



RANDOLPH COLLEGE

2019-2020

ACADEMIC CATALOG

One Hundred and Twenty-Seventh Session

Lynchburg, Virginia

The contents of this catalog represent the most current information available at the time of publication. During the period of time covered by this catalog, it is reasonable to expect changes to be made without prior notice. Thus, the provisions of this catalog are not to be regarded as an irrevocable contract between the College and the student.

The Academic Catalog is produced by the Registrar's Office in cooperation with various other offices.

The College at a Glance

Accreditation

Randolph College, an independent liberal arts college, is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award degrees at the baccalaureate and master's levels. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Randolph College.

Enrollment

97% full-time representing approximately 34 states and territories and 10 countries. 78% of full-time undergraduates reside in College housing.

Faculty

68 full-time faculty. (94% of full-time faculty hold the Ph.D. or other terminal degree.)

Student: Faculty Ratio is 9:1

Location

Lynchburg, Virginia, a city of 76,000 and a metropolitan area of 252,000 near the Blue Ridge Mountains in central Virginia.

Campus

The main campus comprises 100 acres near the James River in a residential section of Lynchburg.

Curriculum Features

The College offers degrees at the Bachelor's and Master's level, and has 29 major programs, 43 departmental and interdisciplinary minors, writing intensive curriculum, pre-professional preparation, and a dual-degree program in engineering.

Special Programs

Joint academic programs with area colleges and universities, study abroad programs, semester program in American Culture, and internship program.

Randolph College 2500 Rivermont Avenue

Lynchburg, VA 24503-1526

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E-mail: admissions@randolphcollege.edu

Randolph College does not discriminate on the basis of race, color, sex, religion (Title VII), ethnic origin (Title VI), handicap (Section 504), sexual orientation, or age in the administration of its educational and employment policies, and maintains such nondiscriminatory policy in all aspects of operation. Inquiries concerning the application of these policies may be directed to the Title IX Coordinator, the Dean of Students (434-947-8119); or the Section 504 Coordinator, the Director of Human Resources (434-947-8114), in Lynchburg, Virginia 24503-1555.

COLLEGE CALENDAR 2019-2020

Fall Semester

<i>September</i>	2	Monday	Classes begin
	6	Friday	End of the Add period
	13	Friday	Last day for incomplete work to be submitted
	20	Friday	Grades due for all Spring and Summer Incompletes
	27	Friday	End of Drop, Pass/Fail, and Audit period
			Family weekend begins
<i>October</i>	11	Friday	Spring 2020 course schedules due by noon
	18	Friday	Mid-term; Fall break begins, 6:00 p.m.
	23	Wednesday	Classes resume, 8:00 a.m.
			Mid-term grades due by noon
<i>November</i>	7	Thursday	Spring 2020 advising begins
	12	Tuesday	End of withdrawal period
	18	Monday	Spring 2020 online registration begins
	26	Tuesday	Thanksgiving holiday begins, 10:00 p.m.
<i>December</i>	2	Monday	Classes resume, 8:00 a.m.
	13	Friday	Last day of classes
	16	Monday	Exams begin (through Friday at 5:00 p.m.)
	20	Friday	Exams end, 5:00 p.m.
<i>January</i>	2	Thursday	Fall 2019 final grades due, 10:00 a.m.

Spring Semester

<i>January</i>	20	Monday	Classes begin
	24	Friday	End of the Add period
	31	Friday	Last day for incomplete work to be submitted
<i>February</i>	7	Friday	Grades due for all Fall Incompletes
	14	Friday	End of Drop, Pass/Fail, and Audit period
			Fall 2020 and Spring 2021 semester schedules due
<i>March</i>	6	Friday	Mid-term; Spring Break begins, 6:00 p.m.
	16	Monday	Classes resume, 8:00 a.m.
			Mid-term grades due at 10:00 a.m.
<i>April</i>	2	Thursday	Fall 2020 advising begins
	3	Friday	End of withdrawal period
	13	Monday	Fall 2021 online registration begins
			Last day for juniors to declare independently designed majors and apply for May 2021 graduation
<i>May</i>	1	Friday	Last day of classes
	4	Monday	Exams begin (through Friday at 5:00 p.m.)
	8	Friday	Exams end, 5:00 p.m.
	11	Monday	Grades due for graduating students by 10:00 a.m.
	17	Sunday	Commencement
	18	Monday	All other grades due, 10:00 a.m.

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Introduction to the College

MISSION STATEMENT

Randolph College prepares students to engage the world critically and creatively, live and work honorably, and experience life abundantly.

STATEMENT OF PURPOSE

Since its founding in 1891 as Randolph-Macon Woman's College, Randolph College has offered students a rigorous education in the liberal arts and sciences. In keeping with the College motto, *vita abundantior*, integrated living and learning provide a foundation for meaningful lives characterized by a lifelong joy in learning.

Randolph College encourages each student to set and meet high personal goals. Campus life is grounded in the Honor System, which fosters individual integrity and mutual trust. As students from diverse backgrounds study and live together, they are expected to respect the rights and dignity of others, to be open to cultural differences, and to exercise personal and social responsibility. They are encouraged to develop confidence and to participate fully in a community in which women and men work together and treat one another as equals.

Through excellence in teaching, advising, and scholarship, the faculty provides the challenges requisite to the intellectual development of each student. With faculty support, the undergraduate students design individualized and coherent programs of study that combine academic and co-curricular components. While each student's educational plan is unique, all programs of study foster these capacities: to think critically; to write and speak with clarity and accuracy; to employ quantitative reasoning; to use technology effectively and ethically; to cultivate an aesthetic sensibility; to understand key dimensions of the heritage of more than one society; to approach problems with creativity and imagination; to work both independently and collaboratively; and to recognize the power and limitations of knowledge. Graduate students pursue more narrowly focused programs of rigorous study designed to add specialized knowledge to their undergraduate education. The graduate programs are directed by faculty members who are especially knowledgeable about the professional standards to be met by those who earn advanced degrees.

Through their experiences at Randolph College, students are challenged to think ambitiously and to prepare thoughtfully for their futures in a diverse society and an increasingly complex world that offers them expanding opportunities for leadership, responsibility, and service.

ABOUT THE COLLEGE

Randolph College is committed to excellence in the liberal arts and sciences. The College believes that today the breadth and depth of the liberal arts bear as directly as ever on the needs of its students who in a changing society must be competent, flexible, and strong. Within the traditional framework of liberal studies, the College offers students from around the globe a challenging, enlightened, supportive, and inspiring environment in which to gain superior knowledge, pursue personal growth, and prepare for their futures. This enduring commitment to educating the whole person—affirming each student's significance as an individual and as part of a larger community—is made possible by the small size of the College and is further demonstrated by its support of the student's growth in personal integrity and in ethical and social responsibility. Concern for the individual fosters the atmosphere of caring valued so highly by the Randolph community. This is a community where students, faculty, and administrators share a common purpose: the pursuit of excellence in educating leaders for the global society of the 21st century.

Three characteristics of the College embody its purpose. The first characteristic is its grounding in the liberal arts and sciences. To provide a background for their major field of study and a solid foundation for their professions or careers, today's students need broad exposure to the substance and methods of many disciplines. Ideally, such breadth of exposure prepares them to think logically and inspires them to strive for open-mindedness and compassionate understanding. Independent judgment and analytical thinking are among Randolph College's goals, for the College believes that the best preparation for a career is not simply specific training, but also educating the whole person to be wise, independent, and responsible. Another primary function of a broad education is to liberate the student from prejudice, provincialism, and ignorance. Randolph College recognizes that full learning occurs best in a multiracial, multiethnic environment. To enable students to be

responsible citizens, the College strives to fashion academic programs that will ensure multicultural awareness, and seeks to attract students, faculty, and staff of varied racial and ethnic backgrounds.

Second, Randolph College is a small college. It has not been seduced by the notion that bigger is better or that increases in quantity mean increases in quality. Large enough to sustain the major ingredients of a liberal arts and sciences program and small enough to know and attend to individual students, the College aims to foster the kind of community that combats the anonymity pervading much of modern society.

The third characteristic of the College is the primarily residential nature of its undergraduate program. Because students, faculty, and staff live and work closely together, it is a caring community. The emphasis on community, particularly the trust that is part of the Honor Code, means that life at Randolph involves a moral commitment through which students prepare for leading roles in establishing community beyond the Red Brick Wall.

HISTORY OF THE COLLEGE

Randolph College was founded as Randolph-Macon Woman's College in 1891 by William Waugh Smith, president of Randolph-Macon College in Ashland, Virginia. Its purpose was to be "a college where our young women may obtain an education equal to that given in our best colleges for young men and under environments in harmony with the highest ideals of womanhood." The Woman's College became independent of Randolph-Macon College in 1953. In 2007 the College implemented coeducation and became Randolph College.

The parent institution was chartered by the Virginia legislature in 1830 and was named for two statesmen, John Randolph of Virginia (1773–1833) and Nathaniel Macon of North Carolina (1758–1837), as a project of the Methodist Church in Virginia. The ethos of Randolph-Macon Woman's College was ecumenical, and the College was affiliated with the United Methodist Church for decades.

When the College opened for its first session in 1893, William Waugh Smith was president; he served until his death in 1912. His successors have been William A. Webb (1913–1919), Dice Robins Anderson (1920–1931), N. A. Pattillo (Interim, 1931–1933), Theodore H. Jack (1933–1952), William F. Quillian, Jr. (1952–1978), Robert A. Spivey (1978–1987), Linda Koch Lorimer (1987–1993), Lambuth Clarke (Interim, 1993–1994), Kathleen Gill Bowman (1994–2006), Virginia Hill Worden (Interim, 2006–2007), John E. Klein (2007–2013), and Bradley W. Bateman (2013–).

The academic strengths of the College received acclaim early in its history. In 1902 it was the first women's college to be admitted to the Association of Colleges and Preparatory Schools of the Southern States, and in 1916 it was the first women's college south of the Potomac to receive a Phi Beta Kappa charter, becoming the Delta chapter of Virginia. It was admitted to membership in the American Association of University Women in 1919.

As national recognition led to growth in enrollment, the campus expanded from Main Hall, listed in the National Register of Historic Places, to the current complex of twenty buildings occupying one hundred acres. The spirit and ideals which called the College into being continue to characterize its life. Building on a heritage of strength, Randolph College continues to challenge students to *vita abundantior*, a life more abundant.

THE CAMPUS

At the center of the campus stands Main Hall, a red brick structure whose towers rise above a tree-shaded hillside. Main Hall, built in 1893, and the other classroom buildings and residence halls, most of which are connected by enclosed corridors called trolleys, form a semicircle convenient to the more contemporary additions to the campus. The Blue Ridge Mountains are 20 minutes away and are visible from the campus, which is located on a 100-acre wooded tract near the James River in a residential section of Lynchburg.

Admission

The College seeks to enroll students who will benefit from the academic program and who will contribute to the shared life of the community. The Honor System requires that students assume responsibility for their own conduct and that they have a sense of concern for others.

Both traditional students and nontraditional students (age 24 and over) should contact the Admission Office. To enroll, students must have graduated from high school, or in special cases, received the General Education Diploma (GED).

UNDERGRADUATE STUDENTS

In making its selections of students, the Admission Committee considers carefully many aspects of an applicant's credentials, including the quality of the academic record, the courses taken, statements of recommendation, an essay or graded writing sample, out-of-class commitments and activities, and scores on the tests of the College Board (SAT) or the American College Testing Program (ACT).

ADMISSION AND SCHOLARSHIP DEADLINES

The College has a series of deadline notification dates. Each application for admission is evaluated when all necessary materials are received.

Early Action

The deadline for submitting an application for Early Action is November 15 of a student's senior year. Unless other arrangements are made, the SAT or ACT should be taken during the junior year or at the earliest opportunity during the senior year. A student will receive a decision on a rolling basis when all credentials, including junior-year grades, have been received.

Regular Decision

The deadline for submitting an application for Regular Decision is March 1 of a student's senior year. A student will receive a decision on a rolling basis when all credentials, including first semester senior-year grades, have been received.

Rolling Admission

After the March 1 Regular Decision, students can apply and will be admitted on a rolling basis when all credentials, including first semester senior-year grades, have been received.

Transfers

Transfer students should apply by July 1 for the fall semester.

Spring Admission

First-year and transfer students who intend to begin study in the spring semester should apply by December 1.

Enrollment Deposit

Students accepted must notify the College of their plans to enroll and submit the initial \$300 enrollment deposit by May 1. The deposit is refundable if written notification is received in the Admission Office by May 1.

APPLICATION REQUIREMENTS AND PROCEDURES

Applicants should submit the *Common Application*, the *Universal College Application* or the *Randolph College Application*, along with the following credentials:

1. *Secondary School Transcript*. An official transcript should be sent directly to the Admission Office by the secondary school.
2. *Official Test Scores*. Each first-year applicant is required to submit either scores from the SAT or the ACT.
3. At least one *Letter of Recommendation* from the Guidance Counselor or from a senior-year teacher (highly recommended).
4. *Essay or College-specified option* (highly recommended).

It is strongly recommended that applicants visit the College. Appointments for visits should be made in advance by contacting the Admission Office. A student unable to visit the College should speak with a graduate or a current student. The Admission Office will help with arrangements.

SECONDARY SCHOOL PREPARATION

An applicant's secondary school program should include at least four college preparatory courses for each of the four years of secondary school. However, the Admission Committee will give every consideration to an applicant whose course of study does not meet the recommendations outlined below. Recommended distribution of college preparatory courses:

English	4 Units
Foreign Language	
French, German, Greek, Italian, Japanese, Latin, Portuguese, Russian, Spanish	3-4 Units
Three years of one foreign language are recommended, or applicants may offer instead two units of each of two languages.	
Mathematics	
Algebra I, Geometry, and Algebra II	3 Units
A student must have successfully completed or be enrolled in Algebra II in the senior year in order for the application to be considered.)	
History	2 Units
Biology, Chemistry, or Physics, with laboratory work	2-3 Units
Electives from other academic areas of study	1-2 Units

Students can receive credit or advanced placement for college-level work completed prior to entering the College. See *Pre-Entry Credit/Placement Policies* under *Academic Procedures and Regulations*.

HOME SCHOOL

The College welcomes applications from students who are home schooled. Each candidate receives careful individual attention, and each application for admission is evaluated when all necessary materials are received.

1. Application for Admission.
 2. Official Transcript. There are two ways a student may submit a transcript: (a) submission of an official transcript from a home school association or (b) submission of the Randolph College official Home School Transcript Form (available on the College's website) with the curriculum approved through the local school board.*
 3. Official *Test Scores*. Each first-year applicant is required to submit either scores from the SAT or the ACT.
 4. At least one Letter of Recommendation.
 5. *Essay* or *College-specified option* (highly recommended).
- * If necessary, the Admission Office may ask for additional test scores or other documentation, such as a General Education Diploma and/or portfolio, to supplement the regular application requirements.

ADMISSION OF TRANSFER STUDENTS

An applicant who receives any college credit after receiving a high school degree or GED is considered a transfer student.

Requirements for transfer students are listed below:

1. Application for Admission.
2. Essay or College-specified option (optional).
3. Official college transcripts from every college and university attended and a statement indicating the name of your high school and your high school graduation date. Students may submit their high school transcript if they feel it will strengthen their application.
4. High school transcript required when less than 30 transferrable college credits.
5. One letter of recommendation from a college official (a faculty member from whom the student has taken a course or an Academic Dean or faculty advisor) (optional).
6. SAT and/or ACT test scores are required when less than 30 transferrable college credits.
7. Transfer applicants must be in good standing with the last institution attended.

The Registrar of Randolph College will evaluate all previous college work for which transfer credit is requested in consultation with appropriate faculty. See ***Transfer of Credit Policy***. To be eligible for a degree from the College, transfer students must take at least 56 credit hours of their work at the College and must earn a cumulative grade point average of 2.0 (rounded) in all work for which a letter grade is recorded at Randolph College.

INTERNATIONAL STUDENTS

The College encourages applications from international students and offers scholarships for qualified applicants. International students use the same admission application forms as candidates from the United States; however, they must submit scores from either (a) the Test of English as a Foreign Language (TOEFL) with a minimum of 79 internet-based, (b) International English Language Testing System (IELTS) with a minimum of 6.5, or (c) test results from either the SAT or the ACT.

GRADUATE PROGRAMS

The Master of Arts in Teaching (M.A.T.) will prepare qualified curriculum and instruction and special education teachers to be leaders in education. Undergraduate students may complete initial teacher licensure in preK-6 or secondary education and a master's degree after a 5th year of study in a summer-fall-winter-spring cycle. This program provides students with endorsements in secondary subject areas, elementary education, or special education. For more information, see ***Education***.

The Master of Fine Arts in Creative Writing (M.F.A.) is a two-year, low-residency, intensive degree in creative writing: poetry, fiction or nonfiction. During the two years, students complete four semesters of one-on-one mentorship and attend five ten-day residency sessions, one beginning each semester, as well as a final graduation residency at the end of the fourth semester. After the residency session, each student works with one faculty mentor for twenty weeks, completing original new writing, revising works in progress, and writing critical analysis essays. For more information, see ***English***.

M.A.T. CANDIDATES

Candidates for the Master of Arts in Teaching should submit the following to the Admission Office:

1. Graduate Application for Admission.
2. Personal statement focusing on the rationale for entering the program.
3. Official transcripts from all undergraduate institutions attended.
4. A minimum GPA of 3.0 (rounded) on a 4.00 grading system in major or field of interest.
5. Results of professional teachers' examinations prescribed by the Virginia Department of Education.
6. Two Letters of Recommendation.
7. Scheduled interview with the Director of the Educator Preparation Program.

Students who hold a bachelor's degree from another institution may participate in the M.A.T. Program. Contact the Education Department for details and an evaluation of undergraduate transcripts for licensure. Additional coursework may be required for general licensure outside of the endorsement areas in curriculum and instruction or special education.

M.F.A. CANDIDATES

Candidates for the Master of Fine Arts in Creative Writing should submit the following to the Admission Office:

1. The M.F.A. Application Form.
2. Cover Letter/Statement of Purpose: This 2-3 page letter indicates the applicant's purpose in applying to the program, including short-term and long-term writing goals.
3. Unofficial Transcripts from all undergraduate or graduate institutions attended. Official transcripts will be required upon acceptance into the program.
4. A minimum GPA of 3.0 (rounded) on a 4.00 grading system in major or field of interest.
5. Contact information for two references.
6. A Writing Sample in Applicable Genre. Fiction sample: 15-20 pages in length, comprising one or more short stories or a book excerpt. Poetry sample: 8-10 pages in length, comprising one or more poems. Nonfiction sample: 15-20 pages in length, comprising one or more short essays or a book excerpt.
7. TOEFL or IELTS Scores (international students only).
8. Resume or C.V. (Optional).
9. Application Fee: \$40.

NON-DEGREE PROGRAMS

Certificate of Major

The Certificate of Major Program enables a student to earn, in effect, a second major in order to develop background needed for a career change, prepare for graduate school in a new field, or pursue a new interest in depth through fulfillment of the requirements of the major field. Applicants must have completed a bachelor's degree. The College awards a Certificate of Major upon completion of a minimum of 30 credit hours at the College and upon fulfilling of all the requirements of the major program. An applicant to the Certificate of Major Program must submit the following:

1. Application for Admission.
2. At least one Letter of Recommendation.
3. Official college/university transcripts from every college or university attended.
4. Interview with an admission counselor (Alternative arrangements can be made for applicants who live some distance from campus).
5. A statement of personal and academic goals.

Community Students and Auditors

A person who wishes to take courses at the College but is not planning to work toward a degree may apply to be a community student if he or she has interest in a particular course. Contact the Registrar's Office or look under *Registration Information for Non-Degree Students* on the Registrar's website to obtain a Special Student Application and registration information. In addition, auditors must complete an Audit Form and obtain the permission of instructor to audit a course.

Dual Enrollment Program for High School Students

A secondary school student from the Lynchburg area who has an accelerated secondary school program may also enroll in specific courses at the College under the Dual Enrollment Program. Dual enrollment means that the student's courses count toward the high school degree program and may be transferred to a college program. Prospective students should contact the Registrar's Office or look under Registration Information on the Registrar's website for a Special Student Application that must be accompanied by a high school transcript and a recommendation from the high school principal.

High School Student Not Dually Enrolled

A secondary school student from the Lynchburg area who wishes to enroll in a class that does not need to be part of the student's high school program may apply as a special student. Prospective students should contact the Registrar's Office or look under Registration Information on the Registrar's website for a Special Student Application. A copy of the student's high school transcript is required.

Teacher Licensure Only

Students, who have already completed a bachelor's degree and are seeking a Virginia Teaching License, can apply to the Teacher Licensure Program. An individual interested in licensure should contact the Director of the Educator Preparation Program before beginning an application. Also, students can complete prerequisite coursework for a graduate program. An applicant to Teacher Licensure must submit:

1. Application for Admission.
2. One Letter of Recommendation.
3. Official college/university transcripts.
4. A statement of personal and academic goals.
5. A minimum GPA of 2.5 on a 4.00 grading system in major field of interest.
6. An interview with a faculty member in the Education Department to review requirements for Teacher Licensure and entrance criteria for the Teacher Licensure Program, as described in the *Academic Programs and Courses of Instruction* section, under *Education*.

Tuition, Fees, and Expenses

Fees are payable at the Business Office on the dates indicated below. The catalog statement is considered sufficient notice of the time and terms of payment. As a reminder, however, statements are posted electronically for the convenience of families and students before each payment is due.

Annual tuition payment plans are available for parents who wish to spread payments over the respective academic year. The plan includes insurance protection against death or disability of the parent. Information about these plans is mailed directly to parents or students upon request to the Admissions Office or the Student Financial Services Office. If fees cannot be paid as stipulated in the schedule, or by loans or other sources, one of these plans should be seriously considered, since all fees are due and payable as stated.

A completed and returned Educational Benefit Account Agreement and College’s Initial Disclosure (EBAA) is required of all students and their parent(s) or guardian(s) prior to matriculation. This form will remain on file in the Business Office for the duration of the student’s enrollment. By completing this form, the student and parent(s) or guardian(s) agree to pay all financial obligations that are due to the College. This form grants permission to the College to discuss financial matters regarding tuition accounts with all parties on the EBAA.

GENERAL FEE POLICIES

No student may be enrolled in or attend classes until all fees due at the time have been paid, nor will an official transcript be issued on behalf of a student having unpaid bills. Failure to keep accounts current may jeopardize participation in room draw and registration for the next semester. No senior who has an unpaid balance as of April 30 prior to commencement will receive a diploma. The College will, at its option, send a delinquent account to a collection agency and will add to the balance any costs of collection incurred.

Checks returned to the College for any reason will be added to the student’s account balance. In addition, the current returned check fee will be added to the account. These transactions will be reflected on the next statement sent and will be due upon receipt of that statement. Once the check is returned, the Business Office will not accept checks as payment of tuition and fees, even if the student wishes to use someone else’s check.

TUITION AND FEES FOR THE ACADEMIC YEAR 2019-2020

For Full Academic Year	Resident	Non-Resident
Tuition	\$40,521	\$40,521
Residence (Room and Board)	<u>\$13,580</u>	
Annual Charge	\$54,101	\$40,521

Payment Schedule:

Enrollment Deposit	\$300	\$300
<i>Required only of NEW students and due May 1</i>		
Fall semester payment due	August 1	
Spring semester payment due	January 1	

For Students Entering at Mid-Year	Resident	Non-Resident
Tuition	\$20,260.50	\$20,260.50
Residence (Room and Board)	<u>\$6,790</u>	
Second Semester Charge	\$27,050.50	\$20,260.50

Late Fee Policy on Past Due Account

Payments not received by the due date are subject to a monthly late fee of 2% of the past due balance. Such fees are subject to change at the discretion of the Board of Trustees.

Other General Policies

The enrollment deposit is applied as payment toward the new student’s account for the upcoming academic year and is refundable if a student submits a written request for a refund by May 1. The request should be submitted to the Admissions Office. For new students entering mid-year, the enrollment deposit is due December 1, and written requests for a refund to the Admission Office must be submitted by January 1. Student financial aid awards are credited to accounts with 50% of the

award credited to the fall semester payment and 50% to the spring semester payment. Only students who are properly enrolled and have paid room and board fees may occupy residence hall rooms on campus.

OTHER FEES FOR THE ACADEMIC YEAR 2019-2020

Orientation Fee

All first-time, first-year, and transfer students will be assessed an Orientation Fee of \$150 in their fall tuition bill that covers the costs of materials, and programming for parents and the students, and student meals during Orientation Week.

Student Activities Fee for Undergraduate Students

Annual Fee.....\$210

Technology Fee

Fee charged to all students to cover cable TV (basic service), computer labs, and network connectivity. If you would like to have a land line in your room, Telephone Services will lease a VOIP phone to you for \$150 per year and it will be charged to your tuition account. If you return the phone to Telephone Services in working order at the end of the year, \$100 of that deposit will be credited back to that same account.

Non-Residential Students (annual) \$140

Residential Students (annual) \$400

Graduation Fee

All graduates (both bachelors and masters) are charged a graduation fee of \$200 in the term in which they are scheduled to graduate. The fee is used to partially offset costs associated with Commencement, including the graduation robe, cap, and tassel, printing of diplomas and programs, speaker travel and accommodations, etc.

Course Overload Fee

Students taking in excess of 18 credit hours will be billed \$450 per additional credit hour

Graduate Education (M.A.T.) Student Fees

Graduate education students will be charged \$350 per credit hour for credit courses and \$175 per credit hour for auditing a course. Room and board is charged if the student resides on campus.

Low-Residency M.F.A. Student Fees

Tuition for 15 credits \$8,190 per semester

Student Fee \$ 350 per semester

Residency Fee \$ 285 per semester

Semester Tuition and Fees Total \$8,825 per semester

Summer Housing (optional) \$ 225 per residency

Winter Housing estimate (required) \$ 995 per residency

Two-year program tuition and fee costs are estimated at \$36,075 and are based on the tuition and fees above plus a fifth residency fee of \$775 (graduation residency fee). In addition, there are housing costs for the summer and winter residencies.

MFA courses can be dropped before the first day of class with a 100% refund. If dropped during the first week of the term, term beginning at residency, the student will be reimbursed 90% of tuition. If dropped sometime in the second week of the term, the student will be reimbursed 50% of tuition. Beyond the second week, there is no reimbursement. All refund calculations take into account any charges that are unpaid at the time of withdrawal. The student fee, residency fee, housing fee, and any other miscellaneous fees are not included in the refund policy calculations.

Health Insurance Fee

The College requires all full-time students to be covered under a health insurance plan. If you already have health insurance, review your existing policy to determine whether the coverage will be available in Lynchburg. If a student does not have health insurance coverage, the College offers an optional Health Insurance Plan for a yearly fee. The College automatically enrolls all students in the College Health Insurance Plan and the charge is placed on the student's account for the July 1 billing. Students covered under another health insurance plan are required to waive the optional College plan. If a student does not waive the optional College plan, the fee will remain as a charge on the student account. If the plan is waived, the fee is removed. The deadline to waive the insurance plan is August 15.

Student Accident Insurance

All full-time Randolph College students are covered by an Individual Student Accident Policy. This policy assures that if a student is injured during the academic year, there is up to a \$5,000 accidental medical benefit in place. The mandatory plan is a nominal charge of \$64 per semester charged to the student's tuition account. Since unforeseen illnesses and accidents do happen, Randolph College is working to facilitate a student's academic success by not having to worry about unforeseen medical bills due to lack of coverage.

Art Fees

Students enrolled in art classes may be charged an art fee in their tuition bill that covers the cost of materials during the semester ranging from \$50 to \$150 per course. Students will need to consult the professor for the fees associated with their particular course.

Music Performance Fees

The music performance lesson fee is waived for music majors or minors. If the student drops the music major or minor, music performance lesson fees will be charged retroactively for the semester.

- One-half hour lesson (1 credit) (per semester) \$325
- One hour lesson (2 credits) (per semester) \$600

Physical Education Activity Courses Fees

Students enrolled in certain physical education activity classes will be charged an additional fee. Current courses that have such a fee are fencing, rock climbing, and scuba diving. Students should consult the professor for the fees associated with their particular course.

Parking Registration Fees

Parking registration fees are nonrefundable once the academic years starts. Parking penalties are in addition to the normal registration fee.

- First-year student \$250
- Sophomore \$200
- Junior \$150
- Senior/Graduate \$100
- Commuter (Day) \$100
- Parking Tickets (per ticket) \$40

Part-time Student Fees

Applicable to fifth year undergraduate students and nontraditional students (age 24 and over).

- Part-time, Degree, Nonresident (per credit hour) \$1,688

Special Student Fees

- Auditors* (per credit hour) \$175

With prior permission of instructor, a special, part-time, non-degree, non-resident student may audit courses, with the exception of courses in art studio, music performance lessons, physical education activity courses, and science courses with required laboratory.

Certificate of Major. (per credit hour) \$844.00

For program description, see *Certificate of Major* under *Admission*.

Dual Enrollment of High School Students.(per credit hour) \$150

This fee applies to all high school students who enroll for one or more courses which will transfer back to their high school and count towards graduation.

Special, Part-time, Non-Degree, Nonresident (per credit hour) \$350

A student will be allowed to take up to 6 hours per semester for this special fee. In addition, only 15 hours at this fee may be used towards a degree at Randolph College. If the student takes more than 15 hours at this fee, the difference in fees (in effect at the time the course was taken) would have to be paid or the extra hours not used towards the degree. A student may transfer these credits to another institution at any time at no additional charge beyond the normal transcript fee in effect at the time the transcript is sent.

Student Teaching (Undergraduate)(12 student teaching hours) \$4,200

For Teacher Licensure Only students or for students who require a ninth semester solely for the purpose of completing student teaching.

Teacher Licensure Only. (per credit hour) \$782.50

For program description, see *Teacher Licensure Only* under *Admission*.

Study Abroad Fees

Affiliate Programs. \$1500 per semester
\$2500 per academic year
Non-affiliated Programs. \$ 250 per semester

Summer Fees

Independent Study. \$150 per credit hour
Experiential Learning. \$150 per credit hour
Online Course. \$450 per credit hour

Online courses can be dropped before the first day of class with a 100% refund. If dropped during the first week, the student will be reimbursed 90% of payment. If dropped during the second week, the student will be reimbursed 50% of payment. Beyond the second week, there is no reimbursement.

Transcript Fees

Per Transcript \$5
Rush Service. additional \$10 per order
Overnight Delivery. additional \$45 per destination

All charges subject to revision with changes in vendor fees and/or fees charged by overnight carriers.

Online Textbook Purchases

Each enrolled student is eligible to charge up to \$500 for textbooks through our virtual online bookstore to their tuition account in the first two weeks of each semester. Charges will be applied during the third week of classes and will be due within the next billing cycle.

Off-Campus Study Programs – Domestic and Study Abroad

Students participating in one of the off-campus study opportunities discussed in *Academic Opportunities* should consult that section for the tuition and room and board requirements of the individual programs.

Part-time Student Policy

All part-time students must pay for their classes at the time of registration, prior to class attendance. Part-time students who increase their hours during the add/drop period will be billed for the additional hours at the end of the add/drop period with fees payable upon receipt of the bill. Any reduction of hours will be credited per the College refund policy.

Residence Damage Policy

Charges for damages to residence hall rooms and common-use areas within the halls are applied to students' accounts upon notification by the Residence Life Office. Damages to individual residence hall rooms and their furnishings will be charged to the room occupants unless the identity of others responsible for the damage is known and the charges are paid in full by these individuals. Charges for damages to common-use areas and furnishings therein will be assessed equally to all residents of the residence hall unless the identity of individuals responsible for the common-use area damage are known and those individuals pay for the damages in full.

Student Medical Costs

The services of the College nurse practitioner, nurses, and counselors, and the use of the Health and Counseling Center are provided to residential students without additional cost. Non-residential, full-time students are charged a mandatory, non-refundable fee of \$50 per semester for Health Center and Counseling Center services. Patients are expected to pay for medications, laboratory work and, if additional medical attention is desired, for such fees as those of the hospitals, urgent care centers, surgeons, special nurses, and/or consulting physicians.

ADJUSTMENTS WHEN A STUDENT WITHDRAWS

Tuition, Room and Board Adjustments

Students who withdraw before a semester begins or on the first day of classes will be given a full refund of all charges less the enrollment deposit. If the withdrawal is prior to May 1, the enrollment deposit will also be refunded. The withdrawal date is established by the date of receipt by the Associate Dean of the College of written notice of intent to withdraw. For purposes of calculating refunds, a school week is defined as beginning on Monday and ending on the following Sunday. All refund calculations take into account any charges that are unpaid at the time of withdrawal. The student activities fee, the technology fee, and any other miscellaneous fees are not included in the refund policy calculations. There is a \$100 processing fee charged for all students who withdraw during the first eight weeks of a semester. Refunds for students withdrawing from programs with outside institutions will be calculated based on the other institutions' guidelines. Refund requests must be made in writing to the College's Business Office.

If withdrawal occurs, tuition, room and board are refunded based on the school week of the semester within which the student withdraws. The schedule of reductions for tuition and room and board follows. There will be no exceptions to this policy.

Within the first or second week	90% reduction of tuition, room, and board
Within the third or fourth week	50% reduction of tuition, room, and board
Within the fifth to eighth week25% reduction of tuition, room, and board
After the eighth week of the semesterno reduction of fees

Financial Aid Adjustments

Grants and scholarships that are awarded from institutional funds will be reduced in accordance with the above procedure for adjustment of charges. The policy for federal financial aid funds is given below. Other financial aid funds (outside scholarships, state funds, etc.) will be refunded in accordance with the rules/regulations governing each specific program. For further information, including examples of return of Title IV financial aid, contact the Financial Aid Office.

Title IV Fund (Federal Financial Aid) Adjustments

The College follows the following mandatory policy when calculating the return of Title IV financial aid funds. During the first 60% of an enrollment period, federal financial aid is earned in direct proportion to the length of time that the student is enrolled. A student who remains enrolled beyond the 60% point earns all aid for the period. The percentage of the period that the student is enrolled is derived by dividing the number of days the student attended by the number of days in the enrollment period. Calendar days are used, but breaks of at least five days are excluded.

Federal aid that has been earned by the student and which could have been disbursed, but has not yet been received/dispensed by the school must be disbursed to the student's account after withdrawal. After calculating the amount of funds to return, the College must return unearned aid for which the school is responsible. Funds are repaid in the following order:

- | | | |
|---------------------------------------|-----------------------|----------------------------|
| 1. Federal Unsubsidized Stafford Loan | 3. Federal PLUS Loan | 5. Federal SEOG Grant |
| 2. Federal Subsidized Stafford Loan | 4. Federal Pell Grant | 6. Other Title IV Programs |

The student (or parent for a PLUS loan) must return unearned aid for which the student/parent is responsible. If the student is unable to repay the portion of unearned aid a payment plan must be arranged with Randolph College or the U.S. Department of Education. Students who have not repaid or entered into a signed repayment agreement within forty-five days of notification may lose eligibility for Title IV funds and will not be eligible to receive an academic transcript from Randolph College.

Scholarships & Financial Aid

Randolph College recognizes the challenges families face when choosing the appropriate college or university for their students and makes every effort to support each family to the fullest extent. Access to a quality liberal arts education is paramount to our mission. Each year, the College awards scholarships, federal need-based grants, campus employment, and low interest student loans. All students are encouraged to apply for financial aid, because it establishes eligibility for Federal grants and low interest student and parent loans. The Financial Aid Office provides applicants with information regarding payment and loan alternatives.

HOW TO APPLY FOR SCHOLARSHIPS AND AID

Applying for Randolph Scholarships and Merit Awards

The student's application for admission serves as an application for all scholarships and merit awards. Although the application deadline is March 1, first-year students are encouraged to apply for admission early in order to be given full consideration for all scholarships.

Academic Scholarships Based on Application for Admission for First-year and Transfer Students

Academic scholarships are awarded based on a wide range and combination of criteria, such as academic achievement, leadership experience, community involvement, and special talents. When a student is the recipient of an honor scholarship or merit award and it is determined that there is financial need, the honor scholarship or merit award is incorporated as a part of the comprehensive financial aid award. A student may be granted a maximum of one year on approved leave of absence and still retain the award upon returning with confirmation that the renewal criteria as noted in the original award letter were met. These scholarships are awarded to first-year and transfer students for full-time attendance provided the student remains in good standing.

Applying for Need-Based Aid and Determination of Need

Students should complete the *Free Application for Federal Student Aid (FAFSA)*. This application should be completed and submitted to Federal Student Aid after October 1, but before March 1 for incoming students and by April 1 for continuing students. Include the College's federal code number (003734). Students may apply online at www.fafsa.gov or on the phone app. When applying online, both the parent and student must create a Federal Student Aid Identification (FSA ID) at www.fsaaid.ed.gov. Families with special expenses/ circumstances should provide written documentation directly to the Financial Aid Office.

Eligibility for need-based assistance is determined as a result of the student filing the FAFSA. Students are awarded need-based grants, student loans, and campus employment based upon the results of this report. Financial aid is distributed in accordance with federal, state, and institutional guidelines. Applicants who have been accepted for admission will be notified of their financial aid status following the receipt of all necessary materials.

STUDENT RIGHTS AND RESPONSIBILITIES

Students have the responsibility to submit accurately completed applications before the deadlines applicable to each program. Students are expected to read and understand their financial aid award or, in the case of a loan or student employment, to understand fully their obligations before signing a promissory note or work agreement. All students receiving financial assistance from the College are granted the right of appeal to the Financial Aid Committee for reconsideration. Requests for

review must be submitted to the Financial Aid Director. Students with questions about consumer information/disclosure requirements should contact the Financial Aid Director.

SOURCES OF AID

Need-Based Grants

The *Free Application for Federal Student Aid (FAFSA)* serves as the application for most grant assistance programs; exceptions are noted below.

Federal Pell Grants: Need-based federal government non-repayable grants up to \$6,195 (est.) per year available to qualifying students. Eligibility is based upon a federal formula determination of a family's ability to pay for college.

Federal Supplementary Educational Opportunity Grants (SEOG): Need-based non-repayable grants up to \$4,000 per year available to qualifying students with exceptional financial need, and is subject to allocated funding from the Department of Education.

Virginia Tuition Assistance Grants (VTAG): Non-repayable grants up to \$3,400 (estimated maximum) available to Virginia residents who attend the College as full-time degree candidates. The VTAG was established to help reduce the difference between the tuition at private and state-supported educational institutions in the Commonwealth. A student does not have to be eligible for need-based aid to receive a VTAG. Applications are available online or can be requested by contacting the Financial Aid Office. It is not necessary to reapply for this grant every year. The amount of this grant is subject to change based on state appropriations.

Other State Assistance: Several states offer state grant programs that can be used for attendance at an out-of-state college. Applications should be completed in accordance with state deadlines.

Campus Employment

Need-based financial aid recipients may be offered campus job opportunities. Off-campus community service jobs are also available. Funding is provided through the College and the Federal College Work-Study Program. Limited openings are available to students who have not demonstrated financial need. A typical campus job assignment involves 2-10 hours per week.

Parent and Student Direct Loans

Most student and parent loans are made directly with the U.S. Department of Education and are referred to as Direct Loans. Direct Loans are low-interest loans for students and parents to help pay for the cost of a student's education after high school. The lender is the U.S. Department of Education, though most of the contact will be with a loan servicer. With Direct Loans, families borrow directly from the federal government and have a single contact for everything related to repayment, even if they receive Direct Loans at different schools. Students have online access to their Direct Loans account information through the loan servicer's website where they can choose from several repayment plans which can be switched if their needs change.

As with all federal student aid, students qualify for Direct Loans by filling out the *Free Application for Federal Student Aid (FAFSA)*. The information on the *FAFSA* is transmitted to the schools that are listed on the application, and those schools use the information to assess financial need for student aid. Direct Loans are generally awarded as part of a larger award package which may contain other types of aid as well, to help families meet the costs of going to college. For more information, go to www.studentloans.gov or contact the Financial Aid Office.

The Direct Loans Program offers the following types of loans:

Subsidized: for students with demonstrated financial need, as determined by federal regulations. No interest is charged while a student is in school at least half-time, during the grace period, and during deferment periods.

Unsubsidized: not based on financial need, interest is charged during all periods, even during the time a student is in school and during grace and deferment periods.

PLUS: unsubsidized loans for the parents of dependent students and for graduate/ professional students. PLUS loans help pay for education expenses up to the cost of attendance minus all other financial assistance. Interest is charged during all periods.

Other Student and Parent Loans

Plitt Loan Program (PLITT): This student/parent loan program, funded by the Clarence Manger and Audrey Cordero Plitt Trust and the College, helps families pay for college in regular installments over an extended period of time. Qualifying applicants may apply for a maximum of \$10,000 per year. Funds are limited and eligibility determination includes credit review as well as an analysis of the applicant's debt/income ratio.

Private (or Alternative) Loans: Private loans represent another option for paying the cost of a student's education after high school. Lenders are banks or other lending institutions that have agreed to offer loans for defraying higher education expenses. Students will likely need a cosigner in order to obtain an alternative loan. Interest rates can be fixed or variable, and repayment terms can vary as well. Borrowers are encouraged to exhaust their eligibility for federal Direct Loans before considering alternative loans as a financing option.

Financial Aid for International Students

The College offers merit-based aid to eligible international students who have been admitted to the College. Award amounts are based on grades in secondary school and test scores. All admitted international students are required to show adequate financial resources for attending Randolph College.

Financial Aid for Students Studying Abroad

If the College agrees to accept credit for a study abroad program toward the Randolph College degree, it will process federal Title IV financial aid on behalf of the student or sign a government-approved consortium agreement allowing the other approved college or university to process such assistance. Most honor scholarships are applicable when the student is in attendance at certain colleges or universities with which the College has a formal affiliation or exchange program.

ACADEMIC REQUIREMENTS FOR FINANCIAL ELIGIBILITY

Federal regulations require that students make satisfactory academic progress according to institutional policy in order to receive federal Title IV funds. Randolph College also requires that students meet these standards in order to maintain eligibility for institutional funds. Financial Aid conducts a review of student progress every June.

Quantitative Standard: First-time, first-year students are expected to complete graduation requirements within a standard four-year time frame. The maximum time frame for satisfactory progress is 150% of the published program length of eight semesters. An entering first-time, first-year student is eligible to receive a maximum of eight semesters of institutional funding and a maximum of twelve semesters of federal funding. Transfer students are eligible to receive aid based on the number of hours accepted as transfer credit. For example, an incoming transfer student with sophomore status is eligible for four semesters of institutional funding. If a student needs an additional semester to complete their program of study, they may submit an appeal to the Director of Financial Aid for extended aid consideration. Time frames for part-time students are adjusted proportionately according to whether the student is enrolled at least three-quarters time, half-time, or less than half-time. Non-degree candidates for Teacher Licensure must submit a proposed academic progress plan to be reviewed by the Financial Aid Committee for determination of the maximum number of semesters of eligibility for federal student loans.

In order to make satisfactory academic progress for financial aid review, a student must meet the following minimum criteria: after the first-year of study, 24 hours completed; after the second year of study, 56 hours completed; after the third year of study, 88 hours completed; and upon graduation, 124 hours completed.

Students who do not meet these standards during the annual progress review at the end of the academic year are placed on financial aid probation. During this probationary period, the student is eligible to receive financial aid. Students must progress to the appropriate level of hours completed before the next financial aid progress review, or financial aid will not be renewed for the upcoming academic year. Incomplete courses, withdrawals, and noncredit remedial courses are not counted as hours

completed toward satisfactory academic progress. All periods of attendance, including summer sessions and semesters during which a student does not receive financial aid, are counted toward the maximum time frame and the qualitative component. Time frames are not adjusted based upon a change in major or degree.

Qualitative Standard: Students must maintain a minimum cumulative GPA in order to meet satisfactory academic progress standards for financial aid. As a part of the annual June financial aid progress review, students who are on academic probation will be placed on financial aid probation. During this probationary period, the student is eligible to receive financial aid. The student must attain the appropriate minimum cumulative GPA before the next annual progress review, or the student will be ineligible to receive financial aid for the upcoming academic year. For the definition of good standing, see ***Academic Procedures and Regulations***.

Loss of Eligibility and Appeal Procedures: Student eligibility is reviewed at the end of the academic year and students are notified of probationary or non-renewal status by July 1. To appeal this decision, the student must submit a typed letter of appeal by July 16. Students will be notified of the result of the appeal by August 1.

Tuition and fees

Student Life

Learning takes place at all times during a student's time at Randolph College: in the classroom, while studying abroad, in the dining hall, in the residence halls, on the field, court, or pool, and in the various student organizations that exist, to simply name a few. At the College, there is a close relationship between the academic program and cocurricular activities among the students, faculty, and administrative staff. More detailed information about student life policies can be found in the Randolph College Student Handbook.

RESIDENCE LIFE

Randolph College is a small residential college, which accounts in part for the exceptional quality of student life. There are six residence halls and apartments for upper-level students overseen by head residents and resident assistants. The Office of the Dean of Students, head residents, and resident assistants serve as valuable sources of information and support for students.

A prominent feature of our environment is the sense of community that results from the strength of our residential living experience. Through on-campus residency, students develop strong interpersonal connections with their peers, enjoy social and educational experiences together, develop the ability to negotiate solutions to community and personal issues, and learn to appreciate the rich diversity of cultures, opinions, talents and experiences that our community offers.

All traditionally aged students (23 or younger) are required to maintain full-time enrollment and to live in campus housing, unless classified as a Commuter Student. Students who are 24 or older may not reside in student housing. In order to be eligible for Commuter Student status, the student must be enrolled full time, must apply for approval to live off campus, and meet one or more of the following criteria on or before the first day of classes of the semester they initially enroll:

- reside with a parent/guardian within a 50 mile radius of the College in the parent's primary residence,
- be married and living with a spouse,
- have a dependent child living with the child,
- be enrolled in their fifth year or greater at the College.

Students should start the application process to reside off campus if they meet the above criteria by contacting the Assistant Dean for Residence Life and Student Conduct.

Students who are transferring to Randolph from another higher education institution located within 50 miles of the Randolph campus, and who at the time of matriculation are renting in the local community, may apply for commuter student status. Each application will be reviewed by the Vice President for Student Affairs/Dean of Students or their designee. An exception to the residency requirement will be granted if a student's application is approved. Such requests must be made at the time of initial matriculation and will not be granted at a later date.

Resident students may not rent or lease in part or whole any off-campus dwelling during the period of their enrollment without specific permission from the Vice President for Student Affairs/Dean of Students. Only students who are properly enrolled and have paid room and board fees may occupy residence hall rooms on campus. A Resident Student who withdraws from the College for any reason during the academic year will be expected to vacate the campus residence within 24 hours of that withdrawal and will be assessed a fine of \$50 for each day they remains beyond the 24 hour vacating expectation and may be subject to additional penalties. Students can apply for an extension of time to vacate the residence halls after withdrawal by meeting with the Assistant Dean for Residence Life and Student Conduct.

The charge for room and board provides a furnished room and board exclusive of the recess periods at Fall Break, Thanksgiving, Mid-Year Break, and Spring Break. College residence halls and the dining hall are closed during the break between semesters. While students are allowed to stay on campus during Fall, Thanksgiving, and Spring Breaks, the dining hall is closed. Students leaving possessions at the College during recess periods do so at their own risk. Students will complete a residence hall Room Condition Form (RCF) upon check-in and check-out each year. Health and Safety Inspections will take place in individual residence hall rooms each semester. Students will be charged for damage to individual rooms and their college furnishings unless the identity of others responsible for the damage is known and the charges are paid in full by these individuals.

Transferring college owned furniture from common areas to student rooms is not permitted. Common areas are regularly inspected, and residents will be charged for furniture found missing. Damage to residence hall public areas and furnishings will be charged to the student(s) responsible. If the responsible party cannot be identified, damage costs will be billed to the smallest identifiable group (suite, floor, hall). Those individuals responsible for damage will be properly assessed. Although every effort is made to protect the property of students, the College is not responsible for loss or damage to the personal property of a student by fire, theft, or otherwise.

STUDENT ACTIVITIES AND TRADITIONS

Student activities promote opportunities for leadership development, the pursuit of common interests, service to the community, and exploration of today's world. Through these activities, a student learns to work with others and usually develops greater insight and confidence. These experiences, enhanced by leadership development programs, contribute substantially to the quality of life on campus and to the development of personal and professional skills that a graduate takes into the future. Membership in most organizations is open to any student who applies. For other groups the necessary qualifications or the basis of election are described in the Student Handbook.

Athletics

Intercollegiate teams are active in the following sports for women: basketball, cross country, lacrosse, soccer, softball, swimming, tennis, track and field, and volleyball and for men: basketball, cross country, lacrosse, soccer, swimming, tennis, and track and field. All intercollegiate sports are conducted in accordance with the guidelines of the Old Dominion Athletic Conference (ODAC) and the National Collegiate Athletic Association (NCAA).

Identity, Culture, and Inclusion

Randolph College celebrates diversity in all its many forms and seeks to build a more inclusive world. Students may seek support for their various identities and how they intersect in the Office of Identity, Culture, and Inclusion, including but not limited to students of color, the LGBTQ+ community, and students not from the United States. Programs are offered by that seek to affirm the unique identities of people while building a community that strengthens itself from these identities and cultivates leaders who will integrate the value of human diversity to the world.

Physical Fitness

The Student Center fitness areas and the Randolph Athletics and Dance Center weight room, gymnasium, pool, and aerobics room are open to students for general fitness activities. Outdoor venues include the track, turf field, grass field; softball field, tennis courts, and disk golf course are also available. A variety of intramural and recreational activities are also available and scheduled throughout the year.

Social and Recreational Activities

Concerts, comedians, magicians, and professional musicians are held regularly. The Randolph Programming Board plans these along with campus-wide and traditional events such as Fall Formal, Geek Week, and Summer-Sendoff. Group trips to cities such as Washington, D.C. are organized throughout the year. On occasion, trips and other events are planned in conjunction with neighboring colleges.

Student Media

The Sundial, the campus newspaper, involves the writing, administrative, and photography efforts of students. The literary magazine, Hail, Muse! Etc., publishes student works in poetry, prose, and the visual arts. The campus radio station, WWRM, broadcasts on campus and also webcasts at www.wwrn.org.

Performing Arts

Randolph College offers students interested in various aspects of the performing arts a rich array of opportunities and experiences that foster a spirit of community and artistic collegiality.

The Theatre Department produces two or three productions each year, where students work alongside Theatre faculty and visiting guest artists in Thoresen Theatre, the Lab Theatre, and the Mabel K. Whiteside Greek Theatre. Student productions, workshops, and classroom projects round out the season. Theatre productions provide opportunities for students in performance, design, management, and technology, both as an extra-curricular activity and for academic credit. Theatre majors often join the artistic team on a main stage production for their senior capstone project.

Throughout the year the Dance Department brings in visiting artists who teach, choreograph, and stage works for the Annual Spring Dance Concert. Whether creating original works or re-staging others, the choreography highlights a broad variety of styles. In recent years, the Department has performed Paul Taylor's Esplanade, Isadora Duncan's Dance of the Furies, and Takehiro Ueyama's Footsteps in the Snow. These performances also include works choreographed by senior dance majors who create and stage their choreography. These works serve as their senior capstone project. Student-organized and directed, the Fall Dance Concert, features exclusively student choreography.

The Chorale, Touch of Harmony, and Chamber Orchestra are directed by faculty of the Music Department. Participation in these groups carries academic credit. Chorale prepares four programs per year including Christmas Vespers and the Spring Concert. Touch of Harmony (a vocal jazz ensemble) presents several programs in the community and on campus. Chamber Orchestra has established a reputation in the Lynchburg area for fine and enjoyable performances of quality repertoire. The ensemble provides a rare and valuable opportunity for students to perform masterworks side by side with area professional musicians. Students may also join one of two student-run acapella groups.

The Heritage Ensemble presents The Flavor Show each year, an evening of music, dance, and theatre. Other on-campus opportunities include student productions, an "improv" group, and open mic nights. The rich variety of these productions allows students to explore and invest in their creative and artistic interests whether their preference is onstage or backstage.

Traditions

Traditions are a very important part of student life. Alternate classes unite together, as sister classes, so that the Odds (odd-year classes) and the Evens (even-year classes) enjoy many special events and share a spirit of rivalry with each other in fun. As students move through four years here, they participate in the important roles played by each class in serenades, the Daisy Chain, Ring Week, and Pumpkin Parade.

Volunteerism

Student Affairs offers opportunities for students to engage in service in the Lynchburg community. The Life More Abundant program, the College's justice-based service program, is designed to help students get beyond the Red Brick Wall and into their role as active citizens. Students can also take part in some more comprehensive service based opportunities like the Alternative Break trips. An Alternative Break Trip is defined as an experience where a group of college students (usually 10-12 per trip) engages in service and social justice for an extended period of time (3-10 days). Students can help non-profit

agencies as an individual and with groups of students, such as an athletic team. Lynchburg has a wealth of non-profit organizations for students to volunteer with that support the following themes: children, healthy lifestyles, the environment, hunger/homeless, elderly community members, education, etc.

STUDENT LIFE POLICIES

The Honor System

The Honor System at the College demands that all students abide by the highest standards of honesty and integrity in their academic, social, and personal life. This charge has been fundamental to conduct and governance since the opening of the College in 1893. The effectiveness of the Honor System depends upon the concept of dual responsibility: individuals assume the responsibility for their own actions and those of other students. The resulting atmosphere of mutual trust and the opportunity for self-awareness and personal growth make the Honor System a precious inheritance and an essential part of student life.

Student Government

Student Government is the student administrative body that promotes the general welfare of each student by creating an atmosphere conducive to student development in the spirit of a true liberal arts education. Student Government is responsible for the continuance of student clubs and organizations. It consists of those students elected or appointed to positions in the executive, legislative, and judicial branches of the government. Officers of Student Government are elected annually in the spring.

STUDENT LIFE SERVICES

Counseling Services

The Counseling Center is open Monday through Friday during the regular academic year and staffed by diverse licensed mental health professionals, one resident in counseling, and one supervised graduate student intern. Services include individual counseling, group counseling, emergency on-call support, and referral to off-campus community resources when needed. Students receive support for a wide variety of concerns including adjustment to college, relationship issues, identity development, gender issues, stress management, anxiety and depression, substance use, trauma recovery, and more. Counseling services are free and confidential for all full-time students, including commuters and graduate students. Numerous resources on a variety of topics are available for loan.

Health Services

The Randolph College Student Health Center offers a variety of prevention, treatment, health promotion, and educational resources to all full-time Randolph College students. College Health Nurses and the Nurse Practitioner strive to promote healthy lifestyle habits and provide treatment, counseling, and education for typical student health needs and concerns. For more specialized needs, students may be referred to an off-campus medical office or facility. The Health Center is open weekdays during the regular academic year.

All new full-time students are required to submit a completed medical record before July 1 (January 1 for new students entering in the Spring semester). Students who do not have a complete medical record on file at the Health Center will not be permitted to register for classes and can only be seen in the Health Center for emergencies. Proof of health insurance coverage is also required of all full-time students during their entire enrollment at Randolph College. Students who cannot provide proof of coverage will be enrolled in the health insurance plan endorsed by the College and will be billed for the cost of that coverage. Information about the College endorsed plan and the process for waiving enrollment due to other coverage will be provided to all students.

The College cannot monitor or assume responsibility for any student's required medication or treatment. If a student must take specific medications in order to control a chronic physical or mental condition, or must obtain specific treatment for that condition, it is the responsibility of the student and/or their family to do so.

Orientation

All new students attend an orientation program prior to matriculation in August or January. During orientation, students are introduced to college life and guided in their transition to life at the College. The College's orientation model includes summer advising, fall orientation and spring orientation programs. Activities during these events include information sessions, placement examinations, and social and recreational events. Students have an opportunity to meet key staff of the College, student leaders, and faculty. Specific orientation sessions are provided for international, commuter, and transfer students.

Spiritual Life

The College supports all sincere expressions of religious faith and is committed to the study of religion as a vital part of a liberal arts education. Campus spiritual life is fully ecumenical as well as interfaith, and students are encouraged to participate in the activities of the local synagogue, mosque, and congregations. Area campus ministers of several denominations are available to students. In addition to the College chaplain, student groups often gather for Bible studies, fellowship meetings, and prayer groups as well as service and mission opportunities. Through a variety of options, a student may participate in or initiate activities, which engage, promote, and nurture the development of an intellectual and spiritual life.

The Academic Program

The academic program is the heart of Randolph College. Designed to develop the student as a whole person, the academic program is the vehicle for acquiring a broad base of knowledge while simultaneously preparing for a meaningful career. The liberal arts curriculum fosters numerous intellectual virtues, including critical thinking, scientific inquiry, and artistic expression. Additionally, the curriculum reinforces at all levels the fundamental importance of effective writing and speaking.

THE GENERAL EDUCATION PROGRAM

Randolph College celebrates excellence in the liberal arts and sciences. Our liberal arts education teaches students to reason creatively, humanistically, scientifically and quantitatively; speak and write with clarity and accuracy; cultivate habits of lifelong learning; develop cultural literacy (regarding their own culture and cultures beyond their own), and consider how to lead a meaningful life (*vita abundantior*). The General Education Program contributes to these goals by granting students broad exposure to several disciplinary ways of knowing as well as helping students develop core competencies that lay a firm foundation for the work they will do within and beyond the red brick wall.

Courses fulfilling General Education requirements are noted in the course descriptions with the following indicators: *WR*: Writing; *WI*: Writing Intensive; *QR*: Quantitative Reasoning; *LA*: Language; *CE*: Common Experience—Life More Abundant; *AE*: Artistic Expression; *HE*: Human Experience; *CI*: Culture and Identity; *SS*: Social Science; *NS*: Natural Science; *PE*: Physical Education.

Core Competencies

WR. Writing.

Every student should develop the ability to write English effectively, to use College library resources and research processes, and to follow appropriate conventions in academic writing. Unless granted an exemption by the Department of English on the basis of an English Composition Placement Test or earned college credit for the equivalent, each student must successfully complete one of the following: WRIT 103 Writing in College in the first year or WRIT 104 and 105 Writing in College (STAR)

For non-native speakers only, the following sequence must be begun in the first semester: WRIT 101,102: English Composition I and II

WI. Writing Intensive.

Each student must complete a course in any discipline with a Writing Intensive (WI) designation. This course may also fulfill one of the Ways of Knowing General Education requirements.

ARTH/COMM 277; BUS 271, 367; CHEM 307-307L*; CLAS 132; COMM 111, 204, 212, 277, 301; ENGL 111, 112, 140, 142, 156, 161, 256, 263, 265, 266; ENGL/THTR 276, 277, 279; HIST 203, 204, 277, 278; P ED 307, 364; PHIL 122, 132, 351; PSYC 212, 230; RELG 172, 202

**If using chemistry both the lecture and lab must be passed in order to fulfill the requirement.*

QR. Quantitative Reasoning.

Every student should demonstrate fundamental quantitative reasoning and application skills. Students can demonstrate these skills by passing an optional competency exam or by successfully completing (or receiving transfer credit for) one of the following courses:

ASTR 101, 103; BUS 334; CHEM 105, 106; ECON 227; EVST 201; MATH 109, 119, 149, 208, 227; PHYS 105, 106, 115, 116, 301; POL 231; PSYC 227R; SOC 395

LA. Language.

Every student should develop some capability in a language, ancient or modern, other than her or his own. Fulfillment of this requirement may be accomplished in one of the following ways:

1. Successful completion of one year of a single foreign language not previously studied; or
2. Successful completion of one year of a single foreign language at the elementary or intermediate level in a language previously studied, depending on placement; or
3. Successful completion of a one-semester course above the intermediate level; or
4. Exemption based on a qualifying SAT II score, an Advanced Placement score of 4 or better, an International Baccalaureate score of 5 or better, or departmental examination. International students fluent in a language other than English may request an exemption from the Office of the Dean of the College. Other students fluent in a language other than English may apply to the Board of Review for exemption.

LMA 101. Life More Abundant.

This course, taken in the first semester of the first year, is intended to expose students to a variety of different disciplinary traditions and approaches through the exploration of contemporary issues and questions in society, and to provide an intellectual experience common to all students in an entering class. Includes academic skills workshops and a selection of required out-of-class activities. Transfer students entering with 12 or more hours completed are exempt from this requirement.

Ways of Knowing

AE/HE. Arts and Letters.

Every student should learn how humanists and artists “chronicle, record, analyze, transmit, and deepen our understanding of the human condition and experience.” This requirement may be fulfilled by successfully completing 9 credit hours in the arts and letters division, including at least 3 credit hours in each of the following two categories:

AE. Artistic Expression

ARTH 380, 382; ARTH/COMM 277, 380, 384; ARTS 103; ARTS/COMM 181, 279; CLAS/COMM 183; CLAS/THTR 275; COMM 221, 351; DANC 101, 102, 131, 132, 141, 142, 187, 231, 241, 261, 262; ENGL 111, 112, 113, 142, 156, 161, 253, 255, 263, 265, 266, 336, 343, 357; ENGL/THTR 276, 277, 279; GREK 301, 302, 304, 305, 307, 309; LATN 301, 303, 304, 305, 306, 307, 308; MUSC 103, 107-107L, 129, 131, 133, 147, 149, 151, 159, 161, 163, 165, 167, 172, 233, 271; THTR 111, 117, 123, 142, 215, 216, 217, 218, 219, 228, 246

HE. Human Experience

ARTH 101, 102, 204, 215, 238, 242, 243, 244, 257, 263, 264; ARTH/CLAS 179; ARTH/COMM 277, 384; ARTH/ENGL 378; CHIN 105, 106; CLAS 132, 144, 243; CLAS/HIST 180; CLAS/P ED 175; CLAS/THTR 275; COMM 204, 235, 241, 301, 332, 420; DANC 207, 208; ENGL 140, 333; ENGL/FREN 119; EVST 326; HIST 101, 102, 104, 115, 123, 139, 140, 203, 204, 205, 206, 221, 222, 226, 237, 240, 242, 277, 278; MUSC 109, 215, 218, 219, 224, 227; PHIL 101, 122, 132, 133, 351; PHIL/CLAS 177; PHIL/COMM 175; PHIL/RELG 183; POL 102, 107, 203, 222; RELG 111, 112, 128, 147, 168, 172, 199, 201, 202, 203, 238, 253, 264, 266, 268, 270; THTR 241

CI. Culture and Identity.

Students should be able to think about differences in culture and identity. Each student should take at least one course dealing substantively with issues related to gender, race, class, or disability, or focusing on a culture other than Europe or the United States.

ARTH 215, 314; ARTH/COMM 380, 384; ARTH/ENGL 378; CHIN 105, 106; COMM 204, 235, 420, 432; EDUC 203-203L, 213; ENGL 111, 140, 333, 343; EQST 203; FREN 365, 366; G ST 203; GEO 203; HIST 123, 221, 222, 226, 237; MUSC 227; P ED 262; POL 115; PSYC 212; RELG 128, 147, 168, 202, 203, 238, 253, 264, 266, 268, 270; SOC 114, 205, 216, 231, 327, 335, 342, 344

SS. Social Science.

Every student should learn how social and behavioral scientists acquire, organize, and apply knowledge in the study of society or human behavior. This requirement may be fulfilled by successfully completing one course in the social or behavioral sciences.

ARTH/COMM 384; COMM 102, 111, 204, 420; ECON 101, 102; EDUC 101, 108; EVST 250; POL 101, 106, 113, 201, 222, 328, 332; PSYC 105; SOC 101, 114, 205, 222, 310

NS. Natural Science.

Every student should learn how scientists acquire, organize, and apply knowledge about nature based on experiments and observations. This requirement may be fulfilled by successfully completing a course in the natural sciences and its laboratory component.

ASTR 101-101L, 103-103L; BIOL 103-100L, 108-100L, 118-100L; CHEM 105-105L, 106-106L; EVST 104-104L, 117-117L, 325-325L; PHYS 105-105L, 106-106L, 115-115L, 116-116L

PE. Physical Education.

A liberal arts education includes development of the mind and body. Through active participation in a wide range of physical activity options, students gain an appreciation for the benefits that come from physical activity and exercise. One hour of credit is required and completion in the first two years of study is strongly recommended. Choose from the following list of courses.

DANC 121, 131, 132, 141, 142, 231, 232, 241, 242, 261, 262; P ED 101, 110, 112, 114, 116, 117, 118, 120, 122, 125, 130, 134, 136, 147, 420, 422, 425, 428, 430, 432, 433, 434, 435, 437

General Education Program Policies

1. A minimum of 30 hours are required to fulfill the General Education Program. Students who are exempted from a requirement must complete additional hours in another *Core Competency* or *Ways of Knowing* category to reach 30 hours.
2. A course, or course equivalent, is defined as a minimum of three credit hours; a course with a laboratory component, as four credit hours.
3. With the exception of the writing intensive course and the culture and identity requirement, no single course can be used to fulfill the requirements of the General Education more than one time.
 - a. A single course cannot be used to fulfill more than one requirement if it drops a student's total General Education credit hours below 30.
 - b. No course can be used to simultaneously fulfill three General Education requirements.
4. Courses included in a Major or Minor Program may also be used toward General Education requirements.
5. Credit given for Advanced Placement, the International Baccalaureate, CLEP subject tests, by college examination, and for courses taken at other institutions may be used to satisfy the requirements.
6. Excluded from fulfilling the requirements are Independent Study, Experiential Learning, and 400 level courses.
7. Transfer credit may be used to fulfill General Education requirements. If the title and/or description of a course is substantially the same as that of a Randolph College course, the Registrar or Associate Dean may automatically approve the course as one which counts toward the requirements. If a course does not duplicate but approximates a Randolph College course, the Registrar or Associate Dean, in consultation with pertinent department chairs or other

appropriate members of the faculty, may approve the course to count toward the requirements. If the student disagrees with the rulings described above, a written appeal may be submitted to the Board of Review for further consideration.

8. A student must satisfy the General Education requirements as stated in the catalog in effect upon matriculation or in any of the catalogs in effect while enrolled.
9. For one-time only courses fulfilling general education requirements, please reference the semester class schedule.

ACADEMIC OPPORTUNITIES

The Major Program

Depth of understanding in one field, including both specialized knowledge and a grasp of methodology, is attained through the Major Program, which becomes the focus of the student's work during the junior and senior years. A major may be either departmental or interdisciplinary in character. In the English Department, the student selects an emphasis within the major. By meeting the requirements for the major in two separate departments, a student can complete a double major. A student may even elect to develop an Independently Designed Major Program of related courses chosen from two or more departments. For more information on declaring a major see *Academic Procedures and Regulations*.

Departmental and interdisciplinary majors offered by the College include:

Art History	English	Museum and Heritage	Sociology
Biology	Literature	Studies	Spanish
Chemistry	Creative Writing	Music	Sport and Exercise
Classics	Environmental Studies	Philosophy	Studies
Communication Studies	or Science	Physics	Health and Fitness
Dance	French	Physics Education	Coaching and Sport
Economics	Global Studies	Political Science	Performance
Education	History	Psychology	Studio Art
Engineering Physics	Mathematics	Religious Studies	Theatre

The Minor Program

Each student may elect a maximum of three minors in addition to the major. A minor is a five-to-seven-course cluster that may be departmental, interdisciplinary, or independently designed by the student. The purpose of the minor may be to enrich the student's major, to emphasize the interconnectedness of liberal arts fields, or to provide an opportunity to pursue special academic or pre-professional interests. A student may self-design a minor in collaboration either with a faculty advisor or with one of the faculty concerned. For more information on declaring a minor see *Academic Procedures and Regulations*. Minors offered include:

Departmental Minors

Art and Art History:	Computer Science	Mathematics	Comparative Politics/ International Relations
Art History	Dance	Modern Languages:	Political Theory
Studio Art	Data Science	French	Psychology
Biology	Economics and Business:	Spanish	Religious Studies
Chemistry	Business	Music	Sociology
Chinese Studies	Economics	Philosophy	Sport and Exercise Studies
Classics:	English:	Physics and Engineering:	Theatre
Classical Civilization	Creative Writing	Physics	
Greek	Literature	Engineering	
Latin	Environmental Studies	Political Science:	
Communication Studies	History	American Politics	

Interdisciplinary Minors

American Culture	Equine Studies	Global Studies	Renaissance Studies
Asian Studies	Film Studies	Human Services	
Earth Science Education	Gender Studies	Museum Studies	

Experiential Learning

The Career Development Center coordinates a range of activities including internships, externships (job shadowing), and volunteer opportunities to assist students in developing career related skills. Qualified sophomores, juniors, and seniors have the opportunity to arrange internships for credit either on campus or in off-campus businesses and organizations where students may apply and expand their knowledge. Students receive expert guidance from a sponsoring faculty member and an on-site supervisor. Academic credit may be earned for a wide range of projects in industries such as business, communications, education, fine arts, law, medicine, public relations/marketing, science, and technology. Experiential Learning is not available to students in their first semester except with special permission from the Randolph College Internship Director.

Honors in the Major

Students of exceptional ability are encouraged by the various departments to engage in independent Honors study for up to 12 hours. Honors work is done under the supervision of a faculty member in the student's major department and culminates either in the writing of a research paper or thesis upon which the student takes an oral examination or in a presentation suitable to the nature of the project. A student completing the program with distinction is awarded Honors in the major field at Commencement. See *Academic Procedures and Regulations*.

Independent Study

Independent Study is a program that enables the student to pursue a course of study which is of special interest but is not offered in the regular curriculum. The College encourages the able student to undertake independent study as a means of increasing self-reliance, identifying educational objectives, and structuring a program to meet these objectives. The student is responsible for selecting and defining the topic to be pursued and for making important decisions determining the development and outcome of the project. See *Academic Procedures and Regulations*.

Language Across the Curriculum

A student who wants to use skills in a foreign language to enrich a course outside the language disciplines may enroll in a Language-Across-the-Curriculum (LC) section by arrangement with the faculty member teaching the course. Courses available have a notation in their course description specifying the foreign language(s) offered. See *Academic Procedures and Regulations*.

Tri-College Consortium

Three senior colleges in the Lynchburg area have formed a consortium, which increases the diversity of courses open to students and of professors with whom they may study. It also makes available other educational resources on the three campuses. The colleges involved, in addition to Randolph College, are University of Lynchburg and Sweet Briar College. See *Academic Procedures and Regulations*.

The Writing Program

The College-wide Writing Program offers support and resources for the development of student writing skills at every ability level, across the curriculum, and through all four years. Faculty in all departments formally evaluate student writing skills at the end of every semester in every course where there is a basis for such judgment. Each semester the Writing Board submits to the Dean a list of students judged by two or more faculty members to have demonstrated excellent writing skills, and the Board also awards annual prizes for excellence in writing. Students judged by two or more faculty members to have deficiencies in writing skills must either pass a proficiency test or enroll in a designated writing intensive course or a weekly tutorial in the Writing Lab in any semester following low evaluations in order to remain eligible to continue at the College. See *Writing Skills Evaluation*.

All students must fulfill the general education requirement under Writing during the first year. The English Department also offers elective courses in creative writing. In the senior year, majors prepare and present seminar papers to their respective departments. Over four years, the essay tests and regular writing assignments undertaken in the small class and tutorial settings across the curriculum develop the critical thinking and communication skills that become a lifelong advantage for the liberal arts graduate.

A student who wants to develop writing skills by submitting additional writing assignments for a course may enroll in a writing-intensive (Z) section for an additional one hour of credit. A student electing a Z section must complete both the papers and coursework already assigned for the semester and a series of additional writing assignments to be developed in consultation with the instructor. Permission to enroll in a Z section must be obtained from the Director of the Writing Program during registration advising periods or no later than the last day of the first week of classes in the semester. Z sections may be taken for a grade or on a Pass/Fail basis. To elect Pass/Fail the student submits the appropriate form to the Registrar's Office. See *Pass/Fail Option*. Enrollment for a Z section in any one course is limited, in order to preserve the tutorial quality of the experience. A list of available Z sections in courses appropriate for intensive writing credit is compiled for each semester by the Director of the Writing Program.

The Senior Program

The Senior Program is the culmination of a student's undergraduate studies in the major field. It should be a well-integrated and unified body of intellectual work which will permit evaluation of the student's initiative and independence in organizing, relating, and applying significant ideas within a major field. The form of evaluation shall be determined by each department. Evaluation can be achieved in many cases within the framework of a senior seminar, but alternatives or supplements such as the following may be used:

- 1) a project with results presented in either written or oral form,
- 2) a recital or exhibition,
- 3) an Independent Study Program, or
- 4) a program of courses.

An Honors Program may be designed to subsume any of the above. A brief description of the Senior Program for each department appears under *Academic Programs and Courses of Instruction*. All requirements of the Senior Program must be completed and results reported by the date that senior grades are due in the Registrar's Office. A student who has failed the Senior Program will not be eligible to receive the degree at Commencement of that year, but may, with the approval of the department, make up any deficiencies within a period of three years and receive the degree at the next Commencement following meeting all the requirements for the degree.

Off-Campus Programs

Recognizing that a student's program may be enhanced through course work and experiences elsewhere, the College supports off-campus study opportunities, both domestic and abroad. Such opportunities should be consistent with the goals of a liberal arts education, demonstrate a level of academic rigor commensurate with Randolph College's institutional expectations, have well-defined academic and programmatic objectives, and offer academic and experiential opportunities that will enhance and contribute to a student's course of study. For study abroad, such opportunities should promote cross-cultural immersion and interaction with people of the host country, demonstrate quality in the delivery of support services to students, and contribute to programmatic and geographical diversity relative to existing programs.

The International and Off-Campus Programs Committee grants approval for off-campus study. With the exception of the American Culture Program, off-campus study is a junior-year option. Students are expected to submit well-developed proposals that demonstrate that the program elected will enrich the overall degree program, ensure that the student will be prepared for the Senior Program, and demonstrate concretely the student's ability to meet degree requirements in the fourth year. The College encourages students to participate in its own programs and its affiliated programs of study.

Domestic Study

American Culture Program

The American Culture Program, the first program of its kind in the country, was established in 1990 for implementation in 1991-92. The program draws on the specific advantages present at the College, such as the expertise of the faculty; the College's location in an area of the United States that is especially rich in museums, historic sites, and other places useful to the study of both America and preconceptions of America; and the College's nationally recognized collection of American art housed in the Maier Museum.

Taking the tension between perception and reality as its intellectual basis and offering an inclusive study of American society that properly recognizes women and minorities, the program involves a rigorous immersion into the study of American culture for one semester (spring). Study is concentrated, interdisciplinary, and often on-site at key locations in and near Virginia. The program is part of the curriculum of the College. All courses are taught by Randolph College faculty. See *American Culture Program* in *Academic Programs and Courses of Instruction*.

Admittance to the American Culture Program is open to any student who has completed the first three semesters and is not on academic probation, provided that the student completes the application process and is selected for participation. The program accepts applications from women and men undergraduates from both Randolph College and other campuses who can show an academic record of substance and promise. For full-time Randolph College students, fees for the program will be the same as those for a semester of study at the College. For full-time, one-year international students and students from other institutions, consult the Director for fee information. Financial aid is available; contact the Financial Aid Office. Program Director: Julio Rodriguez.

Marine Biological Laboratory Ecosystem Center's Semester in Environmental Science

The College is an affiliate of the Marine Biological Laboratory (MBL) Ecosystem Center in Woods Hole, Massachusetts, which enables qualified students to participate in a one-semester, junior-year program offered each fall at the MBL. This program instructs students in basic methods and principles of ecosystems science in a manner that enhances and supplements existing curricula in natural and environmental sciences at the participating colleges. This interdisciplinary program focusing on environmental science and ecology stresses team research and emphasizes inquiry-based learning through student participation in laboratory and research projects.

Admission is competitive and the workload is demanding. Following pre-screening of applicants at the College, MBL selects students for admission. MBL does not guarantee acceptance. Tuition, room, and board fees are set by Randolph College, and students pay fees directly to the College. Financial aid is available; contact the Financial Aid Office. Faculty Coordinator: Karin P. Warren.

Seven-College Exchange Program

Seven liberal arts colleges in Virginia have formed a consortium to broaden the educational opportunities of their students and to provide a diverse campus environment. In addition to Randolph College the participants are Hampden-Sydney College, Hollins University, Mary Baldwin College, Randolph-Macon College (at Ashland), Sweet Briar College, and Washington and Lee University. Under this exchange program, a student from any one of the consortium schools may apply to spend a semester or a year at member institutions. Students must be juniors.

Students enrolled in the consortium will pay Randolph College's tuition and room and board, which should be remitted to Randolph College according to the College's payment policy. If the other institution's tuition and room and board is more than Randolph College's, then the student must pay the additional charges. Special fees assessed by the host institution (for music, lab, etc.) should be paid directly to the host institution. For information concerning financial aid, contact the Financial Aid Office. Coordinator: Dean of the College.

Washington Semester Programs

The Washington Semester Programs are for juniors who wish an opportunity to combine academic courses at a university with observation of governmental activities in the national or international sphere. In these programs each student may develop a research project dealing with a governmental problem or process of special interest. The Programs, administered by The American University, include options for study in economic and foreign policy, peace and conflict resolution, theatre studies, journalism, international business and trade, American history and politics, justice, public law, international environment, law and organizations, and transforming communities. A distinctive feature of these programs is the opportunity for meeting throughout the semester in seminars with public officials, political figures, and others active in governmental and community service.

To be eligible to apply, a student must have earned a good academic record. In addition, the student must have completed courses that are required for admission to the specific program. Because enrollment is limited, there is a selection process. Students participating make financial arrangements through Randolph College and pay the full comprehensive fee charged to all Randolph College students. If the fees at American University are more than Randolph College's fees, the student is charged the additional amount. Financial aid is available; contact the Financial Aid Office. Coordinator: Associate Dean of the College.

Study Abroad

The College established a strong identity as an international institution in the first decades of its history and is committed to offering international and cross-cultural experiences for students. Qualified students may apply to study abroad for one or two semesters provided that an overseas experience is appropriate to their program of study. Students may also request approval to enroll directly in a foreign university or to study abroad in an approved program coordinated by another U.S. institution.

Students interested in pursuing study abroad options should consult with their academic advisor, as well as the Associate Dean of the College. Students must obtain the approval of the International and Off-Campus Programs Committee before undertaking any study abroad program.

Unless otherwise noted, students pay Randolph College tuition and room and board to participate in affiliated study abroad programs. Students are also responsible for a required study abroad fee. Federal aid, Randolph College merit scholarships, and need-based assistance are applicable to most programs. International students should note that Randolph College financial aid packages are available for use solely on the Lynchburg campus and will not otherwise transfer to Randolph College study abroad programs or any other overseas study experience. Several endowed global studies funds provide limited need-based scholarships to both U.S. and international students who wish to study abroad. For more information, consult the Associate Dean of the College and the Financial Aid Office. See ***Financial Aid for International Students and Students Studying Abroad*** and see ***Off-Campus Study and Transfer of Credit***.

Centre Internationale d'Etudes Françaises (CIDEF) in Angers, France

Randolph College has an agreement with l'Université Catholique de l'Ouest (UCO) in Angers, France. Students may study for a full academic year or a spring semester at CIDEF, which is part of UCO. All instruction is conducted in the French language. To participate in the program, students must have attained an intermediate proficiency in French. Faculty Coordinator: Jaymes Anne Rohrer.

Intercollegiate Center for Classical Studies in Rome, Italy

The Intercollegiate Center for Classical Studies in Rome provides undergraduate students with an opportunity to study Greek and Latin literature, ancient history, archaeology, and ancient art. The Center is operated through Duke University for a consortium of accredited American and Canadian four-year colleges and universities that offer a major in classical studies. Each semester approximately 30 qualified students from participating institutions, primarily juniors and seniors majoring in Latin, classical studies, archaeology, art or art history, with strong classical interests and background, are enrolled in the Intercollegiate Center. Because the College is a member of the consortium, qualified applicants receive priority in the selection process. Students pay the program fee charged by the Intercollegiate Center for Classical Studies to participate in this program. Only federal financial aid is applicable to this program. Faculty Coordinator: Susan T. Stevens.

University of Santiago de Compostela, Spain

Randolph College has an agreement with the University of Santiago de Compostela in Spain. Students may elect to spend their spring semester at this institution. All courses are taught in Spanish. The prerequisite for participation in this program is five semesters of college-level Spanish. Faculty Coordinator: Maria Vázquez-Castro.

Sister School Relationships and Other Language Opportunities

Students with previous instruction in a language may request information about other study abroad options. Students have attended sister schools in Japan as well as intensive language programs in Africa, Germany, and Russia. Contact the Associate Dean of the College for more information.

International Study Seminars

Faculty members lead 1–3 week study seminars across a range of academic disciplines and in countries around the globe either during winter break, spring break, or the summer. After completion of one semester of study, all students are encouraged to participate in these unique programs, which may have prerequisite courses and include pre-departure sessions and post-trip activities. The average cost of each program is \$4,200 to \$4,800 and the fees typically cover tuition, lodging, meals, activities, and round-trip travel expenses. Limited need-based financial assistance for participation in these trips is available. For more information, contact the Associate Dean of the College or visit the study abroad website.

ADVISING

To facilitate their growth and to help them reap the greatest benefit from the academic opportunities that the College affords, students need sound advice from faculty mentors whose familiarity with the academic program can foster students' own strategic thinking about the college years, not as eight separate semesters, but as integrated stages of a personal four-year educational plan.

Consequently, an advising process that takes into account their evolving strengths, intellectual interests, and career plans is critical to helping students assess their academic and extra-curricular options, to select wisely, and to make meaningful connections. The kind of advising system that is consistent with the College's philosophy is one that views the college years as an integrated four-year process, encourages students to be equal partners with faculty in the advising relationship, and involves collaboration of faculty with student affairs and career development staff to coordinate services and share information about student activities, internships, and study abroad programs.

Each student works with an advisor to devise an academic program that meets requirements in skills and breadth of learning, major requirements, and, if the student chooses, requirements for a minor program. Reflective of the College's emphasis on developing a student's sense of responsibility, the advising process gives primary responsibility for establishing the academic program to the student.

Prior to matriculation, students are assigned a faculty advisor. These students may remain with this advisor until they declare a major by the second semester of the sophomore year. Departmental chairs or their designated faculty representative(s) serve as advisors to students in the major. Each student who declares a minor is advised by the department chair, designated departmental representative, or program coordinator.

Pre-professional advisors in pre-law, pre-vet, the health professions, engineering, and teacher education are available to students interested in pursuing these career areas. See *Programs for Specific Careers* for more detailed information.

In addition, community service, leadership activities, athletic participation, and career development have the potential to enhance a student's formal academic learning. As with academic coursework, students stand to benefit most from making strategic choices about the roles and experiences, both on and off campus, that will develop their leadership capabilities, challenge them to discover new talents, and support their career goals.

The Randolph Plan

The Randolph Plan is a way of looking at the undergraduate degree program, or a methodology for the journey from Orientation to Commencement. It is a process for addressing short- and long-range personal, educational, and professional goals.

It is our goal to provide students with the resources and guidance that will enable them to chart a degree program that is coherent, strategic, and uniquely tailored. Students work with a faculty advisor and staff members to create their own versions of The Randolph Plan, mapping out their plans, using interests, values, and goals as the basis for decisions about the curricular and co-curricular programs at the College—the major, minor, course electives, internships, jobs, volunteer work, leadership commitments and extra-curricular activities. The overview of *The Randolph Plan* that follows describes the goals and events of the undergraduate academic experience at the College and shows the parallel processes taking place from the perspectives of the career development staff and staff involved in the co-curricular life of students at the College.

First-Year: Academic Exploration and Career Assessment

In the first year, the academic focus is on acquisition and honing of basic skills and competencies and the exploration of a wide variety of disciplines. Academic policy requires all first-year students to take courses in four different disciplines in each semester. The emphasis on General Education Program requirements complements this exploration and competency development. Students begin to identify strengths and weaknesses and to explore interests, a vital experience in preparation for the decisions to follow.

In the career development process, the first year is a time of self-assessment, a time for students to get to know themselves and to begin to identify interests (what they like to do), skills (what they do well), and values (what things are important to them).

Thus, a first-year student is encouraged:

- to begin to identify career goals through readings, informational meetings, and assessment administered by the Career Development staff;
- to become familiar with various career options and assess possible interest in those fields through observation and an examination of the career information;
- to explore academic disciplines, preparatory to establishing a major, which are of greatest interest and support to possible career choices;
- to become involved in campus activities which reflect interests and to begin to accept responsibilities in organizations in order to establish a track record of achievement that is attractive to employers and graduate schools; and
- to develop a work-in-progress resume.

Sophomore Year: Academic and Career Exploration

In the sophomore year, there is continuing focus on competency and skills development and on exploration in course selections through further attention to requirements. Each student declares a major by the end of this year. Practically speaking, this emphasis on competencies and skills, interests, and exploration makes it possible for students to have earned prerequisites for several major options and prerequisites for minors and supporting programs that can enhance the major and support career goals.

To meet career development goals, the sophomore year is a time for the student to gather information and continue self-assessment. Activities should include:

- reviewing, revising, and/or reaffirming interests, skills, and values in an effort to evaluate assets and liabilities;
- accepting leadership roles on campus to expand a track record;
- continuing to explore possible areas of career interest and learning what preparation is needed for certain fields under consideration, particularly through informational interviewing, where the student can talk with a person successful in that field and learn more about how one prepares for it, what it involves, and what the current possibilities of employment and advancement in it are;
- trying out a career field through an internship; and
- continuing to develop a work-in-progress resume.

Junior Year: Academic Specialization and Career Experimentation

The academic focus in the junior year is on specialization. While there is still attention to requirements, students begin to see them in a different way, discovering that although they may seem to divert attention from high-level interest courses, they can contain content that will serve as enrichment and background to the major, require skill development that will improve competencies in the major, and provide knowledge and exposure that will make the major more marketable in the chosen career field.

The College's academic program offers students the option of declaring a minor and, in some majors, to emphasize areas of study within the major discipline in the form of an emphasis.

The student in the junior year should focus more seriously on the career fields of the greatest interest. The student is encouraged:

- to participate in Experiential Learning (Internships), working with a staff member to select possible sites, and to define projects that will provide an opportunity to try out career fields;

- to evaluate what background and skills are important for the career field of interest and then to set goals for acquiring the courses or experiences that will enhance employability in these fields;
- to become involved in leadership capacities in organizations and committees;
- to attend seminars and workshops relating to career decision-making; and
- if graduate school is an option, to begin researching those graduate schools that best fit the student's needs and goals and to determine entrance requirements and required tests as well as deadlines for application. Graduate school information and catalogs are available from Career Development staff, along with test booklets for all major pre-professional tests.

Senior Year: Academic Specialization and Career Decision-making

Specialization continues throughout the final year, and the Senior Program serves as the “capstone” for the specialization. See ***The Senior Program***. During the senior year, the student clarifies goals and commits to achieving those goals.

The course of action taken depends on whether the student has chosen to seek employment or to pursue graduate study; many seniors continue to consider both for at least part of the final year. The senior seeking employment:

- prepares a search campaign, targeting employers, making contact with them, and learning to interview through workshops, resource information, and mock interviews which may be videotaped and discussed;
- writes a senior resume in an individual or group session with staff;
- opens a credential file for recommendation letters supporting employment or future graduate/professional school application;
- participates in job fairs that provide access to employers interested in employing students with liberal arts degrees;
- accesses current job openings through the Internet, the Job Hotline, job bulletins, and alumnae job referrals; and
- interviews and evaluates offers.

CAMPUS RESOURCES

Academic Computer Information

Both PC computers and iMacs are provided in campus labs for student use 24 hours a day, seven days a week. Laser printers and scanners are also available in most labs. Access to a color laser printer is available at the Help Desk, located on the fifth floor of the Leggett building, for special projects. For printing purposes, students are provided a paper allocation each semester. Students do not need to bring a personal printer, as printing may be done from your personal computing device, directly to one of many web-connected print release stations located across campus or students may print from a lab computer directly to a printer located in the lab. Microsoft Office 365 is also conveniently provided for use to enrolled students.

Web-based information resources on the portal can be accessed from any internet connected device by navigating to www.myportal.randolphcollege.edu. From this site, students can access a variety of college information including announcements, college email, and PowerCampus Self-Service. Self-Service allows students to view their records, including billing and financial information, class schedules, and grades. Moodle course management software is also accessible through the portal and allows professors to interact with students providing syllabi, class notes, and discussion groups. For additional information, please visit <http://www.randolphcollege.edu/it>.

Academic Services Center

The Academic Services Center, located on the 4th floor of Lipscomb Library, offers free access to subject tutoring, an academic strategies lab, a writing lab, and Access Services.

Peer subject tutors are available for the majority of 100- and 200-level courses. The academic strategies lab tutors assist students with more traditional areas of study skills, as well as with life skills. The writing lab is a responsive reader service for student, staff, and faculty writers. Tutors in both labs work one-on-one with students on a referral, walk-in, self-scheduled appointment, or contract basis. Students may schedule appointments using a web-based reservation system.

Randolph College is committed to providing learning experiences that are accessible for all students, and will make reasonable accommodations for individuals with documented disabilities. If you have a disability and require accommodations, please contact the Coordinator of Access Services at 434-947-8132.

Accommodations for Students with Disabilities

In compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, Randolph College ensures that qualified students with disabilities are provided equal access and reasonable accommodations appropriate to their disability in all College programming and academic pursuits. Accommodations and services are offered for eligible students with cognitive, medical, mental health, and physical disabilities, including temporary disabilities such as injury, acute conditions, or surgery. Disclosure by the student and a meeting with the Coordinator of Access Services are required in order to determine eligibility for accommodations due to a disability. The Coordinator of Access Services interviews the student, reviews documentation, and determines if specific accommodation requests are reasonable and appropriate. Students requesting accommodations should contact the Office of Access Services at (434) 947-8132.

Career Development Center (CDC)

The Career Development Center provides individual assistance in planning and executing a job search or preparing an application for graduate or professional school. Students are offered a program of self-assessment, exploration, experimentation, and decision-making to help explore various career options and experience career areas of interest. Job shadowing and internship opportunities are provided. Internships are offered in a variety of work settings and include intentional learning goals. Whether a student is going into the world of work or into graduate school upon graduation, such activities are strongly encouraged to strengthen a student's career development. See *Experiential Learning (Internships)*.

The Center also provides career fairs, career-related workshops, job listings, a career resource library and a comprehensive career website. The curriculum provides excellent preparation for graduate or professional school. As early as possible in the undergraduate years, students should coordinate their academic programs with the entrance requirements of the schools or programs of interest. Information about graduate study is available through academic department chairs, faculty members, and the CDC. It is strongly recommended that students wishing to apply to a graduate or professional school program complete at least one internship that relates to that field of study, during their college experience.

Center for Ancient Drama

With the Mabel K. Whiteside Greek Theatre at its heart, this center coordinates the Randolph College Greek Play and organizes the Ancient Drama in Performance Conference, each of which provides resources and experiential opportunities for students who are interested in the study of classics and ancient drama.

Center for Student Research

The Center for Student Research helps students engage in meaningful research that enhances their education and their preparation for graduate studies, careers, and other opportunities after college. The Center coordinates the Summer Research Program, the RISE Program, the Lunch and Learn Program, and the Symposium of Artists and Scholars.

Ethyl Science and Mathematics Center

The Ethyl Science and Mathematics Center provides science and mathematics students and faculty an innovative facility for study and discussion. The Center's library includes a collection of information on careers in science and mathematics in addition to textbooks, reference materials, and trade books on science and mathematics topics. The small computer lab has a variety of specialized math and science programs.

International Programs and Study Abroad Office

The Associate Dean of the College provides expertise and support through planning, advising, coordinating, and promoting off-campus study opportunities to both students and faculty.

Lipscomb Library

Lipscomb Library provides access for students to the intellectual and creative resources that support the liberal arts curriculum. Service to users is a primary focus, as well as providing guidance which encourages the process of discovery. The Lipscomb Library experience helps students gain confidence and competence on life's information journey.

Lipscomb Library's in-house collection of over 200,000 volumes provides books; magazine and journal titles with backfiles in microform and paper; and extensive holdings in audiovisual formats. Lipscomb Library's online collection of over 700,000 volumes offers e-books; electronic newspaper, magazine and journal titles with backfiles; and streaming video. Over 100 electronic databases enhance students' research experiences.

Lipscomb Library welcomes students over 90 hours per week during the fall and spring academic semesters. The building provides special purpose areas designated for group study, reserve materials, multimedia, and children's literature. Other features include computers, printers and scanners; periodical and current reading rooms; microform reading and printing; and copy machine. Special collections can be found in the Watts Rare Book Room, the Lininger Children's Literature Browsing Room, and the College Archives.

Maier Museum of Art

The Maier Museum houses the College's collection of American paintings and works on paper which began in 1907. Representing all major movements in nineteenth, twentieth, and twenty-first century American art, the collection's breadth and quality have been cited by curators and collectors as one of the finest collections of American art in the country. Works by Jennifer Bartlett, Thomas Hart Benton, Mary Cassatt, Thomas Cole, Arthur Dove, Thomas Eakins, Hans Haacke, Childe Hassam, Robert Henri, Winslow Homer, Edward Hopper, Jacob Lawrence, John Marin, Elizabeth Murray, Georgia O'Keeffe, Philip Pearlstein, Maurice Prendergast, Betye Saar, J.A.M. Whistler, and Andrew Wyeth are among the works displayed in the Museum's galleries. Many other paintings hang in hallways and study areas throughout the campus, reflecting the College's belief that the first-hand study of art is an essential component of a liberal arts education.

The collection and staff of the Maier Museum of Art are integral to both the museum and heritage studies major and the minor in museum studies. Both of these academic programs provide students with an understanding of the role of museums in society and the range of career possibilities within museum work. The Maier staff teaches in the program so that students can learn from professionals in the field and the Maier collection allows students to work directly with works of art in many of the courses. The major and minor capitalize on the collections on campus and the relationships the College has with institutions around the world which offer our students exceptional learning experiences in arts management, historic preservation, and art conservation. The College's unique partnership with the National Gallery, London, affords Randolph students the exclusive opportunity to intern there in the summer.

PROGRAMS FOR SPECIFIED CAREERS

Athletic Training

The College has an agreement with the Master of Science Athletic Training Program at Bridgewater College. Students meeting the prerequisites are eligible for guaranteed consideration in the admissions process. Students are required to complete a bachelor's degree in a field of their choosing as well as prerequisite coursework. Interested students must contact the program advisor as early as possible in their academic planning in order to be aware of these prerequisites.

Engineering

Employers have made it very clear that engineers benefit from a liberal arts education. Engineers need to be able to write, communicate, and understand the world around them in order to best design for the future. For the student interested in a career or a degree in engineering, there are many options at Randolph College.

Students should meet with the engineering advisor early on in order to determine which paths to explore. The options include, but are not limited to, a minor in engineering with degrees in related fields, pertinent research and internship experiences, and the dual degree program in engineering. Pre-engineering students generally follow a program of study which involves a rigorous selection of physics, chemistry, mathematics, and computer science courses. The student then has the option in the junior year to apply to an associated engineering school to complete the dual degree program, or to stay at Randolph and

pursue a path which will prepare them well for a career in engineering. More than half of the College's physics majors get jobs in engineering upon graduation.

A student interested in a degree in engineering gets the best of both worlds with the dual degree program: a solid liberal arts education with the opportunity to work closely with faculty, which is appealing to graduate schools and the job market alike, and the experiences of studying at a large research university. Randolph College has agreements with engineering schools at Washington University in St. Louis, and the University of Virginia. Admission to the fourth year at the engineering school requires at least a 3.25 or better GPA both overall and in the Randolph College major. At the end of the first or the second year at the engineering school, the student may receive a Bachelor of Science degree in Engineering Physics from Randolph College and completion of the second year results in a Bachelor of Science or a Master's degree in engineering.

Law

The College subscribes to the policy of the American Association of Law Schools, which recommends an undergraduate program aimed at developing such basic skills as clear communication, critical understanding of institutions and values, and creative thinking. Experiences with corporate, criminal, and judicial internships with law firms and judges prepare students for the realities of a career as a lawyer. The Pre-Law Advisor assists students, who plan to apply to law schools, in selecting courses which prepare students to be successful law students and lawyers.

Medical and Health-Related Study

A student intending to enter a career in the health sciences following graduation should consult with the Health Professions Advisor early in their academic program, and no later than the end of the first year. Requirements for medical, dental, pharmacy, and veterinary schools typically include one year of biology, two years of chemistry and a year of physics at a minimum. The MCAT will require biochemistry, psychology, and sociology in addition to the courses listed above. Students should plan to take BIOL 201-201L, 203-203L, 204-204L, CHEM 105- 105L, 106-106L, 205-205L, 206-206L, and PHYS 105-105L, 106-106L or PHYS 115-115L, 116-116L, ideally by the end of the sophomore year. Those planning to take the MCAT should plan to complete these courses and CHEM 335, PSYC 105, and SOC 101 or 114, prior to the MCAT. Additionally, BIOL 308 and 320-320L are highly recommended.

Because there can be considerable variation in requirements between programs, and because the requirements are sequential in nature, the student is urged to consult with the Health Professions Advisor who will assist in creating a four year academic and co-curricular plan. Early action is especially important for students planning to study abroad.

Physical Therapy

The College has established an agreement with the Doctor of Physical Therapy Program at University of Lynchburg. Students satisfying the prerequisites for the program are eligible for one of two guaranteed positions in the class. Students are required to complete a bachelor's degree in a major of their choosing, as well as to complete the required prerequisite coursework. Interested students should contact the program advisor as early as possible in their academic planning.

Teacher Education

The Educator Preparation Program (EPP) offers a nationally accredited and state approved four-year course of study that qualifies teachers for a Virginia License in elementary education (grades preK–6), in a variety of secondary education subject area endorsements (grades 6–12), and in certain specialty areas (preK–12). A student interested in the EPP should consult with the director or chair as soon as possible to plan the appropriate program of study. The College offers a major in Elementary Education major as an option for students who would like to teach PreK-6. Students seeking secondary licensure complete a major in the area they wish to teach (additional coursework in the major may be required). A 5-year master's program option for initial licensure is available for elementary, secondary and special education.

ACADEMIC DISTINCTION

Academic work of superior quality is recognized by the College through the Dean's List and the academic distinction conferred with the degree. See *Graduation Honors*. The Dean's List is published twice a year. It is based upon the academic grades of the preceding semester and consists of the students in each class who have earned a superior record. Superior

students are awarded the academic distinctions summa cum laude, magna cum laude, and cum laude with the degree. See *Academic Procedures and Regulations* for specific criteria. In addition, the College has the following honor societies:

Phi Beta Kappa

Phi Beta Kappa is the oldest and most prestigious of academic honor societies. It was founded at William & Mary in 1776, and few American colleges and universities have a chapter. The Delta Chapter of Virginia was installed in 1917; its charter, obtained in 1916, was the first to be granted by Phi Beta Kappa to an independent college for women in the South. Each year certain members of the senior class are elected to membership in the society in recognition of their high achievements in scholarship and maintenance of a balanced program of study in the liberal arts.

Alpha Kappa Delta

The Pi Chapter of Virginia of Alpha Kappa Delta, an international sociology honor society, promotes interest in sociology and social problems. Its membership is composed of juniors and seniors who have demonstrated serious interest in sociology and high academic achievement.

Alpha Sigma Lambda

The Lambda Phi Chapter of Alpha Sigma Lambda was established in October 1997. This national honor society for students in continuing higher education honors those dedicated nontraditional students (age 24 and over) who, while ably handling their responsibilities at home and at work, achieve and maintain academic excellence. Each year membership is awarded to students on the basis of their scholastic achievements.

Beta Beta Beta (TriBeta)

Beta Beta Beta (TriBeta) is a society for students, particularly undergraduates, dedicated to improving the understanding and appreciation of biological study and extending boundaries of human knowledge through scientific research. Since its founding in 1922, more than 200,000 persons have been accepted into lifetime membership, and more than 553 chapters have been established throughout the United States and Puerto Rico. TriBeta was founded in 1922 at Oklahoma City University--the Alpha Chapter--by Dr. Frank G. Brooks and a group of his students. The idea of an honor and professional society for biology students spread rapidly and by 1925, the society was a national organization. Biennial national conventions of student and faculty members began in that year and in 1930 the society journal, BIOS, began publication of student research, articles of interest to biologists and society news. As the society grew, it was divided into regional and district groups, each of which holds a convention annually. At the heart of every district and national meeting are student research papers presented in the style of graduate meetings. Awards are given for outstanding individual and chapter accomplishment.

Chi Alpha Sigma

This chapter of the National College Athlete Honor Society was established in March 2006 and honors those student-athletes who have earned a varsity letter while maintaining a 3.4 or better GPA throughout their junior and senior years. The society also serves to foster citizenship, moral character, and friendship among academic achievers in college athletics.

Eta Sigma Phi

The Delta Alpha Chapter of Eta Sigma Phi was established in April 1961. This society encourages classical scholarship and appreciation of ancient learning. Each year students in advanced Latin and Greek courses are elected to membership on the basis of excellence of scholarship.

Iota Sigma Pi

A national chemistry honor society for women, the La chapter (for Lynchburg Area) of Iota Sigma Pi was established in 1998. Founded in 1902, the objectives of the society are to promote interest in chemistry among women students, to foster mutual advancement in academic, business, and social life, and to stimulate personal accomplishment in chemical fields. The local chapter was founded by faculty at University of Lynchburg, Sweet Briar College, and Randolph College, and serves to foster scientific and social interaction between the three colleges.

Lambda Pi Eta

The Omicron Omega Chapter of Lambda Pi Eta, the communication studies honor society of the National Communication Association, was established in April 2005. The society seeks to recognize outstanding scholarship in the area of communication studies, stimulate interest in communications fields, and promote professional development for majors. This society represents what Aristotle described as the three ingredients of persuasion: character, credibility, and ethics.

Omicron Delta Epsilon

The Phi Chapter of Omicron Delta Epsilon, the international honor society in economics, was established in the spring of 1998. Omicron Delta Epsilon has among its objectives the recognition of scholastic attainment, the honoring of outstanding achievements in economics, and the establishment of closer ties between students and faculty in economics. Membership is awarded to undergraduates who have a genuine interest in economics and who have attained an outstanding performance level, not only in their economics courses, but also cumulatively in all courses.

Omicron Delta Kappa

Circle of Omicron Delta Kappa (ODK), a national leadership honor society, was established in the spring of 1989. ODK was founded upon the idea that leadership of exceptional quality and versatility should be recognized. The society recognizes and encourages achievement in scholarship; athletics; social service, religious activities and campus government; journalism, speech, and mass media; and the creative and performing arts. Membership is awarded to juniors and seniors and to members of the faculty and administration.

Phi Alpha Theta

The Alpha Kappa Alpha Chapter of Phi Alpha Theta, the national honor society in history, was established in the fall of 2001. Founded in 1921, Phi Alpha Theta seeks to promote the study of history through recognition of academic excellence, encouragement of scholarly research and good teaching, and facilitation of the exchange of ideas among students and faculty. Membership is not limited to history majors, but is open to anyone who has demonstrated serious interest in history and has met the societies' standards of academic achievement.

Pi Delta Phi

A chapter of Pi Delta Phi, the national French Honor Society, was established in spring of 2002. The purpose of the society is to recognize outstanding scholarship in the French language and its literatures, to increase the knowledge and appreciation of Americans for the cultural contributions of the French-speaking world, and to stimulate and encourage French and francophone cultural activities. Pi Delta Phi was founded in 1906. Students will be nominated in recognition of their academic achievement in at least one semester of upper-division French.

Pi Sigma Alpha

The Alpha Gamma Eta Chapter of Pi Sigma Alpha, the National Political Science Honor Society, was established in April 2005. Founded in 1920, Pi Sigma Alpha seeks to stimulate scholarship and intelligent interest in political science and to create an enriching environment by raising critical issues of public concern. Membership is not limited to political science majors but to any juniors and seniors who meet the standards of academic achievement set by the society.

Psi Chi

A chapter of Psi Chi, the national honor society in psychology, was chartered in April 1993. Founded in 1929 for the purposes of encouraging, stimulating, and maintaining excellence in scholarship and advancing the science of psychology, Psi Chi is open to graduates and undergraduates who are making the study of psychology one of their major interests. Psi Chi is an affiliate of the American Psychological Association and the American Psychological Society.

Sigma Delta Pi

Chi Beta, a chapter of the national Spanish Honor Society Sigma Delta Pi, was installed September 29, 2005. Sigma Delta Pi seeks to deepen understanding of the Hispanic world, to foster an appreciation for Hispanic culture, and to recognize high student achievement in advanced Spanish courses. Membership is not limited to Spanish majors. As part of its mission of

greater understanding of Hispanic culture, Sigma Delta Pi offers travel scholarships to countries where Spanish is the primary language. Any student member may apply for these competitive awards.

Sigma Pi Sigma

A chapter of Sigma Pi Sigma, the national honor society in physics, was established in 1999. Sigma Pi Sigma is an honor society which operates within the Society of Physics Students. Sigma Pi Sigma nurtures a spirit of professional community among its members. Students elected to membership must attain high standards of general scholarship and outstanding achievement in physics. Membership is not limited to physics majors, but is open to anyone who has met the standards and who has demonstrated an interest in physics.

Sigma Tau Delta

A chapter of Sigma Tau Delta was established in 2006. Sigma Tau Delta was founded in 1924 to recognize academic distinction among undergraduate students of English language and literature. Membership entails enrichment opportunities, including eligibility to submit creative work and literary criticism for publication in the Society's journals.

Sigma Xi

Sigma Xi was founded in 1886 to honor excellence in scientific investigation and encourage a sense of companionship and cooperation among researchers in fields of science and engineering. Faculty members of Sigma Xi can nominate graduating seniors who are going on to do research, and who have met the academic standards.

Theta Alpha Kappa

The Alpha Theta Omega Chapter of Theta Alpha Kappa was established in November 2007. The society cultivates scholarship in religious studies through various media, including its journal and awards. Seniors of quality and high attainment in religious studies and of general academic excellence are eligible.

Academic Procedures and Regulations

DEGREE OPTIONS

Bachelor's Degrees

At the undergraduate level, three degrees, the Bachelor of Arts, the Bachelor of Fine Arts, and the Bachelor of Science, are conferred. The Bachelor of Arts degree may be elected by any student. The Bachelor of Fine Arts degree may be elected by students who declare a major in Dance, English (Creative Writing), Music (Performance), Studio Art, or Theatre while the Bachelor of Science degree may be elected by students who declare a major in Biology, Chemistry, Engineering Physics, Environmental Science, Mathematics, or Physics. Students who declare a double major must elect which degree will be displayed on their diploma.

Requirements for the Undergraduate Degree

1. First-year students must include in their programs for each semester courses in at least four different departments.
2. A senior, in order to qualify for graduation, must present credit for at least the following:
 - a. 124 credit hours of work, which may include a maximum of 8 credit hours in physical education activity courses.
 - b. 8 semester courses (no fewer than 24 credit hours) in a Major Program are required as a minimum; any department, however, may set the requirements for the major above this minimum. See ***Courses of Instruction*** for requirements for particular majors (whether departmental or interdisciplinary), including the Senior Program.
 - c. 12 semester courses (no fewer than 36 credit hours) outside the major(s).
 - d. No more than one-half the credit offered for graduation by a student may be in any one department.
 - e. Requirements for the General Education Program. See ***General Education Program***.
3. 56 credit hours of courses completed through Randolph College, i.e., excluding transfer credit (see ***General Transfer of Credit Policies***), which must include:
 - a. 15 credit hours of courses in the major, including the equivalent of the senior program, must be completed through Randolph College
 - b. 6 credit hours of the courses in any minor must be completed through Randolph College

- c. NOTE: with the support of the major or minor department, students may appeal to the Board of Review for exceptions to the major or minor residency requirements.
4. The student must have earned a cumulative grade point average of 2.0 (rounded) both for all courses taken for a grade and for all courses counted toward major requirements.

Certificate of Major

The Certificate of Major Program is open to students who have already completed a bachelor's degree and wish to pursue a second major for career exploration, graduate school preparation, or personal enrichment. Certificate of Major students must fulfill all the requirements for the Major Program and must complete a minimum of 30 credit hours in residence at the College. A second bachelor's degree is not awarded. For admission procedures, see *Non-Degree Programs*.

Master's Degrees

At the graduate level, the Master of Arts in Teaching and the Master of Fine Arts in Creative Writing are conferred.

Requirements for the Master of Arts Degree

1. 36-38 credit hours of graduate coursework must be completed.
2. A maximum of 6 credit hours may be transferred to Randolph College at the graduate level.
3. All requirements, including transfer courses, must be completed within a period of six calendar years.
4. The student must have earned a cumulative grade point average of 3.0 (rounded) both for all courses taken for a grade and for all courses counted toward major requirements. Only one course with a grade of C+ or below will count toward degree requirements.

Requirements for the Master of Fine Arts Degree

1. 60 credit hours of graduate M.F.A coursework must be completed.
2. Students may transfer one semester's credits (15 credits, including successful completion of one residency) from another low-residency M.F.A program for Workshop I (601,603, or 605) credit. Students may transfer 15 credits from a traditional-residency M.F.A program for Workshop I (601,603, or 605) credit.
3. All requirements, including transfer courses, must be completed within a period of six calendar years.
4. The student must have earned a cumulative grade point average of 3.0 (rounded) both for all courses taken for a grade and for all courses counted toward major requirements. Only one course with a grade of C+ or below will count toward degree requirements.

ASSESSMENT

To assess and improve its academic programs, the College must obtain periodic measurements of student perceptions and intellectual growth. Participation in assessment activities is expected of all students. The information obtained through these assessment procedures is used solely to improve the quality of the educational experience.

HONOR PLEDGE

Randolph College students agree to act with honesty and integrity in all matters, whether academic or personal, from the time they enter the College for orientation. An atmosphere of freedom and trust is the result, as are unproctored tests, pledged works, and self-scheduled exams. All students sign the Honor Pledge below. Actions that violate the Honor Pledge include but are not limited to lying, cheating, stealing, plagiarism, submitting a particular paper, or similar papers, for credit in more than one course without obtaining prior specific permission from all professors involved, and misuse of library materials that constitutes obstruction to research, administration, or other College activities. The spirit of honor on the Randolph College campus lies in the broader challenge of the Honor Pledge: the commitment not only to be honest in all aspects of one's life and to hold others to that standard as well, but also to maintain the integrity of one's word and respect the rights of others.

One of the actions that violates the Honor Pledge is plagiarism defined as using the words or ideas of another person without properly acknowledging their source. When a student presents work for academic credit, the instructor assumes that the work is original except where the student shows through correct documentation that he/she is citing the work of another. Inadequate or improper documentation is grounds for a student being charged with plagiarism. Whether the student is found to have been

ignorant of the conventions for documentation, careless in applying his/her knowledge of those conventions, or dishonest in presenting someone else's work as though it were the product of his/her own understanding, the result is the same: the student has committed plagiarism. The Honor System requires that a student who has committed plagiarism go through the judiciary process. For full information on the Honor System, see *The Honor System* in the *Student Handbook*.

The Honor Pledge: *I pledge absolute honesty in my academic work and in all personal relationships at Randolph College. I will maintain the integrity of my word, and I will respect the rights of others. Realizing that these standards are an integral part of life at Randolph College, I assume my obligation to uphold this honor pledge. If at any time I fail to live up to my obligation of this pledge, I will report myself to the Chair of the Judiciary Committee. I will also ask others to report themselves for any infraction of this pledge.*

CLASSIFICATION

The classification of a student during any academic year will be the responsibility of the Registrar. Students will be classified with their entering class when there is a reasonable expectation that they can meet the requirements to graduate with that class. Undergraduate students are expected to maintain progress toward degree completion according to the Academic Progress Chart below.

<u>At the end of:</u>	<u>Academic Progress (in credit hours)</u>	<u>At the end of:</u>	<u>Academic Progress (in credit hours)</u>
First Semester, First Year	12	First Semester, Junior Year	75
First Year	24	Junior Year	88
First Semester, Sophomore Year	41	First Semester, Senior Year	108
Sophomore Year	56	Senior Year	124

Students wishing to change their anticipated graduation year should consult with the Registrar or the Associate Dean of the College.

ACADEMIC STANDING

In order to achieve the graduation requirement of 124 hours with a grade point average (GPA) of 2.0, an undergraduate student must attain an average grade of C. Experience shows, however, that students who have difficulties in the first semester frequently make sufficient improvement in subsequent semesters to overcome their deficit in grades. For this reason, the College has set a rising scale of minimum requirements for the successive semesters shown in the chart below in determining the eligibility of the student to continue in college.

First-year students and sophomores failing to meet the standards outlined in the chart below are academically ineligible to return to the College. First-year students and sophomores who meet the eligibility standards but fall below a cumulative GPA of 2.0 are placed on academic probation. Juniors and seniors who fail to achieve a 2.0 average are placed on academic probation and given the subsequent semester to remedy the deficit in GPA. Failure to achieve that average at the end of the probationary period results in ineligibility to continue. First-year students with 3 or more low grades (F, D-, D, D+, M, and U) at midterm and students on probation are required to complete an individually prescribed program as a condition for eligibility to continue. All enrolled undergraduate students validly registered are considered to be in good academic standing for the purposes of enrollment verification and athletic participation.

<u>At the end of:</u>	<u>Eligibility to Continue</u>
First semester, first year	1.2
First year	1.6
First semester, Sophomore year	1.8
Sophomore year	2.0

In addition, students must achieve a cumulative 2.0 in their major by the middle of the junior year and each semester thereafter. Students failing to maintain the standard will be placed on academic probation. Failure to achieve a 2.0 at the end of the probationary semester may result in ineligibility to continue in the major.

Graduate students must maintain a minimum cumulative GPA in order to meet satisfactory academic progress standards. As a part of the academic progress review each semester, graduate students must meet the good academic standing criterion defined as a cumulative grade point average of 3.0 (B). Graduate students who do not meet this standard will be placed on academic probation and must attain the appropriate minimum cumulative GPA before the next progress review or they will be ineligible to continue at the College. Any graduate student earning more than six hours with grades of C+ or below will be ineligible to return to the program for a minimum of one semester.

Students failing to meet the standards outlined above because of mitigating circumstances may appeal in writing for reconsideration by the Board of Review. A student normally may not be readmitted to the College a second time after having been declared ineligible twice. Appeals should be submitted to the Office of the Associate Dean of the College.

COURSE LOAD

For full-time status an undergraduate student normally maintains a course load between 12 (exclusive of physical education activity and experiential learning courses) and 18 credit hours each semester. The typical course load in order to graduate in eight semesters and achieve the required 124 credit hours is 15.5 credit hours a semester. A student enrolling in more than 18 credit hours is considered to be maintaining a course overload. Overloads are not recommended unless the student has received an academic average of at least 3.0 in the previous semester and has a cumulative average of at least 2.75. The College charges a fee for credits in excess of 18 for which the student is not already paying an additional fee.

Traditional undergraduate students may not take fewer than 12 credit hours (exclusive of physical education activity and experiential learning courses) in any semester except under extraordinary circumstances and with written permission from the Associate Dean of the College. Nontraditional students who may be enrolled on a part-time basis are exempt from this regulation.

For full-time status, a graduate student normally maintains a course load of at least 9 credit hours each term.

CLASS MEETINGS AND ATTENDANCE

All courses except seminars meet a minimum of fifty minutes of scheduled class time a week for each credit hour. Seminars are normally courses offered at the 300 and 400 level, demanding a high level of student maturity, independent work, and participation. They normally meet for a minimum of 40 minutes per credit hour.

At the beginning of each semester faculty members are responsible for making clear their individual policies on students' attendance and participation in class. In line with this policy, each student assumes responsibility for attending scheduled classes. An absence does not relieve the student from responsibility for the work required while the student was absent.

COURSE EXAMINATIONS

An examination or its equivalent shall normally be given in each course at the end of each semester; all students are required to take these examinations. A period of approximately five days is set aside for examinations at the end of each semester. Students are responsible for deciding at what time during this period they will write each of their examinations. No student may take a final examination in a course at any time except within the period officially set aside for this purpose without the written permission of the Dean or Associate Dean of the College. All tests and examinations are conducted under the Honor System. Any violation of the trust which this involves is considered a serious offense.

COURSE WORK

A student must obtain, in advance, specific permission from all professors involved in order to submit a particular paper, or similar papers, for credit in more than one course. All written work for courses undertaken must be turned in no later than 4:30 p.m. on the last day of classes of the semester. Papers serving as whole or part of final examinations must be turned in no later than the end of final examinations of the semester.

EXPERIENTIAL LEARNING (INTERNSHIPS)

A sophomore or junior or senior with a grade point average of 2.0 or higher may earn up to 3 hours per semester, up to 3 hours during a semester break, or up to 3 hours during the summer under the Experiential Learning Program. A maximum of 6 hours of Experiential Learning may be counted toward the Randolph College degree. This 6-hour limit for Experiential Learning credit applies as well to practica, with exceptions allowed for students taking education laboratories. Each 3 hours of credit earned under this program must represent a different learning experience. Students undertaking Experiential Learning in any semester must be registered for a minimum of 12 hours exclusive of physical education activity courses in addition to Experiential Learning. The 12-hour minimum does not apply to qualified part-time students. Experiential Learning is graded on a Pass/Fail basis only. A student may undertake up to 3 hours of Independent Study and 3 hours of Experiential Learning in the same semester. Experiential Learning is not available to students in their first semester except with special permission from the Randolph College Internship Director.

Applications to obtain credit for Experiential Learning must be signed by the on-site supervisor, the faculty sponsor, and the faculty advisor, and submitted to the Career Development Center. The minimum number of hours needed for the experience per credit hour is 42 hours. The tuition for a 3 credit hour course taken during the summer is payable by June 1.

OFF-CAMPUS STUDY

A student not on academic probation wishing to study abroad must apply to the Associate Dean of the College. In order to receive permission for an off-campus study program, the student's proposed plans must ensure normal progress toward meeting the requirements for the degree at Randolph College and have the approval of the major advisor. Course work to be taken must be approved in advance on a Transfer of Credit Approval Form. The student's re-entry to the College is assured provided that the program is approved in advance and that the student maintains good standing while pursuing off-campus study. Forms for applying for non-affiliated off-campus domestic study and for study abroad are available in the Office of the Associate Dean of the College; Transfer Credit Approval Forms are available on the Students tab on the portal under Forms. See *Transfer of Credit*.

GRADES

Grade Reports

In order for a student to receive a grade or credit in a course, the student's name must appear on the official class list provided by the Registrar's Office. Students and faculty advisors have electronic access at all times to grades both at midterm and at the end of the semester. Whenever a student's progress in a course is unsatisfactory, the professor shall file an Academic Alert/Low Grade Report with the Director of Student Success. A copy of this report will be sent to the student and to the student's faculty advisor who will counsel the student. After two have been received for a first-year student, sophomore, or junior or one for any senior, the Director of Student Success also counsels the student. Faculty members may also submit a commendation for any students doing exceptional work in a particular course, project, examination, or paper. Copies of the Commendation Form will become a part of the student's file and will be forwarded to the academic advisor.

Grading System

The system used in assigning and recording grades is as follows:

<u>Grade</u>	<u>Explanation</u>	<u>Grade</u>	<u>Explanation</u>
A, A-	Excellent	SP	Satisfactory Progress
B+, B, B-	Good	F	Failure
C+, C, C-	Satisfactory	W	Withdrew from Course
D+, D, D-	Passing	I	Incomplete
P	Passing	AU	Auditor
S	Satisfactory		

Grade Point Average

The academic average for work carried at Randolph College is the ratio of grade points earned to credit hours for which a letter grade is recorded. The grade points per credit hour for each grade are as follow:

A	4.0	C	2.0
A-	3.7	C-	1.7
B+	3.3	D+	1.3
B	3.0	D	1.0
B-	2.7	D-	0.7
C+	2.3	F	0.0

Excluded from the computation of the grade point average are S, SP, W, and I. P is also excluded, except as indicated under Course Repeats.

The computation of grade points does not include the results of courses carried at another institution except for the schools with which Randolph College has affiliations: Domestic Study Programs: the Marine Biological Laboratory Semester in Environmental Science, the Seven-College Exchange Program (except programs abroad sponsored by these institutions where courses are not taught by members of their faculty), the Tri-College Consortium, Washington Semester Programs, and Dual Degree Programs (engineering schools at Washington University in St. Louis, and the University of Virginia); and Study Abroad Programs: College Year in Athens Program, Centre Internationale d'Etudes Françaises (CIDEF), Denmark International Study Program (DIS), Intercollegiate Center for Classical Studies, and the University of Santiago de Compostela. However, letter grades for work accepted through transfer are used in the computation of a student's eligibility for graduation honors.

Course Repeats

If a grade of D+, D, D-, or F is earned, the student may elect to take the course again. Courses with grades above D+ may not be repeated. The subsequent grade will replace the original in the grade point average, but both grades will appear on the transcript. Credit will be granted for the course only once. This policy is only for courses taken at Randolph College. The policy is in effect beginning Summer 2018 and affects only course repeats taken Summer 2018 and later. Currently enrolled students who previously repeated a course are still subject to the prior policy. While a student can gain credit to fulfill a requirement by transfer or tri-college work, a student cannot replace a Randolph grade by taking a course elsewhere. There is no guarantee that a course will continue to be offered and be available to be repeated. This means that it will not always be possible to repeat a course to eliminate a lower grade from the grade point average.

Pass Grade

A grade of P is given only when registration is on a Pass/Fail basis. For Dance repertory, non-majors are graded on a Pass/Fail basis only while majors receive regular grades.

Pass/Fail Option

To stimulate an undergraduate student to extend the range of choice of courses beyond the fields in which the student has special competence, the College has adopted the grading option of Pass/Fail. See *Grades*. Pass/Fail Forms are available in the Registrar's Office and require the signatures of both the student's advisor and the instructor of the course to be taken on a Pass/Fail basis. A student may register for a course on a Pass/Fail basis under the following conditions:

- the student has completed at least one semester at an accredited college or university;
- the student has the permission of the professor and the faculty advisor;
- the student is applying to take only one course on this basis during that semester; and
- the student fills out the appropriate form available in the Registrar's Office.

Departments also have the option of designating certain courses to be taken only on a Pass/Fail basis. Enrollment in a course so designated shall not affect a student's option for such registration in another course.

Courses taken on a Pass/Fail basis may not be used to fulfill the minimum requirements for a major or a minor unless the course is being offered only on a Pass/Fail basis. Non-degree international students participating in Randolph College exchange programs are exempt from the regulations above, and are allowed to take up to 9 credit hours each semester on a Pass/Fail basis with the approval of the faculty members involved and the Associate Dean of the College.

Audit

A designation of AU is given when a student has registered as an auditor and has met the requirements set forth by the instructor for the audit. An auditor has the privilege of attending classes but receives no credit. To audit a course, a student must obtain written permission from the instructor and from the faculty advisor. Student may not audit courses in art studio, music performance lessons, physical education activity courses, and science courses with required laboratory. If the requirements set by the instructor for the audit are not met, the course will be removed from the student's academic record.

Satisfactory Grade

A grade of S is given in the thesis seminar for the Master of Education Program when the student is making satisfactory progress and needs additional time to complete the thesis. It will remain on the transcript to indicate that the thesis work is ongoing.

Satisfactory Progress Grade

Grades of SP may be changed under the following conditions: A grade of SP may be given at the end of the first semester in an Honors course, in a senior seminar offered in a two-semester sequence, and in a few other courses. It is a temporary grade, to be replaced by a letter grade at the end of the following semester.

Incomplete Grade

If a student has completed the majority of course work satisfactorily but is unable to complete the course because of illness or other circumstances beyond his/her control, the college may grant a temporary grade of *Incomplete (I)*.

Course work: The *I* grade may be granted if a student cannot complete all the required course work. The student must submit a completed *Authorization for a Grade of Incomplete* form (available in the Registrar's Office) with the Registrar's Office by 4:30 pm on the final day of classes. This form requires the signature of the student and the faculty member.

Final exam: The **I** grade may be granted (in an emergency situation only) if a student cannot take the final exam in exam week.* This grade of **I** may be granted only by the Associate Dean, who shall notify the faculty member of this decision.

* NOTE: If a student will be "not enrolled" or "not in residence" in the subsequent semester, the student must obtain written permission from the faculty member to take the exam off campus; this permission must be affixed to the *Authorization for a Grade of Incomplete* form.

In the fall and spring terms, a grade of *I* automatically becomes an *F* unless the student has submitted all required work by the end of the second week of classes of the following semester and the faculty member has filed a change of grade in the Registrar's Office before the end of the third week.

In the summer, a grade of *I* automatically becomes an *F* unless the student has submitted all required work within two weeks of the course end date. If the incomplete course is a prerequisite for a course in which the student is registered in the next immediate summer session, the student must receive permission of instructor to continue in the subsequent course while the incomplete grade is being resolved. No exceptions to summer refund deadlines will be made for prerequisite issues resulting from incomplete grades (see the *Summer Fees* section of this catalog).

Withdrawal Grade

A grade of W is recorded if a student withdraws from a course subsequent to the first four weeks of classes in a semester and prior to the last four weeks of classes. A student may withdraw from a course during the first four weeks without penalty of the recording of a grade. Withdrawal without filing the standard drop slip with the Registrar before the last four weeks of classes results in the recording of an automatic F. Note: If the duration of the course is only for one quarter instead of a semester, withdrawal must occur during the first two weeks of classes in order for the withdrawal to be without penalty or the recording of a grade. The standard drop slip must be filed before the last two weeks of the quarter if the student is to avoid the recording of an automatic F. This rule applies to courses in physical education and to any academic course offered for only a quarter.

Grade Change Policy

A change in a recorded grade must be made in writing by completing a Change of Grade Form available in the Registrar's Office. Change of SP and I grades only require the instructor's signature. Change of grades other than the grade of SP or I may be made by a professor only with the consent of the Dean of the College, who must also sign the Change of Grade Form.

Dean's List

At the end of each semester the Dean of the College publishes the Dean's List. To be eligible for the Dean's List, an undergraduate student must have earned the following grade point average, rounded to one digit after the decimal:

Credit Hours Undertaken for the Semester	GPA Needed
12.0 or 12.5	4.0
13.0 or 13.5	3.9
14.0 or 14.5	3.8
15.0 or 15.5	3.7
16.0 or 16.5	3.6
17.0 or 17.5	3.5
18.0 or more	3.4

When a student receives a grade of *Satisfactory Progress* (SP), the hours for the course in which the SP was received will be counted toward credit hours undertaken when calculating eligibility for Dean's List. A student whose record contains an *Incomplete* (I) is not eligible for the Dean's List until that I is changed to a letter grade; at that time, the student becomes eligible provided that the other requirements are met. A student who receives an F is ineligible. When a student has been named to the Dean's List, a notation is included on the academic record. Part-time students carrying fewer than 12 hours per semester are recognized on an annual Dean's List covering the full year's work.

MAJORS AND MINORS

Declaration of Major

Students declare a major by completing a Declaration of Major Form. A major may be either departmental or interdisciplinary in character. By meeting the requirements for two separate majors, a student can complete a double major. The College will only assure the opportunity for completion of a single major. The student has the option of satisfying the requirements for the major as stated in the catalog in effect during the year in which the major was declared or in any of the catalogs in effect while the student is continually enrolled in the major.

The student must earn a cumulative grade point average (GPA) of 2.0 (rounded) for all courses required in the Major Program. Courses taken on a Pass/Fail basis may not be used to fulfill the minimum requirements for a major unless the course is being offered only on a Pass/Fail basis. If all of the requirements as specified in the student's governing catalog cannot be completed, then a Request for Substitution of Major/Minor Requirement Form must be submitted to the Registrar's Office prior to enrollment in the substituted course.

Declaration of Independently Designed Major

A student who desires to work out an individualized program consisting of related courses chosen from two or more departments should consult with appropriate faculty in each department involved. A cumulative GPA of at least 2.5 is required at the time of the application of the independently designed major.

The major must be consistent with the liberal arts and sciences and cannot duplicate an existing major. There must be sufficient faculty and resources at the College to support the proposed program of study. The proposal must present a solid intellectual course plan that demonstrates a coherent whole with intellectual depth as evidenced by a sufficient number of upper-level courses.

After meeting jointly with the department chairs involved and other faculty as may be appropriate to work out the program, the student shall complete the Declaration of Independently Designed Major Form. The completed form should be submitted to the Dean of the College, along with the rationale underlying the major, explaining how the courses selected (and their prerequisites) contribute to the major and describing the Senior Program. In addition, a letter of support from the faculty member who is designated as the major advisor must be sent to the Dean of the College. If the Dean of the College approves the program, the proposal will be forwarded to the Curriculum Committee for final approval. In the event that this program should involve any course work taken as Independent Study, the student must meet the general college-wide requirement of a cumulative GPA of at least 2.3 at the time of registration for these courses. If the Senior Program involves independently designed courses, these shall be designated as Interdisciplinary Studies 493 and 494 rather than Independent Study and thus not subject to the GPA requirement of the latter. A student may not use more than two courses from an independently designed major toward any other major or minor.

Honors in the Major

To encourage students of exceptional ability to engage in independent and intensive study in their fields of interest, faculty of the College are authorized to offer Honors courses as described below. A junior or senior who has a cumulative academic average of 3.45 in all academic work recorded for a letter grade and a cumulative average of 3.7 in the major is eligible to read for Honors in the Major on an approved topic. A student whose overall average qualifies but whose major average does not may petition faculty in the major to read for Honors. If at the end of the first semester of the senior year the student's cumulative GPA in the major falls below 3.5, the student is no longer eligible to continue the Honors Program. Students who enter with academic credit may, after at least two semesters at the College, apply to read for Honors. In such cases, both the quality of work completed at Randolph College and that completed elsewhere are considered.

The candidate shall take from six to twelve hours in Honors work. In order to complete six hours of Honors, a student who has fulfilled the above eligibility requirements may apply (upon the student's own initiative or at the suggestion of a faculty member) at the end of the junior year for permission to undertake Honors work. All Honors work must be done in the senior year. In order to complete nine hours of Honors, a student may either apply at the end of the sophomore year and complete six hours as a junior and three hours as a senior, or the student may apply at the end of the first semester of the junior year to do three hours as a junior and six hours as a senior. If the student obtains approval to take twelve hours (six hours in the junior year and six hours in the senior year), the student shall apply at the end of the sophomore year and begin the Honors Program in the junior year. Whatever plan is followed, the student must take at least three hours of the Honors Program as a senior. The application must be made to the department or program chair of the student's major, who shall report to the faculty the names of those students who are reading for Honors. *The Candidate for Honors Form* must be completed and submitted to the Registrar's Office to authorize Honors work, and the appropriate courses, 497H and 498H, included in the student's program of study.

An Honors course shall be planned for the individual student or students concerned and shall be conducted through seminars or weekly conferences. The Honors work shall be distinct from that of other courses; in no case shall it be constituted of additional assignments given in connection with classes open to students who are not reading for Honors. At the option of the department or program chair involved, the Honors Program may be regarded as constituting the student's Senior Program. The student who has a double major may do an integrated Honors Program or do individual Honors Programs in one or both majors. If the student does not have an integrated Honors Program, the student shall complete the Senior Program in the major in which the student does not read for Honors.

The department or program chair, in consultation with the student, shall assign each Honors student a special Honors Supervisor who will be in immediate charge of the student's program. If the field of the student's Honors work embraces more than one major, the appointment of the Honors Supervisor shall be made by the department and program chairs of the majors in consultation. The manner in which the Honors work shall be carried on shall be determined by the faculty concerned.

The Honors student must submit a thesis or completed project in a field of special interest. This thesis or project shall be under the direction of the student's Honors Supervisor, but when completed must be approved by a majority of members of the examining committee. In the case of a thesis, the student shall send electronically one copy of the approved Honors paper to the Lipscomb Library, which catalogs such papers and maintains a file of them in the Library archives.

This copy shall contain any revisions which the examining committee has required and bear the signatures of the majority. In the case of a project in the areas of fine arts or performing arts, the project shall be recorded on tape, video tape, film, slides or photographs (whichever is most appropriate), signed by the majority of the examining committee, and given to the Lipscomb Library. *These Honors projects must be submitted to the Library by the date senior grades are due.*

The examining committee shall be composed of an odd number of faculty members, usually three, including the Honors Supervisor, the department or program chair of the major or a faculty member appointed by the chair, and one faculty member from another department. The members of the committee shall be appointed by the Honors Supervisor, subject to the approval of the Dean of the College, who shall notify members of this appointment. This appointment shall be made during the first eight weeks of the semester which precedes the semester of the examination in order to allow the student to consult with other members of the examining committee during the course of the Honors work. It shall be the purpose of the examining committee to determine whether the student's work merits the designation of Honors. The examining committee for each student's program shall meet at the end of the first semester of the senior year to decide whether there has been sufficient progress to permit the completion of the program. The committee may decide that the program should continue, should be converted to an Independent Study project, or should be discontinued.

The Honors student shall take an oral examination of at least one hour's duration on the subject of the Honors work. This examination shall be given on a date prior to the end of the senior examination period. The Honors Supervisor is responsible for notifying the Dean of the College of the date of the Honors examination.

A successful Honors project shall receive the grade of A or A-. A student whose work does not merit the designation of Honors will receive a grade commensurate with the quality of the work and will receive the hours earned. These hours shall appear on the transcript as either Independent Study or the Senior Program in the major. The student's Honors work shall be entered on the permanent record and, if the candidacy is successful, a notation such as "Degree with Honors in Psychology" or "With integrated Honors in Psychology and Sociology" shall be placed on the permanent record.

Deadlines for Declaring Majors

A student must select a major (departmental, interdisciplinary, or independently designed) by the sophomore year prior to the spring advising period. A junior transfer student may wait until just prior to the advising period of the first semester in residence.

If judged essential and all parties agree on when requirements can be completed, then a major may be changed and/or a double major declared if prior to the end of the spring advising period of a student's junior year. In mitigating circumstances, such as the student is abroad, this deadline can be extended until the second week of the first semester of a student's senior year but only for departmental and interdisciplinary majors. A student may drop a second major or change from a BS degree to a BA degree in the same major at any time.

Additional adjustments in declarations of majors may be made at a later date as deemed necessary by the department chair in consultation with the Registrar for departmental and interdisciplinary majors and by the major advisor(s) in consultation with the Dean of the College for independently designed majors.

Declaration of Minor

Students declare a minor by completing a Declaration of Minor Form. A student may elect a maximum of three minors in addition to the major. No course can count for more than one minor. The student may not elect a major and a departmental minor from the same department, except in the Departments of Art and Art History, Economics and Business, Mathematics, and Physics and Engineering.

Unless otherwise specified, courses in an interdisciplinary minor can count toward a major in a contributing department, and courses in a departmental minor can count toward a major in another department. In addition, not more than two courses in an independently designed major, or an interdisciplinary major, can be used toward a minor. The student has the option of satisfying the requirements for the minor as stated in the catalog in effect during the year in which the minor was declared or

in the catalogs in effect while completing the minor. A student may design a minor in collaboration either with a faculty advisor or with one of the faculty concerned. The Declaration of Independently Designed Minor Form must be completed which requires a rationale in writing and approval of the departments involved, of the Dean of the College, and of the Curriculum Committee. Approved declaration forms are forwarded to the Registrar's Office.

The student must earn a cumulative GPA of 2.0 (rounded) for all courses required in the Minor Program. Courses on a Pass/Fail basis may not be used to fulfill the minimum requirements for a minor unless the course is being offered only on a Pass/Fail basis. If all of the requirements as specified in the student's governing catalog cannot be completed, then a Request for Substitution of Major/Minor Requirement Form must be submitted to the Registrar's Office prior to enrollment in the substituted course

INDEPENDENT STUDY

Independent study is a program which enables the student to pursue a course of study which is of special interest but is not offered in the regular curriculum. The College encourages the able student to undertake independent study as a means of increasing self-reliance, identifying educational objectives, and structuring a program to meet these objectives. The student is therefore responsible for selecting and defining the subject or topic to pursue and for making important decisions determining the development and outcome of the project. The sponsoring faculty member alone has responsibility for supervision and evaluation of the work. After a student has successfully completed a semester's program at Randolph College or another accredited college, the student may apply to any department for independent study to be carried on during the academic year or during the summer (upon payment of a summer tuition fee by June 1). Independent Study Forms are available on the portal. Permission is contingent upon the following conditions:

1. The student is in good standing academically and has a cumulative grade point average of at least 2.3. In addition, if it is a summer project, the student must have earned an average of at least a 3.0 in the subject area of the project. Permission to undertake an independent study project must be applied for by submitting an application form to the Registrar as follows:
 - a. fall and spring projects: before the end of the last day of the first week of classes of the semester in which the project is to be completed
 - b. summer projects: no later than the end of the last day of classes of the spring semester.
2. A qualified faculty member is willing to serve as supervisor.
3. The proposed project has been approved by the supervisor, chair of the department in which the study is being done, the Registrar, and the Curriculum Committee.
4. A project does not duplicate the work of a course regularly available at the College.
5. The project is to be completed within the confines of a given semester or during a single summer. During the academic year, the student in independent study may earn 1, 2, or 3 hours of credit per semester; during the summer, the student may earn 3 hours. Credit hours awarded for satisfactory completion of independent study projects may not exceed 15 within the minimal number of hours completed for the degree, and normally not more than three hours are permitted per semester. The Honors Program is a separate program and does not affect this limitation. A student may undertake up to 3 hours of independent study and 3 hours of Experiential Learning in the same semester.
6. The tuition fee for each course taken during the summer is payable in advance and nonrefundable.
7. If a student decides not to complete a summer independent study project after having registered, the fact of the registration shall not appear on the academic record provided the student withdraws formally before the first day of classes of the fall semester. If notification of the withdrawal is not received by the Registrar before that time, a grade of F shall be entered for the course.

LANGUAGE ACROSS THE CURRICULUM

A student who wants to use skills in a foreign language to enrich a course outside the language disciplines may enroll in a Language-Across-the-Curriculum (LC) section by arrangement with the faculty member teaching the course. The work involved will be arranged in advance at the discretion of the professor, who will design it with either the student or the appropriate language professor. The work will include readings in a foreign language relevant to the content of the course it complements and consonant with the language skills of the student. It can, but need not, include speaking and/or writing in the foreign language. The standard award of credit is one hour; grading is Pass/Fail. The prerequisite is permission of instructor; the corequisite is the course the LC section complements. Courses available for LC have a notation in their course description specifying the foreign language(s) offered.

GRADUATION INFORMATION

Graduation Application Information

Rising seniors are asked to complete their degree application one year ahead and this normally happens during spring registration for fall semester courses. Master's degree candidates are asked to complete their degree application by October 1 for May commencement. Information obtained from degree applications is used in the ordering of diplomas and in the preparing the Commencement Program.

Degree completion dates are in May, August, and January with a Commencement exercise occurring only in May. Undergraduate students who have not completed all academic requirements for the degree may not participate in the Commencement ceremony. Exceptions are that undergraduate education students continuing into the MAT Program and graduate education students, who have completed all academic requirements for the degree except for the summer courses, may participate in the Commencement ceremony.

Graduation Honors

Undergraduate students of superior academic achievement are awarded the academic distinctions of summa cum laude, magna cum laude, and cum laude with the bachelor's degree as follows:

<i>Summa cum laude</i>	a grade point average of 3.9
<i>Magna cum laude</i>	a grade point average of 3.7
<i>Cum laude</i>	a grade point average of 3.5

The preceding grade point averages, rounded, must be achieved when they are computed on each of the following bases:

1. all courses taken at Randolph College and
2. all courses accepted toward graduation (including work accepted by transfer).

NOTE: In evaluating a student's record for graduation honors, grades and credit from all courses entered on the Randolph College transcript from other institutions are considered even if the grades are not on the Randolph College transcript. When unusual circumstances are present, rare exceptions to this ruling may be granted by the Dean of the College in response to a petition by the student, after the appropriate college committee has considered the case.

Holds on Student Records

The College will not issue academic transcripts or diplomas for various financial reasons, including but not limited:

- 1) tuition accounts with overdue balances above zero
- 2) federal loans held by the student that are in collections or in default, and
- 3) institutional loans (e.g., Plitt) for the student that are in collections or in default.

Additionally, transcripts and diplomas are also held for non-tuition related charges including, but not limited to the following:

- 1) overdue books or fines due to the library,
- 2) unpaid miscellaneous fees assessed to the student account (e.g., parking violations, health center charges, etc.), and
- 3) College property in the possession of the student.

Transcripts and diplomas may also be held by the Registrar and Dean of the College if there are any unresolved discrepancies in credentials. Registered students who incur a hold may correct their schedule through add/drop/withdrawal activities and receive their semester grades.

PRE-ENTRY CREDIT/PLACEMENT POLICIES

There are several ways in which students can receive credit or advanced placement for college-level work completed prior to entry, as follows:

Advanced Placement Program (AP)

The College participates in the Advanced Placement (AP) Program conducted by the College Board by awarding academic credit or advanced placement to entering students who have made specified scores on AP examinations taken prior to entry to

the College. Accepted students should have AP score reports sent directly to the College (College code 5567) in the summer following the senior year of high school.

Faculty members of the appropriate academic departments establish policies for academic credit and advanced placement in each discipline. Entering students who have earned scores of “3” or better on AP Program examinations may be considered for advanced placement in college courses and for credit toward graduation, at the discretion of the department chairs involved. Most departments require a minimum score of “4” before granting credit. Upon request, the Registrar will provide details of department policy.

College Courses Taken prior to High School Graduation

College courses taken while in high school will be considered as part of transfer credit and can be transferred contingent upon compliance with policies and procedures outlined in the Transfer of Credit section.

College-Level Examination Program (CLEP)

Applicants offering scores on a CLEP Examination will be awarded credit provided 1) the examination is a Subject Examination covering a subject area offered in the Randolph College curriculum, 2) the examination is taken prior to entry, and 3) the score received is equal to or better than the mean test score of students who earn a grade of C in the corresponding course. The amount of credit awarded is determined by the corresponding program according to the coverage of courses in that program. Subject Examinations in foreign languages will not be afforded credit unless they represent a level of achievement beyond that of previous high school or college preparation.

GCE A-Levels

Students may submit official results of General Certificate of Education (GCE) A-Level examinations for consideration of academic credit if such examinations are taken prior to entry. No grade below C is considered and no credit is awarded for AS-, AO-, or O-level results.

International Baccalaureate (IB)

The College recognizes the successful achievement of students participating in the curriculum of the International Baccalaureate organization. The student who has earned individual course Certificates or Program Diplomas may submit credentials for evaluation. Entering students who have earned scores of “5” or better on IB Higher Level Subject Examinations may be considered for advanced placement in college courses and for credit toward graduation, at the discretion of the department chairs involved.

Military Credit

Credit will be allowed for military service school experiences if credit is recommended in *The Guide to the Evaluation of Educational Experiences in the Armed Services* produced by the *American Council on Education* and if the course work is relevant to the liberal arts curriculum offered at Randolph College. A copy of official discharge papers (DD-214) and official military transcripts should be submitted to the Registrar’s Office for evaluation.

Randolph College Placement Tests

Placement tests in English, mathematics, and foreign languages are administered online and/or during Orientation Sessions. Students who demonstrate college-level ability may be granted placement and/or exemption from certain requirements.

Writing Skills Evaluation

Recognizing the importance of strong writing skills to success both in college and after, the College provides ongoing instruction and evaluation of each student’s writing during the years on campus. All students must fulfill the English writing requirement (WRIT 103, or WRIT 104, 105 (STAR) by the end of the first semester of the first year. In addition, at the end of each semester, the faculty of all courses assess the writing competence of each of their students using the following scale: Excellent; Adequate for satisfactory academic work; Weak or clearly inadequate, could be detrimental to academic work; No basis for judging writing performance.

To ensure that students who need to strengthen writing skills receive the assistance they need, the procedures described below have been adopted by the faculty. Any student who receives a rating of weak from two different faculty members will be required to elect one of the following options during the semester following low evaluations in order to maintain eligibility to continue at the College for the subsequent semester:

1. Enroll in and satisfactorily complete a designated writing intensive course,
2. Complete an individual tutoring program under a contract with the Director of the Writing Program in the Writing Lab,
or
3. Pass a writing proficiency examination to be prepared and evaluated by the Writing Board.

Choice of option will be made by the student based upon the recommendation of the Director and in consultation with the faculty advisor.

TRANSFER OF CREDIT

Work done at another institution will be given credit at Randolph College provided the course work represents collegiate course work relevant to the liberal arts degree program of study, with course content and level of instruction resulting in student competencies at least equivalent to those of students enrolled in Randolph College's own undergraduate degree program. In assessing and documenting equivalent learning and qualified faculty, the College may use recognized guides which aid in the evaluation for credit. Such guides include those published by the American Council on Education, the American Association of Collegiate Registrars and Admissions Officers, and the Association of International Educators. In order to be acceptable for transfer, a course does not necessarily need to duplicate exactly a course offered at Randolph College; however, approval is based on the appropriateness of the course to a liberal arts degree program of study. The student who is transferring credits to Randolph College is responsible for having an official transcript of work mailed to the Registrar as promptly as possible.

Current students interested in pursuing summer school course work or other off-campus work should note the following in selecting courses and assessing credit potential. Each course taken needs to be approved in advance by the student's faculty advisor(s) and by the Registrar. Approval is obtained by completing a Transfer of Credit Approval Form. A course not approved in advance may or may not be approved. Students should read major, minor, and degree requirements carefully before taking a course off-campus. It is also preferable for a student to take the basic courses in the department in which the student plans to major at Randolph College. Courses taken to fulfill General Education Program, major, or minor requirements require special approval, which must be noted on the Transfer of Credit Approval Form.

General Transfer of Credit Policies

- Each course selected for transfer must not duplicate a course already completed or a course to be taken at Randolph College.
- A grade in the C range or better must be earned in each course considered for transfer to Randolph College.
- No credit will be granted for courses taken on a Pass/Fail basis.
- At the undergraduate level, a maximum of 68 credit hours may be transferred toward Randolph College requirements.
- At the graduate level, a maximum of 6 credit hours may be transferred to Randolph College.
- Modern language courses taken online must have an acceptable oral/aural component.
- Online courses with an accompanying laboratory component require additional review by the department to be considered for transfer.
- No grade earned elsewhere will be recorded on the Randolph College transcript nor will the hours of credit and grades earned be included in computing the academic average, with the exception of grades earned at certain institutions with which Randolph College has affiliations: Domestic Study Programs: the Marine Biological Laboratory Semester in Environmental Science, the Seven-College Exchange Program (except programs abroad sponsored by these institutions where courses are not taught by members of the faculty), the Tri-College Consortium, VFIC, Washington Semester Programs, and Dual Degree Programs (engineering schools at Washington University in St. Louis, and the University of Virginia); and Study Abroad Programs: College Year in Athens Program, Centre Internationale d'Etudes Françaises (CIDEF), Denmark International Study Program (DIS), Intercollegiate Center for Classical Studies, and the University of Santiago de Compostela.

- NOTE: *in evaluating a student's record for graduation honors, letter grades and credit from all courses entered on the Randolph College transcript from other institutions are considered.*

Tri-College Consortium

Undergraduate students may enroll without payment of any additional tuition in an approved liberal arts course at University of Lynchburg or Sweet Briar College during the academic year, provided the course is not currently available at Randolph College, the prerequisites for the course have been met, and there is space in the class for a guest registrant. To participate, a student must carry a full-time overall course load. Student may not sign up to take more than half of their work at another campus in any one semester, although exceptions can be made by the deans of the institutions concerned. Students wishing to undertake internships for credit offered through the Tri-College Consortium must satisfy Randolph College's eligibility requirements for Experiential Learning and abide by policies governing both Experiential Learning and general Tri-College enrollment as stated above. Tri-College Registration Forms are available on the portal. Students from University of Lynchburg or Sweet Briar College may enroll in credit-bearing courses at Randolph College under the same arrangement.

READMISSION

Students who voluntarily withdraw or who have been declared academically ineligible to continue must apply for readmission to the College if they wish to return. Students must submit an application form available from the Associate Dean, official transcripts of any college course work completed since leaving the College, if applicable, and a nonrefundable fee of \$25. If the withdrawal was for medical or disciplinary reasons, clearance by the Dean of Students Office is also required. For the fall semester, readmission applications will not be accepted prior to the preceding April, and for the spring semester, readmission applications will not be accepted prior to the preceding November. Application must be made at least three weeks prior to the start of classes.

In addition to the application form, a student declared academically ineligible must submit at least one recommendation from a professor or official at any institution attended and any other information demonstrating that the student should be readmitted. The College's Board of Review will base its decision on these materials. A student who is readmitted after being declared ineligible will be placed on academic probation and will be informed of the specific criteria for maintenance of good standing. A student normally may not be readmitted to the College a second time after having been declared ineligible twice.

WITHDRAWING FROM THE COLLEGE

Any student planning to withdraw from the College, either during or at the end of a semester, must complete the exit procedure initiated by completing a Voluntary Withdrawal Form. Before a voluntary withdrawal during a semester may be authorized, a dependent student must have a parent or guardian confirm that the academic and financial consequences of such action are understood. This confirmation may be given in writing or orally, but must be received before the withdrawal can be granted. Unless the student follows these steps, any student who voluntarily withdraws during a semester will forfeit the right to honorable withdrawal. The record of a student who voluntarily withdraws will reflect withdrawal from courses according to standard criteria. The College reserves the right to require at any time the withdrawal of any student whose conduct or academic standing it regards as undesirable or whose continued presence is a risk to the student or others. Students who decide to return to the College after withdrawal must apply for readmission. See **Readmission**. For some students needing to interrupt their studies for a specific length of time, a leave of absence is another option to consider. See **Not-Enrolled-Student Status**.

NOT-ENROLLED-STUDENT STATUS

If a student wishes to take a leave of absence from the College for medical or personal reasons, the student must apply to the Associate Dean of the College. Not-Enrolled-Student Status Application Forms are available in the Office of the Associate Dean of the College. Re-entry to the College is assured provided plans have been approved, carried out, and all previous financial obligations have been met.

REGISTRATION, ADD/DROP, AND WITHDRAWAL FROM A COURSE

Registration is required before a student may attend classes. Specific registration information is available at the Registrar's Office, in the class schedule each semester, and on the Students tab on the portal. After the initial registration each semester, students may make adjustments to their schedule within the following time frames. A student may add full semester courses

during the first week of the semester. A student may drop a full semester course during the first four weeks of the semester and not have the course become a part of the student record. Physical education and other quarter courses are subject to different deadlines; check the Registrar's Academic Calendar for specific dates. Summer sessions of varying lengths have comparable deadlines.

A grade of W is recorded if a student withdraws from a course after the drop period but prior to the last four weeks of classes. Withdrawal during the last four weeks of classes or failure to file the standard drop slip prior to this time results in the recording of an automatic F except under medical or other serious mitigating circumstances which must be documented. Mitigating circumstances must be evaluated by the Associate Dean of the College and include a certification by the faculty member that the student was making satisfactory progress at the time of the mitigating circumstances.

STUDENTS' RIGHTS OF ACCESS TO THEIR EDUCATIONAL RECORDS (FERPA)

The College complies with The Family Educational Rights and Privacy Act of 1974 (FERPA), as amended (often referred to as the "Buckley Amendment"), which protects the privacy of educational records, establishes students' rights to inspect their records, provides guidelines for correcting inaccurate or misleading data, and permits students to file complaints with the Family Educational Rights and Privacy Act Office. Specifically, students are afforded the following rights with respect to their educational records:

- a. The right to inspect and review the student's education records within 45 days of the day the college receives a request for access. Students should submit to the Registrar, Dean of the College, Dean of Students, chair of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The College official 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 College official to whom the request was submitted, the official shall advise the student of the correct official to whom the request should be addressed.
- b. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of the 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.
- c. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosures without consent. The right to inspect a student's academic record is limited to the student. Access to students' records, except directory information which may be released, is never granted to individuals from off campus requesting information, unless the student involved has given written permission or as applicable law requires or permits. Directory information is defined as the student's name, photograph, program of study, degrees granted and awards received, classification, enrollment status, dates of attendance, participation in officially recognized activities and sports, and height and weight of members of athletic teams. Students may restrict access to their directory information by contacting the Registrar's Office and filing a written request. In addition, the College will publish for internal use a student directory which includes names, pictures, major program of study, and class year. Further, to minimize the risk of improper disclosure, academic and disciplinary records are kept separate.
- d. The College expects that students will discuss their academic progress with their parents. Students may authorize disclosure of information to parents or anyone else by completing a Consent to Disclose Information from Education Records Form. Upon request the college will exercise its discretion to disclose information from the student's education records to authorized individuals under the following circumstances:
 - i. through the written consent of the student;
 - ii. by submission of evidence that the parents declared the student as a dependent on their most recent Federal Income Tax form;
 - iii. in compliance with a subpoena. In cases of divorce, separation or custody, when only one parent declares the student as dependent, an institution may grant equal access to information from the student's education records.

However, when access is given to one parent, the College must grant equal access to the other parent upon request, unless there is a court order, state statute, or legally binding document stating otherwise. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person

employed by the College in an administrative, supervisory, academic or research, or support staff position (including security personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); 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 tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill professional responsibility.

- e. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with requirements of FERPA. The name and address of the office that administers FERPA is Family Policy Compliance Offices, U.S. Department of Education, 400 Maryland Avenue SW, Washington, D.C. 20202-4605.

RANK

The College will not release information on a student's specific rank in class. However, if a student desires it, the College will release information regarding academic standing according to the following classifications: top 1% of the class, top 5% of the class, and each decile of the class.

TRANSCRIPTS

Current and former students may request that copies of their transcripts be forwarded to other educational institutions, employers, or any person designated by the student. Students must authorize release of their transcript by completing a Transcript Request available in the Registrar's Office or on the Registrar's website. There is a \$5.00 per copy fee for a transcript. Electronic (PDF) transcripts, rush service, and overnight delivery are available for an additional fee. Generally transcript requests will be processed within five working days.

Due to limitations on access to student information under the Family Educational Rights and Privacy Act of 1974, telephone and third party requests for transcripts cannot be honored. The College also does not release transcripts if there are outstanding financial obligations.

As required by the Code of Virginia, the Registrar must include a notation on the transcript of any student who has been suspended for, has been permanently dismissed for, or withdraws from the institution while under investigation for an offense involving sexual violence. See *Student Handbook* for details.

RECORDS RETENTION POLICY

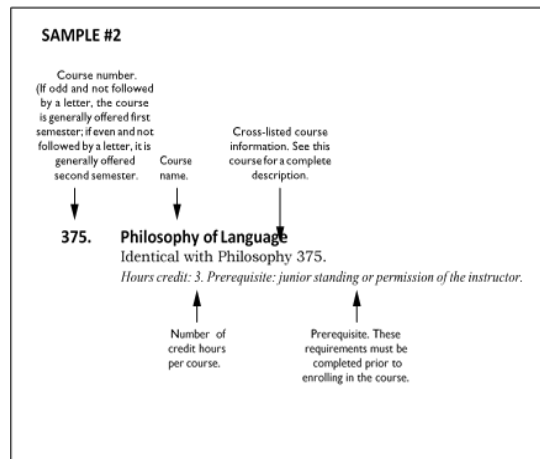
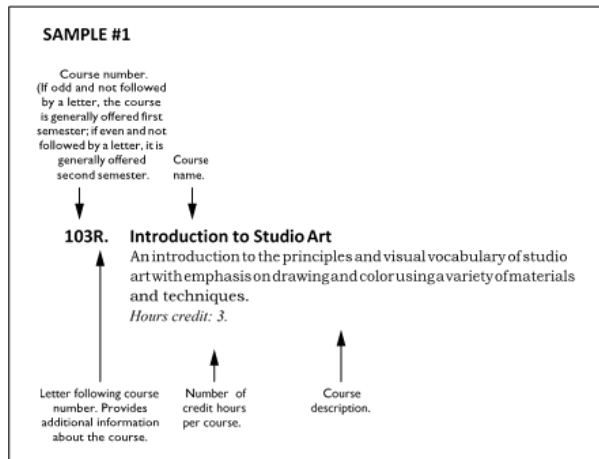
The academic record of a student will be maintained either in paper copy or electronic format by the Registrar's Office according to the following schedule: Permanent retention is maintained for the academic transcript and the students' file folders which contain application forms, high school and college transcripts, major declarations, graduation certification materials, and other information kept in the student file folder. Three-year retention from the date of origination is maintained for registration and add/drop/withdrawal forms. One-year retention from the date of origination is maintained for transcript request forms, and change of student address information; enrollment verifications are retained until the student graduates.

Academic Programs and Courses of Instruction

GUIDE TO COURSES OF INSTRUCTION

This catalog presents, subject to change, the major and minor programs and the courses currently available. For specific courses taught in any given semester, consult the class schedule for that semester. The following numbering and lettering systems are used throughout for course identification. See the samples of course listings below for further illustration.

- 100-199** A course primarily, though not exclusively, for first-year students.
- 200-299** A course which assumes some previous college-level study in the field of a course primarily, though not exclusively, for sophomores.
- 300-399** A course directed primarily to juniors or seniors, or one which assumes an intermediate level of intellectual maturity.
- 400-499** A course directed primarily to seniors and which assumes knowledge gained in several college courses in the field or an advanced level of intellectual maturity.
- 500-699** Graduate level courses
- Comma Courses** The first semester of a comma course is normally the prerequisite to the second semester of the course.
- Even Numbers** Courses generally offered in second semester (spring).
- L after number** Laboratory course which accompanies a lecture course.
- LC after number** Language Across the Curriculum courses which apply foreign language skills in other departments. Courses available for LC have a notation in their course description specifying the foreign language(s) offered. See *Academic Regulations*.
- Odd Numbers** Courses generally offered in first semester (fall).
- P after number** Field experience/practicum component which accompanies a lecture course.
- R after number** A course normally offered in both semesters (see sample #1 below).
- S after number** A course offered during the summer.
- Z after number** Writing intensive section of a course (see *The Writing Program*).



OTHER COURSE INDICATORS:

Year:	First		Sophomore		Junior		Senior	
	1st	2nd	1st	2nd	1st	2nd	1st	2nd
Semester:								
Cross-Listed, One-Time Only Courses	173	174	273	274	373	374	473	474
Cross-Listed Courses	175	176	275	276	375	376	475	476
	177	178	277	278	377	378	477	478
	179	180	279	280	379	380	479	480
	181	182	281	282	381	382	481	482
	183	184	283	284	383	384	483	484
One-Time Only Courses	185	186	285	286	385	386	485	486
	187	188	287	288	387	388	487	488
Independent Study	N/A	190	289	290	389	390	489	490
Experiential Learning	N/A	N/A	N/A	N/A	391	392	491	492
Senior Programs							493	494
							495	496
Departmental Honors Program					397H	398H	497H	498H

COURSE DESIGNATION KEY

AMCP	American Culture Program	ECON	Economics	MUHS	Museum and Heritage Studies
ARTH	Art History	EDUC	Education	P ED	Physical Education
ARTS	Studio Art	ENGL	English	PHIL	Philosophy
ASTR	Astronomy	EQST	Equine Studies	PHYS	Physics
BIOL	Biology	EVST	Environmental Studies	POL	Political Science
BUS	Business	FREN	French	PSYC	Psychology
CHEM	Chemistry	G ST	Gender Studies	RELG	Religious Studies
CHIN	Chinese	GEO	Geography	SOC	Sociology
CLAS	Classics	GREK	Greek	SPAN	Spanish
COMM	Communication Studies	HIST	History	SPED	Special Education
CSCI	Computer Science	I ST	Interdisciplinary Studies	THTR	Theatre
DANC	Dance	LATN	Latin		
DSCI	Data Science	MATH	Mathematics		
		MUSC	Music		

AMERICAN CULTURE PROGRAM

Faculty: Brennan Keegan, Julio Rodriguez

The American Culture Program offers an opportunity for an analysis of the United States in ways that transcend traditional approaches to American studies. The Program is based on the thesis that America is more than a geographic location; that for centuries it has also been a state of mind and a set of hopes. Accordingly, the Program focuses not only on what Americans are but also on what they think they are, and not only on American realities but also on the development and transmission of an American consciousness. Students study how Americans present themselves through museums, historic sites, and places of entertainment, as well as through books, movies, politicians' speeches, civic celebrations, and television. In approaching America as both a social reality and a cultural construct, each of which has been subject to continual debate, students should develop a deeper sense of the nation's complex character as well as a more precise conviction about what they themselves wish the nation to be.

Normally, students admitted to the Program will take twelve hours structured as four courses (AMCP 272, 302, 304, and 322) that comprise the curricular core. Students will also enroll in either a program-sponsored practicum or one course from the regular curriculum of the College. In some cases, a student in AMCP 302 or 304 may be able to obtain credit in a department, in consultation with departmental personnel, if the student's graded projects are relevant to the particular discipline.

The American Culture minor offers students the opportunity to formalize and augment their experience in the American Culture Program.

American Culture Minor

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
<i>Required:</i>		
AMCP 272	American Images	3
AMCP 302	American Voices I	3
AMCP 304	American Voices II	2
AMCP 322	American Culture Seminar	4
<i>Two additional courses, one at the 300 level, chosen in consultation with the minor advisor, that focuses on a theme, topic, or problem in American culture or society.</i>		6
<i>Total for the minor in American Culture</i>		18

American Culture Courses

AMCP 272. American Images

An interdisciplinary exploration of the ways Americans represent themselves in intellectual and popular culture from the nineteenth through the twenty-first centuries. By considering themes such as race, ethnicity, class, gender, and environment, students will examine visual, literary, and musical texts for the diverse and distinctive images of America. The course will make use of the Maier Museum of Art. *Credit hours: 3. Prerequisite: admission to the American Culture Program.*

AMCP 302. American Voices I

An interdisciplinary lecture/discussion course in which competing viewpoints about the nature of the United States will be heard, debated, and analyzed. Most classes will hear from guest speakers; for example, public policy analysts, academics, media professionals, representatives from business and the military, and social, political, and environmental activists. *Credit hours: 3. Prerequisite: admission to the American Culture Program.*

AMCP 304. American Voices II

A study/travel course that takes advantage of the College's central location in order to visit a variety of work places, government institutions, churches, museums, and historic sites and to hear from workers, bureaucrats, ministers, curators, and interpreters about their identities as Americans. Travel will include day trips, some weekend trips, and one week-long journey. *Credit hours: 2. Prerequisite: admission to the American Culture Program.*

AMCP 322. American Culture Seminar

An interdisciplinary seminar that will examine selected themes in American culture from the perspectives of faculty expertise. The course will include extensive reading and a tutorial writing component wherein the student will work individually with faculty on writing assignments. *Credit hours: 4. Prerequisite: admission to the American Culture Program.*

AMCP 332. American Culture Practicum

A course that offers Program students the opportunity to experience research and work in businesses and organizations that relate to thematic considerations of the Program. The hours in this course will count as Experiential Learning. *Credit hours: 1, 2, or 3. Prerequisite: admission to the American Culture Program. Offered on a Pass/Fail basis only.*

ART AND ART HISTORY

Faculty: Andrea W. Campbell, Christopher Cohen, M. Kathy Muehlemann, Lesley Shipley

Visual literacy is critical to understanding our increasingly complex world and its images. Courses in the Department provide a framework for the study of art through knowledge of its principles and history and through creative studio work. The Department’s courses develop critical and creative skills that prepare students for the demands of a changing marketplace.

Graduates have immediately stepped into jobs in a variety of fields, including animation, graphic design, teaching, and fashion design, and have landed many different types of positions within gallery and museum work. The Department encourages qualified students to pursue graduate study. Graduates have gone on to degree programs in architecture, art history, art therapy, studio art, architectural preservation, and museum studies at institutions including Yale University, the University of Pennsylvania, Parsons, University of Virginia, Pratt, University of Chicago, George Washington University, Royal Ballard Institute of the University of London, American University, the School of the Art Institute of Chicago, New York University, Queens College, Virginia Commonwealth University, and the Fashion Institute of Technology, among others.

Art History Major

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
<i>Required:</i>		
ARTH 101	Art, Culture, and Society before 1400	3
ARTH 102	Art, Culture, and Society after 1400	3
ARTS 103R	Introduction to Studio Art	3
<i>One additional Studio Art course</i>		3
<i>One of the following Ancient/Medieval Art courses:</i>		3
ARTH/CLAS 179	Masterworks of Greek and Roman Art	
ARTH 238	Medieval Art	
<i>One of the following Renaissance/Baroque Art courses:</i>		3
ARTH 242	Baroque Art and Architecture	
ARTH 263	Early Renaissance Art and Architecture	
ARTH 264	High Renaissance Art and Architecture	
<i>One of the following Modern I (Nineteenth-Century Art) courses:</i>		3
ARTH 215	American Art and Architecture	
ARTH 243	19th-Century European Art	
<i>One of the following Modern II (Post-1900) courses:</i>		3
ARTH 244	Modern European Art	
ARTH 257	Post-War and Contemporary Art	
<i>One of the following 300-level courses:</i>		3
ARTH 314	Special Topics in Art	
ARTH/ENGL 378	Gender in Renaissance Art and Literature	
<i>Senior Program</i>		
ARTH 493, 494	Senior Seminar, Senior Paper	6

Total for B.A. Degree in Art History**33**

- Students may major in both Art History and Studio Art or major in one field and minor in the other field. For multiple programs, the only courses that can overlap are ARTH 101, ARTH 102, and ARTS 103R.

Studio Art Major

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
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Required:

ARTH 101	Art, Culture, and Society before 1400	3
ARTH 102	Art, Culture, and Society after 1400	3
ARTS 103R	Introduction to Studio Art	3

<i>Four additional Studio Art courses</i>		12
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<i>Two of the following:</i>		6
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ARTH 215	American Art and Architecture	
ARTH 238	Medieval Art	
ARTH 242	Baroque Art and Architecture	
ARTH 243	19th-Century European Art	
ARTH 244	Modern European Art	
ARTH 257	Post-War and Contemporary Art	
ARTH 263	Early Renaissance Art and Architecture	
ARTH 264	High Renaissance Art and Architecture	
ARTH 314	Special Topics in Art	

Senior Program

ARTS 425, 426	Senior Studio I, II	6
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Total for B.A. Degree in Studio Art		33
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- Students may major in both Art History and Studio Art or major in one field and minor in the other field. For multiple programs, the only courses that can overlap are ARTH 101, ARTH 102, and ARTS 103R.

Additionally for B.F.A.

ARTS 423	Advanced Studio	3
ARTS 424	Advanced Studio	3
I ST 393R	Fine Arts Colloquium	3
I ST 495	Senior Fine Arts Colloquium	1

<i>Interdisciplinary Base¹</i>		9
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Total for B.F.A. Degree in Studio Art		52
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¹Students select the interdisciplinary base in consultation with their advisor. Courses selected must be from DANC, ENGL, MUSC, or THTR with two departments represented and must include one course in artistic expression.

Art History Minor

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
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Required:

ARTH 101	Art, Culture, and Society before 1400	3
ARTH 102	Art, Culture, and Society after 1400	3

<i>Three additional Art History courses</i>		9
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Total for Minor in Art History		15
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Studio Art Minor

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
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Required

ARTS 103R	Introduction to Studio Art	3
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<i>Four additional Studio Art courses*</i>		12
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* *Studio art courses include drawing, painting, photography, and printmaking. Any student wanting a minor in one of these areas must use the above minor in studio art.*

Recommended Courses

Art history majors: studio art, French language, classics, communication, history, literature, and philosophy courses. Studio art majors: art history, history, literature, and philosophy courses.

Special Programs

The Maier Museum of Art houses the College's preeminent American art collection which is featured in the teaching of many art history and studio courses. The Maier also curates the longest-running annual exhibition of Contemporary Art held at a college or university in the country.

The Department maintains an active program of visiting artists and art historians who lecture on their work and offer workshops, critiques, or seminars for students. Polly Apfelbaum, Jake Berthot, Barbara Haskell, Bill Jensen, Elizabeth Murray, Maya Lin, Judy Pfaff, Jules Prown, Elena Sisto, Toyin Odutola, and Larry Silver are among past participants.

Experiential Learning Examples

Randolph College is the only institution of higher learning in the U.S. that has an internship program at the National Gallery of Art, London. Art history and studio art majors are encouraged to apply for this very special opportunity. Numerous internships are offered by the Maier Museum of Art and the Career Development Center, and these can be applied to the minor in museum studies, an option attractive to many art majors. These offer qualified students the opportunity to gain marketable skills in numerous areas of museum work: curatorship, management, education, public relations, and conservation. Randolph College students are offered a scholarship to attend the Nantucket Preservation Institute where they earn graduate credit in historic preservation and are paid a stipend to intern in arts management at the Lyric Opera of Chicago. Students have successfully obtained competitive internships at distinguished institutions such as the Smithsonian Institution's American Art Museum, the National Gallery of Art in Washington, D.C., the Museum of Modern Art, and the Whitney Museum of American Art, New York. Studio majors have been accepted by competitive summer programs, including Yale/Norfolk, Chautauqua, and the Vermont Studio School, as well as to summer programs in France and Italy.

Art History Courses

ARTH 101. Art, Culture, and Society before 1400

This course introduces students to the field of art history by giving an understanding of the major developments in a variety of forms of artistic expression as these are related to the unfolding of history. The course pursues the establishment of the Western artistic canon by the Greeks and Romans, its development over the course of the Middle Ages, and concludes with the Early Renaissance. *Credit hours: 3. (HE)*

ARTH 102. Art, Culture, and Society after 1400

What can be learned about culture through art? Explore history through this survey of European and American art from the Renaissance to the present by artists such as Michelangelo, van Gogh, Picasso, Kahlo, and Warhol. Examine artworks in their historical, religious, and cultural contexts to discover what meanings and messages they conveyed at the time of their creation. *Credit hours: 3. (HE)*

ARTH 179. Masterworks of Greek and Roman Art

As an introduction to the artistic culture of ancient Greece and Rome, this team-taught course discusses select works of art and architecture in depth, from both art historical and archaeological perspectives. Its aim is to set works of art in their specific historical and cultural context while exploring the connection (in style, material, technique, aesthetic) between them and our world. Identical with CLAS 179. *Credit hours: 3. Rotating: offered second semester 2019–2020. (HE)*

ARTH 186. Gender, Feminism, and the History of Art

One-time only, Spring, 2020

This course focuses on issues of gender and feminism(s) in the history of western European art and art of the Americas. Students will examine art from the 17th century to the present both inside and outside the traditional cannon of art history. Topics include the representation of gender and sexuality, gender performance, spectatorship, and the visual economy of the “gaze.” Credit hours: 3.

ARTH 187: The History of Photography

One-time only, Fall 2019

This course will survey the history of photography from its beginnings in the 1830s to the present. Although we will focus primarily on the changing relationship between photography and the visual arts at specific moments in history, we will investigate the debates around the “nature” of photography as historical archive, scientific tool, and a means for social and cultural critique. Credit hours: 3.

ARTH 204S. Renaissance Art Study Tour: Rome and Florence

This two-week study tour will travel to sites where Renaissance art can still be seen in its original location and context. The group will also study art in the outstanding museum collections in Florence and Rome. Day trips to cities such as Siena and Ostia are also on the itinerary. All work must be submitted by the end of the fourth week of the fall semester following the tour. *Credit hours: 3. Prerequisite: ARTH 263 or 264 or permission of instructor. (HE)*

ARTH 215. American Art and Architecture: Solving an Identity Crisis?

How did artists form a distinctly “American” style, or did they? Painting, sculpture, and architecture developed largely from European models from the colonial period through World War II by artists such as Copley, Cassatt, Lawrence, and Hopper. This course addresses issues of nationalism, race, and gender in its exploration of America’s “identity crisis” following its independence. Special use will be made of the works in the Maier Museum of Art. Field trips to local architectural sites. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor. Alternate years: offered 2020-2021. (CI, HE)*

ARTH 238. Medieval Art : From Castles to Cathedrals

Through lecture and seminar-style discussion, this course introduces the major ideas and artistic trends of the Medieval period. The political, philosophical, and spiritual changes that shaped the Western world after the dissolution of the Roman Empire are related to a selection of artistic periods and styles so that students can achieve an understanding of Medieval art and architecture within its context. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor. (HE)*

ARTH 242. Baroque Art and Architecture: Saints and Sinners

This course studies the emergence of the Baroque style in painting, sculpture, and architecture as a response to the political and spiritual upheaval wrought by the Protestant Reformation, the Council of Trent, and the Counter-Reformation. The formation of the style in Italy and its modification by northern European artists is addressed within their varied cultural contexts. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor. (HE)*

ARTH 243. Nineteenth-Century European Art: Rebels, Rogues, and Royalty

Frequent revolutions, rapidly changing technologies, and radical artists caused drastic changes in European art. Modernization, experimentation, and rebellions by artists such as Courbet, Monet, and van Gogh against traditional art training characterize the 1770s to 1900. Various artistic styles such as Romanticism, Realism, and Impressionism that developed during this turbulent century will be examined within their historical, cultural, and political contexts. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor. Alternate years: offered second semester 2020-2021. (HE)*

ARTH 244. Modern European Art: Quest for the New

Rapidly changing artistic styles re-defined art from the 1860s through World War II. The rise of the avant-garde and reactions to major political events resulted in a succession of “isms,” including Post-Impressionism (Cézanne), Fauvism (Matisse), Expressionism (Kandinsky), Cubism (Picasso), and Surrealism (Dalí). *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor. Alternate years: offered 2019–2020. (HE)*

ARTH 257. Post-War and Contemporary Art

How did American and European art evolve after World War II? Discussion will focus on the interplay among artists, their work, critical writings, and historical events that exemplify the salient trends of the last seventy-five years, including abstraction (Pollock), Minimalism (Judd), conceptual art (Baldessari), feminist art (Wilke), conceptual photography (Neshat), and exploration of new media (Ai Weiwei). What will the next new trend be? *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor. Alternate years: offered 2019–2020. (HE)*

ARTH 261. Introduction to Museum Studies

This course explores the history, philosophy, and functions of museums in society and the sociocultural meanings embodied in such institutions. Students interpret and critically examine museum collections and exhibitions, and are introduced to the various facets of museum work, including curating, education, conservation, and management. Special focus is placed on the exhibitions and programs of the Maier Museum of Art. Field trips are required. *Credit hours: 3. Prerequisite: ARTH 101 or 102. Alternate years: offered 2020-2021.*

ARTH 263. Early Renaissance Art and Architecture: An Age of Courts and Communes

A bold, new style emerged in fifteenth-century Florence, setting the standard for European painting until it was challenged by Impressionism. The course examines the intellectual, spiritual, and cultural origins of the Italian Renaissance to explore why this change occurred and will examine the response in painting, sculpture, and architecture. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor. Rotating. (HE)*

ARTH 264. High Renaissance Art and Architecture: Leonardo and His Legacy

This class examines the relationship between patronage and the painting, sculpture, and architecture of major artistic centers in Italy such as Rome, Venice, and Florence. Contemporary artistic theory, rivalry among the artists, and the emergence of the "mannered" style will also be considered. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor. (HE)*

ARTH 277. American Movies

An overview of the history and aesthetics of American films made both in Hollywood and independently. It examines the stylistic and narrative techniques utilized by filmmakers, the political economy of the film industry, and cinema's role in the global market. Students will explore various types of writing about film and develop their critical analysis and writing skills. Identical with COMM 277. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor. (AE, HE, WI)*

ARTH 280. Philosophy of Art

An exploration of philosophical views about the nature of art and artistic inspiration, the social function of art, aesthetic judgment, the relation between art and craft, and the evolutionary origins of art. Identical with PHIL 280. *Credit hours: 3. Prerequisite: sophomore standing.*

ARTH 286/286S. Conflict and Confluence: Christianity, Islam, and Judaism in the Art and Literature of Early Spain
One-time only. Offered Spring/Summer 2020.

This interdisciplinary class explores intercultural exchanges between Christians, Muslims, and Jews in premodern Spain. Through the study of art, architecture, and literature, students will learn about key moments in Spain's development from the fifth to the seventeenth centuries, including the Visigothic period, the Muslim conquest of the Iberian Peninsula, the Christian "reconquest" against Islam, and the expulsion of the Jews. Credit hours: 1 and 2.

ARTH 314. Special Topics in Art History

Topic will vary from year to year. *Credit hours: 3. Prerequisite: 200-level art history course or permission of instructor.*

ARTH 315. Curatorial Seminar at the Maier Museum of Art

Students will co-curate an exhibition drawing largely on artworks from the permanent collection at the Maier Museum of Art. The instructor, with the assistance of the museum staff, will supervise the students. *Credit hours: 3. Prerequisites: ARTH 215 and 261 and permission of instructor. Offered as needed.*

ARTH 378. Power and Beauty: Gender in Renaissance Art and Literature

This course seeks to understand, analyze, and interpret representations of gender and sex within Renaissance art and literature (in both England and Italy). Using contemporary texts when possible and readings from the disciplines of literature, social history, feminist theory, and art historical texts, the course aims for a fuller assessment of gendered Renaissance life as it pertains to art and literature. Identical with ENGL 378. *Credit hours: 3. Prerequisite: junior standing or permission of instructor. (CI, HE)*

ARTH 380. World Cinema

This course explores the major movements in world cinema. It also examines such related issues as the impact of globalization on national cinemas, the role of the state in legislating film policy, and the integration of cinema with movements for political and economic change. Identical with COMM 380. *Credit hours: 3. Prerequisite: COMM/ARTH 277 or permission of instructor. Alternate years: offered Spring 2020. (AE, CI)*

ARTH 382. Studies in the Film

The topic of this course will vary from year to year. Students may examine specific genres, directors, national cinemas, or film theories. Identical with COMM 382. *Credit hours: 3. Prerequisite: COMM/ARTH 277 or permission of instructor. May be repeated for credit when topic differs. Alternate years: offered Spring 2021. (AE)*

ARTH 384. Documentary History and Theory

This course is an introduction to the history, theory, and aesthetics of documentary film. It traces several major historical movements in the development of documentary from Russia and Great Britain to Canada and the United States. Students will explore questions of ethics in documentary production, the development of various formal techniques, and a number of theoretical approaches to analyzing documentaries. Identical with COMM 384. *Credit hours: 3. Prerequisite: COMM/ARTH 277 or permission of instructor. Alternate years: offered Spring 2022. (AE, CI, HE)*

ARTH 493. Senior Seminar

The seminar has two purposes: to provide a systematic consideration of the major methods practiced by art historians, both pre-modern and modern, ranging from connoisseurship, biography, iconography, and social history to feminism, semiotics, and post-structuralism; and to offer a framework for the early stages of work on the senior paper. *Credit hours: 3. Prerequisite: permission of Department.*

ARTH 494. Senior Paper

Carefully supervised course, the purpose of which will be to produce a substantial research paper and public presentation on an issue or artist of historical significance. This is the culminating experience of the art history major. *Credit hours: 3. Prerequisite: ARTH 493 and permission of Department.*

Studio Art Courses

Artistic expression is an integral component of a liberal arts education. The practice of art, as well as the study of its history, forms the studio art major.

The strength of the studio art program is the depth of study and practice of drawing and painting. Additional courses in special topics and printmaking are offered on an alternating basis. This emphasis on the two-dimensional has enabled students to pursue graduate study at major universities, nationally and internationally, and to work in art-related fields. The Department welcomes the non-major and offers a variety of courses.

Students interested in studio art (especially those wishing to study abroad in their junior year) are encouraged to take the introductory course (ARTS 103R) as soon as possible and to consult with studio art faculty. Questions concerning studio fees should be directed to the individual course instructors.

ARTS 103R. Introduction to Studio Art

An introduction to the principles and visual vocabulary of studio art with emphasis on drawing and color using a variety of materials and techniques. *Credit hours: 3. Not open to students who have previously completed an advanced studio art course. (AE)*

ARTS 106. Animal Drawing

In this course students will draw animals, birds and reptiles. Skeletons of birds, reptiles, and other animals will also serve as our models. Films and field trips will augment this course. *Credit hours: 3. May be repeated for credit up to a maximum of six credit hours. Offered second semester.*

ARTS 181R. Introduction to Digital Photography

An introduction to the aesthetics and techniques of digital photography. Techniques include depth of field, lens choice, aperture settings, exposure, and use of software. Students will develop their creative vision, conceptualization skills, and technical proficiency, leading to a portfolio. Identical with COMM 181. *Credit hours: 3.0. (AE)*

ARTS 201. Watercolor Painting

An introduction to the materials and techniques of watercolor. *Credit hours: 3. Prerequisite: ARTS 103R or permission of instructor. May be repeated for credit up to a maximum of six credit hours. Offered second semester.*

ARTS 210. Children's Book Illustration

In this course students will develop, draw, and paint characters and creatures as illustrations for a children's book that they will produce. Source materials will include folk tales, contemporary children's books, and films for children. *Credit hours: 3. Prerequisite: ARTS 103R or permission of instructor. May be repeated for credit up to a maximum of six credit hours. Offered first semester.*

ARTS 231R. Intermediate Drawing

This course will focus on developing observational skills and hand/eye coordination. Drawing from the human figure will be emphasized. During the first semester, students draw from the figure. During a second semester, students will choose their own subject matter for the development of their drawings. *Credit hours: 3. Prerequisite: ARTS 103R or permission of instructor. May be repeated for credit up to a maximum of six credit hours.*

ARTS 233. Oil Painting

An introduction to the process of painting in oils. Both traditional and contemporary approaches will be used. During a second semester the emphasis is on the development of individual expression. *Credit hours: 3. Prerequisite: ARTS 103R or permission of instructor. May be repeated for credit up to a maximum of six credit hours.*

ARTS 235. Printmaking: Monotypes

This course will focus on the history and technique of monotypes. Often called the "painterly print" monotypes have drawn artists to explore the spontaneous and expressive depths of this colorful print technique. Contemporary modes will be explored. *Credit hours: 3. Prerequisite: ARTS 103R or permission of instructor.*

ARTS 248. Special Topics in Studio Technique and History of Japanese Woodcuts

An exploration of printmaking through the technique of woodcut. Inspiration will be drawn from the arts and culture of Japan. *Credit hours: 3. Prerequisite: ARTS 103R or permission of instructor. May be repeated for credit when topic differs.*

ARTS 279. Digital Film Making

This course is a basic introduction to filmmaking in the digital format; no previous filmmaking experience is necessary. It will familiarize students with the components of the digital video camera, the process of creating a moving image from single digital images, and the basics of non-linear digital editing. Identical with COMM 279. Taught concurrently with COMM 279. *Credit hours: 3. Prerequisite: ARTS/COMM 181R or ARTH/COMM 277 or permission of instructor. (AE)*

ARTS 312. Special Topics in Studio Art

ARTS 323,324. Studio Drawing/Painting/Printmaking/Watercolor

A student will continue study of a studio discipline at an increased level of challenging, independent work. This course is divided into sections as follows: Section A: Drawing; Section B: Painting; Section C: Printmaking; Section E: Watercolor. *Credit hours: 3. Prerequisite: ARTS 231R; 233R; 235; or permission of instructor. May be repeated for credit up to a maximum of six credit hours.*

ARTS 376. Advanced Digital Filmmaking

This advanced course in the art of digital filmmaking teaches students how to create and tell visual multimedia stories in the digital age by using video, still images, time-lapse photography, and audio. Students will study new visual storytelling practices and film art using mobile devices and apps to produce narratives for the web, iPads, and smartphones. Identical with COMM 376. *Credit hours: 3. Prerequisite: ARTS/COMM 279 or permission of instructor.*

ARTS 423,424. Advanced Studio Drawing/Painting/Printmaking/Watercolor

For students who have completed Art 323, 324. A student will continue study of a studio discipline pursuing a set of issues in depth. This course is divided into sections as follows: Section A: Drawing; Section B: Painting; Section C: Printmaking; Section E: Watercolor. *Credit hours: 3. Prerequisite: ARTS 323, 324 and permission of instructor. May be repeated for credit up to a maximum of six credit hours.*

ARTS 425. Senior Studio I

Seniors are expected to develop their individual artistic sensibility that will allow them to explore, in-depth, some aspect of creative visual expression. *Credit hours: 3. Prerequisite: permission of instructor. Required of all studio art majors.*

ARTS 426. Senior Studio II

Continuation of the Senior Studio I. At the end of the year students will present an exhibition of their work at the Maier Museum of Art. *Credit hours: 3. Prerequisite: ARTS 425. Required of all studio art majors.*

ASIAN STUDIES

Interdisciplinary Minor Coordinator: Kun An

Since antiquity, Asia has made monumental contributions to humankind in the areas of political organization, religion, art, and technology. That continent’s economic importance underlines the usefulness of knowledge of Asia. Nearly fifty years ago, the College became one of the first small liberal arts colleges in the South to provide its students with the opportunity to minor in Asian Studies. Today that commitment continues, enabling students to craft the sort of Asian Studies Program that best suits their needs.

Students of any major may choose to pursue a minor in Asian Studies. It will prepare students for the ever-increasing career opportunities available to those with a grasp of the languages, contemporary affairs, and rich traditions of Asia.

The goals of this minor are to ensure that the student has at least a minimal working knowledge of at least one Asian language, to provide an introduction to some aspects of traditional Asia, and to give exposure to facets of the modern political history, economy, diplomacy, and societies of Asian countries—especially the two most prominent players in East Asia: China and Japan.

Asian Studies Minor

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
<i>Required:</i>		
CHIN 201,202	Intermediate Chinese	6
<i>One of the following:</i>		
HIST 123	East Asian Civilization to 1600	3
RELG 147	Religions of Asia	

<i>Two of the following:</i>		6
HIST 221	Modern China	
HIST 222	Modern Japan	
POL 115	Intro to East Asian Politics and Culture	

<i>One of the following:</i>		3
ARTS 248	Special Topics in Studio Technique and History of Japanese Woodcuts	
CHIN 105	Chinese Culture through Film	
CHIN 106	Modern Chinese Literature	
HIST 307	Topics in Asian History	
POL 222	Gender Politics in Asia	
POL 328	Ethnic and Political Conflicts in Asia	
RELG 128	Hinduism and Visual Culture	
RELG 264	Tibet: Religion in the Land of Snows	
RELG 266	Hindu Traditions of India	
RELG 268	Gendering Enlightenment	
RELG 270	Buddhism	

Total for Minor in Asian Studies **18**

- A history major may not count more than two courses toward both the major and the minor.
- Approved Tri-college courses may substitute for one or more of the above courses.
- In fulfilling the requirements listed above, the student must complete at least one course in political science and one course in religious studies. At least one semester of Asian language and two of the non-language courses must be completed in residence at Randolph College.

BIOLOGICAL SCIENCES

Faculty: Kristin M. Bliss, Ronald D. Gettinger, Adam J. Houlihan, Amanda C. Rumore, Janna Russell, Douglas H. Shedd

The curriculum of the Department supports both the liberal arts and career interests of the student. Stressing current trends in biology and laboratory investigation, the curriculum for the major includes core courses in zoology, botany, physiology, and molecular biology; a wide variety of upper-level subjects; opportunities for independent study, experiential learning, and honors study in related areas; and a senior program focusing on topics in contemporary biology. Students majoring in biology may focus their major in field biology, molecular and cell biology, organismal biology, health-related biology, or choose a more general program. For the non-major, the Department offers courses, without prerequisite, in human biology and evolutionary biology, as well as introductory biology.

In addition to laboratory work, the Department also supports an active program of field studies. The location of the College in the Piedmont region of Virginia permits access to the Blue Ridge Mountains, especially the Blue Ridge Parkway, to two National Forests, to the Atlantic Ocean and coastal plain, and to the Washington, D.C., area for trips to the National Zoo and the Smithsonian Institution. Local trips are made to the Blackwater Creek Natural Area and to the College's nature preserves.

Biology Major

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
<i>Core Program</i>		
BIOL 100-level lecture and BIOL 100LR		4
BIOL 201-201L	Zoology and Lab	4
BIOL 202-202L	Botany and Lab	4
BIOL 203-203L	Physiology and Lab	4
BIOL 204-204L	Intro Genetics/Molecular Biology and Lab	4
<i>Four 300-level Biology courses (at least two with labs)</i>		14
<i>Senior Program¹</i>		

BIOL 495	Senior Program	3
Total for B.A. Degree in Biology		37
Additionally for B.S.		
CHEM 105-105L,106-106L	General Chemistry and Lab	8
CHEM 205-205L,206-206L	Organic Chemistry and Lab	8
MATH 149R or MATH 150R	Calculus I or II	3
<i>Either of the following:</i>		8-10
PHYS 105-105L,106-106L	Introductory Physics and Lab	
PHYS 115-115L,116-116L	General Physics and Lab	
Total for B.S. Degree in Biology		64-66

¹ The Senior Program also includes achieving a satisfactory score on the Major Field Test in biology. This test is normally taken in the second semester of the student's senior year.

Biology Minor

Four 200- or 300-level Biology courses, at least three of which must have accompanying labs

Total for Minor in Biology **15**

- Eight hours of the biology minor must be completed in residence at Randolph College.

Special Programs

Majors have had a number of exceptional academic opportunities, including summer study at Oak Ridge National Laboratory, Mountain Lake Biological Station, Rocky Mountain Biological Laboratory, Shoals Marine Laboratory, Gulf Coast Research Laboratory, Bowman Gray School of Medicine, MIT, University of Alabama, and Mayo Clinic.

The Marnie Reed Crowell '60 Award in Field Biology provides funds for biology majors of promise to carry out summer study in environmental concerns at a field station of the student's choice.

Experiential Learning Examples

Veterinary medicine (large and small animal); respiration therapy; physical therapy; medical technology; commercial and Virginia State laboratory testing; pharmaceutical quality control; public health; family-practice clinic; neonatal and pediatric care.

Biology Courses

BIOL 100LR. Biological Principles Laboratory

An introduction to fundamental principles in biology. Students explore cell structure and function, cell division, genetics, symbiotic relationships, evolution, and biodiversity, and learn basic laboratory techniques. *Credit hours: 1. Concurrent enrollment in or previous completion of either BIOL 103; 108; or 118. Not open to students who have completed a 200-level biology course. (NS)*

BIOL103. Introductory Biology

A broad introduction to modern biology. Topics include evolution and the origin of life, biological molecules, cells, genetics, molecular biology, biodiversity, ecology, and other current issues in biology. Biology 100LR may be taken concurrently. *Credit hours: 3. Only one 100-level biology lecture course counts towards the biology major. (NS)*

BIOL 108. Human Biology

Fundamentals of modern biology in a human context. Human evolution, genetics, development, physiology, population biology, ecology, and behavior are all considered in this examination of *Homo sapiens*. Biology 100LR may be taken concurrently. *Credit hours: 3. Only one 100-level biology lecture course counts towards the biology major. (NS)*

BIOL 118. Evolution

A survey of the historical and scientific development of the modern theory of evolution. The contributions of Darwin and Wallace, the modern synthesis, recent refinements in evolutionary theory, and evidence for evolution are among the topics considered. Biology 100LR may be taken concurrently. *Credit hours: 3. Only one 100-level biology lecture course counts towards the biology major. (NS)*

BIOL 201. Zoology

An introduction to the structure, ecology, behavior, and evolution of all major animal groups, including molluscs, annelids, arthropods, echinoderms, and chordates. Protists, the origin of multicellular forms, and basic environmental factors affecting multicellular animals also are considered. *Credit hours: 3. Prerequisite: BIOL 100LR and either BIOL 103; 108; 118; or the equivalent. Corequisite: BIOL 201L.*

BIOL 201L. Zoology Laboratory

Laboratory and field studies illustrating the structure, ecology, behavior, and evolution of many of the organisms discussed in Biology 201. Students evaluate the major animal groups on a comparative basis through microscopy, dissection, and the study of live animals. *Credit hours: 1. Corequisite: BIOL 201.*

BIOL 202. Botany

An introduction to the structure, function, physiology, evolution, and life history of plants. A comparative survey of the diversity found among other organisms including bacteria, fungi, and algae, formerly classified as plants, is also considered. Vascular plant morphology, anatomy and physiology are explained. *Credit hours: 3. Prerequisite: BIOL 100LR and either BIOL 103; 108; or 118; or the equivalent. Corequisite: BIOL 202L.*

BIOL 202L. Botany Laboratory

A survey of the diverse life histories of organisms studied in a botanical framework, including photosynthetic bacteria, fungi, algae, and plants. Emphasis is also placed on developing student's experimental design capabilities. Students design, conduct, and monitor long-term plant experiments over the course of the semester. Students also conduct complex analyses and write detailed lab reports about their research results. *Credit hours: 1. Corequisite: BIOL 202.*

BIOL 203. Physiology

An introduction to the functional processes of animals. Physical and chemical principles that dictate physiological function are explored. Nervous, endocrine, muscular, cardiovascular, respiratory, excretory, and reproductive systems are examined at different levels of organization. *Credit hours: 3. Prerequisite: BIOL 100LR and either BIOL 103; 108; or 118; or the equivalent. Corequisite: BIOL 203L.*

BIOL 203L. Physiology Laboratory

Exercises in cardiovascular, muscular, nervous, and respiratory physiology, as well as basic investigations in microscopy, cell function, and histology. Emphasis is on critical skills such as technical writing and data analysis. *Credit hours: 1. Corequisite: BIOL 203.*

BIOL 204. Introductory Genetics and Molecular Biology

Examination of cellular processes involved in the storage, transfer, and expression of genetic information. Topics include Mendelian genetics, inheritance probabilities, the structure, function, and synthesis of DNA, mutation and repair, protein synthesis, regulation of gene expression, and fundamentals of genetic engineering. *Credit hours: 3. Prerequisite: BIOL 100LR and either BIOL 103; 108; 118; or the equivalent; sophomore standing recommended. Corequisite: BIOL 204L.*

BIOL 204L. Introductory Genetics and Molecular Biology Laboratory

Laboratory exercises involve multi-week projects implementing the fundamental tools of molecular biology and genetic engineering. Techniques include cloning, transformation, DNA isolation and restriction enzyme analysis, PCR, sequence analysis, and examination of protein expression, structure and function. *Credit hours: 1. Corequisite: BIOL 204.*

BIOL 306. Immunology

A presentation of the fundamentals of immunology blending theory with practical application. Topics include development of the cells of the immune system, antigens, antibodies, immunization, allergic reactions, organ transplants, immunology of cancer, the autoimmune phenomenon, and immunodeficiency diseases. *Credit hours: 3. Prerequisite: two courses in biology at the 200 level, including BIOL 203-203L. Alternate years: offered first semester 2019–2020.*

BIOL 308. Genomics and Bioinformatics

Students in this course will use computational methods to analyze and manipulate large genomic, proteomic, and biomedical data sets. Topics may include: analysis of genomic sequences, comparative genomics, genome annotation, transcriptomics, network biology, proteomics, protein folding and structure prediction, protein-protein interaction, and statistical methods such as Monte Carlo simulation, Gibbs sampling, and hidden Markov models. *Credit hours: 3. Prerequisite: Two courses in biology at the 200 level, including BIOL 204-204L, or permission of instructor.*

BIOL 308L. Genomics and Bioinformatics Laboratory

Advanced laboratory exercises in classical and molecular genetics, bioinformatics, and biostatistics. *Credit hours: 1. Prerequisite or corequisite: BIOL 308.*

BIOL 316. Developmental Biology

An introduction to the patterns of embryonic development in several organisms, including chordates. The origin of differentiated tissues and the development of organ systems are considered. Comparative reproductive patterns of vertebrates, metamorphosis in insects and amphibians, and stem cells are also discussed. *Credit hours: 3. Prerequisite: two courses in biology at the 200 level, including BIOL 204-204L. Alternate years: offered 2020-2021.*

BIOL 316L. Developmental Biology Laboratory

Laboratory studies and experiments illustrating the concepts presented in Biology 316. The student gains familiarity with the important stages in the development of plants, amphibians, birds, and mammals. In addition, the student observes the process of fertilization in sea urchins and ferns, studies the development of living amphibian and bird embryos and investigates insect metamorphosis. *Credit hours: 1. Prerequisite or corequisite: BIOL 316. Alternate years: offered 2020-2021.*

BIOL 319. Ecology

The relationships of organisms to their environments are examined from an evolutionary perspective. Topics include speciation, adaptation, population dynamics, competition, predator/prey relationships, mutualism, productivity, succession, trophic dynamics, and biogeography. Students may also enroll in BIOL 319L but it is not required. *Credit hours: 3. Prerequisite: two courses in biology at the 200 level, including BIOL 202-202L. Offered second semester.*

BIOL 319L. Ecology Laboratory

Field study of local natural history and an introduction to instrumentation and ecological methods. *Credit hours: 1. Prerequisite or corequisite: BIOL 319 or permission of instructor. Offered second semester.*

BIOL 320. Microbiology

An introduction to microorganisms with an emphasis on bacteria and archaea. Topics may include microbial cell structure and function, metabolism, growth, evolution, classification, genomes, ecology, disease, and epidemiology. *Credit hours: 3. Prerequisite: two courses in biology at the 200 level, including BIOL 204-204L. Corequisite: BIOL 320L. Offered first semester.*

BIOL 320L. Microbiology Laboratory

Exercises on laboratory methods and their underlying concepts. Exercises may include isolation and identification of bacteria, effects of environmental factors on microbial growth, enumeration of bacteria, food microbiology, and clinical microbiology. *Credit hours: 1. Corequisite: BIOL 320. Offered first semester.*

BIOL 321. Animal Behavior

An introduction to the biology of behavior. Topics include the genetic basis for behavior, neural anatomy, the evolution of behavior patterns, behavioral ecology, communication, orientation and navigation, and comparative vertebrate social behavior. Emphasis on results from animal studies, which lead to a better understanding of human behavior. *Credit hours: 3.*

Prerequisite: two courses in biology at the 200 level, including either BIOL 201- 201L or 203-203L. Alternate years: offered second semester 2020-2021.

BIOL 321L. Animal Behavior Laboratory

Field and laboratory experiments in animal behavior, as well as projects and discussions supporting and complementing Biology 321. *Credit hours: 1. Prerequisite or corequisite: BIOL 321. Alternate years: offered second semester 2020-2021.*

BIOL 324. Ornithology-Mammalogy

An examination of the evolution, structure, ecology, and behavior of birds and mammals. Topics include the impact of Pleistocene glaciations on avian and mammalian evolution and diversity, predator-prey relationships, mammalian thermoregulation and water economy, mammalian echolocation, and the mechanics of avian flight. *Credit hours: 3.*

Prerequisite: two courses in biology at the 200 level, including BIOL 201-201L. Corequisite: BIOL 324L. Alternate years: offered 2019–2020.

BIOL 324L. Ornithology-Mammalogy Laboratory

Field and laboratory studies and experiments illustrating the concepts presented in Biology 324. Topics include the comparative skeletal anatomy of major mammalian groups and basic avian anatomy and physiology. Students also gain experience with preparing study skins and identifying Virginia species of birds and mammals. *Credit hours: 1. Corequisite: BIOL 324. Alternate years: offered 2019–2020.*

BIOL 329. Economic Botany

An examination of how agriculture, industry, and medicine rely on plant diversity and their products. Topics include origin of crops, medicinal plants, plant fibers, spices, and industrial uses of plants. Emphasis is placed on written analysis of primary literature and student presentations. *Credit hours: 3. Prerequisite: two courses in biology at the 200 level, including BIOL 202-202L, or permission of instructor. Alternate years: offered 2019–2020.*

BIOL 336. Cell Biology

An examination of form and function at the cellular level. Topics may include the chemical basis of cellular function, membranes and membrane transport, enzymes and the catalysis of cellular reactions, information storage and flow in the cell, cell growth and division, cellular metabolism, and cancer biology. Emphasis is on eukaryotic cells. *Credit hours: 3.*

Prerequisite: two courses in biology at the 200 level, including BIOL 203-203L. Corequisite: BIOL 336L. Alternate years: offered first semester 2020-2021.

BIOL 336L. Cell Biology Laboratory

Introduction to tissue culture as a laboratory technique, including techniques for the identification and characterization of cells such as protein isolation, histochemistry, fluorescent labeling, and immunocytochemistry. Students will learn how to present scientific data in the form of a poster presentation. *Credit hours: 1. Corequisite: BIOL 336. Alternate years: offered first semester 2020-2021.*

BIOL 351. Topics in Biology

This course is intended to develop and enhance student research skills through analysis of primary literature, presentation, class discussion, and written assignments. Research papers will be analyzed through a global lens and real world ramifications will be discussed. *Credit hours: 3. Prerequisite: Two 200-level biology courses. Alternate years: offered 2020-2021.*

BIOL 495. Senior Program

Students perform in-depth library research on a contemporary topic in biology that is relevant to their own post-graduate goals or general interests. Students present their findings in a formal paper and in an oral presentation. *Credit hours: 3.*

CHEMISTRY

Faculty: William D. Bare, Ann M. Fabirkiewicz, Jesse L. Kern

Through lectures, laboratory work, research, and seminars, the program of the Department of Chemistry provides students with a basic knowledge and conceptual understanding of matter: its structure and properties and the nature, energetics, and dynamics of its transformations. The Department maintains small lecture and laboratory sections to ensure that students have extensive access to its faculty, facilities and instrumentation. Qualified majors have the opportunity of serving as laboratory assistants and tutors. The Department encourages and aids in the placement of students into summer research programs, which can, with permission from the Department, be used to partially fulfill the requirements for the senior program.

Chemistry Major

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
<i>Required:</i>		
CHEM 105-105L, 106-106L	General Chemistry and Lab	8
CHEM 205-205L, 206-206L	Organic Chemistry and Lab	8
CHEM 235-235L	Environmental Chemistry and Analysis and Lab	4
CHEM 307-307L	Molecular Quantum Mechanics and Lab	4
CHEM/PHYS 378-378L	Classical and Statistical Thermodynamics and Lab	4
<i>One of the following:</i>		3-4
CHEM 245	Environmental Chemistry of Energy & Atmosphere	
CHEM 291LR	Chemical Research	
CHEM 312	Topics in Organic Chemistry	
CHEM 335-335L	Biochemistry and Lab	
CHEM 425-425L	Inorganic Chemistry and Lab	
<i>Senior Program for B.A.</i>		
CHEM 491	Seminar I	1
CHEM 4941	Research Project	2
Total for B.A. Degree in Chemistry		34-35

Additionally for B.S. (note difference in Senior Program)

<i>One more of the following, at least one must have a lab:</i>		3-4
CHEM 245	Environmental Chemistry of Energy & Atmosphere	
CHEM 312	Topics in Organic Chemistry	
CHEM 335-335L	Biochemistry and Lab	
CHEM 425-425L	Inorganic Chemistry and Lab	
<i>Senior Program for B.S.</i>		
CHEM 491	Seminar I	1
CHEM 493, 496 ¹	Laboratory Research I-II	4
Total for B.S. Degree in Chemistry		42-44

¹ Honors research replaces this requirement for students reading for Honors.

- Transfer students must complete the equivalent of the normal junior and senior year credit hour requirement in chemistry (a minimum of 15-21 hours) in residence at Randolph College.
- Additional courses required as prerequisites for courses for the chemistry major include MATH 149R and 150R and PHYS 115-115L, 116-116L, or their equivalents.

Chemistry Minor

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
<i>Required:</i>		
CHEM 105-105L, 106-106L	General Chemistry and Lab	8
CHEM 205-205L, 206-206L	Organic Chemistry and Lab	8

One additional Chemistry course with lab

4

Total for Minor in Chemistry

20¹

¹ At least 8 of the credit hours must be earned in residence at Randolph College.

Recommended Courses

BIOL 103; PHYS 251, 302; MATH 241 and 250; PHIL 230; I ST 141; COMM 159.

Special Programs

Chemistry majors have completed special programs in forensic science with the Charlottesville Police Department; pharmacy at Lynchburg General Hospital; sanitation in the Hampton Roads Sanitation District; analytical chemistry at Fleet labs and Abbott labs, scribing at the Lynchburg Free Clinic, working with the Department of Environmental Quality, and working in the College's Natural History Collection.

Chemistry Courses

For all prerequisites, unless stated otherwise, a student must have a passing grade or the equivalent or permission of instructor. The first lecture and laboratory course in a comma course sequence are both prerequisites for the second course.

CHEM 105, 106. General Chemistry I, II

An introductory course presenting atomic and molecular structure and reactions, bonding, stoichiometry, the periodic table, energy relationships, kinetics, equilibrium, acids and bases, and electrochemistry. *Credit hours: 3, 3. Corequisite: CHEM 105L, 106L. Prerequisite: MATH 119R or equivalent or placement in a higher level mathematics course. (NS, QR)*

CHEM 105L, 106L. General Chemistry Laboratory I, II

Laboratory experiences that supplement and illustrate the concepts presented in CHEM 105, 106. *Credit hours: 1, 1. Corequisite: CHEM 105, 106. (NS)*

CHEM 205, 206. Organic Chemistry I, II

A systematic study of the compounds of carbon, with emphasis on modern electronic interpretations of reaction mechanisms and multistep organic synthesis. *Credit hours: 3, 3. Prerequisite: CHEM 106 or the equivalent. Corequisite: CHEM 205L, 206L.*

CHEM 205L, 206L. Organic Chemistry Laboratory I, II

Laboratory experiences that supplement and illustrate the concepts presented in Chemistry 205, 206, including a survey of the techniques of organic chemistry, the preparation of representative organic compounds, and an emphasis on instrumental techniques including gas and high performance liquid chromatography, mass, infrared, magnetic resonance and ultraviolet spectroscopy. *Credit hours: 1, 1. Corequisite: CHEM 205, 206.*

CHEM 235. Environmental Chemistry and Analysis

This course focuses on the complex chemistry of soils, rivers, streams, and oceans. Important topics will include acid-base chemistry, complex equilibria, redox chemistry, pE-pH diagrams, pollution, and waste water systems. *Credit hours: 3. Prerequisites: CHEM 106..*

CHEM 235L. Environmental Chemistry and Analysis Laboratory

In this course students will gain practical experience with the sampling and analytical techniques that are essential for the chemical analysis of the environment. *Credit hours: 1. Prerequisites: CHEM 106. Corequisite: CHEM 235.*

CHEM 245. Environmental Chemistry of Energy and the Atmosphere

In this course students will study the chemical composition and behavior of the Earth's atmosphere. Special attention will be given the chemical reactions involved in global warming, ozone depletion, smog formation, and the production and consumption of energy. *Credit hours: 3. Prerequisites: CHEM 106. Alternate years: offered Spring 2020-2021.*

CHEM 250. Biochemical Nutrition

The biochemical basis of nutrient digestion and absorption will be examined. Students will study the major metabolic pathways as they relate to dietary intake. Current issues in nutrition will also be addressed. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor. Alternate years: offered 2019–2020.*

CHEM 286. Introduction to Materials Science

One-time only, Spring, 2020

A survey of the structure, properties, processing, and applications of metals, ceramics, polymers, composites, and advanced materials. Mechanical, thermal, electronic, and kinetic properties will be studied at the atomic and macroscopic scales. Credit hours: 3. Prerequisite: CHEM 106 or PHYS 116. Identical with PHYS 286, in Spring 2020. May be used as an elective toward the Chemistry major (BA or BS).

CHEM 291LR. Chemical Research

This course provides an opportunity for students to undertake an individual research project. The course will introduce students to current chemical literature, laboratory research methods, and presentation of experimental results. The research project will culminate in a written report following the guidelines of the ACS. *Credit hours: 1 or 2. Prerequisite: permission of instructor. May be repeated for credit up to a maximum of four hours.*

CHEM 307. Molecular Quantum Mechanics

This course presents a survey of quantum mechanics including properties of particles and waves, wave mechanics, model quantum-mechanical systems, the hydrogen atom, and simple molecular system. *Credit hours: 3. Prerequisite: CHEM 106; MATH 150R; PHYS 116; or permission of instructor. Students must complete both lecture and lab in order to receive writing intensive credit. (WI, when both lecture and lab are passed)*

CHEM 307L. Molecular Quantum Mechanics Laboratory

Laboratory experiments that supplement concepts presented in Chemistry 307, with an emphasis on professional writing in ACS format. *Credit hours: 1. Corequisite: CHEM 307. Students must complete both lecture and lab in order to receive writing intensive credit. (WI, when both lecture and lab are passed)*

CHEM 312. Topics in Organic Chemistry

A continuation of Chemistry 205, 206. Topics may include concerted reactions and reaction mechanisms, advanced nomenclature, linear free energy relationships, total synthesis, and organic spectroscopy. *Credit hours: 3. Prerequisite: CHEM 206. Alternate years: offered 2020-2021.*

CHEM 335. Biochemistry

The chemistry of substances of biological importance and reactions involved in biological processes, including protein structure and function, metabolic pathways, and an introduction to the chemistry of genetic material. *Credit hours: 3. Prerequisite: CHEM 206.*

CHEM 335L. Biochemistry Laboratory

Laboratory experiences that supplement and illustrate the concepts presented in Chemistry 335, including basic biochemical techniques and procedures. *Credit hours: 1. Prerequisite or corequisite: CHEM 335.*

CHEM 378. Classical and Statistical Thermodynamics

An introduction to thermodynamics and statistical mechanics, including review of important topics from statistics and probability, statistical description of particle systems, calculation of thermodynamic quantities, quantum statistics of ideal gases, and other basic methods and results of thermodynamics and statistical mechanics. *Credit hours: 3. Prerequisite: MATH 150R and PHYS 116. Students must complete both lecture and lab in order to receive writing intensive credit. Identical with PHYS 378.*

CHEM 378L. Classical and Statistical Thermodynamics Lab

Laboratory experiments that supplement concepts presented in Chemistry/Physics 378, with an emphasis on professional writing in ACS format. *Credit hours: 1. Corequisite: CHEM/PHYS 378. Students must complete both lecture and lab in order to receive writing intensive credit.*

CHEM 425. Inorganic Chemistry

A survey of topics in inorganic chemistry, including the fundamentals of atomic structure, bonding theory, nomenclature, coordination chemistry, descriptive chemistry, and an introduction to the Current literature in inorganic chemistry. *Credit hours: 3. Prerequisite: CHEM 307 and permission of instructor. Alternate years: offered second semester 2019–2020.*

CHEM 425L. Inorganic Chemistry Laboratory

Laboratory experiences that supplement the concepts presented in Chemistry 425, including the preparation and characterization of inorganic compounds. *Credit hours: 1. Corequisite: CHEM 425. Alternate years: offered second semester 2019–2020.*

CHEM 491. Seminar I

Literature searching techniques, use of chemical software, career development, webinars on a variety of topics, invited speakers, and student oral presentations. *Credit hours: 1. Prerequisite: permission of the Department.*

CHEM 494. Research Project

A senior paper, reflecting library or laboratory research under the supervision of a faculty member will be presented for evaluation by all members of the Department. Students will also present their work orally, including a final public presentation before a group of faculty and students representing different area colleges. *Credit hours: 2. Prerequisite: permission of the Department. Only B.A. chemistry majors not reading for Honors take this course.*

CHEM 493, 496. Laboratory Research I, II

A senior paper, reflecting intensive laboratory research under the supervision of a faculty member, will be presented for evaluation by all members of the Department. Students will also present their work orally, including a final public presentation before a group of faculty representing different area colleges. *Credit hours: 1, 3. Prerequisite: permission of the Department. Only B.S. chemistry majors not reading for Honors take these courses.*

CHINESE LANGUAGE

See *Modern Languages, Literatures, and Cultures*.

CHINESE STUDIES

Interdisciplinary Minor Chair: Kun An

The growing importance of China as an economic power means that Chinese language skills are in increasing demand. Randolph College offers students opportunities to gain spoken proficiency in Mandarin, as well as Chinese reading and writing skills.

Beyond providing four levels of Chinese language training, the College offers a number of courses which give insight into the Chinese culture, society, and politics. Periodically, a travel-study course is offered that exposes students to the richness and variety of life in China. The College has a distinctive summer internship program which places selected students in positions with Energizer Holdings, Inc., located in Shanghai and presents them with an exceptional opportunity to gain first-hand experience in the Chinese business world.

Chinese Studies Minor

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
<i>Required:</i>		
CHIN 301, 302	Third-Year Chinese	6
CHIN 106	Modern Chinese Literature	3
HIST 221	Modern China	3
<i>One of the following:¹</i>		
CHIN 105	Chinese Culture through Film	3
HIST 123	East Asian Civilization to 1600	
HIST 307	Topics in Asian History (appropriate topic)	
POL 115	Introduction to East Asian Politics and Culture	
POL 222	Gender Politics in Asia	
POL 328	Ethnic and Political Conflicts in Asia	
Total for minor in Chinese Studies		15

¹ With advisor approval, appropriate study abroad courses may be included

Chinese Courses

See *Modern Languages, Literatures, and Cultures* for course descriptions.

CLASSICS

Faculty: Amy R. Cohen, Susan T. Stevens

The history of thought since the time of Aristotle has witnessed the fragmentation of knowledge into increasingly more specialized categories, a trend which continues unabated today. Yet in the public debate on almost any contemporary issue of significance, there are moral, political, aesthetic, or technological considerations which overlap and often conflict; an understanding of these interrelationships is crucial if one is to be a competent citizen in an increasingly complex world.

The unique virtue of a major in Classics is that it is by nature interdisciplinary, entailing the study of language, history, art and literature, religion, and philosophy. Because many of the great issues which confronted the Greeks and Romans are precisely those which we are still trying to resolve, the study of the classics provides an excellent introduction to the many facets of human struggle and achievement. It is the essence of the liberal arts, to which, to borrow a phrase from Terence, no dimension of human experience is foreign.

Majors who plan to do graduate work in classics should begin Greek and Latin as early as possible.

Classics Major

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
<i>Required:</i>		
CLAS 132	Classical Mythology	3
CLAS 144	Athens, Rome, and Alexandria	3
<i>Three additional Classics courses, one of which must be at the 200 level</i>		
<i>Language Program</i>		15
If studying one language, Latin or Greek 201 or above. If studying both languages, nine hours in one language (Latin or Greek) 201 or above and six hours in the other language at any level.		
<i>Senior Program</i>		
CLAS 494	Senior Project	3
Total for B.A. Degree in Classics		33

Classical Civilization Minor

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
<i>Required:</i>		
CLAS 132	Classical Mythology	3
CLAS 144	Athens, Rome, and Alexandria	3
<i>Three additional courses from:</i>		9
Any Classics course		
Greek or Latin courses at the 200 level or above		
<i>Total for Minor in Classical Civilization</i>		15

Greek Minor

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
<i>Required:</i>		
GREK 201, 202	Intermediate Ancient Greek	6
<i>Three Greek courses at the 300 level</i>		9
<i>Total for Minor in Greek</i>		15

Latin Minor

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
<i>Required:</i>		
LATN 201, 202	Intermediate Latin	6
<i>Three Latin courses at the 300 level</i>		9
<i>Total for Minor in Latin</i>		15

Recommended Courses

ARTH 101; 102; 261; and RELG 111 and 112. For those planning graduate study in Classics, French and German are strongly recommended.

Special Programs

Students are encouraged to study abroad during the academic year or summer sessions with the College Year in Athens and the Intercollegiate Center for Classical Studies in Rome. See *Study Abroad*. There are occasional opportunities for summer study sponsored by the College and other institutions.

Greek Courses

GREK 101, 102. Elementary Ancient Greek

An introduction to classical Greek, with emphasis on basic grammar and syntax. Reading of simple prose and poetry. Classical Greek is also excellent preparation for Homeric and biblical Greek. *Credit hours: 4, 4. (LA)*

GREK 201, 202. Intermediate Ancient Greek

Students read a selection of unabridged ancient Greek prose and poetry with special attention to fluid translation and comprehension. Coursework will include review of basic grammar and syntax and introductions to the variations of Greek style and meter. *Credit hours: 3, 3. Prerequisite: GREK 102, two high school entrance units of Greek, or placement.*

GREK 301. Plato

As an introduction to his thought and Greek style, the course will focus on a whole dialog of Plato. *Credit hours: 3. Prerequisite: GREK 202. Rotating: offered 2019–2020. (AE)*

GREK 302. Homer

The course will present the Homeric dialect, the place of epic in ancient and world literature, and selections from the Iliad and Odyssey. *Credit hours: 3. Prerequisite: GREK 202. Rotating: offered 2021-2022. (AE)*

GREK 304. Greek Choral and Lyric Poetry

From Sappho to Pindar to Callimachus, the course surveys the varieties of non-Epic Greek poetry, with special concentration on the musicality of meters. *Credit hours: 3. Prerequisite: GREK 202. Rotating: offered 2019–2020. (AE)*

GREK 305. Greek Rhetoric

This course will delve into Athenian rhetoric through the speeches of Lysias and Demosthenes. *Credit hours: 3. Prerequisite: GREK 202. Rotating: offered 2020–2021. (AE)*

GREK 307. Greek Dramatic Poetry

A whole Athenian tragedy or comedy, with selections from other plays, will introduce students to the language and style of the earliest Western dramas. *Credit hours: 3. Prerequisite: GREK 202. Rotating: offered second semester 2020–21. (AE)*

GREK 309. Koine Prose: New Testament and the Greek Novel

An introduction to the Greek that was the lingua franca of the eastern Roman Empire. With reference to classical Greek models for prose narrative style, the semester will be divided between selections from the New Testament and other early Christian writings and selections from ancient romances such as *Daphnis and Chloe* and *An Ethiopian Story*. *Credit hours: 3. Prerequisite: GREK 202. Rotating: offered 2020-2021. (AE)*

Latin Courses**LATN 101, 102. Elementary Latin**

An introduction to classical Latin, with emphasis on basic grammar and syntax and reading of simple prose and poetry. *Credit hours: 4, 4. (LA)*

LATN 201, 202. Intermediate Latin

Students read a selection of unabridged Latin prose and poetry with special attention to fluid translation and comprehension. Coursework will include review of basic grammar and syntax and introductions to the variations of Latin style and meter. *Credit hours: 3, 3. Prerequisite: two or three high school entrance units in Latin, LATN 102, or placement.*

LATN 301. Roman Comedy

An introduction to the genre of ancient comedy through reading one play each of Plautus and Terence. *Credit hours: 3. Prerequisite: LATN 202. Rotating: offered first semester 2019-2020. (AE)*

LATN 302. Roman Historians

An introduction to Roman historiography through reading selections from Livy and Tacitus. The course emphasizes the history of early Rome and the Julio-Claudian principate. *Credit hours: 3. Prerequisite: LATN 202. Rotating: offered 2021–22.*

LATN 303. Vergil

Reading selections from the *Aeneid*. The course emphasizes the culture of the Augustan Age. *Credit hours: 3. Prerequisite: LATN 202. Rotating: offered first semester, 2022-2023. (AE)*

LATN 304. Lucretius and Ovid

Readings in non-heroic Roman epic with selections from Lucretius and Ovid. *Credit hours: 3. Prerequisite: LATN 202. Rotating: offered 2020–21. (AE)*

LATN 305. Cicero

An introduction to Latin prose style through reading one of Cicero's oratorical works and a selection of letters. The course emphasizes the history of the late Republic. *Credit hours: 3. Prerequisite: LATN 202. Rotating. (AE)*

LATN 306. Latin Prose Composition

A survey of advanced grammar and syntax of the Latin language accompanied by extensive exercises in composition. The course also includes readings in Latin prose with an emphasis on sight reading. *Credit hours: 3. Prerequisite: six hours of college-level Latin numbered above LATN 202. Rotating: offered 2021–22. (AE)*

LATN 307. Roman Satire

An introduction to the Roman satirical poetry of Horace, Juvenal, and Persius. *Credit hours: 3. Prerequisite: LATN 202 or permission of the Department. Rotating: offered 2021-2022. (AE)*

LATN 308. Lyric Poets

Introduction to Latin lyric through reading selections of Horace and Catullus. *Credit hours: 3. Prerequisite: LATN 202. Rotating: offered second semester 2019–2020. (AE)*

Classical Civilization Courses**CLAS 110S. Archaeological Conservation**

The course engages students in the discovery, appreciation, and preservation of tangible cultural heritage. It combines the study of principles and best practices of conservation and archaeology with hands-on experience with ancient artifacts, and technology in the laboratories of the Centro di conservazione archeologica in Belmonte in Sabina, Italy. *Credit hours: 2, 3, or 4. May be repeated a second time for up to a maximum of eight credit hours. Offered Summers.*

CLAS 132. Classical Mythology

An investigation into the nature and uses of myth in ancient Greek and Roman cultures. Topics include the social significance of myth, the use of myth in art and literature, and the influence of Greco-Roman myth on Western civilization. *Credit hours: 3. (HE, WI)*

CLAS 144. Athens, Rome, and Alexandria

This course examines Athens, Rome and Alexandria as the physical setting for the drama of daily life and history in three culturally distinct but interrelated urban centers in the ancient Mediterranean. Besides considering how the landscape, monuments, and material culture of these cities reflected and shaped the political, commercial, domestic, religious, and social lives of its citizens, the course reflects on the changing patterns of urban life in these living cities in the ancient, medieval, and modern worlds. *Credit hours: 3. Rotating: offered first semester 2019–2020. (HE)*

CLAS 175. Sport and Spectacle

This course explores the ancient roots of modern athletics and mass entertainment through analyses of texts, works of art, and the archaeological settings of sport and spectacle that highlight their essential role in ancient societies. The Olympic games asserted Greek identity, civic virtue and competitive spirit; gladiatorial combat and chariot racing defined relationships between Romans and others, rulers and subjects. Identical with P ED 175. *Credit hours: 3. Alternate years: offered 2020-2021. (HE)*

CLAS 177. Classical Philosophy

An introduction to ancient Greek philosophy. Topics include the nature of reality, human nature and happiness, political order. Readings are selected from the pre-Socratics, Plato, Aristotle, and others. Identical with PHIL 177. *Credit hours: 3. (HE)*

CLAS 179. Masterworks of Greek and Roman Art

As an introduction to the artistic culture of ancient Greece and Rome, this team-taught course discusses select works of art and architecture in depth, from both art historical and archaeological perspectives. Its aim is to set works of art in their specific historical and cultural context while exploring the connection (in style, material, technique, aesthetic) between them and our world. Identical with ARTH 179. *Credit hours: 3. Rotating: offered second semester 2019–2020. (HE)*

CLAS 180. Mediterranean Empires

This is a survey course covering the history of the Mediterranean from the introduction of agriculture (c. 9000 BCE) to the rise of Islam (632 CE). The course considers the cultural, political, and social history of the region across this period, paying particular attention to the Greeks and Romans. *Credit hours: 3. Identical with HIST 180. Alternate years: offered 2020-2021. (HE)*

CLAS 181. Greek Drama Production Laboratory

This course is open to students who are full-time members of the cast or crew of the Greek Play but not enrolled in CLAS/THTR 275. It provides practical experience with the production of an ancient play. Identical with THTR 181. *Credit hours: .5 or 1. Prerequisite: permission of instructor. Alternate years: offered 2020-2021. Offered on a Pass/Fail basis only. May be repeated for credit.*

CLAS 183. Classical Rhetoric and Persuasive Power

We have inherited from ancient orators an understanding of the power of words to persuade and ideas about what makes a good speech appeal to an audience. Students will analyze speeches, delve into ancient rhetorical thinking, and apply its arts to speeches of their own. Students will read and write in English, but language across the curriculum provides opportunities for students who would like to add Greek or Latin language study to the course. Identical with COMM 183. *Credit hours: 3. Alternate years: offered 2019–2020. (AE)*

CLAS 243. Archaeology of Daily Life

As an introduction to the history, theories, methods, and practice of Classical archaeology, this course focuses on the techniques of recovery, preservation, description, analysis, and interpretation of artifacts as documents of social, cultural, and economic history. Students work with coins, pottery, and other objects of Roman daily life in the Randolph College collection. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor. Alternate years: offered second semester 2020-2021. (HE)*

CLAS 275. Greek Drama

The tragedies of Aeschylus, Sophocles, and Euripides and the comedies of Aristophanes studied in the context of ancient theatrical conventions, with an emphasis on theories and practices of performance. In-depth study of the play in production as the Greek Play, with required student participation (in any of a number of capacities) to put principles of the class into action. Identical with THTR 275. *Credit hours: 3. Alternate years: offered 2020-2021. (AE, HE)*

CLAS 305R. Research Problems in Classics

Each student investigates a special problem under the direction of the instructor. The research is supplemented by readings and conferences. *Credit hours: 1, 2. Open only to classics majors with at least sophomore standing in consultation with faculty. Individual conferences to be arranged. May be repeated for credit up to a maximum of 8 semester credit hours. Sections might be offered on a pass/fail basis at the discretion of the instructor.*

CLAS 494. Senior Project

An independent research project carried out in close consultation with the faculty supervisor. It will normally be an investigation of some aspect of Greek or Roman civilization and will typically utilize ancient source materials as well as modern scholarship. *Credit hours: 3. Prerequisite: permission of the Department.*

COMMUNICATION STUDIES

Faculty: J. Nikol Beckham, Jennifer L. Gauthier

Communication studies is a broad inter-disciplinary field of inquiry. The program at Randolph College draws upon several critical traditions in the field: rhetoric, cultural studies, political economy, and film and media criticism. Courses help students to develop their communication skills, become thoughtful critics and practitioners of media, and acquire an understanding of the domestic and global political economic and cultural context within which contemporary media operate.

Majors and minors in communication studies explore and learn to apply theoretical concepts, design and carry out independent research, and gain practical experience through internships. A major in communication studies prepares students for graduate study and/or careers in a wide range of fields including, but not limited to, multimedia journalism, digital filmmaking, broadcasting, public relations, publishing, law, information science, and teaching.

Communication Studies Major

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
<i>Required:</i>		
COMM 102	Introduction to Mass Media	3
COMM 111	Intro to Communication and Cultural Studies	3
COMM 204	Communication Technologies and Culture	3
COMM 301	Research Methods in Comm and Culture	3
<i>One of the following:</i>		0-3
COMM 159	Public Speaking	
COMM/CLAS 183	Classical Rhetoric and Persuasive Power	
Complete a stand-alone, self-paced educational module and participate in a speaking engagement. ¹		
<i>Four additional Communication Studies courses (2 must be at the 300-level or above)</i>		9-12
<i>Senior Program</i>		
COMM 493,494	Senior Seminar, Senior Paper	6
Total for B.A. Degree in Communication Studies		30

¹ Will be observed by one or more full time Communication Studies department faculty (i.e. Symposium of Artists and Scholars, Summer Research Symposium, SURF Conference, etc.)

- COMM 102, 111, 204, and 301 must be taken prior to the senior year; students planning to study abroad should complete these courses by the end of their sophomore year.
- A portfolio with a satisfactory grade is a graduation requirement for all majors. Portfolios will be developed under the direction of the major advisor over the course of each student's career in the major and will be evaluated as part of the senior seminar capstone experience.

Communication Studies Minor

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
<i>Required:</i>		
COMM 102	Introduction to Mass Media	3
COMM 111	Intro to Communication and Cultural Studies	3
COMM 204	Communication Technologies and Culture	3
COMM 301	Research Methods in Communication and Culture	3
<i>One Communication Studies at the 200-level or above</i>		3
Total for Minor in Communication Studies		15

See also *Film Studies Interdisciplinary Minor*.

Recommended Courses

ENGL 364; HIST 301 (when topic is Propaganda); PHIL 133; RELG 253, 261; and SOC 205, 342, 344.

Experiential Learning Examples

Reporting with the Lynchburg News & Advance, news production and writing with WSET-TV; public relations for the Community Market, Big Brothers & Big Sisters of Central Virginia, marketing for Amazement Square and the Academy of Fine Arts, and other positions at area schools, hospitals, museums, voluntary organizations, and businesses.

Communication Studies Courses

COMM 102. Introduction to Mass Media

The study of the mass media's relationship to social and political power, democracy, and multiculturalism. Students will examine media industries, regulation, globalization, and the cultural production of race, class, gender, and sexuality. Media forms may include journalism, music, radio, television, film, magazines, books, internet, video games, advertising, and public relations. *Credit hours: 3. (SS)*

COMM 111. Introduction to Communication and Cultural Studies

This course examines the way in which people construct and communicate meaning through visual and material culture. Students examine such cultural artifacts as film, television, music, clothing, advertisements, architecture, rituals, and public discourse. The course introduces students to various methods of analyzing forms of communication including textual analysis, audience research, and the study of institutions. *Credit hours: 3. Offered second semester. (SS)*

COMM 159. Public Speaking

Experience in public speaking. Emphasis on research, preparation, and delivery of the persuasive-informative public speech. *Credit hours: 3.*

COMM 175. Practical Reasoning

An introduction to the practice of reasoning and problem-solving. Emphasis on the analysis of arguments of the sort encountered in everyday discourse and in textbooks and lectures; on the clear and persuasive presentation of arguments, reports, and papers; and on the refinement of ordinary critical instinct. Identical with PHIL 175. *Credit hours: 3. (HE)*

COMM 181R. Introduction to Digital Photography

An introduction to the aesthetics and techniques of digital photography. Techniques include depth of field, lens choice, aperture settings, exposure, and use of software. Students will develop their creative vision, conceptualization skills, and technical proficiency, leading to a portfolio. Identical with ARTS 181. *Credit hours: 3.0. (AE)*

COMM 183. Classical Rhetoric and Persuasive Power

We have inherited from ancient orators an understanding of the power of words to persuade and ideas about what makes a good speech appeal to an audience. Students will analyze speeches, delve into ancient rhetorical thinking, and apply its arts to speeches of their own. Students will read and write in English, but language across the curriculum provides opportunities for students who would like to add Greek or Latin language study to the course. Identical with CLAS 183. *Credit hours: 3. Alternate years: offered 2019–2020. (AE)*

COMM 204. Communication Technologies and Culture

The study of the relationship between culture and communication technologies, including oral communication, visual symbols, print, film, radio, television, cassettes, and digital media. Examination of how media industries, governments, militaries, religious movements, audiences, and communities employ communication technologies in power struggles, ideological conflicts, and cultural clashes in various global contexts. Reflection upon philosophical conceptions of sensory perception and media consumption experiences. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor. (CI, HE, SS, WI)*

COMM 212. Feature Writing

Students will learn to write feature articles for newspapers, magazines, and a range of digital media platforms. Features, often called the “soft side” of news, can be about anything, from the science behind global warming, to a story about a university’s champion debating team, to a celebrity profile. *Credit hours: 3. Prerequisite: ENGL 103 (or exemption) or the equivalent. (WI)*

COMM 213R. Newspaper Production Lab

This course offers practical experience in all aspect of college newspaper production including interviewing, investigation, reporting, AP style, copy editing, and use of digital publishing software. Students in this class are primarily responsible for the regular production of the college newspaper, the Sundial. *Credit hours: 1 or 2 determined in consultation with the instructor. Prerequisite or corequisite: COMM 211 or 212 or permission of instructor. May be repeated for credit up to a maximum of six credits. Offered on a Pass/Fail basis only.*

COMM 214R. Newspaper Production Editor

This course offers practical experience as a newspaper production editor, including newspaper and staff management, supervision and mentorship of staff writers and reporters, oversight of newspaper sections, story editing, copy editing, digital layout and design, new media coordination, and public relations. This class is intended for students who serve as editor-in-

chief, managing editor, or section editor of The Sundial, the college newspaper. *Credit hours: 2 or 3 determined in consultation with the instructor. Prerequisite: COMM 211 or 212 plus 3 credit hours of COMM 213R or permission of instructor. COMM 213R and COMM 214 together may be repeated for credit up to a maximum of nine credits. Offered on a Pass/Fail basis only.*

COMM 221. Principles of Digital Design

In today's mediated environments, digital imagery is ubiquitous and is imbued increasing measures of persuasive power--from advertisements to films, social media memes to websites. Students will explore and gain hands-on experience with the foundational principles of digital design including typography, color, layout, style, resolution and image rendering. Students will additionally gain instruction in the creative process as they consider visual strategy, research, workflow, and digital publishing. *Credit hours: 3. Prerequisite: COMM 102 or COMM 111 or permission of instructor. (AE)*

COMM 235. Understanding Human Communication

This course provides a survey of theories, concepts, and models that inform understanding of human communication processes. Students will explore the function of symbolic systems in self-concept development, the structuring of reality, and social discourse. Students will also consider the usage of verbal and nonverbal communication in a variety of cultural settings and contexts. This course provides a broad-based foundation of the breadth of research in the field of communication studies and places particular emphasis on its intersection with other disciplines in the liberal arts. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor. Alternate years: offered 2020-2021. (CI, HE)*

COMM 241. American Radio and Television

A survey of the history of radio and television in the United States with emphasis on industry, policy, and the cultural production of race, ethnicity, gender, sexuality, social class, region, and national identity. Students will study entertainment and news programs, commercial and public networks, advertisers, regulation, and technology. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor. Alternate years: offered second semester 2020-2021. (HE)*

COMM 277. American Movies

An overview of the history and aesthetics of American films made both in Hollywood and independently. It examines the stylistic and narrative techniques utilized by filmmakers, the political economy of the film industry, and cinema's role in the global market. Students will explore various types of writing about film and develop their critical analysis and writing skills. Identical with ARTH 277. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor. (AE, HE, WI)*

COMM 279. Digital Filmmaking

This course is a basic introduction to filmmaking in the digital format; no previous filmmaking experience is necessary. It will familiarize students with the components of the digital video camera, the process of creating a moving image from single digital images, and the basics of non-linear digital editing. Identical with ARTS 279. Taught concurrently with COMM 279. *Credit hours: 3. Prerequisite: ARTS/COMM 181R or ARTH/COMM 277 or permission of instructor. (AE)*

COMM 284 - Beer Goggles: Exploring Material Communication

One-time only course, Spring 2020

Americans drink 26.4 gallons of beer per capita annually, making it the country's most popular alcoholic beverage. But beer is more than a popular beverage. It is an important part of America's cultural legacy, the core of some of our oldest businesses and largest brands, and a powerful mediator of everyday social interactions. In this class, we will explore beer through the lens of culture and communication and explore communication and culture through the lens of beer, as we discover how beer—like countless other material objects—communicates. Credit hours: 3. Prerequisite: COMM 102, COMM 111, or permission of instructor.

COMM 301. Research Methods in Communication and Cultural Studies

A study of various qualitative and quantitative methods for conducting research in communication and cultural studies. Students will explore several methods of textual analysis, including Aristotelian rhetorical criticism, semiotics, genre, ideological and feminist analysis. Methods of audience research will include surveys, interviews, and participant observation.

Students will also explore theories of political economy as applied to the communication and culture industries. *Credit hours: 3. Prerequisite: COMM 111 and sophomore standing or permission of instructor. Offered second semester. (HE, WI)*

COMM 332. Digital Media Studies

A survey of the history, theory, and contemporary manifestations of digital media. Course topics are digital journalism and democracy, media industries and media convergence, social media and online communities, new media and political activism, and digital aesthetics and cultural identity. *Credit hours: 3. Prerequisite: junior standing or permission of instructor. Alternate years: offered 2019–2020. (HE)*

COMM 351. Transmedia Storytelling

This course introduces students to the process of creating and publishing stories across multiple media platforms. Students will gain experience producing short films as well as creating content for social media. Issues such as audience participation, the democratization of media, and how to create and sustain an online identity as a content producer will be put into interactive practice. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor. (AE)*

COMM 376. Advanced Digital Filmmaking

This advanced course in the art of digital filmmaking teaches students how to create and tell visual multimedia stories in the digital age by using video, still images, time-lapse photography, and audio. Students will study new visual storytelling practices and film art using mobile devices and apps to produce narratives for the web, iPads, and smartphones. Identical with ARTS 376. *Credit hours: 3. Prerequisite: ARTS/COMM 279 or permission of instructor.*

COMM 380. World Cinema

This course explores the major movements in world cinema. It also examines such related issues as the impact of globalization on national cinemas, the role of the state in legislating film policy, and the integration of cinema with movements for political and economic change. Identical with ARTH 380. *Credit hours: 3. Prerequisite: COMM/ARTH 277 or permission of instructor. Alternate years: offered Spring 2020. (AE, CI)*

COMM 382. Studies in the Film

The topic of this course will vary from year to year. Students may examine specific genres, directors, national cinemas, or film theories. Identical with ARTH 382. *Credit hours: 3. Prerequisite: COMM/ARTH 277 or permission of instructor. May be repeated for credit when topic differs. Alternate years: offered Spring 2021. (AE)*

COMM 384. Documentary History and Theory

This course is an introduction to the history, theory, and aesthetics of documentary film. It traces several major historical movements in the development of documentary from Russia and Great Britain to Canada and the United States. Students will explore questions of ethics in documentary production, the development of various formal techniques, and a number of theoretical approaches to analyzing documentaries. Identical with ARTH 384. *Credit hours: 3. Prerequisite: COMM/ARTH 277 or permission of instructor. Alternate years: offered Spring 2022. (AE, CI, HE)*

COMM 420. Alternative and Activist New Media

This seminar examines alternative and activist new media as a resource for challenging the power of media conglomerates. Students will examine such DIY phenomena as citizen journalism, blogs, wikis, memes and amateur video. The class will consider these texts as examples of both creative expression and social activism. Students will trace their historical antecedents and explore their intersection with politics, gender, economics and identity. *Credit hours: 3. Prerequisites: junior standing and COMM 102 or COMM 111. (CI, HE, SS)*

COMM 432. Global Media and Communication

Analysis of global media and communication with emphasis on cultural production and exchange among the Middle East, Asia, Africa, and Latin America. Topics include cultural imperialism, global cultural pluralism, localization, hybridity, modernity, and cultural identity. Examination of the cultural politics of media representations and asymmetrical circulation from Western nations (Global North) to non-Western nations (Global South) as well as contra-flows and diasporic media.

Credit hours: 3. Prerequisite: junior standing or permission of instructor. Alternate years: offered first semester 2019–2020. (CI)

COMM 493, 494. Senior Seminar, Senior Project

A critical study of significant works in communication studies and a review of research methods and theory. In the second semester, students work independently with advice from the faculty to complete a project. Students electing the research option will write a research paper and deliver a public oral presentation. Students who select the creative media project will produce a short film, a website, a multimedia project, or an investigative journalism project and give a public screening/presentation. *Credit hours: 3. Prerequisite: COMM 301 or permission of instructor.*

DANCE

Faculty: Kelly Malone Dudley, Pamela P. Risenhoover (Director of Helen McGehee Visiting Artist Program); Accompanist and Artist-in-Residence: Hiawatha Johnson, Jr.

The Dance Program at Randolph College offers students a full range of possibilities in the art and discipline of dance. Students can either major, pursuing a B.A. or B.F.A. degree, or minor in dance. It is also possible for students to simply take a single course in the Department. Courses are available in ballet, jazz, and modern dance techniques from elementary through advanced levels. These courses expose students to the joy and power of movement, as well as the discipline of dance. Students develop both physical and spatial awareness and increased flexibility and coordination. Students also gain a greater understanding and appreciation of the art form, making them more well-informed patrons of the art form.

Dance technique courses in ballet, jazz, and modern dance are taught by Pamela Risenhoover and an impressive array of guest teachers brought to the College through the Helen McGehee Visiting Artist Program. Throughout the academic year students study with guest instructors, choreographers, and dancers from the professional world of dance, many of whom have performed nationally and internationally with some of the most prestigious dance companies in the world, including: Metropolitan Opera Ballet, Martha Graham Dance Company, Paul Taylor Dance Company, Momix, and Joffrey Ballet. Many have trained and taught at leading conservatories, such as the Juilliard School. Dance technique courses have live musical accompaniment.

The Helen McGehee Visiting Artist Program is an endowed program that was founded in 1971 by Ms. McGehee who began her own dance training at the College. She was a leading soloist with the Martha Graham Dance Company for nearly thirty years. Because of her vision and commitment to the College, Helen McGehee has made it possible for generations of students to be inspired by these guest artists many of whom stage and choreograph works for student performances.

The Department also offers courses in anatomy, dance history, Pilates, dance composition, and repertory. Dance composition courses expose students to the art and craft of choreography. Students interested in performance take courses in repertory. These classes stress the demands and artistry of dance performance while exposing students to the work of many choreographers of note, including: Anton Dolin, Michel Fokine, Martha Graham, Jose Limon, Marius Petipa, Pilobolus, Paul Taylor, and many others. In addition, the department offers certification in dance education.

Students and recent alumnae have received competitive internships at the Kennedy Center for the Performing Arts, Chicago Lyric Opera, the Spoleto Festival, the Juilliard School and the American Dance Festival. Recent graduates have danced with various dance companies including: the Jump Rhythm Jazz Project, the Bebe Miller Dance Co., Ivy Baldwin Dances, and Hamby Dances. Students have attended graduate dance programs at American University, New York University, SUNY Brockport, Ohio State University, and the University of Illinois. Several teach dance at the elementary and secondary levels, others have taken positions at the Kennedy Center for the Performing Arts, the American Dance Festival, and the Houston Museum of Fine Arts.

Dance Major

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
<i>Required:</i>		
DANC 101, 102	Composition	4
DANC 201,202	Intermediate/Advanced Composition	4
DANC 207 and 208	History of Dance I and II	6
<i>Four hours of Living Anatomy and Pilates from the following:</i>		4
DANC 121	Pilates Mat I	
DANC 209, 210	Living Anatomy I-II	
DANC 222	Pilates Mat II	
<i>Four hours of Dance Repertory from the following:</i>		4
DANC 155, 156	First-Year Repertory	
DANC 255, 256	Sophomore Repertory	
DANC 355, 356	Junior Repertory	
DANC 455, 456	Senior Repertory	
<i>Five hours of Dance Technique from the following:</i>		5
DANC 231, 232	Intermediate Dance Technique	
DANC 241, 242	Intermediate Ballet	
DANC 261, 262	Jazz/Dance in Musical Theatre	
DANC 331, 332	Advanced Dance Technique I	
DANC 341, 342	Advanced Ballet and Pointe I	
DANC 431, 432	Advanced Dance Technique II	
DANC 441, 442	Advanced Ballet and Pointe II	
<i>Senior Program</i>		
DANC 493, 494	Senior Seminar	4
Total for B.A. Degree in Dance		31

Additionally for B.F.A.

Students who intend to enroll in the B.F.A. must audition to be considered a candidate for the program; it is recommended that the audition take place no later than the second semester of enrollment at Randolph College.

Dance Technique courses		19
Dance Repertory		2
I ST 393R	Fine Arts Colloquium	3
I ST 495	Senior Fine Arts Colloquium	1
<i>Interdisciplinary Base¹</i>		9
Total for B.F.A. Degree in Dance		65

¹Students select the interdisciplinary base in consultation with their advisor. Courses selected must be from ARTS, ENGL, MUSC, or THTR with two departments represented and must include one course in artistic expression.

Dance Minor (Option 1)

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
<i>Required:</i>		
DANC 101,102	Composition	4
THTR 117	Basics of Design	3
<i>Nine hours from the following:</i>		9
DANC 131, 132	Elementary Dance Technique	
DANC 141, 142	Elementary Ballet	
DANC 231, 232	Intermediate Dance Technique	
DANC 241, 242	Intermediate Ballet	
DANC 331, 332	Advanced Dance Technique I	
DANC 341, 342	Advanced Ballet and Pointe I	
DANC 431, 432	Advanced Dance Technique II	

DANC 441, 442	Advanced Ballet and Pointe II	
Total for Minor in Dance		16

Dance Minor (Option 2)

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
<i>Required:</i>		
DANC 207 and 208	History of Dance I and II	6
<i>Two hours from the following:</i>		
DANC 155, 156	First-Year Repertory	2
DANC 255, 256	Sophomore Repertory	
DANC 355, 356	Junior Repertory	
DANC 455, 456	Senior Repertory	
<i>Nine hours from the following:</i>		
DANC 131, 132	Elementary Dance Technique	9
DANC 141, 142	Elementary Ballet	
DANC 231, 232	Intermediate Dance Technique	
DANC 241, 242	Intermediate Ballet	
DANC 331, 332	Advanced Dance Technique I	
DANC 341, 342	Advanced Ballet and Pointe I	
DANC 431, 432	Advanced Dance Technique II	
DANC 441, 442	Advanced Ballet and Pointe II	
Total for Minor in Dance		17

Recommended Courses

ARTH 101, 102; CLAS 132; MUSC 109; and THTR 117.

Special Programs

Programs have included Master classes and performance by Susan Marshall & Dancers; Chuck Davis and his African-American Dance Ensemble; master class and performance with Taylor 2; summer dance workshops with Jump Rhythm Jazz Project, Taylor 2, the Pilobolus Institute; environmental dance composition.

Experiential Learning Examples

Occasionally dance students have gained experience by teaching classes and/ or staging choreography through Lynchburg Parks & Recreation, classes at local elementary and middle schools, etc. Students also participate as choreographers and dancers for theatrical productions on campus, as needed.

Dance History and Composition Courses

DANC 101, 102. Composition

Studio work/lectures on the fundamentals of modern dance choreography through the development and awareness of a personal movement vocabulary and style. Course will explore rhythm, design in space, dynamics and motivation, as well as the development of thematic material and the devices used to manipulate that material. Assignments may include prop studies, pre-classic dance forms, and dance studies set to poetry. *Credit hours: 2,2. Corequisite: a dance technique course. (AE)*

DANC 201, 202. Intermediate/Advanced Composition

Studio work/lectures on various techniques used to generate movement material from theme and variation, theme and manipulation, improvisation, accumulation and game planning. At this level students will be urged to explore choreography and form for multiple dancers. Assignments may include character studies through movement, canonic studies, and movement studies exploring assorted artistic movements, such as archaic, impressionistic, expressionistic, or romantic. *Credit hours: 2,2. Prerequisite: DANC 102 or permission of instructor. Corequisite: a dance technique course.*

DANC 207. History of Dance I

The first half of this course looks at defining dance; exploring who dances, how, why, where and when; dance and religion, dance as a form of ethnic identity; sex and social dance; and the development of theatrical dance forms. The second half of the class looks at the ancient roots of Western-based theatrical dance forms from ancient Egypt to eighteenth-century France. *Credit hours: 3. (HE)*

DANC 208. History of Dance II

A survey of the history of Western-based dance forms beginning with era of Romanticism and going through to the present. Emphasis will be placed on the role women have played in the development of nineteenth- and twentieth-century social and theatrical dance forms in Europe and the USA. *Credit hours: 3. (HE)*

DANC 301, 302. Advanced Composition

Lectures and studio work in principles of movement as related to performing techniques. Experimentation with different contemporary points of view in solo and small group compositions. *Credit hours: 2, 2. Prerequisite: DANC 202.*

DANC 313, 314. Special Topics

Concentrated individual work in the particular area in which the student desires additional training. *Credit hours: 1, 1; 2,2; or 3,3. Prerequisite: permission of instructor.*

DANC 493, 494. Senior Seminar

Since the focus of this seminar for each student is the creation of a fully-produced piece of choreography, students will be required to read, write and discuss aspects of the creative process before they begin work on their individual senior projects. Students will also be reflecting on the role of dance in American culture and the role of dance in education. They will also be responsible for a final paper that reflects on the each student's creative process and the final product of that process. *Credit hours: 2, 2 or 3, 3. Prerequisite: permission of the Department.*

Dance Technique Courses

The prospective dance major should consult the Chair of the Department of Dance for placement in the appropriate dance technique courses, beginning in the first year. All dance technique courses may be repeated for credit (up to a maximum of 3 credit hours) with the permission of instructor. Permission to repeat a course will be based on departmental determination of placement.

DANC 131, 132. Elementary Dance Technique

These courses introduce students to beginning modern dance technique and movement essentials, such as the locomotive movements of walking, running, slipping, and jumping, and the axial movements of bending, twisting, and turning. *Credit hours: 1, 1 or 1.5, 1.5. (AE, PE)*

DANC 141, 142. Elementary Ballet

This course introduces students to the foundations of ballet technique. *Credit hours: 1, 1. (AE, PE)*

DANC 231, 232. Intermediate Dance Technique

These courses expose students to a variety of different modern dance techniques. Many of these techniques have principles or movement theories at their core, such as contraction/release, fall/recovery, shift of weight, etc. *Credit hours: 1, 1; 1.5, 1.5; or 2, 2. Prerequisite: DANC 131, 132 or permission of instructor. (AE, PE)*

DANC 241, 242. Intermediate Ballet

These courses allow students to continue their previous studies in the art and technique of classical ballet. *Credit hours: 1,1; 1.5,1.5; or 2,2. Prerequisite: DANC 141, 142 or permission of instructor. (AE, PE)*

DANC 261. Jazz Technique

This class will explore energy, time, and space by incorporating different qualities of motion, concepts of rhythm and accent-making, and employing those concepts through energy-driven exercises, movement sequences, and activities. Taught

primarily in the Jump Rhythm technique, this class incorporates simple and complex rhythms in swinging and Latin jazz, blues, and funk music and focuses on sharing those rhythms and energy with peers in the class. *Credit hours: 1. (AE, PE)*

DANC 262. Dance in Musical Theatre

This course exposes students to jazz technique and choreography as it relates to the musical theatre stage. Employing energy-driven exercises, movement sequences, and activities useful to those interested in dance and musical theatre, students will acquire performing confidence and knowledge that will help them choreograph for community theatre or audition for the Broadway stage. *Credit hours: 1. Prerequisite: 100-level dance technique course or permission of instructor. (AE, PE)*

DANC 331, 332. Advanced Dance Technique I

These courses allow students to continue their previous dance studies by learning a variety of different modern dance techniques. Many of these techniques have principles or movement theories at their core, such as: contraction/release, fall/recovery, shift of weight, etc. *Credit hours: 1,1; 1.5,1.5; or 2,2. Prerequisite: DANC 231, 232 or permission of instructor.*

DANC 341, 342. Advanced Ballet and Pointe I

These courses allow students to continue their previous studies in the art and technique of classical ballet. *Credit hours: 1,1; 1.5,1.5; or 2,2. Prerequisite: DANC 241, 242 or permission of instructor. May be repeated for credit. Student works on pointe at the discretion of the instructor.*

DANC 431, 432. Advanced Dance Technique II

These courses allow students to continue their previous dance studies by learning a variety of different modern dance techniques. Many of these techniques have principles or movement theories at their core, such as: contraction/release, fall/recovery, shift of weight, etc. *Credit hours: 1, 1; 1.5, 1.5; or 2, 2. Prerequisite: DANC 331, 332. May be repeated for credit.*

DANC 441, 442. Advanced Ballet and Pointe II

These courses allow students to continue their previous studies in the art and technique of classical ballet. *Credit hours: 1,1; 1.5,1.5; or 2,2. Prerequisite: DANC 341, 342 or permission of instructor.*

Body Alignment and Conditioning Courses

DANC 121. Pilates Mat I

Pilates is a body conditioning system developed by Joseph Pilates to enhance flexibility, coordination, and strength. The exercises emphasize breath, core-conditioning, and body awareness in a total body workout. Core stability creates proper alignment to promote long, lean muscles. Pilates is a safe, highly effective method of neuro-muscular conditioning to strengthen and streamline the body. This course focuses on the essential principles and progresses through a series of fundamental exercises. These non-impact exercises are suitable for a broad spectrum of people with varying levels and abilities. *Credit hours: 1. No prerequisites. No previous dance experience necessary. May be repeated for credit once. Considered an activity course. Offered on a Pass/Fail basis only. (PE)*

DANC 209. Living Anatomy I

A study of musculoskeletal anatomy of the living, moving human being. An examination of physical laws and principles affecting human motion. Through personal experience, reading and class discussion we explore balanced body alignment, and everyday and specialized movement patterns. *Credit hours: 3. Prerequisite: Some exposure to dance technique or permission of instructor. Alternate years: offered 2020-2021.*

DANC 210. Living Anatomy II

An overview of various body therapies and elements of fitness that aid dancers and non-dancer in longevity of career and quality of life. A survey of the diagnosis and treatment of injuries to the musculoskeletal system. *Credit hours: 3. Prerequisite: Dance 209. Alternate years.*

DANC 222. Pilates Mat II

This course will review the essential principles and fundamental exercises of Joseph Pilates' body conditioning system (see **Pilates Mat I**) and progress to the intermediate and advanced exercises. The focus will be on total body exercises that

rebalance the body to its optimal state of alignment and function. *Credit hours: 1. No prerequisite, DANC 121 is recommended. May be repeated for credit once. Considered an activity course. Offered on a Pass/Fail basis only. Alternate years: offered 2020-2021.*

Repertory Courses

Courses in repertory are numbered 155, 156; 255, 256; 355, 356; and 455, 456 according to semester and student classification. Rehearsal and performance of dance works are choreographed by dance faculty, students, and visiting choreographers. *Credit hours: 1,1. Corequisite: a dance technique course. For students not majoring in dance, these courses may be taken on a Pass/Fail basis only.*

DATA SCIENCE MINOR (INTERDISCIPLINARY)

Interdisciplinary minor coordinator: A. Katrin Schenk

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
<i>Required:</i>		
DSCI / MATH 232	Introduction to Data Science	3
DSCI 233	Machine Learning	3
DSCI 495	Data Science Seminar	1
<i>One of the following:</i>		
ECON 227	Elementary Applied Statistics for Economics and Business	3
MATH 227	Elementary and Applied Statistics	
MATH 343	Mathematical Statistics	
PSYCH 227R	Applied Statistics	
SOC 395	Social Research and Quantitative Analysis	
<i>Three of the following:</i>		9-11
BIOL 305/305L	Advanced Genetics	
CHEM 371	Classical and Statistical Thermodynamics	
COMM 323	Digital Media Studies	
CSCI 225	MATLAB and LabVIEW	
CSCI 251	Algorithms and Data Structures	
ECON 303	Econometrics	
EVST 205	Research Design and Geographic Information Systems	
EVST 325/325L	Climate Dynamics and Global Change	
PHYS 332	Advanced Lab	
POL 231	Research Methods in Political Science	
MATH 353	Math Modeling	
<i>Total for Minor in Data Science</i>		<i>19-21</i>

Data Science Courses

DSCI 232. Introduction to Data Science

Data science is an interdisciplinary field incorporating statistical techniques with algorithms to collect and to process large data sets, in order to extract meaning and make decisions. Students will explore the collection and filtering of data, machine learning algorithms, and methods for drawing conclusions. *Credit hours: 3. Prerequisite: ECON 227 or EVST 205 or MATH 227 or MATH 343 or POL 231 or PSYC 227 or SOC 395. Identical with MATH 232. Alternate years; offered 2019-2020..*

DSCI 233: Machine Learning

A broad introduction to machine learning and statistical pattern recognition. Unsupervised and supervised learning algorithms including dimensionality reduction (PCA and variants), clustering (simple clustering, agglomerative and non-agglomerative), probabilistic models, neural networks, and support vector machines. *Credit hours: 3. Prerequisite: ECON 227 or EVST 205 or MATH 227 or MATH 343 or POL 231 or PSYC 227 or SOC 395.*

DSCI 495: Data Science Seminar

The seminar requires students to explore the areas of their personal interest in data science in order to inform their choice of research topics, graduate school, and employment. Students will review the major ideas in data science and will prepare for the rigorous data science-related job interview. *Credit hours: 1.*

EARTH SCIENCE EDUCATION

Interdisciplinary minor coordinator: Margaret A. Schimmoeller

This minor is open to undergraduate students accepted into the Educator Preparation Program who seek to add the earth science endorsement to their base license. Students with this minor must also complete the Professional Studies course work excluding student teaching (completion of student teaching is required to qualify for the license).

Earth Science Education Minor for Licensure

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
<i>Required:</i>		
EVST 101	Environmental Science: Systems and Solutions	3
EVST 117-117L	Physical Geology and Lab	4
EVST 201	Quantitative Aspects of Global Environmental Problems	3
EVST 205	Environmental Science Methods and Lab	3
EVST 325-325L	Climate Dynamics, Global Change and Lab	4
<i>One of the following:</i>		
ASTR 101-101L	Astronomy: The Solar System and Lab	4
ASTR 103-103L	Astronomy: Cosmology and Lab	4
Total for Minor in Earth Science Education		21

- *A student electing a major or minor in environmental studies may count no more than two courses used for the environmental studies program for any other major or minor, with the exception of the earth science education minor for licensure.*

ECONOMICS AND BUSINESS

Faculty: John D. Abell, Mark R. Harrison, Jeffery M. Heinfeldt, A.T.M. Sayfuddin, Elizabeth A. Perry-Sizemore

The Department of Economics and Business provides a liberal arts education in the fields of economics and business. The Department offers the B.A. in Economics and the B.A. in Business, as well as minors in both disciplines. All courses of study emphasize critical thinking, a global perspective, social engagement, quantitative skills, and the ability to write and speak with clarity.

The economics curriculum treats economics as a social science; it develops analytic thinking. The economics program prepares students for professional careers in for-profit, government, and nonprofit organizations. At the same time, it prepares students for graduate studies in economics, business, law, and other fields. Coursework is offered in the core areas of macroeconomics, microeconomics, and international economics. Coursework is also offered in several topics of immediate social relevance (behavioral economics, environment, money and banking, e.g.). Several courses involve service learning and community based research. All economics majors complete a two-semester senior program culminating in the writing and presentation of an independently authored research paper.

The business curriculum treats business and management as applied disciplines; it develops skills in solving practical problems. The business program prepares students for professional careers in for-profit, government, and nonprofit

organizations. At the same time, it provides a solid background for advanced training in business or management. Coursework is offered in the core areas of accounting, finance, management, and marketing. Coursework is also offered in international business and other advanced topics. All business majors complete a one semester senior capstone project.

Economics Major

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
<i>Core Program</i>		
ECON 101R	Principles of Macroeconomics	3
ECON 102R	Principles of Microeconomics	3
ECON 206	Microeconomic Theory	3
ECON 207	Macroeconomic Theory	3
ECON 219	International Economics	3
ECON 227	Elementary Applied Statistics	3
MATH 149R	Calculus I	3
<i>Electives</i>		9
Three additional Economics courses at the 200 and 300 level or BUS 334 or BUS 369 (or Topics courses when applicable).		
<i>Senior Program</i>		
ECON 495,496	Senior Seminar, Senior Paper	6
Total for B.A. Degree in Economics		36

- The core program must be completed prior to the senior year.
- ECON 227 may NOT be used as a 200-level elective in the major.
- Fifteen hours of the major, including ECON 495 and 496, must be completed in residence at Randolph College.
- Student may major in both Business and Economics or major in one field and minor in the other field; for double majors the only courses that can overlap are ECON 101, 102, and 227 and for a major and a minor ECON 101 and 102.
- Students reading for honors in economics must, prior to the senior year, complete ECON 303 for a letter grade and at least one other elective.

Business Major

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
<i>Core Program</i>		
ECON 101R	Principles of Macroeconomics	3
ECON 102R	Principles of Microeconomics	3
ECON 227	Elementary Applied Statistics	3
BUS 151R	Introduction to Business	3
BUS 255	Principles of Accounting I	3
BUS 256	Principles of Accounting II	3
BUS 261	Management	3
BUS 264	Marketing	3
BUS 334	Corporate Finance	3
MATH 149R	Calculus I	3
<i>Electives:</i>		
Two Business courses at the 200 level or above		6
One Business course at the 300 level or above		3
One Economics course at the 200 level or above		3
<i>Senior Program</i>		
BUS 495R	Senior Capstone	3
Total for B.A. Degree in Business		45

- The core program must be completed prior to taking BUS 495R.
- ECON 227 may NOT be used as a 200-level elective in the major.

- Students who transfer into Randolph College with credit for a 200-level, or higher, course in business or management, but not BUS 151 (Introduction to Business), will substitute a BUS 200-level or 300-level elective for BUS 151.
- Twelve hours of the BUS courses, including BUS 334 and BUS 495R, and fifteen hours of the major must be completed in residence at Randolph College.
- Student may major in both Business and Economics or major in one field and minor in the other field; for double majors the only courses that can overlap are ECON 101, 102, and 227 and for a major and a minor ECON 101 and 102.
- Students reading for honors in business must take BUS 495 in the fall of the senior year and must declare their intention to read for honors in the preceding spring semester. Two of the three business electives must be completed prior to reading for honors.

Economics Minor

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
<i>Required:</i>		
ECON 101R	Principles of Macroeconomics	3
ECON 102R	Principles of Microeconomics	3
<i>Electives:</i>		9
Three additional Economics courses at the 200 and 300 level or BUS 334 or BUS 369 (or Topics courses when applicable)		

Total for Minor in Economics **15**

- Not more than two economics or business courses that are used in the completion of another major or minor may be used to fulfill the requirements for an economics minor.

Business Minor

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
<i>Required:</i>		
BUS 151R	Introduction to Business	3
BUS 255	Principles of Accounting I	3
BUS 261	Management	3
BUS 264	Marketing	3
BUS 334	Corporate Finance	3
<i>One of the following:</i>		3
ECON 101R	Principles of Macroeconomics	
ECON 102R	Principles of Microeconomics	

Total for Minor in Business **18**

- Students who transfer into Randolph College with credit for a 200-level, or higher, course in business or management, but not BUS 151 (Introduction to Business), will substitute a BUS 200-level or 300-level elective for BUS 151.
- BUS 334 must be completed in residence at Randolph College.
- Not more than two economics or business courses that are used in the completion of another major or minor may be used to fulfill the requirements for a business minor.

Recommended Courses

All students majoring or minoring in economics or business are encouraged to take COMM 159, Economics majors are also encouraged to take ECON 303. Students planning graduate study in economics should consider completing the mathematics minor with MATH 149R, MATH 150R, MATH 241, MATH 250, and either MATH 343 or MATH 331. Business majors and minors planning to pursue an MBA should consider taking BUS 271 and BUS 367.

Business Courses

BUS 151R. Introduction to Business

An introductory course covering current events in American business. Topics include basic theories and practice in the functional areas of accounting, finance, marketing, and management. Additional subject areas include ethics, social

responsibility, economic systems, and organizational structure. *Credit hours: 3. Not open to students who have completed a 200-level, or higher, business or management course.*

BUS 255. Principles of Accounting I

This course is directed toward an understanding of the utilization of accounting methods in the recording, classifying, and reporting of basic economic transactions. Special emphasis is placed on accounting as the language of business and its use in communication. *Credit hours: 3. Prerequisite: BUS 151R.*

BUS 256. Principles of Accounting II

This course deals with the uses of financial information for internal management purposes. Stress is placed on accounting as an aid to management in the planning, direction, and control of business activities and in the evaluation of results. *Credit hours: 3. Prerequisite: BUS 255.*

BUS 261. Management

A survey of the practice of management. Topics include the roles of the manager; planning, organizing, leading, and controlling the organization (both for-profit and nonprofit organizations); organizational behavior, motivation, and leadership. Case studies are used. Students apply theory to realistic managerial situations, analyze courses of action, and make recommendations. *Credit hours: 3. Prerequisite or corequisite: BUS 151R or permission of the department. Offered second semester.*

BUS 264. Marketing

A study of the marketing function of a business. Topics include brand management, consumer behavior, market analysis, and the “four Ps” of the marketing mix. Case studies are used. Students apply theory to realistic marketing situations, analyze courses of action, and make recommendations. Students also research a marketing venture, analyze the market, and create a marketing plan. *Credit hours: 3. Prerequisite or corequisite: BUS 151R and 261 or permission of the department. Offered first semester.*

BUS 268. Advertising and Promotion

This course provides balanced coverage of marketing communication tools, including advertising, sales promotion, public relations, direct marketing, personal selling, POP, packaging, sponsorships, licensing, and customer service. The course gives special emphasis to the integration of these tools to send target audiences a consistent, persuasive message that supports the organization’s goals. *Credit hours: 3. Prerequisite: BUS 264 or permission of the department.*

BUS 270. Topics in Management

In-depth exploration of a selected topic in management. Topics may include leadership, negotiation, organizational behavior, or other topics of interest. Case studies are used. Students apply theory to realistic managerial situations, analyze courses of action, and make recommendations. Students research a managerial problem in the area, perform a situation analysis, and recommend a course of action. *Credit hours: 3. Prerequisite: BUS 261 or permission of the department. May be repeated for credit when topic differs.*

Spring, 2020: Business Analytics:

Data analytics is a rapidly growing field and becoming exceedingly important with the creation of large volumes of data in this age of social media and computerization. This course introduces big data analytics to students from diverse academic backgrounds, including those with no previous analytics knowledge. Students will learn various types and sources of data, methods of data collection and manipulation. Students will also learn different data analysis techniques using some of the popular programming languages like Python as well as R. Students will develop an appreciation for data analytics as a means to make better decisions in various disciplines, including but not limited to economics, finance, marketing, operations, and human resources. Prerequisite: Two of the following three courses: Econ 101, Econ 102, or Bus 151. This topic may be used to fulfill an elective requirement in the Economics major or minor.

BUS 271. Organizational Behavior and Leadership

This course surveys theories of organizational behavior and leadership. Topics may include organizational change, organizational dynamics, intercultural competence, transformational leadership, servant leadership, power and influence, ethics, character formation, or others. Students will analyze realistic situations, apply theory to those situations, and recommend concrete courses of action. *Credit hours: 3. Prerequisite: BUS 261 or permission of the department. (WI)*

BUS 334. Corporate Finance

The financial organization and management of a business corporation. Time value of money and risk/return concepts serve as the foundation for valuing (analyzing) the firm's sources of capital (debt and equity) and effectively allocating these funds through the capital budgeting process. *Credit hours: 3. Prerequisite: BUS 255; ECON 101R or 102R. (QR)*

BUS 367. International Business

A survey of the challenges of doing business internationally. Topics include intercultural management, international marketing, and strategies for international business ventures. Case studies are used. Students apply theory to realistic situations in international business, analyze courses of action, and make recommendations. Students also research a venture in international business, analyze the host country, formulate a strategy for the venture, and recommend a course of action. *Credit hours: 3. Prerequisite: BUS 261 and 264. Co-requisite or prerequisite: 334; or permission of the department. Offered second semester. (WI)*

BUS 369. Financial Markets and Institutions

An examination of financial markets (stock, bond, money, etc.) and the operations of various financial institutions (banks, thrifts, mutual funds, insurance companies, etc.) within the legal and competitive environment. *Credit hours: 3. Prerequisite: BUS 334 or permission of the department.*

BUS 370. Advanced Topics in Finance

In-depth exploration of a selected topic in finance. Topics may include investments, financial theory, or other topics of interest. *Credit hours: 3. Prerequisite: BUS 334 or permission of the department. May be repeated for credit when topic differs.*

BUS 371. Advanced Topics in Business

In-depth exploration of a selected topic in business. Topics may include sustainable business, entrepreneurship, or other topics of interest. Case studies are used. Students will apply theory to realistic business situations, analyze courses of action, and make recommendations. Students research a business problem in the area, perform a situation analysis, and recommend a course of action. *Credit hours: 3. Prerequisite: BUS 261; 264; and 334; or permission of the department. May be repeated for credit when topic differs.*

Fall 2019: Operations Management

A study of the ways that organizations transform inputs into outputs of higher value. Topics may include the management of supply chains, purchasing, inventory, process design, process control, inventory, and logistics. Cases are used. Spreadsheets are used. Prerequisite: BUS 261; ECON 101R or ECON 102R.

BUS 495. Senior Capstone in Business

Students integrate concepts from accounting, finance, marketing, and management and use them in concert to manage the business as a whole. Strategic theories such as Porter's "Five Forces" model of industry analysis and the resource-based view of the firm are applied to realistic situations. Students analyze situations at the level of the firm, evaluate courses of action, and make recommendations. Students complete a term project. *Credit hours: 3. Prerequisite: major core or permission of the department.*

Economics Courses**ECON 101R. Principles of Macroeconomics**

An introduction to the concepts and analytical tools of the economist. The frame of reference is the macroeconomy. Working with a variety of economic models, attention is focused on issues like the business cycle, interest rates, inflation, deflation, the

stock market, Federal Reserve policy-making, government policy, and international trade. Hands-on research projects help students to make connections between economic theory and the real world. *Credit hours: 3. (SS)*

ECON 102R. Principles of Microeconomics

An introduction to the concepts and analytical tools of the economist as related to the microeconomy, which focuses on decision-making at the individual level. This course examines the behavior of consumers, firms, and industries, and their effects on resource allocation. Students study various market structures and gain an understanding of market failure and issues pertaining to the role of government at the microeconomic level. *Credit hours: 3. (SS)*

All students wishing to enroll in any economics course at the 200 level or above will normally have completed MATH 109 or 113, or will have placed into a higher-level mathematics course.

ECON 206. Microeconomic Theory and Its Application

This course examines in detail, producer and consumer theory, market structure, game theory, market failures, and the role of government in the marketplace. Special attention is given to using microeconomic theory to analyze modern social and political problems. *Credit hours: 3. Prerequisite: ECON 101R and 102R.*

ECON 207. Macroeconomic Theory

An analysis of the aggregate U.S. economy. There is an emphasis on the construction of macroeconomic models to describe and analyze the economy. Such models help to establish the linkages between financial markets, labor markets, markets for goods and services, and markets in the rest of the world. Students gain an understanding of economic policy making through study of theories, institutions and economic data. Hands-on statistical research will help analyze the relationship between economic theory and the real world. *Credit hours: 3. Prerequisite: ECON 101R and 102R.*

ECON 217. Economics of the Public Sector

This course studies the nature and consequences of the spending and taxing behavior of governments. Microeconomics tools will be applied to the study of such issues as public goods and externalities, income redistribution, poverty, social security, health care, education, transportation, housing, and government revenue generation. Throughout the semester, students will participate in a class-wide Lynchburg community service project related to one of the above issues, thereby providing hands-on exposure to some of the objectives and constraints faced by economists, government officials, and urban planners. *Credit hours: 3. Prerequisite: ECON 101R and 102R. Offered second semester.*

ECON 219. International Economics

On the microeconomic level, this course examines international trade theories and policies. International finance issues comprise the macroeconomic portion of the course. Special attention is given to using the tools of the economist to analyze contemporary problems in both international trade and finance. *Credit hours: 3. Prerequisite: ECON 101R and 102R.*

ECON 220. Environmental Economics

The application of economic principles in the analysis of contemporary environmental issues. Neoclassical as well as ecological perspectives will be considered. *Credit hours: 3. Prerequisite: ECON 101R and 102R. Alternate years: offered second semester 2019–2020.*

ECON 227. Elementary Applied Statistics for Economics and Business

An introduction to descriptive and inferential statistics with applications for economics and business. Content includes probability theory, random variables, sampling distributions, hypothesis testing and the basics of linear regression and forecasting. *Credit hours: 3. Prerequisite: BUS 151R or ECON 101R or 102R. A student may receive credit for two of these courses: ECON 227, MATH 227, POL 231, PSYC 227R, or SOC 395. (QR)*

ECON 230. Development Economics

This is an intermediate-level undergraduate course in development economics. Through theories of development, empirical studies and country specific case studies, students will learn the roles of economic and non-economic factors in helping or

hindering economic progress. Topics covered include poverty and income distribution, institutions, fertility and population growth, credit markets and microfinance, and human capital. *Credit hours: 3. Prerequisites: ECON 101R and 102R.*

ECON 238. Money and Banking

This course examines in detail the financial sector of the U.S. economy and the manner in which it is linked to global markets. Particular emphasis is focused on the study of central bank decision-making regarding interest rates and economic stabilization. In a number of simulation exercises using the data analysis tools of the spreadsheet package Excel, students will analyze real economic data with an eye toward determining the appropriate direction of monetary policy. *Credit hours: 3. Prerequisite: ECON 101R and 102R. Alternate years: offered second semester 2020-2021.*

ECON 242. Labor Economics

A study of the participation of women and men in the U.S. labor force. Labor markets, labor law, and labor organizations will be examined. Topics include labor mobility, wage differentials, inequalities in income distribution, discrimination, and public policy considerations. *Credit hours: 3. Prerequisite: ECON 101R and 102R.*

ECON 250. Topics in Economics

Fall, 2019: Behavioral Economics

The objective of this course is to incorporate common behavioral tendencies into economic decision making. In doing so, the course integrates concepts from psychology into standard economic theories. In particular, we will replace some of the assumptions of modern economic theories with psychologically realistic assumptions based on empirical observations from lab and field experiments. Special emphasis will be given to the ways in which the modified assumptions affect decision making, public policies, management, and markets. Topics include heuristics and biases, risk preferences, prospect theory, time preferences, peer effects, status concerns, and other recent developments in the field. Credit hours: 3. Prerequisite: ECON 101R and 102R. May be repeated for credit when topic differs.

ECON 303. Econometrics

A formal introduction to the use of economic theory and statistical inference as guides in the study of economic phenomena using observed data. This course focuses on the research process and the role of empirical modeling and regression analysis in economics. *Credit hours: 3. Prerequisite: ECON 101R; 102R; 227 and MATH 149R; or permission of the department. Offered second semester.*

ECON 311. History of Economic Thought

A study of the development of economic thought and theory from the feudalistic period to the 20th century. Emphasis will be on the original writings of economists including Adam Smith, Thomas Robert Malthus, David Ricardo, Jeremy Bentham, John S. Mill, Karl Marx, W. Stanley Jevons, John B. Clark, Alfred Marshall, John M. Keynes, Milton Friedman, and others. Extensive economics background is suggested. *Credit hours: 3. Prerequisite: 12 hours in economics, or a combination of 6 hours in economics with 6 additional hours in European or U.S. history, or permission of the department.*

ECON 320. Applied International Economics

The course is offered at an advanced level, covering applications of international trade, finance, and development theories. Research and analytical skills will be brought to bear on a wide range of topics, including exchange rate impacts on the trade balance, the impact of women's agency on infant mortality, the relationship of climate change and economic development, and more. Students will learn to identify, analyze, and present data in way that shed light on the nature of the global economy and how that economy and the biosphere in which it operates influences the well-being of the world's peoples. *Credit hours: 3, Prerequisite: ECON 207 or 219. Alternate years. Offered first semester 2020-2021.*

ECON 495, 496. Senior Seminar, Senior Paper

In the first semester of the senior seminar, students make connections across their previous economics courses through readings and discussions of topical issues in economics, (e.g., poverty, inequality, globalization, the environment) as well as history of economic thought. Students gain a better understanding of how economic theories and policies shape the world in which we all live and which future generations will inhabit. A principal course objective is to prepare each student for the preparation and presentation of the senior thesis. To this end, students read and evaluate professional journal articles, review

and enhance their understanding of the research methods used by economists, and identify ways to use these methods in their own research. The final assignment for the class is a senior thesis proposal. In the second semester, there is preparation and presentation of a senior thesis. *Credit hours: 3. Prerequisite: major core courses.*

EDUCATION

Program Director and Chair: Margaret A. Schimmoeller; Faculty: Crystal D. Howell, Cheryl A. Lindeman

UNDERGRADUATE PROGRAM

The EPP provides an educational environment that supports teachers in becoming leaders and agents of equity and change with licensure at the elementary or secondary level. The requirements of initial licensure at the secondary level in Virginia include fulfillment of the College's requirements for a Bachelor of Arts or a Bachelor of Science degree in a chosen field of study and successful completion of the Professional Studies Program in Education. The undergraduate major in Elementary Education is recommended for PreK-6 Elementary licensure. Professional competence is developed through (1) comprehensive study of specialized teaching fields, (2) thorough study of the professional foundations common to all teaching, (3) specialized study of teaching principles, and (4) appropriate field-based experiences.

The responsibility for meeting College and EPP requirements rests with the student. Each student is cautioned to study the course requirements and to keep accurate count of credit hours applicable to graduation.

Note: Program requirements are subject to change to reflect current Virginia Department of Education requirements and regulations. All students interested in the EPP are encouraged to schedule an advising appointment with a faculty member in the Education Department.

Entrance Criteria for the Education Preparation Program

To apply to the EPP, students submit ACT/SAT/GRE* (if available) and VCLA scores to the Registrar's Office. Following the submission of passing scores, students may apply to the EPP by submitting application materials to the Registrar's Office by the third Monday in October or the third Monday in February. Students are required to consult with EPP faculty prior to submission of their materials. *Refer to the Education Program Handbook (http://www.randolphcollege.edu/education/wp-content/uploads/sites/17/2014/06/teach_handbook.pdf) for required scores.

Note: Students are responsible for transportation to local schools for all field experiences (practica and student teaching).

Undergraduate Student Teaching

Application for fall student teaching placement is due the Monday following Spring Break. Application for spring student teaching placement is due the Monday following Fall Break. All candidates for teacher licensure are required to student teach in their endorsement area. Student teaching, which consists of supervised classroom teaching in a school setting, involves five full-days each week for one semester plus weekly seminars on campus. During the semester of student teaching, the candidate is not ordinarily permitted to carry more than three credit hours of approved additional course work. These additional credit hours are scheduled outside the normal school day in order to keep the student teaching experience intact. All student teaching assignments are supervised by Randolph College faculty and college supervisors.

Prerequisites for candidacy for student teaching include (1) official acceptance into the EPP (2) a grade point average of 3.0 in major and professional education courses combined, (3) submission of passing scores on the PRAXIS II exam, (4) formal application to student teaching placement, (5) fingerprinting and background check (6) child protective services clearance from any state lived in during the past 5 years, and (7) TB test verification.

Once students have been approved and placed, they may not withdraw from student teaching except with the approval of the Director of the EPP. A student who withdraws without this approval forfeits future placement in student teaching. Violation of any public school policy related to child safety will result in removal from the school.

Licensure Requirements

1. Requirements for the bachelor's degree in licensure area.
2. Student Teaching Program.
3. Passing scores on a professional assessment (PRAXIS II) as prescribed by the Virginia Department of Education (additional cost).
4. Passing scores on the Reading for Virginia Educators Assessment (required for elementary and special education) (additional cost).
5. Passing scores on Virginia Communication and Literacy Assessment (additional cost).
6. Application for licensure to Virginia Department of Education (additional cost).
7. CPR/AED/First aid (additional cost).
8. Child Abuse and Neglect Prevention Certificate.
9. Dyslexia training module.
10. Background check clearance.

EDUCATOR PREPARATION PROGRAM

The Educator Preparation Program (EPP) at Randolph College is accredited by the Council for the Accreditation of Educator Preparation (CAEP) for a period of 7 years; from 4/24/2017 to 4/24/2024 All licensure programs are approved by the Virginia Department of Education.

Elementary Education Major (BS) leading to PreK-6 Virginia Collegiate Professional Teacher Licensure *Pedagogy Courses*

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
EDUC 101	Foundations of Educ & Classroom Mgmt*	3
EDUC 108	Educational Psyc & Human Development*	3
EDUC 207	Language and Reading Development	3
EDUC 213	Dimensions of a Global Society & Multicultural Ed*	3
EDUC 215	Instructional Methods for Teachers grades 3-12	3
EDUC 216	Classroom Assessment	3
EDUC 306	Reading & Writing Instruction & Diagnosis	3
EDUC 306P	Practicum in Reading	1
EDUC 312	Teaching Mathematics and Science	3
EDUC 316	Curriculum and Instruction PreK-2	3
EDUC 316P	Interdisciplinary Practicum	1
EDUC 494	Senior Seminar	2
I ST 205	Teaching with Today's Technology Lab	1
SPED 361	Survey of Special Education	3

*Required Arts and Science Content Courses:****

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
<i>Required:</i>		
I ST 205	Teaching w/ Today's Tech Lab	1
IST 307	Civics and Econ Studies*	3
IST 309	Interdisciplinary Science	3
HIST 139	North America to 1865*	3
HIST 140	United States since 1865*	3
MATH 208	Concepts of Elementary & Middle School Mathematics*	3
GEO 203	Survey of World Geography 203*	3
<i>Choose one science with lab*</i>		4
BIOL 103, 100L	Introductory Biology; Biol Principles lab	
EVST 117, 117L	Physical Geology and lab	
ASTR 101, 101L	Introductory Astronomy: Solar System and lab	

ASTR 103, 103L	Introductory Astronomy: Cosmology and lab	
PHYS 105, 105L	Introductory Physics I and lab	
PHYS 115, 115L	General Physics I and lab	
CHEM 105, 105L	General Chemistry and lab	
<i>Choose one statistics course*</i>		3
<i>All courses teach statistics appropriate for social sciences research.</i>		
ECON 227	Elementary Applied Stats for Econ and Business	
MATH 227	Elementary Applied Statistics	
PSYC 227	Applied Statistical Analysis in the Psychological Sciences	
SOC 395	Social Research and Quantitative Analysis	
<i>6 hours in English literature</i>		6
<i>3 hours in Ancient History or equivalent</i>		3
<i>Clinical Experience**</i>		
EDUC 493	Student Teaching in Elementary Schools	12
<i>(for students NOT entering the M.A.T program in Elementary Education)</i>		
OR		
EDUC 472P	Action Research Field Placement	2
<i>(for students entering the M.A.T program in Elementary Education)</i>		
Total for BS Degree in Elementary Education		72-82
<i>*With careful advising many content courses will meet general education requirements.</i>		
<i>**Students may complete EDUC 493 if they are not going into the M.A.T. or they are going into the M.A.T. in an area other than Elementary Education.</i>		
<i>***Non-Elementary Education majors interested in Elementary Licensure and entering Randolph's M.A.T. program, must complete these content courses to qualify for Virginia Elementary PreK-6 teaching license.</i>		

SECONDARY EDUCATION LICENSURE

Professional Courses for Secondary Education

Students majoring in another area of study, may take the following courses to pursue endorsements for Secondary Licensure (grades 6–12) in: biology, chemistry, dance (PreK–12), earth science, English, French (PreK–12), health and physical education, history and social science, Latin (PreK–12), mathematics, music instrumental and vocal/choral (PreK–12), physics, Spanish (PreK–12), theatre arts (PreK–12), and visual arts (PreK–12). Additional endorsement may be added in the area of mathematics - algebra I.

<u>Courses</u>	<u>Course Title</u>	<u>Professional</u>	<u>Practicum</u>
EDUC 101	Foundations of Education & Classroom Management	3	
EDUC 203-203L	Leadership and Mentoring the Adolescent	2	1
I ST 205	Teaching with Today's Technology Lab	1	
EDUC 213	Dimensions of a Global Society and Multicultural Ed	3	
EDUC 215	Instructional Methods Grades 3-12	3	
EDUC 216	Classroom Assessment	3	
EDUC 230	Reading and Writing in the Content Area	3	
EDUC 318-318P	Secondary Teaching Subject Area & Practicum	1	2
SPED 361	Survey of Special Education	3	
EDUC 495R	Student Teaching in Secondary Schools		12
Total for Secondary Education		22	15

- *History licensure candidates must take GEO 203 and I ST 307 (or an econ class and US government course).*
- *Secondary licensure requirements may differ from major coursework. Meeting with department chair is required.*

Undergraduate Education Courses

EDUC 101. Foundations of Education and Classroom Management

Students will develop an understanding of the historical, philosophical, and sociological foundations underlying the role, development, and organization of public education in the United States. Legal issues related to students and teachers, including federal and state laws, contemporary issues, and current trends in education are studied. Classroom management, roles of teachers and schools in communities, professionalism, and ethical standards will be reviewed and analyzed. *Credit hours: 3. (SS)*

EDUC 108. Educational Psychology and Human Development

Students will gain an understanding of the physical, social, emotional, speech and language, and intellectual development of children and the ability to use this understanding in guiding learning. Topics include the teacher's role in motivation, emotional development of learners, and an analysis of the teaching-learning situation including the dynamics of interaction, classroom management, guidance, and instruction preK-12. *Credit hours: 3. Offered first semester. (SS)*

EDUC 203. Leadership and Mentoring the Adolescent

An opportunity for college men and women to explore gender issues in the classroom and the physical, psychological, and cultural issues affecting leadership development of girls and boys at the middle and high school levels. The course will focus attention on the ways that racial, economic and ethnic differences affect self-concept and academic success of adolescent students. *Credit hours: 2. Corequisite: EDUC 203L and sophomore standing May be repeated once for credit. (CI, with EDUC 203L)*

EDUC 203L. Leadership and Mentoring the Adolescent Lab

Students will develop working relationships with middle and/or high school students that are supportive, educational and fun. The course will test students' theoretical knowledge and its application through mentoring and tutoring. College students will assist the mentors with community service projects. The lab component involves various weekly projects that will help foster leadership skills that include tutorial opportunities with elementary students. *Credit hours: 1. Corequisite EDUC 203 and sophomore standing. Offered on a Pass/Fail basis only. May be repeated once for credit. (CI with EDUC 203)*

EDUC 207. Language and Reading Development

Exploration of educational theories and scientific research on teaching reading. This course will focus on the early stages of literacy development from language acquisition to emergent reader including analysis and discussion of the five areas of reading instruction, phonemic awareness, phonics, fluency, vocabulary, and comprehension. Teachers develop high quality strategies for teaching reading to all students based on the Virginia Standards of Learning. *Credit hours: 3. Prerequisite: EDUC 108 and sophomore standing.*

EDUC 213. Dimensions of a Global Society and Multicultural Education

This course will focus on diversity in schools and society and the interrelated concepts of culture, worldview, and race/ethnicity. Students will analyze areas of concern teachers express about working with diverse students, multicultural education, and how our own cultural orientations can influence how we interact with those from other cultures. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor. (CI)*

EDUC 215. Instructional Methods for Teachers Grades 3-12

Study of instructional methods for teachers. A focus on language arts and social studies instruction in grades 3-6 will be included for elementary licensure candidates. Emphasis is on instructional planning, lesson presentation, assessment strategies, and classroom management based on Virginia Standards of Learning and national standards grades 3-12. Students must complete 15 hours of observation/ assisting in a school setting. *Credit hours: 3. Prerequisite: EDUC 108.*

EDUC 216. Classroom Assessment

The characteristics and uses of both formal and informal assessment instruments and procedures will be studied with emphasis on formative assessment and principles and practices for effective standards-based instruction. Students will learn how to design, administer, and interpret a variety of assessment measures, including the teacher work sample. Topics will include

reliability, validity, bias, performance assessment, portfolios, affective assessment, standardized test score interpretation, and formative assessment. *Credit hours: 3. Prerequisite: EDUC 101 or 108.*

EDUC 230. Reading and Writing in the Content Area

Exploration of educational theories and scientific research on literacy development in adolescents. Participants develop skills in motivating adolescents, assessing reading and writing ability, selecting texts at appropriate level of difficulty, and in differentiating instruction to meet the needs of diverse learners. Techniques for developing comprehension and vocabulary will be emphasized based on Virginia Standards of Learning. *Credit hours: 3. Prerequisite: EDUC 101 and sophomore standing. Offered every other year. Offered Fall 2020.*

EDUC 306. Reading and Writing Instruction and Diagnosis

Theory and scientific research is used to advance an interactive perspective on reading and writing that lays the foundation for the assessment and instruction process. Through discussion of the component skills and strategies required to succeed in reading and writing teacher candidates make informed decisions in planning instruction based on informal and formal assessments and aligned with the Virginia Standards of Learning and national standards. *Credit hours: 3. Prerequisite: admission to the Educator Preparation Program. Corequisite: EDUC 306P.*

EDUC 306P. Practicum in Reading Diagnosis

A supervised opportunity for teacher candidates to work with master teachers in assessing the literacy development of students in grades 3-5. Teacher candidates learn to administer and interpret appropriate assessment instruments, and write differentiated instructional plans designed to increase achievement for a diverse student population. *Credit hours: 1. Prerequisite: admission to the Educator Preparation Program. Corequisite: EDUC 306.*

EDUC 312. Mathematics and Science Methods in Elementary and Middle School

This course is study of research and theories of developing and assessing mathematics and science concepts, process skills, and attitudes. Emphasis is on sciences and mathematics instruction based on National Standards and the Virginia Standards of Learning. Students will demonstrate the ability to design and implement age appropriate and content rich lessons. *Credit hours: 3. Prerequisite: admission to the Educator Preparation Program. Prerequisite or Corequisite: MATH 208.*

EDUC 316. Curriculum and Instruction PreK-2

Development of curriculum and instructional practices in preschool and primary settings and principles and methods of understanding and working with children and families. Emphasis is on curriculum design and review, lesson planning presentation, assessment strategies, and classroom management. Students will learn methodologies that support and enhance student learning and reflect the research on unique, age-appropriate, and culturally relevant curriculum and pedagogy. *Credit hours: 3. Prerequisite: EDUC 215 and admission to the Educator Preparation Program or permission of instructor.*

EDUC 316P. Interdisciplinary Practicum

Supervised field placement to observe and implement history and social science instructional strategies and classroom management skills in local schools, based on Virginia Standards of Learning and national standards. *Credit hours: 1. Corequisite: EDUC 316.*

EDUC 318. Secondary Teaching in the Subject Area

Seminars and tutorials, arranged with local grades 6–12 teachers, focusing on the structure of the disciplines and subject-specific methods of teaching based on Virginia Standards of Learning and national standards. *Credit hours: 1. Prerequisite: EDUC 315 and admission to the Educator Preparation Program. Corequisite: EDUC 318P. Offered every other year. Offered Spring 2020.*

EDUC 318P. Practicum in Secondary Teaching in Subject Area

Supervised opportunity to implement subject-specific instructional strategies and classroom management skills in a local school based on Virginia Standards of Learning and national standards. *Credit hours: 2. Prerequisite: EDUC 315 and admission to the Educator Preparation Program. Corequisite: EDUC 318. Offered every other year. Offered Spring 2020.*

EDUC 472P. Action Research Field Placement

Students entering the M.A.T. graduate program take this course instead of EDUC 493. Students will design and implement an action research project in a local school. The project requires students to work with a classroom teacher on the design process. Only open to students entering the M.A.T program in Elementary Education. *Credit hours: 2. Prerequisite: admission to the Educator Preparation Program. Corequisite: EDUC 494.*

EDUC 493R. Student Teaching in Elementary Schools

Supervised teaching assignments in a local elementary school. Student teachers maintain schedule of their assigned cooperating teacher. Students will maintain a reflective journal and create a professional portfolio of the student teaching experience. Weekly reflective seminar emphasizes interactive activities and the development of the student teaching portfolio based on Virginia Standards of Learning and national standards. *Not open to students entering the M.A.T program in Elementary Education. Credit hours: 12. Prerequisite: admission to the Educator Preparation Program and to Student Teaching and an interview with the Director of the Educator Preparation Program. A student enrolled in EDUC 493R may not enroll in any courses that interfere with student teaching hours, except for the Senior Program of the major.*

EDUC 494. Senior Seminar

Students will evaluate and conduct qualitative and/or quantitative research. Each student will work with a faculty supervisor to prepare a research project. Students will present their work during an oral presentation for students and faculty. *Credit hours: 3. Prerequisite: permission of the Department.*

EDUC 495R. Student Teaching in Secondary Schools

Supervised teaching assignments in middle and/or high school. Student teachers maintain schedule of their assigned clinical teacher. Students will maintain a reflective journal and portfolio of the student teaching experience and critique a video lesson of personal teaching. Weekly reflective seminars emphasize interactive discussion and the development of the student electronic professional portfolio. *Credit hours: 12. Prerequisite: admission to Student Teaching and an interview with the Director of the Educator Preparation Program. A student enrolled in EDUC 495R may not enroll in any courses that interfere with student teaching hours, except for the Senior Program of the major.*

Undergraduate Interdisciplinary Courses Included in Education Curriculum**IST 205. Teaching with Today's Technology Lab**

This course is designed around the national technology standards and the Virginia Technology Standards for teachers. Students will become familiar with a variety of technologies that are used in K-12 classrooms. Students will develop lesson plans for use in schools that integrate technology as a learning tool including PRS, SMART Board, computer-based lab probes, and video editing. *Credit hours: 1.*

IST 307. Civics and Economics Studies

Students will examine the roles citizens play in U.S. politics and government, and the basic economic principles that underlie the U.S. market economy. Students will investigate the processes by which decisions are made in the American market economy and explain the government's role in it. Students study how patriotism, respect for the law, willingness to perform public service, and a sense of civic duty facilitate thoughtful and effective active participation in the civic life of an increasingly diverse democratic society. This course is open to all students and required of students seeking elementary education licensure or students seeking the history/social science teaching licensure. Course content maps to the Virginia Standards of Learning. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor. Alternate years. Spring 2020*

IST 309. Interdisciplinary Inquiry Science

Students explore scientific connections among earth and life science, physics, chemistry, and biology. Students will understand the nature of science and scientific inquiry including the role of science, and the science skills of data analysis, measurement, observation, and experimentation. Project-based and inquiry lessons weave together concepts that reinforce the Virginia Standards of Learning and incorporate classroom work, and labs. Students develop the concepts essential to inquiry and safety procedures. This course is open to all students and required of students seeking elementary education licensure. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor.*

Undergraduate Special Education Courses

SPED 361. Survey of Special Education

Theories, definitions, and characteristics of students with mild disabilities. Students study learning problems and difficulties students with learning differences face in the general education classroom, resources and curricular modification, instructional strategies that facilitate learning. Virginia alternative testing requirements are studied. *Credit hours: 3. Prerequisite: sophomore standing. Offered second semester every other year. Offered spring 2021.*

GRADUATE PROGRAM

The Master of Arts in Teaching (M.A.T.) will prepare qualified elementary, secondary, and special education candidates to be leaders in education. Candidates may complete initial teacher licensure in elementary (preK-6), special education (K-12), general curriculum, or secondary education. Undergraduate students may earn the M.A.T. after the 5th year of study normally in a summer-fall-winter-spring cycle.

Academic Standing

Graduate candidates must maintain a minimum cumulative GPA in order to meet satisfactory academic progress standards. As a part of the academic progress review each semester, M.A.T. must meet the academic standing criterion defined as a cumulative grade point average of 3.0. Candidates who do not meet this standard will be placed on academic probation. Any student earning more than six hours with grades of C+ or below will be ineligible to return to the program for a minimum of one semester. Candidates failing to meet the standards outlined above because of mitigating circumstances may appeal in writing for reconsideration by the Board of Review. Appeals should be submitted to the Office of the Dean of the College.

Admission Requirements

See *Admissions*.

Course Load

For full-time status, a student normally maintains a course load of at least 4-6 credit each quarter (9 credits minimum each semester). The program may be completed on a full-time or part-time basis.

Financial Aid

For loan information, see *Student Financial Services*.

Graduation Application and Information

Master's degree candidates should complete degree applications by October 1 of the fall semester for May commencement. Information obtained from the degree applications is used in the ordering of diplomas and preparing the Commencement Program. Degree completion dates are in May, August, and January with a Commencement exercise occurring only in May. M.A.T. candidates who have completed all academic requirements for the degree except for the summer courses may participate in the Commencement ceremony.

Registration, Add/Drop, and Withdrawal from a Course

See *Academic Procedures and Regulations*.

Requirements for the Degrees

Randolph College confers the Master of Arts in Teaching degree. Requirements for the degree are:

1. 36-38 credit hours of graduate coursework must be completed.
2. A maximum of 6 credit hours may be transferred to Randolph College at the graduate level.
3. All requirements, including transfer courses, must be completed within a period of six calendar years.
4. The student must earn a cumulative grade point average of 3.0 (rounded) both for all courses taken for a grade and for all courses counted toward major requirements. Only one course with a grade of C+ or below will count toward degree requirements. Students may appeal to the Board of Review.

Testing Requirements for Licensure

Master of Arts in Teaching

1. PRAXIS II
2. Reading for Virginia Educators Assessment (elementary and special education only)
3. Virginia Communication and Literacy Assessment

Tuition and Fees

For tuition and fee information, see *Tuition, Fees, and Expenses*.

Master of Arts in Teaching

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
<i>Required:</i>		
EDUC 505	Teaching with Today's Technology Lab	1.5
EDUC 511	Educational Assessment and Measurement	3
EDUC 523	Research and Inquiry into Teaching Practices	2
EDUC 527	Current Trends and Legal Issues in Schools	3
EDUC 601	Foundations of Education and Classroom Management	1
EDUC 611	Human Growth and Development	1
EDUC 684	Seminar in Education Research and Teaching	3
EDUC 693	Student Teaching for M.A.T. I	4
EDUC 694	Student Teaching for M.A.T. II	4
SPED 661	Survey of Special Education	3

One of the following tracks (10.5 to 12.5 credit hours)

Curriculum and Instruction (Elementary)

EDUC 517	Reading Assessment and Instruction Across the Curriculum	2
EDUC 517P	Reading Assessment and Instruction Practicum	1
EDUC 600P	Interdisciplinary Practicum	1.5
EDUC 605	Instructional Methods Across the Curriculum	3
EDUC 607	Early Language Acquisition and Reading	2
EDUC 614	Science Methods for Elementary and Middle School	1
EDUC 616	Mathematics Methods for Elementary and Middle School	1

Total Curriculum and Instruction (Elementary) 11.5

Curriculum and Instruction (Secondary)

EDUC 600P	Interdisciplinary Practicum	1.5
EDUC 605	Instructional Methods Across the Curriculum	3
EDUC 606	Reading and Writing in the Content Area	3
EDUC 618	Instruction in the Subject Area	3

Total Curriculum and Instruction (Secondary) 10.5

Special Education

EDUC 517	Reading Assessment and Instruction Across the Curriculum	2
EDUC 517P	Reading Assessment and Instruction Practicum	1
SPED 602P	Special Education Practicum	1
SPED 603	Methods for Teaching Students with Mild Disabilities	1.5

EDUC 606	Reading and Writing in the Content Area	3
EDUC 607	Early Language Acquisition and Reading	2
EDUC 616	Mathematics Methods for Elementary and Middle School	1
SPED 620	IEP Development and Transitioning	1
Total Special Education		12.5
Total for M.A.T. Degree		36-38

Graduate Certificate in Dyslexia: Literacy, Support, and Intervention

The Graduate Certificate in Dyslexia (GCD) courses are aligned with the International Dyslexia Association's Knowledge and Practice Standards for Teachers of Reading. GCD courses provide candidates practical, hands-on training and experience with research-based methods for reading instruction and intervention. GCD candidates will receive: (a) foundational content that will result in a comprehensive understanding of dyslexia and other language based disabilities, (b) direct training in research-based curricula, and (c) fieldwork in delivering reading instruction to elementary and secondary students who struggle in reading.

Completion of the certificate program requires 18 credit hours (completed in three to five semesters) of specific reading and language-related coursework. Certificate completers will be able to teach at the community college level or adjunct at local colleges and universities which will make the certificate appealing to teachers.

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
SPED 500	Dyslexia and Other Learning Disabilities	3
SPED 510	Executive Function and Study Skills	2
EDUC 511	Educational Assessment and Measurement	3
EDUC 517	Reading Assessment & Instruction	2
EDUC 607	Early Language Acquisition & Reading	2
SPED 620	IEP Development & Transitioning	1
SPED 635	Reading Interventions for Students with LBLD	3
SPED 680	Intensive Reading Intervention/action Research	1
SPED 688	Special Topics related to Special Educ Law	1

Graduate Education Courses

EDUC 505. Teaching with Today's Technology Lab

This course is designed around the national technology standards and the Virginia Technology Standards for teachers. Students will become familiar with a variety of technologies that are used in K-12 classrooms. Students will develop lesson plans for use in schools that integrate technology as a learning tool including PRS, SMART Board, Computer-based lab probes, and video editing. *Credit hours: 1.5.*

EDUC 511. Educational Assessment and Measurement

Students will examine and analyze the theories and practice in psycho-educational diagnosis and remediation of children's learning disabilities. The areas of perception, cognition, language, and motivation will be explored in relation to school subject matter and classroom performance. *Credit hours: 3. Prerequisite: acceptance to the Program or permission of instructor.*

EDUC 517. Reading Assessment and Instruction Across the Curriculum

A study of the techniques for diagnosing elementary, middle, and high school students with reading difficulties, causes of reading problems, evaluation and instruction of frequently used tests and inventories including group and individual, ideas for integrating literature/writing into content area curriculum based on Virginia Standards of Learning, and techniques for improving reading/writing achievement of students of all ability levels. *Credit hours: 2. Prerequisite: acceptance to the Program or permission of instructor. Corequisite: EDUC 517P.*

EDUC 517P. Reading Assessment and Instruction Practicum

Integration of theoretical and practical aspects of a reading program in a supervised clinical setting. Students function as members of the literacy staff and are required to develop, implement, and evaluate diagnostic and remedial reading programs based on Virginia Standards of Learning for children in grades K-5. *Credit hours: 1. Prerequisite: acceptance to the Program or permission of instructor. Corequisite: EDUC 517.*

EDUC 523. Research and Inquiry into Teaching Practices

Qualitative and quantitative research methods on teaching and learning of diverse learners. Criteria for judging validity and applicability of research-based knowledge. Framing educational problems worthy of inquiry. Designing and assessing studies of teaching practices. *Credit hours: 2. Prerequisite: acceptance to the Program or permission of instructor.*

EDUC 527. Current Trends and Legal Issues in Schools

This course examines federal and state education law including the Individuals with Disabilities Education Act (IDEA). The first half of the course will involve the study and analysis of relevant case law and statutes. In the second half of the course students will apply their knowledge of education law. *Credit hours: 3. Prerequisite: acceptance to the Program or permission of instructor.*

EDUC 600P. Interdisciplinary Practicum

Field placement focused on the practice of curriculum implementation and instructional strategies appropriate for corresponding methods course. *Credit hours: 1.5. Prerequisite: acceptance to the Program or permission of instructor.*

EDUC 601. Foundations of Education and Classroom Management

This course examines the multidisciplinary foundations of instruction via historical, philosophical, and sociological research. The intersections and relationships of assessment, instruction, classroom management, and human growth and development are the primary focus. Informed, teacher candidates develop individual educational pedagogies and engage with various teaching approaches and strategies, to make decisions for improving instruction, classroom management, and student performance. *Credit hours: 1. Prerequisite: acceptance in the Program or permission of instructor.*

EDUC 605. Instructional Methods Across the Curriculum

Focuses on teaching and learning in schools (pre6-12) and includes the study of curriculum and methodologies suitable for a variety of content areas and students' learning needs. Emphasis is placed on developing teachers' leadership qualities in the classroom and in the school. *Credit hours: 3. Prerequisite: acceptance to the Program or permission of instructor.*

EDUC 606. Reading and Writing in the Content Area

Intervention techniques for accelerating the reading ability of striving readers in grades 6-12. Students learn to match instructional techniques to assessed areas of literacy needs and to differentiate instruction for varying levels of reading and writing achievement based on Virginia Standards of Learning. *Credit hours: 3. Prerequisite: acceptance to the Program or permission of instructor.*

EDUC 607. Early Language Acquisition and Reading

A study of the theories, processes, and acquisition of reading and language skills. Emphasis is on the cognitive, linguistic, social and physiological factors involved in oral and written language development. Emergent literacy and the relationship between language and reading acquisition are explored, including an examination of strategies for developing oral reading, comprehension, and literacy skills and techniques for building word recognition, phonics, integrating reading and writing, and comprehension. *Credit hours: 2. Prerequisite: permission of instructor.*

EDUC 611. Human Growth and Development

This course is designed to give basic knowledge and understanding of human growth and development. Students will study the physical, social, emotional, and intellectual development of children and the ability to use this understanding in guiding learning experiences. *Credit hours: 1. Prerequisite: acceptance to the Program or permission of instructor.*

EDUC 614. Science Methods for Elementary and Middle School

Students develop skills for effective science teaching grounded in research proven to be effective in working with diverse students. The course addresses science content and pedagogy connected with the Virginia and NGSS Standards. Students will design lessons appropriate for the diverse needs of children preK-6. *Credit hours: 1. Prerequisite: acceptance to the Program or permission of instructor.*

EDUC 615. Curriculum and Teaching Problems in Elementary and Secondary Schools

Each student investigates a special instructional problem under the direction of the instructor. The research is supplemented by field work in an appropriate grade/ content area. Open only to students accepted into the graduate education program and who have met one of the cross listed requirements as an undergraduate. Individual conferences to be arranged. *Credit hours: 3. Prerequisite: EDUC 511 and 523 or equivalent. May be repeated for credit up to a maximum of 6 credit hours.*

EDUC 616. Mathematics Methods for Elementary and Middle School

Students develop skills for effective-mathematics teaching grounded in research proven to be effective with diverse students. The course addresses competence through an emphasis on mathematics content, connected with the Virginia Standards. Students will design lessons appropriate for the diverse needs of children pK-6. The course will expose students to current mathematics teaching reforms and research based teaching strategies. *Credit hours: 1. Prerequisite: acceptance to the Program or permission of instructor.*

EDUC 618. Instruction in the Subject Area

Seminars focusing on the structure of the disciplines and subject-specific methods of teaching based on Virginia Standards of learning and national standards. Supervised opportunity to implement subject-specific instructional strategies and classroom management skills in a local school setting. *Credit hours 3; Prerequisite: acceptance to the Program or permission of instructor.*

EDUC 684. Seminar in Educational Research and Teaching

This course is designed to provide M.A.T. candidates opportunities to conduct qualitative and quantitative research. Each candidate will work with a faculty supervisor to prepare a research project and develop a comprehensive proposal and IRB protocol. Candidates will present their work during an oral presentation for colleagues and faculty. *Credit hours: 3. Prerequisite: acceptance to the Program and satisfactory progress in the professional licensure degree program.*

EDUC 693, 694. Student Teaching for M.A.T. I-II

Supervised teaching assignments in local school settings. Student teachers maintain schedule of their assigned cooperating teacher. Placements are made according to endorsement area. *Credit hours: 4,4. Prerequisite: satisfactory completion of all graduate level course work required for the degree.*

Graduate Special Education Courses**SPED 500. Dyslexia and LD**

Candidates will understand common characteristics of dyslexia and its influence on learning. Appreciate ways teachers use best practices with dyslexic students which maximize school success. Understand how student with language based learning disabilities require specific, differentiated approaches to learning including oral language skills, reading, and writing. Recognize students' unique strengths are often unidentified or overlooked, and use this information to assess and develop appropriate instructional accommodations and modifications. *Credit hours: 3*

SPED 510. Executive Function and Study Skills

Students with language based learning disabilities often struggle with the cognitive and self-regulating tasks associated with executive function. These tasks range from organizing time, materials, information; preparing for work, managing frustration, accessing memory and self-monitoring one's progress and work. This course introduces educators to research-based strategies that increase and improve executive function through the use of effective study skills. While the course will explore relevant research on language based learning disabilities and executive function. *Credit hours: 2*

SPED 602P. Special Education Practicum

Field placement focused on best practices for special education students in inclusion and self-contained classrooms. *Credit hours: 1. Prerequisite: acceptance into the Program or permission of instructor.*

SPED 603. Methods for Teaching Students with Mild Disabilities

Focuses on the knowledge base for educational intervention of students with diagnosed mild learning differences. Course content includes strategies for reading, written expression, mathematics, social-behavioral, study skills, and vocational and career options. The development of individualized programs in collaboration with general and special education colleagues will be emphasized. *Credit hours: 1.5. Prerequisite: acceptance to the Program or permission of instructor. Corequisite: EDUC 600P or 602P.*

SPED 620. IEP Development and Transitioning

Overview and examination of Individualized Education Program (IEP) required components. Includes how IEPs are developed and used in the classroom. The roles and responsibilities of required members of IEP team will be reviewed and analyzed in relation to students, family members, and teachers. Students will develop the ability to prepare students and work with families to promote successful student transitions throughout the educational experience. *Credit hours: 1. Prerequisite: acceptance to the Program or permission of instructor.*

SPED 635. Reading Interventions for Students with LBLD (Language Based Learning Disability)

This course focuses on the strategies and skills for supporting expressive language skills for students with dyslexia and other language based learning disabilities, primarily for writing. The course introduces the concepts of scaffolding the writing process, using a hierarchy of skills to build appropriate foundational skills sets, and understanding the hidden demands of writing for students with language based learning disabilities. Students in this course will draw from relevant research on expressive language arts to develop practical teaching strategies for their own learning environments. Reading in the content area is examined. *Credit hours: 3.*

SPED 661. Survey of Special Education

Theories, definitions, and characteristics of students with mild disabilities. Students study learning problems and difficulties students with learning differences face in the general education classroom, resources and curricular modification, instructional strategies that facilitate learning. Virginia alternative testing requirements are studied. *Credit hours: 3. Prerequisite: acceptance to the Program or permission of instructor.*

SPED 680 Intensive Reading Intervention/Action Research

Students will develop and implement an action research project with one-on-one guidance with a faculty member. Prerequisite SPED 635. *Credit hours: 1.*

SPED 688. Special Topics Related to Special Education Law

This course examines federal and state special education law including the Individuals with Disabilities Education Act (IDEA), and the Rehabilitation Act of 1973. The content of this course traces the historical development of special education through landmark legislation and litigation, parent advocacy, and national economic and social needs. *Credit hours: 1*

ENGINEERING PHYSICS

Interdisciplinary Major Chair: Peter A. Sheldon

A student interested in a degree in engineering, but who also wants the benefits of a liberal arts education can elect the engineering physics major. The engineering physics major takes a rigorous program of physics, chemistry, mathematics, and computer science courses while at Randolph College for three years. The student then has the option to apply to an associated engineering school to complete the program in two more years. Randolph College has agreements with engineering schools at Washington University St. Louis, and the University of Virginia. The student is not limited to these choices. After the first or second year at the engineering school, a B.S. in engineering physics may be received from Randolph College, and after the

second year, a B.S. or in some cases a Master's degree in engineering is received from the engineering school. Admission to the fourth year at the engineering school requires at least a 3.25 or better GPA both overall and in the Randolph College major. If a student elects to remain at Randolph College, the possibilities are to complete the regular physics degree or possibly another degree depending on the courses taken.

Students in the dual degree engineering program are strongly advised to complete all of the requirements for their academic major(s) and general education program prior to departure from Randolph College, and prior to beginning at the engineering partner school. For the Engineering Physics major, typically only the senior program is done at the partner school. In addition, students should plan to complete at least 94 credits prior to departure.

Engineering Physics Major

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
<i>Required:</i>		
PHYS 115-115L, 116-116L ¹	General Physics and Lab	10
PHYS 216	Statics	3
PHYS 251	Relativity and Intro Quantum Mechanics	3
CHEM 105-105L, 106-106L	General Chemistry and Lab	8
MATH 149R and 150R ¹	Calculus I and II	6
MATH 250	Calculus III	3
MATH 331	Differential Equations	3
<i>One of the following:</i>		
PHYS 331	Electronics Lab	3
PHYS 332	Advanced Physics Lab	6
<i>Two of the following:</i>		
CSCI 151	Computer Programming I	
CSCI 156	Computer Programming II	
CSCI 225	Matlab and LabVIEW	
<i>One additional 300-level physics course</i>		3
<i>Senior Program</i>		
Successful completion of one year at an associated engineering school		
Total Randolph College hours for B.S. Degree in Engineering Physics		48

¹ In order to complete this major in three years at Randolph College, the general physics sequences and calculus I and II must be taken in the first year.

- A student cannot complete both a physics degree and the engineering physics degree.
- All General Education requirements must be completed at Randolph College.

Recommended Courses

For chemistry-related engineering: an additional year of chemistry.

For biology- related engineering: two years of biology.

ENGLISH

Faculty: Mara I. Amster, Gary R. Dop, Heidi M. Kunz, Daniel J. Stiffler, Laura-Gray Street

Undergraduate Program

The major in English develops the student's sensitivity to language and literature and enriches knowledge of the artistic imagination. It exposes students to a broad range of literary works and helps them improve skills in speaking, writing, and critical thinking. Every English major, whether emphasizing creative writing or literature, should have:

- knowledge of literary traditions, periods, schools, styles, forms, and genres;
- practice in the creative process;
- acquaintance with various ways of reading and understanding texts; and

- experience with both analytical and creative writing.

The English major offers excellent preparation for advanced work in graduate or professional school and for a wide array of career options. Students considering graduate school in English should confer with their advisors to be sure they have planned appropriate curricula. Since most graduate schools require at least one modern language and some require a classical language as well, students should be proficient in at least one language other than English at the time of graduation.

There is only one major in the Department: the English major. Students may choose to emphasize either creative writing or literature, but the Department is firmly committed to the mutual support and dependence of the two emphases, both of which engage the student in reading, writing, and critical and creative thinking. The core requirements for the English major are organized so that students who elect the one emphasis will both contribute to and learn from those who elect the other.

English Major with and Emphasis in Literature

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
<i>Required:</i>		
ENGL 161R	Introduction to Creative Writing	3
<i>Three of the following:</i>		
ENGL 253	Reading Poetry	9
ENGL 255	Reading Prose	
ENGL 256	Reading Fiction	
ENGL/THTR 276 <i>or</i> 277	Reading Drama <i>or</i> Shakespeare	
<i>Five courses from the following to include one from each group and no more than one course at the 100 level:</i>		15
<i>Genre or Mode</i>		
ENGL 111	Writing Women	
ENGL 113	Introduction to Literary Studies	
ENGL 156	Pulp Fiction	
ENGL 336	Inspired by the Sea	
ENGL 353	Satire	
ENGL 357	Radical Turns	
ENGL/THTR 381	Absurd Young Men	
<i>Period or Topic or Movement</i>		
ENGL 112	Sports Literature	
ENGL 113	Introduction to Literary Studies	
ENGL 140	Classics of African-American Literature	
ENGL/THTR 277	Shakespeare	
ENGL 331	Topics in Literature	
ENGL 333	Literature of the American South	
ENGL 336	Inspired by the Sea	
ENGL 338	The Prostitute in Literature	
ENGL 357	Radical Turns	
ENGL 364	Feminist Literary Theory	
ART/ENGL 378	Gender in Renaissance Art and Literature	
ENGL/THTR 381	Theatre of the Absurd	
<i>Author(s)</i>		
ENGL 113	Introduction to Literary Studies	
ENGL 142	F. Scott and Zelda	
ENGL/THTR 277	Shakespeare	
ENGL 341	Author, Author!	
ENGL 342	Poe, Poe, Poe!	
ENGL 343	Transatlantic Brontë	
ENGL 346	Faulkner and Morrison	

Senior Program

ENGL 493, 494	Senior Seminar, Senior Paper	6
Total for B.A. Degree in English with an Emphasis in Literature		33

English Major with an Emphasis in Creative Writing

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
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Required

ENGL 161R	Introduction to Creative Writing	3
ENGL 363	Advanced Creative Writing	3
ENGL 367R	Writer-in-Residence Master Class	2

Three of the following:

ENGL 253	Reading Poetry	3
ENGL 255	Reading Prose	3
ENGL 256	Reading Fiction	3
ENGL/THTR 276 or 277	Reading Drama <i>or</i> Shakespeare	3

Two of the following:

ENGL 263	Writing Poetry	3
ENGL 265	Writing Creative Nonfiction	3
ENGL 266	Writing Fiction	3
ENGL/THTR 279	Writing Plays	3

Three courses from the following with no more than one course at the 100 level:

Genre or Mode

ENGL 111	Writing Women	3
ENGL 113	Introduction to Literary Studies	3
ENGL 156	Pulp Fiction	3
ENGL 336	Inspired by the Sea	3
ENGL 353	Satire	3
ENGL 357	Radical Turns	3
ENGL/THTR 381	Absurd Young Men	3

Period or Topic or Movement

ENGL 112	Sports Literature	3
ENGL 113	Introduction to Literary Studies	3
ENGL 140	Classics of African-American Literature	3
ENGL/THTR 277	Shakespeare	3
ENGL 331	Topics in Literature	3
ENGL 333	Literature of the American South	3
ENGL 336	Inspired by the Sea	3
ENGL 338	The Prostitute in Literature	3
ENGL 357	Radical Turns	3
ENGL 364	Feminist Literary Theory	3
ART/ENGL 378	Gender in Renaissance Art and Literature	3
ENGL/THTR 381	Theatre of the Absurd	3

Author(s)

ENGL 113	Introduction to Literary Studies	3
ENGL 142	F. Scott and Zelda	3
ENGL/THTR 277	Shakespeare	3
ENGL 341	Author, Author!	3
ENGL 342	Poe, Poe, Poe!	3
ENGL 343	Transatlantic Brontë	3
ENGL 346	Faulkner and Morrison	3

Senior Program

ENGL 493, 494	Senior Seminar, Senior Paper	6
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Total for B.A. Degree in English with an Emphasis in Creative Writing 38

Additionally for B.F.A.

ENGL 363	Advanced Creative Writing (additional 6 credits)	6
ENGL 367R	Writer in Residence (additional credit)	1
I ST 393R	Fine Arts Colloquium	3
I ST 495	Senior Fine Arts Colloquium	1
Interdisciplinary Base ¹		9

Total for B.F.A. Degree in English with an Emphasis in Creative Writing 58

¹ Students select the interdisciplinary base in consultation with their advisor. Courses selected must be from ARTS, DANC, MUSC, or THTR with two departments represented and must include 1 course in artistic expression.

Literature Minor

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
<i>Two of the following:</i>		
ENGL 253	Reading Poetry	6
ENGL 255	Reading Prose	
ENGL 256	Reading Fiction	
ENGL/THTR 276	Reading Drama	
<i>Three literature courses at the 300 level</i>		
		9
Total for Minor in Literature		15

Creative Writing Minor

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
ENGL 161R	Introduction to Creative Writing	3
<i>Three of the following:</i>		
ENGL 263	Writing Poetry	9
ENGL 265	Writing Creative Nonfiction	
ENGL 266	Writing Fiction	
ENGL/THTR 279	Writing Plays	
ENGL 363	Advanced Creative Writing	
<i>Three Hours from the following:</i>		
ENGL 167	Exploring Creative Writing (1 hr)	3
ENGL 367R	Writer-in-Residence Master Class (1-2 hrs)	
I ST 393R	Fine Arts Colloquium (1-2 hrs)	
Total for Minor in Creative Writing		15

Recommended Courses

Courses in communication; British, American, and European history; mythology; Old and New Testament; gender studies; art and music history; philosophy; fine arts, studio and performance; and foreign languages and literatures.

Special Programs

An endowed fund allows the Department to invite distinguished writers to campus for residencies of varying lengths. Visiting writers have included Eudora Welty, Peter Taylor, Maxine Hong Kingston, Margaret Atwood, Richard Wilbur, Gerald Early, Ann Beattie, Ellen Douglas, and Pattiann Rogers.

English Composition Courses

WRIT 101,102. English Composition I, II

Detailed instruction in language usage and writing techniques for students whose native language is not English. Students placed in WRIT 101 are also required to take WRIT 102. *Credit hours: 3,3. By placement only. (WR)*

WRIT 103. Writing in College

WRIT 103 is an introduction to writing at the college level, with attention to using English correctly and effectively, thinking analytically, identifying audiences, finding and evaluating source materials, developing an arguable thesis and supporting it with evidence, and using disciplinary conventions for citation and documentation. Guided practice in generating, revising, and editing drafts of essays. *Credit hours: 3. This course cannot be taken on a Pass/Fail basis. (WR)*

WRIT 104. Writing in College (STAR)

This is an introduction to writing at the college level, with attention to using English correctly and effectively, thinking analytically, identifying audiences, and developing an arguable thesis and supporting it with evidence. Guided practice in generating, revising, and editing drafts of essays. This course is offered to student who are accepted into the STAR program. *Credit hours: 2. This course cannot be taken on a Pass/Fail basis. (WR)*

WRIT 105. Writing in College (STAR)

This is a continuation of WRIT 104, addressing writing at the college level, with attention to developing an arguable thesis and supporting it with evidence, and using disciplinary conventions for citation and documentation. Guided practice in generating, revising, and editing drafts of research essays. This course is offered to student who are accepted into the STAR program *Credit hours: 1. This course cannot be taken on a Pass/Fail basis.(WR)*

English as a Second Language

ENGL 240. ESL Teaching Methods

This course will help students who are considering teaching English to speakers of other languages develop a theoretical framework, explore methods of teaching, and then learn to plan effective lessons based on principles they can discuss and defend. Students will learn to evaluate materials for teaching and testing and to use the various resources (such as conferences, journals, Web sites) available for ESL (English as a Second Language) teachers. *Credit hours: 3. Prerequisite: sophomore standing.*

English Composition for Non-Native Speakers

WRIT 101, 102. English Composition I, II

Detailed instruction in language usage and writing techniques for students whose native language is not English. Students placed in WRIT 101 are also required to take WRIT 102. *Credit hours: 3,3. By placement only. (WR)*

Literature Courses

ENGL 111. Writing Women

“Why are there no great women writers?” Virginia Woolf pondered in 1929 in order to examine and challenge the historical and cultural constraints on women's creativity and artistic production. This course explores selected poetry, fiction, and essays by women who have written—brilliantly—in spite of, out of, and/or from within those constraints. Thematic topics may vary by semester (examples include “Women Writing Romance” and “Science/Fiction”). Emphasis on critical approaches to literature and the writing of literary analysis. *Credit hours: 3. (AE, CI, WI)*

ENGL 112. Sports Literature

Walt Whitman said of baseball, it “belongs as much to our institutions, fits into them as significantly as our constitutions.” This course examines sports as subject for both analytical and imaginative writing. Students read works that present an American identity through sport, the tension between being self-reliant and playing for the team; or, as Whitman would have it, “the snap, go, fling of the American atmosphere.” *Credit hours: 3. (AE, WI)*

ENGL 113. Introduction to Literary Studies

The topic varies by semester. *Credit hours: 3. May be repeated for credit when topic differs. (AE)*

ENGL 119. Topics in French Literature in English Translation

How does French and Francophone literature (fiction, poetry, drama and literary nonfiction) both reflect and help shape culture, society and history? This course will explore a particular topic, such as *The Individual and Society, Love’s Many*

Challenges, Money and the Marketplace, Fictions of War and Remembrance. The course is conducted in English with readings in English translation. *Credit hours: 3. May be repeated when the topic differs. Alternate years. Identical with FREN 119. (HE)*

Fall, 2019: Telling Tales

Exploring aspects of the French literary tradition as it reflects the art and traditions of storytelling, from the Middle Ages to the twentieth century. Genres studied include fairy tales, a philosophical tale, tales of the fantastic, origins of the detective tale, and modern “oriental” tales.

Spring, 2020: Love’s Many Challenges

How do French and Francophone literature (fiction, poetry, drama and literary nonfiction) both reflect and help shape culture, society and history? This course looks at the theme of love across the centuries in France, from the Middle Ages to present times.

ENGL 140. Classics of African-American Literature

A historical survey of artistically and culturally significant works by writers such as Equiano, W. W. Brown, Jacobs, Douglass, Keckley, Dunbar, B. T. Washington, DuBois, A. Grimké, J. W. Johnson, and various contributors to the Harlem Renaissance. *Credit hours: 3. Alternate years: offered 2019–2020. (CI, HE, WI)*

ENGL 142. F. Scott and Zelda

How did a disorganized college student become a world-class novelist? This course traces the development of F. Scott Fitzgerald’s art through the wide range of his writing, including fiction, nonfiction, poetry, and drama. Attention will be given to his collaboration and competition with Zelda Sayre Fitzgerald, as well as to relevant cultural phenomena such as media celebrity and the rise of Hollywood. *Credit hours: 3. Alternate years: offered 2020-2021. (AE, WI)*

ENGL 156. Pulp Fiction

Considering classics like Homer’s *Odyssey* and the tales of the *Arabian Nights*, this course will examine how sensational literature has evolved into a mass-market genre. Emphasis will be placed on twentieth-century examples of fantasy, detection, romance, and adventure. Authors may include Edgar Rice Burroughs, Raymond Chandler, Ian Fleming, Stephen King, and Jacqueline Susann. *Credit hours: 3. Offered first semester. (AE, WI)*

ENGL 253. Reading Poetry

A study of lyric, narrative, and dramatic verse. Students will discover meaning by examining the formal properties of poetry, including meter, diction, imagery, and tone. Readings will include a range of genres such as epic, elegy, pastoral, and ode. Representative authors may include Spenser, Milton, Wordsworth, Whitman, and Dickinson. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor. (AE)*

ENGL 255. Reading Prose

A study of non-fiction prose, including autobiography, intellectual essay, reportage, criticism, and literary theory. Students will investigate the boundaries of critical thinking and creative imagination; of fact, fiction, and truth. Representative authors may include Aristotle, Montaigne, Douglass, Hazlitt, and Woolf. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor. Offered second semester. (AE)*

ENGL 256. Reading Fiction

A study of the short story and the novel with particular attention given to form and technique. Students will explore a variety of narrative types such as picaresque, epistolary, naturalistic, satiric, and experimental. Representative authors may include Voltaire, Austen, Twain, Joyce, García Márquez, and Walker. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor. Offered first semester. (WI)*

ENGL 276. Reading Drama

A study of tragedy, comedy, and other varieties of works for the theatre, with attention given to historical and social context. Students will examine periods such as the Restoration, types such as melodrama, and movements such as theatre of the absurd. Attendance at screenings and at live productions by the theatre department may be required. Representative authors

may include Sophocles, Behn, Ibsen, Shaw, and O'Neill. Identical with THTR 276. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor. (AE, WI)*

ENGL 277. Shakespeare

An introductory course dealing with the principles of Renaissance stagecraft, the nature of performance, the construction and themes of the plays, and the concept of genre or type. Representative plays in all genres from throughout Shakespeare's career. Identical with THTR 277. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor. (AE, WI)*

ENGL 331. Topics in Literature

The work in the course varies from year to year. *Credit hours: 3. Prerequisite: 100- or 200-level literature course or permission of instructor. May be repeated for credit when topic differs.*

ENGL 333. Literature of the American South

A seminar-style, topically-arranged investigation of prose, poetry, and drama of the southern United States through selections from four centuries of Anglophone writing in the region. Topics, e.g. The African-American South, The Southern Renaissance, Quintessential Faulkner, (Re)Constructions of the Old South, Belles and Ladies and Not, will vary. *Credit hours: 3. Prerequisite: 100- or 200-level literature course or permission of instructor. Alternate years: offered second semester 2019–2020. (CI, HE)*

ENGL 336. Inspired by the Sea

An exploration of the maritime imagination that proceeds from the sea as setting, subject, and figure to transnational notions of “sea consciousness” that challenge traditions of geopolitical “mapping” in literary and cultural studies. Texts will be selected from a range of ancient and modern writers such as Virgil, Columbus, Equiano, Melville, Conrad, and Carson. *Credit hours: 3. Prerequisite: 100- or 200-level literature course or permission of instructor. Alternate years: offered 2020-2021. (AE)*

ENGL 338. Selling Sex: The Prostitute in Literature

The prostitute, the whore, the fallen woman, the sexually voracious woman, call her what you will, populates the literary landscape. She is a central figure in cultural debates about sexuality, about the role of women in public markets (both literal and authorial), and about the relationship between romance and fiction. *Credit hours: 3. Prerequisite: 100- or 200-level literature course or permission of instructor.*

ENGL 341. Author, Author!

The work in this course varies from year to year. *Credit hours: 3. Prerequisite: 100- or 200-level literature course or permission of instructor.*

ENGL 342. Poe, Poe, Poe!

Inventor of the detective story, master of the macabre, arbiter of literary taste, Mr. Edgar Allan Poe is alive and well in our literary world. Students will read Poe's fiction, poetry, and prose and then study how a 1950s philosophical debate about “The Purloined Letter” sparked a critical firestorm. In more recent years, writers have “solved” the murder of Poe's “Marie Rogêt” and the mystery of Poe's own death. *Credit hours: 3. Prerequisite: 100- or 200-level literature course or permission of instructor. Rotating.*

ENGL 343. Transatlantic Brontë

The British sisters Anne, Charlotte, and Emily Brontë burst upon the Victorian literary scene with novels featuring passion and violence. Their astonishing fictions evoked outrage and admiration, and inspired responses not only from other British writers, but also from writers in the United States. This course will explore the cultural and literary contexts -- and legacies -- of the transatlantic Brontë phenomenon. *Credit hours: 3. Prerequisite: 100- or 200-level literature course or permission of instructor. Alternate years: offered 2020-2021. (AE, CI)*

ENGL 346. Faulkner and Morrison

Arguably the greatest American novelists of the twentieth century, William Faulkner and Toni Morrison write from opposite ends of that period: he from the segregated South of pre-WWII, she from the empowered culture of post-civil rights and -feminist turmoil. Yet each has the same concern: depicting identity in a land of racial conflict. Provocative Pairings: *The Sound and the Fury* and *The Bluest Eye*; *Absalom, Absalom!* and *Beloved*; and *Sanctuary* and *Jazz*. *Credit hours: 3. Prerequisite: 100- or 200-level literature course or permission of instructor. Rotating: offered 2019–2020.*

ENGL 353. Satire

A study of writers who ridicule the status quo not only for our amusement but also for our improvement. Attention given to irony, wit, and lampoon. Readings from canonical satirists such as Juvenal, Swift, Twain, Huxley, Parker, and Ellison are complemented by Kubrick's *Dr. Strangelove*, Trudeau's *Doonesbury*, and *The Colbert Report*. The Onion, "America's Finest News Source," provides online late-breaking news. *Credit hours: 3. Prerequisite: 100- or 200-level literature course or permission of instructor. Rotating.*

ENGL 357. Radical Turns

Just before the turns of the 19th and 20th centuries, the vogues of Gothicism and Naturalism, respectively, featured radical imaginations that shocked readers and redefined the terms of literature. Works by British and U.S. writers will provide a study of the phenomenon of creative extremity, as well as its influence and enduring power. *Credit hours: 3. Prerequisite: 100- or 200-level literature course or permission of instructor. Alternate years: offered 2019–2020. (AE)*

ENGL 364. Feminist Literary Theory

This course provides an introduction to feminist literary criticism/theory. It also examines the ways that this strand of criticism overlaps, influences, and expands other fields of literary criticisms, including (among others) Marxist theory, queer theory, cultural studies, post-colonial theory, psychoanalytic theory, and new historicism. *Credit hours: 3. Prerequisite: 100- or 200-level literature course or permission of instructor. Rotating.*

ENGL 378. Power and Beauty: Gender in Renaissance Art and Literature

This course seeks to understand, analyze, and interpret representations of gender and sex within Renaissance art and literature (in both England and Italy). Using contemporary texts when possible and readings from the disciplines of literature, social history, feminist theory, and art historical texts, the course aims for a fuller assessment of gendered Renaissance life as it pertains to art and literature. Identical with ARTH 378. *Credit hours: 3. Prerequisite: junior standing or permission of instructor. Rotating: offered 2019–2020. (CI, HE)*

ENGL 381. Theatre of the Absurd

Albert Camus proposes that man desires order in a world of chaos, leading to the absurd predicament. Question: whether to be angry about the human condition or, as Camus imagines Sisyphus, happy? Students will examine this existential paradox through the post-World War II dramas of playwrights such as Osborne, Pinter, Beckett, Ionesco, and Albee. Identical with THTR 381. *Credit hours: 3. Prerequisite: 100- or 200-level literature course or permission of instructor. Rotating; offered Fall 2021.*

Writing Courses

Students may petition to place above ENGL 161 Introduction to Creative Writing by presenting a portfolio of 5-7 pages of original poetry and/or fiction (during advising week ideally and at the latest by the first class day of a semester) to the Coordinator of Creative Writing for assessment by creative writing faculty. Requests will be decided by the end of the first week of classes. English majors with an emphasis in creative writing who are allowed to place above ENGL 161 will take 3 (rather than 2) of the 200-level single-genre writing courses (263, 265, 266, 279) to complete the equivalent credit hours in the major.

ENGL 161R. Introduction to Creative Writing

The writing of poetry, fiction, and plays, focusing upon group discussion of student work. The work of modern and contemporary authors will be used as models for discussions of theme, theory, and technique. *Credit hours: 3. (AE, WI)*

ENGL 167. Exploring Creative Writing

A 7-week introduction to creative process and the writing of poetry, short fiction, plays, or creative nonfiction. Taught by the current Randolph Writer in Residence. *Credit hours: 1. First-year students have registration priority. Offered on a Pass/Fail basis only.*

ENGL 263. Writing Poetry

Intensive work in the writing of poetry. Reading of theory along with examples from contemporary poets as models. Primary focus on the workshopping of students' poems. *Credit hours: 3. Prerequisite: ENGL 161R or permission of instructor. (AE, WI)*

ENGL 265. Writing Creative Nonfiction

Intensive work in the writing of creative nonfiction. Reading of theory along with examples from contemporary writers as models. Primary focus on the workshopping of students' essays. *Credit hours: 3. Prerequisite: ENGL 161R or permission of instructor. Alternate years: offered second semester 2020-2021. (AE, WI)*

ENGL 266. Writing Fiction

Intensive work in the writing of fiction. Reading of theory along with examples from contemporary fiction writers as models. Primary focus on the workshopping of students' stories. *Credit hours: 3. Prerequisite: ENGL 161R or permission of instructor. (AE, WI)*

ENGL 279. Writing Plays

In this course, students learn how to structure a scene, how to structure a play, how to create, hold, and release the tension of a dramatic moment through taut and convincing dialogue, how to create characters that an audience will identify with and care about. Through the reading of modern and contemporary plays, both short and full length, students will study the ways that highly accomplished playwrights solve the problems presented by a variety of dramatic situations, and will begin to implement into their own scenes and plays the elements of the craft that they discover. Identical with THTR 279. *Credit hours: 3. Prerequisite: ENGL 161R or THTR 142 or permission of instructor. Alternate years: offered 2019–2020. (AE, WI)*

ENGL 363. Advanced Creative Writing

A workshop in the writing of poetry, fiction, creative non-fiction, or playwriting. Students may pursue the genre(s) of their choice. Typically, the fall section will have a community involvement/service component; the spring section will include elements of editing and publishing. *Credit hours: 3. Prerequisite: ENGL 161R and two of the following: ENGL 263; 265, 266; ENGL/THTR 279; or permission of instructor. May be repeated for credit up to a maximum of nine hours.*

ENGL 367R. Writer-in-Residence Master Class

A 4-week intensive study of the theory and practice of writing poetry, short fiction, plays, or creative nonfiction. Taught by the current Pearl S. Buck Writer in Residence or Anne Spencer Poet in Residence. *Credit hours: 1. Prerequisite: ENGL 161R and/or permission of the Coordinator of the Creative Writing Program. Majors and minors have registration priority. Offered on a Pass/Fail basis only. May be repeated for credit.*

Senior Program Courses**ENGL 493. Senior Seminar**

A course designed to help develop critical perspectives in literature. The aim is to increase understanding of such key concepts as genre, period, school, and critical approach. The course will require both essays and oral presentations. *Credit hours: 3. Prerequisite: permission of the Department.*

ENGL 494. Senior Paper

Each student will work closely with a faculty supervisor to prepare a major paper of about 25 pages. At the end of the semester, faculty and students will meet as a group to hear oral presentations of the students' work. *Credit hours: 3. Prerequisite: ENGL 493 and permission of the Department.*

Graduate Program

The Master of Fine Arts in Creative Writing (M.F.A.) is a two-year, low-residency, intensive degree in creative writing: poetry, fiction or nonfiction. During the two years, students complete four semesters of one-on-one mentorship and attend five ten-day residency sessions, one beginning each semester, as well as a final graduation residency at the end of the fourth semester. After the residency session, each student works with one faculty mentor for twenty weeks, completing original new writing, revising works in progress, and writing critical analysis essays.

Academic Standing

Graduate students must maintain a minimum cumulative GPA in order to meet satisfactory academic progress standards. As a part of the academic progress review each semester, graduate students must meet the good academic standing criterion defined as a cumulative grade point average of 3.0. Students who do not meet this standard will be placed on academic probation. The student must attain the appropriate minimum cumulative GPA before the next progress review or the student will be ineligible to continue at the College. Any student earning more than six hours with grades of C+ or below will be ineligible to return to the program for a minimum of one semester.

Students failing to meet the standards outlined above because of mitigating circumstances may appeal in writing for reconsideration by the Board of Review. Appeals should be submitted to the Office of the Dean of the College.

Admission Requirements

See *Admissions*.

Financial Aid

For loan information, see *Student Financial Services*.

Graduation Application and Information

Master's degree candidates complete degree applications when ready to complete their program. Information obtained from the degree applications is used in the ordering of diplomas and preparing the Commencement Program. Degree completion is available in August and January.

Registration, Add/Drop, and Withdrawal from a Course

See *Academic Procedures and Regulations*.

Requirements for the Degrees

Randolph College confers the Master of Fine Arts in Creative Writing degree.

Requirements for the degree are:

1. 60 credit hours of graduate coursework must be completed.
2. A maximum of 15 credit hours may be transferred to Randolph College at the graduate level.
3. All requirements, including transfer courses, must be completed within a period of six calendar years.
4. The student must earn a cumulative grade point average of 3.0 (rounded) both for all courses taken for a grade and for all courses counted toward major requirements. Only one course with a grade of C+ or below will count toward degree requirements. Students may appeal to the Board of Review.

Tuition and Fees

For tuition and fee information, see *Tuition, Fees, and Expenses*.

Master of Fine Arts in Creative Writing

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
<i>One of the following:</i>		15
ENGL 601	Poetry Workshop I	
ENGL 603	Fiction Workshop I	
ENGL 605	Nonfiction Workshop I	
<i>One of the following¹:</i>		15

ENGL 641	Poetry Workshop II	
ENGL 643	Fiction Workshop II	
ENGL 645	Nonfiction Workshop II	
ENGL 670	Creative Writing Workshop III and Applied Criticism	15
ENGL 690	Thesis Workshop	15
Total for M.F.A. Degree		60

¹ In rare circumstances, students working on hybrid texts may be allowed to complete a Workshop II course in a genre different than the genre for Workshop I.

Graduate English Courses

ENGL 601. Poetry Workshop I

This poetry workshop introduces students to graduate-level poetry writing, reading, and practical criticism. The semester begins with a ten-day residency of lectures, discussions, panels, workshops, and readings. Students finish the residency with an individualized study plan for a semester of reading deeply, writing creatively, and revising intentionally, all under the one-on-one guidance of a faculty mentor. *Credit hours: 15. May be repeated for credit.*

ENGL 603. Fiction Workshop I

This fiction workshop introduces students to graduate-level fiction writing, reading, and practical criticism. The semester begins with a ten-day residency of lectures, discussions, panels, workshops, and readings. Students finish the residency with an individualized study plan for a semester of reading deeply, writing creatively, and revising intentionally, all under the one-on-one guidance of a faculty mentor. *Credit hours: 15. May be repeated for credit.*

ENGL 605. Nonfiction Workshop I

This nonfiction workshop introduces students to graduate-level literary nonfiction writing, reading, and practical criticism. The semester begins with a ten-day residency of lectures, discussions, panels, workshops, and readings. Students finish the residency with an individualized study plan for a semester of reading deeply, writing creatively, and revising intentionally, all under the one-on-one guidance of a faculty mentor. *Credit hours: 15. May be repeated for credit.*

ENGL 641. Poetry Workshop II

This second workshop builds upon the student's progress in the first poetry workshop, deepening their understanding and experience of craft, criticism, research, revision, voice, and imagery. As in the first workshop, the semester begins with a ten-day, preparatory residency and continues with one-on-one mentorship. This second semester adds the additional requirement of regular peer workshopping and explorations in contemporary publishing. *Credit hours: 15. May be repeated for credit.*

ENGL 643. Fiction Workshop II

This second workshop builds upon the student's progress in the first fiction workshop, deepening their understanding and experience of craft, criticism, research, revision, voice, and imagery. As in the first workshop, the semester begins with a ten-day, preparatory residency and continues with one-on-one mentorship. This second semester adds the additional requirement of regular peer workshopping and explorations in contemporary publishing. *Credit hours: 15. May be repeated for credit.*

ENGL 645. Nonfiction Workshop II

This second workshop builds upon the student's progress in the first nonfiction workshop, deepening their understanding and experience of craft, criticism, research, revision, voice, and imagery. As in the first workshop, the semester begins with a ten-day, preparatory residency and continues with one-on-one mentorship. This second semester adds the additional requirement of regular peer workshopping and explorations in contemporary publishing. *Credit hours: 15. May be repeated for credit.*

ENGL 670. Creative Writing Workshop III and Applied Criticism

The applied criticism semester builds upon the previous genre workshops, requiring an initial residency session and regular creative writing, reading, and workshopping with one-on-one mentorship. The major project of the third semester is the completion of a substantial essay incorporating applied criticism and craft analysis, as well as theory, publishing, translation, literacy, and/or pedagogy. *Credit hours: 15.*

ENGL 690. Thesis Workshop

The thesis requires the completion of a book-length work of poetry, fiction, or nonfiction. The thesis semester begins with a preparatory residency and concludes with a graduation residency in which students present a craft lecture and a public reading. In the event that the thesis shows progress but would benefit from additional work, a thesis semester may be repeated. *Credit hours: 15. May be repeated for credit.*

ENVIRONMENTAL STUDIES AND SCIENCE

Faculty: Sarah L. Sojka, Karin P. Warren

The Environmental Program at Randolph College embodies the conviction that to pursue life work in the realm of the environment, you must grasp the complex interactions that characterize today's most pressing environmental problems. Since these problems lie at the nexus of natural sciences, social sciences, and humanities, our program provides a rigorous, interdisciplinary course of study, enriched with research and practical experiences. Many academic opportunities are available to environmental majors, such as the Natural History and Archeology Collections Project, the Randolph College Organic Garden, the Marine Biological Laboratory in Environmental Science at Woods Hole Oceanographic Institute, Washington Semester Programs, summer and semester fieldwork, and off-campus and study abroad options. The degree programs provide the knowledge base and the practical skills needed for graduate or professional school, private consulting, public advocacy or administration, and careers with government agencies and laboratories as well as non-governmental organizations. The minor in environmental studies is appropriate for students in any major program who wish to add an environmental perspective to their chosen field. Students majoring in environmental studies or environmental science are encouraged to pursue a minor in a relevant discipline, such as biology, business, chemistry, communication studies, creative writing, economics, engineering, global studies, mathematics, political science, psychology, or studio art. In particular, students with an interest in conservation are encouraged to minor in biology with courses including botany, zoology, and ecology, and those interested in technical careers to minor in chemistry or engineering.

Environmental Studies Major – B.A.

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
<i>Required:</i>		
EVST 101	Environmental Systems and Solutions	3
EVST 104-104L	Ecosphere and Environmental Issues and Lab	4
EVST 117-117L	Physical Geology and Lab	4
EVST 201	Quantitative Aspects of Global Environmental Problems	3
EVST 205	Research Design and Geographic Information Systems	3
EVST 215	Water Resources	3
EVST 250	Sustainability Principles and Practice	3
EVST 315	Energy and Society	3
EVST 325-325L	Climate Dynamics and Global Change and Lab	4
<i>Two of the following (only one can be a COMM course):</i>		
COMM 111	Intro to Communication & Cultural Studies	3
COMM 204	Communication Technologies & Culture	3
COMM 235	Understanding Human Communication	3
ECON 220	Environmental Economics	3
EVST 326	Environmental Problems: History and Culture	3
PHIL 361	Environmental Philosophy	3
PHYS 256	Green Engineering Design	3
SOC 222	Human Populations and Global Issues	3
<i>One of the following:¹</i>		
Experiential Learning (EX L) in an appropriate area		0–2
EVST 394	Research Topics in Environmental Studies	0-2

Senior Program

EVST 495	Senior Seminar I	3
EVST 496	Senior Seminar II	1

Total for B.A. Degree in Environmental Studies **40–42**

¹ With departmental approval, an appropriate non-credit summer internship or research program or Honors in the major may be substituted for this requirement.

Environmental Science Major – B.S.

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
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Required:

EVST 101	Environmental Systems and Solutions	3
EVST 104-104L	The Ecosphere and Environmental Issues and Lab	4
EVST 117-117L	Physical Geology and Lab	4
EVST 201	Quantitative Aspects of Global Environmental Problems	3
EVST 205	Research Design and Geographic Information Systems	3
EVST 215	Water Resources	3
EVST 250	Sustainability Principles and Practice	3
EVST 315	Energy and Society	3
EVST 325-325L	Climate Dynamics and Global Change and Lab	4
CHEM 105-105L,106-106L	General Chemistry and Lab	8

One of the following:

CHEM 235-235L	Environmental Chemistry and Analysis and Lab	3-4
CHEM 245	Environmental Chemistry of Energy/Atmosphere	

One of the following:

MATH 149R	Calculus I	3
MATH 227	Elementary Applied Statistics	
DSCI/MATH 232	Introduction to Data Science	

Either of the following:

PHYS 105-105L,106-106L	Introductory Physics and Lab	8-10
PHYS 115-115L,116-116L	General Physics and Lab	

*One of the following:*¹

Experiential Learning (EX L) in an appropriate area		0–2
EVST 394	Research Topics in Environmental Studies	0–2

Senior Program

EVST 495	Senior Seminar I	3
EVST 496	Senior Seminar II	1

Total for B.S. Degree in Environmental Science **56–61**

¹ With departmental approval, an appropriate non-credit summer internship or research program or Honors in the major may be substituted for this requirement.

Environmental Studies Minor

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
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Required:

EVST 101	Environmental Systems and Solutions	3
EVST 104-104L	The Ecosphere and Environmental Issues and Lab	4
EVST 250	Sustainability Principles and Practice	3

<i>One of the following:</i>		3
EVST 201	Quantitative Aspects of Global Environmental Problems	
EVST 205	Research Design and Geographic Information Systems	
<i>One of the following</i>	:	3-4
COMM 111	Intro to Communication & Cultural Studies	
COMM 204	Communication Technologies & Culture	
COMM 235	Understanding Human Communication	
ECON 220	Environmental Economics	
EVST 215	Water Resources	
EVST 315	Energy and Society	
EVST 325-325L	Climate Dynamics and Global Change and Lab	
EVST 326	Environmental Problems: History and Culture	
PHIL 361	Environmental Philosophy	
PHYS 256	Green Engineering Design	
SOC 222	Human Populations and Global Issues	
Total for Minor in Environmental Studies		16–17

Recommended Courses

BIOL 103 or BIOL 118 & BIOL 100LR; COMM 102; ECON 101R; 102R; PHIL 133; POL 113; PSYC 105; SOC 101

Environmental Studies Courses

EVST 101. Environmental Science: Systems and Solutions

A natural science-based introduction to many of today's most pressing and significant issues regarding the environment, including energy and resource use, population growth, air and water pollution, human-induced climate change, and sustainable development. The course combines informational lectures, readings, and media with in-class activities, discussion, and field work designed to highlight the diversity of environment-related problems and views. *Credit hours: 3.*

EVST 104. The Ecosphere and Environmental Issues

Climate change, deforestation, and water pollution all impact natural ecosystems. This class will cover ecological concepts such as biogeochemical cycles, speciation, and biodiversity in the context of current environmental issues. *Credit hours: 3. Alternate years: offered 2020-2021. (NS)*

EVST 104L. The Ecosphere and Environmental Issues Laboratory

Students will gain scientific knowledge about ecological principles and see how scientific theory can be applied to environmental issues. *Credit hours: 1. Corequisite or prerequisite: EVST 104. Alternate years: offered 2020-2021. (NS)*

EVST 117. Physical Geology

Physical Geology is the study of the earth, its structure and composition, and the processes which shape it. This course offers an overview of geologic time, plate tectonics, volcanism, earthquakes, mountain building, weathering, erosion, soils, and the origin of minerals and rocks. *Credit hours: 3. Alternate years: offered 2019–2020. (NS)*

EVST 117L. Physical Geology Laboratory

The laboratory provides hands-on exploration of physical geology topics and concepts, and will include the use of geologic maps and remote sensing, and field trips in the Blue Ridge Mountains and other environs. *Credit hours: 1. Alternate years: offered 2019–2020. (NS)*

EVST 201. Quantitative Aspects of Global Environmental Problems

An interdisciplinary, quantitative approach to understanding environmental issues. Students will learn practical applications of methods used to assess environmental problems including estimation techniques, box modelling, and visual displays of data. Topics include transport and fate of persistent pollutants, impact of human activities on climate, climate feedbacks, air pollution, acid deposition, and other disruptions of biogeochemical cycles. *Credit hours: 3. Prerequisite: EVST 101 or*

permission of instructor. Recommended: MATH 115, 116 or 119R and/or an introductory course in biology, chemistry, or physics. Offered second semester. (QR)

EVST 205. Research Design and Geographic Information Systems

This course provides students with a basic understanding of measurement and analysis techniques in environmental science. The course is focused on experimental design, data analysis, and sampling techniques, and introduction to ARCGIS. *Credit hours: 3. Prerequisite: one of the following EVST 101, EVST 104-104L, or other introductory class in natural science, or PSYC 105, or permission of instructor. Alternate years: offered 2020-2021.*

EVST 215. Water Resources

Water is critical for human health, agriculture, electricity generation and more and many of our water resources are threatened by climate change, pollution and overuse. In this class, students will study how water moves in the environment, water policy, water use and threats to water supply. The class will also look at the history of water use and water use conflicts. *Credit hours: 3. Prerequisite: sophomore standing. Alternate years: offered 2019-2020.*

EVST 250. Sustainability Principles and Practice

This course surveys the three areas of sustainability—economic, environmental, and social equity—and considers current global trends in these areas and tools for implementing and assessing sustainability. Students examine applications of the principles of sustainability in food production, energy resources, corporate management, consumption and waste, green architecture, and sustainable community planning. Students employ problem-based learning, and develop several practical skills and professional tools. Sustainability professionals share their experiences during guest lectures. *Credit hours: 3. Prerequisite: EVST 101 or permission of instructor. (SS)*

EVST 315. Energy & Society

An interdisciplinary survey of human energy use, including its origins, constraints, consequences, and possible future scenarios. Students will develop analytical skills for addressing questions about energy, and will examine issues of sustainable energy futures, electric utility deregulation and restructuring, transportation policy, energy efficiency, and environmental impacts of energy and resource use. *Credit hours: 3. Prerequisite: EVST 101; 201; or permission of instructor. Alternate years: offered second semester 2020-2021.*

EVST 325. Climate Dynamics and Global Change

In this course students examine the structure and dynamics of the earth's atmosphere, ocean, and biosphere, and how they interact to drive changes in weather and climate. Topics include weather systems and forecasting, general circulation of the ocean and the atmosphere, paleoclimatological methods, historical climate change, natural climate forcing, regional climate variability such as the El Nino- Southern Oscillation, anthropogenic climate change, and mathematical modeling of climate. *Credit hours: 3. Prerequisite: EVST 101; 201; or permission of instructor. Alternate years: offered 2019–2020. (NS)*

EVST 325L. Laboratory in Climate Dynamics and Global Change

The laboratory provides a hands-on approach to field work and scientific inquiry, including use of weather forecasting products and instrumentation, and climatological data. *Credit hours: 1. Corequisite: EVST 325. Alternate years: offered 2019–2020. (NS)*

EVST 326. Environmental Problems: History and Culture

The course grounds students in the literature of environmental history in order to provide a cultural and historical framework for analysis of contemporary environmental problems, from the local to the global. Students evaluate the origin, scientific significance, and challenges of some of today's most pressing environmental concerns. Special attention is given to the role and contribution of women in environmental history. *Credit hours: 3. Prerequisite: EVST 101; 102; junior standing; or permission of instructor. Alternate years: offered first semester 2020-2021. (HE)*

EVST 394. Research Topics in Environmental Science

The student will participate in a research project in environmental science in conjunction with a faculty member, in an area of mutual interest. Research projects will vary from semester to semester and with different faculty members. The student will

gain experience in research and problem solving methods and refine laboratory and field techniques. Research results are written up in formal lab reports and in some cases will be published and/or presented at local, regional, or national conferences. *Credit hours: 1, 2, or 3. Prerequisite: permission of instructor. May be repeated for credit up to a maximum of nine hours.*

EVST 495. Senior Seminar I

Students critically evaluate scholarly articles from peer-reviewed environmental journals, gain expertise in researching and writing literature reviews, and hone oral presentation skills. The seminar also provides practical preparation for graduate school and professional employment in environmental studies and science. *Credit hours: 3. Prerequisite: senior standing.*

EVST 496. Senior Seminar II

A forum on the environmental realm. Guest speakers include environmental professionals from government, non-profit organizations, and consulting firms. Students gain practical experience to prepare for employment in environmental studies and science. Certification programs, training modules, and continuing education options will be discussed. *Credit hours: 1. Prerequisite: senior standing. Pass/Fail only.*

EQUINE STUDIES

Interdisciplinary Minor Coordinator: Amanda C. Rumore

The minor in equine studies provides students of various disciplines with the opportunity to supplement their major academic field with courses that build a strong foundation and knowledge of equine business, science, and management through a variety of courses, laboratory experiences, and internships. The core prescribed courses in the equine studies minor incorporate basic principles of animal science, business, stable management, veterinary care, and the equine industry.

Additional courses are selected by the student to emphasize other, more specialized, areas of interest in business management principles and general animal genetics, physiology, and behavior. Students will develop skills for success in equine industry, veterinary or professional schools, and horse ownership. Practical application will be provided through an approved practicum/internship.

Equine Studies Minor

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
<i>Required:</i>		
EQST 101	Introduction to Equine Studies	2
EQST 102	Introduction to Equine Veterinary Science	2
BIOL 201-201L	Zoology and Lab	4
BUS 151R	Introduction to Business	3
Experiential Learning in an approved area		2
<i>Two additional courses from the following:</i>		6-8
BIOL 203-203L	Physiology and Lab	
BIOL 204-204L	Intro Genetics/Molecular Biology and Lab	
BIOL 321-321L	Animal Behavior and Lab	
BIOL 324-324L	Ornithology-Mammalogy and Lab	
BUS 255	Principles of Accounting I	
BUS 261	Management	
ECON 101R or 102R	Macroeconomics or Microeconomics	
EQST 203	Introduction to Equine Assisted Therapies	

Total for the Minor in Equine Studies **19-21**

- *Prerequisites for some courses make the number of required hours larger than it appears.*

Equine Studies Courses

EQST 101. Introduction to Equine Studies

This course introduces students to the basic care of horses and management of equine facilities, programs, and maintenance. Topics include techniques of grooming, braiding, bandaging, equipment care and maintenance, and basic first aid. Other topics include the evolution of the horse, characteristics and development of different breeds, facility design, and equine-related activities available. *Credit hours: 2.*

EQST 102. Introduction to Equine Veterinary Science

This course covers the functioning of the skeletal, muscular, circulatory, respiratory, digestive, urinary, and reproductive systems of the horse. In addition, first aid for diseases, causes of unsoundness, and emergency situations will be discussed. *Credit hours: 2. Prerequisite: EQST 101 or permission of instructor.*

EQST 203. Introduction to Equine Assisted Therapies

An introduction to equine assisted therapies and fundamental study of the field. Topics covered include: origins and principles of equine assisted therapies, disabilities commonly encountered in therapeutic riding programs, facility accreditation and management, types of certifications, issues and ethics, and careers available in the field. Supervised workshops at a therapeutic riding facility are part of the course. *Credit hours: 3. Prerequisite: EQST 101 or permission of instructor. (CI)*

FILM STUDIES

Interdisciplinary Minor Coordinator: Jennifer L. Gauthier

Film Studies Minor

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
<i>Required:</i>		
COMM/ARTH 277	American Movies	3
COMM 301	Research Methods in Communication and Culture	3
<i>Three of the following¹:</i>		
COMM/ARTS 279	Digital Filmmaking	3
COMM/ARTH 380	World Cinema	3
COMM/ARTH 382	Studies in the Film	3
COMM/ARTH 384	Documentary History and Theory	3
RELG 261	Reel Religion	3

Total for Minor in Film Studies **15**

¹ *In consultation with the advisor, an appropriate course taught in another department may be substituted for one of these classes.*

FRENCH

See Modern Languages, Literatures, and Cultures.

GENDER STUDIES

Interdisciplinary Minor Coordinator: Danielle M. Currier

One purpose of a liberal arts education is to teach students to think about their place in society using perspectives from the social sciences, the humanities, and the sciences. The courses in this program focus on the importance of gender in society and culture and draw upon the insights and methodologies of a wide range of academic disciplines.

Gender Studies Minor

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
<i>Required:</i>		
G ST 201	Interdisciplinary Perspectives on Women	3
G ST 203	Interdisciplinary Perspectives on Men	3
<i>Two of the following from two different departments:</i>		6
G ST 301	Topics in Gender Studies	
HIST 337	Topics N.A. Soc & Cult Hist (appropriate topic)	
POL 222	Gender Politics in Asia	
PSYC 212	The Psychology of Gender	
RELG 253	In Memory of Her	
RELG 317	Mod & Cont Religious Thought (appropriate topic)	
SOC 218	Family and Kinship	
SOC 262	Topics in Sociology (appropriate topic)	
SOC 327	Social Stratification	
SOC 335	Developing Countries of the Caribbean Basin	
<i>Two of the following from two different departments with at least one course at the 200-level or above:</i>		6
ARTH 314	Special Topics in Art (appropriate topic)	
ARTH/COMM 382	Studies in the Film (appropriate topic)	
CLAS 132	Classical Mythology	
DANC 208	History of Dance II	
ENGL 111	Writing Women	
ENGL 113	Intro to Literary Studies (appropriate topic)	
FREN 319	Women Writers	
HIST 237	American Women's History	
HIST 301, 306, or 307	Topics in History (appropriate topic)	
MUSC 227	Women in Music	
PSYC 205	Social Psychology	
SOC 114R	Contemporary U.S. Society	
SOC 205	Sporting America	
SPAN 422	Topics in Hispanic Literature (appropriate topic)	

Total for Minor in Gender Studies **18**

- *One-time only and special topic courses may be substituted with permission of the coordinator.*

Gender Studies Courses

G ST 201. Interdisciplinary Perspectives on Women

The study of women of diverse racial, ethnic, and class backgrounds. Topics explored are contemporary concerns within women's studies: relationships, sexuality, health, reproduction, socialization, media representations, law, and public policy. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor. Alternate years: offered 2019–2020.*

G ST 203. Interdisciplinary Perspectives on Men

An exploration of how social and cultural factors define and reinforce what is male and why this matters. Prominent themes addressed include race, class, sports, violence, sexuality, the power of the mass media, and personal agency. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor. Alternate years: offered 2020-2021. (CI)*

G ST 276. Sociology of Gender

An introduction to the sociological way of studying and understanding gender. Gender is social – it affects everyone, regardless of sex, sexual orientation, race, class, religion, etc. This class explores the ways gender is socially constructed and perpetuated. Students study how to examine gender at the micro (individual) and macro (social institutions, culture) levels in society. Identical with SOC 276. *Credit hours: 3. Prerequisite: sophomore standing and SOC 101 or SOC 114R or G ST 201 or G ST 203 or permission of instructor. Alternate years.*

G ST 301. Topics in Gender Studies

An examination of a topic or theme in the field of gender studies reflecting the research interests or the expertise of a faculty member or a visiting scholar. *Credit hours: 3. Prerequisites: junior standing or permission of instructor.*

GEOGRAPHY

Geography Courses

GEO 203. Survey of World Geography

This course encompasses a study of geography throughout the major regions of the world. Attention is given to the physical processes that shape the surface of the earth and to the relationship between human activity and the physical environment. In addition, the course will explore how political forces influence the division and control of the earth's resources. Maps, along with other geographic representations, tools, and techniques, will be used to demonstrate critical analysis of techniques for representation and presentation of information. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor. (CI)*

GLOBAL STUDIES

Interdisciplinary Major Chair: Mari Ishibashi

The global studies program prepares students for work in key areas of world affairs, including global political forces, the international economy, and issues on the global agenda. The program emphasizes a core knowledge base, choice in the student's area of interest, and essential skills, including language proficiencies, intercultural communication, and problem-solving, all of which are necessary for success in today's labor market. Practical training takes place through participation in National Model United Nations, intercultural exchanges, and internship opportunities. Graduates are prepared for graduate and law school and for work in the public, private, and non-governmental sectors in careers that call for a global perspective.

Global Studies Major

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
<i>Required:</i>		
ECON 101R	Principles of Macroeconomics	3
POL 113R	International Relations	3
POL 201	Trafficking: Where Global Meets Local	3
POL 231	Research Methods in Political Science	3
<i>Four Issue Focus Courses¹</i>		12
(Three courses must come from Political Science and three of the four courses must be at the 200-level or above.)		
<i>Language²</i>		0–16
<i>Senior Program</i>		
POL 496	Global Studies Capstone	3
Total for B.A. Degree in Global Studies		27–43

- Only two courses used in fulfilling the requirements for a second major in a contributing discipline can be used in the Global Studies major.
- At least 3 courses must come from Political Science.
- At least 3 courses must be at the 200-level and up
- Fifteen hours of the courses in the major, including POL 496, must be completed in residence at Randolph College.

¹*Students, in close consultation with their advisor, identify a focus area that covers a global issue of interest. Possible focus areas include but are not limited to human rights, environmental sustainability, gender, conflict/war and its resolution, security, and diplomacy. Students should do a close reading of course descriptions and complete the Request for Course Credit in the Global Studies Focus Area (posted next to the Declaration of Major Form). Courses taken*

abroad and on other campuses within the U.S. Are eligible for inclusion; topics courses offered on a one-time-only basis may also be eligible.)

²Language competency is a clear advantage in today's world, and the global studies student is encouraged to go as far as possible in language studies. The student majoring in global studies should understand that job opportunities and career options are enhanced by intentional effort to gain proficiency in languages that tie to the major focus. With this in mind, the major requires, at a minimum, intermediate-level proficiency in a modern language other than English. The student can demonstrate this proficiency either by earning a placement score beyond the intermediate level or by completing a fourth-semester, intermediate-level language course. The student who has completed secondary education at a school whose language of instruction is other than English can seek an exception to this language requirement.

Global Studies Minor

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
<i>Required:</i>		
ECON 101R	Principles of Macroeconomics	3
POL 113R	International Relations	3
POL 201	Trafficking: Where Global Meets Local	3
POL 332	Global Politics of Extremism	
or POL 388	International Security	3
<i>One course that encourages a global perspective¹</i>		3
<i>Possibilities include but are not limited to:</i>		
ARTH/COMM 380	World Cinema	
ECON 219	International Economics	
ECON 220	Environmental Economics	
EVST 250	Sustainability Principles and Practice	
PHIL 361	Environmental Philosophy	
POL 106	Rights of a Child	
POL 107	Peace and Conflict Resolution	
POL 220	Global Issues at the United Nations	
SOC 216	Contemporary Social Problems	

Total for Minor in Global Studies **15**

¹ Course to be selected during advising.

Special Programs

Majors are encouraged to develop skills for good citizenship through community service and engagement. Majors are also encouraged to study and/or intern off campus to complement their program of study and career goals. See *Study Abroad*.

HISTORY

Faculty: Selda Altan, Chelsea Berry, John d'Entremont, Gerard F. Sherayko

The history program focuses not only on historical events, individuals, and institutions, but also on methodology, analysis and interpretation, and the critical examination of sources. Faculty employ various approaches to show the diversity of historical study. All courses include assignments designed to develop analytical and critical skills and the ability to present arguments based on evidence. The acquisition of an effective, clear style of written and oral expression is emphasized. The practical knowledge and skills acquired by the history major are respected by business, government, and professional and graduate schools.

In consultation with the staff, the major is encouraged to develop a field within the Department, specializing in a geographic region, in a period such as eighteenth- or nineteenth-century history, or in a thematic area such as women's history or social/cultural history.

History Major

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
<i>Two American History courses:</i>		6
HIST 139	North America to 1865	
HIST 140	United States since 1865	
HIST 237	American Women's History	
HIST 240	The American Civil War and Reconstruction	
HIST 242	The History of Virginia	
HIST 335	Topics in the Era of American Civil War	
HIST 337	Topics in N. American Social/Cultural History	
<i>Two European History courses:</i>		6
HIST 101	Modern Europe to 1750	
HIST 102	Modern Europe 1750–1900	
HIST 104R	Modern Europe 1900–Present	
HIST 180/CLAS 180	Mediterranean Empires	
HIST 203	Modern Germany, 1789–1918	
HIST 204	Modern Germany, 1918–Present	
HIST 205	British History, 1215–1763	
HIST 206	British History, 1763–Present	
HIST 277	Russian History, 9th–19th Century	
HIST 278	Russian History, 1900–Present	
HIST 301	Topics in Modern European History	
HIST 306	Topics in British History	
<i>One Asian History course:</i>		3
HIST 123	East Asian Civilization to 1600	
HIST 221	Modern China	
HIST 222	Modern Japan	
HIST 226	History of the Middle East	
HIST 307	Topics in Asian History	
<i>Three additional History courses other than those selected above</i>		9
<i>Senior Program</i>		
HIST 493,494	Seminar, Senior Project	6
Total for B.A. Degree in History		30

- A maximum of nine hours of history courses at the 100 level can be used to fulfill major requirements.
- Advanced Placement/International Baccalaureate work can be used to fulfill major requirements but the student must still complete 30 hours beyond this in the major.

History Minor

Focus in an area of historical inquiry	12
Additional History course	3
Total for Minor in History	15

- Nine credit hours toward the minor must be completed at Randolph College.
- Advanced Placement/International Baccalaureate credit cannot be used to fulfill minor requirements.

Special Programs

Majors in the Department are encouraged to participate in endorsed programs abroad.

American History Courses

HIST 139. North America to 1865

An introductory survey of the American experience from precolonial Native American cultures to the end of the Civil War. Topics include European invasion and colonization, the evolution of colonial societies, the slave trade and slavery, the American Revolution, antebellum reform, industrialization, immigration, the African-American struggle for freedom, the Confederate rebellion, and the new America the Civil War created. *Credit hours: 3. (HE)*

HIST 140. United States Since 1865

A survey of the American experience since the end of the Civil War, emphasizing social and technological change; growing ethnic diversity; changing gender roles; civil rights and labor movements; political controversies; the nation's emergence as an international power and superpower; and the evolution of government as a presence in citizens' lives. *Credit hours: 3. (HE)*

HIST 237. American Women's History

An exploration of American women from pre-contact Native American cultures to the contemporary United States, focusing on women's evolving roles, work and status; family construction; sexual attitudes and behaviors; reproductive patterns and rights; and the development and impact of feminist consciousness. The course is alert to regional, ethnic, ideological, and class diversity among American women. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor. (CI, HE)*

HIST 240. The American Civil War and Reconstruction

The Civil War was not something that happened to us; it was something we did to ourselves. In this course we explore why a rational, idealistic people slid into this fratricidal barbarism that killed one out of every fifty Americans. We think about slavery's impact and legacy. We ponder the concept of a "good war." We consider what the war and its aftermath solved, worsened, and bequeathed to us, undone. *Credit hours: 3. Prerequisite: Sophomore standing or permission of instructor. Alternate years: offered 2019–2020. (HE)*

HIST 242. The History of Virginia

This course explores Virginia's crucial significance in the saga of America from pre-colonial Indian civilizations to the present, using Virginia as a laboratory in which to scrutinize central themes in American history: race, religion, democracy, violence, capitalism, and freedom. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor. Alternate years: offered 2020-2021. (HE)*

HIST 335. Topics in the Era of the American Civil War

A seminar on a topic related to the causes, prosecution, and/or consequences of the American Civil War. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor. May be repeated for credit when topic differs.*

HIST 337. Topics in North American Social and Cultural History

A seminar on a topic in the social and cultural history of North America from the colonial period to the twentieth century. May be repeated for credit when the topic differs. *Prerequisite: sophomore standing or permission of instructor.*

Spring, 2020: The Guy with the Gun: Romance and Reality in American History

Why do so many Americans apparently love guns? And why, allowing for differences in population size, does the United States consistently have more gun violence, mass shootings, and assassinations than other developed and prosperous nations? Is it the national character? The frontier? Slavery and racism? Individualism? The firearms industry? The National Rifle Association? Fear-inspiring politicians? The popular will? This seminar explores such questions, examining government-sponsored and individually initiated gun violence in American history; gunfighting's allure; high-profile assassinations; mass shootings; guns in crime and for personal protection; the popularity and decline of hunting; the gun lobby's impact; and campaigns for gun regulation. Credit hours: 3.

Asian History Courses

HIST 123. East Asian Civilization to 1600

A survey of the civilizations of China, Japan, and Korea from roughly 2000 BC to 1600 AD. *Credit hours: 3. (CI, HE)*

HIST 188. East Asian Civilization from 1600 to the Present

One-time only, Spring 2020

A survey of the civilizations of China, Japan, and Korea from roughly 1600 AD to present. *Credit hours: 3. (CI, HE)*

HIST 221. Modern China

An introductory survey of the history of modern China from the early 19th century to the present that will examine the shifting contours of China's social fabric, political identity, and international position. The course will focus equally on the Qing Dynasty, Republic of China, and post-1949 People's Republic of China under the Communist regime. *Credit hours: 3.*

Prerequisite: sophomore standing or permission of instructor. (CI, HE)

HIST 222. Modern Japan

An introductory survey of the history of modern Japan from the mid-19th century to present that will begin with the Meiji Restoration and end with the Fukushima disaster of 2011. The course will examine Japan's rapid modernization and its consequences, focusing on Japan's shifting domestic identities, international position, and socioeconomic developments.

Credit hours: 3. Prerequisite: sophomore standing or permission of instructor. (CI, HE)

HIST 226. History of the Middle East

A selective survey of Middle Eastern history from the time of Muhammad until the present. Primary emphasis is on the Islamic Middle East, although the course will also be concerned with the establishment of Israel. *Credit hours: 3.*

Prerequisite: sophomore standing or permission of instructor. (CI, HE)

HIST 307. Topics in Asian History

Concentrated reading and discussion on a specific theme or set of themes in Asian history. Topics will be selected in advance and will vary from year to year. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor. May be repeated for credit when topic differs.*

Fall, 2019: Women and Gender in China

This course explores the social construction of gender and sexuality in late imperial and modern China (1700-present). In order to provide students with an historical context in which they can describe and analyze the historical development of gender-related notions in China, the course traces how Chinese women from different social classes and ethnic backgrounds experienced the transition from imperial to modern, and socialist to neoliberal, phases of Chinese history while their bodies and labor were subject to competing but similarly patriarchal claims of the state, family and male sexuality. The course will also include a discussion of Chinese queer theories and identities for the same historical period.

Spring, 2020: Global History of Chinese Labor

This course is designed to introduce students to the global mobility of Chinese workers as an essential dynamic in world history. Through an investigation of case studies exemplifying Chinese labor migrations in and out of China, students will develop an awareness of the social effects of domestic and international labor migrations, learn about the milestones of the Chinese labor movements from the 19th century onward, and elaborate on the significance of labor within the larger constructs of politics and economy.

Atlantic History Courses

HIST 285. The Atlantic World, 1492-1888

One-time Only. Fall, 2019:

Christopher Columbus' 1492 voyage created the first sustained link between the eastern and western Atlantic, opening new worlds of possibility, transformation, and unforeseen consequences that continue to reverberate today. This course explores the history of the Atlantic World, and the peoples from Europe, Africa, and the Americas who lived it. Topics include encounters, cultural adaptations, slavery, circulation, and revolutions. Credit hours: 3. (WI, CI)

HIST 286. Early African History

One-time Only, Spring, 2020

From the western Sahel to the central savannahs to the Swahili coast, Sub-Saharan Africa is as diverse in its regional history as it is in its geography. This course will investigate the distinct histories of these different regions, as well as the connections between them and to wider Indian Ocean, Atlantic, and trans-Saharan networks. Credit hours: 3. (WI, CI)

HIST 385. Atlantic Africa/African Atlantic

One-time Only, Fall, 2020

This seminar will examine the history of the connections between pre-colonial Africa--primarily West and West Central Africa--and the Atlantic, and their transformations from the mid-fifteenth century. We will ground our exploration in the histories of specific regions (e.g. Senegambia, the Kingdom of Kongo, the Gold Coast) and track regional changes over time. Credit hours: 3. Prerequisite: sophomore standing or permission of instructor.

HIST 386. Witches, Healers, and Diviners in the Atlantic

One-time only, Spring, 2020:

What is a witch? Or, who was a witch, according to whom, and when? And how did African, Native American, and European beliefs on witches interact and transform each other? This course will explore the complex relationships between sorcery, divination, and medicine in the Atlantic world. Our focus will be on practitioners and practices that grounded and shaped these ideas. Credit hours: 3. Prerequisite: sophomore standing or permission of instructor.

European History Courses**HIST 101. Modern Europe to 1750**

This course will introduce the main social, political, economic, and cultural forces that shaped and reshaped European societies and Europe's relationship to the world in this period. Topics for discussion and study include the institutions of medieval Europe, the Renaissance, the Reformation, the emergence of modern commercial capitalism, the English Revolutions, and the Enlightenment. *Credit hours: 3. (HE)*

HIST 102. Modern Europe from 1750 to 1900

Between 1750 and 1900 most of the characteristics associated with the "modern world" became established facts of life in much of Europe. This course will introduce the main social, political, economic, and cultural forces that transformed European societies and led to an era of European domination of much of the globe. Topics include the Industrial Revolution, the French Revolution, nationalism and the unification of Italy and Germany, imperialism, the emergence of modern feminism, and socialism. *Credit hours: 3. (HE)*

HIST 104R. Modern Europe from 1900 to the Present

This course explores European political, social, cultural and economic history from the turn of the twentieth century to today. Students will examine topics such as the Great War and its aftermath, the rise of Communism and Nazism, the Second World War, the Holocaust, the Cold War, the collapse of the Soviet Bloc, the impact of history and memory on European society, and the problems and possibilities facing Europe today. *Credit hours: 3. (HE)*

HIST 115. The Holocaust

This course will examine Nazi Germany's systematic murder of Europe's Jews and other minorities during the Second World War. Topics to be covered include the history of racism and anti-Semitism, Nazi racial policies, the mindset of perpetrators and bystanders, the variety of experiences of the victims, and memory after Auschwitz. *Credit hours: 3. (HE)*

HIST 180. Mediterranean Empires

This is a survey course covering the history of the Mediterranean from the introduction of agriculture (c. 9000 BCE) to the rise of Islam (632 CE). The course considers the cultural, political, and social history of the region across this period, paying particular attention to the Greeks and Romans. *Credit hours: 3. Identical with CLAS 180. Offered in alternate years. (HE)*

HIST 203. Modern Germany, 1789–1918

This course explores German political, social, economic, and cultural history from the French Revolution through the First World War. Students will examine topics such as the impact of the French Revolution on the German lands, the conservative reaction after the downfall of Napoleon, the revolutions of 1848, the establishment of the German Empire, the emergence of modern culture and mass politics, and the outbreak of the First World War. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor. Alternate years: offered 2020-2021. (HE, WI)*

HIST 204. Modern Germany, 1918 to the Present

This course explores German political, social, economic, and cultural history from the First World War to the present. Students will examine topics such as the impact of World War I, the Weimar Republic, the Third Reich, World War II, the Holocaust, the Cold War, the division and reunification of Germany, the impact of history and memory on German society, and the problems and possibilities facing Germany today. The course includes a required field trip to the U.S. Holocaust Memorial Museum in Washington, D.C. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor. Alternate years: offered 2020-2021. (HE, WI)*

HIST 205. British History from 1215 to 1763

This course introduces students to the fundamental developments in British politics during this period including the decline of feudalism, the changing role of the monarch, the creation and evolution of Parliament, the Reformation, the origins and aftermath of the Civil War and the Glorious Revolution, and the beginnings of the British Empire. It also focuses considerable attention on social history, that is, the lives of ordinary men and women. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor. (HE)*

HIST 206. British History, 1763 to the Present

This course will examine the rise of the first modern industrial society, its emergence as the world's foremost "superpower" and its decline from that status in the twentieth century. Topics include the evolution of parliamentary democracy, the birth of a class society, the culture of Victorianism, the impact of two world wars, and the efforts of workers, women, and Britain's colonial subjects to transform the traditional hierarchies of state and society. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor. (HE)*

HIST 277. Russian History, Ninth through the Nineteenth Century

This course explores Russian political, social, economic, and cultural history from the founding of Kievan Russia through the beginning of Nicholas II's reign. Students will examine topics such as the impact of the Mongol invasion, the rise of Muscovy, the reigns of Ivan the Terrible, Peter the Great and Catherine the Great, the impact of the Napoleonic Wars, and developments in the Russian Empire as its leaders and people faced the changing, modernizing world of the nineteenth century. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor. Alternate years: offered 2019–2020. (HE, WI)*

HIST 278. Russian History, 1900–Present

This course explores Russian political, social, economic, and cultural history from the turn of the twentieth century to today. Students will examine topics such as the Revolution of 1905, World War I, the Bolshevik Revolution, the reign of Joseph Stalin, World War II, the Cold War, the collapse of the Soviet Union, and the problems and possibilities facing Russia today. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor. Alternate years: offered 2019–2020. (HE, WI)*

HIST 301. Topics in Modern European History

Concentrated reading and discussion on a specific theme or themes in modern European history. Topics will be selected in advance. Themes/topics will vary from year to year. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor. May be repeated for credit when topic differs.*

HIST 306. Topics in British History

Concentrated reading and discussion on a specific theme or themes in British history. Topics will be selected in advance. Themes/topics will vary from year to year. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor. May be repeated for credit when topic differs.*

General History Courses

HIST 111. Introduction to Public History

What is public history, and why does it matter? Who authors the narratives found on historical markers, memorials, and in museum exhibits? How do these public media shape our collective consciousness? This course draws from the historical, theoretical, and practical applications of the field through readings, discussions, lectures, and field trips. *Credit hours: 3. Alternate years: offered 2020-2021.*

HIST 493. Seminar

A selective study of historiography, historical evidence, and historical methodology, evaluating various approaches to history by academic, popular, and public historians. *Credit hours: 3. Prerequisite: permission of the Department.*

HIST 494. Senior Project

Students will prepare an independent research paper or senior thesis on a topic of their choice, working under the supervision of a faculty member. The project is designed to develop skills in bibliography, in examination and use of evidence, and in the organization and writing of history. *Credit hours: 3. Prerequisite: HIST 493 and permission of the Department.*

HUMAN SERVICES

Interdisciplinary Minor Coordinator: Danielle M. Currier

This minor is recommended for students interested in public service, volunteer work, social activism, or careers in the helping professions. Selections from among the designated courses should enable students to explore a variety of issues from different perspectives, which could help them prepare for responsible citizenship, employment, or graduate or professional training in a related field.

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
<i>One of the following:</i>		3
SOC 216	Contemporary Social Problems	
SOC 327	Social Stratification	
<i>Experiential Learning (EX L) in an appropriate field</i>		2
<i>Five of the following:</i>		15
ECON 102R	Principles of Microeconomics	
G ST 201	Interdisciplinary Perspectives on Women	
G ST 203	Interdisciplinary Perspectives on Men	
G ST/SOC 276	Sociology of Gender	
PHIL 133	Ethics and Public Life	
PHIL 214	Bioethics	
POL 113R	International Relations	
PSYC 205	Social Psychology	
PSYC 208	Developmental Psychology	
PSYC 212	Psychology of Gender	
PSYC 213	Abnormal Psychology	
PSYC 304	Child and Adolescent Psychopathology	
PSYC 330	Health Psychology	
SOC 209	Deviance and Social Control	
SOC 218	Family and Kinship	
SOC 310	Community	
SOC 321	Individual and Society	

Total for Minor in Human Services

20

- *Students majoring in a contributing discipline must select at least four courses from outside their major department.*

The minor may be shaped to reflect a student's particular interests and objectives. Students interested in counseling might take PSYC 205, 213; SOC 321; in medical social work, PHIL 214; in work with children, PSYC 208 and SOC 218; in criminal justice and corrections, SOC 209. Students should select from among the courses listed in consultation with their advisors and participating faculty. In general, it is recommended that the student include courses which: (a) focus on the individual and the immediate social environment (PSYC 205, SOC 321); and (b) examine the larger institutional and societal contexts (ECON 102R).

INTERDISCIPLINARY STUDIES

The courses listed below are interdepartmental in subject matter or faculty or both. They explore the relationship and mutual dependence of ideas, methods, and beliefs in different disciplines and areas of knowledge. In addition, the curriculum includes a number of courses taught jointly by members of two departments which may be counted toward departmental majors. These are shown within the offerings of the individual departments.

Interdisciplinary Studies Courses

I ST 101. Academic Strategies

A tailored program for first-year students consisting of weekly one-on-one peer tutorials and homework assignments providing instruction and practice in strategies designed to increase academic success. The ASC Director, through initial study skill diagnostic, ongoing tutor/tutee conferences, and review of weekly journals/reports/ assignments, guides content and evaluates progress. Tutorials are provided by peer tutors. *Credit hours: .5. Offered on a Pass/Fail basis only. Enrollment is mandated for first-year students in receipt of three or more low grades at mid-term in the fall or spring semester unless the course has been completed in a previous quarter. The course will be exempt from creating an overload situation for the student.*

I ST 111. Alexander Technique

The Alexander Technique is a somatic method for improving physical and mental functioning. The technique is useful for artists, athletes, performers, and those suffering from poor postural habits, stress and old injuries. Through guided experience the students learn to recognize habits that interfere with their natural comfort and balance. Ease, freedom and support replace fatigue, tension and discomfort. *Credit hours: 2. Offered on a Pass/Fail basis only. Alternate years.*

I ST 115R. Quantitative Lab

A one-credit option for students who intend to major in quantitative-heavy fields (sciences, mathematics, engineering, business, and economics) and whose summer placement exam or consultation with the academic advisor indicates a desire or need for practice and preparation before enrollment in the next needed quantitative course. Students will work independently, with faculty and tutorial support, to complete appropriate modules. *Credit hours: 1. Offered on a Pass/Fail basis only. May be repeated for credit up to a maximum of three credits.*

I ST 141. Library Research

This course examines the issues that libraries face in the twenty-first century, anticipates how these issues will affect the way in which we do research, and looks at a variety of research resources and the techniques required to develop logical, efficient, and effective search strategies. The emphasis is on electronic resources. *Credit hours: 1.*

I ST 161. Step-Up to Physical Science and Engineering at Randolph (SUPER)

This course is a lab/lecture course in which students will study physics and applied mathematics at the level of pre-calculus or calculus, depending on the level of the student enrolled. In the lab portion, students will study robotics and do a building project. This is an intensive class for new students and will meet for 45 hours over two weeks prior to August orientation. *Credit hours: 3. Offered in the summer prior to the start of the fall semester.*

I ST 261. Research Academy

Research Academy, the second course in the SUPER Seminar Series, educates students about what research is and what research occurs in their discipline, prepares students to find research Experiences, and prepares students to begin research

projects. Skills explored include, for example, how to approach faculty and how to do a literature search. *Credit hours: 1. Prerequisite: I ST 161.*

IST 307. Civics and Economics Studies

Students will examine the roles citizens play in U.S. politics and government, and the basic economic principles that underlie the U.S. market economy. Students will investigate the processes by which decisions are made in the American market economy and explain the government's role in it. Students study how patriotism, respect for the law, willingness to perform public service, and a sense of civic duty facilitate thoughtful and effective active participation in the civic life of an increasingly diverse democratic society. This course is open to all students and required of students seeking elementary education licensure or students seeking the history/social science teaching licensure. Course content maps to the Virginia Standards of Learning. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor. Alternate years. Spring 2020*

IST 309. Interdisciplinary Inquiry Science

Students explore scientific connections among earth and life science, physics, chemistry, and biology. Students will understand the nature of science and scientific inquiry including the role of science, and the science skills of data analysis, measurement, observation, and experimentation. Project-based and inquiry lessons weave together concepts that reinforce the Virginia Standards of Learning and incorporate classroom work, and labs. Students develop the concepts essential to inquiry and safety procedures. This course is open to all students and required of students seeking elementary education licensure. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor.*

I ST 361. A Day in the Life of a Scientist

A Day in the Life, the third course in the SUPER Seminar Series, will focus on understanding the daily work life of scientists and engineers and will track closely with the external mentoring program. *Credit hours: 1. Prerequisite: I ST 261.*

I ST 393R. Fine Arts Colloquium

Students will integrate their discipline with the other areas of fine arts through collaboration in these seminars. Attendance at presentations by visiting artists giving reading, recitals, talks, etc. will be required. *Credit hours: 1. Prerequisite: junior standing or permission of instructor. Offered on a Pass/Fail basis only. May be repeated for credit.*

I ST 461. Research Group

Research Group, the last course in the four-course SUPER Seminar Series, will follow a laboratory group meeting format and will build students' scientific presentation skills and give them the opportunity to keep their peers informed on their senior research progress. *Credit hours: 1. Prerequisite: I ST 361.*

I ST 495R. Senior Fine Arts Colloquium

Students will integrate their discipline with the other areas of fine arts through collaboration in these seminars. Attendance at presentations by visiting artists giving reading, recitals, talks, etc. will be required. By having these seminars work in conjunction with the student's senior program in the discipline, the interdisciplinary nature of the fine arts can be explored. *Credit hours: 1. Prerequisite: senior standing in the B.F.A. Program. Offered on a Pass/Fail basis only.*

MATHEMATICS

Faculty: Marc S. Ordower, Michael Penn, Jia Wan

The Department of Mathematics wishes to share the beauty and usefulness of mathematics with as many undergraduates as possible, recognizing that each student has different reasons for studying mathematics. Some require mathematical training to support professional goals in related fields such as the sciences, the social sciences or engineering. Others choose to pursue mathematics for its own sake, either because of the many career opportunities stemming from a direct application of mathematics or because of the sheer beauty of the subject. And, of course, some degree of mathematical background is essential in order to understand the natural and human world and the many challenges facing humanity.

Randolph College provides many ways to engage with mathematics. In addition to the rigorous training afforded by our regular course offerings, faculty frequently engage students in independent study based on student and faculty interests. Furthermore, Randolph College students have been very successful participating in various mathematics competitions against other undergraduate students in the United States. Furthermore, Randolph College Mathematics students have participated regularly in undergraduate research opportunities and internships.

The study of computer science offers students the opportunity to develop problem solving facility and helps develop skills which have broad utility in theory and application and are amongst the most sought-after by employers. The abstraction of real-world problems, the construction of algorithms to display and transform data, and the theory of computation are all central concerns of computer science. The minor in computer science can be effectively combined with any major. Whether studied with professional goals in mind, to supplement the study of any other field, or just for interest's sake, computer science offers a powerful way to approach many challenging problems. When combined with selected courses in mathematics and physics, the minor will help prepare the student for graduate work in computer science and related fields.

Mathematics Major

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
<i>Required:</i>		
MATH 234	Techniques of Mathematical Proof	3
MATH 241	Linear Algebra	3
MATH 250	Calculus III	3
MATH 360	Abstract Algebra	3
MATH 443	Introduction to Analysis	3
<i>Three additional Mathematics courses from the following:</i>		9
MATH 149R	Calculus I	
MATH 150R	Calculus II	
Mathematics courses numbered 234 and above		
<i>Senior Program</i>		
MATH 493, 494	Senior Seminar I and II	1.5, 1.5
Total for B.A. Degree in Mathematics		27

Additionally for B.S. Degree

CSCI 151 or CSCI 156		3
One Mathematics course numbered 234 and above		3
Two from the following:		6–10
CHEM 307-307L	Molecular Quantum Mechanics and Lab	
CHEM/PHYS 378-378L	Classical & Stat Thermodynamics & Lab	
PHYS 115-115L	General Physics I and Lab	
PHYS 116-116L	General Physics II and Lab	
PHYS 216	Statics	
PHYS 251	Relativity and Introduction to Quantum Mechanics	
Physics courses at the 300 and 400 levels		
Total for B.S. Degree in Mathematics		39–43

- A student who elects mathematics will be placed in MATH 109, 117; 119R; 149R; 150R; or 241; according to preparation.

Mathematics Minor

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
Two Mathematics courses numbered 250 or higher		6
Three Mathematics courses from the following:		9
MATH 149R	Calculus I	
MATH 150R	Calculus II	

Mathematics courses numbered above 230

Total for Minor in Mathematics

15

Computer Science Minor

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
<i>Required:</i>		
CSCI 151	Computer Programming I	3
CSCI 156	Computer Programming II	3
CSCI 251	Algorithms and Data Structures	4
<i>One of the following:</i>		
CSCI 225	Matlab and Labview	3
DSCI/MATH 232	Introduction to Data Science	
MATH 234	Techniques of Mathematical Proof	
<i>One of the following:</i>		
CSCI 336	Operating Systems	3
CSCI 346	Software Development	
Total for Minor in Computer Science		16

Recommended Courses

CSCI 156; PHIL 230; PHYS 115, 116.

Mathematics Courses

MATH 109. Introduction to Quantitative Reasoning

This course presents mathematical ideas in a real world context. Topics covered include critical thinking and problem solving, the mathematics of finance, basic statistical principles, mathematics and the arts, and the theory of voting. *Credit hours: 3. Offered as needed. (QR)*

MATH 117, 118. Precalculus with Elementary Modeling

Relations defined algebraically, graphically, and numerically. Functions, including polynomial, rational, trigonometric, exponential, and logarithmic. Applications, including modeling. Algebraic techniques, and a review of basic geometric relationships. *Credit hours: 3, 3. Not open to students who have been placed into MATH 119R or above, except by permission of the Department.*

MATH 119R. Precalculus

A study of the properties of various functions, including polynomial, trigonometric, exponential, and logarithmic. Analytic geometry of conic sections. *Credit hours: 3. Not open to students who have been placed into MATH 149R or above, except by permission of the Department. (QR)*

MATH 149R. Calculus I

Limits, continuity, and differentiation of algebraic functions of one variable. Applications to curve sketching, optimization, and rates of change. The definite integral applied to finding the area under a curve. *Credit hours: 3. Prerequisite: MATH 118 or MATH 119R or the equivalent. (QR)*

MATH 150R. Calculus II

A continuation of Mathematics 149R. Volumes and surface area of solids of revolution. Lengths of curves. The logarithm and exponential functions. Techniques of integration. Areas in polar coordinates. Improper integrals, infinite series, and power series. *Credit hours: 3. Prerequisite: MATH 149R or permission of the Department.*

MATH 208. Concepts of Elementary and Middle School Mathematics

Introduces elementary problem solving with emphasis on the nature of numbers and the structure of the real number system. Topics studied include the structure and properties of number systems and of Euclidean Geometry applicable in elementary

and middle school classrooms. This course is open to all students and required of students seeking elementary education licensure. *Credit hours: 3. (QR)*

MATH 227. Elementary Applied Statistics

An introduction to statistics, including probability, binomial distributions, normal distributions, sampling theory, testing hypotheses, chi-square tests, and linear regression. *Credit hours: 3. Not open to students who have satisfactorily completed MATH 343. A student may receive credit for two of these courses: ECON 227, MATH 227, POL 231, PSYC 227R, or SOC 395. Offered second semester. (QR)*

MATH 229. Advanced Mathematical Problem Solving

In this course, students will be expected to solve and present solutions to a collection of problems gathered from various mathematics competitions. Problem solutions may involve the techniques of classical algebra, geometry, calculus, and combinatorics. *Credit hours: 1. Prerequisite: permission of instructor. May be repeated for credit up to a maximum of 4 hours.*

MATH 232. Introduction to Data Science

Data science is an interdisciplinary field incorporating statistical techniques with algorithms to collect and to process large data sets, in order to extract meaning and make decisions. Students will explore the collection and filtering of data, machine learning algorithms, and methods for drawing conclusions. *Credit hours: 3. Prerequisite: ECON 227 or EVST 205 or MATH 227 or MATH 343 or POL 231 or PSYC 227 or SOC 395. Identical with DSCI 232. Alternate years; offered 2019-2020..*

MATH 234. Techniques of Mathematical Proof

An introduction to formal mathematical proof. Topics include logical inference, statements involving quantifiers, indirect proof, and mathematical induction. We investigate proofs in a variety of disciplines but with a particular focus on set theory, combinatorics, and graph theory. *Credit hours: 3. Prerequisite: MATH 149*

MATH 241. Linear Algebra

Systems of linear equations, vector spaces and subspaces, bases and dimension, linear transformations, eigenvalues and eigenvectors, and inner product spaces. *Credit hours: 3. Prerequisite: MATH 149R or permission of the Department.*

MATH 250. Calculus III

An introduction to vector calculus. Differential and integral calculus of more than one variable. Vector fields, including Green's, Stokes', and the Divergence Theorems. *Credit hours: 3. Prerequisite: MATH 150R and either MATH 241 or PHYS 115 or permission of the Department.*

MATH 286 and 286S. History of Numbers

One-time only

The concept of numbers has developed over the centuries. For nearly 1000 years, the Greek and Roman civilizations were the epicenter of this development. This course explores the work of Pythagoras, Archimedes, Eratosthenes, Fibonacci and others, the cultures that influenced these luminaries, and their contributions to the ever-expanding notion of number. Credit hours: 1 and 2. One-time only. Offered Spring/Summer 2020.

MATH 320. Introductory Topology

An introduction to point-set geometry, including topological spaces, metric spaces, homotopy, the Urysohn lemma, and Tychonoff's theorem. Students explore topology as the underpinning of modern geometry. *Credit hours: 3. Prerequisite: MATH 241 or permission of the Department.*

MATH 331. Differential Equations

First order linear and non-linear equations, second and higher order linear equations, series solutions, Laplace transforms, and systems of linear differential equations. Applications, primarily to mechanics and population dynamics. *Credit hours: 3. Prerequisite: MATH 150R and 241 or the course may be taken concurrently with MATH 241 by permission of the Department.*

MATH 337. Number Theory

Properties of the integers. Unique factorizations, congruences and modular arithmetic. Diophantine equations, prime numbers, quadratic reciprocity, and integer functions. Applications to cryptology. *Credit hours: 3. Prerequisite: MATH 150R and MATH 234 or permission of the Department. Alternate years: offered 2019–2020.*

MATH 343. Mathematical Statistics

Probability. Discrete and continuous probability distributions. Sampling and the Central Limit Theorem. Confidence intervals, hypothesis testing, linear regression, and non-parametric tests. *Credit hours: 3. Prerequisite: MATH 250. Alternate years: offered 2020-2021.*

MATH 353. Mathematical Modeling

The construction and analysis of mathematical models to solve problems in the physical and social sciences. Dynamical systems are emphasized with a particular concentration on linear and non-linear discrete dynamical systems. Topics may include dimensional analysis, stability, chaos, and fractals. *Credit hours: 3. Prerequisite: MATH 150R and 241. Alternate years: offered 2020-2021.*

MATH 360. Abstract Algebra

Groups, rings, integral domains. Homomorphisms and isomorphisms. Elementary number theory. The fields of rational, real, and complex numbers. *Credit hours: 3. Prerequisite: MATH 234 and MATH 241 or permission of the Department.*

MATH 426. Complex Variables

The complex number system. Limits, continuity, and differentiability of functions of a single complex variable. Contour integration and Cauchy's Theorem. The calculus of residues. Conformal mapping. *Credit hours: 3. Prerequisite: MATH 250. Alternate years: offered 2019–2020.*

MATH 443. Introduction to Analysis

A rigorous study of limits, continuity, differentiation, and integration of functions of a real variable. *Credit hours: 3. Prerequisite: MATH 234 and MATH 250 or permission of the Department.*

MATH 493. Senior Seminar I

A survey of major areas of mathematical interest drawing on background established throughout the undergraduate curriculum. *Credit hours: 1.5. Prerequisite: MATH 360 and MATH 443 (the course may be taken concurrently with MATH 443).*

MATH 494. Senior Seminar II

Students will conduct research with Senior Seminar Advisor. Research will include the reading of papers, and direct investigation of problems. Students will give talks, and prepare a paper on their work. *Credit hours: 1.5. Prerequisite: MATH 493.*

Computer Science Courses**CSCI 151. Computer Programming I**

An introduction to computers and computer programming. Emphasis will be placed on problem-solving with examples and exercises from social, natural, and mathematical sciences. Techniques of flowcharting and structured programming, development of algorithms, and types of computer hardware will also be discussed. Intended for students with no previous programming experience. *Credit hours: 3. A student may not receive credit for this course after taking CSCI 156 or its equivalent.*

CSCI 156. Computer Programming II

A continuation of Computer Science 151. Emphasis on top-down programming using methods. Topics include user-defined classes and advanced data types, arrays, recursion, algorithms for sorting, searching, exception handling, advanced GUIs and graphics, and embedding Java applets into HTML documents. *Credit hours: 3. Prerequisite: CSCI 151 or the equivalent.*

CSCI 225. Matlab and Labview

This course covers beginning and intermediate programming in the Matlab and Labview computer languages. Students will learn the basics of computer programming as well as the specifics of programming in Matlab and Labview including data input/output, code structuring, coding best practices and limitations, data acquisition and beginning GUI development. This course is project based with projects taken from real world computing problems. *Credit hours: 3. Prerequisite: MATH 149R. Alternate years: offered second semester 2019–2020.*

CSCI 251. Algorithms and Data Structures

Structures for the representation of data are considered: vectors, lists, queues, trees, heaps, hash tables, maps, and graphs. This course presents the logic behind choosing a particular structure, and the associated algorithms for using each structure. Fundamental algorithms for solving problems, including sorting, searching and graph algorithms are developed. General design, analysis and the study of complexity are emphasized. *Credit hours: 4. Prerequisite: CSCI 156.*

CSCI 336. Operating Systems

Design and implementation of operating systems. Mutual exclusion, concurrency, deadlock, process scheduling, memory management, and files systems. *Credit hours: 3. Prerequisite CSCI 156. Alternate years: offered 2019–2020.*

CSCI 346. Software Development

This course provides an in-depth study of steps in the software-development process: user requirements, specifications, design, implementation, testing, maintenance, documentation, and management. Students will develop the facility to apply the general principles to new problems. *Credit hours: 3. Prerequisite CSCI 251. Alternate years: offered 2020-2021.*

MODERN LANGUAGES, LITERATURES, AND CULTURES

Faculty: Kun An, Daniel Cooper, Jaymes A. Rohrer, Maria Vázquez-Castro, Françoise D. Watts

Students who complete a major or minor in the Modern Languages, Literatures, and Cultures Department gain an appreciation of modern cultures as well as a new perspective on their own heritage. Study of the literary, cultural, social, and political institutions of the country where the language is spoken help develop the student's awareness of international interdependence. At the same time, the departmental offerings encourage an increased understanding of the logic of language and a proficiency in speaking, writing, reading, and understanding a second language.

The Department offers majors and minors in French and Spanish, as well as a minor in Chinese Studies. Opportunities exist, too, for students interested in learning German¹, and for those interested in teaching English as a foreign language. Additionally, Randolph College is a participant in the Virginia Foundation for Independent Colleges (VFIC), which operates a distance-learning language exchange. This language exchange is available to Randolph students and has offered courses in German, Mandarin Chinese, and Russian. Other languages may also be offered in the future.

Students majoring in French or Spanish become conversant with the language, literature, and culture of France and the Francophone countries of Africa and the Caribbean, or of Spain and Latin America. The Major Program in French or Spanish helps prepare the student for work in international business and industry and for graduate study in areas such as language and literature, art, music, law, international relations, and teaching, among others. Chinese Studies, an interdisciplinary minor, presents students the opportunity to gain spoken proficiency in Mandarin, as well as Chinese reading and writing skills. Beyond providing language training, the College offers a number of courses that give insight into Chinese culture, society, and politics.

Students are strongly encouraged to supplement their coursework in the Department by spending one or two semesters abroad, in a country where the language they study is spoken.

¹ Courses in German are available to Randolph students at University of Lynchburg, as part of a language agreement between the two schools.

See also: *Chinese Studies Interdisciplinary Minor*

French Major

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
<i>Two of the following:</i>		
FREN 213	Conversation and Phonetics	6
FREN 216	Grammar and Composition	
FREN 232	Reading French Literature	
<i>Three of the following:</i>		
FREN 310	Topics in French Literature	9
FREN 319	Women Writers	
FREN 320	Post-Colonial African and Caribbean Literature	
FREN 365	French Civilization I	
FREN 366	French Civilization II	
FREN 372	Advanced Language Workshop	
<i>Six hours from the following:</i>		
FREN 410	Topics in French Civilization and Literature	6
FREN 420	Topics in French and Francophone Literature	
<i>Senior Program</i>		
FREN 493	Senior Seminar	6
FREN 494	Senior Thesis	
Total for B.A. Degree in French		27

French Minor

Fifteen hours of French courses above FREN 202

Total for Minor in French

15

Selected students in the French program may have opportunities to do internships in Rueil-Malmaison, France, as part of a Sister City agreement.

Spanish Major

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
<i>Four courses from the following:²</i>		
Literature courses, in Spanish, at the 300 or 400 level		12
Spanish Language courses at or above the 300 level ¹		
Latin American and Spanish culture courses at the 300 level		
<i>Two of the following 400-level courses:²</i>		
SPAN 406	Advanced Language Study	6
SPAN 422	Topics in Hispanic Literature ³	
SPAN 431	Contemporary Latin American Literature	
<i>Senior Program⁴</i>		
SPAN 469	Research for the Senior Program	1
SPAN 471	Seminar	3
SPAN 494	Senior Project	3
Total for B.A. Degree in Spanish		25

¹ SPAN 321R may be repeated and up to 3 credits counted toward the major.

² With departmental approval, courses taken abroad may fulfill this requirement.

³ When topic differs, SPAN 422 may be counted toward the major multiple times.

⁴ A minimum of six hours of 400-level courses must be taken in the senior year.

- A student reading for Honors may replace SPAN 494 with three hours of Honors work.
- Advanced Placement/International Baccalaureate credits may be used to fulfill major requirements, but the student must still complete 25 hours beyond these credits in the major.

Spanish Minor

Fifteen hours in Spanish courses above SPAN 202

Total for Minor in Spanish

15

Recommended Courses

For majors: a second foreign language through the intermediate level; courses in European, French, Spanish or Latin American history; art; religion; philosophy; mythology; comparative politics; and in English, American, and foreign literature. For Spanish majors: courses in Latin American civilization, economics, and politics.

Special Programs

Majors are encouraged to study abroad in summer and junior year programs, to make use of the Media Center and the Department's collection of audiovisual materials and foreign language periodicals, and to participate in the language dining-hall tables and interest clubs. Exchange programs exist with the University of Santiago de Compostela in Spain and the l'Université Catholique de l'Ouest in France.

Experiential Learning Examples

Teaching in the elementary grades at James River Day School and interning in the marketing division of BWX Technologies, Inc. Internships are also available through the auspices of a sister cities program with Rueil-Malmaison, France.

Chinese Language Courses

CHIN 101,102. Elementary Chinese

An introduction to modern Chinese (Mandarin), emphasizing correct pronunciation, conversational skills, basic grammar, and reading and writing. *Credit hours: 4,4. (LA)*

CHIN 201,202. Intermediate Chinese

This course focuses on acquisition of practical, oral vocabulary, as well as development of reading skills. In addition, it treats grammatical structures and idiomatic speech. *Credit hours: 3,3. Prerequisite: CHIN 102. (LA)*

CHIN 301,302. Third-Year Modern Chinese

This course sequence continues the development of vocabulary, as well as conversational and reading skills, acquired in the first two years of Chinese language training. *Credit hours: 3,3. Prerequisite: CHIN 202 or the equivalent. (LA)*

CHIN 310. Business Chinese

Designed for advanced Chinese language students, this course aims to develop a student's understanding of a business environment, mixing command-economy from the Maoist era and the market economy after Deng Xiaoping's reforms. Students will also learn courteous speech, business jargon, and the language of marketing and foreign trade. *Credit hours: 1. Prerequisite: CHIN 202 and permission of instructor.*

CHIN 401,402. Fourth-Year Modern Chinese

This course sequence expands and extends material from third-year Chinese through the study of newspaper articles and films produced in the People's Republic of China. Through the reading and discussion of materials relating to current political and social issues, students are led to enhance their communicative skills (in both speaking and writing) to a more formal level, as well as to develop awareness of social issues in contemporary China. Instruction is in Chinese in a teacher-learner discussion format, with compositions and verbal debate required. *Credit hours: 3,3. Prerequisite: CHIN 302.*

Chinese Culture and Literature Courses in English

CHIN 105. Chinese Culture through Film

This course will study a broad variety of films produced in Mainland China, Taiwan, and Hong Kong and will provide a window into Chinese culture and society. Discussion of films will enable students to improve their understanding of many aspects of Chinese culture. *Credit hours: 3. Alternate years. (CI, HE)*

CHIN 106. Modern Chinese Literature

This course will introduce students to the ideas of important writers in the 20th and 21st centuries. By relating the modern fiction, poetry, and essays to those works' historical contexts, this course will provide students with insight into a) how the Chinese live, work, think, feel, interact, love, and die; b) how the beliefs, mentality, and social relations of the Chinese have changed and why they have changed; c) how the West has affected China; and d) how Chinese works and masterpieces stand on their own merit. *Credit hours: 3. Alternate years. (CI, HE)*

French Language, Literature and Culture Courses

FREN 101, 102. Elementary French

Introduction to the four basic skills and to French culture, with emphasis on oral communication. The program is strongly supported by audio and visual materials. Coursework is supplemented with weekly one-on-one conversation sessions with language tutors. *Credit hours: 4,4. (LA)*

FREN 119. Topics in French Literature in Translation

How does French and Francophone literature (fiction, poetry, drama and literary nonfiction) both reflect and help shape culture, society and history? This course will explore a particular topic, such as The Individual and Society, Love's Many Challenges, Money and the Marketplace, Fictions of War and Remembrance. The course is conducted in English with readings in English translation. *Credit hours: 3. May be repeated when the topic differs. Alternate years. Identical with ENGL 119. (HE)*

Fall, 2019: Telling Tales

Exploring aspects of the French literary tradition as it reflects the art and traditions of storytelling, from the Middle Ages to the twentieth century. Genres studied include fairy tales, a philosophical tale, tales of the fantastic, origins of the detective tale, and modern "oriental" tales.

Spring, 2020: Love's Many Challenges

How do French and Francophone literature (fiction, poetry, drama and literary nonfiction) both reflect and help shape culture, society and history? This course looks at the theme of love across the centuries in France, from the Middle Ages to present times.

FREN 201, 202. Intermediate French

Continued practice for oral proficiency with increased emphasis on reading and writing. The program is supported by audio and visual materials. Coursework is supplemented with weekly one-on-one conversation sessions with language tutors. *Credit hours: 3, 3. Prerequisite: satisfactory completion of a first-year college-level French language course or the equivalent, or placement. (LA)*

FREN 213. Conversation and Phonetics

Development of fluency and accuracy of spoken French, building discussion skills and listening comprehension, refining pronunciation through the study of phonetics, and practice with audio materials. In addition to conversations on daily life, students will learn and practice higher level speaking skills to express and support opinions and discuss abstract ideas. Discussions may revolve around current social issues in French society. *Credit hours: 3. Prerequisite: FREN 202, placement, or permission of the Department. (LA)*

FREN 216. Grammar and Composition

Review of French grammar as preparation for 300- and 400-level courses. Practice in aural-oral skills and also in building more complex sentences and organizing paragraphs and short papers. *Credit hours: 3. Prerequisite: FREN 202, placement, or permission of the Department. (LA)*

FREN 232. Reading French Literature

An introduction to reading French literature through short stories, short novels, plays, and/or poetry. Emphasis is on the development of strategies and techniques for reading comprehension, building vocabulary, and developing the oral and written skills necessary for discussion and analysis of literature. *Credit hours: 3. Prerequisite: FREN 202 or the equivalent, or permission of the Department. (LA)*

FREN 310. Topics in French Literature

This course will explore a particular topic, theme, era, or genre in French literature. Sample topics include “The New Generation: French Fiction Since 1990,” “Short Fiction Genres,” and “Power Plays: Master and Servant in French Literature.” *Credit hours: 3. Prerequisite: FREN 213; 216; or 232; or permission of the Department. May be repeated for credit when topic differs.*

Fall, 2019: Childhood and Self-Writing

How can one write about one’s childhood? What is an autobiography? An “auto-fiction?” Is all autobiography fiction? This course explores diverse autobiographical genres and some critical texts about the “autobiographical pact.”

Spring, 2020: French Theatre and Society

This course will show the junction between theater and society, starting with the plays of the early Middle Ages in France. Emphasis will also be given to the classical forms of theater with, in particular, the study of the comedies of Molière and the creation of the Comédie Française. The theater of the absurd by Ionesco will reflect the preoccupations of the 20th century. The course will be taught at two levels: more writing, and the study of an added play, will be required for the French 410 level. Taught entirely in French.

FREN 319. Women Writers

An introduction to French literature and literary analysis based on texts illustrating relationships, roles, and achievements of women from the Middle Ages to the present. *Credit hours: 3. Prerequisite: FREN 213; 216; or 232; or permission of the Department.*

FREN 320. Topics in Post-Colonial African and Caribbean Literatures in French

Emphasis on the concepts of diversity, alienation and identity formation in post-colonial African and Caribbean literature, written in French. Topics may include “Literature of the Maghreb,” “Voices of Women from the Maghreb and Sub-Saharan,” “Cinema and Literature of Immigration.” *Credit hours: 3. Prerequisite: FREN 213; 216; or 232; or permission of the Department. May be repeated for credit up to a maximum of six hours when topic differs. Offered as needed. (CI)*

FREN 365. French Civilization I

A historical approach to the understanding of French civilization, highlighting its importance in the making of contemporary society, politics, artistic, and intellectual life. This course will help students develop the speaking and writing strategies of advanced-level users. *Credit hours: 3. Prerequisite: FREN 213; 216; or 232; or permission of the Department. (CI)*

FREN 366. French Civilization II

Understanding the French through their everyday life. This course will focus on contemporary aspects of French society: education, the political system, the economy, music and films, immigration, and globalization. Taught from a comparative perspective. This course will help students develop speaking strategies of advanced-level language users, such as the ability to formulate and defend opinions. *Credit hours: 3. Prerequisite: FREN 213; 216; or 232; or permission of the Department. Offered first semester. (CI)*

FREN 372. Advanced Language Workshop

This course will focus on the development of advanced competence in written French, with special emphasis on stylistic variations, lexical nuances, and complex grammatical structures. Extensive revision and rewriting, in-class analysis and critique as well as individual conferences. Highly recommended for all students currently taking or planning to take upper-level work in French. *Credit hours: 3. Prerequisite: FREN 216 and one 300-level course.*

FREN 410. Topics in French Civilization and Literature

This course will examine various themes that are relevant to French intellectual and social life. Past themes have focused on “French for Business,” “Voices of Marginality,” “French Cinema,” “Kings and Rebels in Seventeenth and Eighteenth Century Literature,” and “Images of Childhood in French Literature.” *Credit hours: 3. Prerequisite: two 300-level courses, one of which must be in literature. May be repeated when the topic differs.*

Spring, 2020: French Theatre and Society

This course will show the junction between theater and society, starting with the plays of the early Middle Ages in France. Emphasis will also be given to the classical forms of theater with, in particular, the study of the comedies of

Molière and the creation of the Comédie Française. The theater of the absurd by Ionesco will reflect the preoccupations of the 20th century. The course will be taught at two levels: more writing, and the study of an added play, will be required for the French 410 level. Taught entirely in French.

FREN 420. Topics in French and Francophone Literature

The course will focus on a theme, movement, genre, or period which links the selected works in a common or conflicting tradition. Class discussion and short papers will aim at developing the ability to read literature critically. *Credit hours: 3. Prerequisite: two 300-level courses, one of which must be in literature. May be repeated when the topic differs.*

FREN 493. Senior Seminar

Intensive study and discussion on a topic to be announced each year. The seminar is designed to help develop critical perspectives in literature and culture and to offer a framework for the early stages of work on the senior paper. The course will require both essays and oral presentations. *Credit hours: 3. Prerequisite: permission of the Department.*

FREN 494. Senior Thesis

Each student will work closely with a faculty supervisor to prepare a substantial critical paper of about 25 pages to be presented to faculty and students of the Department. Introduction to schools of critical thought. *Credit hours: 3. Prerequisite: FREN 493 and permission of the Department.*

German Language Courses

Courses in German are available at University of Lynchburg as part of a language agreement between the two schools.

Spanish Language, Literature and Culture Courses

SPAN 101, 102. Elementary Spanish

First semester: Introduction to the basic phonological and structural patterns. Emphasis on oral-aural skills. Second semester: Continuation of Spanish 101 with increased practice in simple reading and writing. *Credit hours: 4,4. (LA)*

SPAN 201, 202. Intermediate Spanish

Continued practice in oral-aural skills. A grammar review designed to strengthen the command of the spoken and written language. Online exercises are used to improve fluency and comprehension. Spanish 202 is a continuation of Spanish 201. *Credit hours: 3,3. Prerequisite: SPAN 102 or placement. (LA)*

SPAN 222. Topics in Hispanic Literature

When offered, this course is identical to Spanish 422, except that the student may read much of the literature in English (a few works may be available only in Spanish), and may write papers in English. Classes are conducted in Spanish. *Credit hours: 3. Prerequisite: SPAN 302 or permission of instructor. May be repeated for credit when topic differs.*

SPAN 231. Modern Latin American Literature

Readings in the short story, the novel, drama, and poetry. Special focuses are political and social problems, as these are defined by contemporary Latin American writers, and literary styles and techniques. The course is conducted in Spanish, but non-Spanish majors may do most of the reading in English and may write their papers in English. *Credit hours: 3. Prerequisite: SPAN 302 or permission of instructor. Alternate years: offered 2020-2021.*

SPAN 286 and 286S. Conflict and Confluence: Christianity, Islam, and Judaism in the Art and Literature of Early Spain

One-time only. Spring/Summer 2020.

This interdisciplinary class explores intercultural exchanges between Christians, Muslims, and Jews in premodern Spain. Through the study of art, architecture, and literature, students will learn about key moments in Spain's development from the fifth to the seventeenth centuries, including the Visigothic period, the Muslim conquest of the Iberian peninsula, the Christian "reconquest" against Islam, and the expulsion of the Jews. Credit hours: 1 and 2.

SPAN 301, 302. Composition and Conversation

Intensive practice in oral and written Spanish. Readings from a variety of texts and a review of grammar. The course includes weekly individual conversation sessions. *Credit hours: 3,3. Prerequisite: SPAN 202 or placement. (LA)*

SPAN 321R. Conversational Spanish

This course provides the opportunity to practice conversational skills one hour per week. The course format may include class discussion of general topics, small group activities such as role playing, and weekly individual conversation sessions. *Credit hours: 1. Prerequisite: SPAN 301 or permission of instructor. May be repeated for credit. Offered on a Pass/Fail basis only.*

SPAN 333. Spanish Culture

An overview of the culture and civilization of Spain from pre-Roman times to the present. Focuses include geography, the arts, and social institutions and contemporary society in the post-Franco era. Recommended in preparation for study in Spain. *Credit hours: 3. Prerequisite: SPAN 302 or permission of instructor. Alternate years: offered 2020-2021.*

SPAN 335. Topics in Latin American Culture

An exploration of selected aspects of Latin American Culture primarily through literature, painting, and film. More popular cultural elements such as music, cuisine, and leisure pastimes are also considered. Focuses include Latin American attitudes toward pre-Columbian civilizations, religion, social structures, and the U.S., as well as regional differences. Recommended as preparation for study in Latin America. *Credit hours: 3. Prerequisite: SPAN 302 or permission of instructor. Alternate years: offered 2019–2020.*

SPAN 366. Approaches to Hispanic Literature

An introduction to the short stories, drama, and poetry of Spain and Latin America. The student will examine and practice various approaches to literary interpretation. *Credit hours: 3. Prerequisite: SPAN 302 or permission of instructor.*

SPAN 406. Advanced Language Study

Readings from periodicals, essays, and fiction will be used in conjunction with a grammar text to explore modern Spanish usage and contrasts between Spanish and English. Focuses include advanced grammar, use of idiomatic expressions, translation, word order, and stylistics. Students polish their language skills through writing and conversation. This course is recommended for those planning to teach Spanish. *Credit hours: 3. Prerequisite: SPAN 302 or equivalent. Alternate years: offered first semester 2019–2020.*

SPAN 422. Topics in Hispanic Literature

Special focuses on aspects of Hispanic and Spanish literature. Recent topics have included “The Modern Latin American Novel” and “An Introduction to Latino Literature.” *Credit hours: 3. Prerequisite: SPAN 302 or permission of instructor. May be repeated for credit when topic differs.*

SPAN 431. Modern Latin American Literature

Readings in the short story, the novel, drama, and poetry. Special focuses are political and social problems, as these are defined by contemporary Latin American writers, and literary styles and techniques. Identical with SPAN 231, but readings and papers must be done in Spanish. *Credit hours: 3. Prerequisite: SPAN 302 or permission of instructor. Alternate years: offered 2020-2021.*

SPAN 469. Research for the Senior Program

An independent study course for preliminary preparation of the spring senior project. Course requirements include compiling an annotated list of sources, meeting with a supervisor to explore the feasibility of possible topics for the senior project, and generally laying the groundwork for writing the senior paper. The goal is to maximize the time a student devotes to writing and revising the senior paper in the spring. *Credit hours: 1. Prerequisite: senior standing. Offered on a Pass/Fail basis only. This course is required of all senior majors who are not reading for Honors in Spanish.*

SPAN 471. Seminar

Intensive study and discussion on a topic or author(s) to be announced each year. Preparation and presentation of short papers during the semester. *Credit hours: 3. Prerequisite: senior standing or permission of the Department. May be repeated for credit once when topic differs.*

SPAN 494. Senior Project

An independent research or study project on a topic of the student's choice under the direction of a member of the Department. *Credit hours: 3. Prerequisite: SPAN 471 and senior standing, or permission of the Department.*

MUSEUM AND HERITAGE STUDIES

Director: Susan T. Stevens

Faculty: Andrea W. Campbell, Jennifer L. Gauthier, Douglas H. Shedd, Gerard F. Sherayko, Lesley E. Shipley, Susan T. Stevens

Museum and Collections Staff: Martha Kjeseth-Johnson, Laura A. McManus, Emily Smith, Deborah M. Spanich

The museum and heritage studies major is a distinctively interdisciplinary program that introduces students to a rich variety of approaches for presenting and studying visual and material culture. The program is designed for a broad range of students in the arts, humanities, and social and natural sciences. Majors will take core courses in museum and heritage studies, and select from supporting courses in several departments. Courses in the major encourage the development of fresh perspectives and practical skills, and are taught by museum professionals at Randolph College and its faculty in archaeology, art history, biology and history who have developed a special interest in tangible cultural heritage. The senior program features an exhibition broadly defined, designed and executed by each major.

The program is based on Randolph College's world-class Maier Museum of Art and the College's notable natural history and archaeology collections, and has a strong commitment to hands-on, experiential learning in and out of the classroom. Majors are required to complete at least two internships. Thomas Jefferson's Poplar Forest, and other local and regional historical and archaeological sites, as well as a variety of archives, collections, and museums give students access to exceptional resources for research and career exploration. The program also capitalizes on Randolph College's impressive range of internships and fieldwork with professional organizations in the US and abroad, including the Preservation Institute Nantucket, The National Gallery (London), and the Archaeological Conservation Institute (Italy).

Museum and Heritage Studies Major

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
<i>Required:</i>		
COMM 111	Intro to Communication and Cultural Studies	3
HIST 111	Introduction to Public History	3
MUHS 112	Natural History Collections	3
ARTH 261	Introduction to Museum Studies	3
CLAS 243	Archaeology of Daily Life	3
MUHS 201	Collections Management	1.5
MUHS 262	Museum Education	3
MUHS 301	Topics in Museum and Heritage Studies	3
<i>One of the following:</i>		
ARTH 101	Art, Culture, and Society before 1400	3
ARTH 102	Art, Culture, and Society after 1400	3
<i>Two MUHS Experiential Learnings (EX L)¹</i>		
<i>Two from the following:</i>		
All ARTH courses		
BIOL 118-100LR	Evolution and Lab	6-8
BIOL 201-201L	Zoology and Lab	
BIOL 202-202L	Botany and Lab	
BIOL 319-319L	Ecology and Lab	

BIOL 324-324L	Ornithology-Mammalogy and Lab
CLAS 144	Athens, Rome, and Alexandria
CLAS/PED 175	Sport and Spectacle
CLAS/ARTH 179	Masterworks of Greek and Roman Art
EVST 117-117L	Physical Geology and Lab
All HIST courses	

Senior Program 3

MUHS 494 Senior Program

Total for B.A. Degree in Museum and Heritage Studies 36.5- 38.5

¹ The two internships must carry at least one credit each and should be completed prior to enrolling in the senior program.

- Only two courses used in fulfilling the requirements for a second major in a contributing discipline can be used in the Museum and Heritage Studies Major.

Museum and Heritage Studies Courses

MUHS 112. Natural History Collections

An introduction to natural history as a way of understanding the earth's biotic and abiotic diversity. Special attention will be paid to the scientific, cultural, and historical development of natural history collections and to the importance of these collections. Students will use the Randolph College collections and nature preserves as resources for interdisciplinary, hands-on natural history investigations. *Credit hours: 3.*

MUHS 201. Collections Management

This course focuses on information management and care of objects under a museum's purview. Topics include acquisitions, cataloging and documentation using physical and electronic systems, storage and access, proper handling of objects, preventative conservation, and security measures. Students will be engaged in practical, hands-on training utilizing the collections of the Maier Museum of Art and the Natural History and Archaeology Collections. *Credit hours: 1.5. Prerequisite: ARTH 261.*

MUHS 262. Museum Education

This course focuses on the educational role of the museum. Students will put learning theories into practice by developing interpretive tools and activities. Topics include educational theory, audience characteristics, visitor studies, exhibition interpretation, object-based teaching, marketing, community and school partnerships, and digital technologies. The Maier Museum of Art and the Natural History and Archaeology Collections will be utilized. Fieldtrips included. *Credit hours: 3. Prerequisite: ARTH 261.*

MUHS 301. Topics in Museum and Heritage Studies

Fall, 2019: The Roman Banquet

The course analyzes ancient Roman food and food ways, by examining archaeological, literary, historical and artistic evidence for diet, food production, distribution and cooking. It also considers evidence for the setting of Roman conviviality; furnishings, tableware and entertainment, and the roles of drinking and dining in constructing Roman status and identity. Credit hours: 3. Prerequisite: junior standing or permission of instructor.

Spring, 2020: Museums and Communities

Are museums accessible, inclusive, and relevant for diverse communities? How do local communities impact collections, programs, and museum culture? This course questions the role of museums in contemporary society and examines key components of museum-community relationships. Emphasis is placed on art museums and arts organizations. Topics include community-based activism and allyship at the Queens Museum of Art, engaging marginalized communities at the Sugar Hill Children's Museum of Art and Storytelling, and "creative placemaking" at ARThouse and Love Front Porch. Credit hours: 3. Prerequisite: junior standing or permission of instructor.

MUHS 494. Senior Program

The senior seminar for this interdisciplinary major has two major objectives: to give students an understanding of contemporary issues in heritage studies, especially those relevant to the fields of archaeology, art history, history, and natural

history, and to guide students in the preparation of their capstone projects. *Credit hours: 3. Prerequisite: MUHS 301 and senior standing.*

MUSEUM STUDIES

Interdisciplinary Minor Coordinator: Andrea W. Campbell

The museum studies minor provides students of various disciplines with the opportunity to supplement their major academic field with an understanding of the career possibilities within museum work. Students will learn about the mission, functions, and societal role of museums in specialized courses. Courses in related disciplines teach students how artifacts are recovered and interpreted and the way people construct and communicate meaning in visual and material culture. Based on this foundation, students then develop an exhibition at the Maier Museum of Art in a curatorial seminar, or they choose an internship that allows them to pursue their area of interest. The college offers exceptional learning experiences in arts management, historic preservation, and art conservation, and our partnership with the National Gallery, London, provides a unique summer internship exclusively for Randolph students.

Museum Studies Interdisciplinary Minor

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
ARTH 261	Introduction to Museum Studies	3
COMM 111	Intro to Communication & Cultural Studies	3
CLAS 243	Archaeology of Daily Life	3
EX L or ARTH 315	Internship or Curatorial Seminar	3
MUHS 262	Museum Education	3
<i>Total for Minor in Museum Studies</i>		15

MUSIC

Faculty: Emily Yap Chua, Randall C. Speer

From the time of the early Greeks, music has been considered an important component of a liberal arts education. While a form of artistic expression, music employs a scientific language and is based on a logic of its own which fosters intellectual stimulation as well as aesthetic sensibility. Course offerings in the Department acknowledge this and provide the opportunity to pursue music's three interrelated areas: its theory, history, and performance. The curriculum provides opportunities for music study whether the students' interests are oriented towards career, avocation, or expanding their breadth of knowledge. Students may major or minor in music. Courses for endorsement for Secondary Licensure may be designed through the Education Department in conjunction with the music major. Some courses may be offered off-campus through University of Lynchburg.

Most courses in performance involving individual instruction may be taken for one or two credits. Students enrolled for one credit receive one-half hour of instruction a week. Students enrolled for two credits receive one hour of instruction each week. To enroll for two credits, students must demonstrate an advanced level of proficiency.

All students wishing to study an instrument must consult with the Chair of the Department. Students who wish to study voice must audition prior to registration. Ordinarily, new voice students will be placed in MUSC 129R (voice class) before being considered for MUSC 131R (private voice lessons).

Students with no previous music study or minimal background may be required to take MUSC 103 or 107 as a prerequisite or corequisite for enrollment in lessons. Moderate proficiency is required of students continuing their study of strings or woodwinds, while students who wish to study organ, harpsichord, or fortepiano must have some keyboard proficiency. Lessons in strings, woodwinds, brass, and guitar are subject to the availability of an instructor.

There is no additional charge for music performance lessons to music majors or minors who have declared by the end of the second week of the semester. All other students taking music performance lessons will be charged \$325 each semester for weekly one-half hour lessons (1 credit) and \$600 each semester for weekly one hour lessons (2 credits). Should the student drop the music major or minor then music performance lesson fees will be charged retroactively for the semester.

All music performance lessons and ensembles (MUSC 131R through 172R, 209, 233, and 271) are repeatable for credit.

For more information on departmental policies (including lesson procedures, recitals, and juries), please consult the Department of Music Student Handbook: www.randolphcollege.edu/musichandbook.

Music Major

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
<i>Required:</i>		
MUSC 107-107L	Music Theory I and Lab	4
MUSC 108-108L	Music Theory II and Lab	4
MUSC 207-207L	Music Theory III and Lab	4
MUSC 228	Introduction to World Music	3
MUSC 308	Form and Analysis	3
MUSC 309	Survey of Western Music	3
<i>One of the following:</i>		
MUSC 215	Ragtime, Blues, & Jazz	3
MUSC 219	America's Music	3
MUSC 224	History of Western Opera	3
MUSC 227	Women in Music	3
<i>Additional music courses, excluding MUSC 103</i>		6
<i>Three credits from the following ensemble courses:</i>		3
MUSC 133R	Chorale	
MUSC 172R	Chamber Orchestra	
MUSC 233R	Vocal Ensemble	
MUSC 271R	Ensemble	
<i>Senior Program</i>		3
MUSC 493	Senior Seminar	
<i>One of the following:</i>		1-3
MUSC 491R	Senior Recital	
MUSC 494	Senior Paper	
Total for B.A. Degree in Music		37-39

- *Students in the music major must pass a jury examination on their principal instrument and a piano proficiency exam. Students selecting the Senior Recital track will audition for the program in the first jury, and must pass three jury examinations after the audition jury but prior to the senior recital jury. Juries are held at the end of each semester.*

Additionally for B.F.A. in Music Performance

Students who intend to enroll in the B.F.A. must audition to be considered a candidate for the program. The audition jury must take place no later than the fall semester of the sophomore year. Students accepted to the degree program perform both a sophomore recital (MUSC 291) and a senior recital (MUSC 491).

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
Individual Lessons		6
MUSC 291	Sophomore Recital	1
Interdisciplinary Base ¹		9
<i>One of the following emphases:</i>		
Piano		
MUSC 241	Topics in Piano	4

MUSC 271R	Ensemble	2
Additional Music courses selected with advisor		2
Voice		
MUSC 235	Lyric Diction I	3
MUSC 236	Lyric Diction II	3
MUSC 332	Vocal Pedagogy	3
Other Instruments		
Music courses selected in consultation with advisor		8
I ST 393R	Fine Arts Colloquium	3
I ST 495	Senior Fine Arts Colloquium	1
Total for B.F.A. Degree in Music Performance		65-66

1 Students select the interdisciplinary base in consultation with their advisor. Courses selected must be from ARTS, DANC, ENGL, or THTR with two departments represented and must include one course in artistic expression.

Music Minor

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
<i>Required:</i>		
MUSC 107-107L	Music Theory I and Lab	4
MUSC 108-108L	Music Theory II and Lab	4
MUSC 309	Survey of Western Music	3
<i>Additional music courses, excluding MUSC 103, with at least 2 credits at the 200 level or above</i>		6
<i>Two credit hours from the following ensemble courses:</i>		2
MUSC 133R	Chorale	
MUSC 172R	Chamber Orchestra	
MUSC 233R	Vocal Ensemble	
MUSC 271R	Ensemble	

Total for Minor in Music **19**

- *Students in the music minor must pass a jury examination on their principal instrument.*

Recommended Courses

For music history: ARTH 101 and 102; and HIST 101; 102; 104; 203. For voice students: THTR 123R, 224; Italian, French, and German language study.

Music Courses

MUSC 103R. Basic Elements of Music

An introduction to the components that constitute music. Topics include rhythm, melody, chords, harmony, tonality, scales, phrases, and how to read and write music notation. *Credit hours: 2. Not open to students who have passed MUSC 107 or the equivalent. (AE)*

MUSC 107. Music Theory I

An introduction to the terms, structures, and functions of music. After a review of fundamentals, students will study harmonic function, cadences, non-chord tones, part-writing (including figured bass, melodic analysis, and harmonization), and diatonic harmonic analysis. To include laboratory work, MUSC 107L should be taken concurrently. *Credit hours: 3 (AE).*

MUSC 107L. Music Theory I Laboratory

Ear training, sight-singing, and keyboard harmony studies designed to provide aural understanding and practical application of theoretical knowledge of tonal music. *Credit hours: 1. Prerequisite or corequisite: MUSC 107. (AE)*

MUSC 108. Music Theory II

Continued study of harmonic analysis and part-writing in diatonic harmony. Course material includes harmonic progression, cadences, counterpoint, and an introduction to analysis of form and compositional procedures. To include laboratory work, MUSC 108L should be taken concurrently. *Credit hours: 3. Prerequisite: MUSC 107.*

MUSC 108L. Music Theory II Laboratory

Continued study of ear-training, sight-singing, and keyboard harmony studies to correlate with MUSC 108. *Credit hours: 1. Prerequisite or corequisite: MUSC 108.*

MUSC 129R. Introduction to Voice Study

Designed for students with no college-level voice study. An introduction to the art and science of singing. Topics for discussion include anatomy/physiology of the voice, diet and nutrition, fitness and exercise, and voice types. Basic principles of vocal technique, musicianship, artistry, communication, posture, diction, breath control, and stage presence are also addressed. *Credit hours: 1. Prerequisite: permission of instructor. (AE)*

MUSC 131R. Voice

Credit hours for each semester: 1 or 2. Prerequisite: by audition only. It is expected that all students enrolled in MUSC 131R will complete both semesters of MUSC 235, 236 (Diction for Singers) as prerequisite for a third year of MUSC 131R. Lesson Fee. (AE)

MUSC 133R. Chorale

A major performing ensemble which presents sacred and secular choral music of all periods. Concerts include Christmas Vespers, touring, Spring Concert, and collaboration with other ensembles. *Credit hours for each semester: 1. Prerequisite: by audition only. Sight-reading proficiency strongly recommended. (AE)*

MUSC 147R. Piano

Credit hours for each semester: 1 or 2. Prerequisite: permission of instructor. Lesson fee. (AE)

MUSC 149R. Organ

Credit hours for each semester: 1 or 2. Prerequisite: permission of instructor. Lesson fee. (AE)

MUSC 151R. Strings

Credit hours for each semester: 1 or 2. Prerequisite: permission of instructor. Lesson fee. (AE)

MUSC 159R. Guitar

Credit hours for each semester: 1 or 2. Prerequisite: permission of instructor. Lesson fee. (AE)

MUSC 161R. Woodwinds

Credit hours for each semester: 1 or 2. Prerequisite: permission of instructor. Lesson fee. (AE)

MUSC 163R. Brass

Credit hours for each semester: 1 or 2. Prerequisite: permission of instructor. Lesson fee. (AE)

MUSC 165R. Drumset

Credit hours for each semester: 1 or 2. Prerequisite: permission of instructor. Lesson fee. (AE)

MUSC 167R. Percussion

Credit hours for each semester: 1 or 2. Prerequisite: permission of instructor. Lesson fee. (AE)

MUSC 172R. Chamber Orchestra

A major performing ensemble which presents orchestral and choral/orchestral repertoire. Concerts include Christmas Vespers, Spring Concert, and collaboration with other ensembles. *Credit hours for each semester: 1. Prerequisite: by audition only. (AE)*

MUSC 207. Music Theory III

Introduction to contrapuntal procedures and continued study of harmonic analysis and part-writing including secondary function, chromatic harmony, and modulation. To include laboratory work, MUSC 207L should be taken concurrently. *Credit hours: 3. Prerequisite: MUSC 108.*

MUSC 207L. Music Theory III and IV Laboratory

Continued study of ear training, sight-singing, and keyboard harmony to correlate with MUSC 207. *Credit hours: 1. Prerequisite: MUSC 108L. Prerequisite or corequisite: MUSC 207, 208.*

MUSC 209. Composition

An exploration of musical composition through the elements of melody, harmony, rhythm, orchestration, and form. Projects include creating new musical works for various solo instruments, voices, and ensembles. Instruction is conducted by individual private lessons. *Credit hours: 2. Prerequisite: MUSC 107. Lesson fee.*

MUSC 215. Ragtime, Blues, and Jazz

A survey of the rise, development, and relationship among ragtime, blues, and jazz from the 1890's to the 1940's. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor. (HE)*

MUSC 218. American Popular Music, 1950's to the Present

A survey of the societal trends, culture, and musical styles that eveloped in America from the 1950's to the twenty-first century. Representative musical styles from rock and roll to hip-hop artists. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor. (HE)*

MUSC 219. America's Music

In this course, the varieties of music that have been heard in the United States from colonial times through the early 20th century will be surveyed. The works that the students listen to and discuss span four centuries of music making, ranging from that of American Indians to spirituals, from ballads and traditional fiddle tunes to the concert stage. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor. (HE)*

MUSC 224. History of Western Opera

An introduction to the colorful and varied history of opera from comic to serious, from ballad to grand. While focusing primarily on selected works currently in the repertoire, historically significant composers, works, and development s in opera will also be discussed. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor. Alternate years. Offered 2019-2020. (HE)*

MUSC 227. Women in Music

A survey of the roles and achievements of women in the history of Western music. Students will consider social and historical perspectives, examining how attitudes have developed toward women in music and how women have achieved renown in the field. Study of classical music genres will comprise the first half of the semester, exploring women as performers, composers, teachers, conductors, and patrons. The second half will cover contemporary genres: pop/rock, jazz and blues, folk/country, and rap/hip-hop. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor. Alternate years: offered 2019-2020. (HE)*

MUSC 228. Introduction to World Music

An introduction to traditional and popular music outside the Western art music tradition. This course examines musical traditions of various parts of the world including Latin America, Africa, the Middle East, and Asia. Students will gain awareness of the scope of global musical activity in historical, cultural, political, and social contexts. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor. Alternate years: offered 2020-21.*

MUSC 233R. Vocal Ensemble: Touch of Harmony

A vocal chamber ensemble with emphasis on Renaissance madrigal, vocal jazz, and popular arrangements. Small ensemble rehearsal and performance techniques are developed, including performance without a conductor. *Credit hours: .5.*

Prerequisite: by audition only. Sight-reading proficiency strongly recommended. (AE)

MUSC 235. Lyric Diction I

Principles of language diction for singers, with use of the International Phonetic Alphabet and practical application.

IPA/English/German. *Credit hours: 3. Strongly recommended for advanced voice study. May meet concurrently with THTR 235 for the first half of the semester. Alternate years: offered 2020-2021.*

MUSC 236. Lyric Diction II

Principles of language diction for singers, with use of the International Phonetic Alphabet and practical application.

IPA/Italian/French/Latin. *Credit hours: 3. Strongly recommended for advanced voice study. Alternate years: offered 2020-2021.*

MUSC 241. Topics in Piano

Topics will be selected from keyboard mechanics (tuning, voicing, and other technical matters), piano literature, piano pedagogy, and vocal/instrumental accompanying. *Credit hours: 2. Prerequisite: permission of instructor. May be repeated for credit when topic differs.*

MUSC 247. Introduction to Conducting

Fundamentals of conducting, exploration of expressive elements. *Credit hours: 2. Prerequisite: MUSC 107. Alternate Years: offered 2019-2020.*

MUSC 248. Advanced Conducting

Application of musical analysis and expression and development of the ability to organize and lead rehearsals of vocal and instrumental ensembles, with the opportunity to lead an ensemble in rehearsal to acquire practical experience in applying the techniques examined in the classroom. *Credit hours: 2. Prerequisite: MUSC 247. Alternate Years: offered 2019-2020.*

MUSC 271R. Ensemble

The study and performance of chamber music repertoire. *Credit hours for each semester: .5. Prerequisite: permission of instructor. Offered on a Pass/Fail basis only. (AE)*

MUSC 291. Sophomore Recital

Preparation for and performance of sophomore recital as part of candidacy requirements for BFA in music performance.

Credit hours: 1. Prerequisite: sophomore standing and candidacy in B.F.A Program. Corequisite: individual instruction. Offered on a Pass/Fail basis only.

MUSC 308. Form and Analysis

The first half of the semester will study small- and large-scale formal structures (binary, ternary, rondo, sonata-allegro forms). The second half of the semester will address post-tonal practices and procedures. Material throughout the semester will include both theoretical and musicological context, examining works within the standard canon of repertoire. *Credit hours: 3. Prerequisite: MUSC 207.*

MUSC 309. Survey of Western Music

The history of western music from the Middle Ages through the present. Discussion, which uses analyses of works and biography as points of departure, will be directed toward considerations of the development of the major style periods: *Credit hours: Prerequisite or Corequisite: MUSC 108.*

MUSC 332. Vocal Pedagogy

The mechanism of the human voice, and methods of teaching singing in private lessons or in coaching voices in an ensemble are studied. Particular attention is paid to physiology and diagnosis and correction of vocal faults. *Credit hours: 3. Prerequisite: permission of instructor. Alternate years: offered 2019-2020.*

MUSC 491R. Senior Recital

Preparation for and performance of senior recital. *Credit hours: 1. Prerequisite: MUSC 493. Corequisite: individual instruction. Offered on a Pass/Fail basis only.*

MUSC 493. Senior Seminar

Students will acquire bibliography and research techniques by studying selected compositions from the literature, writing papers, and making oral presentations of their research. This course will familiarize students with research and analysis methods in music and prepare students for success in the senior project, whether research paper or recital. *Credit hours: 3. Prerequisite: MUSC 308 and 309.*

MUSC 494. Senior Paper

Preparation and presentation of the senior paper. *Credit hours: 3. Prerequisite: MUSC 493.*

PHILOSOPHY

Faculty: Kaija Mortensen, David T. Schwartz

Philosophy is the discipline where humanity's innate curiosity about the world finds expression in rigorous, logical thinking. Philosophers think about all aspects of human existence -- the nature of reality, the structure of knowledge and language, the principles of moral and aesthetic value, and the capacity of thinking itself. By studying the work of past and present philosophers, and by honing their philosophical skills, students increase the reach of their minds. Studying philosophy develops analytical and critical abilities, stimulates the imagination, and promotes clarity in speech and writing. Because these skills are fundamental to virtually all human activities, philosophy has great practical value for one's career and personal life.

Studying philosophy at Randolph College brings students into dialogue with the great questions that humans have pondered throughout history. Engagement with these ideas is essential to being an educated person and leading a meaningful life.

Philosophy Major

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
<i>Required:</i>		
PHIL 122	Early Modern Philosophy	3
PHIL 133	Ethics and Public Life	3
PHIL/CLAS 177	Classical Philosophy	3
PHIL 230	Logic	3
<i>Two 300-level Philosophy courses</i>		6
<i>One additional Philosophy course</i>		3
<i>Senior Program</i>		6
PHIL 493	Seminar I	
PHIL 494	Seminar II	
Total for B.A. Degree in Philosophy		27

- PHIL 122; 133; 177; and 230 must be completed prior to enrolling in Senior Seminar.

Philosophy Minor

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
<i>Required:</i>		
PHIL 122	Early Modern Philosophy	3

PHIL/CLAS 177	Classical Philosophy	3
<i>Three additional Philosophy courses</i>		9
<i>Total for Minor in Philosophy</i>		15

Special Programs

Majors are encouraged to participate in activities such as the Ethics Bowl competition and teaching philosophy to children in local K-12 schools. Students are also encouraged to pursue internships in fields such as medical and environmental ethics.

Philosophy Courses

PHIL 101. Introduction to Philosophy: Thinking for Life

This course introduces students to the practice of philosophy. Students will read and think about ideas of enduring human interest, such as ethics, human nature, knowledge, free will, beauty, and the nature of mind. Through such study, students will gain practice questioning the basic assumptions of everyday life. *Credit hours: 3. (HE)*

PHIL 122. Early Modern Philosophy

This course studies European philosophy from 1600-1800, a time period when scientific discoveries inspired philosophers to radically reevaluate traditional sources of knowledge and methods of inquiry. During this period, the human mind becomes not just a tool but also an object of philosophical inquiry. Authors studied include Descartes, Hume, and Kant. Topics covered include the sources and limits of knowledge, the mind/body relationship, and personal identity. *Credit hours: 3 (HE, WI)*

PHIL 132. Introduction to Philosophy: Knowledge and Reality

An introduction to philosophy through reading classical and contemporary authors on traditional issues. Topics will be selected from among the following: reason and religious belief, the grounds and limit of knowledge, mind and its place in nature, determinism and free will, and the meaning of life. *Credit hours: 3. Offered first semester. (HE, WI)*

PHIL 133. Ethics and Public Life

An introduction to philosophical thinking about morality and human nature. Readings address concrete issues such as world hunger, and sexual misconduct, as well as theoretical topics such as human happiness, the nature of right and wrong, and the relationship between morality and law. *Credit hours: 3. (HE)*

PHIL 175. Practical Reasoning

An introduction to the practice of reasoning and problem-solving. Emphasis on the analysis of arguments of the sort encountered in everyday discourse and in textbooks and lectures; on the clear and persuasive presentation of arguments, reports, and papers; and on the refinement of ordinary critical instinct. Identical with COMM 175. *Credit hours: 3. (HE)*

PHIL 177. Classical Philosophy

An introduction to ancient Greek philosophy. Topics include the nature of reality, human nature and happiness, political order. Readings are selected from the pre-Socratics, Plato, Aristotle, and others. Identical with CLAS 177. *Credit hours: 3. (HE)*

PHIL 183. Faith and Doubt

Is 'faith' a desperate ploy to gain influence over a world ill-suited to human desires? Is it a by-product of fear, resentment, wishful thinking, and/or a primitive stage in human intellectual development? Is it immoral? Is it coherent? This course investigates several historically significant instances of 'doubt' as representative of four general approaches to the critique of 'faith.' Special attention to repercussions for believers and to responses and strategies of response to critics. *Identical with RELG 183. Credit hours: 3. (HE)*

PHIL 214. Bioethics

A careful analysis of issues arising in medical practice and research. Topics include abortion, euthanasia, surrogate parenting, allocation of scarce resources, cloning, experimentation on living subjects (human and nonhuman), and the doctor/patient relationship. *Credit hours: 3. Prerequisite: sophomore standing.*

PHIL 226 Thought Experiments

Thought experiments are used in philosophy, science, and artistic works to examine concepts, consequences, and counterfactuals that cannot be empirically tested. Such thinking tools are intended to extend our imagination and hold our focus. Students in this course will carefully analyze the role such experiments play in philosophical methodology in comparison to their use in science and art. *Credit hours: 3. Prerequisite: Sophomore standing or permission of instructor. Alternate years: offered Spring 2020*

PHIL 230. Logic

An introduction to formal logic covering propositional logic and predicate logic. Attention is given to the nature of proof in formal theories and to the evaluation of arguments in natural language. The course also includes a brief treatment of logic problems that may appear on the LSAT. *Credit hours: 3. Prerequisite: sophomore standing or PHIL 175.*

PHIL 275. True Religion

A study of modern and postmodern philosophical reflection on religions, centering on modern efforts to distill 'true religion' from story and postmodern efforts to reclaim the truth of story beyond supernaturalism and scientism. Course themes include the relationship between 'faith' and reason, religion and sex, religion and gender, religion and violence, the logic of religious discourse, the nature of religious experience, and the death of God. Abrahamic. *Identical with RELG 275. Credit hours: 3. Prerequisite: sophomore standing.*

PHIL 280. Philosophy of Art

An exploration of philosophical views about the nature of art and artistic inspiration, the social function of art, aesthetic judgment, the relation between art and craft, and the evolutionary origins of art. Identical with ARTH 280. *Credit hours: 3. Prerequisite: sophomore standing.*

PHIL 331. Existentialism and Continental Philosophy

An advanced study of central ideas in European Continental philosophy from the nineteenth and early twentieth centuries, including works by Hegel, Nietzsche, Schopenhauer, Kierkegaard, Heidegger, and Sartre. Topics include the nature of the human condition, human subjectivity and freedom, authenticity and bad faith, and existential anxiety. *Credit hours: 3. Prerequisite: PHIL 133 or PHIL/RELG 183 or permission of instructor. Alternate years. Offered Fall 2019*

PHIL 351. Philosophy of Mind

An advanced study of the views of contemporary philosophers on the mind and its place in nature. Topics include the mind-body problem, consciousness, and the problem of other minds. Students will also reflect on the relationship between scientific and philosophical investigation of the mind. The nature of representation, free will, concepts, emotions, perception, and the self may also be discussed. *Credit hours: 3. Prerequisite: six hours of philosophy and/or psychology (excluding PSYC 227R). (HE, WI)*

PHIL 361. Environmental Philosophy

An advanced study of ethical and aesthetic issues concerning the environment. Topics include the definition of nature; whether humans are inside or outside of nature; the moral standing of animals, plants, species, and ecosystems; the tension between environmental preservation and economic development; and, the value of wilderness. *Credit hours: 3. Prerequisite: PHIL 133 or 214 or EVST 102, or permission of instructor. Alternate years: offered 2020-2021.*

PHIL 376. Topics in Political Philosophy

An examination of themes in Western political philosophy relying on the works of philosophers from the classical through the modern era. Topics will vary from year to year and will include themes such as justice, equality, liberty, and democracy. *Credit hours: 3. Prerequisite: junior standing. May be repeated for credit when topic differs up to a maximum of 9 hours.*

PHIL 493. Seminar I

Detailed study and discussion of the work of a major philosopher, selected according to the interests and needs of the students enrolled. *Credit hours: 3. Prerequisite: PHIL 122; 133; 177; and 230.*

PHIL 494. Seminar II

Detailed study and discussion of a problem or topic in contemporary philosophy, selected according to the interests and needs of the students enrolled. *Credit hours: 3. Prerequisite: PHIL 122; 133; 177; and 230.*

PHYSICAL EDUCATION

Faculty: Meghan Halbrook, Carolyn Sarson

Full-Time Staff and Coaches: Scott Bladen, Bill Cooper, Sara Flinn, Adam Godwin, Pete Hamilton, Andrea Kendall, Kara Matthews, Jamie Megginson, Kevin Porterfield, Andy Sinclair, Taylor Steele

Physical education is a very important part of the student's overall development. The program includes a number of academic and activity courses aimed at increasing the understanding of lifetime fitness and skills as well as a variety of wellness-orientated activities. Students may earn a maximum of eight credit hours in physical education activity courses toward the 124 hours required for graduation.

The Sport and Exercise Studies program focuses on introducing students to a framework of knowledge in areas supporting sport and exercise. A broad intellectual base challenges our students to explore foundations of personal health and fitness, and sport administration, with multidimensional courses such as kinesiology, motor development, sport nutrition, sport management, and sport psychology. The integration of our classroom, laboratory, and field experiences with the college's general education program provides a well-rounded liberal arts education experience.

Sport and Exercise Studies graduates will be prepared for master's programs such as exercise science, health promotion, coaching, athletic training, sport management, sport psychology, and therapeutic recreation. Furthermore, our graduates will be well-equipped to enter directly into careers in community, clinical, and corporate sport and exercise settings. A senior capstone and internship component are significant aspects of the educational experiences. In culmination of the senior year, students will orally present a literature review paper of a topic of interest in sport and exercise studies. The required internship experience allows the students to gain first-hand experience in a discipline of choice related to sport and exercise professions.

Students are encouraged to supplement the Sport and Exercise Studies major with a minor that supports their area of interest. Minors in biology, business, dance, communication studies, psychology, or sociology provide additional opportunities to expand knowledge in areas supporting sport and exercise studies.

There is only one major in the Department: Sport and Exercise Studies. However, students are able to choose an emphasis to focus their coursework within the major in either health and fitness or coaching and sport performance. There are a number of core course requirements that all students within the major will complete, as these courses are essential to the content and understanding of the Sport and Exercise Studies field as a whole. The Sport and Exercise Studies faculty are committed to the encouragement of engaging specific student interests while also producing students who are capable of embarking in their live and future careers with a holistic and comprehensive approach to knowledge and application in their chosen path.

Sport and Exercise Studies Major with an Emphasis in Health and Fitness

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
<i>One of the following:</i>		4
BIOL 103-100LR	Introductory Biology and Lab	
BIOL 108-100LR	Human Biology and Lab	
<i>Required:</i>		
BIOL 203-203L	Physiology and Lab	4
P ED 141	Professional Issues in Sport and Exercise Studies	1
P ED 143	First Aid and Safety	2
P ED 163	Nutrition and Fitness Performance	3
P ED 165	Lifetime Wellness	3

P ED 261	Exercise Physiology	3
P ED 361	Kinesiology	3
P ED 362	Exercise Testing and Prescription	3
<i>One of the following:</i>		3
P ED 161	Introduction to Athletic Training	
P ED 264	Evaluation of Athletic Injuries	
<i>Two of the following:</i>		6
P ED 241	Exercise Adherence and Compliance	
P ED 307	Motor Learning and Development	
P ED 206	Essentials of Strength and Conditioning	
P ED 342	Psychology of Injury	
<i>Activity classes:</i>		
DANC 131/132 or 141/142	Elementary or Ballet	1
P ED 114	Aquatic Fitness and Conditioning	.5
P ED 117	Weight Training	.5
<i>Senior Seminar and Internship Experiences</i>		
P ED 494	Senior Seminar	3
	Experiential Learning (EX L) in an appropriate area ¹	1-3
Total for B.A. Degree in Sport and Exercise Studies		41-43

¹ Internships must be pre-approved by the Director of the Sport and Exercise Studies program or the student's major advisor. The internship experience must be completed by the end of first semester senior year. Summer internships are also acceptable.

Sport and Exercise Studies Major with an Emphasis in Coaching and Sport Performance

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
<i>One of the following:</i>		4
BIOL 103-100LR	Introductory Biology and Lab	
BIOL 108-100LR	Human Biology and Lab	
<i>Required:</i>		
P ED 141	Professional Issues in Sport and Exercise Studies	1
P ED 143	First Aid and Safety	2
P ED 163	Nutrition and Fitness Performance	3
P ED 165	Lifetime Wellness	3
P ED 166	Sport Psychology	3
P ED 261	Exercise Physiology	3
P ED 307	Motor Learning and Development	3
P ED 364	Social and Ethical Issues in Sport	3
<i>Three of the following:</i>		9
P ED 204	Leadership and Organizational Dynamics	
P ED 241	Exercise Adherence and Compliance	
P ED 262	LGBTQ+ Experiences in Sport	
P ED 263	Sport Management	
P ED 342	Psychology of Injury	
SOC 205	Sporting America	
<i>Activity classes:</i>		
DANC 131/132 or 141/142	Elementary or Ballet	1
P ED 114	Aquatic Fitness and Conditioning	.5
P ED 117	Weight Training	.5
<i>Senior Seminar and Internship Experiences</i>		
P ED 494	Senior Seminar	3
	Experiential Learning (EX L) in an appropriate area ¹	1-3
Total for B.A. Degree in Sport and Exercise Studies		40-42

¹ Internships must be pre-approved by the Director of the Sport and Exercise Studies program or the student's major advisor. The internship experience must be completed by the end of first semester senior year. Summer internships are also acceptable.

Minor in Sport and Exercise Studies

This minor is designed to provide course in various fields of study that address health and fitness and sport performance.

Especially recommended for students interested in health and fitness related fields and in coaching.

Six of the following:

BIOL 108 or 203	Human Biology or Physiology with Lab
DANC 209	Living Anatomy I
PED 143	First Aid and Safety
PED 161	Introduction to Athletic Training
PED 163	Nutrition and Fitness Performance
PED 165	Lifetime Wellness
PED 166	Sport Psychology
PED 204	Leadership and Organizational Dynamics in Sport (alternate spring)
PED 206	Essentials of Strength and Conditioning (alternate spring)
PED 241	Exercise Compliance and Adherence (alternate fall)
PED 261	Exercise Physiology
PED 262S	LGBTQ+ Issues in Sport (summer online)
PED 263	Sport Management (alternate fall)
PED 264	Evaluation of Athletic Injuries (alternate spring)
PED 307	Motor Learning and Development
PED 342	Psychology of Injury (alternate spring)
PED 364	Social and Ethical Issues in Sport

Activity Courses

All activity courses are .5 credit hours, unless otherwise indicated.

All activity courses are offered on a pass/fail basis only and all may be repeated for credit. A maximum of 8 credit hours in physical education activity courses may count in the 124 required for a degree.

Courses numbered 100 to 172 denote beginning level of skill; 200 to 272, intermediate level. Courses numbered 400 to 472 are team level. Most of the activity courses are scheduled by quarters, each quarter lasting half a semester. Each quarter of an activity carries one-half credit hour. A student who is unable, because of physical limitations, to participate in the regular program of activities may take Physical Education 101, which will be designed to meet individual needs and interests.

P ED 101. Adapted Activities

An individualized program of physical activities for the student with health limitations. *Credit hours: .5 Offered as needed.*

Prerequisite: permission of instructor. (PE)

P ED 110. Fitness Walking (PE)

P ED 111. Aerobic Activities (PE)

P ED 112. Yoga (PE)

P ED 114. Aquatic Fitness and Conditioning (PE)

P ED 116. Disc Golf (PE)

P ED 117. Weight Training (PE)

P ED 118. Organic Gardening(PE)

P ED 120. Self Defense (PE)

P ED 122. Beginning Fencing (PE)

P ED 125. Beginning Tennis (PE)

P ED 130. Rock Climbing (additional fee) (PE)

P ED 134. Tai Chi (PE)

P ED 136. Scuba Diving *Prerequisite: must know how to swim. Additional fee. (PE)*

P ED 147. Intermediate Fencing *Prerequisite: P ED 122 or permission of instructor. Additional fee. (PE)*

Team Courses

Registration for all teams requires permission of instructor

P ED 420. Indoor Track Team (third quarter) *(PE)*

P ED 422. Outdoor Track Team (fourth quarter) *(PE)*

P ED 425. Tennis Team (first quarter and second semester) *Credit hours: .5 per quarter of participation. (PE)*

P ED 428. Lacrosse Team (second semester) *Credit hours: 1. (PE)*

P ED 430. Basketball Team (second and third quarters) *Credit hours: .5 per quarter of participation. (PE)*

P ED 432. Swim Team (first semester and third quarter) *Credit hours: .5 per quarter of participation. (PE)*

P ED 433. Volleyball Team (first semester) *Credit hours: 1. (PE)*

P ED 434. Soccer Team (first semester) *Credit hours: 1. (PE)*

P ED 435. Cross Country Team (first semester) *Credit hours: 1. (PE)*

P ED 437. Softball Team (second semester) *Credit hours: 1. (PE)*

Academic Courses

PED 141. Professional Issues in Sport and Exercise Study

This 1 credit lower level undergraduate course provides students majoring in Sport and Exercise Studies a comprehensive overview of the SES field. Students will also be exposed to professional organizations within the field of SES, practical elements of their major, research experience and application. Through participation in this course, students will develop experiences that will help enhance their career opportunities. *Credit hours: 1.*

P ED 143. First-Aid and Safety

This course uses lectures, demonstrations, and video with hands-on training and practice. Participants in this course learn to recognize and respond to emergencies including, but not limited to, shock, cardiac, and breathing emergencies for adults, children and infants. Students will gain First-Aid, CPR, and AED certification. *Credit hours: 2. Offered second semester. Additional fee for certification card.*

P ED 161. Introduction to Athletic Training

An introductory course which explores a variety of common athletic injuries and focuses on prevention, care, and rehabilitation. Other issues such as fitness, nutrition, and psychological effects of injury will be briefly discussed. Laboratory experience in taping and first-aid techniques will be included. *Credit hours: 3.*

P ED 163. Nutrition and Fitness Performance

The course will look at general nutrition with emphasis looking at how food intake choices relate to exercise performance. Special issues such as diabetes, cardiovascular disease, obesity, food allergies, protein, vitamin, and mineral supplementation, weight control, and fad diets will be discussed. *Credit hours: 3.*

P ED 165. Lifetime Wellness

This course will introduce dimensions of wellness including lifestyle choices that directly affect physical and emotional health. Health issues such as diabetes, cancer, coronary artery disease, stress, weight control, environmental health, and substance abuse will be discussed in the realm of prevention and recognition of effects on total wellness. *Credit hours: 3.*

P ED 166. Sport Psychology

This course prepares students to deal with the psychological principles related to sports. Students will study the various aspects of sports psychology (stress, anxiety, arousal, leadership, group dynamics, relaxation, motivation, personality, etc.). *Credit hours: 3.*

P ED 175. Sport and Spectacle

This course explores the ancient roots of modern athletics and mass entertainment through analyses of texts, works of art, and the archaeological settings of sport and spectacle that highlight their essential role in ancient societies. The Olympic games asserted Greek identity, civic virtue and competitive spirit; gladiatorial combat and chariot racing defined relationships between Romans and others, rulers and subjects. Identical with CLAS 175. *Credit hours: 3. Alternate years: offered 2020-2021. (HE)*

P ED 204. Leadership and Organizational Dynamics in Sport and Exercise

This course will examine the interactions and relationships between leadership and organizational culture within sporting institutions and sports teams. Primary topic areas covered include leadership styles, personality, diversity issues, motivation, levels of administration, conflict resolution, and creating positive change. Students will also have the opportunity to analyze the subject matter and develop their own leadership philosophy. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor.*

PED 206. Essentials of Strength and Conditioning

This course addresses the basic principles of strength and conditioning including power, agility, speed, hypertrophy, flexibility and endurance training methods. Students will have the opportunity to develop fitness programs with practical application of knowledge through a needs analysis. Students will also learn how to adapt conditioning programs for special areas such as obesity, elderly, children, pregnancy, injury and back pain. *Credit hours: 3. Prerequisite: Sophomore standing.*

PED 241. Exercise Adherence & Compliance

This course will be a lecture/seminar course. Students will learn about factors that contribute to the relationship between psychosocial factors and exercise. There is a focus on both theory (understanding research) and application (practicing). As such, this course requires exploratory readings and requires students to learn new skills (interviewing, self-monitoring, journaling, behavior change). *Credit hours: 3. Prerequisite: Sophomore standing.*

P ED 261. Exercise Physiology

A study of the human body's physiological adaptations to short-term and long-term exercise. Areas of study include energy metabolism, musculoskeletal function, cardiovascular and respiratory responses and adaptations, environmental factors (altitude, heat, cold), neurological control, and general conditioning principles including the development of coordination, agility, power, balance, and speed as they pertain to exercise. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor.*

P ED 262S. LGBTQ+ Experiences in Sport

This course will review the participation history of LGBTQ athletes. Furthermore, the course will explore the social, political, economic, and cultural constraints that have been placed on these athletes, and their attempts to transcend such limitations. The class will use gender as a means of understanding the evolution of LGBTQ athletes in sport, particularly with regard to issues of femininity, masculinity, and homonegativity. *Credit hours: 3. Summer online course. (CI)*

P ED 263. Sports Management

The course will involve a study of sport industry roles and functions including collegiate, high school, professional, youth and community sport settings. Areas of content will include facility and event management, risk management, marketing, financing, sponsorship, communications and legal and ethical issues as they pertain to sport industry settings. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor.*

P ED 264. Evaluation of Athletic Injuries

A study of evaluative assessment of specific joint injuries. Topics include joint and muscle anatomy and mechanics, biomechanical effectiveness of human movement, etiological evaluations, and specialized testing of specific injuries and anatomical deficiencies. *Credit hours: 3. Prerequisite: P ED 161 or permission of instructor.*

P ED 307. Motor Learning and Development

This course will discuss motor development throughout the lifespan. Students will be able to trace the path of motor development and discuss the implications of general principles for appropriate physical education and movement specialist strategies to enhance motor skill learning. Special attention will be paid to motor learning in the preK-12 and special needs populations. *Credit hours: 3. Prerequisite: sophomore standing. Offered second semester. (WI)*

PED 342. Psychology of Sport Injury

This course will explore the theory and research related to the psychological aspects of injury and injury rehabilitation. The focus is on theory and application. Intake interviews and case studies will be used to explore assessment and intervention approaches relevant for different levels of sport medicine as well as other sport and exercise professionals. *Credit hours: 3. Prerequisite: PED 166 or Junior standing.*

P ED 361. Kinesiology

This course examines human anatomy and function of the musculoskeletal systems and mechanical aspects of human movement analysis as it relates to physical activity, exercise, and sport. Students will be able to analyze joint actions, muscle actions, and mechanical principles that apply to specific sport and exercise movements. *Credit hours: 3. Prerequisite: junior standing or permission of instructor.*

P ED 362. Exercise Testing and Prescription

This course prepares students in developing knowledge and skills to effectively administer health appraisals and fitness tests in measuring cardiovascular endurance, muscular fitness, flexibility, and body composition in varied populations of healthy individuals. Topics include medical/health screening, exercise program development, and related discussions on diabetes, pregnancy, coronary heart disease, arthritis, low back pain, children, and the elderly in exercise assessment and prescription. *Credit hours: 3. Prerequisites: P ED 163 and 261 and junior standing or permission of instructor.*

P ED 364. Social and Ethical Issues in Sport

This course examines the function of sports in contemporary American Society. Students will perform a critical analysis of sport-related controversies, and study the ethical considerations used in decision-making. As an upper level course, students will be expected to read and comprehend advanced material, contribute meaningfully to class discussions, and exhibit personal involvement in order to complete course objectives. *Credit hours: 3. Prerequisite: junior standing or permission of instructor. (WI)*

PED 394 Research

Students will have the opportunity to participate in conducting research projects in conjunction with a faculty member in the Sport and Exercise Studies Department. Students will learn the research preparatory process, research methods, qualitative and statistical software, and journal submission guidelines. Research results will be written up, as well as presented and published in some cases. *Credit hours: 1-3. Prerequisite: Permission of the Department. May be repeated for credit up to a maximum of 6 hours.*

P ED 494. Senior Seminar for Sport and Exercise Studies

Students will explore readings and engage in discussions on current trends in sport and exercise studies. Students orally present a literature review paper on a topic area of interest in relation to sport and exercise studies. *Credit hours: 3. Prerequisite: senior standing.*

PHYSICS AND ENGINEERING

Faculty: A. Katrin Schenk, Peter A. Sheldon, Sarah L. Sojka

Physics is a discipline that seeks to explain the behavior of the natural world with a comprehensive set of fundamental laws. Success in physics requires a keen analytical mind, a strong desire to understand the fundamental principles of nature, and the ability to work hard and persevere.

A physics major earned in the context of a liberal arts education prepares the student for a wide variety of careers. Scientific careers in universities, research laboratories, and industry are the most obvious opportunities, but the training that a physicist receives in analytical reasoning prepares one for a career in medicine, engineering, law, and business as well. Problem-solving ability combined with knowledge of computer programming also leads to careers in computer science and computer programming.

The Bachelor of Arts degree is for the student interested in studying physics, but who is likely to pursue a career in a related field, or a field which requires an analytical mind. The Bachelor of Science degree is for those planning a career in physics or engineering, and for those considering going on to graduate school.

A student interested in a degree in engineering, but who also wants the benefits of a liberal arts education can elect the engineering physics major. See *Engineering Physics* for a description of the interdisciplinary major.

Physics Major

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
<i>Required:</i>		
PHYS 115-115L, 116-116L	General Physics and Lab	10
PHYS 251	Relativity and Intro Quantum Mechanics	3
PHYS 302	Quantum Mechanics I	3
PHYS 341	Classical Mechanics	3
PHYS 361	Electromagnetic Theory	3
MATH 149R and 150R	Calculus I and II	6
MATH 250	Calculus III	3
MATH 331	Differential Equations	
<i>or</i> PHYS 301S	Differential Equations for Scientists and Engineers	3
<i>One of the following:</i>		
PHYS 331	Electronics Lab	3
PHYS 332	Advanced Physics Lab	
<i>Senior Program</i>		
PHYS 494	Senior Research	1 or 3 ¹
PHYS 495,496	Seminar I-II	1
Total for B.A. Degree in Physics		39 or 41
 <i>Additionally for B.S. Degree</i>		
CHEM 105-105L,106-106L	General Chemistry and Lab	8
CHEM/PHYS 378	Classical & Statistical Thermodynamics	3
MATH 241	Linear Algebra	3
PHYS 331 or 332 (not taken in B.A.)		3
PHYS 371	Topics in Theoretical Physics	3
PHYS 474	Quantum Mechanics II	3
Any Computer Science course		3
Total for B.S. Degree in Physics		65 or 67

¹ If the majority of senior research is previously completed in an approved summer research or other program then the student only needs one credit of PHYS 494 during the academic year.

Physics Education Major

Note: Students must also complete the Professional Courses for Secondary Education.

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
<i>Required:</i>		
BIOL 103-100LR	Introductory Biology and Lab	4
CHEM 105-105L	General Chemistry and Lab	4
PHYS 115-115L,116-116L	General Physics and Lab	10
PHYS 251	Relativity and Intro Quantum Mechanics	3
PHYS 302	Quantum Mechanics I	3
PHYS 331	Electronics Lab	3
PHYS 332	Advanced Physics Lab	3
PHYS 341	Classical Mechanics	3
PHYS 361	Electromagnetic Theory	3
MATH 149R and 150R	Calculus I and II	6
<i>One of the following:</i>		
MATH 227	Elementary Applied Statistics	3
PSYC 227R	Applied Statistical Analysis	3
<i>Senior Program</i>		
PHYS 494	Senior Research	1
Total for B.A. Degree in Physics Education		46

- A student cannot complete both a physics degree and the physics education degree.

See *Engineering Physics* section of this catalog for dual degree program details.

Engineering Minor

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
<i>Required:</i>		
CSCI 225	Matlab and LabVIEW	3
PHYS 115-115L,116-116L	General Physics and Lab	10
PHYS 216	Statics	3
PHYS 256	Green Engineering Design	3
<i>One of the following:</i>		
PHYS 331	Electronics Lab	3
CHEM/PHYS 378	Classical & Statistical Thermodynamics	3
Total for Minor in Engineering		22

- Additional courses required as prerequisites include MATH 149 and 150 or their equivalents.
- Students majoring in physics may also minor in engineering.

Physics Minor

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
PHYS 115-115L,116-116L	General Physics and Lab	10
PHYS 251	Relativity and Intro Quantum Mechanics	3
PHYS 302	Quantum Mechanics I	3
<i>One additional 300-level Physics course</i>		
Total for Minor in Physics		19

Recommended Courses

One year of biology; CHEM 307; one year of computer science; MATH 343; 426; and COMM/PHIL 175; 230.

Special Programs

Recent physics majors have successfully participated in summer research programs at NASA, the University of Virginia, the College of William and Mary, the National Institute of Standards and Technology, Lehigh University, Bucknell University, Kansas State University, and the Thomas Jefferson National Lab.

Physics Courses

PHYS 102R. Science Outreach

This is a hands-on, experiential, cultural learning course for science enthusiasts. Students will build science demonstration apparatuses, learn about the educational benefits, and actually go out in the field and do science demonstration shows and classes in the Lynchburg area. Students will participate in 42 hours of outreach activities each semester. *Credit hours: 1. Offered on a Pass/Fail basis only. May be repeated for credit up to a maximum of four credits.*

PHYS 105,106. Introductory Physics

An algebra-based introduction to fundamental topics in physics, including mechanics, thermodynamics, wave motion, and electromagnetism. *Credit hours: 3,3. Prerequisite: MATH 119R or equivalent. Calculus is not required. Alternate years: offered 2019–2020.(NS, QR)*

PHYS 105L, 106L. Introductory Physics Laboratory

Laboratory work and experiments related to topics studied in Physics 105, 106. *Credit hours: 1, 1. Corequisite or prerequisite: PHYS 105, 106 or the equivalent. Alternate years: offered 2019–2020. (NS)*

PHYS 115, 116. General Physics

Classical mechanics, heat, and electromagnetism. A calculus-based presentation of basic physical principles for students interested in the sciences or mathematics. *Credit hours: 4,4. Prerequisite or corequisite: MATH 149R or the equivalent. (NS, QR)*

PHYS 115L, 116L. General Physics Laboratory

Laboratory work and experiments related to the topics studied in Physics 115, 116. *Credit hours: 1,1. Corequisite or prerequisite: PHYS 115, 116 or the equivalent. (NW)*

PHYS 216. Statics

This course focuses on external (both applied and reactive) and internal forces on rigid bodies or particles that are stationary or moving with constant velocity. These concepts are applied to simple trusses, frames, and machines. *Credit hours: 3. Prerequisite: PHYS 115. Alternate years: offered 2020-2021.*

PHYS 251. Relativity and Introduction to Quantum Mechanics

Topics include special relativity, wave/particle duality, the Bohr model of hydrogen, and an introduction to quantum mechanics. *Credit hours: 3. Prerequisite: PHYS 116.*

PHYS 256. Green Engineering Design

Rising energy prices. Climate change. Massive oil spills. Engineering design is the process of devising a system to meet a need, and green engineering – one of the fastest growing fields in the US – addresses these pressing issues and more that are pertinent to our planet today. This course is meant to be a general introduction to the field of engineering, and students will be given a chance to see first-hand how engineers design power plants, buildings, and transportation to be cleaner and more energy efficient. *Credit hours: 3. Prerequisite: one semester of any science. Alternate years: offered first semester 2020-2021.*

PHYS 286. Introduction to Materials Science

One-time only, Spring 2020

A survey of the structure, properties, processing, and applications of metals, ceramics, polymers, composites, and advanced materials. Mechanical, thermal, electronic, and kinetic properties will be studied at the atomic and macroscopic scales. Credit hours: 3. Prerequisite: CHEM 106 or PHYS 116. Identical with PHYS 286, in spring 2020.

PHYS 301S. Differential Equations for Scientists and Engineers

Introduction to ordinary and partial differential equations. Topics include first order equations, mathematical modeling, qualitative methods (slope fields, phase plots, equilibria, and stability), numerical methods, second and higher order equations, series solutions, Laplace transforms, Fourier series, and systems of linear differential equations. Course also covers partial differential equations, such as the heat equations, the wave equations, and Laplace's equation. *Credit hours: 3. Prerequisite: MATH 105 or the equivalent. (QR)*

PHYS 302. Quantum Mechanics I

A continued study of quantum mechanics including important one-dimensional applications and the hydrogen atom. *Credit hours: 3. Prerequisite: PHYS 251.*

PHYS 331. Electronics Laboratory

A lecture laboratory course with emphasis on practical applications. Includes hands-on experience in building and testing electronic circuits and devices, and an introduction to digital logic, digital electronics, and computer interfacing. *Credit hours: 3. Prerequisite: PHYS 116,116L; MATH 150R. Alternate years: offered second semester 2019–2020.*

PHYS 332. Advanced Physics Laboratory

A lecture laboratory with experiments in various branches including optics and lasers of physics with emphasis on modern physics. Includes the study of physical systems through computer simulations and modeling as well as advanced techniques in data analysis. *Credit hours: 3. Prerequisite: PHYS 251, MATH 150R. Alternate years: offered 2020-2021.*

PHYS 341. Classical Mechanics

Topics include solutions of Newtonian equations of motion, Lagrangian and Hamiltonian dynamics. *Credit hours: 3. Prerequisite: PHYS 116 and MATH 250; 331. MATH 331 may be a corequisite. Alternate years: offered 2019–2020.*

PHYS 361. Electromagnetic Theory

A study of classical electromagnetic theory, including electrostatic and magnetostatic fields, Maxwell's equations, and electromagnetic plane waves. *Credit hours: 3. Prerequisite: PHYS 116 and MATH 250; 331. Alternate years: offered second semester 2019–2020.*

PHYS 371. Topics in Theoretical Physics

Topics selected from classical mechanics, electromagnetic theory, quantum mechanics, statistical mechanics, optics, or other subjects of interest. *Credit hours: 3. Prerequisite: PHYS 302. May be repeated for credit when topic differs. Alternate years: offered 2020-2021.*

PHYS 378. Classical and Statistical Thermodynamics

An introduction to thermodynamics and statistical mechanics, including review of important topics from statistics and probability, statistical description of particle systems, calculation of thermodynamic quantities, quantum statistics of ideal gases, and other basic methods and results of thermodynamics and statistical mechanics. *Identical with CHEM 378. Credit hours: 3. Prerequisite: MATH 150R and PHYS 116. Students must complete both lecture and lab in order to receive writing intensive credit.*

PHYS 378L. Classical and Statistical Thermodynamics Lab

Laboratory experiments that supplement concepts presented in Chemistry/ Physics 378, with an emphasis on professional writing in ACS format. *Identical with Chemistry 378L. Credit hours: 1. Corequisite: CHEM/PHYS 378. Students must complete both lecture and lab in order to receive writing intensive credit.*

PHYS 394. Research Topics in Physics

Students take part in research projects in conjunction with a faculty member in a field of mutual interest and learn research and problem solving methods. Research results are written up in formal lab reports and in some cases will be published. *Credit hours: 1, 2, or 3. Prerequisite: permission of the Department. May be repeated for credit up to a maximum of nine hours.*

PHYS 474. Quantum Mechanics II

Quantum mechanics including postulates and formalism, angular momentum, and spin. *Credit hours: 3. Prerequisite: PHYS 302 and MATH 241 and 331. Alternate years: offered 2020-2021.*

PHYS 494. Senior Research

Students complete individualized research projects. Research results are presented in a formal paper and an oral presentation before faculty and students. The senior research course also includes a comprehensive final examination in physics. *Credit hours: 1 or 3. Prerequisite: permission of the Department.*

PHYS 495, 496. Senior Seminar I-II

The seminar requires students to explore the areas of their personal interest in physics in order to inform their choice of research, graduate school, and employment. Students are also asked to make connections across topics in physics through a review of the major ideas in mechanics, electricity and magnetism, relativity, and quantum mechanics. In the first semester, students focus on careers and in the second semester the focus is on topics. *Credit hours: .5,.5. Prerequisite: permission of the Department.*

Astronomy Courses

ASTR 101. Introductory Astronomy: The Solar System

An introduction to astronomy, including naked-eye astronomy, the historical development of astronomical models, and basic astrophysical principles with a focus on our solar system and the growing number of examples of extrasolar systems. *Credit hours: 3. Alternate years: offered 2020-2021. (NS, QR)*

ASTR 101L. Introductory Astronomy Laboratory: The Solar System

Laboratory work and exercises related to topics studied in Astronomy 101. No previous laboratory experience is assumed. *Credit hours: 1. Prerequisite or corequisite: ASTR 101L Alternate years: offered 2020-2021. (NS)*

ASTR 103. Introductory Astronomy: Cosmology

An introduction to astronomy, including naked-eye astronomy, the historical development of astronomical models, and basic astrophysical principles with a focus on astronomy outside of our solar system including surveying the stars, galactic dynamics, and the beginnings and fate of the universe. *Credit hours: 3. Alternate years: offered 2019–2020. (NS, QR)*

ASTR 103L. Introductory Astronomy Laboratory: Cosmology

Laboratory work and exercises related to topics studied in Astronomy 103. No previous laboratory experience is assumed. *Credit hours: 1. Prerequisite or corequisite: ASTR 103L Alternate years: offered 2019–2020. (NS)*

POLITICAL SCIENCE

Faculty: Mari Ishibashi, Aaron Shreve, Vincent Vecera

Political science is a wide ranging discipline composed of many separate fields and specializations at the local, national and international levels. What holds all the separate fields together is a common interest in questions regarding the following: governmental and international institutions and their sources of power, political conflict and its resolution, political mechanisms for defining and achieving justice, and the origins and results of policy choices at the local, national, and international level, among other things. The Department addresses these and other issues through a variety of courses in American government, comparative government, and international relations. Given the diversity of interests within the field, majors will work with their advisor to tailor their program to their particular interest. Most are encouraged to undertake internships or engage in other experiences to bolster their understanding of political processes. Majors are encouraged to take courses outside the Department that support their academic interests and/or their career goals.

Those with a very strong interest in international politics and issues might want to consider the global studies major. Students may choose to major in political science or do one of the two minors.

Political Science Major

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
<i>Three of the following</i>		9
POL 101	American Politics	
POL 102	Political Theory	
POL 106	Rights of a Child	
<i>or</i> POL 115	East Asian Politics	
POL 113R	International Relations	
<i>Five additional Political Science 200-level or above courses</i>		15
POL 231	Research Methods in Political Science	3
<i>Senior Program</i>		
POL 495	Political Science Seminar	3

Total for B.A. Degree in Political Science **30**

- *Fifteen hours of the courses in the major, including POL 495, must be completed in residence at Randolph College.*
- *Advanced Placement/International Baccalaureate work can be used to fulfill major requirements, but the student must still complete 30 hours beyond this in the major.*

American Politics Minor

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
<i>Required:</i>		
POL 101	American Politics	3
POL 211	Elections and Public Opinion	3
POL 325	Constitutional Politics	3
POL 326	Public Policy Analysis	3
<i>One of the following:</i>		3
HIST 139	North America to 1865	
HIST 140	United States Since 1865	
HIST 237	American Women's History	
HIST 240	American Civil War and Reconstruction	
HIST 242	History of Virginia	
RELG 185	American Gods	
SOC 114R	Contemporary U.S. Society	
SOC 205	Sporting America	
SOC 231	America at the Margins	
Total for Minor in American Politics		15

Political Theory Minor

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
<i>Required:</i>		
POL 102	Political Theory	3
POL 203	Philosophy of Law	3
POL 372	History of Political Thought	3
POL 374	Contemporary Political Thought	3
<i>One of the following:</i>		3
PHIL 133	Intro Phil: Ethics and Public Life	
PHIL 177	Classical Philosophy	
PHIL 183	Faith and Doubt	
PHIL 214	Bioethics	
Total for Minor in Political Theory		15

Comparative Politics/International Relations Minor

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
POL 113R	International Relations	3
<i>Three of the following:</i>		9
POL 220	Global Issues at the United Nations	
POL 222	Gender Politics in Asia	
POL 328	Ethnic and Political Conflicts in Asia	
POL 332	Global Politics of Extremism	
Total for Minor in Comparative Politics/International Relations		12

Special Programs

Majors with an emphasis on American politics are encouraged to participate in appropriate Washington Semester Programs at the American University or other programs combining practical experience with courses in Washington, D.C. **See *Domestic Study***.

Experiential Learning Examples

Law office intern; Circuit Court intern; staff aide to a member of Congress; campaign aide.

Political Science Courses

POL 101. American Politics

An examination of the American political system through an analysis of the political culture, Constitution, party and interest group structure, governmental institutions, and the decision-making process in the United States. *Credit hours: 3. (SS)*

POL 102. Political Theory

This is an introduction to political thought. We'll study the origins of important ideas, such as justice, freedom, equality, progress, and the rights of the individual, in the context of the great conflicts of human history, from Sun Tzu and Plato to our contemporaries. *Credit hours: 3. (HE)*

POL 106. Rights of a Child

This course examines why violations of the most vulnerable continue to exist in countries from different regions of the world through issues such as children's bonded labor, involuntary participation in armed conflict and terrorism, forced marriage, sex-trafficking, and denied access to food, health care, and education. Through the lens of children's human rights, students will examine how attenuated aspects of failed and/or weak states affect the rights of children. *Credit hours 3. Prerequisite: Sophomore standing. (SS)*

POL 107. Peace and Conflict Resolution

Introduces students to different ways of understanding peace, violence, and war and of analyzing the war culture which encourages aggression, violence, and injustice in our immediate and global communities. Toward the goal of social and political change, students will be challenged to examine various approaches to peacemaking and peacebuilding, including nonviolence, peace education, and reconciliation. *Credit hours: 3. (HE)*

POL 113R. International Relations

Surveys the dominant international relations theories and contemporary forces that shape human, national, and global security. Special attention is given to new players, such as intergovernmental organizations, nongovernmental actors, and civil society, and issues, such as terrorism and the global justice movement, that are giving new shape to the global political environment. *Credit hours: 3. (SS)*

POL 115. Introduction to East Asian Politics and Culture

An introduction to the societies and politics of East Asia with the focus on Japan, China, and Korea. Topics covered will include gender and cultural issues, immigration, minority politics, and nationalism. *Credit hours: 3. (CI)*

POL 201. Trafficking: Where Global Meets Local

The course explores aspects of interdependency between global and domestic politics through the lens of global trafficking issues including sex, marriage, drugs, minerals, money weapons, wildlife, cultural properties, organs, and others. The focus will be on how forces of globalization are shaping human lives and numerous state and non-state actors are setting global agenda. The course is open to all students. Those intending to major in global studies will learn about the options for their focus area. *Credit hours 3. Prerequisite: Sophomore standing. (SS)*

POL 203. Philosophy of Law

This course focuses on questions about the law dealing with issues like truth, fairness, justice, and autonomy in a free society. We'll explore debates about criminal justice and punishment; unconscionable contracts; exploitation; economic efficiency; class, race, gender, sexuality and other forms of inequality; and the pursuit of civil and political rights. *Credit hours: 3. Prerequisite: POL 102 or permission of instructor. (HE)*

POL 211. Elections and Public Opinion

An examination of the interaction of political parties and public opinion in electoral politics in the U.S. Topics will include the history and current status of political parties, the changing nature of elections, and trends in public opinion. *Credit hours: 3. Prerequisite: sophomore standing. Alternate years: offered 2020-2021.*

POL 220. Global Issues at the United Nations

Covers the basics of the UN system, including its history, structures, and documentation system. Heavy emphasis is placed on writing, research, speaking, and collaboration skills. The class will undertake a parallel study of a specific country in conjunction with the spring National Model United Nations (NMUN) conference. Only students selected in late fall for the NMUN Conference can enroll in the course and participate in the NMUN conference. All conference participants must be enrolled in the course for full credit during the semester of the conference. *Credit hours: 3. Prerequisite: permission of instructor. May be repeated for credit when topic differs up to a maximum of 9 hours.*

POL 222. Gender Politics in Asia

Surveys the ways gender is experienced by women in Asia. Issues covered include sexual and reproductive decision making, domestic violence, human trafficking, son preference, dowry, and honor killing drawn from Asia. The class will also learn how gender issues are treated in their societies and politics and explore how different actors seek solutions to these issues in the context of global politics. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor. (HE, SS)*

POL 231. Research Methods in Political Science

This course familiarizes students with a variety of techniques for the investigation of political problems. The first half of the semester is an exploration of how to ask and answer social science questions. In the second half of the course students gain hands-on experience using statistical software to investigate and describe political problems. No prior familiarity with statistics is assumed. *Credit hours: 3. A student may receive credit for two these courses: ECON 227, MATH 227, POL 231, PSYC 227R, or SOC 395. Alternate years: offered second semester 2020-2021. (QR)*

POL 285: Foreign Policy Analysis

One-time only course, Fall 2019

This course is an examination of the process in which foreign policy is made and implemented. We examine how the international system, domestic institutions, and individual and group decision-making processes influence foreign policy. We will examine the available tools of foreign policy and their effectiveness. Finally, we will evaluate past and present foreign policies, mainly of the US. Credit hours: 3. Prerequisite: Sophomore standing or permission of instructor. (SS)

POL 287 - Globalization

One-time only course, Fall 2019

This course examines the increase in international interactions and the decrease in barriers to those interactions. We examine how cultural, economic, and political interactions amongst states has affected the international system, states and domestic institutions, and groups and individuals within states. The various positive and negative impacts of globalization are also explored. Credit hours: 3. Prerequisite: Sophomore standing or permission of instructor. (SS)

POL 325. Constitutional Politics

A study of the constitutional politics of the United States, focusing on federalism, the separation of powers, and civil rights and liberties. We'll read Supreme Court decisions and situate them in their political, economic, and cultural context to explore the relative powers of American political institutions. *Credit hours: 3. Prerequisite: POL 101 or permission of instructor.*

POL 326. Public Policy Analysis

This is an advanced course on federal domestic policy making in the United States. In the first half of the course students will discuss the theory of public policy analysis, focusing on the influence of institutional norms and rules, interest groups, and the public. The second half of the course will consist of a series of case studies of domestic policy issues. Topics may include social security, health care, employment discrimination, criminal justice, and/or anti-poverty policy. Students will pay particular attention to how individuals and institutions interpret policy questions differently as a result of their position in society. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor. Alternate years: offered 2020-2021.*

POL 328. Ethnic and Political Conflicts in Asia

This is an in-depth analysis of the causes, escalation, and resolution of ethnic and political conflicts within and between communities, societies, ethnic groups, and states in Asia. The class will examine various explanations of conflicts by analyzing the political implications of nationalism, race, ethnicity, and religion and explore ways to prevent, manage, and/or resolve conflicts. *Credit hours: 3. Prerequisite: junior standing or permission of instructor. Alternate years; offered Spring 2020. (SS)*

POL 332. Global Politics of Extremism

Surveys why extremism emerges in societies and transcends borders. Through case studies, students will explore topics including psychology of terrorism, gendered violence, rhetoric of terror, recruitment and use of social networks, cyber terrorism, and the political economy of terrorism. This will be followed by a section on deradicalization and disengagement of extremist actors and groups. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor. Alternate years: offered Spring 2020. (SS)*

POL 372. History of Political Thought

A study of the ideas underlying political conflict from the Ancient world through the mid-20th Century. We'll discuss the origins of government; the ethical obligations of citizens and the state; whether rulers should be priests, kings, legislatures, dictators, or no one; and theories about freedom, equality, property, class, race, gender, nation-states, and revolution. *Credit hours: 3. Prerequisite: POL 102 or permission of instructor.*

POL 374. Contemporary Political Thought

In this course we'll study the political conflicts of our world through the works of important political theorists of the past 50 years. We'll explore major thinkers in contemporary debates about capitalism, freedom, tolerance, national identity, power, community, representation, and human nature. *Credit hours: 3. Prerequisite: POL 102 or permission of instructor.*

POL 494. Senior Research

Each student will work on a research problem chosen in consultation with departmental faculty. A final paper embodying original research in an area of politics will be required. *Credit hours: 3. Prerequisite: senior standing.*

POL 495. Political Science Seminar

A discussion of current issues in U.S. and world politics combined with a major research paper. *Credit hours: 3. Prerequisite: permission of the Department. Required of all political science majors.*

POL 496. Global Studies Capstone

Completes the student's course of study in the major. In addition to doing weekly assignments, each student undertakes a capstone project that integrates coursework done in the focus area and facilitates one class discussion on the topic. *Credit hours: 3. Prerequisite: permission of the Department.*

PSYCHOLOGY

Faculty: Sara Beck, Dennis M. Goff, E. Blair Gross, Holly E. Tatum

Psychology is the scientific study of behavior and mental processes. Although psychology is a relatively new science (The first psychology laboratory was established in 1879 at the University of Leipzig, Germany), the College has had a psychology laboratory since the beginning in 1893. In fact, the College's psychology laboratory was the first at a college or university in the South. This tradition of a laboratory-based education continues in the current academic program.

The Department offers study in a broad range of the fields of psychology, including courses in abnormal behavior, cognitive processes, developmental, environmental, physiological, and social psychology. The emphasis within these areas is to prepare the student to critically evaluate evidence about behavior and mental processes with a strong emphasis on research design and interpretation of data. The knowledge and skills acquired in this liberal arts program enable students to pursue a career in related areas or to continue their education at the graduate level.

Psychology Major

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
<i>Required:</i>		
PSYC 105R	Introduction to Psychology	3
PSYC 227R	Applied Statistical Analysis	3
PSYC 228R	Research Design and Methodology	3
PSYC 230	Experimental Psychology	3
<i>One of the following:</i>		
PSYC 209	Sensation and Perception	3
PSYC 211	Cognitive Psychology	3
PSYC 251	Biological Bases of Behavior	3
<i>Two of the following:</i>		
PSYC 202	Personality Psychology	6
PSYC 205	Social Psychology	
PSYC 208	Developmental Psychology	
PSYC 212	Psychology of Gender	
PSYC 213	Psychological Disorders	
<i>Three of the following:</i>		
PSYC 316	Testing and Measurement	9
PSYC 330	Health Psychology	
PSYC 334	Myths and Controversies in Psychology	
PSYC 338	Cognitive Neuroscience	
PSYC 341	Evolutionary Psychology	
PSYC 343	Psychopharmacology	
PSYC 351	History of Psychology	
PSYC 361	Advanced Topics in Psychology	
<i>Senior Program</i>		
PSYC 493, 494	Capstone Seminar in Psychology	6
Total for B.A. Degree in Psychology		36

Psychology Minor

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
<i>Required:</i>		
PSYC 105R	Introduction to Psychology	3
PSYC 227R	Applied Statistical Analysis	3
PSYC 228R	Research Design and Methodology	3

<i>One of the following:</i>		3
PSYC 209	Sensation and Perception	
PSYC 211	Cognitive Psychology	
PSYC 251	Biological Bases of Behavior	
<i>One of the following:</i>		3
PSYC 202	Personality Psychology	
PSYC 205	Social Psychology	
PSYC 208	Developmental Psychology	
PSYC 212	Psychology of Gender	
PSYC 213	Psychological Disorders	
<i>One 300-Level Course:</i>		3
PSYC 316	Testing and Measurement	
PSYC 330	Health Psychology	
PSYC 334	Myths and Controversies in Psychology	
PSYC 338	Cognitive Neuroscience	
PSYC 341	Evolutionary Psychology	
PSYC 343	Psychopharmacology	
PSYC 351	History of Psychology	
PSYC 361	Advanced Topics in Psychology	
<i>Total for Minor in Psychology</i>		18

Experiential Learning Examples

Clinical work in child development, acute psychiatric care, marketing, juvenile and domestic courts, clinical social work, art therapy, residential treatment of adolescents.

Psychology Courses

PSYC 105R. Introduction to Psychology

This course will survey basic principles of psychology. Topics include history of psychology, research methods, neuroscience and behavior, nature, nurture, development through the lifespan, thinking and language, psychological disorders, sensation and perception, states of consciousness, learning, memory, emotions, and social psychology. Additional topics could include motivation, personality, intelligence, health/stress, and therapy. *Credit hours: 3. (SS)*

PSYC 202. Personality Psychology

The study of theories and research on individual differences and the sense of self. Readings and discussion focus on the major theoretical perspectives on the structure and development of human personality, and on methods for assessing individual differences. Cultural differences in theories of personality are considered, and current research studies on biological and environmental influences on personality are explored. *Credit hours: 3. Prerequisite: PSYC 105R. Alternate years: offered first semester 2019-2020.*

PSYC 205. Social Psychology

An introduction to the scientific study of social behavior. Traditional areas such as attitudes, aggressive and prosocial behavior, interpersonal attraction, person perception, and group dynamics are covered, as well as the application of social psychological research to contemporary social problems. *Credit hours: 3. Prerequisite: PSYC 105R.*

PSYC 208. Developmental Psychology

An overview of growth, maturation, and change in the human from conception through adolescence. The topics discussed include prenatal effects on the development of behavior, development of cognitive abilities in early childhood, and the effects of social interactions on development of personality and cognition. *Credit hours: 3. Prerequisite: PSYC 105R.*

PSYC 209. Sensation and Perception

How do we come to learn about the world around us? How do we construct a conception of physical reality based on sensory experience? This course will cover the basic theories and methods of studying sensation and perception. The major emphasis is on vision and audition, although other modalities may be covered. Representative topics include receptor function and physiology, color, motion, depth, psychophysics of detection, perceptual constancies, adaptation, pattern recognition, and the interaction of knowledge and perception. *Credit hours: 3. Prerequisite: PSYC 105R. Alternate years: offered 2019–2020.*

PSYC 211. Cognitive Psychology

This course is an introduction to human cognition and will cover how humans learn to deal with information from the environment. Students will concentrate on the classic topics including memory, attention, categorization, problem solving, language, reasoning, and decision making. Included is a discussion of the established theories and findings of cognitive psychology, how they relate to brain structure and functions, how these findings can be applied to real world problems, and how different methods of cognitive research can be used to understand mental processes. *Credit hours: 3. Prerequisite: PSYC 105R. Alternate years: offered 2020-2021.*

PSYC 212. Psychology of Gender

Consideration of how gender is related to the way people think, feel, and act in the world, and how gender-related differences develop. Course will focus on theories, questions, methods, and findings of psychological research on gender and gender development. The role of gender will be studied in relation to gender roles, identity, child and adolescent development, sexuality, health (physical and mental), close relationships, family life, work (paid and unpaid), violence, and harassment. *Credit hours: 3. Prerequisite: PSYC 105R or G ST 201. Alternate years: offered first semester 2020-2021. (CI, WI)*

PSYC 213. Psychological Disorders

A survey of the etiology, diagnosis, and treatment of the various forms of psychopathology, e.g., a comparison of the physiological and environmental explanations of depression and the implication of each of these explanations for treatment. *Credit hours: 3. Prerequisite: PSYC 105R.*

PSYC 227R. Applied Statistical Analysis in the Psychological Sciences

An introduction to statistical analysis as it is practiced in Psychology. Topics include sampling, descriptive statistics, statistical inference, and introduction to both nonparametric and parametric statistical tests. Students will also gain experience reading articles from the research literature. *Credit hours: 3. Prerequisite: PSYC 105R or permission of instructor. A student may receive credit for two of these courses: ECON 227, MATH 227, POL 231, PSYC 227R, or SOC 395. (QR)*

PSYC 228R. Research Design and Methodology

Discussion of techniques used in psychological research. Topics include basic research designs, ethical research practices, the use of descriptive and inferential statistics within psychological research, drawing conclusions from results, and writing and reporting findings. Throughout the semester, students will develop an original research hypothesis and will write a research proposal in an APA-style paper. *Credit hours: 3. Prerequisite: PSYC 105R and 227R.*

PSYC 230. Experimental Psychology

Students learn how to critically evaluate published psychological research from the major sub-divisions of the discipline, design and conduct experiments, analyze data using SPSS, and write research reports in APA style. Students design and carry out an experiment and present it in a conference-style presentation. This course is writing intensive. Psychology majors have priority registration. *Credit hours: 3. Prerequisite or corequisite: PSYC 228R. (WI)*

PSYC 251. Biological Bases of Behavior

This course presents a survey of the biological bases of human behaviors. The first part of the course consists of an introduction to structure and functions of the nervous system including the role of hormones in that function. The latter part of the course explores the application of those concepts to explanations of behavior with a special focus on humans. *Credit hours: 3. Prerequisite: PSYC 105R. Alternate years: offered second semester 2019–2020.*

PSYC 305R. Research Problems in Psychology

Each student investigates a special problem under the direction of the instructor. The research is supplemented by readings and individual conferences with the instructor. *Credit hours: 1, 2, or 3. Open only to psychology majors in consultation with faculty. Individual conferences to be arranged. Prerequisite: PSYC 228R. May be repeated for credit up to a maximum of 9 hours. Sections might be offered on a Pass/Fail basis at the discretion of the instructor.*

PSYC 316. Testing and Measurements

This course explores the theory and practice of psychological assessment. Major topics include test construction and validation, with attention to statistical techniques; appropriate test use, including legal and ethical issues; and major tests for measuring mental abilities, achievement, personality, and psychopathology. Throughout the semester, students will develop and validate an original measurement tool and will report on their research in an APA-style paper. *Credit hours: 3. Prerequisite: PSYC 228R. Alternate years: offered 2020-2021.*

PSYC 330. Health Psychology

A study of psychological influences on health, illness, coping, stress, pain, and health-related behaviors. Discussion of how health is related to attitudes, emotions, personality, and social support. A focus on health-enhancing and health-compromising behaviors will allow students to develop and implement a personal health behavior modification program. *Credit hours: 3. Prerequisite: PSYC 228R or permission of instructor. Alternate years: offered 2019–2020.*

PSYC 334. Myths and Controversies in Psychology

This course is a careful examination of common myths, controversies, and misconceptions in psychology. Topics include memory, learning, technologies, and psychopathology. For each topic, students will read and debate popular and professional presentations as well as new research articles to settle these issues. In doing so, students will strengthen their skills in evaluating research methodology and review advanced statistical practices. *Credit hours: 3. Prerequisite: PSYC 228R or permission of instructor. Alternate years: offered 2020-2021.*

PSYC 338. Cognitive Neuroscience

This course explores the link between processes of mind and brain. The class will investigate how scientists utilize current technologies to understand the neuronal activity and anatomy of the brain that supports perception, memory storage, and recall, among other topics. Students will read and evaluate scientific sources and compare those findings to one popular culture depiction of a mind—zombies. *Credit hours: 3. Prerequisite: PSYC 228R or permission of instructor. Alternate years: offered 2019–2020.*

PSYC 341. Evolutionary Psychology

An examination of how the processes of evolution have influenced the development of human thinking and behaviors. Exploration may include the study of reproductive behaviors, parental behaviors, aggression, altruism, emotional expression, language, and others. The course will be conducted primarily as a seminar and include readings from popular press texts, theoretical scholarly articles, and original reports of research results. *Credit hours: 3. Prerequisite: PSYC 228R or permission of instructor. Alternate years: offered 2020-2021.*

PSYC 343. Psychopharmacology

This course presents a look at the ways that drugs can affect behavior. The course will include an in depth review of neurotransmission including neurotransmitter systems and functions of the synapse. The effects of both recreational drugs and psychotherapeutic drugs on those systems will be presented along with discussion of behavioral consequences of using those drugs. Primary source readings will be used to explore the methodology of research in this area. Historical and contemporary social and medical policy for use and misuse of these drugs will also be considered. *Credit hours: 3. Prerequisite: PSYC 228R. Alternate years: offered 2019–2020.*

PSYC 351. History of Psychology

This course addresses the roots of modern psychological thought and methodology, from their origins in philosophy and the natural sciences through the refinements of psychology in its current form. In addition to learning about the major schools of psychology, e.g., Functionalism, Behaviorism, Psychoanalysis, students will explore how cultural forces shape psychological

theories and the experiences of the people who develop them. *Credit hours: 3. Prerequisite: twelve hours in psychology and junior standing or permission of instructor.*

PSYC 361. Advanced Topics in Psychology

Fall, 2019: Psychology and the Media

This course will explore the effects of modern media use on behavior, cognition, and psychological well-being in children, adolescents, and adults. Drawing on research from psychology, developmental science, neuroscience, and media studies, students will consider the impact of varied media use on the individual, as well as explore their own perceptions and experience with the rapidly changing media landscape. The course will be conducted primarily as a seminar and include both empirical research papers and popular press texts. Credit hours: 3. Prerequisite: PSYC 228R or permission of instructor.

PSYC 493, 494. Capstone Seminar in Psychology

The two-semester seminar is focused on supporting development and execution of a senior research project. Supporting assignments include discussion of issues in contemporary psychology, research ethics, methodology, and style of presentation for psychological research. During the first semester each student, in consultation with faculty, develops a proposal for a research project in a chosen area of psychology. These projects are carried out during the second semester and are presented both in an American Psychological Association style research paper and orally to the seminar. Students present the results of their research at a regional conference. *Credit hours: 3,3. Prerequisite: PSYC 228R and 230.*

RELIGIOUS STUDIES

Faculty: Suzanne M. Bessenger, Gordon B. Steffey

Why study religion? Integral to the configuration and exercise of political power, gender, sex, war, and work, world religions shape the institutional order and the individuals who dwell therein. Course offerings in religious studies reflect a multidisciplinary and intercultural approach to religious forms of life, past and present, with an eye to the cultivation of critical, adaptive, and just engagement in the global public square. Focus areas include the historical and conceptual footings of Abrahamic and ‘Eastern’ thought, textual criticism and transmission, philosophies of religion, and intersections with literature and culture.

Majoring in religious studies sharpens critical thinking, written and oral expression, and intercultural competence. To study world religions is to acquire fluency in a diverse range of worldviews that profoundly shape the values and behaviors of men and women in a pluralistic public square. Such fluency is integral to achieving the “life more abundant” which Randolph College commends.

Religious Studies Major

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
<i>Required:</i>		
RELG 201	Children of Abraham	3
RELG 202	Sons and Daughters of the Buddha	3
<i>One of the following:</i>		
RELG 111	Hebrew Bible	3
RELG 112	New Testament	
RELG 147	Religions of Asia	
RELG 264	Tibet: Religion in the Land of the Snows	
<i>One of the following:</i>		
RELG 266	Hindu Traditions of India	3
RELG 270	Buddhism	
<i>One of the following:</i>		
RELG 172	Jesus to Jerry: Two Thousand Years of Christianities	3
RELG 238	In the Footsteps of Muhammad	

RELG 240	The Man from Nazareth	
<i>One or both of the following</i>		
<i>(students who take both will need only one special topics course below)¹:</i>		3-6
RELG 253	In Memory of Her	
RELG 268	Gendering Enlightenment	
<i>One or two of the following special topics courses (one each in Abrahamic and Eastern traditions. Special topics courses are designated as either Abrahamic or Eastern in the course descriptions.)¹:</i>		3-6
RELG 128	Hinduism and Visual Culture	
RELG 168	Death, Dying, and Other Opportunities	
RELG/PHIL 183	Faith and Doubt	
RELG 199	Haunted: Ghosts and Other Monsters	
RELG 203	Sacred Violence, Sacred Peace	
RELG 250	God after Auschwitz	
RELG 261	Reel Religion	
RELG/PHIL 275	True Religion	
RELG 301	Immortal Longings	
RELG 317	Topics Modern and Contemporary Religious Thought	
<i>Senior Program:</i>		6
RELG 493	Methods in Religious Studies	
RELG 494	Writing Workshop	
Total for B.A. Degree in Religious Studies		30

¹ The major requires 30 hours, and students can choose to take either one or two special topics courses as indicated above.

Religious Studies Minor

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
<i>Required:</i>		
RELG 201	Children of Abraham	3
RELG 202	Sons and Daughters of the Buddha	3
<i>One of the following:</i>		3
RELG 147	Religions of Asia	
RELG 264	Tibet: Religion in the Land of the Snows	
RELG 266	Hindu Traditions of India	
RELG 270	Buddhism	
<i>One of the following:</i>		3
RELG 111	Hebrew Bible	
RELG 112	New Testament	
RELG 238	In the Footsteps of Muhammad	
RELG 240	The Man from Nazareth	
<i>One of the following:</i>		3
RELG 128	Hinduism and Visual Culture	
RELG 168	Death, Dying, and Other Opportunities	
RELG/PHIL 183	Faith and Doubt	
RELG 250	God after Auschwitz	
RELG 261	Reel Religion	
RELG/PHIL 275	True Religion	
RELG 301	Immortal Longings	
RELG 317	Topics Modern & Contemporary Religious Thought	
Total for Minor in Religious Studies		15

Recommended Courses

SOC 101, 310; COMM/PHIL 175; and appropriate courses in the History Department. Students aspiring to graduate school in religious studies should achieve fluency in a relevant ancient and/or modern language.

Experiential Learning Examples

Internships in local hospitals and organizations, participation in summer language institutes, summer travel-study programs, volunteer opportunities with NGOs and humanitarian groups, and so forth.

Religious Studies Courses

RELG 111. Hebrew Bible

The Hebrew Bible is an anthology reflecting the religious life and thought of ancient Israel and a primary source for beliefs, desires, and norms that underpin Western civilization. Students study and employ a wide range of strategies proper to scholarly analysis of the diverse textual traditions enshrined in the Hebrew Bible. Topics include founding legends, prophecy, wisdom, and apocalypse. Special emphasis on resettling the Bible into its ancient Near Eastern milieu. *Credit hours: 3. (HE)*

RELG 112. New Testament

Scholarly analysis of the canonical anthology of the early Christian movement, emphasizing its origin in provincial Palestinian culture and efflorescence in Asia Minor of the first two centuries CE. Students study and employ a wide range of strategies for ascertaining the origin, setting, transmission, and aims of New Testament writings. Topics include scholarly reconstructions of the historical Jesus, diverse perspectives on Jesus among early Christian communities, the thought-world and ministry of the apostle Paul, formation of the New Testament canon, and the evolution of orthodoxy. *Credit hours: 3. (HE)*

RELG 128. Hinduism and Visual Culture

This course examines the creation and transmission of those religious traditions of South Asia commonly labeled “Hinduism” via visually mediated interactions such as film, comic books, murti, puja, and darshan. Topics to be examined include caste and class, brahmanical and renouncer traditions, women and gender, diaspora, and the continuing relevance of visual renderings of great epics such as the Ramayana. *Credit hours: 3. (CI, HE)*

RELG 147. The Religions of Asia

This course provides a thematic and historical overview of Hinduism, Buddhism, Daoism, and Confucianism. To accomplish this ambitious goal, students focus on the major themes of each tradition, paying attention to how traditions developed in dialogue with each other, and how they crystallized into distinct traditions in reaction to each other. *Credit hours: 3. (CI, HE)*

RELG 168. Death, Dying, and Other Opportunities

What happens after we die? Is death an end, an interruption, or a beginning? How should the living relate to the dead? This course explores several Asian religions’ answers to these questions. By surveying a variety of beliefs, rituals, and cultural practices about death and the afterlife, this course demonstrates how views about death intimately shape our understanding of life. *Credit hours: 3. Alternate years: offered first semester 2020-2021. (CI, HE)*

RELG 172. Jesus to Jerry: Two Thousand Years of Christianities

From Jesus to Jerry Falwell, inquisitors to snake-handlers, martyrs to mystics, orthodoxy to ‘full gospel’ Pentecostalism, this course surveys the first two millennia of the diverse global family called Christianity. Attending closely to historical context, students consider major theological innovations (from creeds to the black Jesus), spirituality (from desert ascetics to tent revivalists), modes of authority (from charisma to papal infallibility), and institutional formations (from monasteries to comunidades eclesiales de base). *Credit hours: 3. (HE, WI)*

RELG 183. Faith and Doubt

Is ‘faith’ a desperate pitch to gain influence over a world ill-suited to human desires? Is it a by-product of fear, resentment, wishful thinking, and/or a primitive stage in human intellectual development? Is it immoral? Is it coherent? This course investigates several historically significant instances of ‘doubt’ as representative of four general approaches to the critique of

‘faith.’ Special attention to repercussions for believers and to responses and strategies of response to critics. *Identical with PHIL 183. Credit hours: 3. (HE)*

RELG 199. Haunted: Ghosts and Other Monsters

Monsters from a fringe beyond ordinary experience share our cultural landscapes, unsettling our present, our normal, and our futures with their/our unfinished business. Haunted views the strange power and persistence of ghosts, the occult, and ‘the night side of nature’ as opportunity for the study of how we construct knowledge, experience, and authority at the complex intersections of race, gender, and class. Topics include apparitions, vampires, zombies, and more across a wide range of literature and media. *Credit hours: 3. (CI, HE)*

RELG 201. Children of Abraham

A historical overview of the principal religious traditions of Western civilization through close study of primary and secondary sources, with attention to the internal logic of each religion and to their respective views of cosmic order, divine and human natures, human community and responsibility, and divine service or worship. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor. (HE)*

RELG 202. Sons and Daughters of the Buddha

What is an ideal Buddhist life? Beginning with an examination of the life-narrative of the historical Buddha Shakyamuni, this course uses biographies, autobiographies, and narrative films to examine how Buddhist traditions in various historical periods and cultural contexts have come to understand what constitutes an exemplary human life. The course assumes no prior experience studying Buddhism or religious studies. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor. (CI, HE)*

RELG 203. Sacred Violence, Sacred Peace

Interdisciplinary analysis of theories, documents, and events pertaining to the nexus of religious commitment and practice, violence, and peace-building. Why do violent extremists seem so often to lean on sacred texts and traditions? Does religious belonging inevitably source and aggravate conflict or can it contribute to new solidarities in a world where religious actors/institutions exercise influence at every level of policy? Course includes local and global case studies and touches on warfare, radicalization, extremist violence, reconciliation, nationalism, and the like. *Credit hours: 3. Offered every third year. (CI, HE)*

RELG 238. In the Footsteps of Muhammad

What is Islam? Concerned about shari’a? In love with Rumi? Angry with Orientalists? An introduction to the symbolic world and enduring venture of ‘Islam,’ to the shared grounds of all subsequent historical expressions of Islam and to alternative paradigms of authority and interpretation that underlie the historically and culturally diverse expressions of Islam. Readings from the Qur’an, Rumi, Edward Said, Tayeb Salih, Ziauddin Sardar, Fatima Mernissi, and others. *Credit hours: 3. Prerequisites: sophomore standing or permission of instructor. Alternate years: offered first semester 2020-2021. (CI, HE)*

RELG 240. The Man from Nazareth

Who was Jesus of Nazareth? Until recently the ‘historical Jesus’ was hidden by the transhistorical Christ, whose legacy was shaped in the centuries after Easter. Is the distinction between Jesus and Christ legitimate? Can the sediment of tradition be excavated in order to arrive at the ‘real’ life of Jesus? Analysis of ‘primary’ sources supplemented by readings in the field of historical Jesus research. *Credit hours: 3. Prerequisites: sophomore standing or permission of instructor. Alternate years.*

RELG 250. God after Auschwitz

Should ‘Auschwitz’ revolutionize how Jews think of God and covenant? Is poetry ‘after Auschwitz’ an obscenity? Is Christianity? This course seeks to fathom the impact of the Holocaust (Shoah) on contemporary Jewish thought through analysis of theological, literary, testamentary, and filmic responses to it. Special attention to the dialectic between responses that reaffirm traditional forms of fidelity and those that question all prior securities. Abrahamic. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor. Alternate years.*

RELG 253. In Memory of Her

Luce Irigaray asks, "In what way are women subjects in our cultures and religions?" This seminar poses that question through analysis of women and gender in canonical and non-canonical Jewish and Christian literature of late antiquity. Students will practice feminist and other strategies for remembering 'her' in ancient traditions and omissions. Special attention to women's participation in Mediterranean religions to the 6th century and the imprint of ancient formations on contemporary outlooks. Abrahamic. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor. Alternate years. (CI, HE)*

RELG 261. Reel Religion

Many films expressly or subtly treat religious themes and subjects. This course uses film to open up a discursive space wherein to think critically about religious desire and imagination, to reflect on the nature of film and representation, and to assess the strange progeny of 'Hollywood' and the 'Holy.' Films include *Nattvardsgästerna*, *The Exorcist*, *Blade Runner*, *Jésus de Montréal*, *Breaking the Waves*, *Jesus Christ Superstar*, among others. Abrahamic. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor. Alternate years.*

RELG 264. Tibet: Religion in the Land of Snows

This course is a survey of Tibetan Buddhism and its role in shaping Tibetan religion and culture throughout the Himalayas. In addition to surveying the foundations of Buddhist thought, this course will explore the history of Tibetan Buddhism, and the role of Buddhist beliefs in the shaping of Tibetan worldviews and religious and political institutions. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor. (CI, HE)*

RELG 266. Hindu Traditions of India

Is Hinduism one religion or many? This question guides our historical exploration of those South Asian religious traditions commonly labeled "Hinduism." Concentrating on the classic Hindu religious ideals of dharma or duty, karma or action, and bhakti or love for the lord, we explore ritual in early Vedic texts, philosophical speculations in later Upanishads, Purana literature, and devotional poetry. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor. Alternate years. (CI, HE)*

RELG 268. Gendering Enlightenment

The historian Caroline Walker Bynum wrote, "Religious experience is the experience of men and women, and in no known society is this experience the same." Taking this claim as our point of departure, this course uses scholarship from religious studies, anthropology, and gender studies to examine Buddhist philosophical conceptions of gender and the status of historical Buddhist women. Eastern. *Credit hours: 3. Prerequisites: sophomore standing or permission of instructor. Alternate years. (CI, HE)*

RELG 270. Buddhism

This course introduces Buddhist thought and practice, from its roots in ancient India to its efflorescence in Asia and elsewhere. Analysis of central Buddhist narratives and tenets are balanced with a study of the 'lived religion' in several diverse cultural contexts. Shared and distinctive commitments and practices of the three major living traditions, Theravada, Mahayana, and Vajrayana, will receive close attention. Sources include classical texts, memoirs, scholarly essays, and documentary and feature films. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor. Offered first semester. (CI, HE)*

RELG 275. True Religion

A study of modern and postmodern philosophical reflection on religions, centering on modern efforts to distill 'true religion' from story and postmodern efforts to reclaim the truth of story beyond supernaturalism and scientism. Course themes include the relationship between 'faith' and reason, religion and sex, religion and gender, religion and violence, the logic of religious discourse, the nature of religious experience, and the death of God. Abrahamic. *Identical with PHIL 275. Credit hours: 3. Prerequisite: sophomore standing.*

RELG 285: Religion/Race/America

This course studies the relationship between race, religion, and politics in the context of American history. We examine how interwoven racial and religious hierarchies were both constructed and how struggles against racial injustice have been

informed and enabled by religious ideas and practices. Topics will include Native America, slavery, immigration, the civil rights movement, Black Lives Matter, and #NoDAPL. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor. One-time only. (HE, WI)*

RELG 287. Religion in Native North America

This course examines the rich cultural, ceremonial, and ideological diversity of Native American religious practices and beliefs from pre-European contact to the present. Topics covered include sacred landscapes, sweat lodge practices, the Ghost Dance, peyote, Christian missionary efforts, the dispossession of tribal lands and cultural genocide, and the development of hybrid and revitalization movements. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor. One-time only. (HE, WI)*

RELG 301. Immortal Longings: Formations of Mystical Consciousness

Seminar on ‘mystical’ traditions in world religions. Approaching these traditions in their native historical, cultural, institutional, and textual settings, the course will consider the logic of esoteric and exceptional uses of language in service of insight, the cultivation of ecstatic and special somatic states, and the relationship between masters of esoterica and the ‘establishment.’ Is ‘mysticism’ simply a scholarly fiction for assessing texts/practices that bypass ‘company’ gatekeepers? Does ‘mysticism’ name a transcultural core that transcends religious particularity? What did Eckhart mean: “I pray God that he rid me of God”? Abrahamic. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor.*

RELG 317. Topics in Modern and Contemporary Religious Thought

A seminar on a topic in modern and contemporary religious thought. Topics vary from year to year. *Credit hours: 3. Prerequisite: junior standing or permission of instructor. May be repeated for credit when topic differs.*

RELG 493. Methods in Religious Studies

This is the first part of a two-part senior program sequence, in which religious studies majors explore ethnographic method and discipline-specific theory, develop an individual research proposal, obtain approval from Randolph College’s Institutional Review Board for work with human subjects, and begin fieldwork and observation in a religious community. *Credit hours: 3. Prerequisite: permission of the Department.*

RELG 494. Writing Workshop

This is the second of a two-part senior program sequence. In this semester, religious studies majors finish collecting textual and ethnographic data, before working with fellow department majors and professors to craft a senior project in completion of their major requirements. *Credit hours: 3. Prerequisite: permission of the Department.*

RENAISSANCE STUDIES

Interdisciplinary Minor Coordinators: Mara I. Amster, Andrea W. Campbell

This minor will allow students to make connections across disciplines and to experience one of the richest periods in the history of Western culture, refracted through several lenses of humanistic scholarship. Recommended for students majoring in one of the fields included in the program with a special interest in this historical period.

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
ENGL/THTR 277	Shakespeare	3
<i>One of the following:</i>		3
ARTH 263	Early Renaissance Art and Architecture	
ARTH 264	High Renaissance Art and Architecture	
<i>Two of the following:</i>		6
CLAS 132	Classical Mythology	
HIST 101	Modern Europe to 1750	
PHIL 122	Early Modern Philosophy	
<i>One of the following:</i>		3

ARTH 238	Medieval Art
ARTH 242	Baroque Art and Architecture
ARTH 314	Special Topics in Art
ARTH/ENGL 378	Gender in Renaissance Art and Literature
RELG 111	Hebrew Bible/Old Testament
RELG 112	New Testament

Total for Minor in Renaissance Studies **15**

¹ ARTH/ENGL 378 may be substituted for ARTH 263; 264 with permission of the program coordinators.

- Relevant courses in study abroad programs may be substituted for any course.

SOCIOLOGY

Faculty: Bradley P. Bullock, Danielle M. Currier, Julio Rodriguez

Sociology studies societies and cultures within a broadly comparative framework. The discipline illuminates the reciprocal relationship between human beings and their sociocultural environments and gives students a keener appreciation of their own social world, a less ethnocentric view of different ways of life, and a better understanding of the world system in which their society is one of many interdependent entities. The knowledge and perspective of sociology provide a useful approach to the analysis of interaction, inequality, and institutions, and offers insights into many topics of personal relevance and contemporary public debate.

The Department emphasizes applied sociology, service, and experiential learning. Students contribute to their major through experiences outside the classroom. Moreover, sociology offers practical skills that lead to employment in a wide variety of professions.

Sociology Major

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
<i>One of the following:</i>		3
SOC 101	Human Societies	
SOC 114R	Contemporary U.S. Society	
Sociology course at the 200 level		3
Sociology course at the 300 level or above		3
SOC 265	Social Theory	3
SOC 394	Social Research and Qualitative Analysis	3
SOC 395	Social Research and Quantitative Analysis	3
Experiential Learning (EX L) in an appropriate field ¹		3
Two additional Sociology courses ²		6
<i>Senior Program</i>		3
SOC 495	Seminar in Advanced Social Research	

Total for B.A. Degree in Sociology **30**

¹ Majors may not enroll in SOC 495 unless they have either completed their EX L requirement or have already completed arrangements for finishing it by the end of the fall semester of their senior year.

² Students will be encouraged to pursue SOC 496, Sociology Thesis; those completing SOC 496 will need only one additional course. One gender studies (G ST) course may be counted towards the major.

Sociology Minor

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
<i>One of the following:</i>		3
SOC 101	Human Societies	
SOC 114R	Contemporary U.S. Society	
Sociology course at the 200 level		3
Sociology course at the 300 level or above		3

Two additional Sociology courses
Total for Minor in Sociology

6
15

Recommended Courses

BIOL 118; ECON 101R; G ST 201, 203; MATH 227; and PSYC 205.

Experiential Learning Examples

Research at the Central Virginia Planning District Commission; counseling and related programs at retirement centers, a halfway house for troubled youth, children's homes, and family-planning agencies; various projects in local government agencies and law offices; health services for recent immigrants; summer internships in social welfare agencies; service learning study abroad in the Caribbean.

Sociology Courses

SOC 101. Human Societies

A study of the development and structure of human societies. Students are introduced to major sociological concepts, principles, and theories which contribute to a better understanding of the social world. *Credit hours: 3. This course cannot be taken on a Pass/Fail basis. (SS)*

SOC 114R. Contemporary U.S. Society

An introduction to contemporary social life in the United States through a survey of social structures, social interaction, and social change. Topics include the American family, sports, gender inequality, deviance and social control, electronic media, and the evolving concept of community. *Credit hours: 3. This course cannot be taken on a Pass/Fail basis. (CI, SS)*

SOC 205. Sporting America

An introduction to the cultural history of the United States through the lens of sport. Topics will include immigration and assimilation; the creation and maintenance of ethnic, racial, and national identities; class and leisure; industrialization and incorporation; civil rights; and women's rights. *Credit hours: 3. Alternate years: offered 2019–2020. (CI, SS)*

SOC 209. Deviance and Social Control

Addresses the creation and enforcement of societal rules, why and how rules are violated, the repercussions of violating norms, and the ways that race, class, gender, and sexuality affect those repercussions. General explanations of deviance will be applied to a wide variety of specific examples ranging from gender non-conformity to white collar crime. *Credit hours: 3. Prerequisite: SOC 101 or 114R or permission of instructor. Alternate years: offered second semester 2020-2021.*

SOC 216. Contemporary Social Problems

An application of sociological and anthropological perspectives toward understanding some widely recognized contemporary social problems, such as sexual and racial discrimination, substance abuse, family violence and sexual abuse, AIDS, health care reform, global inequality, overpopulation, and the destruction of natural environments. The class focuses on creative and practical solutions, with particular attention to how countries similar to the U.S. address such problems. *Credit hours: 3. Prerequisite: SOC 101 or 114R or permission of instructor. Alternate years: offered first semester 2020-2021. (CI)*

SOC 218. Family and Kinship

An examination of the social construction of family and kinship, with a primary focus on the contemporary U.S. Special attention will be given to the significance of gender, race, and class in systems of kinship and to the interaction between family and other institutions. *Credit hours: 3. Prerequisite: SOC 101 or 114R or permission of instructor. Alternate years.*

SOC 222. Human Populations and Global Issues

The most challenging problems in the world are tied to changes in human populations and the future quality of life on our planet depends on how people address those demographic changes. This course is an introduction to population processes such as fertility, rapid world population growth and migration, and to human geography. Issues addressed include

globalization, urbanization, human trafficking, conflict, geopolitics, and environmental change. *Credit hours: 3. Prerequisite: sophomore standing or one course in sociology. (SS)*

SOC 231. America at the Margins

An examination of the social construction of difference in late 20th and early 21st century America. This course focuses on social groups and communities that live on the physical and metaphorical borders of American culture such as addicts, queers, criminals, and illegal immigrants. Particular attention will be given to the ways in which their presence shapes contemporary ideological discourse. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor. Alternate years: offered 2020-2021. (CI)*

SOC 262. Topics in Sociology

Concentrated reading and discussion pertaining to a specific area or issue in sociology. Previous topics include Racial and Ethnic Relations, Inequality in American Life, and Mothers and Daughters in American Culture. *Credit hours: 3. Prerequisite: sophomore standing and SOC 101 or SOC 114R or G ST 201 or G ST 203 or permission of instructor.*

SOC 265. Social Theory

Discussion of the nature and role of theory in social research. Notable works in sociology will be read, discussed, and evaluated. *Credit hours: 3. Prerequisite: SOC 101 or 114R or permission of instructor.*

SOC 276. Sociology of Gender

An introduction to the sociological way of studying and understanding gender. Gender is social – it affects everyone, regardless of sex, sexual orientation, race, class, religion, etc. This class explores the ways gender is socially constructed and perpetuated. Students study how to examine gender at the micro (individual) and macro (social institutions, culture) levels in society. Identical with G ST 276. *Credit hours: 3. Prerequisite: sophomore standing and SOC 101 or SOC 114R or G ST 201 or G ST 203 or permission of instructor. Alternate years.*

SOC 310. Community

This course is designed to give students some tools for thinking and talking about community, allowing them room to explore the meaning and value of that concept, in various guises and from varied points of view. While focused on the U.S., the course will frequently compare the concepts and practices of community in the U.S. to those of other societies. The course is structured around some large questions within which the class will consider issues or topics related to community. For example, around the question “In what ways does technology affect community?” The class will explore the use of automobiles and INTERNET chat-rooms. Around “How do we encourage or conserve community?” students will examine ecology and architecture. It is better to see the course as an open, ongoing dialog, dynamic and circular, rather than a linear series of lectures about topics in some definite order. The main objective of the course is to leave students with their own, informed sense of community and enough ideas, concepts, skills, and resources to enhance their future understanding of community however they may create or experience it. *Credit hours: 3. Prerequisite: junior standing or permission of instructor. Alternate years: offered 2020-2021. (SS)*

SOC 321. The Individual and Society

Focusing on sociological social psychology, this course examines how people’s ideas, thoughts, beliefs, attitudes, feelings, and actions are affected by the actual, imagined, or implied presence of others. The class highlights social and institutional influences on individuals, assuming that our lives are directed by both internal and external factors. Students study how cultural expectations about things like gender, race, sexuality, class, religion, agency, power, and inequality affect our self-conceptions and interactions with others. *Credit hours: 3. Prerequisite: junior standing and SOC 101 or 114R or permission of instructor. Alternate years: offered second semester 2020-2021.*

SOC 327. Social Stratification

A study of the nature, causes, and consequences of social inequality. Students will analyze concepts of class, status, and power, and examine issues such as credentialism and upward mobility, welfare, unemployment, and comparable worth. The course concentrates on distributive processes in the United States but is broadly comparative and includes the study of

international inequality. *Credit hours: 3. Prerequisite: SOC 101 or 114R or permission of instructor. Alternate years: offered second semester 2019–2020. (CI)*

SOC 335. Developing Countries of the Caribbean Basin

An exploration of the challenges and obstacles facing the developing countries in this region. The course is structured to address a series of controversial issues such as: Why are some countries developing rapidly while others remain stagnant? Are rates of poverty, hunger, or other indicators of social well-being improving over time in countries that post economic gains? What roles, if any, should the United States or other industrialized countries play in providing technology, foreign aid, or other forms of assistance? Topics will include population growth, the emerging roles of women, the impact of transnational corporations and international trade, destruction of natural habitats, and eco-tourism. Students develop case studies of a particular country in the region and may choose to participate in a mock international forum. *Credit hours: 3. Prerequisite: junior standing or permission of instructor. Alternate years. (CI)*

SOC 342. Assuming Whiteness

An examination of the creation, representation, and maintenance of “whiteness” as a racial category. It explores the process by which certain groups have moved from racial “other” to “white,” the visual representation of “whiteness,” and the social, cultural, and political ramifications of being white (and non-white) in America. *Credit hours: 3. Prerequisite: junior standing or permission of instructor. Alternate years. (CI)*

SOC 344. Race and Ethnicity in Film

This course will provide a history of the representation of racial and ethnic minorities in popular film and its sociocultural implications; an application of sociological perspectives toward understanding popular film; and an examination of minorities as audiences and filmmakers. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor. Alternate years: offered first semester 2020-2021. (CI)*

SOC 367, 368. Research Project

An investigation of a sociological problem, under the supervision of a member of the Department. *Credit hours: 1, 1; 2,2; or 3,3. Prerequisite: permission of instructor.*

SOC 394. Social Research and Qualitative Analysis

This course is an intensive, hands-on introduction to the gathering and analysis of qualitative data. Students will be introduced to various techniques for selecting and formulating research problems, designing research projects, and collecting and analyzing qualitative data. Specifically, students will focus on interviews, oral histories, field research, and content analysis. The research, writing, and analysis skills learned in this course are useful for a wide variety of jobs and are necessary for pursuing graduate study in any social science. *Credit hours: 3. Prerequisite: SOC 101 or 114R and junior standing or permission of instructor.*

SOC 395. Social Research and Quantitative Analysis

A practical workshop emphasizing learning by doing, survey research and quantitative analysis. Students will be introduced to basic techniques for selecting and formulating research problems, designing research projects, and collecting and analyzing data. The course is structured to practice basic quantitative skills. These skills are useful toward more advanced study in graduate or professional schools and are immediately desirable for many professions. *Credit hours: 3. Prerequisite: SOC 101 or 114R and junior standing or permission of instructor. A student may receive credit for two of these courses: ECON 227, MATH 227, POL 231, PSYC 227R, or SOC 395. (QR)*

SOC 495. Seminar in Advanced Social Research

In this capstone course for the major, students will focus on high-level, applied analysis of recent research in the field. Goals include sharpening analytical abilities, honing skills for writing or speaking professionally about important sociological issues, and finishing the major with knowledge of some important studies from major academic journals. Students will also practice skills needed for making the transition to graduate school or employment, including writing critiques of professional research in an area of the student’s interest and selection of a previously written paper to revise as a writing sample. Finally, students

will hear presentations or engage in other activities to facilitate meeting their goals following graduation. *Credit hours: 3. Prerequisite: senior standing and either SOC 394 or 395 or the equivalent or permission of instructor.*

SOC 496. Sociology Thesis

Students will undertake an original, independent research project under the supervision of a faculty member. The finished project will approach a paper of publishable quality, suitable for submission to professional conferences. Findings from these projects will, at least, be presented to the faculty and majors. Note: this course is an option for students who meet a minimum GPA requirement in the major and who are advised to pursue the project based on their personal and professional goals. *Credit hours: 3. Prerequisite: senior standing and SOC 495 or permission of instructor.*

SOC 496L. Advanced Analysis

Students will collect original data or apply a specific method as part of their thesis project, under the direction of a faculty mentor. Students complete an analysis of data that meets professional standards and gain practical experience in conducting advanced research projects. Highly encouraged for students with plans for graduate or professional school or professional careers that prioritize analytical skills. *Credit hours: 1. Corequisite: SOC 496. Offered on a Pass/Fail basis only.*

SPANISH

See *Modern Languages, Literatures, and Cultures*.

THEATRE

Faculty: Amy R. Cohen, Stephanie H. Earl, Kenneth A. Parks, Heather Sinclair

Both in study and practice, theatre at the College is directed toward developing an understanding and appreciation of the interrelationship of actor, script, performing space, and audience. The Department's curriculum centers on courses that explore performance (acting and directing), text (literature and playwriting), and performing space (design and technology), and that recognize—in various considerations of styles, periods, history, standards, and conventions—the essentiality of the audience in completing the theatre circle.

Acknowledging the unique and elemental nature of theatre as live performance, the Department emphasizes direct and personal expression through production experience. Students from all majors participate in the production of plays and enroll in theatre courses. Theatre majors are guided through the academic and production programs to hone their specialty area of emphasis while cultivating a generalist approach to theatre. The Department is committed to helping students focus their career goals in theatre and prepares students to meet them by advising them from declaration about opportunities outside the Red Brick Wall to complement their work within the Department.

The Department presents two or three productions each academic year, with additional productions added through directing class, independent study projects, and allied programs. The production season serves as laboratory work for the academic program and production work is an inherent part of the major. Theatre majors are expected to develop skill in their specialty area through course work and assignments in every department production. This apprenticeship path leads to earning a major role or production responsibility that can serve as their capstone project in their senior year. Theatre majors receive regular semester evaluations to ensure their successful progress along that path.

Seasons of plays are chosen with deliberation. The Department strives to offer an artistically compelling and socially relevant season of plays to its students, to the College community, and to Lynchburg in general, a season that is entertaining while advancing our knowledge of the human condition. The Department is dedicated to exposing each student to the breadth of theatrical expression in their time on campus, emphasizing the best of period and contemporary work and the variety of production styles, while providing an individually crafted program of study and set of experiences that maximizes artistic growth.

Theatre Major

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
<i>Required:</i>		
THTR 111R	Stagecraft	3
THTR 117	Basics of Design	3
THTR 123	Beginning Acting	3
THTR 241	History of Theatre	3
THTR 244	Script Analysis	3
THTR 245	Stage Management	3
<i>Multiple enrollment in one or both of the following:</i>		3
THTR 107	Production Laboratory	
CLAS/THTR 181	Greek Drama Production Laboratory	
<i>One of the following tracks:</i>		12
<i>Design</i>		
THTR 246	Dress and Decor	
THTR 309	Design Studio	
THTR 311	Design/Technology Portfolio	
<i>One of the following:</i>		
THTR 215	Lighting Design	
THTR 216	Scenic Design	
THTR 217	Sound for Theatre	
THTR 219	Costume Design	
<i>Acting</i>		
THTR 224	Interm/Advanced Acting	
THTR 228	Movement for the Stage	
THTR 235	Voice and Diction	
THTR 347	Performance Portfolio	
<i>Directing</i>		
THTR 224	Interm/Advanced Acting	
THTR 233	Fundamentals of Directing	
THTR 337	Directing Workshop	
THTR 347	Performance Portfolio	
<i>Dramatic Literature</i>		
CLAS/THTR 275	Greek Drama	
ENGL/THTR 277	Shakespeare	
ENGL/THTR 279	Writing Plays	
One other drama literature course chosen with advisor		
<i>Senior Program</i>		
THTR 494	Senior Project	3
THTR 495,496	Theatre Reading Group	2
<i>Total for B.A. Degree in Theatre</i>		38

Additionally for B.F.A.

Students who intend to enroll in the B.F.A. must apply to the program; it is recommended that the application occur no later than the second semester of enrollment at Randolph College in order to be considered a candidate for the B.F.A. program. Students in the design, acting, directing, or production tracks may apply to the B.F.A. program. Audition is required for the acting track and portfolio review for the design, directing, or production tracks. Juried review required at the end of each year to continue in the program. Students in the theatre B.F.A. are expected to assume a leadership position in multiple productions and to select their additional courses in consultation with their advisor.

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
Two additional Theatre courses in the chosen track		6

Multiple enrollment in one or both of the following:	3
THTR 107 Production Laboratory	
CLAS/THTR 181 Greek Drama Production Laboratory	
Interdisciplinary Base ¹	9
I ST 393R Fine Arts Colloquium	3
I ST 495 Senior Fine Arts Colloquium	1

Total for B.F.A. Degree in Theatre **60**

¹ Students select the interdisciplinary base in consultation with their advisor. Courses selected must be from ARTS, DANC, ENGL, or MUSC with two departments represented and must include one course in artistic expression.

Theatre Minor

<u>Courses</u>	<u>Course Title</u>	<u>Credit Hours</u>
THTR 111R	Stagecraft	3
THTR 117	Basics of Design	3
THTR 123	Beginning Acting	3
THTR 241	History of Theatre	3
THTR 244	Script Analysis	3
THTR 245	Stage Management	3

Total for Minor in Theatre **18**

Recommended Courses

For students interested in performance: courses in business management and marketing, communication, literature, psychology, dance, and voice. For students interested in design and technical production: courses in art studio, geometry, and engineering physics.

Theatre Courses

THTR 107R. Production Laboratory

Practical experience with departmental productions in the area of performance, stage management, technical production, and/or theatrical design. Placement will be decided by an interview by the instructor in conjunction with department faculty and/or assignment to a specific project with a current production. A minimum number of laboratory hours will be required for satisfactory completion of the assignment or project. The amount of laboratory hours shall be based upon the nature of the project and dependent upon the credit hours selected. *Credit hours: .5, 1, or 1.5 (stage management or crew head only).* *Prerequisite: permission of the Department. Offered on a Pass/Fail basis only. May be repeated for credit.*

THTR 111R. Stagecraft

An introduction to stage scenery, theatrical technology, terminology, and common standards and practices. The methodology and engineering of scenic and technical elements will be introduced. Students will develop an informed appreciation of theatrical productions and technical theatre professions. Formal and self-scheduled laboratories provide hands-on learning with departmental productions. *Credit hours: 3. (AE)*

THTR 117. Basics of Design

An introduction to the principles of design as they apply to performance and the design process. This is a project-based class in which students will practice the basic techniques of costume, scenery, and lighting design. Practical experience with departmental productions. *Credit hours: 3. (AE)*

THTR 123. Beginning Acting

This course explores the process of preparing for a role. Through improvisational exercises and scene study, students explore approaches to the creative state, discovering physical actions, defining simple objectives, developing powers of observation, character development, expressing the super-objective, communicating subtext and the magic if. The course culminates in a final scene presentation. *Credit hours: 3. (AE)*

THTR 142. Introduction to Theatre

A general orientation to dramatic and theatrical conventions, theatre periods and styles, dramatic genres, theatre organization and production. The roles of audience, actor, director, playwright, and designer. The reading and discussion of plays and musicals. Viewing and reviewing the play in production. *Credit hours: 3. (AE)*

THTR 181. Greek Drama Production Laboratory

This course is open to students who are full-time members of the cast or crew of the Greek Play but not enrolled in CLAS/THTR 275. It provides practical experience with the production of an ancient play. Identical with CLAS 181. *Credit hours: .5 or 1. Prerequisite: permission of instructor. Alternate years: offered 2020-2021. Offered on a Pass/Fail basis only. May be repeated for credit.*

THTR 212. Topics in Theatre

Specialized study in areas of theatre technology, production, styles, or genres. Depending upon topic, course work may extend from a minimum of four weeks to the entire semester and may call for practical experience with departmental/Sock & Buskin and senior theatre majors' productions. *Credit hours: 1, 1.5, 2, or 3. Prerequisite: permission of instructor. Offered at the discretion of the Department. May be repeated for credit when topic differs.*

THTR 215. Lighting Design

An introduction to stage lighting, including the study of elementary electricity, optics, manual and computerized control, and the principles of lighting design. Exploration of the process of lightining through the analysis of design choices and development of lighting designs using standard graphic conventions. Practical experience with departmental productions. *Credit hours: 3. Alternate years: offered second semester 2020-2021. (AE)*

THTR 216. Scenic Design

An introduction to the design of theatrical scenery. Basic design techniques to be explored include thumbnail studies, scaled drafting of ground plans and design drawings, architectural rendering, paint elevations, and scale model building. Practical experience with departmental productions. *Credit hours: 3. Prerequisite: THTR 117. Alternate years: offered first semester 2020-2021. (AE)*

THTR 217. Sound for Theatre

An introduction to sound as a design element in stage production, the aural landscape, recording and sound creation techniques, sound reinforcement and reproduction in performance. *Credit hours: 3. Prerequisite: THTR 117 or permission of instructor. Alternate years: offered 2019–2020. (AE)*

THTR 218. Costume Technology

An introduction to costume construction techniques for the stage. Topics include basic stitching technique for costume construction, identification and use of costume shop tools and equipment, shop safety and protocols, and professional wardrobe practices. Work on department productions is required. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor. Alternate years: offered 2020-2021. (AE)*

THTR 219. Costume Design

An introduction to the art of design with specific emphasis on its relation to costuming for the theatre. Students will explore the use of various media and techniques used for the creation of costume design. A variety of rendering techniques may be explored including collage, watercolor, and transfer drawing. Practical experience with departmental productions. *Credit hours: 3. Prerequisite: THTR 117. Alternate years: offered second semester 2019–2020. (AE)*

THTR 224. Intermediate/Advanced Acting

This course builds upon the foundation laid in Fundamentals of Acting. Through movement and vocal exercises, scene study and topic specific exercises, this course introduces students to performing in a variety of styles and techniques, including the acting methods of Laban, Meisner, Chekov, Suzuki and Anne Bogart's Viewpoints, and addresses non-traditional, verse, absurdist and post-modern texts. The class runs on a three-semester cycle that rotates the subject matter every three semesters.

The course culminates in a presentation of final scenes. *Credit hours: 3. Prerequisite: THTR 123 or permission of instructor. May be repeated for credit with consultation with the instructor required after 9 credit hours.*

THTR 228. Movement for the Stage

This course aims to further the development of artistic expression through movement and body awareness. Students will learn the importance of physical expression as it relates to creating acting choices and other theatrical principles. The class will achieve this through the exploration of techniques such as core strengthening, conditioning, Suzuki, Laban, yoga, flexibility, stage combat, dance, visualization/movement exercises, clowning/mask, and monologue/scene work. The course will also work to foster a collaborative approach to theatre through partner and ensemble projects. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor. Alternate years: offered 2019–2020. (AE)*

THTR 233. Fundamentals of Directing

Detailed play analysis. Development of the director's concept. Instruction in stage composition, picturization, movement, rhythm, and pantomimic dramatization. Direction of scenes from outstanding contemporary plays. *Credit hours: 3. Prerequisite: THTR 117 and 123 or permission of instructor. Alternate years: offered 2020-2021.*

THTR 235. Voice and Diction

Voice and diction will develop student ability in vocal production and enhance clarity in public presentations. Students will be introduced to the International Phonetic Alphabet (IPA) and will address individual regionalisms. Students will improve their vocal power and clarity through physical and vocal exercises as well as individual presentations. *Credit hours: 3. May be repeated for credit up to a maximum of six hours. May meet concurrently with MUSC 235 for the first half of the semester. Alternate years: offered 2020-2021.*

THTR 241. History of Theatre

A detailed survey of Western theatre in form and style with emphasis on production techniques and forces affecting the development of the theatre as a cultural phenomenon. *Credit hours: 3. Prerequisite: Any 3-credit 100-level theatre course or permission of instructor. Alternate years: offered second semester 2020-2021. (HE)*

THTR 244. Script Analysis

Play analysis techniques for dramatic literature from a variety of historical periods. Students will focus on language and structure created by playwrights with special attention given to dramaturgical conventions of various epochs. *Credit hours: 3. Prerequisite: any 3-credit 100-level theatre course. Alternate years: offered 2019-2020.*

THTR 245. Stage Management

An introduction to theatre organization and the forms and procedures of managing for the stage, including pre-planning, the rehearsal process, production management, and running a performance. Students will focus on organization and communication skills and the stage managers role in the production process. Practical experience with departmental productions. *Credit hours: 3. Prerequisite: 100-level theatre course or permission of instructor. Alternate years: offered 2019–2020.*

THTR 246. Dress and Décor

A survey of major historic styles of clothing, architecture and artifacts throughout the world as an expression of cultural mores and their impact on performance and design, indexed with the development of theatrical form to distinguish period and style in visual design for the theatre. *Credit hours: 3. Prerequisite: THTR 117 or permission of instructor. 200-level design course recommended. Alternate years. (AE)*

THTR 275. Greek Drama

The tragedies of Aeschylus, Sophocles, and Euripides and the comedies of Aristophanes studied in the context of ancient theatrical conventions, with an emphasis on theories and practices of performance. In-depth study of the play in production as the Greek Play, with required student participation (in any of a number of capacities) to put principles of the class into action. Identical with CLAS 275. *Credit hours: 3. Alternate years: offered 2020-2021. (AE, HE)*

THTR 276. Reading Drama

A study of tragedy, comedy, and other varieties of works for the theatre, with attention given to historical and social context. Students will examine periods such as the Restoration, types such as melodrama, and movements such as theatre of the absurd. Attendance at screenings and at live productions by the theatre department may be required. Representative authors may include Sophocles, Behn, Ibsen, Shaw, and O'Neill. Identical with ENGL 276. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor. (AE, WI)*

THTR 277. Shakespeare

An introductory course dealing with the principles of Renaissance stagecraft, the nature of performance, the construction and themes of the plays, and the concept of genre or type. Representative plays in all genres from throughout Shakespeare's career. Identical with ENGL 277. *Credit hours: 3. Prerequisite: sophomore standing or permission of instructor. (AE, WI)*

THTR 279. Writing Plays

In this course, students learn how to structure a scene, how to structure a play, how to create, hold, and release the tension of a dramatic moment through taut and convincing dialogue, how to create characters that an audience will identify with and care about. Through the reading of modern and contemporary plays, both short and full length, students will study the ways that highly accomplished playwrights solve the problems presented by a variety of dramatic situations, and will begin to implement into their own scenes and plays the elements of the craft that they discover. Identical with ENGL 279. *Credit hours: 3. Prerequisite: ENGL 161R or THTR 142 or permission of instructor. Alternate years: offered 2019–2020. (AE, WI)*

THTR 309. Design Studio

Intermediate/advanced study of scenic, lighting, and/or costume design with an emphasis on collaboration with other artists. Students will develop the appropriate research, paperwork, and presentation materials to conceive, communicate, and realize their designs. Exploration of rendering and modeling techniques including computer applications, is encouraged. *Credit hours: 3. Prerequisite: THTR 117 and THTR 215; 216; or 219. May be repeated for credit.*

THTR 311. Design/Technology Portfolio

This class will focus on presenting a polished and professional physical portfolio as well as the skills needed to be effective in design presentations and production meetings. The course will seek to further develop previous work and to help student designers and technicians build their professional image through mock presentations, interviews, and adjudications by guest artists. *Credit hours: 3. Prerequisite: THTR 201; 215; 216; 217; 219 or 348. May be repeated for credit. Alternate years: offered 2020-2021.*

THTR 337. Directing Workshop

Further study and practice of concepts and techniques developed in Fundamentals of Directing (Theatre 233). Detailed examination and application of twentieth-century directing theories. Direction of short plays or scenes from classic and modern plays. *Credit hours: 3. Prerequisite: THTR 142 and 233. May be repeated for credit. Offered as needed.*

THTR 347. Performance Portfolio

This course is the pre-professional training that acting and directing students need to prepare them for graduate school and job pursuits. Actors will explore the skills and techniques that encourage effective auditioning. For them, the class will focus on personal preparation, script analysis, cold reading, effective interview techniques, receiving directorial adjustments, and monologue work. Resume preparation and headshot selection will also be touched upon. For directors, the class will guide each student through the process of creating their own directing portfolio and resume. Both actors and directors will develop the flexibility and confidence to handle actual job interviews and auditions. *Credit hours: 3. Prerequisite: THTR 123 or 233. Alternate years: offered 2020-2021.*

THTR 381. Absurd Young Men

Albert Camus proposes that man desires order in a world of chaos, leading to the absurd predicament. Question: whether to be angry about the human condition or, as Camus imagines Sisyphus, happy? Students will examine this existential paradox through the post-World War II dramas of playwrights such as Osborne, Pinter, Beckett, Ionesco, and Albee. Identical with

ENGL 381. *Credit hours: 3. Prerequisite: 100- or 200-level literature course or permission of instructor. Rotating; offered Fall 2021.*

THTR 494. Senior Project

Senior Project includes directed work in one or more of the following areas as arranged with the Department—design, technical production, management, directing, acting, playwriting, or dramatic literature. Seminar study and research. *Credit hours: 1.5, 3. Prerequisite: permission of the Department. The 1.5 credit version is repeatable for credit once for a total of 3 credits.*

THTR 495, 496. Theatre Reading Group

As part of students' capstone, majors will read widely from theatrical texts from ancient to contemporary and discuss their interpretations and staging implications. *Credit hours: 1, 1. Prerequisite: open to theatre major. Offered on a Pass/Fail basis only. May be repeated for credit once.*

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Round Rock, Texas
Elected 2016.

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Elected 2017.

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Lynchburg, Virginia
Elected 2016.

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Alexandria, Virginia
Elected 2018.

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Lynchburg, Virginia
Elected 2015.

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Manassas, Virginia
Elected 2018.

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Winchester, Virginia
Elected 2017.

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Maegan Crews Fallen, B.A.

Director of Internships

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Associate Dean of the College

Emily Joseph, B.A.

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Director of the Maier Museum

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Registrar

Diane L. Roy, M.A., M.Ed.

Coordinator of Disability Services

Kimberly Sheldon, M.Ed.

Director of Student Success

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Chief Technology Officer

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Dean of Admissions

Ryan McNamara, M.Ed.

Director of Financial Aid

Emily P. Sorensen, B.S.

Director of Admissions Operations

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Director of Athletics

Jennifer Bondurant, M.A., LPC

Director of the Counseling Center

Ruby A. Bryant, R.N.

Director of the Health Center

Amanda P. Denny, M.A.

Assistant Dean for Residence Life and Student Conduct

Kris Irwin, B.S.

Director of Campus Safety

Brent Lewis, Ph.D.

Director of Identity, Culture, and Inclusion

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Director of the Annual Fund

Marianne Ramsey, B.S.

Director of Principal and Planned Giving

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Director of Advancement Services and Prospect Research

Phebe Williamson Wescott, B.A.

Director of Alumnae and Alumni Relations

Kathryn Yarzebninski, M.B.A.

Director of Development

Faculty

Date in parentheses indicates the year of first appointment at the Randolph College.

Bradley W. Bateman (2013)

President of the College and Professor of Economics
B.A., Alma College; M.A., Ph.D., University of Kentucky.

Carl A. Girelli (2012)

Vice President for Academic Affairs, Dean of the College, and Professor of Linguistics
B.A., M.A., Ph.D., University of Connecticut.

John D. Abell (1991)

Carl Stern Professor of Economics
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Kristin M. Bliss (2001)

Professor of Biology
B.S., M.A., College of William and Mary; Ph.D., Virginia Polytechnic Institute and State University.

Selda Altan (Ozturk)

Assistant Professor of History
B.A., M.A., Boğaziçi University, Istanbul; Ph.D., New York University

Lisa Lee Broughman (1999)

Director of Lipscomb Library
B.A., Randolph-Macon Woman's College; M.L.I.S., University of South Carolina.

Mara I. Amster (2001)

Professor of English and Arts and Letters Division Head
B.A., Duke University; M.A., University of Virginia; Ph.D., University of Rochester.

Bradley P. Bullock (1987)

Charles A. Dana Professor of Sociology
B.A. Baylor University; M.A., Ph.D., Vanderbilt University.

Kun An (2007)

Associate Professor of Chinese Language
B.A., Beijing Normal University; M.A., Ph.D., University of Pittsburgh.

Andrea W. Campbell (2004)

Professor of Art
B.A., The American University; M.A., Ph.D., Rutgers, The State University of New Jersey.

William D. Bare (2002)

Associate Professor of Chemistry
B.S., Florida State University; Ph.D., University of Virginia.

Emily Yap Chua (2002)

Professor of Music
B.A., Florida State University; M.M., D.M.A., College-Conservatory of Music, University of Cincinnati.

Sara Beck (2018)

Assistant Professor of Psychology
B.A., M.S., Ph.D., Vanderbilt University.

Amy R. Cohen (1999)

Catherine Ehrman Thoresen '23 and William E. Thoresen Professor of Speech and Theatre and Professor of Classics and Theatre
B.A., Yale University; Ph.D., Stanford University.

J. Nikol Beckham (2015)

Assistant Professor of Communication Studies
B.A., Virginia Tech; B.F.A., American Intercontinental University; M.A., San Diego State University; Ph.D., University of North Carolina.

Christopher Cohen (2010)

Assistant Professor of Art
B.A., Yale University; M.F.A., James Madison University

Chelsea Berry (2019)

Assistant Professor of History
B.A., Brown University; Ph.D., Georgetown University

Daniel Cooper (2018)

Assistant Professor of Spanish
B.A., University of California; M.A., Universität Leipzig, Germany; Ph.D., University of California.

Suzanne M. Bessenger (2011)

Associate Professor of Religious Studies
B.A., Mills College; M.A., Ph.D., University of Virginia.

Danielle M. Currier (2011)

Associate Professor of Sociology

B.A., Grinnell College; M.S., Virginia Commonwealth University; Ph.D., University of Connecticut.

John d'Entremont (1980)

Theodore H. Jack Professor of History

B.A., M.A., University of Virginia; M.A., Ph.D., Johns Hopkins University.

Gary R. Dop (2013)

Associate Professor of English

B.S., North Central University; M.A., M.F.A., University of Nebraska.

Kelly Malone Dudley (2005)

Senior Lecturer in Dance

B.A., Randolph-Macon Woman's College.

Stephanie H. Earl (2015)

Assistant Professor of Theatre

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Ann M. Fabirkiewicz (1987)

Charles A. Dana Professor of Chemistry and Natural Sciences and Mathematics Division Head

B.S., University of Michigan (Dearborn); Ph.D., University of Tennessee (Knoxville).

Jennifer L. Gauthier (2004)

Professor of Communication Studies

B.A., Vassar College; M.A., Wesleyan University; Ph.D., George Mason University.

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B.A., University of Missouri- St. Louis; M.S., Ball State University; M.A., Ph.D., West Virginia University.

Mark R. Harrison (2010)

Professor of Business

B.A., Mississippi State University; M.S., Ph.D., University of Texas (Austin).

Jeff M. Heinfeldt (2010)

Professor of Economics/Business

B.S., M.B.A. Bowling Green State University; Ph.D., Kent State University.

Adam J. Houlihan (2011)

Associate Professor of Biology

B.S., University of Southern Mississippi; Ph.D., Cornell University.

Crystal D. Howell (2018)

Assistant Professor of Education

B.A., M.A., Marshall University; Ph.D., Indiana University.

Mari Ishibashi (2002)

Associate Professor of Political Science

B.A., Sophia University (Japan); M.A., Ph.D., University of Notre Dame.

Brennan Keegan (2018)

Visiting Assistant Professor of American Culture

B.A., Whitman College; M.A., Ph.D., Duke University.

Jesse L. Kern (2017)

Assistant Professor of Chemistry

B.S., Baker University; Ph.D., University of Kansas.

Seyong Kim (2016)

Visiting Assistant Professor of Dance

M.A. Dance Education, New York University; B.A., M.F.A., Sung-Kyun-Kwan University.

Stephen G. Krueger (2017)

Access and Outreach Services Librarian

B.A., Warren Wilson College; M.S.L.S., University of North Carolina (Chapel Hill).

Heidi M. Kunz (1987)

Katherine Haas Eichelbaum '32 Professor of English

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