational institutions, and the field of medicine. It also focuses on the impact that the lives and accomplishments of these women have on the world today.

--- Section 02 Directed Field Work (4 cr.)

Religious Studies majors will serve in churches or other church related institutions and their work will be coordinated by the field supervisor and the chair of the department or their advisor so as to ascertain the student’s progress. Students may choose to substitute community service for this.

--- Section 03A Biblical Hebrew (3cr.)

This is the first half of the year-long course-introduction to Biblical Hebrew. The alphabet, vowel system, writing, basic reading and translation and grammar are introduced. By the end of the semester, the student is able to do basic reading and writing and is able to begin to read basic sentences in the biblical text.

---Section 03B Biblical Hebrew (3 cr.)

This is the second half of the year-long course-introduction to Biblical Hebrew.. The course is reading and translation intensive. A heavy

emphasis is also put on knowledge of grammar and syntax. By the end of the semester, students are able to read and translate the biblical text.

*** Section 03A is a pre-requisite for Section 03B
Free Electives: 6 credits**

SOCIAL WORK

SWK 255 Introduction to Social Work (3 cr.)

This course is an introduction to the profession of social work and to the history of social welfare. Through an examination of the historical and current US social welfare system, students will gain an understanding of the development and the mission of the profession of social work. Students will discover that social work is a helping profession that strives to make a difference by providing service to others and a “field of action” by promoting social change. The course will introduce students to social work practice roles and methods, social service settings where social workers are employed, and to the variety of people with social challenges that they serve. Prerequisite: none; Offered in the fall term and spring term.

SWK 256 Communication Skills (3 cr.)

This course focuses on professional communication skills for social workers. It includes verbal communication, active listening, and interviewing skills. The course also introduces professional writing skills for client related work such as case notes and psychosocial assessments. Heavy emphasis is placed on developing writing skills for professional papers and research using the American Psychological Association (APA) format. Prerequisite: SWK 255; Offered in the spring term.

SWK 257 Social Work Oral Communication (3cr.)

This course is one of two required communication courses for social work majors. This course focuses on oral communication for social work professional and addresses public presentations, large and small group presentations, designing and leading a training event, leading a meeting, and one-on-one communication with clients. Prerequisite: SWK 255



SWK 258 Social Work Written Communication (3cr.)

This course is one of two required communication courses for social work majors. This course focuses on written communication for the social work professional and addresses sentence structure, paragraph structure, e-mail, letter and memo communication, APA format, and progress notes for client interaction. Prerequisite: SWK 255

SWK 260 Sophomore Field Placement (3 cr.)

This service learning and seminar core course places students in an agency setting with professional supervision for a minimum of 100 hours during the semester. This supervised learning experience addresses the student's relationship with a supervisor and other professional behaviors in the workplace. The seminar portion of the course is offered in conjunction with the agency placement as the classroom component to reflect upon and analyze the supervised learning experience of field placement. Prerequisite: SWK 255.

SWK 290 Conflict Resolution and Interpersonal Communication (3 cr.)

This course focuses on skill development in two essential components of work practice: solving problems and managing conflict. Developing conflict resolution skills and multicultural competence with sensitivity to values, perspectives and methods of relating to different cultures are integral aspects of this course. Students are invited to critique their own worldviews, values and perspectives and their impact on social interaction. The class is highly interactive and includes small and large group activities. In addition, students will examine various urban cultures, including hip hop. Prerequisite: none. Offered spring term.

SWK 302 Human Behavior and the Social Environment I (3 cr.)

This is the first of a required two part-course for social work majors. It provides a systems, ecological and macro perspective to the reciprocal relationships between individuals and their environments throughout the life cycle. It provides a conceptual framework that can serve as a foundation for examining human behavior and human events in the context of the social environment. Social Work 302 covers biological,

psychological, social and environmental aspects of the lifespan from conception through young adulthood. Prerequisite: SWK 255 or permission of the instructor. Offered fall term.

SWK 303 Human Behavior and the Social Environment II (3 cr.)

Social work 303 is part two of a required two-part course for social work majors. It provides systems, ecological and macro perspectives to the reciprocal relationships between individuals and their environments throughout the life cycle. It provides a conceptual framework that can serve as a foundation for examining human behavior and human events. SWK 303 continues the study of human behavior throughout the life span, beginning from middle adulthood through old age and death. Prerequisite: SWK 302. Offered spring term.


SWK 306 Substance Abuse (3 cr.)

This course examines the definitions, incidence and etiology of alcoholism, substance abuse, and chemical dependence. Included are the five definitions of substance abuse, the physiological effects of alcohol/drug use, and the influence of substance abuse on individuals, families and society. The course also addresses pharmacological properties and psychosocial and cultural aspects of psychoactive substances. The course uses a bio-psycho-social framework for assessment, classification, and treatment of substance use disorders. Special emphasis is placed on the unique characteristics of diverse population groups as related to substance abuse incidence and treatment. Prerequisite: none. Offered fall term.

SWK 307 Vulnerable Populations (3 cr.)

This course provides a strengths-based perspective for intervening with those most vulnerable within the population within society. The course focuses on an ecological and person-in-environment assessment for viewing human needs and problems generated by the dynamic interaction between persons and their environment. A generalist social approach is used to guide interventions with persons who are at risk. Special attention is given to those with diverse lifestyles. Offered alternate spring terms

SWK 309 Social Research Methods I (3 cr.)



Social Research Methods is a two term course in the “science of discovery”. The Research 1 course introduces students to basic research concepts and methodologies. It considers the application of scientific methods to knowledge development in both social work and the social sciences. It examines the evaluation of practice by the social work practitioner with an emphasis on the relationship with the research process, including problem identification formulation, sampling, research design and measurement. Emphasis will also be given to the effect of gender, racial, cultural and ethnic bias on the research process and research findings. People want to understand what is going on in the world around them and are constantly seeking the answers to questions that begin with what, why and how. The main concern in seeking answers to our inquiries is how much confidence can be placed in the accuracy of the conclusions that we reach. Science is one approach to “finding out” what has developed over the years. We can accept conclusions that we have reached through the use of the scientific method with confidence.

SWK 310 Social Research Methods II (3 cr.)

This course is the second of a two semester sequence that requires students to complete a research project. The course will introduce students to sampling techniques, measurement and basic statistical analysis exercises, all of which represent essential skills needed by generalist social work practitioners. In this semester, students will concentrate more on the practical application of theories and techniques learned in SWK 309 (Research 1). This will allow for a better empirical understanding of the effect of gender, racial, cultural and ethnic bias on the research process. The role of ethics in the research process will continue to be a focus of classroom activities, and students will be introduced to the IRB certification process. Prerequisite: SWK 309 AND one of the following: MAT 201 OR PSC 200 OR PSY 203. Offered spring term.

SWK 311 Social Welfare Policy (3 cr.)

This is the first of a two term sequence. The purpose of this course is to help students understand what drives social welfare policy, how it impacts lives, how it can be changed, and how social workers can advocate for clients. This course is

designed to develop policy analysis skills so that students will be able to identify gaps in the service delivery system and inequitable or oppressive aspects of current policy delivery. The course also develops beginning policy practice skills so that students will know how to work toward social change congruent with social work ethics and the profession's commitment to social and economic justice. Prerequisite: SWK 255; Offered fall term.

SWK 312 Social Welfare Policy II (3 cr.)


This is the second course in the social welfare policy and services content area and it builds on SWK 311 by exploring in depth the current social welfare delivery system through policy analysis using a variety of frameworks and the development of policy practice skills. Working primarily within formal organizations in delivering social services, generalist practitioners need to understand how global, national, state and local agency policies affect the delivery of services to persons in local communities. Prerequisite: SWK 311; Offered spring term.

SWK 314 Social Work Ethics (3 cr.)

This course provides a concentrated study and understanding of social work values and ethics on the micro and macro levels, and their application to direct practice, social policy formulation/application and organizational policies and procedures. Emphasis will be placed on utilizing an ethical decision-making model and the NASW Code of Ethics as they are applied to a variety case examples and a research project. Prerequisite: SWK 255 or permission of the instructor; none; Offered fall term.

SWK 324 Social Work Practice II - Individuals (3 cr.)

This course is the first of a three term sequence in social work practice for social work majors only. It is designed to provide a beginning orientation to generalist practice, including the concepts, skills, tasks, and activities essential to beginning professional social work practice in the micro, mezzo and macro levels. Attention is given to the methods social workers employ in the treatment process. In this part of the sequence, effort is made to help the student conceptualize a generic model



for generalist practice while detailing specific ways to practice. In addition to interviewing processes, the emphasis is on teaching contracting, relationship dynamics, problem identification and assessment, goal planning and application of concepts. Practice I targets individuals, families and groups and focuses on clinical skills. It includes an experiential component with 15 hours spent working in two different settings. Prerequisites: SWK 255, 302 and 314; Offered spring term.

SWK 350 Social Work and Spirituality (3 cr.)

This course is designed to introduce students to the importance of integrating spirituality in social work practice while exploring their own spiritual perspectives. Social workers serve people from diverse spiritual cultures. This course is designed to assist students to appropriately utilize their clients' spiritual resources and strengths to address presenting problems. Prerequisite: none; Offered alternate fall terms.

SWK 360 Health and Aging (3 cr.)

This course will focus on problems and issues which most directly affect older persons and their families. The course is designed to provide students' knowledge of the aging process, with a focus on social work intervention through social policy and social services that are designed to help elders and their families. Prerequisite: none; Offered alternate spring terms.

SWK 370 Child Welfare Policy (3 cr.)

This course examines current and historical child welfare and family policies and practices that occur in the field of social work. The ecological perspective will be utilized to analyze both child welfare family practices and policies. Family social work concepts and several child welfare policies will be the major focus of the course. Prerequisite: none; Offered alternate fall terms.

SWK 380 Social Discrimination (3 cr.)

This course explores the identification and etiology of institutional and individual prejudice, stereotypes, racism and discrimination, and their effects on the recipients. The inquiry is developed primarily using a social justice model that incorporates social work values and practice. Emphasis is placed on the difficulties faced by

racial and ethnic minority populations as well as women, youth, the aged and LGBT populations. Prerequisite: none; Offered fall and spring terms.


SWK 424 Families and Groups (3 cr.)

This course is the second of a three semester sequence in social work practice for social work majors only. It is designed to expand on the skills and knowledge developed in Practice I. It utilizes the systems approach in mastering the core concepts, skills, tasks and activities that are essential to the practice of social work. The course assists the student in becoming acquainted with how cultural, ethnic, gender, age, disability, race and sexual orientation issues affect practice. The relationship between practice, research and theory is also explored. Practice II targets case management, frontline practice and service delivery; it focuses on advocacy for services. It also supports an experiential component of 200 hours (Field Placement 1) in a single setting, monitored through the Senior Seminar I course. Prerequisites: SWK 255, 302, 303, 314 and 324. It is to be taken concurrently with SWK 426 and 428. Offered fall term.

SWK 425 Communities and Organizations (3 cr.)

This course is the last of a three-semester sequence in social work for social work majors only. It is designed to provide a beginning orientation to the common core of concepts, skills, tasks, and activities essential to beginning professional social work practice at the micro, mezzo and macro levels. A major thrust of the instructional focus is to integrate key concepts from human behavior, research, policy and practice courses already taken by the student. Practice III targets organizations, communities and institutions and focuses on macro practice. It supports an experiential component of 200 hours (Field Placement II) in a single setting, normally the same setting for both Practice II and III, monitored through the Senior Seminar 2 course. Prerequisites: SWK 255, 302, 303, 314, 324, 424 and 428. It is to be taken concurrently with SWK 427 and 429. Offered spring term.

SWK 426 and SWK 427 Field Placement I and II (8 cr. 4 per semester)



This is a two term 400 total hour educationally directed field practicum open only to social work majors. Field placement is an integral part of the social work curriculum. It provides students opportunities to apply theory and skills learned in the classroom as they engage in supervised service activities. Prerequisites: SWK 255, 302, 303, 314 and 324. Taken concurrently with: SWK 424, 425, 428 and 429. Offered fall and spring terms.

SWK 428 and SWK 429 Senior Seminar I and II (2 cr. per semester)

This is a two-semester course that provides an opportunity for social work students to correlate and synthesize specific social work requirements. It allows for the integration of all previous course material, operationalizing the social work curriculum with the applied experience of the field practicum and focuses on managing professional ethics, the development of the professional self and an ongoing ability to process the field experience. Active participation of the student is required since the seminar supports and supplements field instruction. Prerequisites: SWK 255, 302, 303, 314 and 324. Taken concurrently with SWK 424, 425, 428 and 429; offered fall and spring terms.

SWK 490 Selected Topics

These topics provide students with an in-depth study on a particular topic of current interest in social work. Topics may include: Family Violence, and Women and Mental Health and Social Administration and Human Service organizations. Prerequisite: SWK 255 or permission of the instructor.

SWK 499 Independent Study (1 – 3 cr.)

This course provides an opportunity for students to select and research a relevant social work topic under the supervision of the instructor. Prerequisite: SWK 255, SWK 309 and permission of the instructor.

SOCIOLOGY

SOC 200 Principles of Sociology (3 cr.)

A focus on the empirical and theoretical bases of sociology. Students are taught the fundamental concepts and principles of the discipline and are introduced to sociological methods of interpreting

data. Prerequisite for all other sociology courses for students majoring or minoring in sociology.

SOC 215 Statistics for Social Scientists (3 cr.)

Introduction to quantitative analysis. Attention is given to measures of association, descriptive statistics, sampling and estimation and to an introduction to inference, probability, and correlation. Emphasis on SPSS as the premier tool of Social research.

SOC 301 The Development of Social Thought (3 cr.)

An examination of the contributions of the founders of sociological theory, with explanations of modern social systems. Fall semester only. Prerequisite: Junior status or higher or permission of instructor.

SOC 305 Modern Social Problems (3 cr.)

An examination of social problems and issues in light of their historical background from the sociological perspective, involving an analysis of the causes and effects. In addition, students discuss possible alternative solutions to some of these problems. Fall semester only.

SOC 319 Social Research Methods I (3 cr.)

A focus on the elementary research methods used to do social research. Research design, data collection techniques, and data analysis and interpretation are emphasized. Prerequisites: SOC 101 or SOC 200.

SOC 336 Marriage and Family (3 cr.)


A focus on the development of the American family and the family in other cultures. Emphasis is placed on changing sex roles, marital choice, socialization, and the effects of contemporary social changes on the family.

SOC 337 The Black Family (3 cr.)

A focus on the unique experience of the black family, both historically and contemporarily. Attention is given to the strength and survival of the black family as a social unit.

SOC 344 Race Relations (3 cr.)

Interpretation and analysis of social, economic, cultural, and political forces responsible for group control are emphasized. Critical analysis is made of



discrimination, segregation, exploitation, hostility, and feelings of cleavage.

SOC 346 Cultural Anthropology (3 cr.)

Study of varied values and behavioral practices that societies around the world have fashioned in attempting to deal with common human problems. Attention is given to the methods of anthropological investigation, kinship, subsistence techniques, methods of social control, and cultural change. Offered spring semester.

SOC 358 and PAD 431 Issues in the Urban Environment (3 cr.)

A broad overview of the nature and basic elements of the urban community. Emphasis is placed on major urban issues, and perspectives, and techniques of various urban disciplines. Field trips to urban institutions may be required. Offered fall semester.

SOC 359 Community Organization/Community Development (3 cr.)

A study of the nature and types of community organizations in American Society, organizational goals, control and leadership, and the relationship between organizations and their environments. Offered spring semester.

SOC 368 Social Movements and Social Change (3 cr.)

A study of social phenomena, ranging from momentary panics to collectives, characterized by a greater degree of continuity and purpose. Focuses on the dynamics and characteristics of particular social movements.

SOC 418 Complex Organizations (3 cr.)

A study of the structure, functions and interrelatedness of corporations, labor unions, government agencies, employee associations and professional associations. Prerequisites: SOC 200 and SOC 230.

SOC 420 Methods of Social Science Research II (3 cr.)

A study of issues in research methodology, research design, questionnaire construction, coding, and modeling. Prerequisite: SOC 210, and SOC 319.

SOC 480 Senior Seminar (3 cr.)

Under the supervision of the appropriate member of the faculty of the department, seniors will develop a thesis to demonstrate the conceptual and research skills acquired within their previous courses of study. Prerequisite: Senior status. For History/Political Science and Sociology majors only.

SOC 490 Selected Topics

In-depth study of a current societal interest that emphasizes relevance to the African-American Community.

SOC 492 Internship (3 cr.)

Opportunity for the student to work or serve in an internship with a governmental/public agency or institution. Prerequisites: Senior status.

SPANISH


SPA 101 Elementary Spanish I [CBL & VBL]

In Spanish 101 Elementary Spanish I students begin to acquire Spanish communicative skills that emphasize speaking, reading, writing, comprehension of grammar, and cultural knowledge of Spanish-speaking cultures and societies. Students start transitioning from novice low to novice high proficiency levels: From using isolated, memorized phrases to achieving uncomplicated communicative tasks on predictable topics necessary for survival in Spanish, such as basic personal information, and a limited number of activities, preferences, and immediate needs (2012 ACTFL Proficiency Guidelines). Prerequisite: None

SPA 102 Elementary Spanish II [CBL & VBL]

In Spanish 102 Elementary Spanish II students continue to acquire Spanish communicative skills that emphasize speaking, reading, writing, comprehension of grammar, and cultural knowledge of Spanish-speaking cultures and societies. Students start transitioning from novice high to intermediate low proficiency levels: From using uncomplicated communicative tasks on predictable topics necessary for survival in Spanish to start creating sentences by recombining learned materials (2012 ACTFL Proficiency Guidelines). Prerequisite: SPA 101 Elementary Spanish I or instructor's permission after a placement test.

SPA 205 Intermediate Spanish I [CBL & VBL]



In this intermediate Spanish course, I students continue to develop intermediate low proficiency levels as described in the 2012 ACTFL Proficiency Guidelines: Express personal meaning by creating with the language, combining and recombining known elements in conversations and texts using limited to predictable and concrete examples using sentences and string of sentences. Students continue acquiring Spanish communicative skills that emphasize speaking, reading, writing, comprehension of grammar, and cultural knowledge of Spanish-speaking cultures and societies. Prerequisite: SPA102 Elementary Spanish II, or instructor's permission after a placement test.

SPA 206 Intermediate Spanish II [CBL & VBL]

In this intermediate Spanish course II students start transitioning from intermediate low to intermediate mid proficiency levels as described in the 2012 ACTFL Proficiency Guidelines: Ask and answer information on a variety of uncomplicated communicative tasks in straightforward situations using sentence-length language typically in present time. Students continue acquiring Spanish communicative skills that emphasize speaking, reading, writing, comprehension of grammar, and cultural knowledge of Spanish-speaking cultures and societies. Prerequisite: SPAN 205 Intermediate Spanish I or instructor's permission after a placement test.

SPA 307 Conversation & Composition I [CBL]

SPA 307 is an intermediate Spanish composition and conversation course for students who wish to increase their proficiency levels by integrating the four language skills, and their knowledge of Spanish-speaking cultures and societies. This course emphasizes writing and conversational communication skills. Students will start acquiring intermediate high proficiency levels as described in the 2012 ACTFL Proficiency Guidelines: Ask and answer moderately complex questions on familiar topics using learned expressions in cultural contexts using comparisons and descriptions, narrating in the past, and offering reactions and recommendations. Prerequisite: SPA 206 or the instructor's permission following a placement test.

SPA 308 Conversation & Composition II [CBL]

SPA 308 is an intermediate Spanish composition and conversation course for students who wish to increase their proficiency levels by integrating the four language skills, and their knowledge of Spanish-speaking cultures

and societies. This course emphasizes interpersonal and presentational communication skills through conversational and writing activities. Students will start transitioning from intermediate high to advanced low proficiency levels as described in the 2012 ACTFL Proficiency Guidelines: Ability to narrate and describe in the major time frames of past, present and future using paragraph-length discourse. Prerequisite: SPA 206 or SPA 307, or the instructor's permission following a placement test.

SPA 333 Conversational Spanish I [CBL]

SPA 333 emphasizes speaking skills in real-life interpersonal and interpretive communicative situations. Students practice oral and interpretive communication skills in Spanish in the intermediate mid to advanced low proficiency range: Speaking in paragraphs using simple and complex past, present and future tenses, and interpreting meaning from short to medium length texts. Prerequisite: SPA 307, SPA 308 or the instructor's permission following a placement test.

SPA 334 Conversational Spanish II [CBL]


SPA 334 emphasizes speaking skills in real-life interpersonal and interpretive communicative situations. Students practice oral and interpretive communication skills in Spanish at the advanced low to advanced-mid proficiency level range: Successfully handle the linguistic challenges presented by a unexpected changes within the context of a routine situation or communicative task with which they are otherwise familiar using complex communicative strategies. Students are able to understand conventional narrative and descriptive texts, such as expanded descriptions of persons, places, and things and narrations about past, present, and future events. Prerequisite: SPA 307, SPA 308, SPA 333 or the instructor's permission following a placement test.

SPA 499 Independent Study [CBL]

Conducted entirely in Spanish. Students create a program of study in consultation with the instructor on a topic of interest. Prerequisite: Permission of the instructor following a placement test.

SPECIAL EDUCATION

SPE 250 Introduction to Special Education, Legal Issues, and Legal Aspects of Disability (3 cr.)



This course focuses on the introduction of exceptional education including the gifted children who are at risk, with emphasis on historical overview, legal, medical, and ethical aspects, educational practices and teacher accountability

SPE 340 Characteristics of Exceptionalities (3 cr.)

Definitions, theories of etiology, characteristics, basis for various strategies and managements, and criteria for placement of students with learning disabilities, emotional/behavioral disorders, and mild mental retardation. Ten (10) hrs of practicum required.

SPE 353 Language Acquisition and Reading for Exceptional Learners (3 cr.)

Provides an overview of the structure and function of oral and written language, handwriting, spelling as they relate to the Virginia Standards of Learning and Curriculum in Special Education.

SPE 355 Vocational Exploration and Transition for Exceptional Students (3 cr.)

Provides study of assessment instruments and techniques for individuals with special needs. Field-based experiences required.

SPE 358 Classroom Management for Exceptional Students (3 cr.)

Focuses on the study of principles and practical application and behavior management related to planning and classroom organization for exceptional students. Basic research design, positive practices, group contingencies, and non-aversive punishment techniques are emphasized.

SPE 453FB Instructional Programming for Exceptional Students (3 cr.)

Designed to provide students with skills in planning, developing, implementing and evaluating programs for students with special needs. Addresses classroom organization, development and implementation of individual educational programs (IEP), group instruction, curriculum strategies and adaptation for transferring content area material to students with disabilities. Prerequisites: XED 341

SPEECH

SPH 203 Voice and Diction (3 cr.)

Use of the International Phonetic Alphabet as an aid to improving pronunciation and articulation of the sounds of American English.

SPH 217 Informative and Persuasive Speaking (2cr.)

Provides instruction on the fundamentals of informative speaking. Students acquire awareness and understanding of informative and persuasive speeches.

THEATRE

THR 110 University Players (1 cr.)

Students participate in productions of the University Players. Participation is open to all University students, subject to approval of the faculty. Fine Arts majors with the Theatre concentration are required to take this course each semester of their freshman, sophomore, and junior years, for a total of 6 semesters.

THR 201 Introduction to Theatre (3cr.)

Appreciation and understanding of drama as a social force and literary art form through the study of historical perspectives, comparison with other art forms, and script analysis.

THR 202 Stagecraft (3 cr.)

This course provides principles and application of theatrical scenography, construction, lighting and other technical elements of the theatre. Students participate in preparing and mounting the University Player's productions.


THR 215 Acting I (3 cr.)

This is an introduction to the fundamentals of stage technique – voice, character development, stage movement – through a structured series of exercises and acting assignments designed to stimulate the student's imagination and emotional responses.

THR 301 Script Analysis (3 cr.)

The course is designed to enable the student / actor / director / designer to critically analyze scripts for performance. Prerequisite: THR 215.

THR 305 Theatre History (3 cr.)



The development of theatre in society from the classical period through the modern era. Specific emphasis place on theatre architecture, the performer, production methods, the audience, and notable playwrights in the artistic period's studies. Prerequisite: THR 201.

THR 306 Contemporary Theatre and Film (3 cr.)

An examination of the writing and production styles of the modern theatre and the related media of television and film. Specific emphasis place on script analysis of the formative writers of the Modern Period. Offered in alternate years.

THR 315 Acting II

The focus of this course is the development of character, interpretation and movement as studied in varied genres and styles of stage performances. Prerequisites: THR 215 and THR 305.

THR 320 Oral Interpretation of Literature (3 cr.)

Appreciation of reading literature to an audience. Emphasis is on interpreting and orally communication selections of poetry, prose and plays. Prerequisite: ENG 101 and ENG 102

THR 325 Stage Management (3 cr.)

This course trains students in the fundamentals and regulations of theatrical stage managing. Prerequisite: THR 201

THR 330 Scene Design (3 cr.)

Study of the techniques of designing for the theatre and related productions. Basic drawing, rendering, and model-making techniques are taught and used to develop design projects. Prerequisite: THR 202

THR 331 Lighting Design (3 cr.)

This is a practical course investigating theories of light, color and the principles governing stage lighting. Prerequisite: THR 202

THR 333 Costume Design (3 cr.)

This is a practical course investigating the principles governing costume design. Prerequisite: THR 201. Offered as needed.

THR 335 Theatre Management (3 cr.)

The techniques involved in theatrical management are studied with emphasis on publicity, public relations, box office management, ticket sales and budgeting.

THR 340 Computer Aided – Drawing (3 cr.)

Introduction to basic skills and techniques used in producing two-dimensional drafting on the computer. Some familiarity with basic drafting and drawing skills is helpful, but not a requirement for the course. Offered in alternate years.

THR 402 African-American Theatre (3 cr.)

An examination of the contributions of African-Americans to American theatre. Traces the development of African-American theatre from minstrels through modern theatre.

THR 420 Directing (3 cr.)

Principles and theories of stage movement, blocking casting and rehearsing. Students are required to direct scenes for class presentations. Prerequisite: THR 301

THR 422 Theatre Workshop: Performing Arts Theatre (3 cr.)

This course explores performing arts through spoken word, music, dance, and/or theatre technology. Prerequisite: THR 315

THR 425 Advance Scene Study (3 cr.)

Explores special topics in scenes with specific analytical character or other acting problems, focusing on scene study, script analysis and character development. Prerequisite: THR 315

THR 430 Senior Seminar (3 cr.)

Students focus on an area of study offered by the program, including acting, directing or technical theatre. An expected outcome is the completion of a research paper/project. Attention is also directed toward information and preparation for post-graduate and professional life. Designed for Theatre majors only.

THR 450 Professional Internship (1 – 6 cr.)

The student will work with a professional theatre company as an intern, gaining practical experience in performance, theatre management or technical theatre. Eligibility is determined by interview with faculty and participating theatre administrators.



THR 498 Capstone Course (2 cr.)

This is the culminating course for all senior departmental majors. The student must complete an individual project demonstrating his competence in the discipline. Prerequisite: All major requirements.

THR 499 Independent Study (3 cr.)

Selected reading or projects in a specialized area of theatre. Eligibility is determined after conference with supervising faculty members.

VOICE

VOI 100 Voice (1cr.)

Prepares students with no previous formal training. An introduction to vocal techniques.

VOI 101-102 Voice (1 - 2 cr. hours)

Emphasizes the fundamental principles of tone production, matching vowel sounds, the beginning of adequate breath control, and evenness of scale tones through the use of simple exercises and songs suited to individual student's needs. Simple classic and standard songs include one language (Italian) other than English and two or more oratorio or operatic arias. Prerequisite: VOI 100 or permission of the instructor.

VOI 103 Voice Class (1 cr.)

Emphasizes the physiological aspects of vocal pedagogy and diction through vocalization and songs. Designed for those with instrumental or keyboard concentration.

VOI 201-202 Voice (1 - 2cr.)

Advanced study of vocal techniques with growth, range, power, and flexibility of voice. Emphasis placed on advanced literature, including further exploration of early Italian or English songs and the art songs of Hahn, Debussy, Schubert, and Schumann. Attention is given to the study of the style of Mozart, Handel, and Haydn. Songs from the standard repertory include two languages other than English. Prerequisite: VOI 101 and 102.

VOI 301-302 Voice (1 - 2cr.)

Instruction is provided on advanced techniques and literature. Emphasis is placed on songs from the

works of Schubert, Brahms, Wolf, Debussy, Faure, Dupare, Respighi, Cimera, and Donaudy. Extensive study is provided on operatic and oratorio arias, contemporary songs, and literature. Songs performed in German, French, and Italian. Prerequisite: VOI 201-202.

VOI 401-402 Voice (1 - 2cr.)

Prepares students for Senior Recital. Prerequisite: VOI 301-302; Junior Recital.

THE FACULTY OF VUU

Abdullah, Ahkinyala, B.S., M.S., Ph.D., Associate Professor, Natural Science
Adewuyi, David, B.A., M.A., Ph.D., Professor, Secondary Education, Director, International Studies
Allen, Selicia, B.A., M.L.I.S., Assistant Professor, Library Science
Adzei-Stonnes, Pearl, B.A., M.S., Public Service Librarian
Barnett, Willis, B.S., M. S., D. Min, Assistant Professor, Fine Arts
Bircann-Barkey, Ingrid, B.A., M.A., Ph.D., Associate Professor, Spanish; Dean, School of Latin American and Caribbean Studies
Bledsoe, Earl, B.S., M.Div., D. Min., Instructor and Director, Field Education
Bond, Adam, BPS, M.Div., M.A., Ph.D., Associate Professor, Church History
Brown, Jessica Young, B.A., M.S., Ph.D., Assistant Professor of Counseling and Practical Theology
Brown, Theodore, B.A., M.A., Ph.D., Assistant Professor, History/Political Science
Causar, Constance, B.A., M.A., Assistant Professor, Department of Psychology
Collins, Patricia, B.A., M.A. Assistant Professor, Department of Language and Literature
Davis, Robin, B.S., M.B.A., Ph.D., Professor, Management, Dean, Sydney Lewis School of Business
Delbridge, Natalie, B.A., M.Ed., Ph.D., Assistant Professor, Teacher Education
Elliott, Vernita, B.S., M.S.W., D.S.W., Chair and Associate Professor, Social Work
Eseonu, Dorothy, B.A., M.S., Ph.D., Associate Professor, Department of Natural Sciences
Flynn, Sandra, M.A., PhD, Associate Professor, Department of Social Work
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Franklin, Naomi, B.A., M.A., M.Div., Ph.D., Associate Professor, Department of Religious Studies
Gaiters, Kimberly, B.A., M.Ed., Ed. S., Ed. D., Professor, Teacher Education and IDS, Dean, Education
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Iris L. King, B.S., M.A. Ed. D

Norma M. Goode, B.A., M.S.W., Ph.D.

THE STAFF OF VUU

Alston, Deborah – Director, Prospect Research & Gift Management
Anderson, Jacqueline – Administrative Assistant, School of Theology
Arrington, Michael – Library Assistant
Ausar, Djedi – Custodian
Avery, Enrika – Financial Literacy Instructor
Barbour, Faith – Academic Coordinator, Director of VCAAW
Baugh, Ronald – Postal Clerk
Beechaum, Darius – Director, Student Support Services
Billy, Julie – Talent Management Coordinator
Bracey, Carolyn - Financial Aid Counselor
Branch, Denise – Library Assistant
Briggs, Valerie – Cheerleader Coach
Brown, Adolph – Academic Coord., University Collegiate Activities Assistant, Director of Policy Director of Alumni Relations
Brown, Andre – Campus Police Sergeant
Brown, Dena – Library Assistant
Brown, Ralph – Assistant Athletic Director for Marketing
Brown, Shanita – Director, Counseling Services
Bryant-Johnson, Tiffany – Library Assistant
Bullock, Phyllis – Library Assistant
Bundy-Hale, Dawnyale – Assistant Director of Development for Residential Living
Burroughs, Frederick – Assistant Basketball Coach
Butler, Lester – Head, Men’s Basketball Coach
Campbell, Maurice – Sr. Vice President of Corporate and External Affairs
Carmichael, Marquita – Interim Assistant University Pastor & Assistant Director of Religious Life
Carter, Allia – Chief Operating Officer
Cartwright, Ameta – Director of the Wilder Collection
Cephas, Lucille – Supervisor, Custodian Services
Chatmon, Angelo – University Pastor and Director of Religious Life
Coble, Edward – Academic Coordinator/Golf Coach
Cole, Nicholas – Assistant Athletic Director
Coles, Kevin – Upward Bound Instructor
Coles, Tracey – Technology/STEM Instructor
Collins, Kimberly – Upward Bound English Instructor
Comer, Bradford – Campus Police Officer
Cosby, Felicia – Director of Workforce Development
Cox, Pamela – Assistant Vice President, Brand Marketing & Strategic Communication
Crawley, Kevin – Lead Custodian
Creekmore, Lisa – Custodian
Crew, Sintell – Campus Police Officer
Daise, Shavon – Academic Counselor
Davis, Laura – Administrative Assistant, School of Theology
Dixon, Doreen – Senior Director, Business Intelligence and Information Technology
Dunn, Charles – Library Assistant
Dyer, Yodorah – Administrative Assistant, School of Education
Easley, Danielle – Assistant Softball Coach
Ferry, Melissa – Head Track Coach
Finney, Victor – Custodian, Lead Floor Technician
Furtado, Jerome – Assistant Athletic Director for Operations
Garris-Watson, Nikita – Director of Upward Bound Title III
Gemo, Reynald – Campus Police Officer
Gilbert, Clay – Custodian
Gilbert, Jessica – Assistant Director, Workforce Development
Gilliard, LaRae – Administrative Assistant, Athletics
Giwa-Osagie, Katie – Director of Student Engagement
Goode, Yvette – Administrative Assistant, School of Theology
Goodrich, Joy – Sr. Vice President, Academic and Student Affairs
Gordon, David – Interim Assistant Vice President of Capital Projects
Gray, DeCarlo – Maintenance Worker/Electrician
Grey, Barbara – Director of Art Museum
Hand, Monterio – Offensive Line Coach
Harris, Erica – Administrative Assistant, Natural Science Department
Hayward, Kandis – Administrative Assistant, Corporate and External Affairs
Henderson, Ricardo – Custodian
Henry, Ida – Custodian
Henry, Lekeisha – Assistant Softball Coach
Herman, Yvodne – Data Entry Specialist

Hill-Green, Lisa – Academic Instructor (Science)
Hilliard, Marcus – Defensive Coordinator/Assistant
Football Coach
Howell, Tanner – Assistant Athletic Director for
Sports Medicine
Hurley, Jamel – Student Accounts Representative
Isler, Robert – Custodian
Jackson, Christina – Director, Talent Search
Jackson, Francine – Marketing Analyst/Graphic
Design Specialist
Jackson, Linda – Director, Sponsored Research and
Programs
James, Shydren – Project Advisor
Jean-Baptiste, Mathew – Coordinator, Academic
Technology & University Media
Jefferson, Robin – Comptroller
Jenkins, Wilbert – Senior Policy Advisor
Johnson, Columbus – Custodian
Johnson, Felicia – Athletic Director
Johnson, Kimberly – Asst. Dean, University College
Johnson, Perjah – Administrative Assistant,
Academic Affairs
Johnson, Quiana – Enrollment Services System
Engineer
Johnson, Renesha – Head Volleyball Coach
Johnson, Robert – Assistant Men’s Basketball Coach
Jolley, Joslyn – Executive Assistant to the President/
Secretary to the Board of Trustees
Jones, Commie – Grants Research Pre-Award
Coordinator
Jones, Ida – Assistant to Chief Operating Officer/
Operations Manager
Jones, Patricia – Administrative Assistant,
Financial Aid
Jones, Robert – Campus Police Sergeant
Jones, Teresa – Lead Custodian
Jordan, Melvin – Building Maintenance Worker
Joynes, Sharika – Head Softball Coach
Junot, James – Sports Information Director
Leacy, Matthew – Grounds Worker
LeGrande, Adrian – Maintenance Worker/HVAC
Lewis, Gregory – Sr. Vice President of Business
Affairs and CFO
Little, Quenzelle – Maintenance Worker/Painter
Lockhart, Joshua – Community Director
Logan, Larry – University Bus Driver
Lucas, Hakim J – President and Chief Executive
Officer

Lynn, Robert – Interim Director, University
Space Planning
Marsh, Ronald – Lead Custodian
Marshall, Tamora – Campus Police Officer
Martin, Deborah – Interim Assistant Dean, School
of Theology
Mason, Joann – Library Assistant
McGowan-Powell, Kiara – Interim Assistant Director
Brand Marketing and Strategic Communication
McKinney, John – Upward Bound History Instructor
McMath, Eric – Grounds Worker
Mejeras, Jason – Budget Director
Miller, Lenora – Administrative Assistant,
Wilder Library
Mills, Aaron – Building Maintenance
Mines, Kelvin – Videographer
Minor, Moses – Sr. PC Support Technician
Moon, Lisa – Assistant Provost; Assoc Prof., Psych.
Morita, Michael – Offensive Line Coach/Recruiting
Coordinator
Neely, John – Manager, Print Shop
Nelson, Kelli – Grant Assistant
Paisley, Taylor – Admissions Counselor
Parker, Alvin – Head Football Coach
Parrish, Glenn – Campus Police Officer
Pointer, Edward – Pass Game Coordinator Coach
Pope, Kiesha – Director of Financial Aid
Powell, George – Building Maintenance Worker
Prentiss, William – Assistant Director, Bands
Ragland, Tyrcia – Custodian
Richardson, Cheryl – Grants Post-Award Coordinator
Richardson, Mycah – Graphic Design Specialist
Rios, Nigel – Defensive Back Coach
Robinson, Antonio – Custodian
Robinson, Freddie – Interim Director, Facilities
Management
Rogers, Harrison – Grounds Worker
Rucker, Bernard – Equipment Manager
Ryland, Diego – Running Backs Coach
Sealey, Alphonso – Interim Operations Manager
Seay, Dawn – Records Manager
Shaffer, Troy – Quarterbacks Coach
Shelton, Roswitha – Learning Center Coordinator
Shiles, Carl – Building Maintenance Worker/HVAC
Simelton, Loletta – Administrative Assistant, TRIO
Programs
Simon, Kimanee – Staff Accountant

Sledge, Ayasha – Director of Marketing and Branding
 Smith, Beverly – Purchasing Clerk
 Smith, Sheryl – Graduate Program Associate and
 Faculty Assistant
 Smithers, Jackie – Vtag Coordinator Financial Aid
 Counselor
 Strayhorn, Terrell, Associate Provost, Assoc. Prof, Education
 Stephens, Jeanette – Head Cashier
 Taylor, Joseph – Vice President of Intercollegiate
 Athletic & Organizational Wellness
 Taylor, Nixon – Custodian, Floor Technician
 Taylor, Shelia – Database Administrator/Data Analyst
 Taylor-Carter, Sylvia – Tutor counselor
 Thomas, Clarella – Director of Public Safety/
 Chief of Police
 Tolbert, Kelli – Community Director
 Tsortablewu, Moses – Monitoring Specialist
 Turner, Casey – Quarterbacks Coach
 Turner, Rosette – Library Assistant
 Tyler, Gary – Library Assistant
 Walker, Mary – Library Assistant
 Walton, Ronald – Head Tennis Coach
 Washington, James – Head Bowling Coach
 Weaver, Tanesha – Assistant Director of
 Undergraduate Admissions
 White, Ashley – Program Advisor
 White, Esther – Administrative Assistant,
 President's Office
 White, Kristie – Assistant COO
 White, Stephanie – Internal Auditor
 Wilkins, Coreatha – Accounts Payable Assistant
 Williams, Cheryl – Library Assistant
 Williams, Margaret – Accounts Payable Specialist
 Wilson, Talisha – Cashier
 Witcher, Tunesha – Academic Instructional
 Technologist
 Wright, Kim – Administrative Assistant,
 Facilities Management
 Yancey, Brenda – Upward Bound Coordinator
 Young, Debra – Assistant to the Registrar
 Ziths, Regina – Administrative Assistant,
 Athletic & Organizational Wellness

DIRECTORY

Virginia Union University provides a variety of services to her students. The information below is a listing of offered services.

SERVICE	LOCATION	TELEPHONE
Academic Affairs	Pickford Hall -- First Floor	257-5606
Admissions (Undergraduate)	Henderson Student Center -- First Floor	342-3570
Alumni Relations	C.D. King Building -- Second Floor	257-5827
Audio Visual	Ellison Hall -- First Floor	342-3895
Book Store	L. Douglas Wilder Library -- First Floor	257-5725
Campus Ministries	Henderson Center	257-5708
Career Services	Henderson Student Center -- First Floor	257-5656
Catalog Information	Registrar's Office -- Ellison Hall Room 106	257-5846
Counseling	Henderson Student Center -- Second Floor	257-5874
Email Accounts	Information Technology Center -- Ellison Hall	257-5630
Employment Opportunities (Students)	Career Services -- Henderson Student Center	257-5888
Events Approval (On Campus)	Henderson Student Center -- First Floor	257-5869
Events Approval (Off Campus)	C.D. King Building -- First Floor	257-5856 257-5814
Family Emergency	General Academic	257-5875 257-5606
Financial Aid	Ellison Hall -- First floor	257-5675
Graduation Information	Registrar's Office -- Ellison Hall, Room 106	257-5846
Greek Life	Student Activities -- Henderson Student Center, First Floor	257-5869
Handbook	Office of Enrollment Management and Student Affairs -- Henderson Student Center	257-5877 VUU Website
Health Insurance (General Information)	Student Health -- Henderson Student Center, Second Floor	257-5885
Identification Cards	Campus Police Office -- Pickford Hall, Ground Floor	257-5808
Illness/ Injury	Student Health -- Henderson Student Center, Second Floor	257-5885
Institutional Advancement	C.D King Building -- Second Floor	257-3938
Student Integrity and Conduct	Henderson Student Center -- First Floor	257-5633



Library Services	L. Douglas Wilder Library	257-5822
Lost and Found	Campus Police -- Pickford Hall, Ground Floor	257-5850
Parking Permit	University Police -- Pickford Hall, Ground Floor	257-5850
Post Office	Henderson Student Center, First Floor	257-5825
Records and Registration	Registrar's Office -- Ellison Hall, Room 106	257-5846
Residence Life	Henderson Student Center, First Floor	257-5608
Samuel DeWitt Proctor School of Theology	Kingsley Hall, Room 100	257-5715
School of Art and Sciences	Ellison Hall, Room 205	257-5734
Evelyn Reid Syphax School of Education	Martin E. Gray Hall, Room 111	257-5742
Student Accounts	Ellison Hall -- First Floor	257-5675
Student Leadership/ Development	Henderson Student Center	257-5733
Student Support Services	Ellison Hall, Room 108-B	342-6761
Sydney Lewis School of Business	Pickford Hall, Room 301	257-5710
Transcripts	Student Services -- Ellison Hall, First Floor	257-5675
University College	2 nd . Floor, Wilder Library	342-3885
University Pastor	Kinsley Hall	257- 5876
University Publications	C.D. King Building, Second Floor	257-3938
Upward Bound	Baptist Memorial Building, Second Floor	257-5899
Withdrawals	Registrar's Office -- Ellison Hall, Room 106	257-5846



CAMPUS SUPPORT SERVICES

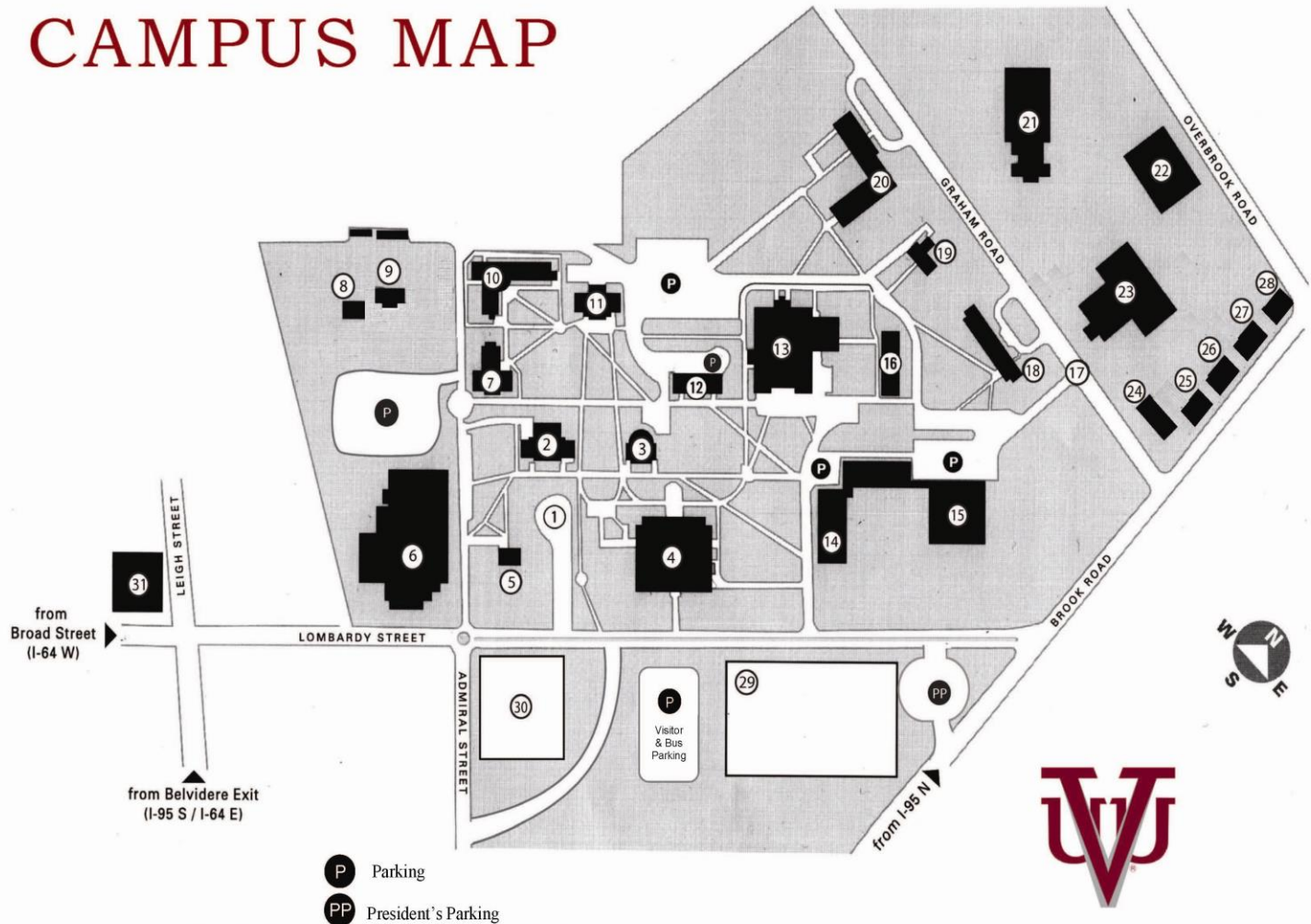
Alcohol Awareness and Education Program (AAEP)	Office of Student Integrity and Conduct -- Henderson Student Center	257-5633
Clothes Closet	Office of Career Services -- Henderson Student Center	257-5656
Dining Services	Henderson Student Center, 2 nd Floor	257-5781
HIV/ AIDS Education Program	Student Development Center Henderson Student Center	257-5874
Information Technology Center	Ellison Hall, Room 116	257-5630
Student Government Association	Henderson Student Center, 1 st Floor	257-5895
Smoking Education Program (Drop Squad)	Office of Residence Life -- Henderson Student Center	257-5608

CAMPUS MAP

Virginia Union University

CAMPUS MAP

1. Pickford Circle
2. Pickford Hall
President's Office
Campus Police
Academic Affairs
3. Coburn Hall
4. Ellison Hall
Financial Aid
Registrar
5. Baptist Memorial Building
6. L. Douglas Wilder Library
7. Kingsley Hall
School of Theology
8. Power Plant
9. Maintenance Building
10. Storer Hall
11. Martin E. Gray Hall
12. Huntley Hall
13. Henderson Center
Admissions Office
Student Affairs Office
14. Belgian Friendship Building
15. Barco-Stevens Hall
16. Hartshorn Hall
17. Main Entrance
18. Newman Hall
19. White Hall /Athletics
20. MacVicar Hall
21. Baptist General Convention of VA
22. Community Annex
23. Richmond Police Training Academy
24. University House #1
25. University House #2
26. University House #3
27. University House #4
28. University House #5
29. Hovey Field
30. Practice Field
31. C.D. King Hall
Human Resources
Institutional Advancement
Student Accounts
University Relations



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