



Richard Bland College
of WILLIAM & MARY

COLLEGE CATALOG
2016-2018

Letter from President

Dear Students:

Welcome to Richard Bland College of William & Mary and the 2016-2017 academic year. Richard Bland College is a dynamic institution teeming with innovation and at the vanguard of education in the 21st century. Our faculty, programs, and facilities will inspire you to excel and to Create Your Journey.

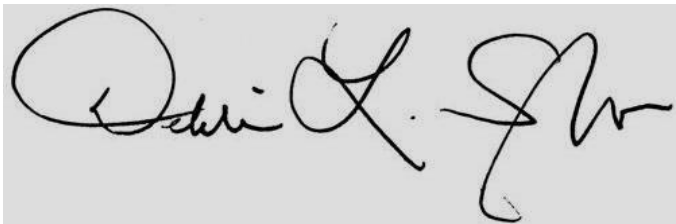
Whether you hope to transfer to William & Mary or another of our university partners, your time at Richard Bland College will be a period of personal growth and development. Our innovative Exceptional Student Experience program will provide you with a Learner Mentor to ensure that your educational pathway aligns with your interests, abilities, and aspirations. This unique and personal approach, combined with a proactive alert system, is designed to enhance your educational experience and your academic success, and it helps to prepare you for a career and life beyond the classroom. Your Learner Mentor will be an advisor, an advocate, a sounding board, and a guide to help you along your pathway to the baccalaureate degree. .



Richard Bland College offer connections to a vibrant local arts and cultural scene, and you'll live and study on a beautiful campus steeped in the rich history of the region and featuring Virginia's oldest and largest pecan grove. About 80% of classes are taught by full-time faculty who are rated the best in the region. Excellent teaching is enhanced by small and intimate class settings, and it's all designed to help you thrive.

Distinctive programs range from Logistics to an academic Honors Program (with full tuition scholarships for highly qualified students). The AS in Business Degree is offered entirely online or in a hybrid format to give you maximum flexibility to complete your degree.

The next years of your life will be exciting, rewarding, and transformative. On behalf of the William and Mary Board of Visitors, and RBC faculty and staff, I welcome you to Richard Bland College, and I look forward to seeing you on campus.



As an extension of William & Mary, Richard Bland College is in the vanguard of learning-outcomes based liberal arts education for university transfer and a model for testing and applying outcomes-driven solutions in higher education.

General Contacts

OFFICE	PHONE
General Information	(804) 862-6100
Office of the President	(804) 862-6221
Office of Dean of Faculty & Academics	(804) 862-6210
Office of Operations and Development	(804) 862-6213
Cashier's Office	(804) 862-6213
Human Resources	(804) 862-6215
Office of Information Strategy	(804) 862-6230
Library	(804) 862-6226
Office of Financial Aid	(804) 862-6260
Office of the Registrar	(804) 862-6206
Learner Mentors	(804) 862-6100 x8563
Office of Residence Life	(804) 862-6161
Counseling and Support Services	(804) 862-6263
Athletics	(804) 863-1644
Office of Enrollment	(804) 862-6249
Office of Communications	(804) 862-6214

Accreditation

Richard Bland College of William & Mary is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the Associate Degree. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call (404) 679-4500 for questions about the accreditation of Richard Bland College.

Section I: Introduction

General Statement of Policy

Richard Bland College of William & Mary is an equal educational opportunity institution. In keeping with this policy, the College makes no distinction in the admission of students, or in any other of its official activities, on the basis of race, color, national origin, gender, age, religion, political affiliation, handicap, veteran's status, sexual orientation, or other non-merit factors. All standards and policies governing student employment, recruitment, admissions, financial aid, and support programs are applied accordingly.

Special Notice to Students

The Richard Bland College Catalog is intended to describe the work of the College and to be a digest of its regulations. Although the courses announced and the regulations given are usually continuous from year to year, none of them is valid beyond the publication of a new Catalog, which will supersede all previous Catalogs.

Ordinarily, students may complete a degree in accordance with the degree requirements in force when they were admitted to the College or in any subsequent Catalog published while they are students. Students who have not been enrolled at Richard Bland College for a period of five years or more must fulfill the degree requirements in effect at the time of their readmission.

Students who plan to complete a baccalaureate degree at a four-year institution are urged to study carefully the degree requirements of the institutions to which they will apply in order to plan appropriate programs of study at Richard Bland College.

NOTE: This Catalog provides announcements for the 2014-16 calendar years. Because programs and policies change from time to time, Richard Bland College reserves the right to withdraw or change any requirements or provisions in this Catalog at any time.

Campus Map

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Richard Bland College
of WILLIAM & MARY

11301 JOHNSON ROAD
SOUTH PRINCE GEORGE, VA 23805
(804) 862-6100

- | | |
|--------------------------|-----------------------|
| 1 FREEDOM HALL | 10 THE GAZEBO |
| 2 PATRIOT HALL | 11 ALUMNI RELATIONS |
| 3 STATESMAN HALL GYM | 12 POLICE |
| 4 MCNEER HALL | 13 MAINTENANCE |
| SCIENCE & TECHNOLOGY | 14 BARN THEATER |
| 5 THE COMMONS | 15 GUEST HOUSE |
| 6 LIBRARY | 16 GROUNDS |
| 7 SSHE | 17 ASIAN WATER GARDEN |
| 8 MAZE ADMINISTRATION | 18 PRESIDENT'S HOUSE |
| 9 FUTURE STUDENT HOUSING | |

Academic Calendar

The Calendar is subject to change as necessary to fulfill the College’s educational objectives.

2016

DATE	
August 5	Tuition due by 5:00 p.m.
August 8-19	Late Registration/Class Changes for Fall. Payment (with \$50 Late fee) due the day of registration
August 8	Late Registration Fee Begins (\$50)
August 10	Start of faculty contracts
August 11	Faculty Development
August 12	Faculty Development. Move-in Day (residence halls open 9 a.m.)
August 12-14	New Student Orientation
August 15	Fall Classes begin
August 16	Convocation, 2:30 (all new students and all faculty)
August 19	End of add/drop period
September 5	Labor Day - No Classes
October 10-11	Fall Recess—administrative offices open October 20 - December 9
October 20	Spring 2017 Registration for currently enrolled students (tuition due December 10)
October 28	Last day to drop or withdraw from College w/out academic penalty for Fall Deadline to apply for December graduation
November 1	Admissions Priority Deadline for Spring 2017 (new students)
November 23	No Classes. Residence Halls Close 12 noon.
November 24-	Thanksgiving Recess. Residence Halls reopen 9 a.m. November 27.

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27	
December 5	Last Day of Classes
December 6-9	Final Exams
December 10	Residence Halls Close, 12 noon. Tuition due for Spring 2017.
December 12	Grades submitted by noon
	Winter Intersession Term Begins
December 23	College closed for winter break

2017

DATE	
January 3	College reopens following winter break
January 3-13	Late Registration for Spring (payment due the day of registration) (Late Registration Fee [\$50] begins Jan. 3)
January 13	Student Orientation; Faculty Development
January 15	Winter Intersession term ends. Residence Halls Open 9 a.m.
January 16	College closed for Martin Luther King, Jr. Day
January 17	Spring Classes Begin
January 23	Last Day to Add/Drop
February 3	Deadline to apply for Spring & Summer graduation
February 17	Summer Teacher Recertification Registration begins
March 10	Summer Registration Begins
March 13-17	Spring Recess (Residence Halls close 11 March 12 noon, reopen 19 March 9 a.m.)

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March 20	Last day to drop a class or withdraw from college without academic penalty
March 27	Fall Advising/Registration begins for continuing students
May 5	Last Day of Classes
May 8 - May 11	Final exams
May 12	Grades submitted by 12 noon. Residence Halls close 12 noon
May 13	Richard Bland College Commencement, Residence Halls close for commencement participants 3 pm.
May 15	Summer Classes begin
July 4	Independence Day
August 4	Tuition due by 5 p.m.
August 6-18	Late Registration/Class Changes for Fall. Payment (with \$50 Late fee) due the day of registration
August 6	Late Registration Fee Begins (\$50)
August 10	Start of faculty contracts
August 10-11	Faculty development
August 11	Move-in Day (residence halls open 9 am)
August 11-13	New Student Orientation
August 14	Fall Classes begin
August 25	End of add/drop period
September 4	Labor Day - No Classes
October 7-10	Fall Recess—administrative offices open
October 22	Spring Registration begins (continuing students-tuition due December 8)

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October 27	Last day to drop or withdraw from College w/out academic penalty
October 28	Deadline to apply for December graduation
November 5	Admissions Priority Deadline for Spring 2018 (new students)
November 22	No Classes. Residence Halls close 12 noon
November 23-26	Thanksgiving Recess (college closed). Residence Halls reopen 9 a.m.
December 4	Last Day of Classes
December 5-8	Final Exams
December 11	Grades submitted by noon, Spring tuition due by 5:00 p.m. Winter Intersession Term begins
December 14	Residence halls closed (5:00 p.m.)
December 23	College closed for winter break

2018

DATE	
January 2	College reopens following winter break
January 2-12	Late Registration for Spring (payment due the day of registration; Late Registration Fee [\$50] begins January 3)
January 13	New Student Orientation; Faculty Development.
January 15	Winter Intersession Term ends. Residence Halls open 9 a.m.
January 16	College closed for Martin Luther King, Jr. Day
January 17	Classes Begin
January 23	Last day to add/drop a course

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February 3	Deadline to apply for Spring & Summer graduation
February 17	Summer Teacher Recertification Registration Begins
March 10	Summer Registration begins
March 13-17	Spring Recess. Residence Halls close March 11 at noon and reopen March 19 at 9 a.m.
March 20	Last day to drop a class or withdraw from college without academic penalty
March 27	Fall Advising/Registration Begins for continuing students
May 5	Last Day of Classes
May 8 - 11	Final exams
May 12	Grades submitted by 8 a.m. Residence Halls close at noon
May 13	Richard Bland College Commencement. Residence Halls close for Commencement participants at 3 p.m.
May 15	Summer Classes Begin

Richard Bland College Vision

As an extension of William & Mary, Richard Bland College is in the vanguard of learning-outcomes based liberal arts education for university transfer and a model for testing and applying outcomes-driven solutions in higher education.

Richard Bland College Mission

To prepare students for university transfer through academically rigorous programs grounded in the liberal arts tradition of William & Mary and to expand access to college credentials through strategic partnerships, specialized programming, and scalable innovation.

Values

- Integrity & Honesty
- Exploration & Discovery
- Student & Faculty Engagement
- Diversity & Openness
- Student Engagement and Success

Innovation

Shared Responsibility for Student Success

Section II: Officers of the College

Board of Visitors

William & Mary Board of Visitors

Todd A. Stottlemyer, Rector
Thomas Watkins, III, Vice Rector
Sue. H. Gerdelman, Secretary
Warren W. Buck III
S. Douglas Bunch
Lynn M. Dillon
Thomas R. Frantz
James A. Hixon
Anne Leigh Kerr
John E. Littel

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Christopher M. Little
William H. Payne II
Lisa E. Roday
Karen Kennedy Schultz
DeRonda M. Short
John Charles Thomas
Brian P. Woolfolk

Richard Bland College Committee

John E. Littel, Chair, RBC Committee
Sue. H. Gerdelman, Vice Chair, RBC Committee
Warren W. Buck III
Lynn M. Dillon
William H. Payne II
Lisa E. Roday
Karen Kennedy Schultz
Brian P. Woolfolk
D. Jill Mitten, faculty representative
David J. Snyder IV, student representative
Debbie L. Sydow, President, Richard Bland College

Administration

Office of the President

Dr. Debbie L. Sydow, President
Lashrecse Aird, Executive Assistant to the President
Mary Beth Poma, Director of Advancement
Stephen Wilson, Director of Annual Fund and Alumni Relations

Office of Academic Services

Dr. Vern L. Lindquist, Dean of Faculty & Chief Academic Officer
Rhonda Lubbe, Administrative Assistant to the Dean
Temple Pearce, Administrative Assistant
Aimee Joyaux, Associate Dean, Academic Support
Irene Handy, Library Coordinator
Bianca Spurlock, Instructional Resources Librarian
Deborah Dawson, Reference Librarian
Carly Winfield, Public Services Library Specialist
Mary Geist, Reference Librarian

Office of Enrollment Services

Tyler Hart, Dean of Enrollment Services
Allison Spivey, Administrative Assistant to the Dean
Kim Dupre, Associate Dean of Academic Success

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Sheralee Copeland, Administrative Assistant
Judith Wachsmann, Director of Admissions
Ryan Chisholm, Director of Data Management & Institutional Effectiveness
Donald Payton, ADA Coordinator/Learner Mentor
Evanda Watts-Martinez, Director of Counseling/Learner Mentor
Grant Heydenreich, Counselor/Learner Mentor
Caitlin Chavers, Learner Mentor
Cathryn Coffey, Learner Mentor
Alicia Pennix, Learner Mentor
Travis Luck, Learner Mentor
Timara Jones, Learner Mentor
James Tobias, Learner Mentor
Larry Belcher, Enrollment & Partnership Development Specialist
Katie Kannan, Enrollment Services Counselor
Marcella Kelly, Student Services Assistant
Karen Henley, Student Services
Winifred VanLandingham, Guidance Practitioner
Lois Wray, Registrar
Giovanka Obermuller, Associate Registrar
Debbie Seidel, Assistant to the Registrar
Janice Johnson, Assistant Director of Financial Aid
Saamori Spratley, Financial Aid Coordinator

Office of Information Technology & Institutional Effectiveness

Dr. Kenneth LaTessa, Chief Information, Strategy, and Innovation Officer
Nate Jellerson, IT Project Manager
Deborah James, Enterprise Architect & Information Security Officer
Clifton Young, Technical Support Manager
Shelly Dietrich, Senior Web/Canvas Support Tech
Leonard Breckenridge, Senior Applications Engineer
John Koleszar, Senior DBA
Carol Kelejian, Director of Institutional Research

Office of Finance & Administration

Penelope Howard, Dean of Finance & Administration
Nicole Collins, Administrative Assistant to the Dean
Denise Davis, Controller
Trinika Lewis Wilson, Procurement Manager
Deborah Walker, Accounts Receivable/Cashiering
Becky Toombs, Accounts Receivable/Cashiering
Nikki Harris, General Accounting Manager
Corey Young, Accounts Payable

Office of Residence Life & Student Engagement

Dr. Corey Scott, Director
Kristina Lee, Administrative Assistant, Office of Residence Life
Michael Rogers, Assistant Director of Student Activities & Leadership

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Office of Human Resources & Compliance

Vacant, Director

Alice Jabbour, Human Resource Specialist

Sharron Joines-Burnette, Human Resource Specialist

Office of Property Management

Eric Kondzielawa, Director of Property Management

Barbara Pride, Administrative Assistant

Jamie Camp, Associate Director of Auxiliary Enterprises

William Wamsley, Grounds Supervisor

Dennis Wray, Grounds Lead Worker

Mary Lyons, Grounds Crew Member

Patrick McKensie, Grounds Crew Member

Jason Collins, Maintenance Supervisor

Dustin Brewer, Maintenance Crew Member

Stephen Jenkins, Maintenance Crew Member

John Fraser, Maintenance Crew Member

Rosa Kanga, Custodian

Gregory Taylor, Custodian

Diane Prince, Custodian

Barbara Griffin, Custodian

Lorenzo Barlow, Custodian

Katherine Brown, Custodian

Jennifer Goodwyn, Custodian

Office of Campus Security & Safety

Jeffrey S. Brown, Chief of Police, Director of Campus Security & Safety

William Eubanks, Dep. Coordinator of Emergency Management

Steven Nalepka, Police Officer

Derek Pattison, Police Officer

Robert Wilson, Police Officer

Alefunzo Uzzle, Police Officer

Justin Wargoscak, Police Officer

Karon Winston, Police Officer

Jennifer Holt, Dispatcher

Office of Athletics

Chuck Moore, Director of Athletics & Recreation/Head Men's Basketball Coach

Preston Beverly, Assistant Athletics Director/Assistant Men's Basketball Coach

Brian Henderson, Coordinator of Athletics Academic Support/Assistant Men's Basketball Coach

Katy Lampman, Coordinator of Recreation/Head Softball Coach

Greg Prouty, Director of Athletics Communications & Marketing

Danish Saadat, Coordinator of Athletic Development & Special Events/Sports Performance Coach

Eduardo de Souza, Coordinator of Life Skills & Athlete Services/Head Men's Soccer Coach

Megan McCauley, Head Athletic Trainer

Angela Moon, Head Cheerleading Coach

Shawn Holt, Head Men's & Women's Golf Coach
Adam Moss, Sports Performance Coach

Office of Communications

Joanne Williams, Director of Communications & Marketing
Robin J. Deutsch, Assistant Director

Full-Time Faculty

(Date indicates year of appointment)

LeAnn Binger (1980) Professor of Psychology. A.A., Richard Bland College; B.A., West-Hampton College of University of Richmond; M.S., Virginia State University; Certificate of Advanced Graduate Study in Higher Education, Ed.D., The College of William & Mary.

Tiffany R. Birdsong (2015) Assistant Professor of Psychology. B.S., Manhattan College; M.A., PsyD., La Salle University.

Troy Bupp (2016) Associate Professor of Mathematics. B.S., United States Military Academy, West Point; M.S., The College of William & Mary.

Michelle Delano (1999) Professor of Art. B.F.A., Virginia Commonwealth University; M.F.A., Temple University; additional graduate study, The College of William & Mary.

Jody Dodd (2013) Assistant Professor of Biology. B.S., Virginia Tech; M.D., Virginia Commonwealth University; additional graduate study, Virginia Tech.

Alexandra Duckworth (2001) Associate Professor of English. A.B., Guilford College, M.A., The College of William & Mary; additional graduate study, Virginia Commonwealth University.

James C. Dumville (2013) Instructor of Logistics and Project Management. B.A., Georgetown University, M.S., Air Force Institute of Technology; Ph.D., Virginia Commonwealth University.

Eric D. Earnhardt (2016) Assistant Professor of English. B.A., Geneva College; M.A., Ohio University; Ph.D., Case Western Reserve University.

Timothy J. Evans (1979) Professor of English. B.A., University of Richmond; M.A., Wake Forest University; Ph.D., University of South Carolina.

Rachel Finney (2000) Associate Professor of Spanish. B.A., University of Tennessee; M.A., University of Arkansas-Fayetteville.

Daniel P. Franke (2016) Assistant Professor of History. B.A., Lower Columbia College; B.A., Rice University; M.A., Ph.D., University of Rochester.

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Mary K. Gurnick (2002) Associate Professor of Chemistry. B.A., Marist College; Ph.D., University of Illinois.

Shawn E. Holt (2014) Professor of Biology. B.A. Colorado College; Ph.D. Texas A & M.

Dannie Hudson (2010) Associate Professor of Mathematics. B.S., Virginia Commonwealth University, Mathematical Sciences; M.T., Secondary Education, Virginia Commonwealth University.

Linda Eanes Jefferson (1989) Associate Professor of English. B.A., M.A., Longwood College; Ph.D., Virginia Polytechnic Institute and State University. Additional graduate study, Virginia Commonwealth University, Northeastern University.

Lauran M. Johnson (2009) Associate Professor of Mathematics, B.A., East Carolina University (1982-1986); M.S. Virginia State University (1999-2002); additional graduate study, University of Virginia.

Mike Lehman (2010) Associate Professor of Business. B.A., Holy Cross College, Worcester, M.A.; M.S. The College of William & Mary (1978); additional graduate study, Virginia Commonwealth University and University of Richmond.

Vern L. Lindquist (2014) Dean of Faculty & Chief Academic Officer, Professor of English. B.A., University of Michigan; M.A., Ph.D., Indiana University.

Lisa C. Lindquist (2015) Instructor of Speech and English. B.A., University of Michigan; M.S., State University of New York, New Paltz.

David E. Majewski (1989) Professor of Speech and Theatre. B.S., The Defiance College; M.A., University of Akron; M.F.A., Wayne State University; additional graduate study, Wayne State University.

David S. McCarthy (2015) Assistant Professor of History. A.B., Dartmouth College, M.A., Ph.D., The College of William & Mary.

Jill Mitten (2008) Assistant Professor of English and Speech. A.S., Richard Bland College, B.F.A. Theatre, Longwood University, M.A. Theatre, Ohio University.

Barbara M. Morgan (2007) Associate Professor of Psychology. B.S., Virginia Commonwealth University; M.Ed., Ed.S., Ph.D. Counselor Education, The College of William & Mary.

David L. Morgan (2016) Associate Professor of Physics and Mathematics. B.A, Towson University; M.S., Ph.D., The College of William & Mary.

Jennifer D. Morrison (2015), Instructor of Sociology. B.S., M.S., Virginia Commonwealth University; additional graduate study, Grand Canyon University.

Kevin J. Peters (2009), Associate Professor of Biology. B.S., University of Alabama at Birmingham; M.S., Ph.D., University of Alabama at Birmingham.

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Linda Fischer Pittman (1989) Professor of Geography and Religion. B.A., University of Wisconsin-Madison; M.A., University of Texas at Austin; Ph.D., University of Minnesota; additional graduate study, University of Chicago, Friedrich Wilhelm University (Bonn), University of Lyon, France.

LeJeanna M. Raymond (2007) Associate Professor of English. B.S., Presbyterian College; M.Ed., Baptist Theological Seminary at Richmond; M.A., University of North Carolina at Greensboro.

Elizabeth D. Rescher (2000) Professor of English. B.A., University of Rochester; M.A., University of North Carolina at Chapel Hill; Ph.D., University of Toronto.

Matthew J. Smith (2014) Assistant Professor of Mathematics, B.S., North Carolina State University; M.S., Ph.D., Virginia Commonwealth University.

Vanessa Stout (2016) Assistant Professor of Sociology, B.A., M.A., University of California, Riverside; M.A., Ph.D., Trinity College, Dublin.

Debbie Sydow (2012) President, B.A., University of Virginia's College at Wise; M.A. Marquette University; Ph.D., Indiana University of Pennsylvania.

Daniel Zelinski (2000) Professor of Philosophy and Religion. B.S., M.A., Ph.D., University of California-Irvine.

Adam Zucconi (2016) Assistant Professor of History. B.A, Bridgewater College; M.A., Clemson University; Ph.D., West Virginia University.

Faculty/Staff – Emeriti

Robert E. Antrim (1976) Professor of Chemistry, Emeritus. B.S., Delaware; Ph.D., Pennsylvania State University.

Gracie M. Bailey (1974) Associate of Professor of Business, Emerita. B.S., M.Ed., Virginia State University; Ed.D., Virginia Polytechnic Institute and State University.

John L. Blair (1964) Professor of History. B.A., American International College; Deutsches Zertifikat, Universitaet des Saarlandes; M.A., The College of William & Mary; M.A.T., University of Massachusetts at Amherst; Certificate, Cambridge University; Ph.D., University of Chicago.

Susan G. Brown (1968) Associate Professor of Art, Emerita. B.F.A., Virginia Commonwealth University.

Virginia R. Cherry (1992) Director of the Library. B.A., The College of William & Mary; M.Ln., Emory University; Ph.D., Virginia Commonwealth University.

Patricia B. Crocker (2006) Assistant Professor of Mathematics. B.S., University of Wisconsin-Madison; M.S., Mathematics, Virginia Commonwealth University; M.Ed., Northern Illinois University.

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Williabel Davis (1974) Associate Professor of English. B.A., M.A., Virginia State University; additional graduate study, University of Virginia.

Martha Day (1970) Professor of English and French, Emerita. B.S., Springfield College; MA., University of North Carolina; Diploma of French Language and Literature, University of Aix-Marseilles; Fulbright Certificate, University of Tubingen; M.A., Yale University; Ph.D., University of North Carolina.

Mark L. Fidelman (1989) Professor of Physics. B.S., Massachusetts Institute of Technology; M.S., Purdue University; Ph.D., State University of New York at Buffalo.

Esther Floyd (1998) Associate Professor of English. A.A., Richard Bland College; B.A., Glassboro State College; M.A., Virginia Commonwealth University; additional graduate study, University of North Carolina-Greensboro.

William D. Henderson (1963) Professor of History, Emeritus. B.A., The College of William & Mary; M.S., Radford University; M.A., State University of New York at Albany.

Eike Hueter (1971) Associate Professor and Librarian, Emeritus, B.A., M.A., University of Alabama; M.S.L.S., Louisiana State University.

Jeremy D. Jordan (1986) Associate Professor of Mathematics. Emeritus, B.A., University of Florida; M.Ed., Ed.S., University of Georgia.

Cornelis Laban (1969) Professor of Biology, Emeritus. B.S., M.A., Western Michigan University; M.Ed., Adult Education, Virginia Commonwealth University; Advanced Certificate in Higher Educational Administration, The College of William & Mary; Ph.D., Oregon State University.

Vernon R. Lindquist (2004) Provost and Dean of Faculty and Professor of English, Emeritus, B.S., M.A., M.S. L.S., University of Maine; Ph.D. University of New Brunswick (Canada).

Steven E. Martin (1979) Associate Professor of Mathematics and Computer Science. B.S., Arizona State University; M.S., Physics, University of Arizona; M.S., Mathematics, University of Arizona; M.S., Computer Science, Virginia Commonwealth University.

James B. McNeer (1968) President of the College and Professor of History and Government. B.A., Emory and Henry College; M.A., West Virginia University; Certificate of Advanced Graduate Study in Educational Administration, Ed.D., The College of William & Mary.

Thomas H. Milton (1973) Associate Professor of Biology. , Emeritus, B.A., Marshall University; M.S., Virginia Polytechnic Institute and State University; Certificate of Advanced Graduate Study in Higher Education, The College of William & Mary.

Franklyn C. Morgan (1985) Professor of Sociology/Criminology. A.B., The College of William & Mary; M.S., Ph.D., Florida State University.

Patsy N. Newman (1966) Associate Professor of Mathematics, Emerita. B.S., James Madison University; M.S., University of South Carolina.

Billie E. Nichols (1969) Professor of Business and Computer Science, Emerita. B.S., University of North Carolina; M.Ed., Virginia State University; Certificate of Advanced Graduate Studies, Ed.D., Virginia Polytechnic Institute and State University.

Barbara Peroe (1967) Associate Professor of Accounting, Emerita. B.A., The College of William & Mary; M.S., Virginia Commonwealth University, Certified Public Accountant.

James Perry, Jr. (1967) Associate Professor of Marketing, Emeritus. B.S., Old Dominion University; M.S., M.Ed., Virginia Polytechnic Institute and State University.

Charlotte H. Rhodes (1967) Associate Professor of Health and Physical Education, Emerita. B.A., Lynchburg College; M.Ed., Virginia State University; additional graduate study, Virginia Commonwealth University.

Katharine Snavely (1996) Associate Professor of Computer Science., Emerita, B.A., Columbia College, South Carolina; M.S., Virginia Commonwealth University.

Carole E. Summerville (1980) Associate Professor of Mathematics. Emerita, B.S., Clarion State College; M.S., Syracuse University; Certificate of Advanced Graduate Study in Higher Education, The College of William & Mary.

John T. Thios (1966) Associate Professor of Psychology, Emeritus. B.A., University of Charleston; M.S., Virginia Commonwealth University; Certificate of Advanced Graduate Study in Higher Education, The College of William & Mary.

Leslie Thysell (2006) Associate Professor of Accounting. B.S., Virginia Commonwealth University; M.S., Virginia Commonwealth University; M.B.A., Florida Institute of Technology; Ed. Sp., The College of William & Mary.

Elizabeth Weiland (1972) Associate Professor of Biology, Emerita. A.B., Randolph-Macon Women's College; M.A., University of Virginia; Ed.S., Lynchburg College.

Lee Woodruff (1972) Professor of Biology. M.T., Southern Academy of Clinical Technology; B.S., M.S., Austin Peay State University; Certificate of Advanced Graduate Study in Higher Education, Ed.D., The College of William & Mary.

Section III: General Policies and Procedures

www.rbc.edu

The Richard Bland College website provides extensive information about the College, campus policies, and academic programs. The College Catalog, Student and Faculty Handbooks, course schedules, and the Admission Application are among the publications posted on the College website. Please consult the Richard Bland College website for additional information on any topic listed in this Catalog.

Announcements / College Closings

The College sends out notification to students when the College is closed through the RBC Alert System. Students must sign up for this service to receive notification. Closings and announcements are also posted on the RBC website and announced through local media and news outlets.

FERPA: The Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act of 1974 is a Federal law, which states (a) that a written institutional policy must be established and (b) that a statement of adopted procedures covering the privacy rights of students be made available.

The law provides that the institution will maintain the confidentiality of student education records. Richard Bland College of The College of William & Mary in Virginia accords all the rights under the law to students who are declared independent. No one outside the institution shall have access to education records, nor will the institution disclose any information from education records without the consent of the student, with the following exceptions:

Authorized personnel within the institution

- Officials of other institutions in which students were enrolled and/or seek to enroll
- Persons or organizations providing student financial aid
- Accrediting agencies carrying out their accreditation function
- Persons complying with a judicial order
- Military personnel or persons in an emergency in order to protect the health or safety of student or other persons
- All these exceptions are permitted under the Act.

Within the Richard Bland College community, only those members individually or collectively acting in the student's educational interest are allowed access to a student's education records. These members include personnel in the Office of the Registrar, the Office of the Dean of Faculty, the Financial Aid Office, the Division of Student Affairs, the Faculty Advisors, the Office of the President and other personnel within the limitations of their need to know. At its discretion, the College may provide directory information in accordance with the provision of the Act to include:

- Student name, address, telephone number, email address

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- Photograph
- Date and place of birth
- Major field of study; grade level
- Enrollment status (e.g., undergraduate, full-time or part-time)
- Dates of attendance
- Degrees and awards received
- The most recent previous education agency or institution attended by the student
- Participation in officially recognized activities and sports
- Height and weight of members of athletic teams

Students may withhold directory information by notifying the Registrar in writing within two weeks after the first day of class for each term.

The law provides a student the right to inspect and review information contained in his/her education record, to challenge the contents of the education record, and to have a hearing if the outcome of the challenge is unsatisfactory. The student may submit explanatory statements for inclusion in the files if the student feels the decision of the hearing panel to be unacceptable. The Registrar at Richard Bland College has been designated by the institution as the individual responsible for coordinating the inspection and review procedures for student educational records. These records include admissions, personal, academic, and financial files, as well as academic and placement records. Students wishing to review their education records must make written requests to the Registrar listing the item or items of interest. Only records covered by the Act will be made available within forty- five days of the request. Students may have copies made of their records upon receipt by RBC of \$0.15 per page within certain exceptions (e.g., copy of the academic record for which a financial hold exists, or a transcript of an original or source document that exists elsewhere). Education records do not include records of instructional, administrative, and educational personnel who are the sole possession of the maker and are not accessible or revealed to any individual except a temporary substitute, records of the law enforcement unit, student health records, employment records, or alumni records. Physicians designated by the student may review health records.

Students may not inspect the following as outlined by the Act:

- Financial information submitted by their parents
- Confidential letters and recommendations associated with admissions, employment, or job placement honors to which they have waived their rights of inspection and review
- Records containing information about more than one student

In such cases, the institution will permit access only to that part of the record that pertains to the inquiring student.

A student who believes an educational record contains information that is inaccurate or misleading or is otherwise in violation of privacy or other rights may discuss the problem informally with the Registrar. If the Registrar agrees with the student's request, the appropriate record will be amended. If not, the

student will be notified within a reasonable period of time that the record will not be amended, and the student will be informed by the Registrar of the right to a formal hearing. A student request for a formal hearing must be made in writing to the Dean of Faculty who, within a reasonable period of time after receiving such request, will inform the student of the date, place, and the time of the hearing. A student may present evidence relevant to the issues raised and may be assisted or represented at the hearing by one or more persons of their choice, including attorneys at the student's expense. The hearing panel that will adjudicate such challenges will be the Dean of Faculty, the Dean of Enrollment Services, and the Chair of the Student Affairs Committee.

The decision of the hearing panel will be final, and will be based solely on the evidence presented at the hearing. Notification will consist of written statements summarizing the evidence and stating the reasons for the decisions. The decision will be delivered to all parties concerned. Education records will be corrected or amended in accordance with the decision of the hearing panel if the decision is in favor of the student. If the decision is unsatisfactory to the student, the student may place in the education records statements commenting on the information in the records, or statements setting forth any reasons for disagreeing with the decision of the hearing panel. The statements will be maintained as part of the student's record and released whenever the record in question is disclosed. Students who believe the adjudication of their challenges was unfair or not in keeping with the provisions of the Act may submit written requests to the President of the College for assistance. Students who believe their rights have been abridged may also file complaints with U.S. Department of Education, Family Policy Compliance Office, 400 Maryland Ave., S.W., Washington, DC 20202-8520, concerning the alleged failures of Richard Bland College to comply with the Act. Revisions and clarifications will be published as experience with the law and institution's policy warrants.

Copies of the College's policy and procedures are available to students (and authorized parents of students) upon request at the Office of the Registrar.

The Campus

The Richard Bland College campus consists of over 800 acres of land, 16 buildings totaling nearly 345,000 gross square feet. The East Campus in Prince George County is notable for its signature pecan grove and the historic, white-washed buildings that supported a dairy farm until the early 1900s, and later a state hospital. Today, in addition to the Asian Water Garden and Barn Theater, campus services and administration occupy the East Campus. The West Campus in Dinwiddie County is the center of student and academic life. In addition to the library and academic buildings, athletic and recreation facilities and residence halls are located on the West Campus.

WEST CAMPUS

Academic Village

Social Science, Humanities & English Building (former Ernst Hall)

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First Floor: classrooms, faculty offices, auditorium, and the Office of the Dean of Faculty

Second Floor: art studio, classrooms, lounge

James B. McNeer Hall – Science and Technology

First Floor: classrooms, labs, faculty offices

Second Floor: classrooms, laboratories, faculty offices

Third Floor: classrooms and labs

The Commons

Library, Student Success Center, Enrollment Services, Dining, and Bookstore

Student Village

Patriot Hall

Co-ed residential suites and Community Room

Freedom Hall

Office of Residence life (1st Floor), co-ed residential suites

Athletic Village

Statesman Hall

First Floor: Gymnasium, Statesmen Athletic Department offices.

Second Floor: ICT, physical education classrooms, and faculty offices

Field House

Sports and Recreation:

Sand Volleyball Court

Tennis Courts

Softball field

Soccer/multi-purpose field

¼ mile Track

EAST CAMPUS

Campus Services & Administration

Clarence Maze, Jr. Hall

Administrative Offices and the Office of the President.

Administration Building

Human Resources, Operations, Finance, Registrar

Former Humanities and Social Sciences Building

Currently under renovation, this building will serve as a residential facility beginning in Fall, 2017.

Barn Theater

A vestige of the dairy farm that previously operated on the site, The Barn Theater is a multi-purpose facility that provides a unique backdrop for lectures, live performances, and events. Because of its versatility, abundant natural light and flexible, open space, the Barn Theater is a popular venue for retreats, workshops, conferences, weddings, and other sponsored events.

President's House

Prior to the establishment of Richard Bland College in 1960, the President's House was one of two farmhouses built by the Hatcher Seward Family, who operated a dairy and cattle farm in the early 1900s. The house is nestled amongst the College's pecan groves and Asian Water Garden. The two-story home was remodeled in the 1960s, and a distinct room for entertaining was added to the house in 1996. The room's large glass windows give presidential guests an expansive, breathtaking view of the Asian Water Garden. A fountain with a statue of Hebe, carrier of the Torch of Youth in Greek Mythology, a gazebo, and guest house are also present on the grounds.

Asian Water Garden

Initiated by former President Clarence Maze, Jr., in 1988, the College's Asian Water Garden was inspired by Claude Monet's Gardens in France. The garden was fully developed five years later in 1993 and is open to the public throughout the year. A quarter of the one-acre garden is underwater. There are two waterfalls, two Japanese-style bridges, a pier, a garden path, benches and a cupola. Lotus, Iris, Cattails, Clover, Papyrus, Plantain, and Thalia are just a few of the water plants. Shrubs, bog plants, and beds of Daylilies, Peonies, Black-Eyed Susans, Iris, and numerous others surround the pond. Pecan, Japanese Maples, Cherry, Maple, and Dogwood Trees encase the garden.

Hospitality House and Service and Maintenance Buildings

Section IV: Admissions and Enrollment

General Information

Richard Bland College of William & Mary is an Equal Opportunity Institution and as such, application for admission to the College is open to all qualified persons. Richard Bland College, an equal educational opportunity institution, makes no distinction in admission of students or in any other official

activities on the basis of race, color, national origin, sex, age, religion, political affiliation, handicap, veteran's status, or any other non-merit factor. All standards and policies of the College, including those governing student employment, recruitment, admissions, financial aid, and support programs are applied accordingly. The Office of Enrollment Services, acting under policies established by the Academic Standards Committee and approved by the Board of Visitors, considers each applicant individually using principles of selection, evidence of good character, and evidence of academic achievement and promise.

The applicant must be a graduate (or the equivalent) of an accredited high school or preparatory school with graduation based on no fewer than twenty-one (21) entrance units. The preferred high school grade point average for all applicants is at least 2.5; competitive applicants will have at least a 3.0. Transfer applicants are encouraged to have at least a 2.0 GPA from the institution last attended. Along with these considerations, the College desires to incorporate into its community a wide variety of backgrounds, attitudes, and interests to enrich the educational experience of its students. The College has a commitment to recognize and meet the educational needs of all its students.

Application for Admission

All applicants for admission must submit the Application for Admission. Applications and other supporting documentation are available by accessing the Admissions link on the college website (www.rbc.edu). Although applications are accepted on a rolling basis throughout the year, the Priority Application Deadline for the Fall Semester is March 1, and November 1 for the Spring Semester. A non-refundable application fee of \$50, or a signed fee-waiver, is required.

First-Year Students

Graduation from an accredited secondary school or the equivalent as shown by examination of the General Education Diploma (GED) is required for admission to Richard Bland College.

Each candidate is considered on the basis of:

- High school achievement (academic work in grades nine through twelve)
- Participation in extracurricular activities and/or work experience and
- A letter of recommendation

Although the College does not specifically prescribe the high school units to be presented, the College prefers that the candidate presents a minimum of 16 college-preparatory units, to include the following:

- Four units in English
- Two units in a foreign language (ancient or modern)
- Two units in history
- Three units in mathematics

- Two units in science

Transfer Students

Richard Bland College welcomes students who are transferring from another post-secondary institution as degree-seeking students. Transfer students are invited to begin their matriculation during the fall, spring, or summer semesters. A transfer student must:

- Be a graduate of an accredited high school or have earned a GED
- Possess a high school grade point average of 2.0 or better on a 4.0 scale
- Provide an official final high school transcript
- Provide an official copy of all college or university transcripts
- Complete the RBC Dean's Certification Form

Transfer students are encouraged to have at least a 2.0 cumulative GPA at the last college/university attended. Special circumstances may require additional documentation. If a student leaves an institution while on academic probation, the student may enroll in a maximum of twelve semester credit hours at RBC and will

be subject to the same guidelines as students placed on academic probation at Richard Bland College. A list of guidelines will accompany the letter of admission. An applicant under suspension from another college or university will not be eligible for admission until the student has been separated from their prior institution for one semester. Summer sessions do not count in this calculation.

Transfer credits will be awarded for courses completed with grade of C or better for which a matching Richard Bland College course is currently offered. A maximum of 33 transfer credit hours will be accepted toward an Associate Degree at Richard Bland College.

International Students

Richard Bland College welcomes international students to its community of learners. In addition to the regular application for admission, all international applicants must also complete an International Student Application and provide all required Immigration and Naturalization Services documentation. For those students whose native language is not English—or if your schooling during the past five years or more has been in a language other than English—the College urges you to take the Test of English as a Foreign Language (TOEFL).

Students taking the Test of English as a Foreign Language (TOEFL) examination must have earned a score of 61 on the internet version in order to be considered for admission. International students should note that currently there are no special services available on campus to remediate language deficiencies in the English language.

Home-Schooled Students

Richard Bland College welcomes students who have been home-schooled. Home-schooled students must provide a transcript of all coursework completed. In addition, a home-schooled student must take the General Education Diploma (GED) examination or the Scholastic Achievement Test (SAT). If the student successfully passes the GED, the student is eligible for admission to the College. If the student elects to take the SAT, the student must earn a total score equal to or greater than the mean score for current Richard Bland College first-year enrolled students as established by the Office of Enrollment Services. A home-schooled student who desires to pursue a degree at Richard Bland College should be at least sixteen years of age prior to registration.

Programs for High School Students

On-Campus High School College Program

High school students who have completed a sophomore year with a minimum grade point average of 3.0 may apply for admission to the High School College Program for High School Students. In this program, high school students enroll in college courses on the Richard Bland College campus while earning high school and college credit. Students may elect to attend on a part-time or a full-time basis. They may enroll for the fall or spring semester or during any summer session. The purposes of this program are to:

- Allow exceptional students accelerated entry into the college curriculum
- Encourage academically capable students to strive for challenges and the maximum use of their abilities
- Bridge the gap between high school and college and to permit the college-bound student the experience of functioning in the college setting prior to graduating from high school
- Provide courses not normally available in the curriculum of area high schools and
- Provide opportunities for qualified high school students to earn dual-credit in certain approved subject areas

Students who are interested in this program should contact their high school guidance counselor. If the student has a grade point average of 3.0 and is recommended by the guidance counselor, the student is welcome to apply. The student next completes the High School College Program Application, pays the application fee, and requests that an official high school transcript be forwarded to the Office of Admissions where eligibility to enroll in the program is determined. If the student is eligible, the Office of Advising and Transfer Services works with the student to select appropriate course work that will meet high-school graduation requirements and further the student's interests through advanced course work. Questions about the High School College Program should be directed to Enrollment Services.

Off-Campus Dual Enrollment Program

Richard Bland College offers a number of dual-enrollment classes for qualified high school juniors and seniors at several area high schools. Interested students should contact their guidance counselors to determine if courses are available at their respective schools.

Credits for courses successfully completed may be used toward a degree at Richard Bland College or may be transferred to another college or university. Credits earned under this program will be officially recorded upon receipt of the certification of high school graduation. Students who plan to enter another institution after graduating from high school are advised to check with that institution concerning transfer of credits earned through the dual-enrollment program. Questions about this program should be directed to Enrollment Services.

Middle College Program

The Middle College Program is a partnership between Richard Bland College and Petersburg City Public Schools, and is located on the RBC campus. The Program enrolls qualified juniors who are selected by designated administrators at Petersburg High School. Middle College students who successfully complete their first year at Richard Bland College advance to their senior year at PHS and move into their second year at RBC simultaneously. This program allows students an opportunity to complete requirements for high school graduation while earning college credits concurrently, also known as Dual Enrollment Credits. Students will complete their high school diploma requirements at the campus of Richard Bland College. For more information, please contact Petersburg High School's Guidance Office at 804-861-4884.

Student Veterans and Active-Duty Students

Richard Bland College proudly supports military veterans and those who actively serve in the U.S. Armed Forces. Our faculty and staff are committed to helping military students succeed in their academic and professional endeavors. The Office of the Veterans Affairs within Financial Aid at RBC serves as the liaison for all military-related matters at the College.

Military-Related Priority Registration

Students who are actively serving the United States of America in any capacity may seek priority registration from the Office of the Registrar. Active duty and other military personnel may find scheduling courses difficult given the nature of their individual military commitments and schedule. Priority Registration enables military-related students to plan and schedule courses in a way that will work best for their goal of seeking a degree. Priority Registration allows students on active military duty to schedule their classes in advance if they have documentation to support the necessity of priority registration. Priority Registration can occur any time prior to classes beginning in the regular terms. It may consist of early registration as well as course and capacity overrides with proper permissions. Military-related students who may need Priority Registration should take the following steps:

- Make an appointment with the Registrar or appropriate staff member

- Bring appropriate documentation (military ID card, activation or related military orders) to establish military-related status

Once established, the Registrar or appropriate personnel will work in conjunction with the assigned Academic Advisor to prepare a schedule that will most effectively serve to meet the needs of the student in progress toward a degree. If students have a major Academic Hold, we will seek to resolve the holds prior to priority registration, but holds related to honor court, behavior infractions, outstanding financial debt, or academic suspension must be cleared by the student prior to registration.

RBC Priority Registration occurs for sophomores and first-year students each term. Those dates are set and approved by senior staff each year. Military-related students may seek priority registration prior to, during, and leading up to the last day to add a course in the regular term. If extenuating circumstances exist, the student may seek approval from the faculty member and the Dean of Faculty to enroll after the last day to add a course.

These registration and other military-related policies will be made available to students via the RBC website and paper brochures. Faculty and staff will have access to this information via orientations, workshops, and College email.

Military-Related Transfer Evaluation

RBC exercises due diligence in evaluating and determining its acceptance or rejection of transfers. RBC awards credit granted by regionally accredited Virginia institutions awarded through regular study at the awarding institutions when that credit is either an equivalent course or when that credit can be used as a special topics credit.

RBC shall exercise care in evaluating and determining its acceptance or rejection of each of the following methods as elements of these processes:

Awarding credit for appropriate learning acquired in military service at levels consistent with the American Council on Education (ACE) Guide to the Evaluation of Educational Experiences in the Armed Services and/or those transcribed by the Community College of the Air Force (CCAF)

Awarding credit for successful performance on national for-credit examination programs such as The College Board College Level Examination Program (CLEP). Awarding credit based upon individualized portfolio evaluation, which may be conducted by the Registrar and, when necessary, by coordinating with the department chairs, and granting transfer credit only if the grade of “C-” or better was obtained or a “CR” (credit) was obtained in a course taken with “credit-no credit” grading.

Readmission

A student who does not register for one or more semesters but is eligible to return to Richard Bland College must submit an updated Application for Admission to be readmitted to the College.

Students who are under suspension from this or any other college are not permitted to enroll in any program of the College for one full semester following suspension. (Summer sessions do not count as a full semester). Credits earned at another institution while under suspension from RBC are not transferable. A student under suspension must reapply to the College, using the Application for Admission. A student who has been suspended for a second time from Richard Bland College or from any other institution of higher education, will not be considered for readmission/admission.

Admission Tests

We request that applicants with a high school GPA under 2.75 take the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board or the American College Test (ACT) of the American College Testing Program. Test scores should be sent directly to the College. These scores may be used to assist in admissions decisions as well as placement into first semester courses.

Placement Tests

Incoming First-Year Students will be placed in their initial English and math courses based on their SAT or ACT scores at the time of admission. Students may choose to complete an optional placement test to enroll in a higher-level course. Transfer students who have not completed a college-level English or math course will be required to take a placement test to be placed in their RBC English or math courses. Students who are placed in developmental English and/or mathematics are required to enroll in such course(s) during the first semester of enrollment. They must continue to enroll in the course(s) until a grade of “C” or better is received. Students who place into any remedial courses are strongly encouraged to embark on summer remedial work, to help ensure the timeline for their degree progress is not delayed.

Recommended placement in modern languages by years of high school study with:

- One year of high school study, enroll in 101 or 102, or take placement exam
- Two years, enroll in 201 or take placement exam
- Three years, no credit given for 101 or 102, enroll in 201
- Four years, no credit given for 101-202, students may enroll in upper-intermediate

Advanced Placement (AP)/International Baccalaureate (IB)*

Richard Bland College recognizes the Advanced Placement and International Baccalaureate Tests of the College Entrance Examination Board as legitimate means of acquiring college credit for qualified students who have completed college level courses while enrolled in an accredited secondary school. It is the responsibility of the student to see that official transcripts from the Advanced Placement Program of the College Board are furnished to the Registrar to be evaluated by the appropriate academic officer. Credit will be awarded on the basis of recommendations suggested by the American Council on Education (ACE) and approved by the faculty of Richard Bland College. These hours are not used,

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however, in the computation of the student's Richard Bland College grade point average. Richard Bland College will allow credit for scores on the AP Subject Examinations as follows:

EXAMINATION TITLE	SCORE	RICHARD BLAND COLLEGE EQUIVALENT	HOURS AWARDED
Art History	3	Art 201	3
	4 or 5	Art 201/202	6
Biology	4	BIO 101/101L	4
	5	BIO 101/102 & 101L/102L	8
Calculus AB	4 or 5	MATH 201	4
Calculus BC	3	MATH 201	4
	4 or 5	MATH 201/202	8
Chemistry	4	CHEM 101/101L	4
	5	CHEM 101/102 & 101L/102L	8
Computer Science A	4	CSCI 211	3
	5	CSCI 211/212	6
Computer Science AB	4	CSCI 211	3
	5	CSCI 211/212	6
Economics: Macro	4 or 5	ECON 201 (Macro)	3
Economics: Micro	4 or 5	ECON 202 (Micro)	3
English Language & Composition	4 or 5	ENGL 101	3
English Literature & Composition	4 or 5	ENGL 102	3

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European History	5	HIST 101/102	6
U.S. History	5	HIST 201/202	6
French Language	3, 4 or 5	FREN 201/202	6
Human Geography	3, 4 or 5	GEO 103	3
Government & Politics: Comparative	4 or 5	GOVT 203	3
Government & Politics: United States	4 or 5	GOVT 201	3
Physics B	4 or 5	PHYS 101/102	8
Physics C: Mechanics	5	PHYS 201	5
Physics C: Electricity & Magnetism	5	PHYS 202	5
Psychology	5	PSYCH 201/202	6
Spanish Language	3, 4 or 5	SPAN 201/202	6
Statistics	4 or 5	MATH 217	3
*Currently under review			

International Baccalaureate IB Subject Examinations

Richard Bland College will allow credit for scores on the IB subject examinations as follows:

EXAMINATION TITLE	SCORE	RICHARD BLAND COLLEGE EQUIVALENT	HOURS AWARDED
Biology	5, 6 or 7	BIO 101/101L BIO 101/102 &	4
		101L/102L	8

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Chemistry	5, 6 or 7	CHEM 101/101L CHEM	4
		101/102 & 101L/102L	8
Computing Studies	5, 6 or 7	CSCI 211	3
		CSCI 211/212	6
Economics	5, 6 or 7	ECON 201/202	6
English	6 or 7	ENGL 101	3
World History	6 or 7	HIST 101/102	6
History Americas	6 or 7	HIST 201/202	6
History Europe	6 or 7	HIST 101/102	6
Mathematics	5, 6 or 7	MATH 201	4
		MATH 201/202	8
French	5, 6 or 7	FREN 201/202	6
Spanish	5, 6 or 7	SPAN 201/202	6
Human Geography	4, 5, 6 or 7	GEO 103	3
Philosophy	5, 6 or 7	PHIL 101	3
Physics	6 or 7	PHYS 101/102	8
Psychology	6 or 7	PSYCH 201/202	6

College Level Examination Program (CLEP)

Richard Bland College awards college credit to students who score satisfactorily on the College Level Examination Program (CLEP). The maximum number of semester credits awarded to a student for CLEP General Examinations and/or Subject Examinations is 30. These hours are not used in the

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computation of the student's Richard Bland College grade point average. Generally a student may not attempt credit by examination for a course in which a failing grade was received, or for a basic course in an area in which acceptable college credits have been earned at a more advanced level. Credits awarded will not exceed those awarded by CLEP; for example, French Language Level 1 will be awarded six credits for French 101-102, instead of the eight credits that would be earned if the student completed the courses at Richard Bland College.

Students seeking to register for a CLEP exam should go to: clep.collegeboard.org/register/exam.

It is the responsibility of the student to request that official transcripts from the College Level Examination Program be sent directly to the Registrar's Office at Richard Bland College in order to be evaluated by the appropriate academic officer.

Richard Bland College will allow credit for scores on the CLEP Subject Examinations as follows:

EXAMINATION TITLE	MIN SCORE	RICHARD BLAND COLLEGE EQUIVALENT	HOURS AWARDED
Biology	50	BIO 101-102 (Lecture only)	6
Accounting, Principles of	50	BUS 201-202	6
Microeconomics, Principles of	50	ECON 202	3
Freshman College Composition w/essay	60	ENGL 101-102	6
English Literature	50	ENGL 203	3
American Literature	50	ENGL 205	3
French Language, Level 1	50	FREN 101-102	6
French Language, Level 2	62	FREN 201-202	12
German Language, Level 1	50	GERM 101-102	6
German Language, Level 2	63	GERM 201-202	12
American Government	50	GOVT 201	3
History of the U. S. I: Early Colonization to 1877	50	HIST 201	3

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History of the U. S II: 1865 to Present	50	HIST 202	3
Western Civilization I: Ancient Near East to 1648	50	HIST 101	3
Western Civilization II: 1648 to present	50	HIST 102	3
College Algebra	50	MATH 101	3
Pre-calculus	50	MATH 117	3
Psychology, Introductory	50	PSY 201 or PSY 210	3
Human Growth and Development	50	PSY 250	3
Sociology, Introductory	50	SOC 201	3
Spanish Language, Level 1	50	SPAN 101-102	6
Spanish Language, Level 2	66	SPAN 201-202	12

Service Members' Opportunity Colleges

Richard Bland College is a member of the Service Members' Opportunity Colleges (SOC), a consortium of over 1,500 colleges and universities that provide college-level educational opportunities for military service members and their families. As a SOC member, Richard Bland College recognizes the GED high school equivalency certificate/ diploma; recognizes learning gained from specialized training and experiences in the military services; establishes competency by nationally recognized means such as standardized tests; maintains a flexible transfer of credit policy for mobile, active-duty Service members; publicizes alternative admissions procedures available to Service members and waives formal admission procedures for those seeking enrollment in course work for transfer to another institution; conducts a timely evaluation of the educational records and relevant experiences of Service members; and completes a student agreement or degree completion plan for all degree-seeking Service members.

Alternative Educational Opportunities

To serve better the citizens of the Commonwealth, Richard Bland College offers a number of alternative educational opportunities as outlined in the following paragraphs. Students may work with a faculty

member through Independent Study or Directed Study. Evening and online courses are offered during the fall and spring semesters as well as during the summer for those who are unable to participate in the traditional academic schedule. Teacher recertification courses are offered on a regular basis. In addition, special on-campus programs are available to advanced high school students, members of the armed forces, and senior citizens. Richard Bland College awards college credit to students who score satisfactorily on the College Level Examination Program (CLEP) and also recognizes the Advanced Placement (AP) Tests for college-level courses completed while enrolled in an accredited secondary school.

Directed Study

This opportunity for non-classroom teaching and learning follows the syllabus in all respects except for class attendance. Offered only under exceptional circumstances, this option requires approval by and participation of a Richard Bland College faculty member as well as approval of the Dean of Faculty. Grading follows the traditional system.

Independent Study

This opportunity for non-classroom teaching and learning is initiated by a student who desires an in-depth study of a topic not found in the curriculum. The content and learning objectives are suggested by the student and approved by a faculty mentor and by the Dean of Faculty. No more than three credit hours may be earned through this option. Grading may be either pass/fail or traditional.

Evening and Online College

Evening and online courses have the same credit status as day courses. A schedule of offerings is available from the Office of the Registrar by calling (804) 862-6236, or by going to the College website.

Summer Sessions

The purpose of the summer session is to provide the opportunity for college students and other adults to further their educational programs during the summer and to enable high school graduates to begin college work prior to the fall semester. Richard Bland College offers a variety of courses during the months between the end of the Spring semester and the beginning of the Fall Semester.

Students who have completed their junior year in high school and meet specific criteria, high school graduates, and students from other colleges and universities who are eligible to return to the institution they last attended may be considered for enrollment in the Richard Bland College summer session as non-degree-seeking students.

There are numerous course offerings available during the day and evening for students who desire to accelerate their program or to make up academic deficiencies. A student may enroll in up to fifteen credit hours during the summer. A schedule of summer offerings is available from the Office of the Registrar or by going to the College website.

Teacher Recertification

Specialized courses designed for teacher recertification are regularly offered. Teachers may enroll in these courses and earn up to three credits for each course. These courses are restricted to public or private school teachers. A schedule of teacher recertification offerings is available from the Office of the Registrar.

Pre-teacher Education

Students considering a career in teaching at the elementary, middle, or high-school level are urged to meet with their Learner Mentor upon admission. Students are also encouraged to visit the Virginia Department of Education's site for general information at <http://www.doe.virginia.gov/index.shtml>. Information regarding teacher licensure in the Commonwealth can be found at <http://www.doe.virginia.gov/teaching/licensure/index.shtml>

The guaranteed program articulation in Education with The College of William & Mary creates opportunities for students to enroll in Richard Bland College courses which may be applied to the non-professional subject majors required of each William & Mary candidate for teacher recertification at either the elementary or secondary level. Richard Bland College students are able to transfer with junior status. All professional education courses will be taken at William & Mary.

Through Longwood University, students can enroll in Education 200 – Introduction to the Teaching Profession, to learn more about what is involved in preparing for and becoming a classroom teacher. RBC and Longwood have developed a recommended program of study so that students pursuing an Associate Degree at Richard Bland will be able to transfer with junior standing when they transfer to Longwood. Volunteer opportunities for tutoring and classroom assistance are also available.

Reserve Officers' Training Corps – ROTC Cross Enrollment Agreement with Virginia State University

The Reserve Officers' Training Corps (ROTC) Program consists of the basic course and the advanced course. The basic course is normally pursued during the first and sophomore years. The advanced course is pursued during the junior and senior years. Each advanced course student is entitled to a monthly allowance for up to 10 months per year. Each advanced course student is required to attend a six-week ROTC summer camp at the completion of his/her junior year. Successful completion of the ROTC program qualifies the student for appointment as a second lieutenant in the Army, Army Reserve, or Army National Guard. For more information call (804) 524-5537.

Students with previous military experience may be given credit for certain military science prerequisites. No more than four (4) military science credits may be applied toward an Associate Degree.

Opportunities for Senior Citizens

A senior citizen who is age 60 or older and a resident of Virginia is offered special opportunities at Richard Bland College. In accordance with guidelines outlined in the Code of Virginia, §23- 38.56, a senior citizen may be permitted to:

- Register for and enroll in courses as a full-time or part-time student for academic credit and pay no tuition if such senior citizen either had a taxable individual income not exceeding \$15,000 for Virginia income tax purposes or qualified for property tax relief pursuant to the code of Virginia § 58.1-3210, for the year preceding the year in which enrollment is sought
- Register for and enroll in courses for audit and pay no tuition, regardless of income

Such senior citizens shall pay no tuition or fees except fees established for the purpose of paying for course materials, such as laboratory fees. They will be subject to the admission requirements of the College. Tuition-paying students are accommodated in courses before senior citizens participating in this program are enrolled; however, the College may make individual exceptions to these procedures when the senior citizen has completed 75 percent of the requirements for a degree. Senior citizens whose annual income exceeds \$15,000 for Virginia income tax purposes and who wish to register and enroll in courses for academic credit will be required to pay the prevailing tuition and fees.

Section V: Financial Services

Tuition and General Fees

Tuition and general fees represent payment toward the maintenance, operating, and instructional costs of the College. Part-time students are charged per credit hour for each semester they are enrolled in the institution. A student enrolled in 12 or more semester credits is considered a full-time student for tuition purposes. Non-credit developmental courses are considered part of the course load in determining full-time status. Current tuition rates, housing costs, and fees may be viewed on the College website (www.rbc.edu) or by calling the College Business Office.

Payment of Accounts

Tuition and fees are payable in full in advance of each semester. Payments must be received by the Business Office before students will be allowed to complete registration. The College accepts cash, checks, VISA, and MasterCard.

When a check is returned by the bank for any reason, the student's academic record will be encumbered and the student will not be permitted to complete registration until tuition, fees, and service charges are paid in full.

Classification as a Virginia Resident In-State Tuition Eligibility

Copies of Section 23-7.4 and Section 23.1-503 (effective October 1, 2016) of the Code of Virginia are available in the College Library.

Section 23-7.4 of the Code of Virginia provides that:

To become eligible for in-state tuition, an independent student shall establish by clear and convincing evidence that for a period of at least one year immediately prior to the date of the alleged entitlement, he was domiciled in Virginia and had abandoned any previous domicile, if such existed.

To become eligible for in-state tuition, a dependent student or unemancipated minor shall establish by clear and convincing evidence that for a period of at least one year prior to the date of the alleged entitlement, the person through whom he claims eligibility was domiciled in Virginia and had abandoned any previous domicile, if such existed.

Domiciliary status shall not ordinarily be conferred by the performance of acts which are auxiliary to fulfilling educational objectives or are required or routinely performed by temporary residents of the Commonwealth. Mere physical presence or residence primarily for educational purposes shall not confer domiciliary status. A matriculating student who has entered an institution and is classified as an out-of-state student shall be required to rebut by clear and convincing evidence the presumption that he is in the Commonwealth for the purpose of attending school and not as a bona fide domiciliary.

Evidence of intent to establish Virginia domicile may include, but is not limited to voting registration, state to which income taxes are filed or paid, property ownership, military records, employment, auto registration, driver's license, and any other social or economic relationships with the Commonwealth and other jurisdictions. The tuition rate for spouses and dependents of active military personnel will be in accordance with applicable state laws and statutes.

In order to meet requirements of the code provisions related to residence classification of students at Richard Bland College for tuition purposes, the following procedures must be followed:

- The Dean of Enrollment Services shall make initial determination of residence at the time of admission based on completion of the Virginia In-State Tuition Form. Additional documentation may be required. Students unable to provide the necessary information shall be classified as a non-resident.
- An applicant who disagrees with the initial classification shall have the right to appeal to the Dean of Finance and Administration. This appeal must be in writing and the Dean of Finance and Administration shall respond in writing within five working days of the receipt of the appeal.
- If the applicant disagrees with the decision of the Dean of Finance and Administration, the applicant has the right to appeal to a three-member panel consisting of the Residence Life Director, the Chair of the Student Affairs Committee, and the Chair of the Faculty Affairs Committee

- Any party aggrieved by a final administrative decision shall have the right to review in the Circuit Court of Dinwiddie County. A petition for review of the final administrative decision shall be filed within thirty days of receiving the written decision.

Late Registration Fee

A \$50 fee is charged to any student who completes registration after the indicated deadline.

Physical Education Fees

Where applicable, additional fees are payable to the off-campus facility where physical education courses in specialized or individual activities are conducted.

The Taxpayer Relief Act of 1997

The following information is not intended as legal or tax advice. Please confer with a personal tax advisor or the Internal Revenue Service to determine your eligibility for education tax credits.

The Taxpayer Relief Act (TRA) of 1997 created tax benefits for families or students who are paying for higher education or repaying student loans. Through Richard Bland College, students, or the persons who can claim them as dependents, may be able to claim an education credit on Form 1040 or 1040A, only for the qualified tuition and related expenses that were actually paid during a Calendar Year.

The TRA requires all higher education institutions to report annually to the Internal Revenue Service the following information for each student:

- Student name
- Student address
- Social Security Number of the taxpayer who may claim a deduction on a federal income tax return
- The amount of tuition billed, scholarships and grants, and any adjustments made during the calendar year

For each session enrolled, each student will be mailed a Form 1098-T on which to report the required information to the Internal Revenue Service.

Section VI: Student Services

The College Community

More than lecture halls, more than experiments in the laboratory or the giving of examinations, education is a matter of people. It is the people at Richard Bland College who comprise the campus and animate its character.

Students at the College come from across Virginia, the country, and the world. With the addition of the Patriot and Freedom Residence Halls, RBC became the only residential two-year institution in the Commonwealth. The combination of the rich heritage of our traditional commuter region along with broader perspectives from beyond brings diversity to our campus population, even as our small size helps to ensure a friendly and supportive college community.

The faculty provides students intellectual stimulation and also broad opportunities for cultural enrichment. While their educational preparation and experiences are diverse, the Richard Bland College faculty shares a dedication to teaching and a desire to help each student reach individual potential and achieve academic success.

Through participation in Student Assembly, clubs, athletics, Honors and other organizations and activities, the administration, faculty, staff, and students work together to produce an environment that is optimally conducive to learning and academic success.

Learner Mentors

Overseen by the Associate Dean of Student Success, a hallmark of the Richard Bland College Journey involves the assignment of a Learner Mentor to each incoming student. The goal of this program is to hone the knowledge, skills, work habits, and character traits commonly associated with success in the 21st century, and with the RBC Journey. Learner Mentors utilize data to help keep students on track to graduation while nurturing their development as responsible, respectful, and resourceful citizens. Each Learner Mentor provides assistance in navigating their academic journey and creating an academically sound plan of study that will lead to timely graduation from RBC and allow for a successful transition and transfer of credits into a 4-year college or university.

Residence Halls

The Student Village at Richard Bland College currently consists of Freedom and Patriot Halls.

A variety of apartment sizes, including one, two, three, and four-bedroom suites are available. The Office of Residence Life, located in Freedom 104, is responsible for the oversight of the housing program, including room assignments and changes, programming opportunities in the residence halls, leadership development, conflict mediation, and administration of the judicial process for policy violations occurring in the residence halls.

Residence life policies and procedures can be found in detail in the Richard Bland College Student Handbook.

Public Performance Policy

No person or group of persons associated with Richard Bland College shall give a public performance in the name of the College unless prior to the first rehearsal the said person or group of persons shall have obtained from the Director of Property Management written permission to present the entertainment. In order to secure permission, those in charge of the performance must request such preapproval in writing to the Director of Property Management.

Students Requiring Special Accommodations (ADA)

Richard Bland College does not discriminate on the basis of disability in the administration of its educational programs and activities, including admissions and employment practices, access to, or treatment in its programs and services. The Department of Student Success has been designated to coordinate compliance with the requirements of the Americans with Disabilities Act (ADA) regulation 28 CFR 35.107. A Telecommunications Device for the Deaf (TDD) is available by calling 711-VaRelay/ (804) 863-1615.

Students in need of accommodations must follow the procedures listed below:

- Submit their documentation(s) of their disability to the Department of Student Support Services (Associate Dean Kim Dupre, Library Rm. 104 804.862-6483).
- Contact the Department of Student Success in order to schedule an appointment for accommodative services
- Bring all documentation to the appointment including (if relevant) the most recent psychological educational evaluation of the student and his/ her most recent IEP for evaluation, and
- During the meeting, a member of the Department will work with the student to determine the accommodation(s) he/she is eligible for based on the documentation provided

Any information that is provided by the student, high school, or college/university becomes the property of Richard Bland College and will be kept strictly confidential. The Department of Student Success, in consultation with the student (and parent/guardian if desired), will make the decisions regarding accommodations. It is the responsibility of the Dean of Enrollment Services to communicate directly with the faculty members and/or other school officials as needed to ensure that proper accommodations are made. If accommodations are not made within a reasonable time, the student should notify the Dean of Enrollment Services.

Classification of Students

Richard Bland College classifies students as Traditional Degree-Seeking or Non-Degree. All students are subject to the general academic policies of the College as presented in this Catalog.

Section VII: Academics

Academic Honors

Richard Bland College recognizes outstanding achievement among its students. For academic honors, non-credit developmental courses are not included in determining full-time status or grade point average.

President's List

A full-time student who in any Fall or Spring semester earns a grade point average of at least 3.8 with no grade below a "C" will be placed on the President's List. This recognition is noted on the student's academic transcript.

Dean's List

A full-time student who in any Fall or Spring semester earns a grade point average of at least 3.25 with no grade below a "C" will be placed on the Dean's List. This recognition is noted on the student's academic transcript.

Phi Theta Kappa

This organization is the international honor society for the two-year college. A student who has completed twelve (12) semester hours (not including developmental courses) at Richard Bland College and achieved a minimum grade point average of 3.50 is eligible for membership. Richard Bland College's chapter, Alpha Beta Omicron, was chartered in 1971 and is active in both college and community service.

Graduation Honors

Recognition is given at Commencement to students who have excelled in academic work. The minimum cumulative grade point averages required for graduation honors are:

- Cum Laude: 3.25 GPA
- Magna Cum Laude: 3.50 GPA
- Summa Cum Laude: 3.80 GPA

Academic Status

Richard Bland College has three levels of academic status for its students: Good Standing, Academic Probation, and Academic Suspension. In order to continue in college, a student should normally maintain at least a 2.0 grade point average on all work attempted. If the grade point average is deficient, the student should be able to remove the deficiency within two semesters of full-time study in order to achieve the minimum 2.0 grade point average required for graduation.

Good Standing

To continue in Good Standing, a student must meet or exceed the following minimum academic requirements:

- At the end of the first semester (9-11 semester hours minimum, including developmental hours), the student must have attained a grade point average of 1.25
- At the end of the first semester (12 semester hours minimum, including developmental hours), the student must have attained a grade point average of 1.50
- At the end of the second semester (24 semester hours minimum, including developmental hours), the student must have attained a cumulative grade point average of 1.75
- At the completion of 45 semester hours (not including developmental hours), the student must maintain a cumulative grade point average of 2.0

Academic Probation

A student who has not met the minimum academic requirements in the preceding semester to maintain Good Standing will be placed on Academic Probation. The student will be notified of this action by a letter from the Dean of Enrollment Services. A student on Academic Probation must meet the following conditions during the probation semester:

- The student's academic load may not exceed thirteen semester hours except by permission of the Dean of Faculty.
- The student must earn at least a 2.00 grade point average for the semester while on academic probation, or meet the requirements of Good Standing.

A student in violation of either of these two conditions will be subject to academic suspension from the College. At the end of the probation semester (or completion of 12 academic hours), the student may be:

- Returned to Good Standing if the student has met the conditions of the probation semester and earned sufficient quality points, or
- Continued on Academic Probation if the student has met the conditions of the probation semester, but has not earned sufficient quality points to regain Good Standing. In such case, the student will be allowed to continue in college, but only on continued Academic Probation. If Good Standing is not regained at the end of the second semester of Academic Probation, the student will be placed on Academic Suspension if the student has not met the conditions of the first probation semester. (See Academic Suspension) The student will be notified of such status by a letter from the Dean of Enrollment Services.

A student admitted to Richard Bland College under Academic Probation from another college or university is subject to the same requirements as continuing Richard Bland College students under Academic Probation.

Academic Suspension

A student placed on Academic Suspension is required to withdraw from the College for a minimum period of one semester. A student will be placed directly on Academic Suspension at the end of nine (9) hours attempted if the cumulative grade point average is below .50. Students placed on Academic Probation may be subject to Academic Suspension after one semester if the grade point average is not appropriate for the total number of credit hours attempted (See Academic Status – Good Standing). A student will be notified of Academic Suspension by a letter from the Dean of Enrollment Services. A student who is on Academic Suspension from RBC or any other college is not permitted to enroll in any program of the College for one full semester after suspension. If a student on Academic Suspension wishes to return to Richard Bland College, an application for readmission must be completed and forwarded to the Admission Office. Academic status (Good Standing or Academic Probation) will be determined at the time the student is readmitted. A student who has been suspended for a second time from Richard Bland College or from any other institution of higher education may not be considered for readmission/admission.

If a Richard Bland College student is suspended at the end of the spring semester and is pre-registered for a course during the Intersession (short term immediately following the Spring semester), the student will be permitted to complete that term and will receive credit for the course(s). However, the student will not be permitted to enroll in additional classes until the upcoming Spring semester. Pre-registration for any other Summer term following the Spring suspension will be terminated and tuition refunds will be issued. Credits earned while under suspension from this or any other college will not be accepted by Richard Bland College.

Academic Amnesty

Although all credits and grades earned at Richard Bland College are a part of the permanent record, a student may petition through the Office of the Dean of Faculty for forgiveness of part or all of the academic record. This amnesty policy is a privilege extended to students who began their academic careers at Richard Bland College, or at any other college, and for whatever reasons experienced academic difficulty. Academic amnesty may be granted to students who have had at least a five-year interruption in college education, and upon re-enrollment in Richard Bland College, have established a satisfactory record.

To be forgiven, those courses in which a “D” or “F” was earned at Richard Bland College, the student must first complete an equivalent of twelve (12) semester credits and then petition the Dean of Faculty in writing. The Dean of Faculty will determine if there is sufficient evidence to consider that the student is better able to succeed academically. After being granted amnesty, the student will retain credit and quality points for courses taken at Richard Bland College in which at least a “C” is earned. Courses for which academic amnesty have been granted will indicate “Amnesty” on the student’s transcript. The cumulative grade point average will not include the hours attempted and quality points earned (if any) for those courses. Eligibility for academic honors, however, is determined on the basis of the student’s entire academic record. If the student is a previous recipient of federal financial aid and is determined to be ineligible for financial aid because of not meeting Satisfactory Academic Progress guidelines as mandated by the federal government, the ability to receive financial assistance may not be granted until the student has completed a semester and has satisfactory grades meeting the requirements.

Challenging Academic Records

All course grades and changes in academic status become part of the student’s permanent record. If a student wishes to challenge a change in status to Academic Probation or to Academic Suspension, the student may petition for a hearing before the Academic Standards Committee. Such a petition should be forwarded in writing through the Registrar to the Committee. It may be that sufficient personal circumstances exist, not reflected in the mathematically derived grade point average, to warrant the Committee’s waiving certain academic requirements in a given case or recalculating the student’s grade point average.

The Academic Standards Committee will hear the student and any concerned faculty member in order to reach its decision. The recommendation of the Committee will be reported to the Dean of Faculty, who will make the final decision and notify the student. The Committee is not authorized to change a grade.

Academic Assessment

Academic programs and support services are evaluated to ensure their quality. Occasionally, students are surveyed to obtain information on their satisfaction with faculty and staff. Faculty members are

evaluated on teaching methodologies and effectiveness each semester. Students are surveyed upon graduation to measure their satisfaction with the College. The results of this process are used internally and are reported to the State Council of Higher Education in Virginia and the Southern Association of Colleges and Schools periodically. All data collected for assessment is held under strict confidence and is never used to evaluate or identify individual student performance.

Attendance Policy

Regular and punctual class attendance is expected of all students. Each student is allowed absences without penalty for the number of hours equal to the credit hours for a course. For example, a student is allowed three (3) hours of absence from a three (3) credit hour class. It is the responsibility of the student to make up missed work for such absences; and being absent does not excuse a student from the responsibility to complete any work or assignment on time.

In addition to absences without penalty, in recognition of special circumstances (e.g., family or medical emergency, official school business, military obligation, bereavement, religious observance, etc.), the instructor and the Dean of Faculty may excuse absence from class. Whenever possible (e.g. military obligation), the student must notify the instructor of the planned absence in advance. Valid written documentation must be submitted to the instructor to excuse class absences within five (5) weekdays. Class excuses are not granted for transportation problems or athletic practices.

College officials responsible for a student representing the College on officially approved trips must notify the student's instructors in advance. An instructor so notified must not penalize the student, although the student is responsible for material missed.

Instructors are expected to include the class attendance policy in the course syllabus issued to the students. They are required to maintain attendance records on all students and, at the request of the Dean of Faculty or the Registrar, to report any student who exceeds the maximum number of unexcused absences as established by the instructor. A student who exceeds the maximum number of unexcused absences may receive academic penalty in the course at the discretion of the instructor or be administratively withdrawn at the discretion of the Dean of Faculty.

Audit/Credit Status

A student may register for a course on an "audit" status. Audit students are charged the regular rate of tuition and fees, and an audit class is counted as part of the student's semester course.

load. However, a student registered on audit status is not required to take tests or final examinations. Failure to attend classes regularly may jeopardize audit status. A student enrolled on audit status is not given a final grade, but the permanent record is marked (O) to indicate Audit. Audit is recorded without certification of class attendance or course accomplishment.

A change in registration from Credit to Audit or Audit to Credit must be completed by the end of the first week of classes for fall and spring semesters and prior to the first class meeting for summer terms. (See the Academic Calendar for the pertinent dates.) In each case, the student must complete the appropriate form at the Registrar's Office.

Credit cannot be given for a course taken on audit status beyond the Class Change period or after the course has been completed. However, a student who has audited a course may later enroll in the same course on a credit status.

It is the responsibility of each student to determine the effect of auditing a class on financial aid, insurance policies, and participating in clubs and organizations.

Traditional Student

- First Year – The student who has completed fewer than 24 semester hour credits or has earned fewer than 48 quality points
- Sophomore – The student who has completed at least 24 semester hour credits and has earned at least 48 quality points

Non-Degree Student

Students enrolled as non-degree may take no more than nine (9) hours of coursework per semester for a maximum of 18 hours, after which they must seek admission as traditional degree-seeking students. Students enrolled under the non-degree category are not eligible for financial aid. Students must complete all required forms, pay the standard one-time application fee, and all applicable tuition and fees. Students enrolled in teacher recertification courses must provide proof of employment to the Registrar. Continued enrollment as a non-degree student is contingent upon satisfactory academic status.

Students in the category are identified as:

- Students who, at the time they enroll, do not wish to pursue a degree program but do wish to receive credit for coursework taken on campus, off campus, or during summer sessions or
- Students enrolled in teacher recertification courses, courses required for employment, or courses taken for personal enrichment

Students falling under this definition must meet the following requirements:

- Students must be at least 17 years of age
- Students must have a valid high school diploma or GED Graduation Application

Students must complete the Application for Candidacy for Degree, available in the Registrar's Office, by the first week in February for May graduation, mid-July for August graduation, and mid-November for December graduation. (See the Academic Calendar for specific filing deadlines.)

Students who will be candidates for degrees are encouraged to check with the Registrar or their advisors regarding academic standing prior to the deadline for filing for degrees. Candidates

for December and May degrees are expected to participate in commencement in May. Candidates for degrees in August may participate in May commencement if they file by mid-February, have a 2.0 overall cumulative grade point average at the time of filing, and have completed all degree requirements by the end of the Summer Session and have registered for the required summer courses prior to the May Commencement. Candidates may not exceed 12 credit hours to complete the Associate Degree during the summer. Students who file for August graduation and do not have a 2.0 overall cumulative grade point average at the end of the spring semester are not permitted to participate in Commencement.

The diploma will not be released if a student has an outstanding debt to the College.

Second Associate Degree

Richard Bland College does not confer two degrees concurrently. A student who has already received an Associate Degree may earn a second but different Associate Degree by meeting the following requirements:

- Completing a minimum of 15 semester hours of additional course work during the semester in which the requirements for the second Associate Degree are met at Richard Bland College, after the date on which the first degree was earned,
- Meeting all prerequisite and course requirements for the first Associate Degree, as well as degree requirements for the second degree, and
- Earning a grade point average of 2.0 or higher in course work completed for the first and second Associate Degree.

Examinations

All non-activity courses will have scheduled final examinations. Unless otherwise announced by the instructor, the examination will take place in the same classroom in which the course has been held. Students are required to take all examinations at the time scheduled. No changes will be permitted except when:

- Two or more examinations are scheduled at the same hour or

- A student has three or more consecutive examinations. (In this case, the student must take all examinations during examination week.)

Written requests to reschedule examinations must be submitted to the instructor for approval. An excuse for missing an examination for illness will not be accepted without a physician's note and notification in advance whenever possible. No student will be allowed more than three hours for an examination, unless a documented ADA accommodation is involved.

Grade Appeals

In matters involving grade appeals, the student should consult with the faculty member who issued the final grade for the course. If the student still believes a grade has been assigned unfairly, the student may appeal to the division chair and further to the Dean of Faculty. If the issue cannot be resolved at any of these levels, the student has the right to appeal formally to the Academic Standards Committee. This written appeal must be submitted within ninety days of issuance of the student's final grade. A form for facilitating the appeal process is available in the Office of the Dean of Faculty.

It shall be the responsibility of the Academic Standards Committee to hear the student's appeal and to interview anyone the student chooses to speak on his/her behalf. The faculty member issuing the grade also has the right to appear before the Committee for the purpose of presenting pertinent information and also may have witnesses present if desired. The recommendation of the Committee will be reported to the Dean of Faculty, who will make the final decision and notify the student. The Committee is not empowered to change a grade.

In these proceedings, the burden of proof is on the student to prove that a change of grade is the appropriate action.

Quality Points (QPA)

Final semester grades are given quality-point ratings in accordance with the following scale:

- A = 4 quality points per semester-hour credit
- B = 3 quality points per semester-hour credit
- C = 2 quality points per semester-hour credit
- D = 1 quality points per semester-hour credit
- F = 0 quality points per semester-hour credit

To determine the quality points earned in a given course, multiply the points for the final grade by the semester-hour credit for that course.

A student's quality-point average (QPA or GPA) is computed by dividing the number of quality points earned at RBC by the number of credits attempted at RBC. This computation includes semester hours in which a grade of "F" is earned. If a course is repeated, the highest grade is used to compute the quality-point average; however, both the original and second grades are recorded on the student's permanent record. The grades of accepted transfer courses, audit courses, developmental courses, and courses officially dropped before the academic penalty date are not included in the quality-point average.

Registration Procedures

Online registration procedures are on the Richard Bland College website and in the course schedule for each semester and summer session. An Alternate PIN is required for registration, and is available only from the advisor/faculty member to whom the student has been assigned.

Students should make appointments with their Learner Mentor as soon as possible after course schedules are published to plan schedules and review degree requirements. Faculty office schedules are posted on respective faculty office doors. Faculty office telephone numbers may be obtained by referring to the College website.

Registration stations are located as follows:

- Maze Hall Administration Building – Room 101
- Maze Hall Administration Building – Registrar's Office (for special assistance)
- Students may also register with their Learner Mentor

Repeat of Courses

Students are limited to two attempts in the same course. After the second attempt, further attempts require completion and submission of the Class Repeat Application to the Registrar's Office. The application is available at the Registrar's Office in Maze Hall on campus and on the Records and Registration link of the RBC website at <http://www.rbc.edu/administrative-offices/office-of-the-registrar/forms/>

Repeat courses may impact your financial aid; please contact the financial aid office for more details.

All original courses and grades will appear on the student's transcript. Although Richard Bland College adjusts cumulative grade point averages for successful repeats, some four-year institutions may compute the grade point average using all courses attempted.

Note: The following examples illustrate the rules concerning repeats:

- Original grade is "I" (Incomplete) and the student registers for the same course the following semester. The original course will remain on the student's record but will be dropped without academic penalty and the new course will not be shown as a repeat on the student's record.
- Original grade is lower than the grade for the repeated course: The cumulative grade point average is calculated including "I" (located in the column to the right of the course). The attempted hours and quality points earned for the repeated course and the attempted hours and quality points earned (if any) for the original course are excluded "E" (located in the column to the right of the course).
- Original grade is equal to or higher than the grade for the repeated course: (See rule concerning "F's" below.) The cumulative grade point average is calculated including "I" (located in the column to the right of the course) the attempted hours and quality points earned for the original course and excluding "E" (located in the column to the right of the course) the attempted hours and quality points (if any) for the repeated course.
- Original grade is "F" and the grade for the new course is "F": The cumulative grade point average is calculated including "I" (located in the column to the right of the course) the attempted hours for up to three (3) "F's" for a course.
- Original and second grades are "F's" and the grade for the new course is "D" or higher: The cumulative grade point average is calculated including "I" (located in the column to the right of the course) the attempted hours and quality points earned for the new course and the attempted hours for the two "F's" are excluded "E" (located in the column to the right of the course).
- Original, second, and third grades are "F's": On occasion a student must complete the course to fulfill degree requirements. Therefore, a third repeat is warranted. If a third repeat is granted by the Dean of Faculty and the course is passed, the cumulative grade point average is calculated including "I" the attempted hours for the three "F's" and the attempted hours and quality points earned for the new course.

Credit Hour Load (Student)

To enhance the opportunity for early success, students admitted to the College under probationary status must enroll in the following prescribed list of courses during their first semester or until they have successfully completed all developmental courses (earned a C or better).

The general full-time student credit load during the regular session consists of four or five courses representing a minimum of twelve (12) and a maximum of eighteen (18) semester-hour credits. Exceptions to this general credit load include the following:

- A student may, with the approval of the Dean of Faculty, carry an overload beyond eighteen semester credit hours.
- A continuing student on Academic Probation may not exceed thirteen semester credit hours.
- The maximum summer session credit load is two courses or six credit hours in each term. Students may earn up to fifteen credits during the summer.

For administrative purposes, a student who is enrolled in twelve or more credit hours is considered a full-time student. A student enrolled in fewer than twelve credit hours is considered part-time.

Grading System

Grades can be accessed by the students through Banner Web at the end of each semester or term. The College's grading system for evaluating achievement in academic courses is:

- A = Superior (90-100)
- B = Good (80-89)
- C = Average (70-79)
- D = Poor (60-69)
- F = Failing (<60)
- W = Withdrew
- W/F = Withdrew/Failing
- M = Drop without Academic Penalty

In addition to the grades, A, B, C, D, and F, the following symbols are also used:

- The grade of "I" (Incomplete) indicates the student has received permission from the instructor to postpone the completion of certain required work or for a deferred final examination. The student and instructor must complete the "Application for Incomplete Grade" to initiate the process. Incomplete course work and deferred examinations must be completed as soon as possible, but not later than the last date to complete "Incomplete" grades during the following semester (See Academic Calendar for pertinent dates). An incomplete grade that is not removed within this period will automatically become an "F". A student may elect to repeat an "Incomplete" course the following semester. If so, the "Incomplete" course will remain on the student's record but will be dropped without academic penalty.
- The symbol of "W" (Withdrew on or before Penalty Drop Date) indicates a course dropped after the Class Change period, but on or before the penalty drop date (See Academic Calendar for pertinent dates). Any student withdrawing after the Penalty Drop Date receives a grade of "W/F". Grades of

“W/F” are included as an “F” in the computation of a student’s Richard Bland College grade point average.

- The symbol of “M” (Medical/Extenuating Circumstance Withdrawal) indicates a course dropped after the penalty drop date due to medical/extenuating circumstances with appropriate documentation. Approval of the Dean of Faculty is required.
- The symbol of “O” (Audit) indicates a course being taken for non-credit.

Withdrawal from Richard Bland College

Students who desire to withdraw from the College must complete a “Withdrawal from College” form available from the Office of the Registrar or submit a letter to the Registrar stating the desire to withdraw. Students under the age of eighteen must furnish written permission from their parent or guardian to withdraw from the College. Students with outstanding debts to the College must settle their accounts before withdrawing.

If a student withdraws from the College after the penalty drop date (see Academic Calendar for pertinent dates) or does not officially withdraw by notifying the Office of the Registrar in writing, a grade of “F” will be assigned for each course. If extenuating circumstances exist, the Dean of Faculty must be informed in writing and appropriate documentation may be required.

The Dean of Faculty will determine if withdrawal without academic penalty is appropriate.

Refunds will be based on guidelines outlined in the Course Schedule on the website at www.rbc.edu.

Readmission to Richard Bland College after voluntary official withdrawal is not automatic. A student desiring to return to the College must apply for readmission.

Military Deployment

A student with certain military status who is called to active duty is given special consideration by the College in determining tuition refund or academic deferral of credit. Depending upon the circumstances and timing, such a student may be allowed to withdraw from the College without academic penalty and with full refund of tuition or the student will receive a grade of incomplete with the option of completing the course(s) at a later date or tuition credit for future enrollment.

Each case is determined on its own merits based on the College’s receipt of a copy of the appropriate military orders.

Withdrawing from One or More Classes (Dropping a Class)

After the conclusion of the Class Change period during the first week of classes, class drops are initiated by completing a “Class Drop” form available at the Office of the Registrar or on the Registrar’s page of the College’s website (www.rbc.edu). The form must be signed by the student and the Financial Aid Office (if applicable), and submitted to the Office of the Registrar.

A course dropped after the Class Change period but before the Penalty Drop Date (approximately mid-semester) will have the notation “W” on the student’s permanent record.

A course dropped after the Penalty Drop Date receives a grade of “W/F” (included in the computation of the student’s Richard Bland College grade point average). If medical or extenuating circumstances exist, and appropriate documentation can be presented to and approved by the Dean of Faculty, the grade of “M” (drop without academic penalty) will be assigned to the student’s permanent record. Please refer to the section concerning the College’s grading system.

Programs and Courses

Richard Bland College provides a sound liberal arts education designed for transfer to 4-year colleges and universities. The Board of Visitors of The College of William & Mary has authorized Richard Bland College to confer the degrees of Associate in Arts and Associate in Science. Each degree consists of specific requirements plus electives.

Curriculum Goals

The following college-wide curriculum goals have been adopted. Upon graduation from Richard Bland College, the student will have acquired:

- The ability to analyze and critique information through accurate reading, listening, and logical thinking, and the ability to acquire, organize, document, and present written and oral information clearly, precisely, and correctly
- The ability to acquire, process, understand, and use quantitative data
- An understanding of how major historical factors and events have influenced the development of civilization
- An understanding of major natural laws and theories that govern our universe and the ability to apply the scientific method to the acquisition of knowledge and problem-solving
- An understanding of major social forces that have shaped and continue to shape contemporary society
- An understanding of the human experience as revealed through creative expressions from the humanities
- An understanding of the components of a healthful lifestyle, including the benefits of physical fitness

Richard Bland College strives to maintain an intellectual, cultural, and physical environment that fosters integrity of character, the spirit of free inquiry, disciplined thinking, and the capacity for lifelong learning. The College is committed to a flexible, balanced, and coherent course of study based on a core curriculum in the humanities, natural sciences, social sciences, and physical education.

Receiving an Associate Degree from Richard Bland College allows students to pursue bachelor’s programs in fields ranging from the arts to technology, from languages to laboratory research. The

liberal arts foundation in the Richard Bland College curriculum has also provided the impetus for development of program-to-program articulation agreements with many 4-year institutions in the areas of business, education, and health sciences, including options in such fields as accounting, elementary school teaching, and nursing. Students interested in exploring major programs should meet with their assigned Learner Mentor or the Dean of Faculty.

General Policies

The term “Continuous Course” (such as English 101-102) indicates the two semesters of the year-long course are meant to be taken as a unit, and the satisfactory completion of the first semester is a prerequisite for entrance into the second semester, except by special permission of the instructor. A single number (such as Philosophy 101) indicates the course is completed within a single semester.

Courses listed in this Catalog have been approved by the College; however, a course will be taught only if there is sufficient enrollment, which will be determined by the Dean of Faculty.

Physical Education credits may not be used to fulfill requirements in any academic area. Only one class (2 credits) in physical education will apply toward graduation requirements. Students are nonetheless welcome to enroll in additional physical education courses and have no more than two additional credits applied as electives toward graduation. Non-credit (developmental or audit) courses do not fulfill academic requirements for graduation.

A minimum overall cumulative grade point average of 2.0 is required for graduation in any degree program offered by Richard Bland College. At least 30 of the total semester hours required for a degree must be earned at Richard Bland College. Nine of the last fifteen hours must be earned in residency at Richard Bland College to satisfy degree requirements. Only in exceptional cases will the Dean of Faculty exempt a student from any graduation requirement outlined in this Catalog.

It is the student’s responsibility to know and fulfill the requirements for graduation and to check with the Registrar during the year of intended graduation to be certain all credentials are in order.

Students planning to transfer to The College of William & Mary, as well as to certain other institutions in the Commonwealth of Virginia, should remember that six hours of foreign language at the intermediate level are required for graduation. Students should refer to the Transfer Guide to review the appropriate articulation agreement. This information is available on the Richard Bland College website.

Any course that has been used to fulfill a degree requirement in one area may not be used to fulfill a requirement in any other area.

All General Education Core requirements will be met within the requirements of the General Associate Degree and in all degrees with Areas of Emphasis.

The General Education Core

The General Education Core provides the fundamentals of liberal arts education. It is the foundation of the Associate in Arts (“A.A.”) and the Associate in Science (“A.S.”) degrees. The General Education Core is constituted of courses that are accepted toward general education requirements at most of Virginia’s 4-year colleges and universities.

The General Education Core credit hour requirements applicable to the Associate in Arts Degree and the Associate in Science Degree are listed below. All students must meet the core requirements. The Core Courses listed below identifies those RBC courses that fulfill core requirements for the degree.

COURSE	CREDIT HOURS
The Art of Language and Ideas	
ENGL 101-102	6
Choose one course from this area	3
The Language and History of Fine Arts	
Choose one course from this area	3
The Human Experience	
Choose one course from this area	3
U.S. and World Cultures	
Choose one course from this area	3
Quantitative and Symbolic Reasoning	
Choose one course from this area	3
Investigation of the Natural World	
Choose one course from this area	4
Computer Proficiency	0-3

Core Courses List

Courses with an asterisk (*) can be used to satisfy the requirement of only one category. Courses in italics are only transferable in some cases, and you must exercise caution.

Note: For the A.A. Degree, two semesters of foreign language are required to complete the degree requirements. For the A.S. Degree, the foreign language classes are all considered electives (none required).

The Art of Language and Ideas

ENGL 101 Writing and Research
ENGL 102 Introduction to Literary Genres
ENGL 200 The Craft of Researched Writing
ENGL 201 Western World Literature
ENGL 202 Western World Literature
ENGL 203 English Literature through the 18th Century
ENGL 204 English Literature: Romanticism to Present
ENGL 205 American Literature through the Civil War
ENGL 206 American Literature: Civil War to Present
ENGL 210 Shakespeare
ENGL 211 Contemporary Literature
ENGL 212 Fantasy: Beowulf to the Present
ENGL 213 Science Fiction
ENGL 214 African-American Literature
PHIL 101 Introduction to Philosophy*
PHIL 203 Introduction to Ethics*
PHIL 270 Asian Religious Thought
REL 201 Introduction to Religion*
REL 209 Comparative Religion*
REL 210 Social History of Christianity*
REL 270 Asian Religious Thought
SPCH 101 Public Speaking
SPCH 201 Interpersonal Communication

The Language and History of the Fine Arts

ART 201 Art History Survey I
ART 202 Art History Survey II
ART 231 Art Appreciation
MUS 103 Music Appreciation
THEA 201 Theatre: A Contemporary and Historical Introduction

The Human Experience

PHIL 101 Introduction to Philosophy*

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PHIL 201 Ancient and Medieval Philosophy
PHIL 202 Modern Philosophy
PHIL 203 Introduction to Ethics*
REL 201 Introduction to Religion*
PSY 201- 202 General Psychology or PSY 240 Introduction to Counseling
PSY 250 Developmental Psychology
PSY 260 Psychology of Personality Theories
PSY 291 Psychology of Adjustment
PSY 292 Stress Management
PSY 295 Human Sexuality
REL 201 Introduction to Religion*
REL 209 Comparative Religion*
REL 210 Social History of Christianity*
REL 270 Asian Religious Thought
SOC 201 General Sociology
SOC 204 Social Problems
SOC 250 Criminology
SOC 253 Marriage and the Family

Foreign Language

FREN 101-102 Elementary French I, II
FREN 201-202 Intermediate French I, II
SPAN 101-102 Elementary Spanish I, II
SPAN 201-202 Intermediate Spanish I, II

U.S. and World Cultures

ECON 201 Principles of Economics (Macro)
ECON 202 Principles of Economics (Micro)
GEO 101 Major World Regions
GEO 103 Cultural Geography
GOVT 201 American Government and Politics
GOVT 202 The United States in World Affairs
GOVT 203 Comparative Government and Politics
HIST 101 Western Civilization to 1715
HIST 102 Western Civilization since 1715
HIST 201 American History to 1865
HIST 202 American History since 1865
HIST 240 Nazi Germany
HIST 250 Modern America: U.S. History since 1945
HIST 270 The History of Modern Britain
HIST 276 The Vietnam War
PHIL 270 Asian Religious Thought
REL 209 Comparative Religion*
REL 210 Social History of Christianity*
REL 219 History and Religion of Israel
REL 220 New Testament World

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REL 254 Religion in Contemporary America

REL 270 Asian Religious Thought

Quantitative and Symbolic Reasoning

CSCI 211 Computer Programming I

MATH 105 Fundamental Concepts of Mathematics

MATH 110 Contemporary Mathematics

MATH 101 College Algebra

MATH 201-202 Calculus

MATH 217 Introductory Statistics

MATH 207 Calculus for Business and Social Science

MATH 117 Pre-Calculus

MATH 203 Elementary Linear Algebra

MATH 204 Multivariable Calculus

MATH 220 Discrete Structures

Investigation of the Natural World

BIO 101-102 (101L-102L) General Biology

BIO 151-152 (151L-152L) Biological Science

BIO 205-206 Human Anatomy and Physiology

BIO 110 Contemporary Biology

BIO 211 Microbiology

BIO 220 Medical Microbiology

CHEM 101-102 (101L-102L) General Chemistry

CHEM 110 Concepts of Chemistry

CHEM 230-231 Organic Chemistry

PHYS 101-102 College Physics

PHYS 201-202 University Physics Computer Proficiency

Computer Proficiency

Students must either pass the Computer Proficiency Assessment or take one of the following courses:

CSCI 110 Computer Concepts and Applications

CSCI 202 Computer Applications I

CSCI 211 Computer Programming I

CSCI 203 Computer Applications II

CSCI 212 Computer Programming II

Associate in Arts Degree (A.A.)

The Associate in Arts Degree is designed primarily for those students who plan to complete their baccalaureate degrees in areas of the arts, humanities, or the behavioral and social sciences. Depending upon the institution to which a student may transfer and the prospective major, the Associate in Science Degree may be more appropriate. Students are urged to consult an academic advisor on this matter.

A student must meet the following credit-hour requirements for the Associate in Arts Degree:

GENERAL ASSOCIATE IN ARTS DEGREE

The College offers a traditional generalist degree incorporating the Core and significant breadth across discipline.

COURSE	CREDIT HOURS
The Art of Language and Ideas	
ENGL 101-102	6
Choose two additional courses from this area	6
The Language and History of Fine Arts	
Choose one course from this area	3
The Human Experience	
Choose two courses from this area	6
U.S. and World Cultures	
Choose three courses from this area, at least one of which must be in History	9
Quantitative and Symbolic Reasoning	
Choose one course from this area	3-4
Investigation of the Natural World	
Choose one laboratory course from this area	4
Foreign Language	
Two courses from this area	6-8
Computer Proficiency	0-3
Electives or	11-17
Foreign Language 101-102 if needed + electives	8 + (9 to 11)

Total	60
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In deciding upon elective courses, students working closely with their academic advisors should consult the transfer path for their intended transfer college and program. Bear in mind that some colleges or programs may require or recommend more courses in a particular area (math, science, or foreign languages, for example) than are required for the A.A. degree at Richard Bland College. Those courses should be included in the electives taken as part of your academic plan at RBC. No more than 3 credits of PE may count toward graduation.

Associate in Science Degree (A.S.)

The Associate in Science Degree is designed primarily for those students who plan to complete their baccalaureate degrees in areas of education, business, health professions, social work, engineering, or one of the natural sciences. Depending upon the institution to which a student may transfer and the prospective major, the Associate in Arts Degree may be more appropriate. Students are urged to consult an academic advisor on this matter. There is no foreign language requirement to earn this degree.

A student must meet the following credit-hour requirements for the Associate in Science Degree.

GENERAL ASSOCIATE IN SCIENCE DEGREE

The College offers a traditional generalist degree incorporating the Core and significant breadth across discipline.

COURSE	CREDIT HOURS
The Art of Language and Ideas	
ENGL 101-102	6
Choose one course from this area	3
The Language and History of Fine Arts	
Choose one course from this area	3
The Human Experience	

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Choose three courses from this area	9
Quantitative and Symbolic Reasoning	
Choose two courses from this area	6
US & World Cultures	
Choose three courses from this area	9
Investigation of the Natural World	
Choose two laboratory courses from this area	8
Computer Proficiency	0-3
Electives	
(Foreign Language: it is recommended that students check with their desired transfer institution to determine their foreign language requirements.)	14-17
Total	60

Associate in Science Degree - Behavioral Sciences (A.B.S.)

COURSE	CREDIT HOURS
The Art of Language and Ideas	
ENGL 101-102, SPCH 101	9
The Language and History of Fine Arts	
ART 201, 202, 231, MUS 103, or THEA 201	3

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The Human Experience	
PSY 201-202, 250, 217, PHIL 203, SOC 201 or 204, 253	21
U.S. and World Cultures	
ECON 201, 202, GEO 101, 103, GOVT 201, 202, 203, HIST 101, 102, 201, 202, 240, 250, 270, 276, or REL 209, 210, 219, 220, 254	6
Quantitative and Symbolic Reasoning	
MATH 101, 217	6
Investigation of the Natural World	
BIO 101-102 (101L, 102L), CHEM 101-102 (101L,102L), or BIO 101 (101L), CHEM 101 (101L)	8
Computer Proficiency	
CSCI 202, 203, 211, 212 or pass the Computer Proficiency Assessment	3
Electives	
PSY 240, 241, 260, 291, 292, 295 SOC 250, PE 121	4-6
(Foreign Language: it is recommended that students check with their desired transfer institution to determine their foreign language requirements.)	
Total	60

Associate in Science Degree - Business Administration (A.S.-Business Administration)

COURSE	CREDIT HOURS
Business	

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BUS 201-202	6
The Art of Language and Ideas	
ENGL 101-102	6
ENGL 200, 201, 202, 203, 204, 205, 206, 210, 211, 212, 213, or 214 PHIL 101, 121, 201, 202, 203, or 270 REL 201, SPCH 101, 201 (Those planning to pursue Pharmacy should take SPCH 101)	3
The Language and History of Fine Arts	
ART 201, 202, 231, MUS 103, or THEA 201	3
The Human Experience	
PHIL 101, 203, PSY 201-202, 210, 250, 260, 291, 292, 295 REL 201, 209, 210, SOC 201, 204, 250, 253	9
U.S. and World Cultures	
ECON 201-202 Both are required, choose one additional course from the following:	6
GEO 101, 103, GOVT 201, 202, 203, HIST 101, 102, 201, 202, 240, 250, 270, 276 REL 209, 210, 219, 220, 254	3
Quantitative and Symbolic Reasoning	
MATH 217, 207, 201	6-7
Investigation of the Natural World	
BIO 101-102 (101L, 102L), 151-152 (151L, 152L), 205-206, 211, 220 CHEM 101-102 (101L,102L), 230-231, 110 (110L)	4
BIO 110, PHYS 101-102, 201-202	
CSCI 110, 202, 203, 211, 212, 245 or pass the Computer Proficiency Assessment	3
Electives	
BUS 104 is recommended for those unfamiliar with the various business careers (Foreign Language: it is recommended that students check with their desired transfer institution to determine their foreign language requirements.)	11-14

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Total	60
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Associate in Science Degree – Math/Computer Science (A.S.-Math/Computer Science)

COURSE	CREDIT HOURS
The Art of Language and Ideas	
ENGL 101-102	6
ENGL 200, 201, 202, 203, 204, 205, 206, 210, 211, 212, 213, or 214 PHIL 101, 121, 201, 202, 203, or 270 REL 201, SPCH 101, 201 (Those planning to pursue Pharmacy should take SPCH 101)	3
The Language and History of Fine Arts	
ART 201, 202, 231, MUS 103, or THEA 201	3
The Human Experience	
PHIL 101, 203, PSY 201-202, 210, 250, 260, 291, 292, 295 REL 201, 209, 210, SOC 201, 204, 250, 253	3
U.S. and World Cultures	
ECON 201-202, GEO 101, 103, GOVT 201, 202, 203 HIST 101, 102, 201, 202, 240, 250, 270, 276 REL 209, 210, 219, 220, 254	3
Quantitative and Symbolic Reasoning	
MATH 201, 202, 204	11
CSCI 211	3
MATH 203 or CSCI 212 (For Mathematics majors take MATH 203, for Computer Science majors take CSCI 212)	3

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Investigation of the Natural World	
PHYS 201-202	8
Electives	
Recommended electives (3-6) in Math: MATH 220/CSCI 220 Discrete Structures, MATH 205 Differential Equations. Recommended electives (4-12) from the Natural Sciences (Mathematics and Computer Science majors are often required to take one to three additional Natural Science courses. It is recommended that students check with their desired transfer institution to determine the specific natural science courses required. (No more than two additional PE credit hours may be taken for elective credit.) (Foreign Language: it is recommended that students check with their desired transfer institution to determine their foreign language requirements.)	15
Total	60

Associate in Science Degree – Physical Science (A.S.-Physical Science)

COURSE	CREDIT HOURS
The Art of Language and Ideas	
ENGL 101-102	6
ENGL 200, 201, 202, 203, 204, 205, 206, 210, 211, 212, 213, or 214 PHIL 101, 121, 201, 202, 203, or 270 REL 201, SPCH 101, 201 (Those planning to pursue Pharmacy should take SPCH 101)	3
The Language and History of Fine Arts	
ART 201, 202, 231, MUS 103, or THEA 201	3
The Human Experience	
PHIL 101, 203, PSY 201-202, 210, 250, 260, 291, 292, 295 REL 201, 209, 210, SOC 201, 204, 250, 253	3
U.S. and World Cultures	

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ECON 201-202, GEO 101, 103, GOVT 201, 202, 203, HIST 101, 102, 201, 202, 240, 250, 270, 276, REL 209, 210, 219, 220, 254	3
Quantitative and Symbolic Reasoning	
MATH 201, 202, 204	11
Investigation of the Natural World	
CHEM 101-102	8
CHEM 230-231 or PHYS 201-202	8
Computer Proficiency	
CSCI 202, 203, 211, 212, or pass the Computer Proficiency Assessment	3
Electives	
Recommended electives in Math: Math 205 Differential Equations. Recommended electives in CHEM or CHME ENG: PHYS 201-202. Recommended electives in PHY & ENG: MATH 203, CSCI 211. (No more than two additional credit hours may be taken for elective credit.) (Foreign Language: it is recommended that students check with their desired transfer institution to determine foreign language requirements.)	10-15
Total	60

Associate in Science Degree – Life Science (A.S.-Life Science)

COURSE	CREDIT HOURS
The Art of Language and Ideas	
ENGL 101-102	6
ENGL 200, 201, 202, 203, 204, 205, 206, 210, 211, 212, 213, or 214 PHIL 101, 121, 201, 202, 203, or 270	3

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REL 201, SPCH 101, 201 (Those planning to pursue Pharmacy should take SPCH 101)	
The Language and History of Fine Arts	
ART 201, 202, 231, MUS 103, or THEA 201	3
The Human Experience	
PHIL 101, 203, PSY 201-202, 210, 250, 260, 291, 292, 295 REL 201, 209, 210, SOC 201, 204, 250, 253	3
U.S. and World Cultures	
ECON 201-202, GEO 101, 103, GOVT 201, 202, 203, HIST 101, 102, 201, 202, 240, 250, 270, 276, REL 209, 210, 219, 220, 254	3
Quantitative and Symbolic Reasoning	
MATH 217	3
MATH 207 or MATH 201 (Students should check with transfer institution to determine specific requirements)	3-4
Investigation of the Natural World	
BIO 151-152	8
CHEM 101-102	8
CHEM 230-231 or PHYS 101-102	8
Biology take CHEM 230-231 Forensic Science take PHYS 101-202 Pre-Medicine, Dental, Pharmacy all four sequences recommended	
Computer Proficiency	3
CSCI 202, 203, 211, 212, or pass the Computer Proficiency Assessment	
Electives	
Bio 211 & Bio 218 recommended for Biology track. MATH 202 recommended for Forensic Chemistry track. Pre- Pharmacy one additional Math course. (No more than two additional PE credit hours may be taken for elective credit.) (Foreign Language: it is recommended that students check with their desired transfer institution to determine their foreign language requirements.)	8-12

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Total	60
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Associate in Science Degree – Clinical Lab Sciences (A.S.-Clinical Lab Sciences)

COURSE	CREDIT HOURS
The Art of Language and Ideas	
ENGL 101-102	6
ENGL 200, 201, 202, 203, 204, 205, 206, 210, 211, 212, 213, or 214 PHIL 101, 121, 201, 202, 203, or 270 REL 201, SPCH 101, 201 (Those planning to pursue Pharmacy should take SPCH 101).	3
The Language and History of Fine Arts	
ART 201, 202, 231, MUS 103, or THEA 201	3
The Human Experience	
PHIL 101, 203, PSY 201-202, 210, 250, 260, 291, 292, 295, REL 201, 209, 210, SOC 201, 204, 250, 253	3
U.S. and World Cultures	
ECON 201-202, GEO 101, 103, GOVT 201, 202, 203, HIST 101, 102, 201, 202, 240, 250, 270, 276, REL 209, 210, 219, 220, 254	3
Quantitative and Symbolic Reasoning	
MATH 101, 117, 207, 217, 201, 202, 203	6-8
Investigation of the Natural World	
BIO 101, 205-206, CHEM 101-102, 230	24
Computer Proficiency	

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CSCI 202, 203, 211, 212, or pass the Computer Proficiency Assessment	3
Electives	
(No more than two additional credit hours may be taken for elective credit.) (Foreign Language: it is recommended that students check with their desired transfer institution to determine their foreign language requirements.)	3-8
Total	60

Liberal Arts Certificate

The Liberal Arts Certificate (31 cr.) is designed to document students' progress towards the A.A. or A.S. degrees. After two semesters of coursework, students will have a solid grounding in the liberal arts and will be prepared for their sophomore year, either at Richard Bland College or elsewhere.

Courses required: Math 101 (or higher); ENGL 101, 102; one lab science course; two HIST courses; two Social/Behavioral Science courses; two elective courses in science, math, or the humanities.

Logistics Certificate

The Logistics Management Certificate program is designed to meet the needs of this high-demand career field. This program teaches tangible skills that will prepare you for work in the global economy. Our quantitative courses are technology intensive to optimize effective engagement with complex systems and networks in most STEM oriented fields.

The program is five courses, sixteen credits: LOG 101, LOG 120, LOG 130, LOG 140, LOG 201.

Project Management Certificate

This program teaches tangible skills that will prepare you for work in our global economy. Our quantitative courses are technology intensive to optimize effective engagement with complex systems and networks in most STEM oriented fields. Project Management is one of several stackable credentials at Richard Bland College and is a perfect addition to our Associate Degree.

The program is five courses, sixteen credits: PM 101, PM 125, PM 135, LOG 140, PM 201.

Course Descriptions

Courses at Richard Bland College are designed to provide basic knowledge and understanding of the liberal arts and sciences. They comprise a core curriculum of general education requirements that prepare students to transfer to baccalaureate-level institutions.

Course Interpretation

A single number listing for a course, such as ART 231, indicates it is a one-semester course and may be offered each semester or only one semester each year. Courses listed with a double number such as HIST 201/HIST 202 and designated as semester courses, consist of two one-semester courses either of which may be taken without the other. Courses listed with a double number such as CHEM 101-102 and designated as a continuous course, consist of two one-semester courses, the first of which can be taken without the second, but the second of which cannot be taken without the successful completion of the first. Course abbreviations ending in “L” denote a laboratory component to the course. The College reserves the right to withdraw any course or program.

Course Prerequisites, Corequisites

Course prerequisites and corequisites state requirements for student entry into courses, and reflect necessary preparation for attempting the course. It is the student’s responsibility to be aware of these as stated in the catalog, and to have taken prerequisites recently enough to be of value. Students may be excluded from or dismissed from courses for which they have not earned the prerequisite. Questions should be addressed to the academic department or course instructor.

Art (ART)

Richard Bland College promotes an appreciation of art and aesthetics in support of our understanding of culture. Students are exposed to a variety of basic skills and gain an appreciation of art within the tradition of the liberal arts. Courses at the 200 level contribute to meeting the humanities requirement in the Core Curriculum. Art 299 does not meet the humanities requirement for the Associate Degree unless approved by the Instructional Programs Committee.

101-102 Basic Design

Studio, six hours; three credits each semester. A foundation course providing the basic skills, concepts, and language of two- and three-dimensional design as related to the visual arts. Need not be taken in sequence.

103-104 Beginning Drawing

Studio, six hours; three credits each semester. Introduction to drawing as a means of creative expression. Emphasis is on improving skills and exploring and studying the fundamental problems of perception relating to two-dimensional surfaces. Need not be taken in sequence.

201-202 Art History Survey

Lecture three hours; three credits each semester. A history of architecture, sculpture, and the pictorial world arts. The first semester deals with prehistoric through Gothic art; the second semester, Renaissance through modern art. It is not necessary for the semesters to be taken in chronological order.

221-222 Intermediate Drawing

Studio; one to three credits. Introduces advanced studio topics, builds upon foundation drawing skills, and assists students in developing a portfolio for transfer into an undergraduate fine arts program.

231 Art Appreciation

Lecture three hours; three credits. An approach to understanding and appreciating the visual art through critical and creative thinking. Course is designed to improve students' visual literacy, ability to analyze visual information, and to improve ability to make informed judgments about works of art. The course consists of lecture and discussion sessions and includes a number of field trips to area museums and galleries.

292 Portfolio Development

Three credits. Students complete three five-week labs that focus on specific topics that reinforce focus areas of their Portfolios. Students may select from a menu of lab projects designed to complete transfer portfolio requirements, including anatomy, color, perspective, 3D modeling, and time-based experimental digital imaging. Includes individual assignments and critiques, as well as site visits to learn about professional art practice. Prerequisites: at least six credits of studio art and permission of instructor.

299 Special Topics in Art

One to three credits. Students develop individual learning contracts with the instructor to complete portfolios for transfer. Individual assignments and critiques, as well as research into relevant contemporary concepts and practices. Prerequisites: at least six credits of studio art and permission of instructor.

Biology (BIO)

Biology at Richard Bland College provides a rigorous curriculum that enables students to meet the core requirements in science and prepare for transfer to a senior-level institution, and to satisfy requirements at allied health sciences schools. In particular, biology courses help develop an understanding of and appreciation for the diversity of living organisms and their structure, functions, and interactions. Most courses include laboratory and field activities.

101-102 General Biology (Lecture)

Continuous course; three hours lecture; three credits each semester. Prerequisite/corequisite English 101. Prerequisite Math 100B. Lecture and lab must be completed in order to meet the core curriculum requirements in the natural sciences. The course covers the scientific method; basic chemistry;

molecular biology; genetics; evolution, the structure and function of cells, tissues, organ systems, and organisms; biodiversity; and ecology.

101L-102L General Biology (Laboratory)

Continuous course; three hours of laboratory; one credit each semester. Prerequisite: Student must have completed or be concurrently enrolled in the corresponding biology lecture. Laboratory work emphasizes the principles discussed in lecture.

110 Contemporary Biology

Three hours lecture, three hours laboratory, four hours credit. Prerequisite: Math 100B (with a grade of C or higher) or placement into a level 3, 4, or 5 math course. BIO 110 is a one-semester life science course designed specifically for non-majors. The course will focus on selected topics taken from current headline events. In each topic there will be two emphases: the basic biological principles of the topic, and the interaction of biological science and the human population and the government.

Completion of BIO 110 will satisfy four credits of the core requirements in Natural Sciences. This course does not satisfy the prerequisites for advanced courses in Biology. This course should not be taken by students planning to major in Biology, Chemistry, Physics, Mathematics, Allied Health, Psychology, or Sociology.

111 Medical Terminology

Two hours lecture; two credits. A study of scientific terms, root words, prefixes and suffixes used in medical and allied health fields.

151-152 Biological Science

Continuous course; three hours lecture; three hours laboratory; four credits each semester. This is a two-semester introductory biology sequence for potential biology and health pre-professional majors. Prerequisite/Corequisite: English 101 and Math 101. A grade of "C" or better will be required to advance to BIO 152. BIO 151 will be offered every Fall semester or as conditions warrant. Students taking BIO 151 cannot get credit for BIO 101. Co-enrollment in CHEM 101 is strongly recommended. These courses will cover basic biochemistry, cell structure and function, the flow of energy, molecular genetics, evolution, the diversity of life, comparative plant/animal anatomy and physiology, and ecology, providing students foundational knowledge in the biological sciences

205-206 Human Anatomy and Physiology

Continuous course; three hours lecture; three hours laboratory or online course; four credits each semester. Corequisites: English 101 and Math 101. Prerequisite: Biology 101 or Biology 151. Strongly recommended: Chemistry 101. This course is specifically designed for students in the health sciences, providing a comprehensive and systematic knowledge of the structure and function of the human body through an integrated approach.

Dissections, experiments and demonstrations completed in the laboratory parallel the lectures. Check transfer school for transferability.

211 Microbiology

Three hours lecture; three hours laboratory; four credits. Prerequisite: Biology 101 or Biology 151 and strongly recommended Chemistry 101. A study will be made of the morphology, physiology, taxonomy and epidemiology of bacteria, rickettsia, and some of the viruses, lower fungi, protozoa and metazoa.

The techniques of isolation, culture, staining, identification, and control of bacteria will be a major part of the laboratory work. The principles of immunology and sterilization will be demonstrated.

218 Cell Biology

Three hours lecture; three credit course. Prerequisite: A grade of “C” or better in Biology 151. Chemistry 101 is strongly recommended. The course presents the molecular aspects of cells including organization and maintenance of cellular structure, energetics, differential gene expression, cell to cell communication, and reproduction. This course will be offered every spring semester.

230 Plant Biology

Three hours lecture; three hours laboratory; four hours credit. This is an integrated lecture and laboratory course. The lecture will concentrate on morphology and physiology of herbaceous and wood plant divisions within the plant kingdom, as well as, other organisms generally included in the study of plants. Topics covered include: diversity of plant life, plant structure and function, growth and development, metabolism, reproduction, and evolution. The laboratory will supplement the Botany lecture. Laboratory work will include microscopic examination of typical plant cells and tissues, experiments to illustrate plant physiology and tissue culture experiences.

299 Special Topics in Biology

One to four credits. Prerequisite: General Biology 101-102 or permission of the instructor. In depth study of a selected topic in the Biological Sciences as agreed upon by the instructor and the student. The topic will be studied for an entire semester.

Business (BUS)

Business courses at Richard Bland College provide a general background in the field of business and accounting. Students planning to major in business should take BUS 201 and 202.

104 Introduction to Business

Lecture three hours or online course; three credits. The course presents elementary concepts in the major areas of business. Students learn how businesses function, the institutions of business, and the relationships of business and government. The course introduces students to various business careers.

201 Principles of Accounting I

First semester; three hours lecture; three credits. Corequisite: Math 101 or placement into a Level 4 or 5 Math course. The course presents accounting principles and their application to service and merchandising businesses. The accounting cycle, income determination, and financial reporting are stressed. Sophomore status is recommended.

202 Principles of Accounting II

Second semester; three hours lecture; three credits. Prerequisite: BUS 201. The course presents accounting principles and applications as they apply to partnerships and corporations. Analysis of financial data and introductory cost and managerial accounting concepts are stressed.

299 Special Topics in Business

One to three hours lecture or directed study; one to three credits. Prerequisite: Consent of the instructor. In-depth study of a selected topic in business. May be repeated with different topics.

Chemistry (CHEM)

Chemistry courses at Richard Bland College provide the student with a comprehensive introduction into the composition and properties of materials. All chemistry courses and their associated laboratories can be applied to the core curriculum science requirement and are appropriate for transfer to senior institutions.

101-102 General Chemistry (Lecture)

Continuous course; three hours; three credits. Prerequisites: Placement into, completion of—or current enrollment in—MATH 101 or higher. A “C” or better in Chemistry 101 is required to advance to Chemistry 102. Completion of corresponding Chemistry Lab is recommended. In order to meet the core curriculum natural science requirement, Chemistry Lecture and Lab must both be completed. This course discusses atomic and molecular structure, chemical bonding, stoichiometry, states of matter, thermo-chemistry, chemical kinetics, equilibria, acid-base chemistry, electrochemistry, nuclear chemistry, and the descriptive chemistry of some elements.

101L-102L General Chemistry (Laboratory)

Continuous course; three hours; one credit. Prerequisite: Student must have completed or be concurrently enrolled in the corresponding Chemistry Lecture. Laboratory work to illustrate principles discussed in lecture. Laboratory includes experiments in synthesis, physicochemical properties, titrations, equilibria, and qualitative analysis.

110 Concepts of Chemistry (Lecture)

Three hours; three credits. Prerequisites: Math 100B (with a grade of C or higher), or placement into a level 3, 4, or 5 math course. Chemical concepts are discussed in the context of current societal issues. Completion of CHEM 110 together with CHEM 110L will satisfy four credits of the core requirement in natural sciences. This course does not satisfy the prerequisites for advanced courses in chemistry and cannot be combined with CHEM 101 or 102 to complete degree requirements.

110L Concepts of Chemistry (Laboratory)

Three hours; one credit. Corequisite: CHEM 110 (Lecture). Completion of CHEM 110L together with CHEM 110 will satisfy four credits of the core requirement in the natural sciences. Experimental work correlated with the CHEM 110 lecture course. This course does not satisfy the prerequisites for advanced courses in chemistry and cannot be combined with CHEM 101 or 102 to complete degree requirements.

230-231 Organic Chemistry

Continuous course; three hours lecture; three hours laboratory; four credits. Prerequisite: General Chemistry 101 Lecture and Lab-102 Lecture and Lab or consent of the instructor. A “C” or better in Chemistry 230 is required to advance to Chemistry 231. The chemical and physical properties of organic compounds are related to molecular structure. The functional groups are studied systematically in the context of Lewis acid-base principles. Modern spectroscopic techniques are discussed.

299 Special Topics in Chemistry

One to three hours lecture, laboratory, or directed study; one to four credits. Prerequisite: Consent of the instructor. In-depth study of a selected topic in chemistry. May be repeated with different topics.

Computer Science (CSCI)

The computer science department wants to ensure that students are technologically savvy and fluent. Thus, students will be able to use current applications programs to locate and retrieve data from the Internet and other sources, analyze that data, extract conclusions, and publish them in an appropriate and meaningful manner. Two courses in programming are offered for those intending to major in computer science.

202 Computer Applications I

Three hours lecture or online; three credits. Prerequisite: typing speed of 25 words per minute with zero errors. Includes Microsoft Windows, word processing, spreadsheet analysis, presentation graphics, internet exploration, and research.

203 Computer Applications II

Three hours lecture; three credits. Prerequisite: successful completion of CSCI 202 or an equivalent background. Advanced Microsoft Office techniques in word processing, spreadsheet analysis, database management and query design, and presentation graphics.

Note: Computer Science 211 and 212 are designed for students who are planning to major in computer science.

211 Computer Programming I

Three hours lecture; three credits. Prerequisite: Math 101 or equivalent or consent of the instructor. Introduction to programming and computer concepts. Emphasis will be on the programming language Java. Survey of computer applications and organization, characteristics of computer languages, the algorithmic approach, and flowcharting. This course follows the ACM guidelines for CS 1.

212 Computer Programming II

Three hours lecture; three credits. Prerequisite: CS 211. This course uses the Java language. Topics include details of Java, string processing, algorithmic analysis, data structures, input and output via a programmer designed graphical user interface and recursion. This course follows the ACM guidelines for CS 2.

299 Special Topics in Computer Science

One to three credits. Prerequisite: consent of the instructor. In-depth study of a selected topic in computer science. May be repeated with different topics.

Economics (ECON)

Economics is the scientific study of the production, distribution and consumption of goods and services. The basic principles of macroeconomics and microeconomics comprise the course offerings at Richard Bland College.

201 Principles of Economics (Macro)

Three hours lecture; three credits. This is the first of the Principles of Economics sequence. Topics include economic problems of scarcity, theories of money and banking, Keynesian Model, inflation, employment, and economic growth.

202 Principles of Economics (Micro)

Three hours lecture; three credits. This is the second of the Principles of Economics sequence. Topics include pure competition, oligopoly, monopoly, monopolistic competition, labor, government regulation and the agricultural sector.

299 Special Topics in Economics

One to three credits. Prerequisite: consent of the instructor. In-depth study of a selected topic in economics. May be repeated with different topics.

Education (EDUC)

Richard Bland College is committed to helping interested students prepare for careers in teaching. Through a partnership with Longwood University, RBC students can begin completing degree requirements while at Richard Bland.

200 Introduction to the Teaching Profession

Two hours lecture; two hours credit. Overview of the teaching profession, including lesson planning, current educational research, parental involvement, classroom assessments, effective classroom environment, and Virginia's Standards of Learning. Students also will gain an understanding of professional requirements such as PRAXIS and certification. Students considering teaching as a career are encouraged to take this course. Those completing EDUC 200 are eligible to begin their teaching practicum (school-based experiences) through Longwood.

English (ENGL)

English courses at Richard Bland College teach students to think critically, to write effectively, and to understand and appreciate literary traditions. A requirement of every English course is an acceptable standard of spoken and written English.

100 Developmental English

Three hours lecture; three credits. This course is not designed for degree or transfer credit. An examination of the rhetorical, linguistic, grammatical, and psychological principles of developing a successful writing process. Daily writing assignments. Designed to help students with writing problems prepare to meet the challenges and expectations of English 101. Students must earn a "C" or higher before moving to English 101.

101 Writing and Research

Three hours lecture; three credits. Prerequisite: Placement through the admissions placement test or the student must earn a "C" or higher in English 100. Practice in formulating the thesis statement, outlining, sentence construction, paragraph and essay development, and responsible research techniques. Frequent paragraphs, essays, revisions, and a research paper.

102 Introduction to Literary Genres

Three hours lecture; three credits. Prerequisite: English 101. Introduction to the three major literary genres and the techniques of literary analysis to heighten the student's appreciation and enjoyment of fiction, drama, and poetry. Continued emphasis on effective writing. Quizzes, essay examinations, critical essays.

200 The Craft of Researched Writing

Three hours lecture; three credits. Prerequisite: English 101,102, and 24 credit hours. Practice in a variety of research techniques and in writing a longer researched essay. One 15-page researched essay, process papers, research tasks, research notebook, annotated bibliography in progress, and daily writing. Recommended for students transferring to writing-intensive majors such as history and English. Does not fulfill a humanities requirement for graduation.

201 Western World Literature

Three hours lecture; three credits. Prerequisite: completion of English 101-102. Dominant literatures, ideas, conventions, attitudes, writers, and influence from Classical Antiquity and the Middle Ages through the Renaissance. Among authors and works studied are Homer, the Bible, the Greek playwrights, Virgil, the Song of Roland, Chaucer, Rabelais, Montaigne, Cervantes, Shakespeare, Donne, and Milton.

202 Western World Literature

Three hours lectures; three credits. Prerequisite: completion of English 101-102. Dominant literatures, ideas, conventions, attitudes, writers, and influences from Neoclassicism, Romanticism, Realism, and Naturalism to the Modern World. Among authors studied are Moliere, Voltaire, Madame de LaFayette, Goethe, Coleridge, Austin, Keats, Balzac, Browning, Whitman, Melville, Dostoevsky, Mann, Joyce, Kafka, Faulkner, Camus, Ellison, Solzhenitsyn, and Garcia Marquez.

203 English Literature through the Eighteenth Century

Three hours lecture; three credits. Prerequisite: completion of English 101-102. The literature of England from the Anglo-Saxon period through the eighteenth century, emphasizing representative authors and works and recurring themes, forms, and their variations within the historical context. Among authors and works studied are Beowulf, Chaucer, Spenser, Marlowe, Shakespeare, Donne, Milton, Swift and Pope.

204 English Literature: Romanticism to the Present

Three hours lecture; three credits. Prerequisite: completion of English 101-102. The literature of England from the Romantic period to the present, emphasizing representative authors and works and recurring themes, forms, and their variations within the historical context. Among authors studied are Burns, Wordsworth, Byron, Shelley, Keats, Tennyson, Browning, Hardy, Joyce, Eliot and Woolf.

205 American Literature through the Civil War

Three hours lecture; three credits. Prerequisite: completion of English 101-102. American literature and its background from Native American oratory to 1865. Among authors studied are Franklin, Irving, Bryant, Hawthorne, Poe, Melville, Emerson, Thoreau and Whitman.

206 American Literature: Civil War to the Present

Three hours lecture; three credits. Prerequisite: completion of English 101-102. American literature and

its background since 1865. Among authors studied are Twain, Crane, Frost, Eliot, Pound, O'Neill, Williams, Faulkner, Hemingway, Fitzgerald, Plath and Dove.

210 Shakespeare

Three hours lecture; three credits. Prerequisite: completion of English 101-102. Reading of representative histories, comedies, tragedies, and sonnets within their historical context, and in light of current critical viewpoints.

211 Contemporary Literature

Three hours lecture; three credits. Prerequisite: completion of English 101-102. Reading of selected and related contemporary European, British, American or World prose, fiction, drama, or poetry.

212 Fantasy: Beowulf to the Present

Three hours lecture; three credits. Prerequisite: completion of English 101-102. An introduction to and historical survey of fantasy literature, beginning with Beowulf and traced through contemporary literature. An examination of writing styles and thematic approaches that reflect the styles and approaches of "mainstream" literature. Authors studied include the Beowulf poet, Tennyson, Carroll, Grahame, Tolkien, Feist, McKillip, Jordan and others.

213 Science Fiction

Three hours lecture; three credits. Prerequisite: completion of English 101-102. An examination of the philosophical, scientific, psychological, and literary aspects of science fiction from Mary Shelley's Frankenstein to the present. Authors include Shelley, Verne, Wells, Abbott, Stapledon, Asimov, Clarke, Dickson, Brin, Benford and others.

214 African-American Literature

Three hours lecture; three credits. Prerequisite: completion of English 101-102. An introduction to and survey of the literature of African-American writers from 1746 to contemporary times. A historical study of literature from various periods such as the "Harlem Renaissance." Emphasis on literary themes, as well as genres such as "slave narratives." Authors include Phyllis Wheatley, Frederick Douglas, W.E.B. DuBois, Langston Hughes, James Baldwin, Rita Dove and Nobel Prize author Toni Morrison.

299 Special Topics in English

One to three credits. Study of a selected topic or literary genre in European, British, or American literature. Students are welcome to suggest a topic to any English instructor.

French (FREN)

Students are encouraged to continue with a modern foreign language initially studied in high school. A student with three or more high school years of a language should not register for the 101- 102 level of that language without the consent of the instructor.

101-102 Elementary French I, II

Continuous course; four hours lecture; four credits each semester. Students with three or more high school years of French should register for French 201-202. A student with two to three years of high school French may join French 102 in the second semester. Training in listening comprehension, pronunciation and conversation, vocabulary and idioms, reading, grammar, and composition.

201-202 Intermediate French I, II

Continuous course; three hours lecture; three credits each semester. Prerequisite: French 101-102 or three years of high school French. A student may join French 202 in the second semester with consent of the instructor. Emphasis will be placed on listening and comprehension, review and strengthening of vocabulary and idioms, grammar, verb forms, and increasing reading, composition and speaking ability.

Geography (GEO)

Geography analyzes global spatial arrangements and their causes and consequences. The geography courses at Richard Bland College focus on the major world regions and the relationships between geography and culture.

101 Major World Regions

Three hours lecture; three credits. This course is a survey regional geography. The interaction of cultural, economic, political, physical and social processes in each of the world's major regions is explored and examined. Patterns, problems, and prospects in the world's principal human- geographic regions are discussed.

103 Cultural Geography

Three hours lecture; three credits. The course is structured to address human geography's core topics: population, cultural patterns and processes, the political organization of space, agricultural and rural land use, industrial and economic development and cities.

299 Special Topics in Geography

Either semester; one to three hours; one to three credits. Prerequisite: consent of the instructor. In- depth study of a selected topic in Geography.

Government (GOVT)

Government courses focus on the organization and exercise of legitimate authority within the political process. The structure and function of American government and its influence in world affairs is the purpose of government courses at Richard Bland College.

201 American Government and Politics

Three hours lecture; three credits. This course provides students an introduction to American government and politics, emphasizing both the practical aspects of governmental operations and the understanding of politics as an ongoing, active process. Arranged topically, the course explores the nature and functions of government, politics, and governmental organization. Civil liberties, civil rights, the role of the media and industry, and public opinion are also covered.

202 The United States in World Affairs

Three hours lecture; three credits. A study of world politics and how it influences the United States and its relationship with other countries. The Cold War from containment to the Soviet collapse will be

examined, but emphasis will be on current political, economic and social problems. Discussion of current affairs will be frequent and culminate with the International Forum at which time a series of distinguished representatives of foreign powers visit both the campus and the classroom. Students are expected to attend the International Forum evening programs.

203 Comparative Government and Politics

Three hours lecture; three credits. This course introduces the comparative analysis of politics. It studies the political cultures, structures and processes of politics in diverse parts of the world in order to compare how the nations emerged and developed, how the culture of a society influences politics in that nation, and how various national structures affect a nation's ability to determine policy goals and attempt to implement them. It also seeks to bring some coherence to the analysis of an otherwise diverse array of system types, and to heighten sensitivity to matters of race, class, and gender and increase tolerance for different cultures.

253 State and Local Government

Three hours lecture; three credits. This course is designed to provide the student with a basic knowledge of how state and local governments work in the United States. Attention will be paid to how federalism — new or otherwise — impacts on these units of government. The course also examines the political actors — legislators, governors, interest groups — that affect state and local politics, as well as specific policy issues (e.g., education, poverty).

299 Special Topics in Government

One to three credits. Prerequisite: Consent of the instructor. In-depth study of a selected topic in Government.

Health (HLTH)

Health is the study of the principles of wellness at the individual, community, and societal levels. Health courses at Richard Bland College focus on health practices, nutrition, and wellness as a proactive strategy.

225 Health and Wellness

Lecture three hours or online course; three credits. A survey of principles for promoting and developing positive health attitudes and practices. Topics include emotional wellness, physical fitness, nutrition, weight management, addictive substances, chronic and infectious diseases, sexuality, and environmental health concerns.

245 Understanding Nutrition

Three lecture hours; three credits. Prerequisite Biology 101 or 151. A scientific study of nutrition designed for nursing students, other health care providers and educators. Students will investigate the roles of the nutrients in the functioning of the human body. Overview of nutrient recommendations, food sources and functions of the nutrients, energy requirements, weight control, vegetarianism, and supplement use. Dietary recommendations and food patterns applied to culture, and prevention of nutrition related diseases in a changing society.

299 Special Topics in Health

One to three credits. Prerequisite: Consent of the instructor. In-depth study of a selected topic in Health.

History (HIST)

Recognizing that human experience is continuous, history seeks to understand how people have lived in the past, and how their institutions and leadership shaped their world and our own.

Through the perspectives of the social sciences and the humanities, the study of history at Richard Bland College focuses on the processes of institutional change within societies with particular emphasis on Western Civilization and the United States.

101 Western Civilization to 1715

Three hours lecture; three credits. An introduction to the history of Western Civilization from the ancient world to the end of the 17th century. Particular emphasis is placed on political, economic, social and cultural developments and their influence in shaping our contemporary world. Corequisite: enrollment in or completion of English 101.

102 Western Civilization since 1715

Three hours lecture; three credits. An introduction to the history of Western Civilization from the end of the 17th century to the present. Emphasis is placed on Western Europe and on the political, economic, social and cultural forces that increased and then diminished European dominance throughout the world. Corequisite: enrollment in or completion of English 101.

201 American History to 1865

Three hours lecture; three credits. A survey of the history of the United States from the period of discovery to 1865. Emphasis will be on the Colonial Era, and the development of democracy and slavery. The course also covers the political and social aspects of American life, the territorial expansion of the United States, and the coming of the Great Rebellion.

202 American History since 1865

Three hours lecture; three credits. A survey of the history of the Republic from Reconstruction to the present. This course will focus on the emergence of a national culture, the rise of America to super-power status and the growing dispute over America's role in the world; in short, what is our destiny? Chronologically, we will look at Reconstruction, industrialization, immigration, the two world wars, and the evolution of American society and culture from the late 19th century to the present.

221 The Coming of the Civil War

Lecture three hours; three credits. From a central theme covering the causes of the Civil War, the course includes the history of the American frontier and antebellum social, military, economic and cultural developments.

222 The Civil War and Reconstruction

Three hours lecture; three credits. Major emphasis is placed upon the military campaigns. Other topics include wartime economic, monetary, and fiscal policies. Diplomacy, life in the army and on the home front during the war, and American culture during the 1860s are covered. The final section of the course deals with the era of Reconstruction from 1865 to 1877, with special emphasis on Virginia and the City of Petersburg.

240 Nazi Germany

Three hours lecture; three credits. Prerequisite: Six credit hours of history, three of which may be concurrent enrollment, and/or permission of the instructor. Who knows what evil lurks? The Nazis knew, and with that knowledge they seized control of a modern industrial state. This course is the study of how a nation was brought to the brink of world conquest and of a small group of people who terrorized the western world on a scale unparalleled since the hordes of Genghis Khan stormed out of Asia. Supplemented with multimedia presentations, this course will examine the rise of the Nazi Party, the road to war, the war itself, the Holocaust, and the end of European primacy in world affairs.

250 Modern America: U.S. History Since 1945

Three hours lecture; three credits. An investigation of the post-World War II political and social history of the United States. The course examines the major political events and movements of the last fifty years, including the Cold War, McCarthyism, the civil rights movement, the Great Society, Vietnam, the counter-culture, feminism, Watergate, and the resurgence of social and economical conservatism. It explores how ordinary Americans both shaped and were shaped by these events and movements as well as the relationship between politics and long-term developments in the American economy, society, and culture. Pre-requisites: Successful completion of English 101 and three credits in history.

270 The History of Modern Britain

Three hours lecture; three credits. Great Britain has a remarkably rich and complex history that gives it a leading place in both the “Western Tradition” and in world history. This course will provide a survey of the social, cultural, economic and political histories of Britain, and its empire, between 1780 to the present. During this period, Britain became a “modern,” “liberal” state and the world’s pre-eminent industrial and imperial power. This course also will examine how British culture, mores and values impacted not only peoples’ lives in Britain and around the globe. Prerequisites: A grade of “C” or higher in ENG 101 and HIST 101 or HIST 102.

276 The Vietnam War

Three hours lecture; three credits. A study of the United States’ involvement in Vietnam from 1945 to 1975 and the military, political, social, and cultural causes and consequences of that involvement. The course places the American involvement in Vietnam within the context of the Cold War as well as the centuries-long, multinational struggle for supremacy in Southeast Asia. Prerequisites: Successful completion of English 101 and three credits in history.

281 Lincoln, Davis, Grant and Lee: The Last Year of the Civil War

The course is especially designed to suit the needs of educators teaching in grades K – 12 and is comprised of lectures, discussions, tours of the grounds and exhibits of Pamplin Historical Park & The National Museum of the Civil War Soldier, as well as two guided field trips. Topics include: Union and Confederate strategies in the east, the common soldier in the Civil War, civilian life in besieged Petersburg, farms on the battlefield, African Americans in the Civil War, and the presidential election of 1864. The course also includes two guided field trips exploring the critical Petersburg and Appomattox campaigns. In addition, the course will provide related student activities for use in the classroom as well as an opportunity to exchange ideas with fellow educators about teaching these important topics. 3 credits, no prerequisites, open to teachers seeking professional recertification.

282 Antebellum Slavery, the Civil War and Reconstruction

The course is especially designed to suit the needs of educators teaching in grades K–12, and is

comprised of lectures, discussions, tours of the grounds and exhibits of Pamplin Historical Park & The National Museum of the Civil War Soldier, as well as a field trip exploring Civil War Richmond. Topics include: North vs. South—Cultural Stereotypes, North vs. South – social, economic and political differences, slavery in antebellum Southern society, the antebellum debate about slavery, an overview of the American Civil War, Civil War soldier life, women in Civil War Richmond, teaching the Civil War with music, Civil War technology, and Reconstruction. In addition, the course will provide related student activities for use in the classroom as well as an opportunity to exchange ideas with fellow educators about teaching these important topics. 3 credits, no prerequisites, open to teachers seeking professional recertification.

296 History Internship

One to three credits. Prerequisites: six credit hours of history, three of which may be concurrent enrollment, and permission of the instructor. The internship is an introductory course into the museum environment and will emphasize the importance of learned and applied history in a historical-related museum. The purpose of the internship is to provide students with the opportunity for pre-professional experience. Students will sign a course contract that states the exact requirements to receive full credit.

299 Special Topics in History

One to three credits. Prerequisite: consent of the instructor. In-depth study of a selected topic in History.

Logistics (LOG)**101 Introduction to Logistics Management**

Three hours lecture; three credits. An introduction to the field of logistics management, including a review of the entire field and its application to the business world. Included are: procurement, supply chain management, demand management, packaging and materials handling, transportation, warehousing and inventory management, international logistics, and logistics analysis.

120 Transportation and Distribution

Three hours lecture; three credits. An introduction to the field of transportation and distribution management including: the special characteristics of the five different modes of transportation, optimization of transportation choices, transportation technology, and globalization transportation. A focus is placed on the development of distribution algorithms. Prerequisite: LOG 101.

130 Inventory and Warehousing

Three hours lecture; three credits. This course focuses on the role of materials management in modern organizations, the methods of forecasting demand, the assessment of economic lot sizes and the procedures for optimizing ordering systems and inventory levels; as well as the storage of inventory, warehouse operations, order picking and delivery, and inventory movements. Prerequisite: LOG 101.

140 Logistics IT Applications

Three hours lecture; three credits. This course applies three IT programming techniques and software platforms to logistics and project management scenarios: linear programming optimization via the LINDO software platform, project management via the Microsoft Project software platform and integrated business logistics and project management activities via the SAP software platform. Prerequisites: CSCI-203 or equivalent and LOG 101.

201 Logistics Portfolio

Four hours lecture; Four credits. This course uses the case-study method to integrate the various subcomponents of effective logistics management: transportation, distribution, inventory management, warehouse management, quality management, project management, procurement, export/import documentation, export/import finance. The course culminates in a formal report and executive presentation. Prerequisites: LOG 120, 130, & 140.

Internship Opportunities

Guidelines

An internship is an opportunity for a Richard Bland College student to gain practical experience and academic credit in a field of study by becoming actively engaged in performing job duties for an off-campus organization. The organization may be a government agency, a for-profit business, or a non-profit organization. An internship may be created for all disciplines in the Richard Bland College curriculum and will be designated as a 296 course in that discipline (i.e. Hist. 296).

The student must:

- be currently enrolled at the College and must have previously earned at least 15 hours college credit, either at RBC or another accredited institution of higher learning
- have a grade point average for previous college work of 2.0 or better on a 4.0 point scale

The student may:

- earn one, two, or three credit hours in the internship, as agreed upon in the written plan; minimum hours to be completed at the internship location: 1 credit hour, 50 intern hours; 2 credit hours, 100 intern hours, and 3 credit hours, 150 intern hours
- earn as many as 3 credit hours by intern work, in any combination of 1, 2, or 3-credit internships; Internships will be coordinated through the Office of the Dean of Faculty

Mathematics (MATH)

Mathematics courses at Richard Bland College are designed to promote critical thinking and analytical reasoning as they develop basic mathematical skills for beginning students in the liberal arts and sciences. There are five entry points into the mathematics curriculum for freshmen.

The course in which each student enrolls is determined by the placement test score, high school mathematics courses completed, and desired major of the student.

- Level 1 = MATH 100A
- Level 2 = MATH 100B
- Level 3 = MATH 101, 105, 110
- Level 4 = MATH 117, 207, or 217

- Level 5 = MATH 201

Each student is required to take a placement test in mathematics before registering for any mathematics course, with the exception of students who choose to go directly into MATH 100A or students who have appropriate transfer mathematics credits. Courses may be taken at a lower than recommended level, but none may be taken at a higher level without the written permission of the mathematics discipline coordinator.

Level 3 MATH 101 is the standard entry level for most college freshmen in the A.S. degrees, while MATH 110 is more appropriate for the A.A. degree.

Well-prepared students whose prospective majors require the traditional calculus sequence should take MATH 201 as soon as possible.

Students should be aware of the appropriate mathematics courses required for their planned majors and the four-year institutions to which they will transfer. If you have questions, ask your advisor or any math faculty member.

Credit will not be given for both MATH 201 and MATH 207 due to duplication of material.

ADVISING NOTES:

MATH 101 is a college algebra course designed to prepare the student for more advanced courses in mathematics such as statistics, business calculus, finite mathematics, and pre-calculus.

MATH 110 is a terminal mathematics course for the non-science student. MATH 201-202 is a calculus sequence for students who have successfully completed 3 1/2 or 4 units of high school mathematics through trigonometry and have received the appropriate score on the placement test, or students who have completed MATH 117 with a grade of B or higher.

MATH 100A and 100B are review courses in basic and intermediate algebra. These non-degree credit, non-transfer developmental courses are designed for the student who has a weak mathematical background and is not prepared for college-level mathematics.

100A Basic Algebra

Three hours lecture, one and one-half hours laboratory; four credits. This course is not designed for degree or transfer credit. Recommended for the student with less than one year of high school algebra. Required for students who place at this level on the Mathematics Placement Test. A comprehensive review of basic algebra. Topics include computation using integers, polynomials, equations, applications of equations, and graphs of linear equations. Must be followed by Math 100B.

100B Intermediate Algebra

Four hours lecture; four credits. This course is not designed for degree or transfer credit. Recommended for the student with less than two years of high school algebra. Required for students who place at this level on the Mathematics Placement Test or have completed Math 100A with a grade of C or higher. An intermediate algebra course designed to develop the mathematical proficiency necessary to study degree curriculum mathematics. Topics include factoring of polynomials, rational expressions, linear and quadratic equations, applications with equations, rational exponents, and radicals.

101 College Algebra

Three hours lecture; three credits. Recommended for students with 2 or 3 units of high school mathematics who have received the appropriate score on the placement test, or students who have completed MATH 100B with a grade of C or higher. Topics include basic concepts of algebra, equations, inequalities, problem solving, and basic polynomial, rational, and exponential functions, with emphasis on graphing techniques, algebraic and numeric properties and applications.

110 Contemporary Mathematics

Three hours; three credits. Prerequisite: MATH 100B (with a grade of C or higher) or appropriate score on the placement test. This course is designed primarily for the liberal arts student and will transfer as fulfilling the mathematics requirement at some four-year institutions, but not at others. It is intended to give the student an appreciation of the wide applicability of mathematics to many fields of study. Topics include Euler circuits, Hamilton circuits, networks, the Fibonacci sequence, the Golden Ratio, population growth patterns, patterns in nature, voting schemes, and fair division schemes.

117 Pre-Calculus

Four lecture hours; four credits. Prerequisite: MATH 101 (grade of B or higher or approval of instructor with a grade of C) or appropriate score on the placement test. This course is designed for students who are planning to take the calculus sequence, MATH 201-202. Topics include functions and graphs, polynomial and rational functions, exponential and logarithmic functions, trigonometric functions, analytic trigonometry, applications of trigonometry and an introduction to limits.

201-202 Calculus

Continuous course. Four hours lecture, two hours laboratory; four credits each semester. Prerequisites: two years of high school algebra, plane geometry, trigonometry and appropriate score on the placement test, or completion of MATH 117 (grade of B or higher or approval of instructor with a grade of C). Topics include analytic geometry, limits and continuity of functions, derivatives and applications, anti-derivatives and techniques of integration, and improper integrals. (Credit will not be given for both MATH 201 and MATH 207.)

203 Elementary Linear Algebra

Three hours lecture; three credits. Prerequisite: MATH 117 or placement and/or enrollment in MATH 201. Topics include systems of linear equations, matrices, determinants, vector spaces, linear transformations, eigenvalues and applications.

204 Multivariable Calculus

Three hours lecture; three credits. Prerequisite: MATH 202. Topics include parametric equations, infinite series, vectors, parametric equations, vector-valued functions, differentiation of functions of several variables, and multiple integrals.

207 Calculus for Business and Social Science

Three hours lecture; three credits. Prerequisite: Placement Test or MATH 101 (grade of B or higher) consent of instructor with grade of "C". Not appropriate for majors in mathematics, computer science, engineering, physics, or chemistry. A course that emphasizes the applications of calculus in social, behavioral, or life sciences and business or management. Topics include limits and continuity of functions, the derivative and applications, exponential and logarithmic functions, and the definite integral and applications. (Credit will not be given for both MATH 201 and MATH 207).

217 Introductory Statistics

Three hours lecture; three credits. Prerequisite: MATH101 (grade of C or higher) or appropriate score on placement test. A general introduction to random variables, descriptive statistics, sampling theory, estimation theory, tests of hypotheses, regression and correlation.

299 Special Topics in Mathematics

One to three credits. May be repeated for up to three credits. Prerequisite: Consent of instructor. In-depth study of a selected topic in mathematics.

Music (MUS)

Music courses at Richard Bland College support the liberal arts by providing a basic understanding of the role of music in social and cultural development. Performance opportunities are offered in choral and instrumental music.

103 Music Appreciation

Three hours lecture; three credits. Important in the general education of the college student who is non-music major, the course provides the foundation for a lifetime of broadening experiences in the enjoyment of music. The course presents the element, structure, and history of music with major emphasis on developing listening skills and acquiring a basic repertoire of varied examples of music literature.

299 Special Topics in Music

One to three credits. Prerequisite: Consent of the instructor. In-depth study of a selected topic in music.

Philosophy (PHIL)

Philosophy is the art of critical reflection on fundamental questions concerning the nature of reality, value and knowledge. The Philosophy courses at Richard Bland College provide students with an overview of the canonical positions and theories which have shaped the major Euro- American and Asian philosophical traditions, as well as with the opportunity to develop the analytic skills of argumentation and evaluation. The critical reasoning skills emphasized in Philosophy have aided students who have gone on to pursue careers in diverse fields, including: academia, government, writing and law.

101 Introduction to Philosophy

Three hours lecture; three credits. Corequisites: English 101 & Mathematics 101. This course is intended to serve as an introduction to Philosophy as an academic field of study, an art of personal reflection, and a tool for dialogue. In this light, it examines a few perennial philosophical questions and the major arguments and positions which fall under these, questions such as: Who am I? What is a person?

Are we really free? Is there life after death? What sort of meaning is possible in life? Films and literature may be utilized to reveal how the art of philosophical reflection extends beyond canonical philosophical texts. Emphasis will be placed on critical justification and evaluation.

121 Critical Thinking

Three lecture hours; three credits. Corequisites: English 101 & Mathematics 101. This course is intended to introduce students to the art of critical thinking, the careful and deliberate determination about whether to accept, reject, or suspend judgment about a claim. As with the acquiring of any skills, practice is essential. Hence, exercises both inside and outside of class will be required.

The course will include examinations of the concepts of ‘argument’ and ‘evidence,’ common fallacies in reasoning, techniques of Categorical and Proposition logic to assess deductive validity, and techniques for assessing inductive strength. Attention will be give to the application of critical thinking skills to the evaluation of claims found outside academia, including newspaper editorials and issues centering around the “paranormal” (e.g., ESP, reincarnation, UFO’s, channeling).

201 Ancient and Medieval Philosophy

Three hours lecture; three credits. Prerequisite: English 101 & Mathematics 101; recommended: Philosophy 121. Humans have always sought answers to fundamental questions about the nature of reality and value. However, it is the subjugation of these “answers” to critical standards of justification and evaluation which is the hallmark of Philosophy. This course will highlight the birth of this methodology in the Ancient civilizations of India, China, Greece, and Rome, and follow its development in the Medieval period in Europe and Asia. Emphasis will be placed on careful interpretation and evaluation of canonical texts.

202 Modern Philosophy

Three hours lecture; three credits. Prerequisite: English 101 & Mathematics 101; recommended: Philosophy 121. Philosophy is associated with fundamental questions: metaphysical questions concerning the nature and origin of the universe and the individual; epistemological questions concerning the nature of truth and nature and possibility of knowledge; and ethical questions concerning the nature of the moral judgments.

However, more fundamentally, Philosophy is a method of inquiry – a critical method where speculation and dogmatic acceptance is replaced by a concern for evidence and rational justification. While this method was not invented in the Modern period (17th-20th centuries), it was resurrected and extended in this period. This course will highlight the rebirth of this method within the Modern philosophical tradition of Europe and America, as well as noting comparisons between this tradition and contemporary Asian philosophical views.

Emphasis will be placed on careful interpretation and evaluation of canonical texts.

203 Introduction to Ethics

Three hours lecture; three credits. Corequisites: English 101 & Mathematics 101; recommended: English 101. This course is intended to acquaint students with the practical relevance of ethics within everyday life and to aid them in cultivating the skills inherent in ethical reasoning. Emphasis will be placed on the usefulness of major ethical theories in facilitating personal reflection and interpersonal dialogue, via detailed examinations of opposing ethical arguments over several contemporary moral issues, such as: war & terrorism, punishment & the death penalty, world poverty & hunger, abortion & cloning, animal rights and environmentalism. Attention is given to the application of ethics to the evaluation of moral claims found outside academia, including newspaper editorials.

270 Introduction to Asian Religious Thought

Three hours lecture; three credits. Prerequisite: English 101 & Mathematics 101; recommended Phil 101 or Rel 201. This course is intended to serve as an introduction to some of the methods, issues & theories associated within major Asian philosophical religious systems, focusing on Vedantic Hinduism, Early Buddhism, Philosophical Taoism, & Zen Buddhism. Perennial issues which will be addressed include: the Nature of Sacred, the relationship between the Sacred and the self, life and death, happiness and meaning, and morality. In addition to the content of the course, students should find the analytic “tools” utilized in the course helpful in all courses of study requiring critical thinking as well as in assessing the plethora of arguments and pseudo-reasoning which pervade everyday life. Films and literature will be utilized to reveal how the themes of the course extend beyond canonical religious texts. Personal reflection and group discussion exercises will also be required. This course will only satisfy one discipline to complete the Associate Degree requirement.

299 Special Topics in Philosophy

One to three credits. Prerequisite: Consent of the instructor. In-depth study of a selected topic in Philosophy.

Physical Education (PE)

The physical education curriculum is designed to provide instruction in a wide variety of lifetime fitness and wellness activities. Courses are selected on the basis of health-related and skill-related fitness components and safety. No more than two one hour PE credits (two one-credit classes) may be used as elective credits.

Students planning to pursue a bachelor’s degree are advised to check the Physical Education requirement of the institution to which they wish to transfer.

120 Fitness and Wellness/Cross Training

Three hours lecture/activity: two credits. This course is designed to establish a clear understanding of basic concepts of wellness, and to adopt and maintain a program of prescribed physical exercise.

121 Horsemanship

Students will learn the basics of caring for and handling horses. Students will be introduced to natural horsemanship concepts. Horsemanship Pre- requisite: permission of the instructor.

120-190 Activities

One credit. A total of 2 credit hours may be used as electives towards graduation. A specific course may not be repeated for additional credit. These courses are all activity courses and only some of them will be offered during any semester. Examples of potential courses include team sports: basketball, volleyball, flag football, soccer; individual sports: tennis, golf and bowling; physical fitness: jogging, weightlifting, aerobics, jazz dancing; outdoors: hiking, canoeing, bicycling, scuba, horseback riding.

Physics (PHYS)

Physics is a fundamental science concerned with understanding the natural phenomena that occur in the physical universe. At Richard Bland College, basic courses are offered for both general students and

those preparing for more advanced studies in the physical sciences and engineering. These courses fulfill the core curriculum requirement in science.

101-102 College Physics

Continuous course; three hours lecture; three hours laboratory; four credits. PHYS 101 must be completed prior to enrolling in PHYS 102. Prerequisite: completion of MATH 101 with a grade of B or higher or placement into a Level 4 or 5 Math Course. College Physics is an introductory physics course (using algebra and trigonometry, but not calculus) commonly taken by general students and those planning to major in various life science areas. This is not intended for those students who are planning to major in engineering or the physical sciences. Topics covered in PHYS 101 include kinematics, Newton's laws, energy and momentum conservation, and rotational motion. Topics covered in PHYS 102 include, thermodynamics, electricity and magnetism. Special emphasis is placed on developing problem solving skills using multiple representations. Extensive use is made of microcomputer-based laboratories. Students who take PHYS 101-102 cannot receive credit for PHYS 201-202.

201-202 University Physics

Continuous course; three hours lecture; three hours laboratory; four credits. PHYS 201 must be completed prior to taking PHYS 202. Prerequisite/ corequisite: MATH 201-202. (It is recommended that MATH 201-202 be completed prior to this course, if possible.) University Physics is a vector calculus-based introductory physics course for engineering and physical science majors. Topics covered in PHYS 201 include kinematics, Newton's laws, energy and momentum conservation, and rotational motion. Topics covered in PHYS 202 include thermodynamics, electricity and magnetism. Special emphasis is placed on developing problem solving skills using multiple representations. Extensive use is made of microcomputer-based laboratories. Students taking PHYS 201-202 cannot receive credit for PHYS 101-102.

299 Special Topics in Physics

Either semester; one to three hours; one to three credit hours. Prerequisite: Consent of the Instructor. In-depth study of a selected topic in Physics.

Project Management (PM)**101 Introduction to Project Management**

Three hours lecture; three credits. This introductory Project Management course provides conceptual and practical material necessary for project management. It focuses on the development of leadership skills in the management of project teams. Students examine project selection, organization, and planning process; communications and negotiations; and the set up and completion of projects using IT systems. The course also covers project uncertainty and risk assessment and how to modify projects based on time and resource constraints.

125 Team Building and Leadership

Three hours lecture; three credits. This course focuses on the leadership skills to build and sustain high-performing project teams, to build a strong team identity through vision, purpose and commitment, and to foster positive and productive team communication. It will include theoretical background on group dynamics, small group behavior and motivation, the limitations of power, types of groups, verbal and non-verbal communication skills and team-building. Prerequisite: PM 101.

135 Project Risk Management

Three hours lecture; three credits. This course provides an in-depth analysis of identifying, analyzing, evaluating, and controlling project costs and risks, while making decisions to effect project completion. State-of-the-art tools and techniques for identifying, measuring, and monitoring costs and risks in the project management environment are examined. Cost estimating, cost budgeting, activity based costing, and cost control techniques are emphasized. Decision analysis and decision tree techniques are studied to include expected value, minimax, and maximin criteria. Also covered will be areas of flawed decision-making, including such topics as groupthink, the domain of losses, the domain of gains, the Abilene paradox, the Milgram experiments, the Asch effect, and the like. The course is on how a comprehensive risk management approach can enable a project team to make the correct decisions to proactively manage issues and costs that adversely impact the successful control and completion of a project. Prerequisite: PM 101.

201 Project Management Portfolio

Four hours lecture; Four credits. This course uses the case-study method to integrate the various subcomponents of effective logistics management. It will use real data from participating Richard Bland College project management alliance companies. This course will cover specific activities that integrate project management principles with project event management, taking project events from pre-award to closure. Students will investigate and evaluate different methods for measuring project performance, including Program Evaluation and Review Techniques (PERT) to ascertain probabilistic project completion times and Critical Path Method (CPM) approaches that investigate cost management and project acceleration techniques. The course will also cover team member selection and evaluation, project reporting processes, project event conflict and risk management, and coordinating project events across the enterprise and along the supply chain. This course exposes students to approaches, methods, and systems to ensure management success under demanding cost, schedule, and performance requirements. The course culminates in a formal report and executive presentation to the instructor and to the Richard Bland College project management alliance company. Prerequisites: PM 101, PM 125, and LOG 140.

Psychology (PSY)

Psychology is the scientific study of individual processes of thinking, feeling, and acting.

At Richard Bland College, courses in general psychology are offered along with a number of upper level courses dealing with specific topics designed for nurses, education majors, psychology majors, or students wanting to learn more about psychology.

201-202 General Psychology

Three hours lecture; three credits each semester. Basic principles of psychology as a behavioral social science. The course includes the study of psychology in everyday life, as a basic and applied science, the theoretical approaches, and as a profession. Topics covered in the first semester (201) are learning and thinking processes, workings of the mind and body, awareness of the world, motivation, emotion, states of consciousness and human development.

The second semester (202) includes such topics as human relations, theories of personality, positive adjustment to contemporary society, disorders, therapy and change, psychological testing and

applications of psychology. Students taking 201- 202 cannot get credit for Psychology 210. There are no prerequisites for Psychology 201 or 202.

217 Research Methods in the Behavioral Sciences

3 contact hours lecture, 3 credits. Prerequisite: Math 217. This course provides an introduction to research methods in the behavioral sciences. Course content includes a description of the various types of research used in the behavioral sciences, threats to the reliability and validity of research, consideration of ethical issues in behavioral science research, strengths and weaknesses of sampling techniques, and a review of the levels of measurement of data analytical techniques. This course also introduces students to the selection and computation of proper statistical tests and interpretation of results.

250 Developmental Psychology

Three hours lecture; three credits. It is recommended that the student complete Survey of Psychology 210 or Psychology 201-202 prior to enrolling in this course. The study of the biological, intellectual, emotional, personality, and social factors affecting the psychological development of the individual from conception throughout the life span. This course may be used to fulfill teacher certification requirements.

260 Psychology of Personality Theories

Three hours lecture; three credits. Prerequisite: Psychology 201-202 or permission of the instructor. The systematic study of various approaches to understanding human behavior in terms of personality theories. Personality theories of Freud, Jung, From, Erickson, Allport, Skinner, Maslow, Rogers, May and others will be examined in detail.

291 Psychology of Adjustment

Three hours lecture; three credits. The study of the normal and pathological factors in psychological development as they relate to the effective and fully functioning individual. A positive approach to maintaining good mental health will be emphasized by discussion and personal application.

292 Stress Management

Three hours lecture; three credits. Prerequisite: Psychology 201-202 or Survey of Psychology 210 or permission of the instructor. An introduction to the theory and practice of stress-management. Research and application of the physical and psychological aspects of stress reaction and its management. Emphasis on relaxation techniques and cognitive restructuring methods of managing stress.

295 Human Sexuality

Three hours lecture; three credits. Prerequisite: Psychology 201-202, Survey of Psychology 210 or permission of the instructor. The systematic study of biological, psychological and sociological aspects of human sexual behavior and health throughout the life span. Films and discussions will consist of explicit sexual behaviors. Students must be 18 years of age or older to enroll in this course.

299 Special Topics in Psychology

Either semester; one to three hours; one to three credits. Prerequisite: Consent of the instructor. In- depth study of a selected topic in Psychology.

Religion (REL)

Religion is fundamental to human existence and culture; it pervades the lives of a majority of humans, providing solace, guidance, communion, and hope. Religious Studies is the attempt to systematically and analytically study this phenomenon, drawing on an array of academic disciplines, including anthropology, sociology, psychology, linguistics, geography, history, philosophy, and archeology, among others.

Religion courses at Richard Bland College provide students with an overview of the beliefs and practices of the major world religions, as well as with an introduction to this inter-disciplinary field of study.

201 Introduction to Religion

Three hours lecture; three credits. Corequisite: English 101. Religion is and has been fundamental to human existence, providing solace, guidance, communion, and hope. This course will examine: the conceptual boundaries of 'religion,' the relation between religious intuition and rationality, different conceptions of the 'the Sacred,' psychological and sociological theories concerning religious belief/faith, secularist and functionalist approaches to the study of religion, phenomenological theories of religious experience and ritual, and the role which religious attitudes and perceptions play in grounding moral convictions and providing human life with a sense of meaning. Students will be encouraged to reflect on their own religious beliefs and experiences, and various art mediums (music, poetry, short-stories, film, etc.) will be utilized to examine these religious themes.

209 Comparative Religion

Three hours lecture; three credits. An historical investigation of the world's major religions (Buddhism, Hinduism, Islam, Judaism and Christianity). Attention will be given to the origins, history, mythology, and culture of various belief systems.

210 Social History of Christianity

Three hours lecture; three credits. An investigation of the development of Christianity from the first century to the present. The inquiry will focus on pivotal theological controversies and sociocultural issues that have shaped Christian history. Particular consideration will be given to such topics as the differences between the Western and Eastern traditions, monasticism, the Reformation and Counter-Reformation, and the Enlightenment.

Students will visit four churches to experience the differences in art, architecture, and worship that result from different historical paths. This course will examine the relationship between theological problems and the historical-cultural conditions from which they emerge.

219 History and Religion of Israel

Three hours lecture; three credits. The course traces the history of the people of Israel by exploring the Hebrew Bible and other ancient texts. These texts reveal a sacred history that wraps together their history and faith into an intricately woven story of a people's struggle to understand themselves and their God. Throughout the course students will examine the texts historically and theologically in order to better understand the triumphs and struggles of the people of Israel and the impact religion had on their self-understanding.

220 New Testament World

Three hours lecture; three credits. The course examines the writings of the New Testament from a historical critical approach through the use of the New Testament and other historical evidence. Through this method students will learn about the impact of Hellenization in the Roman world of the first century, and the struggles of the beginnings of the Christian faith searching for meaning and its own identity apart from its Jewish roots.

254 Religion in Contemporary America

Three hours lecture; three credits. Prerequisite: English 100; recommended English 101. At the beginning of the 21st century, the expressions of religious belief and the roles which religious belief play in the lives of Americans are more varied than ever. This course will examine the current state of organized religion in the United States, via an analysis of religious traditions/ denominations which are growing and traditions/ denominations which are in decline, as well

as various psychological, sociological, and phenomenological theories which attempt to ascertain why religion remains so influential in the lives of so many Americans. Students will be encouraged to compare and contrast the various religious views and practices that we will encounter with their own.

270 Introduction to Asian Religious Thought

Three hours lecture; three credits. Prerequisite: English 101; recommended Phil 101 or Rel 201. This course is intended to serve as an introduction to some of the methods, issues & theories associated within major Asian philosophical religious systems, focusing on Vedantic Hinduism, Early Buddhism, Philosophical Taoism, & Zen Buddhism. Perennial issues which will be addressed include: the Nature of Sacred, the relationship between the Sacred and: the self,

life and death, happiness and meaning and morality. In addition to the content of the course, students should find the analytic “tools” utilized in the course helpful in all courses of study requiring critical thinking as well as in assessing the plethora of arguments and pseudo-reasoning which pervade everyday life. Films and literature will be utilized to reveal how the themes of the course extend beyond canonical religious texts. Personal reflection and group discussion exercises will also be required. This course will only satisfy one discipline to complete the Associate Degree requirement.

299 Special Topics in Religion

One to three credits. Prerequisite: consent of the instructor. In-depth study of a selected topic in Religion.

Sociology (SOC)

Sociology is the scientific study of human interaction. The sociology courses at Richard Bland College provide a basic overview of human behavior in a number of settings.

201 General Sociology

Three hours lecture; three credits. An introduction to the scientific study of human society. This course provides a foundation of basic theories and research methods that influence the study of culture, socialization, stratification, deviance and social institutions. The sequential course to SOC 201 is SOC 204.

204 Social Problems

Three hours lecture; three credits. This course examines a range of problematic issues facing society. Conflicting perspectives, research findings, theoretical explanations and societal responses will be discussed regarding such issues as: distribution of resources, national security, the environment, race, gender, family, the medical industry and the justice process.

250 Criminology

Three hours lecture; three credits. Prerequisite: SOC 201 or 204 approval of instructor. This course focuses on the role and functions of the justice bureaucracy as a means of social control. Evolution of justice system agencies, development of occupational subcultures and a range of factors influencing decision-making throughout the system will be addressed.

253 Marriage and the Family

Three hours lecture; three credits. An analysis of the relationships in premarital, marital, and post-marital situations. The wide range of topics considered include: gender roles, mate selection, evolving family structures, parenting, communication techniques, domestic abuse, divorce, non-marital lifestyles, and remarriage.

299 Special Topics in Sociology

One to three credits. Prerequisite: Consent of the instructor. In-depth study of a selected topic in Sociology.

Spanish (SPAN)

Students are encouraged to continue with a modern foreign language initiated in high school or to study a new language. Generally, students with two years of high school Spanish should join Spanish 102 in the spring semester. Consult the Spanish instructor if you are uncertain about your appropriate placement.

101-102 Elementary Spanish I, II

Continuous course; four hours participation; four credits each semester. For students who have not acquired two high school units in Spanish.

Training in pronunciation, oral comprehension, basic grammar, and composition. NOTE: Students for whom Spanish is their first language cannot receive academic credit for these courses.

201-202 Intermediate Spanish I, II

Continuous course; three hours participation; three credits each semester. Prerequisite: Spanish 101, 102 or two units of high school Spanish.

Review of grammar and syntax, training in conversation and composition, and reading from the works of modern authors.

299 Special Topics in Spanish

One to three credits. Prerequisite: Spanish 202 or consent of the instructor. In-depth study of a selected topic(s) in Spanish (e.g., literature, culture, history, composition and/or conversation).

Speech (SPCH)

Speech courses at Richard Bland College provide the basic skills used in oral communication. The ability to effectively communicate through oral channels is useful component that an educated individual will find useful in the future.

101 Public Speaking

Three hours lecture and student presentations; three credits. A practical course in preparing and delivering speeches. The development of a basic idea by research and thought as well as its preparation, organization, and delivery style is stressed. Additional historical background as well as material addressing perception, language, listening, audiences and non-verbal communication is covered.

201 Interpersonal Communication

Three hour lecture and student presentations; three credits. A practical course in the theories and elements involved in interpersonal communication. Study of the factors, which influence our ability to effectively communicate, development of relationships, the role of the self in communication, the resolution of conflict and communication on the job and in daily life.

299 Special Topics in Speech

One to three credits. Prerequisite: consent of the instructor. In-depth study of a selected topic in speech.

Theatre Arts (THEA)

Richard Bland College promotes an appreciation of theatre in support of our understanding of cultural traditions. The courses in theatre provide the students a fundamental background in aesthetic principles, theories, history and traditions of the theatre. Opportunities to participate in the various aspects of theatre production and performance are available.

115 An Introduction to Acting

Three hours lecture and practical presentation; three credits. A concentration on the fundamentals of acting with practical application through improvisation, monologues and scenes prepared for classroom presentation.

132-133 Theatre Practicum

One credit hour per semester. No more than two credits may be applied to the Associate Degree. A practical course in which the student gains a greater understanding of theatre, by actively participating in a production by The Richard Bland College Players, either onstage or backstage.

201 Theatre: A Contemporary and Historical Introduction

Three hours lecture; three credits. An analytical approach to the understanding and appreciation of theatre as an art form. The course is designed for both prospective theatre majors and non- theatre

students who wish to improve their understanding of theatre, both historically and aesthetically. The course will consist of lecture and discussion sessions concerning the major historic periods in theatre, with representative plays being studied. No acting is required for this class. Richard Bland

299 Special Topics in Theatre

One to three credits. Prerequisite: Consent of the instructor. In-depth study of a selected topic in theatre.

Section VIII: Transfer Guide

Introduction and Transfer Advice

Richard Bland College of William & Mary prides itself on being your transfer institution of choice. For many students, earning an Associate degree at RBC is a key component of their journey. An RBC degree makes your academic pathway visible, viable, and affordable. With all of our transfer partner institutions, Richard Bland College is a wise choice for the savvy student. To make sure that your pathway works, follow the guides in the following section when selecting your coursework and note any required GPA or course grade guidelines in terms of transferability. Generally, keeping above a 3.5 GPA gives you the best transfer options, maintaining a 3.0 GPA provides numerous pathways to the bachelor's degree, while keeping a 2.5-2.8 GPA will limit your choices. Being aware of all of this important information can seem confusing, but taking the time to plan ahead will help ensure your successful transfer.

When in doubt, talk to your Learner Mentor here at RBC, and be proactive and review your course schedule and course progress with the transfer admissions specialist at the transfer institution of your choice. Please note that any remedial courses you might have needed do not transfer to a four-year institution. Some courses—even some that look quite similar—sometimes will have a closer alignment with a four-year degree pathway, so always confirm your chosen course will work towards your chosen academic pathway.

Spanish and French Placement Guide

Generally speaking, a year of high school foreign language is equal to one semester of college-level study of a foreign language.

Therefore, if you've studied a second language in high school:

- 1 yr. HS: register for 101
- 2 yrs. HS: register for 102
- 3 yrs. HS: contact the Dean of Faculty regarding our email placement test to see if you are ready for 201 Spanish and French Placement Test (via email)

If you are contemplating registering for a 201-level secondary language study, and you have NOT previously taken a secondary language at Richard Bland College, you'll be asked to take a placement

test. Here are some questions to help guide you and your Learner Mentor into finding the appropriate level of study. Students enrolling in the 201 level should be prepared to display mastery of:

Verb Tenses: Do you feel confident in basic tenses: present, past tenses (preterite and imperfect for Spanish, passé composé and imparfait for French), and subjunctive? (If these do not sound familiar, 201 is not right for you)

For example, answer these questions in Spanish/French:

Tell me your name, where you are from, and where you live now. Tell me a little about yourself (hobbies, interests, sports, work, anything you know how to say in Spanish/French). Can you tell me (briefly—in 1-2 sentences) what you did yesterday?

Students may respond to these questions either orally or in written form. They should email either their written responses or an audio file of their recorded answers to deanoffaculty@rbc.edu.

Transfer Guides

In this next section, you'll find a number of guides to assist you and your Learner Mentor in your course selection process. Whenever possible, try to think not only about the courses you'll need to graduate from Richard Bland College, but also think ahead to what courses you'll need to successfully graduate from one of our four-year transfer partner institutions. When in doubt, don't hesitate to reach out to a transfer counselor at your chosen four year school(s) to confirm.

Core Courses List

Courses in italics are only transferable in some cases, and you should exercise caution. Course with an asterisk (*) may be used to satisfy the requirements of only one category.

The Art of Language and Ideas

Two required courses:

ENGL 101 Writing and Research

ENGL 102 Introduction to Literary Genres

Take ONE additional course:

ENGL 200 The Craft of Researched Writing

ENGL 201 Western World Literature I

ENGL 202 Western World Literature II

ENGL 203 English Literature through the 18th Century

ENGL 204 English Literature: Romanticism to Present

ENGL 205 American Literature through the Civil War

ENGL 206 American Literature: Civil War to Present

ENGL 210 Shakespeare

ENGL 211 Contemporary Literature

ENGL 212 Fantasy: Beowulf to the Present

ENGL 213 Science Fiction

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ENGL 214 African American Literature
PHIL 201 Introduction to Philosophy*
PHIL 121 Introduction to Critical Thinking*
PHIL 201 Ancient and Medieval Philosophy
PHIL 202 Modern Philosophy
PHIL 203 Introduction to Ethics*
PHIL 270 Asian Religious Thought
REL 201 Introduction to Religion*
SPCH 101 Public Speaking
SPCH 201 Interpersonal Communication (sometimes transfers as elective)

The Language and History of the Fine Arts

Take ONE of these courses:

ART 201 Art History Survey I
ART 202 Art History Survey II
ART 231 Art Appreciation
THEA 201 Theatre: A Contemporary and Historical Introduction
MUS 103 Music Appreciation

The Human Experience

Take THREE of these courses, making sure that only two are from the same discipline (for example, only two psychology courses):

PHIL 101 Introduction to Philosophy*
PHIL 203 Introduction to Ethics*
PHIL 270 Asian Religious Thought
PSY 201-202 General Psychology
PSY 250 Developmental Psychology
PSY 260 Psychology of Personality Theories
PSY 292 Stress Management
PSY 295 Human Sexuality
REL 201 Introduction to Religion*
REL 209 Comparative Religion*
REL 210 Social History of Christianity*
REL 270 Asian Religious Thought
SOC 201 General Sociology
SOC 204 Social Problems
SOC 250 Criminology
SOC 253 Marriage and the Family

Foreign Language

FREN 201-202 Intermediate French I, II
SPAN 201-202 Intermediate Spanish I, II
FREN 101-102 Elementary French I, II
SPAN 101-102 Elementary Spanish I, II

U.S. and World Cultures

Take THREE of these courses, making sure that only two are from the same discipline (For example,

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only two economics courses):

ECON 201 Principles of Economics (Macro)
ECON 202 Principles of Economics (Micro)
GEO 101 Major World Regions
GEO 103 Cultural Geography
GOVT 201 American Government and Politics
GOVT 202 The United States in World Affairs
GOVT 203 Comparative Government and Politics
HIST 101 Western Civilization to 1715
HIST 102 Western Civilization since 1715
HIST 201 American History to 1865
HIST 202 American History since 1865
HIST 240 Nazi Germany
HIST 250 Modern America: U.S. History since 1945
HIST 270 The History of Modern Britain
HIST 276 The Vietnam War
PHIL 270 Asian Religious Thought
REL 209 Comparative Religion*
REL 210 Social History of Christianity*
REL 219 History and Religion of Israel
REL 220 New Testament World
REL 254 Religion in Contemporary America
REL 270 Asian Religious Thought

Quantitative and Symbolic Reasoning

Take TWO of these courses:

CSCI 211 Computer Programming I
MATH 101 College Algebra
MATH 201-202 Calculus
MATH 217 Introductory Statistics
MATH 207 Calculus for Business and Social Science
MATH 117 Pre-Calculus
MATH 203 Elementary Linear Algebra
MATH 204 Multivariable Calculus
MATH 220 Discrete Structures
MATH 110 Contemporary Mathematics

Investigation of the Natural World

Take TWO of these courses:

BIO 101-102 (101L-102L) General Biology
BIO 151-152 (151L-152L) Biological Science
BIO 205-206 Human Anatomy and Physiology
BIO 211 Microbiology
BIO 220 Medical Microbiology
BIO 110 Contemporary Biology
CHEM 101-102 (101L-102L) General Chemistry
CHEM 230-231 Organic Chemistry

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PHYS 101-102 College Physics
PHYS 201-202 University Physics
CHEM 110 Concepts of Chemistry

Computer Proficiency

Students must either pass the Computer Proficiency Assessment or take one of the following courses:

CSCI 202 Computer Applications I
CSCI 211 Computer Programming I
CSCI 110 Computer Concepts and Applications
CSCI 203 Computer Applications II CSCI 212 Computer Programming II

NOTE: For the AA Degree, two semesters of foreign language are required to complete the degree requirements. For the AS Degree, the foreign language classes are all considered electives (none required).

Transfer Core Courses List

If you're planning on transferring to a four-year institution, this list was created to help. Here you'll find Richard Bland College courses that almost always transfer, no matter which institution you plan on attending next. Other courses may transfer, but these courses count both towards your degree requirements at Richard Bland College, and are also highly transferable (although the four-year institution makes the final decision).

Please note that any course in italics requires as corequisites or prerequisites ENGL 101 and/or MATH 101. Second, any course marked with an asterisk (this mark *) can be used to satisfy the requirement of only one category.

The Art of Language and Ideas

ENGL 101 Writing and Research
ENGL 102 Introduction to Literary Genres
ENGL 200 The Craft of Researched Writing
SPCH 101 Public Speaking

The Language and History of the Fine Arts

ART 201 Art History Survey
ART 202 Art History Survey
ART 231 Art Appreciation
MUS 103 Music Appreciation
THEA 201 Theatre: A Contemporary and Historical Introduction
(ART 231, THEA 201: Consult your four-year institution of choice for core transferability.)

The Human Experience

PHIL 101 Introduction to Philosophy*
PHIL 203 Introduction to Ethics*

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PSY 201- 202 General Psychology
PSY 250 Developmental Psychology
REL 201 Introduction to Religion*
REL 209 Comparative Religion*
SOC 201 General Sociology

U.S. and World Cultures

ECON 201 Principles of Economics (Macro)
ECON 202 Principles of Economics (Micro)
GEO 101 Major World Regions
GOVT 201 American Government and Politics
GOVT 202 The United States in World Affairs
HIST 101 Western Civilization to 1715
HIST 102 Western Civilization since 1715
HIST 201 American History to 1865
HIST 202 American History since 1865
REL 209 Comparative Religion*

Quantitative and Symbolic Reasoning

MATH 117 Pre-Calculus
MATH 201-202 Calculus
MATH 203 Elementary Linear Algebra
MATH 204 Multivariable Calculus
MATH 207 Calculus for Business and Social Science
MATH 217 Introductory Statistics

Investigation of the Natural World

BIO 101-102 (101L-102L) General Biology
BIO 151-152 (151L-152L) Biological Science
BIO 205-206 Human Anatomy and Physiology
BIO 211 Microbiology (prerequisites BIO 101 or 151)
CHEM 101-102 (101L-102L) General Chemistry
CHEM 230-231 Organic Chemistry (prerequisites CHEM 101-102)
PHYS 201-202 University Physics (corequisite MATH 101-102)

Computer Proficiency

CSCI 202 Computer Applications 1
CSCI 211 Computer Programming I
CSCI 212 Computer Programming II

Foreign Language

SPAN 101-102 Elementary Spanish I, II
SPAN 201-202 Intermediate Spanish I, II
FREN 101-102 Elementary French I, II
FREN 201-202 Intermediate French I, II

Elective Course Selection Guide

We've created this guide to help you see which courses are most likely to transfer to a four-year institution. As you choose which electives you'd like to take at Richard Bland College, you should also check and see whether this course is likely to transfer to a four-year institution.

These elective courses are highly transferable:

BIO 111- Medical Terminology (for health professions only)
 BUS 104 Intro to Business
 BUS 201 Principles of Accounting I BUS 202 Principles of Accounting II
 HLTH 245 Understanding Nutrition (health science majors)

These elective courses may transfer only as other general electives:

ART 101 Basic Design I
 ART 102 Basic Design II
 ART 103 Beginning Drawing I
 ART 104 Beginning Drawing II
 ART 221 Intermediate Drawing I
 ART 222 Intermediate Drawing II
 ART 292 Portfolio Development
 EDUC 200 Intro to Teaching
 HLTH 225 Health and Wellness
 PE 120 Fitness & Wellness
 THEA 115 Intro to Acting
 THEA 132 Theatre Practicum
 THEA 133 Theatre Practicum

Course Selection Guides for First-Year Students

Associate in Arts

FIRST SEMESTER	CREDITS	SECOND SEMESTER	CREDITS
Writing: ENGL 101	3	Writing: ENGL 102	3
Choose one or two courses in: The Human Experience AND U.S. and World Cultures *PHIL 101 and 203 require a co-requisite of ENG 101.	2-6	Choose one or two courses in: The Human Experience AND U.S. and World Cultures	3-6

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*Enroll in the math course as determined by your placement test or previous academic records in college-level work.	3		
Investigation of the Natural World BIO 101 and 101L	4		
Foreign Language *Enroll in the foreign language course as determined by your previous high school and/or college-level coursework	3-4	Foreign Language *Enroll in the foreign language course as determined by your previous high school and/or college-level coursework	3-4

**Please refer to the Core Courses List for a complete list of course choices and categories for which they satisfy.*

Associate in Arts with Developmental Courses

FIRST SEMESTER	CREDITS	SECOND SEMESTER	CREDITS
Writing: ENGL 100 or 101*Enroll in the appropriate English course as determined by your placement test or previous academic records in college-level work.	3	Writing: ENGL 101 or 102	3
Choose one or two courses in: The Human Experience AND U.S. and World Cultures. *PHIL 101 and 203 require a co- requisite of ENG 101	3-6	Choose one or two courses in: The Human Experience AND U.S. and World Cultures	3-6
Quantitative and Symbolic Reasoning MATH 100A or 100B or 101 *Enroll in the math course as determined by your placement test or previous academic records in college-level work.	3	Quantitative and Symbolic Reasoning	3
Choose at least one course from the Transfer Core Course List *Ineligible for Investigation of the Natural World	3	Investigation of the Natural World BIO 101 and 101 L or CHEM 101 and 101L (if corequisites are met) OR choose at least one course from the Transfer Core Courses List(if requirements are not met)	3-4
Foreign Language	3-4	Foreign Language	3-4

**Please refer to the Core Courses List for a complete list of course choices and categories for which they satisfy.*

Associate in Science

FIRST SEMESTER	CREDITS	SECOND SEMESTER	CREDITS
Writing: ENGL 101	3	Writing: ENGL 102	3
Choose one or two courses in: The Human Experience AND U.S. and World Cultures	3-6	Choose one or two courses in: The Human Experience AND U.S. and World Cultures	3-6
Investigation of the Natural World BIO 101 and 101L	4	Investigation of the Natural World BIO 102 and 102L	4

**PHIL 101 and 203 require a corequisite of ENG 101.*

**Please refer to the Core Courses List for a complete list of course choices and categories for which they satisfy.*

Associate in Science with Developmental Courses

FIRST SEMESTER	CREDITS	SECOND SEMESTER	CREDITS
Writing: ENGL 100 or 101	3	Writing: ENGL 101 or 102	3
Choose one or two courses in : The Human Experience AND U.S. and World Cultures. *PHIL 101 and 203 require a corequisite of MATH 101 and ENG 101	3-6	Choose one or two course in: The Human Experience AND U.S. and World Cultures	3-6
Quantitative and Symbolic Reasoning MATH 100A or 100B or 101 *Enroll in the math course as determined by your placement test or previous academic records in college-level work.	3	Quantitative and Symbolic Reasoning	3
Choose at least one course from the Transfer Core Courses List	3	Choose at least on course in Investigation of the Natural World (if the math and English co-requisites are met) OR at least one course from the Transfer Core Courses List (if requirements are not met)	3-4

**Please refer to the Core Courses List for a complete list of course choices and categories for which they satisfy.*